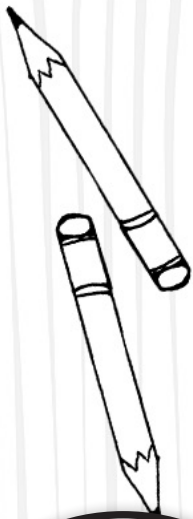
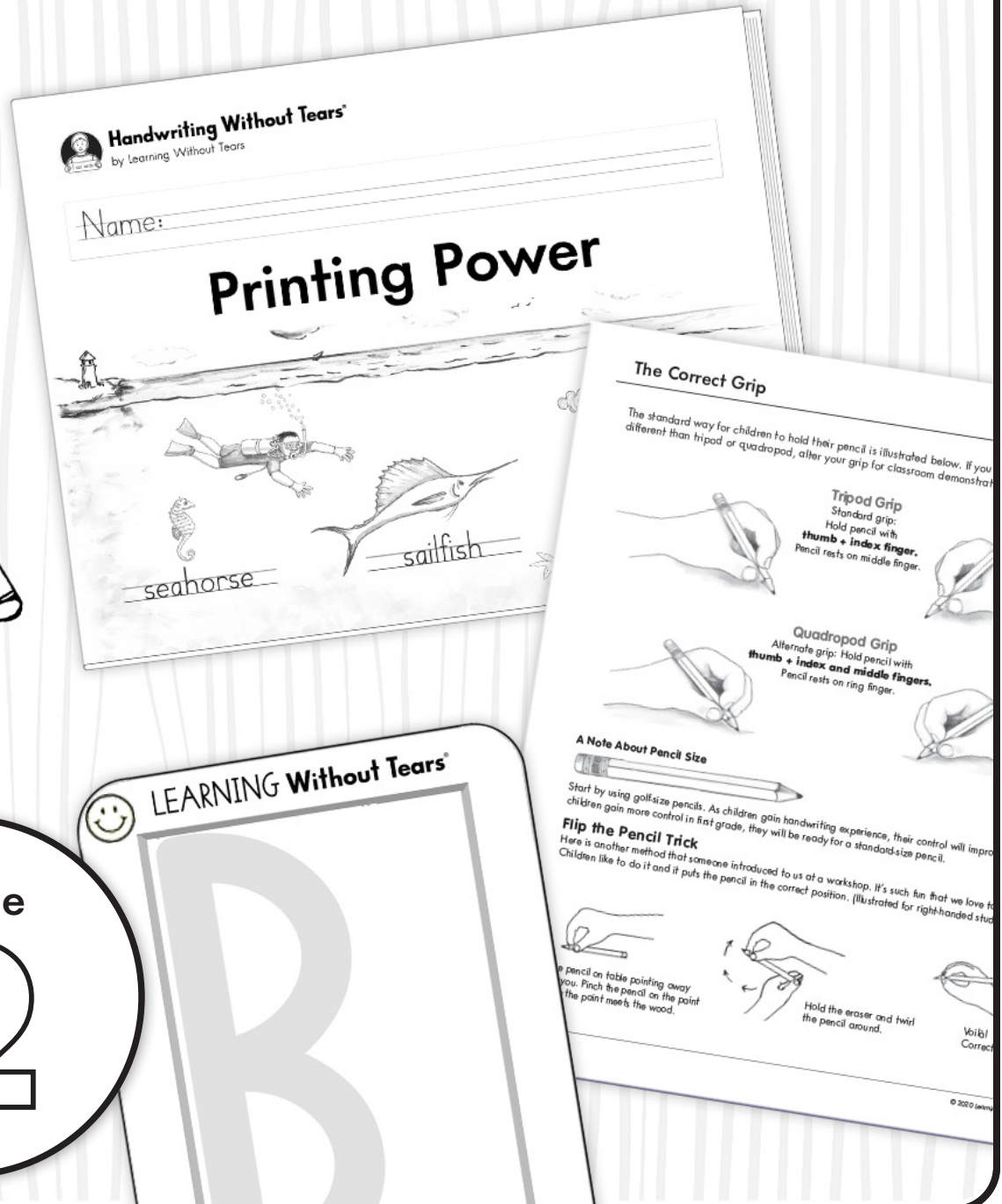


Free Next Steps Pack

ENGLISH



Grade
2

Introduction Letter

Dear Friends,

All of us at Learning Without Tears are committed to helping you continue student learning, no matter where that learning takes place. We are providing you with free resources to help parents and caregivers support learning at home. Get access to all our free online products and resources at [LWTears.com](https://www.LWTears.com).

This pack uses Handwriting Without Tears' developmentally based curriculum designed to engage children of all learning styles. These resources are easy to use, whether or not your students are currently using the Learning Without Tears curriculum.

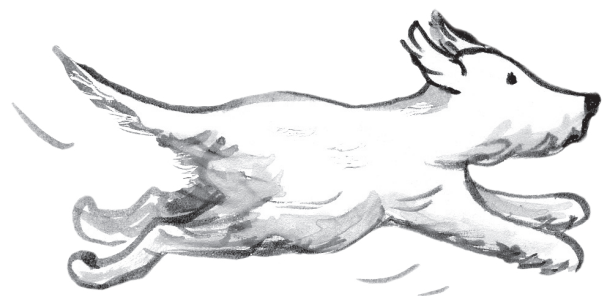
These pages were created to support at-home handwriting practice. Included are:

- Formation charts for capital letters, lowercase letters, and numbers so you'll know what to say to help your child form their letters and numbers
- Capital letter practice pages to reinforce capital letter formations
- Lowercase letter practice pages to reinforce lowercase letter formations
- Writing activities to practice writing words and sentences on double lines

We are committed to helping you and your students mitigate any learning loss as you respond to this unprecedented time. We are here to support you, so please reach out with any questions or concerns.

Email us at: customerservice@LWTears.com | Phone: 888.983.8409

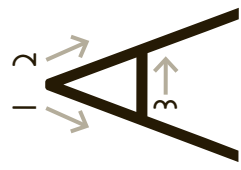
Be sure to follow @LWTears on Facebook, Instagram, LinkedIn, and Pinterest and @HWTears on Twitter to stay connected with our latest updates.



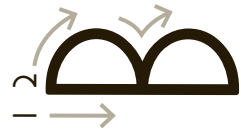
If you would like more information about free resources to support your learning environment, please go to [LWTears.com/families](https://www.LWTears.com/families).

Capital Letter Formation Chart

Capitals are formed with 4 strokes: Big Lines, Little Lines, Big Curves, and Little Curves.
Use this step-by-step language to help your child learn the letter formation for capitals.
The stroke sequence is numbered for each letter.



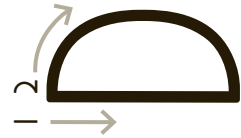
Big Line
Big Line
Little Line



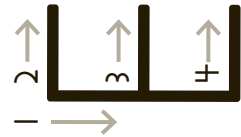
Big Line
Little Curve
Little Curve



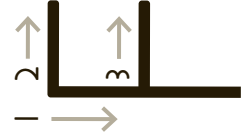
Big Curve



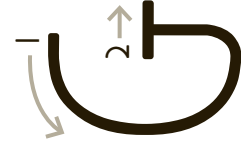
Big Line
Big Curve



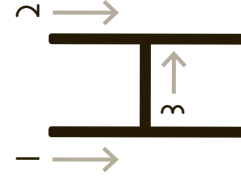
Big Line
Little Line
Little Line
Little Line



Big Line
Little Line
Little Line



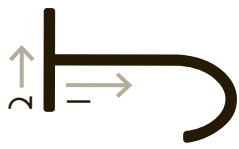
Big Curve
Little Line
Little Line



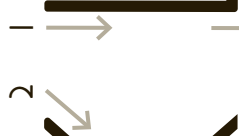
Big Line
Big Line
Little Line



Big Line
Little Line
Little Line



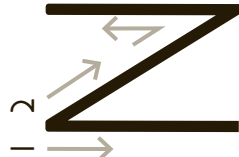
Big Line
Turn
Little Line



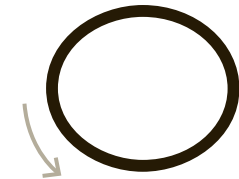
Big Line
Little Line
Little Line



Big Line
Little Line



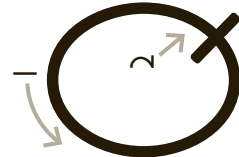
Big Line
Big Line
Big Line
Big Line



Big Line
Big Line
Big Line



Big Curve
Big Curve
Little Line



Big Line
Little Curve



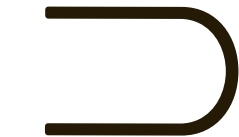
Big Line
Little Curve
Little Line



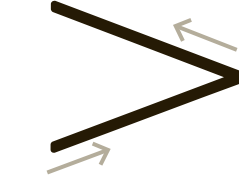
Little Curve
Little Curve



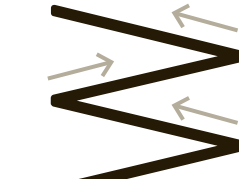
Big Line
Little Line



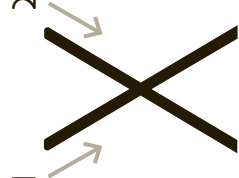
Big Line
Turn
Big Line



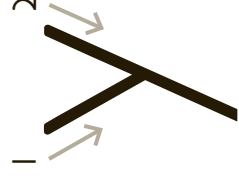
Big Line
Big Line



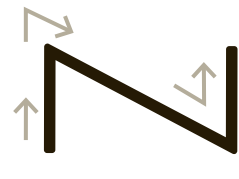
Big Line
Big Line
Big Line
Big Line



Big Line
Big Line




Big Line
Big Line





Little Line
Big Line
Little Line

Lowercase Formation Chart


Lowercase letters are continuous stroke so you rarely lift up the pencil before you are done! Use the step-by-step language to help your child learn the letter formation language.



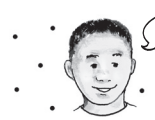
Magic c up like a bump back down bump

dive down swim up and over down




dive down swim up and over around bump




Dots for you!

down bump dot




Magic c

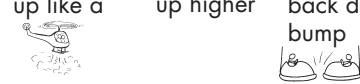


Dots for you!


down turn dot




Magic c up like a up higher back down bump



down bump the line kick! slide away





start little line up and around stop




Start at the top!

down bump the line





At first, curve up. Then, go straight down.



up down bump the line cross



start with n swim up and over down (m has two humps)



Magic c up like a back down turn





dive down swim up and over down (n has one hump)


Lowercase Formation Chart




Magic c keep on going stop




bump
down, travel, up back down bump




dive down




swim up and over around bump




slide down slide up




Magic c bump
up like a back down U turn




slide down and up slide down and up




dive down




swim up and over




slide down slide down



little Magic c little Magic c turn down curve around



slide down slide down



Start at the top!

Directions for crossing †:
Left-handed Right-handed

down bump the line cross



go across slide down go across

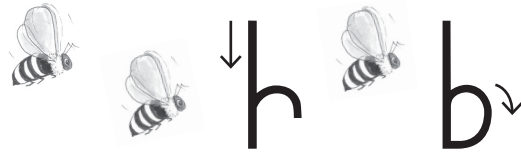
Letter Stories

Fun stories help children remember letters that are a bit tricky.

b

Honeybee

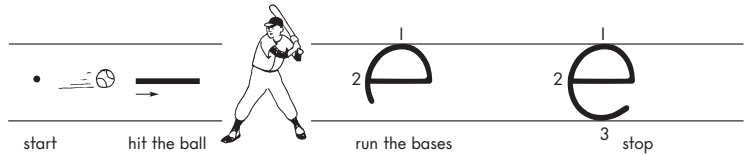
Say, "Let's make letter **h**. Now let's make another **h**. I have a surprise. This is an **h** for a honeybee." Turn **h** into **b**.



e

Run the Bases

Place the pencil on the dot. Say, "Batter up to bat. Here comes the pitch. Hit the ball, wait, then run the bases: first, second, third, stop! It's not a home run."



f

Fire Hose Squirts

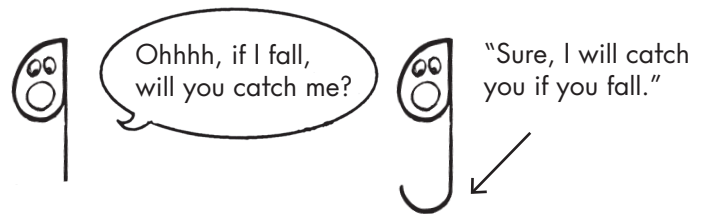
Say, "f is like water squirting out of a fire hose. It goes up and then falls down."



g

If George Falls

Say, "Inside **g** lives a little man named George (draw a little face in **g**). He says, 'Ohhhh, if I fall, will you catch me?' Sure, I will catch you (turn the **g** to catch George) if you fall."



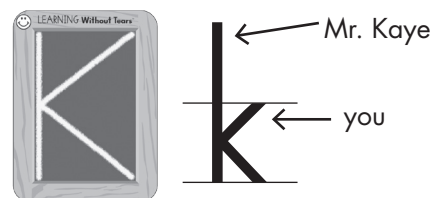
k

Karate K

Say, "The Big Line is Mr. Kaye, your karate teacher. He wants you to show him your kick."

K: Put your chalk in the corner. That's you. Now kick Mr. Kaye. Hiiii-ya. That's the karate **K**.

k: Put the pencil on the line. That's you. Now kick Mr. Kaye. Hiiii-ya. That's the karate **k**."



Letter Stories

m Stinky m

Say, "If **m** has a big gap, people will throw trash in the gap. Don't make a big gap. Make the gap so little, there is only room for an upside down chocolate kiss."



q U-Turn

Say, "The letter **q** is followed by **u**. Think of quiet, quit, quibble, quaint, etc. At the bottom of **q**, stop and make a U-turn."



S Stop, Drop & Roll with S

Start **s** with a little **c**. Go over and say hello to the smiley face. Say, "What do you do if your clothes catch on fire? You stop, drop, and roll!"



Say hello to the smiley face.



Stop, drop, and roll.

Tt T Is Tall, t Is Tall But...

Say, "Look at me. I can make capital **T**. Look at me. I can make lowercase **t**. Capital **T** is tall. Lowercase **t** is tall, but it's crossed lower. Capital **T** and lowercase **t** are both tall."



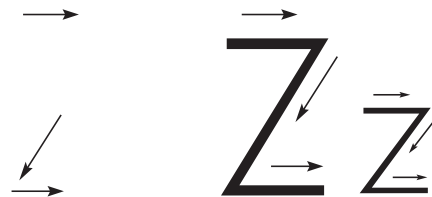
Z Chase

Say, "Left hand says, 'I'm going to chase you.'" Right hand picks up the pencil and runs across the page.

Left hand says, "I'm kidding! Come back." Right hand slides back down toward the left hand.

Left hand says, "Ha! I'm going to chase you." Right hand runs back across."

(This story is for right-handers with z reversal problems, but can be adapted for lefties.)

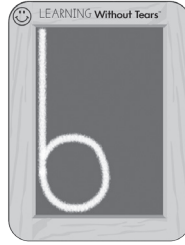


Number Stories

We use Slate Chalkboards and Grey Blocks to help children learn to form numbers. The smiley face in the upper left helps to orient the child and the frame helps to prevent the child from reversing numbers.



- 1 starts in the Starting Corner.**
- 1 makes a Big Line down.
- 1 stops in the corner.



- 6 starts in the Starting Corner.**
- 6 is a baby bear.
- 6 goes down to curl up in the corner.
- 6 is hibernating.



- 2 starts in the Starting Corner.**
- 2 makes a Big Curve.
- 2 stops in the corner.
- 2 walks away on the bottom.



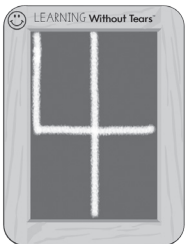
- 7 starts in the Starting Corner.**
- 7 makes a Little Line across the top.
- 7 says, "I better slide down."



- 3 starts in the Starting Corner.**
- 3 makes a Little Curve to the middle.
- 3 makes another Little Curve to the bottom corner.



- 8 is different.
- 8 doesn't like corners.
- 8 starts at the top center.
- 8 begins with S and then goes home.



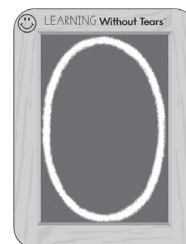
- 4 starts in the Starting Corner.**
- 4 makes a Little Line down to the middle.
- 4 walks across the dark night.
- 4 jumps to the top and says, "I did it." (Big Line down)



- 9 is so special.
- 9 has its own corner.
- 9 makes a Little Curve and goes up to the corner.
- 9 makes a Big Line down.



- 5 starts in the Starting Corner.**
- 5 makes a Little Line down to the middle. It starts to rain.
- 5 makes a Little Curve around.
- 5 puts a Little Line on top to stop the rain.



- 10** uses two places.
- 1** comes first.
- 0** is next.
- 0** starts at the top center.
- 10** is finished.

Preparing for Paper & Pencil

THREE EASY STEPS

When it comes to handwriting, children must be taught everything, including how to sit, position the paper, and hold a pencil. This is the physical approach to handwriting. Sometimes it's the physical approach, not the letters and numbers, that causes a child to struggle with handwriting. Think of it like playing a musical instrument; if you don't know how to position yourself and hold the instrument correctly, how can you play beautiful music? The same is true with writing letters and numbers. The ability to position yourself and hold your pencil correctly has a lot to do with being able to write legibly.

Important questions:

- What affects children's posture?
- How should the paper be placed?
- What is the secret to a good pencil grip?

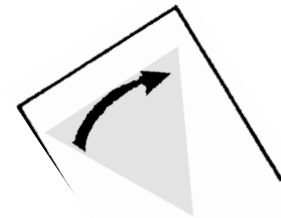
STEP 1 – POSTURE

Does the furniture fit? The right size and style of chair and desk affect school performance. Children don't come in a standard size. Check that every child can sit with feet flat on the floor and arms resting comfortably. Children who sit on their feet often will lose stability in their upper torso. On the following page, we show you how good posture can be fun. We have a secret for getting children to stop sitting on their feet.



STEP 2 – PAPER PLACEMENT

There's a misconception that people should slant their paper to make slanted writing. Not true. In fact, we slant paper so that it fits the natural arc of the forearm. Children who slant their papers properly can write faster because the arm moves naturally with the paper.



STEP 3 – GRASPING GRIP

The most important thing to understand about pencil grip is it doesn't develop naturally—it is learned. Based on our years of experience helping children, we developed our own theories about how to develop good pencil grip habits effectively. Because children are born imitators, demonstration will lead to success.

On the next few pages, you will find fun strategies to help you teach posture, paper, and pencil skills.

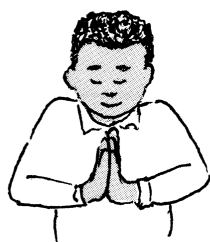


Stomp Your Feet

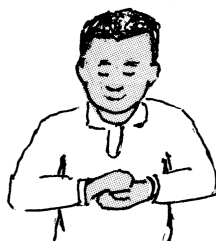
Stomping is fun and really works because it keeps students' feet on the floor and parallel in front of them. The arm movements make their trunks straight. The noise lets them release energy, but it's under your control. When you have them stop stomping, they'll have good posture and be ready to pay attention. Use "Stomp Your Feet" a few times a day.

Activity

1. Sit down and show the children how to stomp their feet and wave their arms.
2. Have them shout, "Na, na, naaaah, na, na naaah," with you as they wave and stomp.
3. Have children push and pull their hands. Have them hug themselves.
4. End by having children raise their shoulders up, pull shoulders back, and let them down.



Push palms



Pull hands



Hug yourself tightly



Raise shoulders



Pull shoulders back



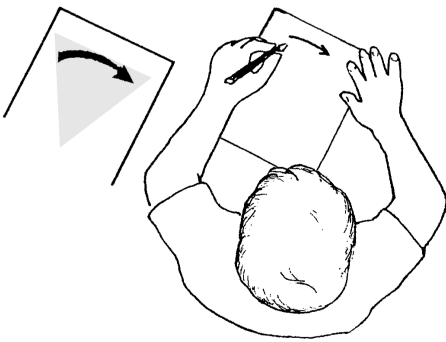
Let them down

Paper Placement & Pencil Grip

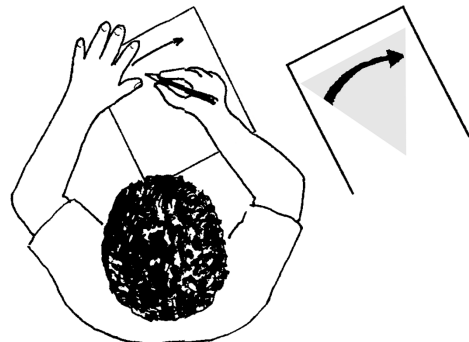
PLACE THE PAPER

How do you position paper correctly? Some children may lean over in an awkward position to write. Children who put their paper in front of them and slant it properly can write more efficiently because they position their arms naturally with the paper. You need to teach them how to place their papers appropriately. Have your students turn to p. 6 in *Kick Start Kindergarten*, and teach them how to slant their papers for their handedness.

Children who are able to print sentences across the page are ready to tilt the paper at a slight angle to follow the natural arc of the writing hand. The correct way to tilt the paper is easy to remember (see illustrations below). For right-handed children, put the right corner higher; for left-handed children, put the left corner higher. The writing hand is below the line of writing. This practice encourages a correct, neutral wrist position.



Left-Handed Students



Right-Handed Students

LOOKING OUT FOR LEFTIES

When writing, we typically travel from top to bottom and left to right. At times, left-handed children may choose to cross letters by pulling their writing hand from right to left. This is natural. Model it for them in their student editions for the letters below.

Mark arrows → for right-handed students. Mark arrows ← for left-handed students.

A E F G H I J T - f †

The Correct Grip

The standard way for children to hold their pencil is illustrated below. If you write using a grip that is different than tripod or quadropod, alter your grip for classroom demonstration.

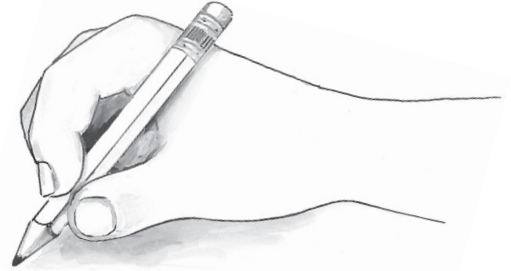
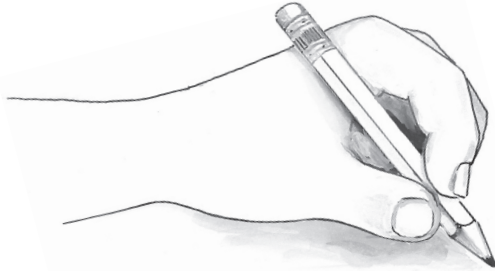
Tripod Grip

Standard grip:

Hold pencil with

thumb + index finger.

Pencil rests on middle finger.

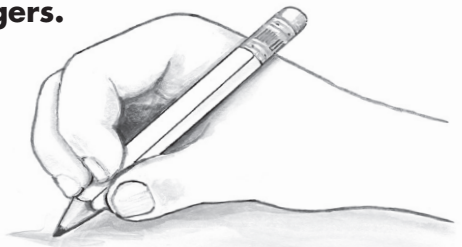


Quadropod Grip

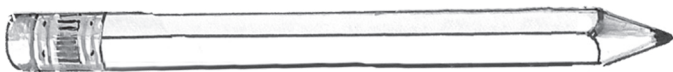
Alternate grip: Hold pencil with

thumb + index and middle fingers.

Pencil rests on ring finger.



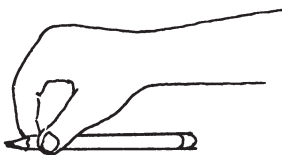
A Note About Pencil Size



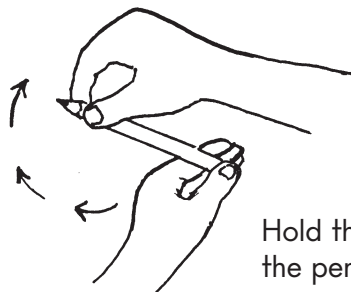
Start by using golf-size pencils. As children gain handwriting experience, their control will improve. Typically, as children gain more control in first grade, they will be ready for a standard-size pencil.

Flip the Pencil Trick

Here is another method that someone introduced to us at a workshop. It's such fun that we love to share it. Children like to do it and it puts the pencil in the correct position. (Illustrated for right-handed students.)



Place pencil on table pointing away from you. Pinch the pencil on the paint where the paint meets the wood.



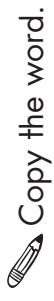
Hold the eraser and twirl the pencil around.



Voilà!
Correct grip.

Name: _____

Date: - -



Copy the word.

1. sun

2. tree

3. bird

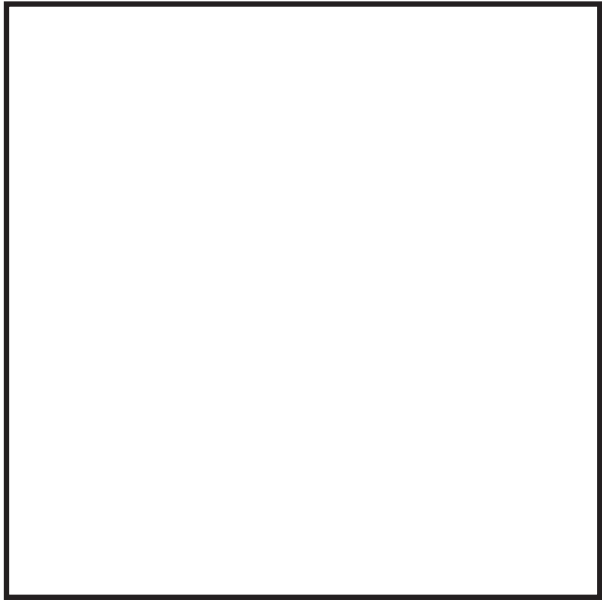
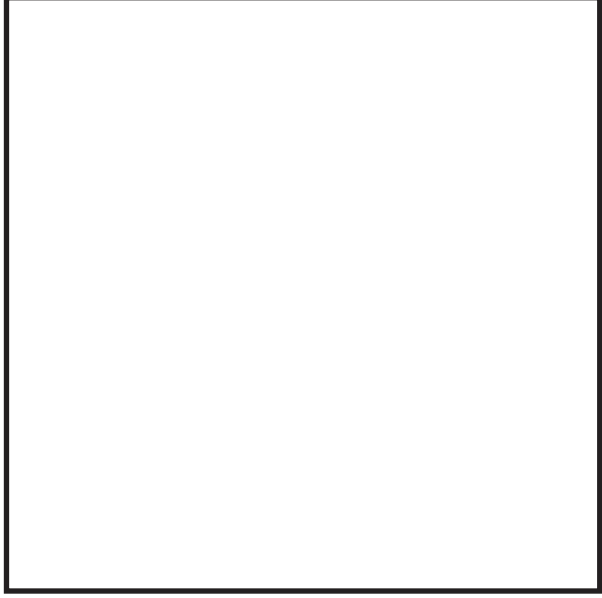
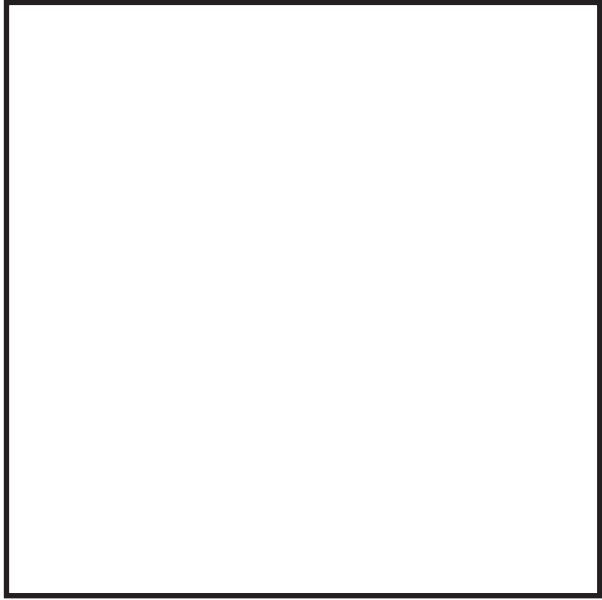
4. ant

5. seed

Name: _____

Date: - -

 Draw a picture. Copy the word.



1. rainbow _____

2. sunshine _____

3. butterfly _____

Name: _____ Date: - -

 Copy.

In the spring, plants begin to wake up

from the winter.

Trees grow new leaves, and flowers

bloom.

Look for them the next time you go

outside!

Name: _____

Date: - -

How to Brighten Someone's Day

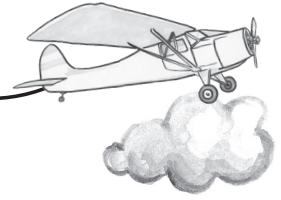
First,

Next,

Last,



My Opinion



Name: _____ Date: - -

What animal is the best pet?

Opinion: _____

Reasons: 1. _____

2. _____

3. _____

Conclusion: _____

Name: _____ Date: - -

Beach and lake

Blank writing area for the topic "Beach and lake".

Beach

Lake

Blank writing area for the topic "Beach".

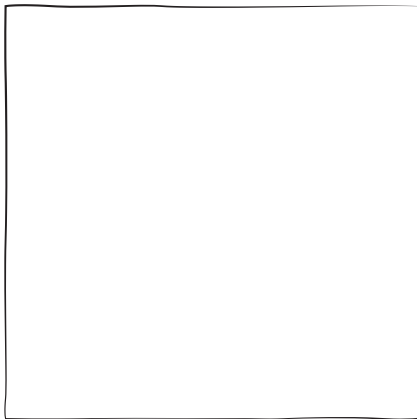
Blank writing area for the topic "Lake".

TITLE/TOPIC:

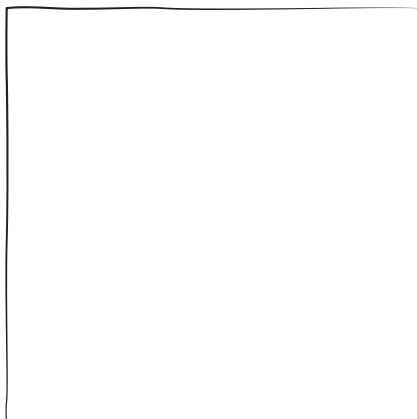
 Read a story. Child draws and writes what happens.

Title: _____

Character: _____

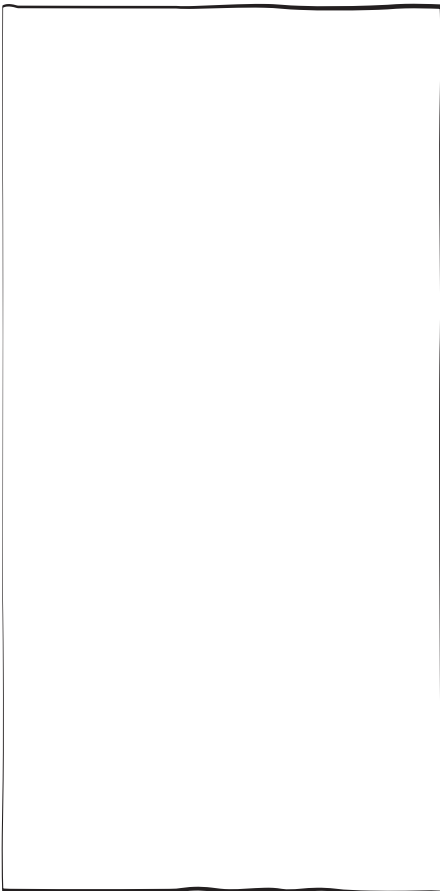
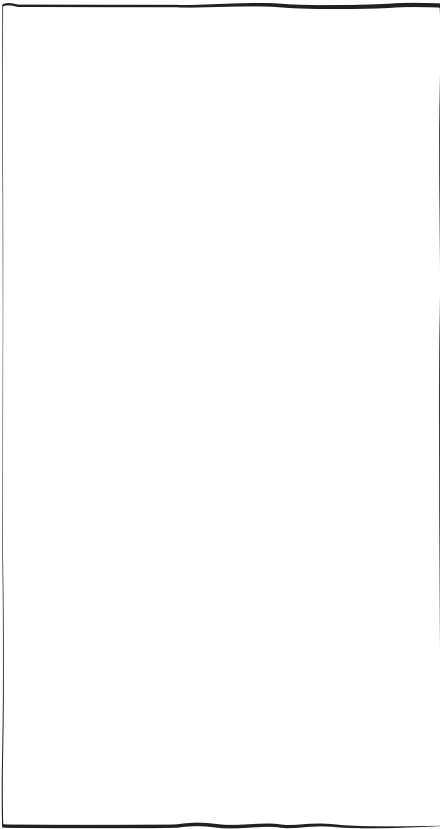


Character: _____



Setting: _____

TITLE/TOPIC: _____



Handwriting practice lines consisting of 20 horizontal lines. The lines are grouped into four sets of five lines each, with a larger gap between the second and third sets.

TITLE/TOPIC: _____

