

Unit Objectives:

- Implement a daily routine that includes a HWT experience during Circle Time
 - Implement a daily routine that includes a HWT experience during Learning Centers
 - Introduce the Vertical and Horizontal Letters (L F E H T I U)
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- For each letter, a list of 8-10 activities is included. Each of the listed activities is required but the pace is at teacher's discretion (so long as the letters are introduced in the order listed – L F E H T I U).
 - This means that teachers can determine which activities to offer each day, so long as the objectives listed above are met.
 - Activities are arranged in a continuum, meaning that activity #1 should be implemented before #2 and so on, but once an activity has been introduced, it can and should be repeated often.
 - You will find the activities related to the Letter L on page 2 of this guide.
 - You will find the activities related to the Letter F on page 3 of this guide.
 - You will find the activities related to the Letter E on page 4 of this guide.
 - You will find the activities related to the Letter H on page 5 of this guide.
 - You will find the activities related to the Letter T on page 6 of this guide.
 - You will find the activities related to the Letter I on page 7 of this guide.
 - You will find the activities related to the Letter U on page 8 of this guide.

**As a reminder, the entire Scope and Sequence for HWT is found
in the Curriculum Implementation Manual [here](#).**

HWT – Letter L

See Unit Guidelines on Page 1.

- Activities are sequential (#1 must happen before #2 and so on).
 - All 10 activities are required, but can be paced at teacher's discretion, based on children's abilities and needs.
 - Repeat activities as needed, to build children's growing competence.
1. **Circle Time - Intro to Letter L** - Reference HWT Teacher's Guide for the specific way it must be taught. Place the letter card L in front of the children. Do they know any L words, names, anything beginning with letter L in the classroom?
 2. **Circle Time - Building Letters with Wooden Pieces** - Use the letter card to build the letter L with wooden pieces, narrating aloud how you are doing it, using both the letter card and blue mat. Have children come up and try it. Video Sample - [Capital Letter Cards](#) and [Wooden Pieces & Blue Mat](#)
 3. **Independent Center - Stacking & Sorting** - Scatter 3 wooden piece sets on the rug. Provide verbal prompts- Ex: "I see you have a big line. Where will you stack it? Can you find another big line to stack on top?"
 4. **Circle Time – Where do your letters start (Track 1)** - Remind children that there is a special way to make each of the letters in the alphabet! Introduce movements to solidify children's understanding of where to start their letters, before starting. Reference the smiley face indicator. Have fun!
 5. **Teacher Led Center - Roll Letters with Me! (Roll A Dough)** - Introduce the RAD materials to your children. Show them the letter card inside the tray. Ask them what letter it is. Make the letter L per your Teacher Manual instructions for Roll-A-Dough Letters. Video Sample - [Roll A Dough](#)
 6. **Circle Time - Building Mat Man (Track 8)** - Build him along with the song, on your own, as you show your children the first time. Then, play the song again and have the children participate. Video Sample - [Mat Man](#)
 7. **Independent Center - Drawing a Self-Portrait** - Remind children of how they built Mat Man at Circle Time, while creating their own self portrait. Ensure individual creativity, allowing children to draw the best picture of themselves without any assistance. When completed, please date and place it in their Assessment Portfolios.
 8. **Circle Time - Crayon Song (Track 5)** - During the song, practice dropping and then picking up a HWT-sized crayon, using the proper grip. Video Sample - [Proper Pencil Grip](#)
 9. **Circle Time - Air Writing** - Have children pick up their crayon with the correct grip and stand-up! Facing them, air write the letter L, narrating through the pieces. When repeating, ask children which piece comes next.
 10. **Teacher Led Center – Journals** - Have each child make a letter L entry. After children draw a picture, have them practice writing the letter L on the page's HWT strip, at least once. Dictations are to be added verbatim when children are done. (Reference Circle Time videos as needed).

- Activities are sequential (#1 must happen before #2 and so on).
 - All 10 activities are required, but can be paced at teacher's discretion, based on children's abilities and needs.
 - Repeat activities as needed, to build children's growing competence.
1. **Circle Time – Introducing Letter F** - Reference HWT Teacher's Guide for the specific way it must be taught. Place the letter card F in front of the children. Do they know any F words, names, anything beginning with letter F in the classroom?
 2. **Circle Time - Building Letters with Wooden Pieces** - Use the letter card to build the letter F with wooden pieces, narrating aloud how you are doing it, using both the letter card and blue mat. Have children come up and try it. Video Sample - [Capital Letter Cards](#) and [Wooden Pieces & Blue Mat](#)
 3. **Teacher Led Center- Building Letters: Wooden Pieces** - Build F once as a model on the letter card. Name each piece, using correct language. Support children as needed. (Reference Circle Time video links from Activity 2.)
 4. **Circle Time – My Turn, Your Turn** - Model how to create the letter F from your wooden pieces, to remind children of the process. Then to play “my turn, your turn” begin by taking a turn, placing the first piece down to make the letter F. Then, have a child find and place the next piece. Then, take another turn yourself, until the letter F is built! Have friends try this in pairs too!
 5. **Teacher Led Center - Roll-A-Dough** - Make the letter F per your Teacher Manual instructions for Roll-A-Dough Letters. Model and then let children practice with support. **Repeat on two separate days, please.** Video Sample - [Roll A Dough](#)
 6. **Independent Center - Letter Match** - Place pictures matching the letter F (frog, farm, fast, fan, feet, feather, fish, football, etc.) and some without, on a table. Then, place letter F cards out (enough to match each of the pictures with F) so children can match them up.
 7. **Circle Time - Crayon Song (Track 5)** - During the song, practice dropping a HWT-size crayon and then picking it up, with the proper grip. Video Sample - [Proper Pencil Grip](#)
 8. **Circle Time - Air Writing** - Have children pick up their crayon with the correct grip and stand-up! Facing them, air write the letter F, narrating through the pieces. When repeating, ask children which piece comes next.
 9. **Independent Center – Making Shapes** - Set out shape cards along with a couple sets of wooden piece for children to use when building each shape.
 10. **Teacher Led Center - Journals** - Have each child make a letter F entry. After children draw a picture, have them practice writing the letter F on the page's HWT strip, at least once. Dictations are to be added verbatim when children are done. Video Sample - [Proper Pencil Grip](#)

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 - Repeat activities as needed, to build children's growing competence.
1. **Circle Time – Introducing Letter E** - Reference HWT Teacher's Guide for the specific way it must be taught. Place the letter card E in front of the children. Do they know any E names or words?
 2. **Circle Time - Building Letters with Wooden Pieces** - Use the letter card to build the letter E with wooden pieces, narrating aloud how you are doing it, using both the letter card and blue mat. Have children come up and try it. Video Sample - [Capital Letter Cards](#) and [Wooden Pieces & Blue Mat](#)
 3. **Circle Time – My Turn, Your Turn** - Model how to create the letter E from your wooden pieces, to remind children of the process. Then to play “my turn, your turn” begin by taking a turn, placing the first piece down to make the letter E. Then, have a child find and place the next piece. Then, take another turn yourself, until the letter E is built! Have friends try this in pairs too!
 4. **Teacher Led Center - Roll-A-Dough** - Make the letter E per your Teacher Manual instructions for Roll-A-Dough Letters. Model and then let children practice with support. **Repeat on two separate days, please.** Video Sample - [Roll A Dough](#)
 5. **Circle Time - Crayon Song (Track 5)** - During the song, practice dropping a HWT-size crayon and then picking it up, with the proper grip. Video Sample - [Proper Pencil Grip](#)
 6. **Circle Time - Air Writing** - Have children pick up their crayon with the correct grip and stand-up! Facing them, air write the letter E, narrating through the pieces. When repeating, ask children which piece comes next.
 7. **Circle Time - Stamp and See Screen Intro** - Introduce the Stamp and See Screen materials. Then, make the letter E per your Teacher Manual instructions for the Stamp and See Screen; model this a couple times for children. Video Sample - [Stamp and See Screen](#)
 8. **Teacher Led Center - Stamp and See Screen** - Make the letter E per your Teacher Manual instructions for the Stamp and See Screen. Begin by demonstrating it yourself, as you did in Circle Time, before children try.
 9. **Circle Time - I Can Do, Can You?** - Hand each child two “line” pieces (big or small). You start by tapping your two lines in a rhythm or pattern, and then have your children take a turn copying you! When they get the hang of the game, you can have other children come up with a pattern or rhythm to copy.
 10. **Teacher Led Center - Journals** - Have each child make a letter E entry. After children draw a picture, have them practice writing the letter E on the page's HWT strip, at least once. Dictations are to be added verbatim when children are done. Video Sample - [Proper Pencil Grip](#)

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 - All 10 activities are required, but can be paced at teacher's discretion, based on children's abilities and needs.
 - Repeat activities as needed, to build children's growing competence.
1. **Circle Time – Introducing Letter H** - Reference HWT Teacher's Guide for the specific way it must be taught. Place the letter card H in front of the children. Do they know any H names or words?
 2. **Circle Time - Building Letters with Wooden Pieces** - Use the letter card to build the letter H with wooden pieces, narrating aloud how you are doing it, using both the letter card and blue mat. Have children come up and try it. Video Sample - [Capital Letter Cards](#) and [Wooden Pieces & Blue Mat](#)
 3. **Circle Time – My Turn, Your Turn** - Model how to create the letter H from your wooden pieces, to remind children of the process. Then to play “my turn, your turn” begin by taking a turn, placing the first piece down to make the letter H. Then, have a child find and place the next piece. Then, take another turn yourself, until the letter H is built! Have friends try this in pairs too!
 4. **Teacher Led Center - Roll-A-Dough** - Make the letter H per your Teacher Manual instructions for Roll-A-Dough Letters. Model and then let children practice with support. Video Sample - [Roll A Dough](#)
 5. **Circle Time - Crayon Song (Track 5)** - During the song, practice dropping a HWT-size crayon and then picking it up, with the proper grip. Video Sample - [Proper Pencil Grip](#)
 6. **Circle Time - Stamp and See Screen - Demo** - Demonstrate the Stamp and See Screen materials. Then, make the letter H per your Teacher Manual instructions for the Stamp and See Screen; model this a couple times for children. Video Sample - [Stamp and See Screen](#)
 7. **Teacher Led Center - Stamp and See Screen** - Make the letter H per your Teacher Manual instructions for the Stamp and See Screen. Begin by demonstrating it yourself, as you did in Circle Time, before children try.
 8. **Circle Time - Wet-Dry-Try Intro** - On one of the slate chalk boards, pre-draw the letter H. Introduce the activity “Wet, Dry, Try” by asking children what letter you have written on your board. Show the students your new “special” way for writing letters. Complete this activity per your Teacher Manual instructions for Wet-Dry-Try. Video Sample - [Wet-Dry-Try](#)
 9. **Teacher Led Center – Wet-Dry-Try** - On one of the chalk boards, pre-draw the letter H. Reintroduce the “Wet, Dry, Try” by asking children what letter you have written on your board. Model your new “special” way for writing letters by narrating through all of your actions before children try. Complete this activity

- 10. Teacher Led Center - Journals** - Have each child make a letter H entry. After children draw a picture, have them practice writing the letter H on the page's HWT strip, at least once. Dictations are to be added verbatim when children are done. Video Sample - [Proper Pencil Grip](#)

HWT – Letter I

See Unit Guidelines on Page 1.

- **Activities are sequential (#1 must happen before #2 and so on).**
 - **All 9 activities are required, but can be paced at teacher's discretion, based on children's abilities and needs.**
 - **Repeat activities as needed, to build children's growing competence.**
1. **Circle Time – Introducing Letter I** - *Reference HWT Teacher's Guide for the specific way it must be taught.* Place the letter card I in front of the children. Do they know any I words?
 2. **Circle Time - Building Letters with Wooden Pieces** - Use the letter card to build the letter I with wooden pieces, narrating aloud how you are doing it, using both the letter card and blue mat. Have children come up and try it. Video Sample - [Capital Letter Cards](#) and [Wooden Pieces & Blue Mat](#)
 3. **Circle Time – My Turn, Your Turn** - Model how to create the letter I from your wooden pieces, to remind children of the process. Then to play “my turn, your turn” begin by taking a turn, placing the first piece down to make the letter I. Then, have a child find and place the next piece. Then, take another turn yourself, until the letter I is built! Have friends try this in pairs too!
 4. **Independent Center - Roll-A-Dough** - Now that friends are comfortable with the RAD materials, let children practice making the letter I. Provide support if needed. Video Sample - [Roll A Dough](#)
 5. **Teacher Led Center - Stamp and See Screen** - Make the letter I per your Teacher Manual instructions for the Stamp and See Screen. Begin by demonstrating it yourself, before children try. Video Sample - [Stamp and See Screen](#)
 6. **Circle Time - Wet-Dry-Try Demo** - On one of the slate chalk boards, pre-draw the letter I. Introduce the activity “Wet, Dry, Try” by asking children what letter you have written on your board. Complete this activity per your Teacher Manual instructions for Wet-Dry-Try. Video Sample - [Wet-Dry-Try](#)
 7. **Teacher Led Center – Wet-Dry-Try** - On one of the chalk boards, pre-draw the letter I. Reintroduce the “Wet, Dry, Try” by asking children what letter you have written on your board. Model your new “special” way for writing letters by narrating through all of your actions before children try. Complete this activity
 8. **Circle Time - Crayon Song (Track 5)** - During the song, practice dropping a HWT-size crayon and then picking it up, with the proper grip. Video Sample - [Proper Pencil Grip](#)
 9. **Teacher Led Center - Journals** - Have each child make a letter I entry. After children draw a picture, have them practice writing the letter I on the page's HWT strip, at least once. Dictations are to be added verbatim when children are done. Video Sample - [Proper Pencil Grip](#)

- Activities are sequential (#1 must happen before #2 and so on).
 - All 10 activities are required, but can be paced at teacher’s discretion, based on children’s abilities and needs.
 - Repeat activities as needed, to build children’s growing competence.
1. **Circle Time – Introducing Letter U** - *Reference HWT Teacher’s Guide for the specific way it must be taught.* Place the letter card I in front of the children. Do they know any U words?
 2. **Circle Time - Building Letters with Wooden Pieces** - Use the letter card to build the letter U with wooden pieces, narrating aloud how you are doing it, using both the letter card and blue mat. Have children come up and try it. Video Sample - [Capital Letter Cards](#) and [Wooden Pieces & Blue Mat](#)
 3. **Circle Time – My Turn, Your Turn** - Model how to create the letter U from your wooden pieces, to remind children of the process. Then to play “my turn, your turn” begin by taking a turn, placing the first piece down to make the letter U. Then, have a child find and place the next piece. Then, take another turn yourself, until the letter U is built! Have friends try this in pairs too!
 4. **Independent Center - Roll-A-Dough** - Now that friends are comfortable with the RAD materials, let children practice making the letter U. Provide support if needed. Video Sample - [Roll A Dough](#)
 5. **Teacher Led Center - Stamp and See Screen** - Make the letter U per your Teacher Manual instructions for the Stamp and See Screen. Begin by demonstrating it yourself, before children try. Video Sample - [Stamp and See Screen](#)
 6. **Circle Time - Wet-Dry-Try Demo** - On one of the slate chalk boards, pre-draw the letter U. Introduce the activity “Wet, Dry, Try” by asking children what letter you have written on your board. Complete this activity per your Teacher Manual instructions for Wet-Dry-Try. Video Sample - [Wet-Dry-Try](#)
 7. **Teacher Led Center – Wet-Dry-Try** - On one of the chalk boards, pre-draw the letter U. Reintroduce the “Wet, Dry, Try” by asking children what letter you have written on your board. Model your new “special” way for writing letters by narrating through all of your actions before children try. Complete this activity
 8. **Circle Time - Crayon Song (Track 5)** - During the song, practice dropping a HWT-size crayon and then picking it up, with the proper grip. Video Sample - [Proper Pencil Grip](#)
 9. **Teacher Led Center - Journals** - Have each child make a letter U entry. After children draw a picture, have them practice writing the letter U on the page’s HWT strip, at least once. Dictations are to be added verbatim when children are done. Video Sample - [Proper Pencil Grip](#)

10. **Independent Center** (optional) – If children have demonstrated readiness, offer Stamp and See Screen or Wet-Dry-Try materials as an independent center option. Provide support as needed.