

## 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 “Magic C” letters (C, O, Q, G, S, J).
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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 – C O Q G S J).
- 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 C on page 2 of this guide.
  - You will find the activities related to the Letter O on page 3 of this guide.
  - You will find the activities related to the Letter Q on page 4 of this guide.
  - You will find the activities related to the Letter G on page 5 of this guide.
  - You will find the activities related to the Letter S on page 6 of this guide.
  - You will find the activities related to the Letter J on page 7 of this guide.

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

- 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 - Introduction**  
*Reference HWT Teacher’s Guide for the specific way it must be taught.*  
Place the letter card C in front of the children. Do they know any C words, names, anything beginning with letter C in the classroom?
  2. **Circle Time - Building Letters with Wooden Pieces**  
Use the letter card to build the letter C 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: [Capital Letter Cards](#)) (VIDEO: [Wooden Pieces & Blue Mats](#))
  3. **Teacher Led Center - Roll-A-Dough**  
Make the letter C per your Teacher Manual instructions for Roll-A-Dough Letters. Model and then let children practice with support. (VIDEO: [RAD](#))
  4. **Independent Center – Roll-A-Dough**  
Encourage children to work on making the letter C with their Roll-A-Dough materials.
  5. **Circle Time or Small Group - Curves and Circles (pg. 41 of Teacher’s Guide)**  
Hand each child at least one big curve. Practice doing each of the motions: apart, together, “O”, rainbow, smiles, and squiggle-wiggle. You can practice these to some music or your own rhythm!
  6. **Circle Time - Skip to My Lou (Track 21)**  
This is a fun song that encourages children to practice imitation skills, just as they do in HWT!
  7. **Circle Time or Small Group - Stamp and See Screen**  
Take out a Stamp and See Screen and “C” letter card, and set them in front of you. Walk children through the process as you complete this letter and have them try too! (VIDEO: [Stamp & See](#))
  8. **Independent Center -Stamp and See Screen**  
Encourage children to work on making the letter C with their Stamp and See Screen (See Teacher Guide). Support as needed.
  9. **Teacher Led Center - Wet-Dry-Try**  
On one of the slate chalk boards, pre-draw the letter C. Ask children what letter you have written on your board. Show the students your new “special” way for writing letters. Be sure to narrate through all of your actions. Complete this activity per your Teacher Manual instructions for Wet-Dry-Try. (VIDEO: [Wet Dry Try](#))
  10. **Teacher Led Center– Journals**  
Have each child make a letter C entry. After children draw a picture, have them practice writing the letter T on the page’s HWT strip, at least once. Dictations are to be added verbatim when children are done. (VIDEO: [Pencil Grip](#))

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  - **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 O** - Reference HWT Teacher’s Guide for the specific way it must be taught. Place the letter card O in front of the children. Do they know any O words, names, anything beginning with letter O in the classroom?
  2. **Circle Time - Building Letters with Wooden Pieces** - Use the letter card to build the letter O 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 O 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. **Teacher Led Center - Roll-A-Dough** - Make the letter O 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) & Air Writing** - During the song, practice dropping a HWT-size crayon and then picking it up, with the proper grip. Video Sample - [Proper Pencil Grip](#) Next, have children pick up their crayon with the correct grip and stand-up! Facing them, air write the letter O, narrating through the pieces. When repeating, ask children which piece comes next.
  6. **Circle Time or Small Group - Stamp and See Screen**  
Take out a Stamp and See Screen and “O” letter card, and set them in front of you. Walk children through the process as you complete this letter and have them try too! (VIDEO: [Stamp & See](#))
  7. **Independent Center -Stamp and See Screen**  
Encourage children to work on making the letter O with their Stamp and See Screen (See Teacher Guide). Support as needed.
  8. **Teacher Led Center - Wet-Dry-Try**  
On one of the slate chalk boards, pre-draw the letter O. Ask children what letter you have written on your board. Show the students your new “special” way for writing letters. Be sure to narrate through all of your actions. Complete this activity per your Teacher Manual instructions for Wet-Dry-Try. (VIDEO: [Wet Dry Try](#))
  9. **Teacher Led Center - Journals** - Have each child make a letter O 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 Q** - Reference HWT Teacher’s Guide for the specific way it must be taught. Place the letter card Q in front of the children. Do they know any Q names or words?
  2. **Circle Time - Building Letters with Wooden Pieces** - Use the letter card to build the letter Q 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 Q 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 Q 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) and Air Writing** - During the song, practice dropping a HWT-size crayon and then picking it up, with the proper grip. (Video Sample - [Proper Pencil Grip](#)) Next, have children pick up their crayon with the correct grip and stand-up! Facing them, air write the letter Q, narrating through the pieces. When repeating, ask children which piece comes next.
  6. **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](#)
  7. **Teacher Led Center - Stamp and See Screen** - Make the letter Q 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 - 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.
  9. **Hello Song (Track 7) and I’m Handy**  
Review which hand you use to shake- your right. They can practice with a friend next to them, then play this song and enjoy! Next, have children place one of their hands (preferably non-dominant) in front of them on the ground trace it with their other index finger. Model this for them. Try both hands and talk about which hand felt easier to write with.
  10. **Teacher Led Center - Journals** - Have each child make a letter Q entry. After children draw a picture, have them practice writing the letter Q 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 G** - Reference *HWT Teacher’s Guide* for the specific way it must be taught. Place the letter card G in front of the children. Do they know any G names or words?
  2. **Circle Time - Building Letters with Wooden Pieces** - Use the letter card to build the letter G 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 G 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 G. Then, have a child find and place the next piece. Then, take another turn yourself, until the letter G is built! Have friends try this in pairs too!
  4. **Teacher Led Center - Roll-A-Dough** - Make the letter G 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 - Stamp and See Screen - Demo** - Demonstrate the Stamp and See Screen materials. Then, make the letter G per your Teacher Manual instructions for the Stamp and See Screen; model this a couple times for children. Video Sample - [Stamp and See Screen](#)
  6. **Teacher Led Center - Stamp and See Screen** - Make the letter G 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.
  7. **Circle Time - Wet-Dry-Try Intro** - On one of the slate chalk boards, pre-draw the letter G. Introduce the activity “Wet, Dry, Try” by asking children what letter you have written on your board. Show the students your “special” way for writing letter. Complete this activity per your Teacher Manual instructions for Wet-Dry-Try. Video Sample - [Wet-Dry-Try](#)
  8. **Teacher Led Center – Wet-Dry-Try** - On one of the chalk boards, pre-draw the letter G. Reintroduce the “Wet, Dry, Try” by asking children what letter you have written on your board. Model your “special” way for writing the letter by narrating through all of your actions before children try.
  9. **Teacher Led Center - Journals** - Have each child make a letter G entry. After children draw a picture, have them practice writing the letter G 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 I** - Reference *HWT Teacher’s Guide* for the specific way it must be taught. Place the letter card S in front of the children. Do they know any S words?
  2. **Circle Time - Building Letters with Wooden Pieces** - Use the letter card to build the letter S 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 S 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 S. Then, have a child find and place the next piece. Then, take another turn yourself, until the letter S 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 S. Provide support if needed. Video Sample - [Roll A Dough](#)
  5. **Teacher Led Center - Stamp and See Screen** - Make the letter S 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 S. 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 S. 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 S entry. After children draw a picture, have them practice writing the letter S 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.

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  - **Repeat activities as needed, to build children’s growing competence.**
1. **Circle Time – Introducing Letter J** - Reference *HWT Teacher’s Guide* for the specific way it must be taught. Place the letter card J in front of the children. Do they know any J words?
  2. **Circle Time - Building Letters with Wooden Pieces** - Use the letter card to build the letter J 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 - Roll-A-Dough** - Now that friends are comfortable with the RAD materials, let children practice making the letter J. Provide support if needed. Video Sample - [Roll A Dough](#)
  4. **Teacher Led Center - Stamp and See Screen** - Make the letter J 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](#)
  5. **Circle Time - Wet-Dry-Try Demo** - On one of the slate chalk boards, pre-draw the letter J. 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](#)
  6. **Teacher Led Center – Wet-Dry-Try** - On one of the chalk boards, pre-draw the letter J. 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
  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. **Teacher Led Center - Journals** - Have each child make a letter J entry. After children draw a picture, have them practice writing the letter J on the page’s HWT strip, at least once. Dictations are to be added verbatim when children are done. Video Sample - [Proper Pencil Grip](#)
  9. **Independent Center** – For children who have demonstrated readiness, offer Stamp and See Screen or Wet-Dry-Try materials as an independent center option. Provide support as needed.