

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 “Big & Little Curves” (D P B) and the “Diagonals” (R K)
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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 – D P B R K). See the HWT Scope and Sequence (page 2 [here](#)) for pacing suggestions.
 - 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 D on page 2 of this guide.
 - You will find the activities related to the Letter P on page 3 of this guide.
 - You will find the activities related to the Letter B on page 4 of this guide.
 - You will find the activities related to the Letter R on page 5 of this guide.
 - You will find the activities related to the Letter K on page 6 of this guide.
 - Use ABCmouse to extend your investigation of each letter! Just select the letter you are working on from the “Basics” section of the site.

- **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 - Introduction

Reference HWT Teacher’s Guide for the specific way it must be taught.

Place the letter card D in front of the children. Do they know any D words, names, anything beginning with letter D in the classroom?

2. Circle Time - Building Letters with Wooden Pieces

Use the letter card to build the letter D with wooden pieces, narrating aloud how you are doing it, using both the letter card and blue mat. Have children come up to try it.

(VIDEO: [Capital Letter Cards](#)) (VIDEO: [Wooden Pieces & Blue Mats](#))

3. Teacher Led Center - Roll-A-Dough

Make the letter D 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 D with their Roll-A-Dough materials.

5. Circle Time - There’s a Dog in School (Track 4)

Enjoy this fun spin on the alphabet, as you and your children bark through the letters.

6. Circle Time or Small Group - Stamp and See Screen

Take out a Stamp and See Screen and “D” 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 D 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 D. Ask children what letter you have written on your board. 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 D entry. After children draw a picture, have them practice writing the letter D 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 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 P** - Reference *HWT Teacher’s Guide* for the specific way it must be taught. Place the letter card P in front of the children. Do they know any P words?
 2. **Circle Time - Building Letters with Wooden Pieces** - Use the letter card to build the letter P with wooden pieces, narrating aloud how you are doing it, using both the letter card and blue mat. Have children come up to try it. Video Sample - [Capital Letter Cards](#) and [Wooden Pieces & Blue Mat](#)
 3. **Teacher Led Center- Building Letters: Wooden Pieces** - Build P 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 or Small Group - Polishing Pieces** - Scatter pieces on your carpet. As you pick up a piece, name it as you polish it with a towel or sock. Then separate it into one of 4 piles- Big Line, Little Line, Big Curve, Little Curve. Have children take turns doing the same, naming each piece and placing it into the correct pile.
 5. **Teacher Led Center - Roll-A-Dough** - Make the letter P 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. **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 P, narrating through the pieces. When repeating, ask children which piece comes next.
 7. **Circle Time or Small Group - Stamp and See Screen**
Take out a Stamp and See Screen and “P” 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 P 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 P. Ask children what letter you have written on your board. 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 P entry. After children draw a picture, have them practice writing the letter P 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).**
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 - **Repeat activities as needed, to build children’s growing competence.**
1. **Circle Time – Introducing Letter B** - Reference HWT Teacher’s Guide for the specific way it must be taught. Place the letter card B 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 B with wooden pieces, narrating aloud how you are doing it, using both the letter card and blue mat. Have children come up to 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 B 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 B. Then, have a child find and place the next piece. Then, take another turn yourself, until the letter B is built! Have friends try this in pairs too!
 4. **Teacher Led Center - Roll-A-Dough** - Make the letter B 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 B, 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 B 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 B 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. **Independent Center – On The Line** - Tape a strip (or few) (just like your HWT one with a smiley face) on your carpet. Children can practice building the letter “B” with the wooden pieces (big lines and little curves only, please). Extend this activity by inviting children to use an iPad to capture photos of their letters.
 10. **Teacher Led Center - Journals** - Have each child make a letter B entry. After children draw a picture, have them practice writing the letter B 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 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 R** - Reference HWT Teacher’s Guide for the specific way it must be taught. Place the letter card R 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 R 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 R. Provide support if needed. Video Sample - [Roll A Dough](#)
 4. **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 R, narrating through the pieces. When repeating, ask children which piece comes next.
 5. **Circle Time - Where do your letters start? (Track 1)** - Remind the children that there is a special way to make each of the letters in the alphabet, including the letter “R”!
 6. **Teacher Led Center - Stamp and See Screen** - Make the letter R 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](#)
 7. **Teacher Led Center – Wet-Dry-Try** - On one of the chalk boards, pre-draw the letter R. 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. **Teacher Led Center - Journals** - Have each child make a letter R 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.

- **Activities are sequential (#1 must happen before #2 and so on).**
 - **All 8 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 K**- *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 K with wooden pieces, narrating aloud how you are doing it, using both the letter card and blue mat. Have children come up to 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 K. Provide support if needed. Video Sample - [Roll A Dough](#)
 4. **Teacher Led Center - Stamp and See Screen** - Make the letter K 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. **Teacher Led Center – Wet-Dry-Try** - On one of the chalk boards, pre-draw the letter K. 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
 6. **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](#)
 7. **Teacher Led Center - Journals** - Have each child make a letter K entry. After children draw a picture, have them practice writing the letter K on the page’s HWT strip, at least once. Dictations are to be added verbatim when children are done. Video Sample - [Proper Pencil Grip](#)
 8. **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.