

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
 - Focus on the remaining “Diagonals” (X Y Z)
 - Review and assess all letter and numbers introduced this year.
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- At this point in the school year, children are generally familiar with the HWT materials and their intended use. With that in mind, it is expected that teachers will implement all 8 activities listed for each letter.
 - Each of the activities listed on page 2 is required but the pace is at teacher’s discretion (so long as the letters are introduced in the order listed – X Y Z).
 - See the HWT Scope and Sequence (page 2 [here](#)) for pacing suggestions.
 - 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.
 - For your convenience, the activities listed are arranged as a checklist (so you can check off that you’ve offered each activity for each letter). You are not required to print/complete the checklist, but please do so if it will be helpful to you.
 - Once X Y and Z have been taught (all activities on page 2, per the guidelines above), please use the remaining weeks of the unit to assess children’s prior knowledge. Review each child’s journal to determine if s/he missed an entry – if so, review the letter or numeral using RAD, See & Screen, and Wet Dry Try activities, then have the child complete the journal entry. It is expected that each child’s journal includes the entire alphabet and all numerals by the end of the school year. (An exception to this rule can be made for children who entered the classroom after January 1.)

- 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 (so long as the letters are introduced in the order listed—X Y Z)
- Repeat activities as needed, to build children's growing competence.

Activity (Required for Each Letter)	X	Y	Z
1 - Circle Time - Introducing the Letter & Building with Wooden Pieces <i>Reference HWT Teacher's Guide for specifics!</i> - Place the letter card in front of the children. Do they know any words, names, or anything beginning with this letter that can be found in the classroom? - Use the letter card to build the letter 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 , Wooden Pieces)			
2 - Independent Center – Roll-A-Dough Encourage children to work on making the letter with their Roll-A-Dough materials. Model and support as needed. (VIDEO: RAD)			
3 - Circle Time or Small Group - Stamp and See Screen Take out a Stamp and See Screen letter card, and set it in front of you. Walk children through the process as you complete this letter and have them try too! (VIDEO: Stamp & See)			
4 - Independent Center -Stamp and See Screen Encourage children to work on making the letter with their Stamp and See Screen (see Teacher Guide). Support as needed.			
5 - Circle Time - Crayon Song (Track 5) & Air Writing During this song, practice dropping a HWT-size crayon and then picking it up while using the proper grip. When the song is over, have children pick up their crayon with the correct grip and stand-up. While you are facing them, air write the letter, and narrate through the pieces. When repeating, ask children which piece comes next. (VIDEO: Proper Pencil Grip)			
6 - Teacher Led Center - Wet-Dry-Try On one of the slate chalk boards, pre-draw the letter. 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)			
7 - Circle Time – My Turn, Your Turn Model how to create the letter using your wooden pieces, to remind children of the process. Begin playing “my turn, your turn” by taking a turn and placing the first piece down to make the letter. Then, have a child find and place the next piece. Then, take another turn yourself, until the letter is built! Have friends try this in pairs too!			
8- Teacher Led Center– Journals Have each child make a letter entry. After children draw a picture, have them practice writing the letter on the page's HWT strip at least once. Dictations are to be added verbatim when children are done. (VIDEO: Pencil Grip)			