Handwriting Without Tears

Kindergarten Letters and Numbers for Me

Intentional and sequential handwriting/penmanship instruction will be of great benefit for our kindergarten, 1st and 2nd grade students this year. We hope Handwriting Without Tears is a useful resource. Below you'll find information regarding how to get started and additional links to resources. Feel free to reach out to your site ToSA for additional support!

How to Get Started

1. Go to the HWT Interactive Digital Teaching Tool Website
    ○ You will need to create an account
    ○ Digital resources are free for 60 days. (If after two months you need ongoing handwriting support, please see your site ToSA.)
 2. Watch the Welcome tutorial
 3. Take a look at the:
    ○ Teacher's Guide (Start reading pages 18-19, then 21, 25, and 33-39. The first lesson begins on page 45.)
    ○ Resources (Videos and Songs)
    ○ Digital letter formation tools
    ○ Worksheet Maker

Additional Resources	
HWT Screeners	Letter and number formation steps
Letter-Writing Practice Pages	Pencil Grip
Paper	8 Key Components of Handwriting
Handwriting all Year: M-F activities	Developmental Teaching Order
Pencil Pick-Ups: warm ups	Writing their names
Looking out for Lefties	Handwriting Record

Research shows…

Intentional handwriting instruction and practice promotes the activation of several regions in the brain known to be involved in the imagery, observation, and fine motor control. It also supports visual recognition of letters.   Psychologists have found a clear link between sequential finger movements and brain activity. Improving students' handwriting, therefore, improves their ability to upload and download information from the brain. Direct handwriting instruction with visual and verbal cues leads to improved legibility and fluency of writing, and improved word reading. Developing automaticity in handwriting reduces the cognitive load created by having to concentrate on moving the hand. Being able to write letters fluently allows writers brain space to retrieve words and sentences and ideas, so that they can more easily express their ideas in print.

(James and Gauthier, 2006; Kiefer, *et al.*, 2015; Longcamp, Boucard, *et al.*, 2006; Longcamp, *et al.*, 2008)
(James, 2010; James and Engelhardt, 2012; James and Gauthier, 2006; Berninger, 2006)