

Beginning Handwriting



Readiness Picture Pages And
Letters To Trace And Copy



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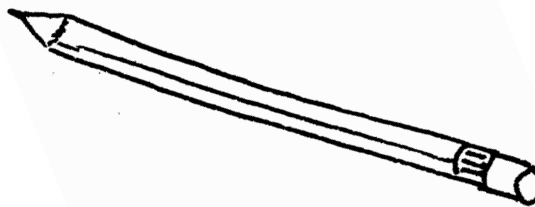
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These pages may be used in a dry-erase frame. See page eleven.	
Letter formation chart, with arrows.....	Back Cover

Teaching Notes

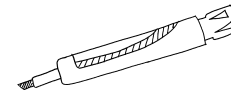
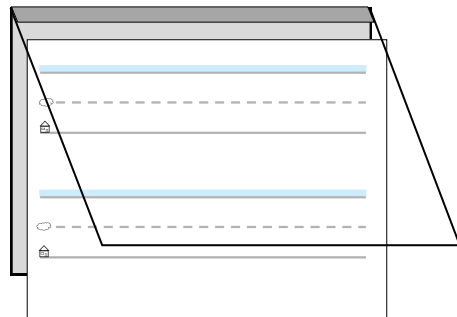
- This book is perfect for handwriting instruction for first graders during the first five weeks. Teach one new letter (both capital and lower case) per day. The easiest-to-write letters are taught first. This helps the students gain confidence while developing fine motor skills.
- Each lesson begins with a readiness page. This page is done before a new letter is introduced. It helps the students master the pencil strokes necessary to write the letter. If desired, students may repeat the readiness pages again at a later time, using various colored pencils. They may also go back and color any pictures, after the lesson is finished.
- A Sound Story is used to introduce the letters. Pictures from the story represent letter sounds. During each lesson, you will read a new section from the Sound Story aloud for the student. Point to the sound picture and have the student repeat the sound. Point to the letters and tell the student that these letters represent that sound in words. Explain that the letters at the bottom of the page are the way they appear in many books. Also explain that letters have two forms, capital and lower case letters.
- Students trace large patterns when learning to write each new letter. This helps students internalize the muscle movements needed to form the letters, making them easier to remember. By tracing multiple times, students learn to write the letters automatically, so they don't have to slow down to think about every letter as they write words and sentences. While the tracing takes more time initially, it more than pays off when students are able to spell, copy, and write with confidence. See the letter formation page on the back cover for letter models with arrows showing how to form each letter.
- The large lines are marked with a sky to show the top line (sky line), a cloud to show the middle line (cloud line), and a house to show the bottom line (ground line). Use these terms to describe the placement of each letter on the lines. Talk through the correct letter formation when you first teach a letter. For example, for the letter T, "Start at the sky. Come straight down and stop at the ground. Pick up your pencil and jump back to the sky line. Make a straight line going across."

- Students learn each new letter by completing a series of four letter pages. The first three pages have large letters on widely spaced lines. The fourth page has smaller letters. Students will trace each letter repeatedly, then write it for themselves, then trace their own letter many times.
- While practicing the capital letters, the teacher and students should say the name of each capital letter followed by its sound while tracing or writing it ("Capital T, /t/"). Say this every time the letter is written or traced. This will help students differentiate between capital and lower case letters. They will be more likely to remember to use capital letters at the beginning of sentences and proper nouns.
- The teacher and students should say the sound of each lower case letter (not the name) while tracing or writing it. Do this every time the letter is written or traced. This is important, because when reading and writing, the student must use the letter sounds, not their names. The sound must come to mind automatically. Sometimes students are so used to thinking the names of letters instead of the sounds that it makes reading and spelling very difficult for them.
- The first page shows the capital and lower case letters on the same page. Demonstrate how to write the capital letter on large lines on the board. Then demonstrate and have students trace the capital letter in their book with two pointed fingers, while saying its name and the sound. Next have students trace the capital letter with a pencil, many times, saying its name and sound. Demonstrate how to write the lower case letter on the board. Have students trace the lower case letter in their books with two fingers, saying the sound each time. Students then use a pencil to trace the letter many times, while saying the sound.

- The second page shows just the capital letter. Have students trace the letter many times with a pencil, while saying the name of the letter and its sound. Then students write the letter for themselves. If their letter is not correct, the teacher uses a brightly colored crayon to go over it, showing the correct formation. The student will trace his own pattern or the one that you made many times. If there is room, students should write the letter a third time and trace again, as before, while saying the name and sound. Again, the teacher writes a perfect pattern to trace if needed.
- The third page shows just the lower case letter. Do this page in the same way as the capital letter page, saying the sound only.
- The fourth page is a practice and review page. For the new capital letter, students should trace it several times while saying its name and sound, and then copy it to fill the empty space on the top line, giving the name and sound (Capital T, /t/) each time, as done with the large patterns. Continue on the second half of the line in the same way for the new lower case letter, giving only the sound (/t/). Then students should trace and copy each review letter, verbalizing as described above.



- Use masking tape to attach a clear cover sheet to a file folder along the folded edge. The folded edge should be at the top. Lift the cover sheet and place any of the blank lined handwriting sheets at the end of this book under it. This creates a lined dry-erase board. Each day, dictate a few letters (say the sounds) and words from the chart on the following page. You may also want to dictate one of the sentences. Students use dry erase markers to write the letters and words. Students should listen and pronounce each sound as they write dictated letters. For words, students should repeat the word slowly, listening carefully to the beginning, middle, and ending sound in the word. Then they should say each sound separately, while they write the matching letter. Students enjoy this activity and are less likely to get discouraged because they can easily erase if they make a mistake and try again. Watch to make sure every student is writing the letters correctly. You may want them to hold up their dry-erase frames to show you their work. Model as needed and have students correct if they make a mistake.

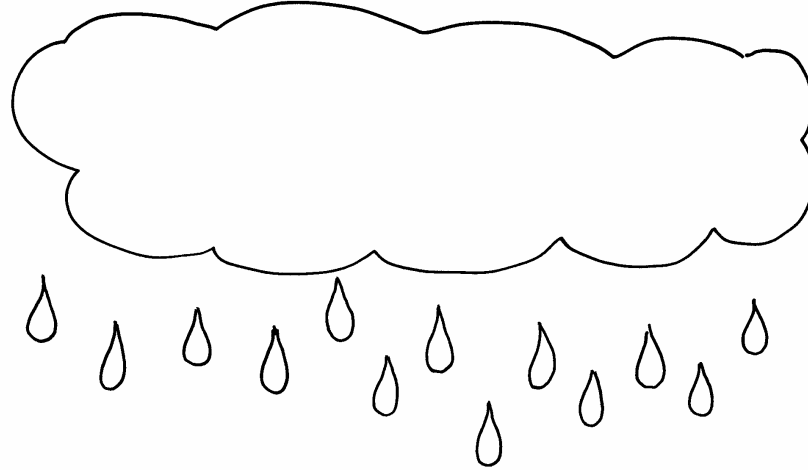


Words And Sentences To Write			
Day	New Letter	Words	Sentences
1	t		
2	i	it	
3	h	hit	
4	l	lit, hill, till, ill	I lit it. I hit it.
5	n	in, tin	
6	w	win, will, wit	Will I win? I will win.
7	u	nut, hut, hull	
8	b	bun, but, tub, bit, bill, Bill, bin, bib, nib	
9	m	mutt, hum, mum, mitt, mill, him, Tim	Tim hit him. Bill will hum. It bit him.
10	r	run, rub, rut, rim, rib	I will run. It will run.
11	f	fun, muff, huff, buff, fit, fill, fin, fib, if	Tim will fill it. Did Bill fib? Will it fit him?
12	x	mix, fix, tux	I will mix it. Bill will fix it.
13	e	tell, well, bell, fell, let, wet, bet, met, net, ten, Ben, men, hen, web, hem	Ben fell. I will hem it. It fell.
14	s	sell, set, less, Bess, mess, sit, six, sill, miss, hiss, us, bus, fuss, sub, sun, sum	I will tell Bess. Bill will sell it. It will hiss. Tim will fuss. Ben will sit in it. It is his bib. It is wet. It is fun. It is his mitt. I miss him. Tim is in his bus.
15	j	jet, Jeff, jut, Jim, Jill	Jill met Jim. Jeff is six.

After each new letter is introduced, you may want students to practice by copying the words and sentences shown on this chart. Each word and sentence uses only the letters that have already been introduced. The teacher can write them ahead of time on the board or on a large chart. The teacher should go over the words and sentences first to prepare the students. Discuss the meanings of any words and sentences to help students understand them, by putting them in context. When would someone say this sentence? Why?

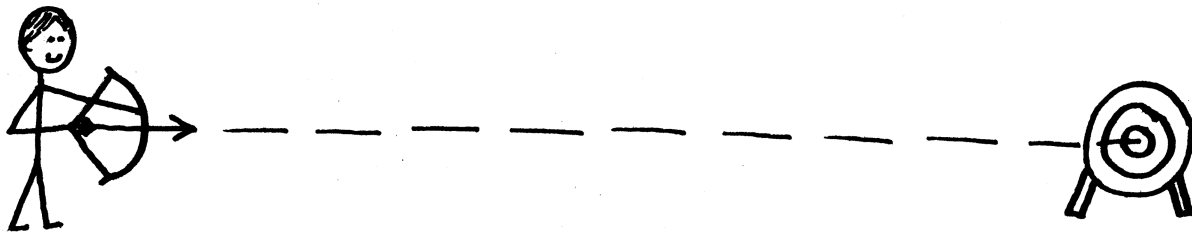
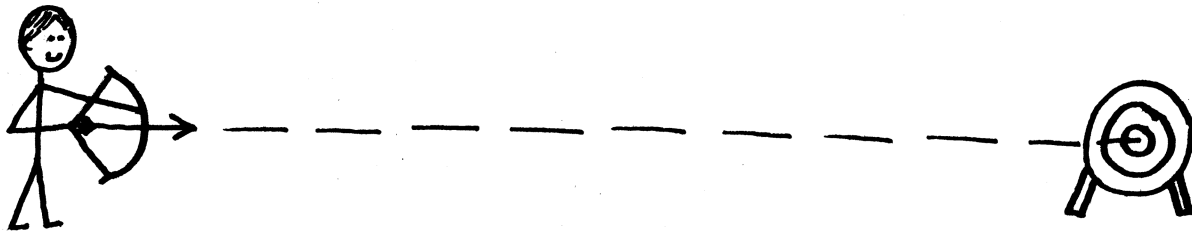
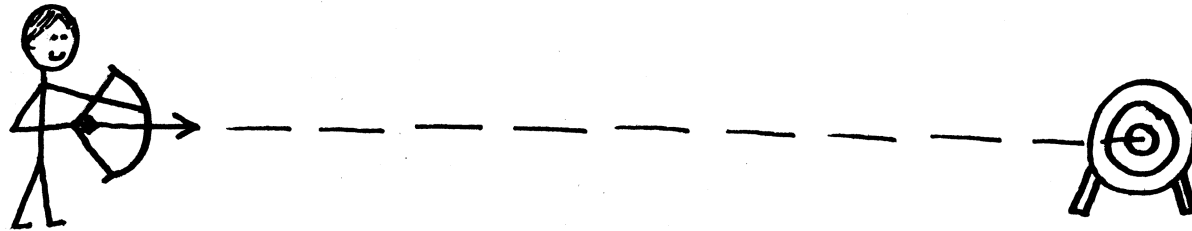
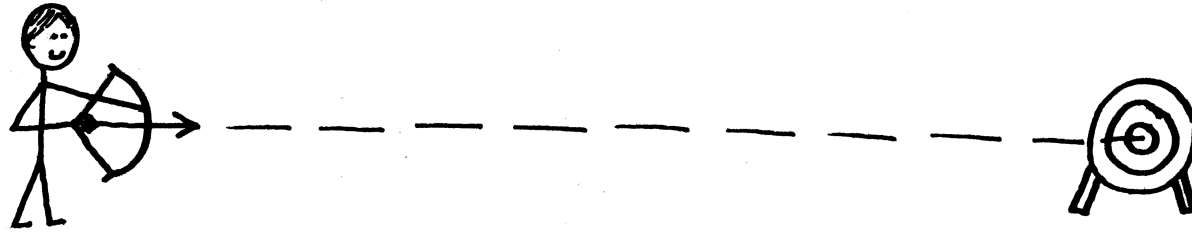
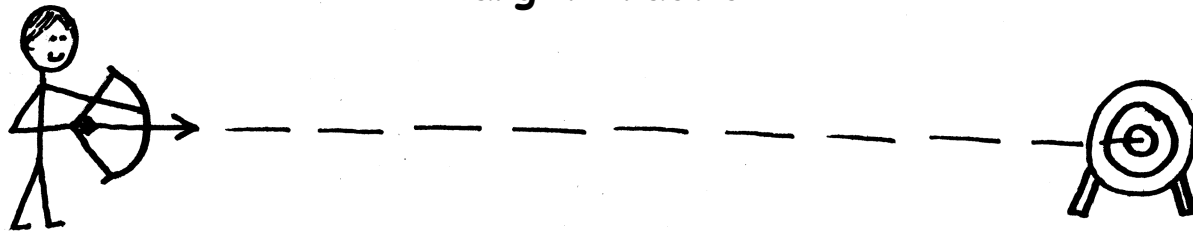
Words And Sentences To Write			
Day	New Letter	Words	Sentences
16	o	on, off, ox, Tom, hot, box, moss, boss, toss, loss, sob, mob, rob, job, fox, lot, not, jot, Jon	It is on. It is off. Mom is hot. Ron is not hot. It is his box. Jill is not well. Mom will fuss.
17	c	cut, cub, cuff, cot, cob	Jill will cut it. Rob is on his cot.
18	d	did, dill, dim, hid, lid, rid, dull, bud, mud, den, Ted, led, Ned, wed, bed, red, fed, odd, nod, cod, sod, rod, dot, doll, Don	Ted fed him. Don hid it. It is dim. Jeff hid. Jon did his job. It is dull. It will not cut.
19	a	tan, tab, tax, hat, bat, mat, rat, fat, sat, cat, ham, had, an, Nan, fan, Jan, can, Dan, bass, bad, lab, cab, man, Max, mad, Sam, jam, ax, wax, sax, dad	A man had a hat. Jan is at a lab. A fan is in a box. A ram ran. A web is on a bell. A cat sat on a mat.
20	v	van, vat, vet, vex, vim	Nan is a vet. Jill has vim. Dan will wax his van. It will vex him.
21	g	gas, got, gum, gun, gull, gill, get, Gus, bag, tag, wag, rag, sag, beg, leg, peg, Meg, egg, big, dig, pig, wig, fig, rig, dog, fog, hog, jog, log, bog, bug, dug, hug, mug, rug, tug, jug	Dad will get gas. Gus is on a bus. A bug is on a rug. His hat has a tag on it. A fox got on a box.
22	p	pan, pat, pad, pen, pet, peg, pep, pin, pill, pig, pit, pot, pod, pox, pup, puff, cap, lap, map, nap, tap, dip, hip, lip, rip, sip, tip, zip, hop, mop, pop, top, cup, pup	It has a gap in it. A big pig has a wig. Pat has a bat. A pot is hot. Pam has a pan. Jill ran up a hill. Mom will mop.
23	k	kit, kill, kin, Ken, keg, kiss, wok	Mom will kiss him. Six kids hid. Kim will win. His kit is in the van.
24	y	yap, yak, yip, yet, yell, yes, yum, yam	Yes, Ken can win. A dog can yap. A kid can yell. I will fix it, but not yet.
25	qu	quit, quill, quilt	Will Tom quit? Mom has a quilt.
26	z	zip, zap, fizz, fuzz, buzz, fez, jazz, quiz	Ken will zip it. It can buzz. It has fuzz on it. It can fizz.

Raindrops



Draw a line from each raindrop down to the ground.

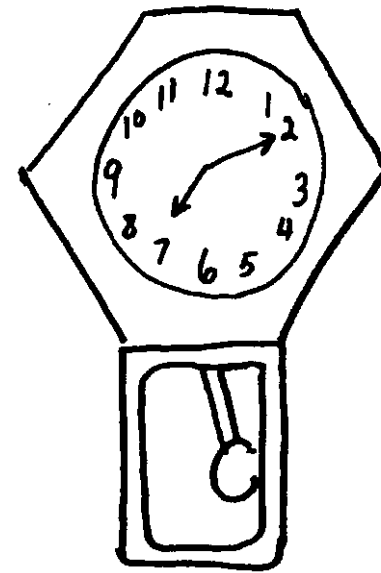
Target Practice



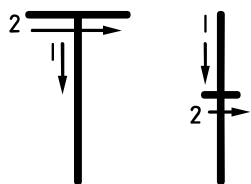
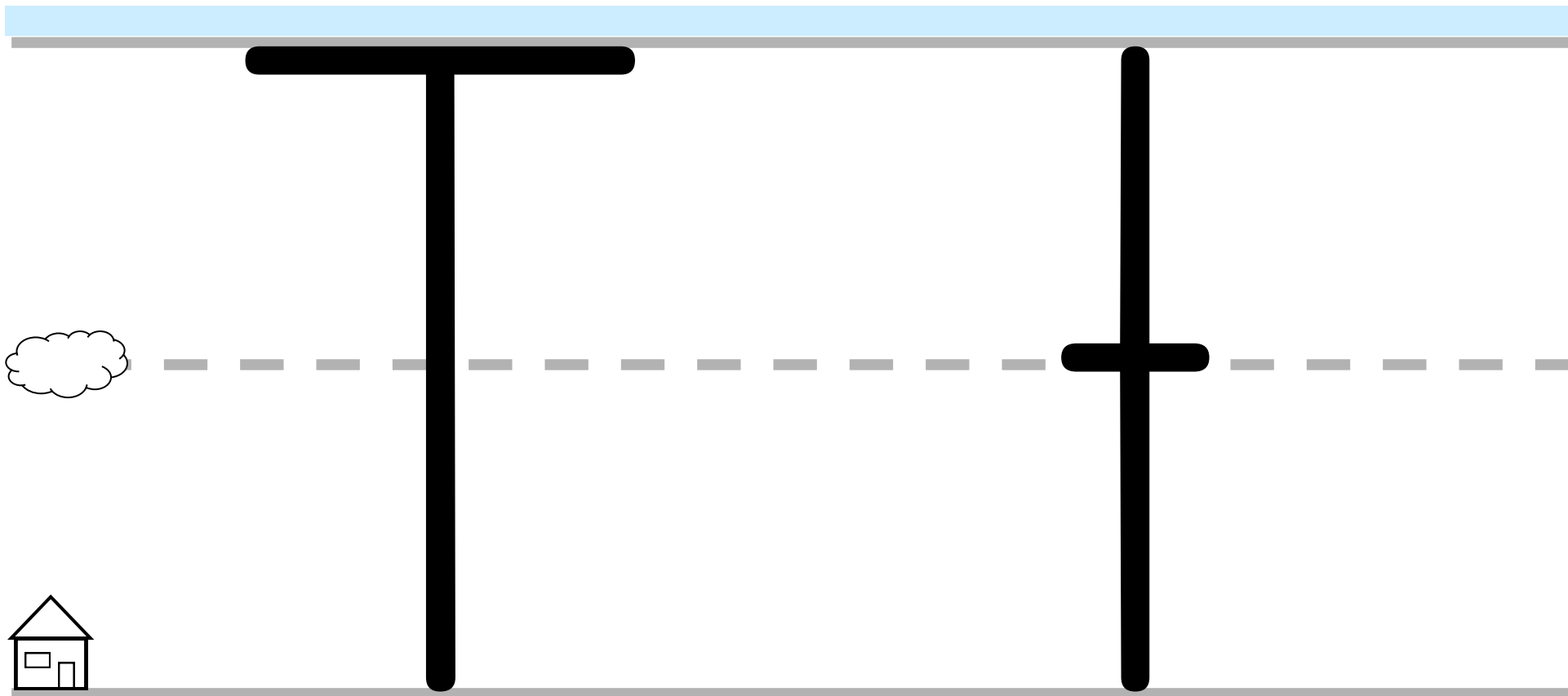
Draw a line from the bow to the target. Let each bow shoot two times.

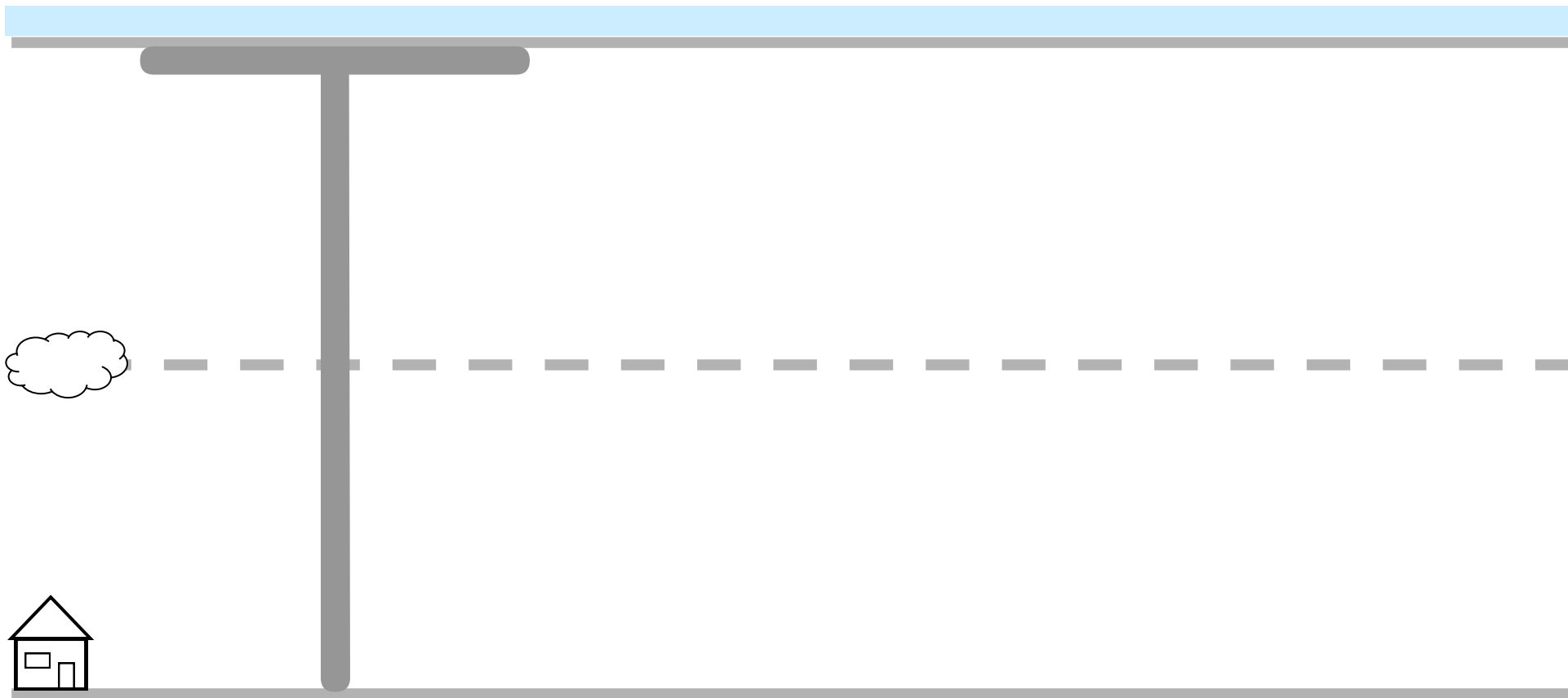
One Saturday morning,
Audrey and Brad sat in the den,
watching the pendulum swing
back and forth on the clock on
the wall, "t, t, t, t." They were
bored.

T +

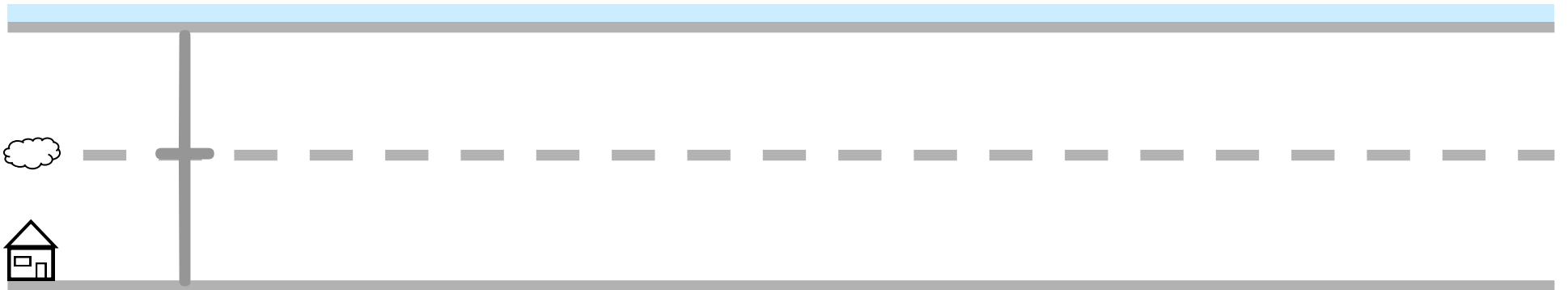
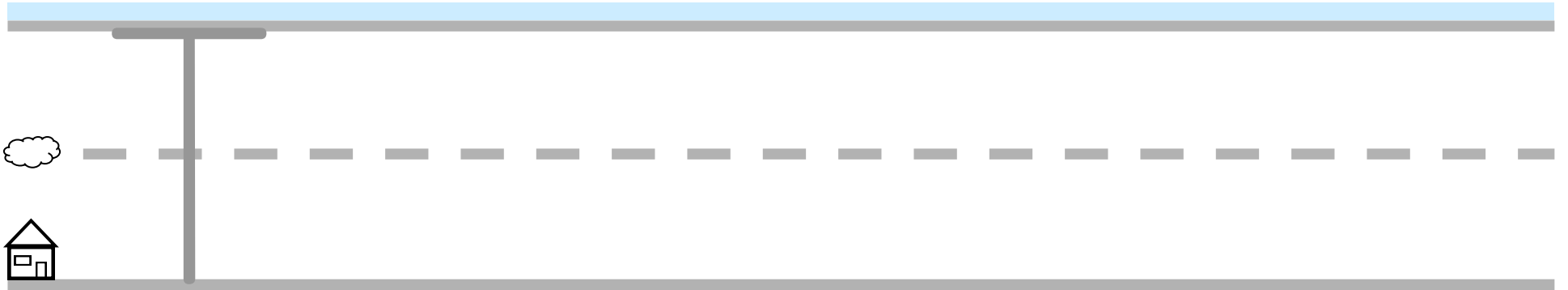


T t

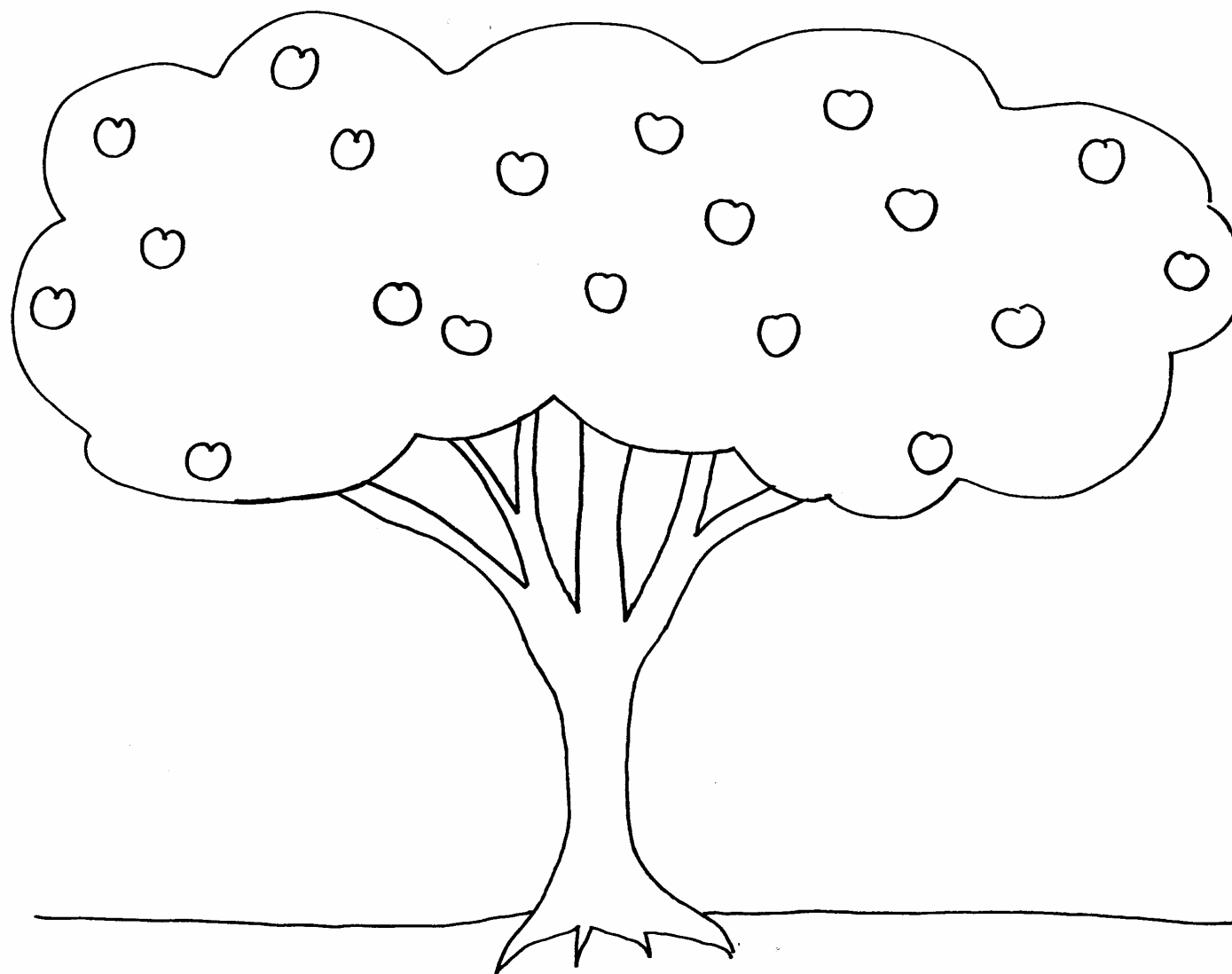








Apple Drop



Draw a line from each apple straight down to the ground.

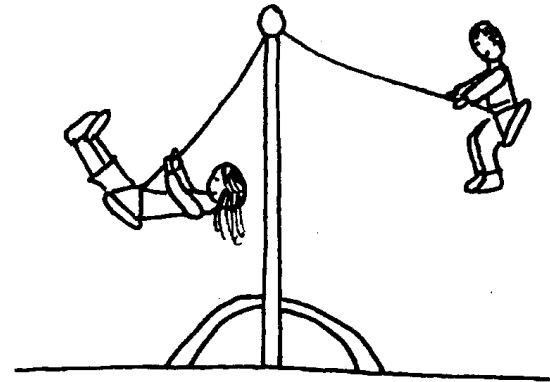
"Hey, Mom," said Brad. "Can we walk down to the park?"

"Yes," said Mom. "But we must be back in time for your violin lessons."

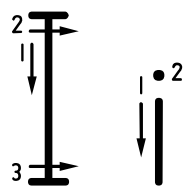
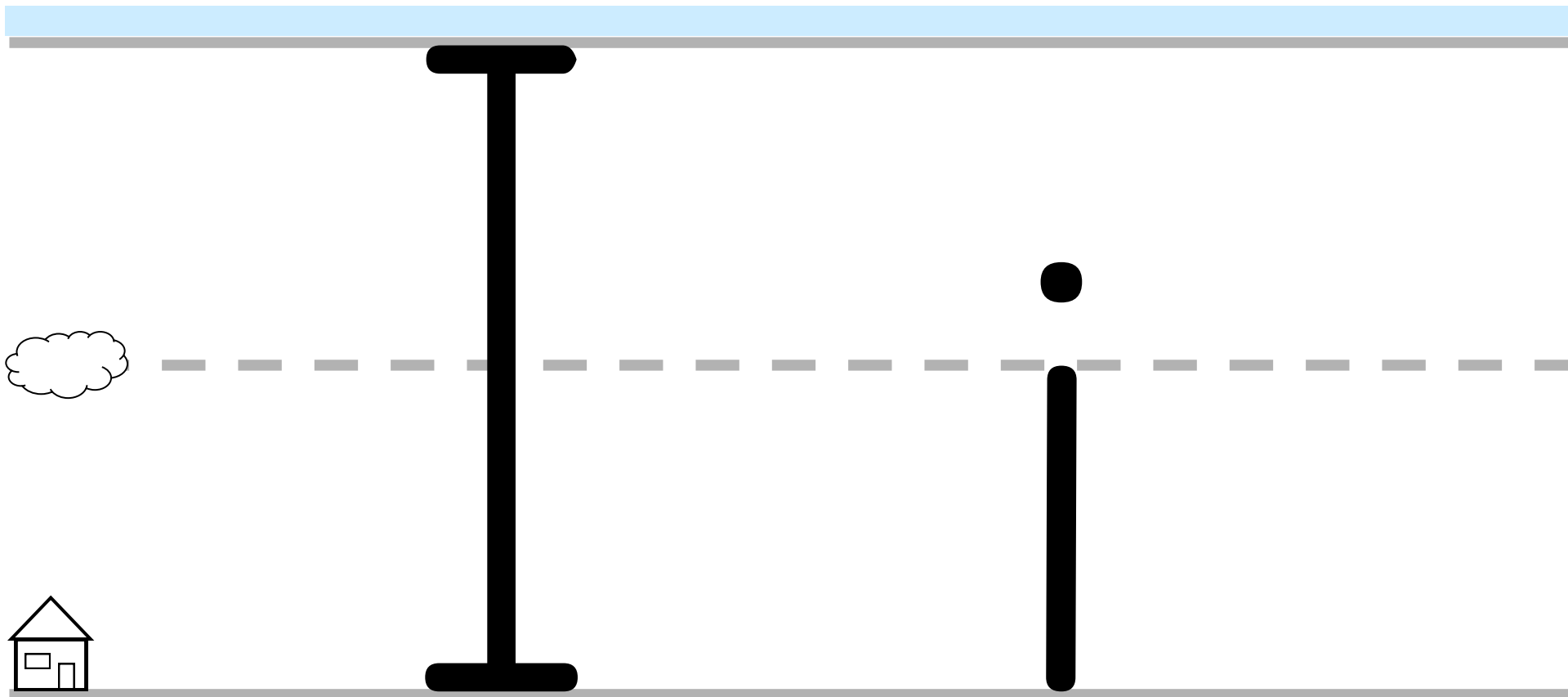
Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, "i, i, i, i, i."

(i/in)

I i

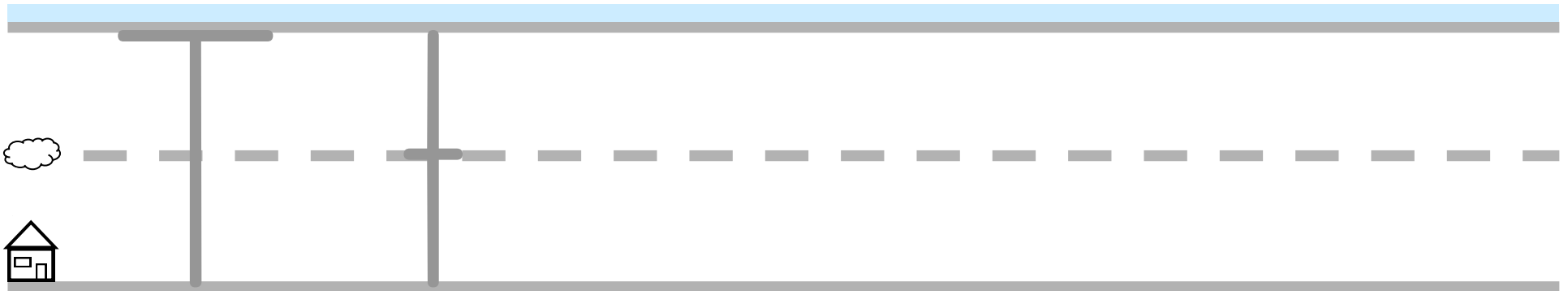
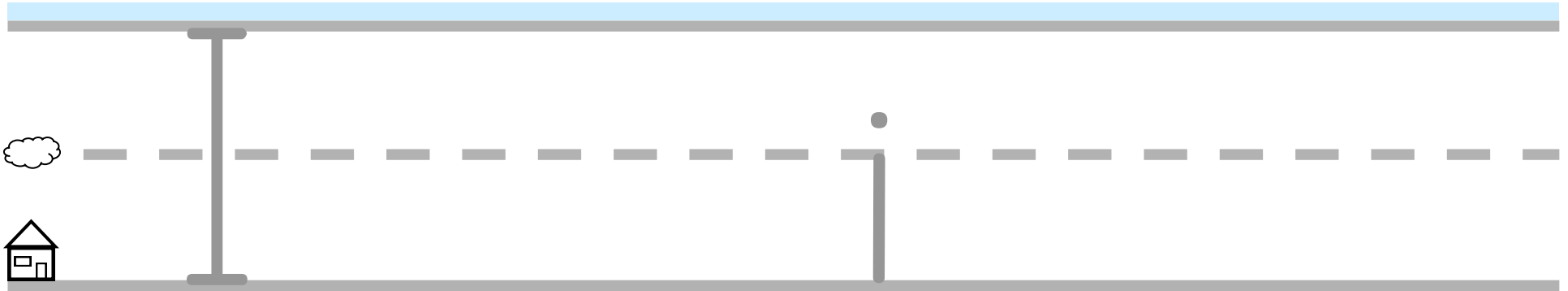


I i

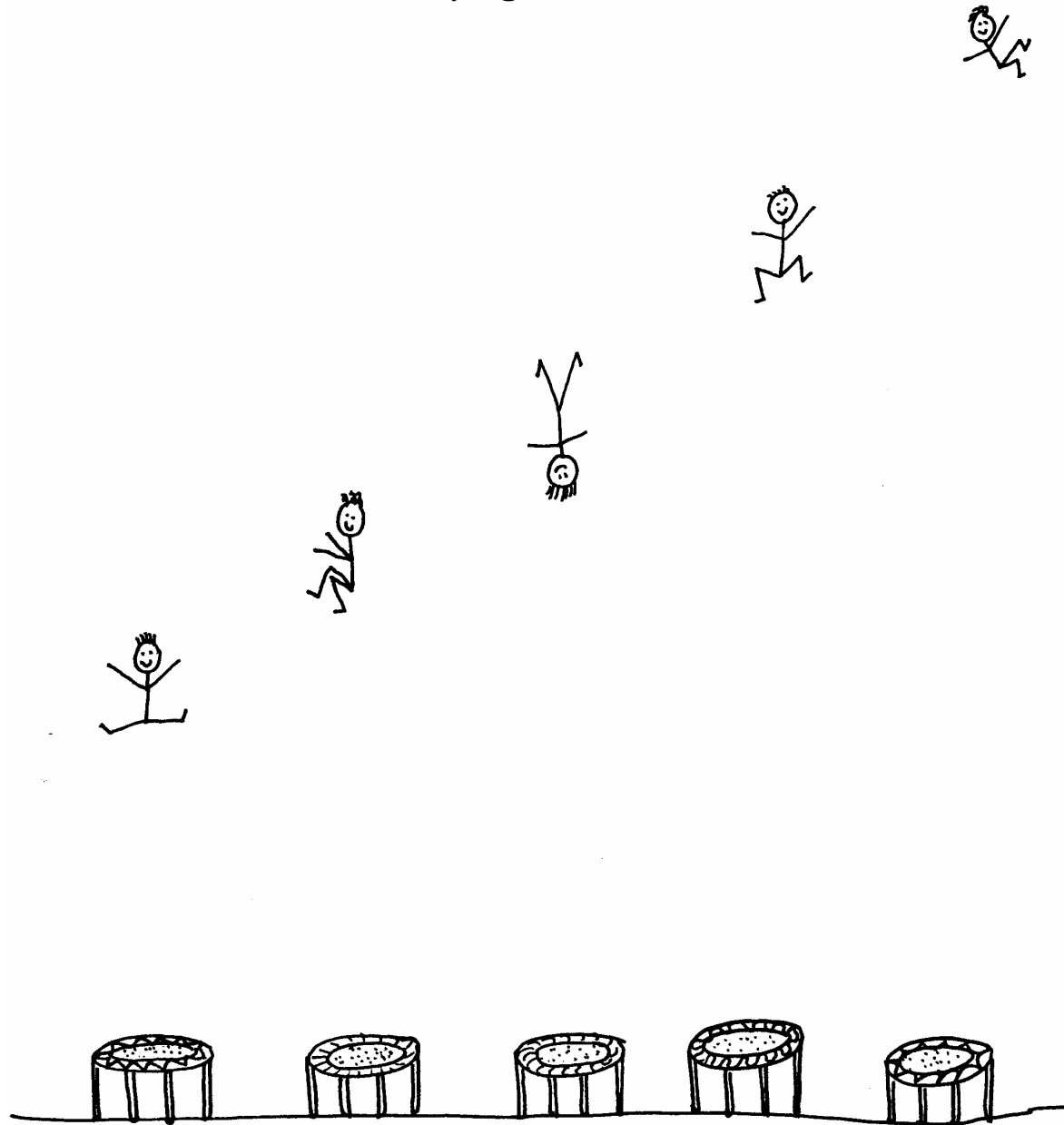






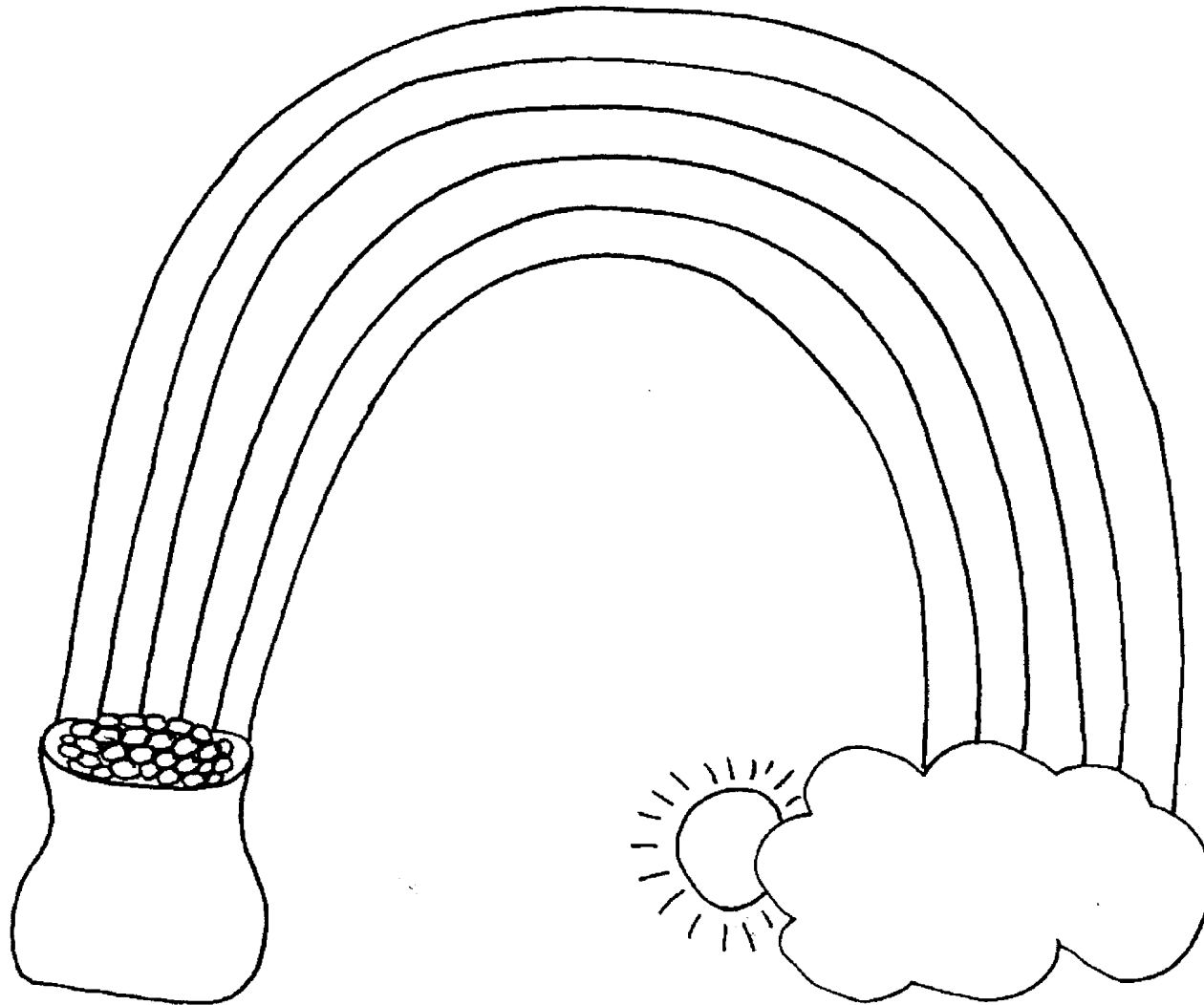


Jumping Jacks 1



Draw a line from each person down to the trampoline and back up again.

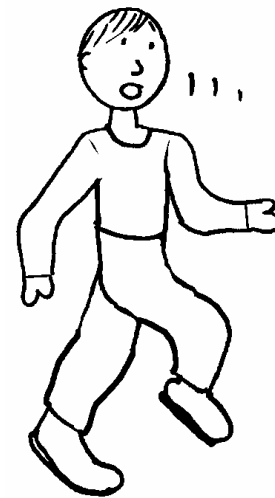
Rainbow 1



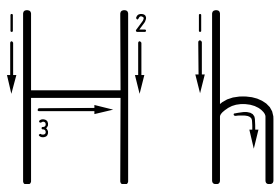
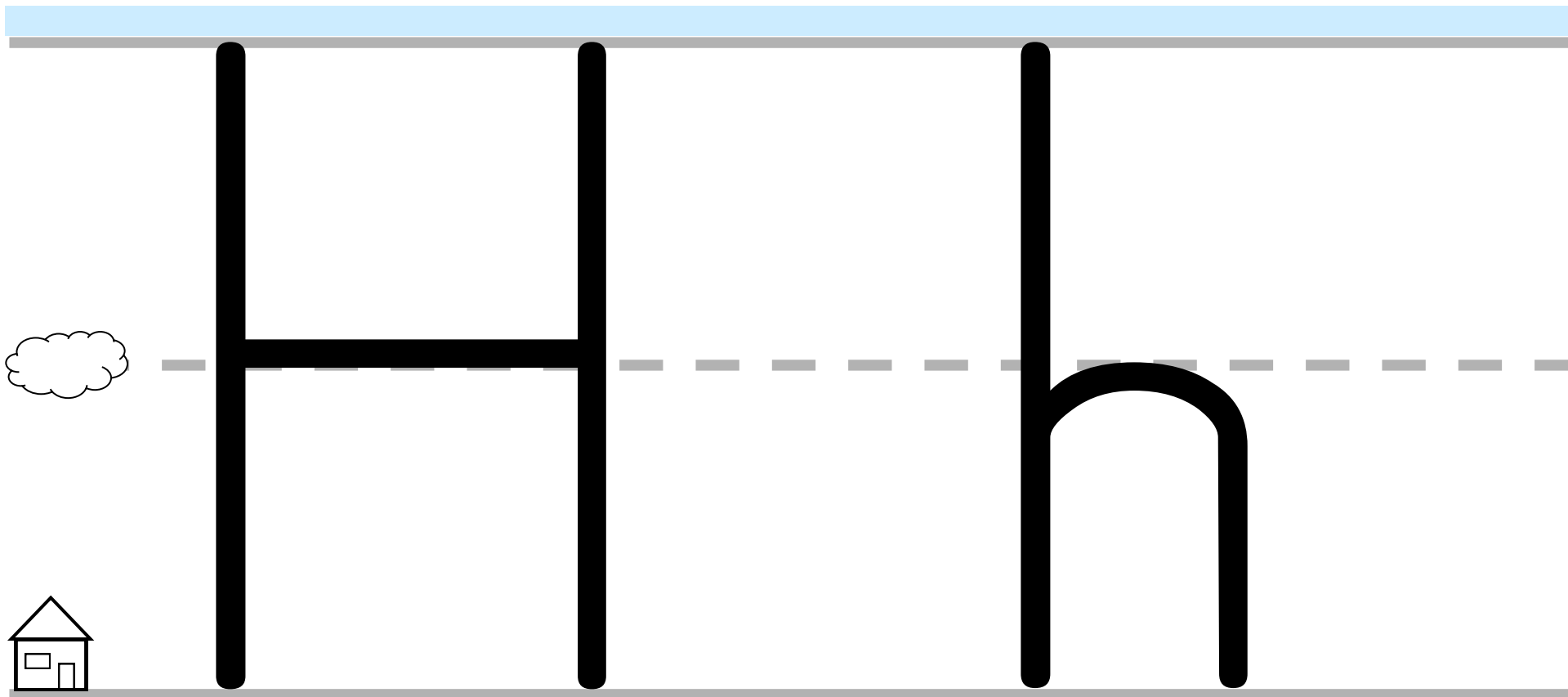
Follow the rainbow from the pot of gold to the cloud. Use a different colored pencil for each path.

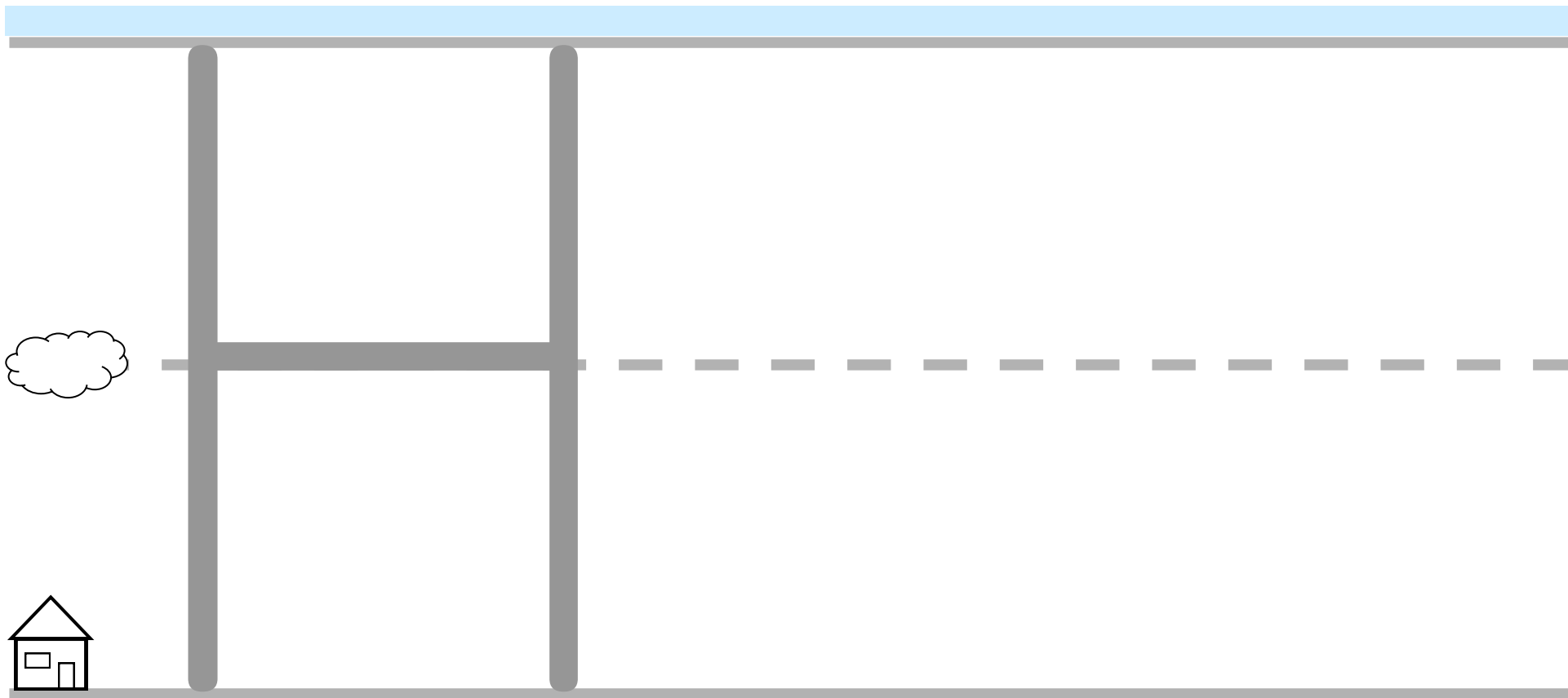
Then they jumped down and
ran around the park playing chase.
Before long, they were out of
breath. Brad could hear himself
breathing hard, "h, h, h, h."

H h



H h









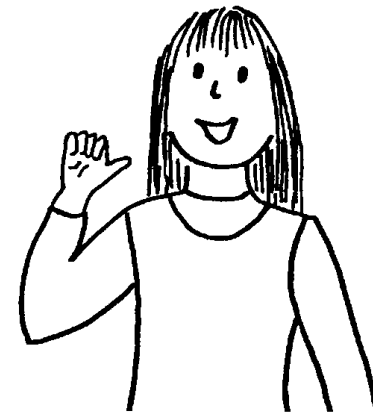
They all walked home and Mom drove them to their violin lessons. Mrs. Russ was pleased to see them.

"Did you practice every day?" she said.

"**I** did," said Audrey quickly. Brad replied that he had practiced, too.

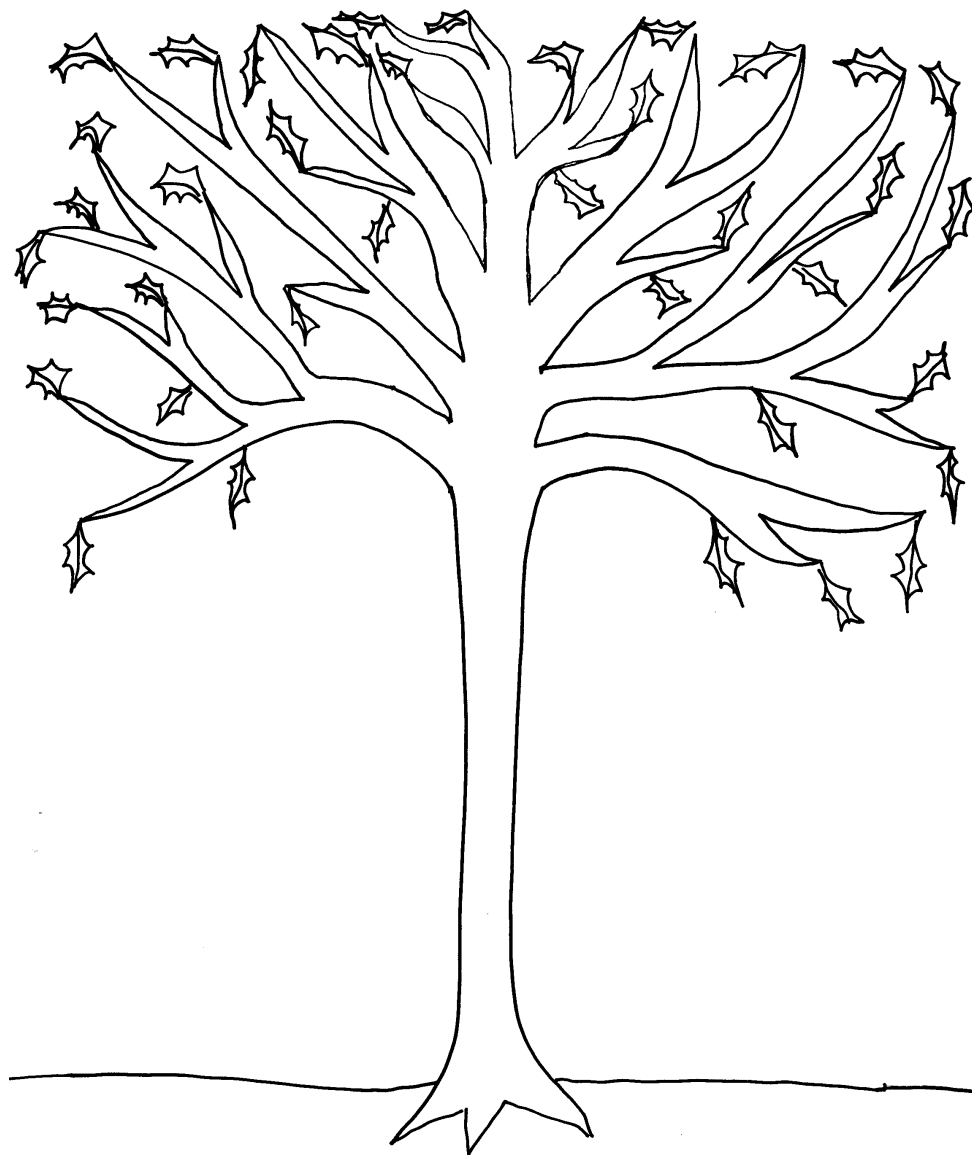
(i/island)

I i



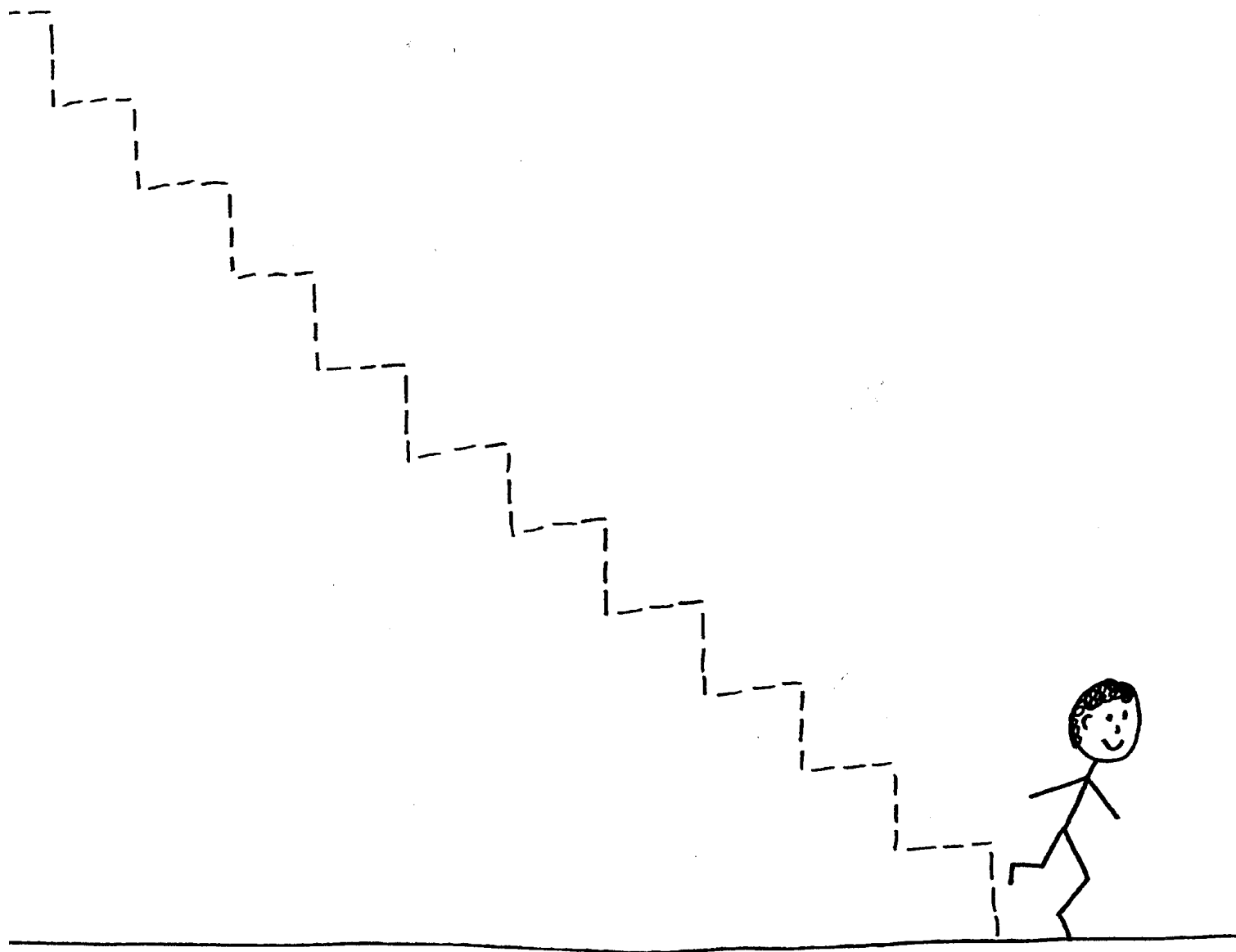
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Leaf Drop



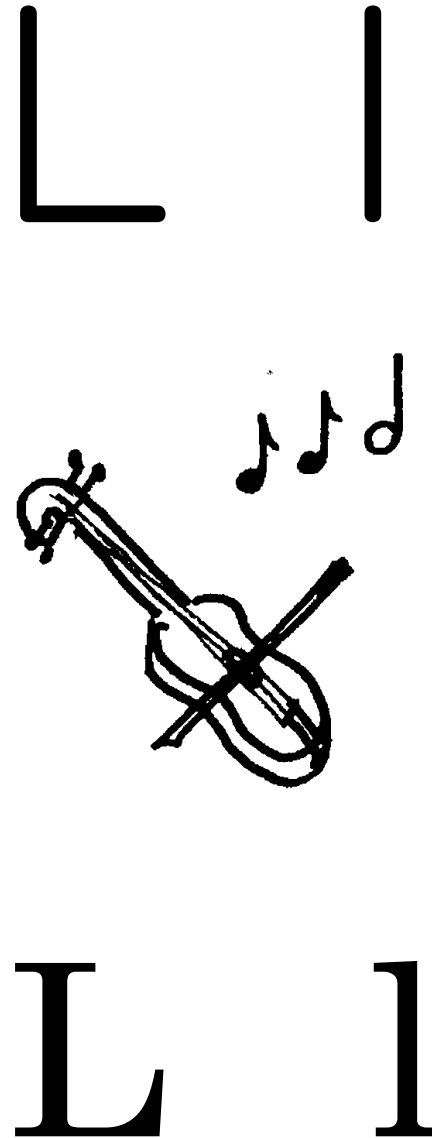
Draw a line from each leaf down to the ground.

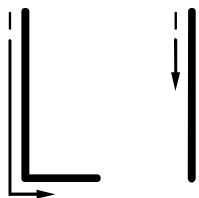
Down The Steps



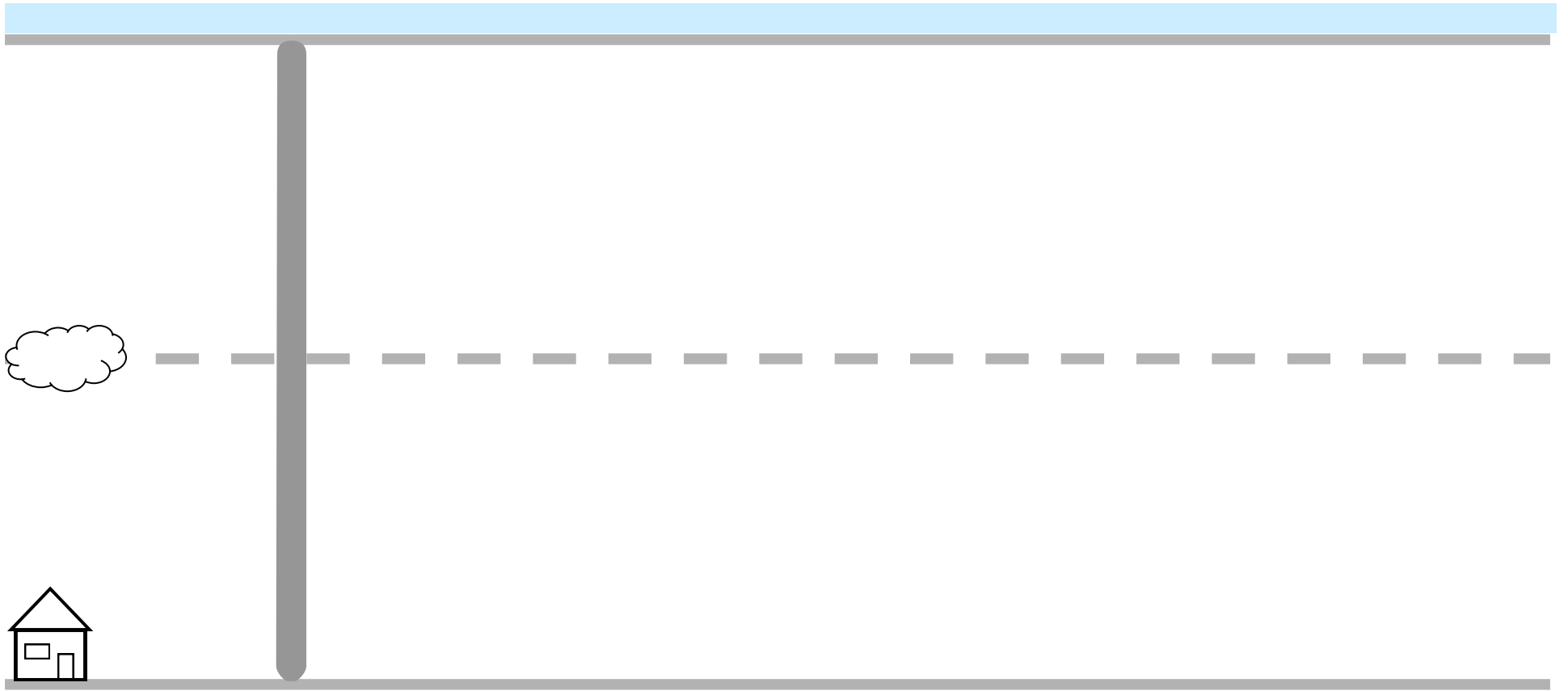
Go down the steps three times.

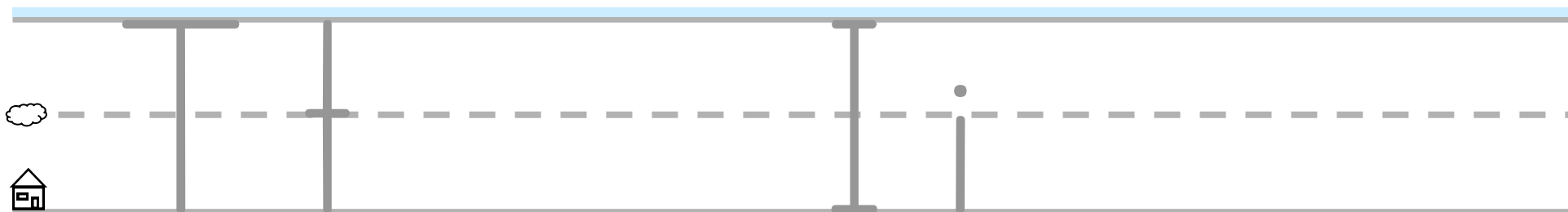
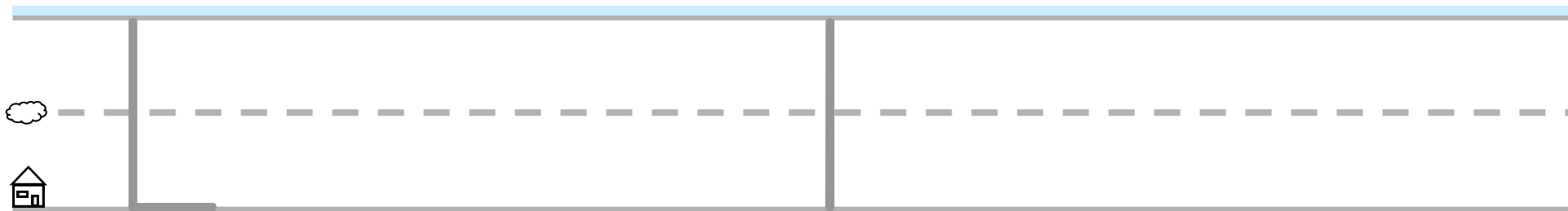
Soon they were playing music.
Each violin made a beautiful sound
as they pulled their bows across
the strings. The sound was "l, l, l,
l, l."



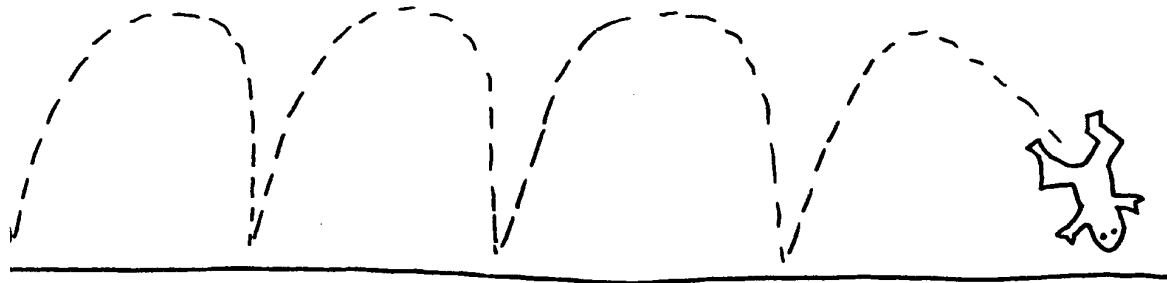
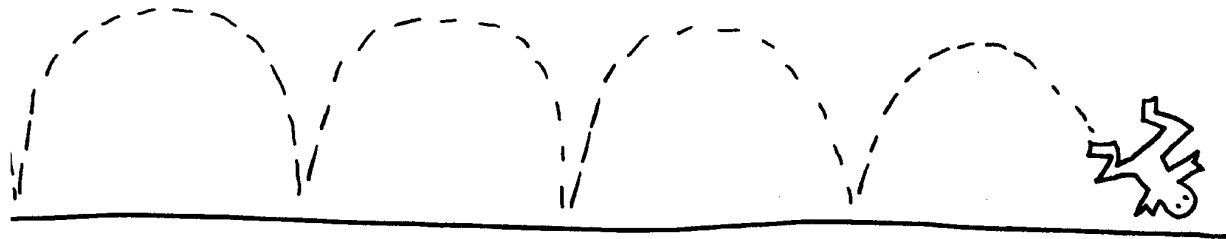
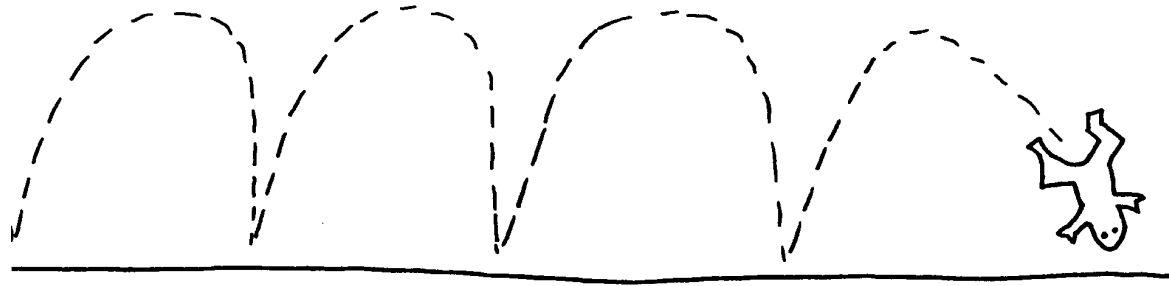








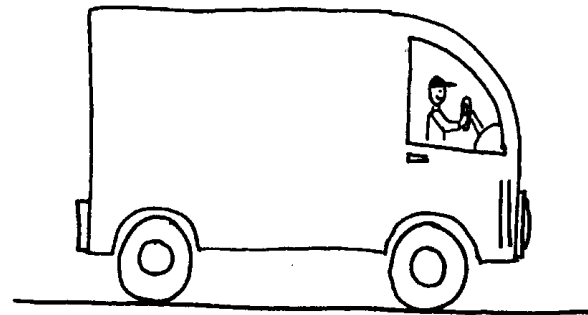
Frog Hop 1



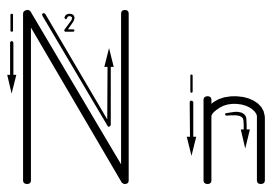
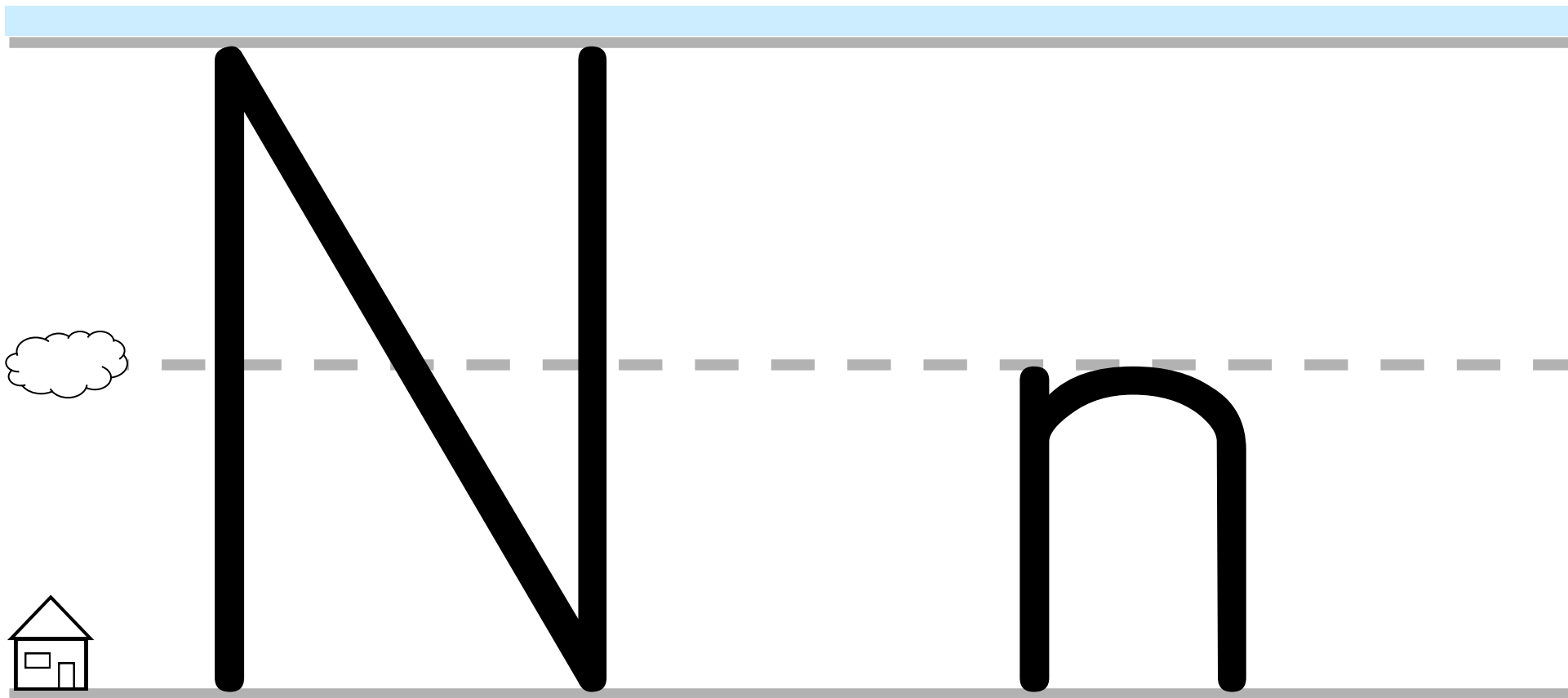
Follow the hopping frogs.

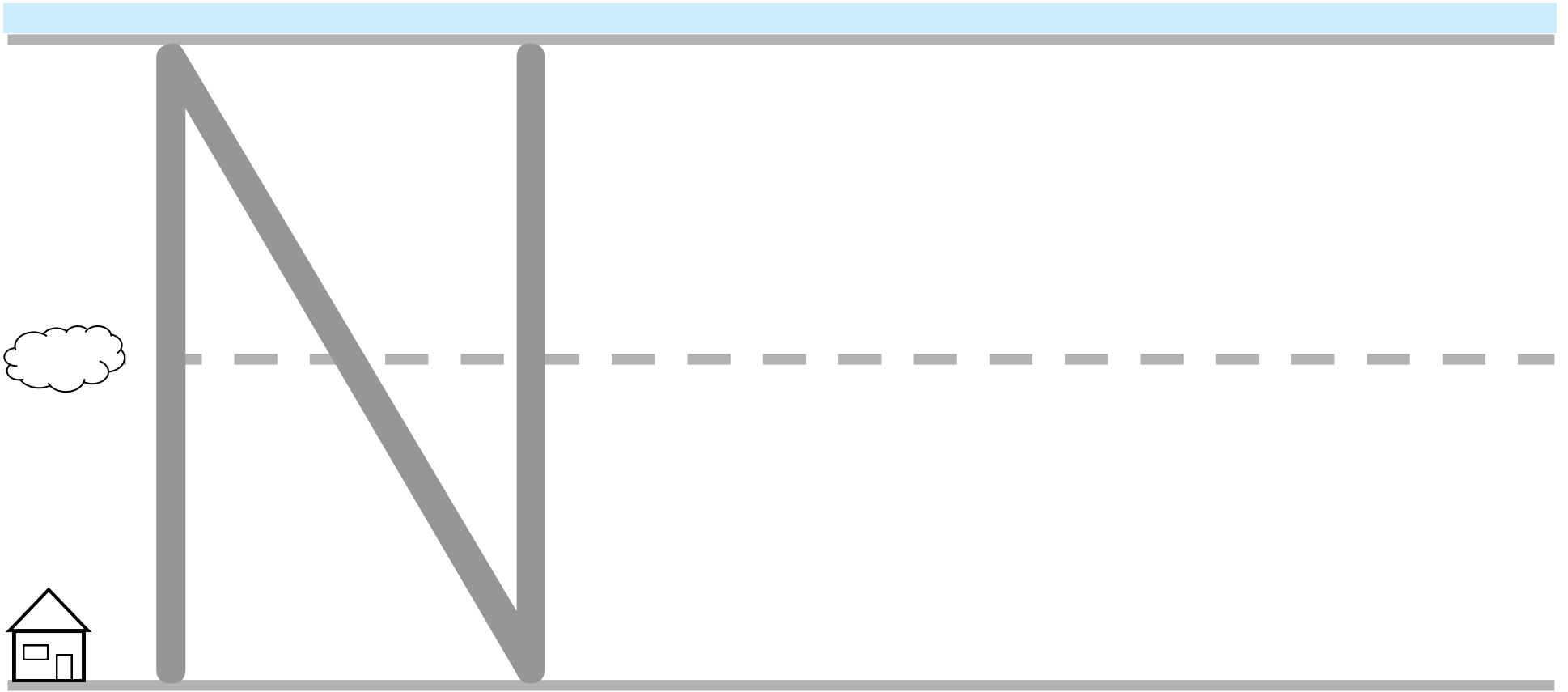
Just as they arrived home from their music lesson, they heard the "n, n, n" sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.

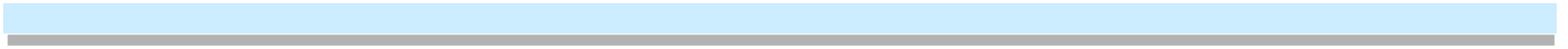
N n

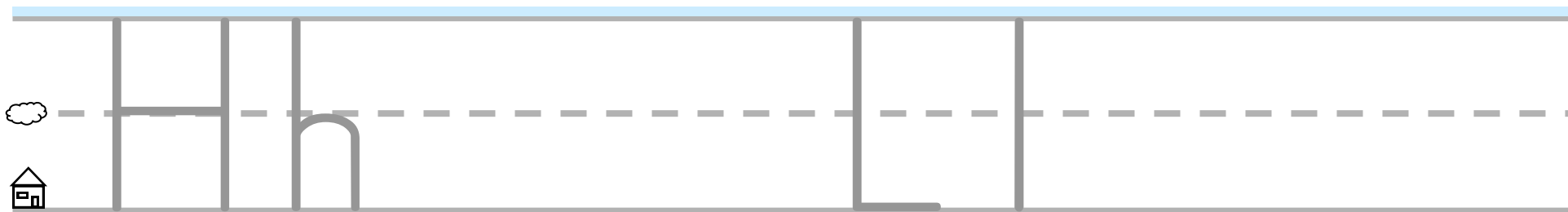
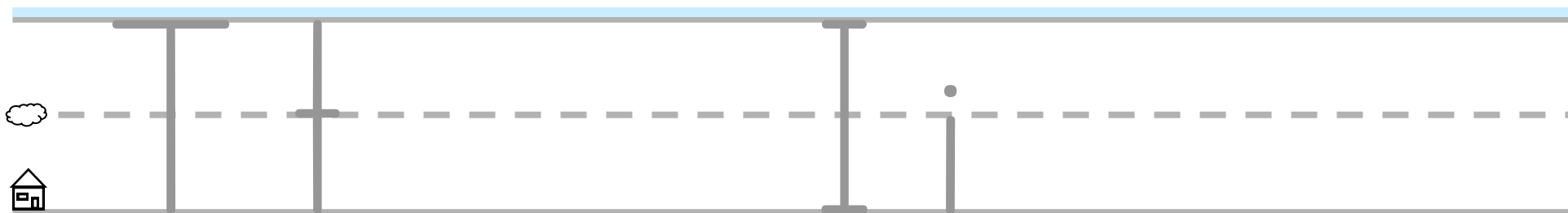
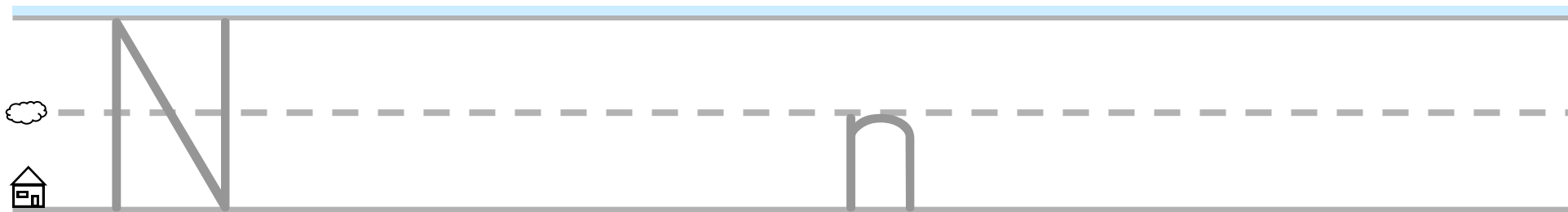


N n

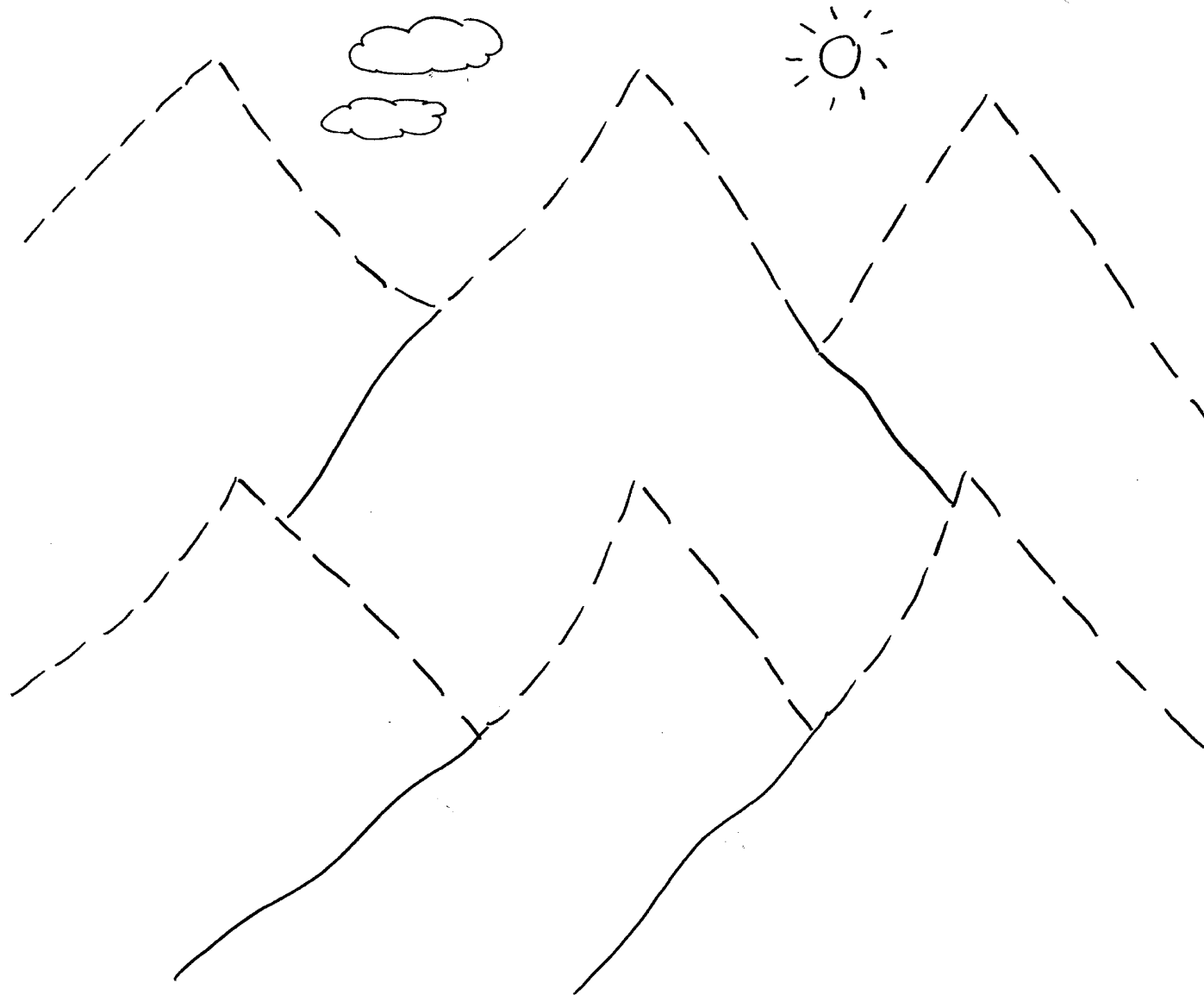








Mountain Tops



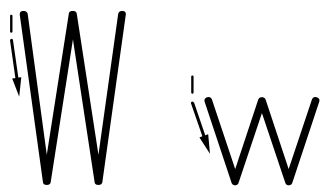
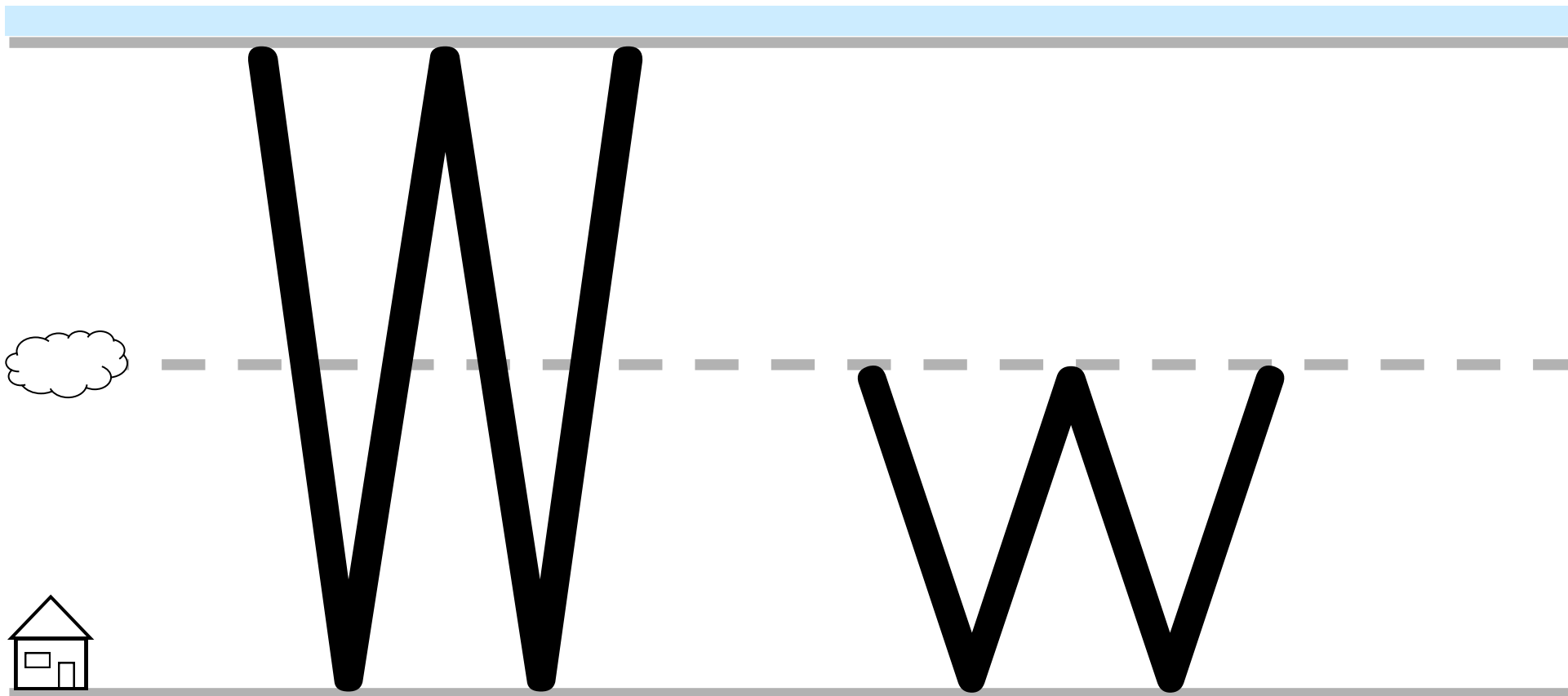
Go up and down the mountain tops. First go from left to right.
Then go from right to left. Color the mountains.

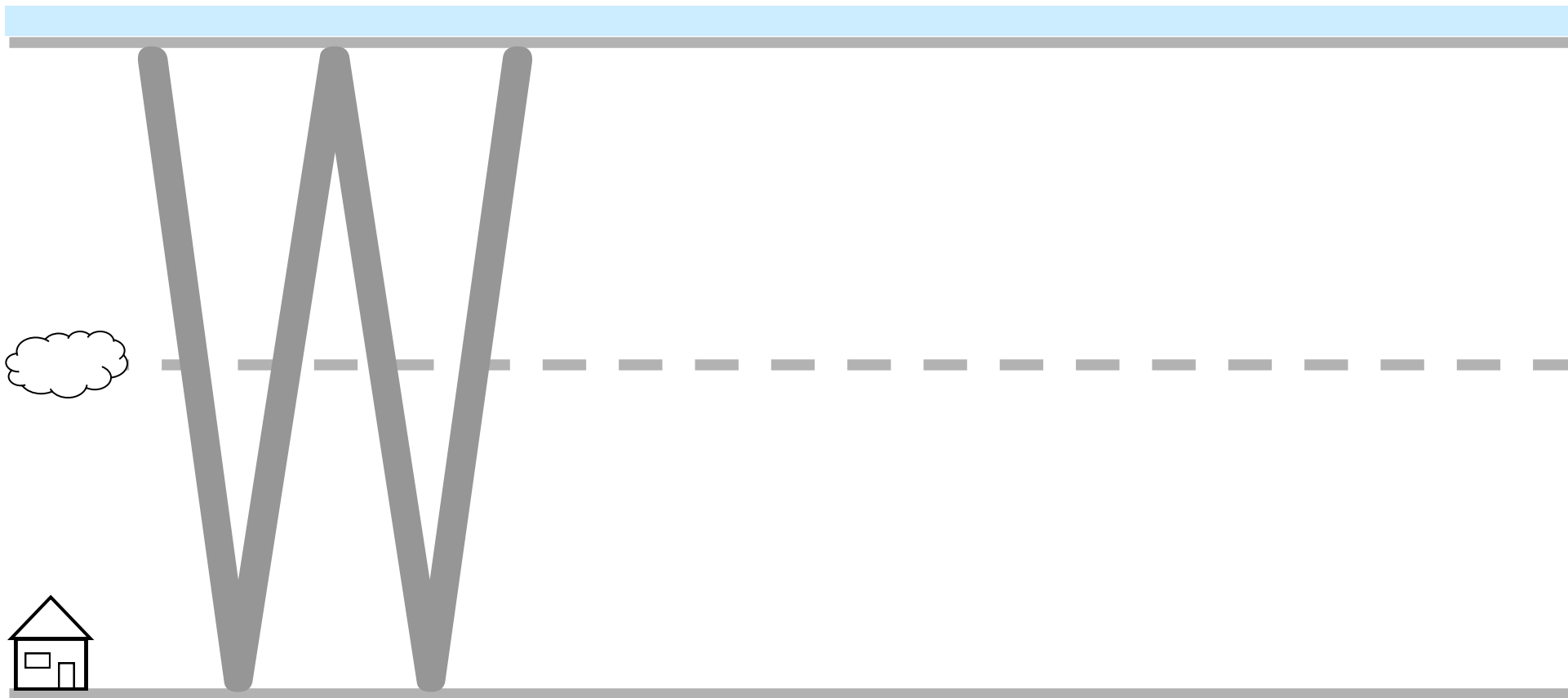
As they went into the house,
they could see dark clouds
gathering overhead. Soon,
lightning was flashing and rain was
pouring down. The wind blew hard
enough to make the branches on
the trees sway back and forth.
Audrey and Brad could hear the
sound of the wind forcing it's way
into the house around the front
door, "wwwww."

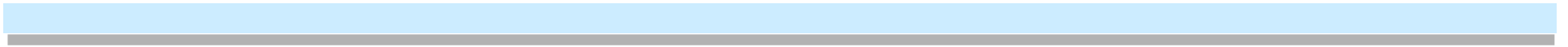
W w

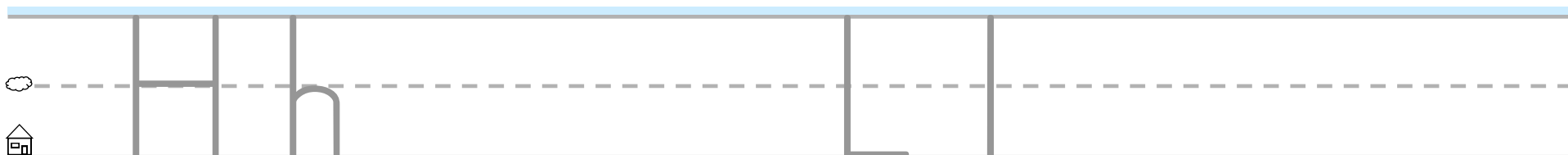
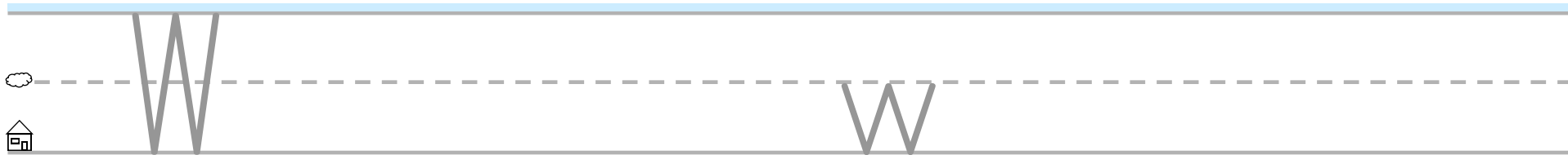


W w

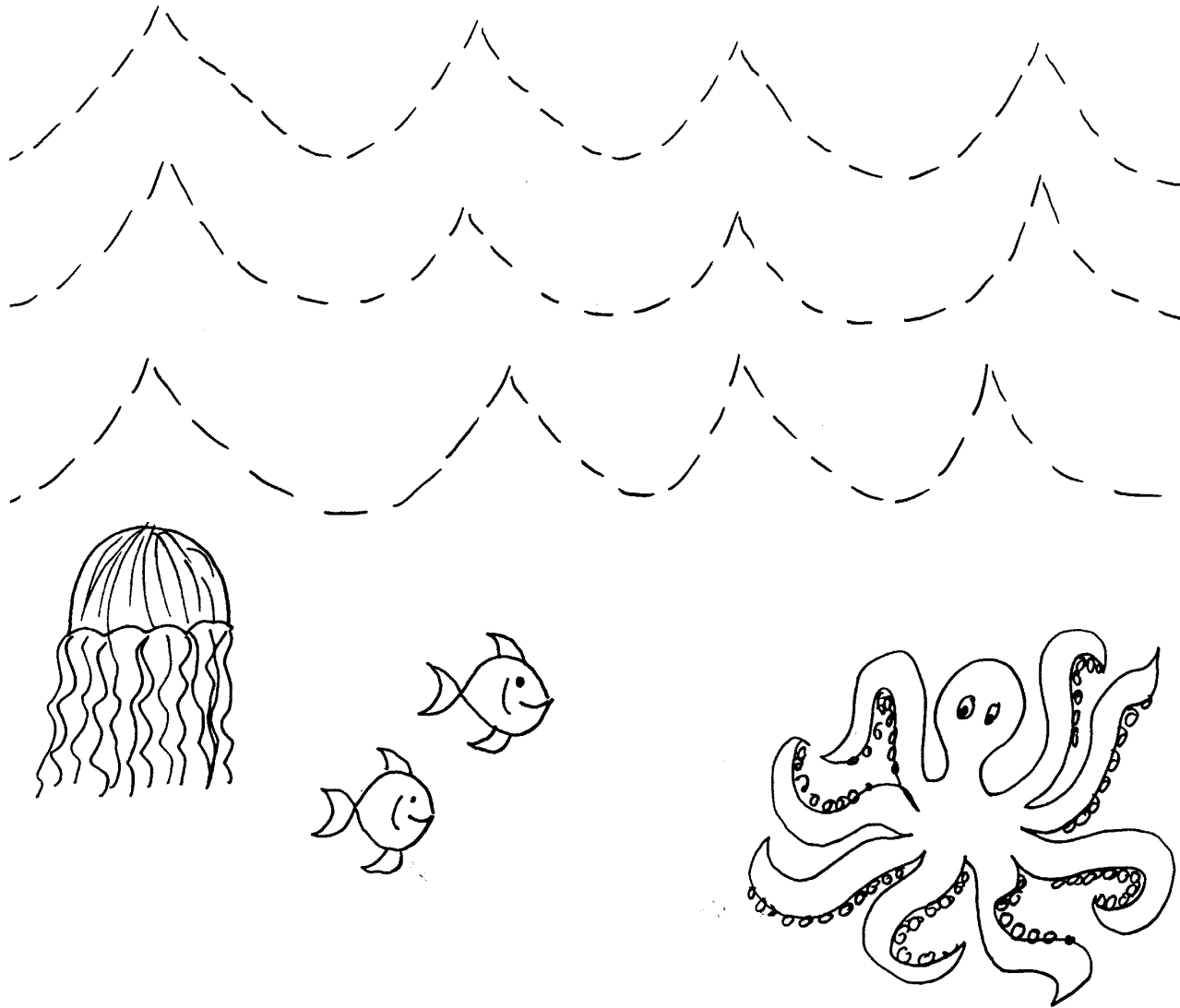






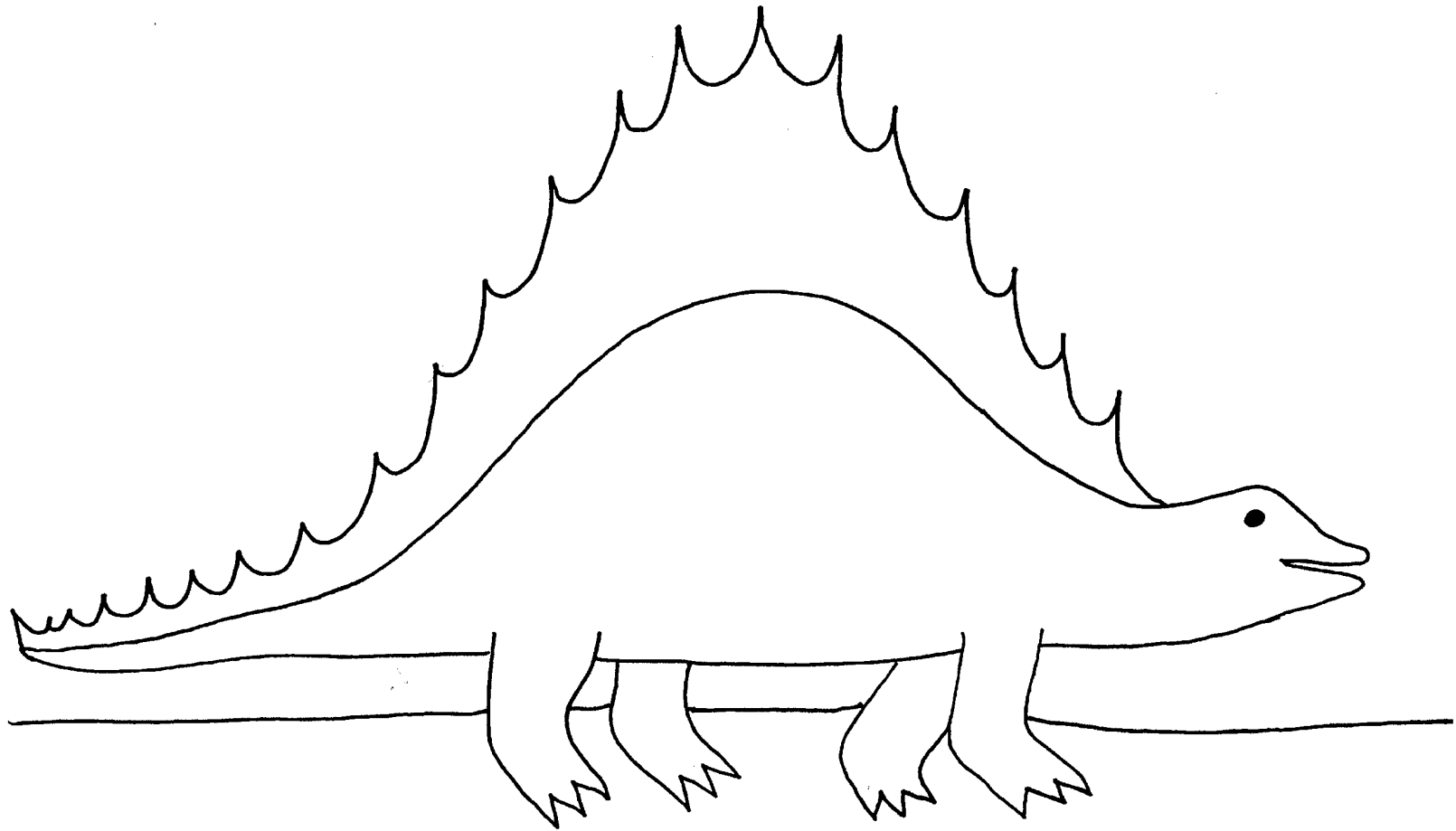


Waves



Trace the waves. First trace from left to right.
Then trace from right to left. Color the octopus, fish, and jellyfish.

Dinosaur



Trace the fin on the back of the dinosaur.
Start at the tail and go towards the head.
Then start at the head and go towards the tail.
Color the dinosaur.

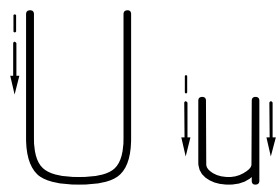
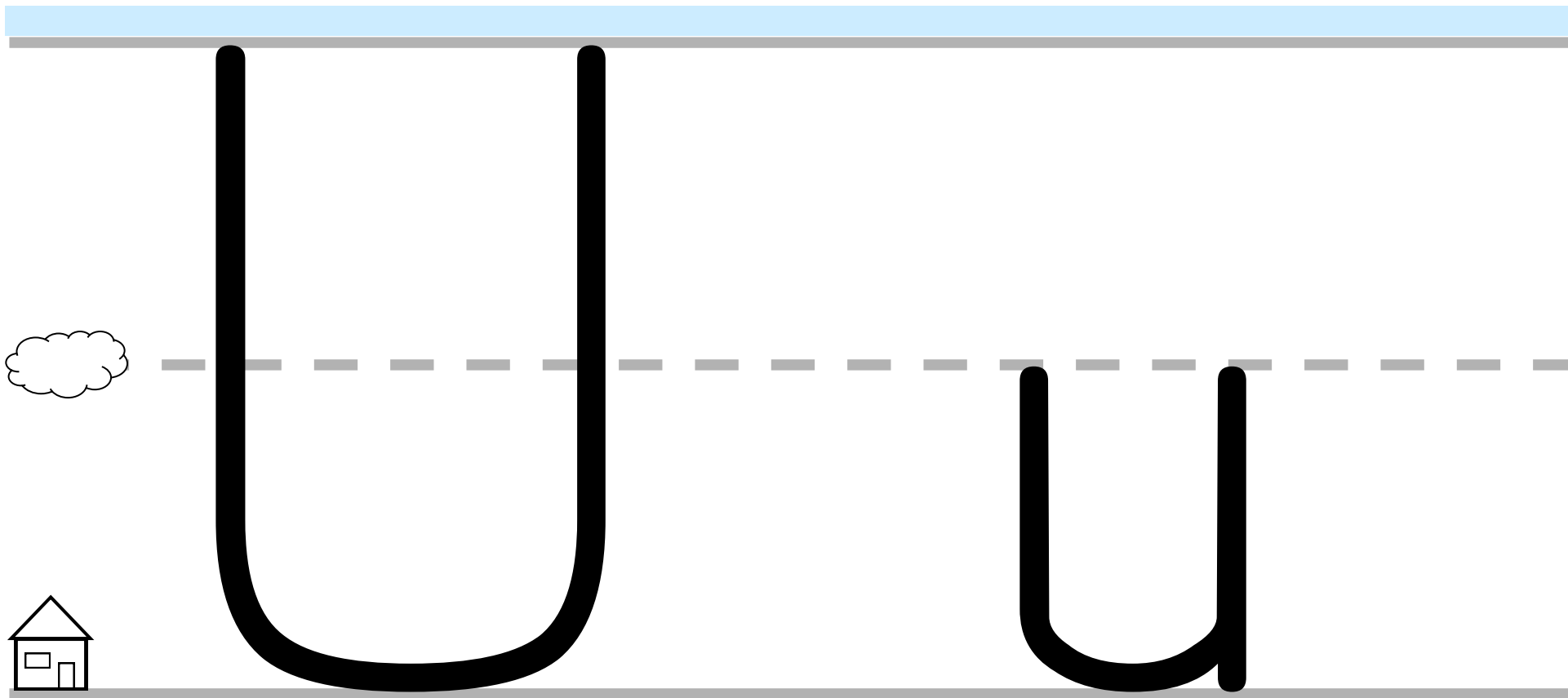
"Well," said Mom. "The weather is so bad, this is the perfect time to go over your math facts." It was Brad's turn to go first. "Uuuuhhh," was all he could see as he looked at the flashcards. He had not been practicing his math facts. When Audrey had her turn, she got every one right.

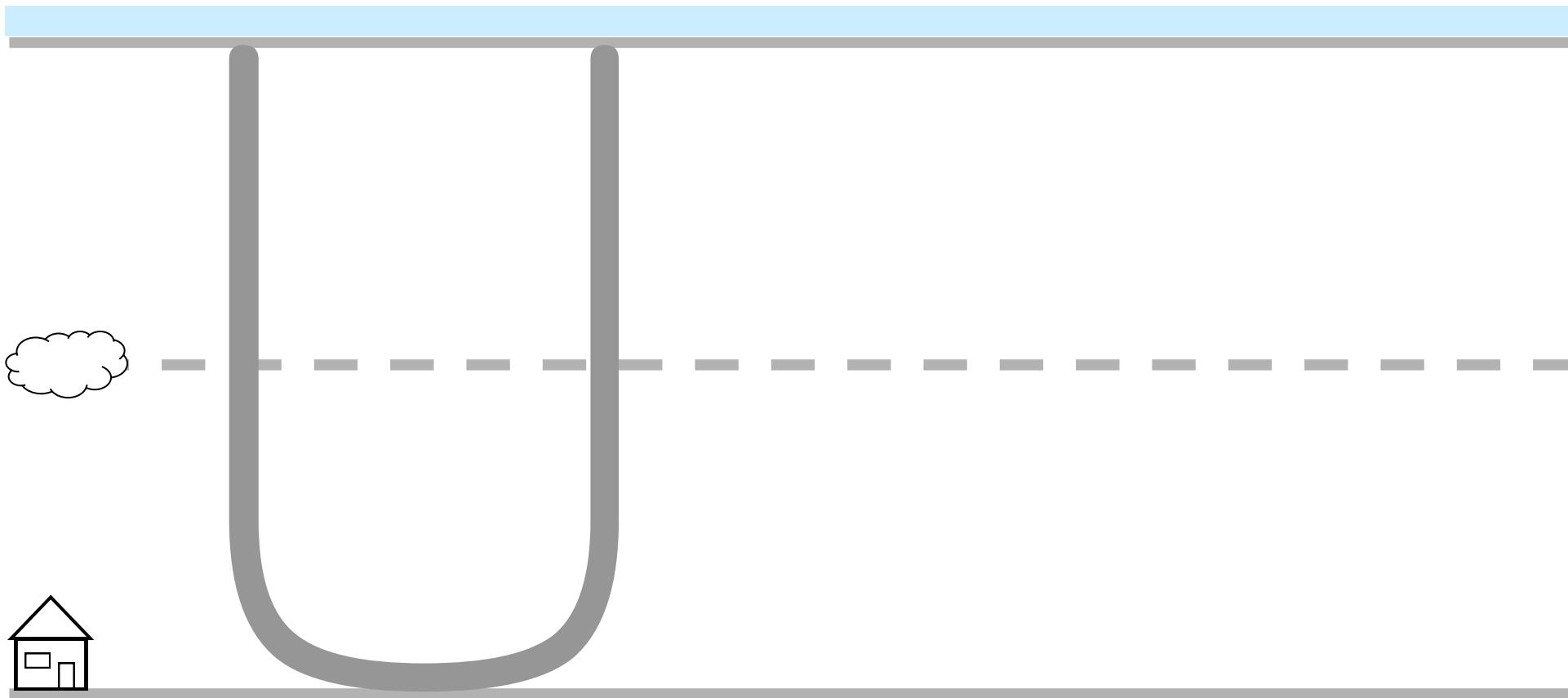
(u/up)

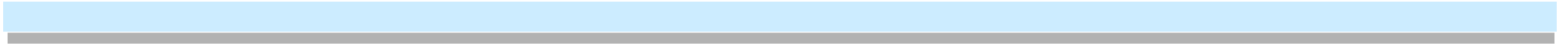
U u

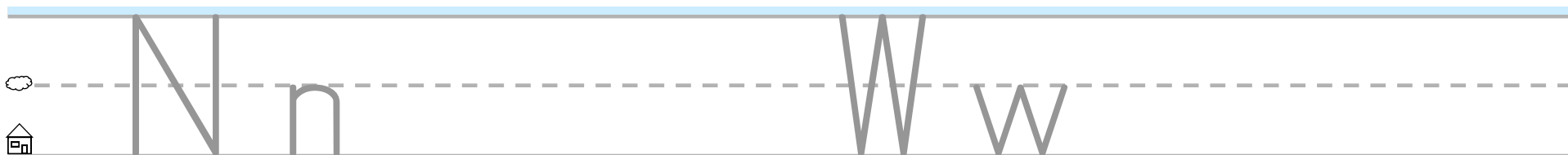
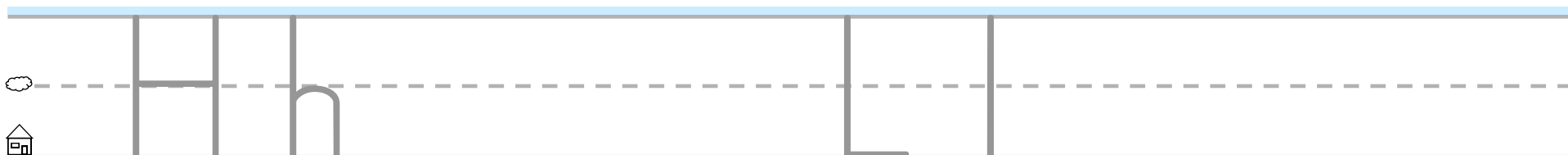
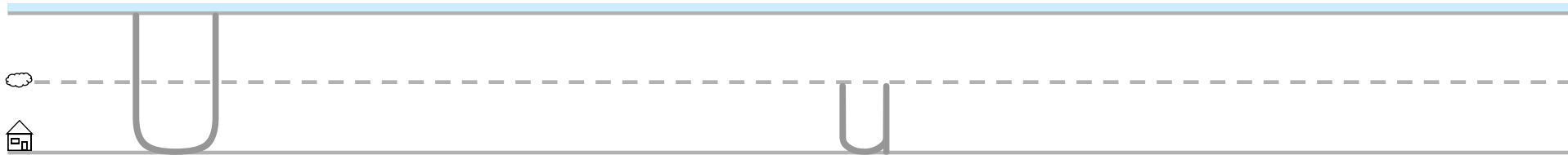


U u

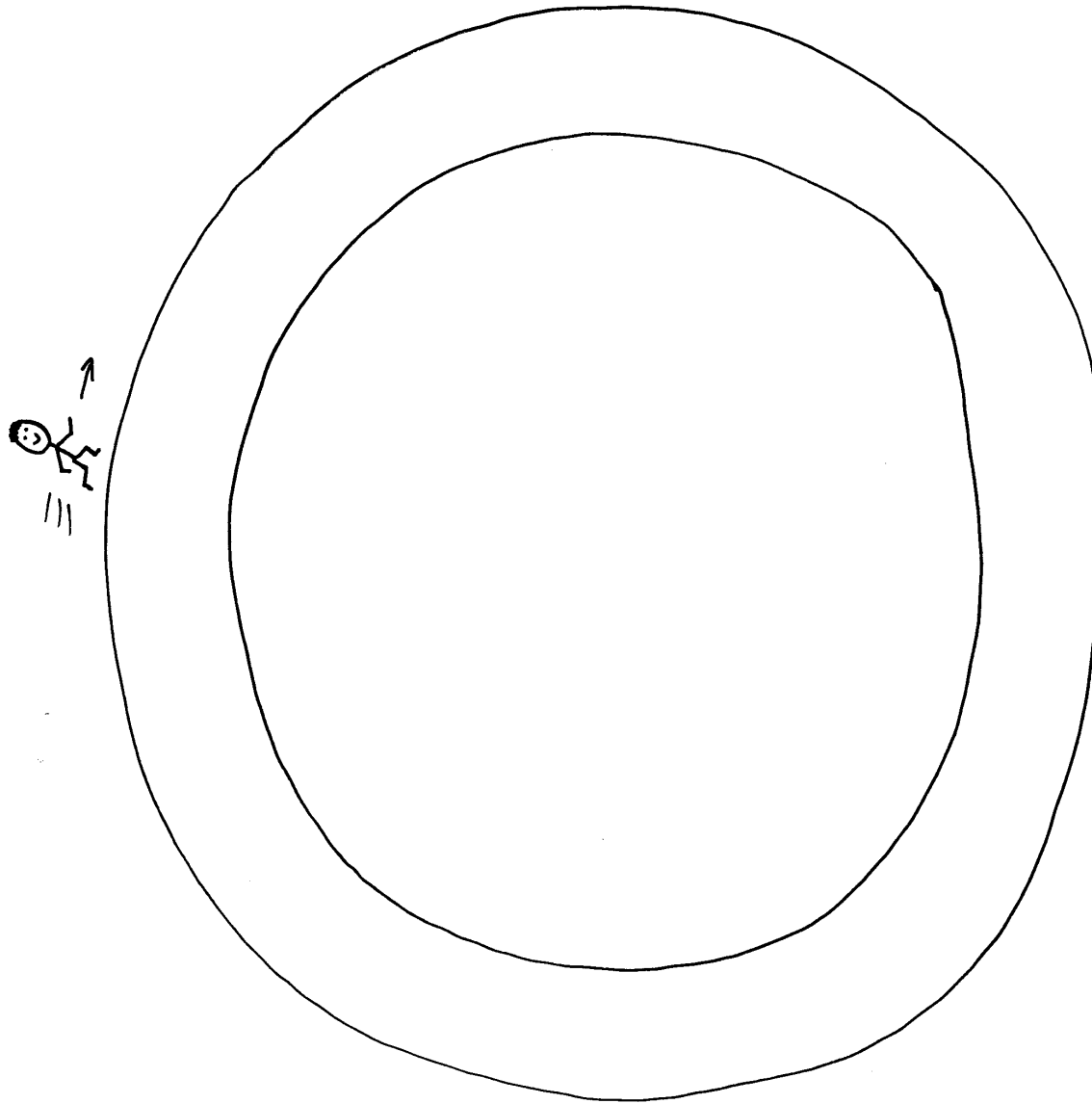








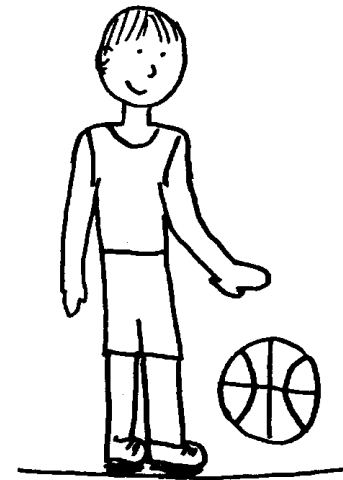
Jogger



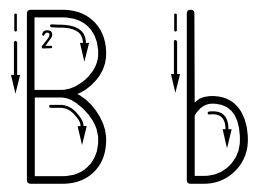
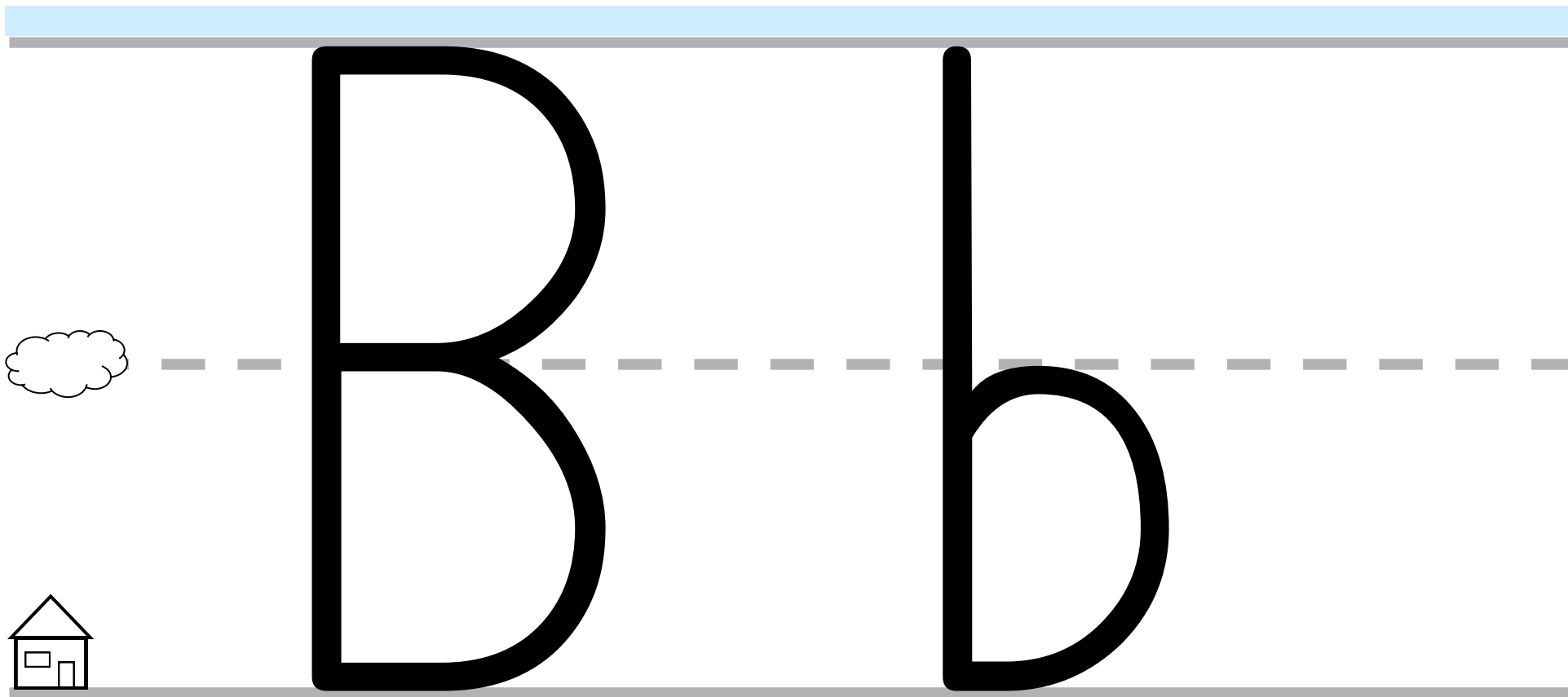
Draw a line to show the jogger running around the track.
Go around many times.

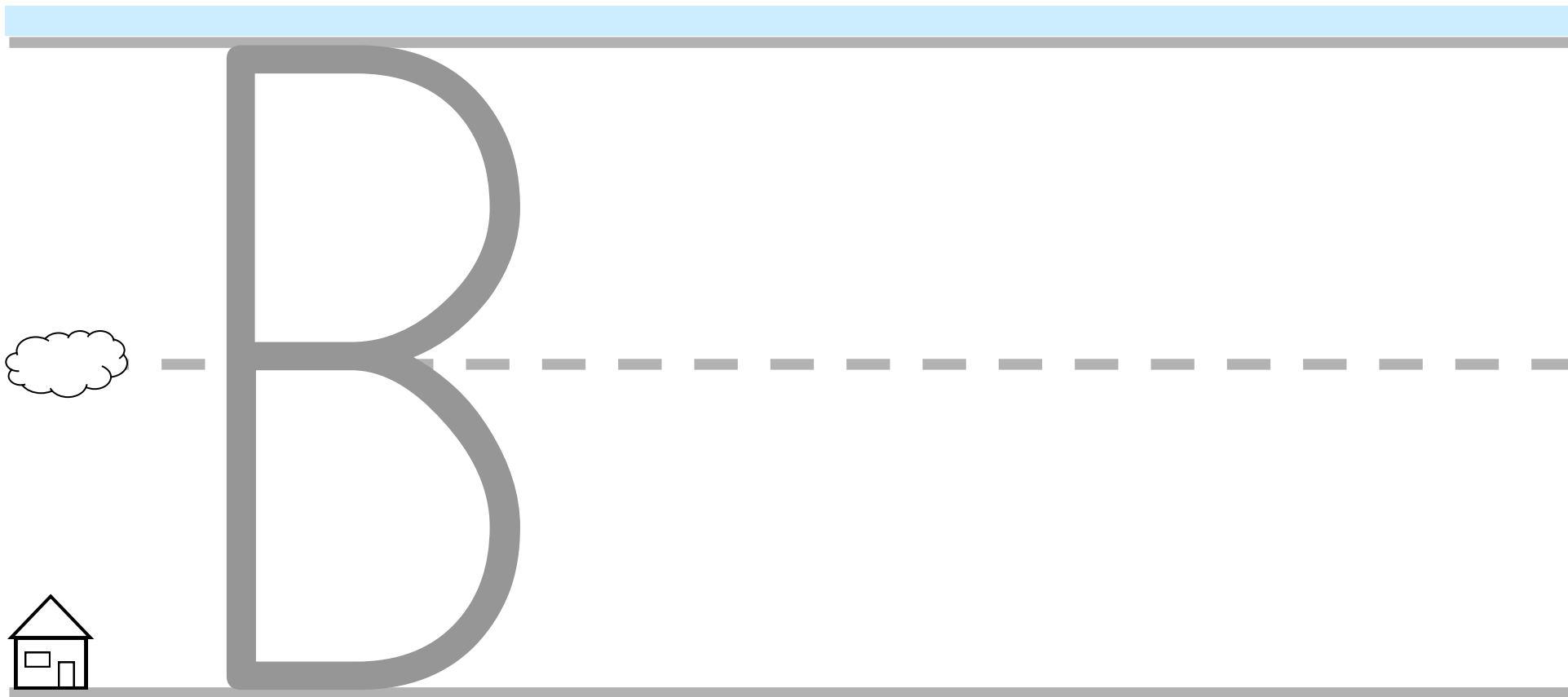
They ate lunch and then Audrey and Brad and Dad got into the car to go to basketball practice. The wind had stopped blowing, but it was still drizzling. At the gym, all the kids on the team warmed up by dribbling a basketball. "B, b, b, b," was the sound of the balls bouncing on the hardwood floor. Then they practiced passing and shooting.

B b



B b







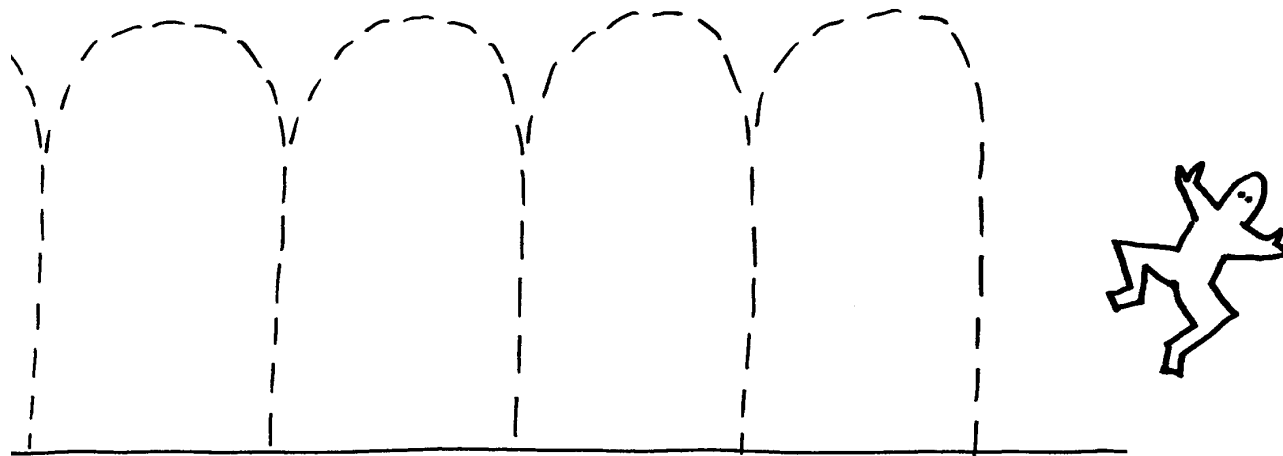
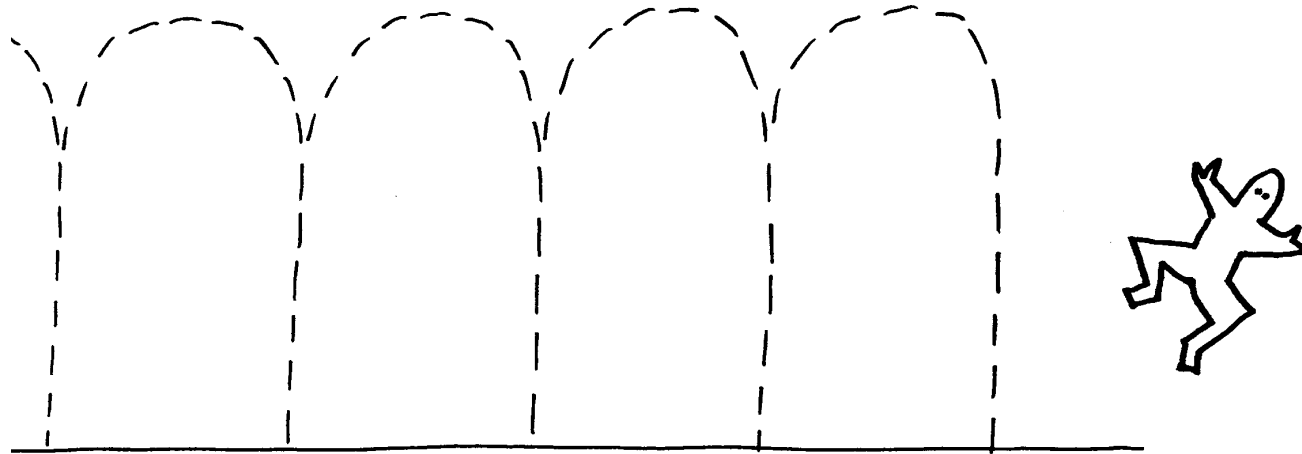
B b

T t I i H h

L l N n

W w U u

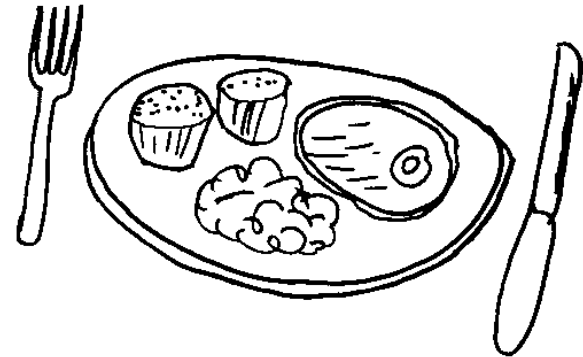
Frog Hop 2



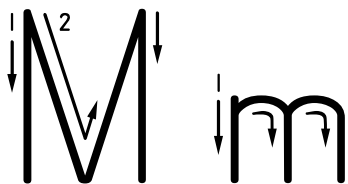
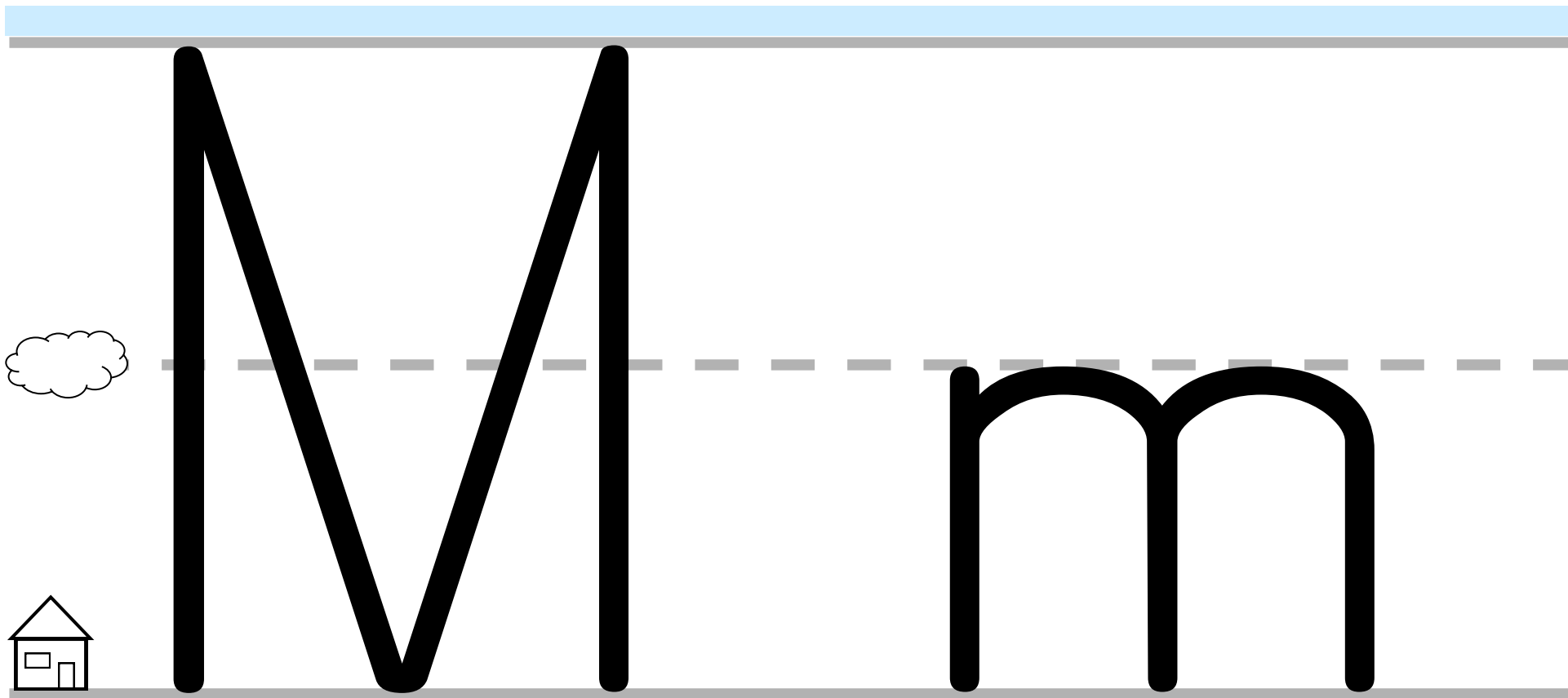
Follow the hopping frogs.

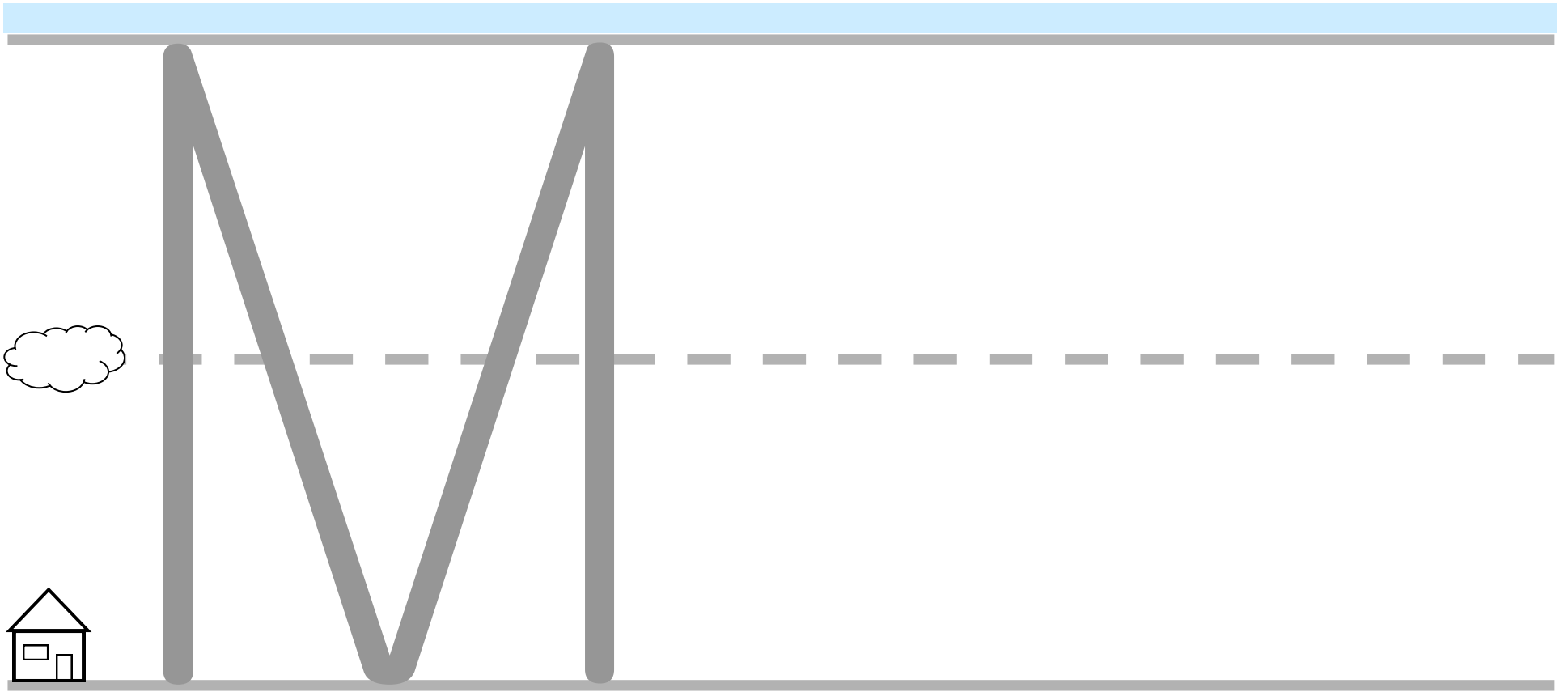
After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. "Mmm," they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.

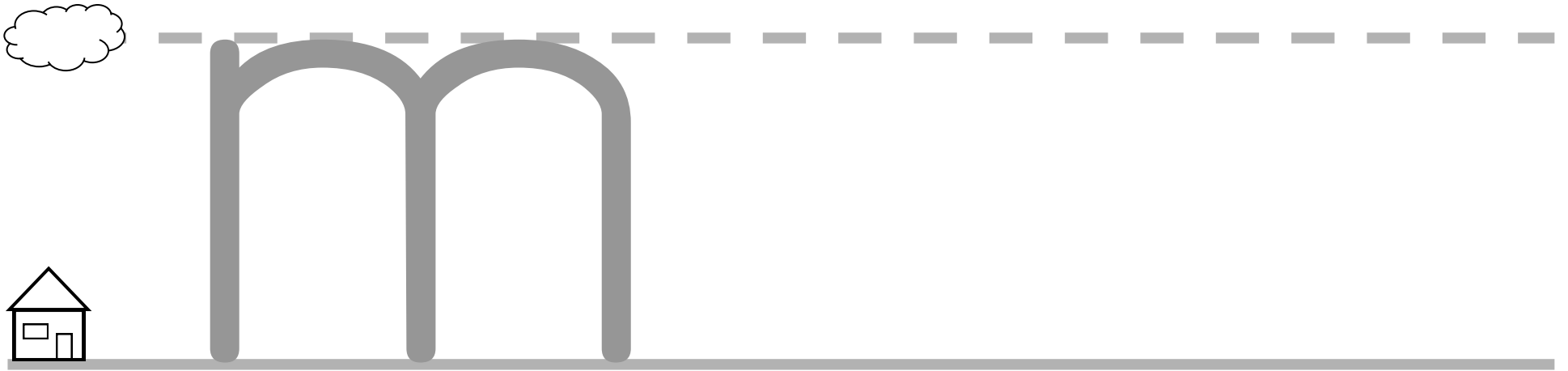
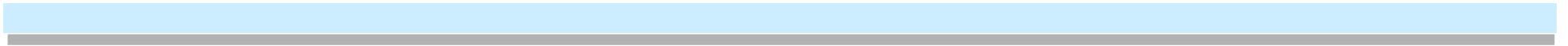
M m



M m







M

m

Tt

Ii

Hh

Ll

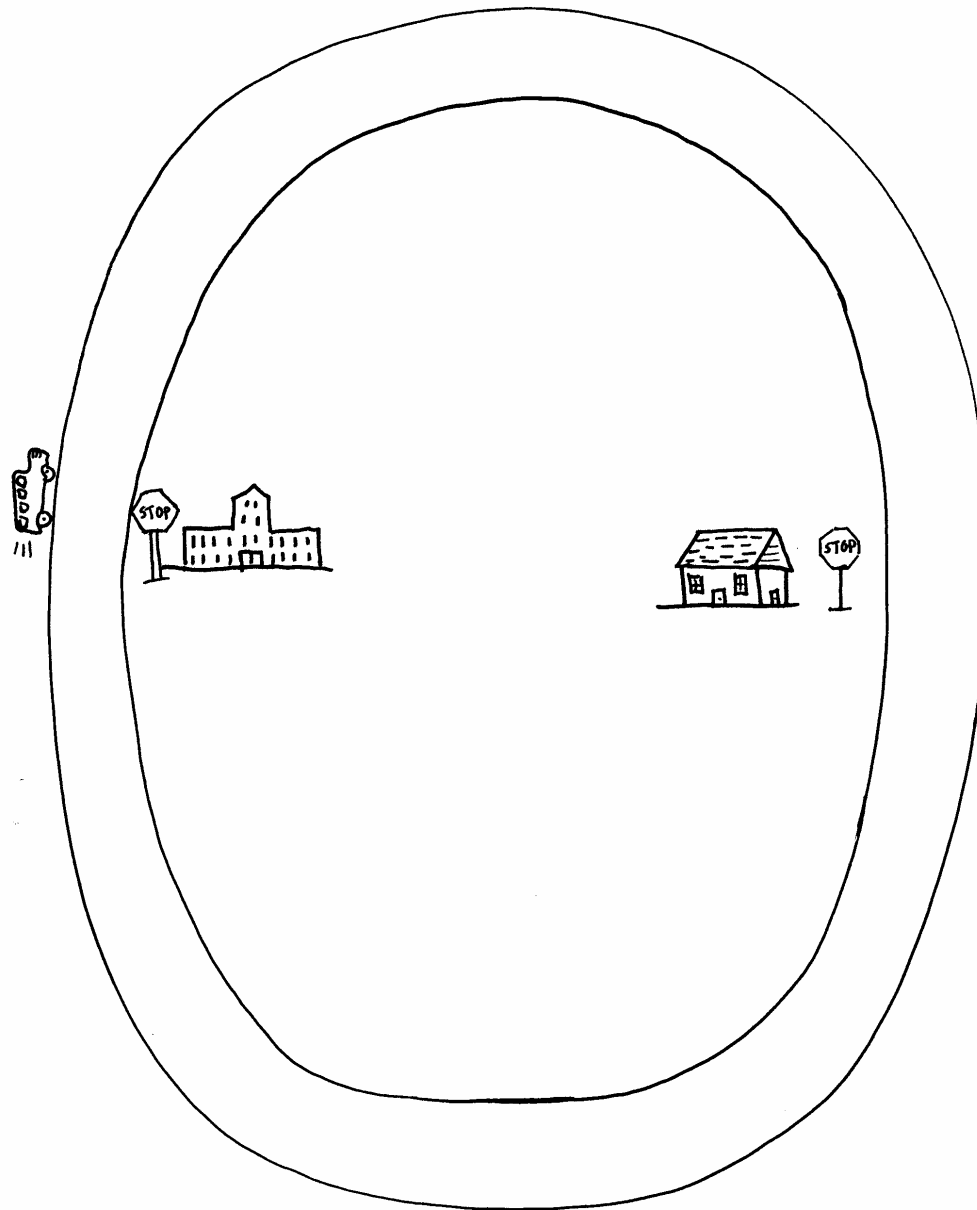
Nn

Ww

Uu

Bb

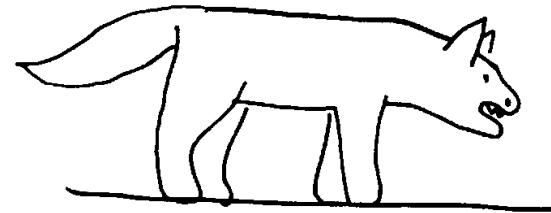
Bus Stop



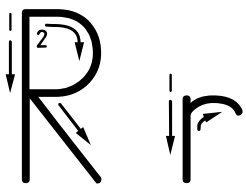
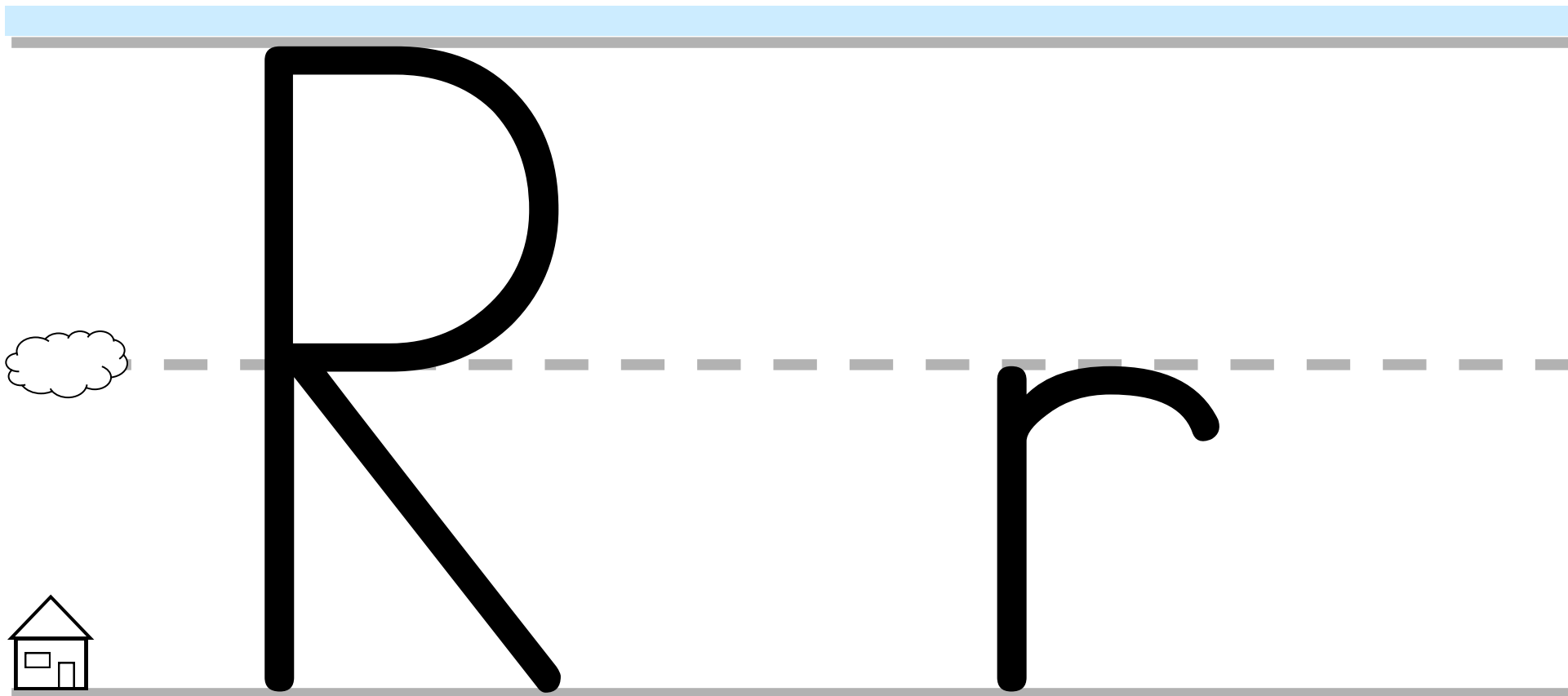
Drive the bus from the school to the house. Stop and drop off the children.
Then keep going around the circle back to school.

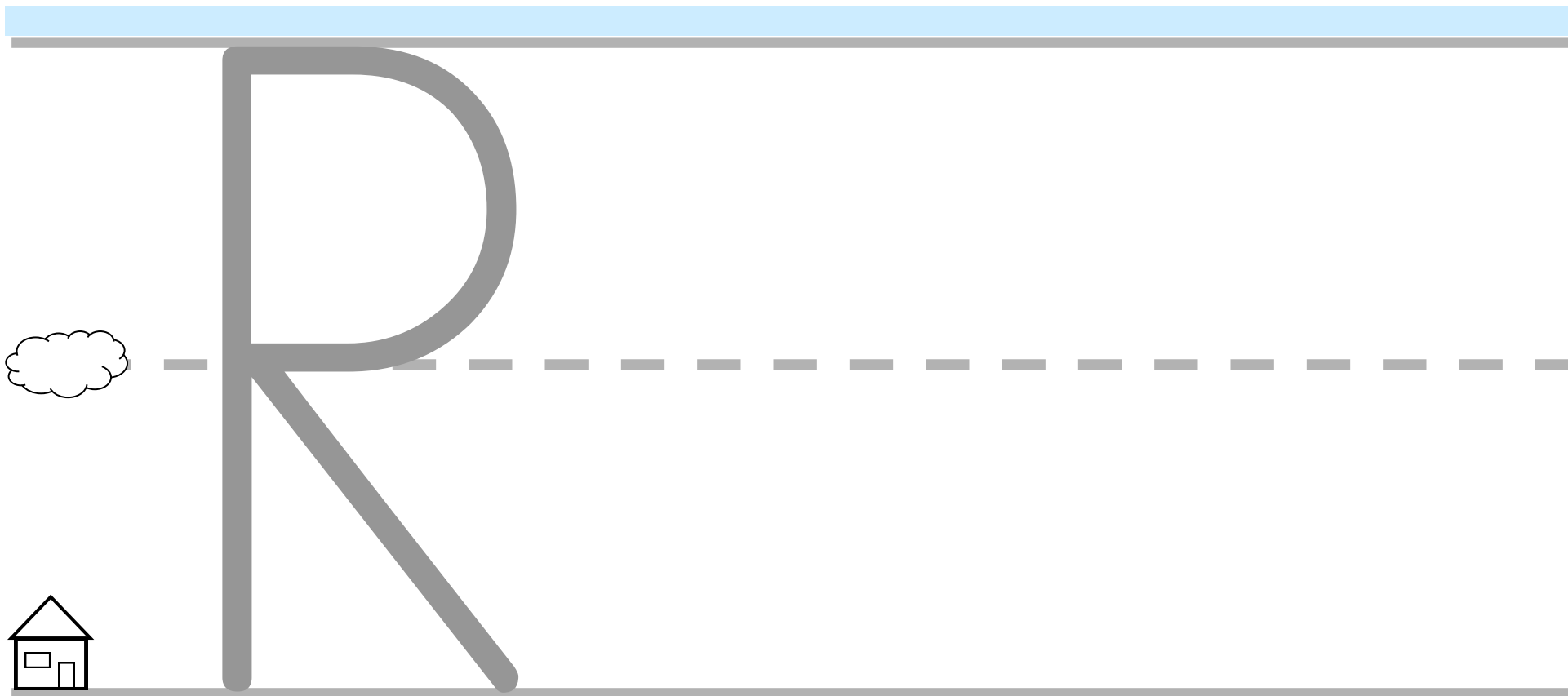
Just as they sat down to eat, they heard a loud "Rrrrr" coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.

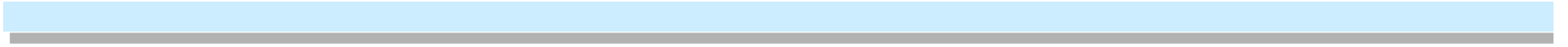
R r



R r







R

r

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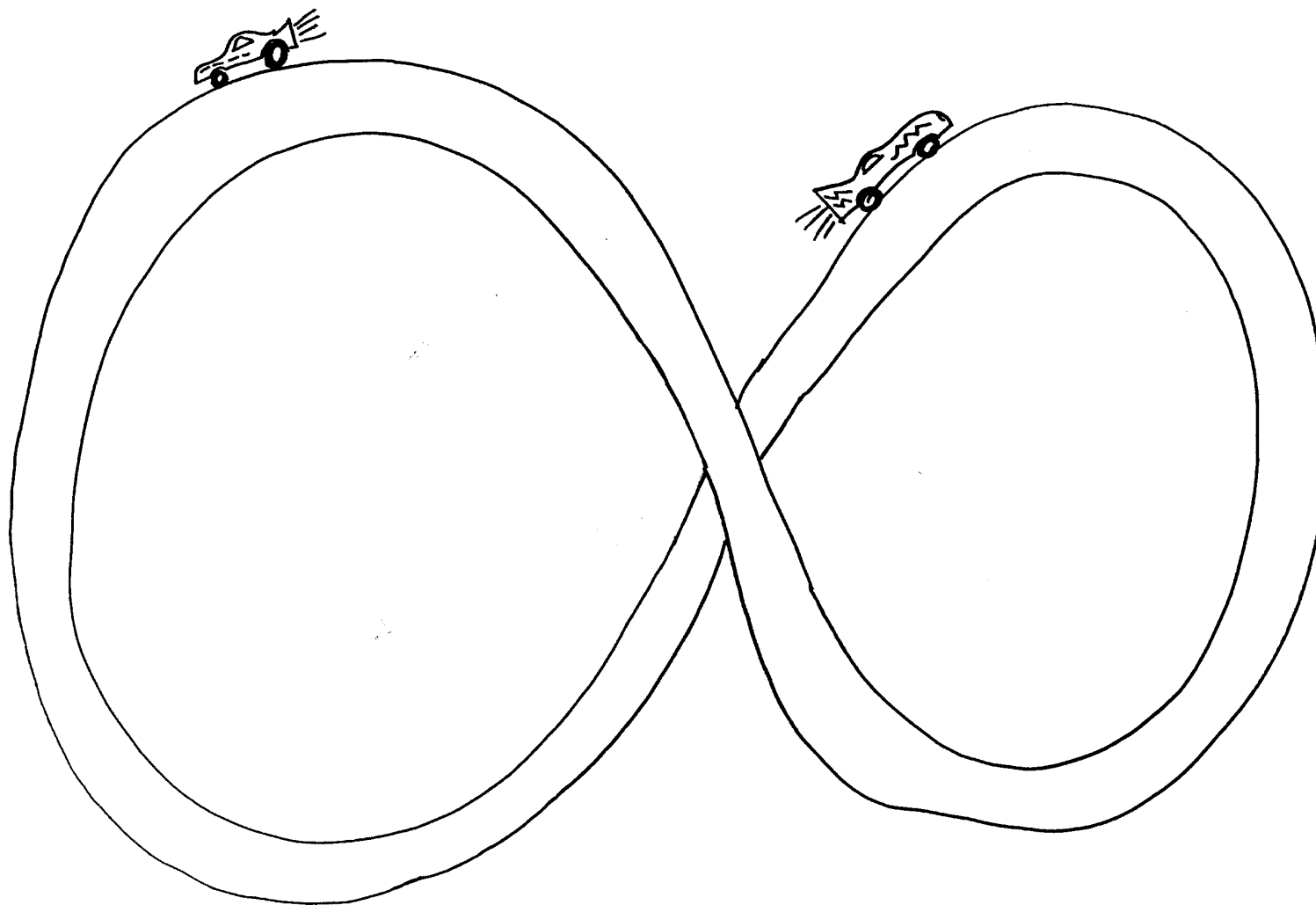
Ww

Uu

Bb

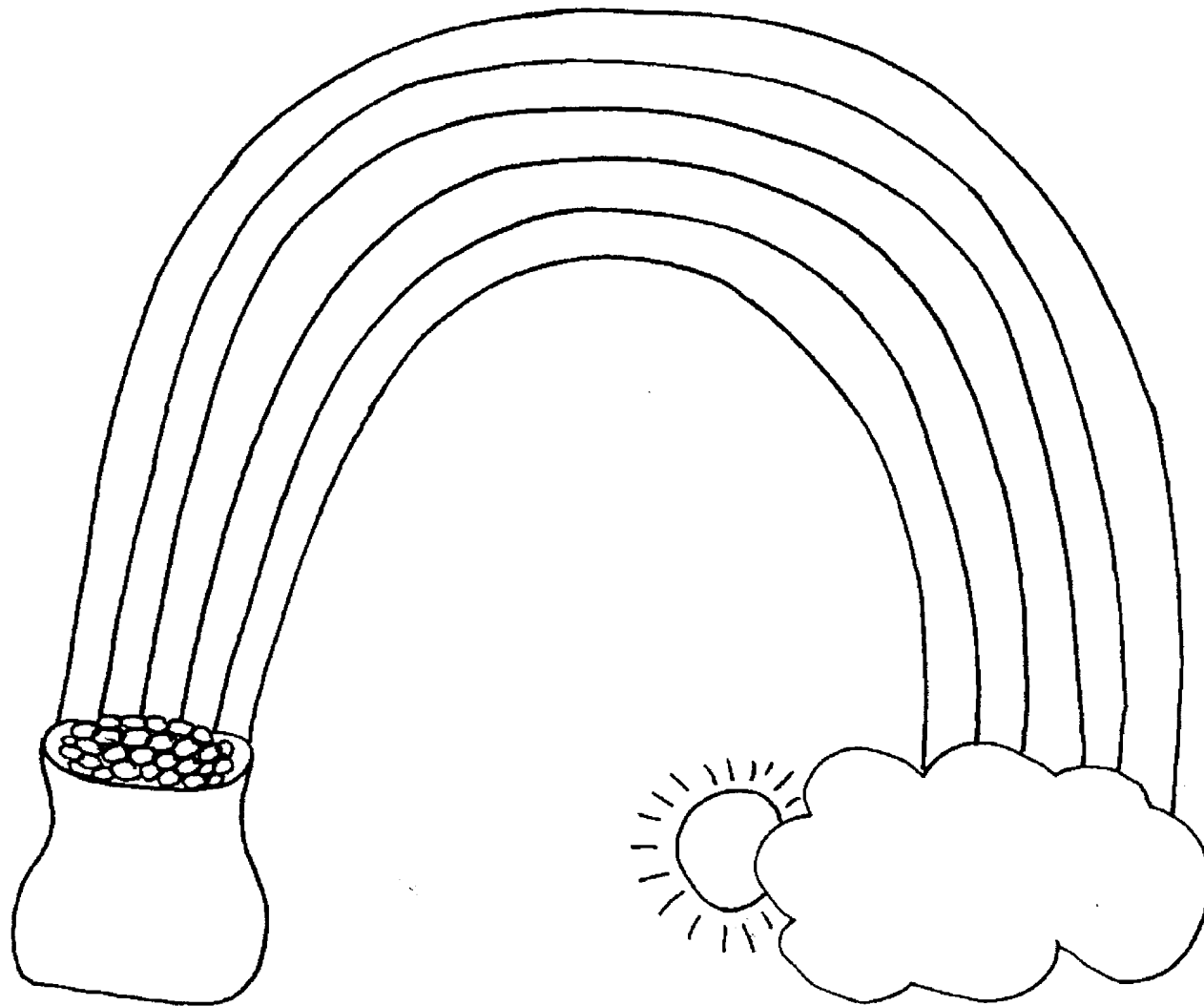
Mm

Figure Eight Race Track 1



Help the cars go around the racetrack. Go around the track many times.

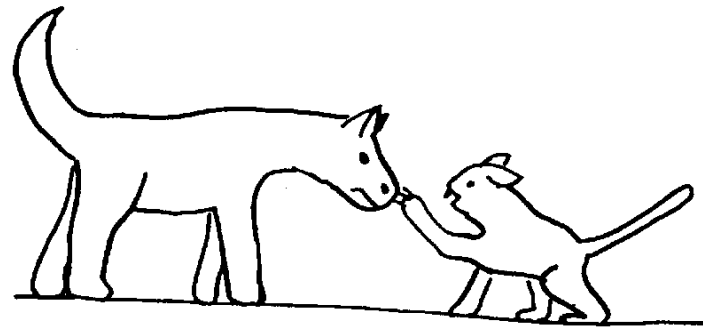
Rainbow 2



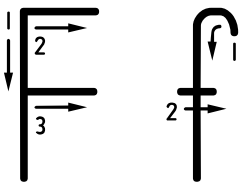
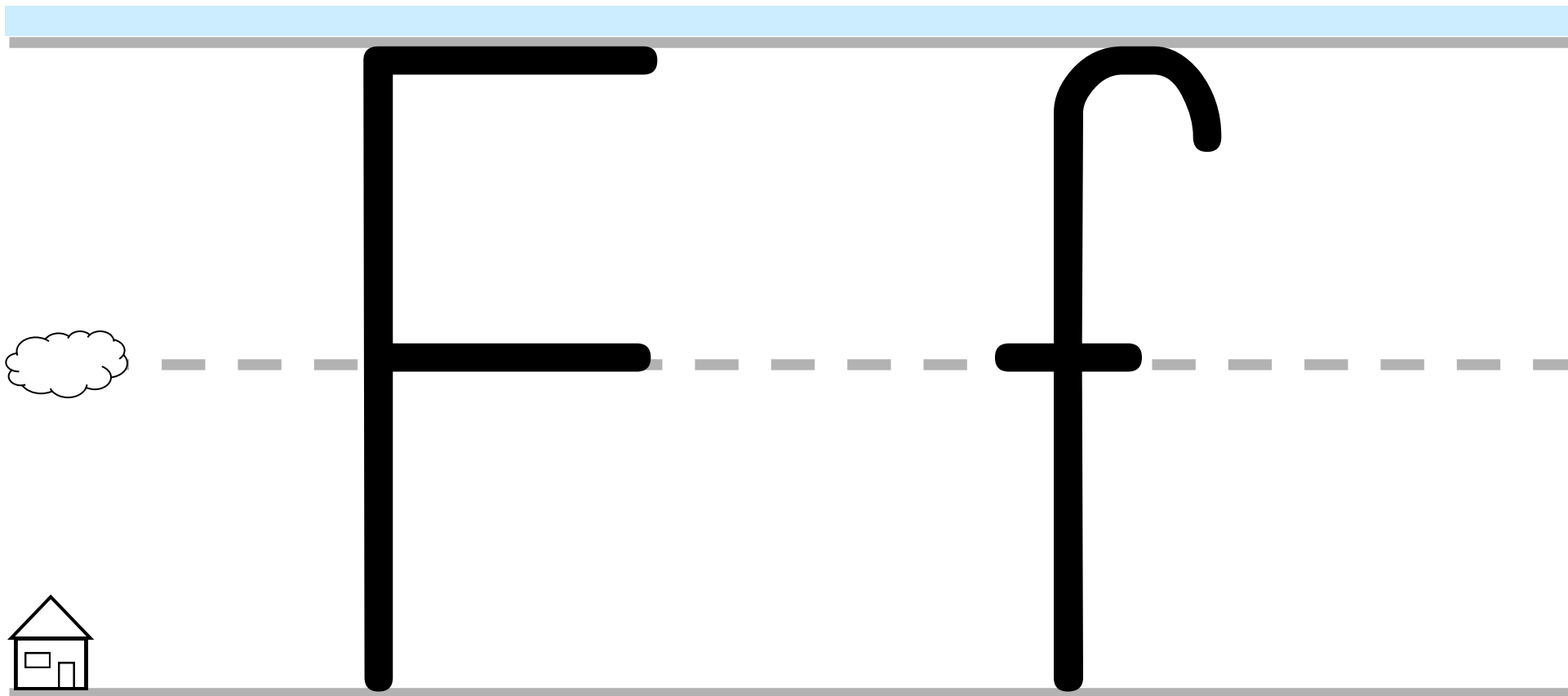
Follow the rainbow from the cloud to the pot of gold.
Use a different colored pencil for each path.

The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, "ffff." Chewie cried out in pain as the cat quickly jumped over the fence and ran away.

F f



F f







F f

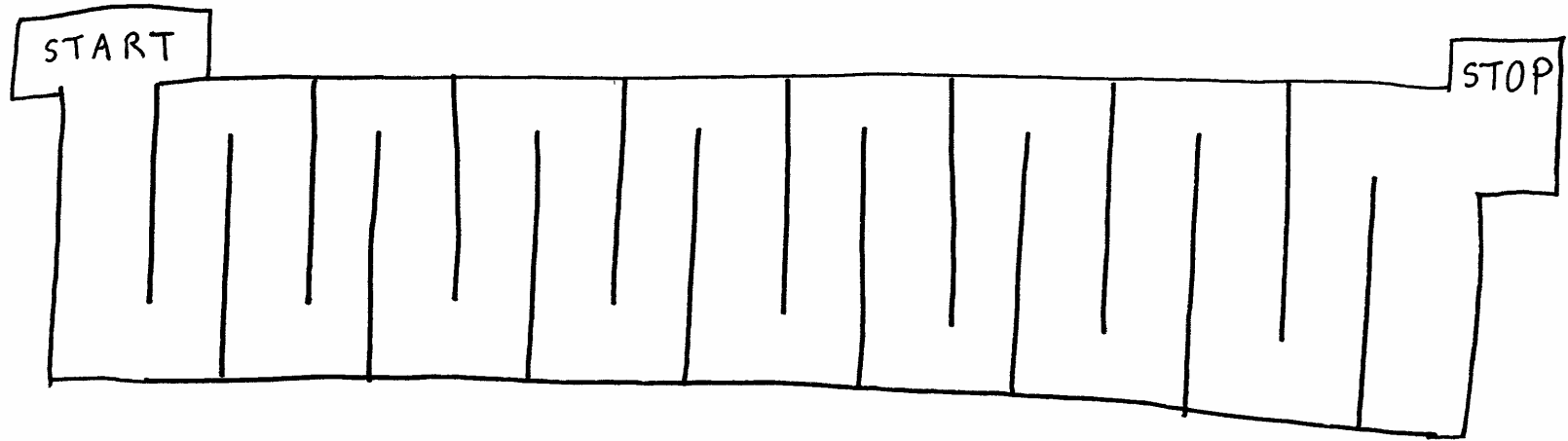
T t I i H h

L l N n W w

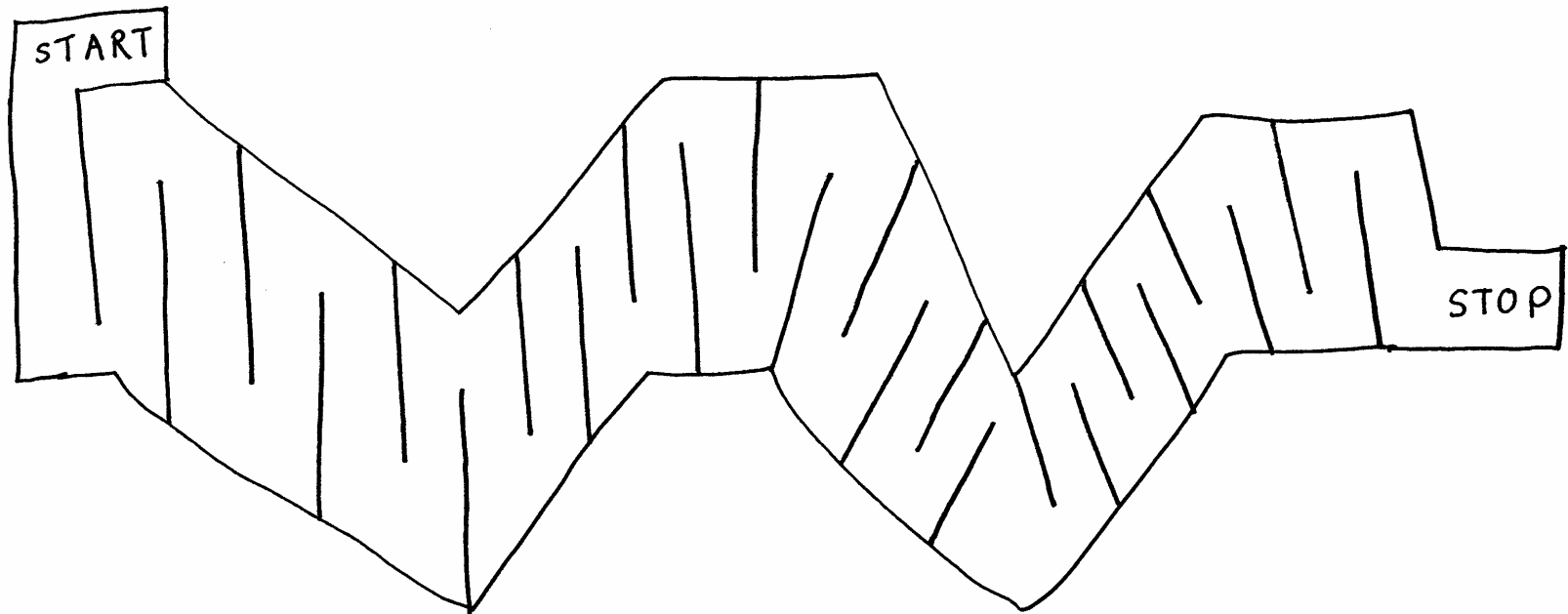
U u B b

M m R r

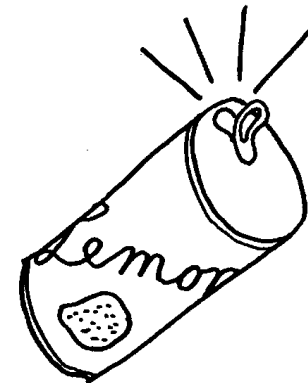
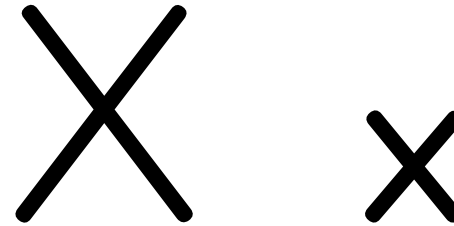
Two Mazes

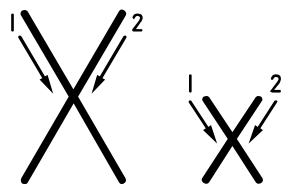
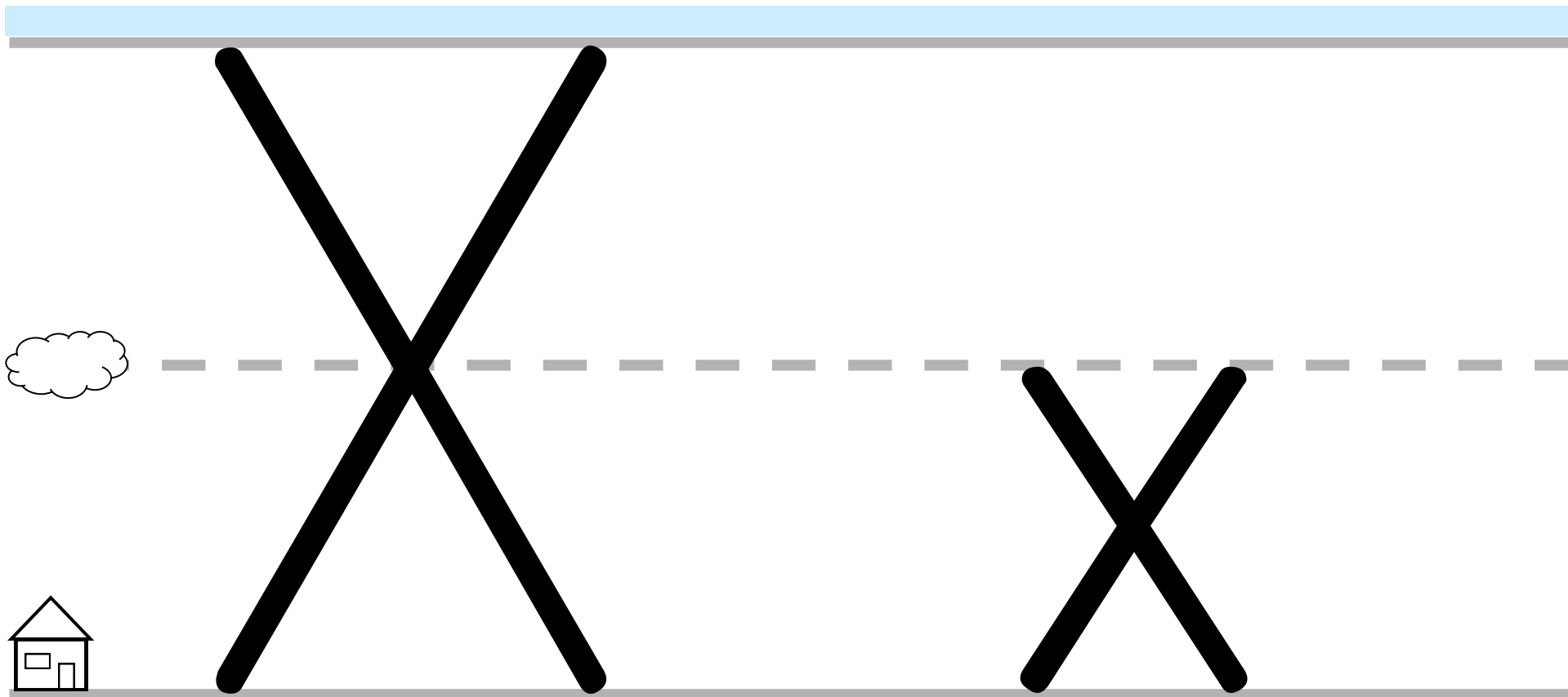


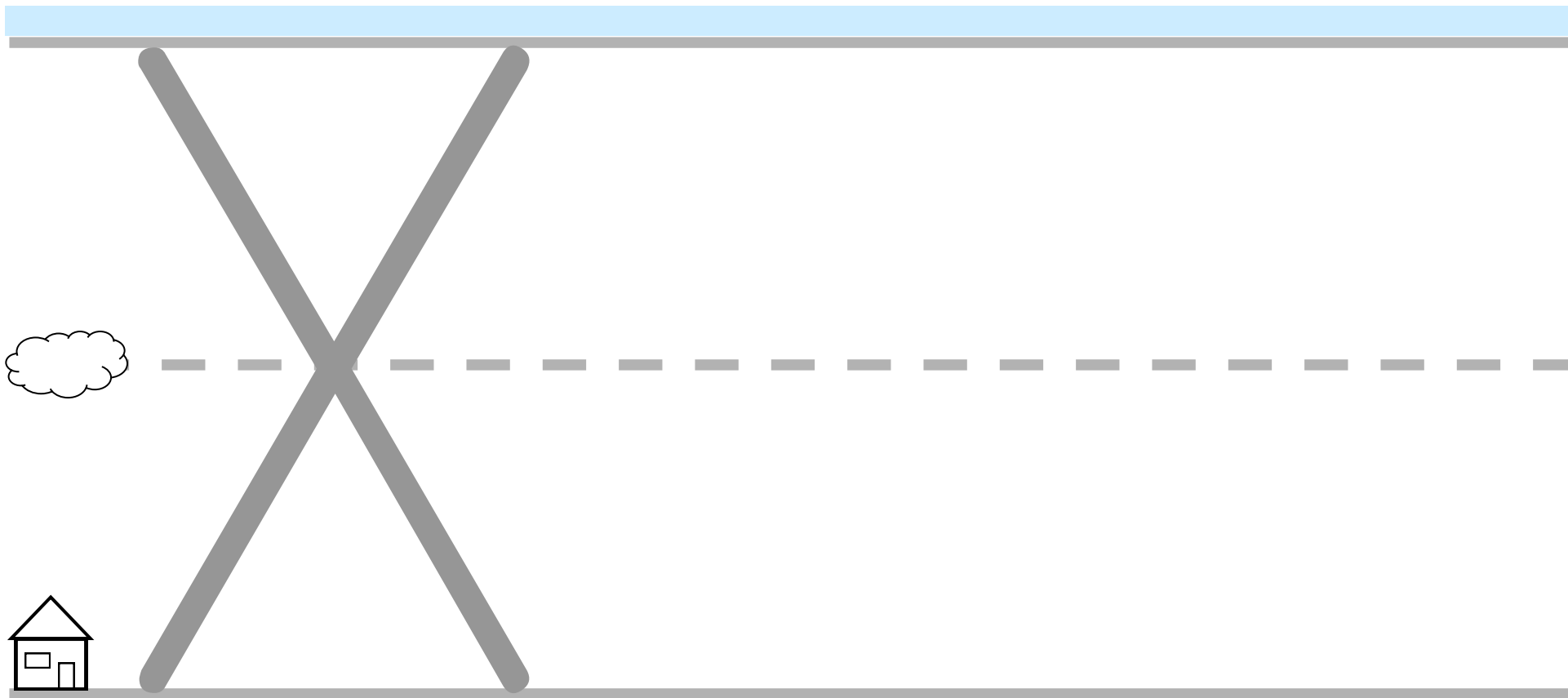
Go through each maze.

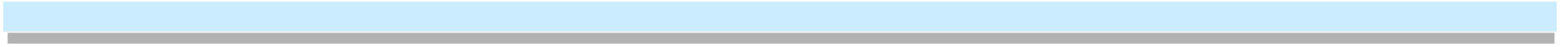


"Poor, Chewie!" said Brad.
"She'll know to leave cats alone,
next time." He reached into the
refrigerator and pulled out a soft
drink. "Kssss," was the sound of
the air rushing out as he pulled
the tab off the can.









X x

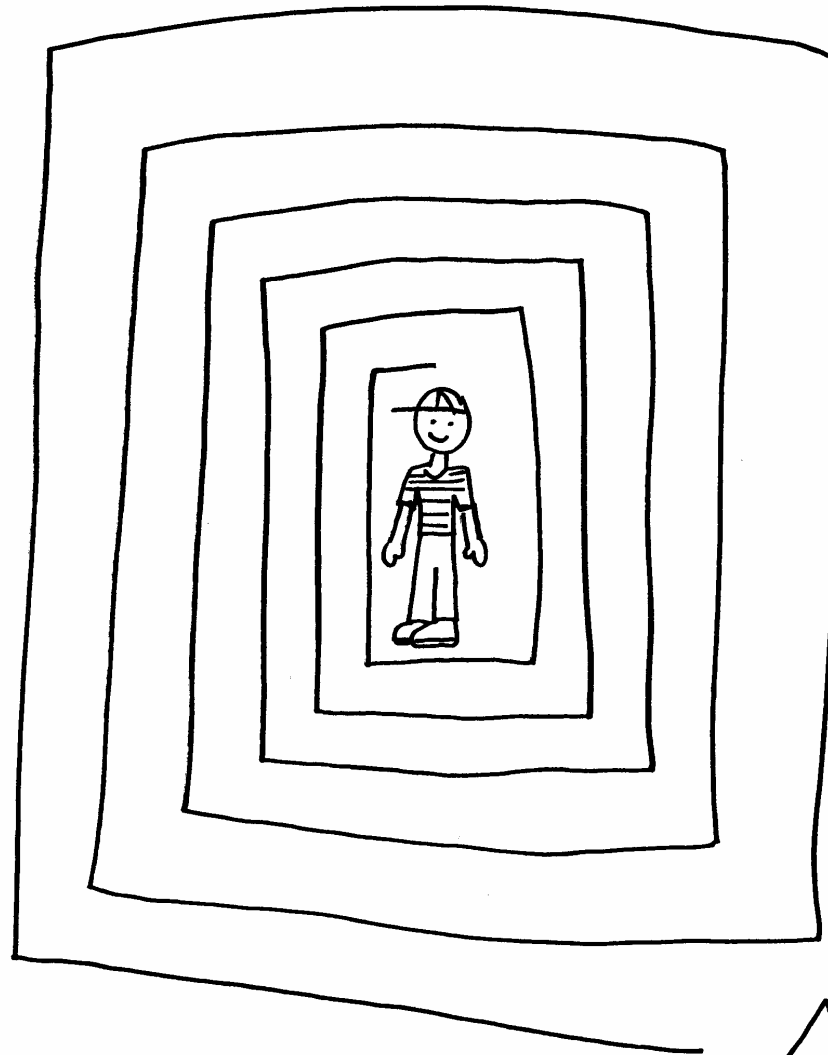
T t I i H h

L l N n W w

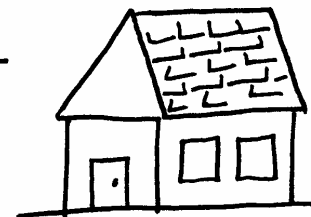
U u B b M m

R r F f

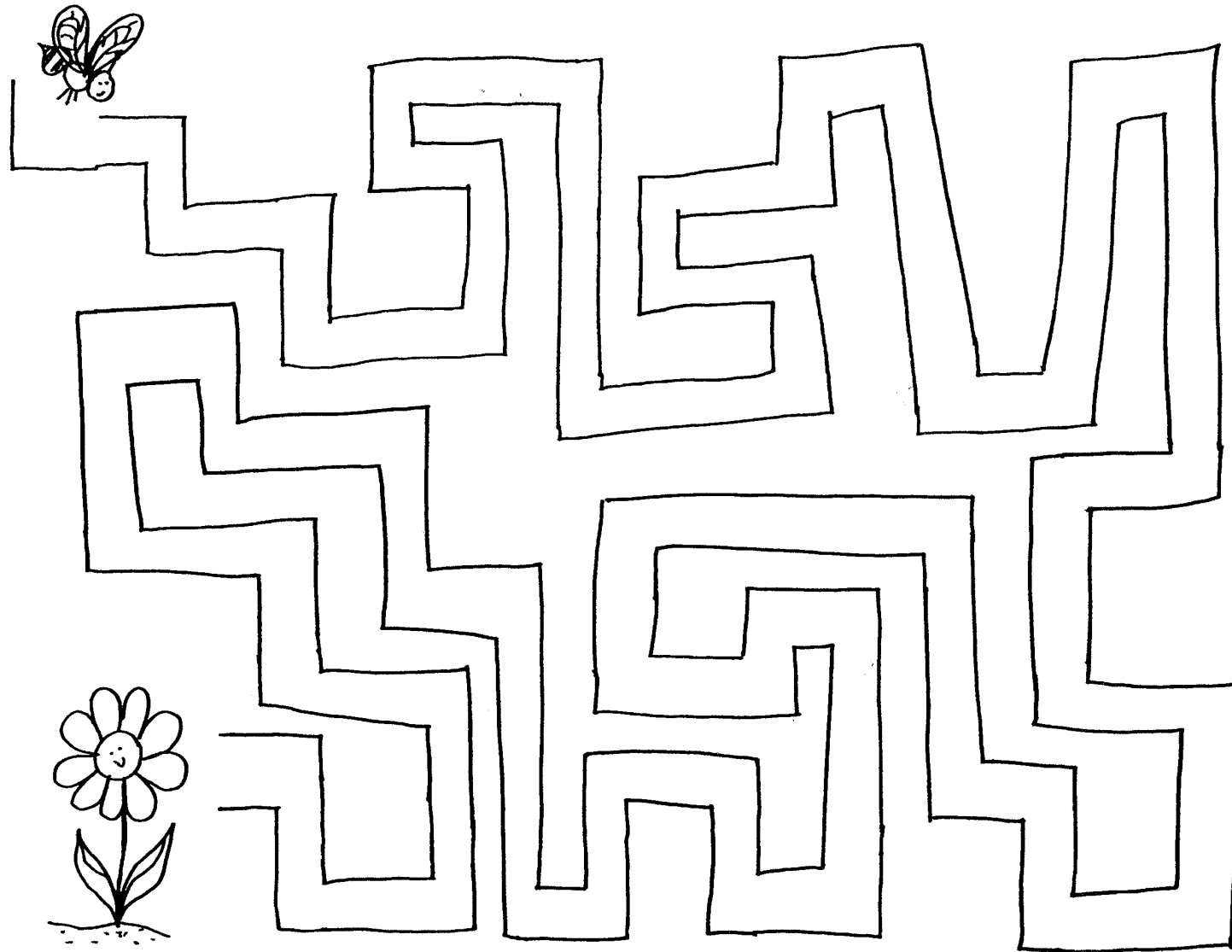
Boy Going Home



Start at the boy. Go to the house.
Help the boy find his way home.



Bee And Flower

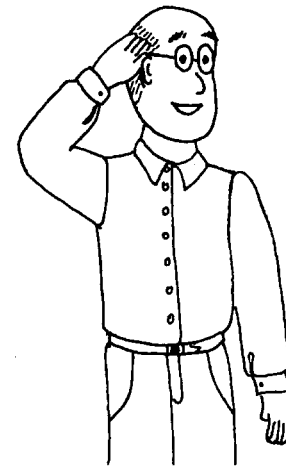


Help the bee find the flower. Color the flower.

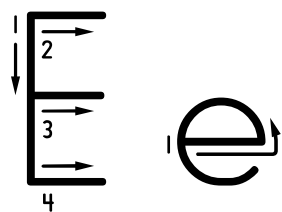
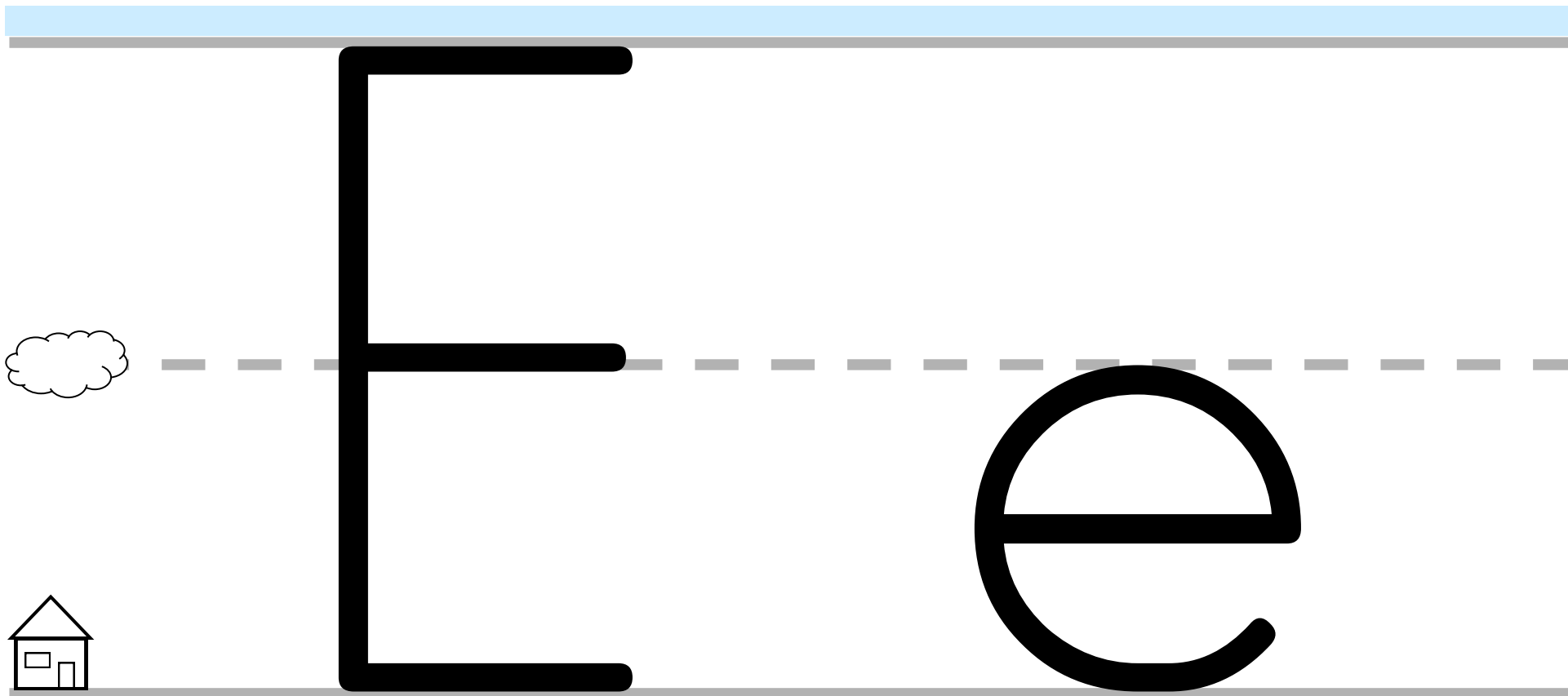
After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aids," said Mom. "He could hear much better with them."

(e/egg)

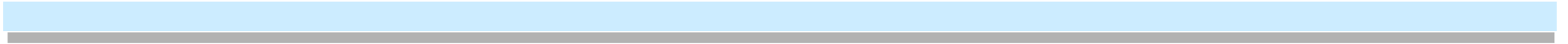
E e



E e







e



E e

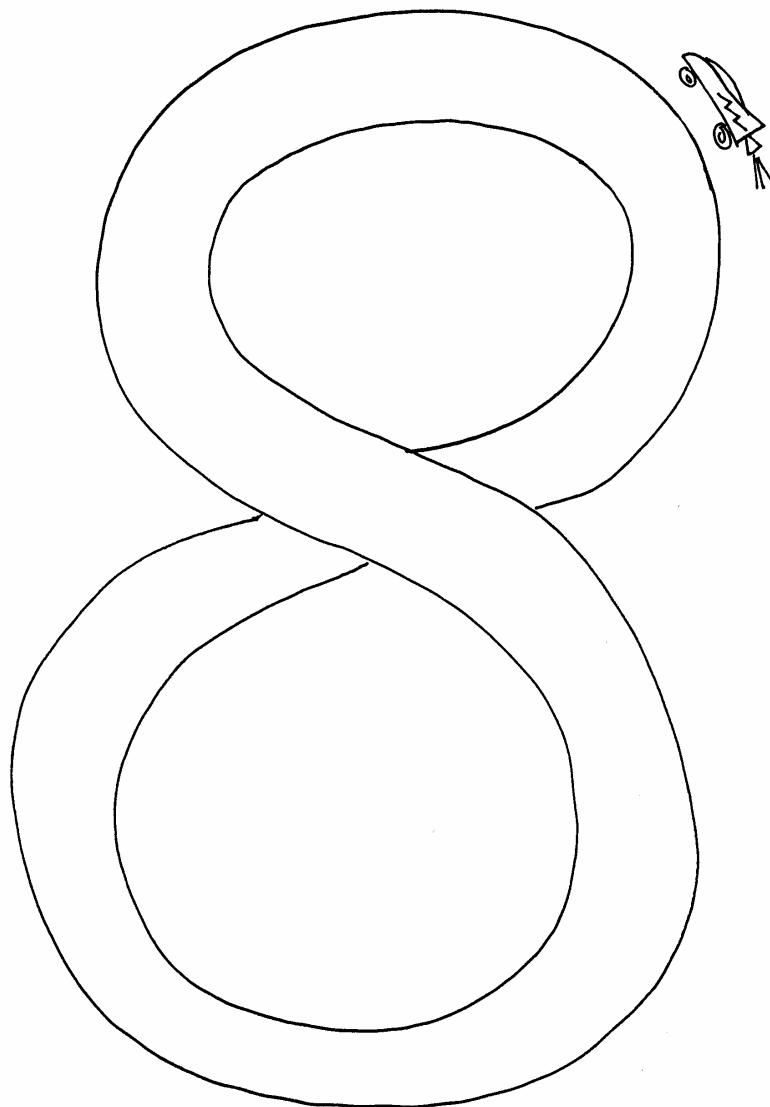
T t I i H h

L l N n W w

U u B b M m

R r F f X x

Figure Eight Race Track 2

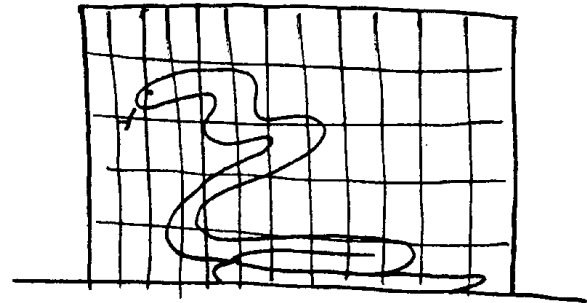


Start by the car. Go around the race track many times.

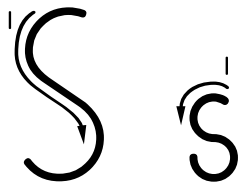
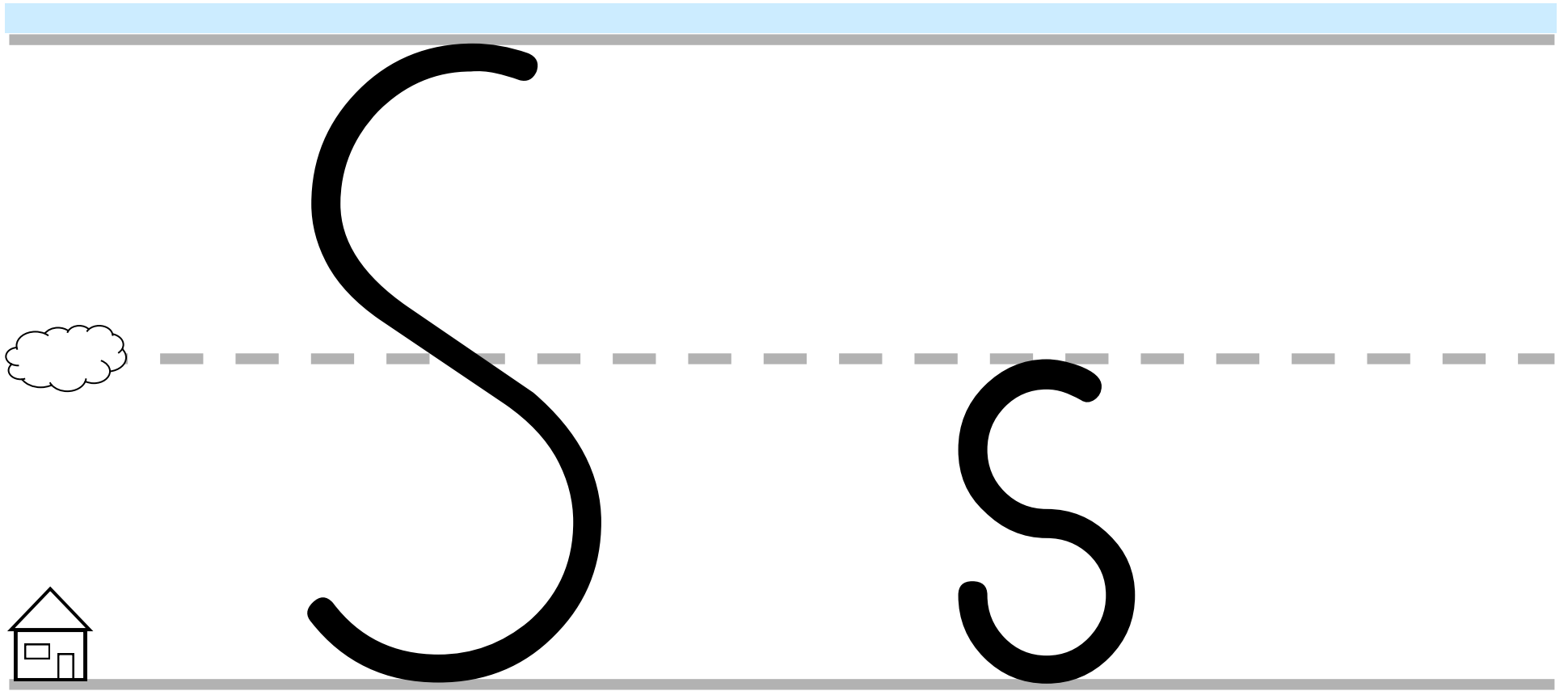
At School

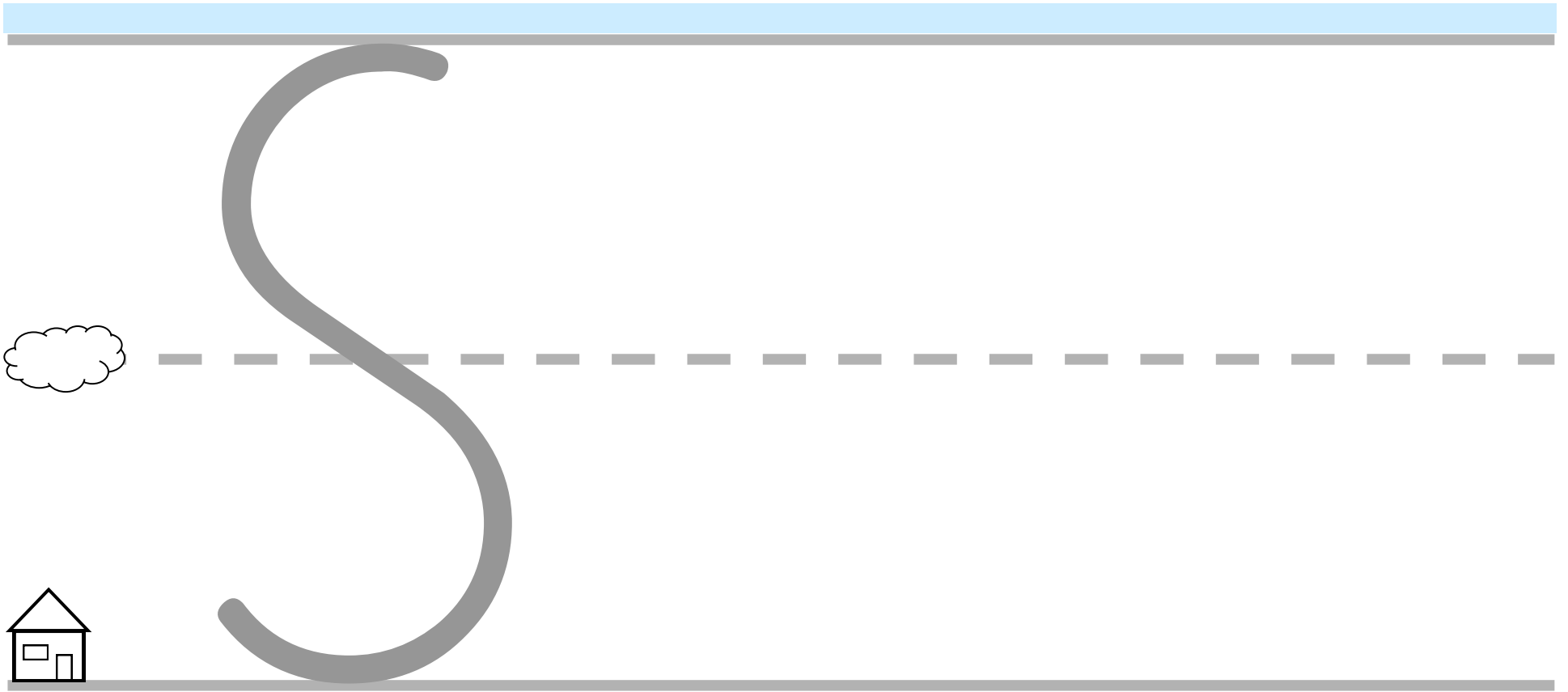
The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft "sssss" sound.

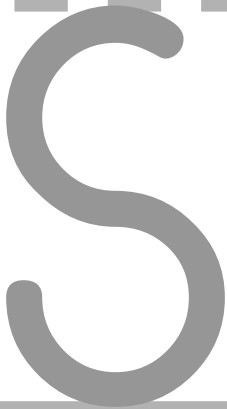
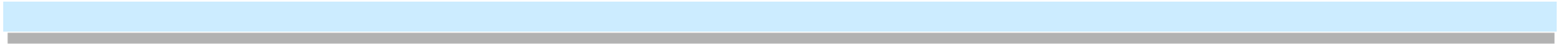
S s



S s







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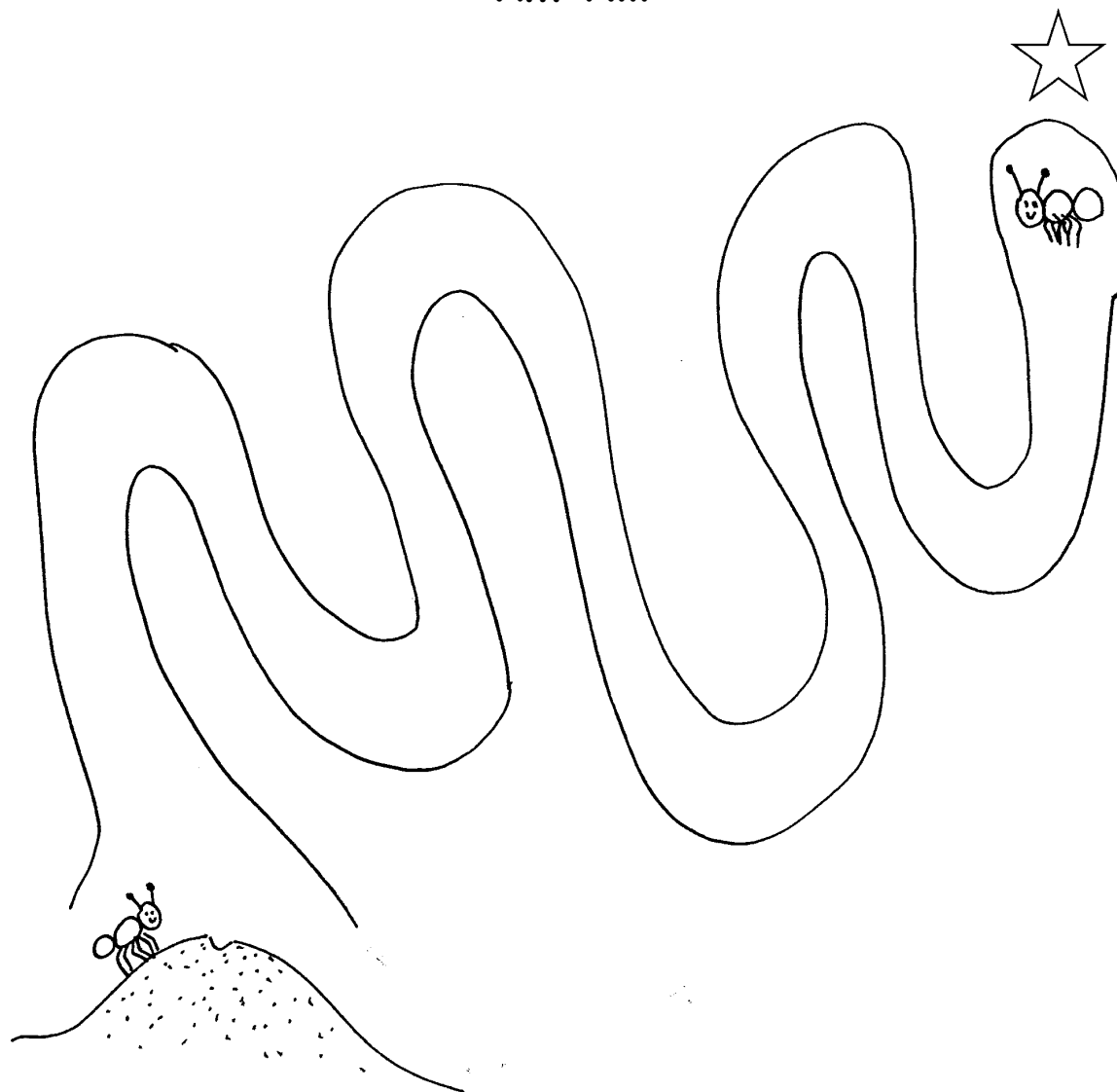
Rr

Ff

Xx

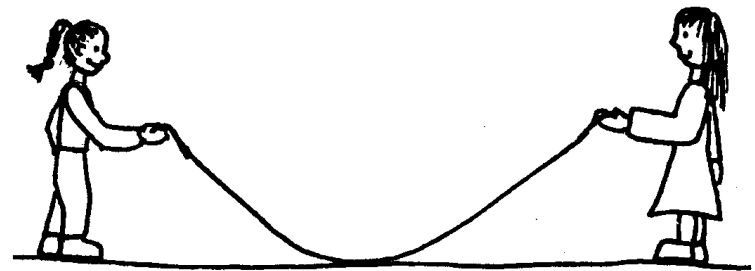
Ee

Ant Hill



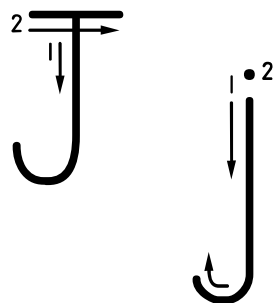
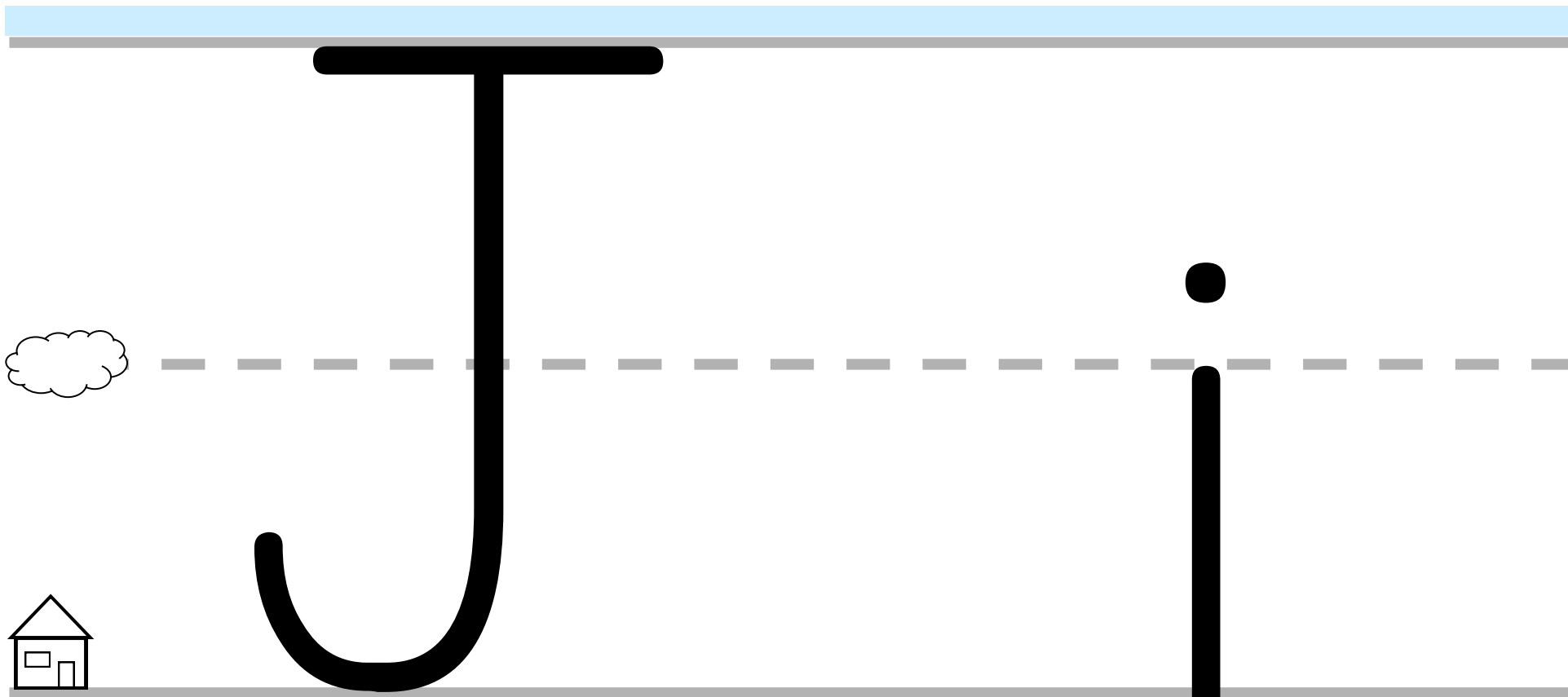
Start at the ant by the star. Follow the path.
Help the ant go to the anthill.

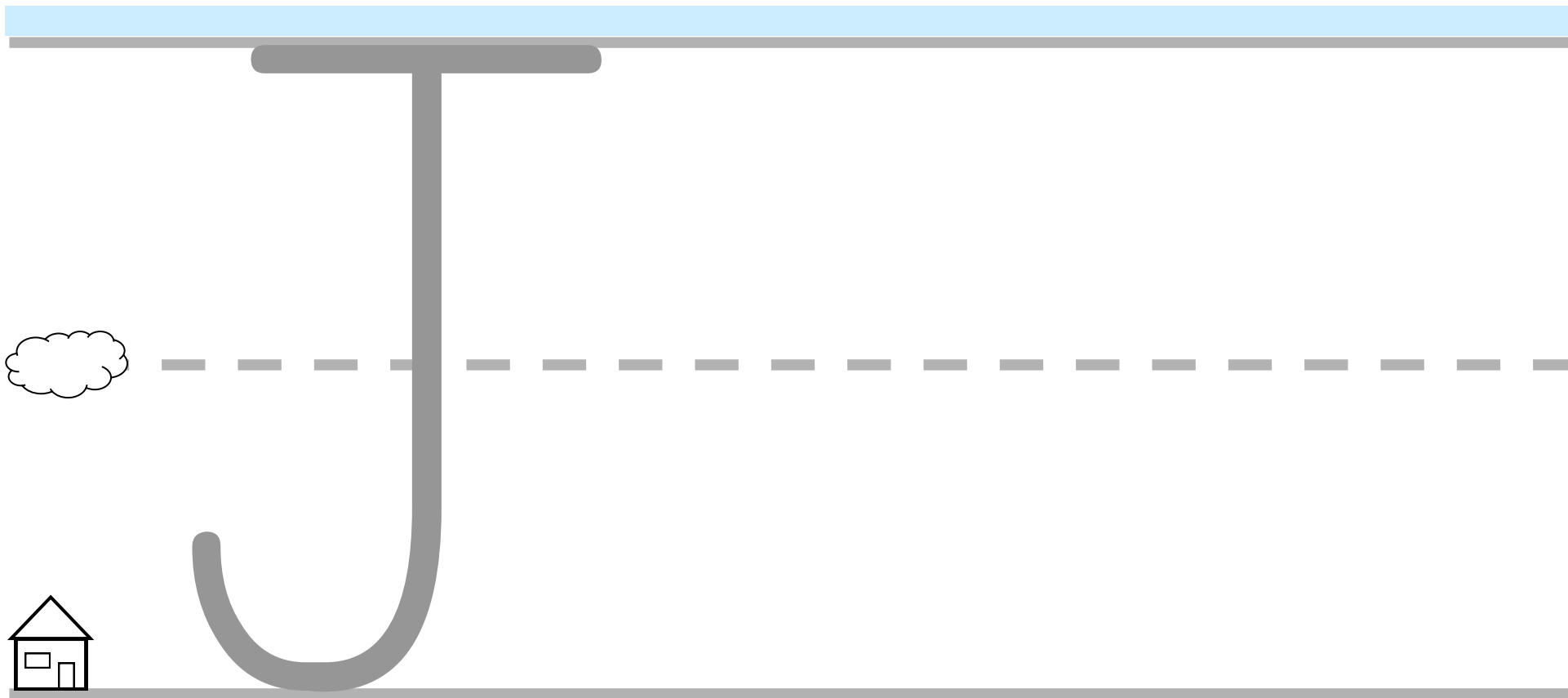
Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a "j, j, j" sound as it slapped the concrete.

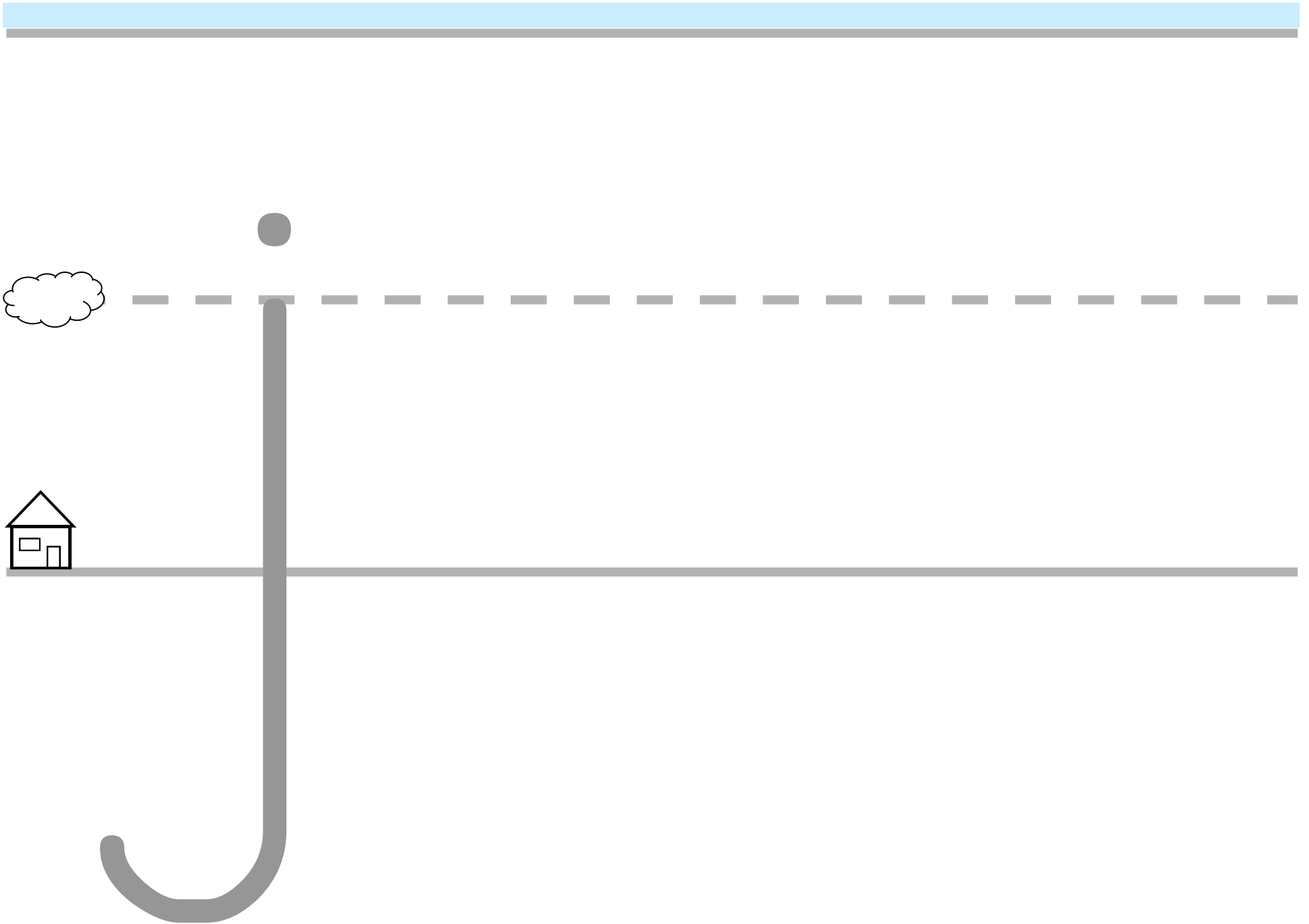


J j

J j







J j

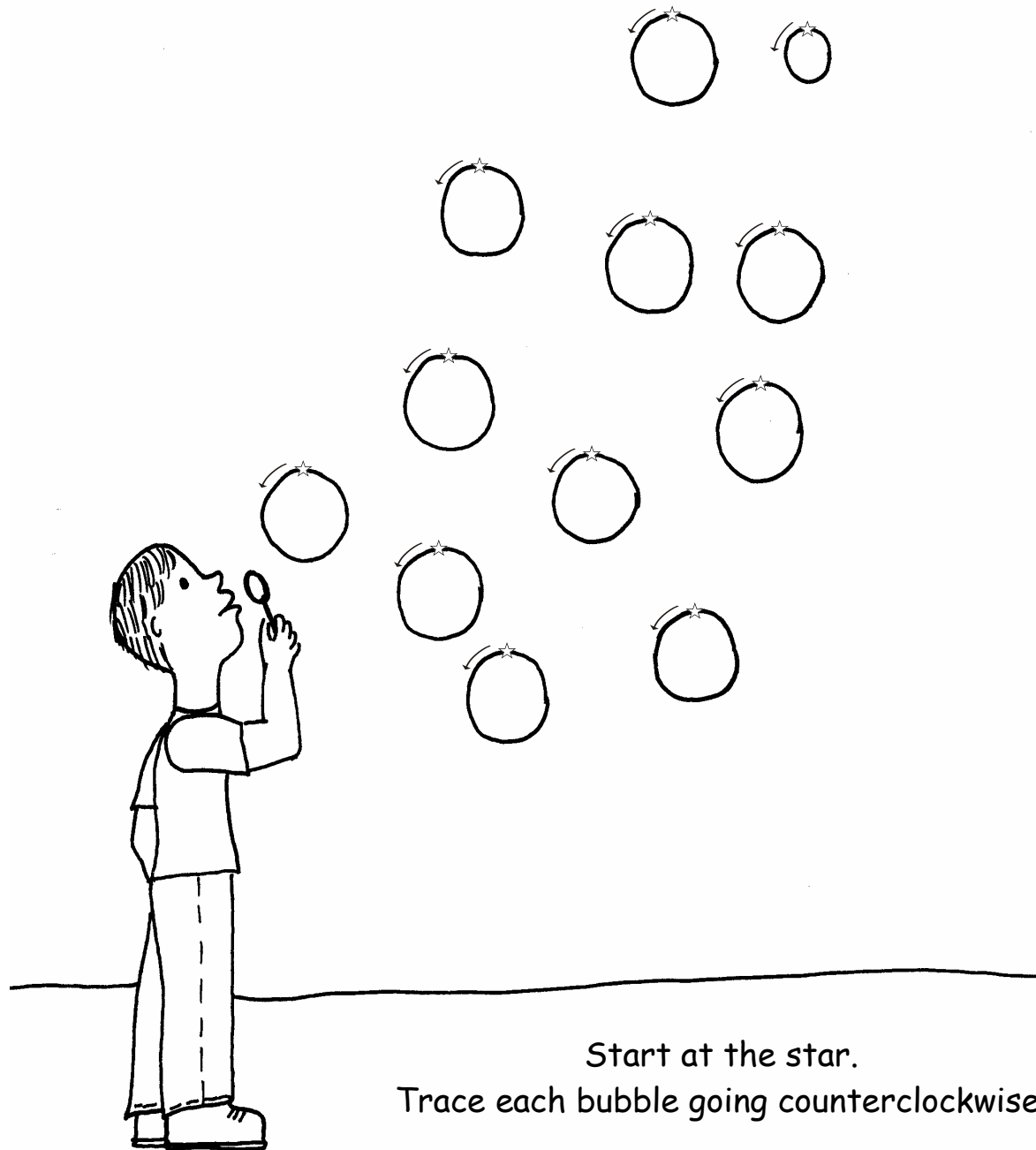
I i h l n

W w U u B b

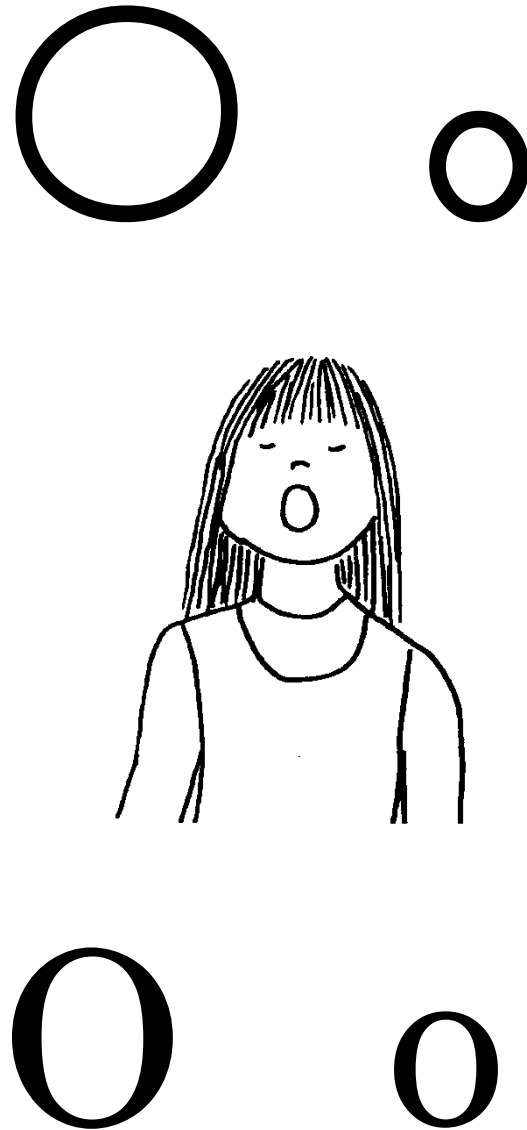
M m R r F f

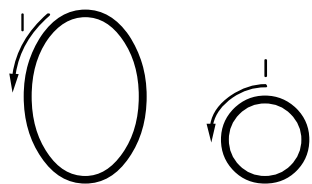
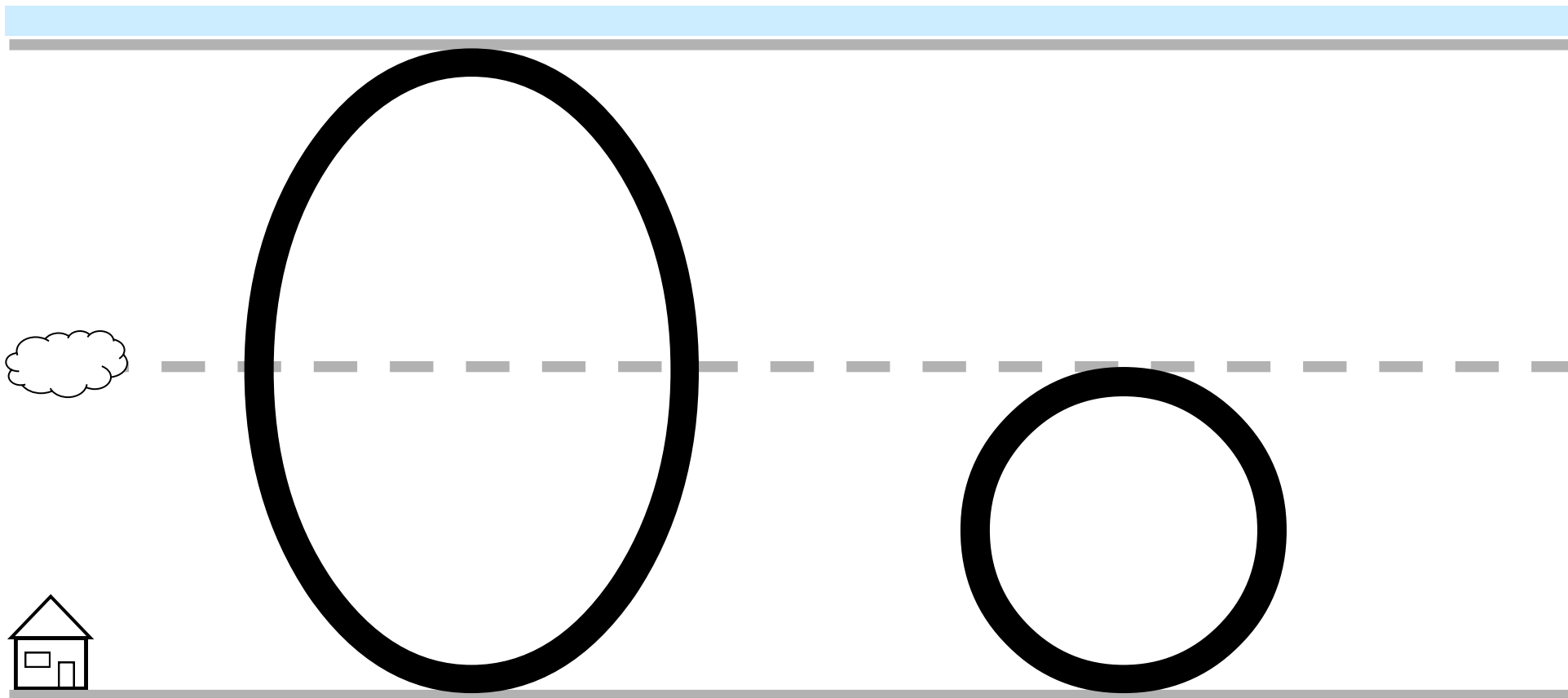
X x E e S s

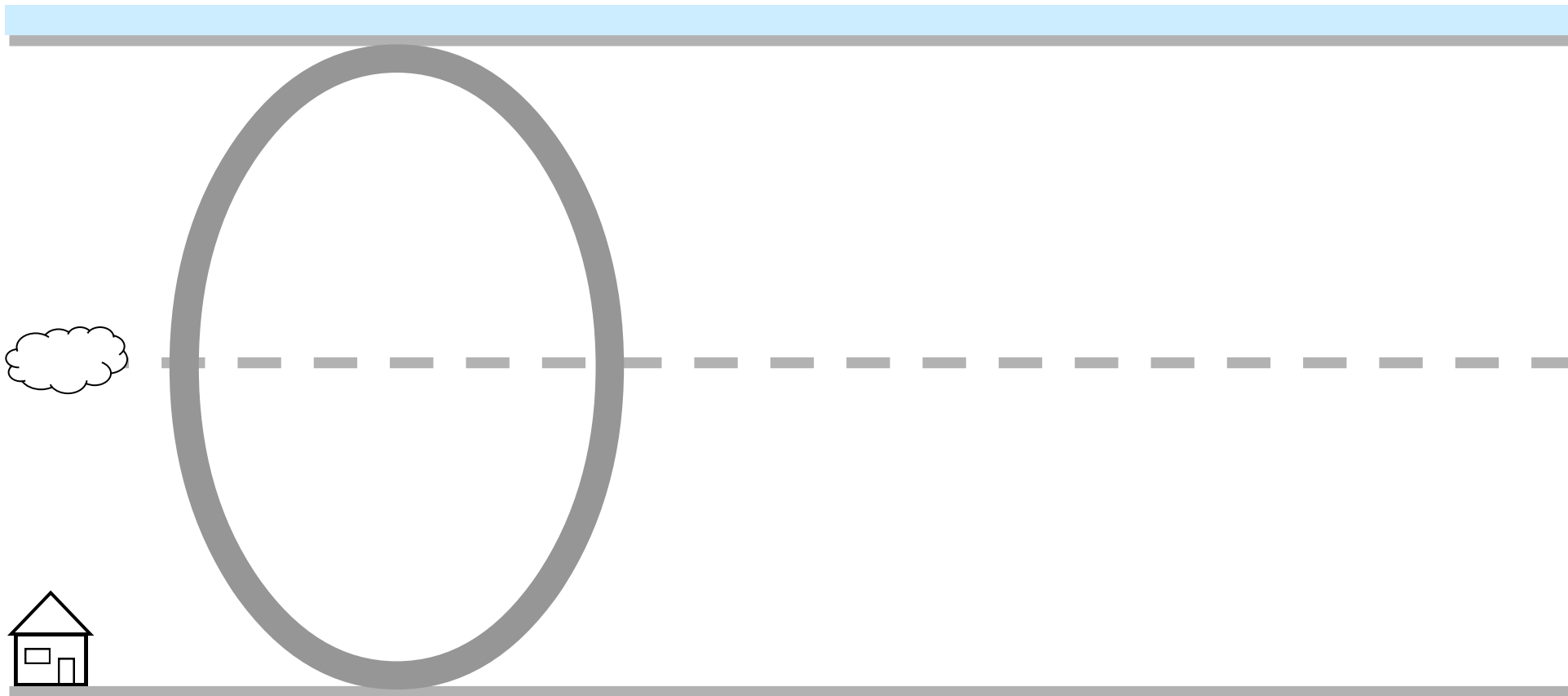
Bubble Blow

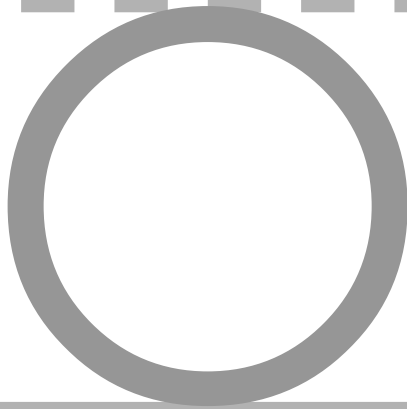


After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said "Ahhhh" while the nurse examined her throat. Then the nurse took her temperature. "You don't have a fever," said the nurse. "It will be all right for you to go back to class." (o/ox)









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Mm

Rr

Ff

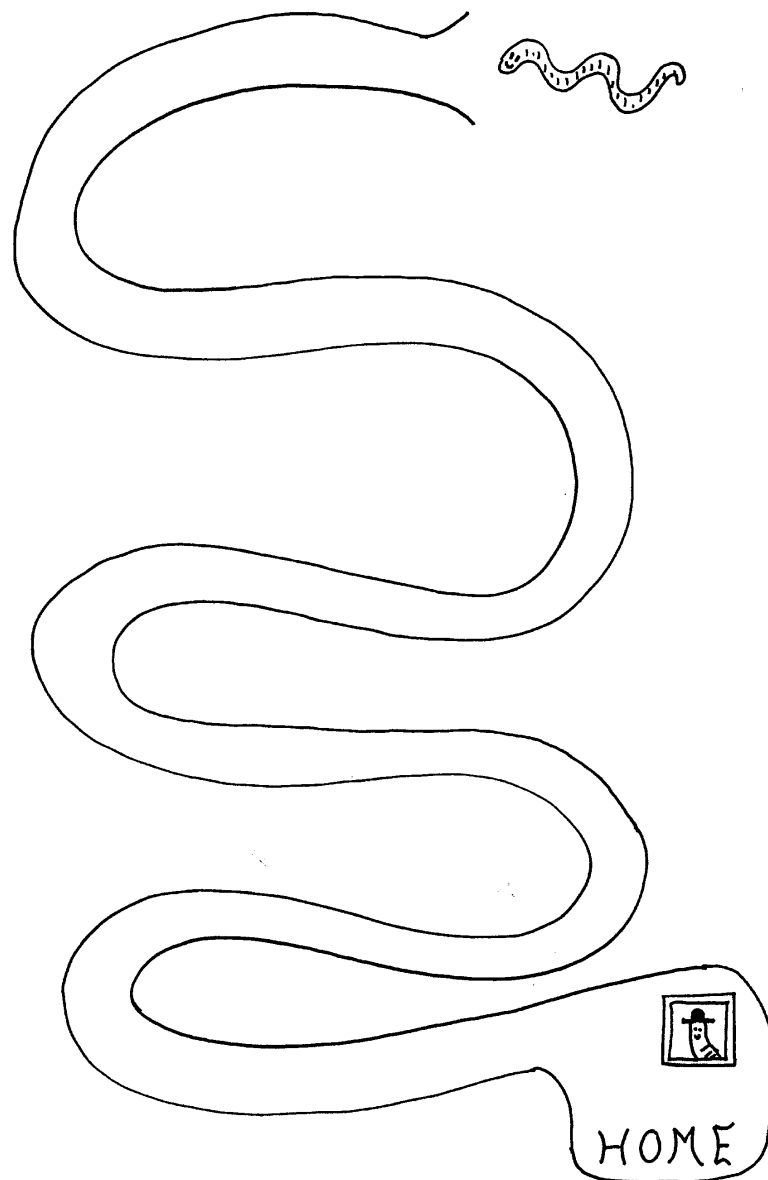
Xx

Ee

Ss

Jj

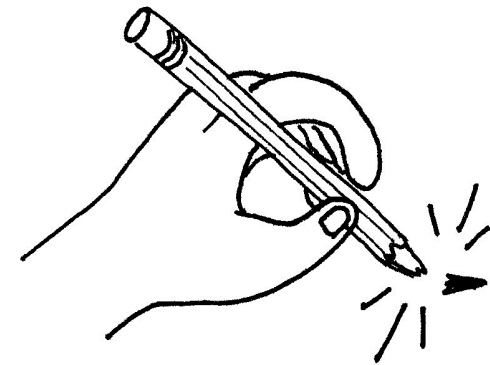
Willy Worm 1



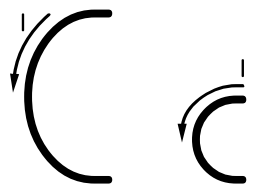
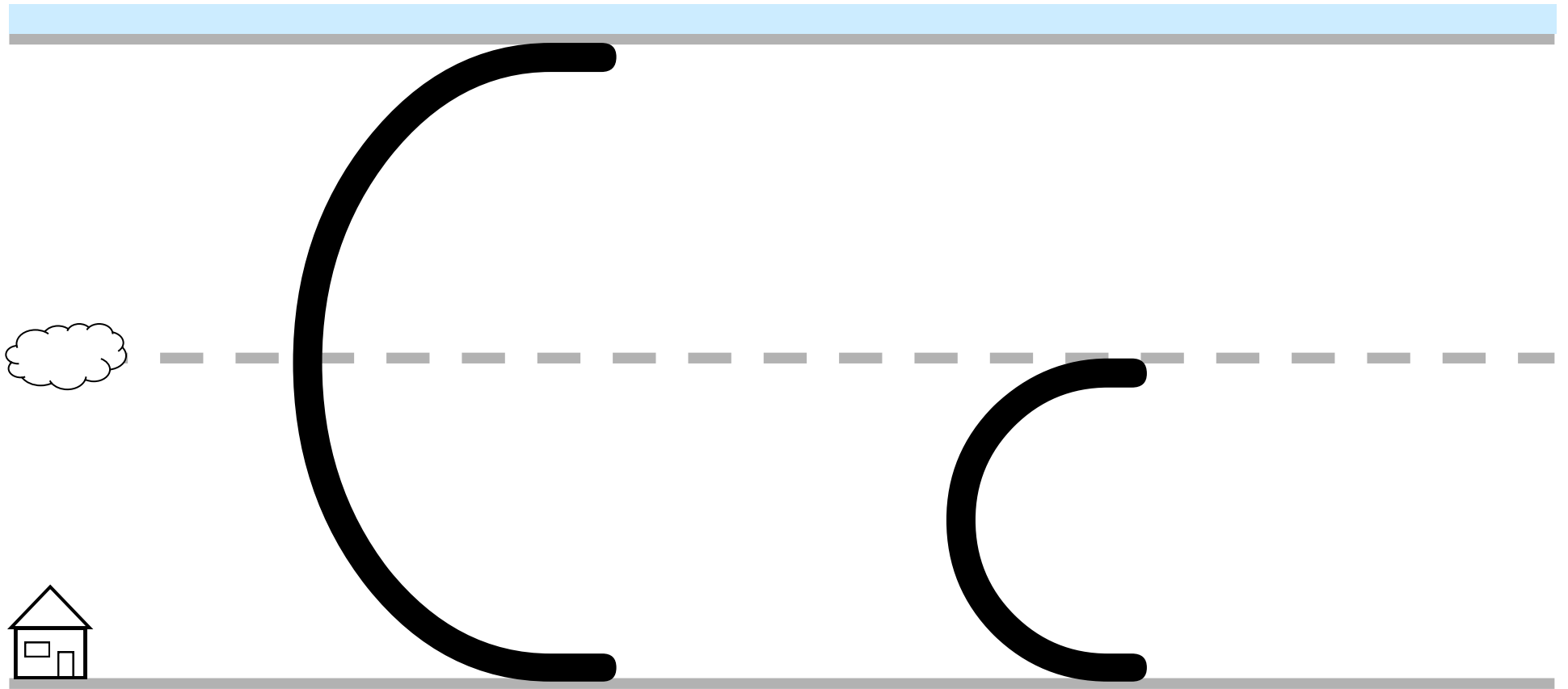
Help the worm find his way home.

Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.

C c



C c







C c

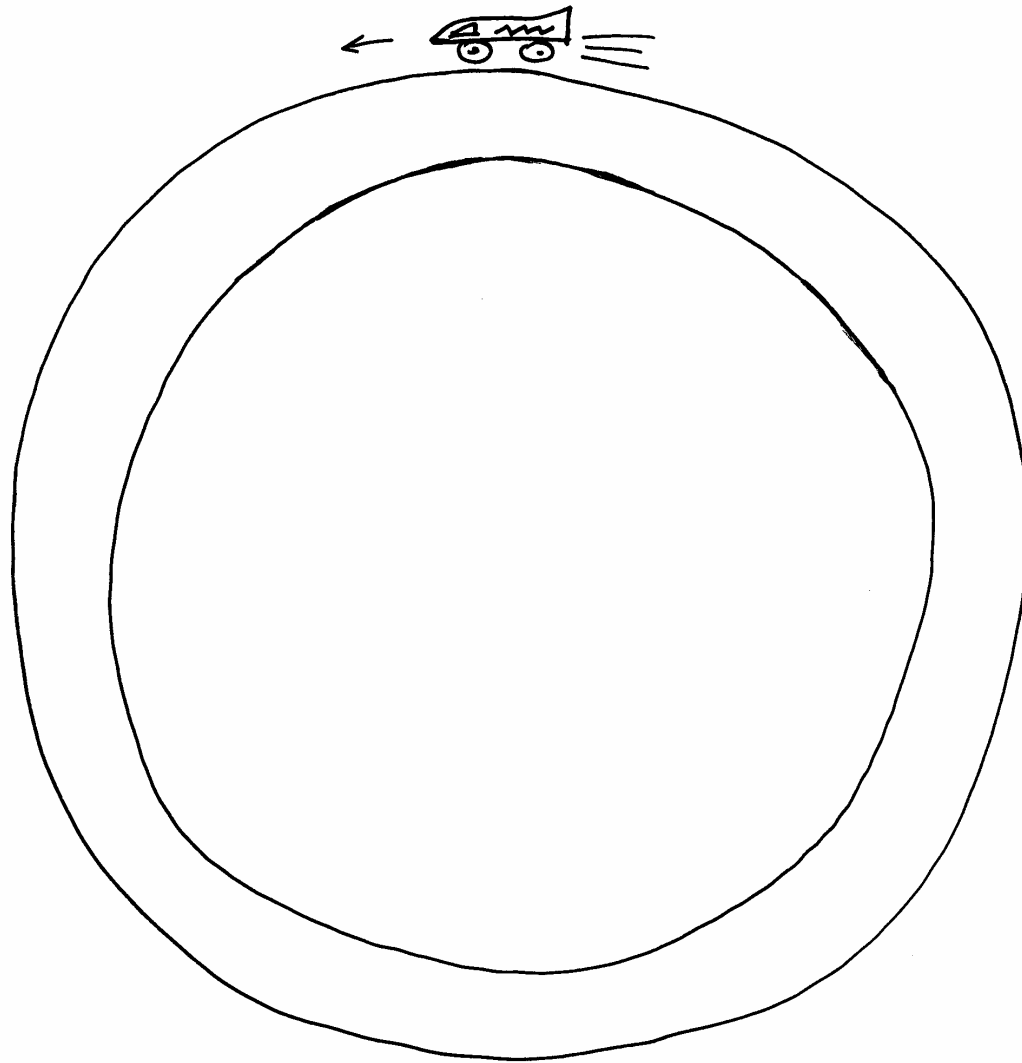
t i h l n w

u b m R r F f

X x E e S s

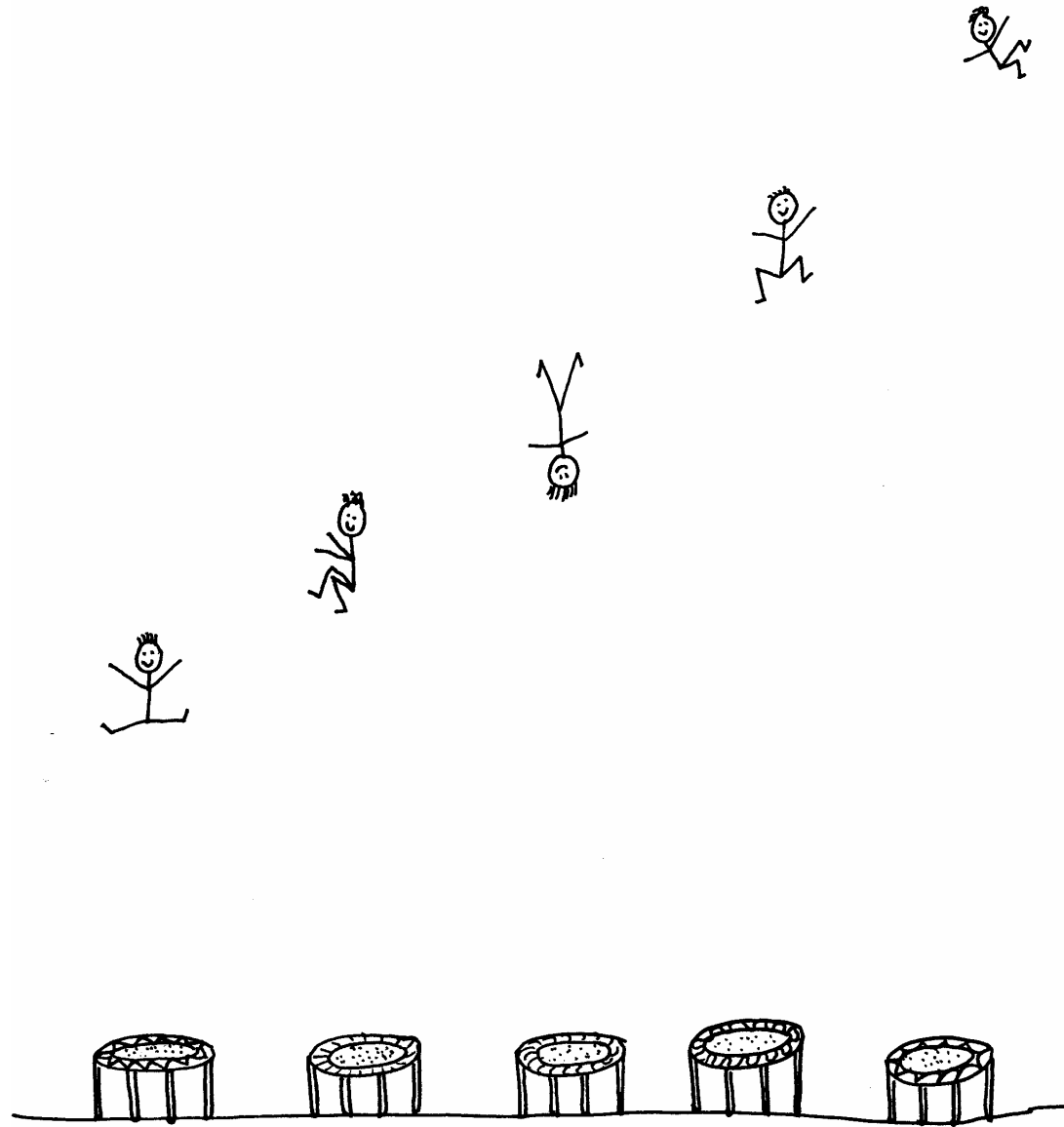
J j O o

Round Race Track



Draw a line to show the car going around the race track.

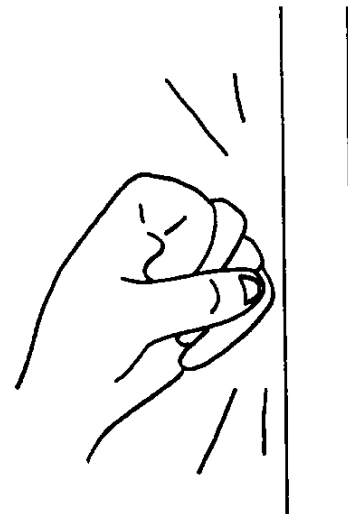
Jumping Jacks 2



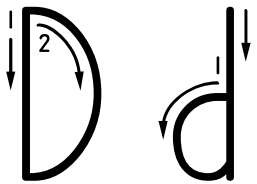
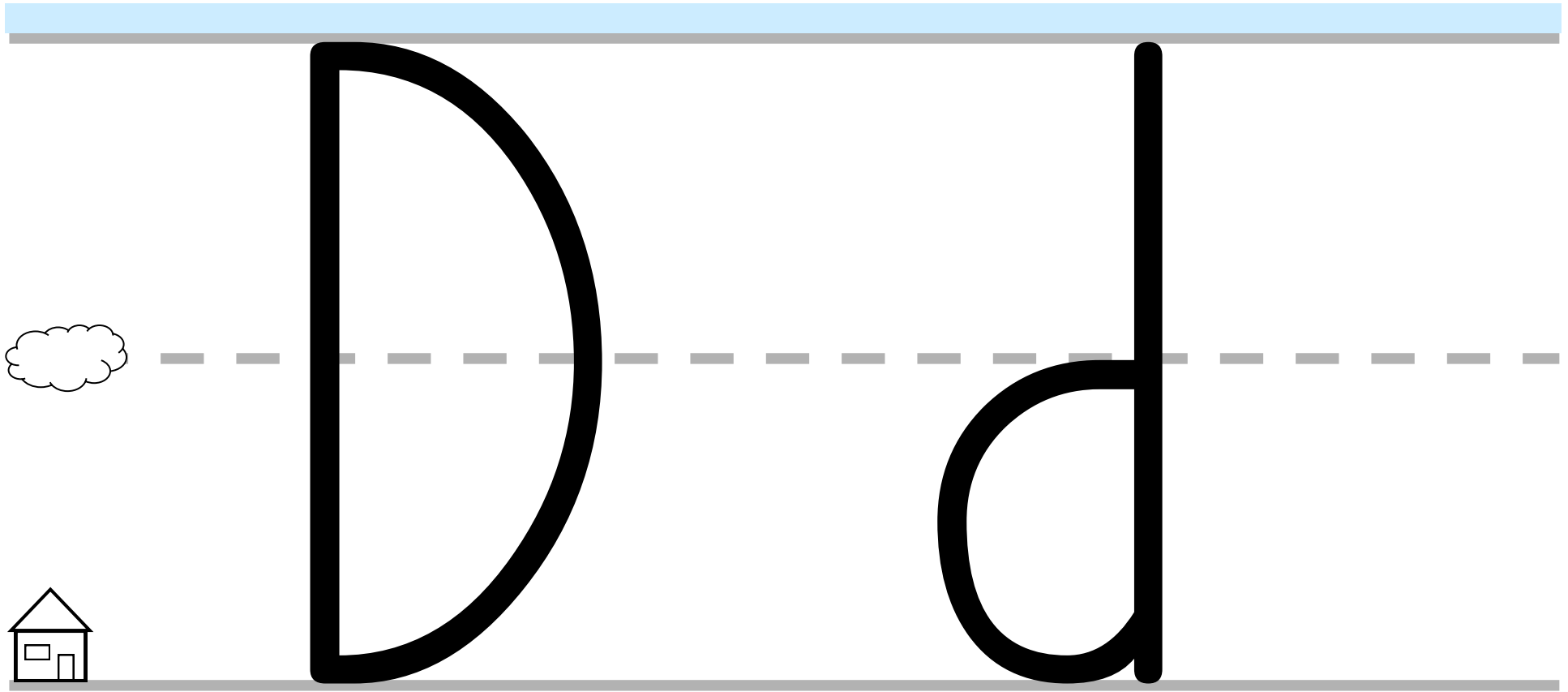
Draw a line from each trampoline up to the person and back down again.

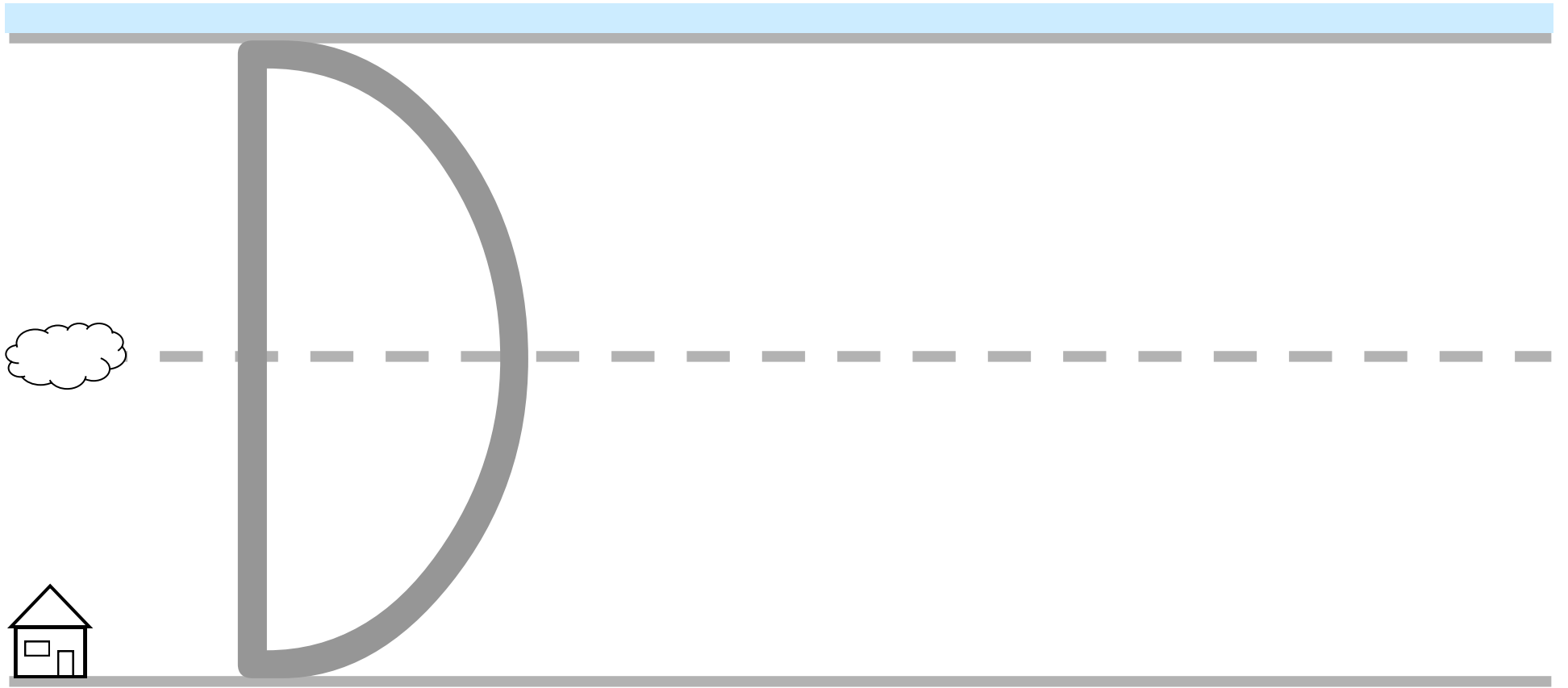
At 2 o'clock, Audrey heard a knock at the door, "d, d, d." It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.

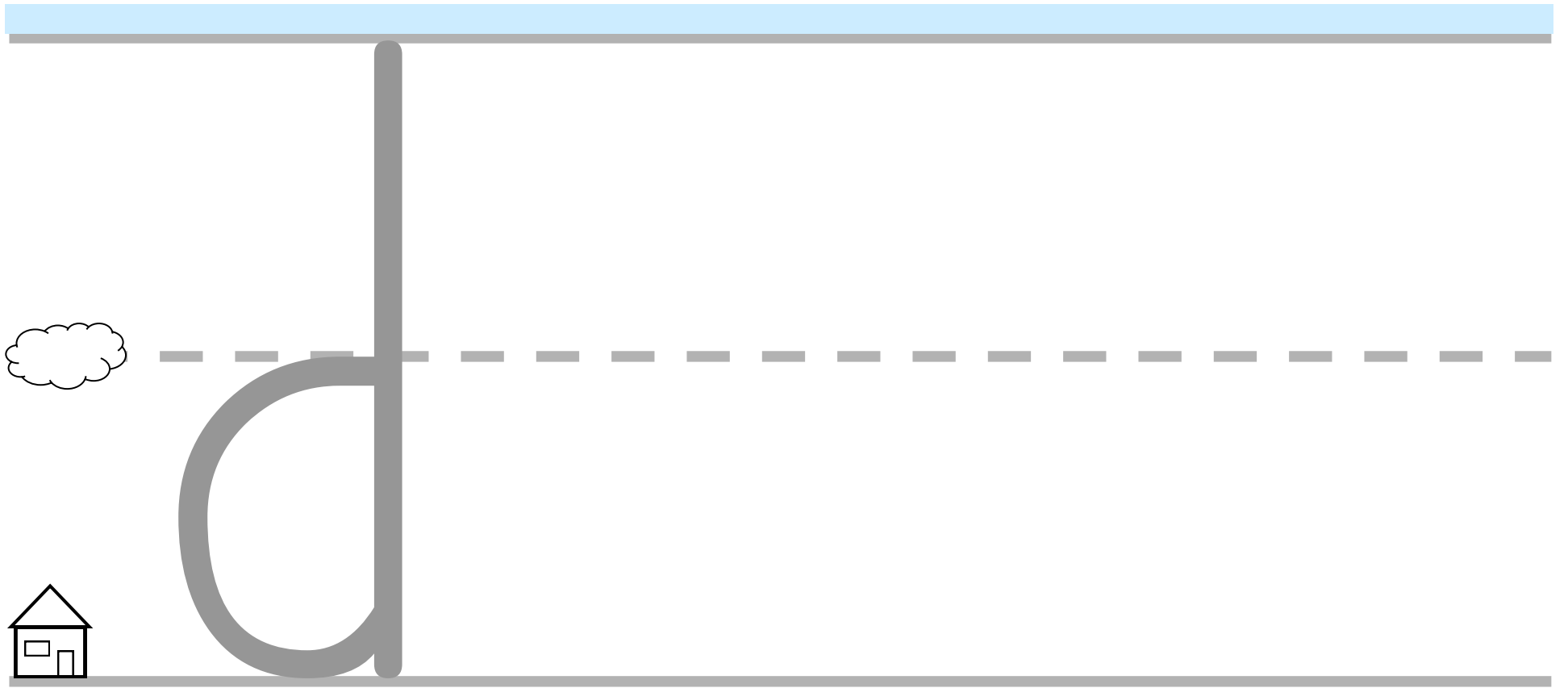
D d



D d







D d

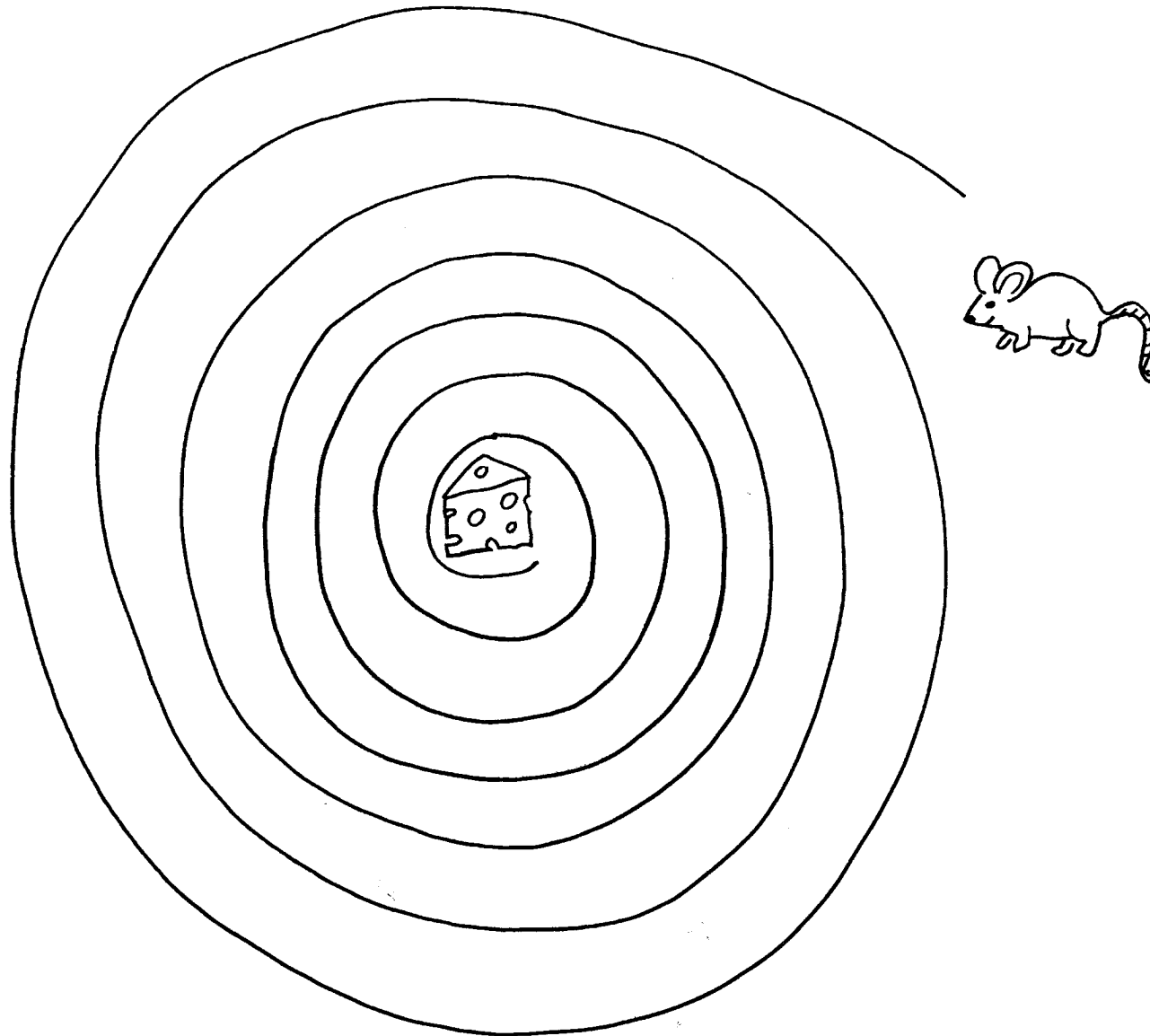
t i h l n w

u b m r f X x

E e S s J j

O o C c

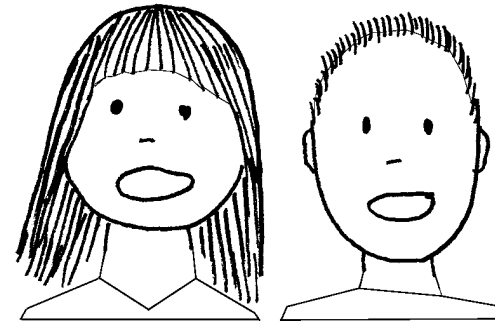
Mouse And Cheese



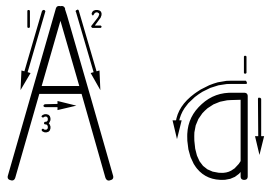
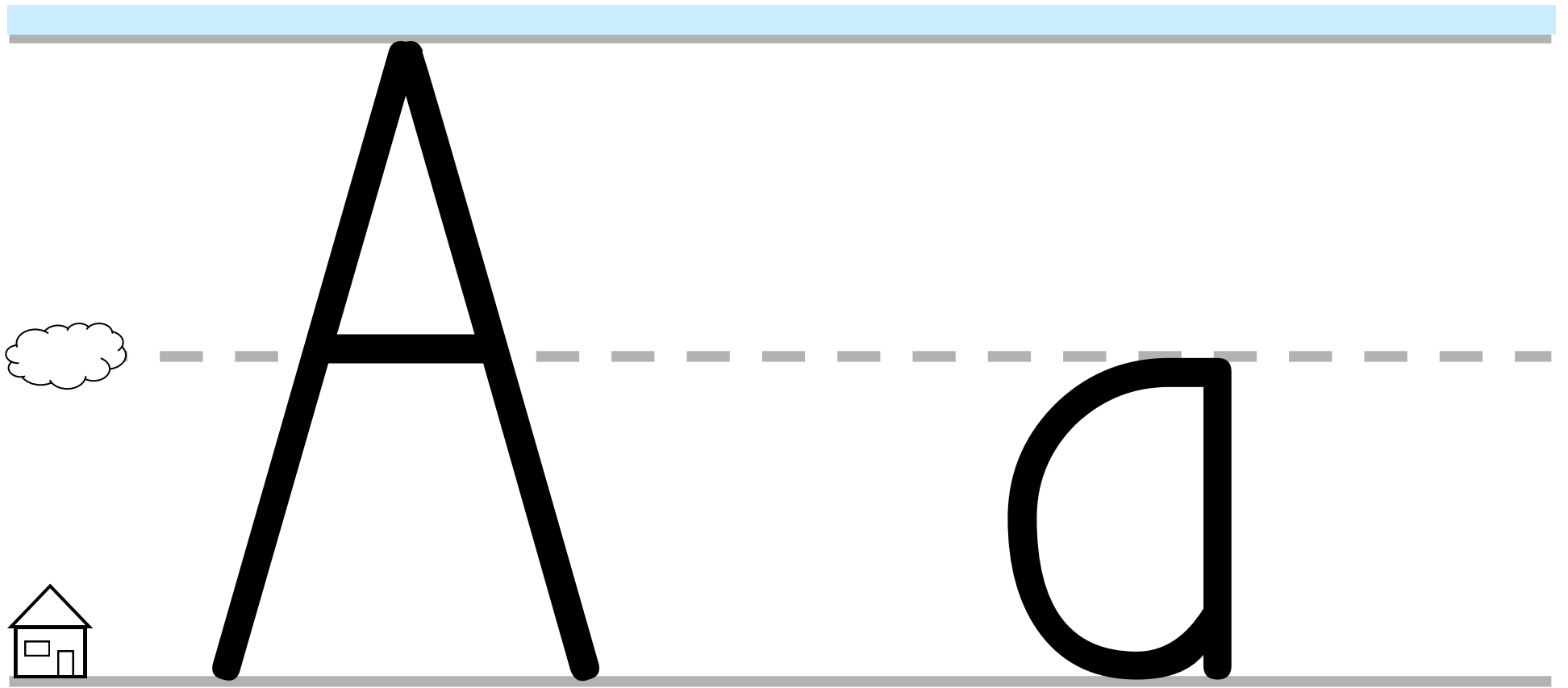
Help the mouse find his cheese.

At the end of the day,
Audrey and Brad met their bus
group in the hall. Their bus
teacher waited for their group to
be called. As they stepped
outside, they could barely see
their bus in the distance, already
on its way. "AAAAaa!" screamed
Audrey and Brad. All the children
were upset. "It's OK," said the
teacher. "We'll call your parents
to come pick you up." (a/ax)

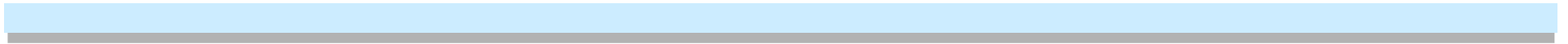
A a



A a







a



A a

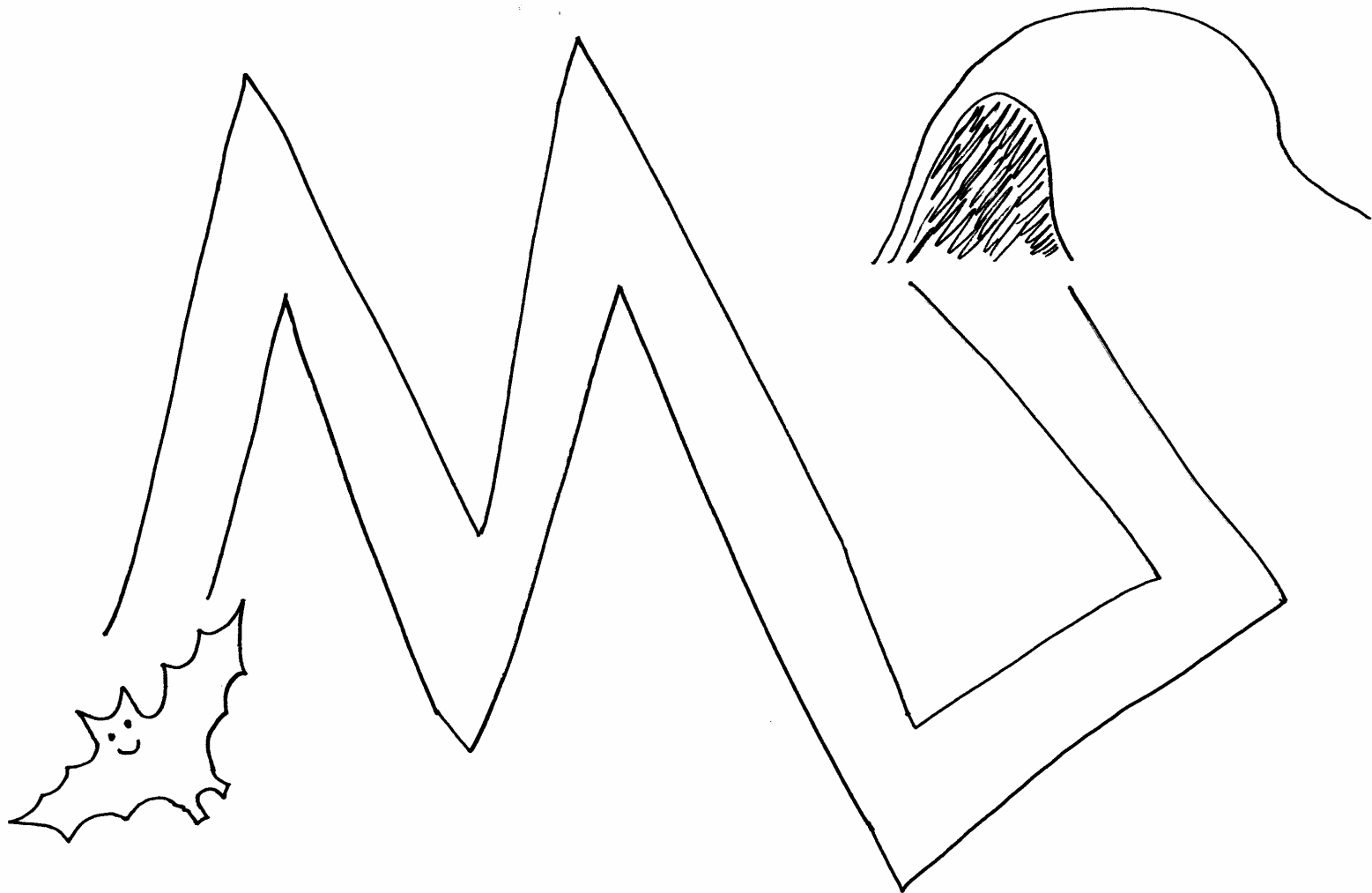
t i h l n w

u b m r f x

E e S s J j

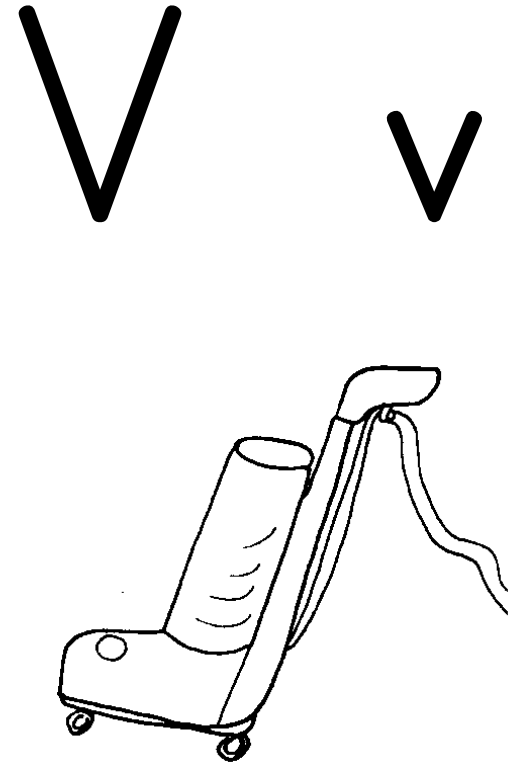
O o C c D d

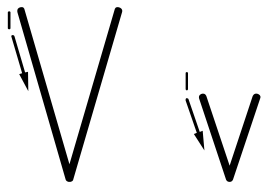
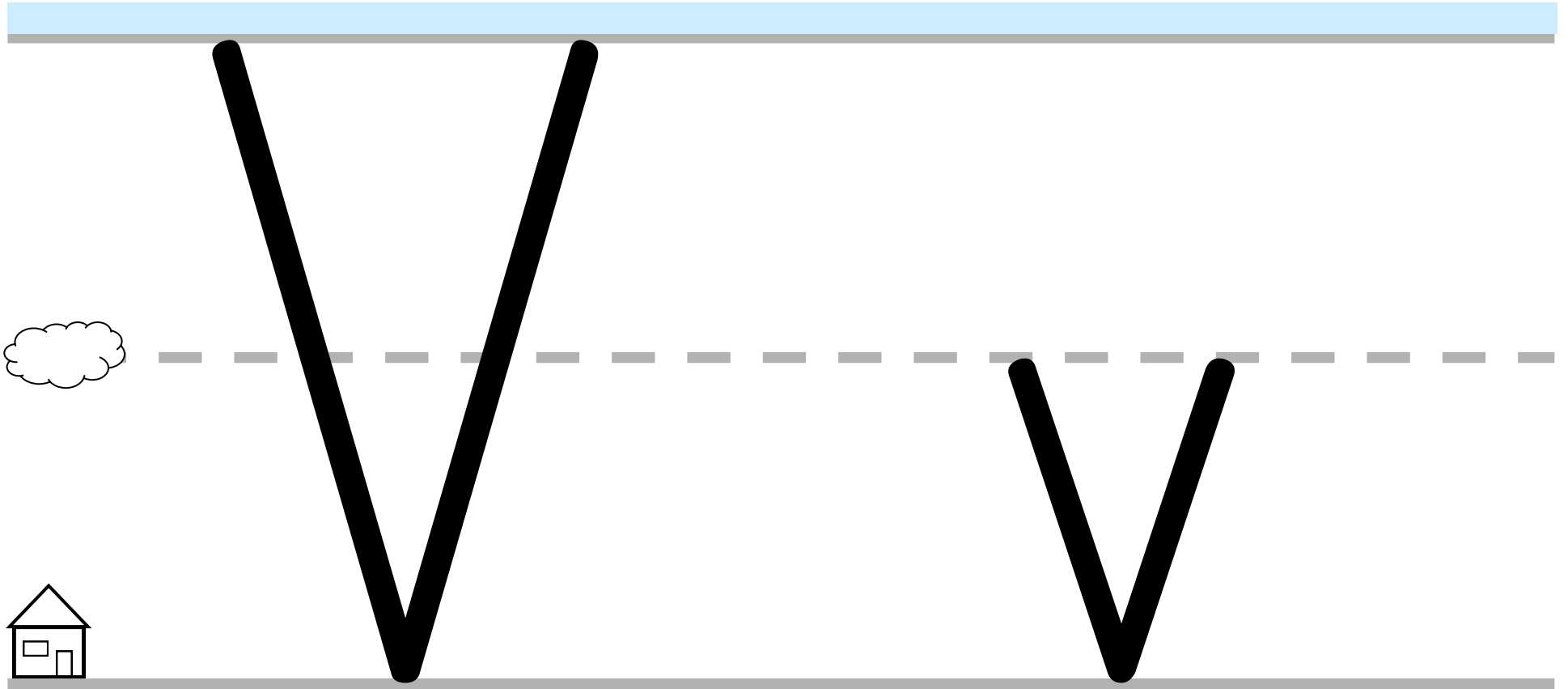
Bat Cave



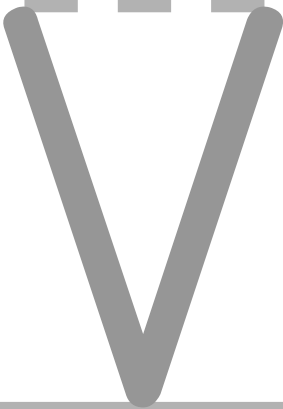
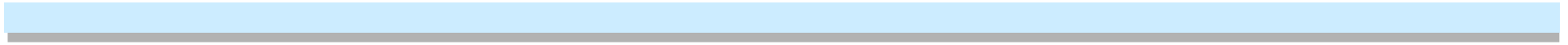
Help the bat find his cave.

The children waited in the office for their parents. They could hear the sound of the vacuum cleaner as Mrs. Taylor vacuumed the rug, "vvvvv."









V v

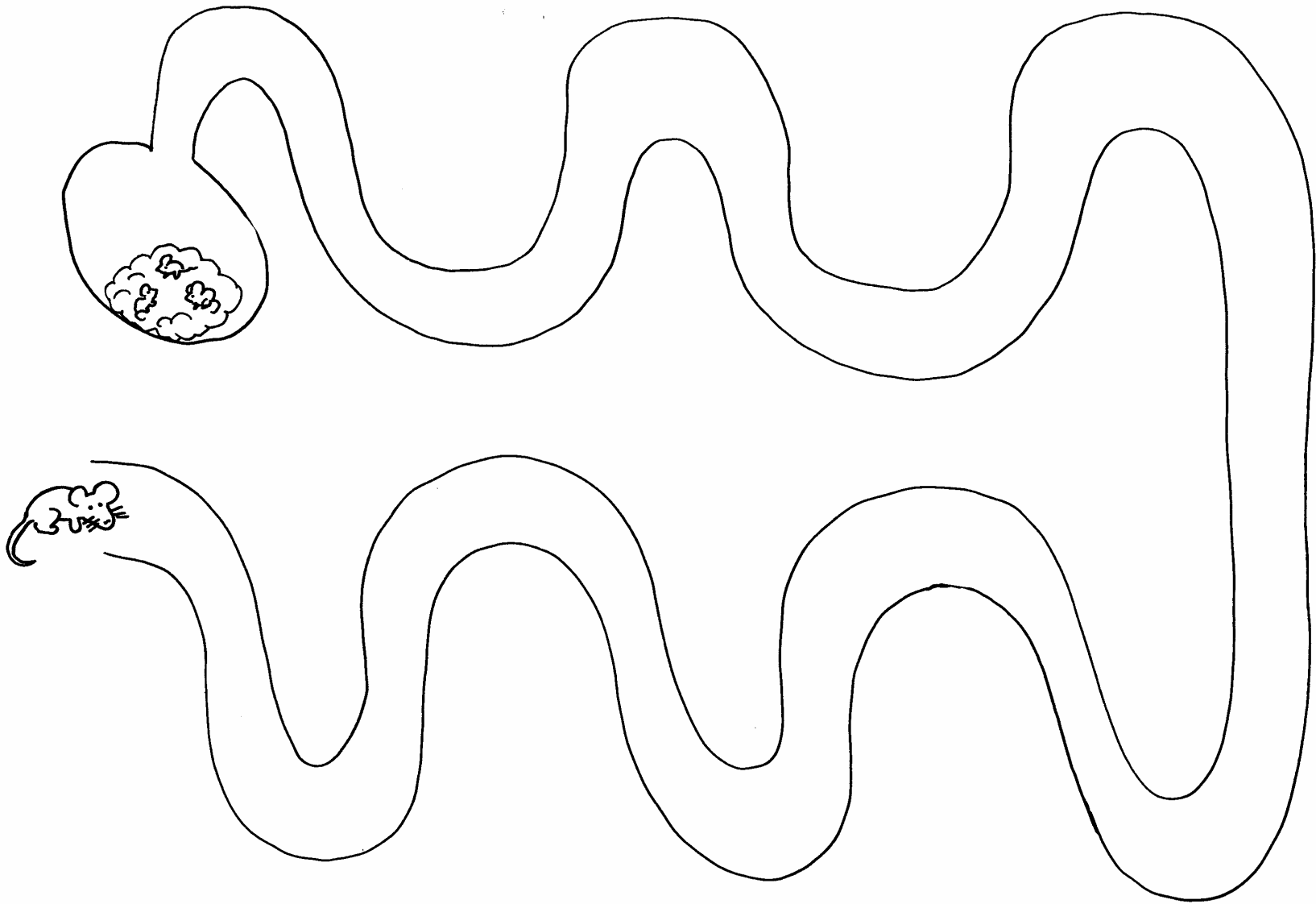
t i h l n w u

b m r f x e

S s J j O o

C c D d A a

Mouse Walk



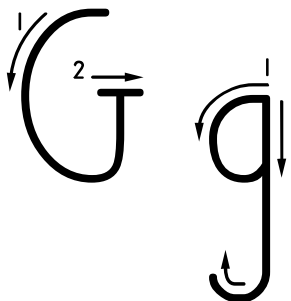
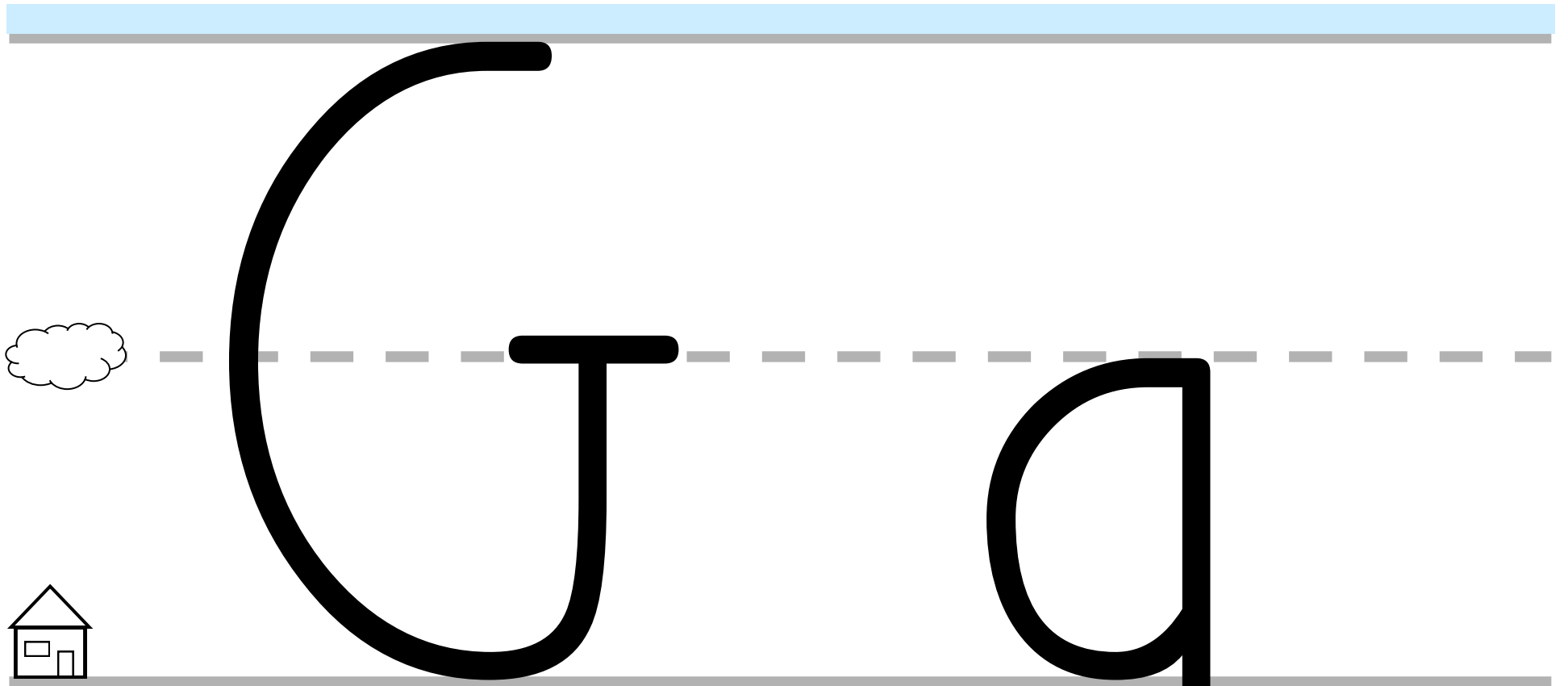
Help the mother mouse get back to her babies.

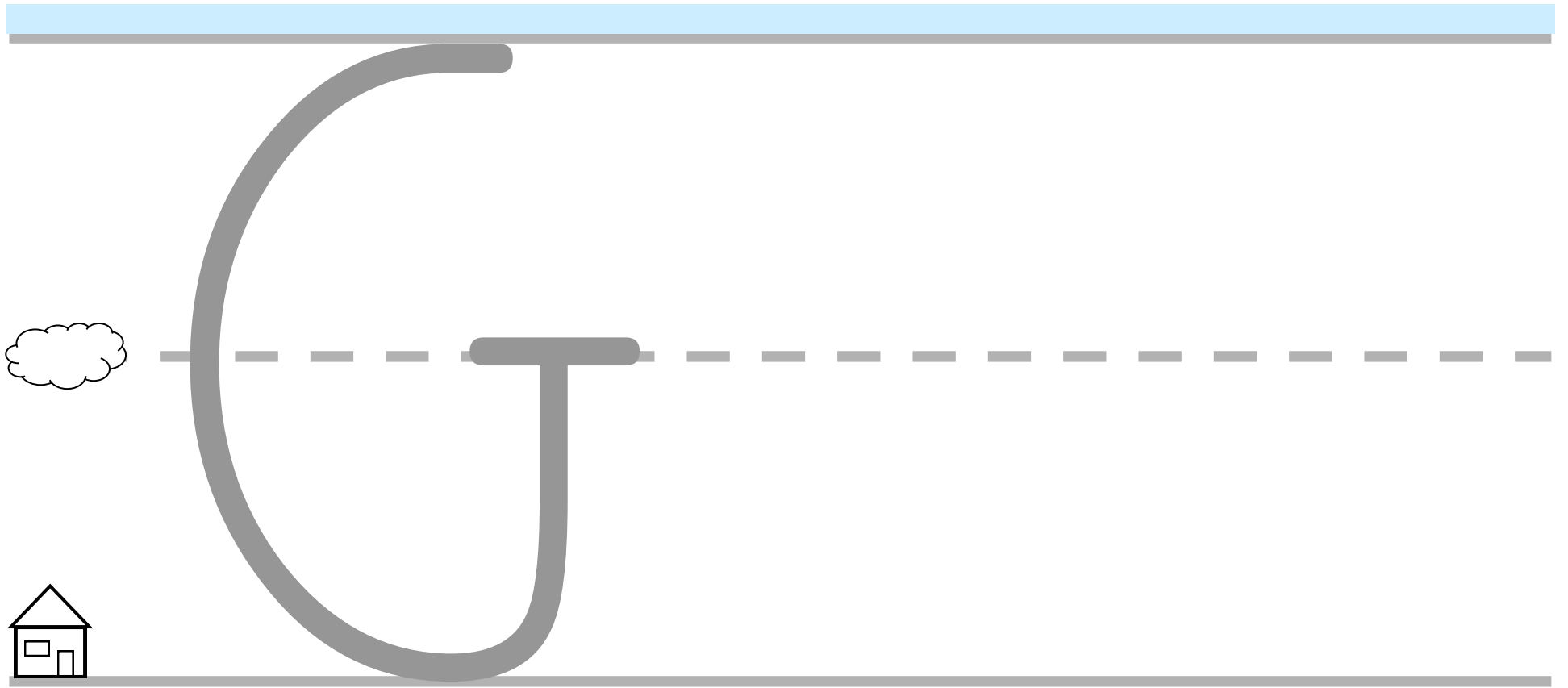
Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. "G, g, g, g," went the water as it streamed out of the faucet. "G, g, g, g," went his throat as he guzzled the water.

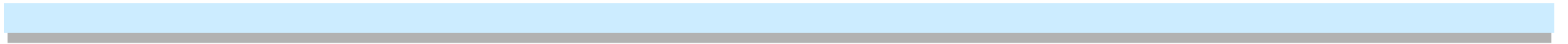
G g



G g







G g

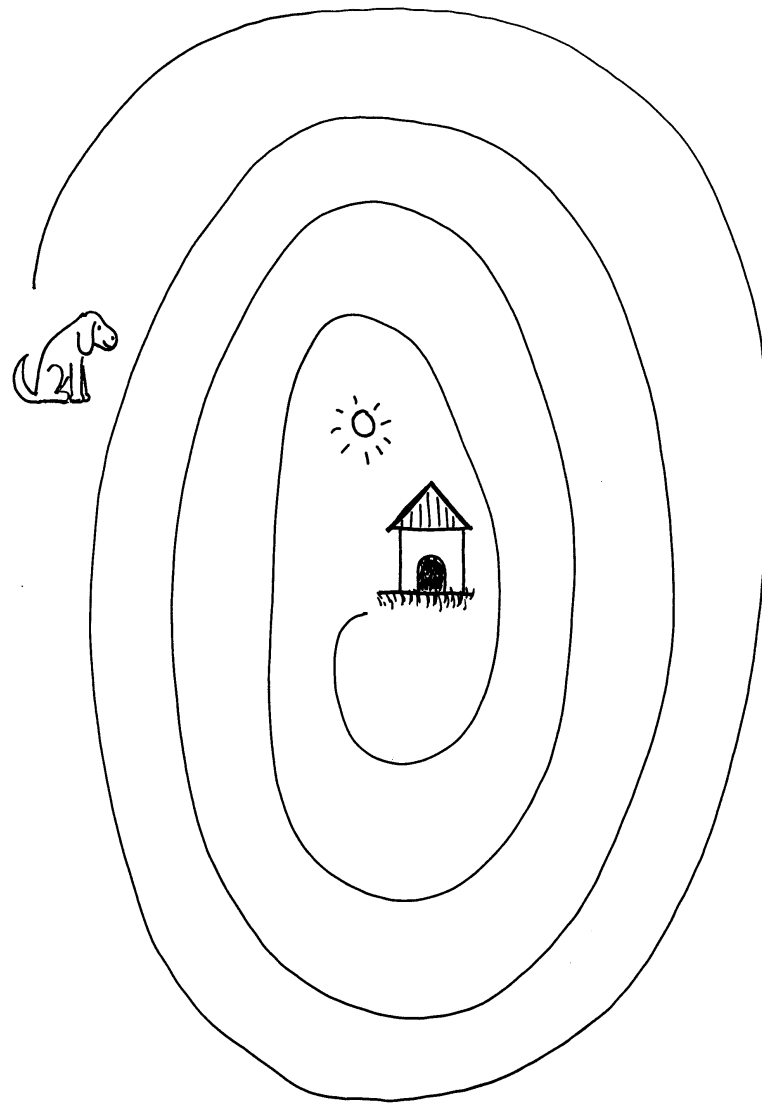
t i h l n w u

b m r f x e

s j O o C c

D d A a V v

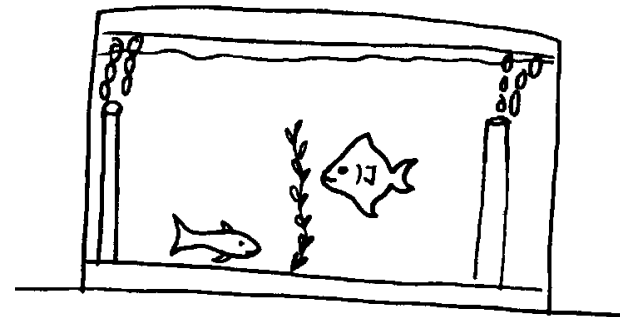
Dog Run



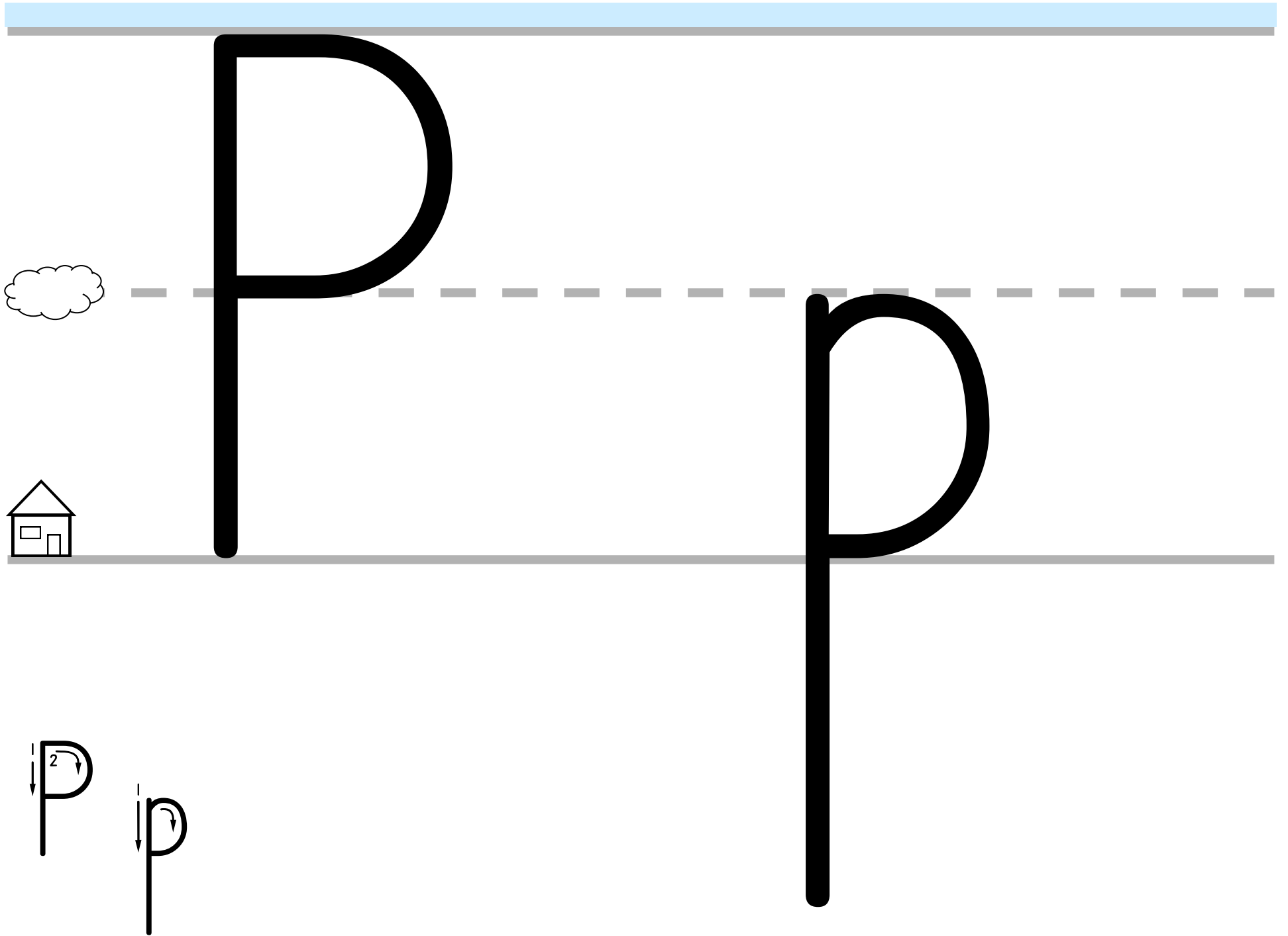
Help the dog find his way back to his doghouse.

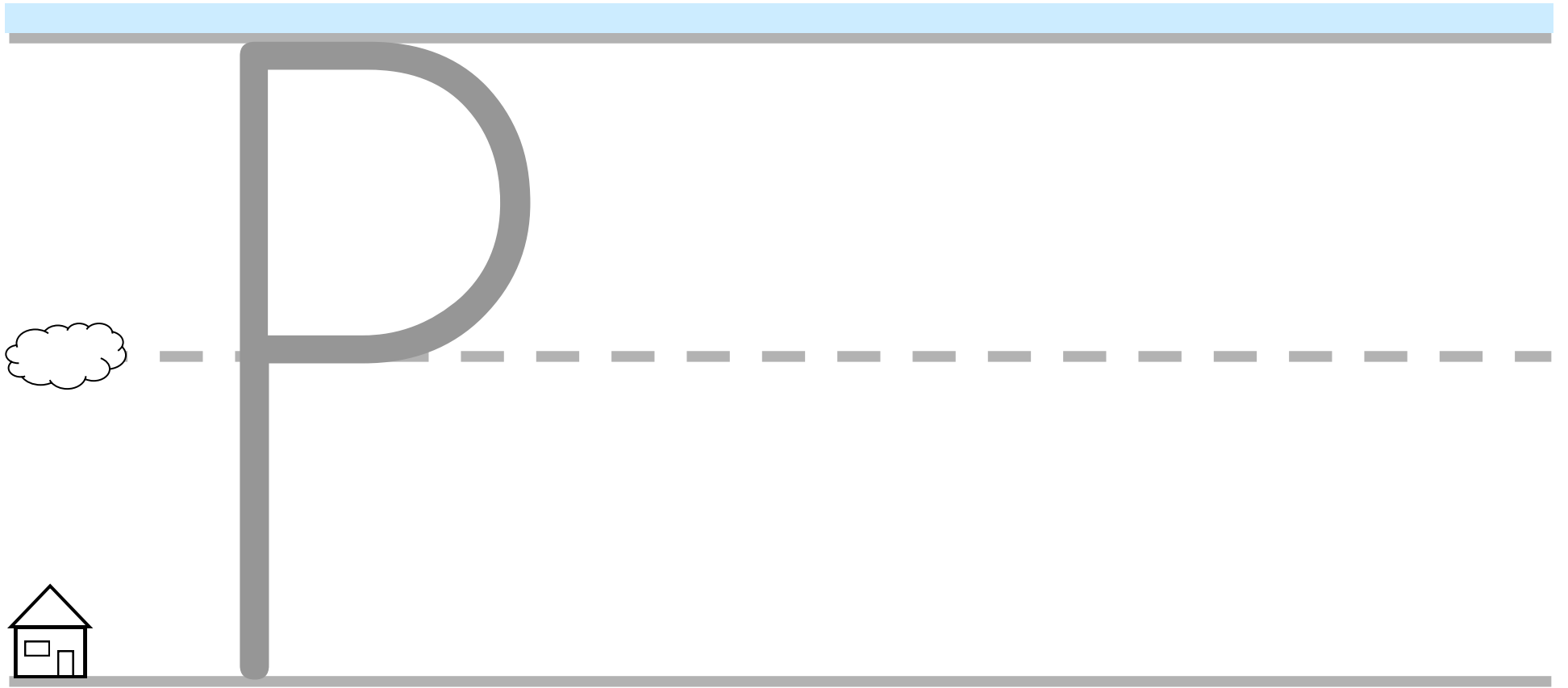
When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in the large aquarium. They could hear the "p, p, p, p" sound of the air pump pushing air into the water.

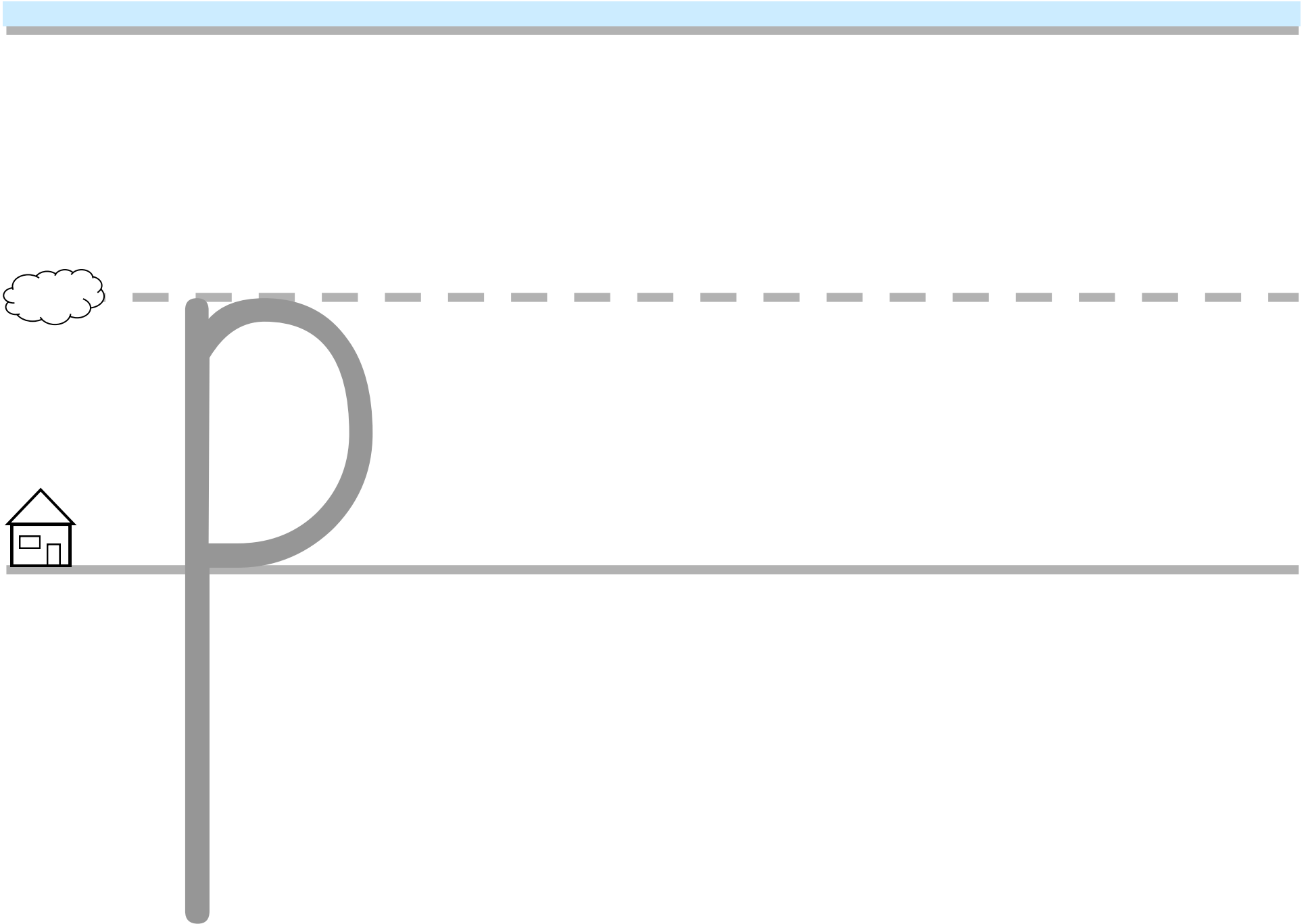
P p



P p







P p

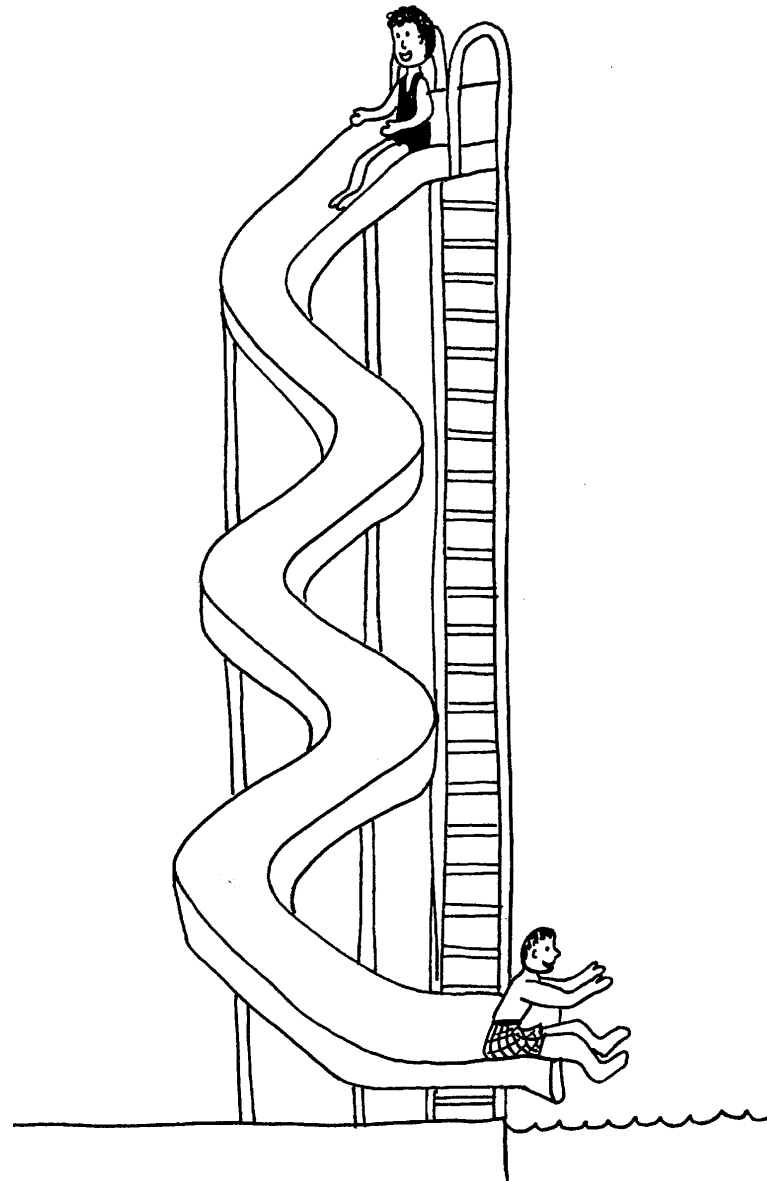
t i h l n w u

b m r f x e

s j o c D d

A a V v G g

Waterslide



Help the children go down the waterslide.

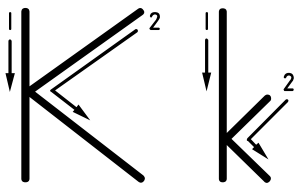
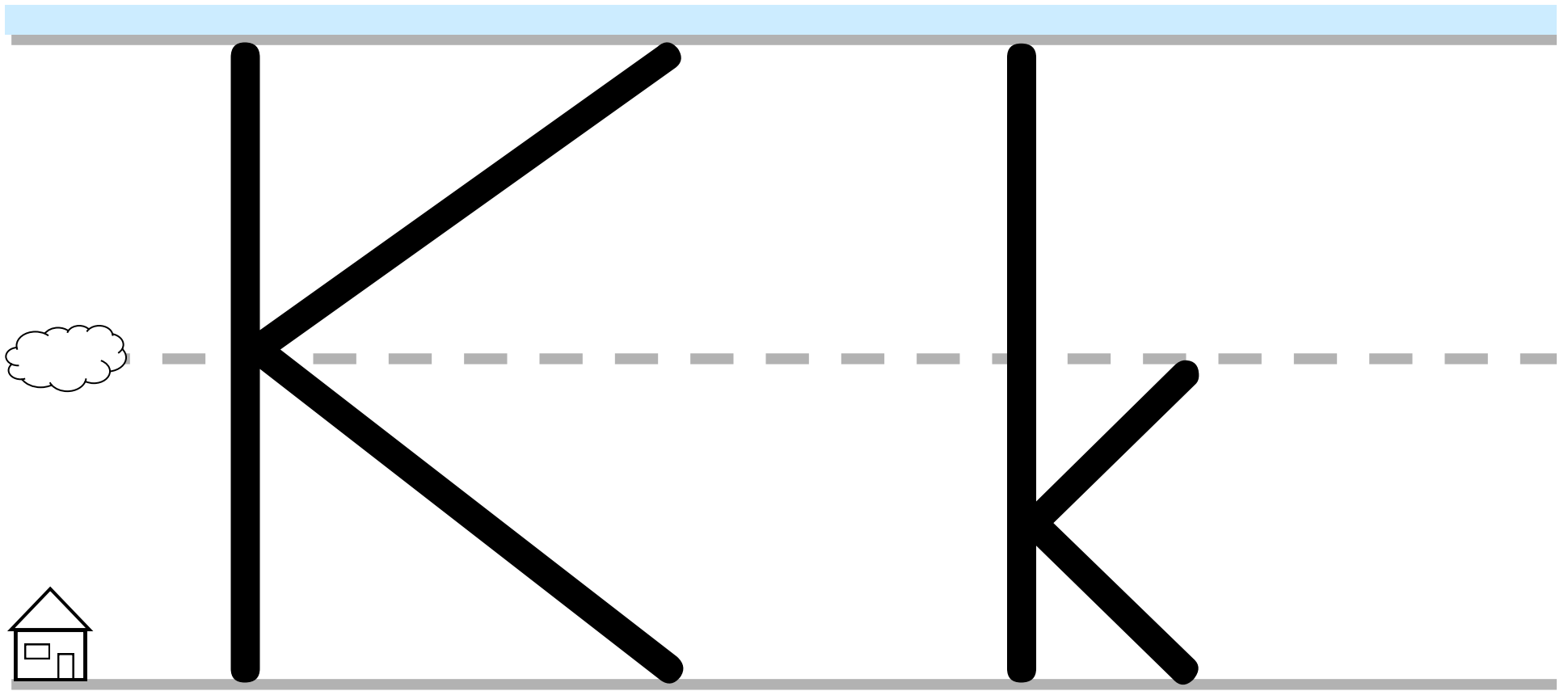
Audrey looked up when she heard the "k, k, k" sound of the receptionist's heels stepping across the tile floor.

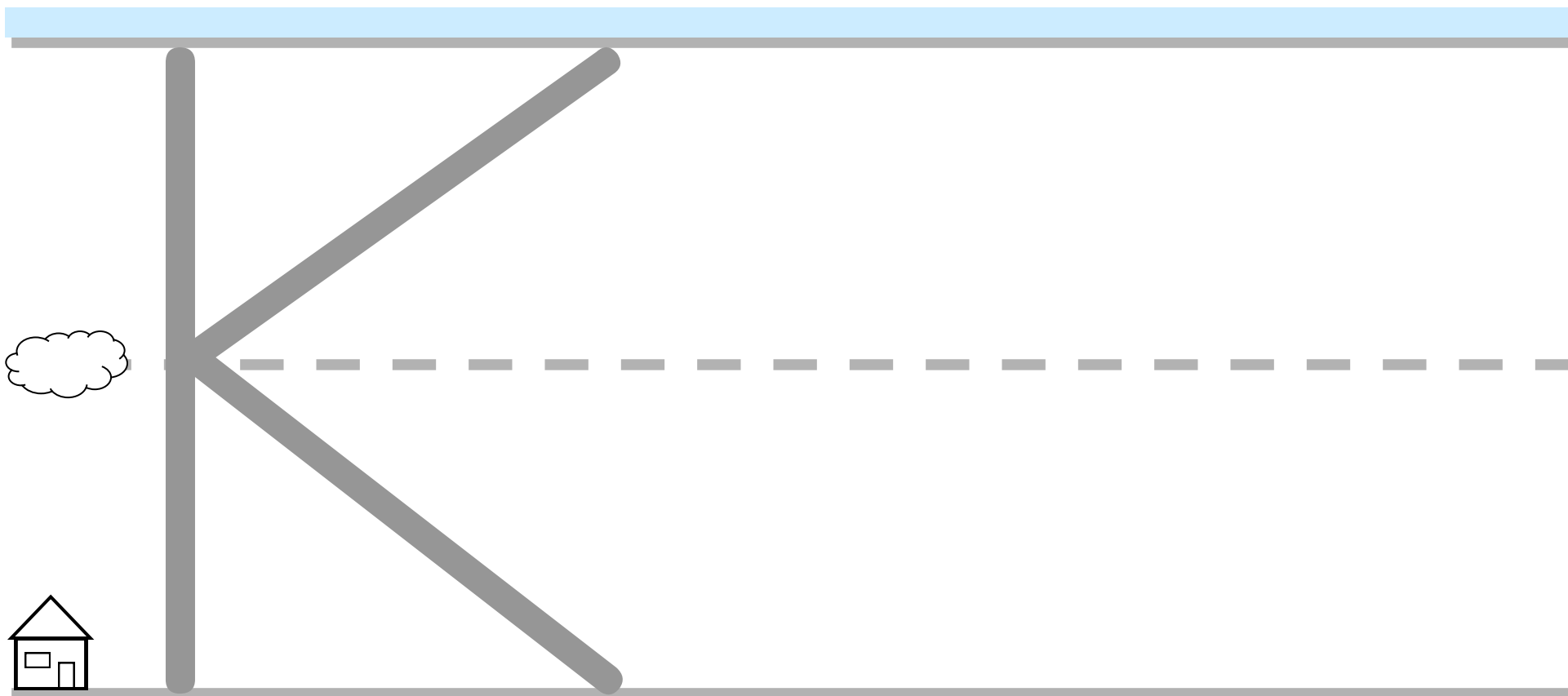
"I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter.

K k



K k







K k

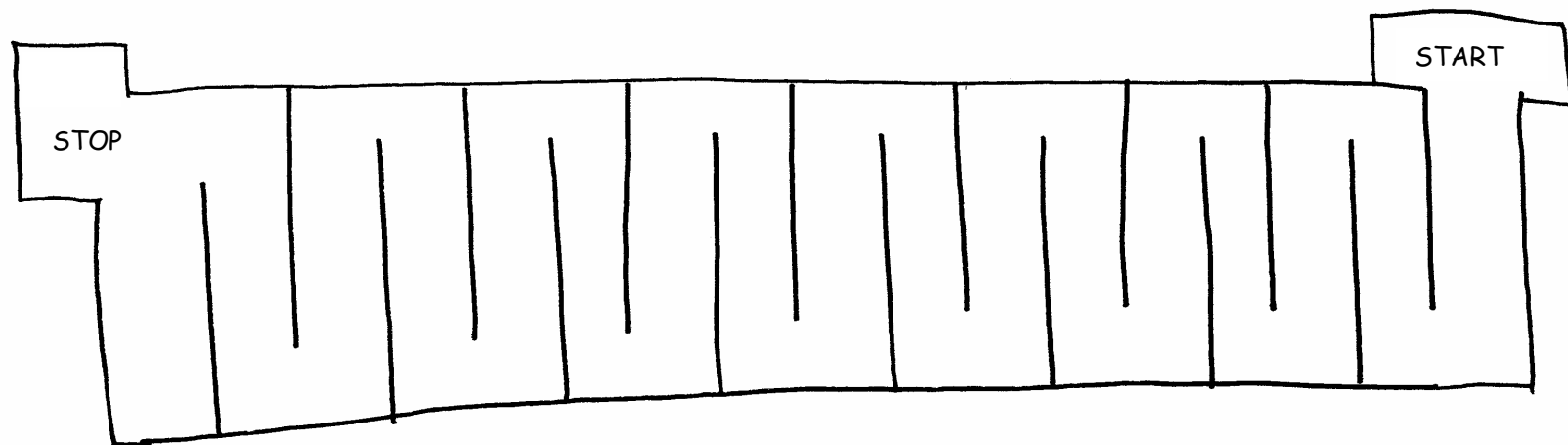
t i h l n w u

b m r f x e

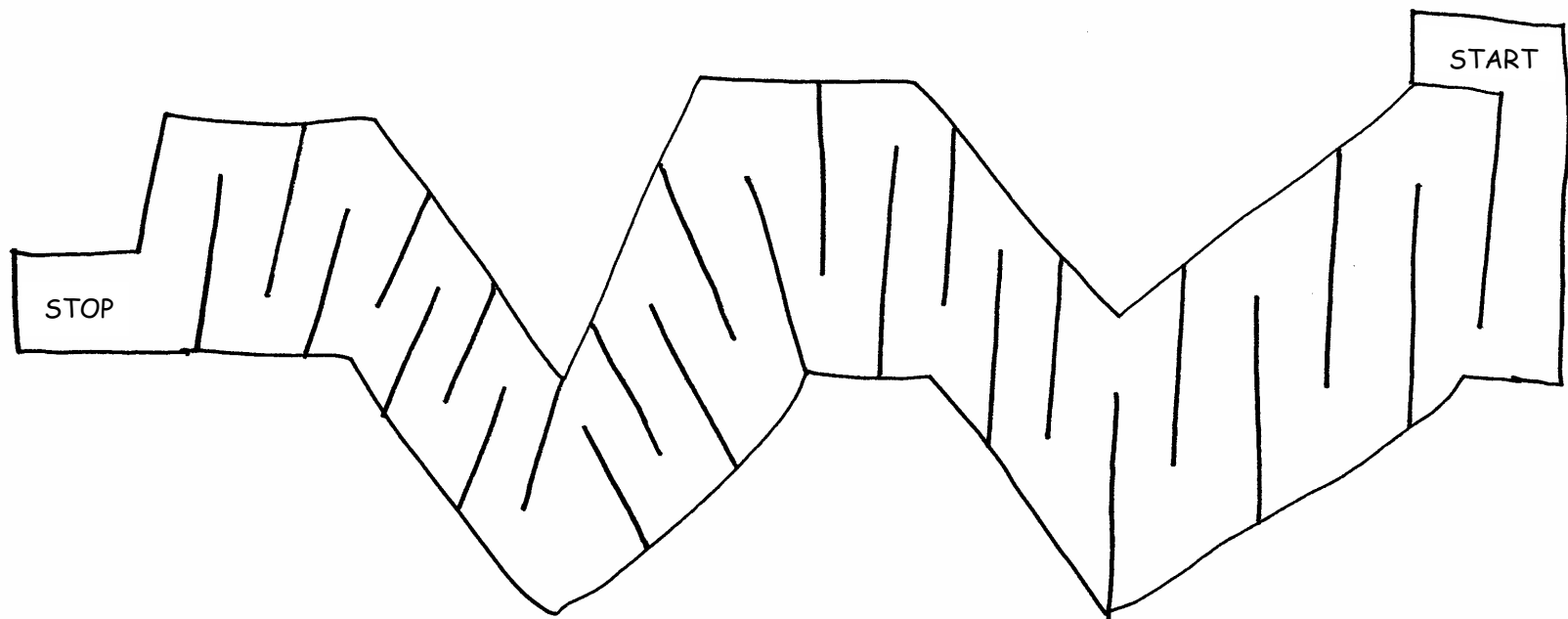
s j o c d a

V v G g P p

Two Mazes Reversed

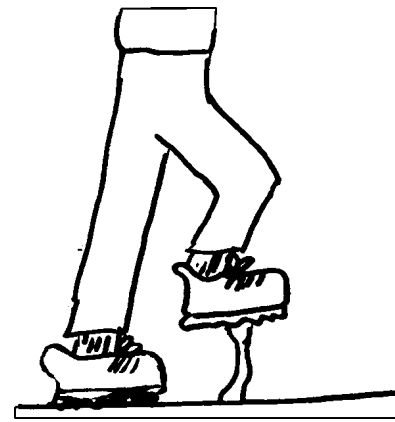


Go through each maze.

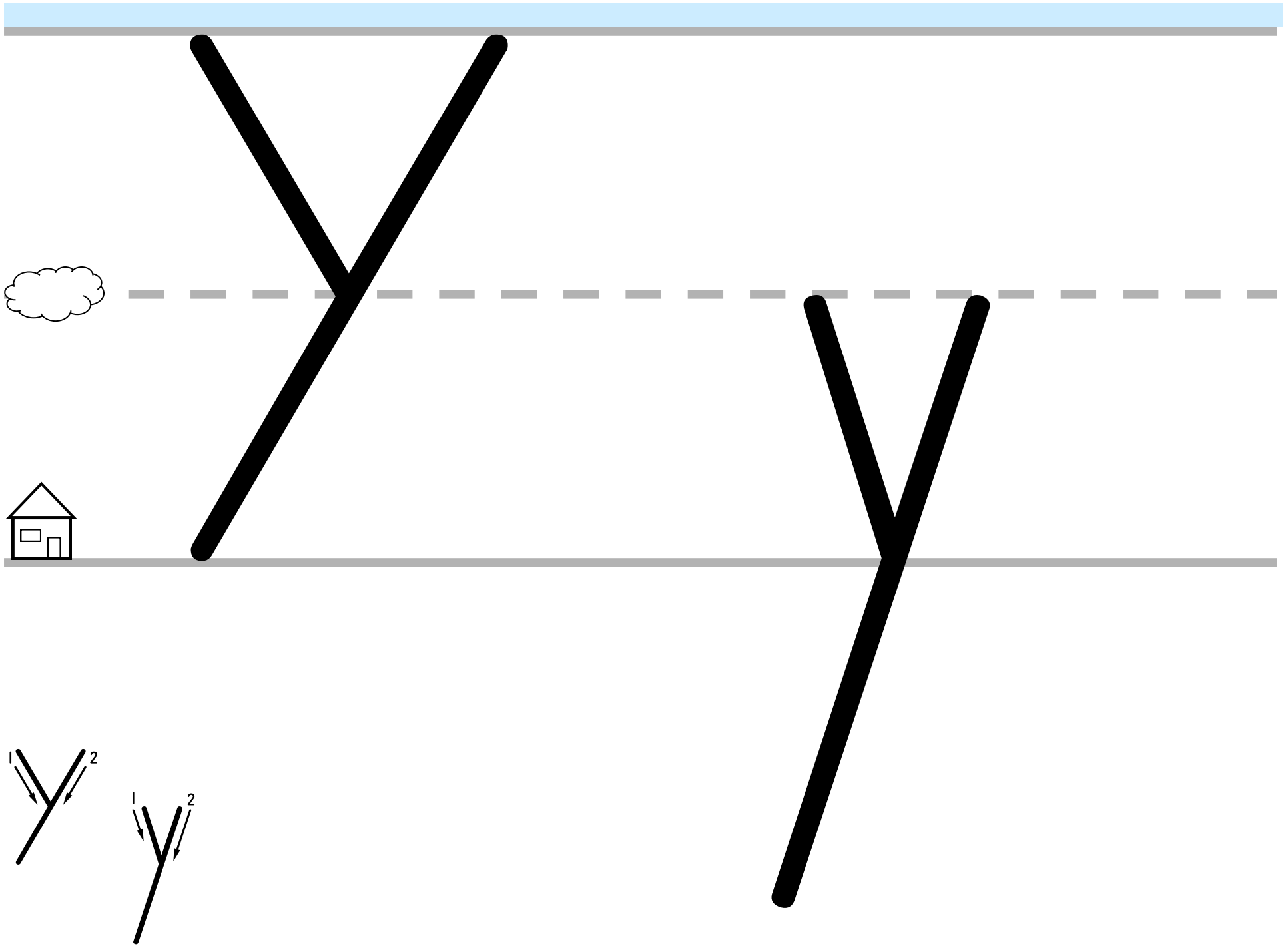


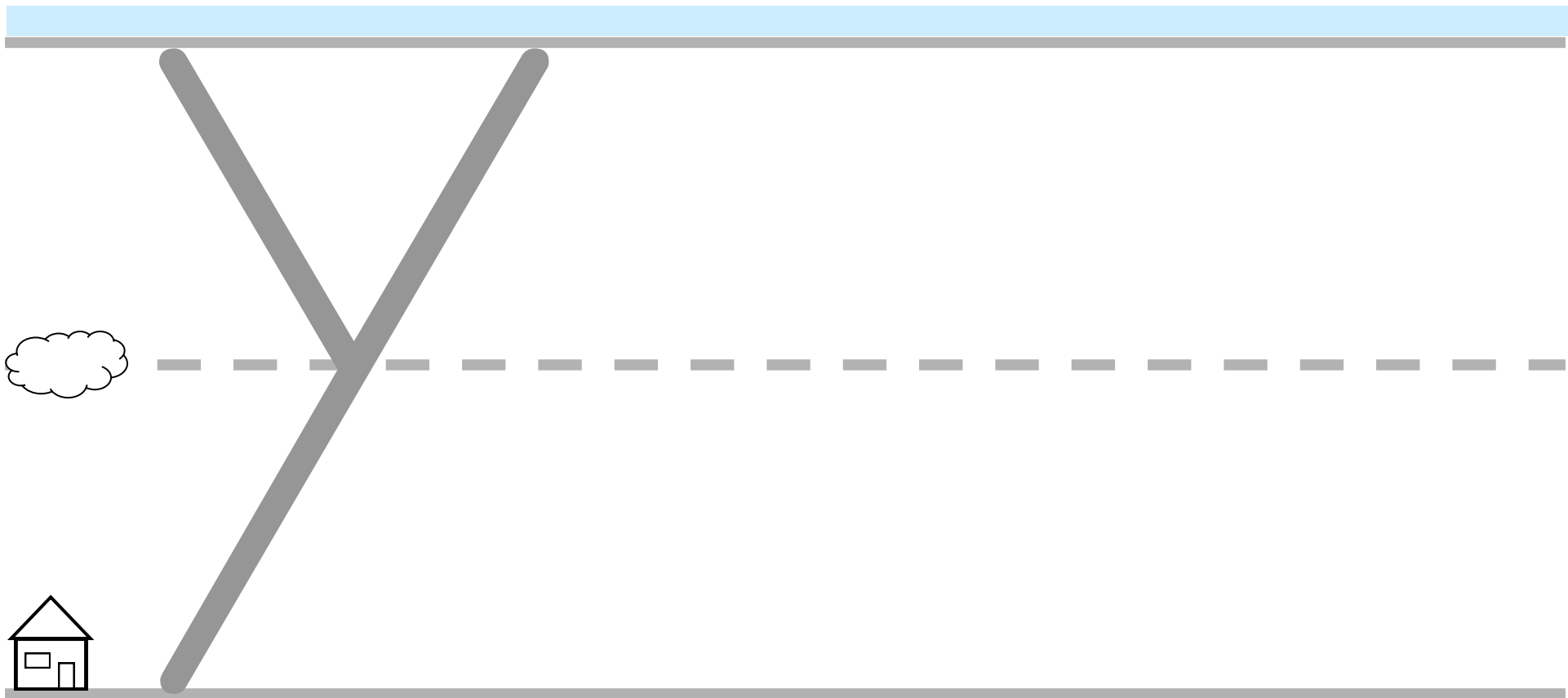
When Audrey's exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. "Yyyy," he said. He tried to scrape it off on the edge of the sidewalk. (y/yo-yo)

Y y



Y y







y y

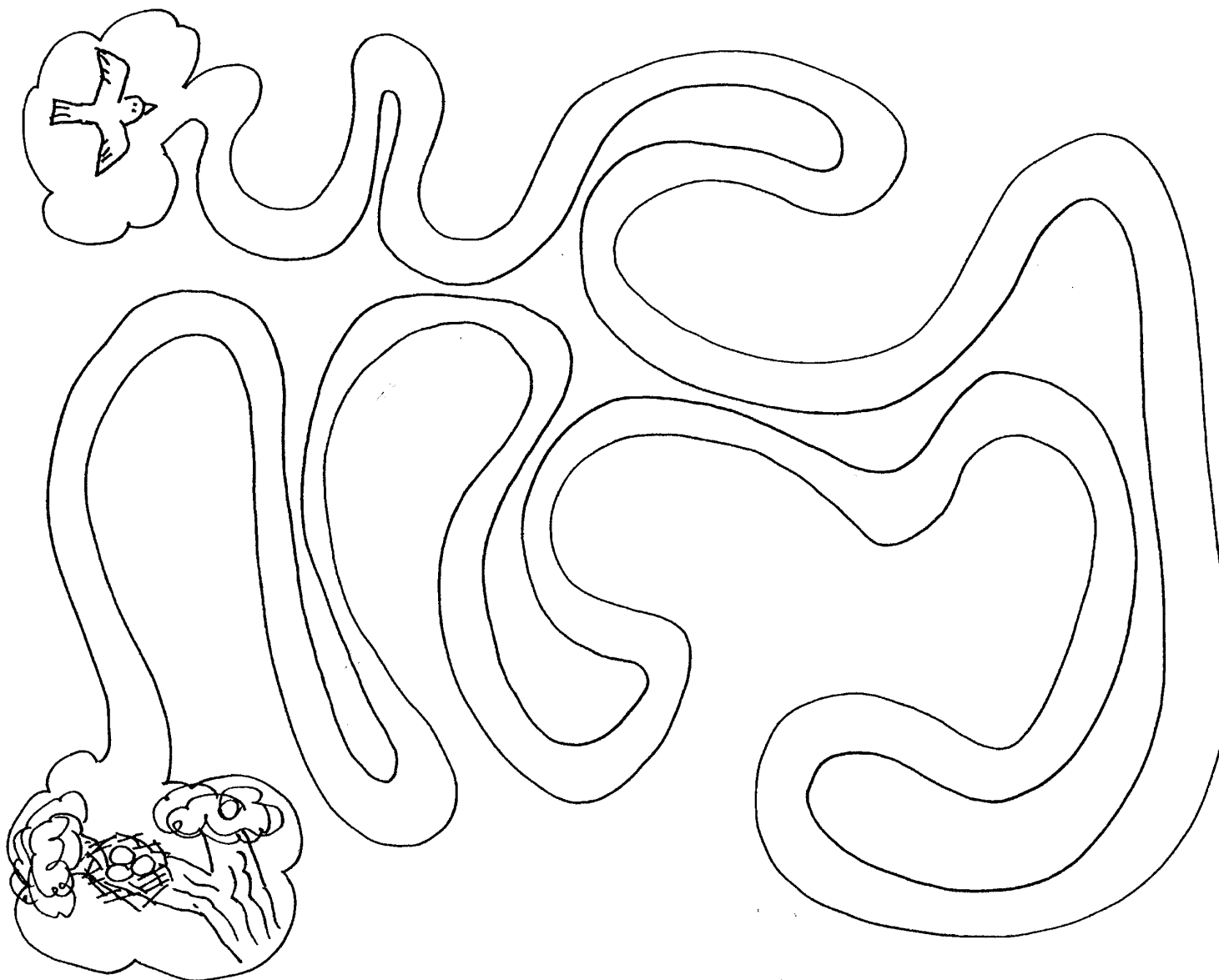
t i h l n w u

b m r f x e

s j o c d a v

G g P p K k

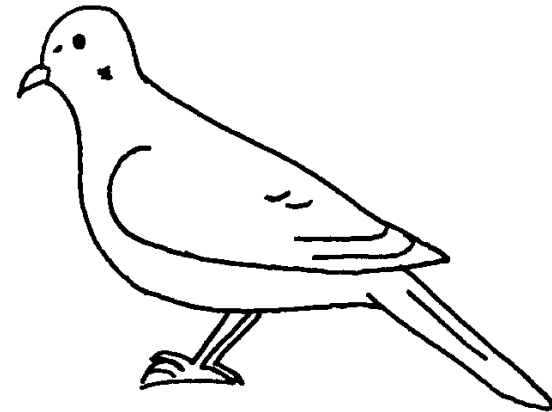
Bird Nest



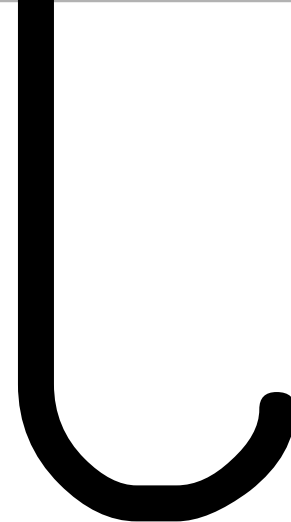
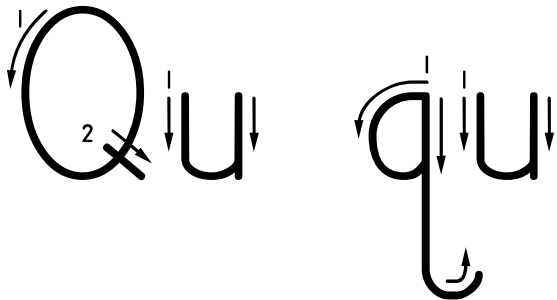
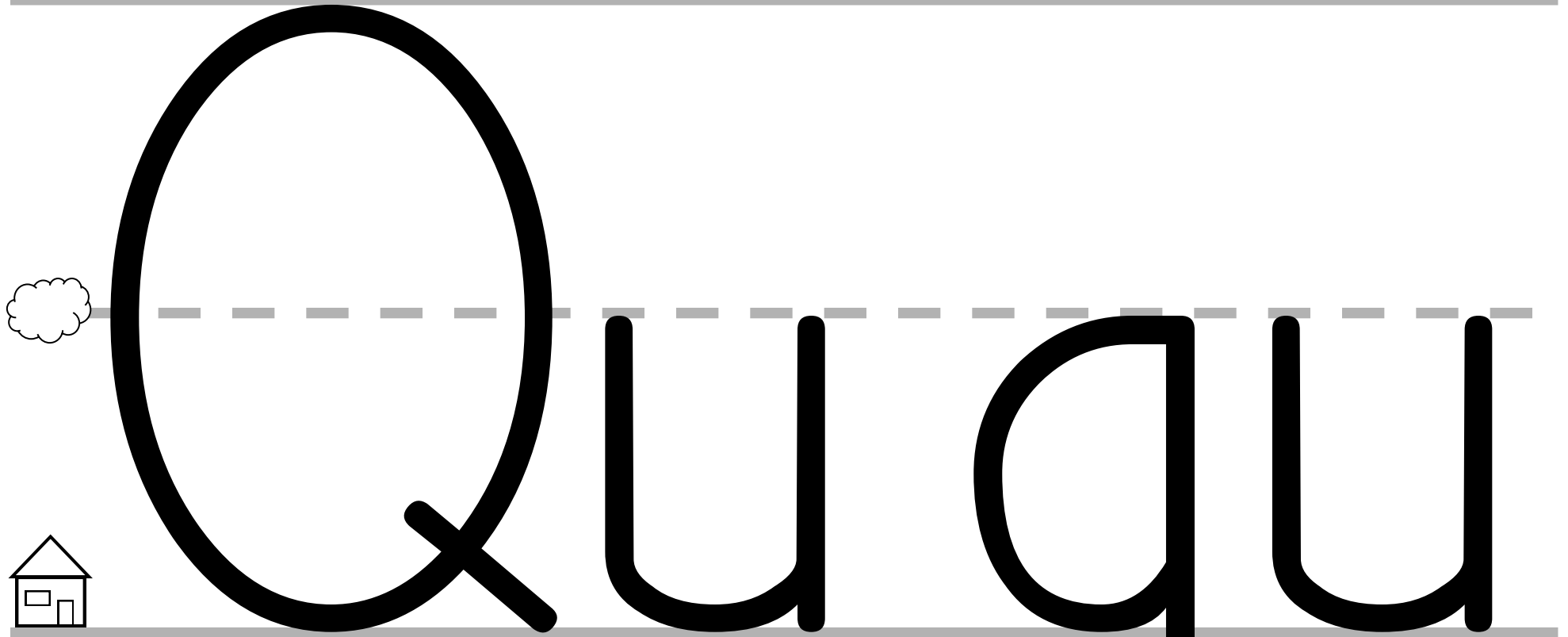
Help the mother bird find her nest.

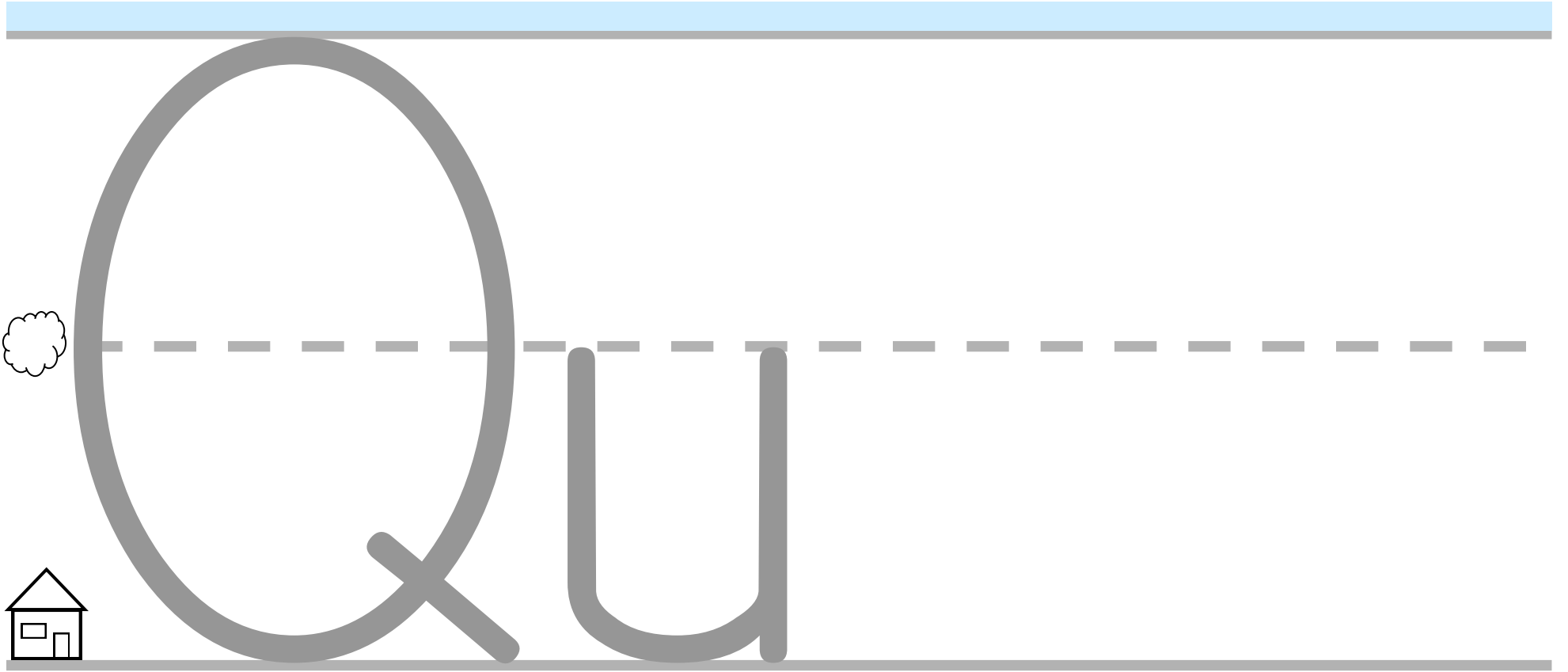
Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, "coo, coo, coo."

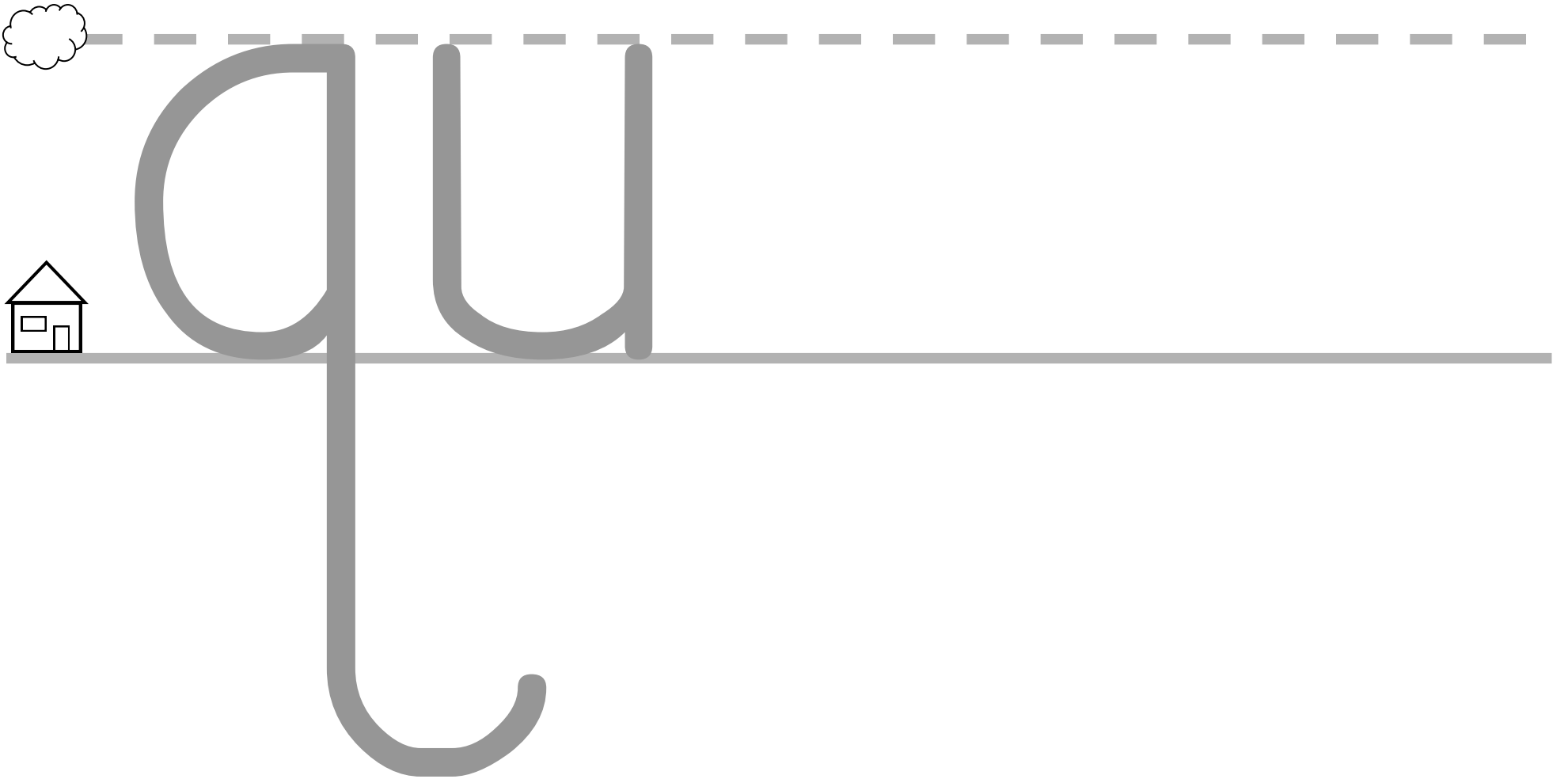
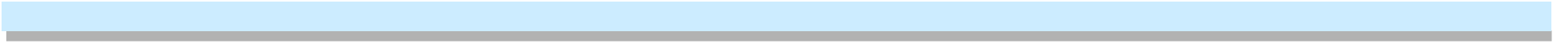
Qu qu



Qu qu







Q u q u

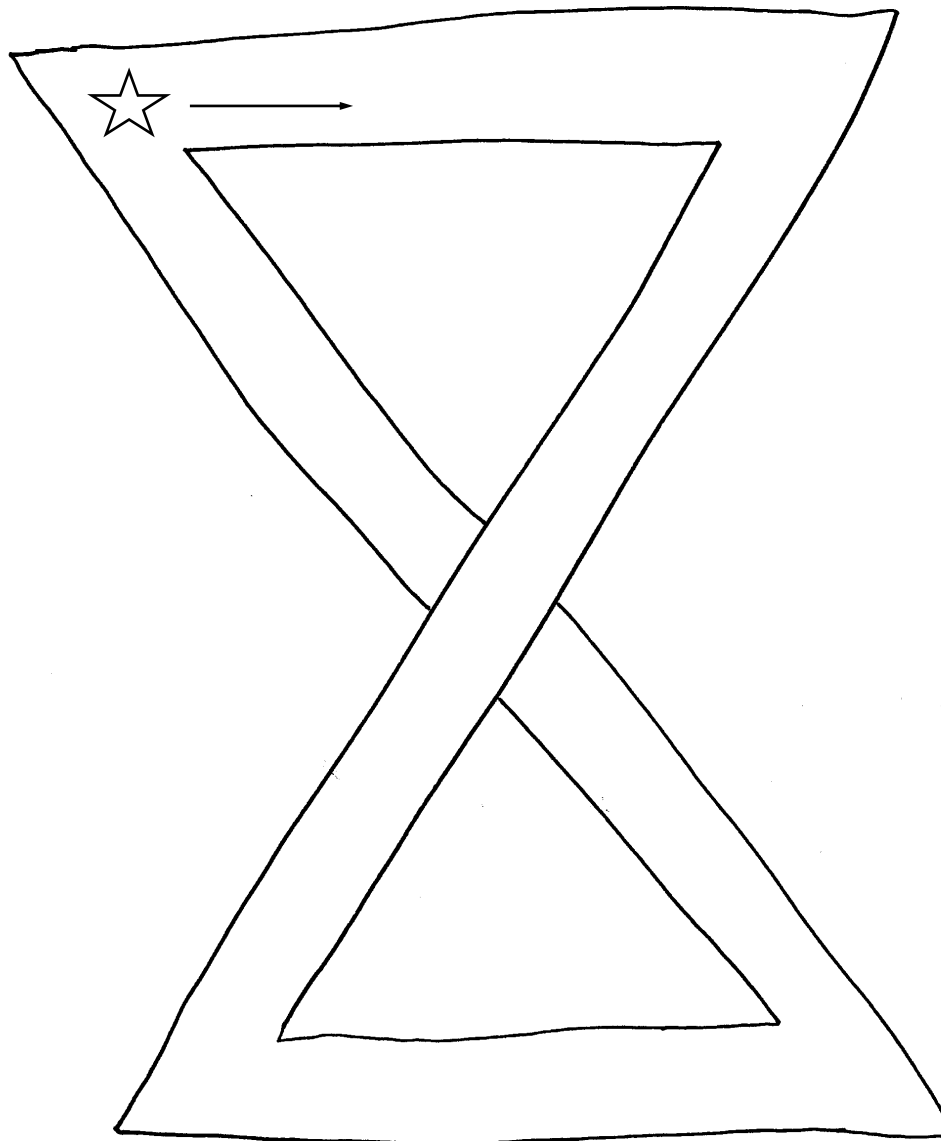
t i h l n w u

b m r f x e

s j o c d a v

g P p K k Y y

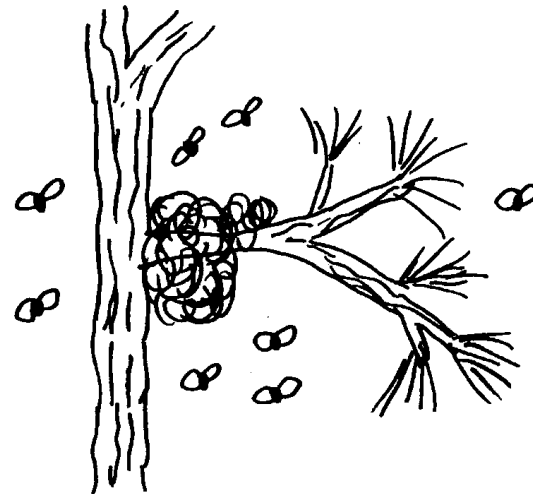
Double Pyramid



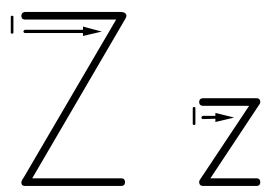
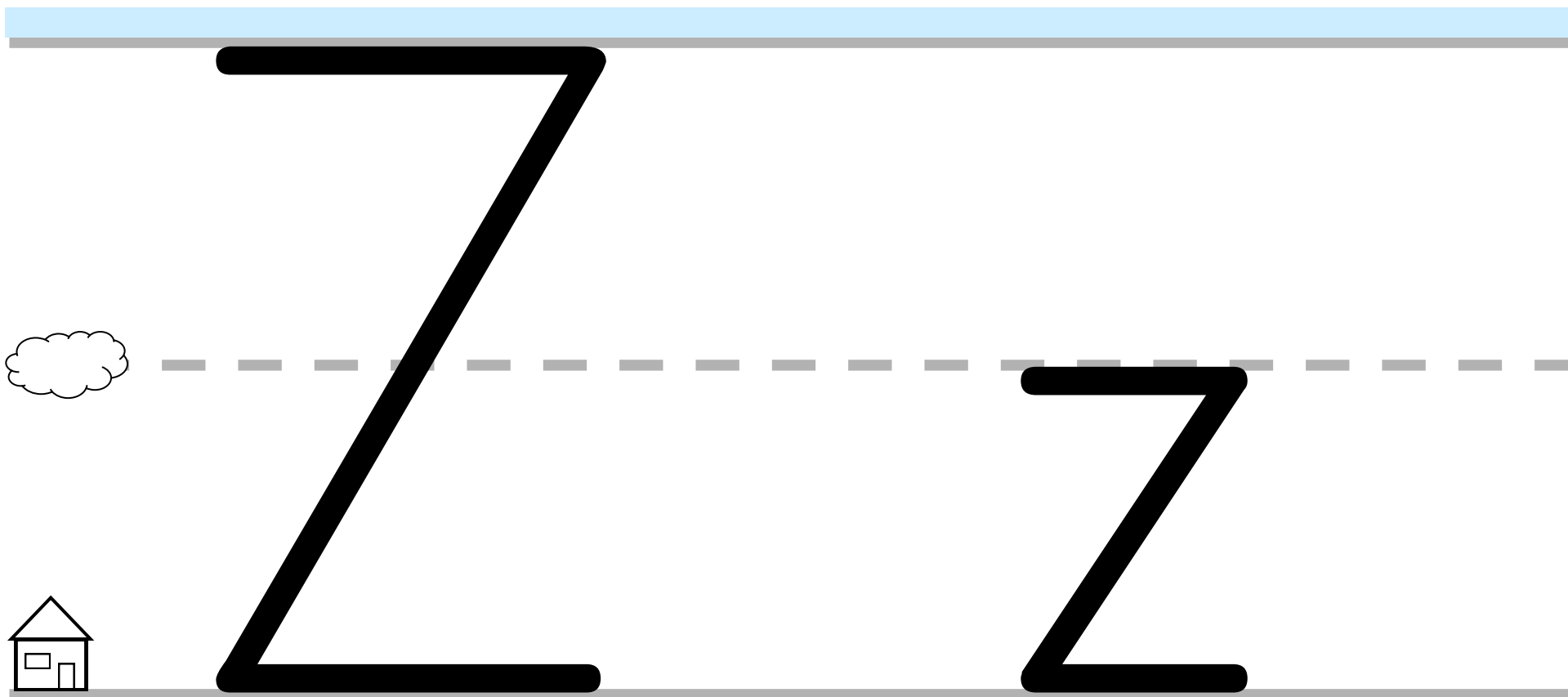
Follow the path. Start at the star. Follow the arrow.
Go through the path several times.

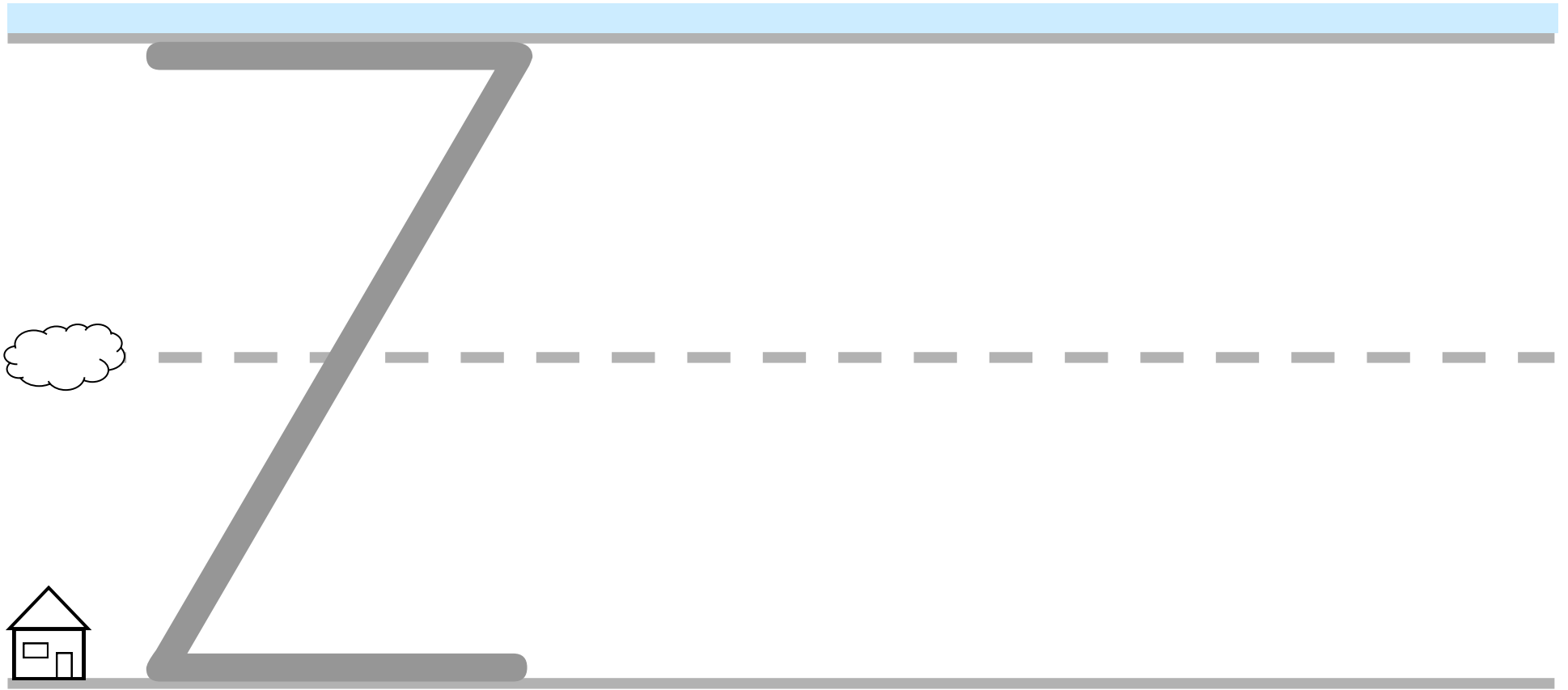
Suddenly they heard a loud buzzing sound, "zzzzzzzzzz. They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. "Let's go home," they all yelled in unison. And that is exactly what they did.

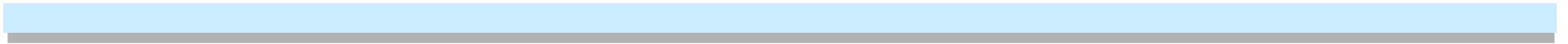
Z z



Z z







Z z

t i h l n w u

b m r f x e s

j o c d a v g

p k y Qu qu

A B C D E

F G H I J

K L M N O

P Q R S T

U V W X Y Z

a b c d e

f g h i j

k l m n o

p q r s t

u v w x y z

A a B b C c

D d E e F f

G g H h I i

J j K k L l

M m N n O o

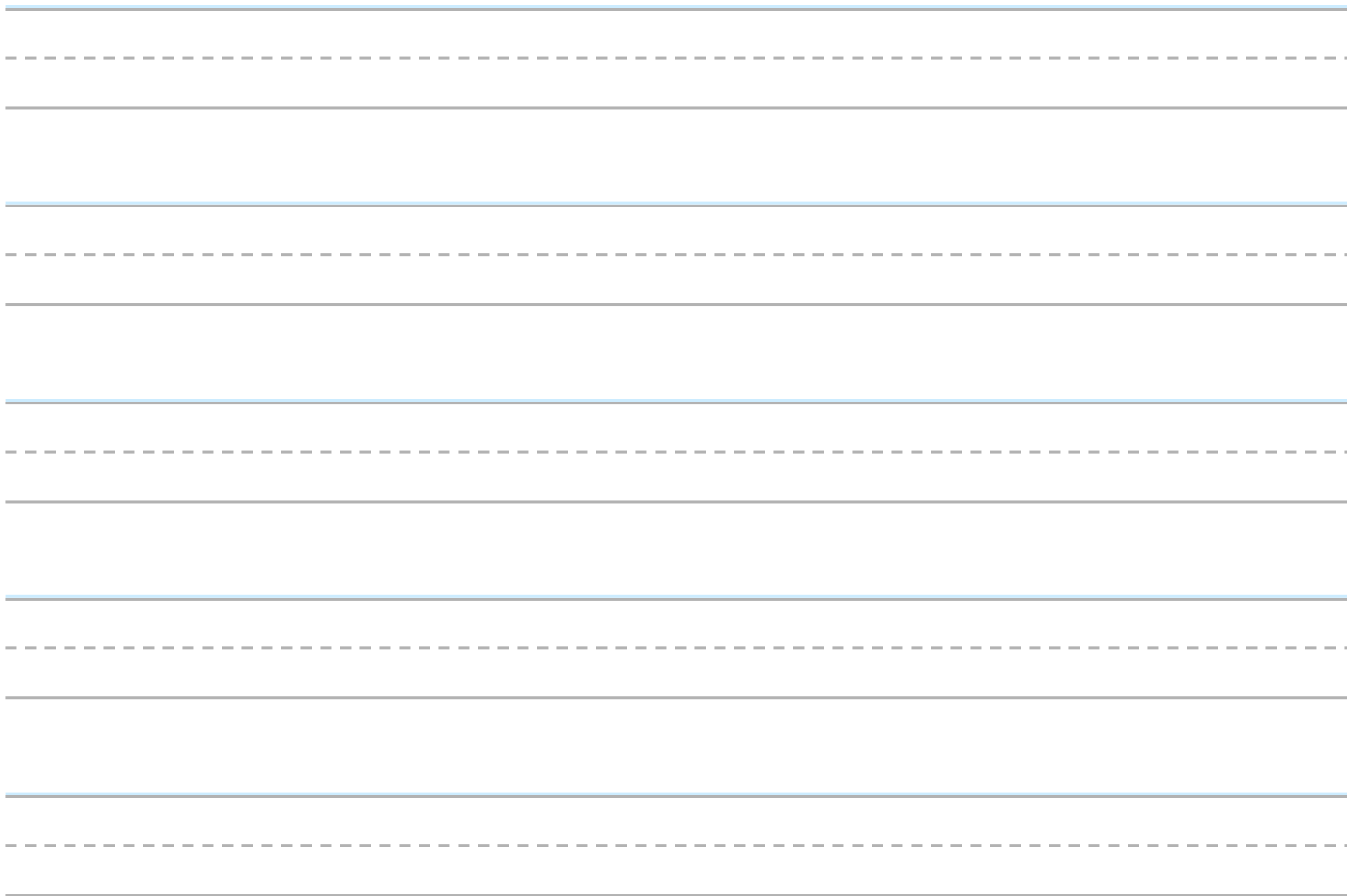
Pp Qu qu

Rr Ss Tt

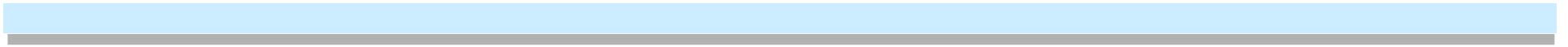
Uu Vv

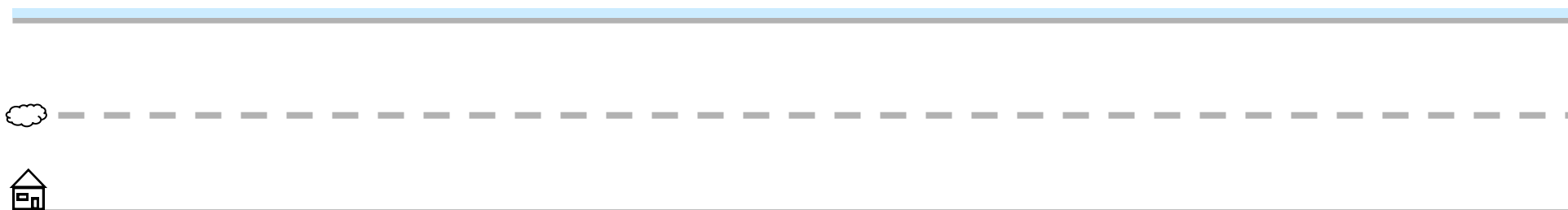
Ww Xx

Yy Zz









Handwriting practice lines consisting of four sets of three horizontal lines (top solid blue line, middle dashed gray line, bottom solid gray line). Each set includes a small house icon on the left side of the bottom line.

