



New Vision International School
Riyadh, Saudi Arabia

INTERNATIONAL

myView
LITERACY

GRADE 2

ENGLISH WORKBOOK



**FOR GRAMMAR AND
WRITING LESSONS**

NAME : _____

GR. & SEC.: _____

TEACHER : _____

**THIRD SEMESTER
AY 2024 - 2025**





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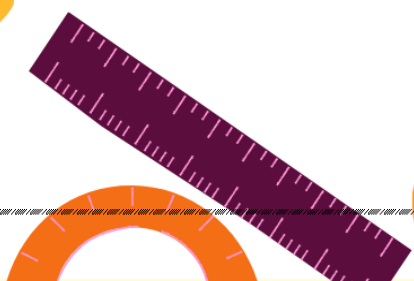
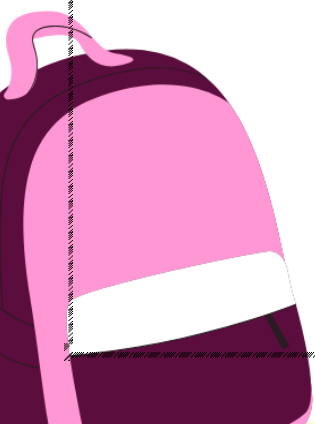




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A. GRAMMAR



Name: _____ Date: _____

Grammar Lesson #1: **Adverbs**

Some adverbs give details about an action verb. The adverbs below tell when or where the action is taking place.



adverb belongs in the sentence.

Circle the correct adverb.

1. _____ they will go to the game.

Now

Nowhere

2. Shira goes _____ to get warm.

sometimes

inside

3. I will turn in my work _____

later

near

4. He ran _____ to get his hat.

never

upstairs

5. Nate leaves _____

tomorrow

since

Name: _____

Date: _____

Grammar Lesson #2: **Adjectives and Adverbs**

An adverb gives details about a verb. Many adverbs end in **-ly**. Adverbs often describe when or where things happen (for example, **quickly**, **often**, **there**). An adjective describes a noun. Many adjectives describe color, number, size, or feelings (for example, **blue**, **three**, **large**, and **grumpy**).



verb in each sentence and put an "X" through each adjective in each sentence.

1. Aunt Judy walked quickly to class.
2. The little squirrel ate acorns.
3. Dan and Mira cheerfully washed the dirty dishes.
4. The three friends ate apples sometimes.



Fill in each blank below with an adjective or an adverb.

1. We set out for home on _____ a night.

2. We _____ stepped over the stones.

3. I tried to whisper _____.

4. I was wearing a _____ jacket.

Name: _____

Date: _____

Grammar Lesson #3: **Comparative and Superlative Adjectives**

A comparative adjective end in **-er** (hungrier, wetter) and compares two nouns. A superlative adjective end in **-est** (hungriest, wettest) and compares three or more nouns.



Choose the adjective that best completes each sentence. Write the correct adjective on the line.

1. John brought a _____ snack than Joe did.

healthier

healthiest

2. That bear is the _____ animal at the zoo.

larger

largest

3. Angie is the _____ girl in her class.

taller

tallest

4. The coast was _____ than it looked.

smaller

smallest

5. That is the _____ house I've ever seen!

bigger

biggest

6. My sister is _____ than my brother is.

lazier

laziest

Name: _____

Date: _____

Grammar Lesson #4: Commas in Dates and Letters

In a letter, commas are used after the greeting (Dear Mom,) and in the closing (Your Friend,). In dates, commas are used to separate the day and the year (June 4, 2017).



Circle the two examples that have the commas in the correct place.

1. January, 5 2020
 2. December 19, 2022
 3. Dear, Dad
 4. Dear Grandma,
-



Add the commas to the correct places below.

1. Dear Papa
2. Sincerely
3. July 9 2020
4. Love
5. October 31 2021

Name: _____

Date: _____

Grammar Lesson #5: Pronouns

A pronoun is a word that takes the place of a noun. Subject pronouns (**I, you, she, he, it, we, they**) often come before the verb in a sentence. Object pronouns (**me, you, her, him, it, us, them**) often come after the verb in a sentence. Possessive pronouns (**my, mine, your, yours, her, hers, his, its, our, ours, their, theirs**) show ownership.



Write the correct present tense verb on each line to complete each sentence.

1. _____ wanted to carry the logs.

She

Them

2. Lisa and _____ walked home.

I

his

3. Dad bought _____ a new game.

hers

us

4. The blue backpack is _____

his

me

5. He made _____ smile.

we

them

6. It is _____ big game today.

our

you

Name: _____

Date: _____

Grammar Lesson #6: Reflexive Pronouns

A pronoun takes the place of a noun (person, place, or thing) in a sentence. A reflexive pronoun refers to the subject of the sentence and ends in **-self** or **-selves**.



Circle the reflexive pronoun that best completes each sentence.

1. She looked at _____ in the mirror.

herself

himself

2. We learned to tie our shoes by _____.

myself

ourselves

3. They picked up the trash all by _____.

themselves

myself

4. He found _____ a new jersey to wear.

yourself

himself

5. I enjoyed _____ at the park today.

myself

herself

6. Help _____ to the snacks.

myself

yourself

Name: _____

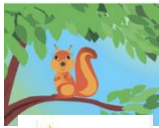
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Grammar Lesson #7: Prepositions and prepositional Phrases

A preposition is a word that connects a noun to the sentence. The words **under**, **with**, **up**, **through**, **for**, and **after** are prepositions. A prepositional phrase has a preposition and a noun or pronoun with it. For example, **under the bush** and **up the river** are prepositional phrases.



Circle the two sentences with prepositional phrases.



The squirrel sat in the tree.



The bird chirped.



The fox watched.



The rabbit hid under the log.



The class saw the animals.



Write two examples of prepositional phrases.

1. _____

2. _____

Name: _____

Date: _____

Grammar Lesson #8: Contractions

A contraction is a word made of two words that were put together. An apostrophe takes the place of letters that were left out of the contraction. For example, the words **can't**, **won't**, and **I'm** are contractions.



Decide which contraction should be used in each sentence. Write the correct word on the line.

1. _____ there a good movie at the mall?

I'll

Isn't

2. My mom says that we _____ watch that movie.

can't

it's

3. _____ go shopping at the mall instead.

Let's

Isn't

4. I had fun even though I _____ allowed to see the movie.

can't

wasn't

5. I hope _____ go back again next week.

we've

we'll

Name: _____

Date: _____

Grammar Lesson #9: **Commas in Sentences**

Commas are used to separate items in a list. Use a comma after each item in the list, except for the last one. Do not put a comma after the word and or the word or. Here are two examples:

In the summer we like to swim, ride bikes, and play outside.

Did you bring apples, oranges, or bananas?



Add commas in the correct places in the sentences below.

1. The class wanted to buy games treats and drinks for the fundraiser.
2. The girls bought card games board games and outdoor games.
3. The boys bought stickers clay pencils and coloring books.
4. The teacher bought juice boxes water and chocolate milk.
5. Students teachers and parents all came to the fundraiser.
6. The class raised money had fun and helped others

Name: _____

Date: _____

Grammar Lesson #10: **Compound Subjects and Predicates**

A compound subject is two or more subjects in one sentence:

Jorge and Elena like to read books.

A **compound predicate** is two or more verbs in one sentence:

Jorge jumped on his bike and went to the park.

You can also combine two simple sentences with **and** or **or**:

Elena waters the plants. Jorge feeds the dog.

Elena waters the plants, and Jorge feeds the dog.



each set of two sentences below into one sentence. Use a compound subject or a compound predicate.

1. Karla put on a jacket. Karla opened the door.

2. She looked out. She saw her brother Sam.

3. They could rake leaves. They could ride bikes.

4. Karla raked the leaves. Sam raked the leaves.

5. Mom thanked them. Dad thanked them.

Name: _____

Date: _____

Grammar Lesson #11: **Spell Words Correctly**

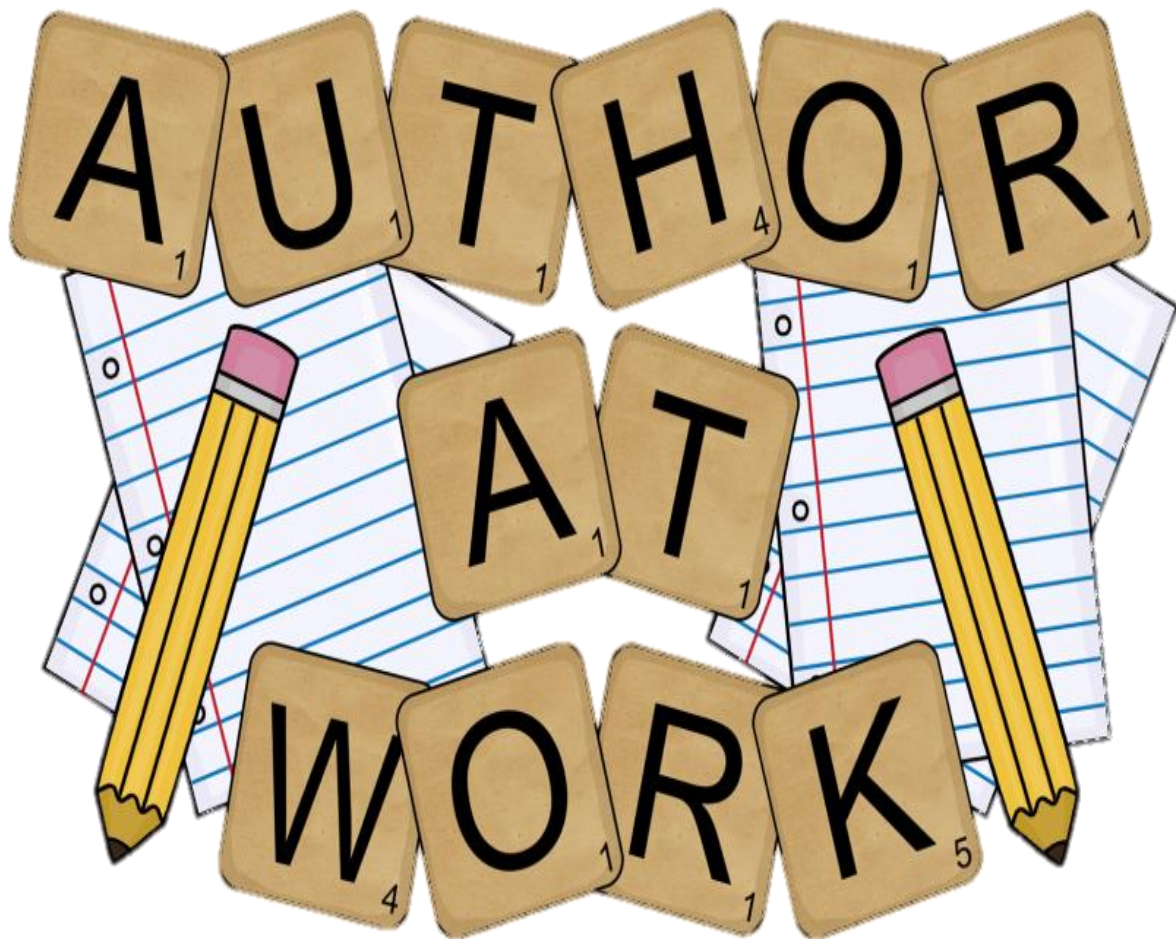
After you write, go back and check your spelling. Here are some tips for correct spelling:

- Sound out each word as you write it.
- Think of smaller words included in longer words. For example, the word finally includes the smaller word final.
- Some common words are hard to spell. You have to memorize words such as their and friends.



Edit this draft to fix mistakes in spelling.

Some islands in the ocean are relly volcanoes. The volcano may have started as a hole at the botom of the ocean. When it erupts, the lava bilds up to form a mountain. Feinly the mountain rises above the water. The mountain gets taler until it is an island.



B. WRITING

Name: _____

Date: _____

Writing Lesson #1: **Set the Scene and Character's thoughts**

I. Key Features of Set the Scene

Authors set the scene in their stories so the readers can understand what is going on in the beginning.



Think about the beginning of your personal narrative. Then answer the questions about your story to help you set the scene.

1. What does your setting look like?

2. What does your setting sound like?

3. What do your character(s) look like?

4. What does your reader need to know about the problem of the story?

5. What does your reader need to know that has already happened?

II. Key Features of Character's Thoughts.

Authors include character's thoughts in their writing to help the reader understand what each character is thinking and feeling.

Think about one of the characters in your personal narrative. What would you character think in the situations below?



Write your character's thoughts on the lines.

1. Your character was asked to join a game of tag.

2. The teacher asked your character to read in front of the class.

3. Your character found a \$5 bill on the sidewalk.

4. Your Character was arguing with his or her brother/ sister.

Name: _____

Date: _____

Writing Lesson # 1: Set the Scene and Character's Thoughts

Final Draft

Name: _____

Date: _____

Writing Lesson # 2: **Staying on Topic and Voice**

I. Key Features of Staying on Topic:

Authors stay on topic by writing a clear beginning, middle, and end.



Think about your personal narrative. Write your answer to each question.

1. What happens first in your story?

2. What is the problem in your story?

3. What happens in the middle of your story?

4. What is the solution to the problem in your story?

5. What happens at the end of your story?

II. Key Features of Voice.

Authors add voice to their writing by giving characters, including the narrator, their own voice.

Think about each character in your personal narrative. Then think about what happens in your story. What might your narrator (you) say about the events? What might another character in your story say about the events?

1. The narrator and another character are playing a game.

Narrator

Other Character

2. The narrator and another character go to the zoo.

Narrator

Other Character

3. The narrator and another character listen to music.

Narrator

Other Character

Name: _____

Date: _____

Writing Lesson # 2: Staying on Topic and Voice

Directions: think about what might your narrator (you) say about the events? What might another character say about the events?

Initial Draft

1. The narrator and another character are watching a scary movie

2. The narrator and another character go to the museum.

3. The narrator and another character are playing chess.

Name: _____

Date: _____

Writing Lesson # 2: Staying on Topic and Voice

Final Draft

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.

Name: _____

Date: _____

Writing Lesson # 3: Apply Capitalization and Punctuate Dialogue

I. Key Features of Apply Capitalization

Authors use capitalization to make their writing clear and easier to read.



Add the correct capital letters or lowercase letters to each sentence. Write each sentence correctly

1. sue went to the Movie with her Friend.

2. larissa and i had to follow the cat.

3. miles elementary is the name of the School.

4. i saw the Blue ridge mountains.

II. Key Features of Punctuate Dialogue.

When authors use dialogue, they make sure to use the correct punctuation.



Read the paragraph below. Add the correct punctuation to the dialogue in the paragraph.

Tommy met Melanie at the mall to shop in their favorite store. What are you shopping for today Melanie asked. I need a new pair of shoes replied Tommy. The two walked down the hallway for a while. What are you going to buy Tommy asked. I need to buy a new red shirt for the school play said Melanie. When the two walked into the store, they saw a red shirt at the same time. I am going to go try on this shirt Melanie cried excitedly. Three minutes later Melanie found Tommy and asked Do you like this shirt? Tommy smiled and yelled I love it

Name: _____ Date: _____

Writing Lesson # 3: Apply Capitalization and Punctuate Dialogue

Directions: Read the personal narrative below. Can you make it more exciting by adding the right capital letters and punctuation marks where needed?

yesterday was a sunny day. my family and i decided to go to the Beach. we packed our towels, sunscreen, and snacks in a Big Bag. when we arrived, i could feel the warm sand under my feet. we set up our spot near the water and started to play. i built a big Sandcastle with Towers and Moats. my sister helped me collect shells to decorate it. suddenly, my brother shouted "look at the big fish" i turned around and saw a dark shape moving in the water "where" i asked excitedly my mom pointed and said "over there, near the rocks" we all ran towards the spot. the fish was Enormous, shimmering under the sunlight. we watched it swim gracefully for a while, mesmerized by its beauty. then, we returned to our sandcastle and continued playing. we laughed, splashed in the waves, and had a fantastic time together at the Beach.

Name: _____

Date: _____

Writing Lesson # 3: Apply Capitalization and Punctuate Dialogue

Final Draft

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) for writing.

Name: _____

Date: _____

Writing Lesson #4: Finding Your Audience and What You know / What You need to know

I. Key Features of Finding your Audience.

An author will write differently depending on their audience. If an author writes for a child, it will be different than writing for an adult.



Read the sample directions below. Decide if they are written for a child or an adult.

1. Spread the peanut butter on one piece of bread.

2. Apply the smaller "iii" piece to the large "X" piece and press them together using your fingers.

3. Jump up and down three times and then touch your toes.

5. Turn off the engine before you remove the spark plug from the car.



II. Key Features of What You Know/ What You need to know

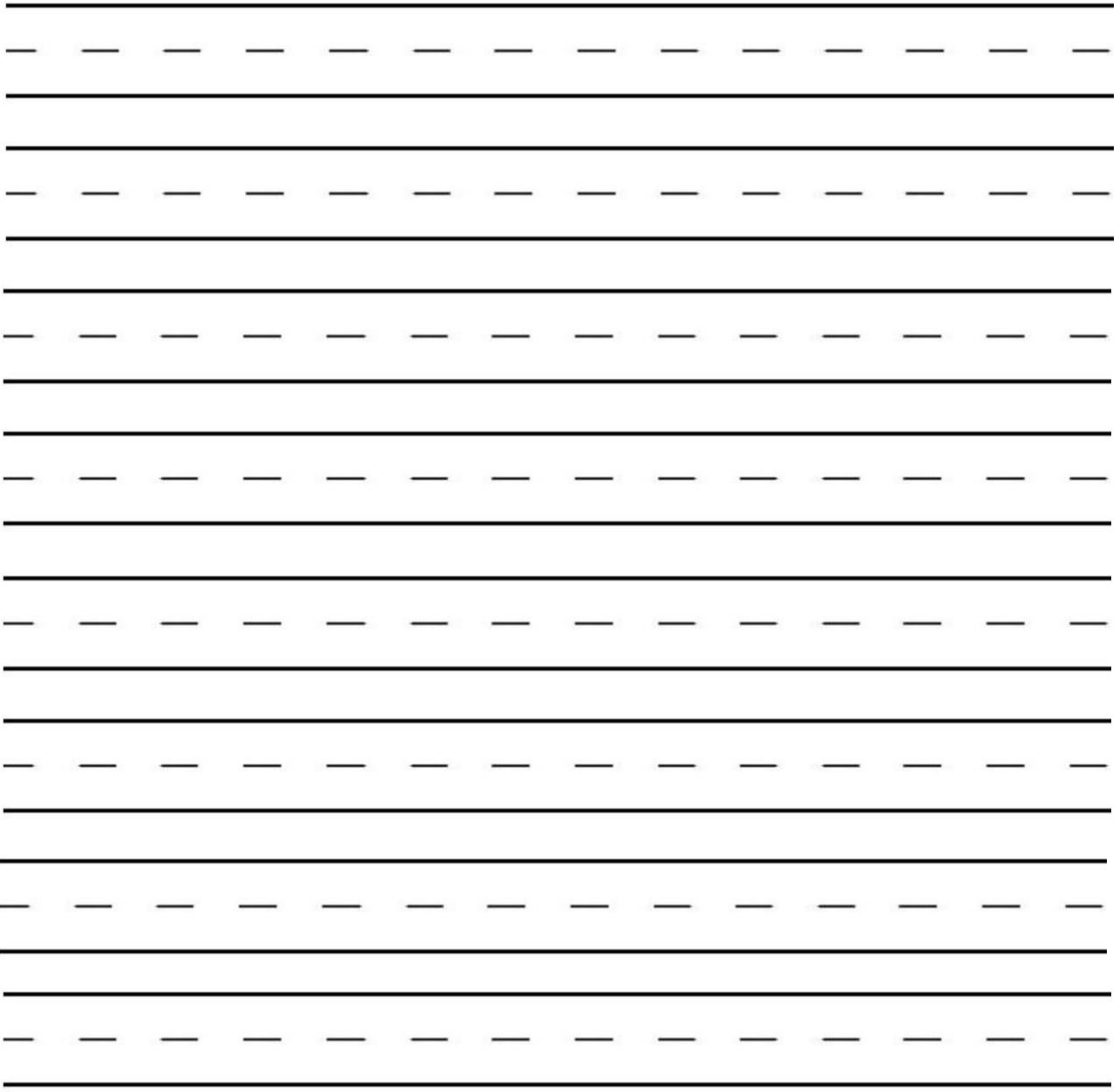
Sometimes authors will plan to write about a topic but need to know more information about it.



Think about the how-to text you are planning to write. What do you already know about the topic? Write what you know in the first list. Think about what you still need to know, and write it in the second list.

1. What You know

Think about the items you put in the list of "What You Need to Know." Where can you find the information you still need to know?



Name: _____

Date: _____

Writing Lesson # 4: Finding Your Audience and What You Know/What You Need to know

Initial Draft

Directions: Choose one of the following topics. Write what you know about it in the first list. Think about what you still need to know, and write it in the second line.

- How to make a kite
- How to take care of a dog
- How to play a popular digital game
- How to play hopscotch.

The topic:

1. What you know

2. What you Need to know

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing practice.

Name: _____

Date: _____

Writing Lesson # 4: Finding Your Audience and What You Know

/What You need to know.

Final Draft

The Topic _____

1. What you know

2. What you Need to know

Name: _____

Date: _____

Writing Lesson #5: Instructions for Inspiration and Important steps

I. Key Features of Instructions for Inspiration

Sometimes authors read other people's writing to gain inspiration and become better writers.



Read the example instructions below. Write a list of what you notice about the instructions on the lines.

Writing a Book Review

1. Read the book.
2. Ask yourself questions as you read.
3. Write your review.
4. Ask people to read your review.



Think about what you noticed about the instructions above. What can you add to your how-to writing after reading this example?

Key Features of Important Steps

Sometimes authors add steps to their how-to writing they do not need. Then they have to go back to their writing and take out the steps that are not the most important.



Read the example instructions below. Circle the most important steps. Cross out the steps that are not important.

How to Make a Cheese Sandwich

1. Take two pieces of bread.
2. Take two pieces of cheese.
3. Put the two pieces of cheese between the two pieces of bread.
4. Put the sandwich together.
5. Cut the sandwich.
6. Turn the sandwich over.

Handwriting practice lines consisting of ten sets of three horizontal lines (top, middle, bottom) for writing.

Name: _____

Date: _____

Writing Lesson # 5: Instruction for Inspiration and Important Steps

Initial Draft

Directions: Read the example instructions below. Circle the most important steps. Cross out the steps that are not important. Then rewrite the important steps in the space provided.

How to Brush Your Teeth

1. Wet your toothbrush with water.
2. Put toothpaste on the bristles.
3. Brush your teeth in small circles.
4. Brush the front, back, and top of each tooth.
5. Spit out the toothpaste and rinse your mouth with water.
6. Rinse your toothbrush and put it away.

Name:

Date:

Writing Lesson # 5: **Instructional for Inspiration and Important**

Steps

Final Draft

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

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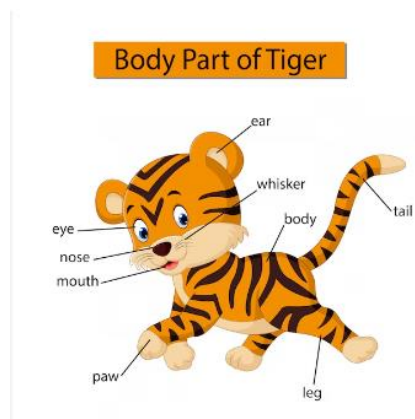
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Date: _____

Writing Lesson #6: Diagrams and Image-Only Instructions

I. Key Features of Diagrams:

A diagram is a picture with labels. Authors add diagrams to their writing to help the reader understand the steps in the instructions.



Draw a diagram of an animal. First draw a picture of the animal and then add labels for the animal's body parts.

I. Key Features of Image-Only Instructions

Image-only instructions are like diagrams except they do not have any words. Image-only instructions provide all of the information needed with only pictures, arrows, and symbols.



Draw instructions for making a sandwich using only pictures and arrows. First, think of the steps needed to make a sandwich. Then, draw each of the steps using pictures and symbols.

A large, empty rectangular box with a thick black border, intended for the student to draw their instructions for making a sandwich using only pictures and arrows.

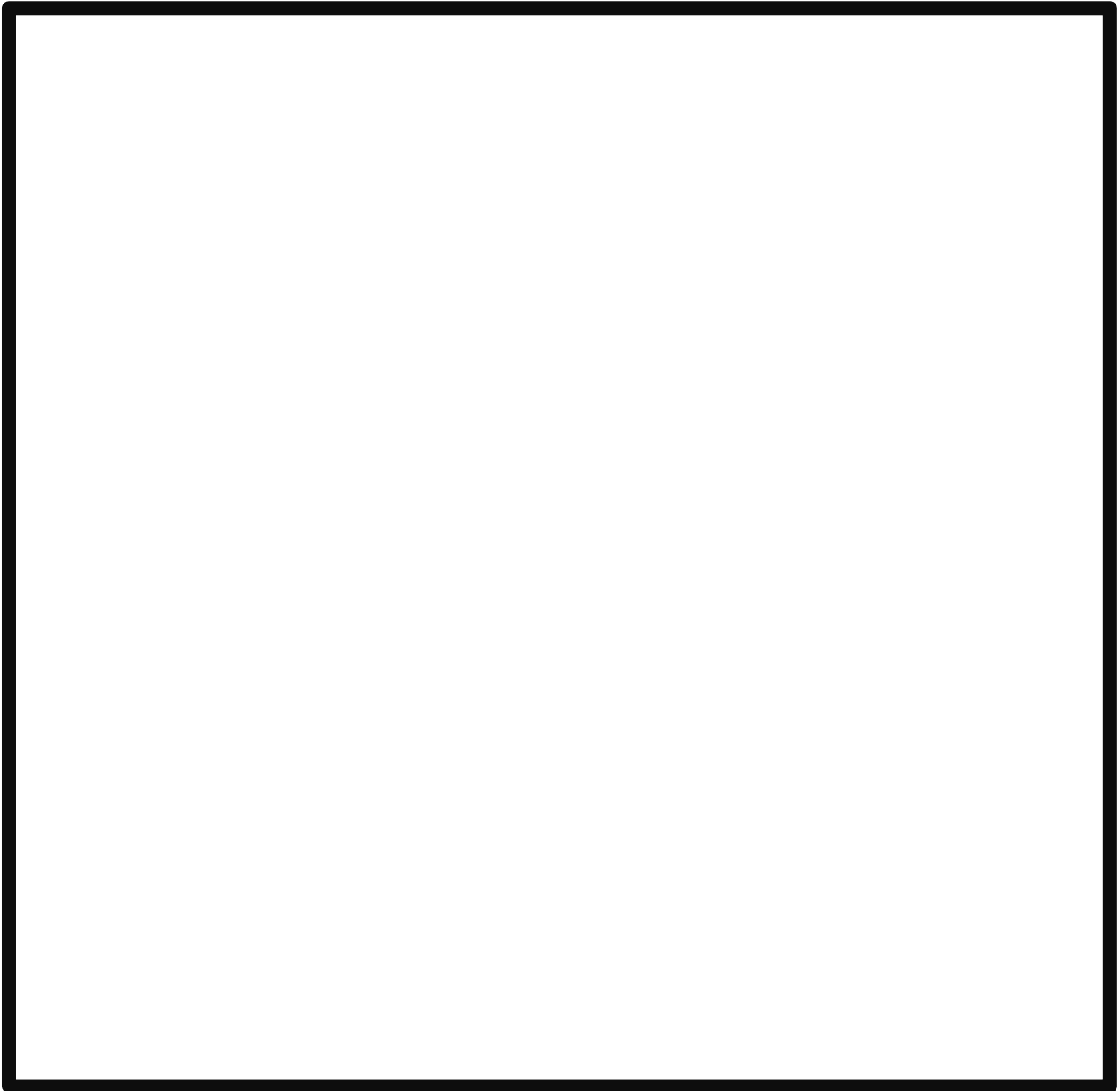
Name: _____

Date: _____

Writing Lesson # 6: Diagrams and Image-Only Instructions

Initial Draft

Directions: Draw instructions for making a cake using only pictures and arrows. First think of the steps needed to make a cake. Then, draw each of the steps using pictures and symbols.

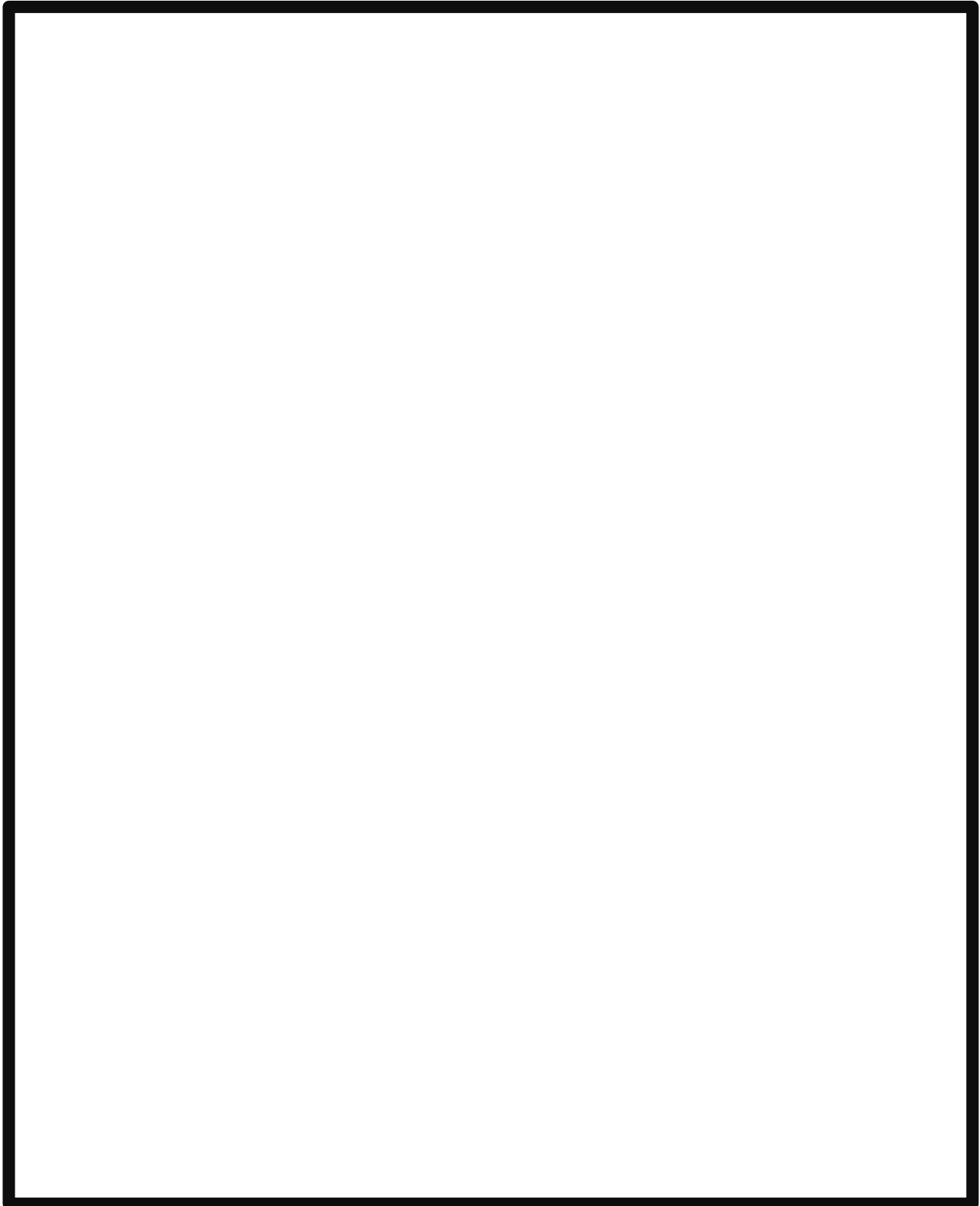


Name: _____

Date: _____

Writing Lesson # 6: Diagrams and Image-Only Instructions

Final Draft



Name: _____ Date: _____

Writing Lesson #7: "Just Right" Words and Adverbs that Convey Space

I. Key Features of "Just Right" Words

"Just right" words are the perfect words to use in instructions so that people can understand them. Authors carefully choose "just right" words so that their step-by-step directions are written clearly.



Circle the word or words that best complete each sentence.

1. Start/Heat the oven to 350 degrees.
2. Pour/Put the flour into the bowl.
3. Put vanilla, eggs, sugar, and butter in after that/one at a time.
4. Stir/Turn slowly until mixture is blended.
5. Add chocolate chips, and stir until it is all mixed/done.
6. Roll/Make into balls, and place on a baking tray.
7. Wait/Bake for ten minutes.

II. Key Features of Adverbs that Conveys Space

Adverbs tell where to put things. Authors use adverbs to help the reader understand step-by-step directions.



Read the adverbs in the box. Choose the one that best completes each sentence. Write the correct word on the line.

| | | | | |
|--------|----|----|------|-------|
| behind | in | on | over | under |
|--------|----|----|------|-------|

How to Clean Your Room

1. Hang your shirts _____ the closet.

2. Lay _____ the floor, and pull out any toys that are _____ the bed.

3. Pull up the covers _____ your bed.

4. Look for dirty socks _____ the door.

Name: _____

Date: _____

Writing Lesson #7: "Just Right" Words and Adverbs that Convey Space

Initial Draft

Directions: Add adverbs to the how-to piece below

How to Bake Cookies

1. Place the cookie dough _____ the baking sheet.

2. Preheat the oven to 350°F and place the baking sheet

_____ the oven rack.

3. Let the cookies cool _____ the wire rack.

4. Store the cooled cookies _____ an airtight container.

Name: _____

Date: _____

Writing Lesson #7: "Just right" words and Adverbs that Convey

Space

Final Draft

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline for letter height guidance.

Name: _____ Date: _____

Writing Lesson #8: **Demonstrate Your How-To and Apply Pronouns**

I. Key Features of Demonstrate Your How-To

A demonstration is standing in front of a group and showing how to do something. Today, you are going to demonstrate your how-to instructions.



Read the checklist below. Work with a partner or on your own to practice getting ready to demonstrate your how-to.

- Gather all of the materials you will need for your demonstration.
- Practice reading aloud your how-to instructions (three times).
- Fix any mistakes you heard in your instructions.
- Practice using real things or props to show what to do.
- Try to memorize parts of your how-to.
- Look at the audience as much as possible. Try to smile.

II. Key Features of Apply Pronouns:

A pronoun takes the place of a noun in a sentence.



Read the sentences below. Circle the pronoun that best completes each sentence.

1. John wanted to ride to the store by _____

himself

herself

2. John's mom wanted to go with _____

her

him

3. John got mad at _____ and chose to stay home.

her

him

4. John and his brother went by _____

themselves

himself

Name: _____ Date: _____

Writing Lesson #8: Demonstrate Your How-To and Apply Pronouns

Initial Draft

Directions: Edit this piece of writing: Cross out the incorrect pronouns and write the correct ones.

"Tommy went to the park with his friends. They played on the swings and went down the slide. Tommy's mom called her when it was time to go home. She said goodbye to his friends and walked back with his mom.

At home, Tommy's mom made him a sandwich for lunch. She asked himself about his day at school, but he was too busy playing with her toys. Later, Tommy's dad came home from work. He took himself to the store to buy some groceries. Tommy helped him pick out apples and bananas. When they returned home, Tommy's mom thanked him for his help, and he gave her a big hug."

Name: _____

Date: _____

Writing Lesson #8: Demonstrate Your How-To and Apply Pronouns

Final Draft

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.



C. HANDWRITING

Name: _____

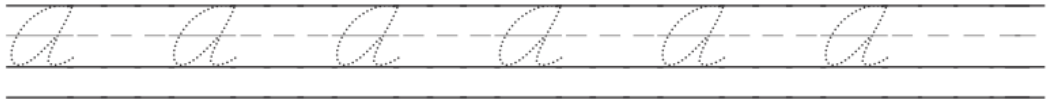
Date: _____

Handwriting Lesson # 1: **Cursive Letters A, O**

Look at the uppercase cursive A in the box. What kinds of strokes are used? Where do you start an uppercase cursive A? How do you finish it?



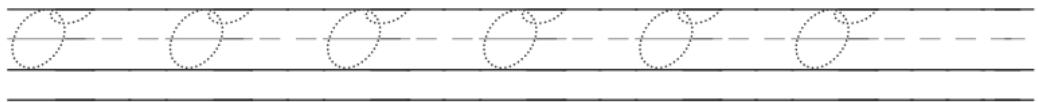
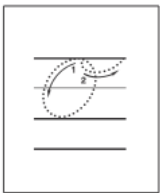
Trace the cursive letters.



Write uppercase cursive letter A.



Look at the uppercase cursive O in the box. What kinds of strokes are used? Where do you start an uppercase cursive O? What do you do next? How do you finish it?



Write uppercase cursive letter O.

Name: _____

Date: _____

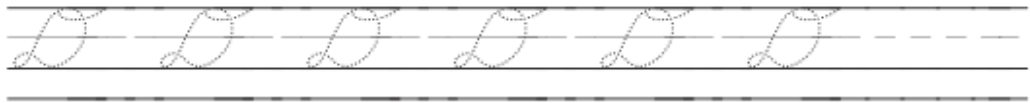
Handwriting Lesson # 2: **Cursive Letters D,C**

Look at the uppercase cursive D in the box. What kinds of strokes are used? Where do you start an uppercase cursive D? How do you finish it?

Trace the cursive letters.



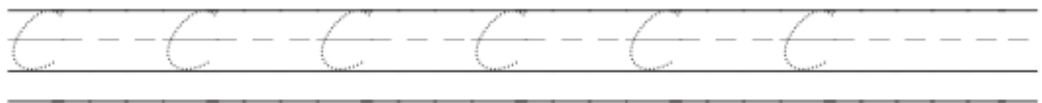
Write uppercase cursive letter D.



Write uppercase cursive letter D.



Look at the uppercase cursive C in the box. What kinds of strokes are used? Where do you start an uppercase cursive C? What do you do next? How do you finish it?



Write uppercase cursive letter C.



Name: _____

Date: _____

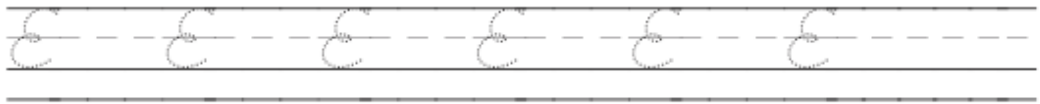
Handwriting Lesson # 3: Cursive Letters E,N

Look at the uppercase cursive E in the box. What kinds of strokes are used? Where do you start an uppercase cursive E? How do you finish it?

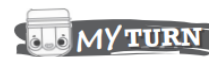
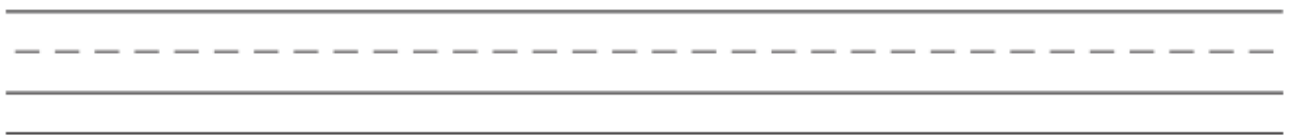
Trace the cursive letters.



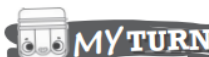
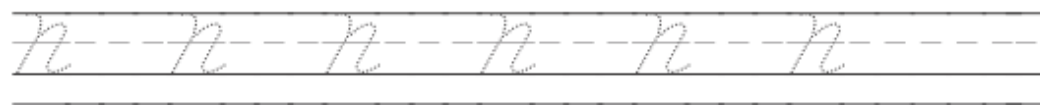
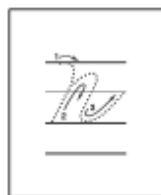
Write uppercase cursive letter E.



Write uppercase cursive letter E.



Look at the uppercase cursive N in the box. What kinds of strokes are used? Where do you start an uppercase cursive N? What do you do next? How do you finish it?



Write uppercase cursive letter E.



Name: _____

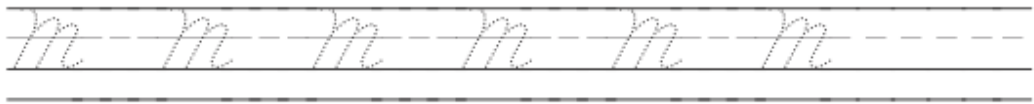
Date: _____

Handwriting Lesson #4: Cursive Letters M,H

Look at the uppercase cursive M in the box. What kinds of strokes are used? Where do you start an uppercase cursive M? How do you finish it?



Trace the cursive letters.



Write uppercase cursive letter M.

Look at the uppercase cursive H in the box. What kinds of strokes are used? Where do you start an uppercase cursive H? What do you do next? How do you finish it?



Write uppercase cursive letter H.

Name: _____

Date: _____

Handwriting Lesson #5: Write Proper Nouns

All proper nouns begin with uppercase letters. Uppercase cursive letters A, C, E, H, M, N are connected to the next letter in the word. Uppercase cursive letters D, O are not connected to the next letter in the word.

Look at the word **Anna** below. As the uppercase letter **A** is finished, it connects to the beginning of the lowercase letter **n**. Trace the word.

Look at the word **Otto** below. When the uppercase letter **O** is finished, it ends. It does not connect to the lowercase letter **t**. Trace the word.

Anna

Otto

Trace each word. Then write each word on your own. Work make sure the letters are joined correctly.



Dawn

Heidi

Manny

Edgar

Name: _____

Date: _____

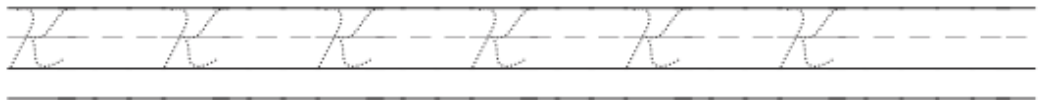
Handwriting Lesson #6: Cursive Letters K,U

Look at the uppercase cursive K in the box. What kinds of strokes are used? Where do you start an uppercase cursive K? How do you finish it?



Trace the cursive letters.

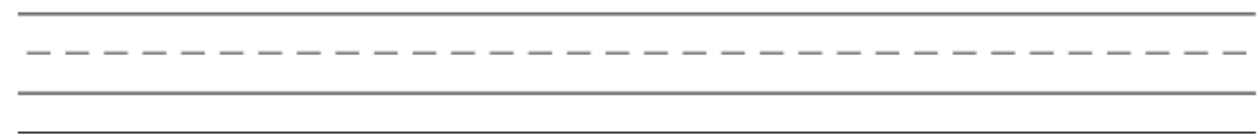
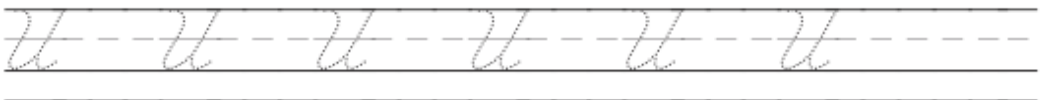
Look at the uppercase cursive U in the box. What kinds of strokes are used? Where do you start an uppercase cursive U? What do you do next? How do you finish it?



Write uppercase cursive letter K.



Write uppercase cursive letter U.



Name: _____

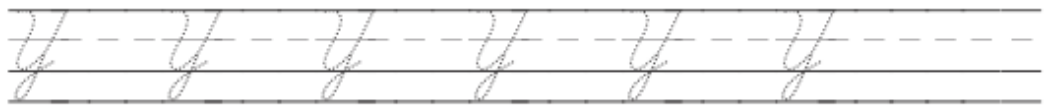
Date: _____

Handwriting Lesson #7: Cursive Letters Y, Z

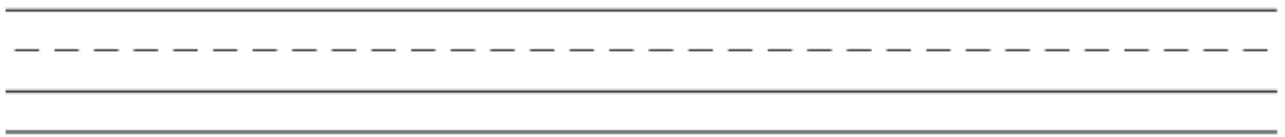
Look at the uppercase cursive **Y** in the box. What kinds of strokes are used? Where do you start an uppercase cursive **Y**? How do you finish it?



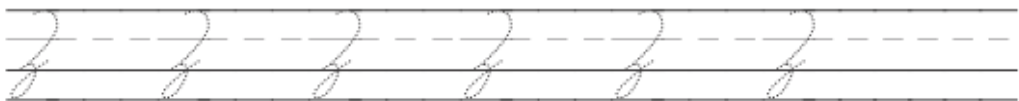
Trace the cursive letters.



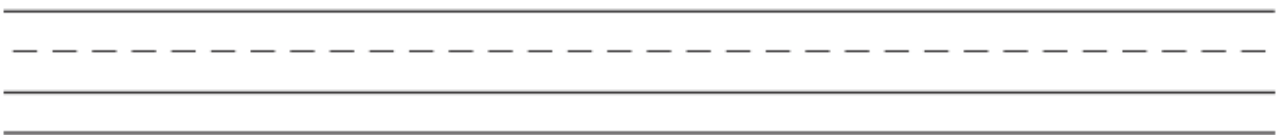
Write uppercase cursive letter **Y**.



Look at the uppercase cursive **Z** in the box. What kinds of strokes are used? Where do you start an uppercase cursive **Z**? What do you do next? How do you finish it?



Write uppercase cursive letter **Z**.



Name: _____

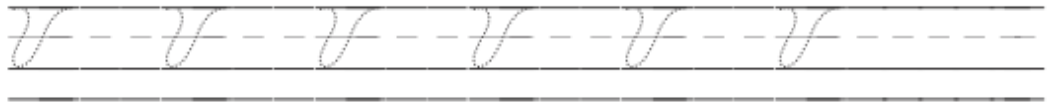
Date: _____

Handwriting Lesson #8: Cursive Letters V, W

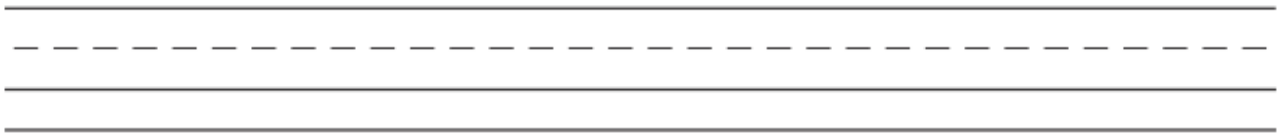
Look at the uppercase cursive V in the box. What kinds of strokes are used? Where do you start an uppercase cursive V? How do you finish it?



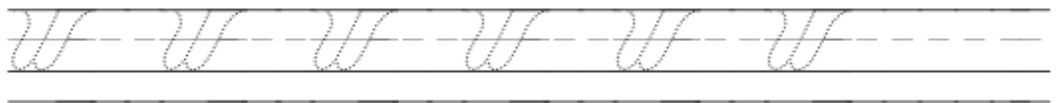
Trace the cursive letters.



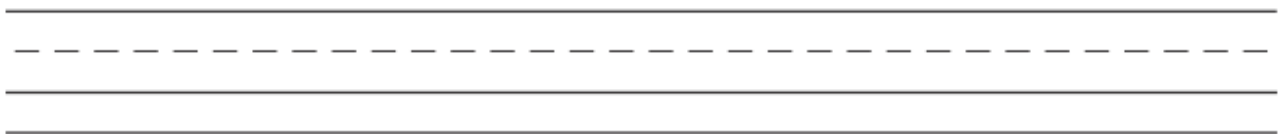
Write uppercase cursive letter V.



Look at the uppercase cursive W in the box. What kinds of strokes are used? Where do you start an uppercase cursive W? What do you do next? How do you finish it?



Write uppercase cursive letter W.



Name: _____

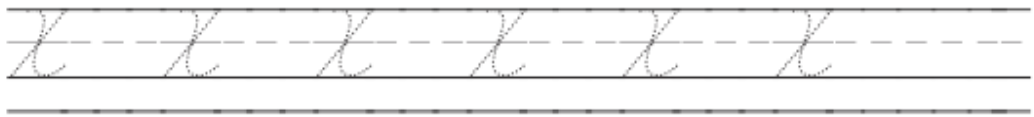
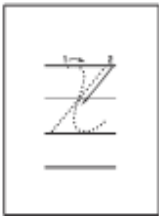
Date: _____

Handwriting Lesson #9: Cursive Letters X, I

Look at the uppercase cursive X in the box. What kinds of strokes are used? Where do you start an uppercase cursive X? How do you finish it?



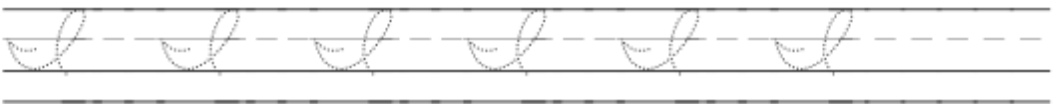
Trace the cursive letters.



Write uppercase cursive letter X.



Look at the uppercase cursive I in the box. What kinds of strokes are used? Where do you start an uppercase cursive I? What do you do next? How do you finish it?



Write uppercase cursive letter W.

