

New Vision International School
Riyadh, Saudi Arabia

INTERNATIONAL

myView
LITERACY

GRADE 2

ENGLISH WORKBOOK



FOR GRAMMAR AND
WRITING LESSONS

NAME : _____

GR. & SEC.: _____

TEACHER : _____

SECOND SEMESTER

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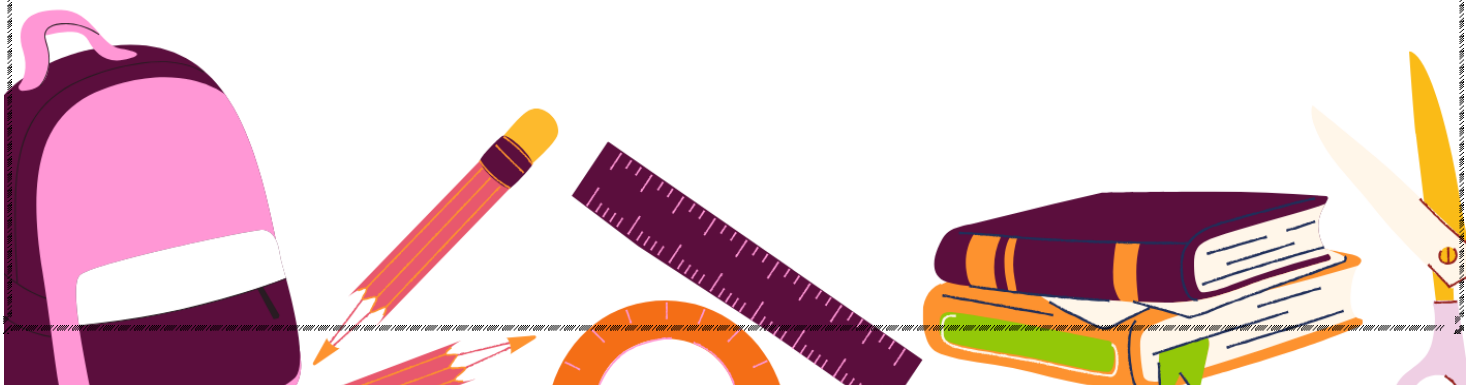


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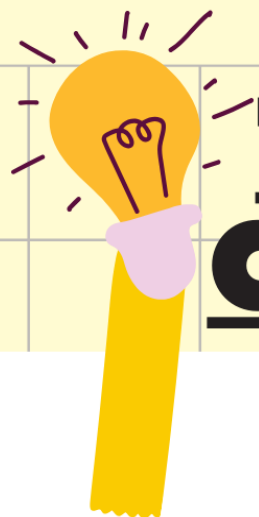


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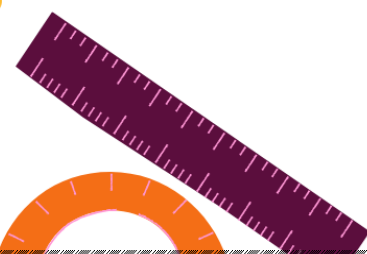
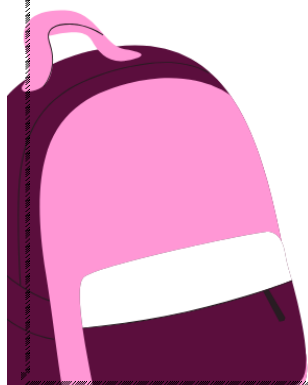


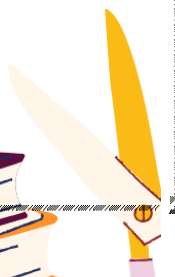
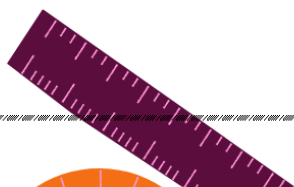
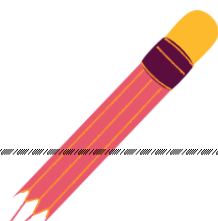


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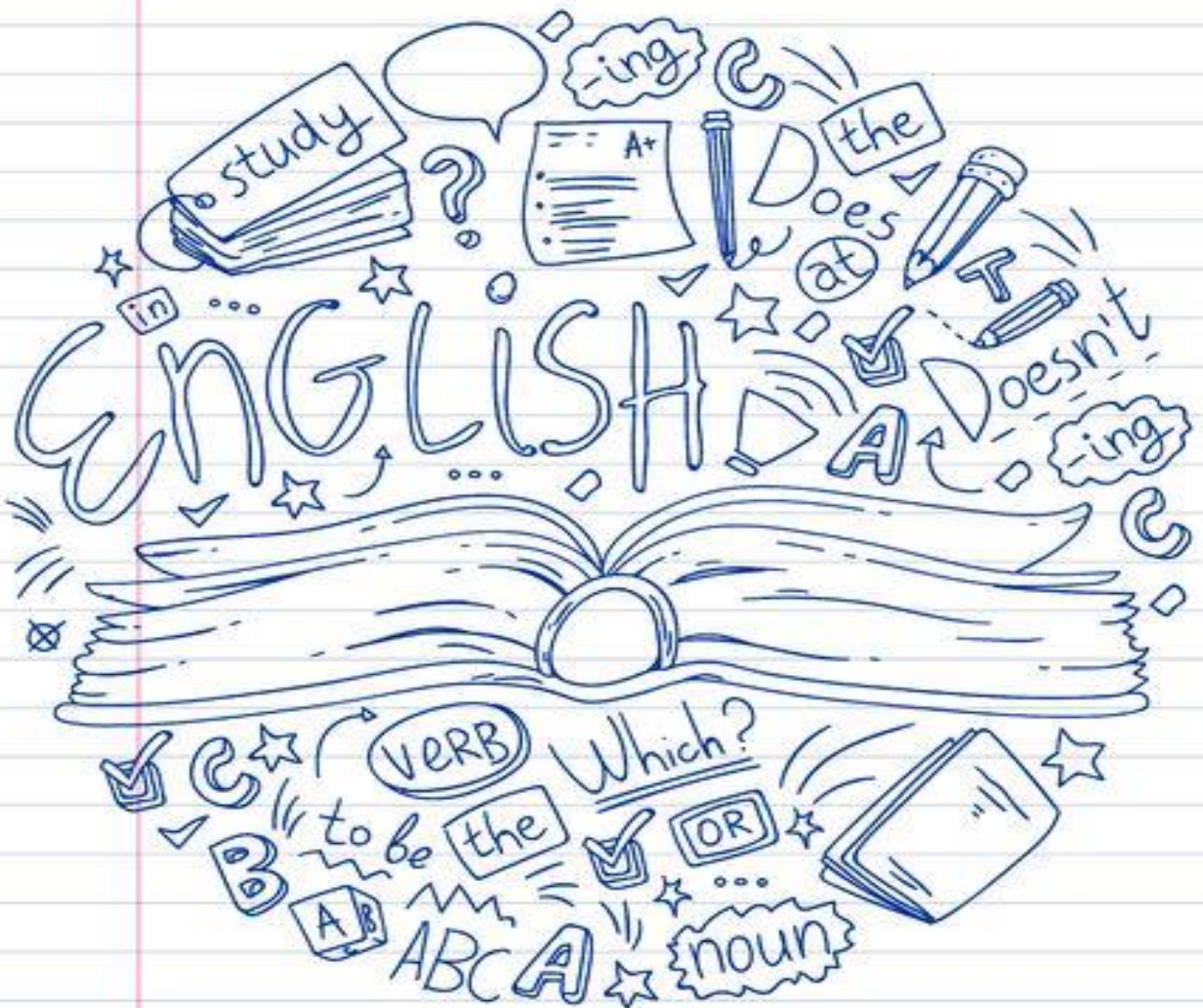


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A. Grammar



Name: _____

Date: _____

Grammar Lesson # 1: Irregular Plural Nouns

Most plural nouns end in **-s** or **-es**. But some plurals are not formed in the usual ways. You will need to memorize these irregular plurals.

One	man	woman	child	foot	tooth
More Than One	men	women	children	feet	teeth



Write a word from the box to complete each sentence.

1. Three _____ young played together.

2. Ryan lost his two front _____ last year.

3. Mia needs new shoes because her _____ grew.

4. My mother and two other _____
class today.

_____ came to our

Name: _____

Date: _____

Grammar Lesson # 2: Common and Proper Nouns

A common noun names any person, place, thing, or animal. Common nouns start with lowercase letters (desk). A proper noun names a special person, place, thing, or animal. Proper nouns start with capital letters (Mason Library).



Circle the two sentences with proper nouns.

1. Mrs. Lerch went to the store.
2. The girl is tired today.
3. A giant tree grew in the park.
4. Oscar went to Johnson Middle School.



Write a sentence about your birthday. Tell when it is and what you like to do. Use at least one common noun and one proper noun.

Name _____

Date _____

Grammar Lesson # 3: Possessive Nouns

Use an apostrophe to show ownership. Add 's to show that the book belongs to one boy: one boy's book. Use ' to show that the book belongs to more than one boy: two boys' book.



Circle the possessive noun that is written correctly.

1. The shoe that belongs to the horse

horse's shoe

horse' shoe



2. The backpack that belongs to the girl

girl's backpack

girl's backpack



3. . The leaves that belong to a group of trees

trees' leaves

tree's leaves



4. The hat that belongs to my brother

brother's hat

brothers' hat



5. The egg that belongs to the two penguins

penguin's egg

penguins' egg



Name: _____ Date: _____

Grammar Lesson # 4: Collective Nouns

Collective nouns are names for groups of people, places, things, or animals. A collective noun takes a singular verb.

The team is coming over today.

The band plays next.



Decide what verb should be used in each sentence.

Write the correct word on the line.

1. Our class _____ learning about animals.

enjoy

enjoys



2. Many birds _____ in the fall.

migrate

migrates



3. A flock _____ thousands of miles.

migrate

migrates



4. A colony of bats _____ in this cave.

live

lives



5. The bats _____ out at night.

fly

flies

Name: _____

Date: _____

Grammar Lesson # 5: Verbs: Present

A present tense verb tells what is happening now. Present tense verbs with singular nouns end in -s. Present tense verbs with plural nouns do not end in -s.

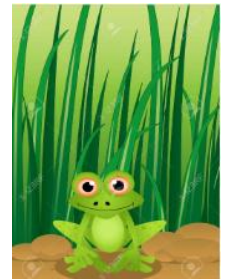


Write the correct present tense verb on each line to complete each sentence.

1. Yuri _____ a frog in the grass.

finds

find



2. The frog _____ on the log in the sun.

sit

sits



3. The children _____ to plays with the frog.

want

wants



4. The frog _____ a fly. Ribbit!

eat

eats



5. The children _____ home.

run

runs



Name: _____

Date: _____

Grammar Lesson # 6: Verbs: Past and Future

A verb is an action word. A verb in the past tense tells what already happened and usually ends with **-ed**. a future tense tells what will happen in the future. It has the word **will** before the verb.



Circle the verb in each sentence. Write if it is past or future tense verb.

1. Uncle Ry walked into the store.

| _____

2. He will buy a new hammer.

| _____

3. He looked on the shelves for the perfect hammer

| _____

4. Uncle Ry will tap nails into wood with the hammer.

| _____

5. He will pay the sales clerk for the tool.

| _____

6. Uncle Ry walked to his car with his new hammer.



Name: _____

Date: _____

Grammar Lesson # 7: Irregular Verbs

Irregular verbs do not follow a spelling pattern. The past tense of an irregular verb does not usually end in **-ed**.



Write the correct past tense verb in each sentence.

1. Last night Sue

(see) a

kitten.



2. Jonna

(go) to the mall.



3. A bush

(grow) tall and wide.





Write sentences using the three verbs.

1. found

2. held:

3. bought:

Name: _____

Date: _____

Grammar Lesson # 8: **Subject-Verb Agreement**

The subject and the verb in a sentence have to agree in number. They both have to be singular (one) or plural (more than one).



Circle the correct verb that agrees with the subject and completes each sentence. Then write the word on the line.

1. Leo _____

the toy

his aunt gave to him.



likes

like

2. Anteaters _____

ants from

anthills.

eats

eat



3. Travis and Tom
to the game.

runs

run



4. Ava _____ to school early every
day.

come

comes



5. Ava and Mia _____ games till school starts.

play

plays



Name: _____

Date: _____

Grammar Lesson # 9: **Adverbs**

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



Decide which 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 # 10: **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**).



Circle the adverb 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 # 11: **Comparative and Superlative**

Adjectives

A comparative adjective ends in **-er** (hungrier, wetter) and compares two nouns. A superlative adjective ends 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**

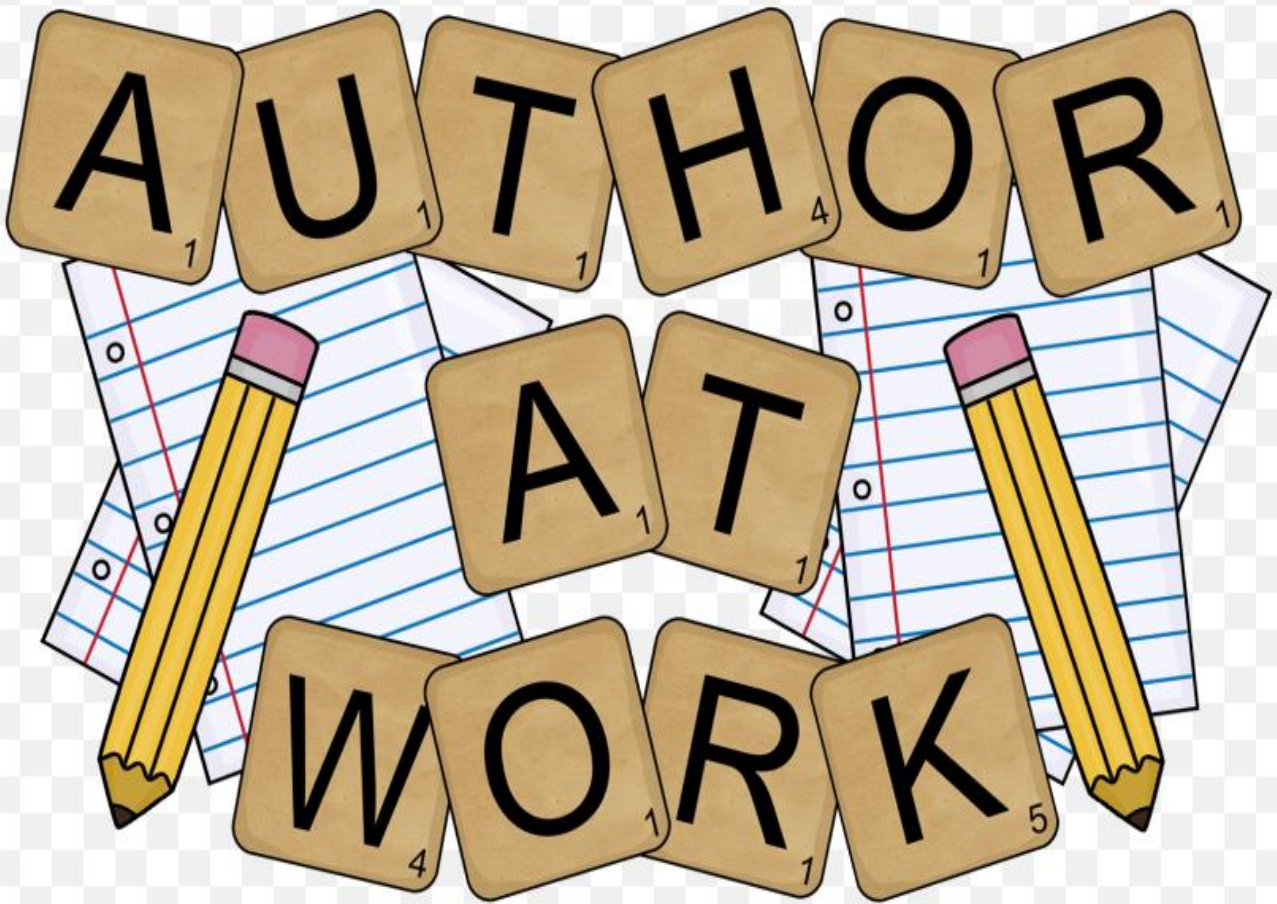
5. That is the _____ house I've ever seen!

bigger **biggest**

6. My sister _____ is than my brother is.

lazier **laziest**

B. Writing



Name _____

Date _____

**Writing Lesson #1: Add Content -Specific Vocabulary and
Connect The Facts in Your List**

I. Add Content -Specific Vocabulary

When authors use content-specific words in their writing, they make sure readers know what the words mean.



Read the content-specific words below. Look up the definitions of the words. Write the meaning of each word.

1. reptiles



2. Species



3. Prey



- I.
- II. **Connect the facts in your List**

Authors connect the facts in a list by putting them in an order that makes sense.



Read the facts below. They are in the wrong order.

Write a number on each line to show the correct way to organize the list.

Tall Tree Facts

_____ The largest giant sequoia is called General Sherman.

_____ There are more than 60,000 types of trees on Earth. Many of

_____ the largest sequoias are in California.

_____ The largest type of tree is the giant sequoia.

_____ Scientists believe General Sherman is about 2,000 years
old.

Name _____

Date _____

Writing Lesson #1: Connect the Facts in your List

Initial Draft

Read the facts below. Decide if you can connect the ideas in your list and put them in an order that makes more sense.

A butterfly lays eggs.

The butterfly lays eggs again.

A caterpillar comes out.

A butterfly comes out.

The caterpillar sleeps in a shell.

Name _____

Date _____

Writing Lesson #1: Connect the Facts in your List

Final Draft

Name: _____

Date: _____

Writing Lesson # 2: **How to know When You Are Finished and Apply Punctuation**

I. Revising: Key Features of How to Know When You Are Finished

Authors revise their writing and use checklists to help them determine when they are done revising.



Read the short checklist below. Use the short checklist to revise the sample sentences.

- Capitalize the first word in every sentence.
- Add a punctuation mark at the end of every sentence

Sara was excited to go to school today she was going to be the star in the new play Her mom was going to come to the school to watch her performance. sara's mom was not able to take a day off very often. This made today a very special day. Sara and her mom drove to the school together. they both had big smiles the whole way

II. Key Features of Apply Punctuation

Authors apply punctuation in the right places to make their writing easier to read.



Read the checklist below. Use the checklist to revise the sample sentences.

- Add a period, a question mark, or an exclamation point at the end of every sentence.
- Add commas between items in a list.
- Add apostrophes to possessive nouns.

1. Quincy went to the mall the movies and a ball game.
2. My brothers bat was left on the baseball field.
3. Did you see the comet in the night sky
4. We won our first game
5. Lily and I walked home together after school

Name: _____

Date: _____

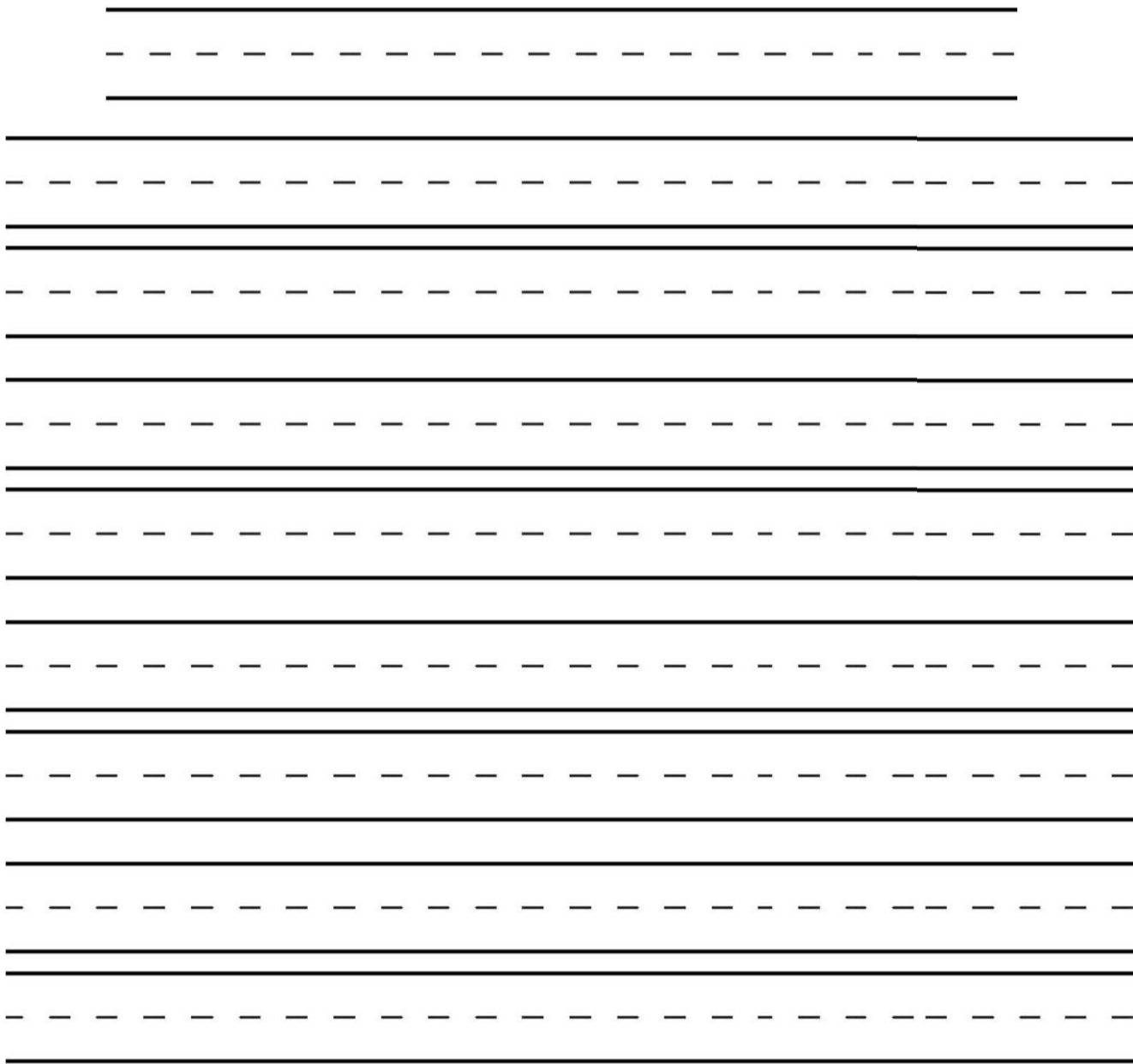
Writing Lesson # 2: **Revising: How to know When You Are Finished and Apply Punctuation**

Initial Draft

Revise the paragraph about Lilly's cat, Fluffy, using the provided checklists for capital letters, punctuation marks, and apostrophes. Remember to check off the items you fix as you revise

- Capitalize the first word in every sentence.
- Add a punctuation mark at the end of every sentence.
- Add a period, a question mark, or an exclamation point at the end of every sentence.
- Add commas between items in a list.
- Add apostrophes to possessive nouns.

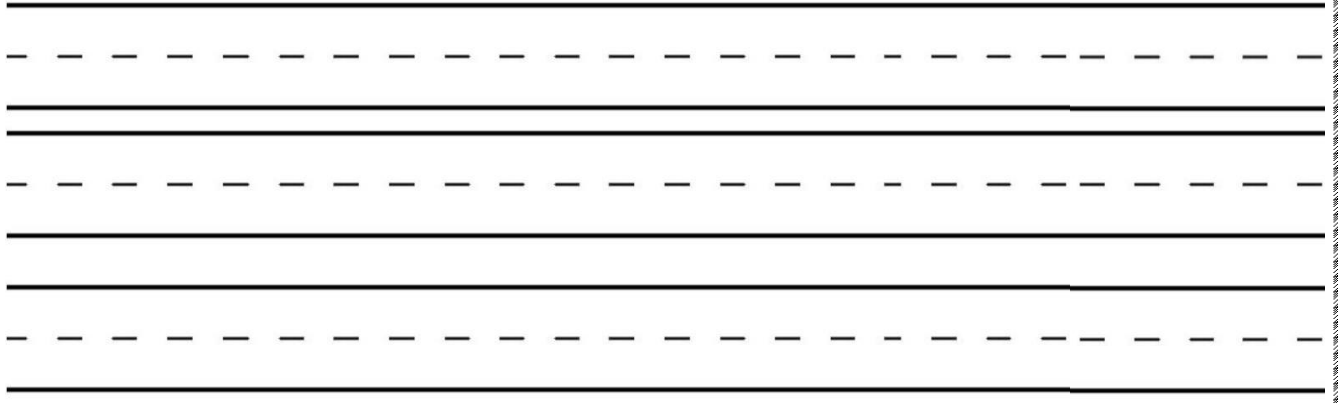
lillys cat fluffy is soft and white it enjoys playing with butterflies and mice in the garden with its friends max and daisy they all like sitting in the sun sometimes fluffy climbs trees to see far away but it always returns for lillys kindness after a happy day fluffy rests in its cozy bed dreaming of more fun tomorrow



Name: _____ Date: _____

Writing Lesson # 2: Revising: How to know When You Are Finished and Apply Punctuation

Final Draft



Name: _____

Date: _____

Writing Lesson # 3: Onomatopoeia and Haiku

I. Key Features of Onomatopoeia:

Sound words such as buzz, zip, and roar are called onomatopoeia.



Read the sentences below. Decide which sound

word belongs in each sentence.

1. _____ went the old floor board in the hallway.

2. He slammed the door with a giant _____!

3. The frogs in the pond cried, _____!

4. Her mom did not like to hear her _____ her
drink.

5. I hear the _____ of a dog barking.

II. Key Features of Haiku.

A haiku is a Japanese poem of 3 lines. There are 5 syllables in the first line, 7 syllables in the second line, and 5 syllables in the third line.



Read the sample haiku ideas below. Haiku poems

are usually about nature and the seasons. Decide which ideas would make good topics for a haiku. Underline the topics that would work the best.

1. A snowman on a hill
2. The first day of school
3. Leaves changing color in the fall
4. Hot summer days
5. Spring flowers blooming
6. Playing in the house
7. Doing homework
8. Thunderstorms at night.

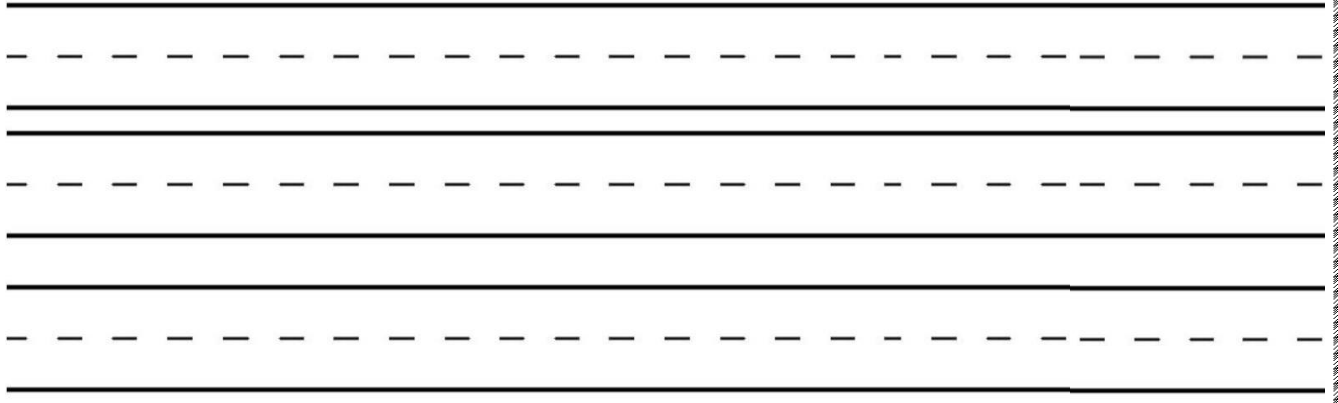
Name: _____

Date: _____

Writing Lesson # 3: **Haiku**

Think of the topics for a haiku above. In the space provided below, write a haiku poem about nature or the seasons. Use the right number of syllables in each line.

Initial Draft



Name: _____ Date: _____

Writing Lesson # 4: Write a Creative Title and Narrow Your Topic

I. Key Features of Write a Creative Title

An author uses a creative title to get the reader's interest. Having a creative title for your poem is important.



Read the sample poem below. Think of two creative titles you could write that tell about the poem.

Title 1:

Title 2:

The song of a bird
Was the first thing she heard.
The frogs joined in the song.
So did the crickets before long.
She woke from her bed
And raised up her head.
A smile grew on her lips,
And happiness spread to her fingertips.

II. Key Features of Narrow your Topic

Some ideas are too big to make a good poem. For example, it is hard to write a good poem about "school." Think of smaller topics. Maybe you could write a good poem about "the first day of school," "getting lunch in the cafeteria," or even "lining up for recess."



Read the sample poem ideas below. Circle the poem ideas that have a narrow topic.

1. Falling down
2. A school day
3. The weekend
4. The color green
5. A bad dream
6. Growing taller
7. Last year
8. Being late for school

Name: _____

Date: _____

Writing Lesson # 4: Write a Creative Title

Initial Draft

Read the sample poem below. Can you think of two creative titles for the poem about the rainbow?

Title 1:

Title 2:

Rainbow in the sky so high,
Colors bright, catching my eye.
Red, orange, yellow, green,
The prettiest colors ever seen.
Blue, indigo, violet too,
Each one shining, just for you.
So when it rains, don't feel sad,
Look up high and you'll be glad,
For the rainbow brings joy anew,
A colorful wonder for me and you!

Name: _____

Date: _____

Writing Lesson # 4: Write a Creative Title

Final Draft

Rainbow in the sky so high,
Colors bright, catching my eye.
Red, orange, yellow, green,
The prettiest colors ever seen.
Blue, indigo, violet too,
Each one shining, just for you.
So when it rains, don't feel sad,
Look up high and you'll be glad,
For the rainbow brings joy anew,
A colorful wonder for me and you!

Name: _____

Date: _____

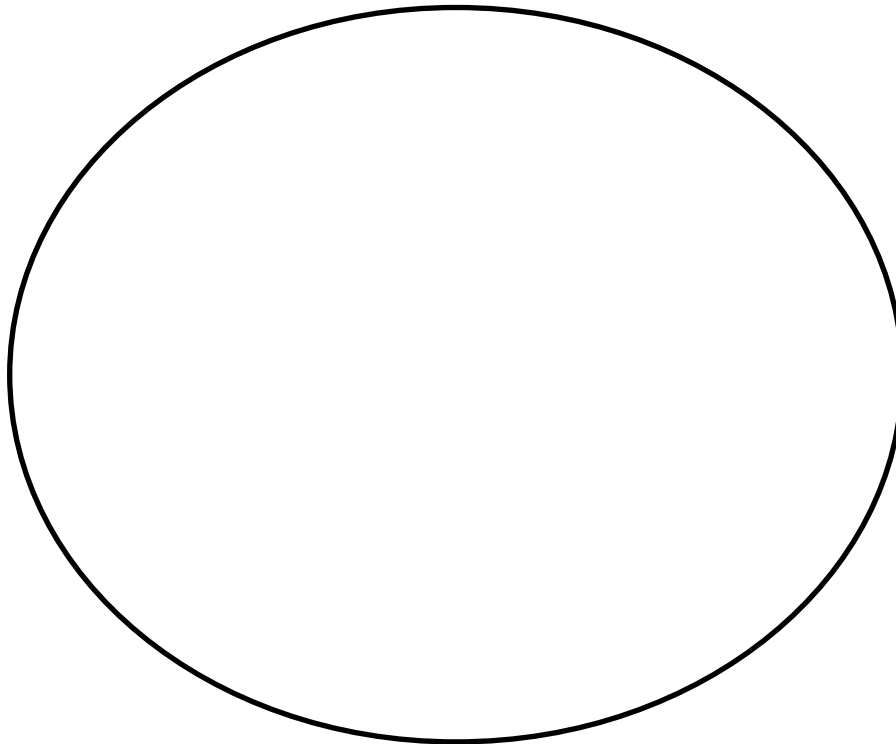
Writing Lesson #5: Concrete Poems and Acrostic Poems

I. Key Features of Concrete Poems.

A concrete poem is sometimes called a shape poem. It has this name because a concrete poem is written in the shape of the poem's topic.



Look at the circle below. Think of a poem you could write about something that is shaped like a circle (the sun, a basketball, a baseball, an apple, or any other object that is round). Write your poem about one of these topics in the circle below.



II. Key Features of Acrostic Poems

An acrostic poem is a poem written using the letters of a main word. Each letter in the main word is written from top to bottom. Each letter becomes the first letter of a line of the poem.



Look at the word below. Read from top to bottom. Think of the things you know about this word. Write an acrostic poem using each letter of the main word.

S

P

R

I

N

G

Name: _____

Date: _____

Writing Lesson # 5: **Concrete poems**

Initial Draft

Think of a shape you like drawing, such as a heart, a star, or a sun. Draw that shape on the space below, and then write a short poem inside it. Have fun making your shape poem!

Name: _____

Date: _____

Writing Lesson # 5: **Concrete poems**

Final Draft

Name: _____ Date: _____

Writing Lesson #6: Thesaurus for poetry and Prose Poem

I. Key Features of Thesaurus for Poetry.

Authors use a thesaurus to find words to use in their poems.



Read the sentences below. Look up each underlined word in a thesaurus. Fill in both blanks under each word with other words that might work in the sentences.

1. The big dog had a loud bark.

_____	_____
-----	-----
_____	_____

2. After dark, my brother gets scared.

_____	_____
-----	-----
_____	_____

3. When the girl didn't get her way, she got mad.

_____	_____
-----	-----
_____	_____

4. My friend is short compared to her older brother.

_____	_____
-----	-----
_____	_____

II. Key Features of Prose Poem

A prose poem sounds like a poem because it has poetic language. It does not have verses like a poem does.



Read the ideas below. Write two short prose poems to tell more details about the ideas.

1. All of the beautiful colors of the sunset.

2. Drinking hot chocolate on a cold winter day.

Name: _____

Date: _____

Writing Lesson # 6: Prose Poem

Initial Draft

Think about your favorite season. Can you write a prose poem about why you like it? Describe what you see, hear, and feel during that season using beautiful words. Let your imagination shine!

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



Name:

Date:

Writing Lesson # 6: Prose Poem

Final Draft

Blank writing lines for the prose poem. Each line consists of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____ Date: _____

Writing Lesson #7: Poetry Recital and Poetry Review

I. Key Features of Poetry Recital:

Authors have poetry recitals to share their poetry with other people.



Try this tips and strategies to get ready for the poetry recital. Write an ✕ next to each tip as you practice it.

- Read your poem in your head.
- Read your poem aloud three times.
- Fix any mistakes you heard in your poem.
- Read your poem to a partner three more times.
- Take deep breaths to help you keep calm.
- Try to memorize your poem or parts of your poem.
- Look up at the audience as much as possible.

II. Key Features of Poetry Review

A poetry review is someone's opinion of a poem. Poetry reviews sometimes appear in a magazine or a newspaper.

A poetry review, like a book review, tells something about the poem. Here are some tips for writing a poetry review.

- Include the title of the poem and the author's name.
- Tell what you liked about the poem.
- Tell whether the poem rhymes, has repetition, or a rhythm.
- Quote any lines that are especially beautiful or descriptive.



Read the poem below. Then answer the questions about the poem for your poetry review.

Clouds

By Christina Rossetti

White sheep, white sheep,

On a blue hill,

When the wind stops,

You all stand still.

When the wind blows,

You walk away slow.

White sheep, white sheep,

Where do you go?

1. **Who** wrote the poem?

2. **What** Kind of poem is it?

3. **How** does the poem sound? Does it rhyme? Does it have rhythm?

4. **Why** did you like the poem?

Name: _____ Date: _____

Writing Lesson # 7: Poetry Review

Read the following poem and write you poetry review

Initial Draft

SUN TO MOON

Moon, my friend! You look so pale.
Or is it just my glare? You should
Rest and dream for now, but why
Not meet me later over bread?
I'll ask the earth, my baker friend, at
Noon to bake you something warm.
Good morning, Moon! I'll see you tonight

1. Who wrote the poem?

2. what Kind of poem?

3. How does the poem sound? Does it rhyme? Does it have rhyme?

4. Why did you like this poem:

Name: _____

Date: _____

Writing Lesson # 7: Poetry Review

Final Draft

Name: _____ Date: _____

Writing Lesson #8: First -Person Narration and Diary Entry

I. Key Features of First- Person Narration:

A personal narrative told in first person uses first-person pronouns such as **I, me, my, we, and us**. A third-person text uses pronouns such as **he, she, they, them, him, her, and it**.



The sentences below are written in third person.

Change the sentences to first person. Rewrite each of the sentences on the lines below

1. He went to the movies with his best friend.

2. They saw his mom drive by.

3. He is tired today.

II. Key Features of Diary Entry

A diary entry tells about an event in the author's life. It may also include the author's thoughts, feelings, and opinions about what happened.

Example of a Diary Entry

Monday, April 11, 2024

Dear Diary,

Today was a fun day at school! We learned about shapes and colors in math class. My favorite shape is a circle because it looks like a big cookie! During recess, I played tag with my friends. I was so fast! I can't wait for tomorrow



Name: _____

Date: _____

Writing Lesson #8: **Diary Entry**

Initial Draft

Think about the event you plan to write about in your personal narrative. Write that event below as a diary entry.

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

Name: _____

Date: _____

Writing Lesson #8: **Diary**

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 #9: Dialogue and Draw Your Characters

I. Dialogue

An author uses dialogue to show that the characters in a story are talking. Place quotation marks around the words that the character is saying. The first word that the character says should begin with a capital letter. A comma is placed after the word **said** or **asked**.



Add the correct commas, quotation marks, and end punctuation to the dialogue below. Then rewrite the dialogue on the line below each sentence.

1. She said please walk in the hall.

2. He asked can I play with you?

3. They are best friends she said.

4. When will you be here Dad asked.

5. He yelled watch out for the car!

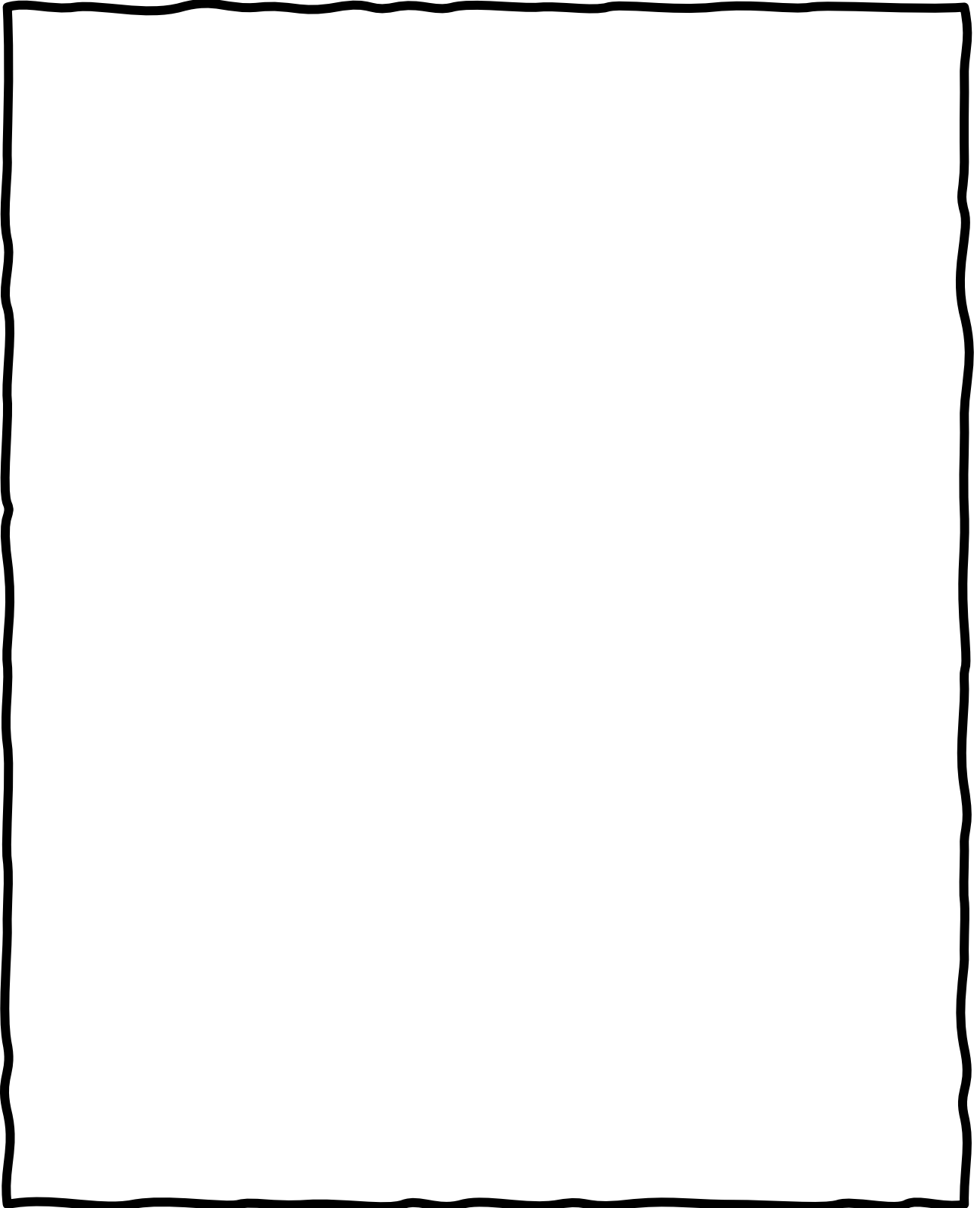
II. Draw Your Characters:

Authors draw their characters to help them think of more details to write to describe their characters.



Think about one of the characters in the personal narrative you are writing. Draw a picture of the character. Then write a short description of your character under your picture.

Draw a picture of your second character



Name: _____

Date: _____

Writing Lesson #9: Dialogue

Final Draft

Handwriting practice lines for dialogue writing, consisting of multiple sets of solid top and bottom lines with a dashed middle line.

C. Handwriting



Name: _____

Date: _____

Handwriting Lesson # 1: **Cursive Starters: Waves**

There is a cursive stroke called a wave that looks like a wave on the ocean. A wave starts above the line, swings up and back down to the line, and then curves back up. A wave should be slanted to the right.



Trace the following cursive strokes. Then practice

writing some of your own.



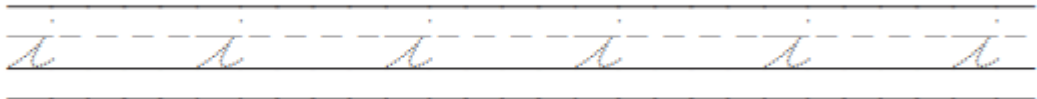
Name: _____

Date: _____

Handwriting Lesson # 2: Cursive Letters i, t



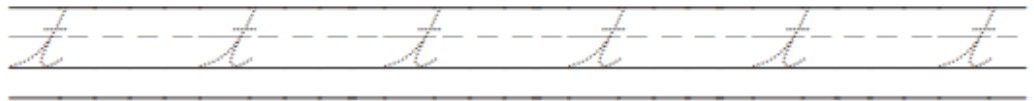
Trace the cursive letters.



Write lowercase cursive letter i.



Trace the cursive letters.



Write lowercase cursive letter t.



Name: _____

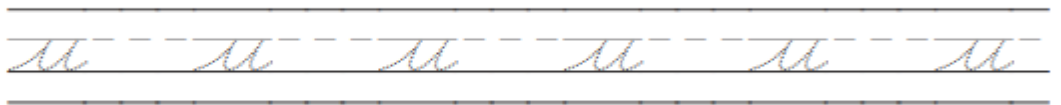
Date: _____

Handwriting Lesson # 3: Cursive Letters u, w



MY TURN

Trace the cursive letters.



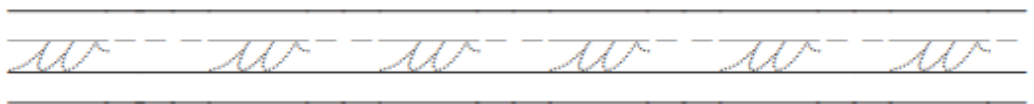
MY TURN

Write lowercase cursive letter u.



MY TURN

Trace the cursive letters.



MY TURN

Write lowercase cursive letter w.

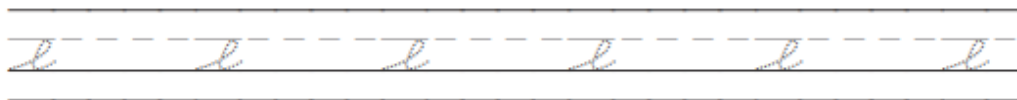


Name: _____ Date: _____

Handwriting Lesson #4: Cursive Letters e, l



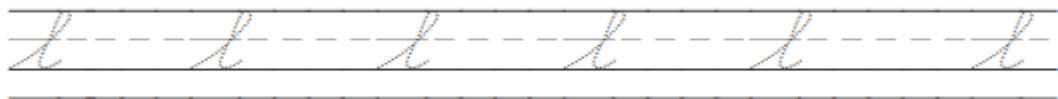
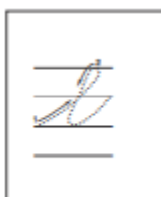
Trace the cursive letters.



Write lowercase cursive letter e.



Trace the cursive letters.



Write lowercase letter l.



Name: _____

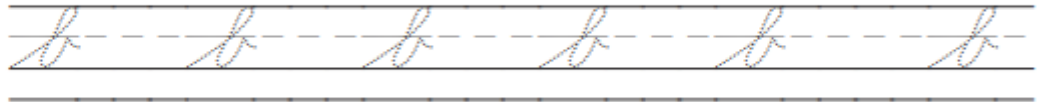
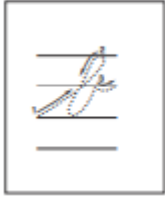
Date: _____

Handwriting Lesson #5: Cursive Letters b, h



MY TURN

Trace the cursive letters.



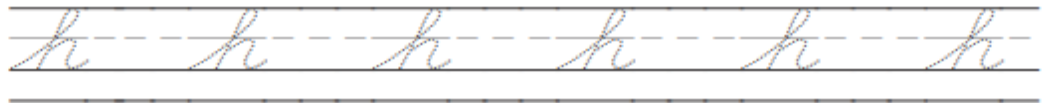
MY TURN

Write lowercase cursive letter b.



MY TURN

Trace the cursive letters.



MY TURN

Write lowercase cursive letter h.

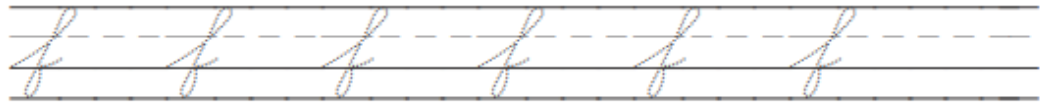
Name: _____

Date: _____

Handwriting Lesson #6: Cursive Letters f, k



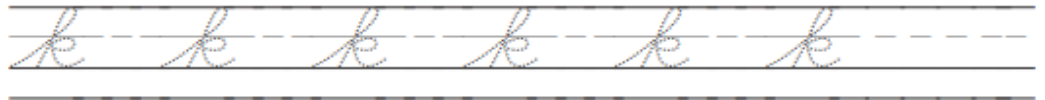
Trace the cursive letters. Then write the lowercase cursive letter f.



Blank handwriting lines for independent practice of the cursive letter 'f'.



Trace the cursive letters. Then write the lowercase cursive letter k.



Blank handwriting lines for independent practice of the cursive letter 'k'.

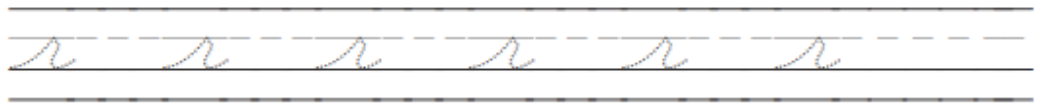
Name: _____

Date: _____

Handwriting Lesson #7: Cursive Letters r, s

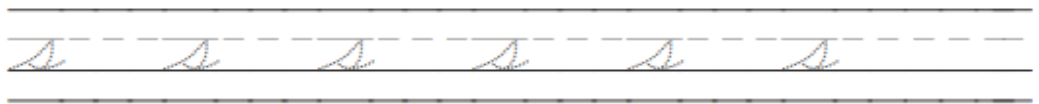
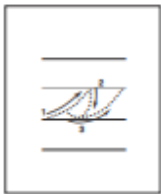


Trace the cursive letters. Then write the lowercase cursive letter r.





Trace the cursive letters. Then write the lowercase cursive letter s.



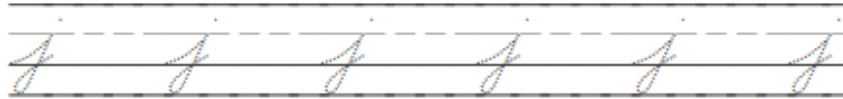
Name: _____

Date: _____

Handwriting Lesson #8: **Cursive Letters j, p**

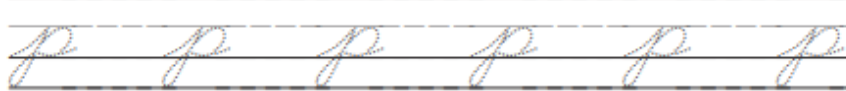


Trace the cursive letters. Then write the lowercase cursive letter j.





Trace the cursive letters. Then write the lowercase cursive letter p.



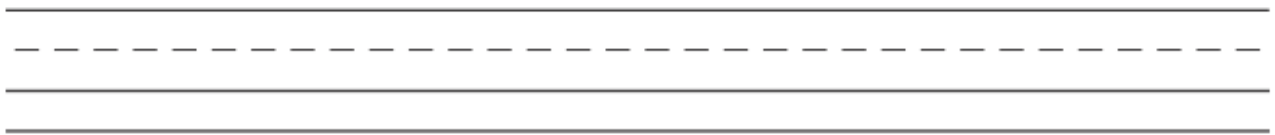
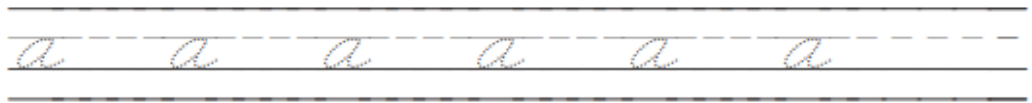
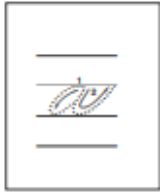
Name: _____

Date: _____

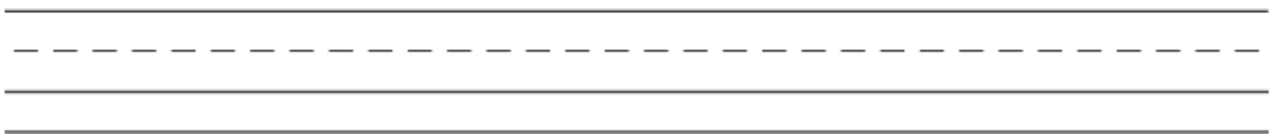
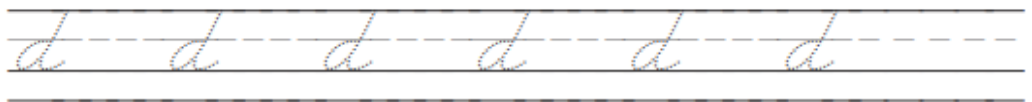
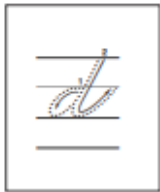
Handwriting Lesson #9: Cursive Letters a, d



Trace the cursive letters. Then write the lowercase cursive letter a.



Trace the cursive letters. Then write the lowercase cursive letter d.



Name: _____

Date: _____

Handwriting Lesson #10: Write Words

An important part of cursive writing is correctly joining letters in a word. Look at the word *it* below. As the letter *i* is finished, it goes right into the beginning of the letter *t*. Dot the *i* and cross the *t* after the word is written. Trace the word.

it



Trace each word. Then write each word on your

own. Work carefully to make sure the letters are joined correctly

as

at

bud

hat

led

far

rust

dark

half

what

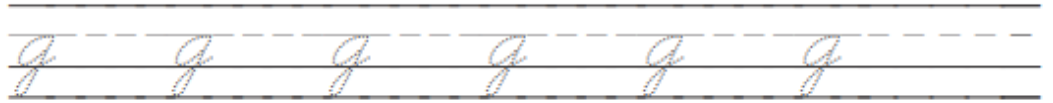
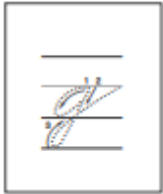
Name: _____

Date: _____

Handwriting Lesson #11: Cursive Letters g, o



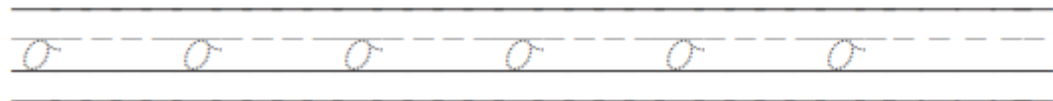
Trace the cursive letters. Then write the lowercase cursive letter g.



Blank handwriting lines for independent practice of the cursive letter 'g'.



Trace the cursive letters. Then write the lowercase cursive letter o.



Blank handwriting lines for independent practice of the cursive letter 'o'.

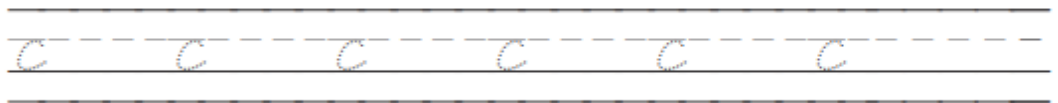
Name: _____

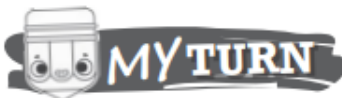
Date: _____

Handwriting Lesson #12: **Cursive Letters c, q**

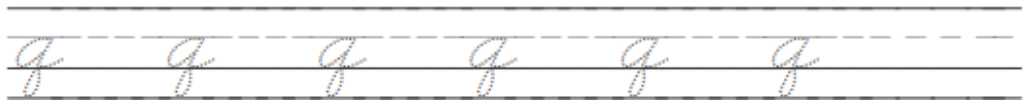
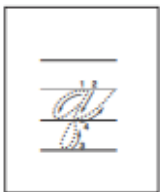


Trace the cursive letters. Then write the lowercase cursive letter c.





Trace the cursive letters. Then write the lowercase cursive letter q.



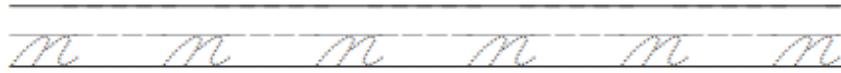
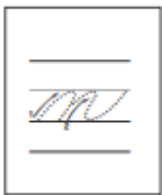
Name: _____

Date: _____

Handwriting Lesson #13: Cursive Letters n, m



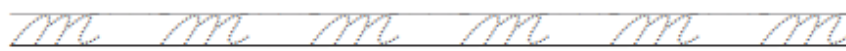
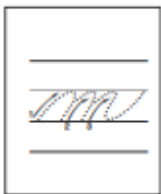
Trace the cursive letters. Then write the lowercase cursive letter n.



Blank handwriting lines for practicing the cursive letter 'n'.



Trace the cursive letters. Then write the lowercase cursive letter m.



Blank handwriting lines for practicing the cursive letter 'm'.

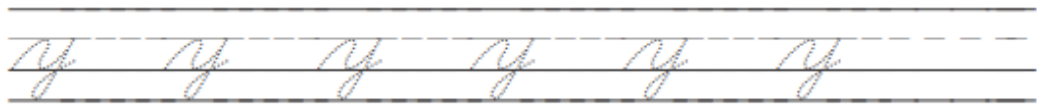
Name: _____

Date: _____

Handwriting Lesson #14: Cursive Letters y, x

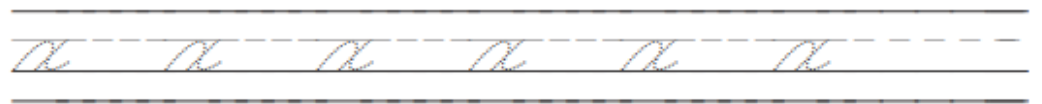
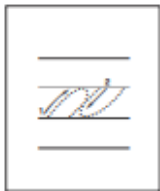


Trace the cursive letters. Then write the lowercase cursive letter y.





Trace the cursive letters. Then write the lowercase cursive letter x.



Name: _____

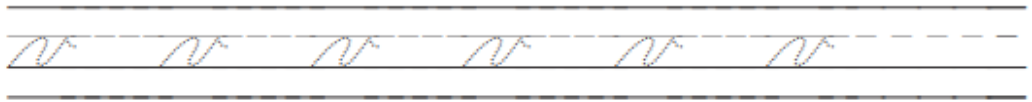
Date: _____

Handwriting Lesson #15: **Cursive Letters v, z**



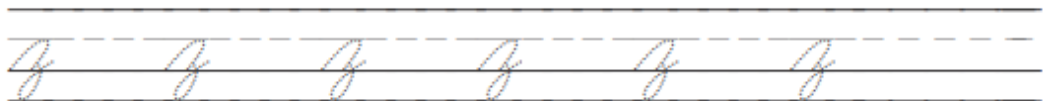
MY TURN

Trace the cursive letters. Then write the lowercase cursive letter v.



MY TURN

Trace the cursive letters. Then write the lowercase cursive letter z.



Name: _____

Date: _____

Handwriting Lesson #16: Write Words

An important part of cursive writing is correctly joining letters in a word. Look at the word **wave** below. As the letter **w** is finished, it goes right into the beginning of the letter **a**. The letter **a** goes into the **v**, and the **v** goes into the **e**. Trace the word.

wave



MY TURN

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

exit

year

queen

guess

Blank handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

very

Blank handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

zoom

Blank handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

kick

Blank handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.