



New Vision International School
Riyadh, Saudi Arabia

INTERNATIONAL

myView
LITERACY

GRADE 3



ENGLISH WORKBOOK



FOR GRAMMAR AND
WRITING LESSONS

NAME : _____

GR. & SEC.: _____

TEACHER : _____

SECOND SEMESTER

AY 2024-2025





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Name: _____

Date: ____ / ____ / ____

Grammar Lesson # 1:

Singular Possessive Nouns

A singular possessive noun is a person, place, or thing that possesses or owns something. To form a singular possessive noun, add an apostrophe and the letter *s* to a singular noun.

My TURN In the sentences below, circle the singular possessive nouns.

The bird's nest is up in the tree.

Arya's pencil needs sharpening.

We went over to my grandmother's house.

My TURN In the sentences below, add a singular possessive noun to complete the sentence.

The roar is the loudest in the animal kingdom. We like to go to house after school.

My TURN Edit the sentences below by rewriting the sentences to correctly use singular possessive nouns.

My sister bicycle is really fast.

Principal Gomez office is at the front of the school.

Amy cat is black and white.

Name: _____

Date: ____ / ____ / ____

Singular Possessive Nouns

Directions Write the possessive noun in each sentence.

1. The class talked about each person's favorite vegetable.

2. Edward likes the carrot's bright color.

3. Olivia likes broccoli's leafy tops.

4. Terrell likes his mom's bean soup.

5. Everyone enjoys the farm's good foods.

Directions Write the possessive form of the underlined noun in each sentence.

6. The market sells the farmer freshest vegetables.

7. The corn sweet flavor makes that soup delicious.

8. What vegetable will be good with tonight dinner?

9. The cook recipes for potatoes are wonderful.

10. Tracy favorite salad includes lettuce and celery.

11. The most important thing is a vegetable freshness.

Name: _____

Date: ____ / ____ / ____

Grammar Lesson # 2:

Plural Possessive Nouns

A **plural possessive noun** shows that two or more people share or own something. To form a plural possessive noun add an apostrophe to plural nouns ending in *-s*, *-es*, or *-ies*. Add an apostrophe and an *-s* to nouns that do not end in *-s*, *-es*, or *-ies*.

| <u>singular</u> | <u>plural</u> | <u>plural possessive</u> | <u>sample sentence</u> |
|-----------------|---------------|--------------------------|------------------------------------|
| dog | dogs | dogs' | The dogs' collars are blue. |
| child | children | children's | Dad packed the children's lunches. |

My TURN The draft below contains some nouns that should be plural possessive. Edit the draft to include plural possessive nouns where they are needed.

The park rangers at Yellowstone work to keep people and animals safe in the park. Many visitors come to the park each year. Park rangers help answer the visitors questions. Rangers also help people learn about wildlife and identify animals homes, such as birds nests and badgers dens. The park includes many animals habitats. Park rangers teach hikers and campers how to stay safe if theyshould see adult bears or the bears cubs. The park rangers work helps to protectanimals habitats and the people who visit Yellowstone.

Name: _____

Date: ____ / ____ / ____

Plural Possessive Nouns

To show that two or more people share or own something, use a **plural possessive noun**.

Plural Noun Birds build their own nests.

Singular Possessive Noun That bird's nest is in this tree.

Plural Possessive Noun Birds' nests are different from one
another.

Add an apostrophe (') to plural nouns that end in *-s*, *-es*, or *-ies* to make them possessive. To make plural nouns that do not end in *-s*, *-es*, or *-ies* possessive, add an apostrophe and an *s*.

men men's boots oxen oxen's strength

Directions Write the plural possessive noun in each sentence.

1. The eggs' shells are thin but strong.
2. Eagles' nests are very wide and deep.
3. Woodpeckers' beaks peck holes in trees.
4. Weaver birds' nests are made of knots.
5. Birds' homes are destroyed when forests are cut down.

Directions Write the possessive form of the underlined noun in each sentence.

6. A city birds nest may have strange building materials.
7. Hummingbirds nests are the smallest of all bird nests.
8. A swiftlets nest can be used to make soup.
9. A nests job is to keep young birds warm and safe.
10. Birds homes are built in amazing ways!

Name: _____

Date: ____ / ____ / ____

Grammar Lesson # 3:

Main Verbs and Helping Verbs

A **verb phrase** is a verb that has more than one word. The **main verb** shows action. A **helping verb** shows the time of the action. In the following sentence, *telling* is the main verb, and *are* is the helping verb.

The people are telling stories.

The helping verbs *am*, *is*, and *are* show present time. *Was* and *were* show past time. *Will* shows future time. The helping verbs *has*, *have*, and *had* show that an action happened in the past. In the following sentences, *had* and *will* are helping verbs.

Directions Underline the verb phrase in each sentence.

1. Native Americans had told interesting legends.
2. They were explaining the world around them.
3. I have heard legends about the sun and the moon.
4. In some stories, animals are talking like people.
5. Someday I will entertain you with the stories.



Directions Look at the underlined verb in each sentence. Write *M* if it is a main verb. Write *H* if it is a helping verb.

6. I am writing a legend. _____
7. I have set the story in a forest. _____
8. The flowers are talking to the trees. _____
9. The huge trees will care for the little flowers. _____
10. You will hear my story soon. _____

Name: _____

Date: ____ / ____ / ____

Main Verbs and Helping Verbs

Underline the main verbs and circle the helping verbs.

1. You should finish your homework tonight.
2. It might rain tomorrow.
3. Have you seen my keys?
4. Where will you move to?
5. They are thinking about a change in venue.
6. We would like to go with you tomorrow.
7. He is working at the mall this week.
8. I do not want you to get sick.
9. Could you help him with that?
10. He might listen to you.
11. We have done our best.
12. She can borrow this book.

Sometimes verbs have two parts, a main verb and a helping verb.

Examples of helping verbs: are, is, do, will, would, should, has, have, may or might.

We have seen that movie before.



Name: _____

Date: ____ / ____ / ____

Grammar Lesson # 4:

Subject- Verb Agreement

Subject-Verb Agreement

Subject-verb agreement happens when the subject and the verb of a sentence agree in number, which means they are both singular or both plural. The subject and verb of a sentence must agree in order for the sentence to be correct.

- A sentence with a singular subject must have a singular verb.
- A sentence with a plural subject must have a plural verb.

My TURN Rewrite the sentences below so that the subjects and the verbs agree.

The two raccoons climbs the tree.

Many airplanes lands at the airport every day.

She run faster than anyone else at school.

Ms. Martinez teach math.

My friends and I plays baseball on Saturdays.

Name: _____

Date: ____ / ____ / ____

Grammar Lesson # 5:

Edit for Subject- Verb Agreement

Circle the correct **verb**.

The subject and verb must both be singular **or** both be plural.

1. The dog (eat / eats) the bone.
2. My mom (like / likes) pizza and tacos.
3. My friends (watch / watches) a lot of television.
4. My brother and sister (play / plays) basketball.
5. One of the cars (go / goes) very fast.
6. Mr. Brown, the banker, (count / counts) a lot of money.
7. The cats (roll / rolls) around in the mud.
8. This ice cream (taste / tastes) delicious.
9. My cousins (live / lives) in Chicago.
10. My team (lose / loses) games all the time.
11. Michael (want / wants) to be a teacher.
12. We (need / needs) to buy a new house.



Name: _____

Date: ____ / ____ / ____

Subject- Verb Agreement

Circle the correct **verb**.

1. The cats (love / loves) rolling around in the grass.
2. My mom and dad (like / likes) steak and potatoes.
3. My friend, Sarah, (listen / listens) to music all the time.
4. My brother (play / plays) golf.
5. One of the teachers (study / studies) Spanish on the weekends.
6. Mrs. Jones, the lawyer, (go / goes) to court every day.
7. Our dog, Rusty, (enjoy / enjoys) walking in the park.
8. These dresses (look / looks) beautiful.
9. My aunt (visit / visits) France each summer.
10. Our grandparents (live / lives) in New Mexico.
11. Michael and Sophia (want / wants) to eat at the Chinese restaurant.
12. They (feel / feels) much better today.

Name: _____

Date: ____ / ____ / ____

Subject- Verb Agreement

For present-tense verbs, the subject and verb in a sentence must agree. To make most present-tense verbs agree with singular subjects, add -s to the verb. If the subject is plural, the present-tense verb does not end in -s. Verbs used with the pronouns *I*, *you*, *we*, and *they* do not end in -s.

Singular Subject The sun rises early. It shines in my window. I wake up.

Plural Subject Stars look like glitter. They twinkle in the dark sky.
A form of *be* in a sentence also must agree with the subject. Use *am*, *is*, or *was* to agree with singular nouns. Use *are* or *were* to agree with plural nouns.

Singular Subject The sun is shining brightly. The sun was high in the sky.

Directions Choose the verb in () that agrees with the subject. Write the verb.

1. The Earth (move, moves) around the sun. _____
2. Some stars (form, forms) animal shapes. _____
3. The girls (is, are) looking for the North Star. _____
4. I (see, sees) a shooting star! _____

Directions Choose the verb in () that agrees with the subject. Write the sentence.

5. The sun (is, are) not the biggest star.

6. A telescope (help, helps) you to see stars that are far away.

7. My brothers (connect, connects) the stars to see the shape they form.

Name: _____

Date: ____ / ____ / ____

Grammar Lesson # 6:

Simple Verb Tenses

Simple Verb Tenses

The tense of a verb shows when the action happens. The three simple verb tenses are present, past, and future.

- Many present tense verbs end in -s.
- Many past tense verbs end in -ed. If a one-syllable verb ends with a vowel and a consonant, double the consonant before adding -ed. If a verb ends with a consonant and a y, change the y to i, then add -ed.
- The helping verb *will* plus a present tense verb forms the future tense,

My TURN Complete each sentence with the correct tense of the verb at the beginning. Be sure to make any necessary spelling changes.

1. (race) The horses _____ at noon tomorrow.
2. (make) My uncle _____ homemade salsa all last week.
3. (bury) Emma's dog _____ a bone in our yard last night.
4. (knock) I _____ on the door when I arrive tomorrow.
5. (chop) The chef _____ the vegetables last night.
6. (lap) The kitten _____ up all the milk we gave him.
7. (jump) If I score a goal tomorrow, I _____ for joy.
8. (edit) Mason always _____ his sentences.

Name: _____

Date: ____ / ____ / ____

Simple Verb Tenses

Write if the sentence is in the past, present or future.

- Past** 1. They climbed that hill easily.
2. We will travel to Europe next summer.
3. They play soccer in the sunshine.
4. The children ate their vegetables.
5. You will see your best friend next weekend.
6. She brushes her teeth every night.

Write a sentence about playing basketball in each tense.

Past

Present

Future

Name: _____

Date: ____ / ____ / ____

Simple Verb Tenses

Write if the sentence is in the past, present or future.

 Past 1. The squirrel hid nuts in his nest.

_____ 2. Bears hibernate in the winter.

_____ 3. Winter will be long this year.

_____ 4. A new movie will come out on Friday.

_____ 5. We are ready for school.

_____ 6. Mom made our lunches for us.



Write a sentence about going to movies in each tense. Past

Present

Future

Name: _____

Date: ____ / ____ / ____

Grammar Lesson # 7:

Irregular Verbs

Irregular verbs do not follow the usual spelling rules when forming past tenses.

- Irregular verbs change into other words when forming the past tense.
- Some irregular verbs change again when used with the word *have* or *has*.
- Use a dictionary to help you learn the past tense forms of irregular verbs.

MyTURN Write the correct past tense form of the verb to complete each sentence.

1. The band _____ to play.

begin

2. The workers have _____ a wonderful job.

do

3. We have _____ a treasure map.

find

4. He _____ to bed early tonight.

go

5. They have _____ the test already.

take

Name: _____

Date: ____ / ____ / ____

Irregular Verbs

Edit for Irregular Verbs

To show past tense of most verbs, you usually add *-ed*. **Irregular verbs** do not follow this rule. Irregular verbs change into other words.

This chart contains the past tense of some irregular verbs. Some irregular verbs have a special form when they are used with *has*, *have*, and *had*.

| Verb | Past Tense | Past Tense with <i>has, have, or had</i> |
|-------|------------|---|
| begin | began | begun |
| find | found | found |
| go | went | gone |
| run | ran | run |

My TURN Write the correct past tense verb form of the words in parentheses for each sentence.

1. Yesterday, the wind _____ to blow. (begin)

2. Rain fell, and we _____ into the house. (run)

3. We _____ the flashlights. (find)

4. We have _____ inside the house. (go)

Name: _____

Date: ____ / ____ / ____

Irregular Verbs

Usually you add *-ed* to a verb to show past tense. **Irregular verbs** do not follow this rule. Instead of having *-ed* forms to show past tense, irregular verbs change to other words. Below are some examples. Use the special past forms in the third column of the chart only with these helping verbs.

Here are some irregular verbs and their past forms:

| Present Tense | Past Tense | Past with <i>has, have, or had</i> |
|----------------------|-------------------|---|
| begin | began | <i>(has, have, had)</i> begun |
| do | did | <i>(has, have, had)</i> done |
| find | found | <i>(has, have, had)</i> found |
| give | gave | <i>(has, have, had)</i> given |
| go | went | <i>(has, have, had)</i> gone |
| run | ran | <i>(has, have, had)</i> run |
| see | saw | <i>(has, have, had)</i> seen |
| take | took | <i>(has, have, had)</i> taken |

Directions Choose the correct form of the irregular verb in () to complete each sentence. Write the verb on the line.

1. I have (saw, seen) a saguaro cactus. _____
2. Many animals (find, found) a home there. _____
3. I (think, thought) the animals like it. _____

Directions Write each sentence. Use the correct past form of the verb

He (run) when he heard the rattlesnake.

4. The bat had (take) a sip from the flower.

5. I have already (go) to a desert to see a cactus.

Name: _____

Date: ____ / ____ / ____

Grammar Lesson # 8:

Pronouns

Pronouns

Pronouns take the place of nouns. They are used to avoid repeating the same nouns over and over. There are three different types of pronouns. A subjective pronoun replaces a noun that is the subject of a sentence. Objective pronouns come after verbs. Possessive pronouns show who or what owns or possesses something.

My TURN Change the underlined noun in the sentence into a pronoun that matches its use. Write the pronoun on the first line. On the second line, write the type of pronoun you used: subjective, objective, or possessive.

1. Two clowns ran in. _____

2. The elephant raised the elephant's trunk. _____

3. The man gave the woman a gift. _____

4. My brother and I were surprised when my father gave my brother and me presents. _____

5. The tent flapped in the wind. _____

6. My friends had popcorn and shared my friends' popcorn with me.

Name: _____

Date: ____ / ____ / ____

Pronouns

Replace the underlined nouns with pronouns.

Pronouns replace nouns

*Robert is a firefighter.
He drives a fire engine.*

She 1. Rosalie gave her sister a blanket.

_____ 2. The children told their mother why they were late.

_____ 3. My father replaced the broken light bulb.

_____ 4. The teacher gave Phillip a new pencil.

_____ 5. The cats were hiding their toys under the couch.

_____ 6. Felicia sold her old toys at a yard sale.

_____ 7. My brother and I are going to the movies.

_____ 8. Your uncle is taking you and me to the library this afternoon.

_____ 9. I found the key on the table.

_____ 10. The soup is delicious.

Name: _____

Date: ____ / ____ / ____

Pronouns

Replace the underlined nouns with pronouns.

- She 1. Elizabeth came downstairs to answer the door.
- _____ 2. Frank gave a hand to his brother, and they fixed the bike together.
- _____ 3. Your goldfish looks healthy.
- _____ 4. You and Max visited the museum last week.
- _____ 5. The books are on the shelf by the window.
- _____ 6. Artie and I will play soccer next summer.
- _____ 7. She told her friend the ending of the movie.
- _____ 8. Martin thanked his dad before getting out of the car.
- _____ 9. The teacher looked at you and Janet for the answer.
- _____ 10. Irene put the plates on the table beside the utensils.

Pronouns replace nouns

The girls were playing in their room. They were having a lot of fun.



Name: _____

Date: ____ / ____ / ____

Grammar Lesson # 9:

Possessive Pronouns

Possessive Pronouns

Pronouns take the place of nouns. Possessive pronouns show who or what owns something. Possessive pronouns take the place of possessive nouns.

- Use possessive pronouns to make your writing smoother and less repetitive.
- Pick the correct possessive pronoun for the noun you replace.
- Use possessive pronouns only when it is clear to whom or to what the pronoun is referring.

My TURN Write the correct possessive pronoun or pronouns for each word.

1. me _____ or _____
2. you _____ or _____
3. Jennifer _____ or _____
4. Antoine _____
5. Grandma and me _____ or _____
6. the students _____ or _____
7. the forest _____

My TURN Write the correct possessive pronoun to complete each sentence.

8. The band played _____ instruments.
9. The workers used _____ tools to complete the job.
10. We found _____ lost dog.
11. She went to _____ bedroom after dinner.

Name: _____

Date: ____ / ____ / ____

Possessive Pronouns

Directions Write the possessive pronoun in each sentence.

1. Builders use rocks in their work. _____
2. Your walls and floors are made of rock. _____
3. The cement in our driveway comes from rocks. _____
4. Mr. Ferguson used limestone walls in his house. _____
5. Mrs. Ferguson has marble floors in her living room. _____

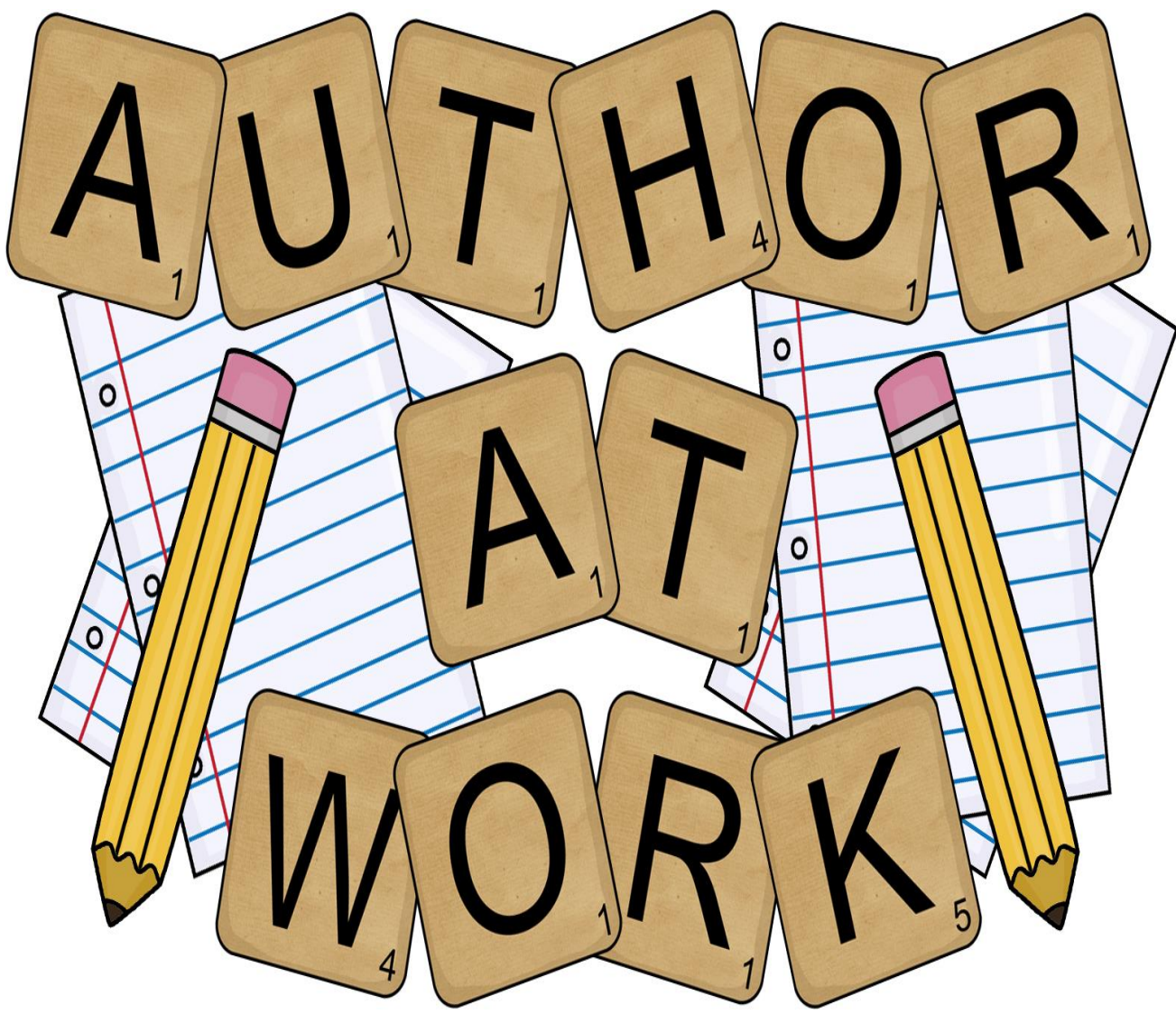
Directions Choose the possessive pronoun in () that could replace the underlined words in each sentence. Write the sentence.

6. There are white cliffs in England, and the cliffs' color comes from limestone. (their, its)

7. One beautiful area in Arizona stands out because the area's rocks are red. (their, its)

8. We took a road through the mountains, and the mountains' colors amazed us. (our, their)

9. The rocks on your side were yellow, while the rocks on my side were orange. (mine, yours)



Name: _____

Date: ____ / ____ / ____

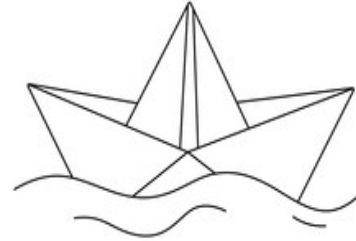
Writing Lesson # 1: How to Article

How-To Article

How-To Article explain a process or how to do something, such as flying a kite or making a pizza.

Key Features of How-To Article:

- Clear Purpose and Focus
- Step by step instructions
- Engaging Title
- Visual Aids
- Practical examples and Tips



How to Make a Paper Boat Origami

Materials Needed:

1. Step 1:

2. Step 2:

3. Step 3:

4. Step 4:

5. Step 5:

Name: _____

Date: ____ / ____ / ____

Writing Lesson # 2: How to Article

Develop an Introduction


The introduction of how-to article identifies a task or process that will be completed. It gives readers the “big picture” of what the final result will be.

An introduction includes:

- An interesting statement that keeps readers wanting to read more
- Tell readers what they will learn
- Gives readers an idea of the organization of the article

Direction: Compose an introduction for your own how-to article. Use the bulleted list above to make sure your introduction contains the right information.

Draw here:



Name: _____

Date: ____ / ____ / ____

Writing Lesson # 2: How-To Article

Final Draft

Name: _____

Date: ____ / ____ / ____

Writing Lesson # 3: How to Article

Add Illustrations

Illustrations, or pictures, can help readers understand your how-to article. Sometimes, only difficult or important steps have illustrations. Other times, every step has one.

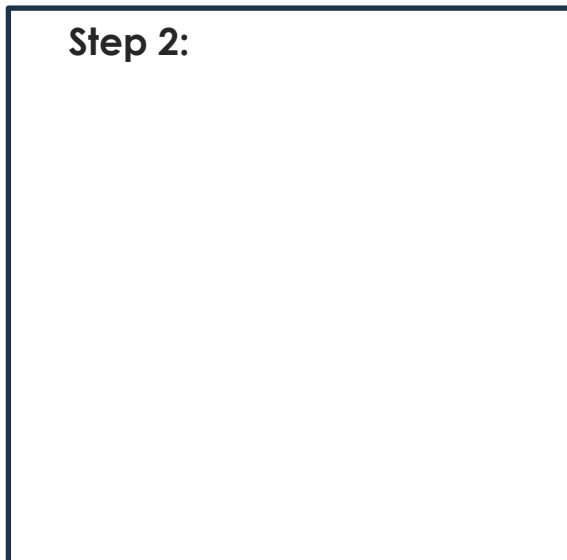
Direction: Write the steps of the given topic below, then draw an illustration of each step.

How to Cook an Egg

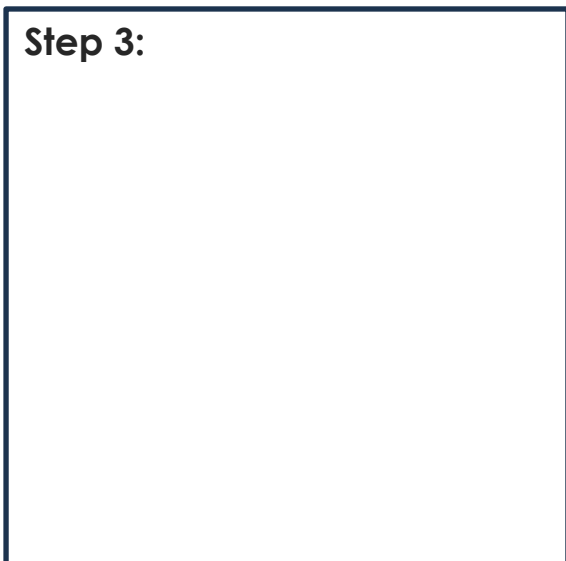
Step 1:



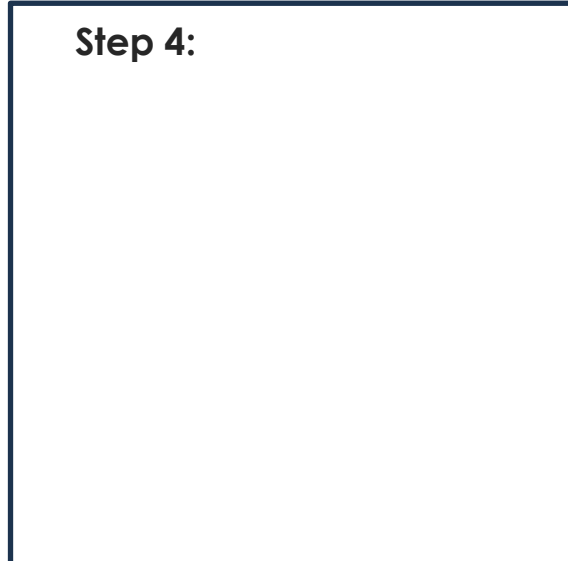
Step 2:



Step 3:



Step 4:



Name: _____

Date: ____ / ____ / ____

Writing Lesson # 3: How-To Article

Final Draft

Name: _____

Date: ____ / ____ / ____

Independent Writing:

How-To Article

Initial Draft

Name: _____

Date: ____ / ____ / ____

Independent Writing:

How-To Article

Final Draft

HISTORICAL FICTION

ANCHOR CHART

SETTING

realistic historical setting
with factual or made-up
details



PLOT

fictional plot that
weaves together
historical and fictional
events



CHARACTERS

may be fictional or real
people involved in the
events of the time
period



Name: _____

Date: ____ / ____ / ____

Writing Lesson # 1: Historical Fiction

Historical Fiction takes place in the past. The story is made up, but the settings, events, and characters may be based on facts. Other elements, such as dialogue and characters' thoughts, are fictional.

Writers compose historical fiction to help readers imagine events from an earlier time and place.

Choose historical fiction that you have read and fill in the chart.

| | |
|---|---|
| SETTING: <i>Where</i> does the story happen? | SETTING: <i>When</i> does the story happen? |
| CHARACTERS: <i>Who</i> is in the story? | PROBLEM: <i>What</i> problem needs to be solved? |

Name: _____

Date: ____ / ____ / ____

Writing Lesson # 2: Historical Fiction

Compose Characters and a Setting

Characters in historical fiction can be real or imaginary, but they must be realistic. Their actions should make sense for the time period.

The major, or main character is the most important character. Minor characters have less important roles. Writers explain relationships among characters as the story unfolds.

The setting of historical fiction influences the plot. The setting determines if the story events are realistic for the time period.

Read a historical text, then complete the graphic organizer with details about the main character.

| | | |
|---|----------------------------------|--|
| <p>Who is the main character?</p> | <p>What does he or she wear?</p> | <p>What are his or her chores or jobs?</p> |
| <p>What are the beliefs and attitudes of the character?</p> | | |
| <p>Name a minor character. How would you describe the minor character's relationship to the main character?</p> | | |

Name: _____

Date: ____ / ____ / ____

Writing Lesson # 2: Historical Fiction

Initial Draft

Name: _____

Date: ____ / ____ / ____

Writing Lesson # 2: Historical Fiction

Final Draft

Name: _____

Date: ____ / ____ / ____

Writing Lesson # 4: Historical Fiction

Direction: Use the activity on TB 3.1 pages 128-129 as a guide **Initial Draft**

in writing your historical fiction story.

Name: _____

Date: ____ / ____ / ____

Writing Lesson # 4: Historical Fiction

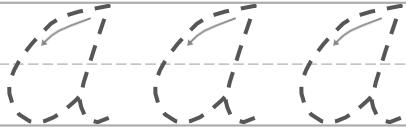
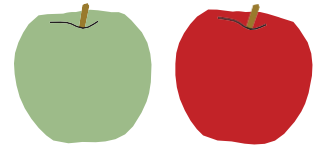
Final Draft

Cursive



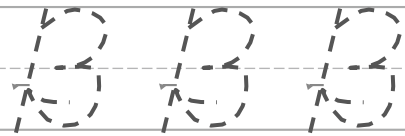
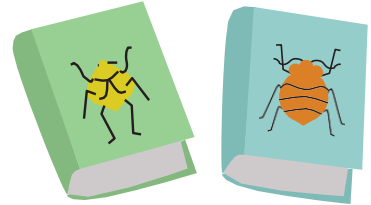
Cursive A

Trace the cursive letters, then write your own.



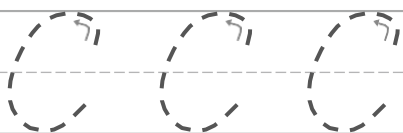
Cursive B

Trace the cursive letters, then write your own.



Cursive C

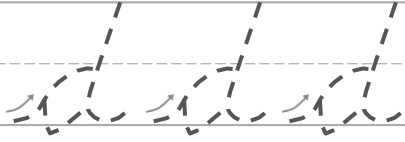
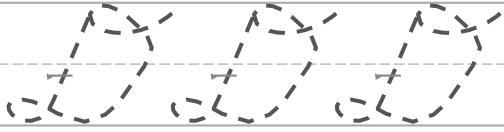
Trace the cursive letters, then write your own.



Teachers comment:

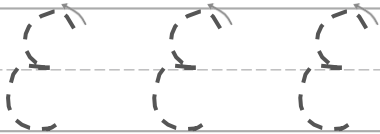
Cursive D

Trace the cursive letters, then write your own.



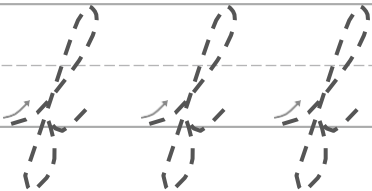
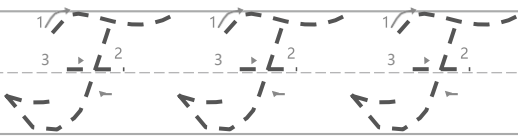
Cursive E

Trace the cursive letters, then write your own.



Cursive F

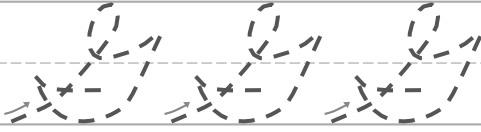
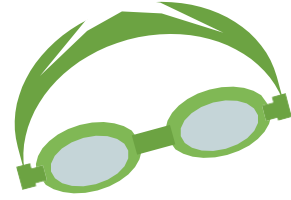
Trace the cursive letters, then write your own.



Teachers comment:

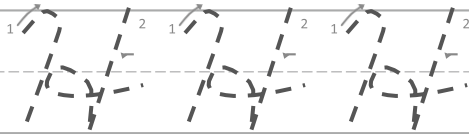
Cursive G

Trace the cursive letters, then write your own.



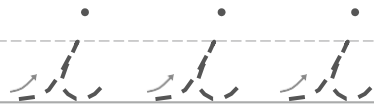
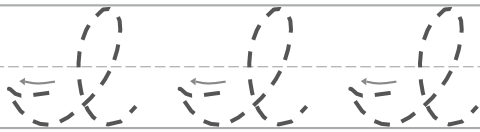
Cursive H

Trace the cursive letters, then write your own.



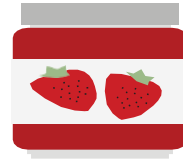
Cursive I

Trace the cursive letters, then write your own.

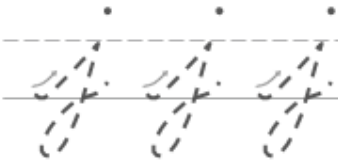
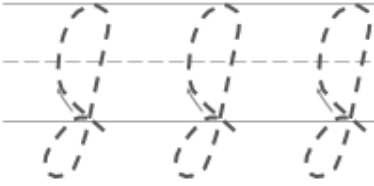


Teachers comment:

Cursive J

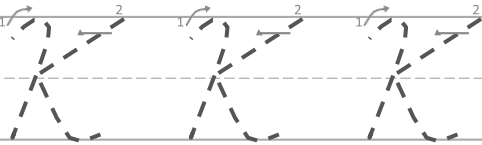


Trace the cursive letters, then write your own.



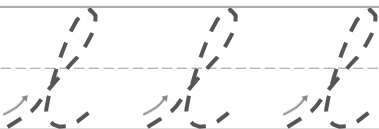
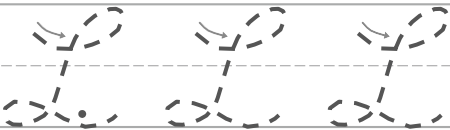
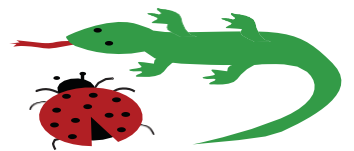
Cursive K

Trace the cursive letters, then write your own.



Cursive L

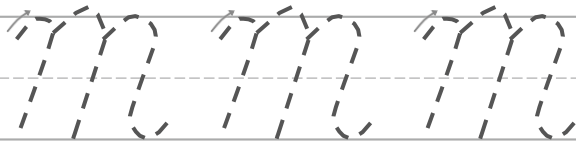
Trace the cursive letters, then write your own.



Teachers comment:

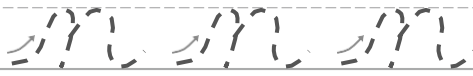
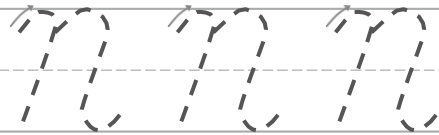
Cursive M

Trace the cursive letters, then write your own.



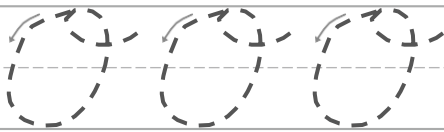
Cursive N

Trace the cursive letters, then write your own.



Cursive O

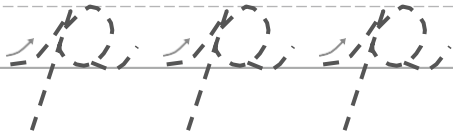
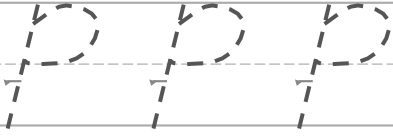
Trace the cursive letters, then write your own.



Teachers comment:

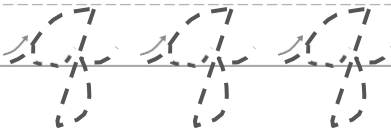
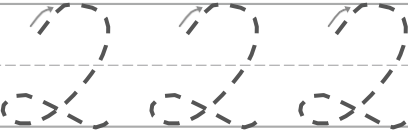
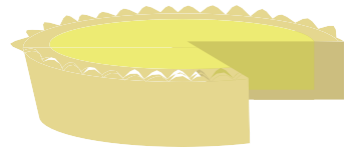
Cursive P

Trace the cursive letters, then write your own.



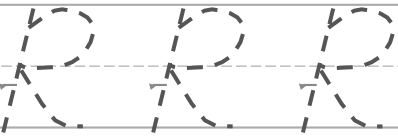
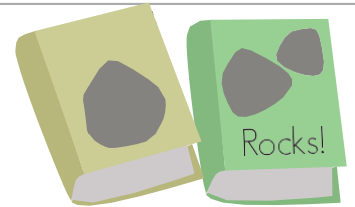
Cursive Q

Trace the cursive letters, then write your own.



Cursive R

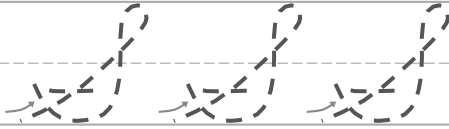
Trace the cursive letters, then write your own.



Teachers comment:

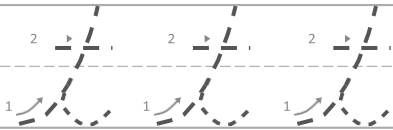
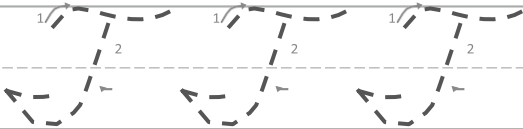
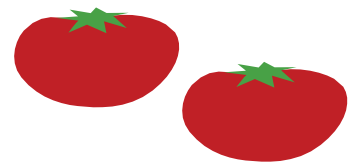
Cursive S

Trace the cursive letters, then write your own.



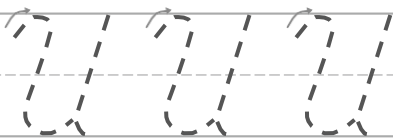
Cursive T

Trace the cursive letters, then write your own.



Cursive U

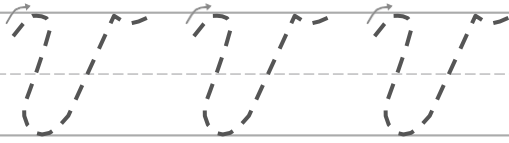
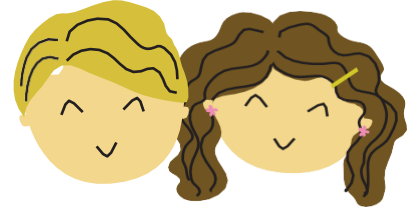
Trace the cursive letters, then write your own.



Teachers comment:

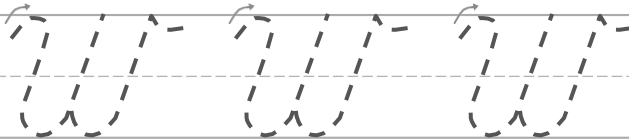
Cursive V

Trace the cursive letters, then write your own.



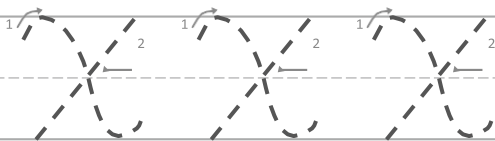
Cursive W

Trace the cursive letters, then write your own.



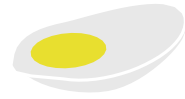
Cursive X

Trace the cursive letters, then write your own.

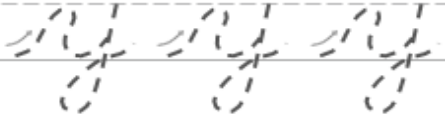
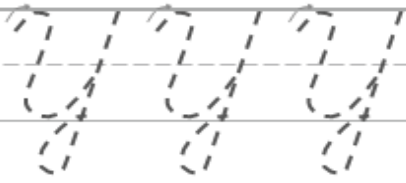
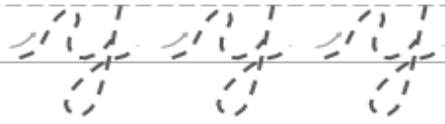
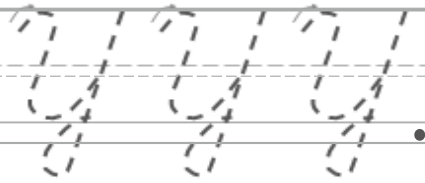


Teachers comment:

Cursive Y



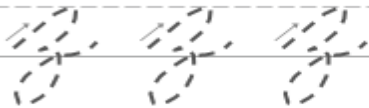
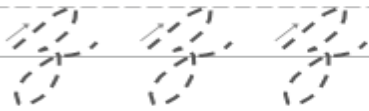
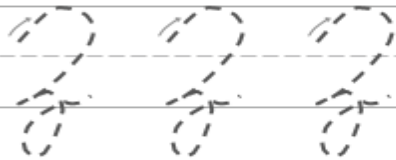
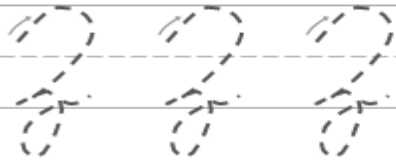
Trace the cursive letters, then write your own.



Cursive Z



Trace the cursive letters, then write your own.



Teachers comment: