



# Horizons

## Penmanship

# 2

### Teacher's Guide

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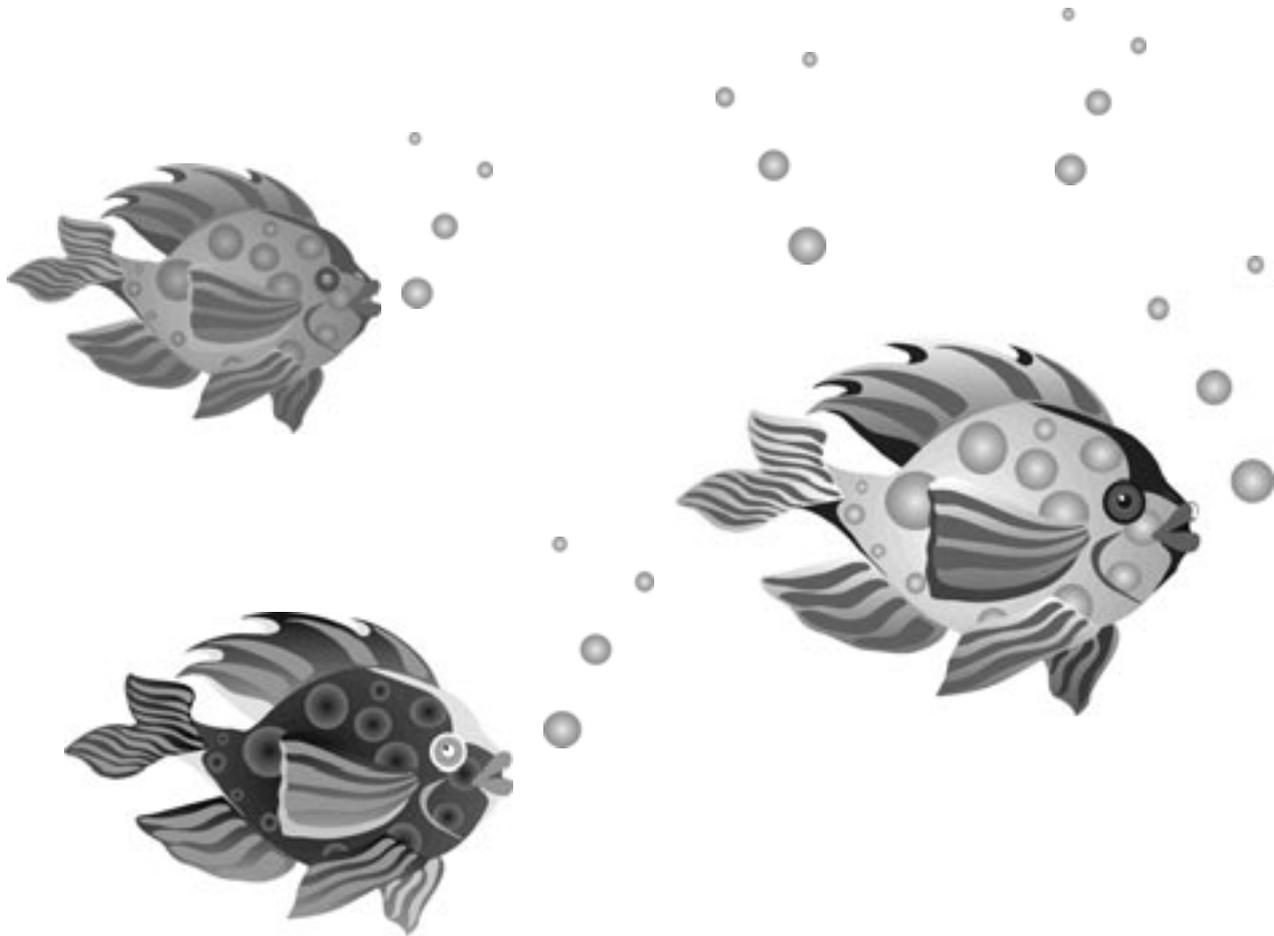
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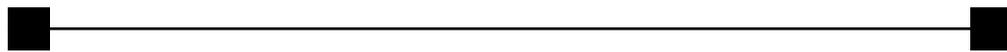
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# Introduction





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# General Introduction

“Whatever you do, work at it with all your heart, as working for the Lord, not for men.”  
(Colossians 3:23)

By the second grade, children have learned a sense of the importance of writing legibly. They know enough words to write notes to those who are close to them. They have experienced the joy of being able to share a story, a poem, or the Word of God with others through writing.

Stress the importance of continued practice to learn to write well. Remind them that the message they have for others will not get through if the person cannot read that message because of illegible handwriting. Tell the children that this year, the quotes they will write and the words they will use demand good concentration and their best writing skills. Explain that about half way through the year, the class will begin to learn cursive writing, another skill that is only acquired through careful practice.

Handwriting time should be a relaxed time, not a stressful time. Always give adequate “warm-up” time before writing, especially in the beginning when children are learning the formation of new letters. Have them form letters in the air, on their desks, etc. as an introductory activity each day until they are sure of the letter formations and the correct starting and ending points. After doing some initial warm up exercises, try adding some soft, light classical music in the background while the children practice.

The total time for handwriting class should not be more than 10–15 minutes at one sitting. Children will tire and they will not be able to do their best. Teach the children simple hand exercises to use (shaking of hands, moving them around) if they get tired.

Cursive readiness should be a part of the curriculum from the beginning of the year.

Suggestions for cursive preparation:

1. Begin the visual preparation for cursive writing immediately by displaying a chart of the cursive alphabet alongside the manuscript chart.
2. After six weeks of school, make a chart of names. Write each child’s name in both manuscript and cursive on the chart and display. Have the children find their names and discuss which letters are the same and which are different.
3. Have individual letter cards representing both the manuscript and the cursive letters available for the children to use during free time. They can play matching games with them and begin to visualize words written in cursive.
4. After ten weeks, begin labeling furniture and other items in the room with cards that include the name of the item in both manuscript and cursive.
5. After twelve weeks of school begin writing the weekly quote or verse out in cursive as well as manuscript. Have the children read and compare the two.

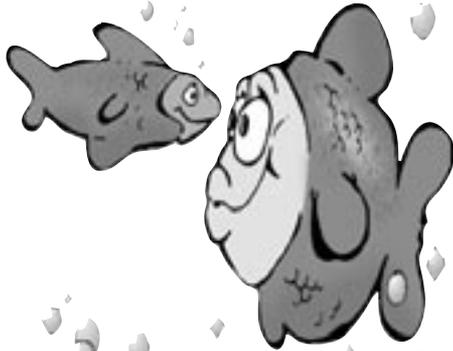


6. In week fifteen, copy the cursive alphabet guide for each child and, if possible, laminate it. Place it in the child's writing folder to be used as a reference.
7. In the sixteenth week, cursive writing is introduced. By this time, it is hoped that the children will have gained visual recognition of the letters and the transition to writing cursive with understanding will be easier.
8. Have individual name cards and alphabet reference guides for the children at their desks when you begin to introduce cursive.



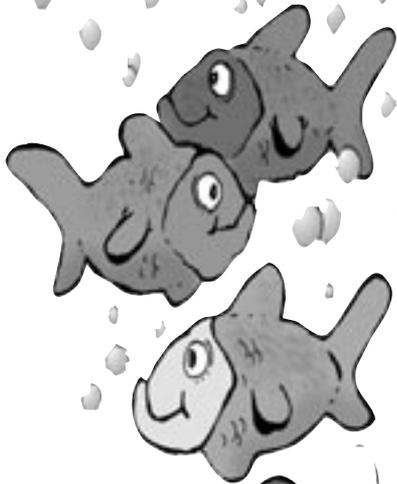
## "Exploring" Great Handwriting

God tells us to do everything we do in the name of Jesus. That means we do our best at each task he gives us at home or in school. It includes learning how to print and write well.



Our friends, Julie and Josh, are here to help you learn why handwriting is important and how you can do your best.

Do you like to send special messages to your friends and your family? Do you like to surprise people with stories or poems? If you know how to write well, you can do all of these and make people very happy.



Divers Julie and Josh are ready to help you explore ways to good handwriting this year. You'll travel with them through the alphabet. You'll learn to write words praising God in His Creation and special poems that you can share with those you love, with friends, or even with strangers who need some love and encouragement in their lives.

On the first few pages, you will find some tips for good handwriting: how to sit, how to place your paper on your desk or table, how to hold your pencil, and how to form each letter of the alphabet correctly. These tips are the first stages of your trip to good handwriting. Come back to these pages often until you are sure you know exactly what to do.



This year, you will review your "manuscript" print and then venture into "cursive" writing. Learning cursive is very important for all of your life. Watch how many times people you know use cursive to sign forms or write letters. See if you can find other ways people use cursive.

Each day you will have a handwriting lesson. For three days each week, you will practice forming letters and words. On the fourth day, you will practice a poem or a Bible verse. On the fifth day, you will use your best penmanship to copy the poem or verse onto a specially-designed page. You can use these special pages to decorate your room, to give as a gift to someone you love, or to send to someone. You will think of many ways to use these special pages.

Each day of the week, you will be giving God your best efforts in all you do. So get yourself ready to explore the different depths to great handwriting.



**Correct Right-Handed Position**

Paper is placed on an angle to the left. Left hand steadies the paper and moves it up as you near the bottom of the page. Right hand is free to write.



**Correct Left-Handed Position**

Paper is placed on an angle to the right. Right hand steadies the paper and moves it up as you near the bottom of the page. Left hand is free to write. Watch hand positions carefully as shown in the picture.



**Correct Hand and Pencil Position**

Hold the pencil loosely about 1/2" to 1" above the sharpened point. Hold it between your thumb and index (pointer) finger. Let it rest on your middle finger. Do not grip the pencil tightly or your hand will become very tired. Do not let your hand slip down to the sharp point or you will have difficulty writing properly.



**Correct Posture**

Sit up tall, leaning slightly forward but not bending over your desk. Have your feet flat on the floor. Both arms will rest on the desk. Hold the paper with your free hand.

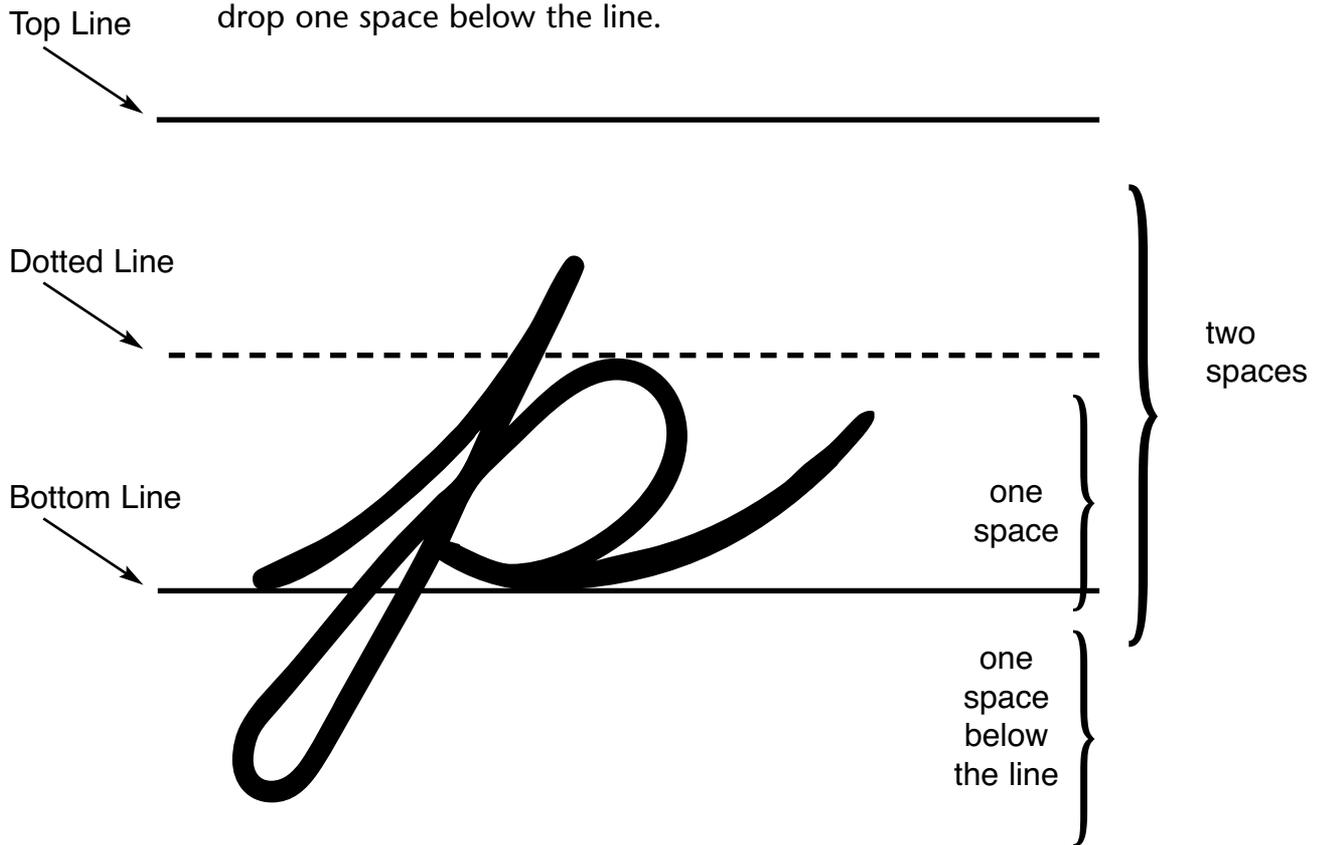


### Correct Spacing

When practicing your letters separately and, later, when writing your words, use your index (pointer) finger as a guide. Continue to do this until you can easily see the space you need between words without using your finger.

### Guide Lines

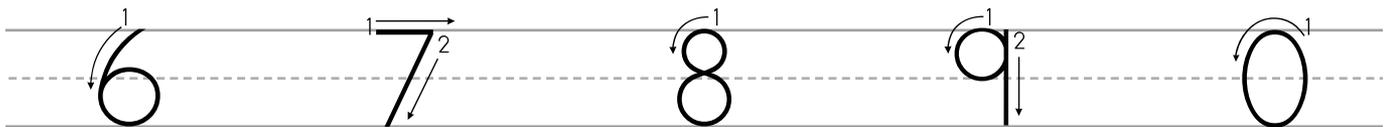
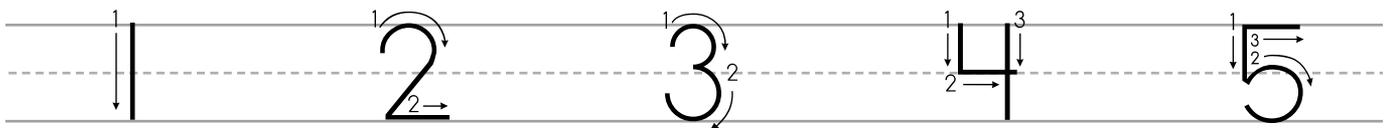
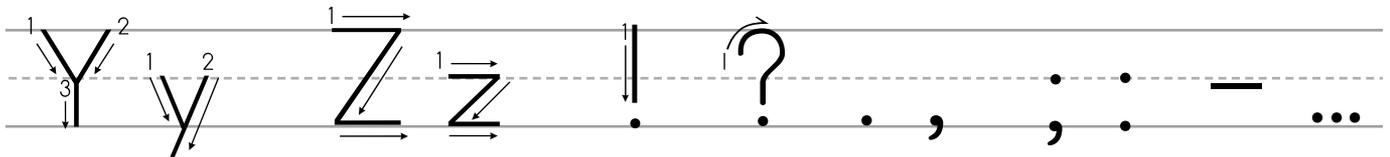
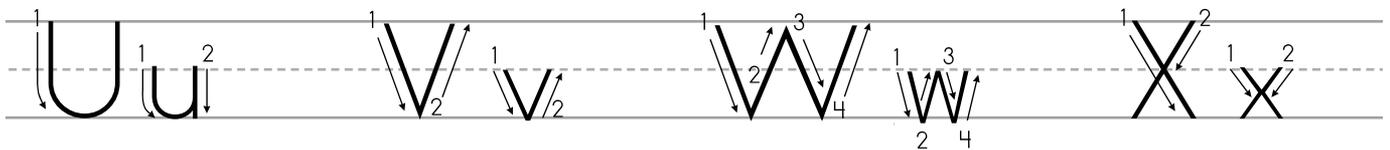
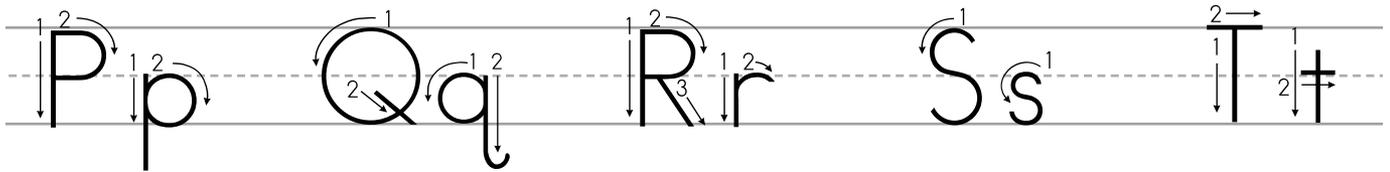
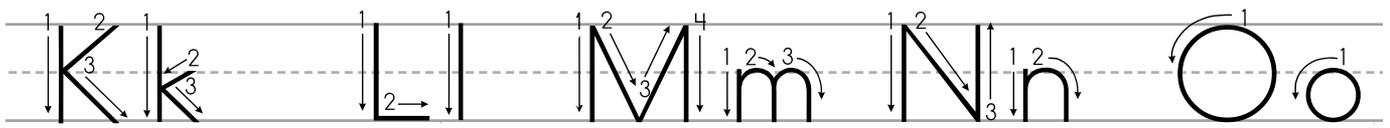
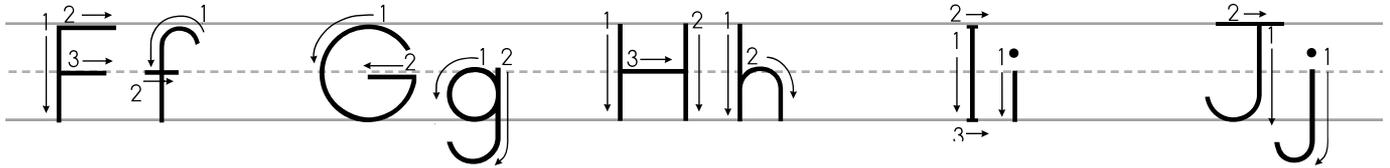
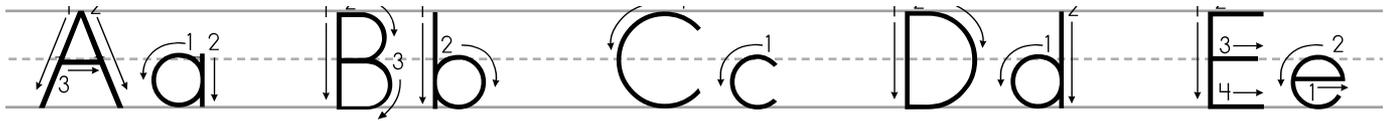
The blue top and bottom lines and the dotted red centerline will be your guides for letter formations. Some letters are one space tall, others are two spaces tall. Some letters like a **p** are two spaces tall but begin in bottom space and drop down one space below the bottom guideline. A few letters are three spaces tall. They use both spaces between the guidelines and drop one space below the line.







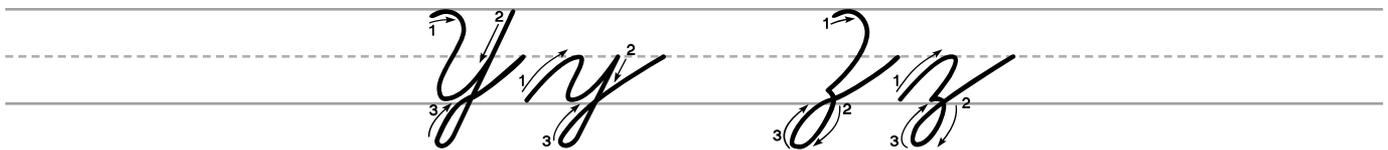
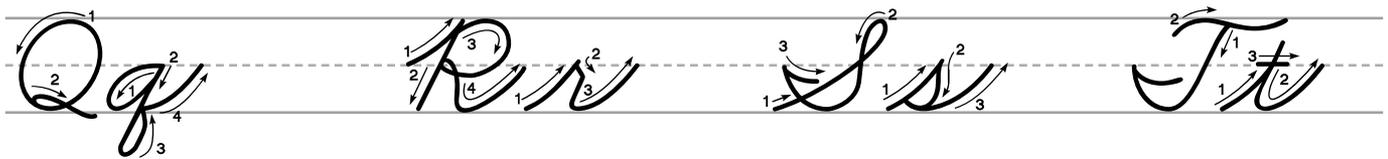
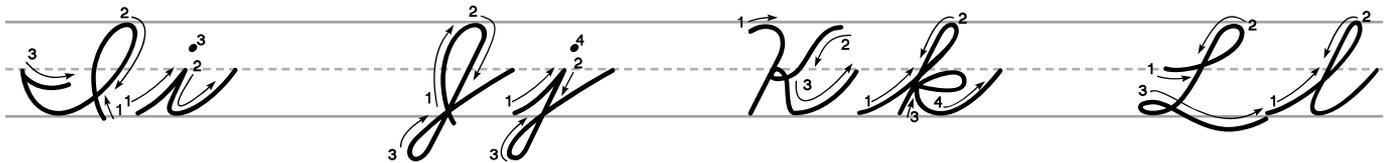
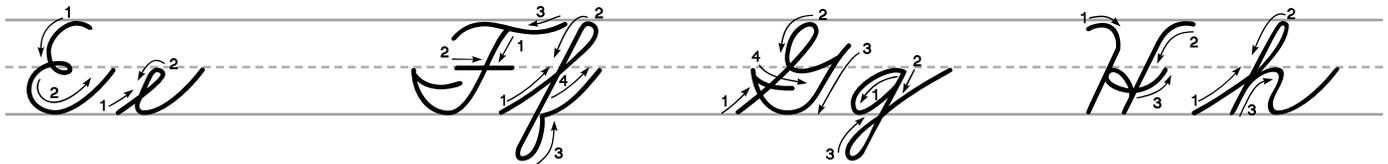
# Correct Formation of Manuscript Letters and Numbers







# Correct Formation of Cursive Letters







# Introduction

Read the introductory message with the children and discuss what the year will hold.

## Position pages:

Review the correct pencil, paper, hand and posture positions for good writing.

## Special pages:

1. The theme for the quotes and verses for this year's program is: Praising God in His Creation. Each selection is meant to widen the child's awareness of the beauty and wonder of God's creation. Many selections are taken from the Bible (New International Version). Other quotes are taken from famous poets.
2. On the poetry quotations, you will find the full text of the poem printed in the Teacher's Guide. The portion to be written by the children is set in a larger type size for easy recognition.
3. Use the quote or verse each day in class throughout the week. Write it on the board or on poster board and place it in a prominent place so that the children become accustomed to seeing and reading it.
4. Introduce any unfamiliar or new words.
5. Pay careful attention to the practice page. Note reversals and any other formation or spacing problems that will cause difficulty when the child makes the final copy on the specially provided page.
6. Discuss with the children the ways in which they can share their special pages with others.

## Manuscript letter and number formation guide.

1. Have a copy of the manuscript letter formation guide available for each child. Place either in a writing folder or collect and redistribute the guides each day.
2. Encourage children to check with the guide whenever they are unsure of the correct formation of a letter.

## Cursive letter formation guide.

1. Have a copy of the cursive letter formation guide available for each child by the fifteenth week.
2. Encourage the children to check the guide frequently as they begin learning to write in cursive.





## Lessons.

Lessons 1–75 are review and practice of manuscript letter formation, words and sentences.

Lessons 76–126 introduce the formation of the cursive alphabet and the formation of words and sentences using cursive writing.

Lessons 127–160 contain cursive practice with some manuscript review lessons.

If for some reason, a child is not ready to begin cursive writing at this time, alternate manuscript lessons are provided in this Teacher's Guide.

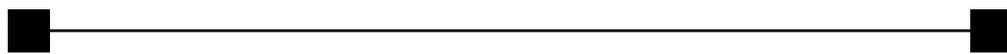
### General guidelines for daily lessons:

1. Read and review the Bible verse or quote for the week each day.
2. Do some warm-up activities.
3. Check hand, pencil, paper and posture positions.
4. Review the letters and words to be written for the day.
5. Observe position, formation and spacing. Watch for letter reversals.
6. Urge children to work carefully to form each letter.
7. Let the children break the practice session if the lesson or quotation is long. Show them some simple hand shaking and movement exercises they can do if their hands become tired or cramped.
8. Praise all efforts.
9. Circle the best attempt for each letter and word.





# Scope & Sequence







- Lesson 1** Lines 1 & 2 a, b, c, d, e, f, g  
 Lines 3 & 4 h, i, j, k, l, m, n  
 Lines 5 & 6 o, p, q, r, s, t, u  
 Lines 7 & 8 v, w, x, y, z, ., ,, :  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 2** Lines 1 & 2 A, B, C, D, E, F, G  
 Lines 3 & 4 H, I, J, K, L, M, N  
 Lines 5 & 6 O, P, Q, R, S, T, U  
 Lines 7 & 8 V, W, X, Y, Z  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 3** Lines 1 & 2 earth  
 Lines 3 & 4 everything  
 Lines 5 & 6 world  
 Lines 7 & 8 The earth is the Lord's  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 4** Practice Psalm 24:1
- Lesson 5** Verse on Special Page
- Lesson 6** Lines 1 & 2 G, g  
 Lines 3 & 4 T, t  
 Lines 5 & 6 heavens  
 Lines 7 & 8 skies  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 7** Lines 1 & 2 proclaim  
 Lines 3 & 4 declare  
 Lines 5 & 6 work  
 Lines 7 & 8 hands  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 8** Lines 1 & 2 The heavens declare  
 Lines 3 & 4 God's glory. The skies  
 Lines 5 & 6 proclaim God's work.  
 Lines 7 & 8 God's hand made all things.  
 Lines 9 & 10 All things praise God.
- Lesson 9** Practice Psalm 19:1
- Lesson 10** Verse on Special Page





**Lesson 11** Lines 1 & 2 S, s  
 Lines 3 & 4 W, w  
 Lines 5 & 6 1, 2, 3, 4, 5, 6, 7, 8, 9, 0  
 Lines 7 & 8 moon  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 12** Lines 1 & 2 flower.  
 Lines 3 & 4 bower;  
 Lines 5 & 6 delight,  
 Lines 7 & 8 night.  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 13** Lines 1 & 2 The moon with delight  
 Lines 3 & 4 smiles on the night.  
 Lines 5 & 6 The moon sits silent.  
 Lines 7 & 8 It sits in the heavens.  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 14** Practice Poem “Night”

**Lesson 15** Poem on Special Page

**Lesson 16** Lines 1 & 2 M, m  
 Lines 3 & 4 A, a  
 Lines 5 & 6 H, h  
 Lines 7 & 8 R, r  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 17** Lines 1 & 2 rainbow  
 Lines 3 & 4 leaps up  
 Lines 5 & 6 behold  
 Lines 7 & 8 old  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 18** Lines 1 & 2 When I see a rainbow,  
 Lines 3 & 4 my heart leaps.  
 Lines 5 & 6 William Wordsworth  
 Lines 7 & 8 Behold, God’s rainbow!  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 19** Practice poem “My Heart Leaps Up”

**Lesson 20** Poem on Special Page





- Lesson 21** Lines 1 & 2 B, b  
 Lines 3 & 4 C, c  
 Lines 5 & 6 D, d  
 Lines 7 & 8 between  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 22** Lines 1 & 2 sign  
 Lines 3 & 4 covenant  
 Lines 5 & 6 earth  
 Lines 7 & 8 clouds  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 23** Lines 1 & 2 Genesis  
 Lines 3 & 4 I will set my rainbow.  
 Lines 5 & 6 It will be a sign.  
 Lines 7 & 8 I make a covenant.  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 24** Practice Genesis 9:13
- Lesson 25** Verse on Special Page
- Lesson 26** Lines 1 & 2 E, e  
 Lines 3 & 4 F, f  
 Lines 5 & 6 J, j  
 Lines 7 & 8 K, k  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 27** Lines 1 & 2 When  
 Lines 3 & 4 ever  
 Lines 5 & 6 Whenever  
 Lines 7 & 8 brings  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 28** Lines 1 & 2 appears  
 Lines 3 & 4 remember  
 Lines 5 & 6 living  
 Lines 7 & 8 creatures  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 29** Practice Genesis 9:14
- Lesson 30** Verse on Special Page





**Lesson 31** Lines 1 & 2 P, p  
 Lines 3 & 4 L, l  
 Lines 5 & 6 provides  
 Lines 7 & 8 ravens  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 32** Lines 1 & 2 cattle  
 Lines 3 & 4 supplies  
 Lines 5 & 6 covers  
 Lines 7 & 8 young  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 33** Lines 1 & 2 thanksgiving  
 Lines 3 & 4 Sing to the Lord!  
 Lines 5 & 6 He supplies the earth.  
 Lines 7 & 8 He provides food.  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 34** Practice Psalm 147:7, 8-9

**Lesson 35** Verse on Special Page

**Lesson 36** Lines 1 & 2 Wh  
 Lines 3 & 4 Who  
 Lines 5 & 6 what  
 Lines 7 & 8 where  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 37** Lines 1 & 2 wind  
 Lines 3 & 4 neither  
 Lines 5 & 6 nor  
 Lines 7 & 8 leaves  
 Lines 9 & 10 trembling

**Lesson 38** Lines 1 & 2 Have you seen the wind?  
 Lines 3 & 4 Leaves tremble.  
 Lines 5 & 6 The wind is passing by.  
 Lines 7 & 8 The wind bends the trees.  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 39** Practice poem "Who Has Seen the Wind"

**Lesson 40** Poem on Special Page





- Lesson 41** Lines 1 & 2 O, o  
 Lines 3 & 4 F, f  
 Lines 5 & 6 cold  
 Lines 7 & 8 old  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 42** Lines 1 & 2 tree  
 Lines 3 & 4 me  
 Lines 5 & 6 long  
 Lines 7 & 8 song  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 43** Lines 1 & 2 beast  
 Lines 3 & 4 blower  
 Lines 5 & 6 a-blowing  
 Lines 7 & 8 stronger  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 44** Practice poem “The Wind”
- Lesson 45** Poem on Special Page
- Lesson 46** Lines 1 & 2 Q, q  
 Lines 3 & 4 U, u  
 Lines 5 & 6 great  
 Lines 7 & 8 powerful  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 47** Lines 1 & 2 mountains  
 Lines 3 & 4 shattered rocks  
 Lines 5 & 6 tore apart  
 Lines 7 & 8 Kings  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 48** Lines 1 & 2 A great wind blew.  
 Lines 3 & 4 It tore mountains apart.  
 Lines 5 & 6 It shattered rocks.  
 Lines 7 & 8 The Lord was not  
 Lines 9 & 10 in the wind.
- Lesson 49** Practice I Kings 19:11
- Lesson 50** Verse on Special Page





- Lesson 51** Lines 1 & 2 V, v  
 Lines 3 & 4 X, x  
 Lines 5 & 6 Y, y  
 Lines 7 & 8 Z, z  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 52** Lines 1 & 2 little ones  
 Lines 3 & 4 baby ones  
 Lines 5 & 6 shadows pass  
 Lines 7 & 8 over grass  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 53** Lines 1 & 2 clouds sail by  
 Lines 3 & 4 over the sky  
 Lines 5 & 6 Where am I?  
 Lines 7 & 8 A. A. Milne  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 54** Practice poem “Spring Morning”
- Lesson 55** Poem on Special Page
- Lesson 56** Lines 1 & 2 see  
 Lines 3 & 4 spin  
 Lines 5 & 6 Solomon  
 Lines 7 & 8 splendor  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 57** Lines 1 & 2 lily  
 Lines 3 & 4 lilies  
 Lines 5 & 6 dressed like one  
 Lines 7 & 8 labor  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 58** Lines 1 & 2 field  
 Lines 3 & 4 they  
 Lines 5 & 6 these  
 Lines 7 & 8 They do not labor  
 Lines 9 & 10 or spin.
- Lesson 59** Practice Matthew 6:28-29
- Lesson 60** Verse on Special Page





- Lesson 61** Lines 1 & 2 over  
 Lines 3 & 4 o'er  
 Lines 5 & 6 vale  
 Lines 7 & 8 valley  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 62** Lines 1 & 2 wandered  
 Lines 3 & 4 crowd  
 Lines 5 & 6 hills  
 Lines 7 & 8 daffodils  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 63** Lines 1 & 2 A cloud floats high.  
 Lines 3 & 4 A host is a crowd.  
 Lines 5 & 6 Daffodils are golden yellow.  
 Lines 7 & 8 A vale is a valley.  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 64** Practice poem "I Wandered Lonely as a Cloud"
- Lesson 65** Poem on Special Page
- Lesson 66** Lines 1 & 2 see tree  
 Lines 3 & 4 red head  
 Lines 5 & 6 fruit-laden  
 Lines 7 & 8 cherry tree  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 67** Lines 1 & 2 balls of shining red  
 Lines 3 & 4 decking a leafy head  
 Lines 5 & 6 Cherries are red.  
 Lines 7 & 8 They are fair to see.  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 68** Lines 1 & 2 Christina  
 Lines 3 & 4 Rossetti  
 Lines 5 & 6 Oh, Fair to See  
 Lines 7 & 8 Blank lines for additional practice  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 69** Practice poem "Oh, Fair to See"
- Lesson 70** Poem on Special Page





**Lesson 71** Lines 1 & 2 season  
 Lines 3 & 4 singing  
 Lines 5 & 6 cooing  
 Lines 7 & 8 Song of Songs  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 72** Lines 1 & 2 The winter is past.  
 Lines 3 & 4 The rains are over.  
 Lines 5 & 6 The rains are gone.  
 Lines 7 & 8 Flowers appear.  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 73** Lines 1 & 2 The season has come to  
 Lines 3 & 4 sing. Doves coo  
 Lines 5 & 6 in the land. We hear  
 Lines 7 & 8 the doves cooing.  
 Lines 9 & 10 We praise God!

**Lesson 74** Practice Song of Songs 2:11-12

**Lesson 75** Verse on Special Page

**Lesson 76** Lines 1 & 2 *A, a*  
 Lines 3 & 4 *a, a*  
 Lines 5 & 6 *a*  
 Lines 7 & 8 *a*  
 Lines 9 & 10 The Lord is my Shepherd.

**Alt. Less. 76** Lines 1 & 2 shepherd  
 Lines 3 & 4 pastures  
 Lines 5 & 6 quiet  
 Lines 7 & 8 The Lord is my Shepherd.  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 77** Lines 1 & 2 *C, C*  
 Lines 3 & 4 *c, c*  
 Lines 5 & 6 *C*  
 Lines 7 & 8 *c*  
 Lines 9 & 10 *ca*

**Alt. Less. 77** Lines 1 & 2 I shall not want.  
 Lines 3 & 4 He leads me.  
 Lines 5 & 6 He restores my soul.  
 Lines 7 & 8 Blank lines for additional practice  
 Lines 9 & 10 Blank lines for additional practice





**Lesson 78** Lines 1 & 2 O, O  
 Lines 3 & 4 o, o  
 Lines 5 & 6 O  
 Lines 7 & 8 o  
 Lines 9 & 10 oa

**Alt. Less. 78** Lines 1 & 2 I lie down.  
 Lines 3 & 4 I rest beside quiet waters.  
 Lines 5 & 6 Blank lines for additional practice  
 Lines 7 & 8 Blank lines for additional practice  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 79** Practice Psalm 23:1-2

**Lesson 80** Verse on Special Page

**Lesson 81** Lines 1 & 2 D, D  
 Lines 3 & 4 d, d  
 Lines 5 & 6 D  
 Lines 7 & 8 d  
 Lines 9 & 10 da

**Alt. Less. 81** Lines 1 & 2 anywhere  
 Lines 3 & 4 blue-bells  
 Lines 5 & 6 ? ? ? ?  
 Lines 7 & 8 Blank lines for additional practice  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 82** Lines 1 & 2 Q, Q  
 Lines 3 & 4 q, q  
 Lines 5 & 6 Q  
 Lines 7 & 8 q  
 Lines 9 & 10 cod

**Alt. Less. 82** Lines 1 & 2 Where am I going?  
 Lines 3 & 4 Where are you going?  
 Lines 5 & 6 What does it matter?  
 Lines 7 & 8 Blank lines for additional practice  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 83** Lines 1 & 2 G, G  
 Lines 3 & 4 g, g  
 Lines 5 & 6 G  
 Lines 7 & 8 g  
 Lines 9 & 10 go





**Alt. Less. 83**      Lines 1 & 2    Where do people go?  
 Lines 3 & 4    Where do blue-bells grow?  
 Lines 5 & 6    I don't know.  
 Lines 7 & 8    Blank lines for additional practice  
 Lines 9 & 10   Blank lines for additional practice

**Lesson 84**      Practice poem “Spring Morning”

**Lesson 85**      Poem on Special Page

**Lesson 86**      Lines 1 & 2    E, *E*  
 Lines 3 & 4    e, *e*  
 Lines 5 & 6    *E*  
 Lines 7 & 8    *e*  
 Lines 9 & 10   *ea*

**Alt. Less. 86**    Lines 1 & 2    sea creatures  
 Lines 3 & 4    ocean depths  
 Lines 5 & 6    lightning and hail  
 Lines 7 & 8    Blank lines for additional practice  
 Lines 9 & 10   Blank lines for additional practice

**Lesson 87**      Lines 1 & 2    B, *B*  
 Lines 3 & 4    b, *b*  
 Lines 5 & 6    *B*  
 Lines 7 & 8    *b*  
 Lines 9 & 10   *bed*

**Alt. Less. 87**    Lines 1 & 2    snow and clouds  
 Lines 3 & 4    stormy winds  
 Lines 5 & 6    do his bidding  
 Lines 7 & 8    Blank lines for additional practice  
 Lines 9 & 10   Blank lines for additional practice

**Lesson 88**      Lines 1 & 2    *Aa, Bb, Cc, Dd*  
 Lines 3 & 4    *Ee, Gg, Oo, Qq*  
 Lines 5 & 6    *do*  
 Lines 7 & 8    *God*  
 Lines 9 & 10   *dog*

**Alt. Less. 88**    Lines 1 & 2    Praise the Lord from  
 Lines 3 & 4    the earth!  
 Lines 5 & 6    Things of the earth  
 Lines 7 & 8    that praise the Lord.  
 Lines 9 & 10   Blank lines for additional practice





- Lesson 89** Practice Psalm 148:7-8
- Lesson 90** Verse on Special Page
- Lesson 91** Lines 1 & 2 H, *H*  
 Lines 3 & 4 h, *h*  
 Lines 5 & 6 *H*  
 Lines 7 & 8 *h*  
 Lines 9 & 10 *ea*
- Alt. Less. 91** Lines 1 & 2 fruit trees and cedars  
 Lines 3 & 4 wild animals  
 Lines 5 & 6 cattle  
 Lines 7 & 8 Blank lines for additional practice  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 92** Lines 1 & 2 K, *K*  
 Lines 3 & 4 k, *k*  
 Lines 5 & 6 *K*  
 Lines 7 & 8 *k*  
 Line 9 *back*  
 Line 10 *book*
- Alt. Less. 92** Lines 1 & 2 small creatures  
 Lines 3 & 4 flying birds  
 Lines 5 & 6 all the hills  
 Lines 7 & 8 Blank lines for additional practice  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 93** Lines 1 & 2 I, *I*  
 Lines 3 & 4 i, *i*  
 Lines 5 & 6 *I*  
 Lines 7 & 8 *i*  
 Line 9 *hid*  
 Line 10 *kid*
- Alt. Less. 93** Lines 1 & 2 I praise the Lord.  
 Lines 3 – 6 All creation praises the Lord.  
 Lines 7 – 10 How do you praise the Lord?
- Lesson 94** Practice Psalm 148:7, 9-10
- Lesson 95** Verse on Special Page





**Lesson 96** Lines 1 & 2 T, *T*  
 Lines 3 & 4 t, *t*  
 Lines 5 & 6 *T*  
 Lines 7 & 8 *t*  
 Lines 9 & 10 *the to*

**Alt. Less. 96** Lines 1 & 2 rain—drops  
 Lines 3 & 4 umbrellas  
 Lines 5 & 6 parasols  
 Lines 7 & 8 Blank lines for additional practice  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 97** Lines 1 & 2 F, *F*  
 Lines 3 & 4 f, *f*  
 Lines 5 & 6 *F*  
 Lines 7 & 8 *f*  
 Lines 9 & 10 *if of*

**Alt. Less. 97** Lines 1 & 2 lizards  
 Lines 3 & 4 shade  
 Lines 5 & 6 from the sun  
 Lines 7 & 8 Blank lines for additional practice  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 98** Lines 1 & 2 *Aa, Bb, Cc, Dd*  
 Lines 3 & 4 *Ee, Ff, Gg, Hh*  
 Lines 5 & 6 *Ii, Kk, Oo, Qq, Tt*  
 Lines 7 & 8 *fed be*  
 Lines 9 & 10 *fed fet*

**Alt. Less. 98** Lines 1 & 2 Umbrellas keep us dry.  
 Lines 3 & 4 Parasols keep the sun  
 Lines 5 & 6 off of us.  
 Lines 7 & 8 Have you seen a lizard  
 Lines 9 & 10 with a parasol?

**Lesson 99** Practice poem “When Fishes Set Umbrellas Up”

**Lesson 100** Poem on Special Page

**Lesson 101** Lines 1 & 2 L, *L*  
 Lines 3 & 4 l, *l*  
 Lines 5 & 6 *L*  
 Lines 7 & 8 *l*  
 Lines 9 & 10 *all fall*





**Alt. Less. 101** Lines 1 & 2 withered leaves  
 Lines 3 & 4 elder trees  
 Lines 5 & 6 frosty air  
 Lines 7 & 8 Blank lines for additional practice  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 102** Lines 1 & 2 P, *P*  
 Lines 3 & 4 p, *p*  
 Lines 5 & 6 *P*  
 Lines 7 & 8 *p*  
 Line 9 *pat*  
 Lines 10 *apple*

**Alt. Less. 102** Lines 1 & 2 See the kitten  
 Lines 3 & 4 sporting with leaves.  
 Lines 5 & 6 through the calm and  
 Lines 7 & 8 frosty air  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 103** Lines 1 & 2 N, *N*  
 Lines 3 & 4 n, *n*  
 Lines 5 & 6 *N*  
 Lines 7 & 8 *n*  
 Lines 9 & 10 *kitten*

**Alt. Less. 103** Lines 1 & 2 one, two, and three  
 Lines 3 & 4 Of the morning bright  
 Lines 5 & 6 and fair  
 Lines 7 & 8 Blank lines for additional practice  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 104** Practice poem “The Kitten and the Falling Leaves”

**Lesson 105** Poem on Special Page

**Lesson 106** Lines 1 & 2 M, *M*  
 Lines 3 & 4 m, *m*  
 Lines 5 & 6 *M*  
 Lines 7 & 8 *m*  
 Lines 9 & 10 *me*

**Alt. Less. 106** Lines 1 & 2 Tiger ! Tiger !  
 Lines 3 & 4 burning bright  
 Lines 5 & 6 forests of the night  
 Lines 7 & 8 Blank lines for additional practice  
 Lines 9 & 10 Blank lines for additional practice





- Lesson 107** Lines 1 & 2 R, *R*  
 Lines 3 & 4 r, *r*  
 Lines 5 & 6 *R*  
 Lines 7 & 8 *r*  
 Lines 9 & 10 *Tiger*
- Alt. Less. 107** Lines 1 & 2 immortal hand  
 Lines 3 & 4 fearful symmetry  
 Lines 5 & 6 William Blake  
 Lines 7 & 8 Blank lines for additional practice  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 108** Lines 1 & 2 *fearful*  
 Lines 3 & 4 *night*  
 Lines 5 & 6 *bright*  
 Lines 7 & 8 *hand*  
 Lines 9 & 10 *could*
- Alt. Less. 108** Lines 1 & 2 fearful  
 Lines 3 & 4 night  
 Lines 5 & 6 bright  
 Lines 7 & 8 hand  
 Lines 9 & 10 could
- Lesson 109** Practice poem “The Tiger”
- Lesson 110** Poem on Special Page
- Lesson 111** Lines 1 & 2 U, *U*  
 Lines 3 & 4 u, *u*  
 Lines 5 & 6 *U*  
 Lines 7 & 8 *u*  
 Lines 9 & 10 *up cup*
- Alt. Less. 111** Lines 1 & 2 crooked hands  
 Lines 3 & 4 clasps the crag  
 Lines 5 & 6 close to the sun  
 Lines 7 & 8 Blank lines for additional practice  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 112** Lines 1 & 2 S, *S*  
 Lines 3 & 4 s, *s*  
 Lines 5 & 6 *S*  
 Lines 7 & 8 *s*  
 Lines 9 & 10 *sun sea*





**Alt. Less. 112** Lines 1 & 2 azure world  
 Lines 3 & 4 wrinkled sea  
 Lines 5 & 6 ringed the world  
 Lines 7 & 8 Blank lines for additional practice  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 113** Lines 1 & 2 W, *W*  
 Lines 3 & 4 w, *w*  
 Lines 5 & 6 *W*  
 Lines 7 & 8 *w*  
 Line 9 *with*  
 Line 10 *world*

**Alt. Less. 113** Lines 1 & 2 mountains walls,  
 Lines 3 & 4 thunderbolt  
 Lines 5 & 6 He watches and falls  
 Lines 7 & 8 Blank lines for additional practice  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 114** Practice poem "The Eagle"

**Lesson 115** Poem on Special Page

**Lesson 116** Lines 1 & 2 Y, *Y*  
 Lines 3 & 4 y, *y*  
 Lines 5 & 6 *Y*  
 Lines 7 & 8 *y*  
 Lines 9 & 10 *yes you*

**Alt. Less. 116** Lines 1 & 2 A Bird Came Down the  
 Lines 3 & 4 Walk  
 Lines 5 & 6 Emily  
 Lines 7 & 8 Dickinson  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 117** Lines 1 & 2 V, *V*  
 Lines 3 & 4 v, *v*  
 Lines 5 & 6 *V*  
 Lines 7 & 8 *v*  
 Lines 9 & 10 *very*

**Alt. Less. 117** Lines 1 & 2 halves  
 Lines 3 & 4 fellow  
 Lines 5 & 6 worm  
 Lines 7 & 8 Blank lines for additional practice  
 Lines 9 & 10 Blank lines for additional practice





**Lesson 118** Lines 1 & 2 *A bird came down.*  
 Lines 3 & 4 *He did not know I*  
 Lines 5 & 6 *saw He bit a worm*  
 Lines 7 & 8 *in halves. He ate*  
 Lines 9 & 10 *the fellow, raw.*

**Alt. Less. 118** Lines 1 & 2 A bird came down.  
 Lines 3 & 4 He did not know I saw  
 Lines 5 & 6 He bit a worm in halves.  
 Lines 7 & 8 He ate the fellow, raw.  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 119** Practice poem

**Alt. Less. 119** “A Bird Came Down the Walk”

A bird came down the  
walk;

He did not know I saw:

He bit an angle-worm  
in halves

And ate the fellow, raw.

Emily Dickinson

**Lesson 120** Poem on Special Page

**Lesson 121** Lines 1 & 2 *J, j*  
 Lines 3 & 4 *j, j*  
 Lines 5 & 6 *j*  
 Lines 7 & 8 *j*  
 Line 9 *jump*  
 Line 10 *joy*

**Alt. Less. 121** Lines 1 & 2 crowing  
 Lines 3 & 4 flowing  
 Lines 5 & 6 green field sleeps  
 Lines 7 & 8 written  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 122** Lines 1 & 2 *X, x*  
 Lines 3 & 4 *x, x*  
 Lines 5 & 6 *x*  
 Lines 7 & 8 *x*  
 Lines 9 & 10 *x-ray ax*





**Alt. Less. 122** Lines 1 & 2 twitter  
 Lines 3 & 4 glitter  
 Lines 5 & 6 stream  
 Lines 7 & 8 March  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 123** Lines 1 & 2 *The cock is crowing.*  
 Lines 3 & 4 *The stream is flowing.*  
 Lines 5 & 6 *The small birds*  
 Lines 7 & 8 *twitter. The lake doth*  
 Lines 9 & 10 *glitter. The green field.*  
 Lines 11 & 12 *sleep in the sun.*

**Alt. Less. 123** Lines 1 & 2 The cock is crowing.The  
 Lines 3 & 4 stream is flowing.The  
 Lines 5 & 6 small birds twitter.The  
 Lines 7 & 8 lake doth glitter.The green  
 Lines 9 & 10 field sleeps in the sun.

**Lesson 124** Practice poem

**Alt. Less. 124** “Written in March”  
 The cock is crowing,  
 Stream is flowing,  
 The small birds twitter,  
 The lake doth glitter,  
 The green field sleeps in  
 the sun

**Lesson 125** Poem on Special Page

**Lesson 126** Lines 1 & 2 Z, z  
 Lines 3 & 4 z, z  
 Lines 5 & 6 z  
 Lines 7 & 8 z  
 Line 9 zoo  
 Line 10 zebra

**Alt. Less. 126** Lines 1 & 2 you'd  
 Lines 3 & 4 that's  
 Lines 5 & 6 ! ! ! !  
 Lines 7 & 8 Blank lines for additional practice  
 Lines 9 & 10 Blank lines for additional practice





**Lesson 127** Lines 1 & 2 *Aa, Bb, Cc, Dd, Ee*  
 Lines 3 & 4 *Ff, Gg, Hh, Ii, Jj*  
 Lines 5 & 6 *Kk, Ll, Mm, Nn, Oo*  
 Lines 7 & 8 *Pp, Qq, Rr, Ss, Tt*  
 Lines 9 & 10 *Uu, Vv, Ww, Xx, Yy, Zz*

**Alt. Less. 127** Lines 1 & 2 A bird can fly.  
 Lines 3 & 4 Can you fly?  
 Lines 5 & 6 What do you want to  
 Lines 7 & 8 do?  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 128** Lines 1 & 2 *If I were a bird,*  
 Lines 3 & 4 *and lived on high*  
 Lines 5 & 6 *"That's where I*  
 Lines 7 & 8 *wanted to go today!"*  
 Lines 9 & 10 *A. A. Milne*

**Alt. Less. 128** Lines 1 & 2 If I were a bird, and  
 Lines 3 & 4 lived on high, and  
 Lines 5 & 6 "That's where I wanted  
 Lines 7 & 8 to go today!"  
 Lines 9 & 10 A. A. Milne

**Lesson 129** Practice poem "Spring Morning"

**Alt. Less. 129** If you were a bird, and  
 lived on high,  
 You'd lean on the wind  
 when the wind came by,  
 You'd say to the wind  
 when it took you away:  
 "That's where I wanted  
 to go today!"

A. A. Milne

**Lesson 130** Poem on Special Page

**Lesson 131** Lines 1 & 2 *T There's*  
 Lines 3 & 4 *S Small*  
 Lines 5 & 6 *B Blue*  
 Lines 7 & 8 *W Williams*  
 Lines 9 & 10 *Blank lines for additional practice*





**Alt. Less. 131**    Lines 1 & 2    T T There's  
 Lines 3 & 4    S S Small  
 Lines 5 & 6    B B Blue  
 Lines 7 & 8    W W William  
 Lines 9 & 10    Blank lines for additional practice

**Lesson 132**    Lines 1 & 2    *mountains*  
 Lines 3 & 4    *fountains*  
 Lines 5 & 6    *sailing*  
 Lines 7 & 8    *prevailing*  
 Lines 9 & 10    *Blank lines for additional practice*

**Alt. Less. 132**    Lines 1 & 2    mountains  
 Lines 3 & 4    fountains  
 Lines 5 & 6    sailing  
 Lines 7 & 8    prevailing  
 Lines 9 & 10    Blank lines for additional practice

**Lesson 133**    Lines 1 & 2    *rain is over*  
 Lines 3 & 4    *joy*  
 Lines 5 & 6    *life*  
 Lines 7 & 8    *Wordsworth*  
 Lines 9 & 10    *Blank lines for additional practice*

**Alt. Less. 133**    Lines 1 & 2    rain is over  
 Lines 3 & 4    joy  
 Lines 5 & 6    life  
 Lines 7 & 8    Wordsworth  
 Lines 9 & 10    Blank lines for additional practice

**Lesson 134**    Practice poem "Written In March"

**Alt. Less. 134**    There's joy in the  
 mountains;  
 There's life in the  
 fountains;  
 Small clouds are sailing,  
 Blue sky prevailing;  
 The rain is over and  
 gone!

Wordsworth





**Lesson 135** Poem on Special Page

**Lesson 136** Lines 1 & 2 *L Lord*  
 Lines 3 & 4 *G God*  
 Lines 5 & 6 *P Psalm*  
 Lines 7 & 8 *b born*  
 Lines 9 & 10 *Blank lines for additional practice*

**Alt. Less. 136** Lines 1 & 2 L L Lord  
 Lines 3 & 4 G G God  
 Lines 5 & 6 P P Psalm  
 Lines 7 & 8 b b born  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 137** Lines 1 & 2 *brought forth*  
 Lines 3 & 4 *the earth*  
 Lines 5 & 6 *the world*  
 Lines 7 & 8 *everlasting*  
 Lines 9 & 10 *Blank lines for additional practice*

**Alt. Less. 137** Lines 1 & 2 brought forth  
 Lines 3 & 4 the earth  
 Lines 5 & 6 the world  
 Lines 7 & 8 everlasting  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 138** Lines 1 & 2 *You are God. You*  
 Lines 3 & 4 *brought forth the*  
 Lines 5 & 6 *earth. You brought*  
 Lines 7 & 8 *forth the world.*  
 Lines 9 & 10 *You are everlasting.*

**Alt. Less. 138** Lines 1 & 2 You are God. You  
 Lines 3 & 4 brought forth the  
 Lines 5 & 6 earth. You brought  
 Lines 7 & 8 forth the world.  
 Lines 9 & 10 You are everlasting.

**Lesson 139** Practice Psalm 90:2

**Alt. Less. 139** Lord,  
 Before the mountains  
 were born or you brought  
 forth the earth and the  
 world, from everlasting to  
 everlasting you are God.





<b>Lesson 140</b>	Verse on Special Page		
<b>Lesson 141</b>	Lines 1 & 2	Aa, <i>Aa</i>	Bb, <i>Bb</i>
	Lines 3 & 4	Cc, <i>Cc</i>	Dd, <i>Dd</i>
	Lines 5 & 6	Ee, <i>Ee</i>	Ff, <i>Ff</i>
	Lines 7 & 8	Gg, <i>Gg</i>	Hh, <i>Hh</i>
	Lines 9 & 10	Ii, <i>Ii</i>	Jj, <i>Jj</i>
<b>Alt. Less. 141</b>	Lines 1 & 2	A a	B b
	Lines 3 & 4	C c	D d
	Lines 5 & 6	E e	F f
	Lines 7 & 8	G g	H h
	Lines 9 & 10	I i	J j
<b>Lesson 142</b>	Lines 1 & 2	Kk, <i>Kk</i>	Ll, <i>Ll</i>
	Lines 3 & 4	Mm, <i>Mm</i>	Nn, <i>Nn</i>
	Lines 5 & 6	Oo, <i>Oo</i>	Pp, <i>Pp</i>
	Lines 7 & 8	Qq, <i>Qq</i>	Rr, <i>Rr</i>
	Lines 9 & 10	Ss, <i>Ss</i>	Tt, <i>Tt</i>
<b>Alt. Less. 142</b>	Lines 1 & 2	K k	L l
	Lines 3 & 4	M m	N n
	Lines 5 & 6	O o	P p
	Lines 7 & 8	Q q	R r
	Lines 9 & 10	S s	T t
<b>Lesson 143</b>	Lines 1 & 2	Uu, <i>Uu</i>	Vv, <i>Vv</i>
	Lines 3 & 4	Ww, <i>Ww</i>	Xx, <i>Xx</i>
	Lines 5 & 6	Yy, <i>Yy</i>	Zz, <i>Zz</i>
	Lines 7 & 8	<i>resound</i>	
	Lines 9 & 10	<i>everything</i>	
<b>Alt. Less. 143</b>	Lines 1 & 2	U u	V v
	Lines 3 & 4	W w	X x
	Lines 5 & 6	Y y	Z z
	Lines 7 & 8	resound	
	Lines 9 & 10	everything	
<b>Lesson 144</b>	Practice Psalm 98:7		
<b>Alt. Less. 144</b>	Let the sea resound, and everything in it, the world, and all who live in it. Psalm 98:7		
<b>Lesson 145</b>	Verse on Special Page		





**Lesson 146** Lines 1 & 2 *A B C D E F G*  
 Lines 3 & 4 *H I J K L M N*  
 Lines 5 & 6 *O P Q R S T U*  
 Lines 7 & 8 *V W X Y Z*  
 Lines 9 & 10 *Blank lines for additional practice*

**Alt. Less. 146** Lines 1 & 2 A B C D E F G  
 Lines 3 & 4 H I J K L M N  
 Lines 5 & 6 O P Q R S T U  
 Lines 7 & 8 V W X Y Z  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 147** Lines 1 & 2 *a b c d e f g*  
 Lines 3 & 4 *h i j k l m n*  
 Lines 5 & 6 *o p q r s t u*  
 Lines 7 & 8 *v w x y z*  
 Lines 9 & 10 *Blank lines for additional practice*

**Alt. Less. 147** Lines 1 & 2 a b c d e f g  
 Lines 3 & 4 h i j k l m n  
 Lines 5 & 6 o p q r s t u  
 Lines 7 & 8 v w x y z  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 148** Lines 1 & 2 *rivers clap*  
 Lines 3 & 4 *mountains sing*  
 Lines 5 & 6 *Lord comes*  
 Lines 7 & 8 *to judge the earth.*  
 Lines 9 & 10 *Blank lines for additional practice*

**Alt. Less. 148** Lines 1 & 2 rivers clap  
 Lines 3 & 4 mountains sing  
 Lines 5 & 6 Lord comes  
 Lines 7 & 8 to judge the earth  
 Lines 9 & 10 Blank lines for additional practice

**Lesson 149** Practice Psalm 98:8-9

**Alt. Less. 149** Let the rivers clap their  
 hands.  
 let the mountains sing  
 together for joy:  
 let them sing before the Lord,  
 for he comes to judge  
 the earth.





- Lesson 150** Verse on Special Page
- Lesson 151** Lines 1 & 2 Aa Bb Cc Dd Ee Ff Gg  
 Lines 3 & 4 Hh Ii Jj Kk Ll Mm Nn  
 Lines 5 & 6 Oo Pp Qq Rr Ss Tt Uu  
 Lines 7 & 8 Vv Ww Xx Yy Zz  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 152** Lines 1 & 2 (On this day, the child writes the entire manuscript  
 Lines 3 & 4 alphabet on his/her own. They may look at the  
 Lines 5 & 6 guide, but no dotted lines.)  
 Lines 7 & 8  
 Lines 9 & 10
- Lesson 153** Lines 1 & 2 established  
 Lines 3 & 4 temple  
 Lines 5 & 6 chief  
 Lines 7 & 8 raised above the hills  
 Lines 9 & 10 Blank lines for additional practice
- Lesson 154** Practice Isaiah 2:2
- Lesson 155** Verse on Special Page
- Lesson 156** Lines 1 & 2 *Aa Bb Cc Dd Ee*  
 Lines 3 & 4 *Ff Gg Hh Ii Jj*  
 Lines 5 & 6 *Kk Ll Mm Nn Oo*  
 Lines 7 & 8 *Pp Qq Rr Ss Tt*  
 Lines 9 & 10 *Uu Vv Ww Xx Yy Zz*
- Alt. Less. 156** Lines 1 & 2 A a B b C c D d E e  
 Lines 3 & 4 F f G g H h I i J j K k  
 Lines 5 & 6 L l M m N n O o P p  
 Lines 7 & 8 Q q R r S s T t U u  
 Lines 9 & 10 V v W w X x Y y Z z
- Lesson 157** Lines 1 & 2 (On this day, the child writes the entire cursive  
 Lines 3 & 4 alphabet on his/her own.)  
 Lines 5 & 6  
 Lines 7 & 8  
 Lines 9 & 10





**Lesson 158** Lines 1 & 2 *sanctuary*  
 Lines 3 & 4 *mighty heavens*  
 Lines 5 & 6 *everything that*  
 Lines 7 & 8 *has breath*  
 Lines 9 & 10 *Praise the Lord.*

**Alt. Less. 158** Lines 1 & 2 Sanctuary  
 Lines 3 & 4 mighty heavens  
 Lines 5 & 6 everything that has  
 Lines 7 & 8 breath  
 Lines 9 & 10 Praise the Lord.

**Lesson 159** Practice Psalm 150:1, 6

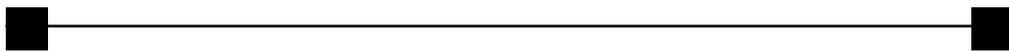
**Alt. Less. 159** Praise God in his  
 sanctuary;  
 praise him in his mighty  
 heavens.  
  
 Let everything that  
 has breath  
  
 Praise the Lord.

**Lesson 160** Verse on Special Page





# Teacher Lessons





# Lesson 1 - Review Lowercase Alphabet

## Teaching Tips:

1. Introduce the verse for the week:  
**Psalm 24:1.** Throughout the week, read other verses from the Book of Psalm and discuss them. Have the verse for the week displayed where the children can see it.
2. Review lowercase alphabet.
  - a:** One stroke – circle (beginning at 2 o'clock position) and half-line. Children DO NOT pick up their pencils to make the half-line, but make the circle then continue up to the dotted line and down again.
  - b:** One stroke – tall line starting at the top line and circle down, up and around.
  - c:** One stroke – three-quarter circle beginning at the 2 o'clock position and ending at 4 o'clock position.
  - d:** One stroke – three-quarter circle (looks like a small "c") and a tall line (up to the top line). Use a continuous stroke around, up to the top then down.
  - e:** One stroke – straight line, small **c**. Begin in the middle of the space between the dotted line and the bottom line. Go across and then up and around.
  - f:** Two strokes – begin at 1 o'clock below the top line: and go up, around and straight down to the bottom line, pick up pencil and make a short cross line on the dotted line.



- g:** One stroke – small circle and hook. Begin about the 1 o'clock position, around, up, down below the bottom line, curve back up toward the bottom line (left side).
- h:** One stroke – tall line from top line to bottom line and arch. Start at top, line down, up, around and down.
- i:** Two strokes – half line and dot. Begin the first stroke on the dotted line, down to the bottom line. The second stroke is the dot in the middle of the space just above the dotted line.
- j:** Two strokes – begin at the dotted line and go down to the bottom line and continue below the line, then around and up toward the bottom line as in the small "g."

Pick up the pencil and make a dot in the middle of the space just above the dotted line.

- k:** Two strokes – tall line beginning at the top line, two slanted lines into the tall one, beginning at the dotted line.
- l:** One stroke – from the top line to the bottom line.
- m:** One stroke – half-line and two arches beginning at the dotted line. Start at dotted line down, up, around, down, up, around and down again.
- n:** One stroke – half-line and arch beginning at the dotted line. Start at dotted line down, up, around and down.
- o:** One stroke – small circle. Begin at about the 2 o'clock position.
- p:** One stroke – line beginning at the dotted line and going down below the bottom line and small circle. Line down, up and around.
- q:** One stroke – small circle and hook. Begin about 1 o'clock position around, up, down below the bottom line, curve away. Note that the curve on this letter does not go up as high as the curve on the "g."
- r:** One stroke – half-line and small curve. Line down from dotted line, up and just around to about the 1 o'clock position.
- s:** One stroke – that curves its way between the dotted and bottom lines. Start at about the 1 o'clock position, curve to the dotted line up and around, down and around the bottom line.

- t:** Two strokes – a line beginning in the middle between the top line and the dotted line and going down and around the bottom line and a small line crossing it at the dotted line.
- u:** One stroke – start at dotted line down, around, up and down.
- v:** One stroke – begin at the dotted line and slant right to bottom, slant back up to dotted line.
- w:** One stroke – begin at the dotted line and slant right to bottom, slant back up to dotted line, slant right to bottom, slant back up to dotted line.
- x:** Two slanted strokes – each beginning at the dotted line and crossing in the middle of the space between the dotted and bottom line.
- y:** Two slanted strokes – each beginning at the dotted line, the first stopping at the bottom line, the second extending down below the bottom line.
- z:** One stroke – between the dotted and bottom lines. Start across the dotted line, slant line back down to the bottom line, across the bottom.

3. Line 1: Trace the letters.
- Line 2: Write the letters from line 1.
- Line 3: Trace the letters.
- Line 4: Write the letters from line 3.
- Line 5: Trace the letters.
- Line 6: Write the letters from line 5.
- Line 7: Trace the letters and punctuation.



Line 8: Write the letters and  
punctuation from line 7.

Lines 9 & 10: Additional practice.

4. Correct any reversals or formation problems.
5. Watch formation and spacing.
6. Use the two blank lines at the bottom of the page to practice letters that need work.
7. Have the student(s) write their first name on the top line.

## **Bible Verse Lessons 1-5**

“The earth is the Lord’s, and everything in it,  
the world, and all who live in it.”

(Psalm 24:1)



# Lesson 2 - Review Capital Letters

## Teaching Tips:

1. Read Psalm 24:1.
2. Review capital letters.
  - A:** Three strokes – two tall, slanted lines meeting at the top line; a short line across the dotted line to join the two slanted lines.
  - B:** Two strokes – tall line down and double loop (upper loop is slightly larger than the bottom loop).
  - C:** One stroke – start between one and 2 o'clock, up, around and stops between four and 5 o'clock.
  - D:** Two strokes – tall line down and large half circle.
  - E:** Four strokes – one tall line, three short lines out from the tall line, top line across, dotted line across, bottom line across.
  - F:** Three strokes – one tall line, two short lines out from the tall line, top line across, dotted line across.
  - G:** One stroke – begin at 2 o'clock, up, around, and at the dotted line draw a line across to the middle.
  - H:** Three strokes – two tall lines separated (goal posts), one line across the dotted line to join the two tall lines.
  - I:** Three strokes – one tall line, two short lines, one across the top, one across the bottom.
  - J:** Two strokes: begin at the top of the second stage, straight down and



around the bottom of the booster, flat top on top.

- K:** Two strokes – one tall line, two slanted lines (top into the middle of the tall line, then back out to the bottom line).
- L:** One stroke – one tall line moving into a short line out from the bottom.
- M:** Two strokes – begin at the top and draw a tall line down, (lift) go back to top, slanted right to bottom, slant left to top, tall line down to bottom.
- N:** Two strokes – begin at the top and draw a tall line down, (lift) go back to top, slanted right to bottom, tall line up to top.
- O:** One stroke – large circle, begins at 2 o'clock, up, around and back up.

- P:** Two strokes – tall line down and small loop at top between the top and dotted lines. Note that the top of the “P” is slightly wider than a half circle.
- Q:** Two strokes – large circle, slant line beginning in the middle of the space between the dotted and bottom lines and crossing the circle between the five and 6 o’clock position.
- R:** Two strokes – tall line down and combination of half loop between the top and dotted lines and slant line out to the bottom line (like a “P” with a cane).
- S:** One stroke – that curves its way between the top and bottom lines. Start at about the 1 o’clock position, curve to the top line up and around, down and around the bottom line.
- T:** Two strokes – one tall line, one short line across the top.
- U:** One stroke – begin as tall line, down, around and back up to the top line.
- V:** Two slanted strokes, each beginning at the top line and meeting at the bottom. Watch the slant.
- W:** One stroke – begin at the top and slant right to bottom, slant back up to top, slant right to bottom, slant back up to top.
- X:** Two slanted strokes – each beginning at the top line and crossing on the dotted line.
- Y:** Three strokes – two slanted lines beginning at the top line and coming in to meet at the dotted line; a half-line straight down from the meeting point to the bottom line.
- Z:** One stroke – between the top and bottom lines. Start across the top line, slant line back down to the bottom line, across the bottom.
3. Line 1: Trace the letters.  
Line 2: Write the letters from line 1.  
Line 3: Trace the letters.  
Line 4: Write the letters from line 3.  
Line 5: Trace the letters.  
Line 6: Write the letters from line 5.  
Line 7: Trace the letters and punctuation.  
Line 8: Write the letters and punctuation from line 7.  
Lines 9 & 10: Additional practice.
  4. Correct any reversals or formation problems.
  5. Watch formation and spacing.
  6. Use the two blank lines at the bottom of the page to practice letters that need work.

## Bible Verse Lessons 1-5

“The earth is the Lord’s, and everything in it, the world, and all who live in it.”

(Psalm 24:1)



## Lesson 3 - Practice Words

### Teaching Tips:

1. Read **Psalm 24:1**.
2. Read the words and the sentence the children will write.
3. Stress that proper nouns like "Lord's" and the names of people begin with capital letters.
4. Review sequence of letters and new words.
5. Line 1: Trace the word and write the word as many times as it will fit on the line. Observe proper spacing.  
Line 2: Write the words as in line 1.  
Line 3: Trace the word and write the word as many times as it will fit on the line. Observe proper spacing.  
Line 4: Write the words as in line 3.  
Line 5: Trace the word and write the word as many times as it will fit on the line. Observe proper spacing.  
Line 6: Write the words as in line 5.  
Line 7: Trace the sentence.  
Line 8: Write the sentence from line 7.  
Lines 9 & 10: Additional practice.
6. Use the two blank lines at the bottom of the page to practice words that need work or to write original sentences.

Lesson 3 Name: \_\_\_\_\_

earth

everything

world

The earth is the Lord's.

Horizon Penmanship Book for \_\_\_\_\_





## Lesson 4 - Practice Bible Verse

### Teaching Tips:

1. Review **Psalm 24:1** with the children.
2. Discuss the meaning of verse and reading of the citation or Scripture reference.
3. Trace the verse for the week.
4. Practice writing the verse for the week on a separate sheet of paper.
5. Remind them to write their first name on the top line.

### Bible Verse Lessons 1-5

“The earth is the Lord’s, and everything in it, the world, and all who live in it.”

(Psalm 24:1)



## Lesson 5 - Special Page

### Teaching Tips:

1. Explain that the children will copy the verse from Lesson 4 onto this special page using their best handwriting skills.
2. Allow the children to practice on the corresponding reproducible practice page from the back of this manual.
3. Complete the page.
4. Decide how this special page will be used.
5. Remind them to write their first name on the top line.



# Lesson 6 - Letters

## G, g, T, t

### Teaching Tips:

1. Talk about the name and the sounds each letter makes. Note how each letter is formed.
2. Warm up for each letter and check position.
3. Trace and copy the letters while the teacher observes the position, formation and spacing.
4. Line 1: Trace the letters and complete the row with the same letter.  
Line 2: Write the letters from line 1.  
Line 3: Trace the letters and complete the row with the same letter.  
Line 4: Write the letters from line 3.  
Line 5: Trace the word and complete the row of the same word  
Line 6: Write the words from line 5.  
Line 7: Trace the word and complete the row of the same word  
Line 8: Write the words from line 7.  
Lines 9 & 10: Additional practice
5. Additional blank lines may be used for practice, for original sentences, for class sentences, for phrases, for rhyming words and so on.
6. Read: **Psalm 19:1.**
7. Throughout the week read other verses from the Psalm and discuss those which deal with the wonders of God's creation.
8. Remind them to write their first name on the top line.



### Bible Verse Lessons 6-10

"The heavens declare the glory of God;  
the skies proclaim the work of his hands."  
(Psalm 19:1)



## Lesson 7 - Practice Words

### Teaching Tips:

1. Help the children with these words. Have them trace the word then practice writing it to complete the line and the line below each word.
2. Watch formation and spacing.
3. Additional blank lines may be used for practice, for original sentences, for class sentences, for phrases, for rhyming words and so on.
4. Read: **Psalm 19:1**.
5. Throughout the week read other verses from the Book of Psalm and discuss those which deal with the wonders of God's creation.

### Bible Verse Lessons 6-10

"The heavens declare the glory of God;  
the skies proclaim the work of his hands."  
(Psalm 19:1)

## Lesson 8 - Sentence Review

### Teaching Tips:

1. Review sequence of letters and new words.
2. Help the children with these words. Have them trace the words then practice writing them on the blank lines.
3. Watch formation and spacing.
4. Read: **Psalm 19:1**.
5. Throughout the week read other verses from the Book of Psalm and discuss those which deal with the wonders of God's creation.

LESSON 7 ✨ Name: \_\_\_\_\_

proclaim

declare

work

hands

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LESSON 8 ✨ Name: \_\_\_\_\_

The heavens declare

God's glory. The skies

proclaim God's work.

God's hand made all things.

All things praise God.

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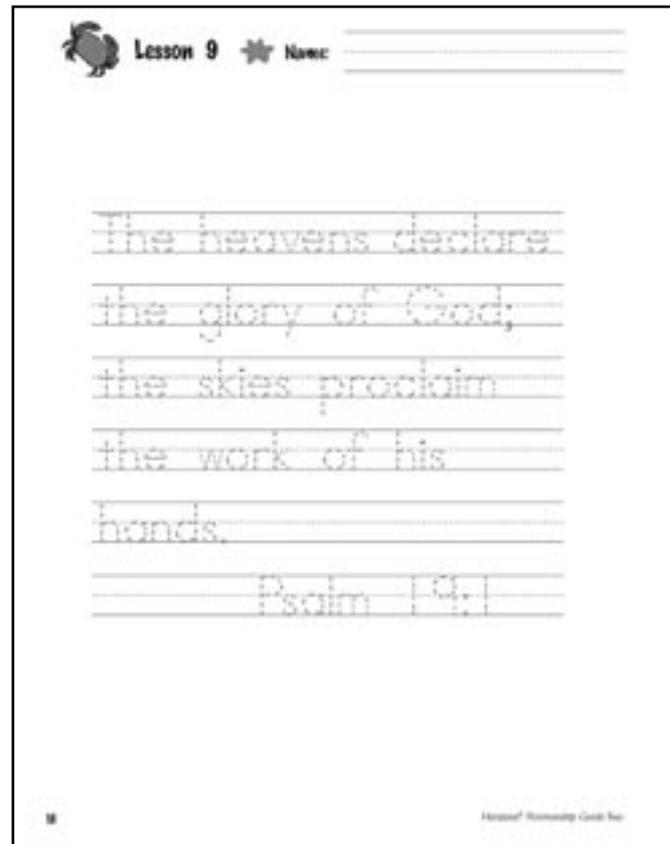
## Lesson 9 - Practice Bible Verse

### Teaching Tips:

1. Review **Psalm 19:1** with the children.
2. Discuss the meaning of verse and reading of the citation or Scripture reference.
3. Trace the verse for the week.
4. Practice writing the Psalm quote for the week on a separate sheet of paper.
5. Remind them to write their first name on the top line.

### Bible Verse Lessons 6-10

"The heavens declare the glory of God;  
the skies proclaim the work of his hands."  
(Psalm 19:1)



## Lesson 10 - Special Page

### Teaching Tips:

1. Explain that the children will copy the verse from Lesson 9 onto this special page using their best handwriting skills.
2. Allow the children to practice on the corresponding reproducible practice page from the back of this manual.
3. Complete the page.
4. Decide how this special page will be used.
5. Remind them to write their first name on the top line.



# Lesson 11 - Letters

## S, s, W, w, 0-9

### Teaching Tips:

1. Talk about the name and the sounds each letter makes. Note how each letter is formed.
2. Warm up for each letter and check position.
3. Trace and copy the letters and numbers while the teacher observes the position, formation and spacing.

- 1:** One stroke – tall line, from top line to bottom line.
- 2:** One stroke – around, down to the bottom line and across. Begin about the 11 o'clock position.
- 3:** One stroke – around and around. Begin about the 11 o'clock position and end at the 8 o'clock position.
- 4:** Two strokes – a slanted line down and across, tall line down.
- 5:** Two strokes – down and around, across the top.
- 6:** One stroke – start at the top line, curve down to the bottom line then around and up to the dotted line.
- 7:** One stroke – across the top line and slant down and back to the bottom line.
- 8:** One stroke – begins very much like an "S" then back around.
- 9:** One stroke – begins like a small circle between the top and dotted line at the 1 o'clock position, then straight line up and down to the bottom line.



- 10:** One stroke – large oval. Note that the zero is slightly thinner than a capital "O."
4. Additional blank lines may be used for practice, for original sentences, for class sentences, for phrases, for rhyming words and so on.
5. Quote for the week: from *Night* by William Blake. (Selection in larger print.)

### Night

The sun descending in the west.  
 The evening star does shine.  
 The birds are silent in their nest,  
 And I must seek for mine,  
**The moon like a flower,**  
**In heavens high bower;**  
**With silent delight,**  
**Sits and smiles on the night.**



Farewell green fields and happy groves,  
Where flocks have took delight;  
Where lambs have nibbled, silent moves  
The feet of angels bright;  
Unseen they pour blessing,  
And joy without ceasing,  
On each bud and blossom,  
And each sleeping bosom.

They look in every thoughtless nest,  
Where birds are covered warm;  
They visit caves of every beast,  
To keep them all from harm;  
If they see any weeping,  
That should have been sleeping  
They pour sleep on their head  
And sit down by their bed.

6. Through the week read selections from the entire poem to give the children the context for the poem.
7. Introduce words that may be unfamiliar, such as “bower.”
8. Remind them to write their first name on the top line.





## Lesson 12 - Practice Words

### Teaching Tips:

1. Help the children with these words.  
Have them trace the word then practice writing it to complete the line and the line below each word.
2. Watch formation and spacing.
3. Additional blank lines may be used for practice, for original sentences, for class sentences, for phrases, for rhyming words and so on.
4. Review the quote for the week.

### Poem for Lessons 11-15

"The moon like a flower,  
In heaven's high bower;  
With silent delight,  
Sits and smiles on the night."

LESSON 12 ✨ Name: \_\_\_\_\_

flower \_\_\_\_\_

\_\_\_\_\_

bower \_\_\_\_\_

\_\_\_\_\_

delight \_\_\_\_\_

\_\_\_\_\_

night \_\_\_\_\_

\_\_\_\_\_

Horizon Penmanship Grade 2

## Lesson 13 - Sentence Review

### Teaching Tips:

1. Review sequences of letters and new words.
2. Help the children with these words.  
Have them trace the words then practice writing them on the blank lines.
3. Watch formation and spacing.
4. Review the quote.
5. Remind them to write their first name on the top line.

LESSON 13 🌀 Name: \_\_\_\_\_

The moon with delight \_\_\_\_\_

\_\_\_\_\_

smiles on the night \_\_\_\_\_

\_\_\_\_\_

The moon sits silent \_\_\_\_\_

\_\_\_\_\_

It sits in the heavens \_\_\_\_\_

\_\_\_\_\_

Horizon Penmanship Grade 2



## Lesson 14 - Practice Poem

### Teaching Tips:

1. Review the quote from William Blake's poem **Night** with the children.
2. Discuss the meaning of this poem and the section that the children are to practice.
3. Trace the quote for the week.
4. Practice writing the quote for the week on a separate sheet of paper.

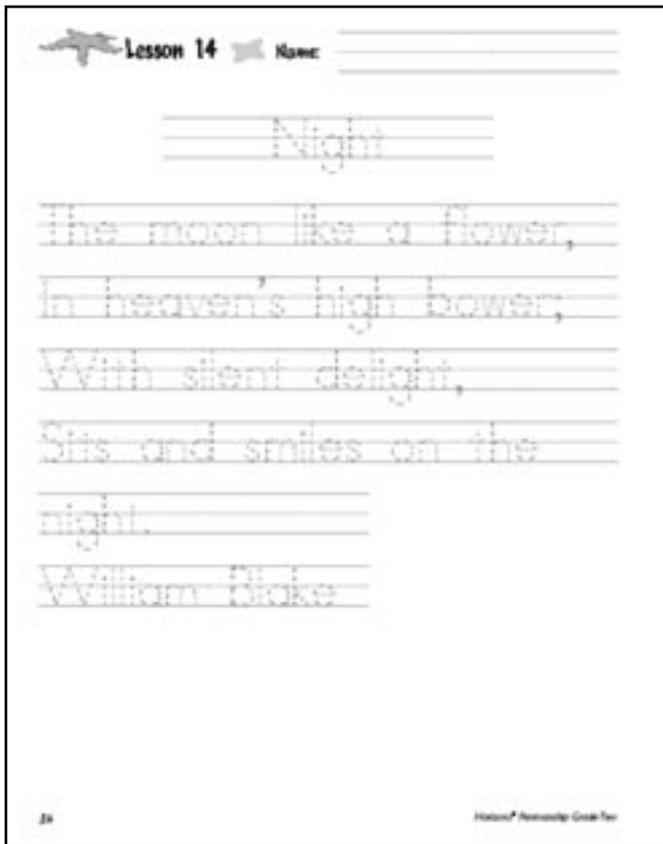
### Poem for Lessons 11-15

"The moon like a flower,  
In heaven's high bower;  
With silent delight,  
Sits and smiles on the night."

## Lesson 15 - Special Page

### Teaching Tips:

1. Explain that the children will copy the poem from Lesson 14 onto this special page using their best handwriting skills.
2. Allow the children to practice on the corresponding reproducible practice page from the back of this manual.
3. Complete the page.
4. Decide how this special page will be used.
5. Remind them to write their first name on the top line.



# Lesson 16 - Letters M, m, A, a, H, h, R, r

## Teaching Tips:

1. Talk about the name and the sounds each letter makes. Note how each letter is formed.
2. Warm up for each letter and check position.
3. Trace and copy the letters while the teacher observes the position, formation and spacing. Complete the line and the line below each of the letters.
4. Additional blank lines may be used for practice, for original sentences, for class sentences, for phrases, for rhyming words and so on.
5. Quote for the week: from *My Heart Leaps Up* by William Wordsworth.

Lesson 16  Name: \_\_\_\_\_

M m M m

A a A a

H h H h

R r R r

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### My Heart Leaps Up

**My heart leaps up when I behold**

**A rainbow in the sky:**

**So was it when my life began;**

**So is it now I am a man;**

**So be it when I shall grow old,**

Or let me die!

The Child is father of the Man;

I could wish my days to be

Bound each to each by natural piety.

6. During the week read the entire poem.
7. Introduce author's name.

## Lesson 17 - Practice Words

### Teaching Tips:

1. Help the children with these words. Have them trace the word then practice writing it to complete the line end the line below it.
2. Watch formation and spacing.
3. Additional blank lines may be used for practice, for original sentences, for class sentences, for phrases, for rhyming words and so on.
4. Read the entire poem.

### Poem for Lessons 16-20

"My heart leaps up when I behold A rainbow  
in the sky; So was it when my life began;  
So is it now I am a man; So be it when I shall  
grow old."



Lesson 17 Name: \_\_\_\_\_

rainbow

leaps up

behold

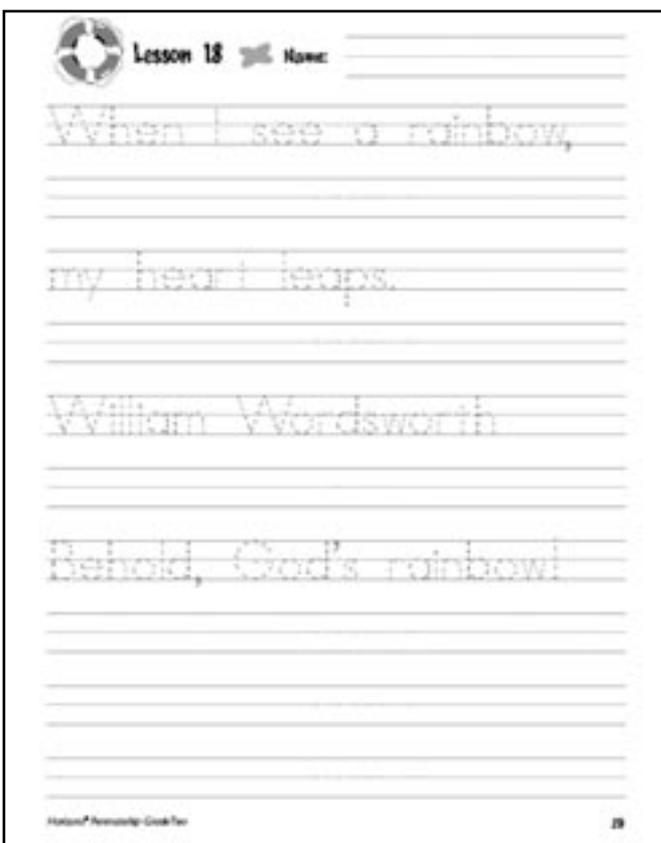
old

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## Lesson 18 - Sentence Review and Capitals

### Teaching Tips:

1. Review sequence of letters and new words.
2. Help the children with these words. Have them trace the words then practice writing them.
3. Watch formation and spacing.
4. Stress that proper nouns like "God" and the names of people begin with capital letters.
5. Read the entire poem.



Lesson 18 Name: \_\_\_\_\_

When I see a rainbow,

my heart leaps.

William Wordsworth

Behold, God's rainbow!

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