Doodles & Pre-Writing

For Littles

The Good and the Beautiful Curriculum
The images, artwork, and words used in this course are all designed to connect children to the good and the beautiful: family, faith, high moral character, and the wonders and beauty of nature and human life.

*Doodles & Pre-writing for Littles* is designed for most children between the ages of 2 ½ and 5 years old who are ready to develop the dexterity and coordination of small muscles as well as the mental focus needed to write.

**COURSE ORGANIZATION**

This level focuses on the strokes and forms used to create letters and common shapes and is designed to help small children develop the fine motor skills necessary for writing. This workbook includes 100 sheets, which is 3–4 sheets per week for a normal school year. The course is divided into three sections:

1. **Skill: continuous motions.** Forms: curves, loops, waves, and spirals. Shapes: circle, oval, ellipse, quatrefoil, and curved triangle.
2. **Skill: changing directions.** Forms: straight lines, angles, and zigzags. Shapes: triangle, square, rhombus, parallelogram, trapezoid, pentagon, and hexagon.
3. **Skill: combining different forms and shapes from sections one and two to create letters or more complex shapes, such as hearts and stars, and finding shapes in nature.**

**COLORING AND NATURE**

Each sheet in this course provides an opportunity for the child to color, improving both coloring and motor skills. The doodles, forms, and shapes the child practices are all connected to nature or other common objects in a child’s world.
**PENCIL GRIP**

Correct pencil grip is essential. For help with pencil grip, there are several YouTube videos and websites that display correct pencil grip. Be sure to gently and patiently correct the child’s incorrect pencil grip when writing or drawing.

**DOING HANDWRITING WITH LITTLES**

The course is designed to be simple enough that a child could work on it without assistance. However, there are optional extension activities, such as questions about the objects on the page, that can be done if parents would like to work further with the child. Some children will want to spend a lot of time on each page, while others will fly through. To help the child get more use and skill development from this course, encourage him or her to trace over each shape or form twice. Using a variety of colors and mediums (such as crayons, colored pencils, or markers) will make this more enjoyable. After the child has completed the whole course, you can allow the child to cut along the dotted lines to practice using scissors. Pages with large patterns will work best. Upon completion some children will be ready to move on to the Level K Handwriting course, while others may benefit from repeating this course.

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Continuous Motions

Curves, Loops, Waves, and Spirals
Practice the rhyme “April showers bring May flowers” as you draw lines connecting the dots.
Trace each spiral, starting on the dot.

Trace the spiral of the shell, starting on the dot. How many shells do you see?
Trace each line, starting on the dot. Do pears grow in the ground or on a tree?
Trace the waves and shark fins, and then color the picture. How many sharks do you see?
Changing Directions

Straight Lines, Angles, and Zigzags
Trace each line, starting on the left and connecting the dots.

Complete the mountain drawing in the box. How many peaks do you see?
Trace each line, starting on the dot.

Trace the lines and color the keys. What do you use keys for at your house?
Trace each line, starting on the dot.

Trace the lines and color the picture. Would an alligator make a good pet?
Trace the arrows. Then color the images. What happens while the caterpillar is inside the cocoon?
SECTION THREE

Combining Shapes

Hearts, Stars, and Letters
Trace the lines. A heart is a symbol for love. Who is someone you love?
Draw a line through each path to get the mommy animal to her baby. What is a baby sheep called?
Trace the lines and color the image. How many legs does a giraffe have?
Trace the lines and color the image. The narwhal is a kind of whale that lives in the Arctic Ocean.
Trace the lines and color the image. Raccoons are nocturnal animals that hunt at night. Can you think of another animal that is awake mostly at night?
Trace the lines and color the image. A real violin has four strings and is played using a bow made of horse hair.
The images, artwork, and words used in this course are all designed to connect children to the good and the beautiful: family, faith, high moral character, and the wonders and beauty of nature and human life.

Level K Handwriting is designed for most children between the ages of 4 to 6 years old who are ready to start handwriting. It is critical that your child gain a strong foundation in correct letter formation. Do not move too quickly through foundational skills.

**COURSE ORGANIZATION**

This level focuses on correct print formation of letters and numbers and, near the end of the course, introduces short words and sentences. This workbook includes 100 sheets, which is 3–4 sheets per week for a normal school year. Halfway through the course the text size is reduced as the child gains the motor skills for smaller print. The course introduces 2–3 new letters at a time, going in alphabetical order.

**COLORING AND DRAWING**

Each sheet in this course provides an opportunity for the child to draw or color, improving both drawing and motor skills. Also, many children enjoy handwriting sheets much more with the opportunity to do a little art after the handwriting portion of the sheet is completed.

**PENCIL GRIP**

Correct pencil grip is essential. For videos on correct pencil grip, please see the Handwriting FAQs on our website www.thegoodandthebeautiful.com. Make sure to gently and patiently correct the child’s incorrect pencil grip when writing or drawing.
**DOING HANDWRITING AS A FAMILY**

Handwriting time can be done together as a family. As some children will not finish one page in the same amount of time as other children, you may want to set a certain length of time for handwriting each day, such as 10–15 minutes. Have the child or children stop wherever they are on the page at the end of the specified time. At the next handwriting session, they can pick up right where they left off. Some children may complete more than one page during a session, and some children may complete less than a page.

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70 Point Font

Tracing Letters and Numbers
Writing First Name
Trace each letter, starting on the dot.

With a crayon or colored pencil, draw a line between each image without touching any of the lines.
Trace each letter, starting on the dot.

Connect the letters then color the picture.
Trace each number, starting on the dot.

Write your first name.

Copy the shapes in the blank box.
Trace each letter, starting on the dot.

Complete the maze.
Tracing and Writing Letters and Numbers
Writing First and Last Name
Write each letter twice and trace the sentences.

A
B
C

I hop.
I run.

Color the picture.
Trace each number, starting on the dot.

Write your last name.

Draw each item.
Write each letter twice.

Draw a picture of a rainbow over a hill.
Trace each number and punctuation mark, starting on the dot.

Copy each pattern in the empty box below it.
Trace each word.

spring

summer

Add grass and more blossoms to the tree.

Add more leaves to the tree and then color both trees.
Trace the sentence. Write the number for how old you are.

I am ___ years old.

Trace the dates of historical events.

July 4, 1776

July 20, 1969

Draw more fireworks then color them all.
Trace the sentence.

My address is

Write your street address. Start with a capital letter for street names.

Write the name of your city and state. Start each one with a capital letter.

Draw a path to help the kids walk back to their house.
The images, artwork, and words used in this course are all designed to connect children to the good and the beautiful: family, faith, high moral character, and the wonders and beauty of nature and human life.

Handwriting Level 1 is designed for children ages 5–7 who are in Level K or Level 1 language arts. This level focuses on correct print formation of letters and numbers and, near the end of the course, introduces short words and sentences. This course also helps children practice spelling number words. The text size reduces halfway through the course as the child gains the motor skills for smaller print.

It is critical that children gain a strong foundation in correct letter formation. Do not move too fast through these foundational skills. Many new writers attempt to begin letters at the bottom rather than at the top. It is important to follow the arrows shown and begin at the top, as this will benefit the child when he or she is learning cursive, and it will help the child develop nice penmanship without straining the hand or wrist.

COURSE ORGANIZATION

At the beginning of the course, and at different times throughout the course, the child will complete “overview” sheets. These sheets give the child general exposure to all letters and numbers. The rest of the course introduces 2–3 new letters at a time, going in order of the most frequently used letters. This approach helps the child focus on mastering letters before moving on and, at the same time, gives the child experience with all letters, which is helpful as he or she may need to write words and letters for other subjects. This workbook includes 100 sheets, or about 3–4 sheets per week for a normal school year.

COLORING AND DRAWING

Each sheet in this course provides an opportunity for the child to draw, color, or complete an activity such as a maze or dot-to-dot. These are not merely for fun; they also improve both drawing and fine motor skills. Many children also enjoy handwriting sheets much more with the opportunity to do a little art or other activity after the handwriting portion of the sheet is completed.

DOING HANDWRITING AS A FAMILY

Handwriting time can be done together as a family. As some children will not finish one page in the same amount of time as others, you may want to set a certain length of time for handwriting each day, such as 10–15 minutes. Wherever children are on the page, have them stop at the end of the specified time. At the next handwriting session, they can pick up right where they left off. Some children may complete more than one page during a session, and some children may complete less than a page.

TIPS FOR LEFT-HANDED WRITERS

Left-handed writers often find it more comfortable to tilt the book slightly to the right and position it closer to the left side. If the child tends to write from right to left, placing a dot at the left side to remind him or her where to start may be helpful. Left-handed writers often tend to “hook” their wrists above what they are writing in order to see what they have already written. This can cause strain on the wrist and make writing difficult. Remind the child to keep the wrist straight.

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60 Point Font

Form Drawing
Writing First Name
Writing Letters and Numbers
Tracing and Writing Words and Sentences
Drawing
Practice the strokes used to create letters by tracing the dotted lines and shapes. Start on the green dot.

Copy the lines into the boxes below. Start on the green dot.
Overview of Letters A–J

Trace each letter and then write it again, starting on the dot.

Color the jars so it looks like they contain different colors of jam.
Introducing Letters Cc and Oo

Write your first name. If needed, have a parent or teacher write it down, and then you trace it here.

Trace each letter and then write it again, starting on the dot. The letter C shape is how many letters start.

Draw rain falling from the clouds.

Trace each letter and then write it, starting on the dot.
Write your first name. If needed, have a parent or teacher write it down, and then you trace it here.

Trace each letter and then write it again, starting on the dot.

Copy the picture into the box below and then color it.

Trace the words. Draw a line to the correct number of vegetables.
Trace each letter and then write it again, starting on the dot.

Trace the lines with your finger. Then copy them into the boxes.

Color the picture.
Trace each letter, starting on the dot. All of these letters begin with a downward stroke.

The uppercase R starts like the P, but it has an extra line coming out in front.

Trace each letter. These are the vowels.

Color the picture. What do you think the mice might be looking at? Add it to the scene.
SECTION TWO

45 Point Font

Writing First and Last Name
Writing Letters and Numbers
Tracing and Writing Words and Sentences
Drawing
Write your first and last name. Start each one with a capital letter.

Trace and then write each letter.

Trace the sentence.

Color the books.
Write your first and last name. Start each one with a capital letter.

Write each number. Then draw a line to the image with the correct number of items.

Review letters S–Z. Write each set of letters once.
Letter Gg

Trace each letter and then write it four times.

Trace each word.

grapes  give  goaf

game  golf  gulp

Complete the maze.

Copy the sentence on the line below.

Be kind always.
Trace each letter and then write it four times.

Trace each word and then write it.

Copy the sentence on the line below.

Circle the pictures that begin with the letter T. Color the pictures.
Trace each letter and then write it four times.

Trace each word and then write it.

Copy the sentence on the line below.

Color the shields.
End of Section Evaluation #1

Parent or Teacher: Have the child write each letter while you watch. Choose and write four letters on the blank lines that the child does not form correctly or that need the most work. Then use the following page to have the child practice those letters.

_______________             _______________             _______________             _______________

Connect the dots and color the picture.
Parent or Teacher: Have the child practice writing the letters that you wrote on the blank lines on the previous page. First, write the letter in the box, showing the child how to form it. Then watch the child as he or she writes, immediately correcting any mistakes.

Color the picture.
The images, artwork, and words used in this handwriting course are all designed to connect children to the good and the beautiful: family, faith, high moral character, and the wonders and beauty of nature and human life.

Handwriting Level 2 is designed for children ages 6–8 who are in Level 1 or Level 2 language arts. The course is for children with some handwriting experience who are still working on the correct print formation of letters and numbers. The text size is reduced, and words, sentences, scriptures (from the Bible), and poems are introduced partway through the course. This course also helps children learn to spell colors and reviews the spelling of numbers.

It is critical that children gain a strong foundation in correct letter formation. Do not move too fast through these foundational skills. Many new writers attempt to begin letters at the bottom rather than at the top. It is important to follow the arrows shown and begin at the top, as this will benefit the child when he or she is learning cursive, and it will help the child develop nice penmanship without straining the hand or wrist.

COURSE ORGANIZATION
At the beginning of the course, and at different times throughout the course, the child will complete “overview” sheets. These sheets give the child general exposure to all letters and numbers. This workbook includes 100 sheets, or about 3–4 sheets per week for a normal school year. Emphasis is placed on proper spacing and height of letters.

COLORING AND DRAWING
Each sheet in this course provides an opportunity for the child to draw, color, or complete an activity such as a maze or dot-to-dot. These are not merely for fun; they also improve both drawing and fine motor skills. Many children also enjoy handwriting sheets much more with the opportunity to do a little art or other activity after the handwriting portion of the sheet is completed.

DOING HANDWRITING AS A FAMILY
Handwriting time can be done together as a family. As some children will not finish one page in the same amount of time as others, you may want to set a certain length of time for handwriting each day, such as 10–15 minutes. Wherever children are on the page, have them stop at the end of the specified time. At the next handwriting session, they can pick up right where they left off. Some children may complete more than one page during a session, and some children may complete less than a page.

TIPS FOR LEFT-HANDED WRITERS
Left-handed writers often find it more comfortable to tilt the book slightly to the right and position it closer to the left side. If the child tends to write from right to left, placing a dot at the left side to remind him or her where to start may be helpful. Left-handed writers often tend to “hook” their wrists above what they are writing in order to see what they have already written. This can cause strain on the wrist and make writing difficult. Remind the child to keep his or her wrist straight.

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Handwriting

SECTION
ONE

40-Point Font
Writing Letters and Numbers
Writing Short Words
Tracing Words and Sentences
Spelling Numbers
Overview of Letters K–U

Trace each letter, and then write the letter in the box, starting on the dot.

Every letter rests on the baseline.

Be nice.
Correct

Be nice.

Be kind.

Following the steps, draw the leaf in the blank box.
Overview of Letters V–Z and Numbers

Trace each letter or number, and then write the letter or number in the box, starting on the dot.

<table>
<thead>
<tr>
<th>V</th>
<th>W</th>
<th>X</th>
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<tbody>
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<td>3</td>
</tr>
</tbody>
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<th>Z</th>
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<tbody>
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<td></td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Copy the words. Try to write the words straight and in the middle of the signs.

- run
- dash
- bolt
- zoom
- dart
Handwriting Practice

Trace each letter, write it in the box, and then write it twice. Trace and write each number.

Copy the sentences.

- Every letter rests on the baseline.

Incorrect ❇️ Correct ❇️

Be nice. Be nice.

Try hard

Pray often.

Color the whale, and then draw water and any other items you can imagine in the ocean.
Print your first and middle name: ____________________________

Trace each letter, write it in the box, and then write it twice. Trace and write each number.

Connect the dots and color the picture.
Parent or Teacher: Have the child practice the letters or numbers you wrote on the blank lines on the previous page. First, write the letter in the box, showing the child how to form it. Then watch the child as he or she writes, immediately correcting any mistakes.

Imagine what you can see through the arch and draw it.
Trace the sentence, and then write it on the line.

God loves me!

Trace each word, and then write it once. Try to have even spacing between the letters.

one  two
three  four
five  six

Find an object, put it on your desk, and draw it.
Handwriting

SECTION TWO

33-Point Font

Tracing Words and Sentences
Writing Letters, Numbers, and Punctuation
Writing Short Sentences and Poems
Spelling Colors and Numbers
Trace the poem by Jenny Phillips.

Flowers on the hillside
Oh, how sweet to see.
I pick a flower for my mom,
And I pick one just for me.

Draw a hillside with flowers.
Trace the sentences.

I love to share a smile.

I will tell the truth.

Write each letter set once.

Aa   Bb   Cc   Dd

Ee   Ff   Gg   Hh

Ii   Jj   Kk   Ll

Copy the words. Make sure letters have a similar slant.

- Letters have a similar slant.

lily   lily

lily   rose   daisy   violet

Copy the pictures.
Write the colors in **alphabetical order**. Make sure all the letters rest on the baseline.

\[
\text{blue} \quad \text{red} \quad \text{black} \quad \text{brown}
\]

Complete the maze.

Trace and then write each number and word once. Try to have even spacing between letters.

\[
6 \quad \text{six} \quad 7 \quad \text{seven}
\]

\[
8 \quad \text{eight} \quad 9 \quad \text{nine}
\]

Color the picture.
Trace the lines of the poem by Edgar Guest.

There is no music quite so sweet
As patter of a baby's feet.

In your best handwriting, write the continent, country, state, and city in which you live.

Continent

Country

State

City

Write the letters, starting on the dot.

Letters rest on the baseline without going below it.

d

C

O

Color the picture, and then draw a scene.
Handwriting Practice

Using your best handwriting, copy the scripture and its reference.

Love one another; as I have loved you. John 13:34

Using your best handwriting, copy the scripture and its reference.

A friend loveth at all times. Proverbs 17:17

Copy the sentences.

☐ All letters are evenly spaced.

Incorrect \[\text{Incorrect}\] Correct \[\text{Correct}\]

\[\text{Benice.}\] \[\text{Benice.}\]

\[\text{Workhard.}\]

\[\text{Giveservice.}\]

Color the picture.

Work hard.

Give service.
Print your first and last name: 

Copy the poem.

I often sit

And wish that I

Could be a kite

Up in the sky,

And feel the air

And ride the breeze,

Fly with birds

And skim the trees.

Draw a picture with a kite, birds, and trees.
Using your best handwriting, copy the scripture and its reference.

Love one another; as I have loved you. John 13:34

Just for fun, try copying these fonts.

Love

Love

Love

Love

Draw a picture.
Trace the sentences.

I will give thanks to God.

I will share with others.

Write each letter set once.

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

Copy the words. Make sure letters have a similar slant.

- Letters have a similar slant.

pot plant leaf green

Copy the pictures.

Incorrect → Correct ←
Trace each sentence, and then write each sentence.

Be grateful.

Be honest.

Write each letter set once.

Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll

Copy the sentences.

☐ Every letter rests on the baseline.

Incorrect
Be nice.
Correct
Be nice.

Read often.

Be kind.

Copy the faces.
Parent or Teacher: Have the child write each letter or number twice while you watch. Choose and write four letters or numbers that the child does not form correctly or that need the most work on the blank lines; then, use the following page to have the child practice those letters or numbers.

Inside the boxes write the 26 letters of the alphabet in all uppercase letters.

End of Section Evaluation #2
The images, artwork, and words used in this handwriting course are all designed to connect children to the good and the beautiful: family, faith, high moral character, and the wonders and beauty of nature and human life.

About 15% of the course focuses on cementing correct print formation, and about 85% of the course focuses on teaching cursive with a patent-pending colored dot system developed by Jenny Phillips. All the child has to do is follow the colored dots in order of the rainbow. This technique makes it easy for children to correctly learn cursive with little to no help from parents. This program received rave reviews from each of our pilot children and their parents.

This workbook includes 100 lessons, which is 3–4 lessons per week for a normal school year.

A single large index card (or half sheet of cardstock paper) will be needed for some lessons. The same one can be used each time.

PENCIL GRIP
Correct pencil grip is essential. For help with pencil grip, there are several YouTube videos and websites that display correct pencil grip. Be sure to gently and patiently correct the child’s incorrect pencil grip when writing or drawing.

DOING HANDWRITING AS A FAMILY
Handwriting time can be done together as a family. As children will not finish a page in the same amount of time as other children, you may want to set a certain length of time for handwriting each day, such as 10–15 minutes. Wherever children are on the page, have them stop at the end of the specified time. During the next handwriting session, they can pick up right where they left off. Some children may complete more than one page during a session, and some children may complete less than a page.

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Trace each letter pair, number, and punctuation mark, and then write them each once.

Uu       Vv       Ww       Xx

Yy       Zz       1      2      3

4     5     6     7      8      9

?    !    ;

Trace each cursive letter by starting on the red dot and following the dots in this order: ○○○○○. In cursive you often write over a line that you have already made.

Complete the maze.

Draw a log in the blank box. Draw mushrooms or flowers by it.

© Jenny Phillips
Write each word twice. No part of each letter, except the tail on the “y,” goes below the baseline.

**Monday**

**Tuesday**

Connect the numbers. Lift the pencil when you reach the X and start again at the next number.

Trace each lowercase cursive letter by starting on the red dot and following the dots in color order.
Copy the scripture.

Trust in the Lord with all thine heart. Proverbs 3:5

Copy and color the hearts.

Trace the uppercase cursive letters, and then write them as many times as will fit.

A = A

L = L
Handwriting Practice

Trace each letter pair, and then write it as many times as will fit.

O o

M m

A a

L l

Cover the section above with a large index card. Write each letter pair. If needed, remove the index card to view the color guides.

O o

M m

A a

L l

Complete the maze.
Handwriting Practice

Trace each cursive letter, and then write it as many times as will fit.

\[
\begin{align*}
\text{f} &= \text{f} \\
\text{p} &= \text{p} \\
\text{c} &= \text{c} \\
\text{d} &= \text{d}
\end{align*}
\]

Write each letter below in CURSIVE.

f p c d

Color the picture. Add a sunrise or a sunset.
Handwriting Practice

Trace the letters, and then write the word. Note: Some uppercase cursive letters connect with lowercase letters, and some do not. The “D” does not connect.

_d_a_d_

Dad

Trace the letter pair, and then write it as many times as will fit.

F

Color the picture.
Trace the letter pairs.

Trace the letters.

Write the word “Big.”
Do not lift your pencil when you get to the end of the letter “i.” Finish writing the whole word, and then go back and dot the letter “i.”

Draw your favorite animal behind the fence.
Parent or Teacher: Have the child write each letter pair while you watch. Choose and write four letters that the child does not form correctly or that need the most work on the blank red lines; then use the following page to have the child practice those letters.

<table>
<thead>
<tr>
<th>Cc</th>
<th>Bb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ff</td>
<td>Gg</td>
</tr>
<tr>
<td>Pp</td>
<td>Hh</td>
</tr>
<tr>
<td>Dd</td>
<td>Ii</td>
</tr>
</tbody>
</table>

Copy the picture, and then draw a scene around it.
Trace the letters, and then write the word. **Note:** The lowercase “o” connects to the lowercase “m” at the top, so the lowercase “m” does not start with a tail.

![Handwriting Practice example](image)

Write each letter pair.

Draw your own ladybug in the box.
Trace each cursive letter.

\[ k = k \quad q = q \quad x = x \quad y = y \quad z = z \]

Write each of the following lowercase cursive letters once: \( k \quad q \quad x \quad y \quad z \)

Trace the poem by an unknown author.

October's the month

When the smallest breeze

Gives us a shower

Of autumn leaves.

Draw an autumn leaf.
Trace the letters, and then write the word. **Note:** The “H” and the “O” connect to the next letter at the top, so the “O” and the “M” do not start with a tail.

```
H o m e
```

**Home**

Draw your home in the frame below.
The images, artwork, and words used in this handwriting course are all designed to connect children to the good and the beautiful: family, faith, high moral character, and the wonders and beauty of nature and human life.

This course includes print letter formation as review but focuses primarily on cementing correct cursive letter formation and on teaching how to write cursive words and sentences with a unique colored dot system developed by Jenny Phillips. This program makes it easy for children to correctly learn cursive with little to no help from parents. This program received rave reviews from each of our pilot children and their parents.

This workbook includes 100 lessons, which is 3–4 lessons per week for a normal school year.

PENCIL GRIP

Correct pencil grip is essential. For help with pencil grip, there are several YouTube videos and websites that display correct pencil grip. Be sure to gently and patiently correct the child’s incorrect pencil grip when writing or drawing.

DOING HANDWRITING AS A FAMILY

Handwriting time can be done together as a family. As children will not finish one page in the same amount of time as other children, you may want to set a certain length of time for handwriting each day, such as 10–15 minutes. Wherever children are at on the page, have them stop at the end of the specified time. During the next handwriting session, they can pick up right where they left off. Some children may complete more than one page during a session, and some children may complete less than a page.

THREE SECTIONS

This course is divided into three sections. Each section covers new principles with plenty of practice. There is also a two-part evaluation at the end of each section to give children practice with any letters they might be struggling with. All three sections review and reinforce correct print letter formation. The course also includes fun, inspiring, and beautiful drawing projects throughout.

Section 1 guides the child through the formation of each letter of the alphabet in cursive, starting with the vowels and then working through all the letters in alphabetical order. The child begins to connect letters into words by following The Good and the Beautiful cursive color dot system.

Section 2 teaches the child to write cursive words without color guides and prepares the child to write whole sentences in cursive without guides.

Section 3 teaches the child to write entire sentences in cursive while reinforcing correct print formation.

It is strongly recommended that children who do not know how to form cursive letters start with Handwriting Level 3. If a child already knows how to form cursive letters and does not complete Handwriting Level 3, we recommend printing copies of the Cursive Letters Chart, beginning on the next page, for the child to practice with before beginning this course.

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Handwriting Practice

In Section 1, use the guides at the top of the page as needed to write each cursive letter. The guides show how to write each letter by starting on the red dot and following the dots in this order: ● ● ● ● ● ● ●. In cursive you often have to write over a line that you already made. A chart is also included at the front of your book. Here are the guides for this lesson:

\[
\begin{align*}
\mathbf{a} = & \quad \mathbf{a} \\
\mathbf{e} = & \quad \mathbf{e} \\
\mathbf{i} = & \quad \mathbf{i} \\
\mathbf{o} = & \quad \mathbf{o} \\
\mathbf{u} = & \quad \mathbf{u}
\end{align*}
\]

Write the letter as many times as will fit on the line.

\[
\begin{align*}
\mathbf{a} \\
\mathbf{e} \\
\mathbf{i} \\
\mathbf{o} \\
\mathbf{u}
\end{align*}
\]

Draw a long tail on the lizard. Then add scales or stripes.
Handwriting Practice

In cursive, writing the lowercase letter “j” is like writing the lowercase letter “i” because you do not lift your pencil until you finish writing the whole word. Then go back and dot the “j” or “i.”

Write each word twice. Follow the dots in this order:  ● ● ● ● ● ● ● ● ● ●. Lift your pencil when you get to the X at the end of the word. Then go back and dot the letter “i” or “j” or both.

jog

job

jail

In the box, copy the bee. Then draw a flower for the bee to gather pollen and nectar from.
Today you will practice the five other letters that do not connect to the next letter: P, S, T, V, and W.

\[
P = P \quad S = S \quad T = T \quad V = V \quad W = W
\]

Write the letter as many times as will fit on the line.

\[
P
\]

\[
S
\]

\[
T
\]

\[
V
\]

\[
W
\]

Here are some examples of uppercase letters not connecting with the other letters in a word. Read the sentences aloud. Then copy the picture.

Pray often.
Seek God.
Copy the sentence.

I love my family.

Write each letter below in CURSIVE.

A M C K

I P R W

Draw a fruit tree (apple tree, peach tree, lemon tree, cherry tree, or other) beside the ladder. Color the picture if desired.
Handwriting Practice

Write each letter below in CURSIVE.

f ___ d ___ e ___ y ___
__ p ___ r ___ w ___ m ___
__ u ___ v ___ c ___ t ___
__ h ___ k ___ n ___ o ___

Trace the words, and then finish the sentence in cursive.

I am grateful for ___

Draw a pretty leaf or flower for the dragonfly to rest on.
Copy each sentence.

Serve the Lord.

Be thankful.

Use good manners.

Copy the picture. The acorn and this shape of leaf both come from the oak tree.
A new commandment I give unto you, that ye love one another.

Write your first and last name in cursive.

Copy the picture.
Copy the sentence from the book *The Canada Geese Quilt* by Natalie Kinsey-Warnock. Write small and neat enough that you can fit the whole sentence on one line.

**Spring came with a rush of wildflowers.**

---

Trace the letter pairs, and then copy them in the spaces provided.

Aa      Ll     Mm

Rr       Rr      Rr

---

Today you are going to practice fully connecting your letters. Look at the word GAP below. If letters, such as “g,” “a,” and “p,” are not fully closed, it makes writing look sloppy and hard to read.

**gap**

Practice fully closing letters “g,” “a,” and “p” by copying the words below in print. After you write each word, check to see if the letters “g,” “a,” and “p” are fully closed. If a letter is not fully closed, erase the letter and write it again. Once all the letters in the word are fully closed, place a mark in the checkbox.

---

Color the wildflower.
Copy the verse from John 14:27.

Peace I leave with you, my peace I give unto you.

In your neatest handwriting, copy the sentence in print.

Good handwriting looks nice and is easy to read.

Copy the flower. Start by drawing the inner circle. Then draw a bigger circle around it. Add the small petals. Then add the larger petals. Color the flower with bright colors if desired.
HANDWRITING
LEVEL 5
The images, artwork, and words used in this handwriting course are all designed to connect children to the good and the beautiful: family, faith, high moral character, and the wonders and beauty of nature and human life.

Inspiring quotes, scriptures, and poems are included in the course and may be included more than once for repeated exposure. This course also helps the child memorize grammar rules and definitions.

The text size for cursive writing starts out large and gets smaller as the course progresses.

The child can refer to the cursive chart at the beginning of the course to learn how to write his or her name in cursive.

This workbook includes 100 sheets, which is 3–4 sheets per week for a normal school year.

It is critical that your child gains a strong foundation in correct letter formation. Do not move too fast through foundational skills.

**EVALUATION SHEETS**
At different times throughout the course, the child will do evaluation sheets. These sheets help identify any letters or numbers that need attention.

**COLORING AND DRAWING**
The child will need a pack of colored pencils. This course provides an opportunity for the child to draw or color, improving both his or her drawing and motor skills. Also, many children enjoy handwriting sheets much more with the opportunity to do a little art after the handwriting portion of the sheet.

**DOING HANDWRITING AS A FAMILY**
Handwriting time can be done together as a family. As some children will not finish one page in the same amount of time as others, you may want to set a certain length of time for handwriting each day, such as 10–15 minutes. Wherever children are on the page, have them stop at the end of the specified time. The next handwriting session, they can pick up where they left off. Some children may complete more than one page during a session, while others may complete less than a page.

**HIGHLIGHTER**
The child will need a thin-tipped highlighter for this course.

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Write the sentences.

A soft answer turneth away wrath. Proverbs 15:1

In the narrow lane
How beautiful is the rain!

Use colored pencils to draw a desert scene around the camel.

Write the cursive letter pairs twice.
Handwriting Practice

Write the cursive letter pairs and sentences.

Uu  Vv  Ww
Xx  Yy  Zz

Be of good cheer.

Work hard.
Be honest.
Be kind.
Be brave.

Complete the maze.

Write the cursive words twice.

am
is
of
Handwriting Practice

Write your full name in cursive.

Write this sentence: *Never give up on anyone.*

Write this scripture from Psalm 100:2: *Serve the Lord with gladness.*

Write each letter pair three times.

```
ru
ja
lu
ki
ba
qu
po
th
fr
```

Follow the steps to draw the bird with colored pencils.

1. [Image of bird drawing]
2. [Image of bird drawing]
3. [Image of bird drawing]
4. [Image of bird drawing]
Write the cursive letter pairs.

em     av     ya     an
th     le     ry     ma
ka     no     wa     ny
en     rn     se     te

Today you are going to practice keeping your letters resting on the baseline—a real or imagined line where the main body of each letter rests. If some letters are above or below the baseline, it makes writing look sloppy and hard to read.

I love learning. I love learning.

Practice keeping the main body of each letter on the baseline. After you write each sentence, check to see if the main body of each letter is resting on the baseline. If not, erase the letter and write it again. Once all the letters of the sentence are resting on the baseline, place a mark in the checkbox.

Never give up.

Never give up.

Be kind always.

Be kind always.
Handwriting Practice

Copy the lines in cursive.

I can do hard things.

I stand for what is right.

My future is bright.

I learn from my mistakes.

I am a nice person.

Finish drawing the scene.
Darkness is banished and morning is here;
Gilding the heavens the sunbeams appear.
Songs of thanksgiving arise in the air;
Blossoms their beauty and perfume prepare.
Dewdrops like diamonds flash on the grass.
Bees in the meadows all hum as they pass.
Using your best cursive handwriting, write your first and last name twice. If needed, refer to the cursive chart at the beginning of the course.

Copy the sentence.

An adjective describes a noun.

Today you are going to practice fully closing your letters. Look at the word BAD below. If letters such as B, A, and D are not fully closed, it makes writing look sloppy and hard to read.

Practice fully closing the letters B, A, and D by copying the words below. After you write each word, check to see if the letters B, A, and D are fully closed. If a letter is not fully closed, erase the letter and write it again. Once all the letters in the word are fully closed, place a mark in the checkbox.

bad

bad

bald

Dave

damp

baby
Handwriting Practice

Write your full name in cursive.

Write this sentence:  All that glitters is not gold.

Write this scripture from Psalm 62:8:  Trust in Him at all times.

Write each letter pair twice.

<table>
<thead>
<tr>
<th>do</th>
<th>re</th>
<th>mi</th>
<th>fa</th>
<th>so</th>
<th>la</th>
</tr>
</thead>
</table>

Write each word.

| joy | peace | love | friend | share | serve | give | help |
Write your full name in cursive.

Using cursive, write the scripture.

Thou shalt love the

Lord thy God

with all thy heart,

and with all thy soul,

and with all thy mind.

This is the first and
great commandment.

Matthew 22:37–38

With colored pencils, draw a bird on the stump, and then draw a scene around the stump.
In alphabetical order, write the words in cursive.

- treasure
- chest
- lock
- seek
- bury
- mystery
- find
- look
- key

Complete the maze.
The images, artwork, and words used in this handwriting course are all designed to connect children to the good and the beautiful: family, faith, high moral character, and the wonders and beauty of nature and human life.

Handwriting Level 6 represents the level children should be on in fourth or fifth grade. The course focuses on cursive writing. If fourth or fifth grade children have no experience with cursive writing, they should start with the Level 5 handwriting course.

As children copy inspiring adages, scriptures, skillfully written poetry, states and capitals, grammar rules, and presidents of the United States in order of presidency, children will be learning more than just cursive handwriting.

The text size for cursive writing gets smaller as the course progresses. Also, as the course progresses, instead of just copying cursive writing, children will write original sentences in cursive and convert manuscript print to cursive writing. This will help children to memorize the formation of cursive letters.

Child can refer to the cursive chart at the beginning of the course when needed.

This workbook includes 100 sheets, which is 3-4 sheets per week for a normal school year.

It is critical that your child gains a strong foundation in correct letter formation. Do not move too fast through foundational skills.

**DRAWING**

This course provides opportunities for children to copy a variety of styles of drawings in addition to creating their own drawings, improving both their drawing and motor skills and exposing them to different drawing techniques. Also, many children enjoy handwriting sheets much more with the opportunity to do a little art along with the handwriting.

**DOING HANDWRITING AS A FAMILY**

Handwriting time can be done together as a family. As children will not finish one page in the same amount of time as other children, you may want to set a certain length of time for handwriting each day, such as 10-15 minutes. Wherever children are on the page, have them stop at the end of the specified time. The next handwriting session, they can pick up right where they left off. Some children may complete more than one page during a session, and some children may complete less than a page.

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Write the cursive letter pairs.

Hh  li  Jj  Kk  Ll
Mm  Nn  Oo  Pp
Qq  Rr  Ss  Tt

Write the first six presidents of the United State in order of their presidency.

#1: George Washington             #2: John Adams
#3: Thomas Jefferson             #4: James Madison
#5: James Monroe                 #6: John Quimby Adams
Write your full name in cursive: ________________________________

In cursive, copy the first stanza of the poem “The Father of All” by an unknown author.

Little flower, dost thou not know
It was God who made thee grow
Gave to thee thy lovely dress
Such as kings can not possess
Set thee in thy little bed
Gave thee petals, white and red

Copy the states and capitals.

Columbus – Ohio

Salem – Oregon

Austin – Texas
Copy the picture.

Practice keeping the main body of letters on the baseline. After you write each sentence, check to see if the main bodies of all the letters are resting on the baseline. If not, erase and write again.

Look for the good in others.

Look for the good in others.

Be still and know that I am God. (Psalms 46:10)
Copy the states and capitals and the sentence.

Juneau - Alaska
Phoenix - Arizona
Boise - Idaho
Topeka - Kansas
Helena - Montana
Lincoln - Nebraska
Columbus - Ohio
Dover - Delaware
Atlanta - Georgia
Augusta - Maine

An adverb describes a verb, an adjective, or another adverb.

Draw the pictures.
**Handwriting**

*Using cursive*, write the first six presidents of the United State in order of their presidency.

#1: George Washington  #2: John Adams
#3: Thomas Jefferson  #4: James Madison
#5: James Monroe   #6 John Quincy Adams

#1:

#2:

#3:

#4:

#5:

#6:

Draw the picture. Add a background scene that places the home in the mountains.
Copy the picture, using the graph as a guide. Use a pencil so you can erase parts you would like to try again.
Note: If needed, refer to the cursive chart at the beginning of the course to complete this page.

Using cursive, write the names of six items on the page. Then, draw one of the pictures.
Copy the picture. Sketch the entire picture lightly before adding details.
Using cursive, write the states and capitals and the sentence.

Raleigh - North Carolina
Bismarck - North Dakota
Pierre - South Dakota
Montpelier - Vermont
Madison - Wisconsin
Charleston - West Virginia
Richmond - Virginia
Hartford - Connecticut
Salem - Oregon
Austin - Texas

An adverb describes a verb, an adjective, or another adverb.

Copy the picture.
The images, artwork, and words used in this handwriting course are all designed to connect children to the good and the beautiful: family, faith, high moral character, and the wonders and beauty of nature and human life.

Handwriting Level 7 represents the level children should be on in sixth to seventh grade. The course focuses on cursive writing.

As children copy inspiring adages, Bible verses,* skillfully written poetry, the names of Canadian provinces and territories, foreign languages, states, capitals, and presidents of the United States, children will be learning more than just cursive handwriting.

As the course progresses, instead of just copying cursive writing, children will also write original sentences in cursive and convert manuscript print to cursive writing. This will help children to memorize the formation of cursive letters.

Children may refer to the cursive chart at the beginning of the course when needed.

This workbook includes 100 sheets, which is 3–4 sheets per week for an average school year.

It is critical that children gain a strong foundation in correct letter formation. Do not move too fast through foundational skills.

DRAWING
This course provides opportunities for children to copy a variety of styles of drawings in addition to creating their own drawings, improving both their drawing and motor skills, and being exposed to different drawing techniques. Also, many children enjoy handwriting sheets much more with the opportunity to do a little art along with the handwriting.

DOING HANDWRITING AS A FAMILY
Handwriting time can be done together as a family. Since children will finish pages in a different amount of time, you may want to set a certain length of time for handwriting each day, such as 10–15 minutes. Wherever children are at on the page, have them stop at the end of the specified time. The next handwriting session, they can pick up right where they left off. Some children may complete more than one page during a session, and some children may complete less than a page.

*All Bible verses come from the King James Version of the Bible.

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Copy the Bible verse from 1 Corinthians 13:4.

Charity suffereth long and is kind.

Copy the Bible verse from 2 Corinthians 5:7.

For we walk by faith, not by sight.

Write your first, middle, and last name in cursive.

Charity suffereth long and is kind.

For we walk by faith, not by sight.

In cursive, write the name of each type of dog shown.

Bulldog  Beagle  Spitz  Pug  Terrier
Copy the names of the Canadian provinces and regions.

Yukon

Northwest Territories

Nunavut

Newfoundland and Labrador

Hudson Bay

Nova Scotia

Quebec
**Handwriting**

**Assessment #1**

**Parent or Teacher:** Have the child write each cursive letter pair three times while you watch. Choose and write four cursive letter pairs that the child does not form correctly or with which he or she needs the most work, on the blank lines above the boxes; then use the following page to have the child practice those letter pairs.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td>Bb</td>
<td>Cc</td>
<td>Dd</td>
</tr>
<tr>
<td>Ee</td>
<td>Ff</td>
<td>Gg</td>
<td>Hh</td>
</tr>
<tr>
<td>Ii</td>
<td>Jj</td>
<td>Kk</td>
<td>Ll</td>
</tr>
<tr>
<td>Mm</td>
<td>Nn</td>
<td>Oo</td>
<td>Pp</td>
</tr>
</tbody>
</table>

Draw and color a kangaroo. Add grass, trees, or other details to complete the picture.
Handwriting

Write your first, middle, and last name in cursive.

Copy the quote.

"If you are going to achieve excellence in big things, you develop the habit in little matters. Excellence is not an exception, it is a prevailing attitude." – Colin Powell

Add a pond and scenery or use your imagination to complete the illustration.
Copy the Bible verse.

>If ye love me, keep my commandments. John 14:15

In *cursive*, copy the Bible verse.

Be still and know that I am God. Psalm 46:10

Copy the adage.

*Two heads are better than one.*

Copy the adage.

*Many hands make light work.*

_In cursive_, write the name of each type of bird shown.

- Dove
- Finch
- Swallow
- Hummingbird
- Heron
Read the poem “The Hayloft” by R. L. Stevenson and copy the last stanza.

Through all the pleasant meadow-side
The grass grew shoulder-high,
Till the shining scythes went far and wide
And cut it down to dry.

Those green and sweetly smelling crops
They led the wagons home;
And they piled them here in mountain tops
For mountaineers to roam.

Here is Mount Clear, Mount Rusty-Nail,
Mount Eagle and Mount High;
The mice that in these mountains dwell,
No happier are than I!

Oh, what a joy to clamber there,
Oh, what a place for play,
With the sweet, the dim, the dusty air,
The happy hills of hay!

In cursive, write one to two sentences describing your favorite place to visit in nature.
There are roughly 7,000 spoken languages in the world today! Practice writing in some of them. Copy each sentence in **cursive**. Each sentence means "Look at the trees."
Then draw five or more of the trees in the box below.

- Spanish: Mira los árboles.
- French: Regarde les arbres.
- Finnish: Katsokaa puita.
- Polish: Spójrz na drzewa.
- Swedish: Titta på träden.
- Samoan: Vaavaai i laau.
- English: Look at the trees.
In *cursive*, write each of the Chinese proverbs.

A man who cannot tolerate small misfortunes can never accomplish great things.

Be not afraid of growing slowly; be afraid only of standing still.

Better to light a candle than curse the darkness.

Learning is a weightless treasure you can always carry easily.

Choose two or more faces to draw.
In cursive, copy the Bible verse from Proverbs 3:5.

Trust in the Lord with all thine heart.

In cursive, copy the Bible verse from Proverbs 3:6.

In all thy ways acknowledge Him, and He shall direct thy paths.

In cursive, copy the quote.

"There is something delicious about writing the first words of a story. You never quite know where they’ll take you." —Beatrix Potter

Choose one cupcake and draw it.
In cursive, write the Bible verse from John 14:27.
Peace I leave with you, my peace I give unto you; not as the world giveth, give I unto you. Let not your heart be troubled, neither let it be afraid.

In cursive, write the quote from Ralph Waldo Emerson.
"Write it on your heart that every day is the best day in the year."

Draw the raccoon. Add some details, such as a tree or grass, and any other items you want to complete the picture.
Handwriting

**WHO'S:** I don't know who's coming to the game.  
**WHOSE:** Whose car will we take?

*In cursive*, fill in the blanks with the correct word (who's or whose) and fill in the other blanks with words of your choice.

1. ____________ in the ____________?
2. I will see ____________ bringing ____________ for the picnic
3. We don't know ____________ shoes are on the ____________.
4. I wonder ____________ going to ____________ next.
5. ____________ family is from ____________?
6. After ____________, ____________ next?
7. ____________ ____________ hat is that?

Draw the picture.