

THE COMPLETE WRITER

Level One Workbook for Writing with Ease

TEACHER EDITION

By
Susan Wise Bauer
and
Peter Buffington



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READING SELECTIONS

Week 1: *Little House in the Big Woods*, by Laura Ingalls Wilder

Week 2: *The Adventures of Pinocchio*, by Carlo Collodi

Week 3: “Rumpelstilzkin,” from *The Blue Fairy Book*, by Andrew Lang

Week 4: *Alice’s Adventures in Wonderland*, by Lewis Carroll

Week 5: “The Frog Prince,” by Jacob and Wilhelm Grimm, translated by Edgar Taylor and Marian Edwardes

Week 6: *Mary Poppins*, by P.L. Travers

Week 7: *Peter Rabbit*, by Beatrix Potter

Week 8: *Caddie Woodlawn*, by Carol Ryrie Brink

Week 9: *Charlotte’s Web*, by E.B. White

Week 10: *Davy Crockett, Young Rifleman*, by Aileen Wells Parks, and *Sacagawea: American Pathfinder*, by Flora Warren Seymour

Week 11: *The Trumpet of the Swan*, by E.B. White

Week 12: “Today is Monday” (poem) and “Old Mother Hubbard” (poem)

Week 13: *The Saturdays*, by Elizabeth Enright

Week 14: “Bed in Summer” (poem), by Robert Louis Stevenson, and a traditional folk tale, adapted for this book by Susan Wise Bauer

Week 15: *The Railway Children*, by Edith Nesbit

Week 16: “Master of All Masters,” by Joseph Jacobs, and “The Dog and His Reflection,” by Aesop

Week 17: *The Reluctant Dragon*, by Kenneth Grahame

Week 18: *Winnie-the-Pooh*, by A.A. Milne, and *The House at Pooh Corner*, by A.A. Milne

Week 19: *The Light Princess*, by George MacDonald

Week 20: *A Child’s Geography of the World*, by V.M. Hillyer

Week 21: *Tom Sawyer*, by Mark Twain

Week 22: *The Velveteen Rabbit*, Margery Williams Bianco (sometimes listed as Margery Williams)

Week 23: *How to Eat Fried Worms*, by Thomas Rockwell

Week 24: *The Happy Hollisters* by Jerry West

Week 25: *Pollyanna*, by Eleanor Porter

Week 26: *The Tale of Benjamin Bunny*, by Beatrix Potter

Week 27: *A Christmas Carol*, by Charles Dickens

Week 28: *Little House on the Prairie*, by Laura Ingalls Wilder

Week 29: *All-of-a-Kind Family*, by Sydney Taylor

Week 30: “The Crocodile and the Monkey,” from *The Giant Crab and Other Tales from Old India*, by W.H.D. Rouse.

Week 31: “The Sandpiper,” by Celia Thaxter, and “The Nightingale and the Glow-worm,” by William Cowper

Week 32: “Sir Gawain and the Green Knight,” from *King Arthur and His Knights of the Round Table*, by Roger Lancelyn Green

Week 33: *Charlie and the Chocolate Factory*, by Roald Dahl

Week 34: *Socks*, by Beverly Cleary

Week 35: *The Wind in the Willows*, by Kenneth Grahame

Week 36: “Rain,” from *A Child’s Garden of Verses*, by Robert Louis Stevenson, and *The Wonderful Wizard of Oz*, by L. Frank Baum

WEEK 1

DAY ONE: The First Copywork Exercise

*Student Page 1***Focus:** *Beginning capitals and ending periods*

Pull out Student Page 1. Write the student's name and the date for him as he watches, or ask him to write the name and date independently. The following two model sentences are already printed on it:

There were no roads.

The deer and the rabbits would be shy and swift.

Ask the student to look carefully at the sentences. While he is examining the sentences, explain that these sentences are from the first chapter of *Little House in the Big Woods*, by Laura Ingalls Wilder. *Little House* is about a family that lives in Wisconsin in the 1860s, in a deep forest where few others live. Ask the student to point out the capital letters that begin the sentences, and the periods that end them. Tell him that both of these are **complete sentences**.

Choose whichever sentence is appropriate to the student's handwriting ability and ask the student to copy it on the lines provided. Watch the student; if he begins to make an error, gently stop him and ask him to look at the model again. Always allow him to erase errors in order to correct them.

Remember that it is not necessary to copy both sentences. A shorter and longer option are provided because the fine motor skills of very young writers span a wide range of development.

DAY TWO: The First Narration Exercise

Student Page 2

Pull out Student Page 2. Write the student's name and the date for him as he watches, or ask him to write the name and date independently.

Read the following passage out loud to the student:

Once upon a time, sixty years ago, a little girl lived in the Big Woods of Wisconsin, in a little gray house made of logs.

The great, dark trees of the Big Woods stood all around the house, and beyond them were other trees and beyond them were more trees. As far as a man could go to the north in a day, or a week, or a whole month, there was nothing but woods. There were no houses. There were no roads. There were no people. There were only trees and the wild animals who had their homes among them.

—From *Little House in the Big Woods*
by Laura Ingalls Wilder

Ask the following questions. Remind the student to answer you in complete sentences. If he answers in a fragment, turn the fragment into a complete sentence, say it to him, and then ask him to repeat this sentence back to you. If he cannot answer a question, read him the part of the passage that contains the answer, and then ask the question again.

Instructor: How many years ago does this story happen?

Student: *This story happens sixty years ago.* [If necessary, you can explain to the student that this book was written in the 1920s. When Laura Ingalls Wilder was writing this first chapter, her childhood in the 1860s was sixty years ago. Now, we would say that the story happened almost 150 years ago!]

Instructor: Where did the little girl live?

Student: *She lived in Wisconsin OR in the big woods of Wisconsin.*

Instructor: If a man went north for a whole month, what would he find?

Student: *He would find more woods.*

Instructor: There were no roads in the Big Woods. Can you remember two other things that the Big Woods did *not* have?

Student: *There were no houses. There were no people.*

Instructor: Who *did* live among the trees?

Student: *Wild animals lived among the trees.*

Ask, “What is one thing you remember about the passage?” If the student answers in a fragment, follow the same procedure as above. Write the student’s answer down on Student Page 2 as he watches. (This answer can be the same as one of the answers above.) Point out the capital letter that begins the sentence and the period that ends it.

DAY THREE: Copywork

Student Page 3

Focus: *Beginning capitals and ending periods*

Pull out Student Page 3. Write the student’s name and the date for him as he watches, or ask him to write the name and date independently. The following two model sentences are already printed on it:

Pa owned a pig.

There was plenty of fresh meat to last for a long time.

Ask the student to look carefully at the sentences. While he is examining the sentences, explain that these sentences are also from *Little House in the Big Woods*. Ask the student to point out the capital letters that begin the sentences, and the periods that end them. Tell him that both of these are **complete sentences**.

Choose whichever sentence is appropriate to the student's handwriting ability and ask the student to copy it on the lines provided. Watch the student as he writes in pencil. If he begins to make an error, gently stop him and ask him to look at the model again.

DAY FOUR: Narration Exercise

Student Page 4

Pull out Student Page 4. Write the student's name and the date for him as he watches, or ask him to write the name and date independently.

Read the following passage out loud to the student. Before you begin, explain that the Ingalls family needed the pig so that they would have meat to eat in the winter; since there were no grocery stores, Pa had to raise the pig for food.

Once in the middle of the night Laura woke up and heard the pig squealing. Pa jumped out of bed, snatched his gun from the wall, and ran outdoors. Then Laura heard the gun go off once, twice.

When Pa came back, he told what had happened. He had seen a big black bear standing beside the pigpen. The bear was reaching into the pen to grab the pig, and the pig was running and squealing. Pa saw this in the starlight and he fired quickly. But the light was dim and in his haste he missed the bear. The bear ran away into the woods, not hurt at all.

—From *Little House in the Big Woods*
by Laura Ingalls Wilder

Ask the following questions, following the instructions in Day Two:

Instructor: What did Laura hear when she woke up?

Student: *She heard the pig squealing.*

Instructor: What did Pa do when he heard the pig squeal?

Student: *He got his gun and went outside.*

Instructor: How many times did the gun go off?

Student: *It went off twice.*

Instructor: What did Pa see when he went outside?

Student: *He saw a black bear standing beside the pigpen.*

Instructor: What was the bear trying to do?

Student: *It was trying to grab the pig.*

Instructor: When Pa shot at the bear, he missed because he was in a hurry. What is the other reason that he missed the bear?

Student: *The light was dim.*

Ask, "What is one thing you remember about the passage?" Help the student to form a complete sentence if necessary. Write the student's answer down on Student Page 4 as he watches. This answer can be the same as one of the answers above.

WEEK 10

DAY ONE: Copywork

Student Page 37

Focus: *Capitalizing names of states; capitalizing first and last names*

Pull out Student Page 37. Write the student's name and the date for her as she watches, or ask her to write the name and date independently.

The following two model sentences are already printed on the Student Page:

Davy Crockett was born in Tennessee.

Davy Crockett lived in Tennessee, but he wanted to explore the state of Texas.

Ask the student to look carefully at the sentences. Explain that these sentences are about Davy Crockett, an explorer and soldier who lived in the early 1800s. Davy Crockett grew up in Tennessee, but when he was fifty years old, he went down to Texas because he wanted to see what this new United States territory was like.

Remind the student that the names of states are **proper nouns**. "State" is a common noun—it could refer to any of the fifty states in the United States. But each particular state has its own special name. Those names are proper nouns. Have the student point to the name of the states, and the capital letter that begins the name of each state. Ask the student to point to the other proper nouns in the sentences (the name "Davy Crockett").

Choose whichever sentence is appropriate to the student's handwriting ability. Watch the student as she writes in pencil. If she begins to make an error, gently stop her and ask her to look at the model again.

DAY TWO: Narration Exercise

Student Page 38

Pull out Student Page 38. Write the student's name and the date for her as she watches, or ask her to write the name and date independently.

Read the following passage about Davy Crockett's childhood out loud to the student. (The ellipses represent sentences that have been left out in order to simplify and condense the selection.)

Mrs. Crockett was firm. "Every boy and man on this Tennessee clearing gets a haircut this day. You are all as shaggy as Indian colts after a hard winter."

Seven-year-old Davy looked at his four older brothers. Long hair hung around the ears and down the neck of each one. It had felt warm and comfortable all winter. Not even Pa had had a haircut since fall....

Ma had chosen a big stump near the house for her barber chair. First Pa was seated there to have his hair cut. Then Jason, Jim, and Bill each took his turn.

Ma placed the pewter bowl she had brought all the way from Maryland over each head in turn. Her shears had come from Maryland, too, and Ma was very proud of them. The blades were heavy and long. Pa or Jason honed them sharp for her, but Ma always stood by to see that they did the job right....

Davy begged, "Please, Ma, cut my hair tomorrow. Look, Ma, let me go swimming now and tomorrow I'll sit just as still as Bill did."

Ma would not listen—just put the bowl on Davy's head....

The shears looked bigger and brighter and sharper close up. They made a great clacking noise. When the cold metal touched his ear Davy gave a yell and jumped. He would have run away, but Ma had a firm grip on his head.

"Sit still, Davy. I haven't cut off an ear yet."

The big shears clicked above Davy's ears and across the back of his head. Their flat blades felt cold against his scalp as Ma clipped the long hair away.

—From *Davy Crockett, Young Rifleman*
by Aileen Wells Parks

Ask the following questions. Remind the student to answer you in complete sentences. If she answers in a fragment, turn the fragment into a complete sentence, say it to her, and then ask her to repeat this sentence back to you. If she cannot answer a question, read her the part of the passage that contains the answer, and then ask the question again.

Instructor: What state did the Crockett family live in?

Student: *They lived in Tennessee.*

Instructor: What state did Davy Crockett's mother come from?

Student: *She came from Maryland.*

Instructor: Why did Davy's hair need cutting so badly?

Student: *It had been growing all winter.*

Instructor: What did Davy's mother use for her barber chair?

Student: *She used a stump.*

Instructor: What did she put on Davy's head?

Student: *She put a bowl on his head.*

Instructor: What did Davy's mother tell him to reassure him when he jumped and yelled?

Student: *She said, "I haven't cut off an ear yet."*

Ask, "What is one thing you remember about the passage?" Write the student's answer down on Student Page 38 as she watches. This answer can be the same as one of the answers above.

DAY THREE: Copywork*Student Page 39***Focus:** *Capitalizing other proper names*

Pull out Student Page 39. Write the student's name and the date for her as she watches, or ask her to write the name and date independently.

The following two model sentences are already printed on it:

Sacagawea belonged to the Shoshoni tribe.
Sacagawea helped Meriwether Lewis and William Clark explore the
Missouri River.

Ask the student to look carefully at the sentences. Explain that these sentences are about Sacagawea (pronounced sah-kah-gah-wee-ah, with a hard *g* sound), a young Native American woman who was born into the Shoshoni tribe. When she was 17, Sacagawea helped to guide two explorers named Meriwether Lewis and William Clark up the Missouri River and across the Rocky Mountains.

Tell the student that "Shoshoni" is a **proper noun** because it is the name of a particular tribe. "Missouri River" is a **proper noun** because it is the name of a particular river. Ask the student to point to the capital letters that begin each proper noun in the sentence.

Choose whichever sentence is appropriate to the student's handwriting ability. Watch the student as she writes in pencil. If she begins to make an error, gently stop her and ask her to look at the model again.

DAY FOUR: Narration Exercise and Copywork*Student Page 40*

Pull out Student Page 40. Write the student's name and the date for her as she watches, or ask her to write the name and date independently.

Read the following passage about Sacagawea's childhood out loud to the student.

Sacagawea came out of the tepee into the bright sunlight. Her black hair hung about her bare shoulders. Her eyes were brown and so was her skin. An Indian girl of the Shoshoni tribe, she was about seven years old.

Her mother was sitting on the ground in front of the tepee.

"What are you doing, Mother?" the girl asked.

"Use your eyes, Bird Girl," said her mother. "Let them answer your questions." She shook out the deerskin on which she was working. It was almost shapeless, but Bird Girl could see that it looked like a soft slipper.

"Oh, I see!" Bird Girl said. "Big Brother's moccasins!"

"I am mending them," her mother explained.

"Where is he going?"

Travels Fast—he was several years older than Sacagawea—had come up and was listening.

“Hunting,” he said proudly.

Sacagawea opened her brown eyes wide. Hunting! That meant he was almost grown-up. She felt a bit envious.

“Where are you going? When will you start? May I go, too?”

Travels Fast laughed. “How can I answer three questions at once?” he asked teasingly. “No, hunting trips are not for girls,” he went on. “You will be fast asleep when I start off in that direction.”

He waved his hand toward one of the rocky hills. These hills were all around the valley where the tepees or skin tents of the tribe were. The valley was high up in the Rocky Mountains, in what is now the state of Wyoming. But this was in 1794, long before Wyoming became a state. At that time the Shoshoni had never even heard of the United States, which was a very new country. Indeed, no one of the whole tribe had ever seen a white man.

—From *Sacagawea: American Pathfinder*
by Flora Warren Seymour

Ask the following questions. Remind the student to answer you in complete sentences. If she answers in a fragment, turn the fragment into a complete sentence, say it to her, and then ask her to repeat this sentence back to you. If she cannot answer a question, read her the part of the passage that contains the answer, and then ask the question again.

Instructor: What tribe did Sacagawea belong to?

Student: *She belonged to the Shoshoni tribe.*

Instructor: What name did Sacagawea’s mother call her?

Student: *Her mother called her Bird Girl.*

Instructor: What was Sacagawea’s mother mending?

Student: *She was mending moccasins.*

Instructor: What was Sacagawea’s brother named?

Student: *He was named Travels Fast.*

Instructor: What sort of trip was he going on?

Student: *He was going on a hunting trip.*

Instructor: Sacagawea’s family lived in the Rocky Mountains, on land that eventually became part of an American state. Do you remember the name of the state?

Student: *The state is Wyoming.*

Ask, “What is one thing you remember about the passage?” Write the student’s answer down on the “Instructor” lines of Student Page 40 as she watches. This answer can be the same as one of the answers above.

Now ask the student to copy the sentence in pencil on the “Student” lines below the model. If the sentence is too long for comfort, she can copy only the first six to eight words.

WEEK 22

DAY ONE: Copywork

Student Page 85

Focus: *Names of seasons*

Pull out Student Page 85. Write the student's name and the date for her as she watches, or ask her to write the name and date independently.

The following two model sentences are already printed on it:

They played in the garden in spring.

In spring, the boy and the rabbit spent long days in the garden.

Ask the student to look carefully at the sentences. While she is examining the sentences, explain that these sentences are about *The Velveteen Rabbit*, by Margery Williams Bianco. In the story, a toy rabbit wants to become a real rabbit. He has heard from other toys in the nursery that this can happen if the boy—his owner—really loves him.

Explain to the student that when we write the names of the seasons—summer, winter, fall, and spring—we do not begin the name of the season with a capital letter. In the sentences above, have the student point to the word “spring” in both sentences.

Choose whichever sentence is appropriate to the student's handwriting ability. Watch the student as she writes in pencil. If she begins to make an error, gently stop her and ask her to look at the model again.

DAY TWO: Narration Exercise

Student Page 86

Pull out Student Page 86. Write the student's name and the date for her as she watches, or ask her to write the name and date independently.

Tell the student that the following passage is from *The Velveteen Rabbit*, by Margery Williams Bianco. If the student asks why Boy and Rabbit are capitalized, tell her that in this story the boy's proper name is Boy and the rabbit's proper name is Rabbit.

There was once a velveteen rabbit, and in the beginning he was really splendid. He was fat and bunchy, as a rabbit should be; his coat was spotted brown and white, he had real thread whiskers, and his ears were lined with pink sateen. On Christmas morning, when he sat wedged in the top of the Boy's stocking, with a sprig of holly between his paws, the effect was charming.

There were other things in the stocking, nuts and oranges and a toy engine, and chocolate almonds and a clockwork mouse, but the Rabbit was quite the best of all. For at least two hours the Boy loved him, and then Aunts and Uncles came to dinner, and there was a great rustling of tissue paper and unwrapping of parcels, and in the excitement of looking at all the new presents, the Velveteen Rabbit was forgotten.

For a long time he lived in the toy cupboard or on the nursery floor, and no one thought very much about him. He was naturally shy, and being only made of velveteen, some of the more expensive toys quite snubbed him. The mechanical toys were very superior, and looked down upon every one else; they were full of modern ideas, and pretended they were real. The model boat, who had lived through two seasons and lost most of his paint, caught the tone from them and never missed an opportunity of referring to his rigging in technical terms. The Rabbit could not claim to be a model of anything, for he didn't know that real rabbits existed; he thought they were all stuffed with sawdust like himself, and he understood that sawdust was quite out-of-date and should never be mentioned in modern circles.

—From *The Velveteen Rabbit*
by Margery Williams Bianco

Ask the following questions. Remind the student to answer you in complete sentences. If she answers in a fragment, turn the fragment into a complete sentence, say it to her, and then ask her to repeat this sentence back to you. If she cannot answer a question, read her the part of the passage that contains the answer, and then ask the question again.

Instructor: What was the color of the rabbit's fur?

Student: *His coat was brown and white.*

Instructor: Can you remember the color of the rabbit's ears?

Student: *They were pink.*

Instructor: The story begins on a special holiday. Can you remember which one?

Student: *The story begins on Christmas Day.*

Instructor: The boy sees the rabbit on Christmas morning. Where is the rabbit when the boy finds him?

Student: *The rabbit is in the stocking.*

Instructor: There were other things in the boy's stocking. Can you remember two of them?

Student: *There were nuts and oranges, a toy engine, chocolate almonds, and a clockwork mouse.*

Instructor: Can you remember what thing in the stocking the boy loved best of all?

Student: *He loved the rabbit best of all.*

Instructor: Can you remember one other toy that was in the nursery with the rabbit?

Student: *There was a model boat.*

Ask, "What is one thing you remember about the passage?" Write the student's answer down on Student Page 86 as she watches. This answer can be the same as one of the answers above.

DAY THREE: Copywork

Student Page 87

Focus: *Names of seasons*

Pull out Student Page 87. Write the student's name and the date for her as she watches, or ask her to write the name and date independently.

The following model sentences are already printed on it:

That was a wonderful summer.

In the spring, the boy went out to play in the wood.

Ask the student to look carefully at the sentences. While she is examining the sentences, explain to the student that these sentences are taken from *The Velveteen Rabbit*. The first sentence tells about the summer during which the boy and rabbit played together nearly every day.

Ask the student to point to the names of the seasons in both sentences. Remind her that the names of seasons are not capitalized.

Choose whichever sentence is appropriate to the student's handwriting ability. Watch the student as she writes in pencil. If she begins to make an error, gently stop her and ask her to look at the model again.

DAY FOUR: Narration Exercise and Copywork

Student Page 88

Pull out Student Page 88. Write the student's name and the date for her as she watches, or ask her to write the name and date independently.

Read the following passage from *The Velveteen Rabbit* out loud to the student. In the passage the rabbit sees two real rabbits come up to look at him. He doesn't know that they are "real"—he thinks they are mechanical rabbits, like the wind-up toys in the nursery.

Near the house where they lived there was a wood, and in the long June evenings the Boy liked to go there after tea to play. He took the Velveteen Rabbit with him, and before he wandered off to pick flowers, or play at brigands among the trees, he always made the Rabbit a little nest somewhere among the bracken, where he would be quite cozy, for he was a kind-hearted little boy and he liked Bunny to be comfortable.

One evening, while the Rabbit was lying there alone, watching the ants that ran to and fro between his velvet paws in the grass, he saw two strange beings creep out of the tall bracken near him. They were rabbits like himself, but quite furry and brand-new. They must have been very well made, for their seams didn't show at all, and they changed shape in a queer way when they moved; one minute they were long and thin and the next minute fat and bumpy, instead of always staying the same like he did. Their feet padded softly on the ground, and they crept quite close to him, twitching their noses, while the Rabbit stared hard to see which side the clockwork stuck out, for

he knew that people who jump generally have something to wind them up. But he couldn't see it. They were evidently a new kind of rabbit altogether. They stared at him, and the little Rabbit stared back. And all the time their noses twitched.

"Why don't you get up and play with us?" one of them asked.

"I don't feel like it," said the Rabbit, for he didn't want to explain that he had no clockwork.

"Ho!" said the furry rabbit. "It's as easy as anything." And he gave a big hop sideways and stood on his hind legs.

—From *The Velveteen Rabbit*
by Margery Williams Bianco

Ask the following questions. Remind the student to answer you in complete sentences. If she answers in a fragment, turn the fragment into a complete sentence, say it to her, and then ask her to repeat this sentence back to you. If she cannot answer a question, read her the part of the passage that contains the answer, and then ask the question again.

Instructor: Where did the boy like to play during the long summer evenings?

Student: *He liked to play in the wood.*

Instructor: When the boy went to play in the wood, whom did he take with him?

Student: *He took the Velveteen Rabbit.*

Instructor: What did the boy make for the Velveteen Rabbit before he wandered off to play?

Student: *He made him a little nest.*

Instructor: What insects were running between the Velveteen Rabbit's paws?

Student: *The rabbit watched ants run between his paws.*

Instructor: What two animals did the rabbit see creep out of the wood?

Student: *He saw two rabbits.*

Instructor: The Velveteen Rabbit noticed several things about the rabbits that came up to look at him. Can you remember one of them?

Student: *He noticed that their seams didn't show; they could change their shape (when they hopped); and their noses twitched.*

Instructor: What did the two rabbits ask the Velveteen Rabbit to do?

Student: *They asked him to come and play with them.*

Ask, "What is one thing you remember about the passage?" Write the student's answer down on the "Instructor" lines of Student Page 88 as she watches. This answer can be the same as one of the answers above.

Now ask the student to copy the sentence in pencil on the "Student" lines below the model. If the sentence is too long for comfort, she can copy only the first eight to ten words.

Date _____

Week 1
Day One

Name _____

Copywork

There were no roads.

The deer and the rabbits would be shy and swift.

Date _____

Week 1
Day Two

Name _____

Narration

From *Little House in the Big Woods*, by Laura Ingalls Wilder

What is one thing you remember about the passage?

Handwriting practice lines for the narration response. The page contains 10 sets of primary-ruled lines (solid top and bottom lines with a dashed midline) for writing practice.



Date _____

Week 1
Day Three

Name _____

Copywork

Pa owned a pig.

There was plenty of fresh meat to last for a long time.

Date _____

Week 1
Day Four

Name _____

Narration

From *Little House in the Big Woods*, by Laura Ingalls Wilder

What is one thing you remember about the passage?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. The page contains 10 sets of these lines for student writing.



Date _____

Week 10
Day One

Name _____

Copywork

Davy Crockett was born in Tennessee.

Davy Crockett lived in Tennessee, but he wanted to explore the state of Texas.

Week 10
Day Two

Narration

What is one thing you remember about the passage?



Date _____

Week 10
Day Three

Name _____

Copywork

Sacagawea belonged to the Shoshoni tribe.

Sacagawea helped Meriwether Lewis and William Clark
explore the Missouri River.

Week 10
Day Four

Name _____

Narration and Copywork

From *Sacagawea: American Pathfinder*, by Flora Warren Seymour

What is one thing you remember about the passage?

Instructor

The image shows two sets of horizontal lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Student

[illegible]

Date _____

Week 22
Day One

Name _____

Copywork

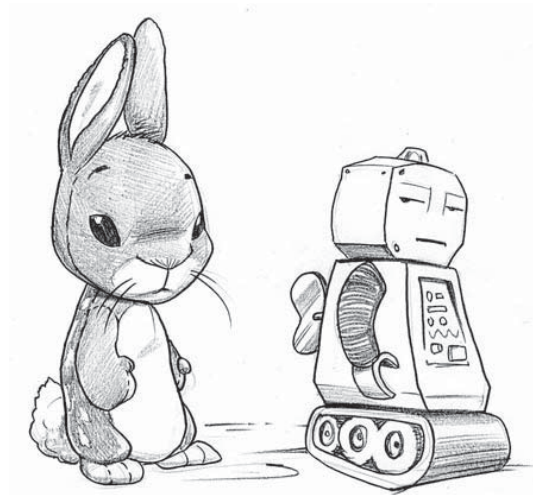
They played in the garden in spring.

In spring, the boy and the rabbit spent long days in the garden.

Week 22
Day Two

Narration

What is one thing you remember about the passage?

A black and white line drawing of a rabbit and a robot. The rabbit is on the left, looking towards the robot on the right. The robot is a small, boxy figure with a square head, a rectangular body, and a base with three wheels. It has a small antenna on its head and a small screen on its chest.

Date _____

Week 22
Day Three

Name _____

Copywork

That was a wonderful summer.

In the spring, the boy went out to play in the wood.

Week 22
Day Four

Name _____

Narration and Copywork

From *The Velveteen Rabbit*, by Margery Williams Bianco

What is one thing you remember about the passage?

Instructor



Student

A series of horizontal lines for handwriting practice. Each set consists of a solid top line, a dashed midline, and a solid bottom line. There are four such sets of lines arranged vertically.