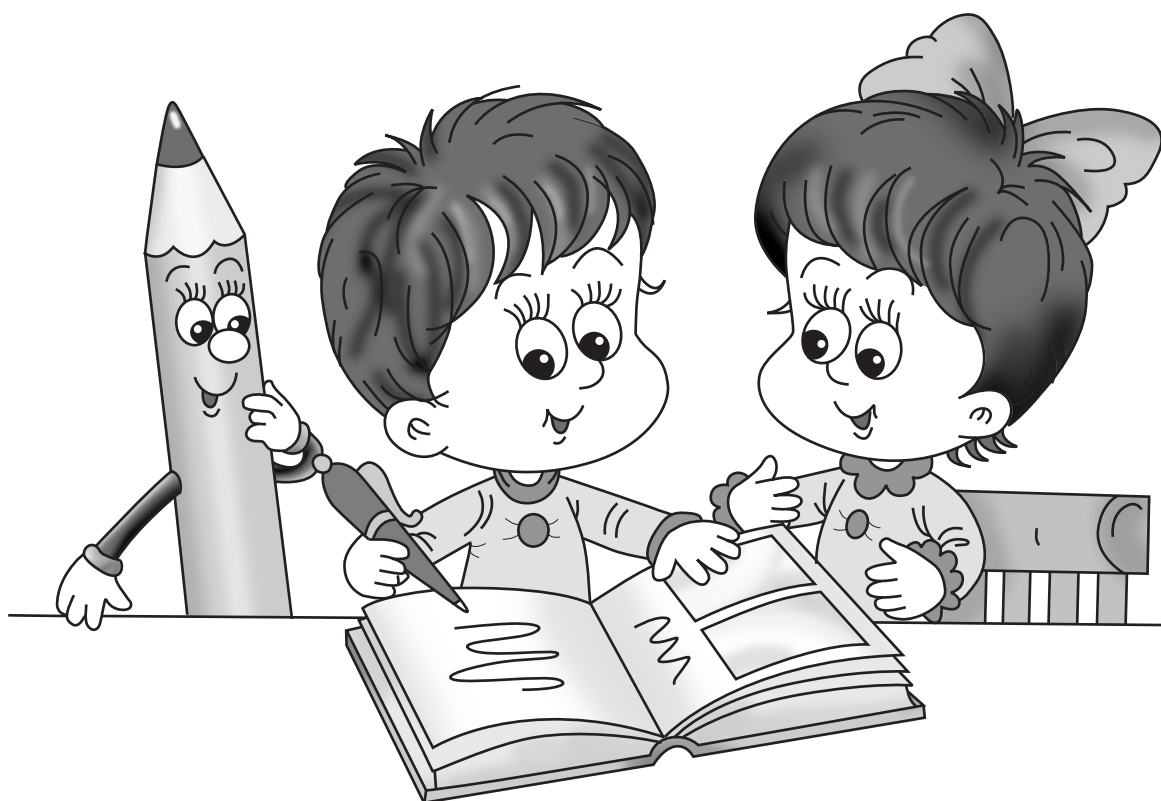


# WRITING THIS WAY

4



**Conceived by:**  
**Shahnawaz Khan**  
M.A., B.Ed., NETS

**Edited by:**  
**Rajesh Kumar Gupta**  
M.Com., LL.B.



***The Signature Publishers***

*Publishers of Innovative Educational Books*

LGF-56, Ansal Fortune Arcade, Sec-18, Noida

E-mail # [thesignaturepublisher@gmail.com](mailto:thesignaturepublisher@gmail.com)

Customer Care # 07500200076

### **Author's Note**

**Learning how to write is one of the most significant aspects of development in the communicative ability of children. In order to achieve this, the activity should be exciting and enjoyable by which children can achieve success. The series *Writing This Way* helps the child through various stages of handwriting development effortlessly by the time he/she can write with fluency and ease.**

**Learning to write the alphabet strengthens letter recognition. It also empowers young children to write, which stimulates their interest and skill in reading. Even more important, it promotes the skill to quickly and effortlessly recognize or reproduce the letters in words, leaving the mind free to concentrate on the meaning. Viewed from the angle of reading development, teaching children to write the alphabet is an essential and time-tested way to promote literacy. Some salient features of the worksheets in the books can be summed up as follows:**

- ◆ **Multi-sensory activities for eye-hand co-ordination, fine motor development, etc.**
- ◆ **Notes to teachers regarding the use of the books and teaching handwriting**
- ◆ **Tracing of letters and formation of letters**
- ◆ **Distinguishing between similar letters**
- ◆ **Recognizing and rewriting letters which represent basic sound**
- ◆ **Building up a sight-word vocabulary**
- ◆ **Introducing alliterative words**
- ◆ **Poems introducing common rhyming words and rhythm**
- ◆ **Practice writing letters, words, phrases and sentences**
- ◆ **Exercises based on frequently used words like days of the week, months of the year, seasons, etc.**

**Let's hope that this series helps every child develop a handwriting pattern with success and ease.**

### **For the Teacher/Parent**

The letters of the cursive alphabet are taught according to their shapes, formation and how they join with the other letters. The approach is to teach and practise letters with similar strokes and shapes together. These descriptions, along with words like 'clockwise' and 'anticlockwise', can be used to help the children write the letters. The following groups have been formed and their points of similarity are as follows:

**The Ovals:** The letters a, c, d, g, q and o are known as the ovals. These are made by starting at the black line and going over the top and back again to form an oval. Their exit strokes are not similar and are taught separately. For example, we include o with the top joins due to its exit strokes.

**The Top Joins:** The letters o, v and w are all top joins as their exit stroke is from the top. The letters following the top joins have to start at the dotted line because of this uniqueness.

**Looped Swingers:** The letters g, j, q, y and z are swingers because they have tails. These tails are looped back to the baseline to join with the letters that follow.

**Looped Climbers:** k, l, h, b and f, all begin by climbing up to the top line and then looping down to the baseline before moving further. They are, therefore, known as the climbers.

**'Tick' Exit Stroke:** i, u, m, n, a, d, e, c, all share a common exit stroke. The swing of the writing tool while forming the stroke is similar to a 'tick'.

**The Cross Joins:** t is a cross join letter. It is joined to the following letters usually from the base line but some people also join them from their cross bars.

**The Loners:** x, r, s, f and p have a formation and shape that is very unique to them. Some of these shapes are a little complicated, so these letters are learnt after sufficient practice with other letters.

Trace the sentences and rewrite them  
in the lines below.

Plants animals and human

beings are living things. They

have some similarities between

them. Here are some



*characteristics of living things:-*

*All living things breathe. All*

*living things need food and*

*water to stay alive.*

## Five Sense Organs

Trace the sentences. Rewrite them in  
the lines below.

The parts of our body that help

us to feel and observe the

changes around us are know as

our sense organs. We have five sense



organs. They are our skin,

tongue, nose, ears, and eyes.

They help us to touch, feel,

taste, smell, breathe, hear and see.



## Pronouns

**Rewrite the passage. Underline all the pronouns in it.**

**I am a girl studying in class four. I have many friends in my class. They all play with me during recess. Shilpi is my best friend. She is great fun to be with. She comes to school on a bicycle. It is bright yellow and shiny. It has a loud bell. All the children envy it. They wish it was their bicycle. But Shilpi lets them ride it sometimes. She loves to share her things. She is also a great prankster. She plays practical jokes on our other classmates and they never suspect at thing!**

**Words that can be used in place of nouns are called pronouns. I, she, he, you, it are used for one person and we, they and you are used for more than one person. 'It' is used for a thing, animal and place.**



Handwriting practice sheet with 10 sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.



**Rules for  
Healthy living**

**Trace the sentences and rewrite them  
in the lines below.**

*We can be happy and healthy*

*by following some rules. Here*

*are some basic rules for healthy*

*living. They are: Sleep on time.*

go to bed early and get up early to

become healthy, wealthy

and wise. Exercise to keep

your body active and strong.



**How do you keep yourself healthy? Write three sentences.**

Handwriting practice area with three sets of lines (solid top and bottom lines, dashed middle line) for writing three sentences.

**How do you keep yourself clean? Write three sentences.**

Handwriting practice area with three sets of lines (solid top and bottom lines, dashed middle line) for writing three sentences.

## Tongue Twisters

How fast can you say these sentences?  
Trace and rewrite them.

Peter Piper picked a

pack of pickled peppers

Did Peter Piper pick a

pack of pickled peppers?

## Adjectives

Fill in the blanks with the correct determiners from the given words. Rewrite the sentences in the spaces below.

Some. any. few. little. enough. many

She has \_\_\_\_\_ crayons

Some adjectives like few, many, any, much and some help us determine amount or quantity. They are called determiners.

\_\_\_\_\_ in her box. There are a

biscuits in the jar. Shalu does

not have \_\_\_\_\_ new shoes.

Arun left                      toffees for Shail.

The plants grew a                      in

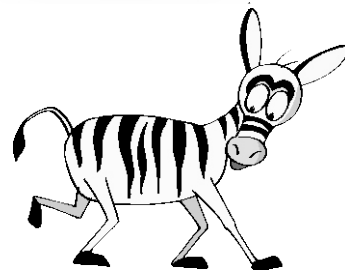
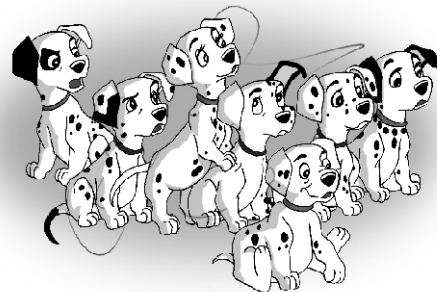
a month. Mrs Tina has

roses in her garden.

**Rhyme Time :**  
**Things That**  
**Make Me Smile**

**Rewrite the given poem. Read it out loud.**

**Things that are black and white**  
**make me smile.**  
**Dalmatian puppies in the park.**  
**A shining moon in the dark.**  
**'lourel and Hardy'. my favourite show.**  
**Charcoal eyes on a man made of snow.**  
**lightning streaks on a stormy night.**  
**My grandmother's house in the sunlight.**  
**Playing dominoes with my family.**  
**Watching the penguins swim happily.**  
**Chocolate chip ice cream at Bernie's shop.**  
**Vanilla cake with chocolate frosting on top.**  
**A zebra, a panda, a cow, and a mime.**  
**My best friend's hand locked in mine.**



Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle dashed, bottom) for rewriting the poem.



Handwriting practice lines on a page. The page features a large white rectangular area with rounded corners, set against a light gray background. This area is filled with horizontal lines for writing. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such sets of lines, providing ample space for practicing letter formation and alignment.

## Punctuation

Rewrite the following sentences after using the correct punctuation marks.

We work in an office

A full stop, question mark, exclamation mark or comma help us to make complete sense of a sentence and are called punctuation marks.

Mr Patil is a tall strong and

well-built man What is the

name of the new boy in your class

India is a country with people

of various cultures, castes

and religions living in it Our

team has won the tournament

## Question Words

Answer each question with a complete sentence in the line below.

**Who, whose, what, where, when and which** are called question words because they are used to ask questions.

Can all birds fly?

Who is your favourite teacher?

What is the name of your city?

What sports do you like to play?

Where did you go for vacation?

Do you like science or art?

What would you like to become

when you grow up?

**A Short  
Paragraph :  
Disaster Say**

**Read the story aloud. Rewrite it on  
the next pages.**



**It was September 11, 2001. A beautiful, calm and sunny spring morning when the world suddenly came to a halt. Two planes hijacked by terrorists hit the World Trade Center in New York City in America.**

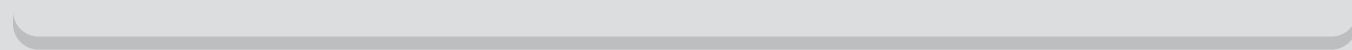
**I still remember it like it was yesterday. I has just reached my classroom. I saw a horrified look on the faces of the children in my class. Everyone was staring at the television. fire blazing everywhere. planes hitting buildings. It appeared to be a nightmare. Mrs Rosy, our class teacher, came in the classroom and asked us to turn off the television.**

**For about three days, "America is under Attack" was the headlines in all the newspapers and channels across the world. All of the websites, songs, and donations towards New York proved to everybody that the world is united in its war on terrorism.**

**John Green**

**Class 4**

Handwriting practice area with 10 sets of three horizontal lines (top solid, middle dashed, bottom solid) on a white background.



Handwriting practice area with 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).



## Alliterations

**Alliteration means the repeated use of a letter or sound in a sentence. Read the sentences given below and rewrite them.**

**There was fisherman named Fisher,  
who fished for some fish in a fissure.  
Till a fish with a fin, pulled the fisherman in.  
Now they're fishing the fissure for Fisher.**

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The rows are evenly spaced across the entire page, providing ample space for practicing letter formation and alignment. There is no text or other markings on the paper.

## Healthy Food Habits

Read the given sentences and rewrite them  
in the lines given below.

*We should eat a nutritious diet.*

*Our diet consists of fruits,*

*vegetables, cereals, pulses and*

*energy giving foods. Certain types*

of foods like fruits and some

vegetables are eaten raw, while

some have to be cooked before eating.

We must chew our food well.

## Conjunctions

Join each two sentences marked by plus '+' sign using the correct conjunction and rewrite them.

Parry is young. + Parry

We use conjunctions to join words and sentences. And, but or because, while, so, if, before, etc., are all joining words.

is handsome. Mary felt sick. + Mary

left the classroom. Mr Sagar sang

well. + Mr Sagar also danced along.

Pasha loves car. + Pasha is too young

to drive. She will not win the race. +

She does not run very fast. It was very

hot. + I stayed indoors all day.

**Write a paragraph using at least five different conjunctions  
out of those given below.**

**while, since, but, after, when, because**

Handwriting practice lines for writing a paragraph. The page contains 10 sets of horizontal lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

**Enjoy tracing the lines and then colouring the picture.**



## Three forms of Water

**Read the paragraph.**  
**Rewrite it in the following lines.**

**Water can be in the form of solid, liquid or gas. Ice, snow, and frost are examples of water in the solid state. Other examples of solid water are ice cubes, icicles, ice on a skating rink. Water in its most common form is a liquid. It evaporates to turn into gas. It changes its state from solid to liquid and from liquid to gas due to heat. Water can also evaporate from the soil. It evaporates off wet clothes hanging on a clothes line. Plants release watervapour into the air. We and animals also breathe out watervapour.**



Handwriting practice lines on a page. The page features a large, rounded rectangular area with a light gray background. Inside this area, there are multiple sets of horizontal lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such sets of lines, providing ample space for practicing handwriting.

## Story Time

Read the story. Rewrite it below.

**Danny was a big bully. He was mean to almost all the children in the class but poor little Sunny was his favourite target. He cornered him in corridors, snatched his sandwich and boxed his ears whenever he got the chance.**

Handwriting practice lines for rewriting the story. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line.

**One day, as Danny was riding back home on his bicycle, he fell down. His leg got caught in the chain wheel and he could not free himself. He screamed and shouted for help but no one heard him. A short while later, he saw someone walking by. It was little Sunny!**  
**"Please help me get my leg out. " Danny requested him.**

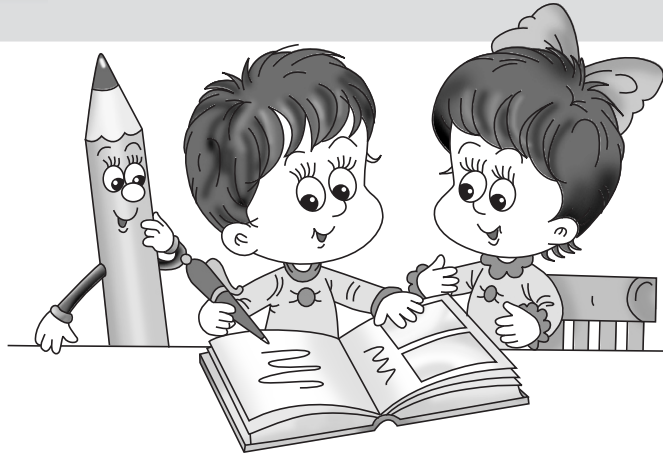
Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline for letter height guidance.

**Without any hesitation Sunny rushed to help Danny. He patiently unwound the chain from Danny's ankle and helped him up. He put his arms around Danny and gave him support as he hobbled home. Danny realized in that one afternoon that being a bully did not make him powerful. All the strength lay in the eyes of the little boy with a big heart, Sunny.**

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline for letter height guidance.

**Practise with  
Peter and  
Pam**

**Copy the sentences  
given in the lines below.**



**Where the mind is without fear and the head is held high.**

Handwriting practice lines for the sentence: "Where the mind is without fear and the head is held high." The lines consist of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

**Into that heaven of freedom my father, let my country awake.**

Handwriting practice lines for the sentence: "Into that heaven of freedom my father, let my country awake." The lines consist of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

**Practise with  
Jack and  
Jill**

**Copy the sentences given  
in the lines below.**



**People do not lack strength to do things.**

Handwriting practice lines for the sentence "People do not lack strength to do things." consisting of four sets of three horizontal lines (top, middle dashed, bottom).

**they lack the will to do them.**

Handwriting practice lines for the sentence "they lack the will to do them." consisting of four sets of three horizontal lines (top, middle dashed, bottom).

**Practise with  
Tom and  
Rina**

**Copy the sentences given  
in the lines below.**



**What is popular is not always right:**

Handwriting practice lines for the sentence "What is popular is not always right:"

**What is right is not always popular.**

Handwriting practice lines for the sentence "What is right is not always popular."

**To – Infinitive  
Verbs**

**Fill in the blanks with the verbs given.  
Copy the sentences in the lines below.**

**to play, to saw, to grind, to drive,  
to climb, to rehearse**

**Infinitive verbs are those  
that talk about an action  
without any tense.**

Malini likes \_\_\_\_\_ with water

colours. The miller wants

the flour. Captain Singh wants

the sheer cliff. Jasmine



loves her piano. The

carpenter needs the logs

of wood. Mr David leaves early

to his office in the city.

## Paragraph Writing : Glacier

### Rewrite the passage.

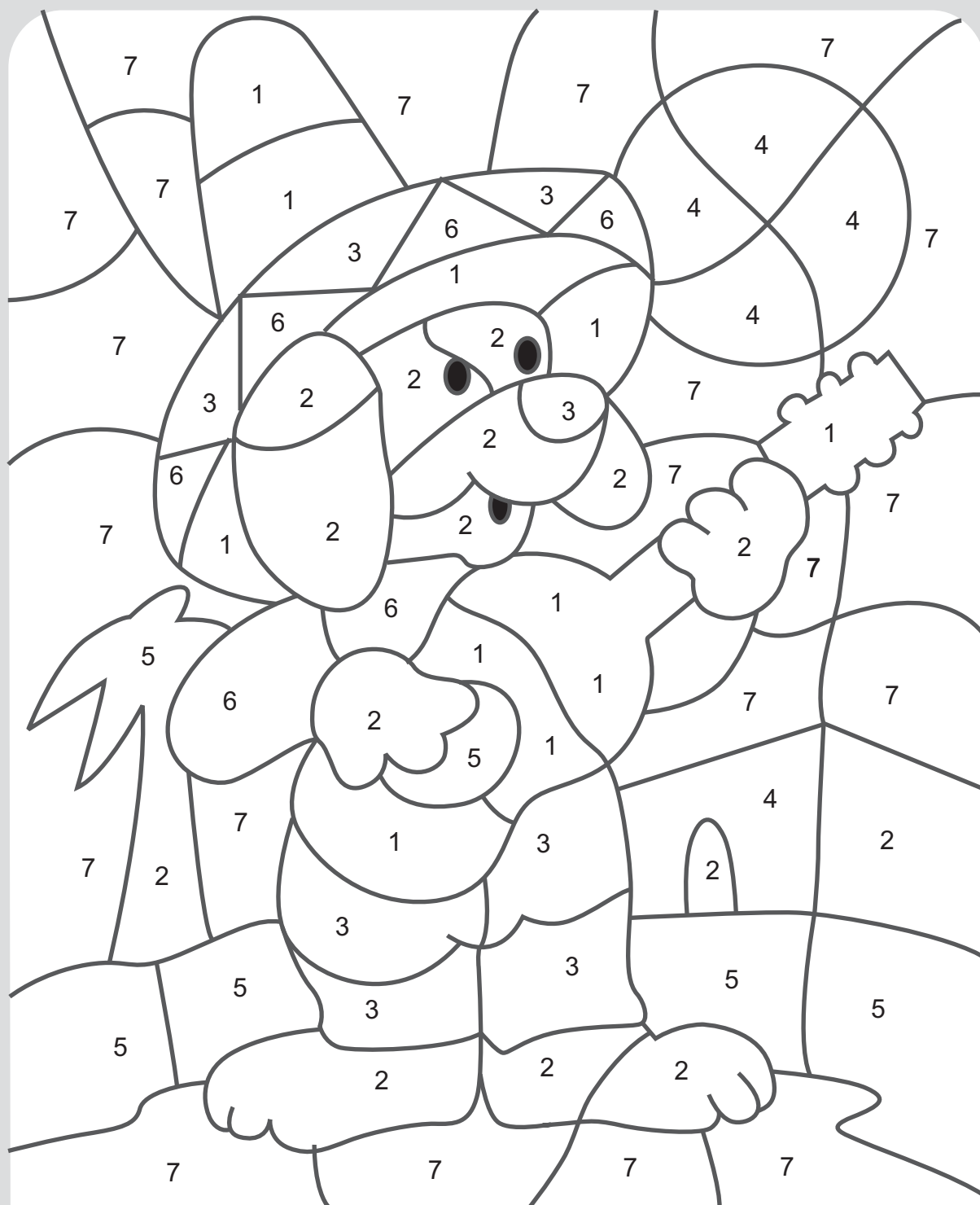
**A glacier is a large mass of ice that moves over land. Glaciers are usually formed in very cold places or high up in the mountains. In such places large quantity of ice collect to form blocks. It soon becomes so thick that it begins to move because of its own weight. It starts its journey down the mountain slopes. As it moves lower it melts with the increase in heat. It moves very slowly, sometimes only 15 cm a day. The world's most famous glaciers lie in the mountains of France and Switzerland. They are the Mer de Glace and Aletsch Glacier.**

[illegible]

Handwriting practice lines on page 43. The page contains 10 sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing practice.

## Colour Game

Colour by numbers. Use the key given below.



1- orange 2- brown 3- red 4- green 5- yellow 6- pink 7- blue

## Tongue Twisters

Can you say these sentences fast?  
Trace and copy the sentences.

*Shry Shelly says she*

*shall sew sheets.*

*Friendly Frank flips*

*fine flapjacks.*

## Poem Time

**Recite the poem aloud.  
Rewrite it in the given space.**

### **MY LIZARD FRIEND**

**I write this little poem.  
For the lizard I can see.  
He is trying to stay hidden.  
He is afraid of me.  
I tell him there is no reason.  
He is safe as can be.  
But he is standing oh so still.  
And his eyes are watching me.  
Then, when he thinks,  
I am not looking.  
He tiptoes on his way.  
To the cover of the bushes.  
In the garden for the day.**



Handwriting practice area with 10 sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.

## Controlling Air Pollution

Copy each line in your best handwriting.

**Pollution harms people, plants and animals.**

**We can prevent pollution in the following ways:**

**Plant trees as they help to keep the air clean.**

**Get your vehicle checked for pollution.**

**Dispose garbage in the proper manner.**

**Never spit in a public place.**

**Cover your mouth and nose while coughing.**



**Public places should not be used for defecating and urinating.**

---

---

---

---

---

---

**Smoking is bad for health and environment.**

---

---

---

---

**If there is stagnant water collecting in some place,**

---

---

---

---

**inform the authorities and get it cleaned up.**

---

---

---

---

**live in a well-ventilated house.**

---

---

---

---

**Avoid over-use of sprays to kill insects inside the house.**

---

---

---

---

---

---

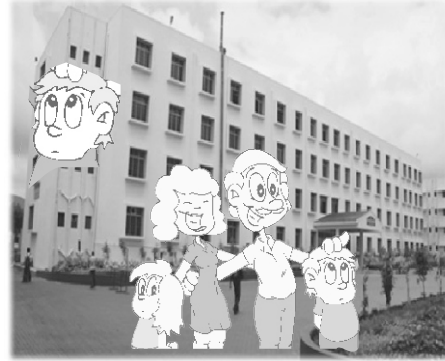
---

---

## Jimmy and His Happy family

**Go through the passage aloud.  
Rewrite it in the given space.**

**Hello! I am Jimmy. I would like to tell you about my house. It is an apartment on the fifth floor of a building. It is made of steel, cement and brick. It has beautiful wooden doors and windows. The place where I live is my address. There are five members in my family. We live together in the apartment. There is my father, mother, sister, brother and me. We are a happy family.**



Handwriting practice area with 10 sets of three horizontal lines (solid top and bottom, dashed middle) for letter formation.

## Present Tense

**Read the paragraph. Rewrite it below.  
Underline all the present tense verbs.**

Rajesh *sits* on his *seat* in the *bus*. He *tries* to look as if nothing *is* wrong. He *smiles* at the old lady *across* the aisle. His eyes *shift* from left to right as he *hunts* for the cause of his fear. Then he *sees* him! The tall man with a cane. The man *looks* at him menacingly. He *runs* towards him. The bus *begins* to move. But too late! The man *gets* into the bus. He *walks* up to Rajesh. Rajesh's teeth *chatter* with *fright*.

"Are you Mohan's son?" the man *asks* him.

"Yes... what do you want?" Rajesh *says* slowly.

"I am his childhood friend Chander. I *lost* touch with him years ago. You really *resemble* him, so I *took* a chance in asking you." he *said* with a smile.

Rajesh *heaved* a *sigh* of relief. He *did not* know whether to cry or laugh at his *stupidity*.

**Tenses are forms of verbs that tell us when the action took place. We know that the simple present tense tells us about actions taking place now or in the present time.**

Handwriting practice area with 10 sets of three horizontal lines (top solid, middle dashed, bottom solid) on a white background.

Handwriting practice lines on page 54. The page features a large white rectangular area with rounded corners, set against a light gray background. This area is filled with horizontal lines for writing. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such sets of lines, providing ample space for practicing letter formation and alignment.

**Practise with  
Peter and  
Pam**

**Copy the sentences given in  
the lines below.**



**The pen is mightier than the sword.**

Handwriting practice lines for the sentence "The pen is mightier than the sword." consisting of four sets of three horizontal lines (top, dashed middle, and bottom).

**All that glitters is not gold.**

Handwriting practice lines for the sentence "All that glitters is not gold." consisting of four sets of three horizontal lines (top, dashed middle, and bottom).

## A Tip Tale

**Read the story aloud. Rewrite it in your own handwriting.**

**A child entered an ice cream parlour and sat at a table.**

**"How much is an ice cream sundae?"**

**"Twenty rupees," replied the waitress attending to him.**

**The little boy pulled his hand out of his pocket and studied the number of notes in it.**

**"How much is a dish of plain ice cream?" he inquired.**

**Some people were now waiting for a table, and the waitress was impatient. "Fifteen rupees," she said angrily.**

**The little boy counted his notes again.**

**"I'll have the plain ice cream."**

**The waitress brought the ice cream and walked away. The boy finished, paid the cashier, and departed. When the waitress came back, she swallowed hard at what she saw. There, placed neatly beside the empty dish, were five rupees—her tip.**



Handwriting practice area with 10 sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.

**Rewrite each line in the space given below.**

*There is a Blind School in my*

*neighbourhood. The children who*

*study in the school are blind.*

*They cannot see. Many even live*

there because their families cannot

take care of them. My friends

and I try and visit the children

there as often as we can.

## Part Tense

Fill in the blanks with the Simple Past Tense of the verbs in the brackets. Rewrite the sentences in cursive.

Words that tell us about actions that have already happened in the past are said to be in the past tense like reached, counted, etc.

The children \_\_\_\_\_ quietly. (play)

Mrs Rashi \_\_\_\_\_ the chicken in the oven. (roast)

They \_\_\_\_\_ their gifts excitedly. (unpack)

The soldier \_\_\_\_\_ across the border. (sneak)

They lay \_\_\_\_\_ after eating supper. (sleep)

The puppies \_\_\_\_\_ together for warmth. (huddle)

He \_\_\_\_\_ all his energy practising for the game. (use)

Tim \_\_\_\_\_ the movie yesterday. (watch)

Jane \_\_\_\_\_ the window with her ball. (smash)

Hemma \_\_\_\_\_ when her mother left. (weep)

The plane \_\_\_\_\_ over the city of Tokyo. (fly)

The principal \_\_\_\_\_ the latecomers. (scold)



Poem on  
Tsunami

Recite each line of the poem and rewrite  
it in the line given below.

An underwater quake.

No one felt it shake.

And then the wave came,

If you feel no sadness,

you should feel such shame.

Oh! what a tragedy

that happened to all,

The short and the tall.

## Endangered Species

Read the paragraph aloud.  
Rewrite it in your handwriting.

There are many species or groups of animals that are endangered. 'Endangered' means 'in danger'. These species are in danger of disappearing from the earth. Endangered animals need out special care so that they may survive. They have to be protected. Some endangered species from different parts of the world are – the Great Panda from China, the Blue Whale in various oceans and seas, the Mountain Gorilla from Uganda and the Indian Elephant. Some animals like the dinosaur and dodo are extinct now. How they perished is a mystery. It could be due to the changes in the climate of the world or some great natural calamity.



Handwriting practice area with 10 sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.

## Alliterations

**An alliteration is the use of the same letter or sound repeatedly. Read the sentences given below and rewrite them.**

**A tree toad loved a she-toad who lived up in a tree.**

**He was a two-toed tree toad but a three-toed toad was she.**

**The two-toed tree toad tried to win the three-toed she-toad's heart.**

[illegible]

**for the two-toed tree toad loved the ground that the three-toed tree toad  
trod. But the two-toed tree toad tried in vain. He couldn't please her whim.  
from her tree toad bower with her three-toed power the she-toad vetoed  
him.**

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated 10 times.

## future Tense

Fill in the blanks with the Simple Future Tense of the verbs in the brackets.  
Rewrite the sentences in cursive.

Words that tell us about actions that are going to happen in the future are said to be in the future tense. Future tense verbs are made by putting shall or will before the verb.

The show \_\_\_\_\_ in this theatre from tomorrow. (begin)

I \_\_\_\_\_ to play badminton in tomorrow's gym class. (learn)

We \_\_\_\_\_ to the hill station in our car. (drive)

It \_\_\_\_\_ if any weight is put on it. (crack)

He \_\_\_\_\_ with Rashmi at the school function. (sing)

**The children \_\_\_\_\_ their toys with each other. (share)**

**Ali \_\_\_\_\_ the race this year. (win)**

**The doctors \_\_\_\_\_ a conference in Mumbai. (hold)**

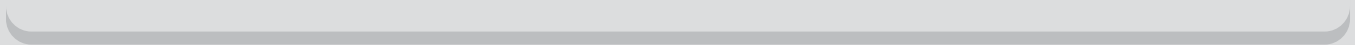
**You \_\_\_\_\_ your follies later in life. (realize)**

**They \_\_\_\_\_ the package to our office. (deliver)**

## Spin a Yarn

**Read the paragraph and rewrite it in you handwriting.**

My name is Hari. I am in class four. I want to share a secret with you. I really am Harry Potter! You know the boy wizard with spectacles! I study in school by day and am off to my institute of wizardry at night. I enjoy all the wonderful adventures you have read about so far and get back before daybreak. I have a sneaky feeling I am going to grow up to be Spiderman. Well isn't that a revelation! Harry Potter is actually the boy who grows up to be Spiderman.



Handwriting practice area with 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).

**Practise with  
Peter and  
Pam**

**Copy the sentences given in  
the lines below.**



**Nothing great is ever achieved**

Handwriting practice lines for the sentence "Nothing great is ever achieved". The lines consist of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

**without a degree of enthusiasm and courage.**

Handwriting practice lines for the sentence "without a degree of enthusiasm and courage.". The lines consist of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.



**Practise with  
Sam and  
Sushi**

**Copy the sentences given in  
the lines below.**



**It doesn't matter how slowly you go.**

Handwriting practice lines for the sentence "It doesn't matter how slowly you go." consisting of four sets of three horizontal lines (top, dashed middle, bottom).

**as long as you do not stop.**

Handwriting practice lines for the sentence "as long as you do not stop." consisting of four sets of three horizontal lines (top, dashed middle, bottom).

**Practise with  
Mohan and  
Radha**

**Copy the sentences given in  
the lines below.**



**Nobody really knows what he can do.**

Handwriting practice lines for the sentence "Nobody really knows what he can do." consisting of four sets of three horizontal lines (top, middle dashed, bottom).

**unless he actually tries it once.**

Handwriting practice lines for the sentence "unless he actually tries it once." consisting of four sets of three horizontal lines (top, middle dashed, bottom).

**Practise with  
Sunny and  
Priti**

**Copy the sentences given in  
the lines below.**



**Happiness is not something you find.**

Handwriting practice lines for the sentence "Happiness is not something you find." consisting of four sets of three horizontal lines (top, middle dashed, bottom).

**but rather something you create.**

Handwriting practice lines for the sentence "but rather something you create." consisting of four sets of three horizontal lines (top, middle dashed, bottom).

**Practise with  
Bunty and  
Bubbly**

**Copy the sentences given in  
the lines below.**



**It is often the last key in the bunch**

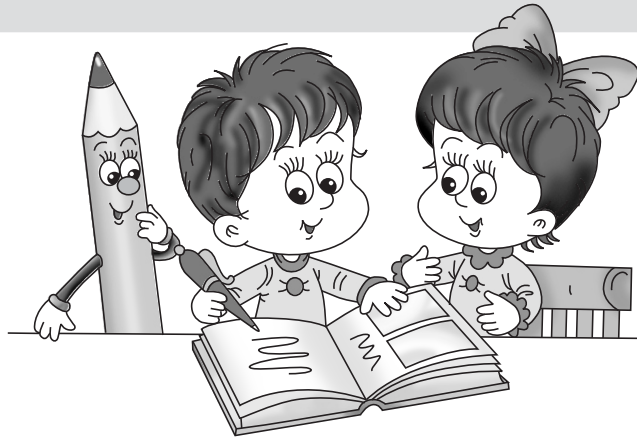
Handwriting practice lines for the sentence "It is often the last key in the bunch". The lines consist of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

**that finally opens the lock.**

Handwriting practice lines for the sentence "that finally opens the lock.". The lines consist of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

**Practise with  
Harmeet and  
Harpreet**

**Copy the sentences given in  
the lines below.**



**The true reward of a thing**

Handwriting practice lines for the sentence "The true reward of a thing". The lines consist of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

**well done is to have done it!**

Handwriting practice lines for the sentence "well done is to have done it!". The lines consist of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

**Practise with  
Salim and  
Shama**

**Copy the sentences given in  
the lines below.**



**We must not multiply our possessions**

Handwriting practice lines for the sentence "We must not multiply our possessions". The lines are arranged in three sets, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

**by reducing our values.**

Handwriting practice lines for the sentence "by reducing our values.". The lines are arranged in three sets, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Practise with  
Sahil and  
Sneha**

**Copy the sentences given in  
the lines below.**



**A journey of a thousand miles**

Handwriting practice lines for the sentence "A journey of a thousand miles". The lines consist of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

**begins with a single step.**

Handwriting practice lines for the sentence "begins with a single step.". The lines consist of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

**Practise with  
Guddu and  
Dolly**

**Copy the sentences given in  
the lines below.**



**Every person has the ability**

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines for copying the sentence.

**to act with responsibility.**

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines for copying the sentence.