

ELA Summer work 2026

Entering grade 7

Dear incoming 7th grader,

Please complete the following assignments to keep your mind sharp over the summer. **ALL WORK IS DUE THE FIRST DAY OF SCHOOL.**

Reading: You are to read two books; one book, Freak the Mighty, by Rodman Philbrick, is required of all students. The second book may be any **non-fiction or fiction** book of your choosing.

For the non-fiction or fiction free choice book:

Select a book at your reading level, appropriate for a seventh grader. No graphic novels! When you have finished the book, complete the one pager assignment (attached).

You will be giving a one minute summary of the book and presenting that assignment to the class the first week of school. Bring it the first day! We will begin presentations in random order. This project will generate your first reading grade.

For Freak the Mighty: I suggest reading this in August, as there will be a test on the book the first week of school. Complete the attached worksheets. We will review the work and then take the test.

Grammar and handwriting: Complete the attached work to review important basics and practice your cursive handwriting.

Supply list: Please see the supply list given by Mrs. Thuel. I emphasize that your child needs loads of notecards and pens. We use black or blue pens in ELA. Erasable pens are fine.

Confirmation: Please refer to the Confirmation booklet for information about due dates for service and reviewing the Confirmation questions. Any questions about paperwork should be directed to the PREP office.

<https://stisidores.org/wp-content/uploads/2025/09/Confirmation-Preparation-Guide-2026-061025.pdf>

*Important note—Book Sox are convenient for covering textbooks, BUT they must be the large ones. Those purchased at the Dollar Store and Wal-Mart are often too small for middle school books. Your child will NOT be permitted to use covers that are too small. If you prefer, paper works really well. Book covers for hardcover books are **REQUIRED** for the whole year.

It is not required, but highly recommended that you cover workbooks and assignment books in clear contact paper.

If you have any questions or problems with the summer assignment, please contact me via email at mfinnegan@stisidoreschool.com. If it is urgent, please call the school office, and the message will be forwarded to me.

Have a wonderful, fun, safe, and faith-filled summer!
Mrs. Finnegan

Freak the Mighty

Name _____ Period _____

Note-taking for chapters 1-5

For some students, reading can be a difficult, tedious task. Part of the problem is that many students do not have the tools they need to read for meaning, and lose interest because they cannot follow the action, do not understand, or cannot relate to the events or the characters.

Below is a chart that you will be completing as you read *Freak the Mighty*. It is designed to help you understand the action, conflict, and characters and to eventually appreciate the author's reasons for writing the book.

Directions: For Chapters 1-5, use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each major event in the chapter. Try to keep your summaries short—just a few words or phrases. Do not write in complete sentences! Chapter 1 has been done as an example for you.

	Setting	Action Summary (Plot) and Characters Involved	Important to Remember From This Chapter
Chapter 1	No real setting given; he just flashes back to telling how he met Freak in daycare, but doesn't describe the scene.	Max flashes back to meeting Kevin in daycare. Sees him again in a special bus when he is in about 3 rd grade, then he moves into a duplex down the street the summer before 6 th grade.	Max had a temper—nicknamed Kicker; Kevin (Freak) had leg braces even then. Max is really growing and Grim and Gram notice that he is beginning to look a lot like his father.
Chapter 2			
Chapter 3			
Chapter 4			
Chapter 5			

Now that you have read and taken notes on Chapters 1-5, make a prediction (educated guess) about what you believe will happen next in the novel.

My Prediction:

Name _____ Period _____

Note-taking for chapters 6-10

Directions: For Chapters 6-10, use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each major event in the chapter. Try to keep your summaries short—just a few words or phrases. Do not write in complete sentences!

	Setting	Action Summary (Plot) and Characters Involved	Important to Remember From This Chapter
Chapter 6			
Chapter 7			
Chapter 8			
Chapter 9			
Chapter 10			

Now that you have read and taken notes on Chapters 6-10, make a prediction about what you believe will happen next in the novel.

My Prediction:

Name _____ Period _____

Note-taking for chapters 11-15

Directions: For Chapters 11-15, use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each major event in the chapter. Try to keep your summaries short—just a few words or phrases. Do not write in complete sentences!

	Setting	Action Summary (Plot) and Characters Involved	Important to Remember From This Chapter
Chapter 11			
Chapter 12			
Chapter 13			
Chapter 14			
Chapter 15			

Now that you have read and taken notes on Chapters 11-15, make a prediction about what you believe will happen next in the novel.

My Prediction:

Name _____ Period _____

Note-taking for chapters 16-20

Directions: For Chapters 16-20, use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each major event in the chapter. Try to keep your summaries short—just a few words or phrases. Do not write in complete sentences!

	Setting	Action Summary (Plot) and Characters Involved	Important to Remember From This Chapter
Chapter 16			
Chapter 17			
Chapter 18			
Chapter 19			
Chapter 20			

Now that you have read and taken notes on Chapters 16-20, make a prediction about what you believe will happen next in the novel.

My Prediction:

Name _____ Period _____

Note-taking for chapters 21-25

Directions: For Chapters 21-25, use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each major event in the chapter. Try to keep your summaries short—just a few words or phrases. Do not write in complete sentences!

	Setting	Action Summary (Plot) and Characters Involved	Important to Remember From This Chapter
Chapter 21			
Chapter 22			
Chapter 23			
Chapter 24			
Chapter 25			

Now that you have read and taken notes on Chapters 21-25, make a prediction about where you believe Max's life will go from here.

My Prediction:

Name: _____

Date: _____

One-Pager Project

A one pager is a single-page response to your reading that displays the big ideas, themes, symbols and connections within the book. We will use this project to review many of the analysis skills we have learned this year.

It is due **September 2, 2025**

Directions:

- ❖ Write the **title** of the book and **author's name** somewhere on the page (this can be done creatively!).
- ❖ Include a creative border or design that reflects the book in general or theme.
 - This can include words, pictures/designs, symbols, or quotes from the text.
- ❖ Create and answer **TWO** meaningful questions about the novel.
 - These should not be yes or no questions, but **how or why** questions.
 - Answers should cite text evidence. **You should answer, cite evidence or an example, then explain.**
- ❖ Draw or create **THREE** images or symbols that represent themes, characters, conflict, or the setting of the book.
 - These should be strongly connected to the book and should stand out on the paper.
- ❖ Include **THREE** interesting quotes or passages from the book that connect to the **characters, conflicts, or themes and big ideas**.
 - Include quotation marks and a citation (page number).
 - If your passage/ quote is a part of dialogue, include the character's name who said it.
- ❖ Write **TWO personal statements or connections** about what you've read (these are not simple opinions).
 - EX: "I could relate to the main character feeling lost in the book because it reminded me of when I got to high school and didn't know anyone."
- ❖ Find **ONE** quote that illustrates **mood or tone** (*include quote and page number) and explain why that was the mood or tone of that particular part of the book.
- ❖ Find a **song** that represents a theme of the novel. Include the song title, singer/ band, and an explanation of how the lyrics connect to the book.
- ❖ Be colorful and neat.
 - Your entire page should be filled with these elements.
 - If you find you have extra room, add some creativity!
 - Nothing should be left in pencil
 - Your name should be on the **BACK** of the one-pager.

Victor Robinson
Promises to
by Sharon Robinson

THE KING

I don't believe in learning from Negroes from baseball just because they are Negroes

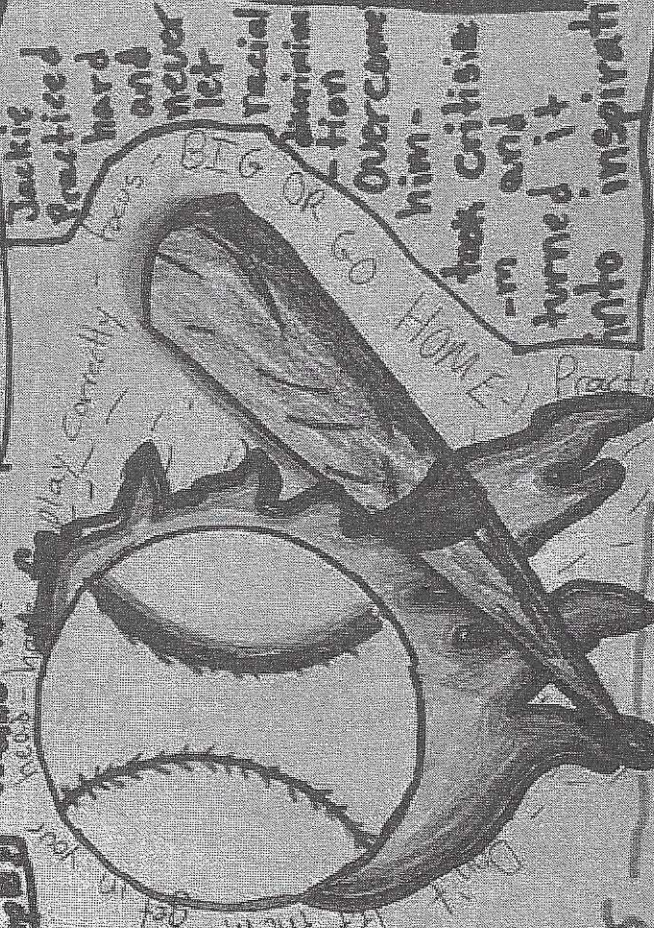
- Branch Rickey

Q1

Has Segregation affected people completely
Some have even taken their lives for such discrimination

Jackie Robinson

How did Jackie Robinson get to where he got to?



Jackie practiced hard and never let racial discrimination overcome him - took criticism and turned it into inspiration.

Baseball - Excellent Practice

Stay Strong during tough times and don't give up on your dreams
DREAM
BIG

I believe in rights for everyone. And the fact Colored people were treated unrespectfully and separated through Segregation and racial discrimination.
I personally believe

everyone should be respected no matter their race color, (etc.)

Questions

■ One-Pager Project Rubric

Student Name: _____

Category	Criteria	Points
Title & Author	Book title and author are clearly visible and creatively displayed.	___ / 5
Creative Border/Design	Design reflects the book's theme using relevant symbols, quotes, or visuals.	___ / 10
Meaningful Questions & Answers	Two thoughtful <i>how/why</i> questions are answered with explanation and text evidence.	___ / 15
Symbols/Images	Three images or symbols clearly connect to themes, characters, conflict, or setting.	___ / 15
Quotes/Passages	Three well-chosen quotes with proper citation and character attribution (if dialogue).	___ / 10
Personal Connections	Two thoughtful personal statements with insight beyond opinion.	___ / 10
Mood/Tone Quote	One quote with explanation that clearly illustrates tone or mood (with citation).	___ / 10
Song Connection	Relevant song with title, artist, and strong explanation of lyrical connection to theme.	___ / 10
Visual Appeal	Page is fully used, colorful, and neat. No pencil used. Name is on the back.	___ / 10
Overall Effort & Creativity	Shows time, thought, and creativity throughout all elements.	___ / 5

Final Score: ___ / 100

Grammar Reteaching

Name Class Date

8.1 Kinds of Sentences

Key Information

A **sentence** is a group of words that expresses a complete thought. All sentences begin with a capital letter and end with a punctuation mark. There are four different kinds of sentences. A **declarative** sentence makes a statement. It ends with a period. An **interrogative** sentence asks a question. It ends with a question mark. An **exclamatory** sentence expresses strong feeling. It ends with an exclamation point. An **imperative** sentence gives a command or makes a request. It ends with a period.

Directions

Write whether each of the following sentences is *declarative*, *interrogative*, *exclamatory*, or *imperative*.

Last summer we visited the Grand Canyon. *declarative*

- _____ 1. Have you ever seen the Grand Canyon?
- _____ 2. How incredible that place is!
- _____ 3. The forces of wind, water, heat, and pressure created huge ruts in the rock and dirt.
- _____ 4. What was the oldest fossil ever found in the Grand Canyon?
- _____ 5. Keep reading to find out.
- _____ 6. The oldest fossil uncovered was a billion-year-old primitive sea plant.
- _____ 7. How could the fossil of a sea plant be discovered in the desert?
- _____ 8. Didn't you know the area was once completely covered with water?
- _____ 9. How far it is from one side of the canyon to the other!
- _____ 10. The canyon's width varies from four miles to fifteen miles from rim to rim.

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Name Class Date

8.2 Sentences and Sentence Fragments

Key Information

Every sentence has a subject and a predicate. The **subject** tells who or what the sentence is about. The **predicate** tells what the subject does or has. It may tell what the subject is or is like.

The light [subject] controls the flow of traffic [predicate].

A **sentence fragment** is a group of words that does not express a complete thought.

It may be missing a subject, a predicate, or both.

Is made of nylon. [lacks a subject]

That backpack. [lacks a predicate]

Along the winding path. [lacks both]

To correct a sentence fragment, determine which part is missing. Then write a new subject or predicate that you can add to the fragment to make it a sentence.

Directions

Read each sentence fragment, and name the part of the sentence—either *subject* or *predicate*—that is missing.

creates a rainbow of colors *subject*

1. Carlsbad Caverns in New Mexico. _____
2. Became a national park in 1930. _____
3. Can hike down into the cavern. _____
4. Went by high-speed elevator. _____
5. One of the most impressive spots. _____
6. The Big Room's ceiling. _____
7. Is fourteen acres in size. _____
8. Spreads eight hundred feet below the surface. _____
9. Hundreds of thousands of bats. _____
10. Grow up from the floors in tall spires. _____

Grammar Reteaching

Name Class Date

8.6 Simple, Compound, and Complex Sentences

Key Information

A **simple sentence** has one subject and one predicate. It may have a compound subject, a compound predicate, or both.

Yosemite National Park / is in California.

My friend and I / visited the park and stayed a week.

A **compound sentence** consists of two or more simple sentences (main clauses) joined by a comma and *and*, *but*, or *or*. A clause is a group of words that has a subject and a predicate.

We / enjoyed our vacation, and we / took plenty of photographs.

A **complex sentence** is a sentence that has one main clause and one or more subordinate clauses.

We decided to visit Yosemite when we heard about its beautiful scenery.

Directions

Write whether each sentence is *simple*, *compound*, or *complex*.

James wants to hike, and I want to take more photos. *compound*

1. Glaciers smoothed the valley floor, and they melted to form a lake. _____
2. A hike and a mule ride are two ways to see the park. _____
3. Fifteen hundred trees and plants live in the park. _____
4. El Capitan is a mountain of granite, and it rises 3,600 feet above the Merced River. _____
5. Yosemite Falls has a spectacular 2,425-foot drop. _____
6. Bird watchers can see more than two hundred different species of birds when they visit Yosemite. _____
7. Rugged mountains, clear lakes, and rushing streams attract many tourists and outdoor enthusiasts. _____
8. Yosemite and Hetch Hetchy are two beautiful valleys inside the park. _____
9. Cloud's Rest is the highest point in Yosemite Valley, and it rises nearly 10,000 feet. _____
10. Congress established Yosemite National Park in 1890, but the original park did not include Mariposa Grove or Yosemite Valley. _____

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Name Class Date

10.1 Action Verbs and Direct Objects

Key Information

All verbs can be grouped as action verbs or linking verbs. Action verbs tell what someone or something does. Action verbs can be divided into two groups—transitive and intransitive. **Transitive verbs take direct objects.** A **direct object** is a noun that receives the action of the verb. It answers the question *whom?* or *what?* after an action verb.

A chimpanzee enjoys company.

Directions

Change each sentence into a question that asks *whom?* or *what?* after the verb. The answer is the direct object.

My uncles drive two large tractors on the farm.

My uncles drive what? tractors

1. Walrus follow the currents in arctic oceans. _____

Question: _____

Direct object: _____

2. Both males and females have large ivory tusks. _____

Question: _____

Direct object: _____

3. Walrus dig clams with their tusks. _____

Question: _____

Direct object: _____

4. Walrus like cold weather. _____

Question: _____

Direct object: _____

5. They ride flat chunks of ice. _____

Question: _____

Direct object: _____

6. Thick layers of fat insulate walrus from the cold. _____

Question: _____

Direct object: _____

Grammar Reteaching

Name Class Date

10.2 Indirect Objects

Key information

Action verbs with direct objects may also have indirect objects. Unlike the direct object, which answers the question *whom?* or *what?*, the indirect object tells to *whom* or to *what* or for *whom* or for *what* the verb's action was done.

The trainer tossed the **dolphin** a fish.

To determine whether a word is an indirect object, try adding the word *to* or *for* before the indirect object and placing it after the direct object: The *trainer tossed a fish to the dolphin*. If the sentence still makes sense, the word is an indirect object.

Directions

Identify the indirect objects in these sentences. Rewrite each sentence, using *to* or *for* before the indirect object and placing it after the direct object. The direct object is underlined.

Dolphins gave the fish a scare.

indirect object: fish *Dolphins gave a scare to the fish.*

1. The trainer at the water park threw the dolphin a ball. _____

2. The dolphin tossed the trainer the ball. _____

3. One dolphin flipped the trainer a hoop. _____

4. Sometimes dolphins give a ship's crew a show at sea. _____

5. They show sailors dives and flips. _____

6. Sailors throw the dolphins food. _____

7. We bought the dolphins treats. _____

8. Dolphins give people an understanding of their world. _____

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Name Class Date

10.3 Linking Verbs and Predicate Words

Key Information

Linking verbs connect the subject of a sentence with a noun or adjective in the predicate. A **predicate noun** tells what the subject is. A **predicate adjective** describes the subject.

The manatee is a strange **animal**.

The manatee appears **clumsy**.

The most common linking verbs are the forms of *be*, such as *am*, *is*, *are*, *was*, and *were*. Other common linking verbs include *become*, *seem*, *appear*, *feel*, *taste*, *grow*, and *look*.

Directions

Tell whether the underlined verb in each sentence is an *action verb* or a *linking verb* by writing *action* or *linking* in the space provided. If the verb is a linking verb, write whether it is followed by a *predicate noun* or a *predicate adjective*.

Red is my favorite color.

linking—*predicate noun*

1. Manatees are mermaids. _____
2. At least ancient sailors thought so. _____
3. Manatees look strange up close. _____
4. Their eyes seem tiny. _____
5. Their whiskered lips appear swollen. _____
6. Manatees live in warm water. _____
7. They are very slow. _____
8. Power boats sometimes hit the manatees. _____
9. Manatees are not dangerous. _____
10. They eat only grass. _____

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Name Class Date

10.4 Present, Past, and Future Tenses

Key Information

The tense of the verb tells when an action takes place. The **present tense** of a verb names an action that happens regularly. It is also used to express a general truth. The **past tense** of a verb tells about something that has already happened. The **future tense** of a verb tells about something that will happen in the future.

Base form	Present tense	Past tense	Future tense
jump	I jump. He jumps.	I jumped. He jumped.	I shall jump. He will jump.

Directions

Write whether the underlined verb is in the *present*, *past*, or *future* tense.

I like to watch animals. *present*

1. Some animals live in faraway places. _____
2. Maybe I will visit them someday. _____
3. I watch animals in my own neighborhood. _____
4. I especially enjoy rabbits, chipmunks, and squirrels. _____
5. Yesterday I observed a raccoon. _____
6. The raccoon sneaked around the corner of the garage. _____
7. It jumped into the garbage can. _____
8. Dad will put a heavy rock on the lid of the garbage can. _____
9. That trick worked for our neighbor. _____
10. My brother feeds the birds. _____
11. He placed a birdfeeder on a pole in the backyard. _____
12. We watch cardinals, sparrows, and woodpeckers. _____
13. Next summer he will build a house for martins. _____
14. My mother enjoys hummingbirds the most. _____
15. My family will soon hike on the nature trail at the park. _____

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Name Class Date

10.5 Main Verbs and Helping Verbs

Key Information

All verbs have four principal parts: **base form**, **present participle**, **past form**, and **past participle**.

<u>Principal parts</u>	<u>Example Verb phrase</u>
base form	play
present participle	playing is playing
past form	played
past participle	played has played

Participle forms join with **helping verbs** to form **verb phrases**. The most common helping verbs are the forms of *be* and *have*. The forms of *be* are often used with the present participle. The forms of *have* are often used with the past participle.

Directions

In each sentence, the verb phrase is underlined. Draw a second line under the main verb, and write whether it is a *present participle* or a *past participle*.

We are beginning to understand the problem. *present participle*

1. Many species of animals are disappearing. _____
2. In the past, species have disappeared at the rate of one a year. _____
3. Now they are vanishing at the rate of one a day. _____
4. People have changed the environment. _____
5. We have chopped forests down. _____
6. We have paved animal habitats. _____
7. Years ago passenger pigeons were flying in huge flocks across the sky. _____
8. Buffalo herds were roaming the plains. _____
9. Now all the passenger pigeons have died. _____
10. We are visiting buffalo herds in zoos. _____
11. Some animals are protected by law. _____
12. They are called "endangered species." _____
13. Park rangers are patrolling the wildlife preserves. _____
14. My class has adopted a local park. _____
15. We are keeping the park clean for animals and humans. _____

Grammar Reteaching

Name Class Date

14.1 Prepositions

Key Information

A **preposition** is a word that relates a noun or pronoun to another word in the sentence.

The squirrel ran **up** the tree.

Study the list of prepositions in your textbook. The list will help you recognize prepositions in sentences.

Some prepositions are made up of more than one word. Some examples are *according to*, *along with*, *because of*, *in spite of*, *on top of*, *across from*, *aside from*, *in front of*, *instead of*, and *out of*.

Directions

Underline the prepositions.

Virginia Hamilton is a writer of many interesting children's books.

1. She wrote books about Ohio.
2. Virginia Hamilton was born in Yellow Springs, Ohio.
3. She won a Newbery Medal for the novel *M. C. Higgins, the Great*.
4. The Newbery Medal is an annual award given to the author of the best children's book.
5. Virginia Hamilton created some excellent works of fiction.
6. She also collected folktales from cultures around the world.
7. The Caldecott Medal is awarded for the illustrations in children's books.
8. David Macaulay won a Caldecott Medal in 1990.
9. Because of his interest in buildings, Macaulay studied architecture.
10. After that, he wrote many children's books on architecture.

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Name Class Date

14.2 Prepositional Phrases

Key Information

A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun called the **object of the preposition**.

I went **to** the grocery **store**.

A preposition can have a compound object—two or more objects joined by a connecting word.

I went **to** the **store** and the **cleaners**.

Often sentences will have more than one prepositional phrase. Prepositional phrases can appear anywhere in a sentence.

On Monday I went **to** the **store**.

Directions

In the following sentences, the prepositions are underlined. Draw an arrow from the prepositions to their objects.

Children of all ages like books.

Children of all ages like books.

1. *Hatchet* is a book by Gary Paulsen about a plane crash.
2. A boy must survive in the wilderness.
3. Because of its popularity, Gary Paulsen wrote a sequel to it.
4. Three of his books have received Newbery Honor Awards.
5. Gary Paulsen writes about his own experiences.
6. *Dragonsong* is based on Paulsen's experience in the Iditarod, a dogsled race across the Arctic.
7. Katherine Paterson is another modern author who appeals to both boys and girls in a variety of age groups.
8. She has received two Newbery Awards for her books.
9. Paterson's best known book is probably *Bridge to Terabithia*, written in 1978.
10. It tells about a friendship between a boy and girl from different backgrounds.

Grammar Reteaching

Name Class Date

14.6 Conjunctions

Key Information

A conjunction is a word that joins words or groups of words in a sentence. The most common conjunctions are the **coordinating conjunctions** *and*, *but*, and *or*. Conjunctions can be used to form compound subjects, compound predicates, and compound sentences. **Correlative conjunctions** are conjunctions that work in pairs, including *either...or*, *neither...nor*, and *both...and*. Remember that a comma is used before a conjunction connecting two simple sentences.

Jamil either pitches or plays shortstop.
Bob ran fast, but Shirley tagged him out.
Bob and Jamil play baseball.

Directions

Write whether the underlined conjunctions join the parts of a compound sentence, a compound subject, or a compound predicate by writing *compound sentence*, *compound subject*, or *compound predicate*.

- My mom drove us to the library, and Traci's dad planned to take us home.
compound sentence
1. We went to the library and looked for new books. _____
 2. *The River* and *The Winter Room* were Juan's first choices. _____
 3. Either *Missing May* or *Journey* appealed to Traci. _____
 4. Nita headed straight for *Maniac Magee*, and Russell went for *Shiloh*. _____
 5. Neither Lester nor William could find the books he wanted. _____
 6. Ling had already read *Hoops*, but she hadn't read *Mop*, *Moondance*, and *the Nagasake Knights*. _____
 7. I planned to borrow *The Westing Game*, but I had to take *Weasel* instead. _____
 8. Dan borrowed the book *Mossflower* and read it quickly. _____
 9. I suggested *Jacob Have I Loved* to Lucie, but she has read it already. _____
 10. Neither Russell nor Juan was ready to leave when Mr. Taylor said it was time to go. _____

Grammar Reteaching

Name Class Date

14.7 Interjections

Key Information

Some words or short phrases, called **interjections**, are used to express strong feelings. They are not complete sentences. Examples are *great*, *oops*, and *ouch*. Interjections that show strong feeling are followed by an exclamation point. Milder interjections may be joined to a sentence by a comma.

Aha! I've found you. **Oh,** there you are. We made it up the hill. **Phew!**

Directions

Underline each interjection.

Wow! Don't you love a good book? Hey, I've been looking for you.

1. Hey! There's a bookstore.
2. Gee, do you think we could stop in?
3. Wow! I really enjoy browsing in bookstores.
4. I wonder if they have any new books. Yes!
5. Gosh, I've been waiting for a new book by Mildred Taylor.
6. Oh, I read her last one, too.
7. Well, we have a little time.
8. Look! Here's the book I've been waiting for.
9. I've been waiting for this book to come out in paperback. Great!
10. Aha! There's *A Wrinkle in Time*.

Palmer Cursive Practice Worksheets

You're never too old to improve your handwriting! These worksheets showcase the *Palmer Method of Penmanship*, a simple approach to writing. Unlike Spencerian script, the Palmer method has few flourishes, making it a good choice for students and daily handwriting.



Trace each letter pair, paying special attention to the height and shape of each letter. The last page is a blank practice sheet. Print as many as you need to master the basic alphabet. Enjoy!

Aa - Aa - Aa - - - - -

Bb - Bb - Bb - - - - -

Cc - Cc - Cc - - - - -

Dd - Dd - Dd - - - - -

Ee - Ee - Ee - - - - -

Ff - Ff - Ff - - - - -

Gg - Gg - Gg - - - - -

Hh - Hh - Hh - - - - -

Ii - Ii - Ii - - - - -



Jj - Jj - Jj

Kk - Kk - Kk

Ll - Ll - Ll

Mm - Mm - Mm

Nn - Nn - Nn

Oo - Oo - Oo

Pp - Pp - Pp

Qq - Qq - Qq

Rr - Rr - Rr

Ss - Ss - Ss



Tt - Tt - Tt - - - - -

Uu - Uu - Uu - - - - -

Vv - Vv - Vv - - - - -

Ww - Ww - Ww - - - - -

Xx - Xx - Xx - - - - -

Yy - Yy - Yy - - - - -

Zz - Zz - Zz - - - - -

Blank Practice Worksheet



Blank practice lines for handwriting, consisting of multiple sets of horizontal lines with a dashed midline.