

WRITE LIKE A
Pioneer

Master Books Penmanship: A Whole-Child Approach



Practicing Manuscript Handwriting
with Pioneer Passages



MASTERBOOKS®
— CURRICULUM —



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Thank you to the curriculum development team at Master Books:

Elizabeth Gilbert, Jennifer Bauer, Kristen Pratt, Laura Welch, Liz Donnell, Melanie Chandler, and Sony Elise.

This course was shaped through your careful work, thoughtful insight, and shared commitment to excellence. We are grateful for the time, skill, and care you invested, and we pray this work will serve families and students well.

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Master Books is a trusted publisher dedicated to providing academically sound, biblically faithful educational resources for families and classrooms. With a focus on integrating faith and learning, Master Books offers engaging, easy-to-use curriculum that encourages critical thinking while affirming a Christian worldview. Each resource is thoughtfully designed to equip students with knowledge, strengthen character, and inspire a lifelong love of learning grounded in truth.

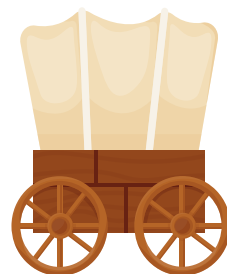
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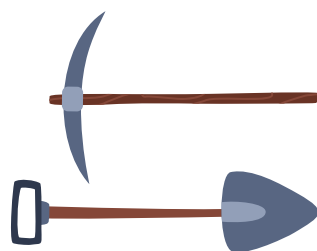
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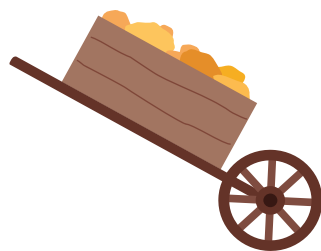
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Using This Course ★

Course Description

Write Like a Pioneer explores the fifty states, famous trails, and early American lifestyle through the eyes of American pioneers. At the beginning of each lesson, students learn interesting facts that provide context for the pioneer quotes they will copy. Copy work allows a student to slow down and absorb information as they carefully craft each word. It models proper sentence structure, appropriate punctuation, and correct letter and word spacing. Copy work also builds memory skills, an important aspect of reading speed and comprehension. In addition to copy work, lessons develop hand and core strength through a rotation of physical exercises, improve fine and gross motor skills with warm-ups, and build writing stamina as the amount of writing increases. Fun activities like mazes, step-by-step drawings, dot-to-dots, picture searches, and tracing make this an enjoyable course that students will look forward to completing.

Features



Target Level

Targeted for grade 2; may be used for grades 1–3



Flexible 180-Day Schedule

Approximately 30 minutes per exercise, 2 days a week; includes a 1-semester option



Open & Go

Convenient schedule, well-designed lessons



Engaging Application

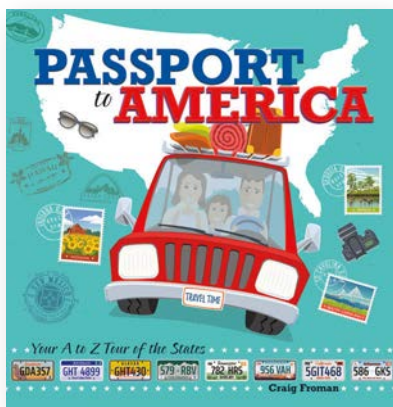
Activities that inspire patriotism and build skills

Objectives

- ▶ Develop legible, consistent handwriting with correct letter formation and spacing.
- ▶ Build stamina and muscle memory in writing. Improve attention to detail through proper alignment, size, and spacing.
- ▶ Connect handwriting practice with history by engaging with U.S. pioneers, states, and lifestyles.
- ▶ Encourage discipline and consistency through regular, structured writing practice.

Recommended Resource

Optional Recommendation:



Passport to America is a delightful collection of history, happenings, and amazing people that celebrates the vast treasures, famous citizens, and natural wonders found throughout the United States.

Available from MasterBooks.com

Placement

Students are ready to begin *Write Like a Pioneer* when they can make large-motion movements with arms, grasp an object and hold it, participate in guided reading, and engage with written content for ten minutes or more.

Second-grade learners can benefit from the content and handwriting practice. The lessons could also serve as extra practice for first through third grade students. Each person is uniquely designed with different interests and abilities.

Prerequisite: *Handwriting A to Zoo* or another foundational handwriting course or instruction.

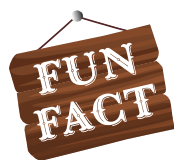
Supply List

See the complete Supply List on page 10.

★ Course Information

Note to the Parent

A student's handwriting is a personal expression. As parents, we take joy in seeing our young ones develop this personal expression as their skills increase. When we find a note they wrote for us or see a card they made for a family member, our hearts rejoice. The pages of this course will not only develop writing ability but will also build confidence in your child's communication skills. The copy work will give them an appreciation for beautifully crafted quotes, and the exercises will provide important muscle and coordination development. The fun activities will make this course a joyful and creative experience for your student. We hope you enjoy watching them flourish.



Course Overview

► Unit 1, Days 2–124: The United States of America

Students will practice handwriting (manuscript) while exploring the history and development of the United States. Through copy work, they will engage with quotes, writings, and descriptions that highlight the people, events, and principles that shaped the United States of America.

► Unit 2, Days 127–154: Key Trails for the Pioneers

Students will learn about the trails used during the pioneer expansion west. Through reading and writing, students will learn about journeys and the challenges and sacrifice these pioneers made, highlighting some historic sites along the way.

► Unit 3, Days 157–179: Pioneer Lifestyle

Students will practice handwriting (manuscript) while learning about the unique lifestyle of the pioneers and the hardships, resourcefulness, and trust in God that helped sustain them.

Lesson Components

Read: The reading portion at the beginning of each exercise introduces a famous pioneer, a U.S. state, a famous trail, or a pioneer lifestyle aspect. This introduction gives the student context for the words they are about to copy and provides snippets of the state's history and resources, the trail's history and importance, and the featured pioneer's abilities and character.


Move: Physical exercises are provided to increase core and hand strength, improve posture, strengthen fine motor skills, and develop visual tracking ability. These skills are essential for developing good handwriting as they build the strength and coordination needed to grip and maneuver writing tools effectively.

Warm Up: The warm-up activity serves as a transition between exercise and writing features. During warm-up, the student practices using pencils and crayons through line and object tracing, maze solving, coloring, step-by-step drawings, and circling activities to get them “warmed up” to writing.

Write: Inspiring quotes give a glimpse into each pioneer's courage and conviction as they endeavored to assist the budding country they loved. As students use their best handwriting to copy each quote, they are also inspired by men and women who braved the unknown so future generations could enjoy this great country.

Get Creative: The final activity in each exercise is a chance to let creativity flourish. In keeping with the lesson's theme, the student uses their imagination to draw pioneer-inspired pictures, decorate words, use handwriting skills to label their drawings, and express creativity in many other ways.

Fun Fact: Each exercise closes with some fun facts related to the state, trail, or pioneer lifestyle.

Note: The  symbol indicates when an answer is available in the Answer Key (page 191).

Form and Preparation

Proper form—both in sitting at a desk and holding a pencil—are important fundamentals to cover throughout this course. Before your student begins a writing session, assess posture:

- ▶ The student should be sitting up and leaning slightly forward.
- ▶ The elbows should be off the desk.
- ▶ The body should be about a fist away from the desk.
- ▶ All chair legs should be touching the ground.
- ▶ Feet should be flat on the floor.



Then assess pencil grip (called the “tripod grip”):

- ▶ The tip of the pointer finger should be on the pencil (1).
- ▶ The pad of the thumb should be on the pencil (2).
- ▶ The side of the middle finger should be on the pencil (3).
- ▶ All fingers should be slightly bent.
- ▶ **Note:** Avoid putting too much pressure on the pointer finger. Do not pull all fingers into a fist.



A Whole-Child Approach

A whole-child approach to handwriting recognizes that it is more than forming letters—it engages the mind, body, and heart. Students build fine motor strength and coordination while strengthening memory, reading fluently, and spelling through the practice of handwriting. This method encourages focus and patience, helping learners slow down and develop attention to detail. It also nurtures confidence, creativity, and personal expression through engaging, low-pressure activities. Incorporating Scripture adds spiritual growth, allowing students to reflect on truth as they write. By supporting physical, cognitive, emotional, and spiritual development, this approach creates a richer learning experience.

★ Master Supply List

The lessons in this course are designed for easy completion at home. Below is a Master Supply List showing materials needed throughout the course.

Daily Supplies: Number 2 pencils are used in each lesson. Colored pencils are also used frequently. Provide these supplies to your student alongside this book before beginning each lesson.

Rubber Band Stretch

- Rubber band

Lesson 1, Exercise 1

Lesson 7, Exercise 1

Lesson 13, Exercise 1

Lesson 19, Exercise 1

Lesson 25, Exercise 1

Lesson 31, Exercise 1

Pony Bead Stringing

- 15 pony beads
- Pipe cleaner

Lesson 1, Exercise 2

Lesson 7, Exercise 2

Lesson 13, Exercise 2

Lesson 19, Exercise 2

Lesson 25, Exercise 2

Lesson 31, Exercise 2

Playdough Rolling

- Playdough
- Rolling pin

Lesson 2, Exercise 1

Lesson 8, Exercise 1

Lesson 14, Exercise 1

Lesson 20, Exercise 1

Lesson 26, Exercise 1

Lesson 32, Exercise 1

Paper Clip Practice

- Sheet of cardstock
- Marker
- 5 paper clips

Lesson 2, Exercise 2

Lesson 8, Exercise 2

Lesson 14, Exercise 2

Lesson 20, Exercise 2

Lesson 26, Exercise 2

Lesson 32, Exercise 2

In addition to the exercises above, the following lessons call for playdough:

Lesson 12, Exercise 1

Lesson 8, Exercise 1

Whiteboard Writing

- Dry-erase board
- Dry-erase markers

Note: If needed, this activity can be done with paper taped to the wall and a pencil.

Lesson 3, Exercise 1

Lesson 9, Exercise 1

Lesson 15, Exercise 1

Lesson 21, Exercise 1

Lesson 27, Exercise 1

Lesson 33, Exercise 1

Inchworms

- Pencil

Lesson 3, Exercise 2

Lesson 9, Exercise 2

Lesson 15, Exercise 2

Lesson 21, Exercise 2

Lesson 27, Exercise 2

Lesson 33, Exercise 2

Hole-Punch Practice

- Handheld hole-puncher
- Marker or crayon
- Sheet of paper

Lesson 4, Exercise 1

Lesson 10, Exercise 1

Lesson 16, Exercise 1

Lesson 22, Exercise 1

Lesson 28, Exercise 1

Lesson 34, Exercise 1

Rubber Band Can

- Soup can
- 10 rubber bands

Lesson 4, Exercise 2

Lesson 10, Exercise 2

Lesson 16, Exercise 2

Lesson 22, Exercise 2

Lesson 28, Exercise 2

Lesson 34, Exercise 2

Pony Bead Eraser

- 3 eraser tops
- 3 pony beads

Lesson 5, Exercise 2

Lesson 11, Exercise 2

Lesson 17, Exercise 2

Lesson 23, Exercise 2

Lesson 29, Exercise 2

Lesson 35, Exercise 2

Tong Pick-Ups

- Tongs
- Blocks or small objects
- Bowl

Lesson 6, Exercise 2

Lesson 12, Exercise 2

Lesson 18, Exercise 2

Lesson 24, Exercise 2

Lesson 30, Exercise 2

Lesson 36, Exercise 2

Shopping List

- #2 pencils
- Colored pencils
- Blocks or small objects
- Bowl
- Cardstock
- Dry-erase board
- Dry-erase markers
- Eraser tops
- Handheld hole-puncher
- Markers
- Paper
- Paper clips
- Pipe cleaners
- Playdough
- Pony beads
- Rolling pin
- Rubber bands
- Soup can
- Tongs

Suggested Daily Schedule ★

This schedule is based on a two-semester year (18 weeks, 180 days). The course is designed to take place twice a week. For an alternative one-semester schedule, see pages 179–182.

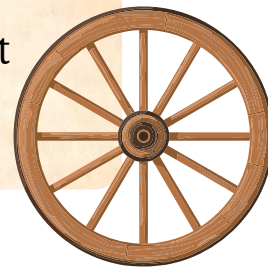
| Calendar | Assignment | Due Date | ✓ | Grade |
|---------------------------------------|------------|-------------------------------------|---|-------|
| ► First Semester-First Quarter | | | | |
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| | Day 2 | Lesson 1 • Exercise 1 • Pages 21–22 | | |
| | Day 3 | | | |
| | Day 4 | Lesson 1 • Exercise 2 • Pages 23–24 | | |
| | Day 5 | | | |
| Week 2 | Day 6 | | | |
| | Day 7 | Lesson 2 • Exercise 1 • Pages 25–26 | | |
| | Day 8 | | | |
| | Day 9 | Lesson 2 • Exercise 2 • Pages 27–28 | | |
| | Day 10 | | | |
| Week 3 | Day 11 | | | |
| | Day 12 | Lesson 3 • Exercise 1 • Pages 29–30 | | |
| | Day 13 | | | |
| | Day 14 | Lesson 3 • Exercise 2 • Pages 31–32 | | |
| | Day 15 | | | |
| Week 4 | Day 16 | | | |
| | Day 17 | Lesson 4 • Exercise 1 • Pages 33–34 | | |
| | Day 18 | | | |
| | Day 19 | Lesson 4 • Exercise 2 • Pages 35–36 | | |
| | Day 20 | | | |
| Week 5 | Day 21 | | | |
| | Day 22 | Lesson 5 • Exercise 1 • Pages 37–38 | | |
| | Day 23 | | | |
| | Day 24 | Lesson 5 • Exercise 2 • Pages 39–40 | | |
| | Day 25 | | | |
| Week 6 | Day 26 | | | |
| | Day 27 | Lesson 6 • Exercise 1 • Pages 41–42 | | |
| | Day 28 | | | |
| | Day 29 | Lesson 6 • Exercise 2 • Pages 43–44 | | |
| | Day 30 | | | |

★ Suggested Daily Schedule

| Calendar | Assignment | Due Date | ✓ | Grade |
|----------|------------|-------------------------------------|---|-------|
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| | Day 33 | | | |
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| | Day 35 | | | |
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| | Day 37 | Lesson 8 • Exercise 1 • Pages 49–50 | | |
| | Day 38 | | | |
| | Day 39 | Lesson 8 • Exercise 2 • Pages 51–52 | | |
| | Day 40 | | | |
| Week 9 | Day 41 | | | |
| | Day 42 | Lesson 9 • Exercise 1 • Pages 53–54 | | |
| | Day 43 | | | |
| | Day 44 | Lesson 9 • Exercise 2 • Pages 55–56 | | |
| | Day 45 | | | |

PARENT REFLECTION

How has your student shown effort and care in their handwriting?



Suggested Daily Schedule ★

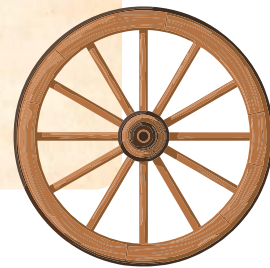
| Calendar | Assignment | Due Date | ✓ | Grade |
|--|------------|--------------------------------------|---|-------|
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| | Day 59 | Lesson 12 • Exercise 2 • Pages 67–68 | | |
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★ Suggested Daily Schedule

| Calendar | | Assignment | Due Date | ✓ | Grade |
|----------|--------|--------------------------------------|----------|---|-------|
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| | Day 78 | | | | |
| | Day 79 | Lesson 16 • Exercise 2 • Pages 83–84 | | | |
| | Day 80 | | | | |
| Week 8 | Day 81 | | | | |
| | Day 82 | Lesson 17 • Exercise 1 • Pages 85–86 | | | |
| | Day 83 | | | | |
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PARENT REFLECTION

How has your student grown in confidence and skill this quarter?



Suggested Daily Schedule ★

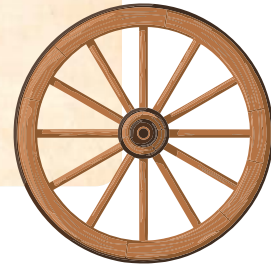
| Calendar | Assignment | Due Date | ✓ | Grade |
|--|------------|--|---|-------|
| ▶ Second Semester-First Quarter | | | | |
| Week 1 | Day 91 | | | |
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| Week 5 | Day 111 | | | |
| | Day 112 | Lesson 23 • Exercise 1 • Pages 109–110 | | |
| | Day 113 | | | |
| | Day 114 | Lesson 23 • Exercise 2 • Pages 111–112 | | |
| | Day 115 | | | |
| Week 6 | Day 116 | | | |
| | Day 117 | Lesson 24 • Exercise 1 • Pages 113–114 | | |
| | Day 118 | | | |
| | Day 119 | Lesson 24 • Exercise 2 • Pages 115–116 | | |
| | Day 120 | | | |

★ Suggested Daily Schedule

| Calendar | Assignment | Due Date | ✓ | Grade |
|----------|------------|--|---|-------|
| Week 7 | Day 121 | | | |
| | Day 122 | Lesson 25 • Exercise 1 • Pages 117–118 | | |
| | Day 123 | | | |
| | Day 124 | Lesson 25 • Exercise 2 • Pages 119–120 | | |
| | Day 125 | | | |
| Week 8 | Day 126 | | | |
| | Day 127 | Lesson 26 • Exercise 1 • Pages 123–124 | | |
| | Day 128 | | | |
| | Day 129 | Lesson 26 • Exercise 2 • Pages 125–126 | | |
| | Day 130 | | | |
| Week 9 | Day 131 | | | |
| | Day 132 | Lesson 27 • Exercise 1 • Pages 127–128 | | |
| | Day 133 | | | |
| | Day 134 | Lesson 27 • Exercise 2 • Pages 129–130 | | |
| | Day 135 | | | |

PARENT REFLECTION

How has your student improved in their handwriting skills?



Suggested Daily Schedule ★

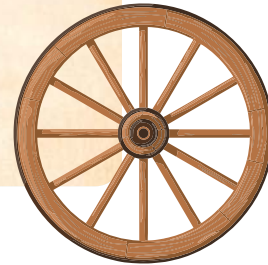
| Calendar | Assignment | Due Date | ✓ | Grade |
|---|------------|--|---|-------|
| ▶ Second Semester-Second Quarter | | | | |
| Week 1 | Day 136 | | | |
| | Day 137 | Lesson 28 • Exercise 1 • Pages 131–132 | | |
| | Day 138 | | | |
| | Day 139 | Lesson 28 • Exercise 2 • Pages 133–134 | | |
| | Day 140 | | | |
| Week 2 | Day 141 | | | |
| | Day 142 | Lesson 29 • Exercise 1 • Pages 135–136 | | |
| | Day 143 | | | |
| | Day 144 | Lesson 29 • Exercise 2 • Pages 137–138 | | |
| | Day 145 | | | |
| Week 3 | Day 146 | | | |
| | Day 147 | Lesson 30 • Exercise 1 • Pages 139–140 | | |
| | Day 148 | | | |
| | Day 149 | Lesson 30 • Exercise 2 • Pages 141–142 | | |
| | Day 150 | | | |
| Week 4 | Day 151 | | | |
| | Day 152 | Lesson 31 • Exercise 1 • Pages 143–144 | | |
| | Day 153 | | | |
| | Day 154 | Lesson 31 • Exercise 2 • Pages 145–146 | | |
| | Day 155 | | | |
| Week 5 | Day 156 | | | |
| | Day 157 | Lesson 32 • Exercise 1 • Pages 149–150 | | |
| | Day 158 | | | |
| | Day 159 | Lesson 32 • Exercise 2 • Pages 151–152 | | |
| | Day 160 | | | |
| Week 6 | Day 161 | | | |
| | Day 162 | Lesson 33 • Exercise 1 • Pages 153–154 | | |
| | Day 163 | | | |
| | Day 164 | Lesson 33 • Exercise 2 • Pages 155–156 | | |
| | Day 165 | | | |

★ Suggested Daily Schedule

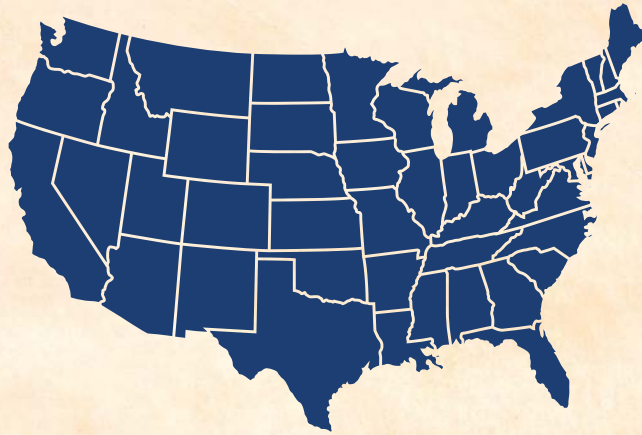
| Calendar | Assignment | Due Date | ✓ | Grade |
|----------|------------|--|---|-------|
| Week 7 | Day 166 | | | |
| | Day 167 | Lesson 34 • Exercise 1 • Pages 157–158 | | |
| | Day 168 | | | |
| | Day 169 | Lesson 34 • Exercise 2 • Pages 159–160 | | |
| | Day 170 | | | |
| Week 8 | Day 171 | | | |
| | Day 172 | Lesson 35 • Exercise 1 • Pages 161–162 | | |
| | Day 173 | | | |
| | Day 174 | Lesson 35 • Exercise 2 • Pages 163–164 | | |
| | Day 175 | | | |
| Week 9 | Day 176 | | | |
| | Day 177 | Lesson 36 • Exercise 1 • Pages 165–166 | | |
| | Day 178 | | | |
| | Day 179 | Lesson 36 • Exercise 2 • Pages 167–168 | | |
| | Day 180 | | | |

PARENT REFLECTION

How does your student show a “pioneer spirit” in everyday life?

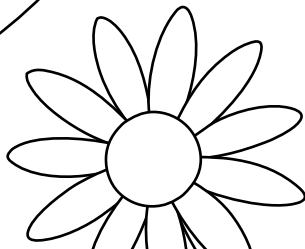
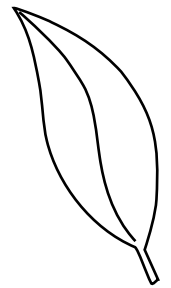
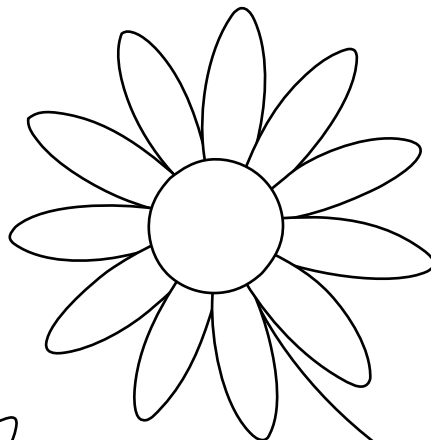
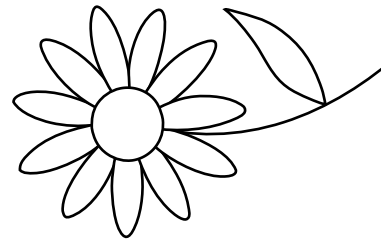
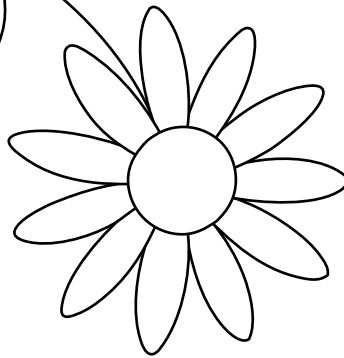
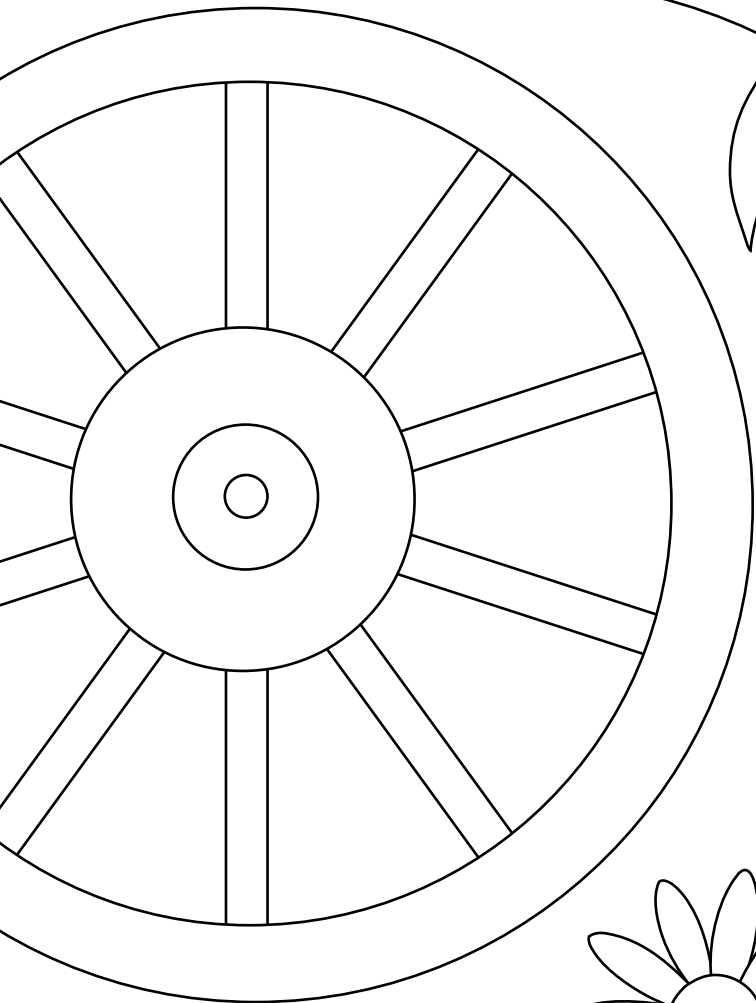
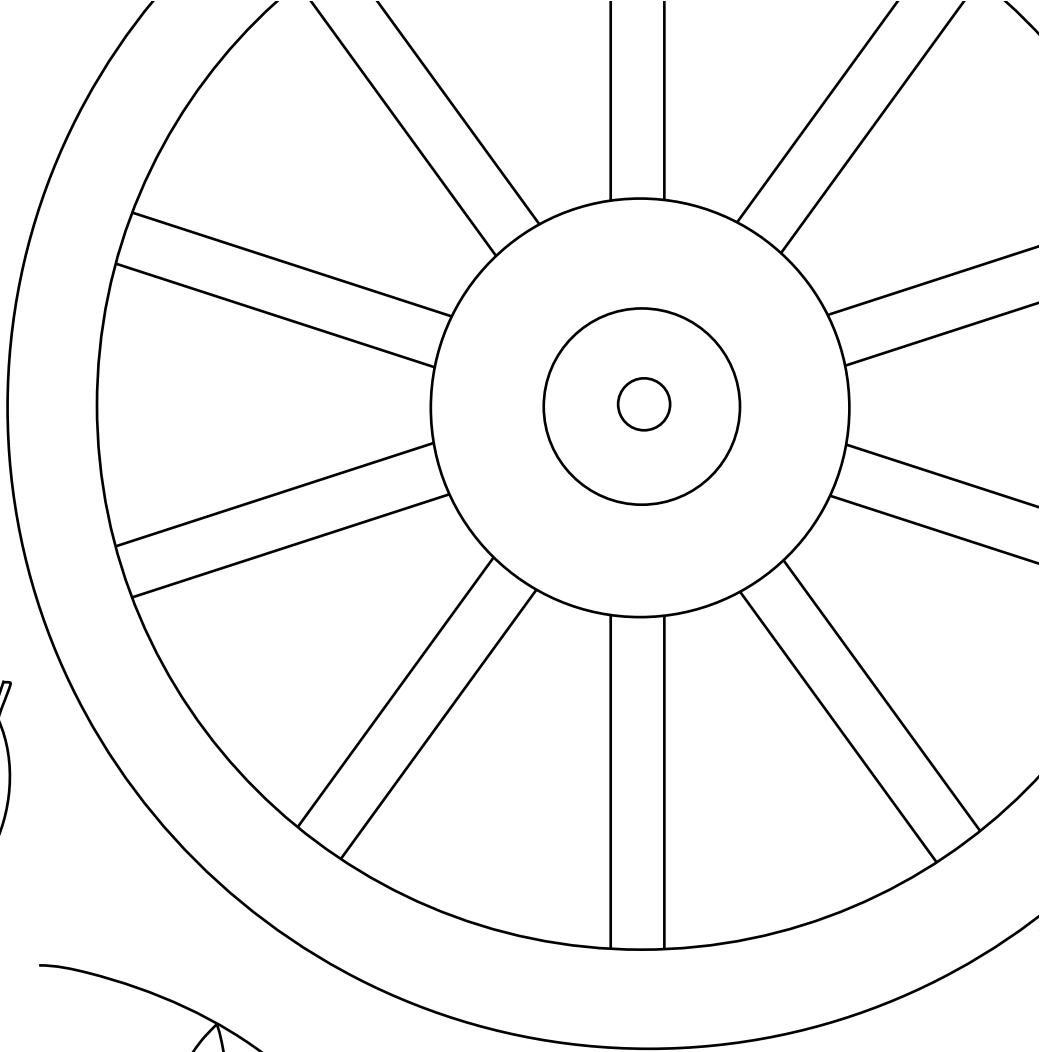
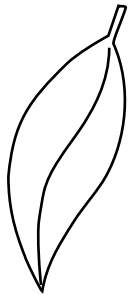
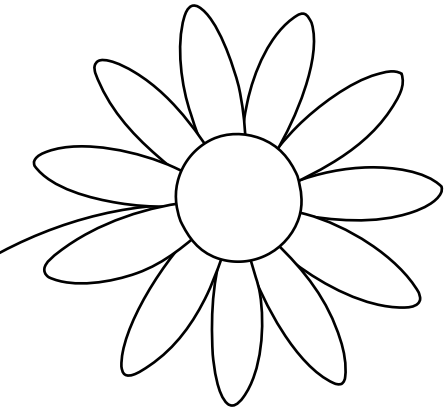
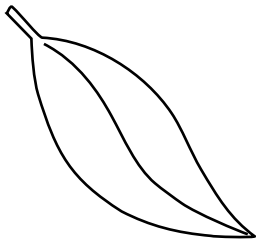
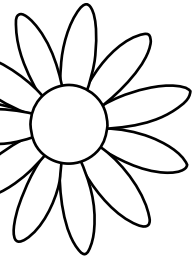


UNIT
1



The United States
of America

Optional Coloring Page





READ

ALABAMA: Samuel Dale

The Creek, Cherokee, and Choctaw peoples lived in Alabama first. Later, explorers and families came to the land. They liked the good soil, forests, and rivers. The land was good for crops and did not cost much, so families built homes. Samuel Dale was a brave pioneer in Alabama who fought to keep families safe.

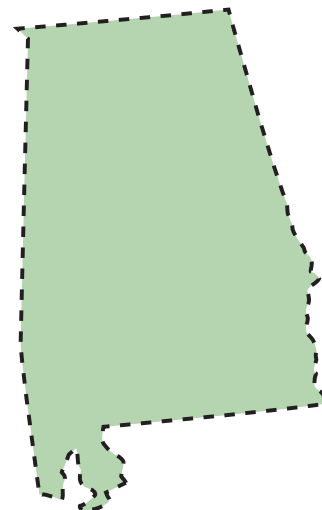
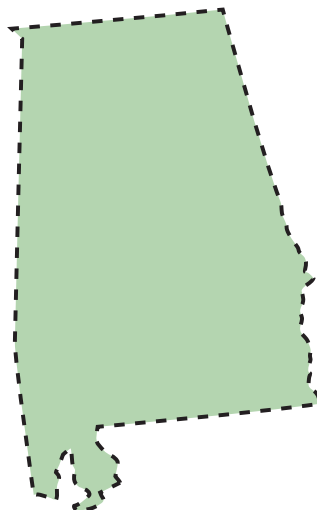


MOVE

1. Wrap a rubber band around the middle of your thumb two times, leaving a loop.
2. Place your index finger in the loop.
3. Stretch the rubber band between your thumb and index finger five times. Repeat with the other three fingers.

WARM
UP

Trace the state of Alabama twice. First, trace very lightly. Next, press firmly to create a darker line.



*The LORD is my rock and my fortress and my deliverer;
My God, my strength, in whom I will trust.—Psalm 18:2*



WRITE

“Samuel Dale took charge of Fort Glass.”¹

Copy the quote about Samuel Dale.

Samuel

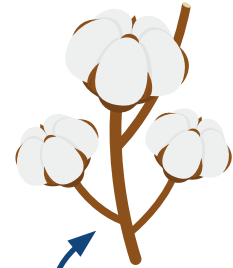


GET CREATIVE

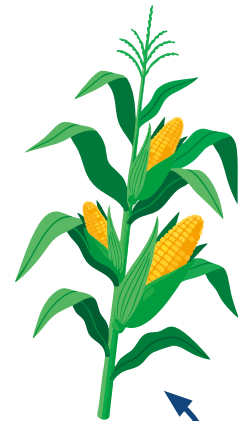
Draw crops growing in the Alabama soil. Color them with colored pencils.



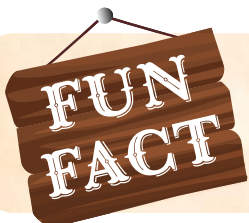
Wheat



Cotton



Corn



Alabama is home to the U.S. Space & Rocket Center, where you can see real rockets and learn about astronauts.



READ

ALASKA: Sheldon Jackson

Alaska's name means "the Great Land." Native people lived there for a very long time. Later, Russian explorers came to find furs. Sheldon Jackson was a missionary in Alaska. He copied the Bible into native languages. He taught children about God and started many schools. People came to Alaska to find gold and explore the new land.



MOVE

1. Count fifteen pony beads.
2. Bend the end of a pipe cleaner.
3. Slide each bead onto the pipe cleaner.
4. Remove the beads one at a time.

WARM
UP

Trace the gold nugget, then draw your own gold nugget in the box. Color it with colored pencils.



For I am not ashamed of the gospel of Christ, for it is the power of God to salvation for everyone who believes.

—Romans 1:16



WRITE

“...no gospel messenger or Christian teacher had yet gone.”²

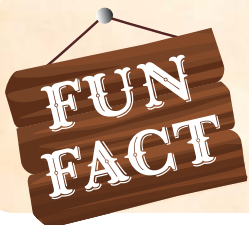
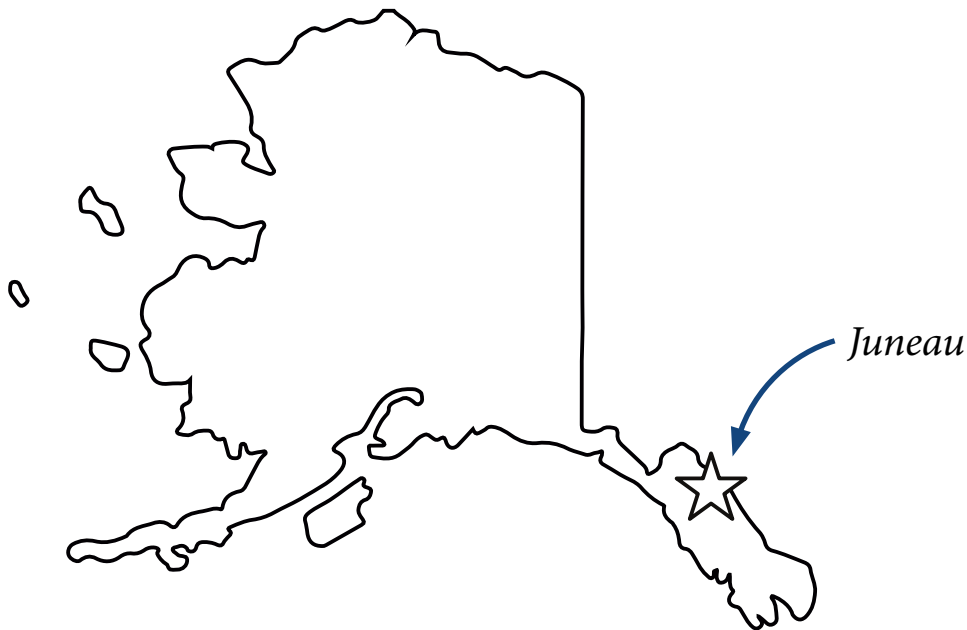
Copy the quote by Sheldon Jackson.

“...no gospel



GET CREATIVE

Use colored pencils to color the shape of Alaska. Find the star. It shows the capital city, Juneau. Color the star yellow.



Alaska is the largest state in the United States. It is larger than the next three largest states (Texas, California, and Montana) put together!



READ

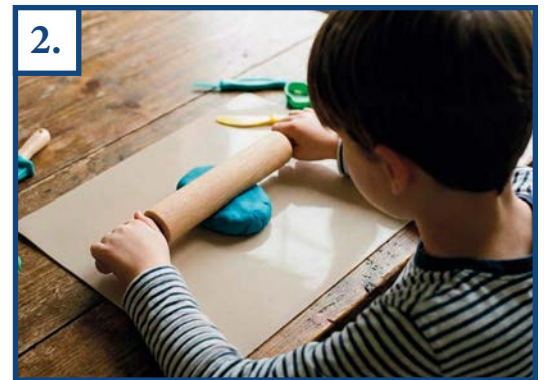
ARIZONA: James Ohio Pattie

Long ago, the Hohokam people lived in Arizona. They made canals to bring water to their land. Later, explorers and ranchers came to the land looking for open spaces for animals and in search of gold and other metals. James Pattie was a trapper and explorer who traveled through Arizona on unsafe trips. Later, he wrote stories about his adventures.

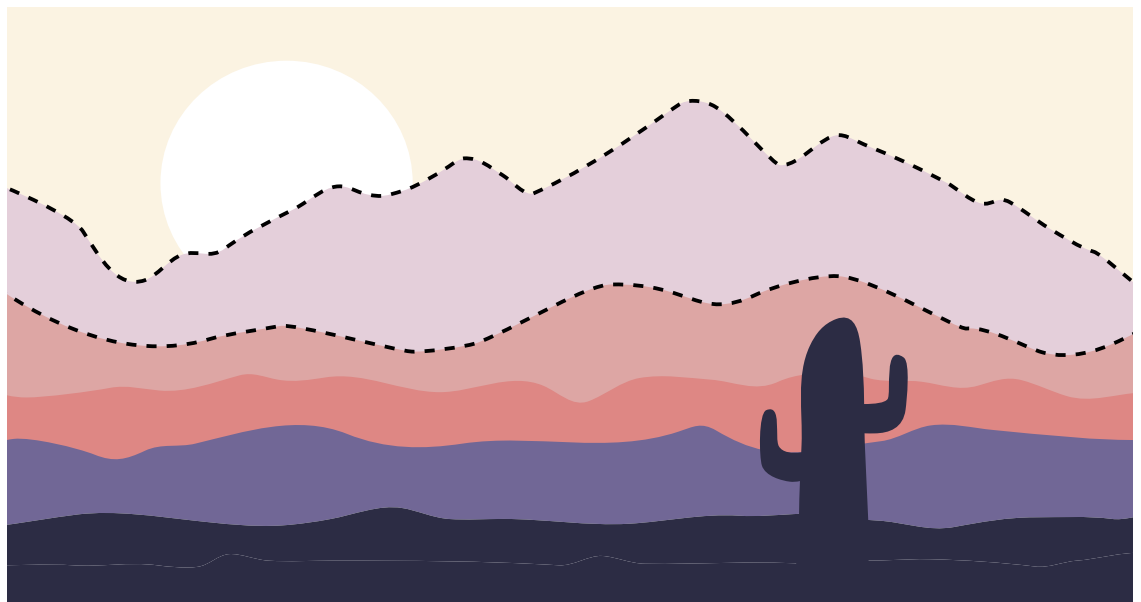


MOVE

1. Roll playdough into a ball with your hand.
2. Use a rolling pin to roll the playdough flat like a pancake.
3. Roll the flattened playdough into a ball again. Repeat the steps three times.

WARM
UP

Trace the big mountains and the little mountains.



The earth is the LORD's, and all its fullness.—Psalm 24:1



WRITE

“We traveled through a country so wild and lonesome that it made the heart ache.”³

Copy the black words of the quote by James Ohio Pattie.

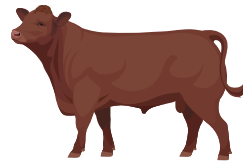
We traveled

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. The first line contains the text 'We traveled' in orange dashed letters. The following four lines are blank for practice.



GET CREATIVE

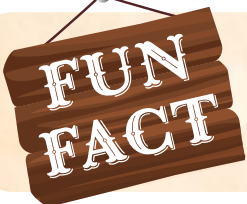
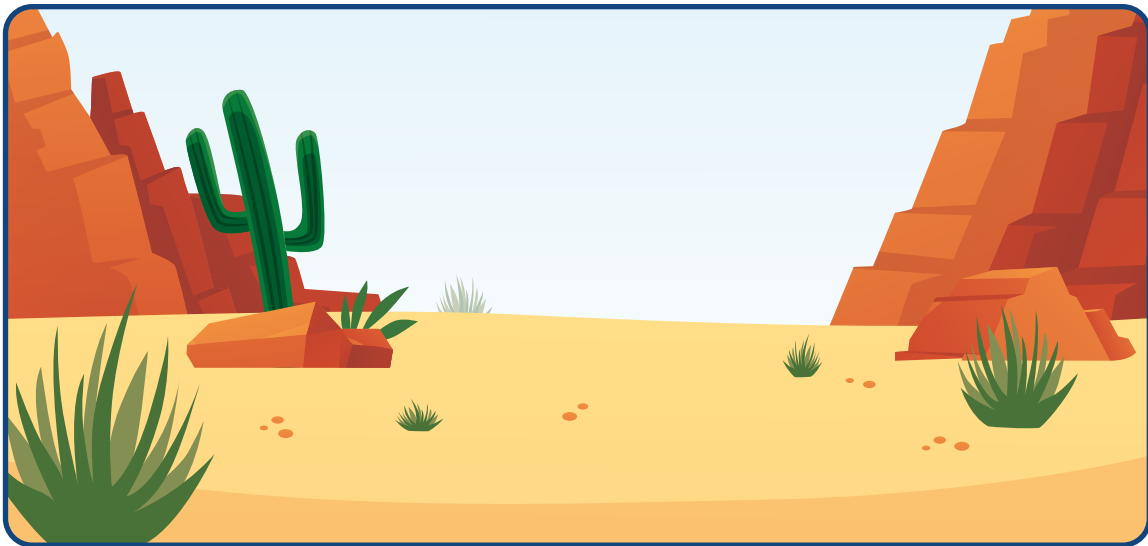
Draw an animal in Arizona’s landscape. Color it with colored pencils.



Bull or steer



Goat



Phoenix, Arizona, is one of only two state capitals with one million people.



READ

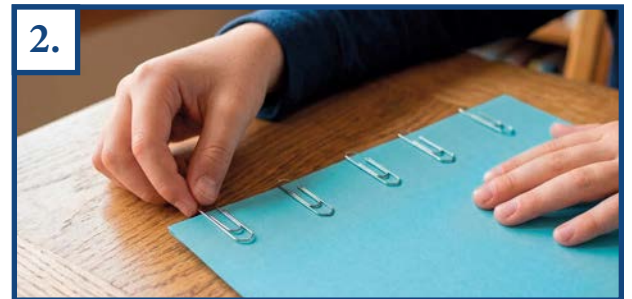
ARKANSAS: William H. Rector

Long ago, Native tribes lived in Arkansas by the rivers. Later, French explorers came, and then American families moved there. They liked the forests, good soil, and rivers. William H. Rector was a pioneer there. He helped map the land and make it safer for families.

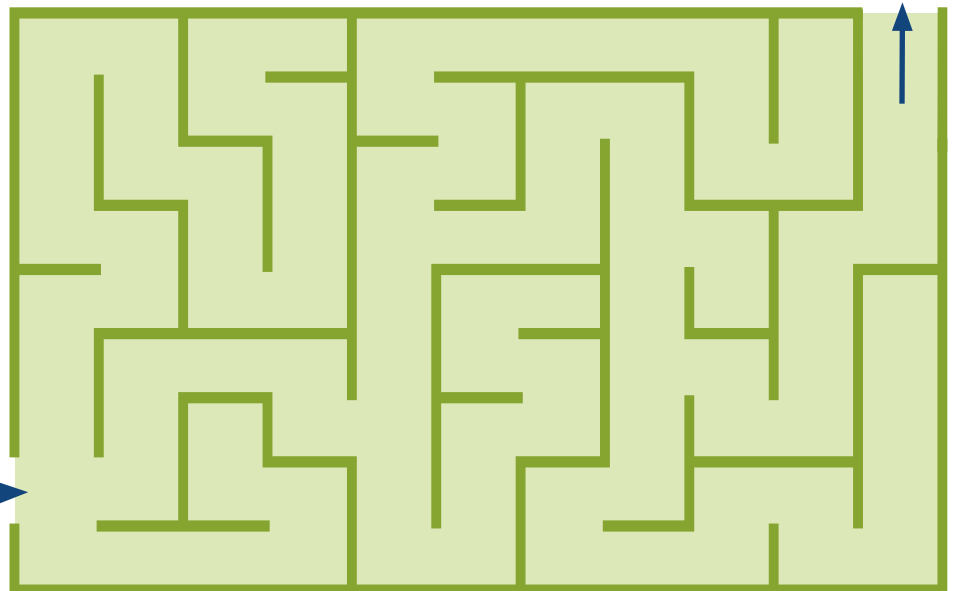


MOVE

1. Draw five dots with a marker along the edge of a piece of cardstock.
2. Clip paper clips onto the cardstock on top of the dots. Repeat two times.

WARM
UP

Solve the maze to travel from one Arkansas forest to another. ✓



He leads me beside the still waters.—Psalm 23:2



“When darkness did shut out my object, I took a star for my guide as the wise men did when they found Christ.”⁴

Copy the black words of the quote by William Rector.

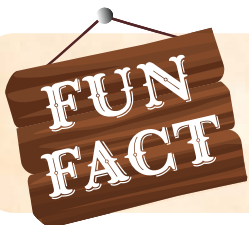
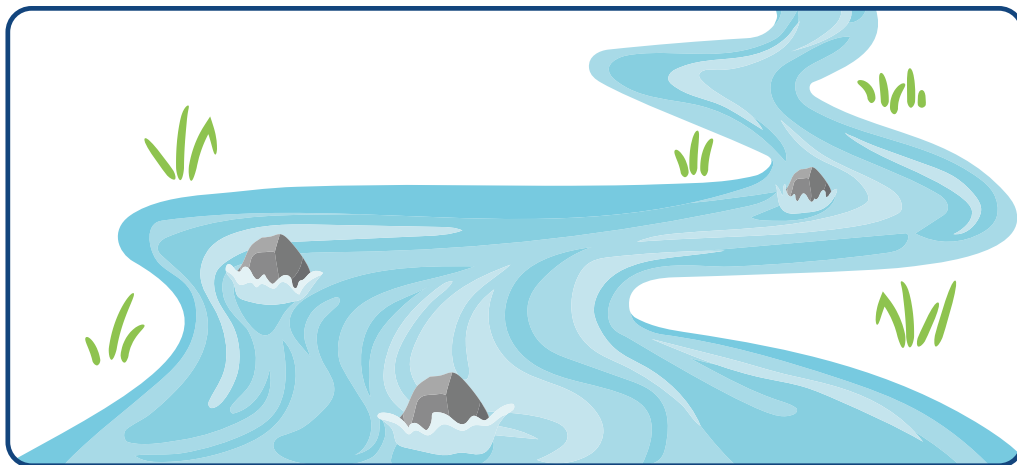
I took

Blank handwriting lines for copying the words "I took".

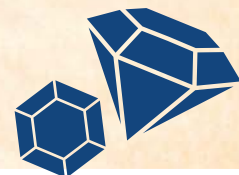


GET
CREATIVE

Draw a canoe on the river in Arkansas.



You can search for real diamonds at Arkansas' Crater of Diamonds State Park.





READ

CALIFORNIA: John Sutter

Native people lived in California for a long time before Spanish explorers came and built missions. John Sutter built one of the first big towns in California. Gold was found on his land. This started the Gold Rush. Many people came to find gold. Other people came to California for trade, good weather, and farming.



MOVE

1. Stand at a whiteboard with a marker (or a wall with paper taped to it).
2. Focus on standing up straight, relaxed shoulders, and careful strokes.
3. Write the following Bible verse:



“The works of the LORD are great.”
—Psalm 111:2

WARM
UP

Trace around the building from Sutter’s Fort.



The works of the LORD are great.—Psalm 111:2



“Gold! Gold! Gold from the American River!”⁵

WRITE

Copy the quote by Samuel Brannan.

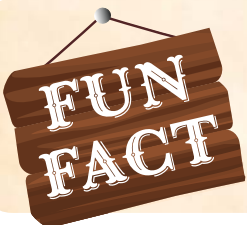
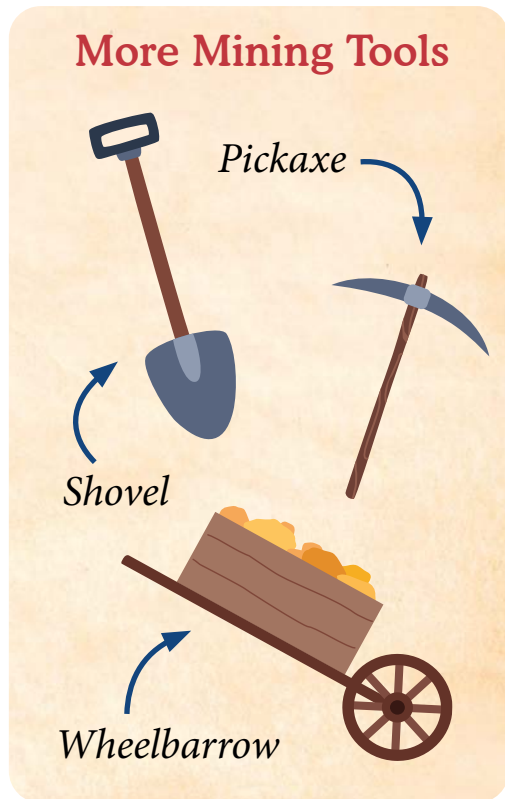
Gold!

Handwriting practice lines with dashed midlines for copying the quote.



GET CREATIVE

Use colored pencils to draw and color gold nuggets in the miner's pan.



California is home to the largest tree in the world: the General Sherman Tree. It is over 275 feet tall and is estimated to be around 2,200 years old.





READ

COLORADO: Zebulon Pike

Zebulon Pike was an explorer who traveled through Colorado long ago. The mountain Pikes Peak was named after him. He came to learn about the land and help make maps for others. He wrote about the cold winters, tall mountains, and the Native people he met.



MOVE

1. Grasp a pencil toward the tip.
2. Slowly inch up the pencil like an inchworm using your three grasping fingers. Repeat three times.

2.

WARM
UP

Trace the two Colorado trails below.



I will lift up my eyes to the hills.—Psalm 121:1



WRITE

“I was small and quick and could
dodge them.”⁶

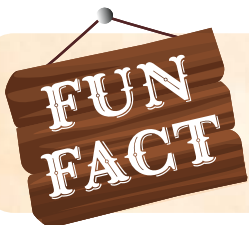
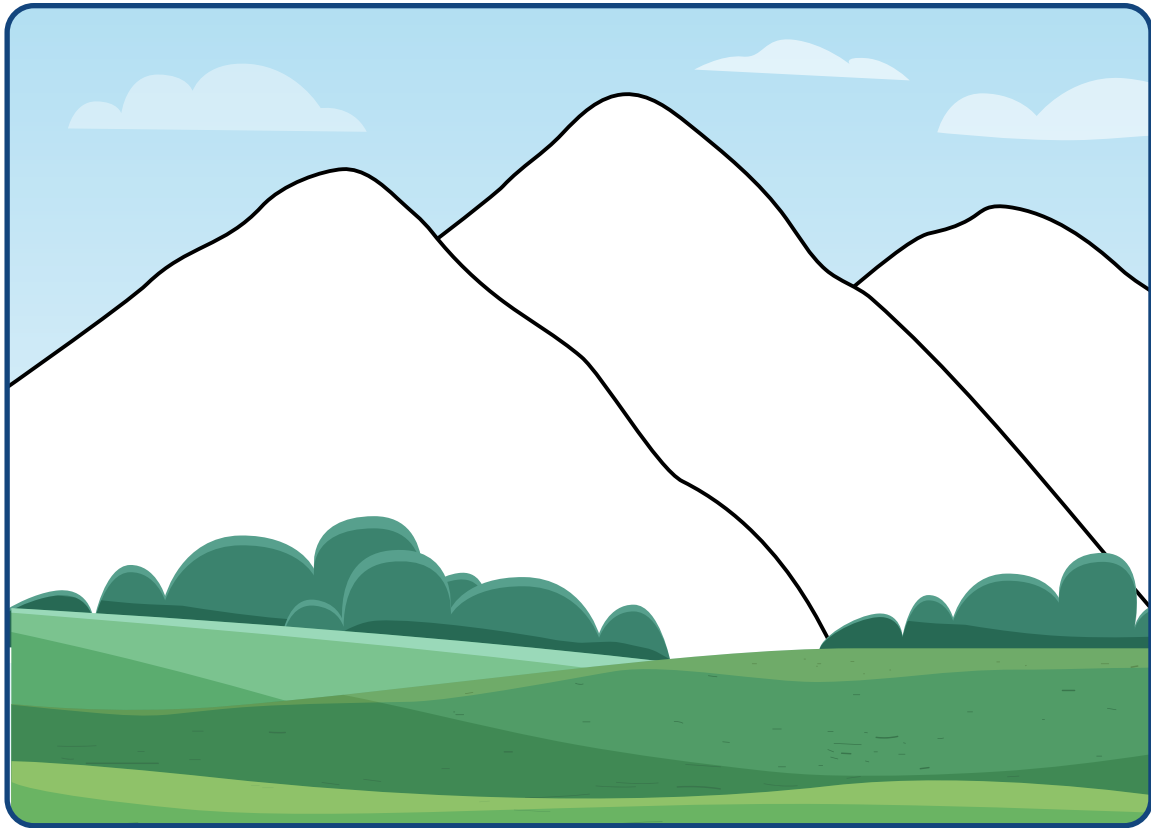
Copy the quote by Kit Carson.

I was



GET
CREATIVE

Color the Rocky Mountains with colored pencils.



Colorado means “colored red” in Spanish. The state was named after the Colorado River.



Teaching Resources

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