

P'PωLdΔ·α

PC ∧ P¹q·L^α

Γ^α

PC △LΓ∩qL^α

Γ^α

PC Lr^α"ΔqL^α

"ΔLΔ·Δ·α

Lr^α"Δq^α 3 - <3Δq^α

GABRIEL DUMONT INSTITUTE

of Native Studies and Applied Research

1987

L E A R N I N G
T O
S P E A K
R E A D
A N D
W R I T E
C R E E

Book 3 – Pronouns

GABRIEL DUMONT INSTITUTE

of Native Studies and Applied Research

1987

I HEAR AND I FORGET,



I SEE AND I REMEMBER,

I DO AND I UNDERSTAND.

OUR CHILDREN - OUR FUTURE.

Unless a child learns

about the forces which shaped him;

the history of his people,

their values and customs,

their language,

he will never really know himself

or his potential as a human being.

National Indian Brotherhood, 1972

I. PREFACE

Each language organizes experience in a special way by using unique thought patterns in its expressions.

Many White tribes have the English language. Although their way of life may differ one from the other, the language, with its thought patterns and the twenty-six letters that go to make up the written language, is the same. The basis of the English thought pattern seems, compared to Cree, to be 'abstract', that is, the expression in many cases is not direct and must be understood by inference.

The Cree culture, and the language that expresses that culture, is unique. A person understanding the culture, which is the basis of the thought pattern, appreciates the beauty of the language. The uniqueness and the beauty Cree may be expressed as "a picture thought form with description and action." This idea will become clearer as you study the language.

Cree should be studied along with the thought pattern of the Cree culture. This will enable you to grasp the language more quickly.

II. INTRODUCTION

The Cree syllabics were invented by Dr. James Evans. This invention gave the Cree Indians a written form for their language. Dr. Evans began his work as a missionary in England and emigrated to Canada in 1823. In 1828 he became a teacher at an Indian school at Rice Lake, and, having talent in the study of languages, he mastered the Ojibway tongue and made translations of hymns and portions of the Bible.

While Dr. Evans was stationed at Norway House in Northern Manitoba, he formulated the Cree Syllabics. His first books in the Cree Syllabic were made with birchbark, on which the characters were written in ink from the soot of the chimney. The Bible in Swampy Cree was published in 1861, and the one in Plains Cree, in 1920.

The Cree Indians owe much to Dr. Evans for his hard work, for his accomplishment in learning to speak Cree and his invention of the Cree syllabics. He was also a notable Missionary, and one of the pathfinders of the Northwest, and he is therefore worthy of remembrance as one of Canada's great men. (Dr. Evans died suddenly at Keilby, Lincolnshire, England, on November 23rd, 1846, at the age of 45).

The "Square Method" of learning the syllabics, as illustrated in this book, was formulated by Rev. Tommy Francis in 1986.

The Cree language with its variety and precision makes a highly interesting study, and of all the various Algonkians dialects, it is believed that Cree is the oldest and most original of these. The Cree syllabics are unique in their structure and form. The syllabics represent exactly and completely the phonemics (linguistic sound) of the Cree language.

III ABOUT THE AUTHORS

During the Second World War, Tommy Francis enlisted with the Royal Canadian Air Force, serving two and a half years overseas. When he returned home in 1946, he began employment with the Saskatchewan Department of Natural Resources as a Conservation Officer. He resigned his position in 1953, and began his training for the Ministry. Tommy Francis was instrumental in founding the Native Evangelical Fellowship of Canada, (an all Native Christian Church), in 1957.

At the beginning of his Ministry, Tommy soon realized the value of learning to read and write the Cree syllabics. Many of the Native folk in Northern communities were using the Cree syllabics as a means of communication. The Bible had been translated into Cree and Church services were conducted in the Native language. By contrast, the Native language, he saw, was being lost in the southern Native communities. "If we, the Native people see the value of retaining our language", he said, "then we should make it our aim and purpose to encourage and restore what we have lost."

Born in 1956, Dennis Morin grew up in Sandy Bay in northern Saskatchewan with Cree being his first language. It wasn't until the age of seven and attending the first day of school that he encountered the English language. He did not realize it then, but he would have to learn English, to him a foreign language, be instructed in it and use it for most of his life. As he became more proficient in English, learned to read and write, he felt at times that he was losing Cree; that he was viewing his first language as his second. By and by, he began to take an interest in the study of the Cree language itself, its notation, and the teaching of it; and has become for him the centre of a new vocation with the Gabriel Dumont Institute.

Mr. Morin has misgivings that his son, Trevor, who just started school, makes English his first language. Mr. Morin feels that his son is missing out on a part of his Native culture, and will not enjoy fully his identity as a Native. Mr. Morin has the satisfaction, however, of working to reverse this process for his son and for Native people generally by the study and teaching of the Cree language and culture.

IV GABRIEL DUMONT INSTITUTE

The Gabriel Dumont Institute is the educational arm of the Association of Metis and Non-Status Indians of Saskatchewan. The Institute's mission is to promote the renewal and development of Native culture through appropriate research activities, material development, collection and distribution of those materials, and by the design, development and delivery of specific educational and cultural programs and services.

The goals of the Institute are threefold:

1. The development of healthy Metis and Non-Status Indian communities.
2. A renewed and strengthened Native culture.
3. The development of a new educational system.

These three goals have been historically articulated by the Metis and Non-Status Indian people of Saskatchewan. Beginning with the cultural conference of 1976 and continuing to the present, these goals have been collectively and consistently put forward as recommendations and have in turn provided policy direction to the Board of the Gabriel Dumont Institute, and policy guidelines to Institute planning.

The Cree Syllabics.

VOWELS							Final con- sonants	
e	ā	o	u	a				
as in eel	as in Amos	as in obey	as in utter	as in Ann				
△ e	▷ ā	▷ o	▷ u	▷ a				
△ • we	▷ • wā	▷ • wo	▷ • wu	▷ • wa				
^ pe	v pā	> po	< pu	‘ pa	· i	‘		
∩ te	U tā) to	C tu	‘ ta	/ e	/		
p ke	q kā	č ko	b ku	i ka	~ b	~		
r che	ṛ chā	j cho	l chu	l cha	- l	-		
r me	ṛ mā	ṛ mo	l mu	l ma	c L	c		
σ ne	ṛ nā	ṛ no	l nu	l na	č	č		
ṛ se	ṛ sā	ṛ so	l su	l sa	č	č		
ṛ ye	ṛ yā	ṛ yo	l yu	l ya				
Extra signs.							Final oo --- Final i --- Aspirated final k --- Christ --- wi --- h before a vowel --- A soft guttural h before a consonant ---	
r	ṛ							
l	ṛ							

SQUARE METHOD CHART

Learning to read Syllabics by the Square method.

↗ - ye	↖ - se	↖ - me	↖ - ke	↖ - te	↖ - ne	↖ - pe	↖ - we	↖ - e	↖ - mā	↖ - sā	↖ - ya
↙ - nā	↙ - chā	↙ - che	↙ - a	↙ - o	↙ - a	↙ - o	↙ - a	↙ - o	↙ - tā	↙ - rā	↙ - yo
↘ - nā	↘ - tā	↘ - e	↘ - i	↘ - u	↘ - i	↘ - u	↘ - i	↘ - u	↘ - mā	↘ - sā	↘ - ya
↙ - e	↙ - a	↙ - o	↙ - a	↙ - u	↙ - a	↙ - o	↙ - u	↙ - a	↙ - mā	↙ - rā	↙ - yo
↖ - e	↖ - a	↖ - o	↖ - a	↖ - u	↖ - i	↖ - o	↖ - u	↖ - i	↖ - sā	↖ - rā	↖ - ya
↙ - eo	↙ - ai	↙ - ou	↙ - ia	↙ - ua	↙ - iu	↙ - oa	↙ - au	↙ - ei	↙ - mo	↙ - so	↙ - yo
↖ - eo	↖ - ai	↖ - ou	↖ - ia	↖ - ua	↖ - iu	↖ - oa	↖ - au	↖ - ei	↖ - mo	↖ - so	↖ - yo
↘ - eo	↘ - ai	↘ - ou	↘ - ia	↘ - ua	↘ - iu	↘ - oa	↘ - au	↘ - ei	↘ - mo	↘ - so	↘ - yo
↗ - eo	↗ - ai	↗ - ou	↗ - ia	↗ - ua	↗ - iu	↗ - oa	↗ - au	↗ - ei	↗ - mo	↗ - so	↗ - yo
↙ - eo	↙ - ai	↙ - ou	↙ - ia	↙ - ua	↙ - iu	↙ - oa	↙ - au	↙ - ei	↙ - mo	↙ - so	↙ - yo
↖ - eo	↖ - ai	↖ - ou	↖ - ia	↖ - ua	↖ - iu	↖ - oa	↖ - au	↖ - ei	↖ - mo	↖ - so	↖ - yo
↘ - eo	↘ - ai	↘ - ou	↘ - ia	↘ - ua	↘ - iu	↘ - oa	↘ - au	↘ - ei	↘ - mo	↘ - so	↘ - yo
↗ - eo	↗ - ai	↗ - ou	↗ - ia	↗ - ua	↗ - iu	↗ - oa	↗ - au	↗ - ei	↗ - mo	↗ - so	↗ - yo

FINAL CONSONANTS

Final consonants - two styles.

P	.	'	<
T	'	c	c
K	'	b	b
Ch	-	l	l
M	c	L	L
N	j	d	d
S	v	r	r

Final oo ----- o

Final i ----- .

Aspirated k ----- x

Christ ----- X

wi ----- :

h before a vowel ----- "

A soft guttural h before a consonant - "

Extra signs.

r ----- 3

l ----- e

Final consonants are used when the letter sound is heard alone.

Personal Pronouns - A personal pronoun is a pronoun that shows by its form whether it refers to the person speaking, the person spoken to, or the person spoken of. The following sentences show the use of personal pronouns in the first, second, and third person.

$\sigma \triangleright$ - I / me / mine

$P \triangleright$ - you / your

$\Delta \bullet \triangleright$ - he / him / his or she / her / hers

$\sigma \triangleright$ - I

$\sigma \triangleright P_b \Delta \bullet \gamma \Delta \circ \cap^a .$

I will go with you.

$\sigma \triangleright P_b \Delta \bullet \gamma'' \Delta \cap^a .$

I will help you.

$\sigma \triangleright$ - me

$\triangleleft \sigma L_r L^a \sigma \triangleright \sigma \cap V \triangleright U^a .$

That canoe belongs to me.

$\sigma P \Delta \bullet \gamma \Delta \circ b \sigma \triangleright .$

He went with me.

$\sigma \triangleright$ - mine

$\sigma \triangleright \triangleleft \sigma'' \Delta \triangleleft \bullet \sigma'' \Delta b \alpha .$

The traps are mine.

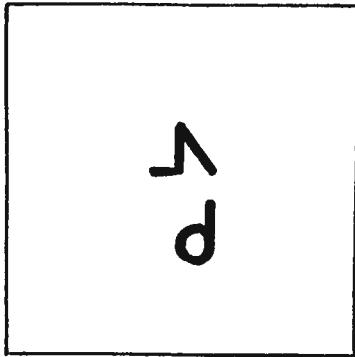
$\sigma \triangleright \triangleleft \alpha \Gamma \backslash C \cap U .$

The horse is mine.

$P \triangleright$ - you

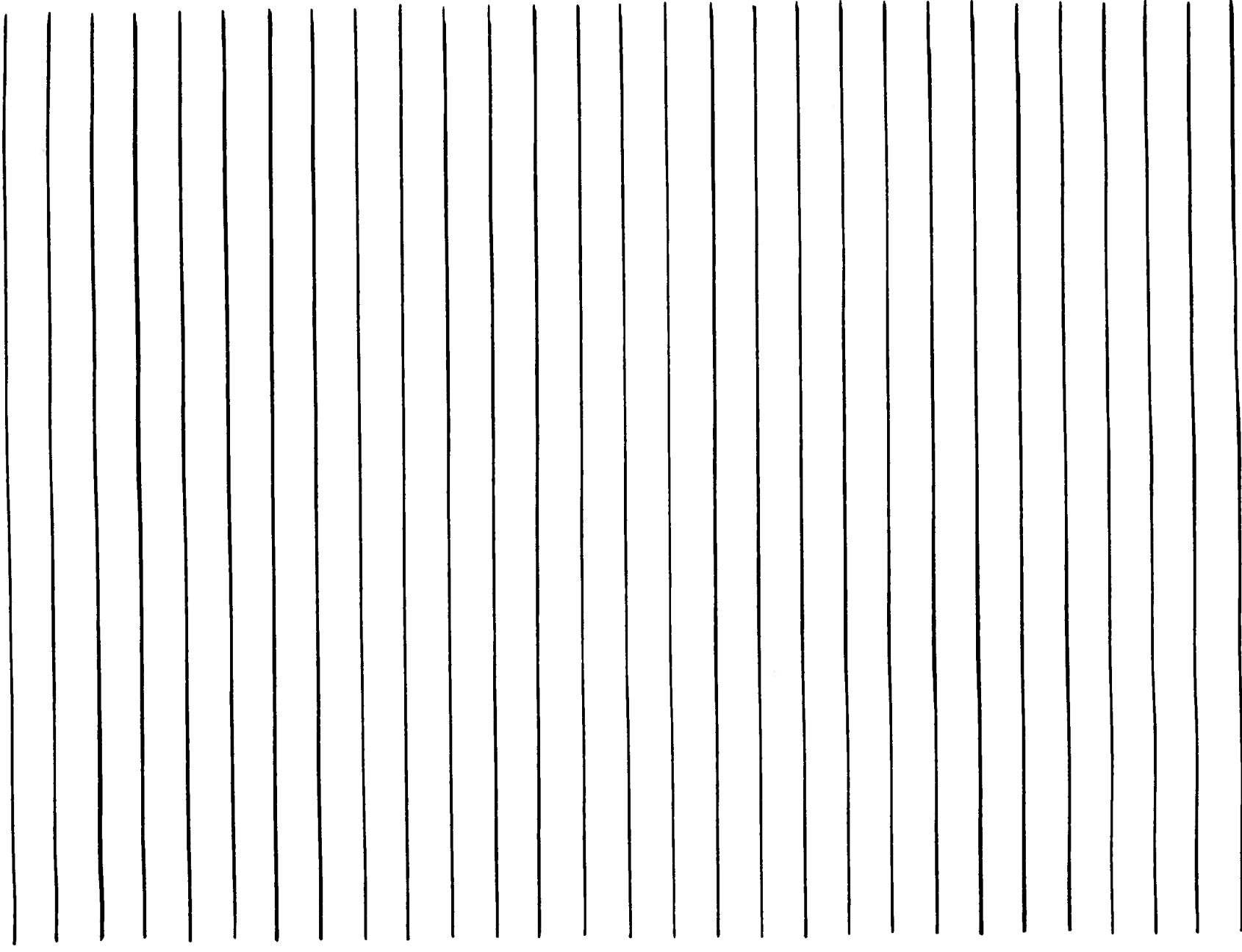
$P \triangleright V C \backslash \Delta \bullet \alpha \wedge \mu \backslash b^a .$

You bring me the clock.



L'_α " \triangleleft \wedge P C'_α " \triangleleft b σ^h .

Write the sentences.



The page features a series of vertical lines intended for handwriting practice. There are approximately 20 sets of lines, each consisting of a solid top line, a dashed midline, and a solid bottom line. The sets are evenly spaced down the page.



P ↗

P ↗ - you

Ρ↗ Ρ α Ιγκ Τζν••.

You and Joseph play.

P ↗ - your

Ρ↗ Ρ ΛΔ• Ρμ• ?

Is this your cat ?

Ρ↗ Ρ ΛΔ• Ρ ΣUL ?

Is this your friend ?

Δ•↗ - he / him / his or she / her / hers

Δ•↗ - he or she

Δ•↗ Δ•ΙΔ•◦ ΔΛ•Ω◦ .

He went with the woman.

Δ•↗ Ρ α••Ω◦ Δ•>•◦ .

She snared the rabbit.

Δ•↗ - him or her

Λ◦ Ρ αΩ◦ Δ•>◦ .

John went for him.

ΓΞΔ Ρ Τζν•Τ◦ Δ•>◦ .

Mary played with her.

Δ•↗ - his or hers.

▷L L◦Ρμ◦ Δ•> ◇σL◦ .

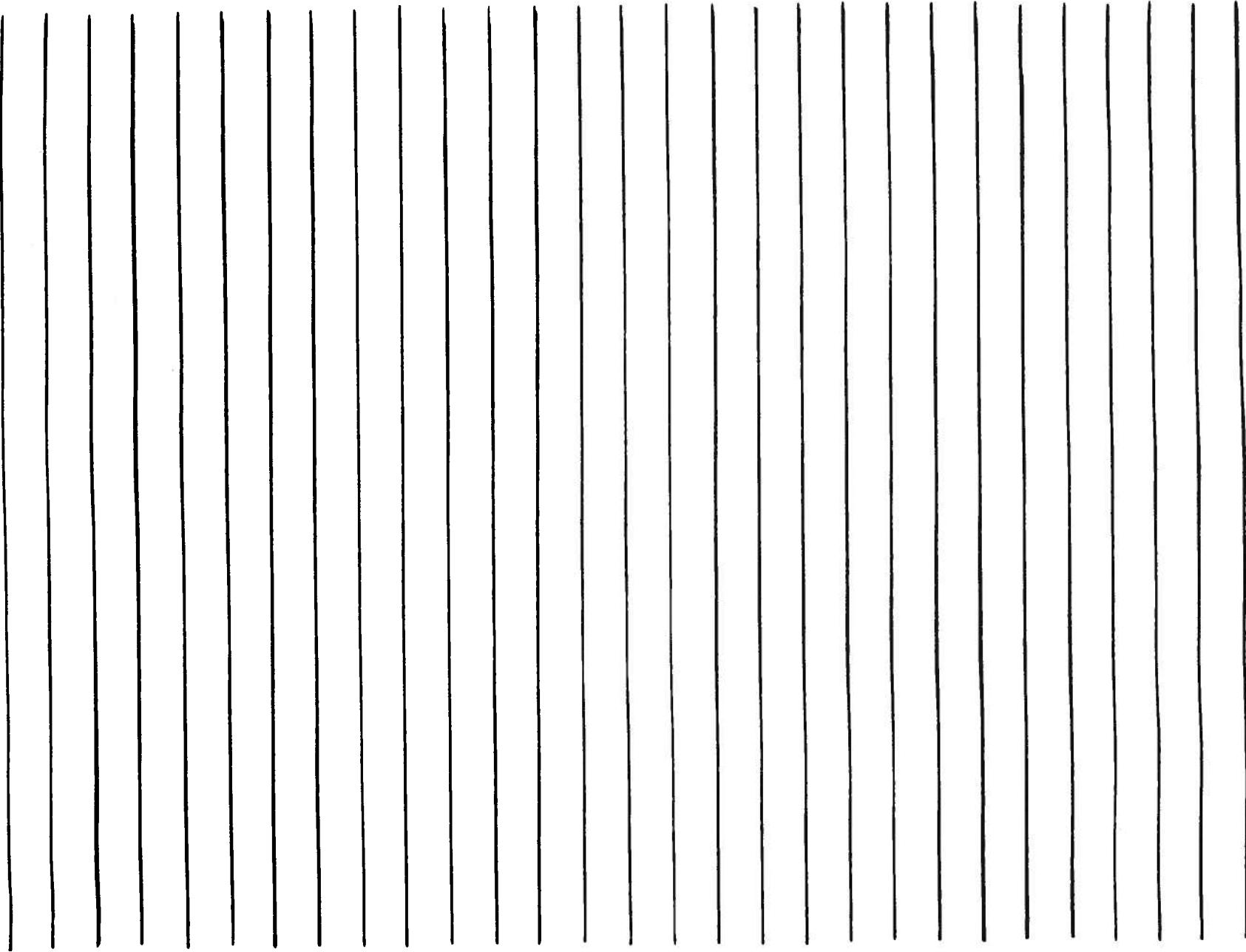
This shoe is hers.

Δ•> ▷ Λ••Δ•Δ•Δ• Ρ••◦ .

His house is big.

$\Box p \wedge \Diamond q$.

Write the sentences.



The page features two sets of horizontal lines for handwriting practice. The top set consists of 15 vertical lines, each with a short horizontal stroke at the top and a longer horizontal stroke at the bottom, intended for writing the sentence $\Box p \wedge \Diamond q$. The bottom set consists of 15 similar vertical lines, likely for practicing the individual letters p and q.



σ>ä

σ>ä - we / us / our (not you)
P>ä - we / us / our (including you)

P>ä - you / your

Δ•>ä - they / them / their

σ>ä - we / us / our (not you)

σ>ä - we

σ>ä σ P <Lä a L, b ..

We saw the bear.

σ>ä P b Δ • γΔ • γΔ a ..

We will go with you.

σ>ä - us

ΔΠL σ>ä σ b Δ • γΔ • dä ..

The dog will go with us.

σ>ä σ P Δ • r r f r dä ..

She ate with us.

σ>ä - our

σ>ä Δ a Äf r , b ..

That is our beaver.

σ>ä a dä a P Äd r o ..

Our grand mother was sick.

P>ä - we / us / our (you too)

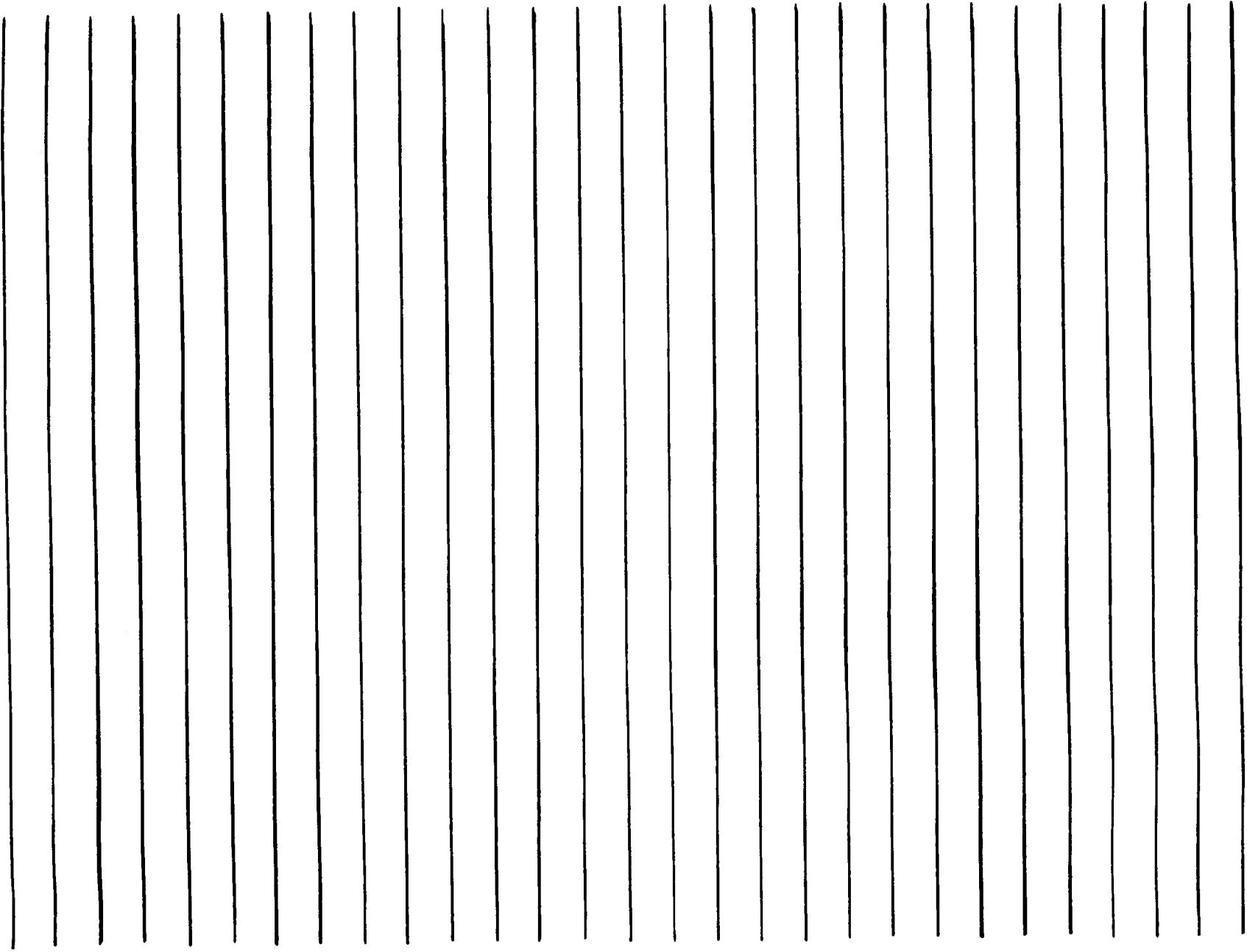
P>ä - we

P b JΔ•ä o r r c ..

We will eat the duck.

$L'_{\alpha} \wedge P C'_{\alpha} \wedge b \sigma^1.$

Write the sentences.



The page features two sets of vertical lines for handwriting practice. The top set consists of 20 evenly spaced lines, each approximately 15 cm long. The bottom set consists of 15 evenly spaced lines, each approximately 10 cm long. These lines provide a guide for letter height and placement.



ργάο

ργάο - we

ργάο ρ β Δαδο μλε.

We will go to the river.

ργάο - us

ργάο αζέζε >μν.

Let us get the cat.

ργάο γεντζε βονγε) ηοε.

Let us play soft ball.

ργάο - our

ργάο ρ ιγάο ια "ηλ ργηβα.

Our father is digging the garden.

ργάο ρ ιγάο >μηδε.

They are riding our car.

ργάο - you / your

ργάο - you

ργάο γενε ν ηνδα σε.

You play at the swing.

ργάο ηγε ρηρη ηλιγε.

You go to the school.

ργάο - your

ργάο ρ γριλη ηη ην.

Your boss has gone.

ργάο ρ ιγε ηαση ηη. Γελαμ.

Your house looks nice.

לְרֹא "דָּבָר כַּרְאָה" אֶת בָּרִא.

Write the sentences.

לְרֹא "דָּבָר כַּרְאָה" אֶת בָּרִא.

△•▷↓•○ - they / them / their

△•▷↓•○ - they

△•▷↓•○ Γσ 9•▷• b•Λ.

They are drinking coffee.

△•▷↓•○ σΓ"△)▷•b.

They are dancing.

△•▷↓•○ - them

Ua, P αUo △•▷↓•○.

Dennis went for them.

△•q•○ p △•q▽•○ △•▷↓•○.

The woman went with them.

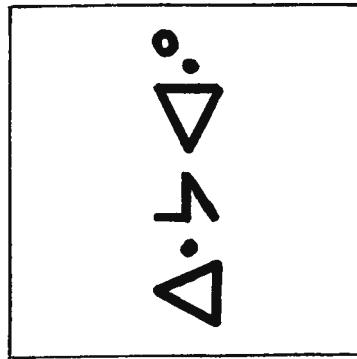
△•▷↓•○ - their

△•▷↓•○ ▷ ▲▷•μΓ'△•▷•b ▷ C▽•▷•b.

Their children are playing.

△•▷↓•○ ▷ rLσ△•○ b•▷•b ▷ c▷•○.

Their canoe works good.



$\Box \alpha \wedge \Diamond \alpha$.

Write the sentences.

Handwriting practice lines for the sentence " $\Box \alpha \wedge \Diamond \alpha$ ". There are 20 horizontal lines for writing, each consisting of a solid top line, a dashed midline, and a solid bottom line.

σ·κ

σ·κ - I / me too / also

ρ·κ - you too / also

Δ·κ - he / him too / also or she / her too / also

σ·κ - I / me too / also

σ·κ - I too / also

σ·κ σ ρ Δ·Γ Δ·Γ L.

I also worked with him.

σ·κ σ ρUbc.

I am also hungry.

σ·κ - me too / also

σ ρ V ànθ σ·κ.

He came for me also.

σ ρ àbñðθ σ·κ.

They left me also.

ρ·κ - you too / also

ρ·κ Γσq. σΛ.

You too drink water.

ρ·κ Γ ρ CzΔ. o rσj. o ?

Do you also have money ?

Δ·κ - he / him too / also or she / her too / also

Δ·κ - he or she too / also

Δ·κ ρ Δ·ΓΔ. o DbΔ·b.

He also went with his mother.

Δ·κ ρ b Δ·ΓΔ. b.

She will also go with you.

لَرْأَهُمْ اَنْ مُّصْلِحٌ مُّسْلِمٌ،

Write the sentences.

لَرْأَهُمْ اَنْ مُّصْلِحٌ مُّسْلِمٌ،



Δ•κ

Δ•κ - him or her too / also

Ιής ρ Δ•ή ηδη κ ηθ ηθ κ.

Joseph worked with him also.

Δ•κ δ ηη η ηη ηη ηη ηη.

Her mother is also sick.

σ•κα• - we / us too / also (not you)

ρ•κα• - we / us too / also (you too)

ρ•κη• - you

Δ•κη• - they / them too / also

σ•κα• - we / us too / also (not you)

σ•κα• - we too / also (not you)

σ•κα• σ ρ ηη ηη ηη.

We also ate the rabbit.

σ•κα• σ Δ• ηη βα• ηη.

We are also going to work to-day.

σ•κα• - us too / also (not you)

ρ Δ•ηΔ•δα• σ•κα•.

He went with us also.

ρ ηη δα• σ•κα•.

He also fed us.

ρ•κα• - we / us too / also (you too)

ρ•κα• ρ ηη ηη ηη ηη.

We also will sit on the bed.

לְרָא "דָּבָר פֶּרֶשׁ אֲמֵת."

Write the sentences.

לְרָא "דָּבָר פֶּרֶשׁ אֲמֵת."

PhCa

PhCa - we too / also (you too)

PhCa P b Γσb•a◦ σ"n.

We also will drink tea..

PhCa - us too / also (you too)

PhCa Δ>ΓCCb Lr'a"Δb^.

Let us also read the letter.

Δ•> P b Δ•γΔ•d_a◦ PhCa◦.

She will go with us also.

PhCd◦ - you

PhCd◦ f PP Δ•<LΔ•◦ L"Δb^ ?

Did you also see the wolf ?

PhCd◦ Γσq•b C"Ch>.

You too drink milk.

Δ•&Cd◦ - they / them too / also

Δ•&Cd◦ - they too / also

Δ•&Cd◦ Δ•PhCJb C"Ch>.

They also like milk.

Δ•&Cd◦ Δ•<7Δ•b b̄b q◦.

They also see the raven.

Δ•&Cd◦ - them too / also

Δ<Δ•>γ Δ•γΔ•◦ Δ•&Cd◦ .

The child went with them also.

P> Lb PΔ• Δ•γΔ•>• b f Δ•&Cd◦ ?

You then, are you going with them also ?

$\vdash \alpha \wedge \beta \vdash \alpha$.

Write the sentences.

Handwriting practice lines for the sentence $\vdash \alpha \wedge \beta \vdash \alpha$. There are 20 sets of vertical lines, each consisting of two parallel lines with a dashed midline in between.



Interrogative Pronouns - are pronouns that are used in asking questions.

▷ △ V·a

▷ v · a ? - who ?

q b : ? - what ?

q p) ▷ · ? - what kind ?

č σ U ? - where ?

č σ \wedge ? - when ?

č σ P ? - why ?

č σ \nu ? - how ?

č σ d b ? - how much ?

č σ C " C) ? - how many ?

č σ C " č . o ? - how many times ?

č σ \dagger · ? - where is he / she ? animate

č σ \nabla · ? - where is it ? inanimate

č a . ? - which one ? animate

č σ L ? - which one ? inanimate

▷ v · a - who singular

▷ v · a č a . ?

Who is that one ?

▷ v · a σ P C P Δ · 7 \dagger · c U \wedge ?

Who will go with Debbie ?

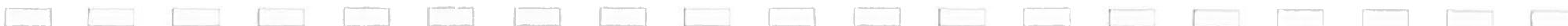
▷ v · a σ P - who plural

▷ v · a σ P b ▷ r b p \r P " 7 L Δ · b \Gamma d b ?

Who are at the school ?

▷ v · a σ P b \Gamma r \Gamma b ?

Who are eating ?



$\Box \Diamond \alpha$ " $\Diamond \Diamond \alpha$ " $\Diamond \Diamond \Diamond \alpha$.

Write the sentences.

Handwriting practice lines for the sentence " $\Box \Diamond \alpha$ " $\Diamond \Diamond \alpha$ " $\Diamond \Diamond \Diamond \alpha$ ". There are 15 sets of three-line guides (top, middle, bottom) for writing the sentence multiple times.



q̥b:

q̥b: - what singular

q̥b: ɬσL ɬ CðaLə ?

What are you holding ?

q̥b: ɬσL ɬ ɬr̥ə ?

What are you eating ?

q̥b:ʒ - what plural

q̥b:ʒ ɬσ"Δ ɬ ɬiʒP ɬr̥ ɬr̥ ?

What are those things in the canoe ?

q̥b:ʒ ɬ P ɬr̥ ɬ ɬo"l ?

What did you eat today ?

q̥pɔd: - what kind

q̥pɔd: ɬo"l ɬ ɬ P ɬðCðv.ɬə ?

What kind of meat did you buy ?

q̥pɔd: ɬðCðə ɬ ɬ ɬiʒdəc ?

What kind of a car do you have ?

čσv - where

čσv ɬvba. ɬ CðJb ?

Where does the road lead to ?

čσv ɬ ɬ. ɬðUʒb ?

Where are you going ?

čσhʌ - when

čσhʌ ɬ ɬ. ɬLΔ. ɬΛb ɬo"l ?

When is the meeting going to be today ?

čσhʌ ɬðo"l ɬ ɬ Cðv.ɬb ?

When will the children play ?

$\Box p_\alpha \wedge \Diamond p_C \alpha \wedge \Diamond b \sigma h$.

Write the sentences.



Ćσρ

Ćσρ - why

Ćσρ i ॲ ॲ ॲ ॲ ՞ ?

Why are you working today ?

Ćσρ ॲ ॲ ՚ ՚ ՚ ՞ ?

Why are the children fighting ?

Ćσr - how

Ćσr ՚ ՚ ՚ ՚ ՚ ՞ ?

How will they get to work ?

Ćσr ՚ ՚ ՚ ՚ ՚ ՞ ?

How does that thing work ?

Ćσd - how much

Ćσd ՚ ՚ ՚ ՚ ՚ ՞ ?

How much is your car worth ?

Ćσd ՚ ՚ ՚ ՚ ՚ ՞ ?

How much water is in the cup ?

Ćσc - how many

Ćσc ՚ ՚ ՚ ՚ ՚ ՞ ?

How many women are working ?

Ćσc ՚ ՚ ՚ ՚ ՚ ՞ ?

How many children were swimming ?

Ćσc " Ć - how many times

Ćσc " Ć ՚ ՚ ՚ ՚ ՞ ?

How many times did he eat ?

Ćσc " Ć ՚ ՚ ՚ ՚ ՞ ?

How many times did he go to the store ?

લરા "એ વિરુદ્ધ આબસ્તુન.

Write the sentences.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Interrogative pronouns that refer to animate or inanimate nouns.

čσ▫ - where is he / she animate singular
čσ▫ . lə ?

Where is John ?

čσ▫ . p rʌ•rʌ? ?

Where is your child ?

čσ▫ . bə - where are they animate plural
čσ▫ . bə p rʌ•rʌ? ?

Where are your children ?

čσ▫ . bə ðə•q•r•bə rə•vʌ•bə ?

Where are the women and the men ?

čσ▫ . "▫ - where is it inanimate singular
čσ▫ . σ < bL "▫ bə ?

Where is my hammer ?

čσ▫ . p C•Cnə ?

Where is your cap ?

čσ▫ . "▫ - where are they inanimate plural
čσ▫ . "▫ rə•bə "▫ bənə • ?

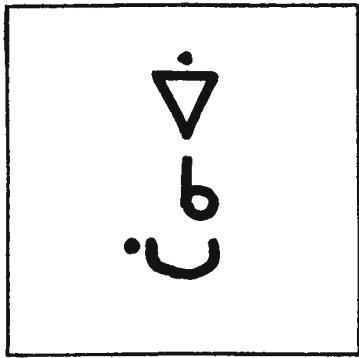
Where are the pencils ?

čσ▫ . "▫ Lrə•bə "▫ bə ?

Where are the letters ?

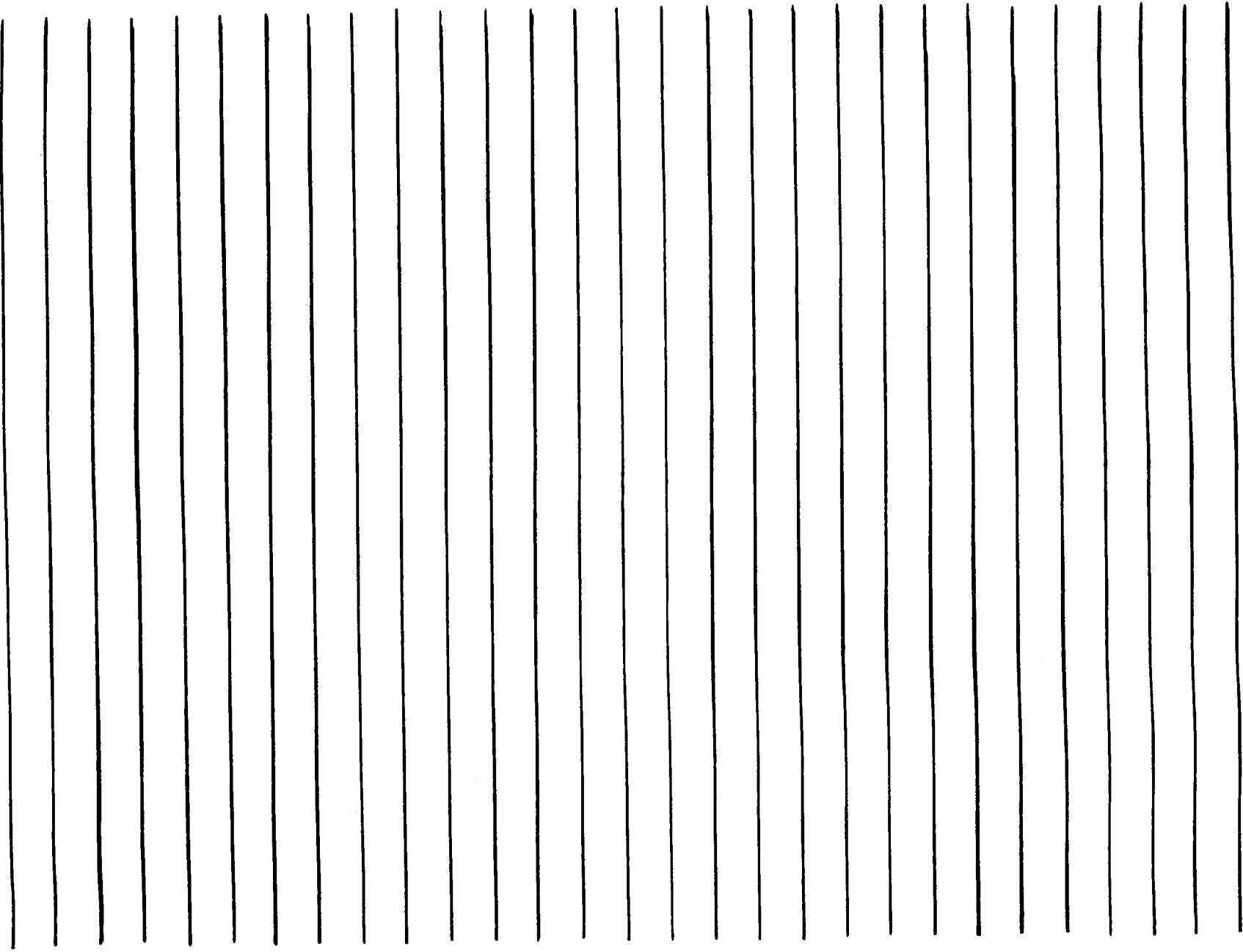
ča - which one animate singular
ča b dʌrc ?

Which one is sick ?

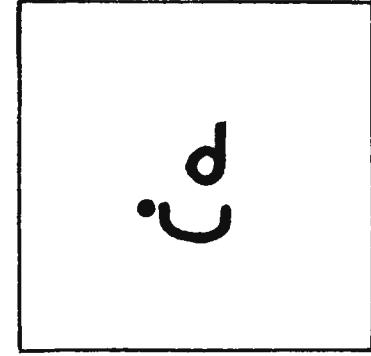


לֹא "דָבָר וְכַאֲשֶׁר "דָבָר.

Write the sentences.



The page features two sets of horizontal lines for handwriting practice. The top set consists of 18 evenly spaced lines, each approximately 2.5 cm high. The bottom set consists of 14 evenly spaced lines, each approximately 2.5 cm high. Both sets of lines are intended for children to practice letter formation and alignment.



ča - which one animate singular

ča b Č A • rV•Uc <đ"l ?

Which one is leaving today ?

čer - which ones animate plural

čer b aUbUrb ?

Which ones are hungry ?

čer b Č drPb ?

Which ones arrived ?

čerL - which one inanimate singular

čerL b Č A • >Nal a ?

Which one are you going to take ?

čerL b Lr'a "đL a ?

Which one did you write ?

čer"Δ - which ones inanimate plural

čer"Δ b rV•ČČřb <đ"l ?

Which ones did they take away today ?

čer"Δ Č •řba b aU <Čv•ř a ?

Which dishes do you want to buy ?

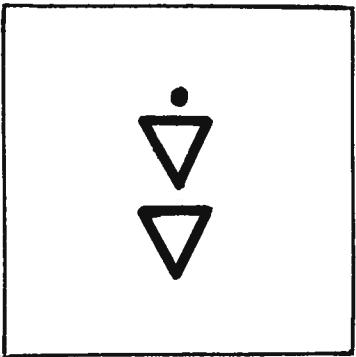
L_α"△ΛΡC_α"△bσγ.

Write the sentences.

Handwriting practice lines for the sentence "L_α"△ΛΡC_α"△bσγ." There are 20 sets of vertical lines for each row, intended for students to practice letter formation and alignment.

Demonstrative pronouns are pronouns that point out definite persons, places, or things.

- | | | |
|----------------------------|---|---------------------|
| $\triangleleft\bullet$ | - | this one |
| \triangleleft_a | - | that one |
| $\triangleleft^*\triangle$ | - | that one over there |
| $\triangleright L$ | - | this one |
| $\triangleleft\sigma L$ | - | that one |
| $\triangleright o L$ | - | that one over there |
| $\triangleright C$ | - | here |
| $\triangleleft\sigma C$ | - | there |
| $\triangleright U$ | - | over there |
| $\triangleright d C$ | - | there |
| $\triangleright d U$ | - | over there |



$\triangleleft\bullet$ - this one animate singular

$\triangleleft\bullet \triangleleft\triangleright q\circ$.

This one works.

$\triangleleft\bullet \triangleleft\triangleright \triangleright C\triangleright\circ\circ$.

This one does not play.

$\triangleright P$ - these ones animate plural

$\triangleright P \triangleright \triangleright U\triangleleft\bullet b \quad \triangleright C\triangleright\bullet\triangle\bullet b\triangleright d\circ$.

These ones went to the play room.

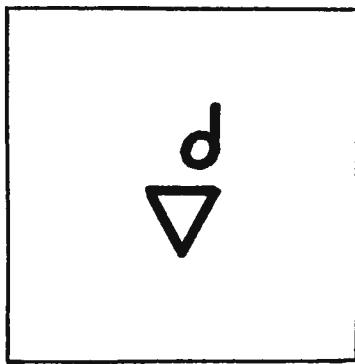
$\triangleright P \triangleleft\bullet\wedge\triangleright\triangle\bullet b$.

These ones are tame.

לְרֹא "דָבָר כִּי אֵין לְרֹא."

Write the sentences.

לְרֹא "דָבָר כִּי אֵין לְרֹא."



↳a - that one animate singular

↳a. P Δ JU° DUG°.

That one went to town.

↳a. 7C7°.L.

Play with that one.

↓σρ - those ones animate plural

↓σρ aLΔ°.L P D"r D"q\ qd°.

Those ones did not work.

↓σρ 7b°.L T r'qd°.

Those ones are eating.

↓"d - that one over there animate singular

↓"d b9°.T\bl D"q\ qd°.

That one over there is trying to find work.

↓"d aLΔ°.L 7C7°.7° D"q\ qd°.

That one over there does not play with children.

¬p - those over there animate plural

¬p d9°. P d"7d°.L \PΔ°.

Those over there already saw the doctor.

¬p P Δ°.CJd°.d°.b 7b° P C VΔ)Urb°.

Those over there were told not to come.

DL - this one inanimate singular

DL aLΔ°.L d"CC°.

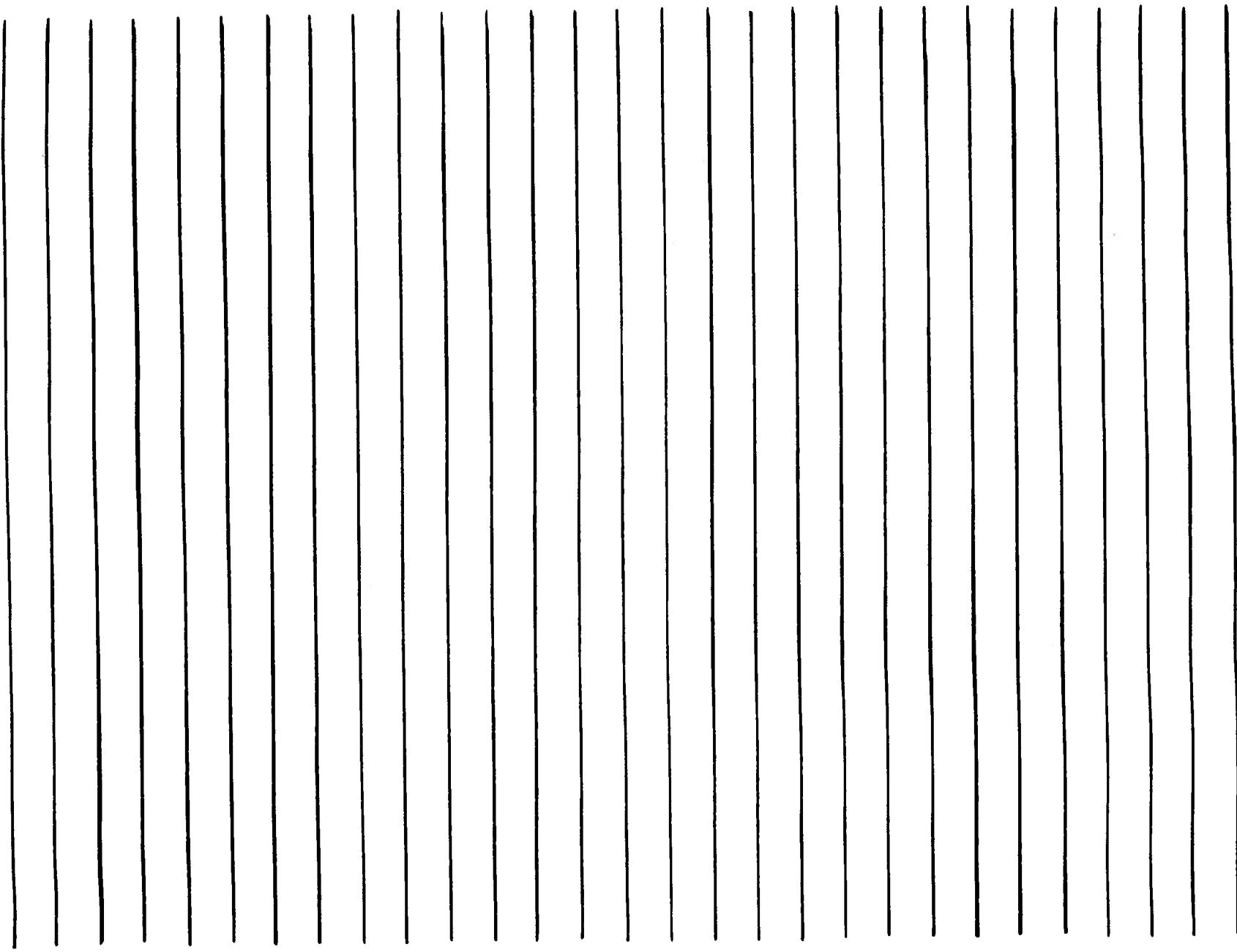
This one is not used.

DL d9°. P d"7C7°.d°.

This one they already read.

$\Box_a \Diamond \wedge P \Box_a \Diamond b \sigma \gamma$.

Write the sentences.



The page features two sets of horizontal lines for handwriting practice. The top set consists of 15 vertical lines spaced evenly apart. The bottom set consists of 15 horizontal lines, also evenly spaced. Both sets of lines are intended for students to practice letter formation and alignment.

$\triangleright " \Delta$ - these ones inanimate plural

$\triangleright " \Delta$ $\triangleright \zeta_L$ $\Gamma \zeta \Delta \cdot$.

These ones are too big.

ρC $\triangleleft \zeta \zeta \zeta \Delta \cdot$ $\triangleright " \Delta \cdot$

They will use these ones.

$\triangleleft \sigma L$ - that one inanimate singular

$\triangleleft \zeta \zeta \circ$ $\triangleleft \sigma L$.

He uses that one.

$\Gamma \zeta \zeta b \cdot$ $\triangleleft \sigma L$.

That one looks good.

$\triangleleft \sigma " \Delta$ - those ones inanimate singular

$\triangleleft \zeta \zeta \bullet$ $\triangleleft \sigma " \Delta \cdot$

Buy those ones.

$\nabla \bullet \wedge \alpha$ $\triangleleft \sigma " \Delta \cdot$

Throw away those ones.

$\neg L$ - that one over there inanimate singular

$\triangleleft \zeta \neg L$.

Use that one over there.

$\vee \Delta \nu \cap \mu \alpha L \Delta \cdot \neg L$.

Hand me that one over there.

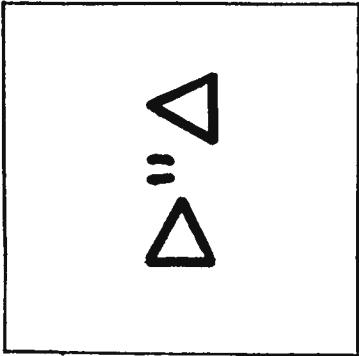
$\triangleright " \Delta$ - those ones over there inanimate plural

$\rho \nabla \bullet \zeta \zeta \neg " \Delta \cdot$

Take home those over there.

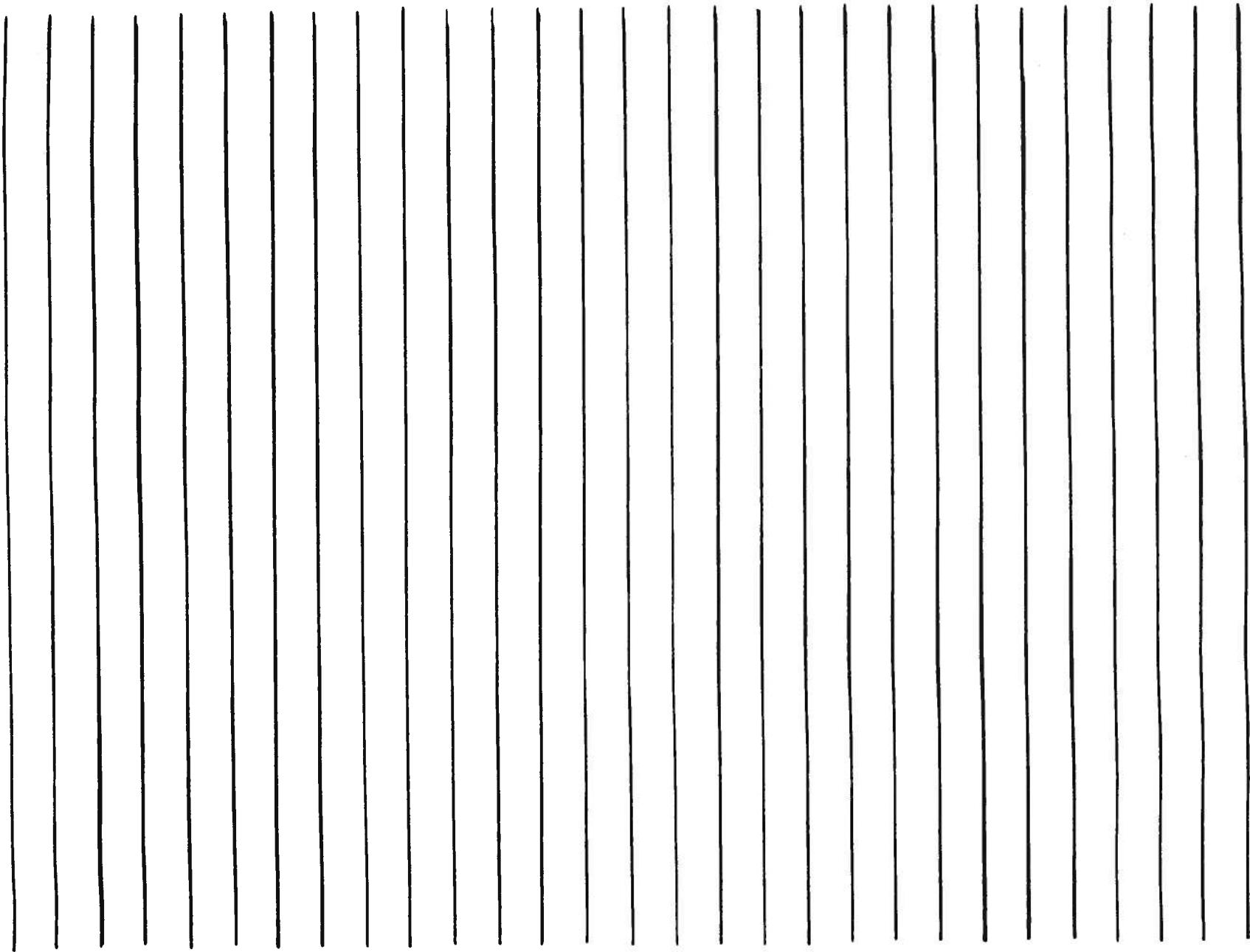
$\Gamma \Gamma \neg " \Delta \cdot$

Eat those ones over there.



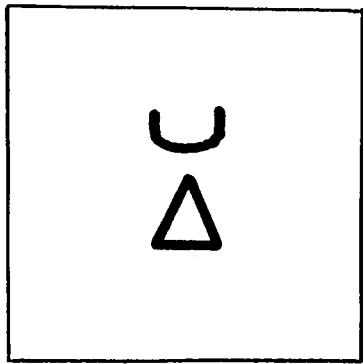
$\Box p_a \wedge \Diamond \Box p_a$.

Write the sentences.



The page features a series of vertical lines intended for handwriting practice. There are 15 sets of lines, each consisting of a solid top line, a dashed midline, and a solid bottom line. This pattern repeats from the left edge of the page to the right, providing ample space for practicing letter formation and alignment.





D C - here

▷Λ ▷C.

Sit here.

Λ▷q • ▷C.

Enter here.

▷σ C - there

▷h C L' a "△ b " ▷σ C.

Put the letter there.

P b ▷Λ a ▷σ C.

You will sit there.

¬U - over there

P b △) C a ▷• o ▬ U.

You will go over there.

• C J b σΛ ▬ U.

Get the water over there.

▽ d C - there

▷c ▽ • ▯ r L ▽ d U.

Buy the food there.

▷Λ ▽ d C ▷r ▽ o .

Sit there for a while.

▽ d U - over there

△) U ▽ d U ▷• < P .

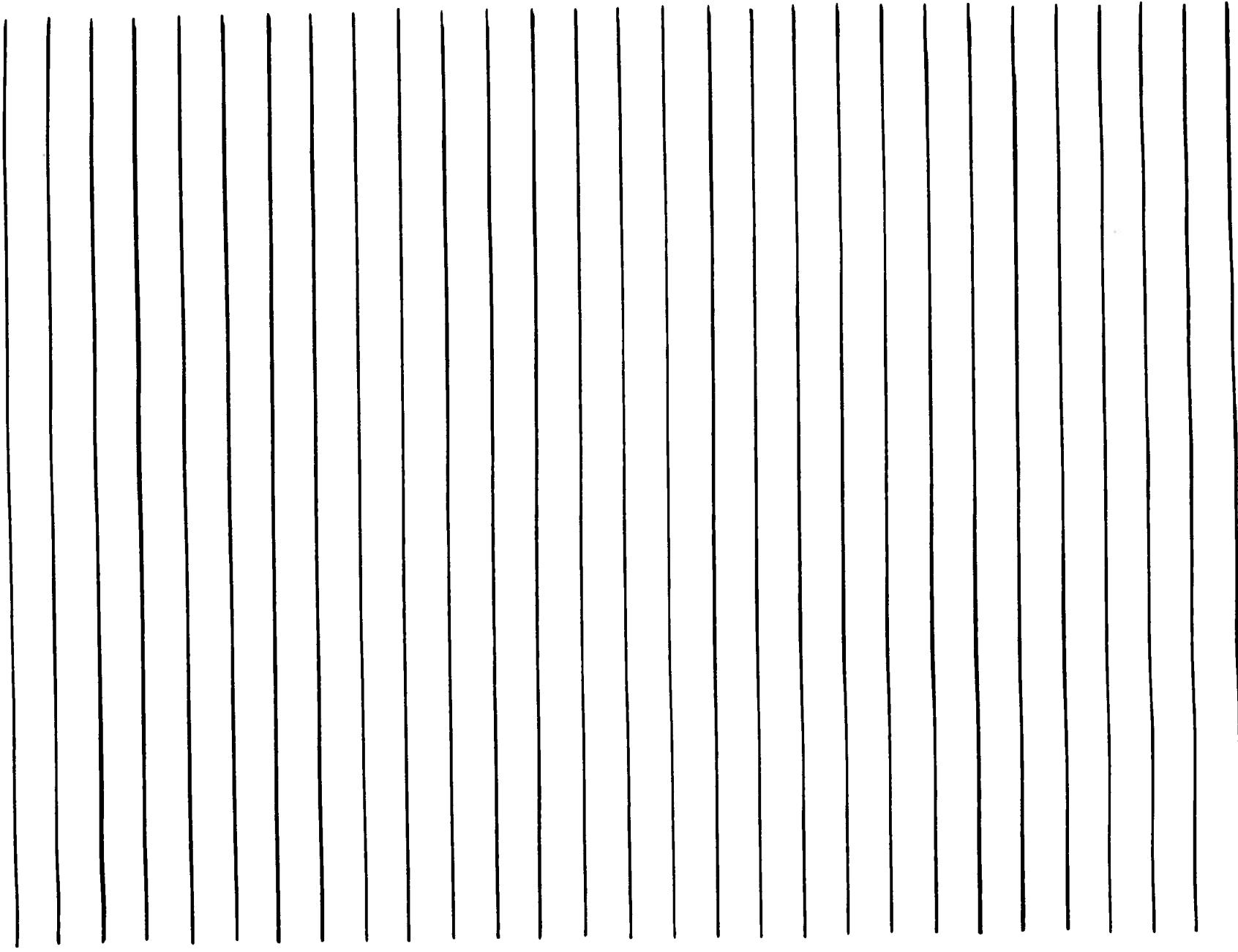
You go over there tomorrow.

P b ▯ r b ▷• o △) U L ▽ d U .

You will find your friend over there.

لرآ"د رپ گرآ "د گرآ.

Write the sentences.



The page features a series of vertical lines intended for handwriting practice. There are 20 sets of lines, each consisting of a solid top line, a dashed midline, and a solid bottom line. The sets are evenly spaced across the page, providing a guide for letter height and placement.



Demonstrative suffixes that are attached to nouns to show location.

(b)

d^b

on the, in the, to the, at the.

σ^b

α^b

Suffix - (b)

r^Λ - river.

r^Λb - on, in, to, at the river.

P ɿ<rcd•b r̥l̥e r̥Λb .

They used the canoe on the river.

əv<d•b <̥r̥l̥d•b r̥Λb .

The men are swimming in the river.

ɻd•r̥b P Δɔɔd•b r̥Λb .

The children went to the river.

bP> o ɭ̥d•b r̥Λb

They are all at the river.

ɻ•f - mountain.

ɻ•f b - on, in, to, at the mountain.

P σ<"vcd•b ɻ̥d• ɻ•f b .

They killed the moose on the mountain.

P ɻ̥c̥d•b ɭ̥d•b̥ ɻ̥d• f b .

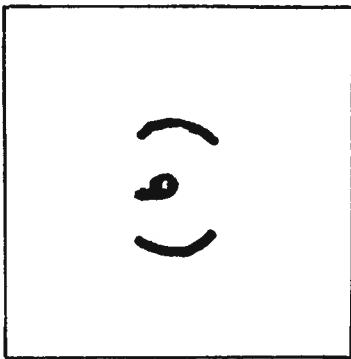
They made a hole in the mountain.

Δ•b P Δɔɔd•b ɻ̥d• f b .

He went to the mountain.

Δ•b d•o ɺ̥d•d•b ɻ̥d• f b .

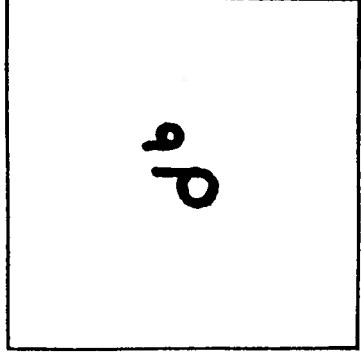
They are playing at the mountain.



לְרֹא "דָּבָר כַּא "דָּבָר.

Write the sentences.

לְרֹא "דָּבָר כַּא "דָּבָר.



Suffix - d_b

ರು ರೂ "ಡಿಲ್)Δ • bರು - school.

ರು ರೂ "ಡಿಲ್)Δ • bರು d_b - on, in, to, at the school.

ಡ್)೦ ಡ್)೮೦ ಡ್)೮೦ ರು ರೂ "ಡಿಲ್)Δ • bರು d_b .

The crow is sitting on the school.

ಡ್)೪೦ ರು ರೂ "ಡಿಲ್)Δ • bರು d_b .

The children are in school.

ಡ್)೦೨ ರು ರೂ "ಡಿಲ್)Δ • bರು d_b .

He went to the school.

ಡ್)೦೨ ರು ರೂ "ಡಿಲ್)೧೫೦೬ ರು ರೂ "ಡಿಲ್)೧೫೦೬ ರು ರೂ "ಡಿಲ್)೧೫೦೬ ರು ರೂ "ಡಿಲ್)೧೫೦೬ .

The teachers are playing at the school.

ರು ರೂ "ಡಿಲ್)೧೫೦೬ - playroom.

ರು ರೂ "ಡಿಲ್)೧೫೦೬ - in, to, at the playroom.

ರು ರೂ "ಡಿಲ್)೧೫೦೬ ರು ರೂ "ಡಿಲ್)೧೫೦೬ .

All are in the playroom.

ಲ್ಹ್ ಡ್)೦೭೦೬ ರು ರೂ "ಡಿಲ್)೦೮೦೬ .

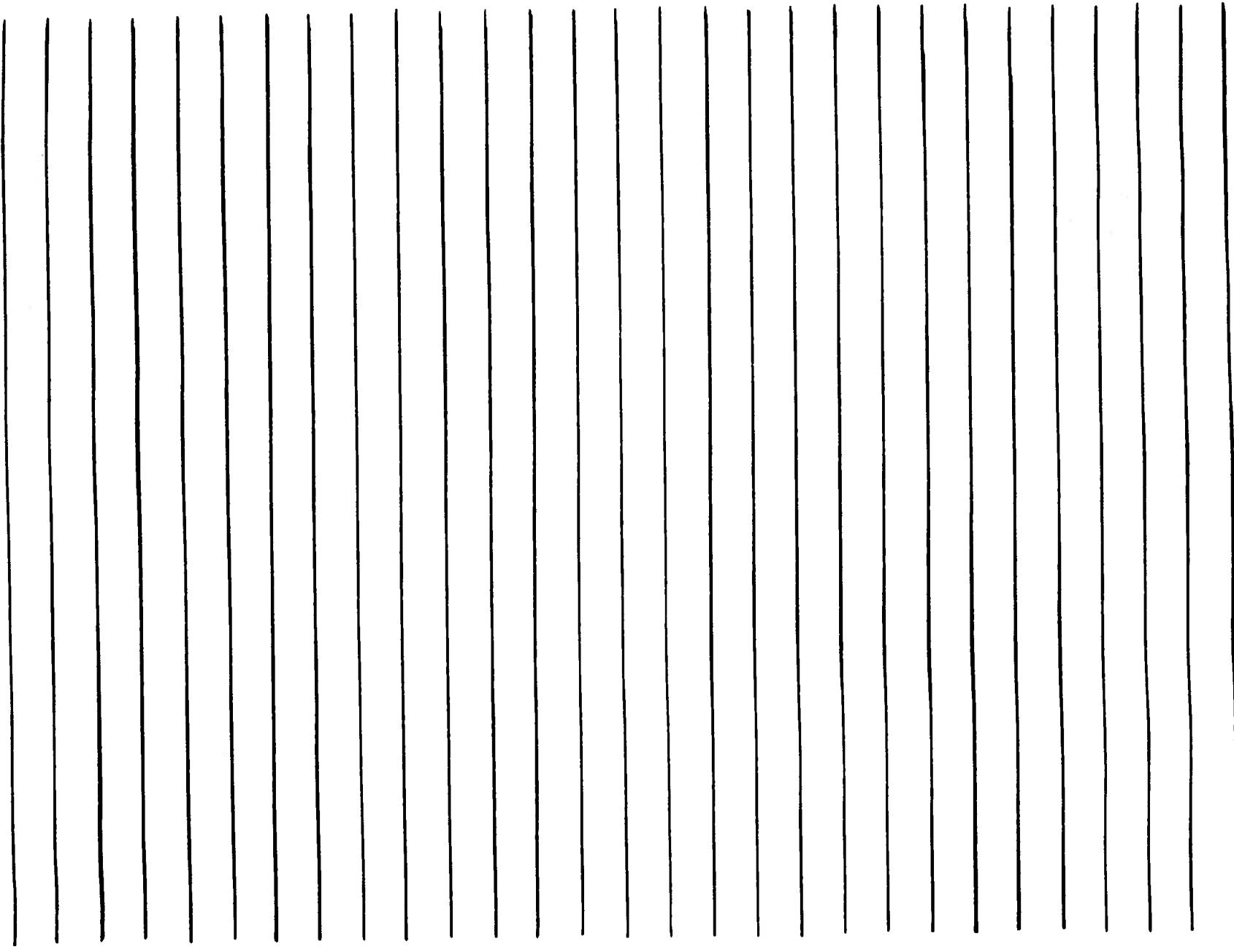
John is going to the playroom.

ರು ರೂ "ಡಿಲ್)೧೫೦೬ ರು ರೂ "ಡಿಲ್)೧೫೦೬ .

His cap is at the playroom.

לְרֹא " אֶת פְּנֵי אֱלֹהִים.

Write the sentences.



The page features a series of vertical lines intended for handwriting practice. There are 18 lines in total, arranged in two columns of nine. The left column has lines starting at different heights, while the right column has lines starting at the same height. This pattern repeats across the page.



Suffix - σ**σ b** $\triangle \cdot \text{b } " \Delta b \sigma^b$ - house. $\triangle \cdot \text{b } " \Delta b \sigma^b$ - on, in, to, at the house. $\wedge \text{b} \nu \text{v } \rangle " \triangleright \circ \triangle \cdot \text{b } " \Delta b \sigma^b$.

The bird lit on the house.

 $\triangle \gamma \nu \gamma \sigma \triangle \cdot \text{b } \triangle \dot{\beta} \triangle \cdot \text{b } \triangle \cdot \text{b } " \Delta b \sigma^b$.

The people are in the house.

 $\triangle \triangle \cdot \text{b } \rho \triangle \gamma \cup \triangle \cdot \text{b } \triangle \cdot \text{b } " \Delta b \sigma^b$.

The children went to the house.

 $\rho \triangle \dot{\beta} \triangle \cdot \text{b } \triangle \cdot \text{b } " \Delta b \sigma^b \triangleright \text{c d} \nu \text{b}$.

They were at the house yesterday.

 $\dot{\gamma} \text{b } " \Delta b \sigma^b$ - lake. $\dot{\gamma} \text{b } " \Delta b \sigma^b$ - on, in, to, at the lake. $\gamma \dot{\gamma} \text{L } \triangle \dot{\beta} \triangle \gamma \triangle \cdot \text{b } \dot{\gamma} \text{b } " \Delta b \sigma^b$.

They are using the canoe on the lake.

 $\triangle \text{b } \dot{\beta} \cdot \triangle \cdot \text{b } \triangle \dot{\beta} \cup \triangle \cdot \text{b } \dot{\gamma} \text{b } " \Delta b \sigma^b$.

The women are swimming in the lake.

 $\triangle \cap \text{L } \rho \text{b } \triangle \dot{\beta} \circ \dot{\gamma} \text{b } " \Delta b \sigma^b$.

The dog ran to the lake.

 $\rho \triangleright \dot{\beta} \triangle \cdot \triangle \cdot \text{b } " \Delta b \sigma^b \dot{\gamma} \text{b } " \Delta b \sigma^b$.

They made a house at the lake.

$L_{\mu_a} \Delta_b \sigma^h \wedge \rho \in \mathcal{P}$

Write the sentences.

1

1

1

1

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1

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Page 1

1

□

1

1

□

Suffix - ə

ə b

ŋ ba o - road.

ŋ ba b - on, to, at the road.

ʌʃʊo ʃɪbəb .

He is walking on the road.

△ • △ɔʊʌ•b ŋ ba b .

They are going to the road.

ŋɔv•d•b ŋ ba b .

They are playing at the road.

dʊə o - town.

dʊə b - in, to town.

△ • ɔdʒəb dʊə b .

They will arrive in town.

p ɔʊʌ•b dʊə b .

They went to town.

△ nɪə o - hill.

△ nɪə b - on, to, at the hill.

△ • bʌd•o ɔbʌd•b △ nɪəfəb .

They are on the hill.

p ɔʊʌ•b △ nɪəfəb .

They went to the hill.

p a) ŋɔv•d•b △ nɪəfəb .

They went play at the hill.

$L_{\mu_a} = \Delta$ \wedge $\rho_{C_{\mu_a}} = \Delta_{b\sigma_b}$.

Write the sentences.

<<Ρ b <Ι>ρ Γ>οΔ•b Δ"Γ

PARTS OF THE BODY

Γ>ο	-	body	-	Γ>οΔ•	plural
▷'b ^a	-	bone	-	▷'ba	
Γ<οb ^a	-	head	-	Γ<οb ^a	
Γ<bΩb	-	forehead	-	Γ<bΩb ^a	
Γ<c ^b	-	hair	-	Γ<c ^b ↗	
Γ<τb ^b	-	hair	-	Γ<τb ^b	
Γ"cΔ•b	-	ear	-	Γ"cΔ•b↗	
Γb•d ^a	-	chin	-	Γb•d ^a ↗	
Γb•d ^a	-	neck	-	Γb•d ^a ↗	
Γ"b•b ^a	-	face	-	Γ"b•ba	
Γ<p ^b	-	eye	-	Γ<p ^b •	
Γd ^c	-	nose	-	Γ<pΔ•a	
Γ<pΔ•a	-	nose	-	Γ<pΔ•a	
Γ)α	-	mouth	-	Γ)α	
ΓU>σ	-	tongue	-	ΓU>σ↗	
ΓΛc	-	tooth	-	ΓΛC	
ΓdC•b:	-	throat	-	ΓdC•b:↗	
ΓdC ^a	-	throat	-	ΓdC ^a	
▷b ^b	-	skin	-		
Lb ^b	-	skin	-	ΓΩ"ΩL ^d	
ΓΩ"ΩL ^d	-	shoulder	-	ΓΩ"ΩL ^a	
ΓΛc ^a	-	arm	-	ΓΛc ^a	
Γ<b•b ^a	-	elbow	-	Γ<b•b ^a	
Γτττ	-	hand	-	Γτττ	
Γ>pri ^d	-	finger	-	Γ>pri ^d	
Γf ^a	-	thumb	-	Γf ^a	
ΓΓμrl ^a	-	thumb	-	ΓΓμrl ^a	

Lura "du Aula • a.

Write the words.

Handwriting practice lines for the word "Lurda" followed by 15 empty lines for independent writing practice.



<<Ρ b <>ρ Γ>◦Δ◦b Δ"Γ

PARTS OF THE BODY

Δ◦C◦"ΔbσΓ"Γ◦ - index finger - plural

Δ◦)Δ"Δb◦ - index finger -

Ρ◦Γl◦ - middle finger -

C◦)Δ◦Γl◦ - middle finger -

ΘΔΓl◦ - middle finger -

Δ◦b◦Γl◦ - fourth finger -

Δ◦b◦Γl◦ - fourth finger -

Δ◦b◦Γl◦ - fourth finger -

Γ<◦L - thigh -

ΓΓb◦ - knee -

Γ◦b◦ - leg -

Γμc - foot -

ΔΛΛb◦σq b◦ - backbone -

<◦Δ◦b◦ - backbone -

<◦Δ◦b◦ - spine -

<◦Δ◦b◦Γ - spinal cord -

L◦ρb◦ - chest -

ΓU" - heart -

Δ◦d◦ - liver -

Δ<◦ - lung -

L◦C◦, Δ◦C◦ - stomach -

L◦C◦, Δ◦C◦ - stomach -

CC d◦ - kidney -

ΓΩΩd◦ - kidney -

ΓCP◦ - intestine -

ΓμΓ◦ - big toe -

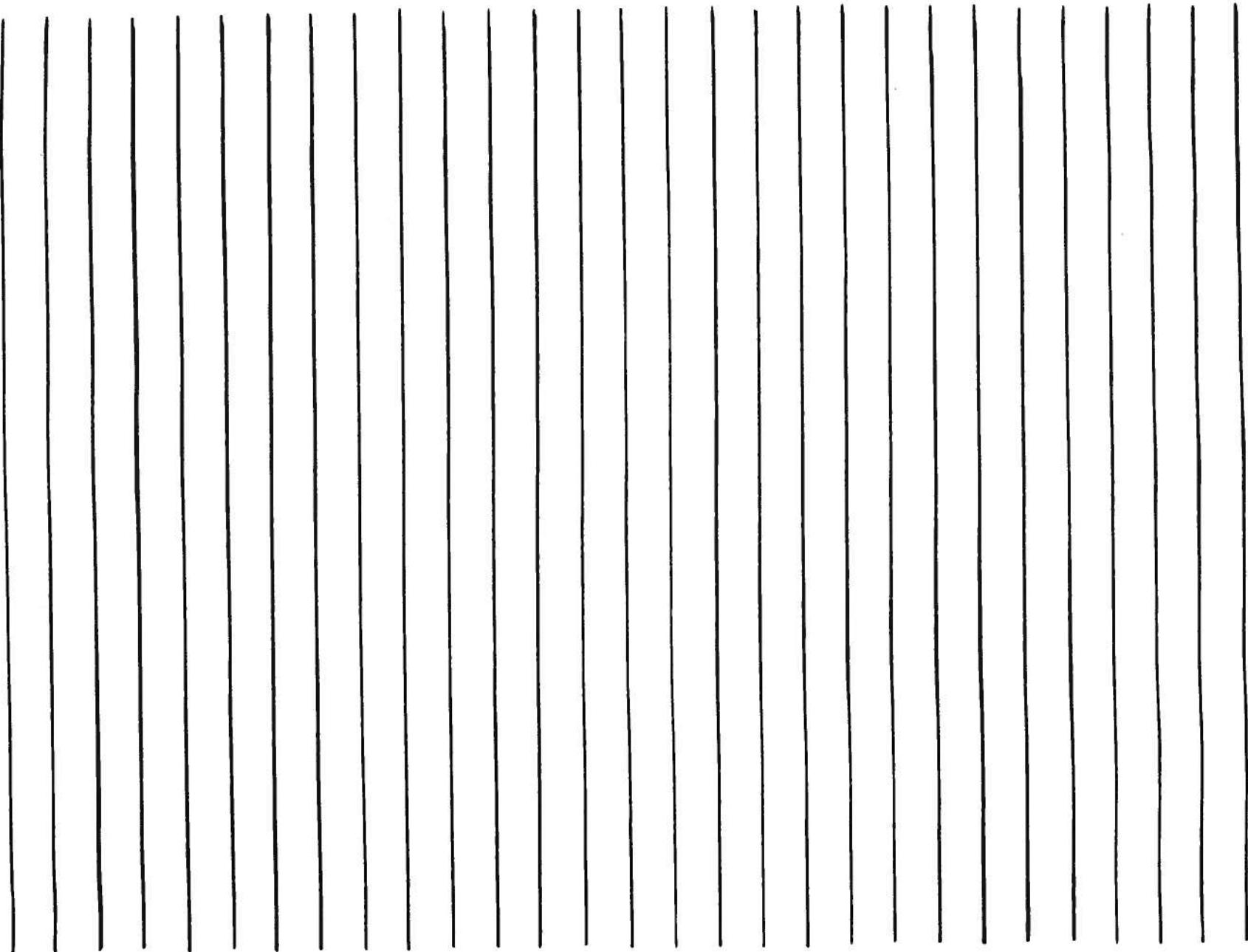
Γ>ΡμΓ◦ - toe -

ΓΡμΓ◦ - toe nail -

Γb◦ - finger nail -

Ля "д" дядя.

Write the words.



The page features two sets of horizontal lines for handwriting practice. The top set consists of 20 vertical lines, each with a solid top and bottom line and a dashed midline. The bottom set consists of 15 vertical lines, also with solid top and bottom lines and a dashed midline. Both sets of lines are evenly spaced across the page.



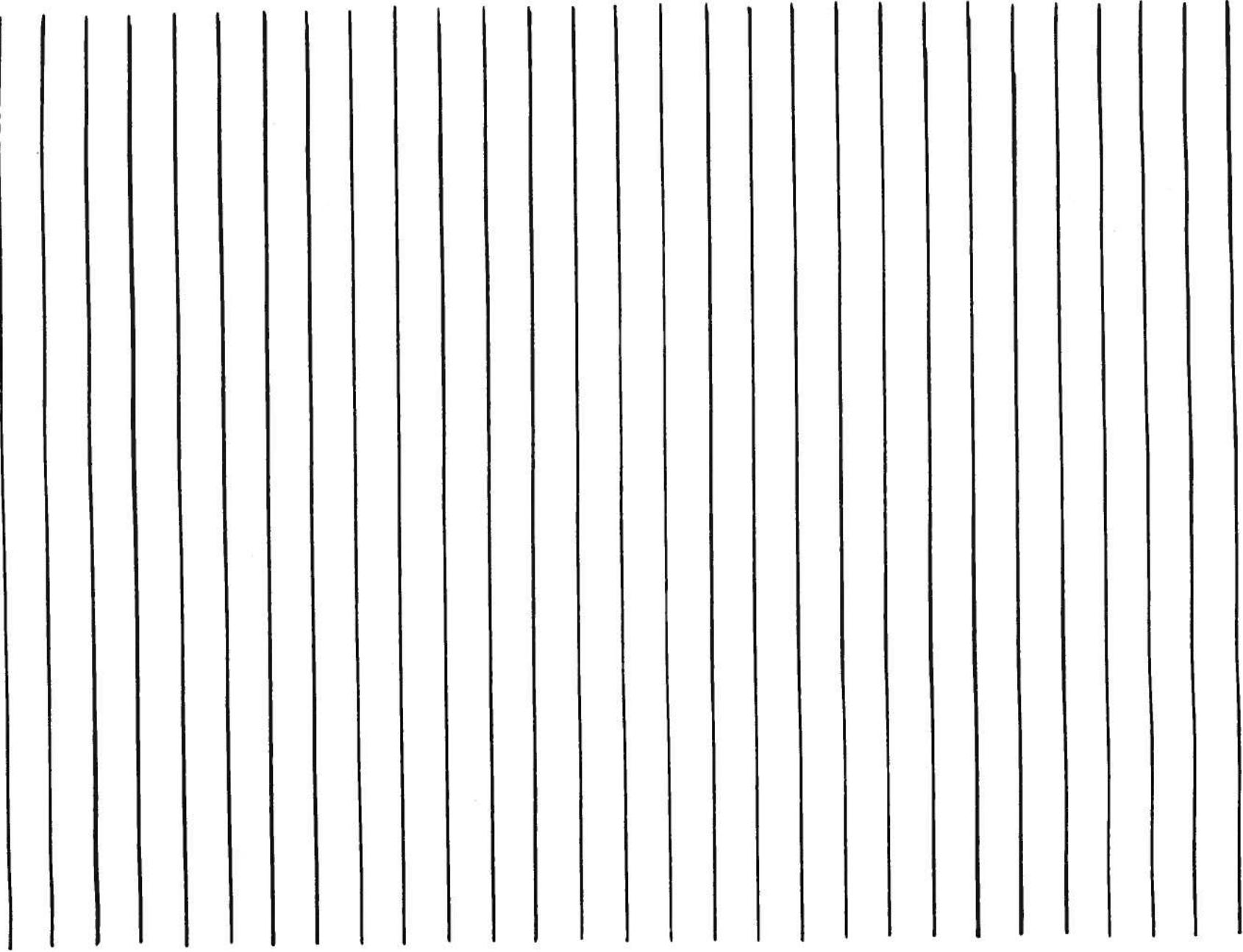
<<ρ b <ŋρ ḡ> oΔ•b ḡ> oΔ•b ḡ> " ḡ

PARTS OF THE BODY

▷\ bσ/\r	-	bone marrow	-	plural
ṛ d	-	blood	-	
ṛ dΔ•a	-	spit	-	
Δ•ṛ n•a	-	brain	-	Δ•ṛ n•a
ṛ n•a	-	brain	-	ṛ n•a
lΓC•a>r b•a	-	mind	-	lΓC•a>r b•a
ṛ b•	-	spirit	-	ṛ b•
ṛ l d'Δ•	-	soul	-	ṛ l d'Δ•
Δ•ṛ ,	-	flesh	-	
ṛ v•Δ•a	-	sweat	-	
ṛ C p'	-	bowel	-	ṛ C p'

L, r, J, a, " , <, △, U, Δ, •, a, .

Write the words.



A series of vertical lines for handwriting practice, arranged in two rows. The top row contains 18 lines, and the bottom row contains 15 lines. The lines are evenly spaced and extend from the top edge of the page down to the bottom edge.



C_ra\ \cap b\cdot

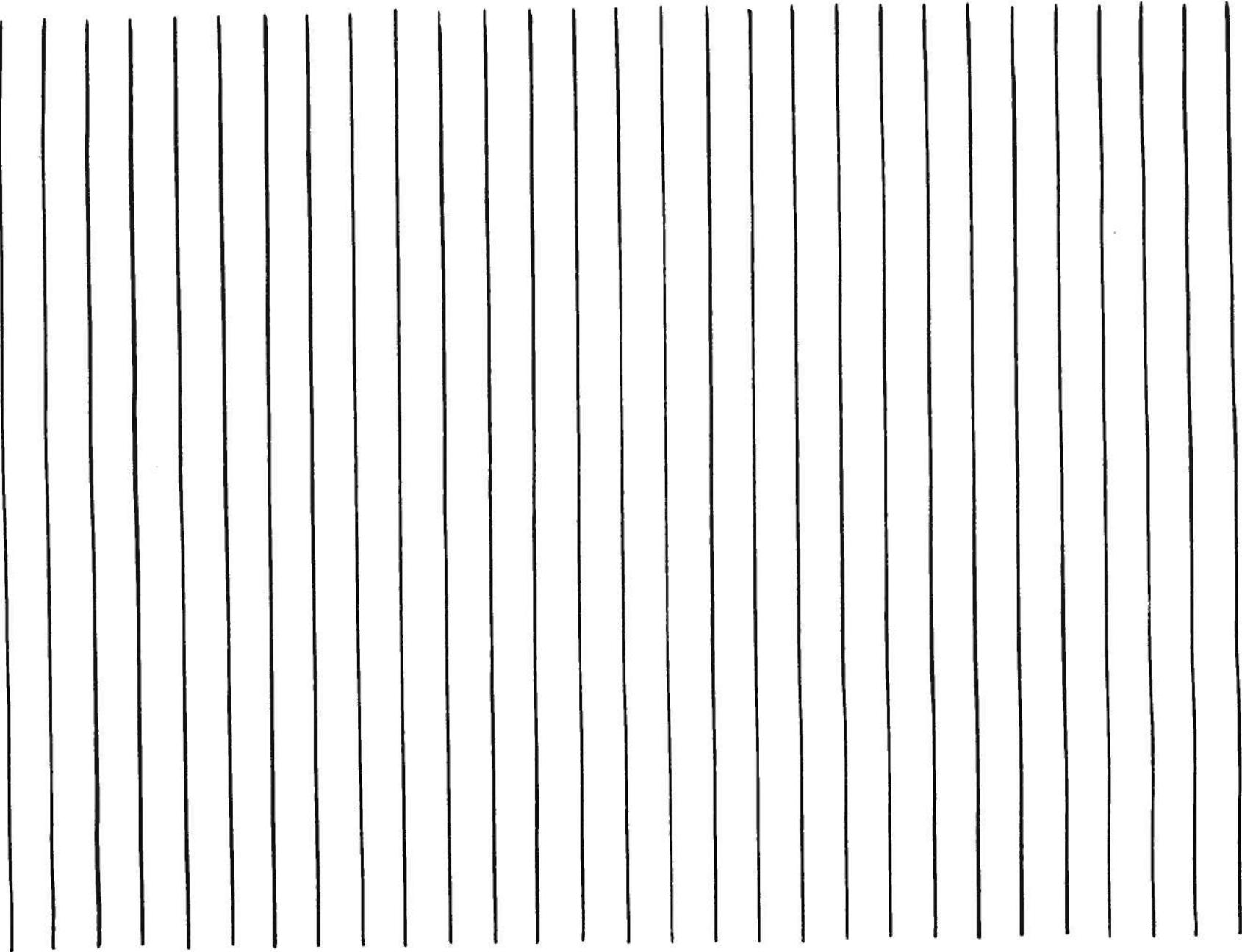
COLORS

Γ̄b ^{••}	-	red
Δ̄•\ \wedge\ \dot{b}\ \bullet\ \circ	-	white
Γ̄\ \wedge\ "b\ \bullet\ \circ	-	blue
Δ\ \rho\ "C\ \dot{b}\ \bullet\ \circ	-	green
Δ̄•\ >\ \dot{\Delta}\ \dot{\Delta}\ \bullet\ \circ	-	yellow
Δ̄•\ \triangleright\ \Gamma\ \dot{b}\ \bullet\ \circ	-	purple
b\ \rho\ U\ \dot{\Delta}\ \bullet\ \circ	-	black
Δ\ \dot{\Delta}\ \dot{\Delta}\ \bullet\ \circ	-	orange
b\ \rho\ U\ D\ \dot{\Delta}\ \dot{\Delta}\ \bullet\ \circ	-	brown
Δ̄•\ \wedge\ \rho\ \tau\ \sigma\ \dot{\Delta}\ \bullet\ \circ	-	silver
Δ̄•\ \wedge\ \dot{a}\ b\ \bullet\ \circ	-	light
b\ \rho\ U\ \Delta\ \bullet\ \dot{a}\ b\ \bullet\ \circ	-	dark



LuUa "d uUA • a.

Write the words.



The page features two sets of horizontal lines for handwriting practice. The top set consists of 20 vertical lines, each with a solid top and bottom line and a dashed midline. The bottom set consists of 15 vertical lines, also with solid top and bottom lines and a dashed midline. These lines provide a guide for letter height and placement.



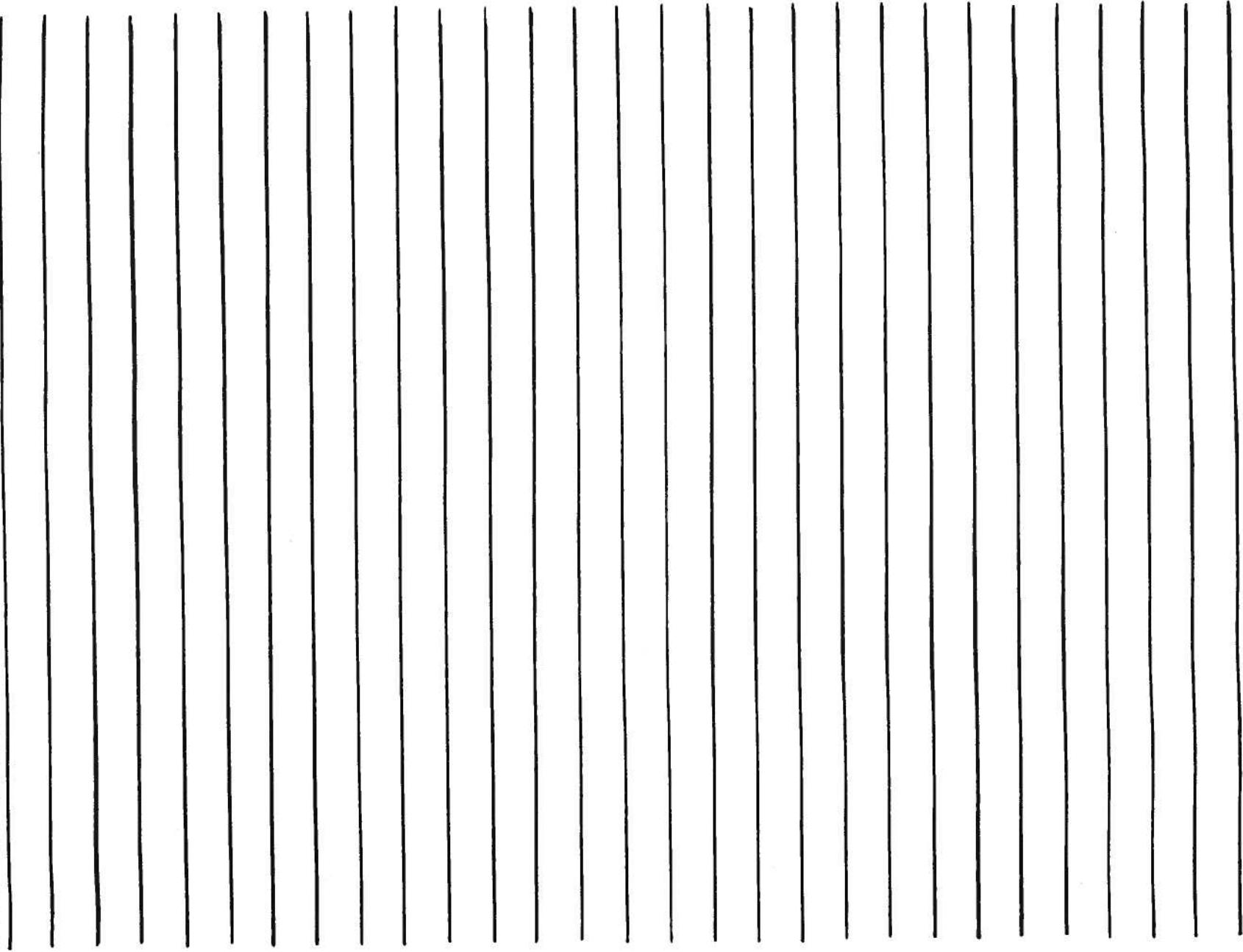
C₂A₁N₁b.

COLORS

<u>Animate</u>	singular	<u>Color</u>	<u>Inanimate</u>	singular
◊•ʌʌ R ^o	-	white	-	◊•ʌʌ b ^o
Γ d ^o	-	red	-	Γ "b ^o
ρ"ɛʌ"r ^o	-	blue	-	ρ"ɛ"b ^o
◊ʌ R" C d ^o	-	green	-	◊ʌ R" C b ^o
◊•ɔʌΔ•r ^o	-	yellow	-	◊•ɔʌΔ•d ^o
◊•ɔʌΔ•Γ r ^o	-	purple	-	◊•ɔʌΔ•Γ b ^o
bʌ R U r ^o	-	black	-	bʌ R U d ^o
◊ʌΔ•r ^o	-	orange	-	◊ʌΔ•d ^o
bʌ R U Δ•d ^o	-	brown	-	bʌ R U Δ•d ^o
◊•ʌʌ R"σΔ•r ^o	-	silver	-	◊•ʌʌ R"σΔ•d ^o
◊•ʌʌ d ^o	-	light	-	◊•ʌʌ b ^o
bʌ R U Δ•d ^o	-	dark	-	bʌ R U Δ•d ^o

L舅a."△△U△•a.

Write the words.



The page features two sets of horizontal lines for handwriting practice. The top set consists of 20 vertical lines, each with a solid top and bottom line and a dashed midline. The bottom set consists of 15 vertical lines, also with solid top and bottom lines and a dashed midline. Both sets of lines are evenly spaced across the page.



C_a ∩ b.

COLORS

Inanimate singular

අං්‍යාං්‍ය බෝ - It is white.

ගැන්ංං බෝ - It is red.

සුංං බෝ - It is blue.

ඇත් ප්‍රේස්ං බෝ - It is green.

ඇත් ගැංං බෝ - It is yellow.

ඇත් ඡාංං ගැන්ංං බෝ - It is purple.

බුං ප්‍රංං ගැංං බෝ - It is black.

ඇත් ගැංං බෝ - It is orange.

බුං ප්‍රංං ගැංං බෝ - It is brown.

ඇත් එංං ප්‍රංං ගැංං බෝ - It is silver.

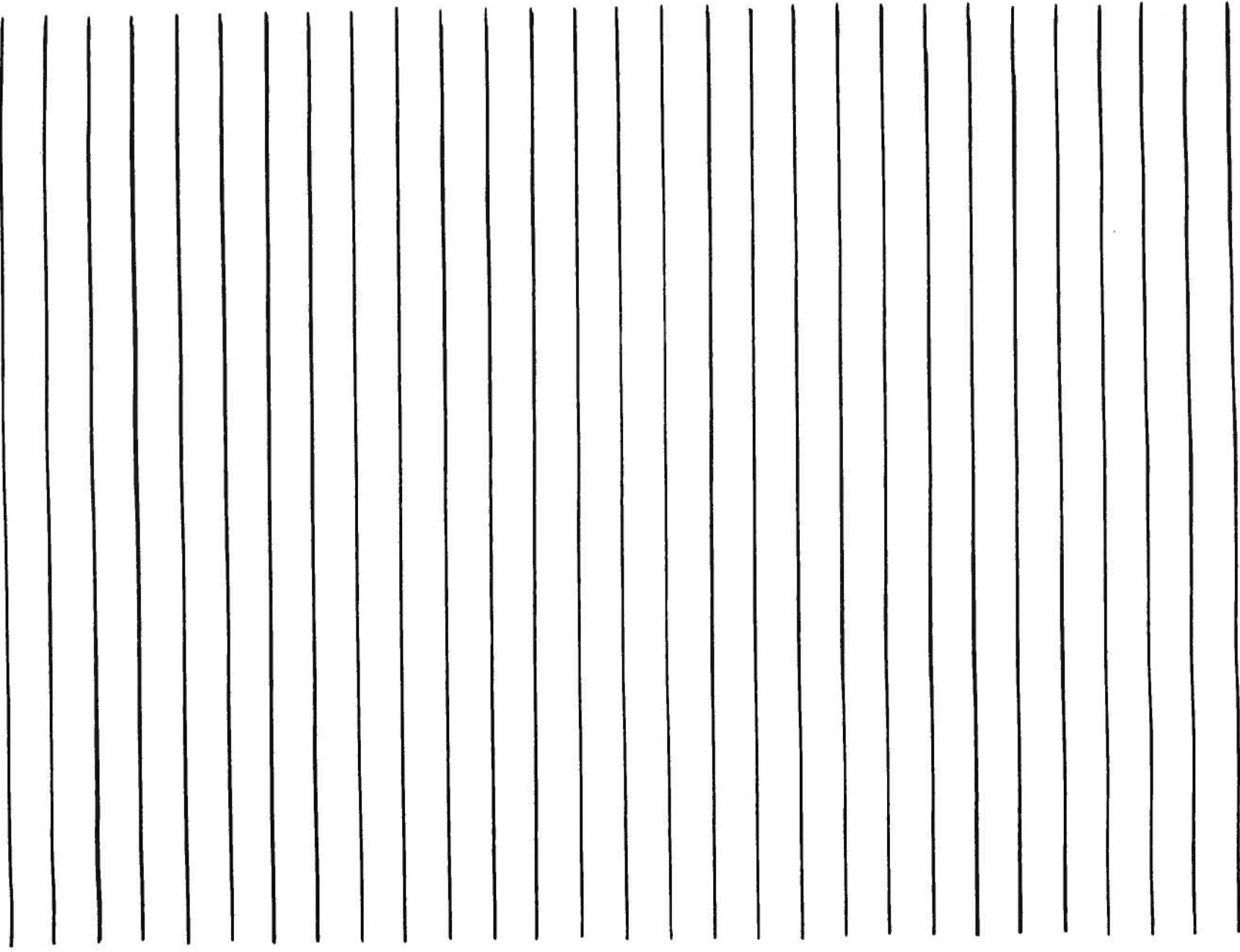
ඇත් ඇංං බෝ - It is light.

බුං ප්‍රංං ගැංං බෝ - It is dark.



Lu'a"o △U△•a.

Write the words.



A series of vertical lines intended for handwriting practice. There are 20 lines in total, arranged in two rows of 10. The top row consists of solid vertical lines, while the bottom row consists of dashed vertical lines. This provides a visual guide for letter height and placement.



COLORS

COLORS

Animate singular

◊•ʌ̄p̄o - He / she / it is white.

Γd̄o - He / she / it is red.

ΛΛ" d̄o - It is blue

Δk p" C d̄o - It is green.

◊•>hΔ•d̄o - It is yellow.

◊•ɔΔ•Γd̄o - It is purple.

b̄p̄Ud̄o - He / she / it is black.

▷h̄d̄o - It is orange.

b̄p̄UDh̄d̄o - He / she / it is brown.

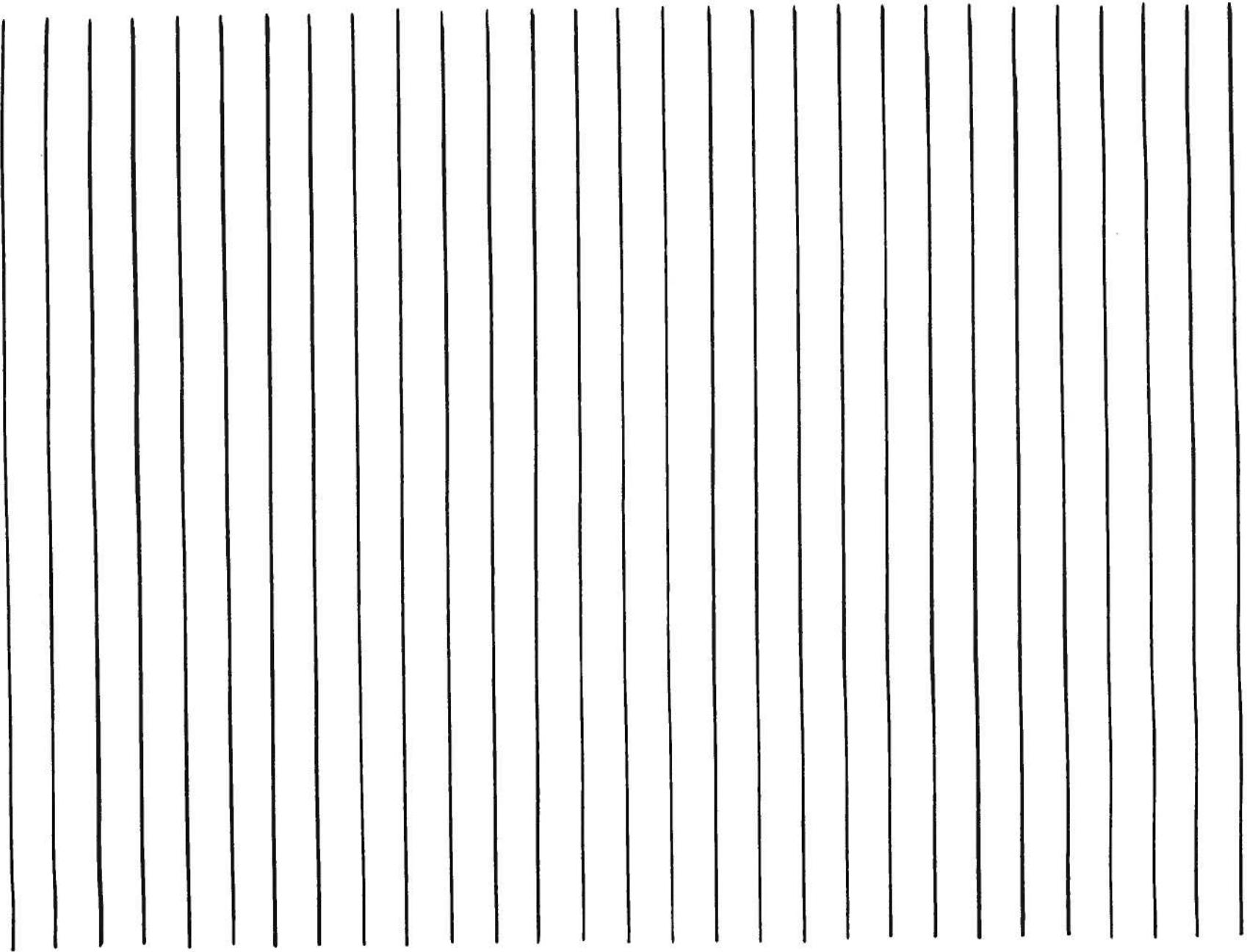
◊•ʌ̄p̄r̄σd̄o - It is silver.

◊•ʌ̄d̄o - It is light.

b̄p̄UΔ•d̄o - It is dark.

L, J, a "d" d U A • a.

Write the words.



The page features a series of vertical lines intended for handwriting practice. There are two sets of lines: a top set consisting of a solid top line and a dashed midline, and a bottom set consisting of a solid bottom line and a dashed midline. These lines are spaced evenly down the page, providing multiple rows for practicing letter formation and alignment.



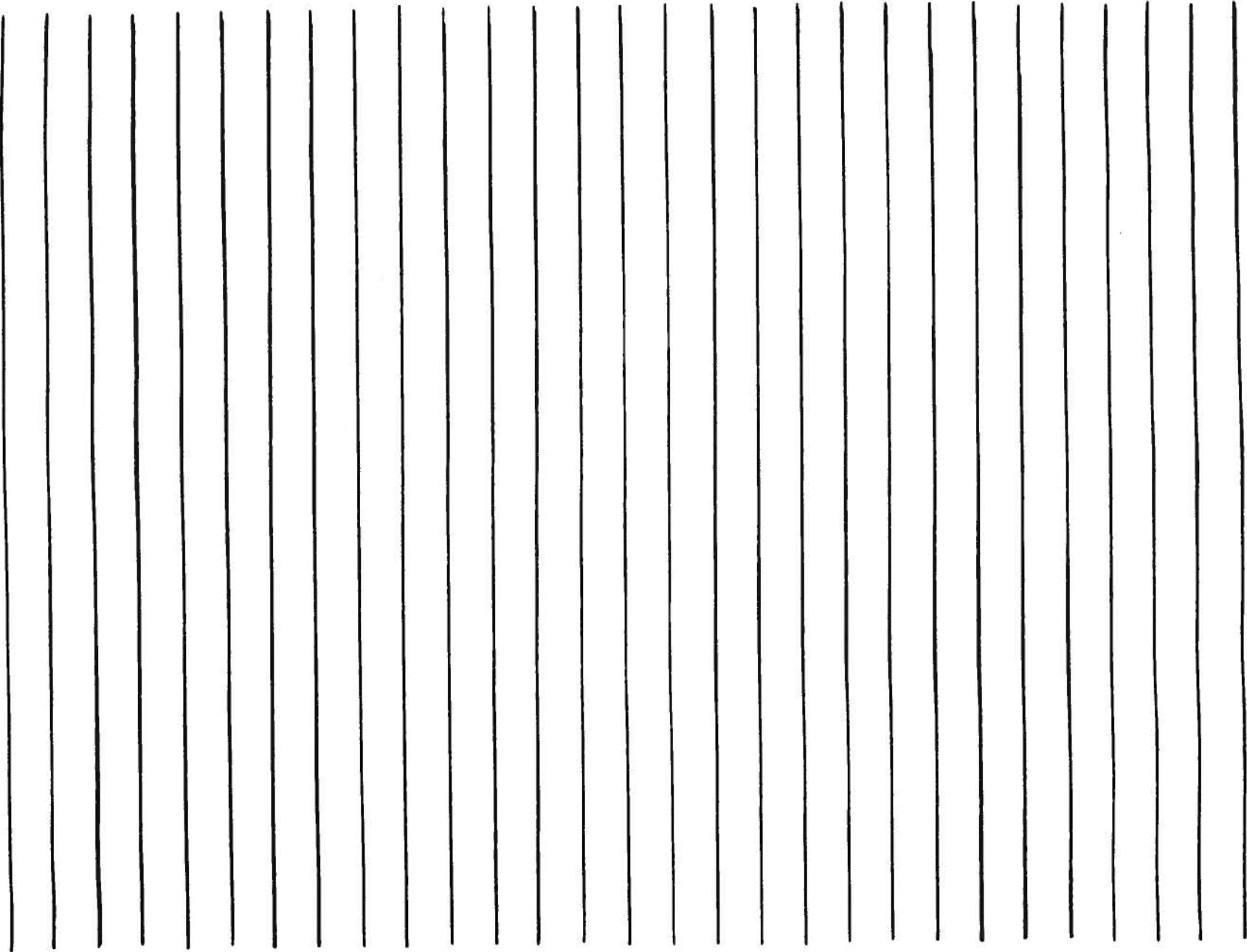
Colors

COLORS

<u>Animate</u>	plural	<u>Color</u>	<u>Inanimate</u>	plural
◊•ʌʌ pɹʌd•b	-	white	-	◊•ʌʌ b◊•
Γ" dɹʌd•b	-	red	-	Γ" b•◊•
ɹʌ" dɹʌd•b	-	blue	-	ɹʌ" b•◊•
◊•ɹ" C dɹʌd•b	-	green	-	◊•ɹ" C b•◊•
◊•>hΔ•dɹʌd•b	-	yellow	-	◊•>h◊•◊•
◊•ɔΔ•Γ•b•d•b	-	purple	-	◊•ɔΔ•Γ•b•◊•
b•ɹUd•b	-	black	-	b•ɹU◊•◊•
◊•d•b•d•b	-	orange	-	◊•d•◊•◊•
b•ɹUd•h•d•b	-	brown	-	b•ɹUd•h•◊•◊•
◊•ʌʌ pɹʌd•b•d•b	-	silver	-	◊•ʌʌ pɹʌd•b•◊•◊•
◊•ʌʌ dɹʌd•b	-	light	-	◊•ʌʌ b•◊•◊•
b•ɹUΔ•d•d•b	-	dark	-	b•ɹUΔ•d•d•b•◊•◊•

L' a " d u a .

Write the words.



The page features a series of vertical lines intended for handwriting practice. There are two sets of lines: a top set consisting of a solid top line and a dashed midline, and a bottom set consisting of a solid bottom line and a dashed midline. These lines are evenly spaced across the page, providing a guide for letter height and placement. The first few lines on each set contain the text 'L' a " d u a .' for tracing.



Colors

Animate plural

dot dot dot dot dot - They are white.

Gamma dot dot dot dot dot - They are red.

lambda dot dot dot dot dot - They are blue.

Delta rho C dot dot dot dot dot - They are green.

dot dot dot Delta dot dot dot dot dot - They are yellow.

dot dot Gamma dot Gamma dot dot dot dot dot - They are purple.

beta rho U dot dot dot dot dot - They are black.

dot dot dot dot dot dot dot dot dot - They are orange.

beta rho U Delta dot dot dot dot dot - They are brown.

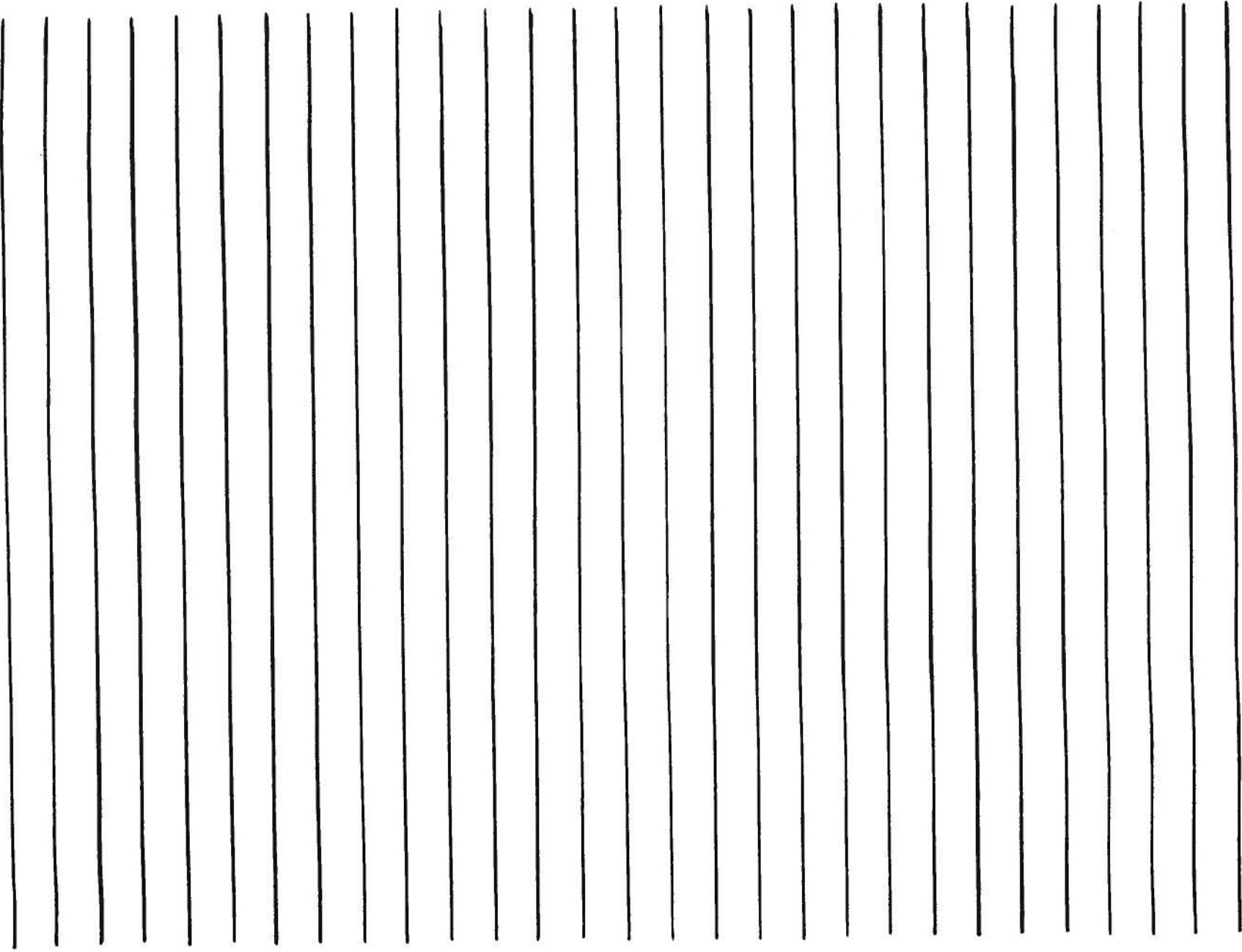
dot dot dot rho sigma dot dot dot dot dot - They are silver.

dot dot dot dot rho dot dot dot dot dot - They are light.

beta rho U Delta dot dot dot dot dot - They are dark.

L'α"▷ ΔUΔ •₂.

Write the words.



A series of vertical lines intended for handwriting practice, spaced evenly across the page. There are 20 lines in total, starting from the top edge and ending near the bottom edge of the page.



Colors

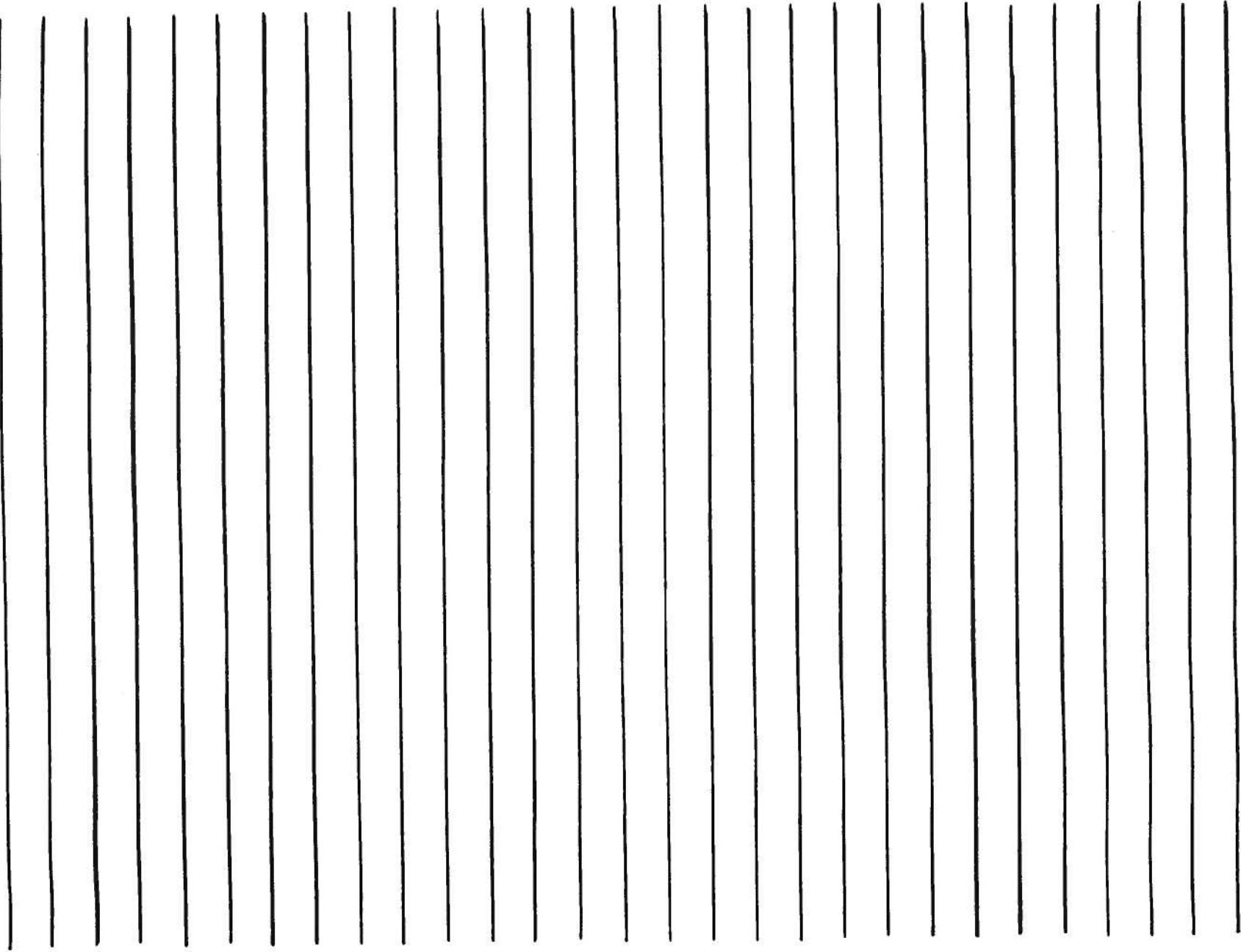
COLORS

Inanimate plural

- | | | |
|--------|---|------------------|
| ◊•Λ◊◊ | - | They are white. |
| Γ◊◊◊ | - | They are red. |
| ρ◊◊◊ | - | They are blue. |
| ◊◊ρ◊◊ | - | They are green. |
| ◊◊>◊◊◊ | - | They are yellow. |
| ◊◊◊◊◊◊ | - | They are purple. |
| ◊◊◊◊◊◊ | - | They are black. |
| ◊◊◊◊◊◊ | - | They are orange. |
| ◊◊◊◊◊◊ | - | They are brown. |
| ◊◊◊◊◊◊ | - | They are silver. |
| ◊◊◊◊◊◊ | - | They are light. |
| ◊◊◊◊◊◊ | - | They are dark. |

L'α"▫ ΔUΔ • α.

Write the words.



A series of vertical lines intended for handwriting practice, spaced evenly down the page. There are 20 lines in total, starting from the top and ending near the bottom of the page.



