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MINISTRY OF EDUCATION



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UAE PHONICS



Grade
01

UAE Phonics Book

English Language

Coursebook

Grade 01

Volume 3

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Introduction to UAE Phonics Programme

This course will provide learners with the essential language skills required to read and write with confidence. Through the materials provided, learners' literacy skills will be developed through interactive activities and independent learning. The materials focus on phonics, basic word groups and builds on this foundation throughout the course, supplemented with other essential skills for literacy.

Icons

There are some icons in the book that you will need to know.

The listening icon  shows that you have to listen to an audio track. The number shows which track to listen to.

The speaking icon  shows that you have to do a speaking activity.

The PCM icon  shows that you have to use one of the worksheets from the Teacher Handbook for the activity. The number shows which PCM to use.

Phonics Song

The Phonics Song is provided as an additional teaching tool for learners to become familiar with the phonics sounds through music. Actions can be made for each sound, so learners become increasingly familiar with them.

Course Guide

Phonics Focus

Structured sets of phonemes and graphemes are an integral feature of the course and will be applied through a variety of methods of learning, including blending, segmenting, word families and rhyming. It is essential that phonics is practised and reinforced throughout the entirety of the course.

High Frequency Words

An awareness of the most commonly used High Frequency Words will be incorporated throughout the course. Recognition of these words will enable learners to become faster and more fluent readers.

Handwriting Practice

Learners are supported through the basics of letter formation and penmanship. The course aims to develop fine motor skills and provide learners with the ability to write independently and with confidence.

Sentence Structure

Syntax is reinforced through repetition and progressively challenging activities that provide learners with the tools needed to create their own sentences while continuing their language learning.

Reading Comprehension

Relatable reading tasks and comprehension activities have been designed to challenge learners and enhance listening, speaking and writing skills. Through reading comprehension learners will build on their vocabulary, practise pronunciation and develop grammar knowledge.

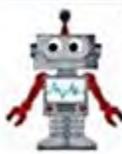
Phonics Focus - A-Z Review

Activity 1

Sing the alphabet song.

Activity 2

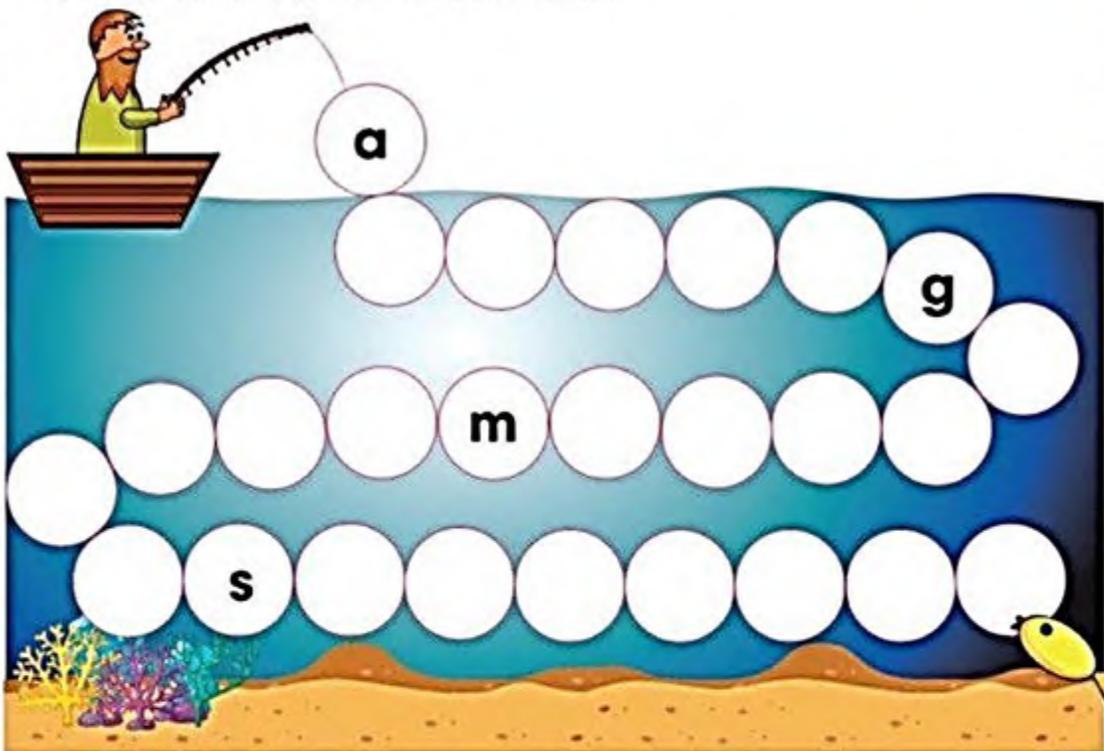
Say the sounds and the words to move around the board.

Start 	a 	b 	c 
d 	e 	f 	g 
h 	i 	j 	k 
l 	m 	n 	o 
p 	q 	r 	s 
t 	u 	v 	w 
x 	y 	z 	Finish 

Phonics Focus - A-Z Review

Activity 3

Write the letters to help the man catch a fish.



Activity 4

Paste the words in the correct order (a-z).

1.	2.	3.
4.	5.	6.

High Frequency Words

Activity 1

Listen and repeat.

me

do

big

dad

down

Activity 2

Find the High Frequency Words in the picture.



Activity 3

Listen to the sentences. Fill in the gaps using words from the box.

me

do

big

dad

down

1. Ali sits _____ on a chair.
2. Zara has a _____ pool.
3. Give the blue book to _____.
4. What toys _____ you like?
5. My mum and _____ like cheese.

Activity 4

Practise saying the High Frequency Words. Tick the words that you know.

me

do

big

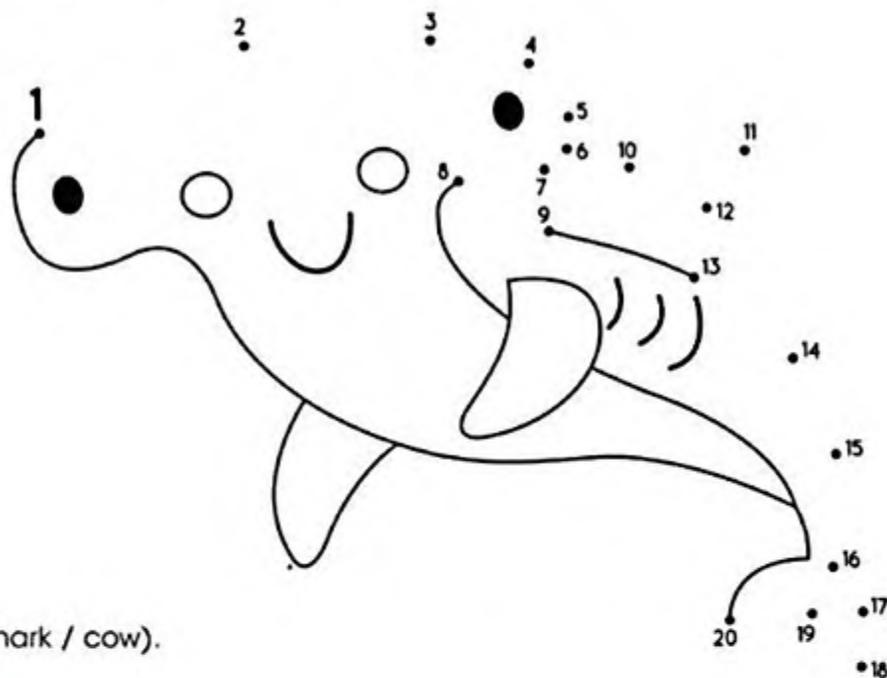
dad

down

Numbers Review

Activity 1

Join the numbers from 1-20. Then, circle the answer.



It is a (shark / cow).

Activity 2

Write the words under the numbers.

fifteen	nineteen	sixteen	eleven	twenty
thirteen	twelve	fourteen	seventeen	eighteen

1. 	2. 	3. 	4. 	5. 
_____	_____	_____	_____	_____
6. 	7. 	8. 	9. 	10. 
_____	_____	_____	_____	_____

Review

Activity 1

Use the words in the box to talk about the fish.

red yellow green
 blue brown
 black white purple
 orange pink



Activity 2 13

Paste the correct words into the boxes.

1. 	
3. 	
5. 	
7. 	

2. 	
4. 	
6. 	
8. 	

Activity 3

Write the words from Activity 2 in the correct order (a-z).

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Notes

Phonics Focus - A-Z Review

Activity 1 14

With a partner, make words with the cards. Then, say the words.

Activity 2

Listen to the words and clap the syllables. Then, write the number of syllables.

1.  <input type="text"/>	2.  <input type="text"/>	3.  <input type="text"/>	4.  <input type="text"/>	5.  <input type="text"/>
---	---	---	--	---

Activity 3

Say the words and count the syllables. Then, write the words in the table.

elephant	arrow	rectangle
robot	gorilla	seven
hat		
brown	cow	thirteen
		iguana
		tree

1 syllable	2 syllables	3 syllables
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

High Frequency Words

Activity 1

Listen and repeat.

when

it's

see

looked

very

Activity 2

Write the missing letters.

1.



2.



3.



4.



5.



Activity 3

Find the High Frequency Words.

*I like to go to Jebel Jais when it's cold.
I can see the mountains.
One day, I went with my family.
It looked very nice.*



Activity 4

Listen to the sentences. Fill in the missing High Frequency Words.

1. I can _____ zebras at the zoo.
2. The girl is _____ sleepy after school.
3. _____ are you going to the mall?
4. _____ under the tree.
5. The king _____ at the tiger.

Colours & Shapes Review

Activity 1

Fill in the missing colour words. Use the words in the box.

red yellow green blue
brown purple orange pink

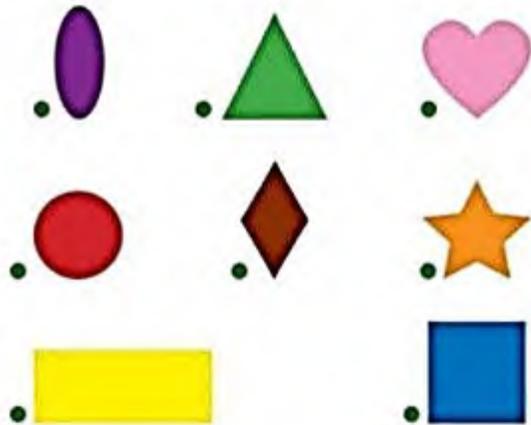


- The apple is _____.
- The table is _____.
- The books are _____.
- The bag under the table is _____ and orange.
- The pencils are red, green, _____, _____ and _____.

Activity 2

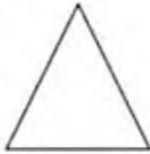
Match the words to the shapes.

- oval ●
- square ●
- star ●
- circle ●
- triangle ●
- heart ●
- diamond ●
- rectangle ●



Activity 3

Listen and colour the shapes.

- 
- 
- 
- 
- 
- 
- 
- 

Let's Read

Activity 1

Look at the picture. What can you see? Talk about the picture with a partner.



*My name is Salma.
I like to fly kites.
I go to the park to fly my kite.
I meet my friends at the park.
These are my friends, Alia and Haza.
I have a red kite.
Alia has a purple kite.
Haza has a kite too.
It is green and orange.*

Activity 2

Read the story. Who is the story about? Point to the person in the picture.

Activity 3

Choose a name for the story. Then write it on the line.

1. Green Stars

2. Five Fish

3. Salma Likes Kites

Activity 4

Read the story again. Then, fill in the gaps.

1. Salma likes to fly _____.
2. She goes to the _____ to fly her kite.
3. She meets her _____ at the park.
4. Salma has a _____ kite.
5. Alia has a _____.

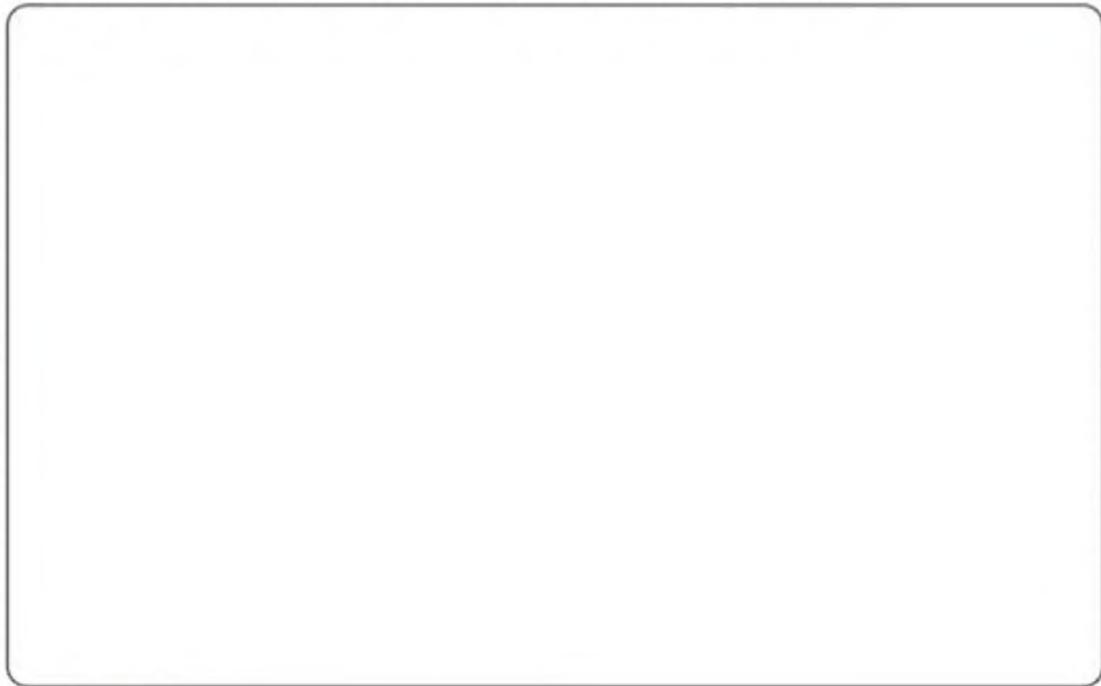
Activity 5

Write a sentence about Haza's kite.

Let's Write

Activity 1

Draw a picture of you and your friends. What do you like to do?



Activity 2

Complete the sentences about your picture.

My name is _____ . I like to _____ .

These are my friends, _____ and _____ .

Activity 3

Talk about your picture with a partner.

My name is Hamad.

I like to play football.



These are my
friends, Afra and Hessa.



Notes

Short Vowels - a, e, i, o, u

Activity 1

Listen to the words. Circle the correct vowel sounds.

1. a e i o u
2. a e i o u
3. a e i o u
4. a e i o u
5. a e i o u

Activity 2

Write vowels to complete the words.

1.  s__n	2.  c__t	3.  k__d	4.  l__g
5.  w__b	6.  j__t	7.  p__t	8.  v__n

Activity 3

Say the sounds. Circle the pictures that have the sounds.

1. a			
2. e			
3. i			
4. o			
5. u			

High Frequency Words

Activity 1

Listen and repeat.

look

don't

come

will

into

Activity 2

Read the clues and write the High Frequency Words.

1. Which word begins with c? _____

2. Which word ends with o? _____

3. Which word begins with l? _____

4. Which word ends in l? _____

5. Which word has ' ? _____

Activity 3

Find the High Frequency Words.

Do you want to come to the zoo?

We will look at the gorillas!

Get into the car.

We don't want to be late.

Let's go!



Activity 4

Listen to the sentences. Fill in the missing High Frequency Words.

1. She _____ take a photo on my phone.

2. Put the pen _____ your bag.

3. _____ upstairs to see my toys.

4. We will _____ at the ducks.

5. _____ sit there.

Feelings

○ Listen to your teacher. Say the words. Learn the words.

Activity 1

Listen and repeat.

		
happy	sad	angry
		
excited	scared	sleepy

Activity 2

Match the sentences to the pictures.

1. She is scared. ●



2. He is sad. ●



3. She is angry. ●

4. He is excited. ●

5. She is happy. ●

6. He is sleepy. ●

Activity 3

Tell your partner how you feel. Show each feeling on your face.

How are you?



I am excited.



Feelings

Activity 4

Circle the correct pictures.

- | | | | | | |
|----------|---|---|------------|--|---|
| 1. sad |  |  | 2. excited |  |  |
| 3. happy |  |  | 4. sleepy |  |  |
| 5. angry |  |  | 6. scared |  |  |

Activity 5

Read the sentences and draw faces.

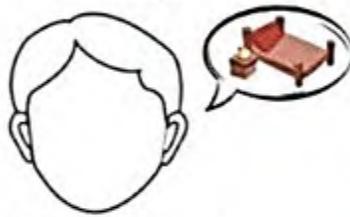
1. He is happy.



2. She is sad.



3. He is sleepy.



4. She is excited.



5. He is angry.



6. She is scared.



Activity 6

Write sentences about the pictures.

- 

He is _____
- 

She _____
- 

Let's Read

Activity 1

Look at the picture. What can you see? Talk about the picture with a partner.



Dilly the Dragon

This is Dilly. Dilly is a happy dragon. She sees a butterfly. She is excited. The butterfly flies away. Dilly is sad. Dilly sees a mouse. She is scared. She huffs and puffs. She is angry. Dilly is sleepy. It's time to go to bed!

Activity 2

Read the story. Circle the correct answers.

1. Dilly is a (happy / sad) dragon.
2. She is (angry / excited) when she sees a butterfly.
3. Dilly is (sleepy / sad) when the butterfly flies away.
4. Dilly is (scared / sad) when she sees a mouse.
5. She huffs and puffs when she is (happy / angry).
6. Dilly is (sleepy / excited) so it's time to go to bed.

Activity 3

Read the story again. Tell the story to your partner.

This is Dilly.



Dilly is a happy dragon.



Let's Write

Activity 1

Look at the picture. Write the words. Use the words in the box.

lemon

ball

kite

girl

foot

sun

tree

boy

dog

shoe



Activity 2

List any other things in the picture that you know.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Activity 3

Read this sentence. *I can see a boy and a girl.*

Write another sentence about the picture.

Beginning Sounds

Activity 1

Write the beginning sounds for each of these words.

1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 

Activity 2

Listen to the words. Circle the correct sounds.

- | | | | |
|----|----|----|----|
| 1. | b | d | p |
| 2. | ph | s | f |
| 3. | w | v | th |
| 4. | k | qu | c |
| 5. | g | j | y |

Activity 3

Work with a partner to write three words that begin with each sound.

m	g	e	sh
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

High Frequency Words

Activity 1

Listen and repeat.

back

from

children

him

if

Activity 2

Read the clues and write the High Frequency Words.

1. Which word has eight letters? _____

2. Which word ends with k? _____

3. Which word has two letters? _____

4. Which word begins with f? _____

5. Which word has three letters? _____

Activity 3

Find the High Frequency Words.

*The children are happy.
They are coming back from the zoo.
Dad drives the car.
They ask him for ice cream.
They can have ice cream if they are hungry.*



Activity 4

Listen to the sentences. Fill in the missing High Frequency Words.

1. The _____ like to play in the pool.

2. Go to bed _____ you are sleepy.

3. I am excited to go _____ to the toy shop.

4. Give _____ a pen.

5. Who is the book _____ ?

Pronouns

- Listen to your teacher. Say the words. Learn the words.
- **All** is happy → **He** is happy

I	you	he	she	It
				

Activity 1

Find the pronouns.



t n e l x m a e j y o u n c h e p a i t g t s h e

Activity 2

Circle the correct words.

1. 	2. 	3. 
I it	it she	she he

Activity 3 ✂️ 15 🗨️

Pick a card and practise making sentences with a partner.

He is
excited.



She is
happy.



Let's Read

Activity 1

Look at the picture. What can you see? Talk about the picture with a partner.



Play Time

The children like to play with toys.

Zayed likes to play with cars. He has a purple car, a green car and a red car. He likes the purple car.

Moza has a doll. She gives it tea in a cup.

Sultan likes to play with dinosaurs. He likes to play with Zayed's red car.

The children share their toys.



dinosaur



share

Activity 2

Read the story. Draw lines to match the questions to the correct answers.

- | | |
|---------------------------------------|--------------------------------------|
| 1. What do the children like to do? | Sultan likes to play with dinosaurs. |
| 2. What does Zayed like to play with? | She has a doll. |
| 3. What does Moza have? | The children share their toys. |
| 4. Who likes to play with dinosaurs? | The children like to play with toys. |
| 5. What do the children share? | He likes to play with cars. |

Activity 3

Read the story again. Can you see any pronouns? Circle the pronouns in the story.

Let's Write

Activity 1

Look at the pictures and read the sentences. Answer the questions.

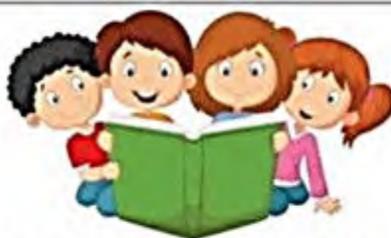
1.



Bees like to eat honey.

What do you like to eat?

2.



The children like to read books.

What do you like to do?

3.



Butti likes to play with his train.

What toy do you like to play with?

4.



Ahmad likes to play with Hamdan.

Who do you like to play with?

Activity 2

Use Activity 1 to ask your classmates questions.

What do you like to do?



I like to play football.

Notes

Sounds in Words

Activity 1

Listen to the words. Circle the ending sounds.

1. 	2. 	3. 
p n t	p t d	t h m
4. 	5. 	6. 
c s o	ff ss ll	sh wh th

Activity 2

Write the ending letters for each word.

1. 	2. 	3. 	4. 
fro__	lio__	lea__	quee__

Activity 3

With a partner say the words. Then, write the words in the correct place.



ends with x	ends with p	ends with ll
_____	_____	_____
_____	_____	_____
_____	_____	_____

Sounds in Words

Activity 4

Look at the words. Circle the letters in the middle of the words.

cat

ant

fox

kid

seven

shell

yellow

Activity 5

Listen to the words. Write the middle sounds.

1.

2.

3.

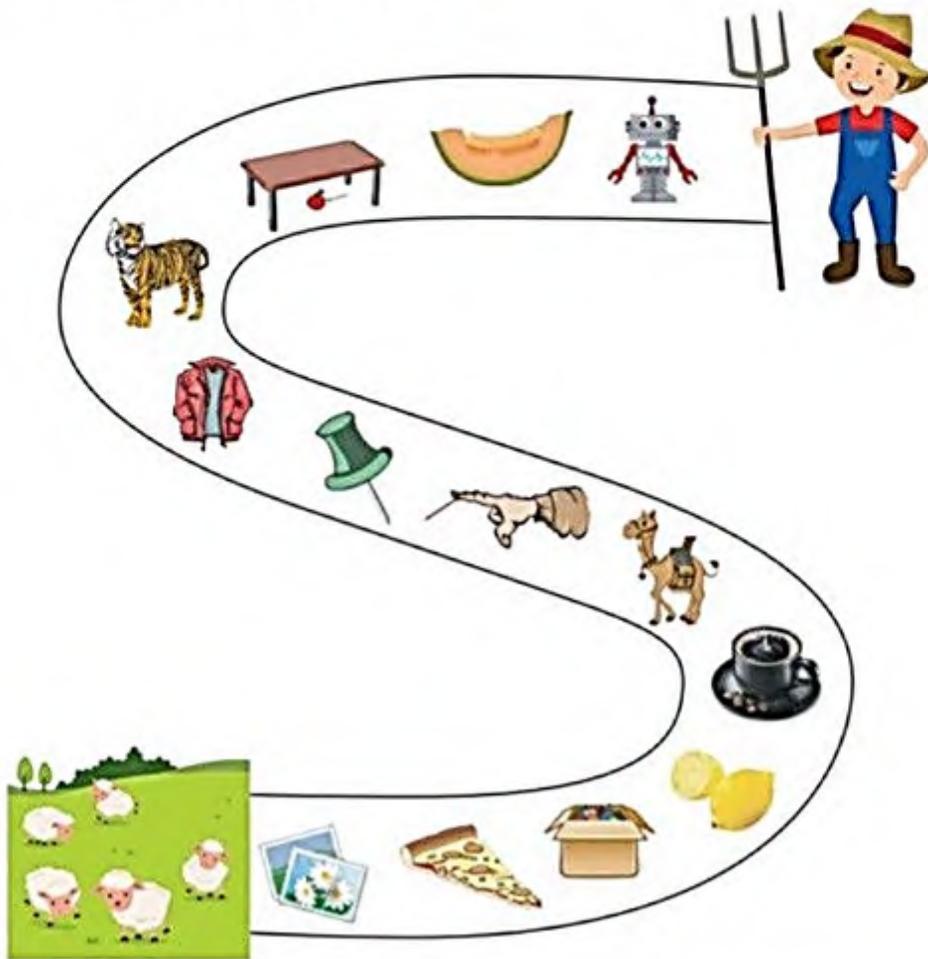
4.

5.

Activity 6

With a partner, help the farmer get to his sheep.

Say the middle sounds for each word.



High Frequency Word Review

Activity 1

Find the High Frequency Words in the word search.

i	c	h	i	l	d	r	e	n	o
b	j	a	s	v	o	b	p	z	f
a	e	e	n	m	w	h	e	n	r
c	d	a	d	a	n	b	n	y	o
k	q	p	e	n	x	r	h	t	m

- down
- dad
- when
- back
- from
- children

Activity 2

Read the clues and write the correct High Frequency Words.

it's

if

very

big

looked

- Which word has six letters? _____
- Which word ends with g? _____
- Which word has two letters? _____
- Which word begins with v? _____
- Which word has three letters and ' ? _____

Activity 3

Listen to the sentences. Fill in the missing High Frequency Words.

- What _____ you like to eat?
- The children are _____ sleepy.
- Give the yellow books to _____.
- Do you want to _____ to the zoo?
- They _____ at the clouds in the sky.

Body Parts

Activity 1

Listen and repeat.

			
head	shoulder	knee	toe
			
eye	ear	mouth	nose

Activity 2

Circle the correct words.

1. 	2. 	3. 	4. 
ear knee	head eye	shoulder toe	mouth nose

Activity 3

Label the pictures.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Let's Read

Activity 1

Read and then sing the song. Point to the body parts as you sing.

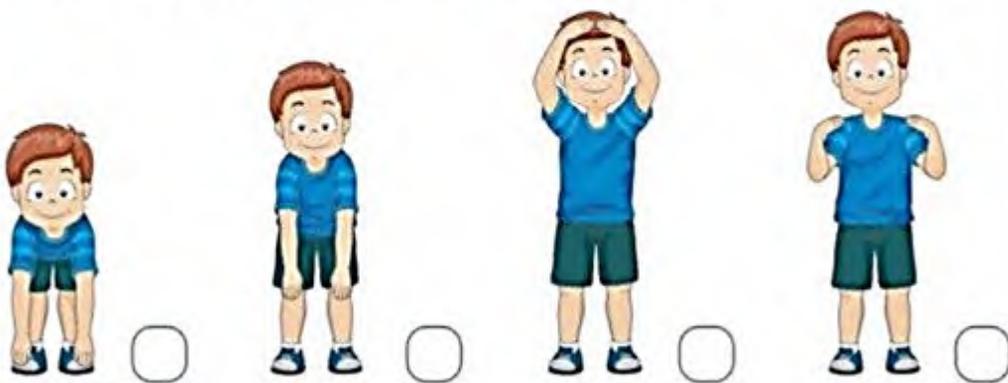
*Head, shoulders, knees and toes,
knees and toes,
Head, shoulders, knees and toes,
knees and toes,
And eyes and ears and mouth and nose,
Head, shoulders, knees and toes,
knees and toes!*

1. How many times can you see the word **toes**? _____
2. How many times can you see the word **head**? _____
3. How many times can you see the word **mouth**? _____

Activity 2

Talk about the pictures with a partner.

Write numbers (1-4) to put the pictures in the correct order.



Activity 3

Sing the song again. Practise singing in different ways.

 slow	 fast
 quiet	 loud

Let's Write

Activity 1

With a partner, write a new song like *Head, Shoulders, Knees and Toes*.

The words in the box can help you.

thumb

tooth

elbow

neck

finger

leg

_____, _____, *hand and foot,*

hand and foot,

_____, _____, *hand and foot,*

hand and foot,

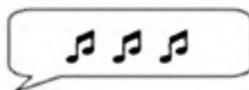
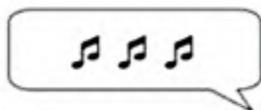
And _____ *and* _____ *and* _____ *and* _____.

_____, _____, *hand and foot,*

hand and foot!

Activity 2

Sing your new song to your classmates.



Words

Activity 1

Look at the pictures. Circle the correct words.

1. 	sand band	2. 	ping sing
	land hand		king ring
3. 	duck tuck	4. 	wink pink
	puck luck		sink rink

Activity 2

Write the missing letters.

1. 	r _ ng	2. 	d _ sk	3. 	fr _ g
4. 	f _ sh	5. 	st _ r	6. 	g _ ft

Activity 3

Listen and circle the correct words.

1.	swim	fish	star
2.	duck	gift	drum
3.	desk	shop	hand
4.	crab	king	frog
5.	flag	bird	girl

Activity 4

Read all the words from Activity 3 with a partner.



Words

Activity 5

Listen and write the missing words.

1. The green _____ likes to jump.
2. Her dress is _____ and orange.
3. Thank you for the _____.
4. Can you see the _____ in the sky?
5. Look at the yellow _____!

Activity 6 16

Paste letters in the boxes to make the words.

1. 

--	--	--	--

2. 

--	--	--	--

3. 

--	--	--	--

4. 

--	--	--	--

Activity 7

List any more words with four letters that you know. Then, circle the vowels.

Family

Activity 1

Listen and repeat.

					
mum	dad	sister	brother	grandma	grandpa

Activity 2

Match words to pictures.

1.  2. 

3.  4. 

5.  6. 

- grandpa
- dad
- brother
- mum
- grandma
- sister

Activity 3

Write letters to complete the words.

1. m__

2. gr__nd__a

3. b__o__h__r

4. si__te__

5. __ra__dp__

6. __d



Family

Activity 4

Write the words.

1. _____



2. _____

3. _____

4. _____

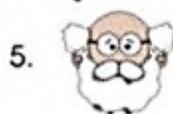
5. _____

6. _____

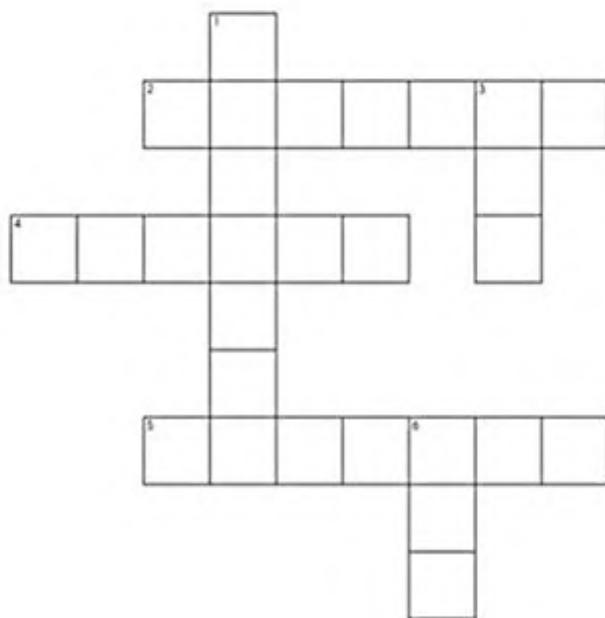
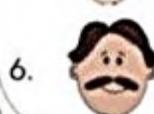
Activity 5

Use the pictures to do the crossword.

Across →



Down ↓



Let's Read

Activity 1

Look at the picture. Who can you see? Talk about the picture with a partner.



*Hi! My name is Madia.
This is a picture of my family.
This is my brother. He is seven
years old.
This is my mum. She is a vet.
This is my dad. He is a teacher.
This is my grandma and this is my
grandpa. They live in Ajman. They
have a big house.
We are a very happy family.*

Activity 2

Read the story. Point to each person in the family as you read.

Activity 3

Read the story again. Fill in the blanks.

1. Madia's brother is _____ years old.
2. Her _____ is a vet.
3. Her _____ is a teacher.
4. Her _____ and grandpa live in Ajman.
5. They are a very _____ family.

Activity 4

Choose a name for the story. Then write it on the line.

1. My Toys

2. My Feelings

3. My Family

Let's Write

Activity 1

Draw a picture of your family.

This is my family.

Activity 2

Tell a partner about your family.



This is my family.

Activity 3

Write about your picture.

1. This is my _____
2. This is _____
3. This _____
4. _____
5. _____

Phonics Review

Activity 1 - 153

Sing the alphabet song.

Activity 2

Colour the letters from A-Z.



Activity 3

Colour the beginning sounds.



o	a	t	n
m	e	h	n
s	o	c	u
r	a	l	c

Phonics Review

Activity 4

Circle the middle sounds.

 <p>a o i</p>	 <p>e i a</p>	 <p>e u o</p>
 <p>ou oi oo</p>	 <p>ou oi ow</p>	 <p>oo ou oy</p>

Activity 5 ✂️ 17

Paste the ending letter.

 <p>r e</p>	 <p>b a</p>	 <p>h a</p>
 <p>f o</p>	 <p>w e</p>	 <p>s u</p>

Phonics Review

Activity 6

Match the letters to make words. Then, write the words.

- | | | | | |
|----|---|----|-----|-------|
| 1. |  | sp | ger | _____ |
| 2. |  | ti | oon | _____ |
| 3. |  | ig | bow | _____ |
| 4. |  | du | loo | _____ |
| 5. |  | el | ck | _____ |

Activity 7

Listen and circle how many syllables are in each word.

- | | | | | | | | |
|----|---|---|---|----|---|---|---|
| 1. | 1 | 2 | 3 | 2. | 1 | 2 | 3 |
| 3. | 1 | 2 | 3 | 4. | 1 | 2 | 3 |
| 5. | 1 | 2 | 3 | 6. | 1 | 2 | 3 |

Activity 8

With a partner, split the words into syllables.

- | | |
|--------------|--------------|
| 1. triangle | 2. angry |
| 3. sister | 4. purple |
| 5. rectangle | 6. shoulders |
| 7. sixteen | 8. excited |

twen



ty



Vocabulary Review

Activity 1

Match the sentences to the pictures.

1. It is angry.
2. He is sleepy.
3. She is sad.
4. He is excited.
5. It is scared.
6. She is happy.



Activity 2 ✂️ 18

Match the parts of the face to show each feeling.

Activity 3 🎧 155

Listen to the sentences and circle the correct feelings.

- | | | | | | |
|----|--|--|----|--|--|
| 1. | | | 2. | | |
| 3. | | | 4. | | |
| 5. | | | 6. | | |

Activity 4

Look at the pictures and write sentences.

1.	
2.	
3.	

Vocabulary Review

Activity 5

Unscramble the words. Then, match the words to the picture.

1. neke = _____ ●
2. adeh = _____ ●
3. umoth = _____ ●
4. oet = _____ ●
5. yee = _____ ●
6. soen = _____ ●
7. hrsoldue = _____ ●
8. rea = _____ ●



Activity 6

Tell your partner who is in the picture. Use the words in the box to help you.

mum dad brother
sister grandma grandpa



Let's Read

Activity 1

Read the story. What is it about? Talk about the story with a partner.

Lion and Mouse

Lion sleeps on the grass. Mouse sings and dances on his head.
Lion wakes up. He is angry. Mouse is scared. Lion lets him free.
Later, Lion is in a trap. He is sad and scared.
He asks mouse to help. Mouse bites the trap.
Lion is free. Now, Lion and Mouse are good friends!

Activity 2

Read the story again. Put the pictures in order 1-5.



Activity 3

Answer the questions.

1. What is the name of the story? _____
2. Who are the characters in the story? _____

Activity 4

Retell the story of Lion and Mouse. Use words from the box to help you.

sleeps	dances	sings	angry	scared
free	trap	help	bite	friend

Let's Write

Activity 1

Which animal do you like best? Circle your choice.

		
shark	camel	cat
		
bird	tiger	elephant

Activity 2

Draw a picture of you and the animal you like best.

Activity 3

Finish the sentence.

I think the best animal is a _____ because _____

Activity 4

Check that you did these things in your writing. Tick (✓) the boxes.

I used capital letters.

I used spaces.

I used a full stop.

Notes

Vocabulary Checklist

Tick the words you can read (✓).

Feelings

happy	<input type="checkbox"/>	sad	<input type="checkbox"/>	angry	<input type="checkbox"/>
excited	<input type="checkbox"/>	scared	<input type="checkbox"/>	sleepy	<input type="checkbox"/>

Pronouns

I	<input type="checkbox"/>	you	<input type="checkbox"/>	he	<input type="checkbox"/>	she	<input type="checkbox"/>	it	<input type="checkbox"/>
---	--------------------------	-----	--------------------------	----	--------------------------	-----	--------------------------	----	--------------------------

Body Parts

head	<input type="checkbox"/>	shoulder	<input type="checkbox"/>	knee	<input type="checkbox"/>	toe	<input type="checkbox"/>
eye	<input type="checkbox"/>	ear	<input type="checkbox"/>	mouth	<input type="checkbox"/>	nose	<input type="checkbox"/>

Family

mum	<input type="checkbox"/>	dad	<input type="checkbox"/>	sister	<input type="checkbox"/>
brother	<input type="checkbox"/>	grandma	<input type="checkbox"/>	grandpa	<input type="checkbox"/>

High Frequency Word Checklist

Tick the words you can read (✓).

me	<input type="checkbox"/>	do	<input type="checkbox"/>	big	<input type="checkbox"/>	dad	<input type="checkbox"/>	down	<input type="checkbox"/>
when	<input type="checkbox"/>	it's	<input type="checkbox"/>	see	<input type="checkbox"/>	looked	<input type="checkbox"/>	very	<input type="checkbox"/>
look	<input type="checkbox"/>	don't	<input type="checkbox"/>	come	<input type="checkbox"/>	will	<input type="checkbox"/>	into	<input type="checkbox"/>
back	<input type="checkbox"/>	from	<input type="checkbox"/>	children	<input type="checkbox"/>	him	<input type="checkbox"/>	if	<input type="checkbox"/>

Notes

Notes

Notes

Lined area for taking notes, consisting of 25 horizontal lines within a dashed border.

Notes

