

HANDWRITING PRACTICE FOR OLDER STUDENTS

Ten CVC words, two per short vowel: each one traced with start dots and arrows, written from memory, then used in its own decodable sentence. Plain black-ink pictures, not baby art. A word wall, a tracker, a class grid and a family page. Print, or type the names and tracker. PDF.

TRACE WORD cat

NAME _____ DATE _____

Start at the dot on each letter. Follow the arrows. Trace the word.

TRACE THE WORD

cat

cat cat cat

cat cat cat

cat cat cat

TRACE AND WRITE WORD cat

NAME _____ DATE _____

Trace the dotted word. Then write it yourself in the empty spaces.

cat

cat cat

cat cat

WRITE WORD cat

NAME _____ DATE _____

Look at the picture. Write the word on your own. Then read the sentence and write it.

cat

WRITE THE WORD

READ IT, THEN WRITE IT

The cat sat on the mat.

WORD WALL EVERY WORD, BY VOWEL

Post it, or keep it in a work folder; every word in this pack with its picture, grouped by its short vowel sound.

SHORT A

cat map

SHORT E

pen bed

SHORT I

pig

SHORT O

TRACE ALL TEN WORDS

NAME _____ DATE _____

Trace every word. Then write it on your own, on the same line.

SHORT A WORDS

cat map

SHORT E WORDS

pen bed

SHORT I WORDS

pig

WORD TRACKER — ONE STUDENT

STUDENT _____ TEACHER _____ YEAR _____

WORD	TRACE (DATE)	TRACE + WRITE (DATE)	WRITE (DATE)	NOTES
cat				
map				
pen				
bed				
pig				
dog				
box				



One complete kit for a student who has letters but is still building CVC words: ten real three-letter words across the five short vowels, each traced, written from memory, and used in its own decodable sentence.

THREE STEPS

1 Pick the word and the page

Every word has three pages in a row: **Trace** (start dots, arrows, dotted word), **Trace and Write** (the dotted word fades to a blank line) and **Write** (a picture cue and a decodable sentence). The word index on page 5 gives every page number.

2 Print, or type the name and date

Every page prints clean in black and white. The name and date lines, the tracker, the class grid and the family page are type-in fields in any PDF reader; the tracing rows are always pencil work.

3 Mark the tracker, send the family page

Date each page as it is done on the word tracker (page 39), roll the class up on page 40, and send the week's words home on page 41. A filled example is on page 42.

WHICH PAGE, WHEN

WHEN...	USE...
A word is new	Its Trace page — the numbered start dot and the arrows do the teaching
Traces, but not from memory	Its Trace and Write page — the word fades out across the row
Can write it and read a sentence with it	Its Write page — a picture cue, a decodable sentence, then blank lines
Posting a word wall	Page 6, every word grouped by its short vowel
Whole-set review	Page 37, plus a blank practice page on 38
Writing a progress note or a note home	Phrase bank on page 43

Everything inside (45 pages)

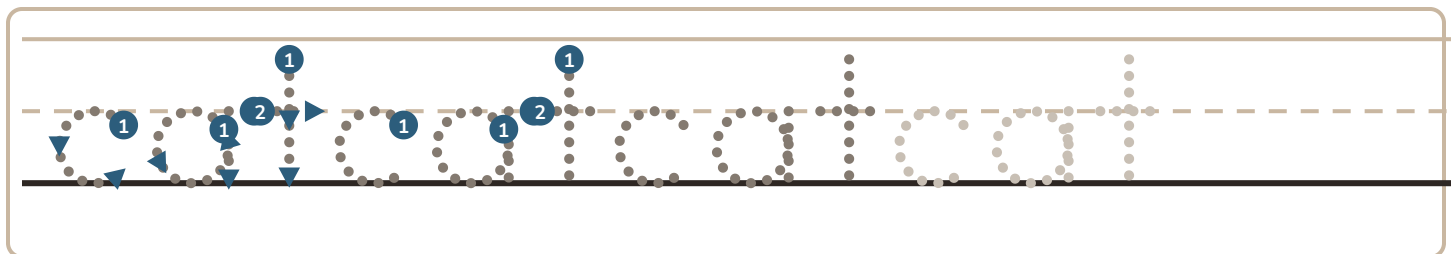
- **30 practice pages** — 10 CVC words, three pages each
- **10 decodable sentences**, one per word, from CVC and sight words only
- **1 word wall, 1 whole-set review page, 1 blank practice page**
- **1 word tracker** and **1 class grid**, type-in or print
- **1 family page, 1 filled example, 1 phrase bank**
- **1 binder cover** with spine label and divider tabs

How to read a page

Page 4 shows the parts of a practice page — the start dot, the arrow, the dotted word, the three rules — and how the three levels differ. The three dots on the name line are the level code, there for you: no student page carries a level word. The word index on page 5 lists every page.



THE PARTS OF A PRACTICE PAGE



1 Numbered start dot

Where the pencil goes down on that letter. A three-letter word has one start dot on each letter it is traced letter by letter.

▶ Arrow

The direction the stroke travels, same as the letter engine this pack is built on.



Dotted word

The trace. On the Trace and Write page it fades from dark to light to nothing across the row.

Three rules

A solid top line, a dashed middle line, a heavy bottom line — the exact rule the letter-formation pack uses, so a word sits on lines a student already knows.

THE THREE PAGES FOR EVERY WORD

Trace



A big guided model of the whole word, then rows: the first two instances carry arrows, the rest carry start dots only.

Trace and Write



No arrows. Each row is one dark trace, one faint trace, then two empty spaces to write in.

Write



The picture and a decodable sentence are the only cue. The student writes the word from memory, then reads and writes the sentence.

Where the sentences come from

Every sentence is made only of CVC words (any short vowel) or words already on this store's sight-word probes, plus "a" and "the". No word in a sentence is harder than the word the page is teaching.

The type-in fields

Open the file in any PDF reader and click a name line, a tracker cell or a family-page box to type into it, then save. The tracing rows are never fields: they are pencil work.

One sentence, checked word by word (page 9)

"The cat sat on the mat." — every word in it is either the CVC word this page teaches (**cat**), a CVC word from another short vowel (**mat**, **sat**), or a word already on this store's sight-word probes (**on**, **the**). Nothing in a sentence is a word the student has not already met somewhere in this store.



Every word has three pages in a row, in this order. The page number prints in the footer of every page.

WORD	VOWEL	TRACE	TRACE + WRITE	WRITE
cat	a	7	8	9
map	a	10	11	12
pen	e	13	14	15
bed	e	16	17	18
pig	i	19	20	21
dog	o	22	23	24
box	o	25	26	27
mug	u	28	29	30
bus	u	31	32	33
sun	u	34	35	36

Also in this file

Word wall, page 6 · whole-set review, 37 · blank practice page, 38 · word tracker, 39 · class grid, 40 · family page, 41 · filled example, 42 · phrase bank, 43 · binder cover and tabs, 44.





Post it, or keep it in a work folder: every word in this pack with its picture, grouped by its short vowel sound.

SHORT A



cat



map

SHORT E



pen



bed

SHORT I



pig

SHORT O



dog



box

SHORT U



mug



bus



sun

TRACE

WORD cat

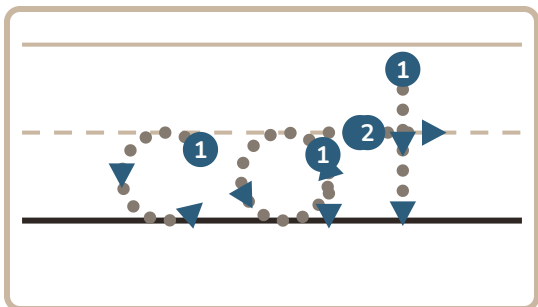


NAME

DATE

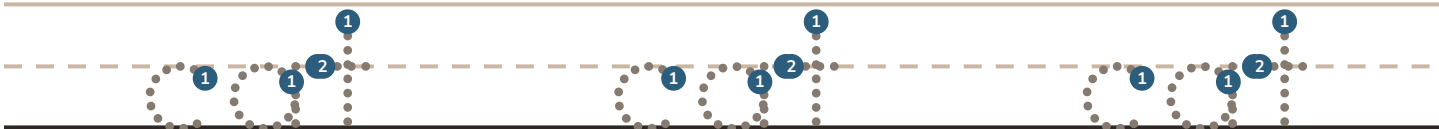
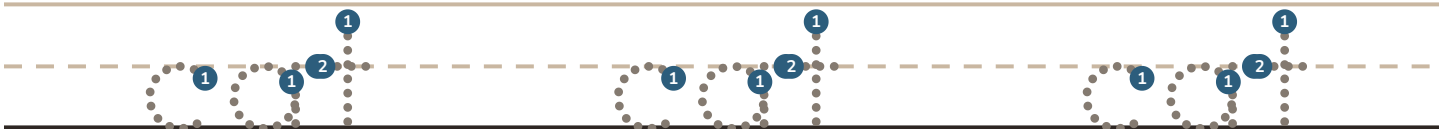


Start at the dot on each letter. Follow the arrows. Trace the word.



TRACE THE WORD

cat





NAME

DATE



Trace the dotted word. Then write it yourself in the empty spaces.



cat

cat cat

cat cat

cat cat



NAME

DATE



Look at the picture. Write the word on your own. Then read the sentence and write it.



cat

WRITE THE WORD

Handwriting practice lines for the word 'cat'. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are three such sets of lines provided for practice.

READ IT, THEN WRITE IT

The cat sat on the mat.

WRITE THE SENTENCE

Handwriting practice lines for the sentence 'The cat sat on the mat.'. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are three such sets of lines provided for practice.



NAME

DATE



Trace every word. Then write it on your own, on the same line.

SHORT A WORDS

cat map

SHORT E WORDS

pen bed

SHORT I WORDS

pig

SHORT O WORDS

dog box

SHORT U WORDS

mug bus sun



WORD TRACKER — ONE STUDENT



STUDENT

TEACHER

YEAR

WORD	TRACE (DATE)	TRACE + WRITE (DATE)	WRITE (DATE)	NOTES
cat				
map				
pen				
bed				
pig				
dog				
box				
mug				
bus				
sun				

Date the page the day it is done. A word can sit at different pages on different days; date the highest page reached and note what you saw. Filled example: page 42.





STUDENT

WEEK OF

THIS WEEK WE PRACTICED THESE WORDS

How to help at home, in three steps

- Point to the start dot on each letter. Say the word slowly, sound by sound. Let your student trace it.
- Read the sentence together first, then have your student copy it. Every word in it is one your student can already sound out.
- Keep it short. One word and its sentence is plenty for one sitting.

WRITE THE WORD IN THE FIRST SPACE; YOUR STUDENT COPIES IT

DAYS WE PRACTICED THIS WEEK

A WORD THAT WENT WELL, AND ONE THAT WAS HARD

NOTE FROM THE TEACHER

NOTE FROM HOME



WORD TRACKER — DIEGO, INVENTED



Diego is invented; nothing on this page describes a real student. The blank tracker is on page 39.

STUDENT

Diego T. (an invented student)

TEACHER

Ms. Whitfield (invented)

YEAR

This year

WORD	TRACE (DATE)	TRACE + WRITE (DATE)	WRITE (DATE)	NOTES
cat	9/8	9/9	9/11	Started every stroke at the dot without a prompt
map	9/9	9/10	—	—
pen	9/11	9/12	9/15	Read the sentence back with no help
bed	9/12	9/15	—	Wrote the b backwards once, self-corrected
pig	9/15	9/17	9/18	—
box	9/17	—	—	Traced with the guide; not yet tried without arrows
dog	9/18	9/19	9/22	—
mug	9/19	9/22	—	—
bus	9/22	—	—	—
sun	9/23	—	—	—

How to read it

Ten words so far. Diego has done the Trace page for **10 of 10**, the Trace and Write page for **7 of 10**, and the Write page (word plus sentence) for **4 of 10** (cat, pen, pig, dog). Words with a Trace and Write date but no Write date — **map, bed, mug** — are the ones to try on the Write page next. Still on the Trace page: **box, bus, sun**. Every number here comes from the table above.

Two things the notes column is for

- What you saw, in plain words: which letter, which direction, whether the sentence was read back independently. Bed and pen above are that kind of note.
- What you did about it: pointed to the start dot, had the sentence reread. Never a conclusion about the student — that is the meeting's job, with the whole record in front of it.

THE SAME TEN WORDS ON THE CLASS GRID (PAGE 40)

STUDENT	CAT	MAP	PEN	BED	PIG	BOX	DOG	MUG	BUS	SUN
Diego T.	3	2	3	2	3	1	3	2	1	1

The family note this tracker would produce

"This week Diego practiced 10 words across all five short vowels. He is starting each word at the dot and reading his sentences back on his own. The word to watch is bed: the first letter came out backwards once." — every fact in it is a row of the table.





THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has thirty minutes of planning time and students who need controlled-vocabulary practice at a page that does not look like it was made for a much younger grade. If it saved you an hour, it worked. If this helped, leaving feedback on TPT helps other teachers find it.

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WHAT'S NEXT FROM THIS STORE

SPECIAL EDUCATION - HANDWRITING **3 LEVELS**

LETTER FORMATION TRACING A-Z

Every letter, three pages: a guided trace with numbered start dots and arrows, a fading trace, then writing from a picture cue. Formation charts to post, alphabet review, a tracker, a class grid and a family page. Print, or type the names and tracker. PDF.

Letter Formation Handwriting Tracing Practice A-Z, 3 Levels

The letter-by-letter step before whole words: start dots, arrows and a fading trace for every capital and lowercase letter.

SPECIAL EDUCATION - HANDWRITING **WORDS + SENTENCES**

CVC WORDS HANDWRITING PRACTICE

Ten CVC words, two per short vowel; each one traced with start dots and arrows, written from memory, then used in its own decodable sentence. A word wall, a tracker, a class grid and a family page. Print, or type the names and tracker. PDF.

CVC Words Handwriting Practice, Words and Sentences

The same trace-write-sentence structure at a K-1st pace, with the store's color picture set instead of this pack's black-ink set.

Numbers 0-20 Handwriting Practice

The same start dots and arrows applied to numeral formation, 0 through 20.

SPECIAL EDUCATION **EDITABLE**

HANDWRITING FLUENCY AND MOTOR SKILL PROBES

One skill, start to finish: the IEP goal, four timed copying forms, a motor observation checklist, and a graph. No word or letter repeats across the four forms. Editable PDF.

Handwriting Fluency Progress Monitoring Probes

The measuring side: timed letter and sentence probes with a log and a graph for a goal.

Part of the K-2 Handwriting and Writing collection — new products in this collection are added regularly. Click **Follow** on the store page and TPT will email you when they go up.

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