

# 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.

**TRACE LETTER Aa**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Start at the dot. Follow the arrows. Trace the letters.



A is for apple



**TRACE AND WRITE LETTER Aa**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Trace the dotted letters. Then write your own in the empty spaces.



Aa apple



**WRITE LETTER Aa**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Write the capital letter and the small letter on your own. Then write the word.



A is for apple

CAPITAL LETTER \_\_\_\_\_

SMALL LETTER \_\_\_\_\_

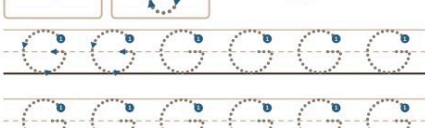
**TRACE LETTER Gg**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Start at the dot. Follow the arrows. Trace the letters.

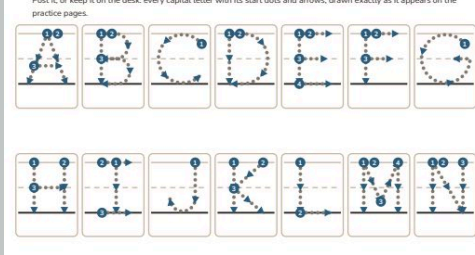


G is for goat



**FORMATION CHART CAPITAL LETTERS A TO Z**

Post it, or keep it on the desk: every capital letter with its start dots and arrows, drawn exactly as it appears on the practice pages.



**LETTER TRACKER — ONE STUDENT**

STUDENT \_\_\_\_\_ TEACHER \_\_\_\_\_ YEAR \_\_\_\_\_

| LETTER | TRACE (DATE) | TRACE + WRITE (DATE) | WRITE (DATE) | NOTES |
|--------|--------------|----------------------|--------------|-------|
| Aa     |              |                      |              |       |
| Bb     |              |                      |              |       |
| Cc     |              |                      |              |       |
| Dd     |              |                      |              |       |
| Ee     |              |                      |              |       |
| Ff     |              |                      |              |       |
| Gg     |              |                      |              |       |
| Hh     |              |                      |              |       |
| Ii     |              |                      |              |       |
| Jj     |              |                      |              |       |
| Kk     |              |                      |              |       |
| Ll     |              |                      |              |       |
| Mm     |              |                      |              |       |
| Nn     |              |                      |              |       |
| Oo     |              |                      |              |       |

95 Pages

26 Letters

Start Dots + Arrows

Tracker



One complete kit for teaching letter formation: 26 letters, three pages each, one picture cue per letter, formation charts to post, whole-alphabet review pages, a per-student tracker, a class grid, a family page and a phrase bank. Nothing here needs cutting or prep.

### THREE STEPS

- 1 Pick the letter and the page**  
 Every letter has three pages in a row: **Trace** (start dots, arrows, dotted letters), **Trace and Write** (dotted letters that fade to empty spaces) and **Write** (empty rules and a picture cue). The letter 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 letter tracker (page 89), roll the class up on page 90, and send the letters of the week home on page 91. A filled example is on page 92.

### WHICH PAGE, WHEN

| WHEN...                                | USE...                                                                 |
|----------------------------------------|------------------------------------------------------------------------|
| A letter 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 letters fade out across the row         |
| Can write it                           | Its Write page — a picture cue and empty rules, then the word          |
| Posting a formation chart              | Pages 6 (capitals) and 7 (small letters)                               |
| Whole-alphabet review                  | Pages 86 and 87, plus a blank practice page on 88                      |
| Writing a progress note or a note home | Phrase bank on page 93                                                 |

#### Everything inside (95 pages)

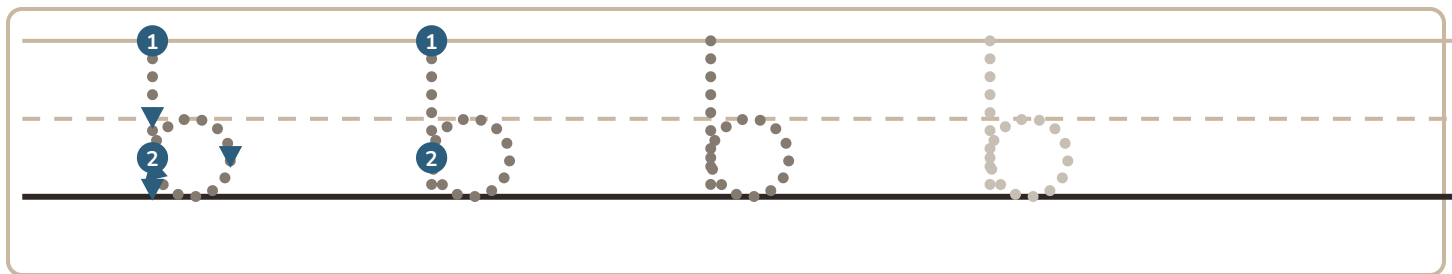
- **78 practice pages** — 26 letters, three pages each: Trace, Trace and Write, Write
- **2 formation charts** to post, capitals and small letters, with every start dot and arrow
- **2 whole-alphabet review pages** and **1 blank practice page** on the same rule
- **1 letter tracker** (one student) and **1 class grid** (whole class), type-in or print
- **1 family page**, **1 filled example** (an invented student), **1 phrase bank**
- **1 binder cover** with spine label and six divider tabs

#### How to read a page

Page 4 shows the parts of a practice page — the start dot, the arrow, the dotted letter, 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 letter index on page 5 lists every page.



## THE PARTS OF A PRACTICE PAGE



### 1 Numbered start dot

Where the pencil goes down. The number is the order of the strokes; a letter with three dots is three strokes.

### ▶ Arrow

The direction the stroke travels. Long strokes carry two or three arrows along the path.



### Dotted letter

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. Capitals fill top to bottom; small letters sit on the middle line, with tails below.

## THE THREE PAGES FOR EVERY LETTER

#### Trace



Two big guided models, then six letters per row: the first two with arrows, the rest with start dots only. Capitals, small letters, then the pair.

#### Trace and Write



No arrows. Each row is two dark traces, two faint ones, then three empty spaces to write in. Six rows, pairs last.

#### Write



The picture and the word are the only cue. Two rows of capitals, two of small letters, one row for the word.

#### Moving between the three pages

- Trace → Trace and Write: the student puts the pencil on the start dot without being told to, on every letter in the row.
- Trace and Write → Write: the letters written in the empty spaces look like the traced ones beside them (same start, same direction, on the lines).
- Going back is fine and expected: a student can be on the Write page for one letter and the Trace page for the next. The tracker records each letter on its own.
- Write your district's own criterion, if it has one, here: \_\_\_\_\_

#### Printing and copying

Every page is drawn for a black-and-white copier: the trace prints as gray dots, the start dots and arrows print dark, and the baseline is a heavy 3px rule. The cue picture is the only color and it reads in grayscale. Print single-sided; the three pages for a letter come out together.

#### 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. Typed pages print exactly as they look on screen.





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

| LETTER | PICTURE       | TRACE | TRACE<br>+<br>WRITE | WRITE |
|--------|---------------|-------|---------------------|-------|
| Aa     | apple         | 8     | 9                   | 10    |
| Bb     | bear          | 11    | 12                  | 13    |
| Cc     | cat           | 14    | 15                  | 16    |
| Dd     | dog           | 17    | 18                  | 19    |
| Ee     | egg           | 20    | 21                  | 22    |
| Ff     | fish          | 23    | 24                  | 25    |
| Gg     | goat          | 26    | 27                  | 28    |
| Hh     | hat           | 29    | 30                  | 31    |
| Ii     | ice cream     | 32    | 33                  | 34    |
| Jj     | jar           | 35    | 36                  | 37    |
| Kk     | kite          | 38    | 39                  | 40    |
| Ll     | lion          | 41    | 42                  | 43    |
| Mm     | moon          | 44    | 45                  | 46    |
| Nn     | nest          | 47    | 48                  | 49    |
| Oo     | owl           | 50    | 51                  | 52    |
| Pp     | pig           | 53    | 54                  | 55    |
| Qq     | question mark | 56    | 57                  | 58    |
| Rr     | rocket        | 59    | 60                  | 61    |
| Ss     | sun           | 62    | 63                  | 64    |
| Tt     | turtle        | 65    | 66                  | 67    |
| Uu     | umbrella      | 68    | 69                  | 70    |
| Vv     | violin        | 71    | 72                  | 73    |
| Ww     | whale         | 74    | 75                  | 76    |
| Xx     | x-ray         | 77    | 78                  | 79    |
| Yy     | yo-yo         | 80    | 81                  | 82    |
| Zz     | zebra         | 83    | 84                  | 85    |

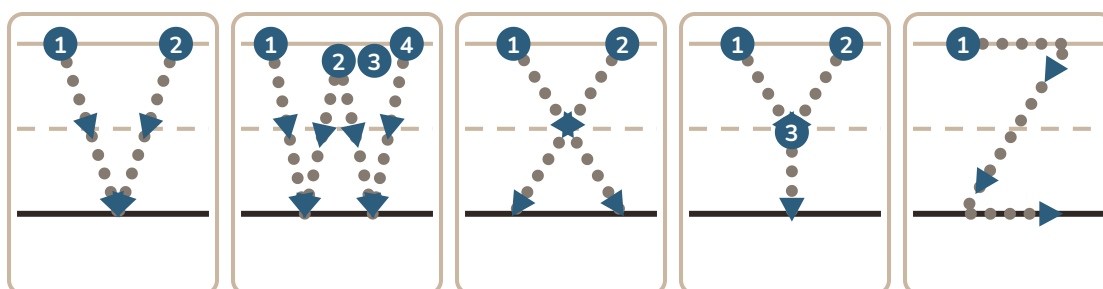
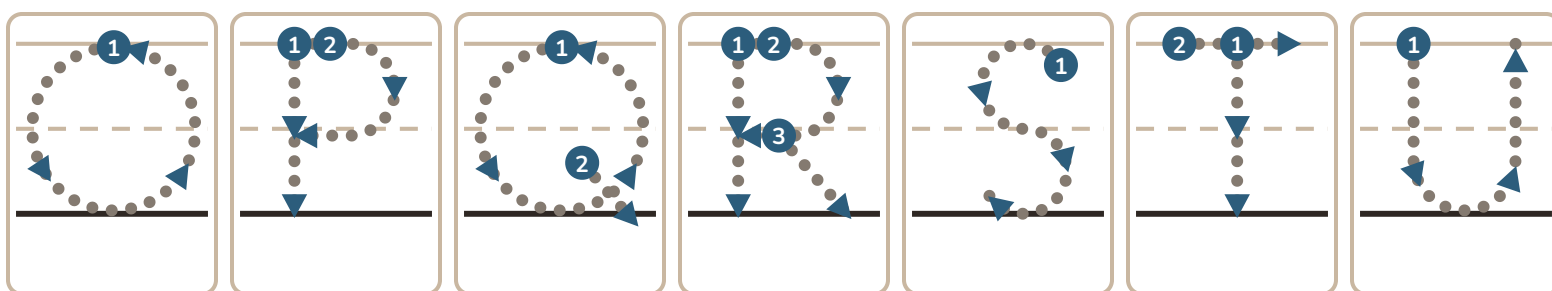
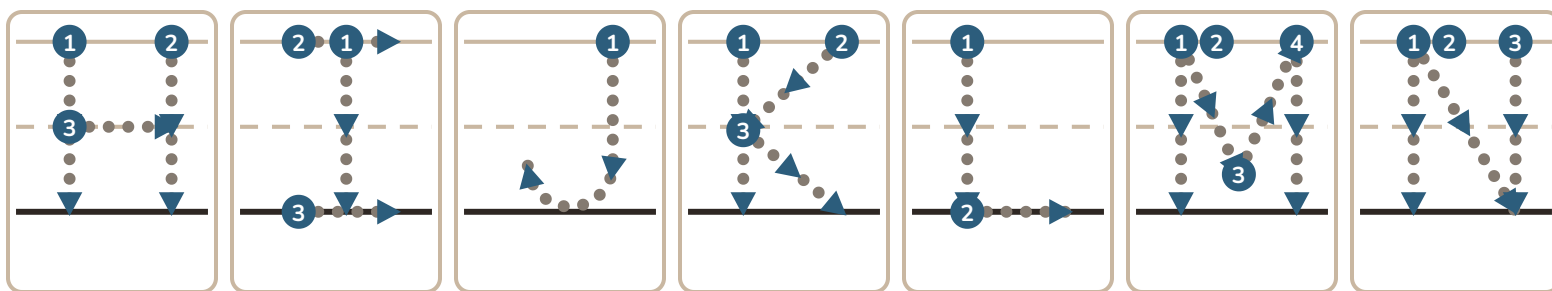
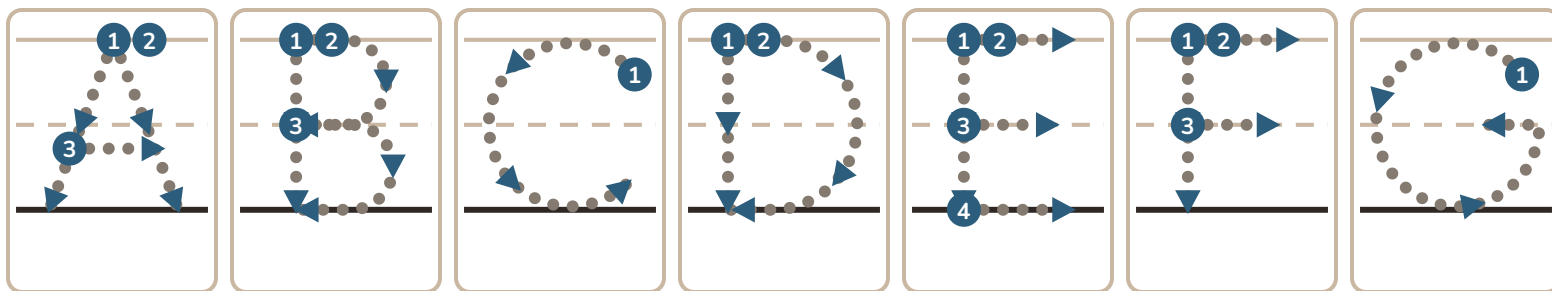
### Also in this file

Formation charts to post, pages 6 and 7 · alphabet review, pages 86 and 87 · blank practice page, 88 · letter tracker, 89 · class grid, 90 · family page, 91 · filled example, 92 · phrase bank, 93 · binder cover and tabs, 94.





Post it, or keep it on the desk: every capital letter with its start dots and arrows, drawn exactly as it appears on the practice pages.



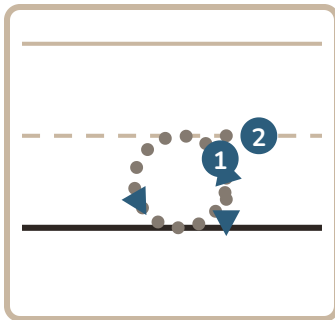
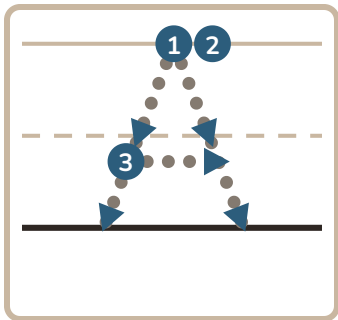


NAME .....

DATE .....

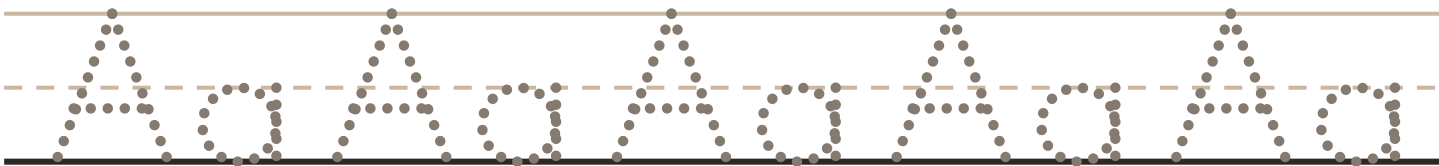
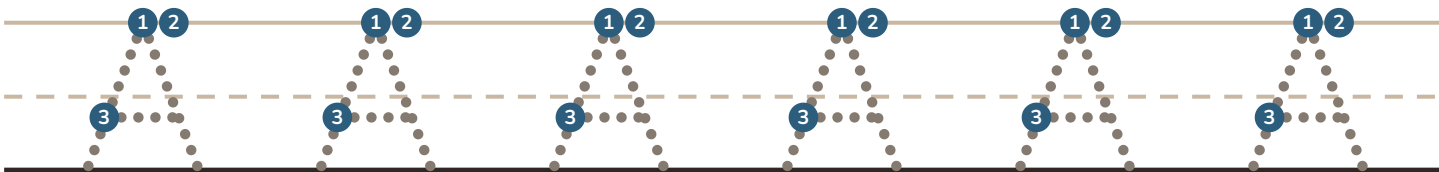
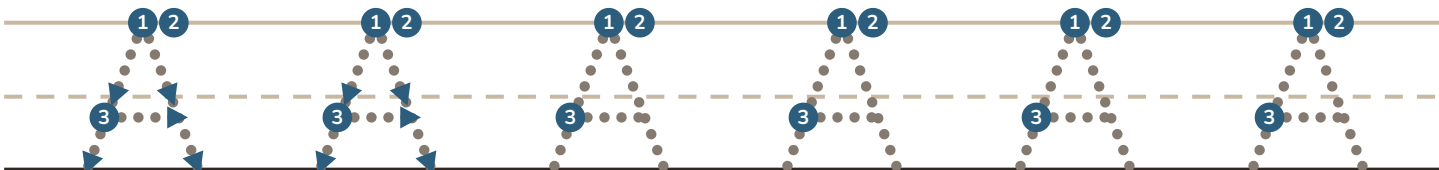


Start at the dot. Follow the arrows. Trace the letters.



A IS FOR

apple





NAME .....

DATE .....



Trace the dotted letters. Then write your own in the empty spaces.



Aa apple





NAME .....

DATE .....



Write the capital letter and the small letter on your own. Then write the word.



A is for apple

CAPITAL LETTER

CAPITAL LETTER

SMALL LETTER

SMALL LETTER

THE WORD



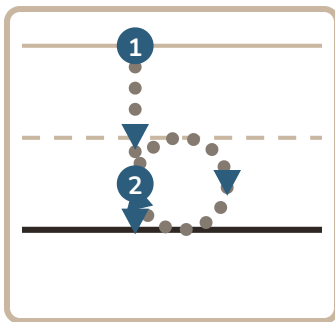
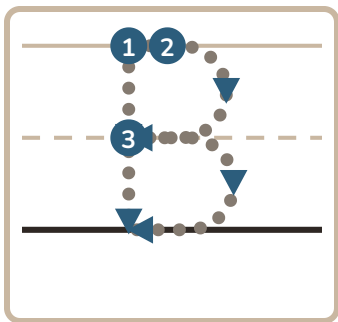
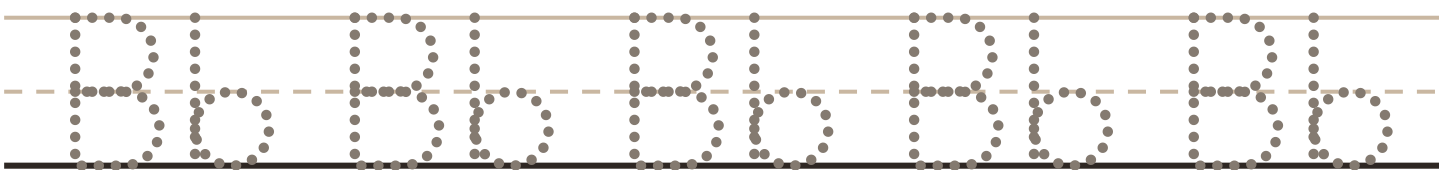
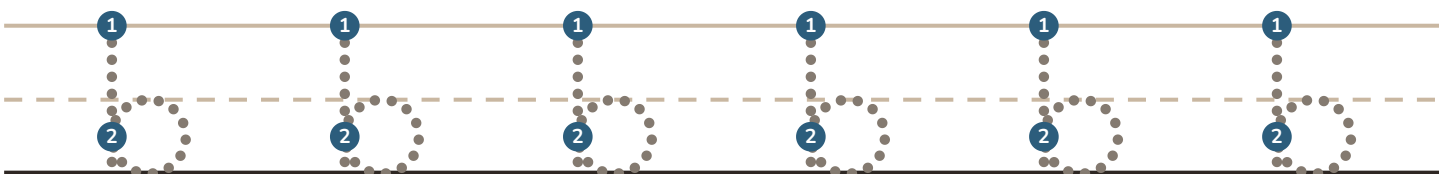
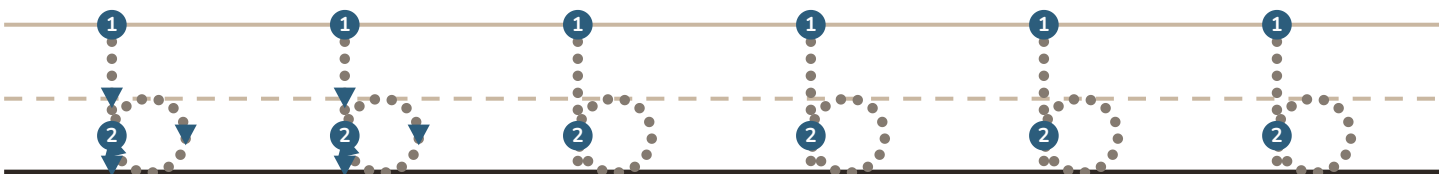
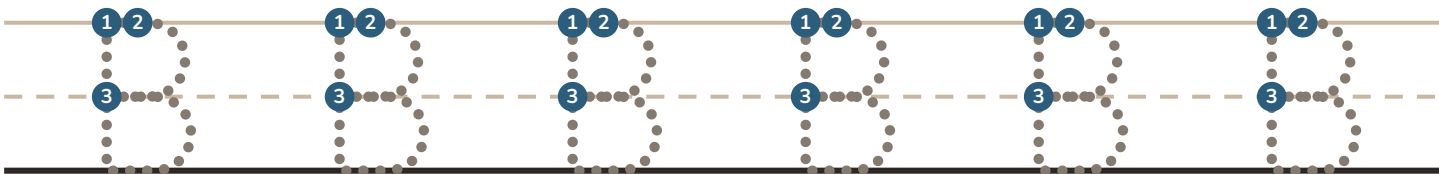
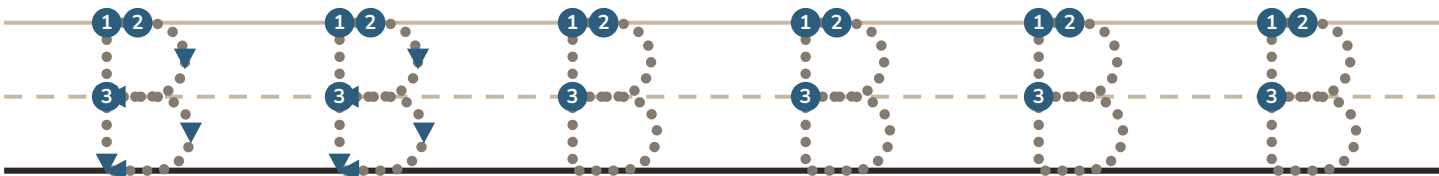


NAME .....

DATE .....



Start at the dot. Follow the arrows. Trace the letters.

B IS FOR  
bear

TRACE

# ALL THE CAPITAL LETTERS



NAME .....

DATE .....



Trace every letter from A to Z. Then write them on your own.

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

NOW WRITE THEM ON YOUR OWN

Handwriting practice lines for independent writing. Each row consists of a solid top line, a dashed middle line, and a solid bottom line.



# LETTER TRACKER — ONE STUDENT



STUDENT

TEACHER

YEAR

| LETTER | TRACE (DATE) | TRACE + WRITE (DATE) | WRITE (DATE) | NOTES |
|--------|--------------|----------------------|--------------|-------|
| Aa     |              |                      |              |       |
| Bb     |              |                      |              |       |
| Cc     |              |                      |              |       |
| Dd     |              |                      |              |       |
| Ee     |              |                      |              |       |
| Ff     |              |                      |              |       |
| Gg     |              |                      |              |       |
| Hh     |              |                      |              |       |
| Ii     |              |                      |              |       |
| Jj     |              |                      |              |       |
| Kk     |              |                      |              |       |
| Ll     |              |                      |              |       |
| Mm     |              |                      |              |       |
| Nn     |              |                      |              |       |
| Oo     |              |                      |              |       |
| Pp     |              |                      |              |       |
| Qq     |              |                      |              |       |
| Rr     |              |                      |              |       |
| Ss     |              |                      |              |       |
| Tt     |              |                      |              |       |
| Uu     |              |                      |              |       |
| Vv     |              |                      |              |       |
| Ww     |              |                      |              |       |
| Xx     |              |                      |              |       |
| Yy     |              |                      |              |       |
| Zz     |              |                      |              |       |

Date the page the day it is done. A letter can sit at different pages on different days; date the highest page reached and note what you saw. Filled example: page 92.





STUDENT

WEEK OF

THIS WEEK WE PRACTICED THESE LETTERS

**How to help at home, in three steps**

- Point to the start dot. Say the letter name. Let your child trace it.
- Watch for the start at the top and the arrows' direction; a letter drawn from the bottom up is the thing to catch early.
- Keep it short. One row at a time is plenty, and stopping while it is still going well is the goal.

WRITE THE LETTER IN THE FIRST SPACE; YOUR CHILD COPIES IT

DAYS WE PRACTICED THIS WEEK

A LETTER THAT WENT WELL, AND ONE THAT WAS HARD

NOTE FROM THE TEACHER

NOTE FROM HOME



# LETTER TRACKER — SAM, INVENTED



Sam is invented; nothing on this page describes a real student. The blank tracker is on page 89.

STUDENT

Sam R. (an invented student)

TEACHER

Ms. Ortiz (invented)

YEAR

This year

| LETTER | TRACE (DATE) | TRACE + WRITE (DATE) | WRITE (DATE) | NOTES                                                       |
|--------|--------------|----------------------|--------------|-------------------------------------------------------------|
| Aa     | 9/8          | 9/9                  | 9/11         | Started every stroke at the dot without a prompt            |
| Bb     | 9/10         | 9/12                 | –            | Bumps drawn from the bottom up; back to the Trace page once |
| Cc     | 9/12         | 9/15                 | 9/17         | –                                                           |
| Dd     | 9/15         | 9/17                 | –            | Reversed on 2 of 6 tries; start dot pointed out each time   |
| Ee     | 9/17         | 9/19                 | 9/22         | Four strokes in order on every try                          |
| Ff     | 9/19         | –                    | –            | Traced with the guide; not yet tried without arrows         |
| Gg     | 9/22         | 9/24                 | –            | –                                                           |
| Hh     | 9/24         | –                    | –            | –                                                           |

## How to read it

Eight letters so far. Sam has done the Trace page for **8 of 8**, the Trace and Write page for **6 of 8**, and the Write page for **3 of 8** (A, C, E). Letters with a Trace and Write date but no Write date — **B, D, G** — are the ones to try on the Write page next. **F, H** are still on the Trace page. Every number here comes from the table above.

## Two things the notes column is for

- What you saw, in plain words: where the pencil started, which way it went, how many tries. B and D above are that kind of note.
- What you did about it: back to the Trace page, the start dot pointed out. Never a conclusion about the student — that is the meeting's job, with the whole record in front of it.

## THE SAME EIGHT LETTERS ON THE CLASS GRID (PAGE 90)

| STUDENT | A | B | C | D | E | F | G | H |
|---------|---|---|---|---|---|---|---|---|
| Sam R.  | 3 | 2 | 3 | 2 | 3 | 1 | 2 | 1 |

## The family note this tracker would produce

"This week we practiced the letters A to H. Sam is starting each letter at the dot; at home, ask Sam to point to the dot first. The letter to watch this week is D: it was reversed on 2 of 6 tries. One row at a time is plenty." — 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 twelve students who each need something different. If it saved you an hour, it worked. If this helped, leaving feedback on TPT helps other teachers find it.

## Leave a review and earn credits

Go to **My Purchases** on TPT and click **Provide Feedback**. You earn credits toward future purchases, and honest feedback tells me exactly what to build next. If something is missing or wrong, please use the **Ask a Question** tab first — I will fix it and send you the update free.

## WHAT'S NEXT FROM THIS STORE

### FALL WRITING JOURNALS

12 Prompts - 3 Levels

48  
PAGES



#### Fall Differentiated Journals, 3 Levels

Twelve fall writing prompts, each at three levels: writer, tracer, picture answer.

### 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.

### CVC WORDS

Cut and Paste, 3 Levels

41  
PAGES



#### CVC Words Cut and Paste, 3 Levels

Once the letters are formed, the first words: beginning, middle and ending sounds.

### WORD FAMILIES

Cut and Paste, 3 Levels

26  
PAGES



#### Word Families Cut and Paste, 3 Levels

The pattern the vowel makes with the last sound, sorted into little houses.

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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