 Name _____ Date _____

Letter A is for Apple

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

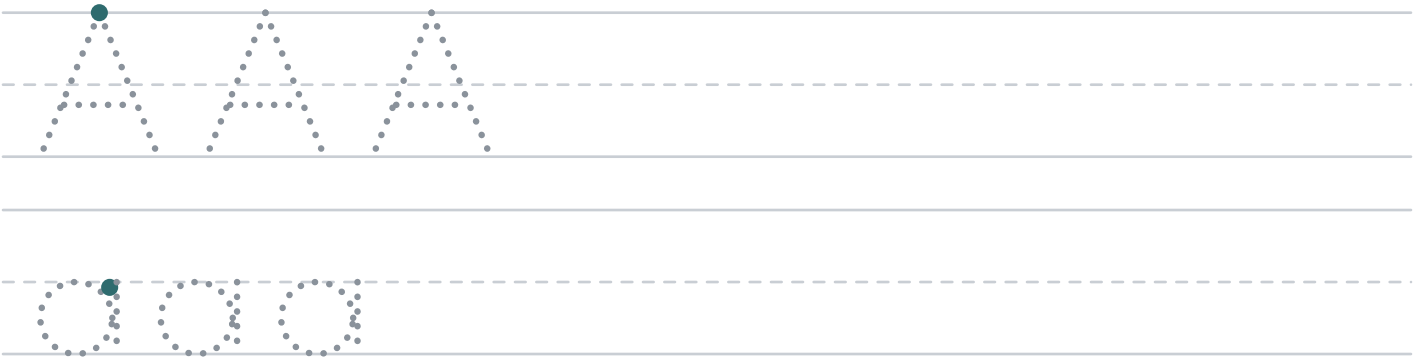
1 Trace the big A



2 Trace the little *a*

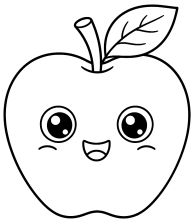


3 Now you try Write *a* few, then finish the line on your own.



4 Circle every A and *a* Then color the apple.

n	A	*a*	A	A	J
A	w	Z	*a*	B	*a*



apple

FOR TEACHERS & PARENTS

Skill: Letter formation for A and a; initial sound in apple; visual letter discrimination.
Goal: Child traces A/a, writes some independently, circles the matching letters, and colors the apple.
Tip: Say the stroke path out loud. Then ask, "What else starts like apple?"

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 Name _____ Date _____

Letter B is for Balloon

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big B

B B B B B B

2 Trace the little b

b b b b b b b

3 Now you try Write a few, then finish the line on your own.

B B B

b b b

4 Circle every B and b Then color the balloon.

b	b	X	B	B	W
B	D	b	a	B	q



balloon

FOR TEACHERS & PARENTS

Skill: Letter formation for B and b; initial sound in balloon; visual letter discrimination.
Goal: Child traces B/b, writes some independently, circles the matching letters, and colors the balloon.
Tip: Say the stroke path out loud. Then ask, "What else starts like balloon?"

Free for home & classroom use. Not for resale.

Name _____ Date _____

Letter C is for Cow

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big C

C C C C C

2 Trace the little c

c c c c c c c c

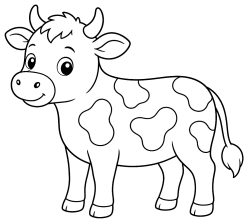
3 Now you try Write a few, then finish the line on your own.

c c c

c c c

4 Circle every C and c Then color the cow.

c	C	J	C	C	D
c	x	v	c	C	H



cow

FOR TEACHERS & PARENTS

Skill: Letter formation for C and c; initial sound in cow; visual letter discrimination.

Goal: Child traces C/c, writes some independently, circles the matching letters, and colors the cow.

Tip: Say the stroke path out loud. Then ask, "What else starts like cow?"

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 Name _____ Date _____

Letter D is for Duck

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big D

D D D D D

2 Trace the little d

d d d d d d d

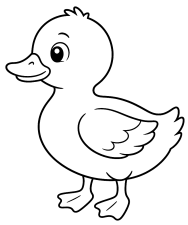
3 Now you try Write a few, then finish the line on your own.

D D D

d d d

4 Circle every D and d Then color the duck.

d	D	D	U	d	D
d	D	n	W	E	k



duck

FOR TEACHERS & PARENTS

Skill: Letter formation for D and d; initial sound in duck; visual letter discrimination.

Goal: Child traces D/d, writes some independently, circles the matching letters, and colors the duck.

Tip: Say the stroke path out loud. Then ask, "What else starts like duck?"

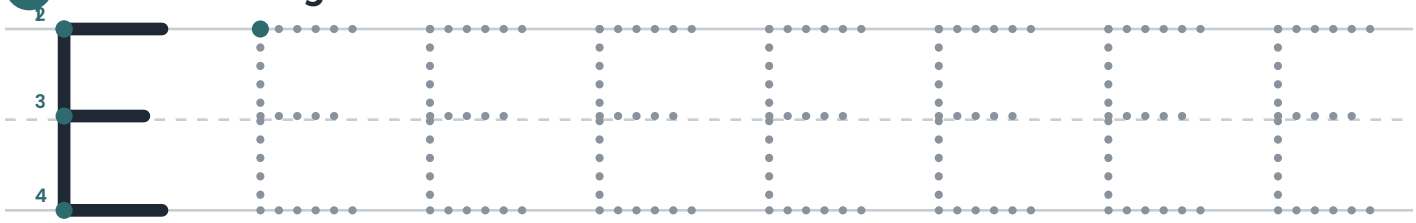
Free for home & classroom use. Not for resale.

Name _____ Date _____

Letter E is for Egg

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

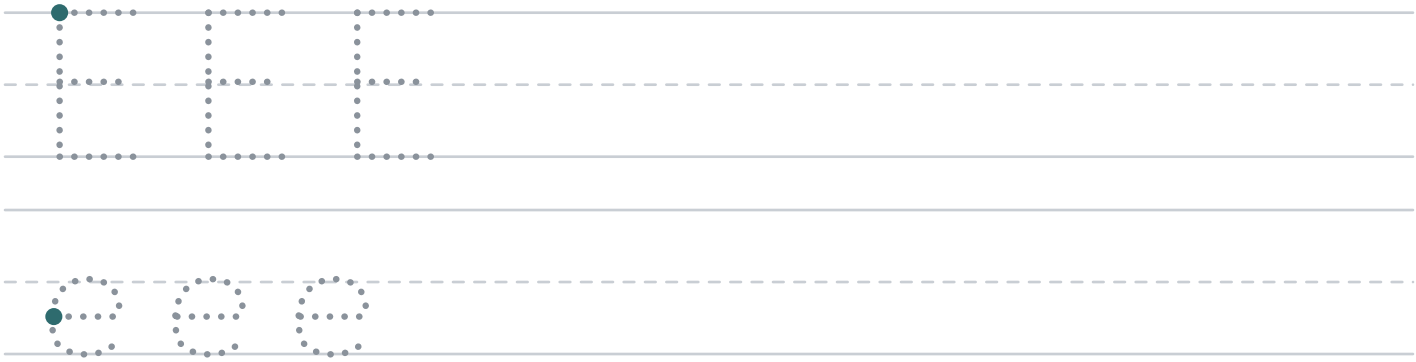
1 Trace the big E



2 Trace the little e

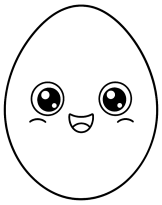


3 Now you try Write a few, then finish the line on your own.



4 Circle every E and e Then color the egg.

n	E	E	e	e	E
U	L	k	Z	E	e



egg

FOR TEACHERS & PARENTS

Skill: Letter formation for E and e; initial sound in egg; visual letter discrimination.

Goal: Child traces E/e, writes some independently, circles the matching letters, and colors the egg.

Tip: Say the stroke path out loud. Then ask, "What else starts like egg?"

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 Name _____ Date _____

Letter F is for Fish

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

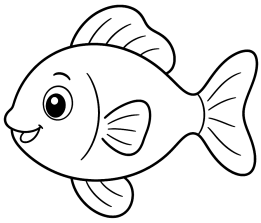
1 Trace the big F

2 Trace the little f

3 Now you try Write a few, then finish the line on your own.

4 Circle every F and f Then color the fish.

F	R	f	F	i	g
f	U	F	f	F	V



fish

FOR TEACHERS & PARENTS

Skill: Letter formation for F and f; initial sound in fish; visual letter discrimination.
Goal: Child traces F/f, writes some independently, circles the matching letters, and colors the fish.
Tip: Say the stroke path out loud. Then ask, "What else starts like fish?"

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 Name _____ Date _____

Letter G is for Grapes

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big G

G G G G G G

2 Trace the little g

g g g g g g g g

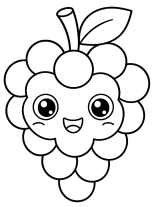
3 Now you try Write a few, then finish the line on your own.

G G G

g g g

4 Circle every G and g Then color the grapes.

G	a	G	g	h	g
Y	G	g	C	G	T



grapes

FOR TEACHERS & PARENTS

Skill: Letter formation for G and g; initial sound in grapes; visual letter discrimination.
Goal: Child traces G/g, writes some independently, circles the matching letters, and colors the grapes.
Tip: Say the stroke path out loud. Then ask, "What else starts like grapes?"

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 Name _____ Date _____

Letter H is for Horse

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big H

H H H H H H

2 Trace the little h

h h h h h h

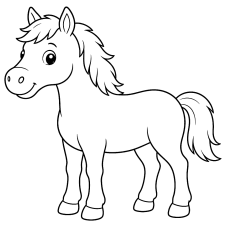
3 Now you try Write a few, then finish the line on your own.

h h h

h h h

4 Circle every H and h Then color the horse.

H	D	H	H	E	h
o	z	h	h	X	H



horse

FOR TEACHERS & PARENTS

Skill: Letter formation for H and h; initial sound in horse; visual letter discrimination.

Goal: Child traces H/h, writes some independently, circles the matching letters, and colors the horse.

Tip: Say the stroke path out loud. Then ask, "What else starts like horse?"

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 Name _____ Date _____

Letter I is for Ice Skate

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big I

2 Trace the little i

3 Now you try Write a few, then finish the line on your own.

4 Circle every I and i Then color the ice skate.

i	G	I	J	N	f
i	I	I	i	I	z



ice skate

FOR TEACHERS & PARENTS

Skill: Letter formation for I and i; initial sound in ice skate; visual letter discrimination.

Goal: Child traces I/i, writes some independently, circles the matching letters, and colors the ice skate.

Tip: Say the stroke path out loud. Then ask, "What else starts like ice skate?"

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Name _____ Date _____

Letter J is for Jug

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big J

J

2 Trace the little j

j

3 Now you try

Write a few, then finish the line on your own.

4 Circle every J and j

Then color the jug.

j	j	U	J	r	J
j	J	J	w	A	Z



jug

FOR TEACHERS & PARENTS

Skill: Letter formation for J and j; initial sound in jug; visual letter discrimination.

Goal: Child traces J/j, writes some independently, circles the matching letters, and colors the jug.

Tip: Say the stroke path out loud. Then ask, "What else starts like jug?"

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Name _____ Date _____

Letter K is for Kite

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big K

K K K K K K

2 Trace the little k

k k k k k k k k

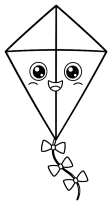
3 Now you try Write a few, then finish the line on your own.

K K K

k k k

4 Circle every K and k Then color the kite.

K	k	K	D	k	X
n	K	i	K	T	k



kite

FOR TEACHERS & PARENTS

Skill: Letter formation for K and k; initial sound in kite; visual letter discrimination.

Goal: Child traces K/k, writes some independently, circles the matching letters, and colors the kite.

Tip: Say the stroke path out loud. Then ask, "What else starts like kite?"

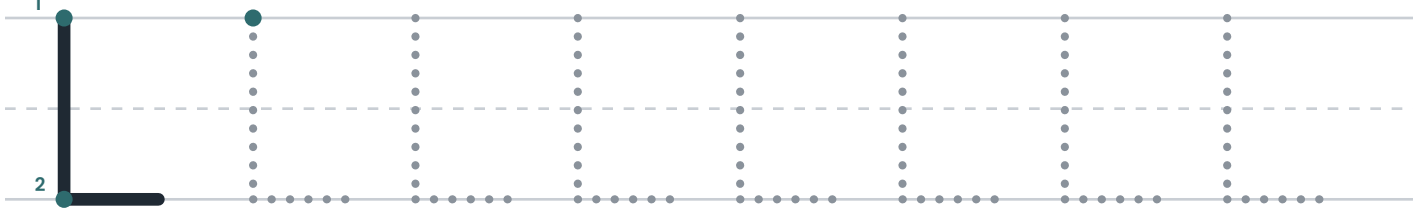
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 Name _____ Date _____

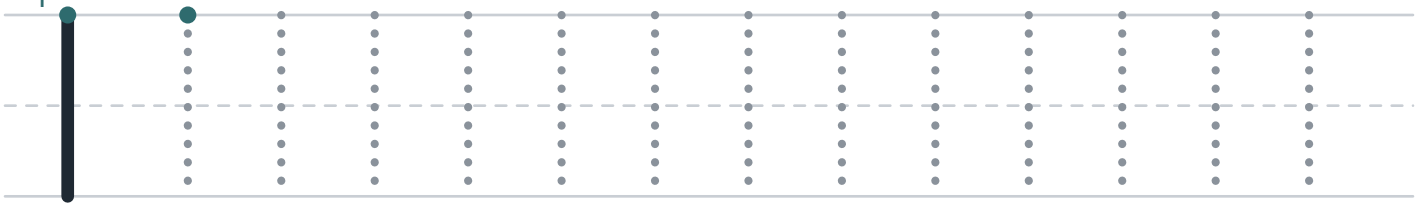
Letter L is for Ladybug

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

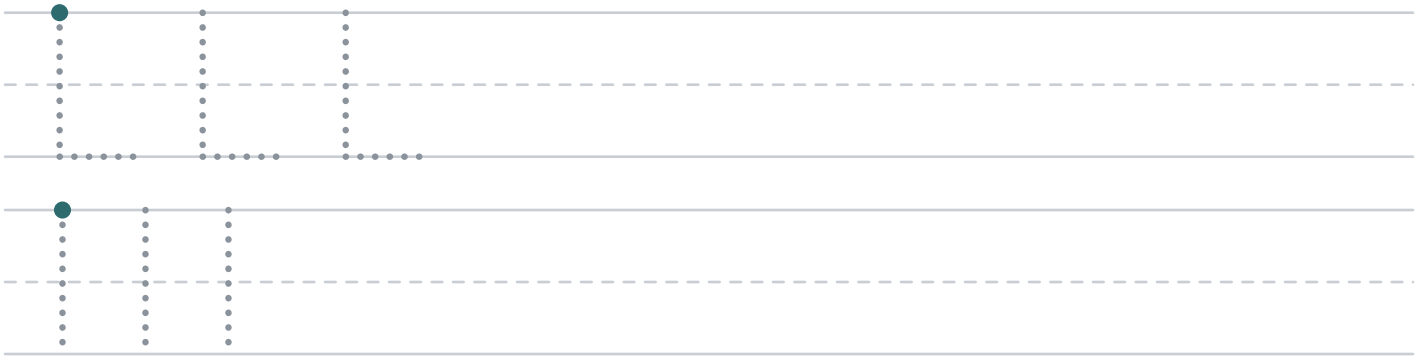
1 Trace the big L



2 Trace the little l

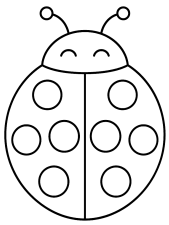


3 Now you try Write a few, then finish the line on your own.



4 Circle every L and l Then color the ladybug.

T	c	L	h	l	O
G	l	L	L	l	L



ladybug

FOR TEACHERS & PARENTS

Skill: Letter formation for L and l; initial sound in ladybug; visual letter discrimination.
Goal: Child traces L/l, writes some independently, circles the matching letters, and colors the ladybug.
Tip: Say the stroke path out loud. Then ask, "What else starts like ladybug?"

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 Name _____ Date _____

Letter M is for Mitten

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big M

M M M M M

2 Trace the little m

m m m m m

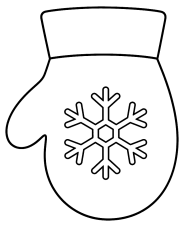
3 Now you try Write a few, then finish the line on your own.

M M M

m m m

4 Circle every M and m Then color the mitten.

A	u	M	M	s	m
E	m	Z	M	m	M



mitten

FOR TEACHERS & PARENTS

Skill: Letter formation for M and m; initial sound in mitten; visual letter discrimination.

Goal: Child traces M/m, writes some independently, circles the matching letters, and colors the mitten.

Tip: Say the stroke path out loud. Then ask, "What else starts like mitten?"

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Name _____ Date _____

Letter N is for Nest

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big N

N N N N N N

2 Trace the little n

n n n n n n

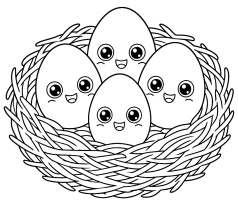
3 Now you try Write a few, then finish the line on your own.

N N N

n n n

4 Circle every N and n Then color the nest.

N	N	H	n	n	F
T	j	N	N	n	r



nest

FOR TEACHERS & PARENTS

Skill: Letter formation for N and n; initial sound in nest; visual letter discrimination.

Goal: Child traces N/n, writes some independently, circles the matching letters, and colors the nest.

Tip: Say the stroke path out loud. Then ask, "What else starts like nest?"

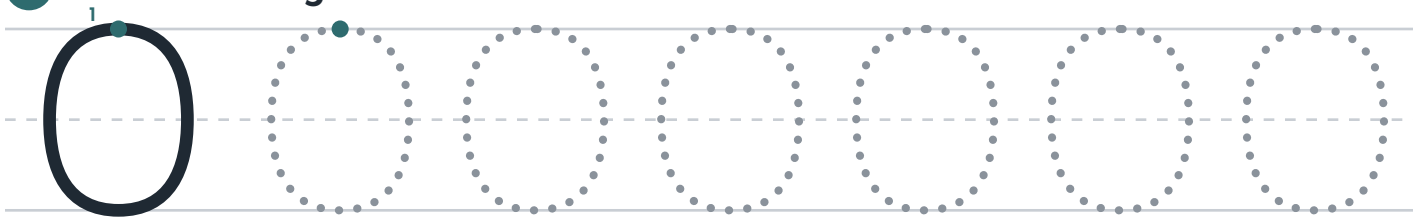
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Name _____ Date _____

Letter O is for Orange

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

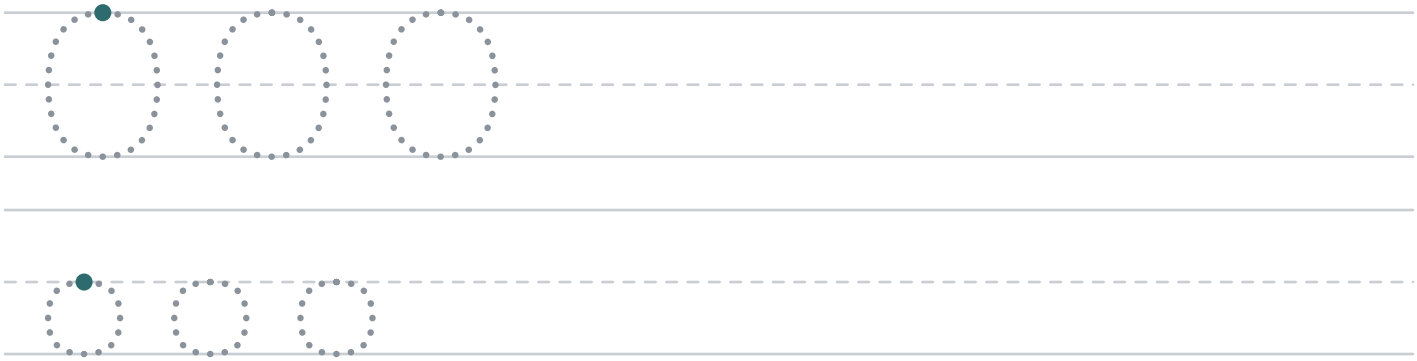
1 Trace the big O



2 Trace the little o

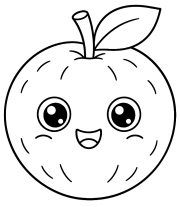


3 Now you try Write a few, then finish the line on your own.



4 Circle every O and o Then color the orange.

O	o	O	O	o	e
L	I	a	o	D	O



orange

FOR TEACHERS & PARENTS

Skill: Letter formation for O and o; initial sound in orange; visual letter discrimination.

Goal: Child traces O/o, writes some independently, circles the matching letters, and colors the orange.

Tip: Say the stroke path out loud. Then ask, "What else starts like orange?"

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Name _____ Date _____

Letter P is for Pig

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big P

P P P P P P P

2 Trace the little p

p p p p p p p

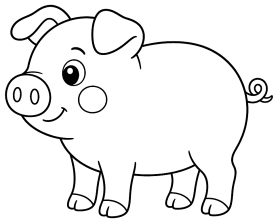
3 Now you try Write a few, then finish the line on your own.

p p p

p p p

4 Circle every P and p Then color the pig.

p	j	p	P	P	p
T	P	a	P	N	H



pig

FOR TEACHERS & PARENTS

Skill: Letter formation for P and p; initial sound in pig; visual letter discrimination.
Goal: Child traces P/p, writes some independently, circles the matching letters, and colors the pig.
Tip: Say the stroke path out loud. Then ask, "What else starts like pig?"

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 Name _____ Date _____

Letter Q is for Quilt

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big Q

Q Q Q Q Q Q

2 Trace the little q

q q q q q q q

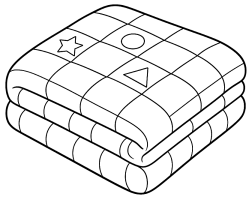
3 Now you try Write a few, then finish the line on your own.

q q q

q q q

4 Circle every Q and q Then color the quilt.

q	Q	Q	X	E	Q
i	Q	b	q	H	q



quilt

FOR TEACHERS & PARENTS

Skill: Letter formation for Q and q; initial sound in quilt; visual letter discrimination.

Goal: Child traces Q/q, writes some independently, circles the matching letters, and colors the quilt.

Tip: Say the stroke path out loud. Then ask, "What else starts like quilt?"

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Name _____ Date _____

Letter R is for Rain

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big R

R R R R R R

2 Trace the little r

r r r r r r r r

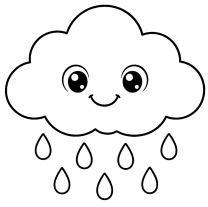
3 Now you try Write a few, then finish the line on your own.

R R R

r r r

4 Circle every R and r Then color the rain.

D	J	R	R	R	R
r	m	e	r	r	F



rain

FOR TEACHERS & PARENTS

Skill: Letter formation for R and r; initial sound in rain; visual letter discrimination.

Goal: Child traces R/r, writes some independently, circles the matching letters, and colors the rain.

Tip: Say the stroke path out loud. Then ask, "What else starts like rain?"

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Name _____ Date _____

Letter S is for Sun

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big S

S S S S S S S

2 Trace the little s

s s s s s s s s s

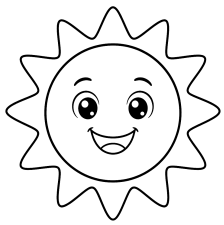
3 Now you try Write a few, then finish the line on your own.

S S S

S S S

4 Circle every S and s Then color the sun.

s	S	W	s	N	S
C	S	i	m	s	S



sun

FOR TEACHERS & PARENTS

Skill: Letter formation for S and s; initial sound in sun; visual letter discrimination.

Goal: Child traces S/s, writes some independently, circles the matching letters, and colors the sun.

Tip: Say the stroke path out loud. Then ask, "What else starts like sun?"

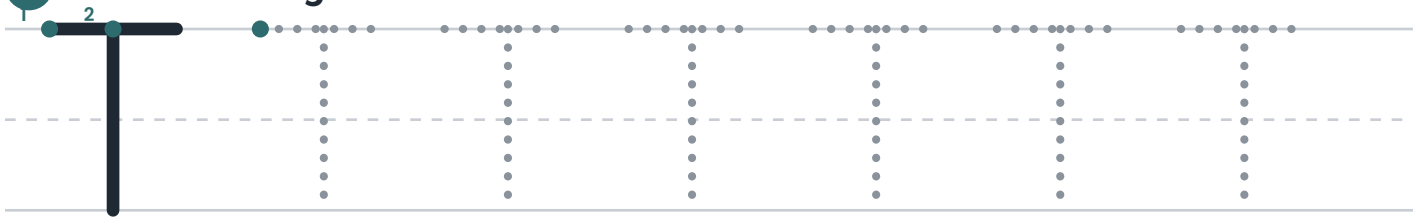
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Name _____ Date _____

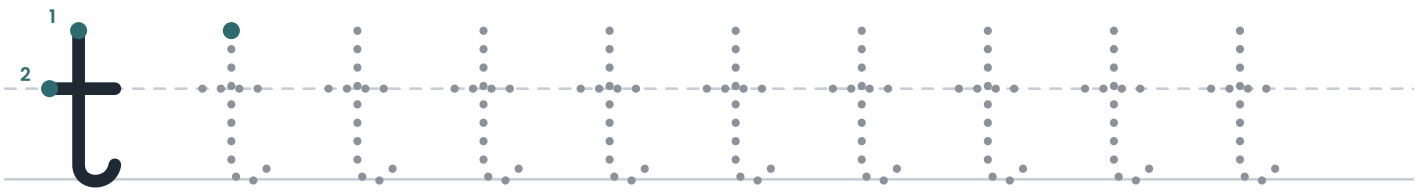
Letter T is for Tree

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big T

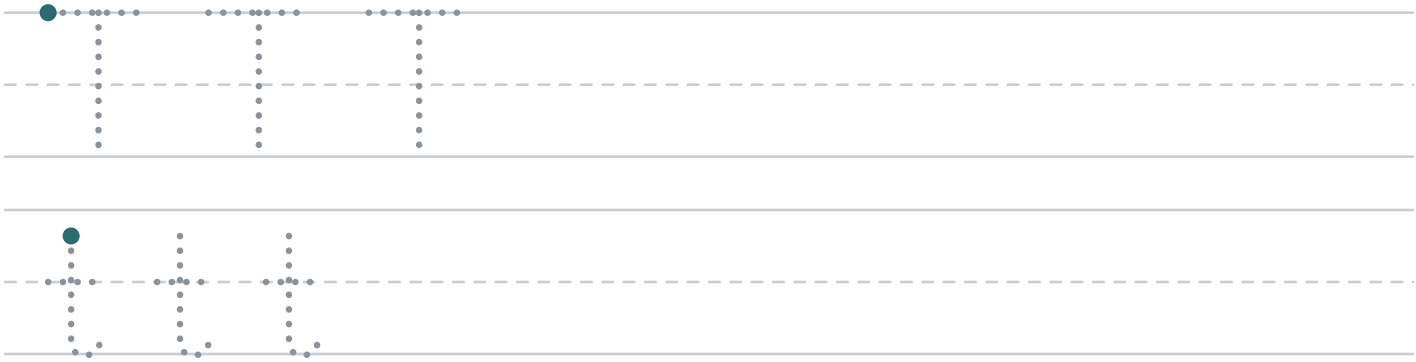


2 Trace the little t



3 Now you try

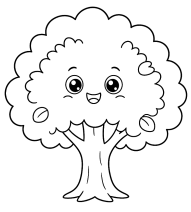
Write a few, then finish the line on your own.



4 Circle every T and t

Then color the tree.

a	T	Q	m	L	T
t	T	S	T	t	t



tree

FOR TEACHERS & PARENTS

Skill: Letter formation for T and t; initial sound in tree; visual letter discrimination.
Goal: Child traces T/t, writes some independently, circles the matching letters, and colors the tree.
Tip: Say the stroke path out loud. Then ask, "What else starts like tree?"

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 Name _____ Date _____

Letter U is for Umbrella

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big U

U U U U U U

2 Trace the little u

u u u u u u u

3 Now you try Write a few, then finish the line on your own.

u u u

u u u

4 Circle every U and u Then color the umbrella.

u	P	m	u	U	U
O	u	H	e	U	U



umbrella

FOR TEACHERS & PARENTS

Skill: Letter formation for U and u; initial sound in umbrella; visual letter discrimination.

Goal: Child traces U/u, writes some independently, circles the matching letters, and colors the umbrella.

Tip: Say the stroke path out loud. Then ask, "What else starts like umbrella?"

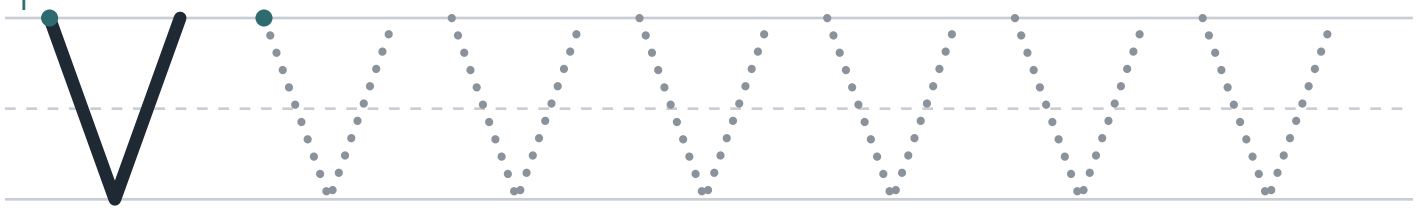
Free for home & classroom use. Not for resale.

Name _____ Date _____

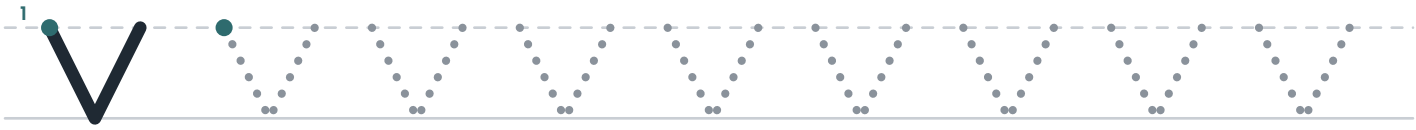
Letter V is for Van

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

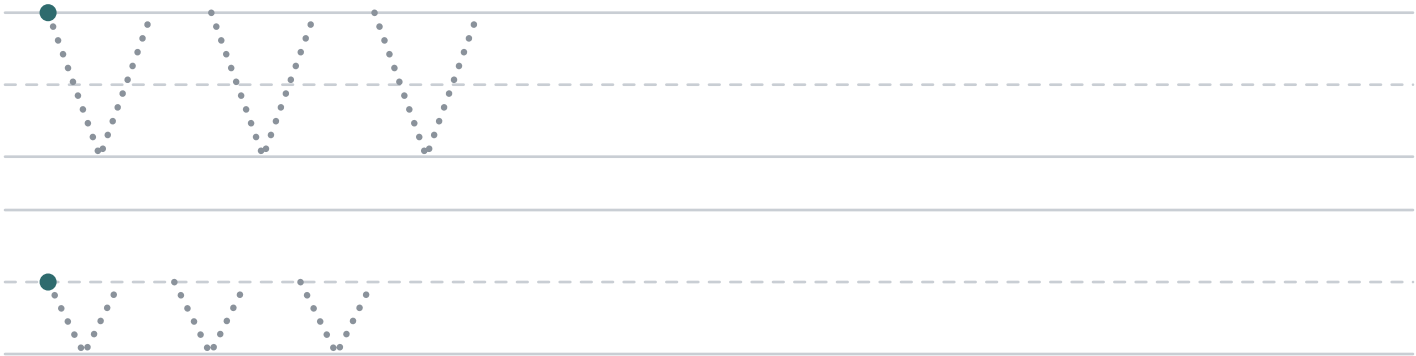
1 Trace the big V



2 Trace the little v

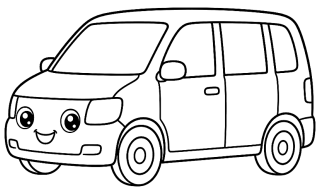


3 Now you try Write a few, then finish the line on your own.



4 Circle every V and v Then color the van.

E	V	v	v	v	V
x	R	V	C	o	V



van

FOR TEACHERS & PARENTS

Skill: Letter formation for V and v; initial sound in van; visual letter discrimination.

Goal: Child traces V/v, writes some independently, circles the matching letters, and colors the van.

Tip: Say the stroke path out loud. Then ask, "What else starts like van?"

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 Name _____ Date _____

Letter W is for Watermelon

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big W

W W W W W W

2 Trace the little w

w w w w w w

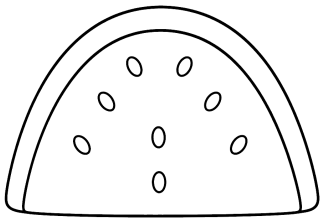
3 Now you try Write a few, then finish the line on your own.

W W W

w w w

4 Circle every W and w Then color the watermelon.

W	F	W	W	W	E
w	w	R	w	b	n



watermelon

FOR TEACHERS & PARENTS

Skill: Letter formation for W and w; initial sound in watermelon; visual letter discrimination.

Goal: Child traces W/w, writes some independently, circles the matching letters, and colors the watermelon.

Tip: Say the stroke path out loud. Then ask, "What else starts like watermelon?"

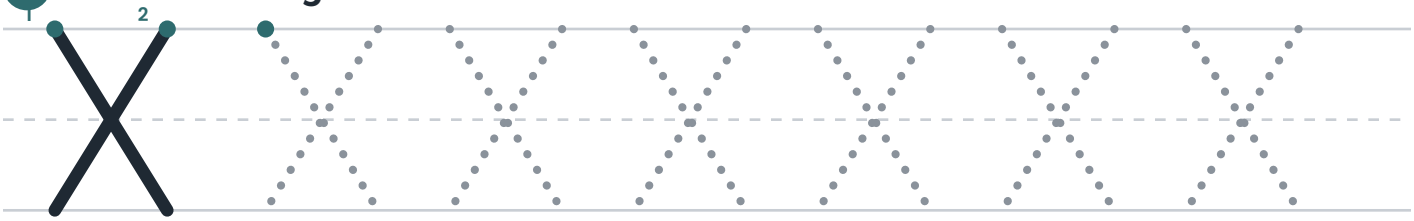
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 Name _____ Date _____

Letter X is for X-Ray

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

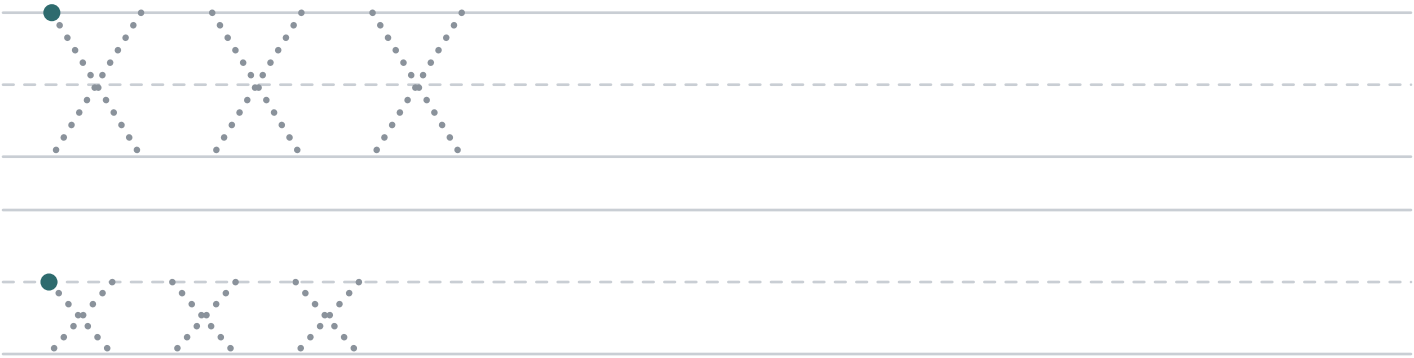
1 Trace the big X



2 Trace the little x



3 Now you try Write a few, then finish the line on your own.



4 Circle every X and x Then color the x-ray.

x	j	X	X	X	z
x	H	G	M	X	x



x-ray

FOR TEACHERS & PARENTS

Skill: Letter formation for X and x; initial sound in x-ray; visual letter discrimination.

Goal: Child traces X/x, writes some independently, circles the matching letters, and colors the x-ray.

Tip: Say the stroke path out loud. Then ask, "What else starts like x-ray?"

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 Name _____ Date _____

Letter Y is for Yarn

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big Y

2 Trace the little y

3 Now you try Write a few, then finish the line on your own.

4 Circle every Y and y Then color the yarn.

Y	y	H	r	D	P
y	y	Y	s	Y	Y



yarn

FOR TEACHERS & PARENTS

Skill: Letter formation for Y and y; initial sound in yarn; visual letter discrimination.

Goal: Child traces Y/y, writes some independently, circles the matching letters, and colors the yarn.

Tip: Say the stroke path out loud. Then ask, "What else starts like yarn?"

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Name _____ Date _____

Letter Z is for Zipper

Start at the dot. Follow the strokes. Circle the letters. Color the picture.

1 Trace the big Z

Z

2 Trace the little z

z

3 Now you try Write a few, then finish the line on your own.

4 Circle every Z and z Then color the zipper.

z	Z	G	Z	A	D
w	s	z	z	Z	Z



zipper

FOR TEACHERS & PARENTS

Skill: Letter formation for Z and z; initial sound in zipper; visual letter discrimination.

Goal: Child traces Z/z, writes some independently, circles the matching letters, and colors the zipper.

Tip: Say the stroke path out loud. Then ask, "What else starts like zipper?"

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