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EARTH DAY ALPHABET TRACING CARDS



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EARTH DAY ALPHABET TRACING CARDS

What's Included:

- 26 Earth Day themed alphabet tracing cards (A–Z, uppercase and lowercase)

Recommended Age

Ideal for **ages 3 – 6** | Preschool | Pre-K | Early Literacy Centres

Domain

Early Literacy

Targeted Skills & Behaviours

- Recognizing uppercase and lowercase letters
- Understanding letter formation
- Building early writing readiness

Cognitive / Executive Function

- Visual tracking and attention to detail
- Pattern recognition
- Task persistence

Fine-Motor Development

- Pencil grip and control
- Hand strength and coordination
- Controlled tracing movements

Positive Learning Behaviours

- Focus and concentration
- Independent task completion
- Confidence in early writing

Language & Communication

- Naming letters
- Connecting letters to sounds
- Expanding alphabet knowledge

Materials:

- Alphabet tracing cards (included)
- Pencils, crayons, or dry erase markers
- Optional: Laminator and wipes for reuse

Preparation:

1. Print the tracing cards on cardstock for durability.
2. Laminate for repeated use.
3. Provide writing tools (pencils, crayons, or dry erase markers).
4. Store cards in a literacy centre bin or binder for easy access.



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Instructions for Engagement:

Core Activity: Trace and Recognize Letters

- Learners observe the letter on the card.
- Learners trace over the uppercase and lowercase letters.
- Learners repeat tracing to build muscle memory.
- Learners say the letter name (and optionally the sound) while tracing.

Classroom Centre Ideas!

- **Writing Centre** – Place tracing cards with markers for independent practice.
- **Small Group Instruction** – Educators guide proper letter formation and direction.
- **Morning Work / Table Tubs** – Use as a quiet, structured start to the day.
- **Dry Erase Station** – Reusable tracing with laminated cards and markers.

Variations and Extensions

1. **Rainbow Tracing** – Learners trace each letter multiple times using different colours.
2. **Sound Connection** – Learners say the letter sound and name an object that begins with it.
3. **Air Writing Extension** – Learners trace the letter in the air after practicing on the card.

Differentiation

Beginning Learners

Provide hand-over-hand support and focus on tracing a single letter at a time.

Developing Learners

Encourage independent tracing and correct letter formation.

Advanced Learners

Have learners write the letter independently on blank paper and identify words that begin with it.

Teacher Talk Prompts

- "What letter is this?"
- "Can you trace it slowly with your finger first?"
- "What sound does this letter make?"
- "Can you think of a word that starts with this letter?"
- "Can you try writing it on your own?"





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a

A

a

B

b

B

A

a

A

b

B

b

a

A

a

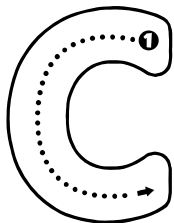
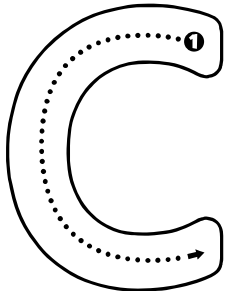
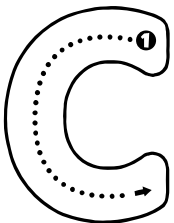
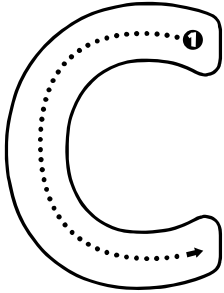
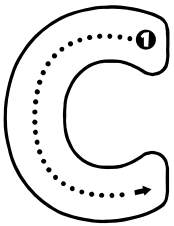
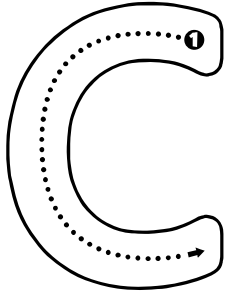
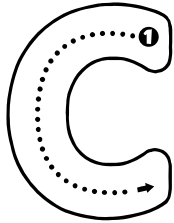
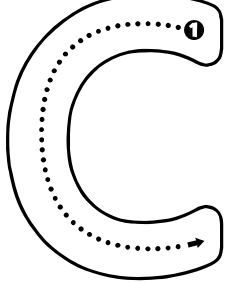
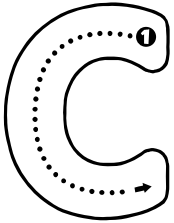
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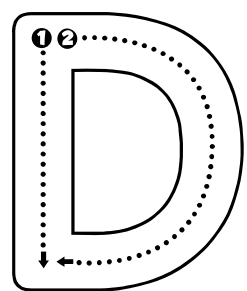
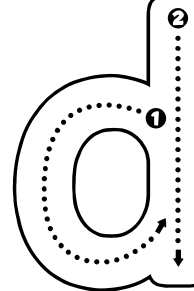
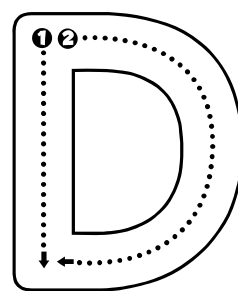
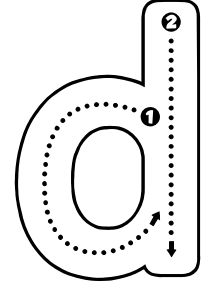
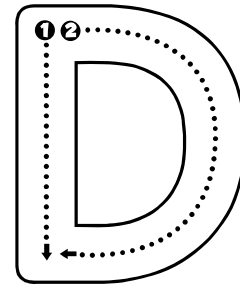
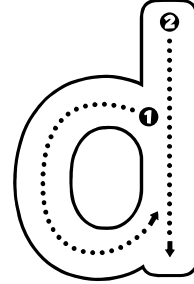
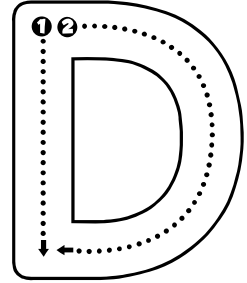
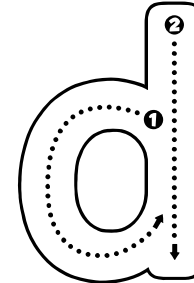
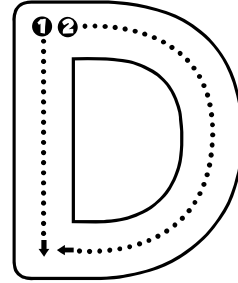
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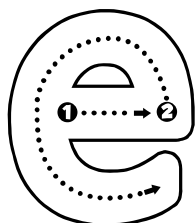
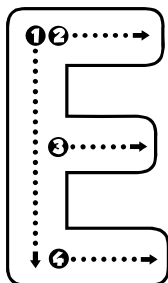
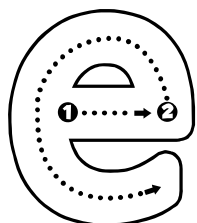
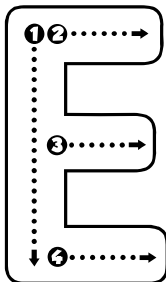
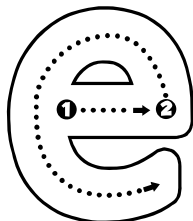
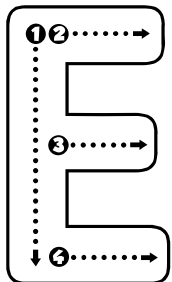
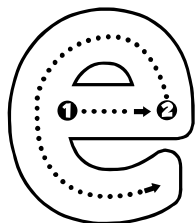
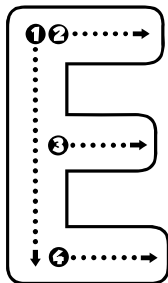
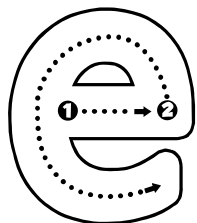


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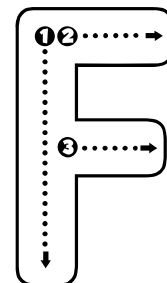
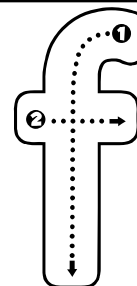
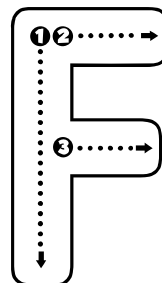
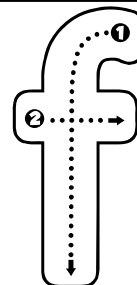
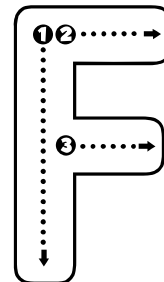
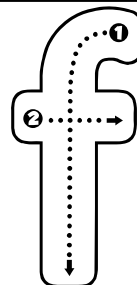
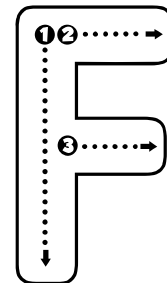
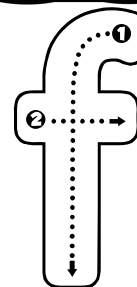
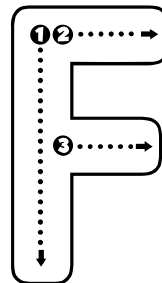




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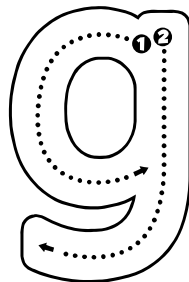
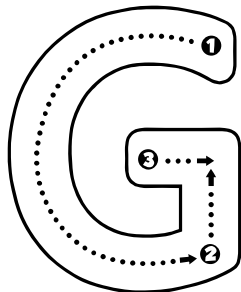
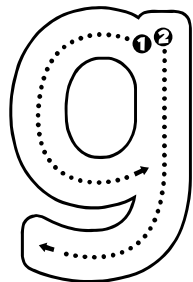
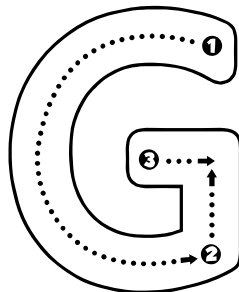
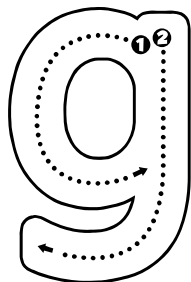
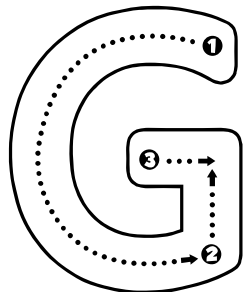
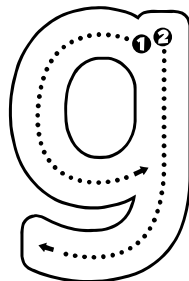
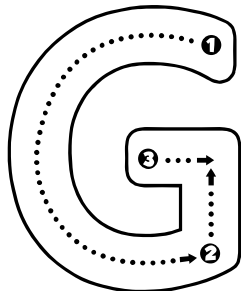
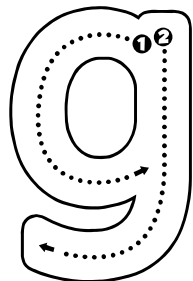


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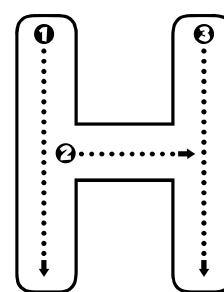
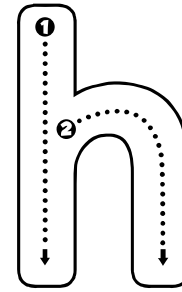
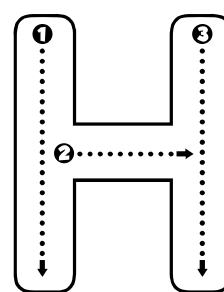
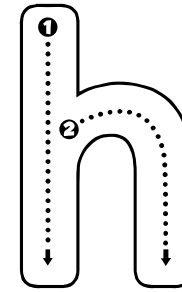
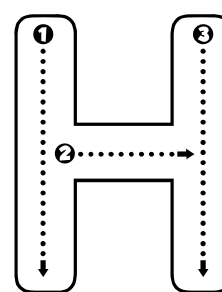
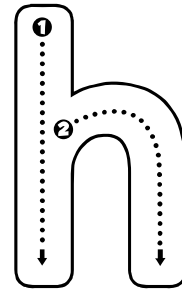
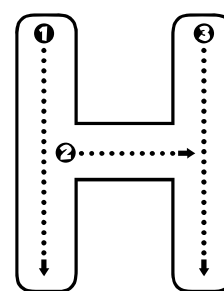
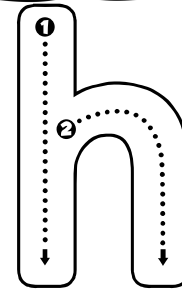
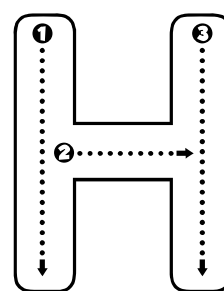




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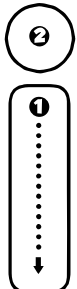
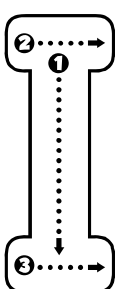
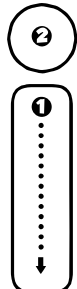
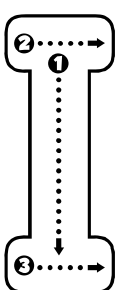
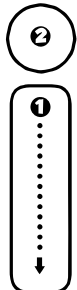
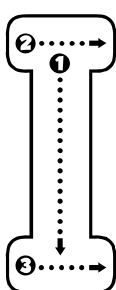
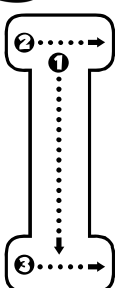
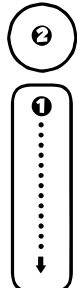


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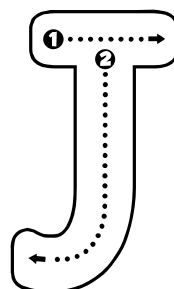
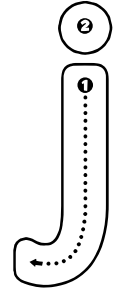
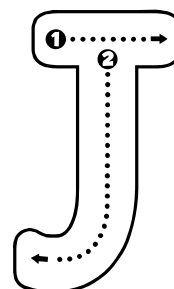
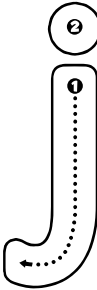
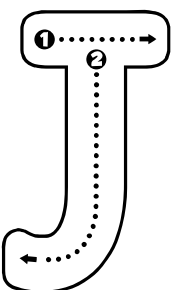
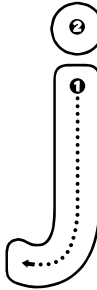
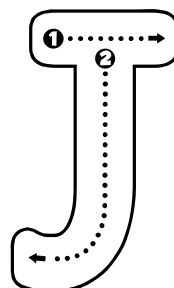
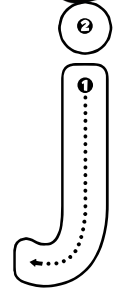
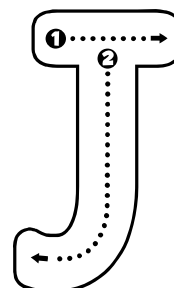




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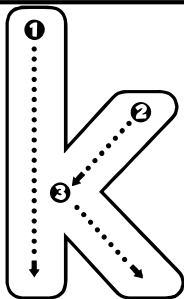
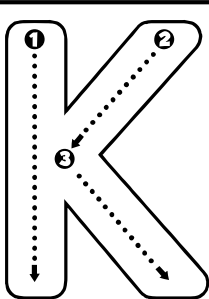
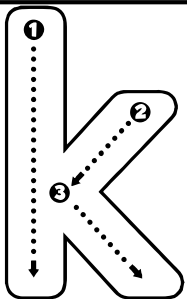
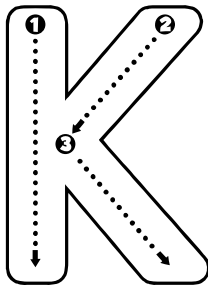
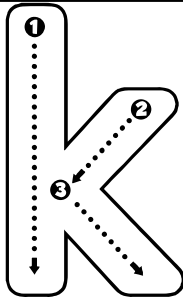
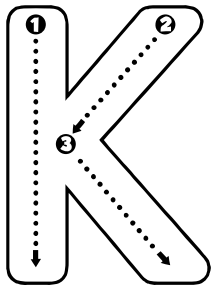
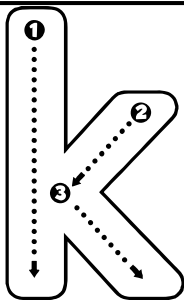
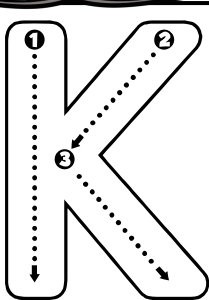
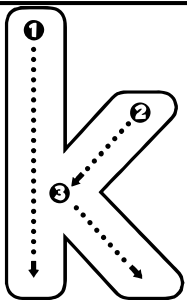


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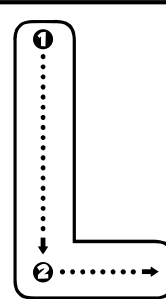
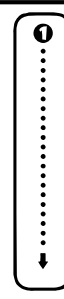
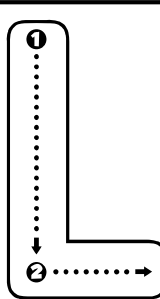
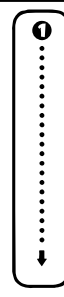
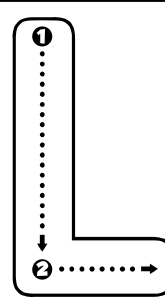
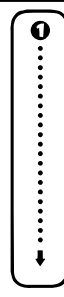
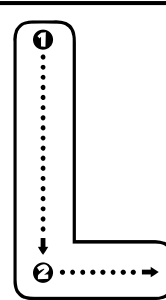
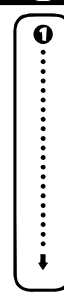
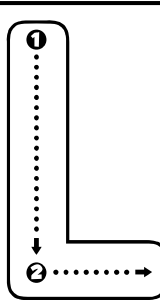




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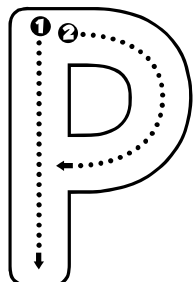
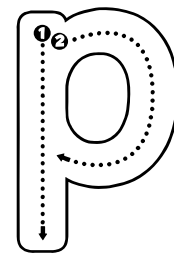
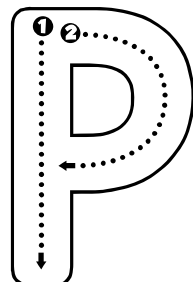
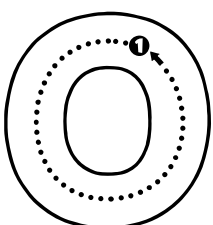
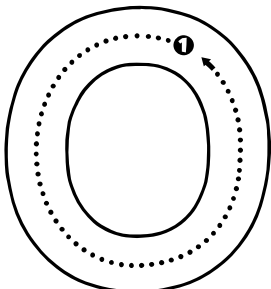
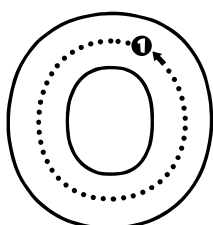
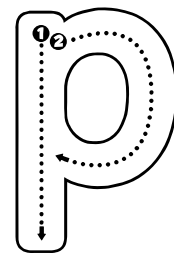
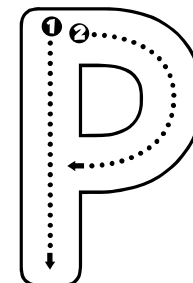
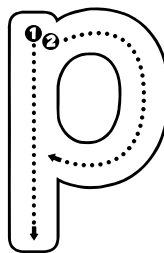
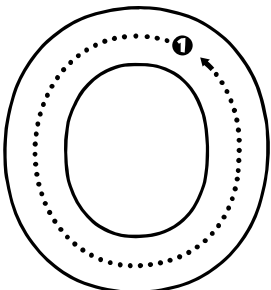
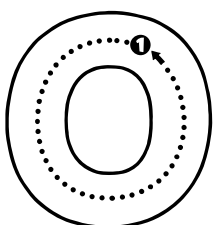
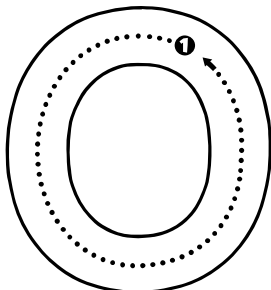
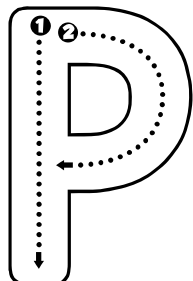
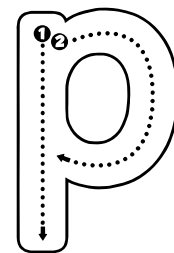
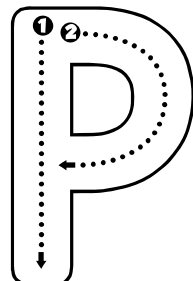
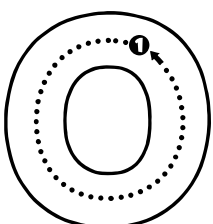
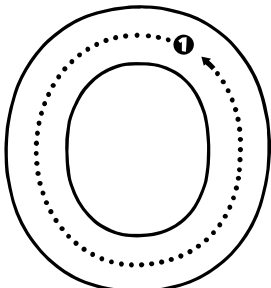
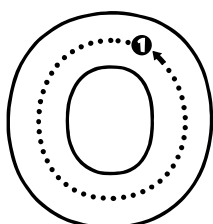
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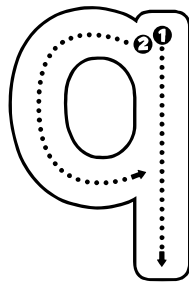
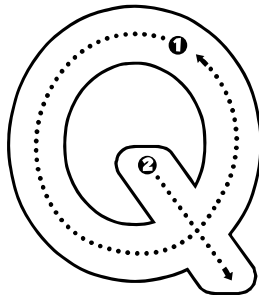
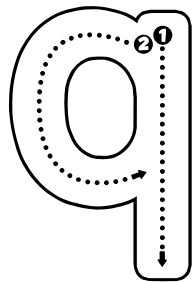
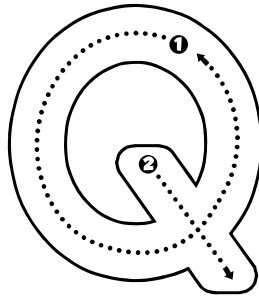
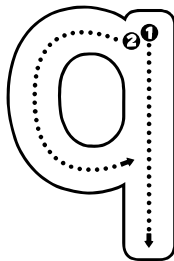
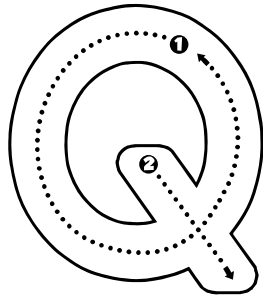
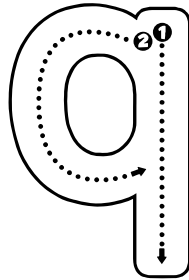
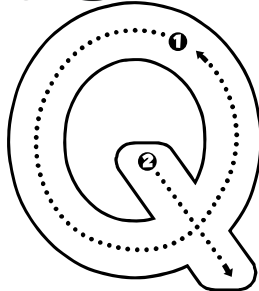
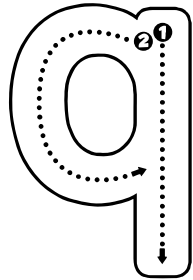


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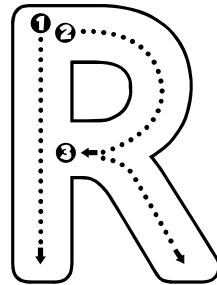
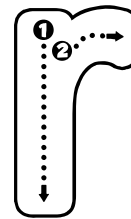
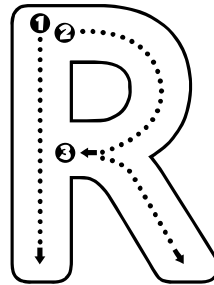
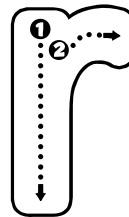
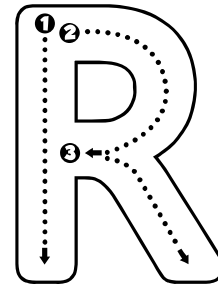
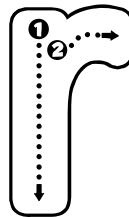
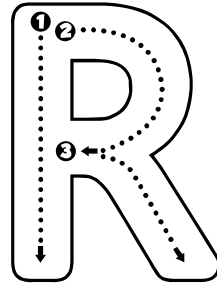
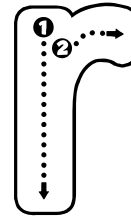
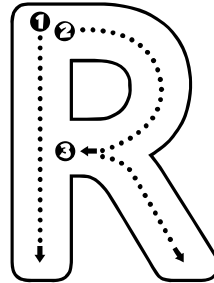




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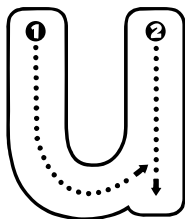
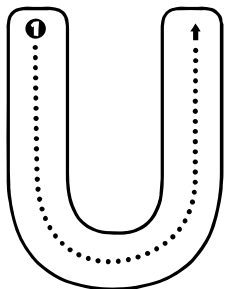
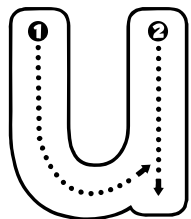
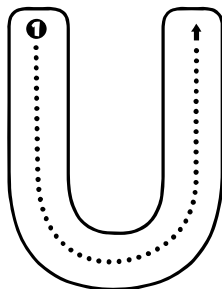
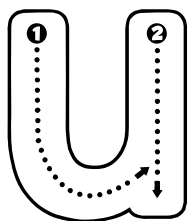
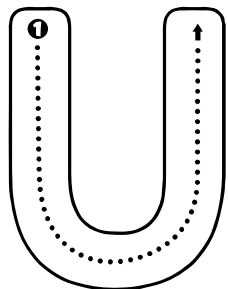
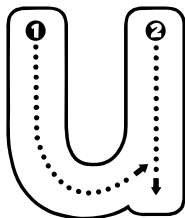
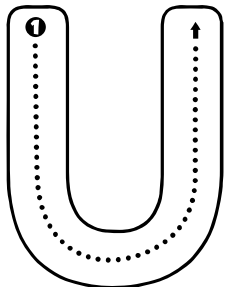
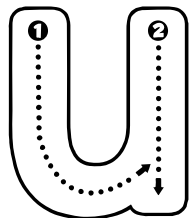
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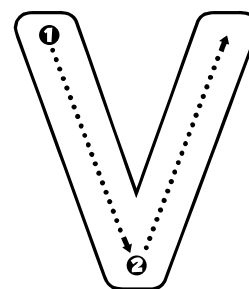
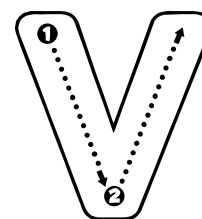
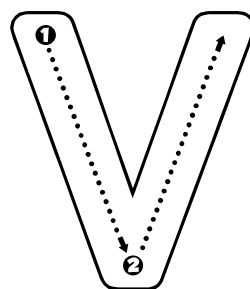
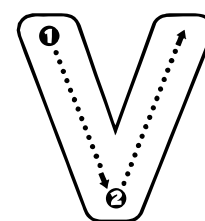
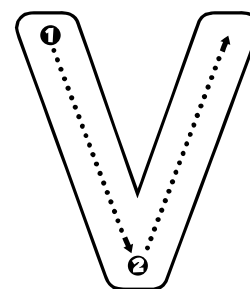
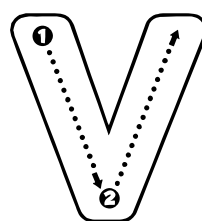
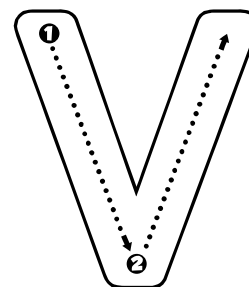
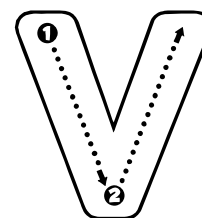
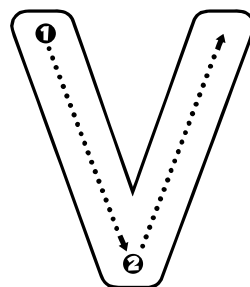
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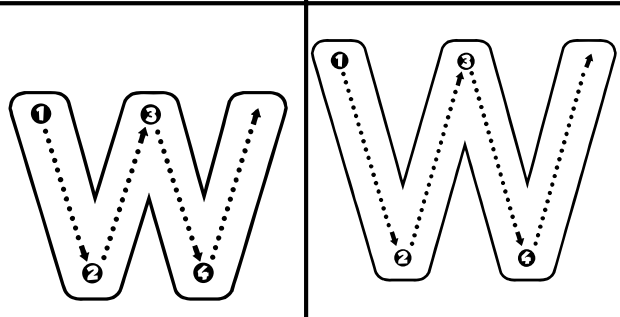
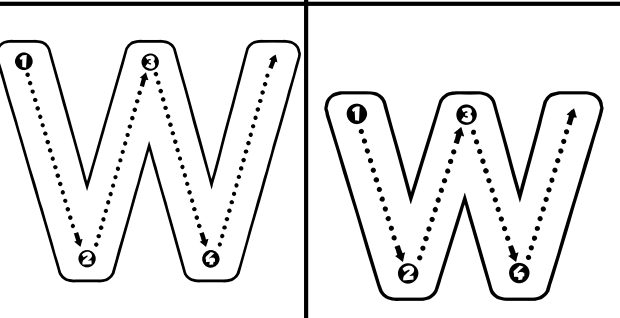
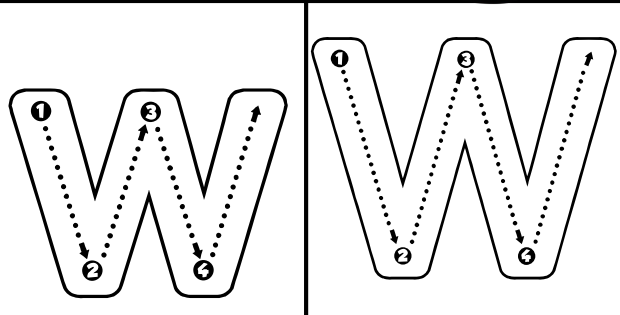


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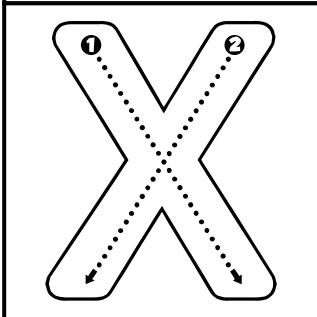
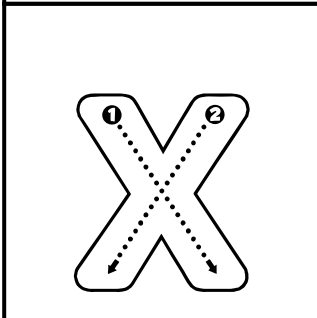
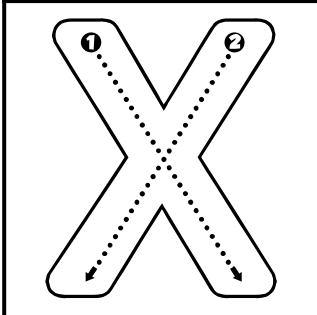




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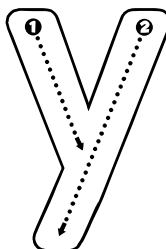
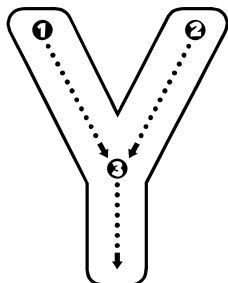
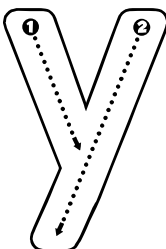
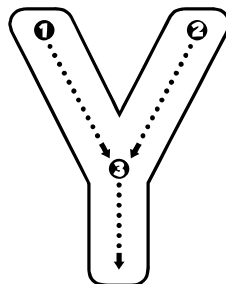
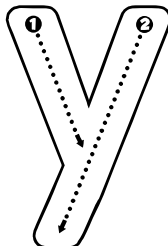
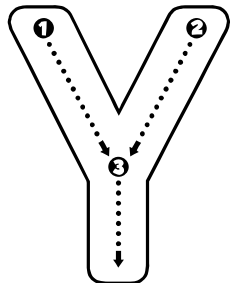
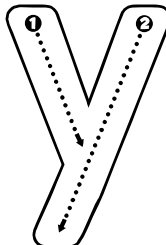
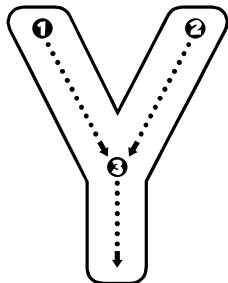
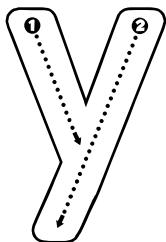


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