Tracing 3 — Facilitator Guide

PRE-K–KINDERGARTEN · FINE MOTOR · PRINT READY WORKSHEET

Tracing 3: Zigzags. Use the original one-page worksheet; the numbered directions below reproduce the printed task.

Quick Start

Learning target: Follow a path with a pencil without leaving it; Make the strokes letters are built from; Control start and stop points

Time	Grouping	Materials
Teacher-paced; adjust to the student	Individual work with adult support as needed	Printed worksheet · Pencil

GUIDING QUESTIONS

Can you follow this path slowly from its start to its end?

Show me how you checked your work on Tracing 3.

Facilitation Sequence

1 Introduce the worksheet

Look at Tracing 3. Read the title and printed directions aloud together.

Watch for: Check that students can locate the first task before starting.

TEACHING TIP · A useful prompt here is: "Can you follow this path slowly from its start to its end?"

2 Work through the printed tasks

1. Trace each path.

Watch for: Follow the path slowly with a finger before tracing with a pencil. Model a comfortable grip; shorten the practice if the student becomes tired.

TEACHING TIP · A useful prompt here is: "Complete the tasks in the order printed on the page."

3 Review together

Revisit the completed parts of Tracing 3. Ask the student to point to their work and explain or demonstrate one choice.

Watch for: Use the actual printed examples when checking a response; do not infer an answer from the worksheet title.

4 Choose a next step

Review progress towards: Follow a path with a pencil without leaving it

Watch for: Record which task was completed independently and which needed modelling. Revisit the same printed task with support if needed.

Likely Student Responses, Misconceptions, and Helpful Teacher Moves

Anticipate these — and the response that moves thinking forward.

Students may…	What that might mean…	A helpful next move…
Begin Tracing 3 without following the printed direction.	The task language or order may need clarification.	Read the direction aloud and ask the student to point to where they will begin.

Students may…	What that might mean…	A helpful next move…
Need more practice with this skill: Follow a path with a pencil without leaving it	The skill may still need modelling or practice.	Follow the path slowly with a finger before tracing with a pencil. Model a comfortable grip; shorten the practice if the student becomes tired.

Equity, SEL, and Trauma-Informed Prompts

Equity

Perspective invitations you can offer students — a second context, a missing voice, a different lived reality.

Offer oral directions and time to become familiar with the worksheet pictures. Do not assume that every pictured object is familiar.

SEL

The emotional and interpersonal demands of this task — confidence, disagreement, frustration points, collaboration.

Use specific feedback about a strategy or effort. Allow a pause and another attempt when the task becomes frustrating.

Trauma-Informed

Participation safety and predictability — a private response option, lower-stakes sharing, predictable structure.

Keep the task sequence predictable. Offer private sharing and do not require personal or family disclosures about the pictures.

UDL, Differentiation, and Language Supports

If students need more support

Scaffolds for the same core thinking: oral rehearsal first, sketch or sort before writing, a worked example, chunked steps.

Follow the path slowly with a finger before tracing with a pencil. Model a comfortable grip; shorten the practice if the student becomes tired.

Cover later tasks temporarily and work through one printed direction at a time.

If students are ready for more

Extensions that add complexity, not busywork: compare two approaches, justify a choice, transfer to a new context.

Ask the student to explain how they checked a completed task on Tracing 3.

Invite another example orally; treat this as an optional extension, not an extra printed question.

Language supports

Name the language function (explain, compare, argue, justify) with sentence frames and oral rehearsal.

Read each printed instruction aloud and pair the action word with a demonstration.

Allow pointing, oral rehearsal, or a response in a familiar language before a written response.

Assessment Look-Fors and Next Steps

What to look for

Criterion	What it looks like here	Possible evidence	Helpful next step
Follow a path with a pencil without leaving it	The student demonstrates this skill in the corresponding printed task.	Observe the completed task and ask the student to explain or demonstrate their approach.	Model the part that needed support, then offer another attempt on the same task.
Make the strokes letters are built from	The student demonstrates this skill in the corresponding printed task.	Observe the completed task and ask the student to explain or demonstrate their approach.	Model the part that needed support, then offer another attempt on the same task.

Criterion	What it looks like here	Possible evidence	Helpful next step
Control start and stop points	The student demonstrates this skill in the corresponding printed task.	Observe the completed task and ask the student to explain or demonstrate their approach.	Model the part that needed support, then offer another attempt on the same task.

Reteach signal: If the student cannot explain or demonstrate the printed task, model one example and revisit: Follow a path with a pencil without leaving it