
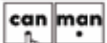
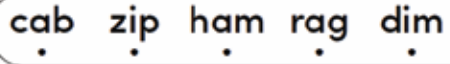











KINDERGARTEN

FLUENCY HOMEWORK

FREE SAMPLER

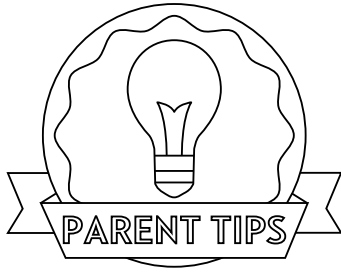
NAME _____		SEGMENTING & BLENDING	Kindergarten Week 1
Day 1 		Days 2 & 3 	
Put a finger on the dot. Say the beginning sound. Next, smoothly blend the sounds (aaannnn not aaannn). Last, read the word.		Put a finger on the dot. Read the words from left-to-right. Circle words read correctly. Complete the practice activity.	
DAY 1 Ask your child to place a finger on the dot under the letter said. Next, have your child smoothly blend the word family read the whole word. Last, have your child match the word.			
r	iiippi	rip	Draw lines to match the words. sad gas pin pan fig
s	iiittt	sit	
f	aaannn	fan	
m	iiiixx	mix	
l	aaapp	lap	
DAY 2 Ask your child to place a finger on the dot under each word. Always move from left to right. Circle all the words your child do the activity for the day. Circle the word that correctly matches the picture.			
			
Circle the word that matches the picture.			
 pit pin	 wig wag	 ban bin	

NAME _____		READING FLUENCY	DRA 1
		A3	LEXILE BR
		LEVEL A - SET 1	
Hands Can			
Hands can hold.			
Hands can shake.			
Hands can point.			
Hands can mix.			
Hands can clap.			
Hooray for hands!			
day 1	day 2	day 3	day 4
Color a box each time you read the text.	Color a box each time you read the text.	Color a box each time you read the text.	Color a box each time you read the text.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I read it _____ times!	I read it _____ times!	I read it _____ times!	I read it _____ times!

NAME _____

LETTER NAME
FLUENCY

Level C
Kindergarten - Week 1



Have your student practice saying letter names each day. Because our newest readers are still developing their understanding of the way text works, there are dots under the letters. Ask your reader to put a finger on each dot as the letter name above is said. Make sure your child is always going from left to right. Developing these habits now will make learning to read an easier process.

DAY
1

Ask your child to place a finger on the dot under the letter as the letter name is said. Always move from left to right. Circle all letters said correctly. Then finish the activity for the day. Circle the lowercase letter that matches each capital.

M O F H W b Y i L T

• • • • • • • • • •

X			R			V			P			O		
k	x	v	r	p	n	w	k	v	d	b	p	o	c	a

DAY
2

Ask your child to place a finger on the dot under the letter as the letter name is said. Circle all letters said correctly. Then finish the day's activity. Circle boxes with matching lowercase and capital letters. Draw an X on boxes that don't match.

k N Z c C x f h u J

• • • • • • • • • •

Dd	Wi	Zz	Gg	Ll	Bb
Kt	Ss	Nm	Kk	Wn	Cj

DAY
3

Ask your child to place a finger on the dot under the letter as the letter name is said. Move from left to right. Circle all letters said correctly. Then do the day's activity. Draw lines to match lowercase and capital letters.

j z l e A n a g y E

F.

.b

T.

.m

H.

.h

B.

.f

D.

.r

P.

.u

G.

.y

M.

.d

U.

.c

Y.

.g

R.

.t

C.

.p

DAY
4

Ask your child to place a finger on the dot under the letter as the letter name is said. Move from left to right. Circle all letters said correctly. Then do the day's activity. Write the missing letter in each set.

V m s R I U K D q t

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

B C

R S

K L

X Y

N O

G H

NAME _____	LETTER SOUND FLUENCY	Level B K-1
------------	-------------------------	----------------

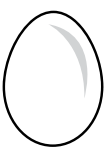

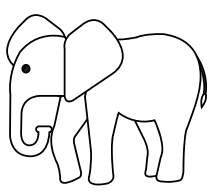
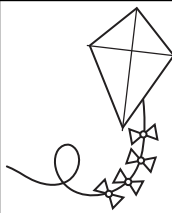


<div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center; margin-bottom: 10px;">Days 1 & 2</div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin-right: 10px;">mm</div> <div style="border: 1px solid black; padding: 10px; margin-right: 10px;">m</div> </div> <p>Point to the letter. Say the sound. All vowels are short.</p>	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center; margin-bottom: 10px;">Day 3</div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 5px;">a</div> <div style="border: 1px solid black; padding: 5px; margin-right: 5px;">maaaa</div> <div style="border: 1px solid black; padding: 5px;">ma</div> </div> <p>Say the short vowel sound. Smoothly stretch the sounds with no pause when the sound changes (<i>mmaaaa</i> not <i>mmm-aaaa</i>). Then say the blended sounds.</p>	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center; margin-bottom: 10px;">Day 4</div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 5px;">me</div> <div style="border: 1px solid black; padding: 5px;">ma</div> </div> <p>Point to each letter group. Blend the sounds. They should sound as if they were part of a word. <i>Me</i> like the first part of <i>met</i>, <i>ma</i> like the first part of <i>map</i>. All vowels are short.</p>
---	--	--

DAY 1 Ask your child to place a finger on the dot under each letter, moving left to right, as the letter sound is said. Your child should make the short sound for vowels and the /k/ sound for c. Circle letters said correctly. Then finish the task for the day.

k i v g c b y e o t

.

Circle the pictures in each group that begin with that letter sound.

e			
k			

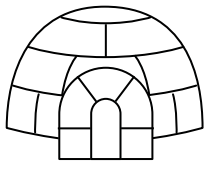
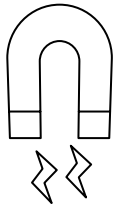
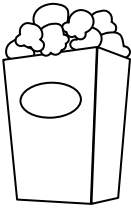
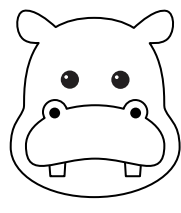
PICTURE KEY: egg, lollipop, elephant, kite, key, watch

DAY 2 Ask your child to place a finger on the dot under each letter, moving left to right, as the letter sound is said. Say short vowel sounds and the /ks/ sound (like at the end of *fix*) for x. Circle letters said correctly. Then finish the task for the day.

s j u x h z p f w d

.

Circle the letter that makes the beginning sound of each picture.

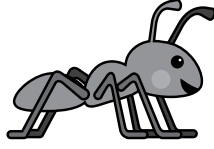
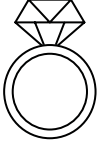
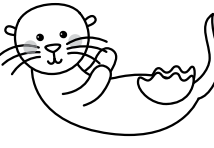

	i		m		w		h
	s		r		p		t

DAY
3

Ask your child to place a finger on the dot and say the short vowel sound. Then have your child take a breath then run a finger under the letters while smoothly blending the sounds. Last, read the blended sounds. Then finish the day's task.

a •	a a a m m	am •
e •	e e e m m	em •
i •	i i i m m	im •
o •	o o o m m	om •
u •	u u u m m	um •

Circle the first letter if the sound comes at the beginning of the word. Circle the last letter if you hear it at the end of the word.

	
a a	r r
	
o o	n n

PICTURE KEY: ant, ring, otter, fan




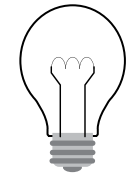
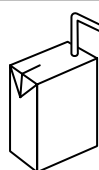
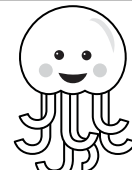

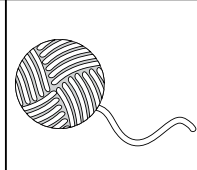
DAY
4

Ask your child to place a finger on the dot and smoothly blend the letter sounds. The sounds should be blended normally without stretching them out. Your child should say short vowel sounds. Then finish the task for the day.

um em am im om am

• • • • • •

Pictures in each group begin with the same sound. Write the beginning letter.

		Write the beginning letter.			Write the beginning letter.
		Write the beginning letter.			Write the beginning letter.

PICTURE KEY: queen, question, lock, light bulb, juice, jellyfish, yawn, yarn

NAME _____

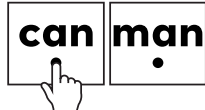
SEGMENTING
& BLENDINGKindergarten
Week 1

Day 1



Put a finger on the dot. Say the beginning sound. Next, smoothly blend the sounds (aaaaannnn not aaa-ann). Last, read the word.

Days 2 & 3



Put a finger on the dot. Read the words from left-to-right. Circle words read correctly. Complete the practice activity.

Day 4

get the map

Read each phrase or sentence. The goal is for the reading to sound smooth and connected instead of choppy.

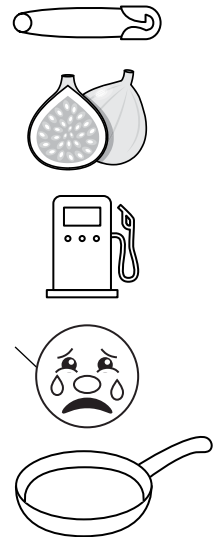
DAY
1

Ask your child to place a finger on the dot under the letter as the letter sound is said. Next, have your child smoothly blend the word family. Then, have your child read the whole word. Last, have your child match the words and pictures.

r .	iiiippp →	rip .
s .	iiittt →	sit .
f .	aaannn →	fan .
m .	iiiixxx →	mix .
l .	aaappp →	lap .

Draw lines to match the words and pictures.

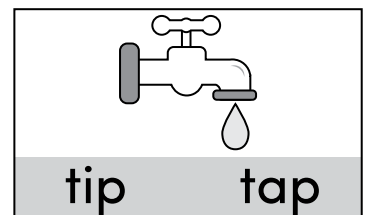
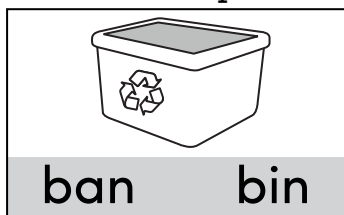
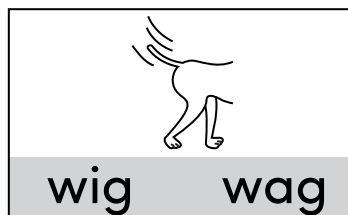
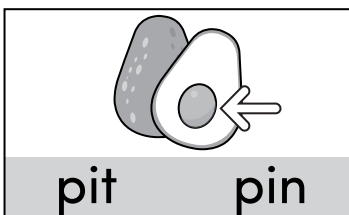
sad
gas
pin
pan
fig

DAY
2

Ask your child to place a finger on the dot under each word as the word is read. Always move from left to right. Circle all the words your child reads correctly. Then do the activity for the day. Circle the word that correctly matches the picture.

cab zip ham rag dim at jig

Circle the word that matches the picture.



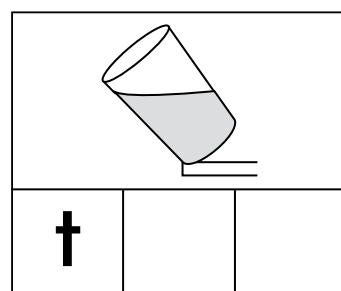
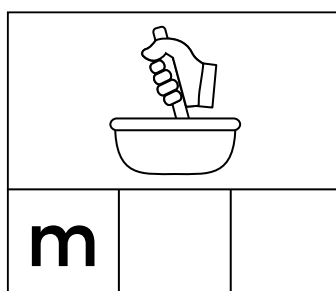
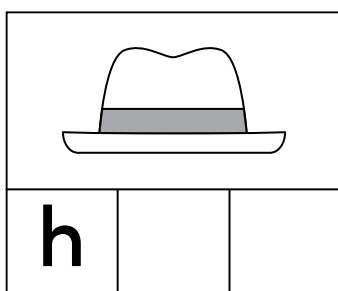
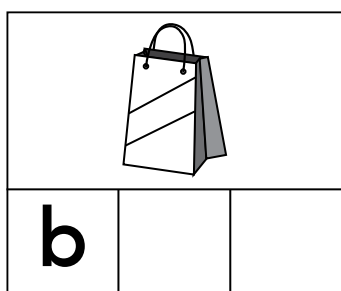
DAY
3

Ask your child to place a finger on the dot under each word as the word is read. Always move from left to right. Circle all the words your child reads correctly. Then do the activity for the day. Write the missing letters to complete each word.

fix zap tin it tag yam lab

sip rim bat ran kid has rib

Write the missing letters.



PICTURE KEY: bag, hat, mix, tip

DAY
4

Have your child read each phrase or sentence. The goal is for your child's reading to sound smooth and connected like talking. Try to eliminate choppy, word-by-word reading. "The hat fit," not "The...hat...fit." Then do the activity for the day.

a big lid

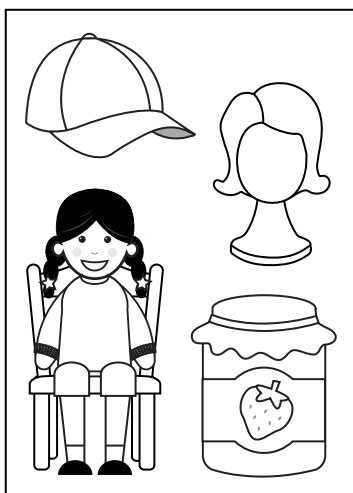
his hat is

on the map

Did she sit?

I had it.

the kid can



Write the name of each picture under the correct vowel sound.

short a

short i

PICTURE KEY: cap or hat, wig, sit, jam

NAME _____

READING
FLUENCY

DRA 1

A4

LEXILE BR

LEVEL A - SET 1

This Girl

This girl is happy.

• • • •



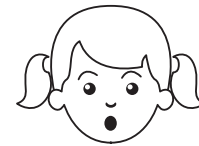
This girl is sad.

• • • •



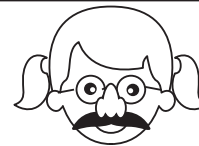
This girl is scared.

• • • •



This girl is silly.

• • • •



This girl is sleepy.

• • • •



Sweet dreams, girl!

• • •



day 1

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

I read it ____ times!

day 2

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

I read it ____ times!

day 3

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

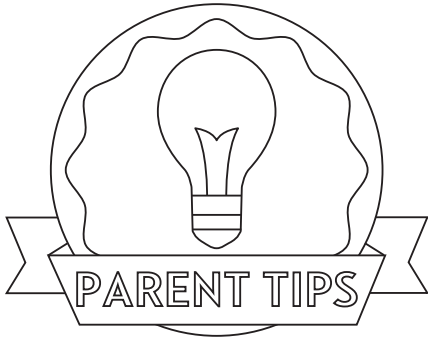
I read it ____ times!

day 4

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

I read it ____ times!



Don't be scared that the word *scared* is in this passage! No, your young reader isn't expected to recognize words like *scared* or *sleepy*. The reason these more advanced words can be used in this text is because of the picture support. Help your child decode these longer words, but after one or two readings your student will have learned to connect these words with the pictures. Learning to use picture cues will help your child progress as a reader.

Day 1: Read the story. Then trace and write the word **this**.

this

Circle the number of syllables in **this**.

1 2 3

Day 2: Read the story. Then circle each word that says **this**.

this this thin
this thsi this
the that this
this this ths

Circle the letters in the word **this**.

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

Day 3: Read the story. Then fill in the letters to make each word spell **this**.

t h _ s
_ h i s

Color the vowels in **this**. (a e i o u y)

this

Day 4: Read the story. Then draw lines to match the word parts that spell **this**.

thi	his
t	is
th	s

Circle **this** in the sentence.

This is my dog.

NAME _____

READING
FLUENCY

DRA 4

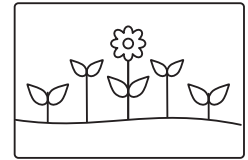
C4

LEXILE 190

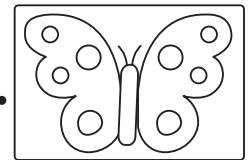
LEVEL C - SET 1

My New Garden

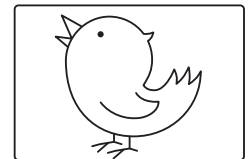
A flower grows in my new garden.



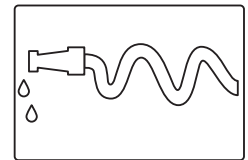
A butterfly flies in my new garden.



A bird sings in my new garden.



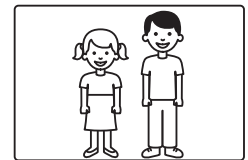
A hose drips in my new garden.



A boy plays in my new garden.



My new garden is for old friends!



day 1

Color a box each time
you read the text.

--	--	--

I read it ____ times!

day 2

Color a box each time
you read the text.

--	--	--

I read it ____ times!

day 3

Color a box each time
you read the text.

--	--	--

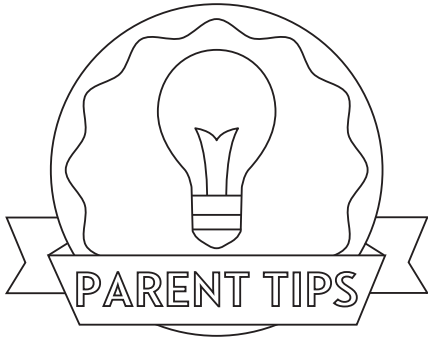
I read it ____ times!

day 4

Color a box each time
you read the text.

--	--	--

I read it ____ times!



At this level, young readers are beginning to need letter clues to figure out words. The pictures are less supportive and the sentences more complex. If your child is ready, support the transition from pointing under each word to pointing under the first letter of the word. This helps train your student's eyes (and brain!) to pay attention to the letter clues in words. Eventually we want students to pay attention to beginning AND ending letters.

Day 1: Read the story. Then trace and write the word **new**.

n e w

Day 2: Read the story. Then circle each word that says **new**.

nwe new ewn
wen new new
new nww new
new new ncw

Circle the number of syllables in **new**.

1 2 3

Circle the letters in the word **new**.

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

Day 3: Read the story. Then fill in the letters to make each word spell **new**.

— e w
n e —

Day 4: Read the story. Then draw lines to match the word parts that spell **new**.

n	ew
n	ew
n	ew

Color the vowels in **new**. (a e i o u y)

new

Circle **new** in the sentence.

Is his car new?

Need more KINDERGARTEN *fluency* homework?

KINDERGARTEN

FLUENCY HOMEWORK

36 Weeks of Passages

LETTER NAME

FLUENCY HOMEWORK

48 Weeks of Passages

- level A**
 - 24 weeks
 - 1 new capital letter a week
 - Practice each letter 3 weeks
- level B**
 - 16 weeks
 - lowercase letters
 - 6 letters every 4 weeks
- level C**
 - 4 weeks
 - capital & lowercase letters
 - 6 letters a day, 24 letters a week
- level D**
 - 4 weeks
 - 18 letters a day
 - alphabet fluency

Second Story Window

SEGMENTING & BLENDING

FLUENCY HOMEWORK

24

Sup

LETTER SOUND

FLUENCY HOMEWORK

12 Weeks of Passages

*Support for Students Mastering
Letter Sound Fluency*

Letter Sound Fluency

Day 1 say each letter's sound. Circle any you recognize. Then look the day's work.

o h f u o e z r c i
f e l m h j j d e w

Circle the picture that starts with the beginning sound of each letter.

Day 2 say each letter's sound. Circle any you recognize. Then look the day's work.

w g t u g o i c f l
i d s k b x n h m s

Picture in each group begins with the same sound. Write the beginning letter.

Letter Sound Fluency II

Day 3 say each letter's sound. Circle any you recognize. Then look the day's work.

h h h h h h
w h w h w h

Remember to say the sound first, and the letter name.

Letter Sound Assessment

Write the beginning letter of each word in the space provided.

13

Second Story Window



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THANK YOU

FOR YOUR DOWNLOAD!



SHOP

Hello there! We are a set of sisters who are the brains behind the 'Second Story Window' brand. We are both former 2nd grade teachers and current preschool teachers with a combined 17 years experience in the classroom. We love to make life just a little easier for teachers by designing curriculum that is both rigorous and easy-to-use!

Emily & Heidi

TRANSFORM YOUR

Word Work INTO Word Play

- A COMPREHENSIVE PHONICS CURRICULUM -

Ready to take your word work to the next level?

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I WANT WORD PLAY!

