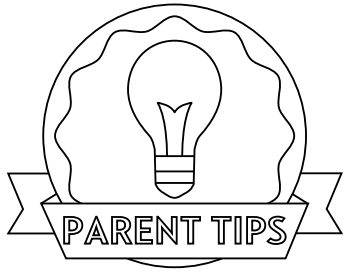


NAME _____

LETTER NAME
FLUENCY

Level A • Week 1
Letters: M, S



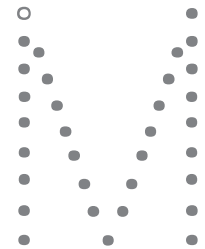
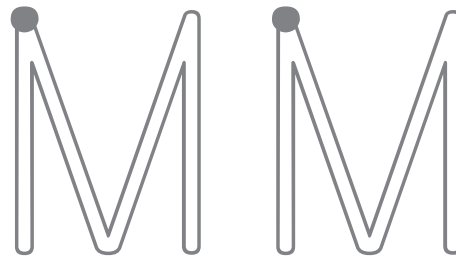
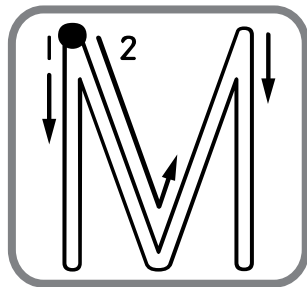
Have your student practice saying letter names each day. Because our newest readers are still developing their understanding of the way text works, there are dots under the letters. Ask your reader to put a finger on each dot as the letter name above is said. Make sure your child is always going from 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. Move from left to right. Circle all letters said correctly. Then write the letter. *Start at the dot. Big line down. Jump back to the dot. Slant down. Slant up. Slant down.*

M S M M S S M S M

Trace the letter in the box 3 times with your finger. Then use pencil to write the letters.

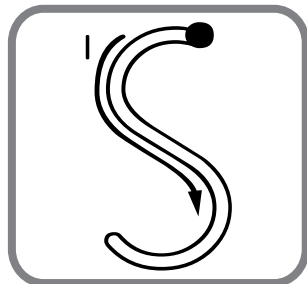


DAY
2

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 write the letter. *Start at the dot. Little curve. Little curve.*

S S M S M S M M S

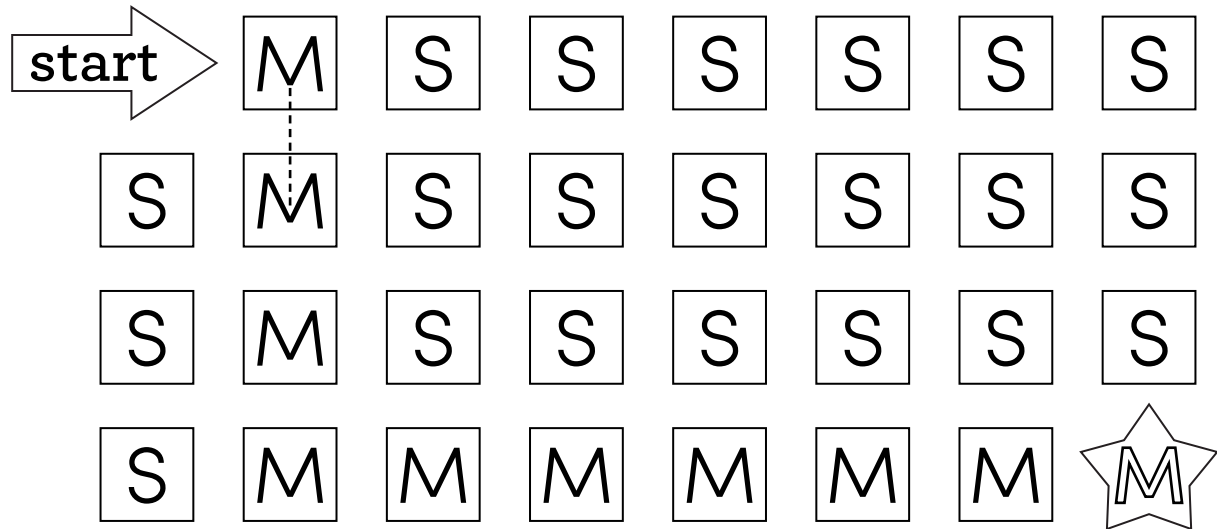
Trace the letter in the box 3 times with your finger. Then use pencil to write the letters.



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. Trace the path of the letter M through the maze.

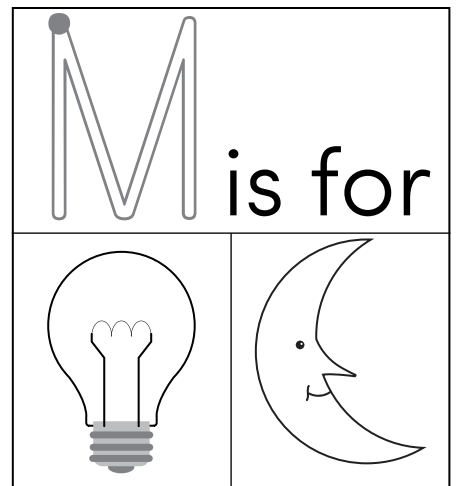
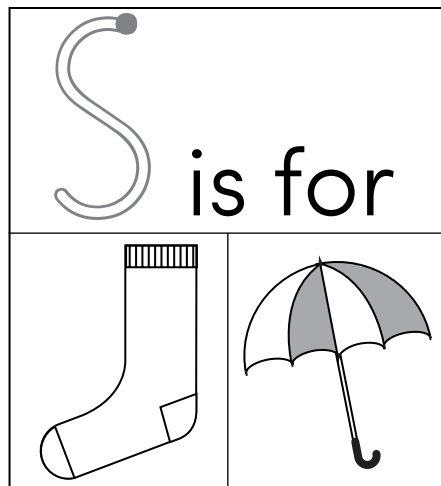
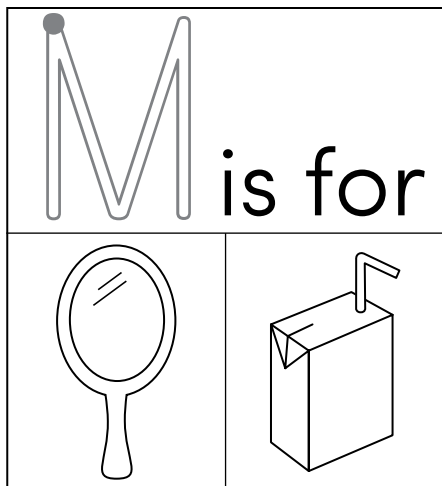
S M M M S S M S M



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 have your child trace the letter and circle the picture that begins with that letter sound.

M S M S S M M S M

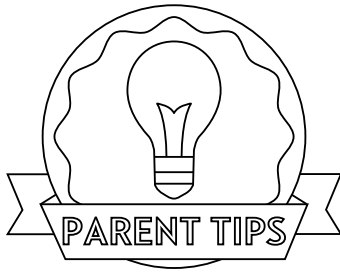


PICTURE KEY: mirror, juice, sock, umbrella, lightbulb, moon
Letter Name Fluency Level A • Cluster 1 • Week 1

NAME

LETTER NAME
FLUENCY

Level A • Week 8
Letters: F, N, C



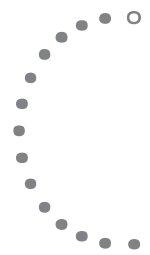
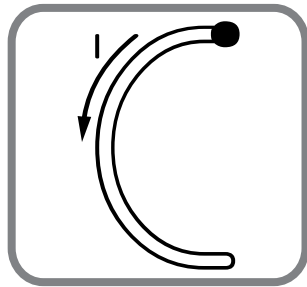
Has your child ever pointed out a stop sign? What about a McDonald's? These signs and labels are called *environmental print*. They're the words we see in everyday life. For many students, environmental print words are the first words a child learns to read. If you have out a box of Lucky Charms (or some other household item), take a minute to talk about the letters on the box. Can your child find the letters in his/her name?

DAY
1

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 write the letter. Start at the dot. Big curve around.

F C C N P F N C N

Trace the letter in the box 3 times with your finger. Then use pencil to write the letters.



DAY
2

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.

F N F C C A F N C

Circle each letter F.

F

H

E

E

F

F

F

F

F

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. Trace the path of the letter N through the maze.

N F S N C F F C N
• • • • • • • • •

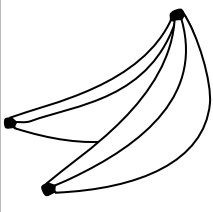

start →

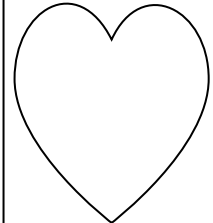
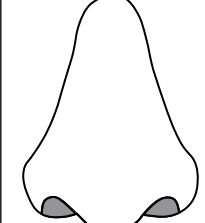
N	N	N	N	O	T	C	
F	A	S	P	N	N	N	A
F	M	T	C	C	P	N	N
S	C	O	A	P	T	M	N

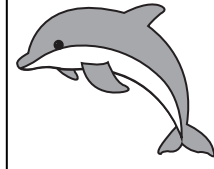
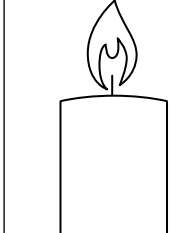
DAY
4

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 have your child trace the letter and circle the picture that begins with that letter sound.

O A N C S M P F T
• • • • • • • • •

F	is for
	

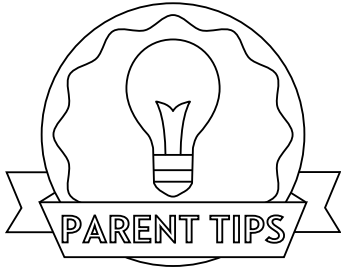
N	is for
	

C	is for
	

NAME _____

LETTER NAME
FLUENCY

Level A • Week 24
Letters: U, Z, X



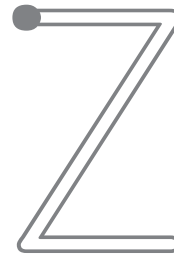
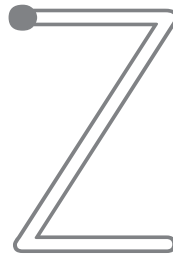
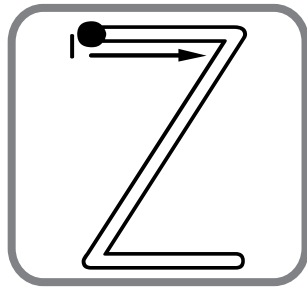
You might think that X and Z, those rarely used letters, would be a challenge for kids to learn. However, that's not the case! For some reason, X and Z are usually learned easily. Perhaps it's because the capital and lowercase letters have the same shape. Perhaps it's because they're visually distinct. Perhaps it's because they come at the end of the alphabet. No matter the reason, hooray for X and Z--we're glad to see you!

DAY
1

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 write the letter. *Start at the dot. Little line across the top. Slant down. Little line across the bottom.*

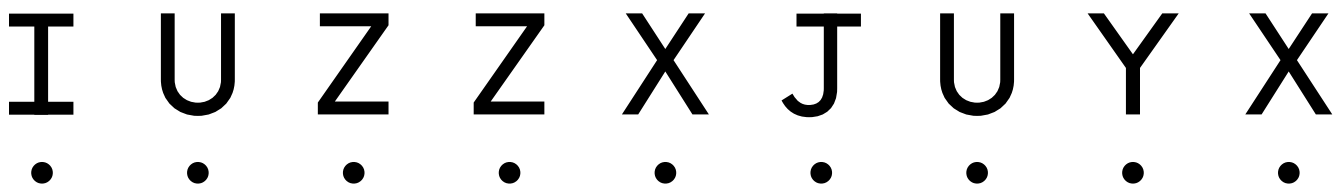


Trace the letter in the box 3 times with your finger. Then use pencil to write the letters.

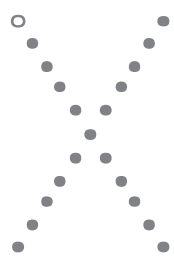
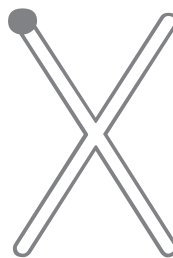
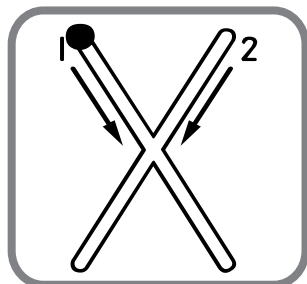


DAY
2

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 write the letter. *Start at the dot. Slant down. Slant down.*



Trace the letter in the box 3 times with your finger. Then use pencil to write the letters.



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. Trace the path of the letter Z through the maze.


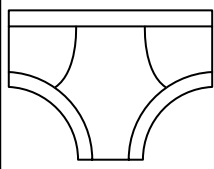
U Z Y X X Z Q U W
• • • • • • • • •

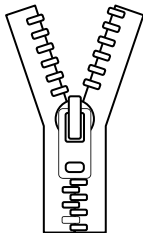
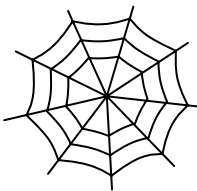
start → Z Z Z B S A X
D O P Z H M F N
C R E Z G T U L
G K Q Z Z Z Z ☆

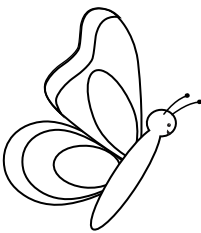

DAY
4

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 have your child trace the letter and circle the picture that begins with that letter sound.

Z Q J X C N U Y G
• • • • • • • • •

U is for
 

Z is for
 

X is for
 



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Emily & Heidi

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