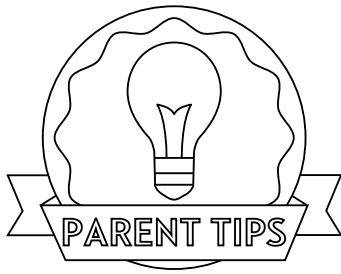


NAME \_\_\_\_\_

LETTER SOUND  
FLUENCY

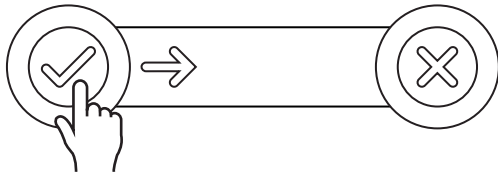
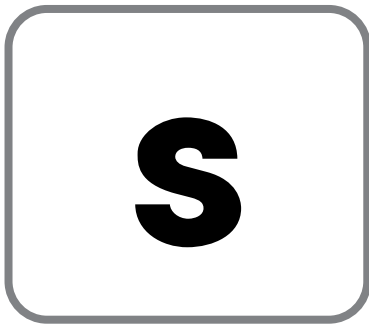
Level A  
Cluster 1 Week 1



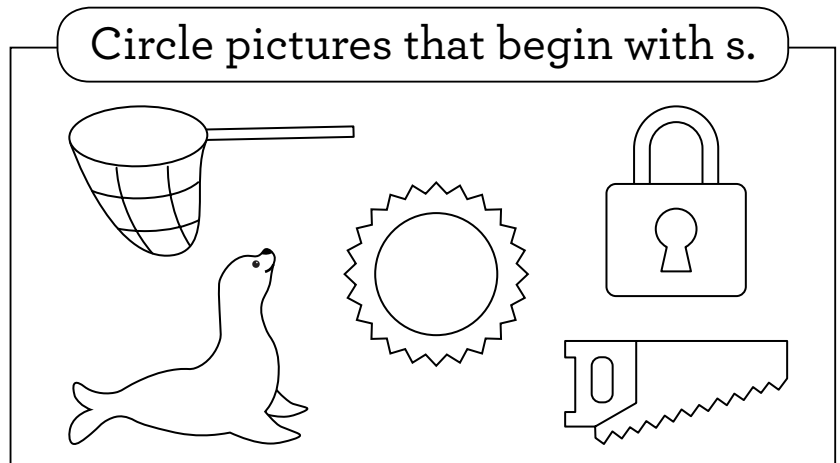
Your child is practicing letter sounds and learning how individual sounds can be built into syllables and, eventually, whole words, phrases, and sentences. This is a process that develops step-by-step. Begin by telling your child the day's letter and the sound it makes. Explain that your child's job is to make the sound for as long as your finger is sliding. Slide your finger under the letter for a second or two. Then try it again.

DAY  
1

Put your finger on the check mark. Say, "Get ready." When your child is ready, slide your finger under the letter. Your child should hold out the ssss sound until you reach the X. Try again. This time move faster or slower. Then do the day's activity.



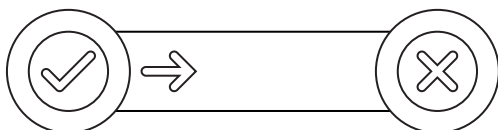
Circle pictures that begin with s.



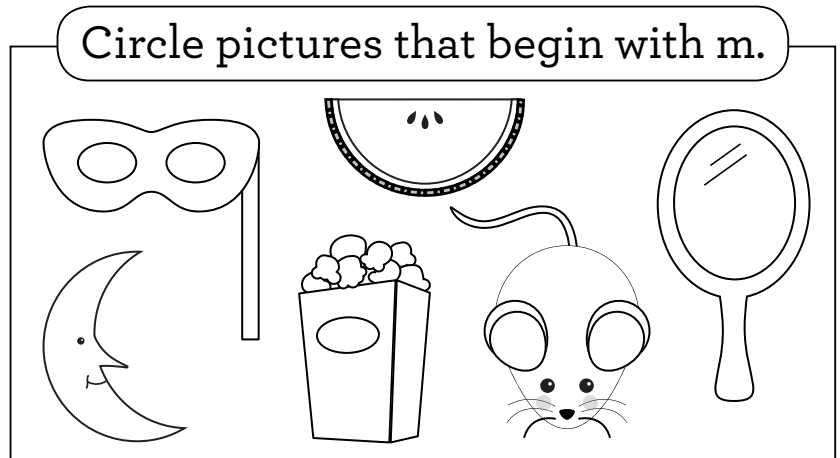
PICTURE KEY: net, sun, lock, seal, saw

DAY  
2

Put your finger on the check mark. Say, "Get ready." When your child is ready, slide your finger under the letter. Your child should hold out the mmmm sound until you reach the X. Repeat and vary the length of time. Then do the day's activity.



Circle pictures that begin with m.



PICTURE KEY: mask, watermelon, moon, popcorn, mouse, mirror

DAY  
3

Have your child take a breath then run his or her finger from left to right under the letters while smoothly making the sound. The repeated letters mean to hold out the continuous sound not a choppy repetition of the sound (sssssss not s-s-s-s-s).

**m m m m m m**



**s s s s s s s s s s**



**m m m m m m**

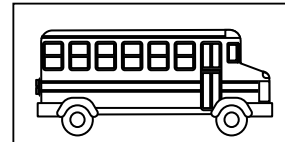


**s s s s s s s s s s**

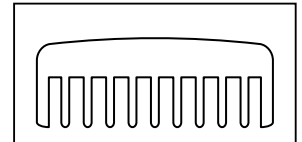


PICTURE KEY: bus, comb, jam, salad

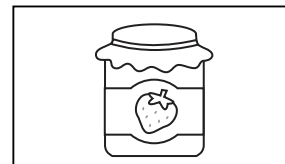
Circle the first letter if the sound comes at the beginning of the word. Circle the last letter if you hear it at the end of the word.



**s**      **s**



**m**      **m**



**m**      **m**



**s**      **s**

DAY  
4

Ask your child to place a finger on the dot under each letter as the letter sound is said. The sound should be said normally without holding it out. Make sure your child is always going from left to right. Then finish the task for the day.

**m s m m s s s m s**  
 •      •      •      •      •      •      •      •

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
--	--	----------------------------

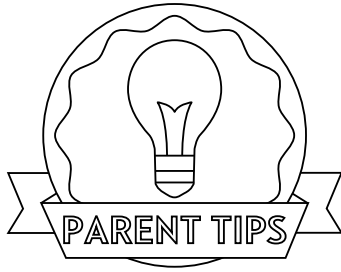
		Write the beginning letter
--	--	----------------------------

PICTURE KEY: mat, mitten, magnet, mushroom, suitcase, sock, soap, sailboat

NAME \_\_\_\_\_

LETTER SOUND  
FLUENCY

Level A  
Cluster 5 Week 1



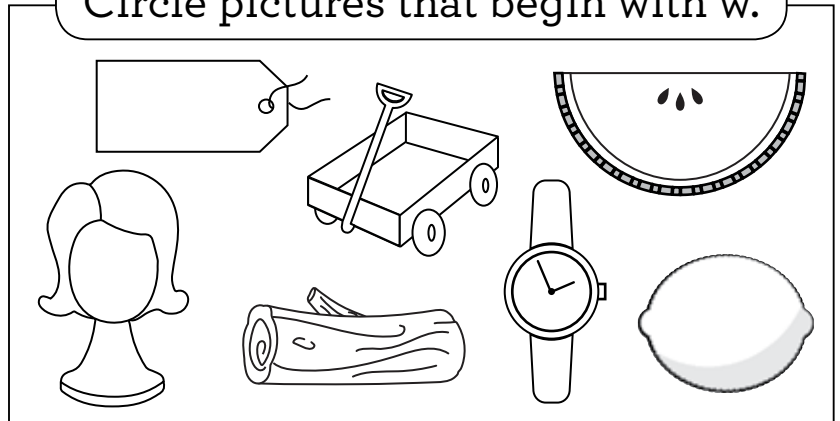
It is tricky to talk about the sound of w! It's so easy to fall into the habit of thinking that w says "wuh." But that creates a problem when it's time for kids to start blending sounds. We want our readers to be able to sound out w-i-n as *win* and not *wuh-in*. That *uh* adds a whole extra syllable! When you're working with your child, try to keep the w sound as a crisp /w/ and keep that sneaky *uh* from creeping in!

DAY  
1

Say, "Get ready." When your child is ready, tap the check mark below the w. Your child should make the w sound every time you tap the check mark. The w sound shouldn't be stretched out. Then do the day's activity.



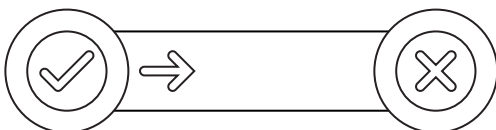
Circle pictures that begin with w.



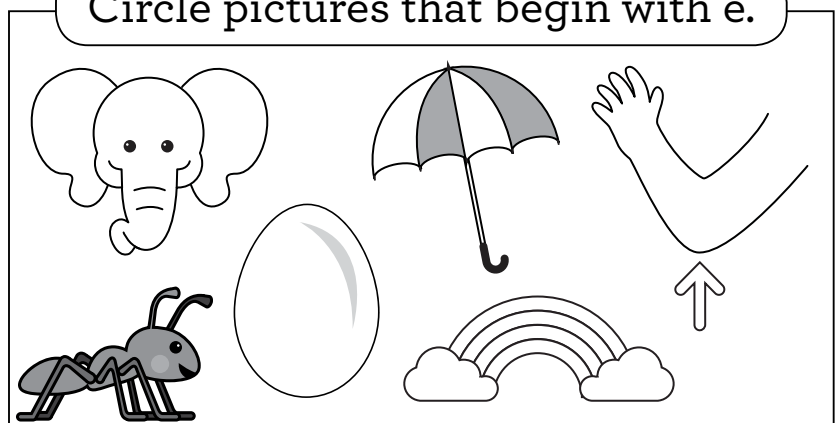
PICTURE KEY: tag, wagon, watermelon, wig, log, watch, lemon

DAY  
2

Put your finger on the check mark. Say, "Get ready." When your child is ready, slide your finger under the letter. Your child should hold out the short eeeeeee sound until you reach the X. Try again. Move faster or slower. Then do the day's activity.



Circle pictures that begin with e.



PICTURE KEY: elephant, umbrella, elbow, ant, egg, rainbow

DAY  
3

Have your child take a breath then run his or her finger under the letters while smoothly blending the sounds. There should be no pause when it changes to the new sound. The goal is continuous blending (*maaaan* not *mmm---aaaa---n*).

a a a a a n



m a a a a n



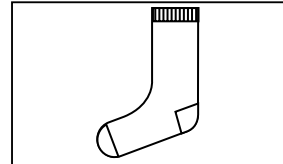
f a a a a n



r a a a a n

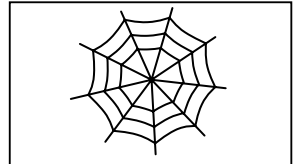


Circle the first letter if the sound comes at the beginning of the word. Circle the last letter if you hear it at the end of the word.



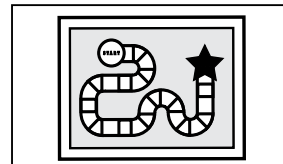
s

s



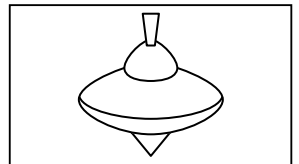
w

w



m

m



p

p

PICTURE KEY: sock, web, game, top

DAY  
4

Ask your child to place a finger on the dot under each letter as the letter sound is said. The sound should be said normally without holding it out. Make sure your child is always going from left to right. Then finish the task for the day.

e g l w i u t e h

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: guitar, goose, umpire, underground, elf, empty, doll, door



## >> Terms of Use <<

The original purchaser of this document is hereby granted permission to reproduce this document specifically for teaching purposes in a single classroom. If you are NOT the original purchaser, please download the item from my store on Teachers Pay Teachers before making any copies. Redistributing, editing, selling, or posting this item or any part thereof on the Internet is strictly prohibited without first gaining permission from the author. Violations are subject to the penalties of the Digital Millennium Copyright Act.

Please contact us if you wish to be granted special permission or if you have a question about the usage of this product.

## >> Which Means? <<

You **CANNOT** copy this resource for others...  
but you **CAN** tell them all about it!

You **CANNOT** put a copy of this resource online...  
but you **CAN** link to the item in our store!

You **CANNOT** change or sell this resource...because, well, c'mon! It took a long time and a lot of effort for us to make it!

# 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?*

CLICK THE BUTTON BELOW TO TRY OUT OUR PHONICS CURRICULUM... COMPLETELY FREE!

I WANT WORD PLAY!

