




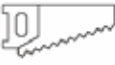

























LETTER SOUND

FLUENCY HOMEWORK

FREE SAMPLER

NAME	LETTER SOUND FLUENCY	Level A Cluster 1 Week 1
 PARENT TIPS <p>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.</p>		
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 sssss sound until you reach the X. Try again. This time move faster or slower. Then do the day's activity.	
<div><div></div><div></div></div> <div></div> <p>PICTURE KEY: net, sun, lock, seal, saw</p>		
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.	
<div><div></div><div></div></div> <div></div> <p>PICTURE KEY: mask, watermelon, moon, popcorn, mouse, mirror</p>		

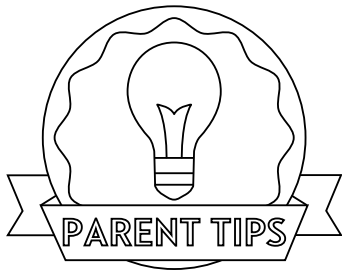
© 2017 Second Story Window Letter Sound Fluency

LETTER SOUND FLUENCY	Level B Week 3
It may seem strange for your child to practice blending letter combinations as we do on days 3 and 4 of this letter sound practice, but it serves an important purpose. By learning how to smoothly blend two sounds, your child is taking the first steps in learning how to blend whole words. Even as adults, we occasionally have to blend unknown words. Blending sounds is a skill that will serve your child for a lifetime!	
to place a finger on the dot under each letter, moving left to right, as is said. Your child should make the short sound for vowels and the long sound for vowels. Circle letters said correctly. Then finish the task for the day.	
n q c y i r o t	
Pictures in each group that begin with that letter sound.	
 	  
PICTURE KEY: toilet, cactus, tire, elbow, elephant, juice	
to place a finger on the dot under each letter, moving left to right, as is said. Your child should make the short sound for vowels and the long sound for vowels. Circle letters said correctly. Then finish the task for the day.	
f s c e n z u	
Letter that makes the beginning sound of each picture.	
 	 
© 2017 Second Story Window PICTURE KEY: noodles, kick, invitation, goat Letter Sound Fluency	

NAME _____

LETTER SOUND
FLUENCY

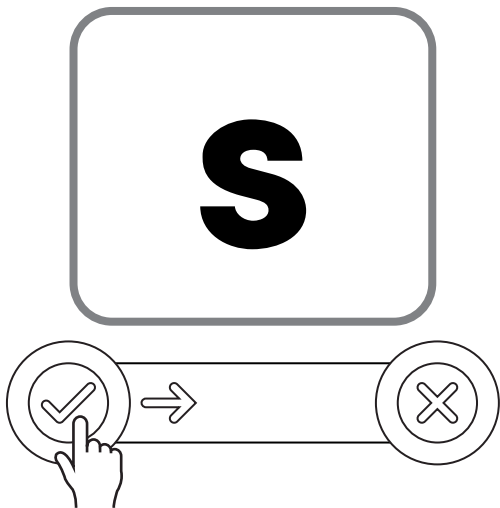
Level A
Cluster 1 Week 1



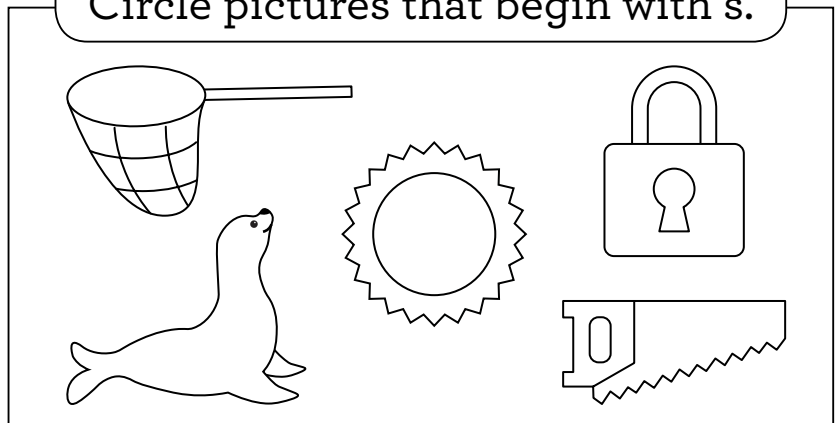
Your child is practicing letter sounds and learning how individual sounds can be built into syllables and, eventually, whole words, phrases, and sentences. This is a process that develops step-by-step. Begin by telling your child the day's letter and the sound it makes. Explain that your child's job 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 sssss sound until you reach the X. Try again. This time move faster or slower. Then do the day's activity.



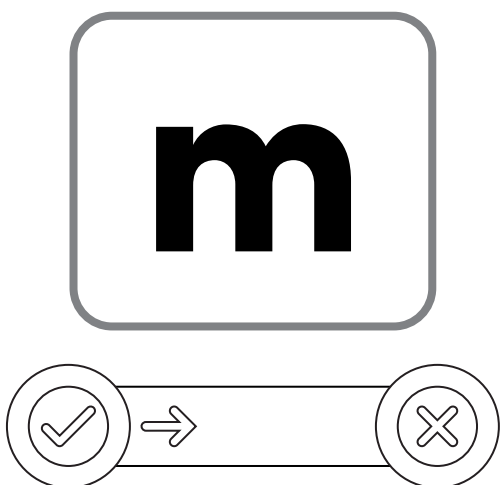
Circle pictures that begin with s.



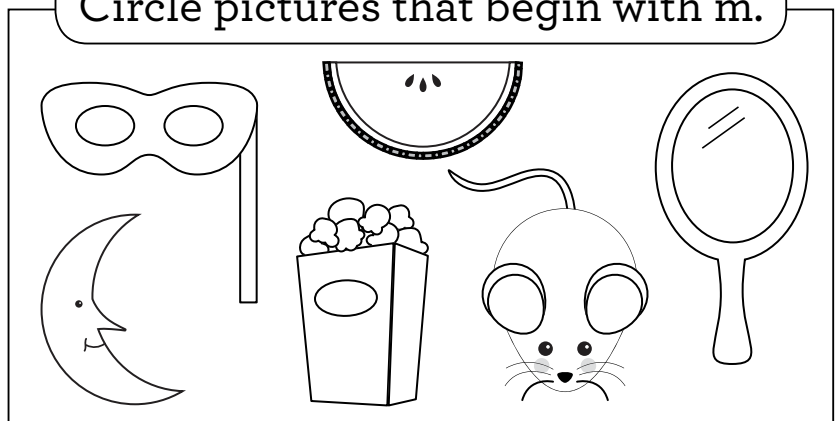
PICTURE KEY: net, sun, lock, seal, saw

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 mmmmm 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 m



s s s s s s s s s s



m m m m m m m

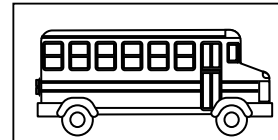


s s s s s s s s s s



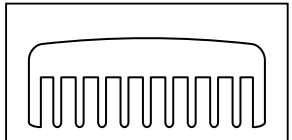
PICTURE KEY: bus, comb, jam, salad

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.



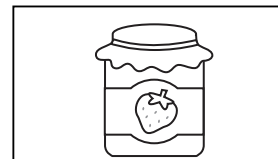
s

s



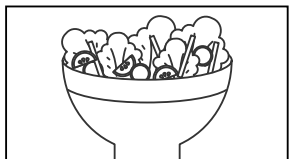
m

m



m

m



s

s

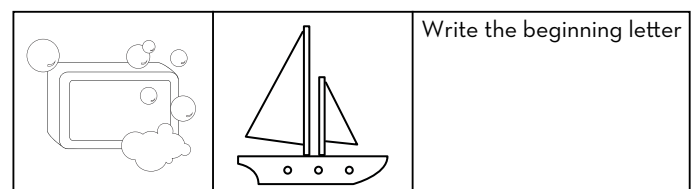
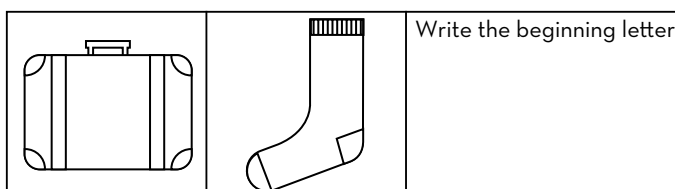
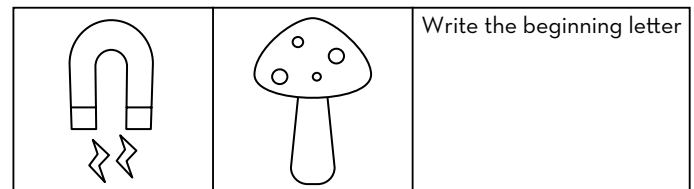
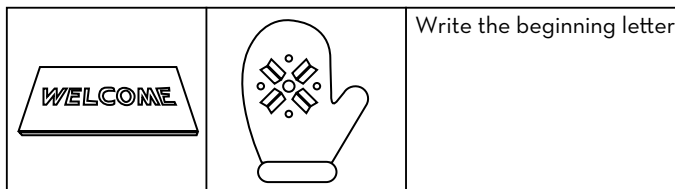
DAY
4

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.

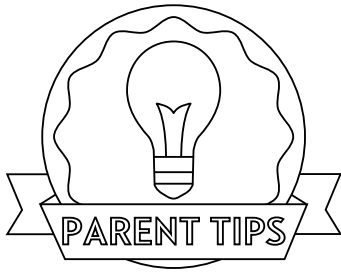


PICTURE KEY: mat, mitten, magnet, mushroom, suitcase, sock, soap, sailboat

NAME _____

LETTER SOUND
FLUENCY

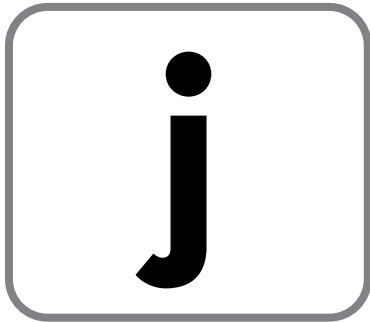
Level A
Cluster 5 Week 2



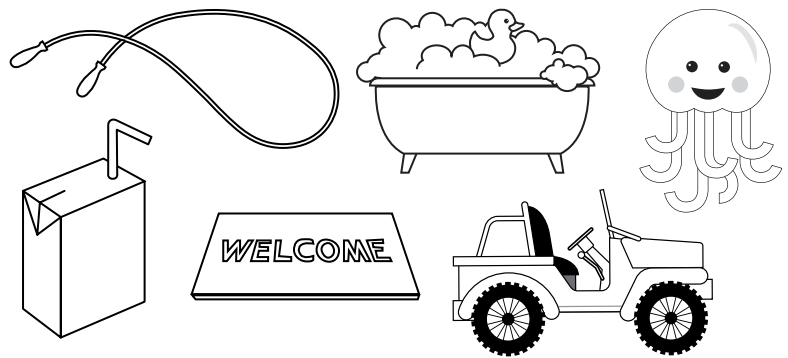
The letter sounds for *j* and *b* can be tricky. Like *w*, it's easy to add *uh* to the end of these sounds if you're not careful! Think of a word like *cage* that ends in the /j/ sound (even if it's spelled with a *g*!). That's the sound your child should make for the letter *j*. Letter *b* works the same way. We want the sound for *b* to sound the way it does at the end of a word like *rib*. There should be a little puff of air when you say the /b/ sound.

DAY
1

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



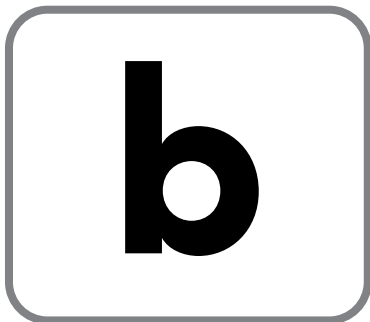
Circle pictures that begin with *j*.



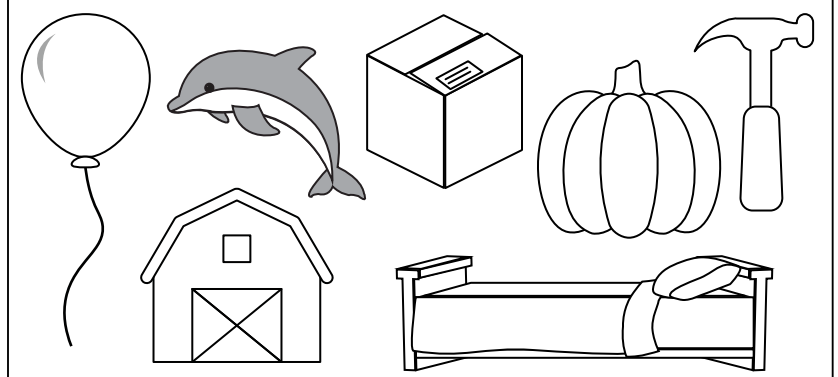
PICTURE KEY: jump rope, tub, jellyfish, juice, mat, jeep

DAY
2

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



Circle pictures that begin with *b*.



PICTURE KEY: balloon, dolphin, box, pumpkin, hammer, barn, bed

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 (*raaaam* not *rrrr---aaaa---m*).

a a a a a m



S a a a a m



h a a a a m



r a a a a m



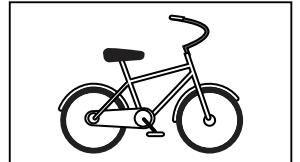
PICTURE KEY: moon, bike, nail, jug

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.



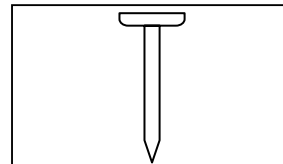
n

n



b

b



l

l



g

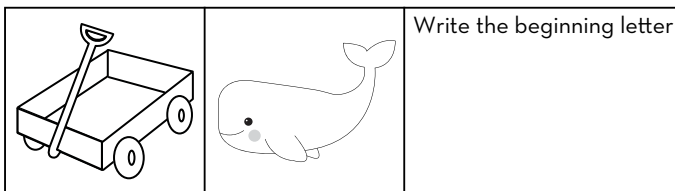
g

DAY
4

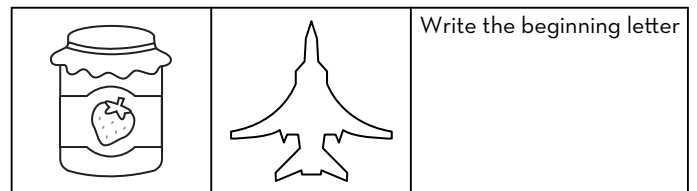
Ask your child to place a finger on the dot under each letter as the letter sound is said. The sound should be said normally without holding it out. Make sure your child is always going from left to right. Then finish the task for the day.

b e h j u w b i e

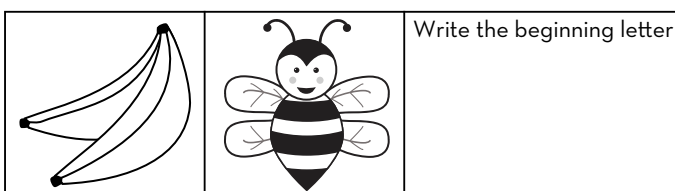
Pictures in each group begin with the same sound. Write the beginning letter.



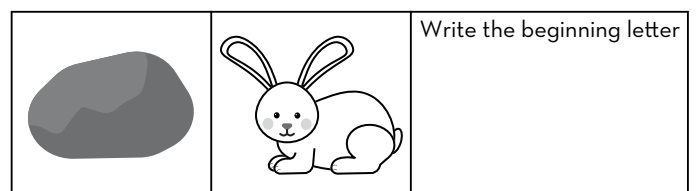
Write the beginning letter



Write the beginning letter



Write the beginning letter

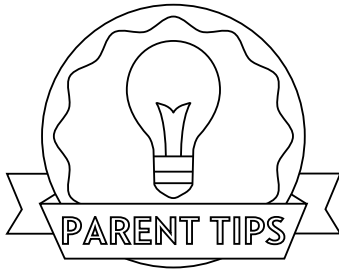


Write the beginning letter

PICTURE KEY: wagon, whale, jam, jet, bananas, bee, rock, rabbit

Letter Sound Fluency Level A-Cluster 5-Week 2

NAME _____

LETTER SOUND
FLUENCYLevel B
Week 3

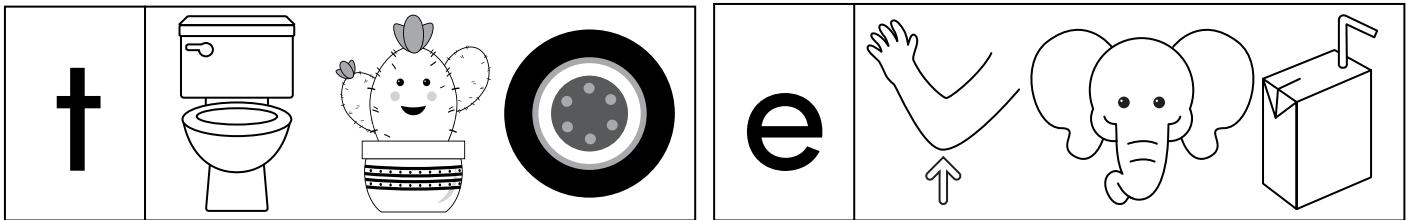
It may seem strange for your child to practice blending letter combinations as we do on days 3 and 4 of this letter sound practice, but it serves an important purpose. By learning how to smoothly blend two sounds, your child is taking the first steps in learning how to blend whole words. Even as adults, we occasionally have to blend unknown words. Blending sounds is a skill that will serve your child for a lifetime!

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.

a y m q c y i r o t

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



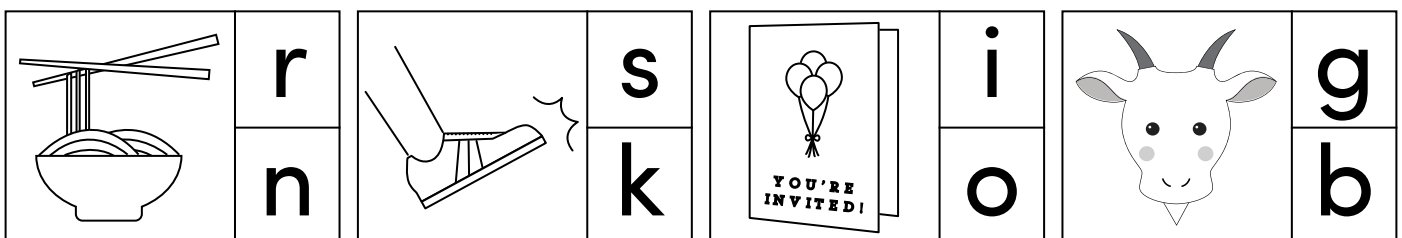
PICTURE KEY: toilet, cactus, tire, elbow, elephant, juice

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. 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.

v h d f s c e n z u

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

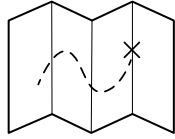
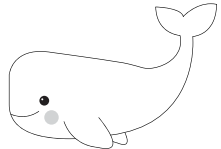




DAY
3

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.

u •	r r u u u	ru •
a •	r r a a a	ra •
o •	r r o o o	ro •
i •	r r i i i i	ri •
e •	r r e e e	re •

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.

	
p	w
	
x	d

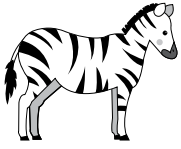
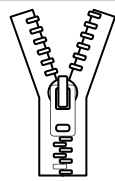
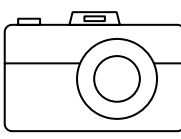

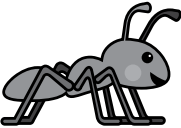
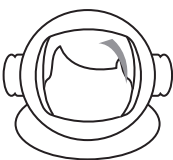


PICTURE KEY: map, whale, fox, sad

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.

ra si mo ri ru se

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

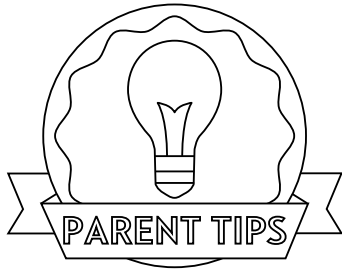
		Write the beginning letter			Write the beginning letter
		Write the beginning letter			Write the beginning letter

PICTURE KEY: zebra, zipper, camera, cow, ant, astronaut, leaf, lemon

NAME _____

LETTER SOUND
FLUENCY

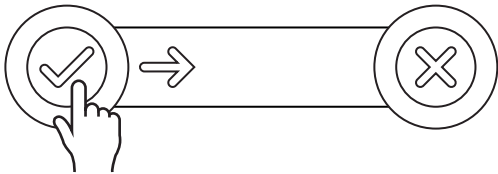
Level C
Week 1



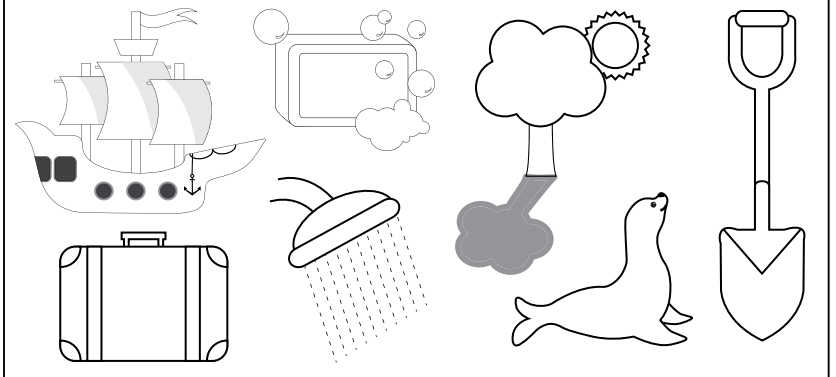
Once children know individual letter sounds, they are ready to learn about digraphs. Pairs of letters that make one sound are called *digraphs*. We introduce *sh*, *ch*, *th*, and *wh* first. Begin by telling your child the day's digraph and the sound it makes. Explain that your child's job is to make the sound for as long as your finger is sliding. Slide your finger under the letters for a second or two. Change your rate and try a few more times.

DAY
1

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



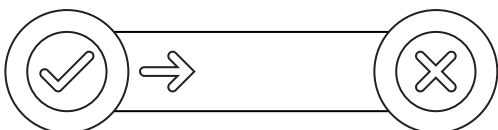
Circle pictures that begin with *sh*.



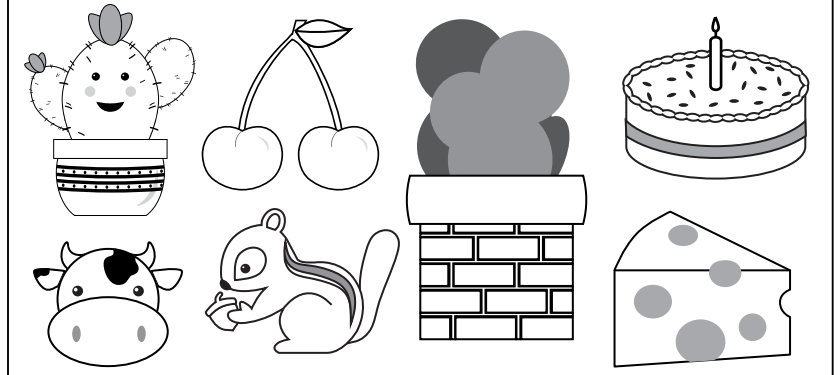
PICTURE KEY: ship, soap, shadow, shovel, suitcase, shower, seal

DAY
2

Put your finger on the check mark. Say, "Get ready." When your child is ready, slide your finger under the letters. Your child should hold out the *ccchhh* sound until you reach the X. Repeat and vary how fast you move. Then do the day's activity.



Circle pictures that begin with *ch*.



PICTURE KEY: cactus, cherries, chimney, cake, cow, chipmunk, cheese

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 (chhhhh not ch-ch-ch).

s h h h h h h h



c h h h h h h h



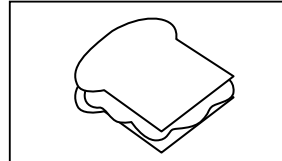
s h h h h h h h



c h h h h h h h

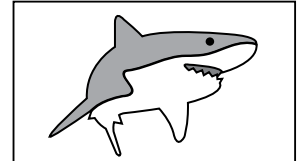


Circle the first letters if the sound comes at the beginning of the word. Circle the last letters if you hear it at the end of the word.



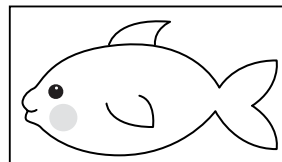
ch

ch



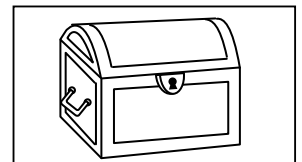
sh

sh



sh

sh



ch

ch

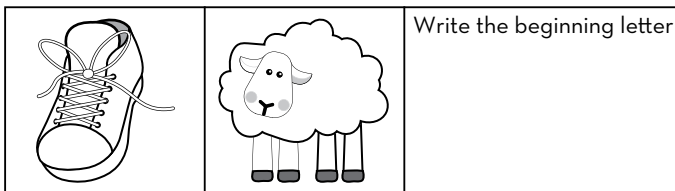
PICTURE KEY: sandwich, shark, fish, chest

DAY
4

Ask your child to place a finger on the dot under the digraph as the 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.

ch ch sh ch sh sh

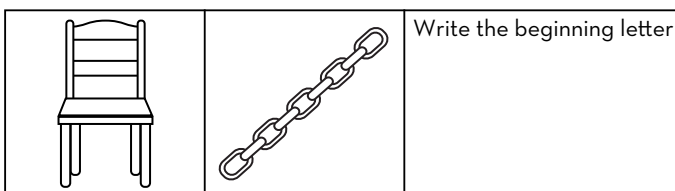
Pictures in each group begin with the same sound. Write the beginning letters.



Write the beginning letter



Write the beginning letter



Write the beginning letter



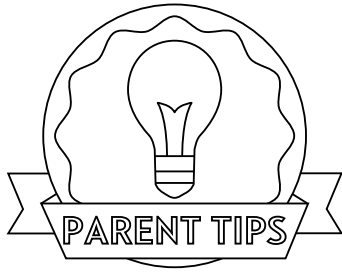
Write the beginning letter

PICTURE KEY: shoe, sheep, chin, chips, chair, chain, shell, shop

NAME _____

LETTER SOUND
FLUENCY

Level D
Cluster 1 Week 1



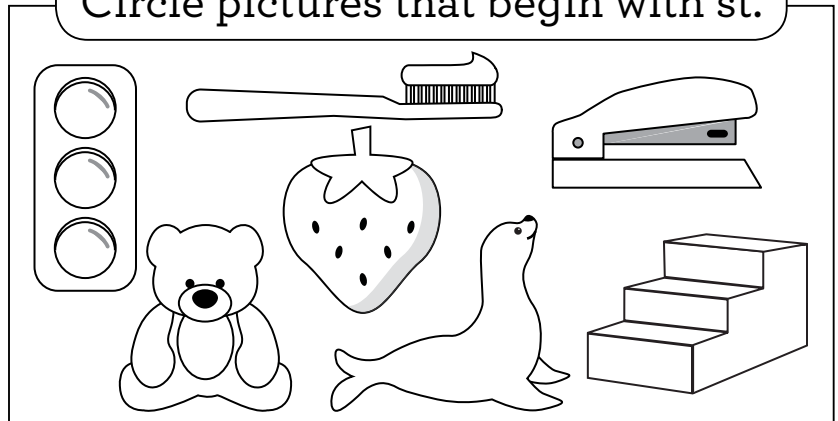
Groups of two or three consonants are called *consonant blends*. These include groups of letters like *sm*, *fl*, *gr*, *tw*, *str*, etc. Begin by telling your child the day's blend and the sound it makes. Explain that your child's job is to make the sound every time you tap the check mark. Blends shouldn't be held out the way you would if the letter *s* were by itself. Model for your child how to keep the sound crisp and short.

DAY
1

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



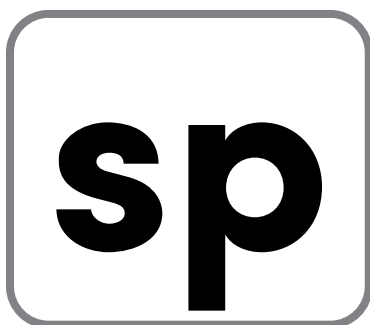
Circle pictures that begin with *st*.



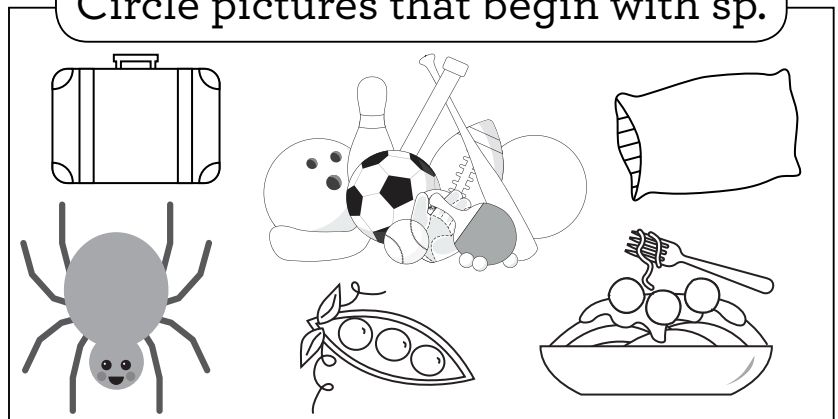
PICTURE KEY: stoplight, toothbrush, stapler, teddybear, strawberry, seal, steps

DAY
2

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



Circle pictures that begin with *sp*.



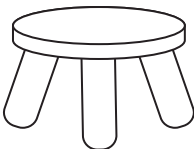

PICTURE KEY: suitcase, sports, pillow, spider, peas, spaghetti



DAY 3

Have your child put a finger on the first dot and make the first sound. Move to the second dot and say the second sound. Then, run a finger from left to right while smoothly blending the letter sounds (*st* not *ssss-tttt*). Last, read the whole word.

s •	t •	st →	step •
s •	t •	st →	stop •
s •	p •	sp →	spin •
s •	p •	sp →	spot •

Circle the first letters if the blend comes at the beginning of the word. Circle the last letters if the blend is at the end of the word.

			
st	st	sp	sp

			
sp	sp	st	st



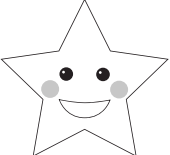
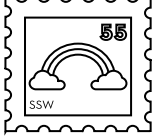


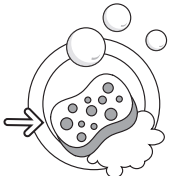

PICTURE KEY: stool, wasp, spill, list

DAY 4

Ask your child to place a finger on the dot under the letters as the sounds are smoothly blended. 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.

sp sp st sp st st

Pictures in each group begin with the same sounds. Write the beginning letters.

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

PICTURE KEY: storm, stop, star, stamp, spoon, spinner, sponge, spin

Need more
BEGINNING
fluency
homework?

