

KINDERGARTEN

Common Core

FLUENCY MATS

Print & Roll

1	D	I	A	J
2	d	g	O	U
3	a	E	x	T
4	v	Q	W	r
5	R	Y	b	m
6	c	I	z	P

Ferry, Nickel, and Dime
Identify edition.
Counting money: I can identify and count coins and bills, and use them to buy things.
How much is it worth?

1	Dog	Gumball	Piggy Bank	Log
2	Girl	Piggy Bank	Goat	Burger
3	Fish	Log	Island	Bat
4	Burger	Bat	Piggy Bank	Gumball
5	Goat	Girl	Hat	Island
6	Hat	Piggy Bank	Fish	Dog

Ending Sounds
Identify and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.

Graph It

1	13	14	20	18
2	12	19	14	13
3	15	19	12	20
4	17	15	11	16
5	11	16	17	12
6	15	13	19	18

Identifying Numbers 11-20

1	do	down	have	help
2	do	have	down	help
3	down	down	have	do
4	have	do	do	do
5	help	help	down	do
6	do	down	help	have

Sight Word Fluency
Read common high-frequency words by sight.
Learn, Spell, My Sight

Directions

-Print out pages and laminate or put them in sheet protectors. (This makes it reusable!)

-Use a dry erase marker to complete tasks.

Task to Complete

Common Core Standard

Letter Fluency

CC.1.1.1c. Recognize and name all upper and lowercase letters of the alphabet.

1	L	J	G	D
2	A	S	F	H
3	K	Q	E	T
4	U	O	P	I
5	Y	R	E	Q
6	Z	C	B	M

Tally It

1	
2	
3	
4	
5	
6	

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Letter Fluency

CC.1.1.1c. Recognize and name all upper and lowercase letters of the alphabet.

1	Z	I	C	h
2	N	e	B	f
3	i	K	b	H
4	U	g	S	D
5	T	E	R	r
6	x	q	O	P

Graph It

Keep track of how many times a row is read by graphing it with dry erase marker.

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1. Roll the dice.
2. Have students read the letter individually or as a group.
3. Write a tally mark for each time you complete a certain row.
4. Repeat as many times as needed.
5. Talk about which row you read the most, least, etc.

Have students keep track of how many times a row is read by leaving a tally mark with their dry erase marker.

1. Roll the dice.
2. Have students read the letter individually or as a group.
3. Color in a box (on the graph) for each time you complete a certain row.
4. Repeat as many times as needed.
5. Talk about which row you read the most, least, etc.

Sound Fluency

FF.1.2a Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the initial sound of many of the matches/puzzles and/or each consonant.

I can write my letters

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1. Roll the dice.
2. Have students read the letter and say the letter sound individually or as a group.
3. Repeat as many times as needed.
4. Give students a sound and have them write the correct letter in the "I can write my letters." box with their dry erase marker.

Beginning Sounds

FF.1.2b Identify and pronounce the initial, medial-vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant) CVC words.

Tally It

●	
●●	
●●●	
●●●●	
●●●●●	
●●●●●●	

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1. Roll the dice.
2. Have students say the name associated with the CVC picture and its beginning sound/letter individually or as a group.
3. Write a tally mark with dry erase marker for each time you complete a certain row.
4. Repeat as many times as needed.
5. Talk about which row you read the most, least, etc.

1 dot	logs	spoon	cat	fish
2 dots	pan	jar	fox	sock
3 dots	fish	bat	logs	cat
4 dots	top	leg	pig	spoon
5 dots	sock	fox	jar	leg
6 dots	bat	pan	top	pig

Beginning Sounds

RF.2.2: isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phonics (consonants, vowels, or CVC) words.

Graph It

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1 dot	top	chicken	leg	sun
2 dots	top	pan	spoon	chicken
3 dots	sun	net	pen	top
4 dots	spoon	pen	teddy	top
5 dots	logs	pan	fox	leg
6 dots	net	fox	logs	teddy

Ending Sounds

RF.2.2: isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phonics (consonants, vowels, or CVC) words.

Graph It

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1. Roll the dice.
2. Have students say the name associated with the CVC picture and its beginning sound/letter individually or as a group.
3. Color in a box (on the graph with dry erase marker) for each time you complete a certain row.
4. Repeat as many times as needed.
5. Talk about which row you read the most, least, etc.

1. Roll the dice.
2. Have students say the name associated with the CVC picture and its ending sound/letter individually or as a group.
3. Color in a box (on the graph with dry erase marker) for each time you complete a certain row.
4. Repeat as many times as needed.
5. Talk about which row you read the most, least, etc.

1	mountain	octopus	monkey	umbrella
2	racoon	elephant	mountain	monkey
3	king	igloo	turtle	crocodile
4	egg	umbrella	racoon	hippo
5	igloo	turtle	king	elephant
6	hippo	crocodile	egg	octopus

Syllables

RF.K.2a Count, pronounce, blend and segment syllables in spoken words.

Tally It

1	
2	
3	
4	
5	

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1. Roll the dice.
2. Have students say the word associated with the picture and clap its syllables.
3. Write a tally mark with dry erase marker for each time you read a word with that many syllables. For example, "igloo" has two syllables and so you would put a tally mark in the 2 row.
4. Repeat as many times as needed.
5. Talk about which row you read the most, least, etc.

1	girl	turkey	zebra	octopus
2	lion	bee	racoon	fish
3	pumpkin	octopus	girl	bee
4	fish	racoon	penguin	king
5	zebra	tree	turkey	penguin
6	lion	king	pumpkin	tree

Syllables



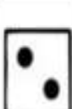



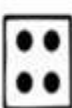





RF.K.2a Count, pronounce, blend and segment syllables in spoken words.

Graph It

1	2	3	4	5	

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1. Roll the dice.
2. Have students say the word associated with the picture and clap its syllables.
3. Color in a box with dry erase marker for each time you read a word with that many syllables. For example, "pumpkin" has two syllables and so you would put a tally mark in the 2 column.
4. Repeat as many times as needed.
5. Talk about which row you read the most, least, etc.

	I see a  .
	I see a  .
	I see a  .
	I see a  .
	I see a  .
	I see a  .


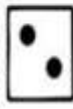




Sight Words

RF.K.C.3: Read common high-frequency words by sight.

I can find and circle the word see
 the like
 see and and
 like see
 like like the
 the the
 and see see
 like the
 see and

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1. Roll the dice.
2. Have students read the sentence.
3. Repeat as many times as needed.
4. Have students find and circle the sight word.

	1	2	1	2
	1	3	1	2
	1	2	3	3
	2	3	1	1
	2	1	1	2
	1	2	3	3

Identifying Numbers

ACCS.1: Understands relationships between numbers and quantities, connecting counting to cardinality.

I can count and point to the correct numbers.

1 2 3 4 5
 6 7 8 9
 10

I can draw 2 rectangles.

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1. Roll the dice.
2. Have students read numbers.
3. Repeat as many times as needed.
4. Count with students. Have them put their fingers on the appropriate number as they count. (Bonus: Ask students to find and circle certain numbers.)
5. Have students complete drawing activity.

Identifying Numbers 11-20

	13	14	20	18
	12	19	14	13
	15	19	12	20
	17	15	11	16
	11	16	17	12
	15	13	19	18

I can write my numbers.

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Roll and Fill It: Numbers

Order the numbers from greatest to least

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CVC: Roll, Read, and Spell

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1. Roll the dice
2. Read the row
3. Write the numbers from the row in the "I can write my numbers." Box
4. Repeat as many times as needed
5. Bonus: Call out a number and have students find it or write it

1. Roll the dice (Bonus: use a dice that goes up to 12 or higher for more of a challenge)
2. Write the number in the first box
3. Continue rolling and writing the number you roll until you fill all 12 boxes
4. Order the numbers from the boxes and write them on the lines with dry erase marker

1. Roll the dice
2. Say the word
3. Sound it out
4. Write the word with dry erase marker
5. Erase
6. Roll again

Penny and Nickel Heads and Tails Edition

How much is it worth?

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Penny, Nickel, Dime, and Quarter Heads Edition

How much is it worth?

5 ¢

10 ¢

1 ¢

25 ¢

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5. Roll dice
6. Read coin names in appropriate row
7. Repeated as needed
8. Have students use dry erase markers to write the cents amount next to each coin in the "How much is it worth?" box.

1. Roll dice
2. Read coin names in appropriate row
3. Repeated as needed
4. Have students use dry erase markers to draw a line from each to coin to its correct worth.