Day 2 · 50 minutes

Meet /m/: map and mop

Today: I can say /m/ for the letter m and hear when two words rhyme.

Sound games — 10 min

Thumbs and rhyme hop, hear whether two words rhyme.

SAY
Listen: Sam, ham. They end the same: -am. They rhyme!

Letter drill — 3 min

A and a, name, /a/, apple; m joins tomorrow.

SAY
Letter a. Sound /a/. Apple.

New skill — 20 min

Meet m and /m/, trace M and m, circle the /m/ pictures.

SAY
This is the letter m. Its sound is /m/. Lips closed, hum it.

Read together — 7 min

Find the spaces between words in Hello, School!

SAY
Hello, School! I read it: Hello. School. Two words.

Handwriting — 10 min

Pinch and flip, pull-down lines, circles, first name.

SAY
Pinch and flip. The pencil rests on my middle finger. Sit tall, feet flat.

You need

- 🖨 Meet the Letter m
- 🖨 Which Start with /m/?
- 🖨 Handwriting: Lines, Circles and My Name, day 2
- From the kit: letter cards a and m; picture cards apple, map, mop, dog
- Hello, School! (day 1 copy); pencil, crayon, highlighter

Quick check
Show the kit m card and ask, 'What sound?': the child holds /m/ with lips closed, no 'muh'.

Step by step?
Open Teach mode on your phone: it walks you through every step, with a timer.

Step by step · everything to say and do

Sound games: rhyme hop

10 min

Hear whether two spoken words rhyme (end the same).

1 Show them

Listen: Sam, ham. They end the same: -am. They rhyme!

Sam, dog. Different endings. No rhyme.

A rhyme gets a thumb up. No rhyme gets a thumb down.

- Say each pair slowly and lean on the ending a little.
- Show a thumb up for Sam, ham and a thumb down for Sam, dog.

2 Together

Our turn. Say it with me: mop, top. Thumbs up, they rhyme!

Map, cap. Thumbs up! Mat, sun. Thumbs down, different endings.

Stand up. Rhyme? Hop! No rhyme? Freeze!

- The child echoes each pair, then you both show thumbs at the same time.
- Practice once: hop for mop, top; freeze for mat, sun.

3 Their turn

Your turn. Listen, then hop or freeze.

Tap, map. Mouse, house. Moon, sock.

Am, jam. Top, fan.

- Say each pair once (twice at most) and wait 3 seconds.
- Mix rhyme and no-rhyme pairs, so hopping every time never works.

Stuck? My turn: tap, map. Both end -ap. Rhyme! Our turn: tap, map, thumbs up. Your turn? If the child hops for every pair, say just the endings: -oon, -ock. Different. Freeze!

Letter drill: A and a

3 min

Say the name, the sound and the key picture for A and a quickly. (m is taught today and joins the drill tomorrow.)

1 Show them

Letter a. Sound /a/. Apple.

Capital A. Same sound: /a/. Apple.

- Hold up the kit a card with the apple picture beside it.
- Touch the letter, then say its name, its sound and the picture. Keep /a/ short.

2 Together

Together: letter a, /a/, apple. Again, quicker!

Capital A, /a/, apple.

- Switch between A and a 4 times while the child echoes you.
- Pretend to bite an apple on each /a/.

3 Their turn

Your turn. What letter? What sound? What picture?

- Flash A and a in mixed order 6 times. The child answers alone.
- Praise exact answers: 'Short and clean: /a/!'

Stuck? Gives the name for the sound: 'That is its name. My turn: /a/, apple. Our turn. Your turn: the sound?' Says /ay/: 'Open wide, like biting an apple: /a/. Say it with me. Now you.'

New skill: map and mop

20 min

Know that the letter m says /m/, trace M and m, and hear /m/ at the start of words.

1 Show them

This is the letter m. Its sound is /m/. Lips closed, hum it.

Map. /m/... map. Map starts with /m/. Mop starts with /m/ too.

Dog. /d/... dog. No /m/ at the start.

- Show the m card, then the kit map, mop and dog pictures. Hold /m/, no 'muh'.
- Rub your tummy on each /m/, like 'yummy'. Shake your head for dog.

2 Together

Capital M: Start at the top line. Pull down. Back to the top: slant down, slant up, pull down.

Small m: Start at the middle line. Pull down. Push up, curve over, pull down. Push up, curve over, pull down.

- On Meet the Letter m, finger-trace M, then m, from the green dot, saying each path together.
- Name moon, mop and mouse together, holding /m/ at the start of each.

3 Their turn

Your turn. Say each picture's name. Does it start with /m/?

Circle the ones that start with /m/. Leave the others.

Last one: what sound does this letter make?

- On Which Start with /m/?, the child circles alone. Key: moon, mop, mouse.
- End by flashing the m card 3 times. The child says /m/ alone.

Stuck? Circles pig: 'My turn: pig, /p/... pig. No /m/. Our turn: pig. Your turn: /m/ or not?' Says 'muh': 'Lips closed, no puff: /m/. Our turn, hold it. Your turn.'

Say these words as you write

M Start at the top line. Pull down. Back to the top: slant down, slant up, pull down.

m Start at the middle line. Pull down. Push up, curve over, pull down. Push up, curve over, pull down.

Read together: words have spaces

7 min

See that written words are separated by spaces. (The adult reads all the words.)

1 Show them

Hello, School! I read it: Hello. School. Two words.

See this gap? It is a space. It shows where a word ends.

Watch my finger hop over each space.

- Hold up Hello, School! and point under each title word as you read it.
- Read one page aloud, tapping each word and pausing your finger in each space.

2 Together

Read with me. Tap each word, hop the space.

How many words on this line? Let's count together.

- Choose a short line. Read it slowly with the child's finger resting on yours.
- Count the words together out loud, one tap for each word.

3 Their turn

Your turn. Put a finger in every space on this line.

How many words? Count them.

- Read the line first. The child puts a finger in each space, then counts the words.
- Read 2 or 3 more pages just for fun.

Stuck? Points inside a word: 'My turn: here is a space, no letters. Our turn: find it. Your turn.' Counts letters: 'Those are letters. A word is a group of letters with a space after it. Count again.'

Handwriting: lines, circles and my name

10 min

Pinch and flip, sit tall, pull down from the top line, circle back, and write your first name.

1 Show them

Pinch and flip. The pencil rests on my middle finger. Sit tall, feet flat.

Start at the top line, pull down. Top to bottom.

Start at the green dot, circle back all the way around.

- Show the grip and sitting tall. Make one line and one circle in the model row.
- Write the child's first name in highlighter on the name row, capital first.

2 Together

Together: start at the top line, pull down.

Start at the green dot, circle back all the way around. Slowly.

This same circle starts the letter a!

- Side by side, trace the first copy in each row together, saying the path aloud.

3 Their turn

Your turn. Trace three, then try one alone.

Now trace your name. Capital first, then the small letters.

- Child traces 3 lines and 3 circles, makes one of each alone, then traces the name.
- Check: pinch and flip, and every stroke starts at the top line or the green dot.

Stuck? Starts at the bottom: 'My turn: top line, pull down. Our turn, hands together. Your turn, from the top.' Circles forward: 'Circle back, toward the start. Watch me. Together. Now you try.'

Quick check

1. Show the kit m card and ask, 'What sound?': the child holds /m/ with lips closed, no 'muh'.
2. Say milk, fish, moon and ask which start with /m/: the child picks milk and moon.
3. Say bug, rug, then moon, bed: the child shows a thumb up, then a thumb down.

Got it
All 3 right: tomorrow runs as planned, and m joins the letter drill.

Nearly
2 right: tomorrow add 1 minute before the drill with the m card and map picture: my turn, our turn, your turn.

Not yet
0 or 1 right: tomorrow add 3 minutes (in class a small group; at home just you and your child): /m/ with map and mop, plus 4 rhyme pairs with thumbs.

At home in 20 minutes

1. Rhyme hop (4 min): say 6 pairs like mop, top and mat, sun; your child hops for a rhyme and freezes for no rhyme.
2. Letter a (2 min): flash the kit A and a cards while your child says the name, /a/ and apple.
3. Meet m (7 min): finger-trace M and m on Meet the Letter m, hold /m/ together, then circle the /m/ pictures on Which Start with /m/?
4. Spaces (3 min): read the title and one page of Hello, School! while your child puts a finger in each space.
5. Handwriting (4 min): your child traces 3 lines and 3 circles, then traces the first name you wrote in highlighter.

Tip: Hold /m/ like a happy hum with your lips closed, and never say 'muh'. Want more? The optional Find M and m page makes a calm 5-minute extra. Black-and-white prints: the green start dot is the big dot.