

Day 3 · 50 minutes

Meet /s/: sun and sock

Today: I can say /s/ for the letter s, clap the parts in a word, and write small a.



Sound games

10 min

Clap the parts in sun, apple, astronaut and names.

SAY

Words have parts. I clap each part. Sun.
One clap.



Letter drill

3 min

A and m, small and capital, name, sound, picture.

SAY

Letter a. /a/, like apple.



New skill

20 min

Say /s/, trace S and s, circle /s/ pictures.

SAY

This is the letter s. It says /s/: sss. Sun starts with /s/.



Read together

7 min

The child points under each word as you read.

SAY

Watch my finger. One word, one touch.



Handwriting

10 min

Circles, small a, then the first name.

SAY

Pinch and flip. Sit tall. Watch me make small a.

You need

Meet the Letter s

Which Start with /s/?

Handwriting: a and My Name, day 3

From the kit: letter cards a, m, s and A, M, S

Big book Hello, School! (from day 1); pencil, crayon, highlighter

Quick check

Hold up the s card and ask, What sound? (a long, smooth /s/ with no uh).

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: clap the parts

10 min

Hear and clap the syllables (parts) in spoken words. No letters.

1 Show them

Words have parts. I clap each part. Sun. One clap.
Ap-ple. Two claps.
As-tro-naut. Three claps.

- Clap each part slowly, hands apart between parts.
- Hold up one finger for each clap to show the count.

2 Together

Clap with me: mit-ten. How many claps? Two!
Map. One clap. To-ma-to. Three claps!
Now stomp it: sand-wich.
Stomp, stomp. Two!

- Clap together, then count the fingers together.
- Switch to stomps on the last word to get the wiggles out.

3 Their turn

Your turn. Clap it and tell me how many: sock.
Now: salad. Now: Saturday.
Last one: your own name. Clap it!

- Say each whole word once. Do not split it for the child.
- The child claps alone and shows the count with fingers.

Stuck? My turn: sa-lad, two claps. Our turn: sa-lad. Your turn: salad? If claps blur, slow down: one part, one clap, hands apart between parts.



Letter drill: a and m

3 min

Say the name, sound and key picture for a and m, small and capital.

1 Show them

Letter a. /a/, like apple.
Letter m. /m/, mmm, like map.
Capital M card. Same sound: /m/.

- Hold up the small a card, then hold up the capital A card. Do the same with m.
- Keep /m/ humming with lips closed. No uh at the end.

2 Together

Together: letter a, /a/, apple.
Letter m, /m/, map.
Capital A card, /a/. Capital M card, /m/.

- Point and say it together, crisp and quick.
- Mouth wide for /a/, lips closed for /m/.

3 Their turn

Your turn. I point, you say the name, the sound and the picture.

- Mix A, a, M, m. Point slow, then faster; the child answers alone.
- Keep the s card aside. It joins the mix at the end of today's lesson.

Stuck? If the child says muh: My turn: mmm, no uh. Our turn. Your turn. If the name is missed: That's the letter m. Say it with me. Return in two cards.



New skill: /s/ like sun

20 min

Link the letter s to /s/ (a long, smooth hiss) and hear /s/ at the start of words.

1 Show them

This is the letter s. It says /s/:
sss. Sun starts with /s/.

Capital S: Start just below the
top line. Curve back, then curve
forward, like a snake.

Small s: Start just below the
middle line. Curve back, then
curve forward, like a snake.

- On Meet the Letter s, point to the sun. Snake your arm while holding sss.
- Finger-trace big S from the green dot, then small s, saying the path.

Stuck? If the child says suh: My turn: sss, smooth, no uh. Our turn. Your turn. If fan is circled: Listen: fff-an. /f/, not /s/. Our turn. Now you: six?

2 Together

Snake arm with me: sss. Hold it
long. No uh.

Say the path in the box with me.
Sock, seal, six: /s/!

Sock. Does sock start with /s/?
Yes! Circle it. Hat? No.

- Trace S and s together from the green dots; name sock, seal and six.
- On Which Start with /s/?, do sock and hat together, stretching each first sound.

3 Their turn

Your turn. Say each picture.
Circle it if it starts with /s/.

Now my mixed cards: a, m, s.
Tell me the sound and the
picture.

- The child names and circles seal, fan, duck, six alone. Check with the answer key.
- Add the s card to a and m. Mix, point; the child says sound, then picture.

Say these words as you write

S Start just below the top line. Curve back, then curve forward, like a snake.

s Start just below the middle line. Curve back, then curve forward, like a snake.



Read together: one word, one touch

7 min

Point under each word as the grown-up reads (the child reads no words yet).

1 Show them

Watch my finger. One word, one
touch.

Hello, School! Two words, two
touches.

My finger jumps over the
spaces.

- Read the title of Hello, School! slowly, touching under each word.
- Read page 1 the same way, sweeping back to the start of the next line.

2 Together

Put your hand on mine. We
touch each word together.

Ready? Touch, read. Touch,
read.

- Read 3 pages slowly with the child's hand riding on yours.
- Pause a beat on each word so the touch and the word land together.

3 Their turn

Your turn to be the pointer. I
read, you touch.

Did your finger and my voice
finish together?

- Read the next pages slowly; the child taps under each word alone.
- Finish the book with expression and enjoy it together.

Stuck? If the finger races or skips: Stop. My turn: one word, one touch. Our turn. Your turn. If the child taps pictures: Words are the black marks. Touch here.



Handwriting: circles, a and my name

10 min

Sit tall with a pinch-and-flip grip; form circles and small a; trace and write the first name.

1 Show them

Pinch and flip. Sit tall. Watch me make small a.

Start just below the middle line. Circle back all the way around. Push up to the middle line and pull straight down.

- On the circle row, start at the green dot and circle back all the way around.
- Write one big small a on the a row, saying the path as you go.

2 Together

Air-write with me, big: Start just below the middle line. Circle back all the way around.

Push up to the middle line and pull straight down. Say it with me.

Now we trace the first circle and the first a together.

- Air-write two big a letters together, saying the path out loud.
- Trace the first circle and first small a together, your hand lightly over the child's.

3 Their turn

Your turn. Trace 3 circles, then make one alone from the green dot.

Now trace 3 small a letters and write one alone. Say the path.

Last, trace your name. Capital first, then small letters.

- Write the child's first name in highlighter on the name row, capital first.
- The child traces the name, then writes it alone underneath.

Stuck? If the a starts at the top or circles forward: Stop. My turn. Our turn. Your turn. If the grip slips: Pinch and flip again. Sit tall, feet flat.

Say these words as you write

- Start just below the middle line. Circle back all the way around. Push up to the middle line and pull straight down.

Quick check

1. Hold up the s card and ask, What sound? (a long, smooth /s/ with no uh).
2. Say sit and map, and ask which one starts with /s/ (sit).
3. Say sunflower; the child claps the parts and says how many (3).

Got it

All 3: tomorrow, run day 4 as written; s joins the daily letter drill.

Nearly

2 of 3: tomorrow, start the drill with the s card and sun, and add one extra clap word to sound games.

Not yet

0 or 1: tomorrow, add 2 minutes first (in class a small group; at home just you and your child): a, m, s cards with apple, map, sun, plus 3 clap words, My turn, Our turn, Your turn.

At home in 20 minutes

1. Clap word parts together for 3 minutes: sun, apple, astronaut, then your child's name.
2. Show the a and m cards for 2 minutes: name, sound, key picture, small and capital.
3. Spend 7 minutes on Meet the Letter s and Which Start with /s/? : hiss sss, trace S and s, circle the /s/ pictures.
4. Read Hello, School! for 3 minutes while your child taps under each word.
5. Finish with 5 minutes on the handwriting page: circles, small a, then the name you wrote in highlighter.

Tip: Keep /s/ smooth and long, like air from a tire: sss, never suh. Praise the exact thing: You held /s/ so smooth! Black-and-white prints: the green start dot is the big dot.