

Day 4 · 50 minutes

Meet /t/: top and tent

Today: I can say the quick sound /t/ for the letter t, hear /t/ at the start of top and tent, and clap the parts of words.



Sound games

10 min

Clap and chin-drop the parts of spoken words.

SAY

Listen: turtle. Tur-tle. Two claps. Turtle has two parts.



Letter drill

3 min

A, m, s with name, sound, key picture.

SAY

This is the letter a. It says /a/, like apple.



New skill

20 min

The letter t says a quick /t/; circle /t/ pictures.

SAY

This is the letter t. It says /t/. Quick, like a whisper.



Read together

7 min

Hello, School! shows spoken words are written with letters.

SAY

I say a word: mat. Now I show it with letters.



Handwriting

10 min

Trace and write m, M, s, S from the green dot.

SAY

Small m: Start at the middle line. Pull down.

You need

[Meet the Letter t](#)
[Which Start with /t/?](#)
[Handwriting: m and s, day 4](#)

From the kit: a m s t letter cards, picture cards, M m and S s trace pages

Hello, School! (day 1 copy), a pencil, a crayon

Quick check

Show the kit t card and ask 'What sound?': listen for a quick /t/ 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 count the parts (syllables) in spoken words. No letters, only listening.

1 Show them

Listen: turtle. Tur-tle. Two claps.
Turtle has two parts.
Top. One clap. Top has one part.
Hand under my chin: tel-e-phone. Three chin drops. Three parts!

- Clap once per part as you say each word slowly. No letters out.
- Show the chin trick: hand flat under your chin, count each drop.

2 Together

Hands under chins with me:
muffin. Muf-fin. How many drops? Two!
Clap it together: map. One clap. One part.
Toothbrush. Tooth-brush. Clap with me. How many parts?

- Say each word first, then clap and count together; hold up fingers for the number.

3 Their turn

Your turn. I say a word, you clap it and tell me how many.
Sun. Taco. Magazine.
Now clap your own name. How many parts?

- Answers: sun 1, taco 2, magazine 3. Wait 3 seconds before you help.
- Extra round: jump once per part for tent, button, tornado.

Stuck? My turn: ta-co, two claps. Our turn: clap with me. Your turn: taco. If the child claps every sound, use the chin trick: one drop, one clap.



Letter drill: a, m, s

3 min

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

1 Show them

This is the letter a. It says /a/, like apple.
Now the capital A card. Same sound: /a/.
The letter m says /m/, map. The letter s says /s/, sun.

- Hold up each kit letter card. Hold /m/ and /s/; keep /a/ short and clean.
- Keep the t card face down. It joins after today's new lesson.

2 Together

Together: name, sound, picture. Ready?
The letter a, /a/, apple. The letter m, /m/, map. The letter s, /s/, sun.

- Say all three with the child, small letter then capital; tap the table once per card.

3 Their turn

Your turn. I point, you say name, sound, picture.
Fast now! Capitals and small letters mixed.

- Mix the six cards (A a M m S s) and point fast, one or two rounds.

Stuck? My turn: the letter s, /s/, sun. Our turn: together. Your turn: what is this? If you hear 'muh' or 'suh': 'Lips closed, just hum /m/' or 'Just a hiss /s/' Retest.



New skill: meet /t/

20 min

Link the letter t to the quick sound /t/ and hear /t/ at the start of spoken words.

1 Show them

This is the letter t. It says /t/.
 Quick, like a whisper.
 My tongue taps behind my top
 teeth: /t/. No 'tuh'.
 Top. /t/, top. Top starts with /t/.

- Hold up the kit t card, then the Meet the Letter t sheet; point to top.
- Finger-trace T and t from the green dots, reading the exact path in the Letter paths box.

2 Together

Say it with me, quick: /t/. One
 finger tap for a quick sound.
 Tent, /t/. Turtle, /t/. Ten, /t/.
 They all start with /t/!
 Thumbs up if it starts with /t/:
 top? fish? turtle? dog?

- Point to tent, turtle, ten on the sheet; finger-trace T and t together saying /t/.
- Sort kit cards top, tent, turtle, ten with fish, dog, hat, fan into two piles.

3 Their turn

Your turn. Name each picture.
 Circle the ones that start with /t/.
 Say each word out loud first.
 Last one: show me the t card.
 What sound?

- On Which Start with /t/?, the child names and circles; check with the answer key.
- Answers: tent, turtle, ten (not bus, egg, king). Add the t card to the kit pile.

Stuck? My turn: tent, /t/, tent. Our turn: tent, /t/. Your turn: first sound in tent? If you hear 'tuh', hand by mouth: 'Just a tiny puff: /t/.' Then retest.

Say these words as you write

T Start at the top line. Pull straight down. Back to the top: slide right across.

t Start near the top line. Pull straight down. Cross at the middle line: slide right.



Read together: words are made of letters

7 min

Understand that the words we say can be written with letters, using Hello, School!

1 Show them

I say a word: mat. Now I show it
 with letters.
 The letters m, a, t. The word I
 said is made of letters.
 Every word we say can be
 written with letters.

- Lay kit cards m, a, t in a row; touch each, then sweep and say mat.

2 Together

Here is the cover. I'll read it:
 Hello, School!
 This word is Hello. Let's touch
 each letter together.
 We said Hello, and here it is in
 letters.

- Read the cover, pointing under each word; guide the child's finger across each letter of Hello.

3 Their turn

I'll read this page. You listen
 and look.
 Point to one word. Tap each
 letter. How many letters?

- Read 2 or 3 pages; read the word the child picks, then they tap and count letters.

Stuck? If the child taps the picture: 'That is the picture. Words are made of letters.' Guide to a word. If they tap a word once: 'My turn: one tap per letter.' Then together, then alone.



Handwriting: m, M, s, S

10 min

Form small and capital m and s top-down from the green dot, with a pinch-and-flip grip and the same words every time.

1 Show them

Small m: Start at the middle line. Pull down.

Push up, curve over, pull down. Push up, curve over, pull down.

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

- Show pinch and flip. Trace the kit M m and S s pages, saying each path.
- Start small m at the middle line, small s just below it, top-down.

2 Together

Capital M: Start at the top line. Pull down.

Back to the top: slant down, slant up, pull down.

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

- Air-write all four big together, saying each path from its starting point.
- Trace the first letter in each row of today's handwriting sheet together.

3 Their turn

Pinch and flip. Sit tall, feet flat.

Trace three in each row, then write one alone from the green dot.

Whisper the path as you write.

- Watch the start and direction; praise one exact thing: 'You started at the green dot.'

Stuck? Started at the bottom? 'My turn: from the green dot. Say the path in the box with me.' Our turn hand over hand, your turn. If the grip slips, say 'Pinch and flip' and reset before the next letter.

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.

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.

Quick check

1. Show the kit t card and ask 'What sound?': listen for a quick /t/ with no 'uh'.
2. Say toy, moon, tub; the child gives a thumbs up only for words starting with /t/ (toy, tub).
3. Say pumpkin; the child claps it and tells you how many parts (2).

Got it

3 of 3: tomorrow run the review game and the Friday weekly check as planned.

Nearly

2 of 3: tomorrow start the letter drill with t and add one /t/ thumbs-up round (toe, sock, tape).

Not yet

0 or 1: tomorrow add 3 extra minutes (in class a small group; at home just you and your child): t card, /t/, top, My turn, Our turn, Your turn, then clap 1- and 2-part words.

At home in 20 minutes

1. Clap the parts of turtle, map and magazine together, using the chin trick (3 minutes).
2. Flash the a, m, s kit cards while your child says name, sound and picture (2 minutes).
3. Show the t card and Meet the Letter t, say a quick /t/, then circle the /t/ pictures on Which Start with /t/? (7 minutes).
4. Read Hello, School! aloud and let your child tap and count the letters in two words (3 minutes).
5. Do the m, M, s, S rows on today's handwriting sheet, saying each path together (5 minutes).

Tip: /t/ is a stop sound: say it as a tiny whispered puff, never 'tuh', and blending will come much more easily in two weeks. Praise the exact thing, like 'Quick /t/, perfect!' Black-and-white prints: the green start dot is the big dot.