Day 10 · 50 minutes

Super Sounds Celebration: a m s t

Today: I can say the sounds for a m s t and put a word back together from two parts.

Sound games — 10 min

Hear two parts, /m/ ... at, and clap them into mat.

SAY
I can say a word in two parts. Listen: /m/ ... at.

Letter drill — 3 min

A m s t. Friday Check: home first; class, never straight after.

SAY
This is the letter m. It says /m/, like map.

New skill — 20 min

Hop to each word's first-sound card, then color the award.

SAY
Today is a party for our four letters! Each card gets its own spot.

Read together — 7 min

Adult reads Happy, Happy Home; child taps each word, finds letters.

SAY
I start at the top, on the left. Watch my finger.

Handwriting — 10 min

Trace and write first name with a capital, then A M S T.

SAY
A name starts with a capital. A: Start at the top line. Slant down left.

You need

- 🖨 Friday Check: Week 2
- 🖨 Handwriting: My Name with a Capital, day 10
- 🖨 Super Sounds! award
- Reuse: a m s t letter cards (from the kit) and Happy, Happy Home (day 8 copy)
- Pencil, yellow highlighter, crayons

Quick check
Give the Friday Check: Week 2 (at home before the letter drill; in class never straight after it): point to a m s t A M S T and ask, 'What sound?'

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: Two-Part Words

10 min

Hear a spoken word in two parts (first sound, then the rest) and put it back together.

1 Show them

I can say a word in two parts. Listen: /m/ ... at.

Hands apart, then I clap them together: mat!

Again: /s/ ... un. Clap: sun! Two parts make one word.

- One hand out for the first sound, the other hand for the rest; clap the word.
- Hold /m/ and /s/ long; keep /t/ quick and whispered, with no 'uh' after it.

2 Together

Our turn. Hands out. /s/ ... at. Clap together: sat!

/t/ ... op. Clap: top! /m/ ... ap. Clap: map!

/s/ ... am. Clap together: Sam!

- Say the parts with the child, hands apart, then clap at the same time.
- Pause one second between the parts so the child hears two clear pieces.

3 Their turn

Your turn. I say two parts; you clap and say the word.

/t/ ... en. /m/ ... op. /s/ ... ock.

/m/ ... oon. /t/ ... ent. /s/ ... eal.

- Say each pair once, with a one-second gap; the child claps and says the word alone.
- Praise each one; repeat any miss at the end of the round.

Stuck? Child repeats the parts: 'My turn: /t/ ... en. Ten!' Clap. 'Our turn.' Then 'Your turn.' You hear 'suh' or 'tuh': model the pure sound, /s/ long, /t/ whispered, no 'uh.'

Letter drill: a m s t

3 min

Say the name, sound and key picture for a m s t, small and capital, quickly. Give the Friday Check first: at home, at the start of the sitting, before this drill; in class, one child at a time during the day, never straight after this drill.

1 Show them

This is the letter m. It says /m/, like map.

Here is capital M. Same sound: /m/.

Big or small, the sound stays the same.

- Hold up the kit m card; touch the letter, then the map picture.
- Show the capital M card and say /m/ again.

2 Together

With me: letter a, /a/, apple. Letter s, /s/, sun.

Letter t, /t/, top. Quick and whispered!

Now capitals: A, M, S, T. Name and sound together.

- Say name, sound and key picture together for each card.
- Keep /a/, /m/ and /s/ smooth and long; make /t/ short.

3 Their turn

Your turn, fast. I flash, you say the name and the sound.

Whisper for small letters. Big voice for capitals!

- Shuffle all 8 cards, small and capital; flash each for about 2 seconds.
- Put any slow card back in the pile for one more go.

Stuck? Child says 'muh': 'My turn: /m/, lips closed, no uh. Our turn. Your turn.' Missed card: say name, sound and picture; child repeats; slip it back in the pile.

New skill: Hop to the Sound

20 min

Hear the first sound in a spoken word, match it to the a m s t letter card, and celebrate with the award.

1 Show them

Today is a party for our four letters! Each card gets its own spot.

Listen: mmmoose. The first sound is /m/. I hop to the m card.

Tiger. That one is quick: /t/. I hop to the t card.

- Lay the four small-letter kit cards in four spots a few steps apart.
- Say the word, then its first sound; hop to that card, touch it, say the sound again.

2 Together

Hop with me. Sssofa. First sound together: /s/. Hop to the s card!

Alligator. /a/ /a/ alligator. Together: /a/. Hop!

Tummy. Quick and whispered: /t/. Hop together!

- Hop side by side; say the first sound together before you move.
- Do 4 more the same way: mitten, salad, ambulance, tooth.

3 Their turn

Your turn alone. I say a word; you hop, touch the card, say its sound.

Monkey. Sandcastle. Astronaut. Toothbrush. Milk. Seal. Ant. Ten.

Party finish! Color your award and say /a/, /m/, /s/, /t/ as you go.

- Say the 8 words in mixed order; the child moves alone; cheer each right hop.
- The child colors a m s t on the award; write the name together.

Stuck? Wrong card: 'My turn. Mmmonkey, /m/. I hop to m. Our turn.' Then 'Your turn: monkey.' Letter name instead: 'That's its name. What sound does it make?' Model it, then retry.

Read together: Happy, Happy Home

7 min

Follow print left to right and top to bottom, one tap per word, and find known letters in a real book.

1 Show them

I start at the top, on the left. Watch my finger.

One word, one tap. Spaces show where a word ends.

At the end of a line, I sweep back to the next line.

- Read 2 pages aloud, tapping under each word.
- Make a big, slow sweep back at the end of each line.

2 Together

Put your finger on mine. We tap each word together.

The cover says Happy, Happy Home. Three words, three taps.

Where do we start on this page? Show me.

- The child's finger rides on yours; read 3 pages, tapping together.
- Count the words on one line with taps.

3 Their turn

Your turn. I read; you tap under each word.

Find a letter we know: a, m, s or t. Tell me its name.

Spoken words are written with letters. You found one!

- Read 3 more pages slowly; the child taps alone under each word.
- On the last page, the child points to one known letter and names it.

Stuck? Taps run ahead: 'My turn.' Reread the line, one tap per word. 'Our turn. Your turn.' Starts on the right: 'Words start on the left.' Place their finger on the first word.

Handwriting: My Name with a Capital

10 min

Write my first name with a capital first letter, then small letters; form A M S T, each from its starting point.

1 Show them

A name starts with a capital. A: Start at the top line. Slant down left.

Back to the top, slant down right. Slide right across the middle.

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

- Write the child's first name in highlighter on rows 1 and 2, capital first.
- On row 3, write A and S big, saying each path aloud.

2 Together

Trace your name with me. Pinch and flip. M: Start at the top line. Pull down.

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

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

- The child traces the row 1 name with you, saying each letter name.
- Trace M and T on row 3 together, saying each path as the pencil moves.

3 Their turn

Your turn. Trace your name, then write it. Capital first, then small letters.

Now A, M, S, T from the green dot. Say each path quietly.

Point to your best capital. Tell me why it is your best.

- The child writes the name on row 2, then traces and writes A M S T alone.
- Check: capital starts at the top line, the rest are small, pinch and flip grip.

Stuck? Starts at the bottom: 'My turn, from the top line.' Trace together: 'Our turn.' Then 'Your turn.' All capitals: point to letter 2. 'Only the first letter is big.' Write it small together.

Say these words as you write

A Start at the top line. Slant down left. Back to the top, slant down right. Slide right across the middle.
M Start at the top line. Pull down. Back to the top: slant down, slant up, pull down.
S Start just below the top line. Curve back, then curve forward, like a snake.
T Start at the top line. Pull straight down. Back to the top: slide right across.

Quick check

1. Give the Friday Check: Week 2 (at home before the letter drill; in class never straight after it): point to a m s t A M S T and ask, 'What sound?'
2. Say 'soup' and ask, 'What is the first sound?' (/s/), then do the same with 'mud' (/m/).
3. Tick each right answer and write the total out of 10: about 2 minutes per child, plus about 1 minute to record.

Got it
9 or 10: on Tuesday start blending am and at on pace; for a challenge, find first sounds in friends' names.

Nearly
7 or 8: anything not ticked goes in Tuesday's 3-minute letter drill, plus 3 extra minutes daily with index cards you write by hand for just those letters.

Not yet
0 to 6: anything not ticked goes in Tuesday's 3-minute letter drill, plus 5 extra minutes daily (small group in class; at home, just you and your child), 2 letters at a time.

At home in 20 minutes

1. Friday Check (3 min): open the sitting with the Friday Check: Week 2, before the letter drill, about 2 minutes per child, plus about 1 minute to record; anything not ticked goes in Tuesday's letter drill.
2. Sound games (4 min): say /m/ ... at, /s/ ... un, /t/ ... op, and your child claps and says the word.
3. Letter drill (2 min): flash the a m s t kit cards, small then capital, and your child says the name and sound.
4. Party game and award (6 min): put the 4 small-letter cards on chairs, say a word, your child hops to its first-sound card, then colors the award.
5. Reading and name (5 min): read Happy, Happy Home while your child taps under each word, then they write their name with a capital.

Tip: Celebrate effort, not speed: tell your child one thing they did well this week. At home, give the Friday Check at the start of the sitting, before the letter drill; in class, one child at a time during the day, never straight after the drill. Black-and-white prints: the green start dot is the big dot.