Day 11 · 50 minutes

First Blending: Read am and at

Today: I can slide two sounds together and read am and at.

Sound games — 10 min

Arm slide joins a first sound and the rest into words.

SAY
Listen. First sound, then the rest: /s/ ... at.

Letter drill — 3 min

A m s t name, sound and key picture, small and capital.

SAY
The letter m. /m/, map.

New skill — 20 min

Blend two sounds; read am and at with tiles and sheet.

SAY
These tiles say /a/ and /m/. Watch me slide them together.

Read together — 7 min

Point under words in our book; read Sam and Tam together.

SAY
I read this page and point under each word.

Handwriting — 10 min

Trace 3 and write 1 of a, m, s, t.

SAY
a: Start just below the middle line. Circle back all the way around.

You need

- 🖨 Read am and at
- 🖨 Handwriting: a m s t, day 11
- From the kit: a m s t letter cards, letter tiles, trace pages A-a, M-m, S-s, T-t
- Look Up, Look Up! book (printed once, reused days 11-14)
- Pencil

Quick check
Point to am and at on the sheet in a new order (at, am, at); the child reads each alone.

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: First Sound and the Rest

10 min

Blend a spoken first sound and the rest of a word into the whole word (onset-rime). No letters.

1 Show them

Listen. First sound, then the rest: /s/ ... at.

I slide them together down my arm: sat!

Again: /m/ ... at. Slide: mat!

- Touch your shoulder on /s/, your elbow on 'at', then slide to your wrist saying sat.
- Hold /s/ and /m/ long: sss, mmm. No 'uh' after them.

2 Together

Arms ready. Together: /h/ ... am. Slide: ham!

With me: /s/ ... am. Slide: Sam!

A quick one: /t/ ... op. Slide: top!

- Do the arm slide together: shoulder, elbow, wrist, saying both parts, then the word.
- /t/ is a quick whisper, no 'tuh'. Add jam and hat the same way.

3 Their turn

Your turn alone. I say the parts. You slide and say the word.

/m/ ... ap. Then /s/ ... un. Then /m/ ... oon.

- Wait 3 seconds after each. The child does the arm slide and says map, sun, moon.
- Cheer the slide: 'You joined the parts!'

Stuck? If the child repeats the parts: 'My turn: /m/ ... ap, map! Our turn: map. Your turn: /m/ ... ap?' If the child says a different word, say the parts again slowly, then model, lead, test.

Letter drill: a m s t

3 min

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

1 Show them

The letter m. /m/, map.

The letter t. /t/, top. Quick and whispered.

- Hold up the m card, then the t card from the kit. Touch the key picture.
- Hold up the capital card next to each small card.

2 Together

Together: name, sound, picture. Ready?

The letter a. /a/, apple.

Capital S, next to small s. /s/, sun.

- Any sound not ticked on Friday's check goes first today, then the rest.
- Go through all 4 cards and their capitals with the child, at a brisk pace.

3 Their turn

Your turn alone. Name, sound, picture.

- Mix all 8 cards, small and capital. The child answers each in about 3 seconds.

Stuck? 'My turn: the letter s, /s/, sun. Our turn. Your turn.' Come back to that card at the end. If you hear 'muh' or 'tuh': 'Lips closed: mmm.' or 'Just a whisper: /t/.' Then retest.

New skill: am, at

20 min

Blend two sounds with no gap and read the words am and at.

1 Show them

These tiles say /a/ and /m/. Watch me slide them together.

aaa ... mmm. No stop: aaammm. am! I am five.

Now /a/ and /t/: aaat. at! Look at me.

- Lay kit tiles a and m. Touch a, hold /a/, slide your finger to m with no gap.
- Swap m for t. Hold /a/, then add a quick whispered /t/ at the end.

2 Together

Our turn. Touch the dot under a with me: aaa ...

Slide to m, no stop: aaammm. What word? am!

This card: aaat. at! Now swap the tile back: am!

- Use the am and at slide cards on the Read am and at sheet; slide fingers together.
- Swap tiles am, at, am, at four times; the child slides and reads with you.

3 Their turn

Your turn alone. Touch each dot, say each sound, slide, read.

Row 1, go! Then row 2 and row 3.

- The child reads the 3 rows on the sheet: 12 words. Praise the slide, not only the word.
- Sit back. Step in only when a word is wrong.

Stuck? If the sounds are chopped (/a/ ... /m/): 'My turn: aaammm, no stop. Our turn. Your turn.' If the child guesses: 'Touch the dots. Say each sound.' Model, lead, then retest that word.

Read together: Reading together

7 min

Point under each word as we read; hear and join in blending Sam and Tam (We do only today).

1 Show them

I read this page and point under each word.

Now I build a name with tiles. Big S: names start with a capital.

sssaaammm. Sam! Sam is a name.

- Read 2 or 3 pages of Look Up, Look Up!, finger under each word.
- Build S a m with kit tiles. Slide your finger under them, holding each sound.

2 Together

Read Sam with me: sssaaammm. Sam!

Swap S for T. Tam is a mouse.

Together: quick /t/, then aaammm. Tam!

- Your voice leads; the child joins. Sam and Tam stay We do today, not checked.

3 Their turn

Your turn: point under each word while I read this page.

Now read am and at by yourself.

- The child points word by word on one page while you read.
- Build am and at with tiles below Sam and Tam; the child reads am and at alone.

Stuck? If the finger runs ahead: 'My turn: one word, one tap.' Tap together with the child, then retest. If Sam or Tam is hard, simply read it together again with a smile.

Handwriting: a m s t

10 min

Form a, m, s and t with the same verbal path every time, starting at the green dot.

1 Show them

a: Start just below the middle line. Circle back all the way around.

Push up to the middle line and pull straight down.

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

- Grip first: 'pinch and flip.' Sit tall.
- Write a and s big on a board, saying each path.

2 Together

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

Push up, curve over, pull down. Air-write it with me, big.

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

- Write m and t big first, saying each path, then air-write all four together.
- Trace the first letter of each row together, saying the path aloud.

3 Their turn

Pinch and flip. Your turn: trace 3, then write one alone.

Start at the green dot. Whisper the path as you go.

- The child traces 3 and writes 1 alone in each row of the handwriting page.
- Keep the kit trace pages out as the model.

Stuck? If a stroke starts in the wrong place: 'My turn' (write it, saying the path), 'Our turn' (hand over hand), 'Your turn.' If the a is open, say 'Circle back all the way around' and trace one together.

Say these words as you write

a Start just below the middle line. Circle back all the way around. Push up to the middle line and pull straight 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 middle line. Curve back, then curve forward, like a snake.

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

Quick check

1. Point to am and at on the sheet in a new order (at, am, at); the child reads each alone.
2. Say /m/ ... op and /s/ ... ock with no letters; the child says mop and sock.

Got it
All 5 right with a smooth slide: tomorrow, go on to sat and mat as planned.

Nearly
3 or 4 right, or reads with a gap: tomorrow, add 2 minutes of am and at slide cards before sat and mat.

Not yet
0 to 2 right: tomorrow, add 5 minutes of arm slides and tile am, at (in class a small group; at home just you and your child); keep sat and mat as We do.

At home in 20 minutes

1. Arm slide game (4 minutes): say /s/ ... at, /h/ ... am, /m/ ... ap, and your child slides down an arm and says the word.
2. Letter cards (2 minutes): your child says the name, sound and picture for a m s t, small and capital.
3. Read am and at (7 minutes): model aaammm with the tiles, read the slide cards together, then your child reads the 3 rows alone.
4. Reading together (3 minutes): read a page of Look Up, Look Up! while your child points, then read Sam and Tam on the tiles together.
5. Handwriting (4 minutes): say the path for a, m, s and t, then your child traces 3 and writes 1 of each.

Tip: Hold /a/ and /m/ like one long note with no gap; that smooth slide is the whole skill today. Keep /t/ short and whispered at the end, never 'tuh'. Black-and-white prints: the green start dot is the big dot.