Day 12 · 50 minutes

Touch and Slide: Read sat, mat and Sam sat.

Today: I can touch and slide to read sat, mat, Sam and Tam, and read Sam sat.

Sound games — 10 min

Bump first sound and rest into words; split words in two.

SAY
This fist holds the first sound. This fist holds the rest of the word.

Letter drill — 3 min

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

SAY
Letter, sound, picture. The letter m: /m/, map.

New skill — 20 min

Touch and slide to read sat and mat, then all 6 words.

SAY
Watch me read a 3-sound word. I touch each sound: /s/ /a/ /t/.

Read together — 7 min

Read Sam sat. and Tam sat.; reread Look Up, Look Up!

SAY
Watch me read a sentence. I touch each dot: Sam ... sat.

Handwriting — 10 min

S, T, a, m: trace 3, then write one alone.

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

You need

- 🖨 Slide and Read
- 🖨 Read: Sam sat.
- 🖨 Handwriting: S T a m (for Sam and Tam), day 12
- From the kit: a m s t letter tiles (with capital S and T)
- A pencil and Look Up, Look Up! (printed on day 11)

Quick check
Point to Sam, mat, then sat on the Slide and Read page; the child touches, slides and reads each.

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 first sound with the rest of a word, and split a spoken word into those two parts.

1 Show them

This fist holds the first sound. This fist holds the rest of the word.

/m/ ... at. I bump them together: mat!

Now I split a word. Sam: /s/ ... am. Two fists!

- Left fist: first sound. Right fist: the rest. Bump fists as you say the word.
- To split, say the word first, then open one fist per part. No letters today.

2 Together

Together: /s/ ... at. Bump! sat.

Let's split map together. Map: /m/ ... ap. Two fists.

One more each: /t/ ... op, top. Sun: /s/ ... un.

- Say the parts with the child, fists up, and bump on the word.
- Hold /s/ and /m/ long; make /t/ a quick whisper.

3 Their turn

Your turn to bump: /m/ ... op. /s/ ... ock. /t/ ... ent.

Now you split: mat. Seal. Ten.

Show me two fists every time you split.

- Say the parts with a short pause; the child bumps fists and says the word.
- Say each whole word once; the child splits it, one fist per part.

Stuck? My turn: /m/ ... op, mop. Our turn: /m/ ... op, mop. Your turn. If the child says muh: 'Lips closed: mmm.' Then say the word again together.

Letter drill: a m s t

3 min

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

1 Show them

Letter, sound, picture. The letter m: /m/, map.

The letter t: /t/, top. Quick and whispered, no uh.

Capital S has the same sound as small s: /s/, sun.

- Hold up each kit tile as you say its name, sound and key picture.
- Show small and capital side by side: s and S, t and T.

2 Together

Together: the letter a: /a/, apple.

Capital T: /t/, top. Capital M: /m/, map.

Now I mix them up. Ready?

- Say name, sound and picture with the child for all 8 tiles.
- Shuffle the 8 tiles face down.

3 Their turn

Your turn, all by yourself. Letter, sound, picture.

Faster now! Ready, go.

- Flash all 8 tiles in a new order; the child says name, sound and picture.
- Put any slow tile back into the pile twice more.

Stuck? My turn: the letter s, /s/, sun. Our turn. Your turn. Come back to that tile two tiles later.

New skill: touch and slide sat and mat

20 min

Blend three sounds into a word: read sat and mat, then all 6 words on the Slide and Read page.

1 Show them

Watch me read a 3-sound word. I touch each sound: /s/ /a/ /t/.

Now I slide and keep my voice going: sssaaat. sat!

Sat is a real word. I sat on my chair.

- Build s a t with kit tiles. Touch under each letter, then slide under the word.
- Hold /s/ and /a/ long; add /t/ quick at the end. No stops between sounds.

2 Together

Let's swap the s for an m. Touch with me: /m/ /a/ /t/.

Slide with me: mmmaaat. mat! Look at the picture: a mat.

Now the Slide and Read page. Read am and at with me.

- Swap the tiles, then touch and slide together; your voice leads, then gets softer.
- On the Slide and Read page, read the am, at, sat and mat rows together.

3 Their turn

Your turn. Touch the dots, then slide. Read sat and mat.

This word starts with a capital letter. It is a name. Read it.

Tam is a mouse. Touch and slide.

- The child reads all 6 rows alone: am, at, sat, mat, Sam, Tam.
- Show each picture only after the child reads; build any missed word with tiles.

Stuck? Sounds but no word: 'My turn: sssaaat, sat. Our turn: sssaaat, sat. Your turn.' Guessing from the picture: cover it. 'Look at the letters. Touch and slide.'

Read together: Reading together

7 min

Read the first sentences, Sam sat. and Tam sat., touching each word and stopping at the period, then reread Look Up, Look Up! for 1 minute.

1 Show them

Watch me read a sentence. I touch each dot: Sam ... sat.

This little dot is a period. It means stop. Sam sat.

Two words, with a space between. Two touch dots.

- Touch under each word, left to right, on the Read: Sam sat. page.
- Read the first line, then reread it smoothly.

2 Together

Read Tam sat. with me. Touch and read.

Now the long line: Sam sat. Tam sat.

Who sat? Sam and Tam!

- The child points while you read together.
- Read the long line twice; the second time, let your voice get very soft.

3 Their turn

Your turn. Read all three lines. Touch each dot.

Now show me how Sam sat!

Last minute: Look Up, Look Up! I read, you point under each word.

- The child reads alone; you only listen and smile.
- Child sits like Sam. Last minute: read Look Up, Look Up!; the child points under each word.

Stuck? Skipped or guessed word: 'Touch each dot. My turn... Our turn... Your turn.' Sam read as sat: 'Look at the last letter. Touch and slide.' Then reread the line.

Handwriting: S T a m

10 min

Form capital S and T and small a and m from the right start point, saying each path.

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. m: Start at the middle line.

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

- Write S, saying: Start just below the top line. Curve back, then curve forward, like a snake.
- Write T, saying: Start at the top line. Pull straight down. Back to the top: slide right across.

2 Together

Pinch and flip your pencil. Sit tall, feet flat.

Stand up. Let's air-write all four, big, and say each path together.

Now trace the first S, T, a and m on the page with me.

- Air-write S, T, a, m with the child, saying the exact paths together.
- Trace the first letter of each row together, starting on the green dot.

3 Their turn

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

Whisper the path while you write.

Point to the letters that make Sam. Now Tam.

- Watch the start dot and stroke order; praise one good start in each row.
- The child circles the best letter in each row.

Stuck? Wrong start or bottom-up stroke: 'My turn... Our turn... Your turn,' saying the path each time. T crossed low: 'Back to the top: slide right across.' Trace one together, then one alone.

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 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. Point to Sam, mat, then sat on the Slide and Read page; the child touches, slides and reads each.
2. The child reads Tam sat. on the Read: Sam sat. page, touching each word.

Got it
All 5 words read with no help: tomorrow, go straight into the mini book Sam.

Nearly
3 or 4 words, or one prompt needed: tomorrow add 2 extra minutes of tile building (sat, mat, Sam) before the lesson.

Not yet
0 to 2 words: tomorrow add 5 extra minutes (in class a small group; at home just you and your child) blending am and at, then sat, with My turn, Our turn, Your turn.

At home in 20 minutes

1. Play the fist game for 3 minutes: say /s/ ... at for your child to bump into sat, then split mat into /m/ ... at.
2. Flash the a m s t tiles, small and capital, for 2 minutes while your child says the name, sound and key picture.
3. Spend 7 minutes building sat with tiles, touching and sliding, swapping to mat, then reading the Slide and Read page.
4. Spend 4 minutes on the Read: Sam sat. page: read it together, your child reads it alone and sits like Sam, then reread Look Up, Look Up! while your child points under each word.
5. Spend 4 minutes on the handwriting page, tracing S, T, a and m while you both say each path.

Tip: Keep your voice going from sound to sound, sssaaat, so the word holds together; only /t/ is quick. If your child guesses from a picture, cover it and say: touch and slide. Black-and-white prints: the green start dot is the big dot.