

Day 13 · 50 minutes

Touch and Slide: Read Six Words and the Mini Book Sam

Today: I can blend sounds to read am, at, sat, mat, Sam and Tam, and read my book Sam.



Sound games

10 min

Robot talk, blend two spoken sounds into words like am, me.

SAY

Robot talk! Robots say two sounds, then the word.



Letter drill

3 min

Name, sound, key picture for a m s t, small and capital.

SAY

Name, sound, picture. Watch me.



New skill

20 min

Touch and slide to read am, at, sat, mat, Sam, Tam.

SAY

Watch me. Touch each letter, say its sound: /s/ /a/ /t/.



Read together

7 min

Read the Mini Book Sam, then reread Look Up, Look Up!

SAY

Watch me read. My finger goes under each word.



Handwriting

10 min

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

SAY

Sit tall. Pinch and flip. Watch my pencil start at the green dot.

You need Mini Book: Sam (the night before, fold it as shown on the how-to page)

Mini Book: how to fold and read

Handwriting: t s m a, day 13

Letter tiles (from the kit) and Look Up, Look Up! (the day 11 copy)

Pencil and the a m s t trace pages (from the kit)

Quick check

The child reads mat, Tam, at, Sam from kit tiles, in this new order.

Step by step?

Open Teach mode on your phone: it walks you through



Sound games: Blend 2 Sounds

10 min

Hear two spoken sounds and blend them into a word. No letters.

1 Show them

Robot talk! Robots say two sounds, then the word.

/a/ ... /m/. Clap: am! /m/ ... /ee/ as in see. Clap: me!

/i/ ... /f/. Clap: if!

- Tap your left knee for the first sound, your right knee for the second.
- Clap and say the word smoothly. Hold stretchy sounds; keep /t/ quick and whispered.

2 Together

Our turn. Knees, knees, clap.

/a/ ... /t/. at!

/s/ ... /ee/. see!

/t/ ... /ee/. tea! Quick /t/, no uh.

- Say the sounds together, tapping knees, then clap and say the word together.
- Do each word twice; the second time, say the sounds closer and faster.

3 Their turn

Your turn, robot. Tap, tap, clap.

/i/ ... /t/.

/t/ ... /oo/ as in moon.

/i/ ... /n/.

- You say the two sounds; the child taps, claps and says the word alone.
- Mix all nine words in new orders until the 10 minutes are up.

Stuck? Child repeats the sounds? My turn: /a/ ... /m/, am. Our turn. Your turn. Wrong word? Say the sounds closer together: /a/ /m/, am. Then test again.



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

Name, sound, picture. Watch me.

The letter m, /m/, map. The letter t, /t/, top.

/t/ is quick and whispered. No uh.

- Lay the kit tiles a m s t and A M S T in two rows.
- Point to m, then t, as you say each one.

2 Together

Say it with me. The letter a, /a/, apple.

Now a capital. The letter S, /s/, sun.

- Point to small a, then capital S; say all three parts together.
- Hold the stretchy sounds /a/ and /s/ for two seconds.

3 Their turn

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

Small and capital, mixed up. Ready?

- Point to all 8 tiles in mixed order at a brisk pace.
- Come back to any slow tile two more times.

Stuck? Extra uh? My turn: /m/, lips closed, no uh. Our turn. Your turn. Name and sound mixed up? Say name, sound, picture together, then test that tile again.



New skill: Read Six Words

20 min

Blend sounds to read am, at, sat, mat, Sam and Tam alone.

1 Show them

Watch me. Touch each letter, say its sound: /s/ /a/ /t/.
Now slide and blend, no gaps: /s/ /a/ /t/... sat!
The capital letter T starts Tam, our book's mouse: /t/ /a/ /m/, Tam!

- Build sat with kit tiles. Touch under each tile, then slide your finger under the whole word.
- Hold /s/ and /a/ into each other; keep /t/ quick. Then build Tam the same way.

2 Together

Our turn. Touch: /a/ /t/. Slide: at!
Add the letter s in front. Touch, touch, touch. Slide: sat!
Swap the letter s for the letter m. Touch and slide: mat!

- Build at, then change one tile at a time; read each new word together.
- The child touches the tiles; you both say the sounds and slide.

3 Their turn

Your turn alone. Read this one: am. Now add the capital letter S.
Swap it for the capital letter T. Read it. Who is Tam?
Now all six words, mixed up. Touch and slide each one.

- Build am, Sam, Tam, then at, sat, mat in mixed order; the child reads each alone.
- Thumbs up for each word read; come back to any miss at the end.

Stuck? Sounds but no word? My turn: /s/ /a/ /t/, sat. Our turn. Your turn, no gaps. Guessing? Touch each letter with me, say each sound, then slide and read.



Read together: Mini Book Sam

7 min

Read the decodable mini book Sam, pointing under each word and stopping at each period.

1 Show them

Watch me read. My finger goes under each word.
Sam. The dot is a period. It means stop.
This mark means read it with a big, happy voice!

- Read the cover and page 2; slide your finger under each word, pause at the period.
- Point to the exclamation mark on page 7 without reading the page.

2 Together

Our turn, page 4. Touch and read: Sam sat.
Sam sat down. Let's sit, like Sam sat!
Page 5: Tam sat. Look, Tam sat on a mat.

- Read pages 3, 4 and 5 together; the child's finger points under each word.
- Everyone sits down tall after page 4.

3 Their turn

Your turn. Read pages 6, 7 and 8 by yourself.
Page 7 has a surprise. Read it with a big voice!
Last, Look Up, Look Up! I read, you point under each word.

- The child points and reads alone; wait 3 seconds before helping.
- Page 8: child reads Sam, Tam, sat, mat. Final minute: you reread Look Up, Look Up!; child points.

Stuck? Guessing from the picture? Point to the first letter. My turn, our turn, your turn. Skipped a word? Finger under each word, read the page together, then alone.



Handwriting: t s m a

10 min

Write t, s, m and a from the green dot, saying the path.

1 Show them

Sit tall. Pinch and flip. Watch my pencil start at the green dot.

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

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

- Trace the first t and s on the Handwriting: t s m a, day 13 page.
- Cross t on the middle line. Start s just below the middle line.

2 Together

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

Push up, curve over, pull down. The letter a: Start just below the middle line.

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

- Air-write m and a big together, saying the path, then trace the first one of each.
- Start m at the middle line; start a just below the middle line, as on the sheet.

3 Their turn

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

Whisper the path while you write.

- The child traces 3 and writes 1 of t, s, m and a.
- The child circles the best letter in each row.

Stuck? Cross too high? My turn: the cross sits on the middle line. Our turn. Your turn. Circle goes forward? My turn: circle back all the way around. Trace together, then 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 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. The child reads mat, Tam, at, Sam from kit tiles, in this new order.
2. The child reads page 6 of the mini book alone, pointing under each word.
3. You say /ee/ ... /t/, then /n/ ... /ee/; the child says eat, then knee.

Got it

Every word and both blends right: tomorrow run the full day 14 lesson.

Nearly

One or two misses: tomorrow, first reread the missed words on tiles with touch and slide (2 extra minutes).

Not yet

Three or more misses: tomorrow add 5 minutes (in class a small group; at home just you and your child): robot talk, then read am and at before 3-sound words.

At home in 20 minutes

1. Robot talk (4 min): say two sounds, like /a/ ... /m/, and your child says the word.
2. Letter tiles (2 min): your child says the name, sound and picture for each kit tile, small and capital.
3. Touch and slide (7 min): build am, at, sat, mat, Sam and Tam with kit tiles while your child reads each.
4. Mini book (4 min): read Sam together once, then your child reads it to you.
5. Write (3 min): your child traces and writes one row each of t, s, m and a on the handwriting page.

Tip: Fold the mini book the night before, as shown on the how-to page, so setup takes under 1 minute. Praise the blending, not the guess: You touched every sound and slid it into a word! Black-and-white prints: the green start dot is the big dot.