Day 14 · 50 minutes

Read and Build Words + Friday Check: Week 3

Today: I can read and build am, at, sat, mat, Sam and Tam, and write sat and mat.

Sound games — 10 min

Blend two spoken parts into one word with fists and claps.

SAY
One fist for each part. Listen: /a/ ... /t/. Hands together: at!

Letter drill — 3 min

A m s t tiles; at home, give the Friday Check first.

SAY
Letter a. /a/. Apple. Letter m. /m/. Map.

New skill — 20 min

Am, at, sat, mat, Sam, Tam with kit tiles.

SAY
Watch me build sat. Stretch it: /s/ /a/ /t/. Three tiles.

Read together — 7 min

Reread Sam, then 1 minute pointing along in Look Up, Look Up!

SAY
Watch me reread page 4. I point under each word: Sam sat.

Handwriting — 10 min

Trace sat and mat twice, then write them from the green start dots.

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

You need

- 🖨 Build the Word
- 🖨 Handwriting: Write sat and mat, day 14
- 🖨 Friday Check: Week 3 (one record row per child)
- Letter tiles from the kit (a m s t, A M S T)
- Mini book Sam (from day 13), Look Up, Look Up! (from day 11) and a pencil

Quick check
At home 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), point to a, m, s, t, A, M, S, T on the Friday Check: Week 3 sheet, ask "What sound?" and tick each pure 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: Sound Bridge

10 min

Blend two spoken sounds into a word, by ear, with no letters.

1 Show them

One fist for each part. Listen: /a/ ... /t/. Hands together: at!

/m/ ... /ee/. Hands together: me! /s/ ... /oh/. Hands together: so!

Stretchy /m/ can hold long. Quick /t/ stays short and whispered.

- Hold up one fist per sound, then clap your hands together as you say the word.
- Say /ee/ as in see, /oh/ as in go, /oo/ as in moo.

2 Together

Our turn. Fists up! /a/ ... /m/. Clap together: am!

/t/ ... /oo/. Clap together: too! /s/ ... /ee/. Clap together: see!

Two fists, one word. Ready for your turn?

- Say both parts with the child, fists up, then clap and say the word in one breath.
- Stand up for 3 more: hold each part, then jump on the word (am, see, too).

3 Their turn

Your turn. Listen, then clap and say the word.

/m/ ... /oo/. Your turn. /t/ ... /oh/. Your turn. /n/ ... /oh/.

Two fists, one word every time. Great listening!

- Wait 2 seconds after each pair; the child claps and says moo, toe, no.
- Shrink the gap between the two parts each time so the word pops out faster.

Stuck? My turn: /t/ ... /oh/, toe. Our turn: /t/ ... /oh/, toe. Your turn: /t/ ... /oh/. If the child repeats the parts, say them closer together until the word pops out.

Letter drill: Tile Flash

3 min

Say the name, sound and key picture for a m s t, capitals and small letters. At home, the Friday Check (about 2 minutes per child, plus about 1 minute to record) opens the sitting, before this drill; in class, never give it straight after this drill.

1 Show them

Letter a. /a/. Apple. Letter m. /m/. Map.

Capital S. /s/. Sun. Capital T. /t/. Top.

A capital and a small letter make the same sound.

- Lay 8 kit tiles in a mixed row: a m s t A M S T.
- Point under each tile as you say its name, sound and picture.

2 Together

Together. I point, we say name, sound, picture.

Letter t. /t/. Top. Capital M. /m/. Map.

- Point to all 8 tiles in a new order and say each one with the child.

3 Their turn

Your turn. Just the sound now, quick as you can.

Now show me the tile that says /s/. Now /a/.

- Point in a mixed order; the child says each sound alone.
- Say a sound; the child points to a tile for it, capital or small.

Stuck? My turn: /m/, map. Our turn: /m/. Your turn: /m/. Come back to it two tiles later. If you hear muh or tuh, model a long /m/ and a quick whispered /t/, with no uh.

New skill: Read and Build

20 min

Read and build am, at, sat, mat, Sam and Tam with letter tiles.

1 Show them

Watch me build sat. Stretch it: /s/ /a/ /t/. Three tiles.

/s/ is the letter s. /a/ is the letter a. /t/ is the letter t.

Touch and slide: sssaaat. Sat! Swap in the letter m: mmmaaat. Mat!

- Place each tile on the Build the Word sheet as you say its sound, then touch and slide.
- Take away the letter s, put the letter m in its place, then touch and slide again.

2 Together

Our turn. Touch and slide each word on the sheet with me.

Build at with me: /a/ /t/. Now add /s/ to the front: sat.

Sam is a name, so it starts with capital S. Let's build Sam.

- Read the 6 sheet words together: am, at, sat, mat, Sam, Tam.
- Build at, sat, then Sam together, saying each sound as its tile goes down.

3 Their turn

Your turn. Listen to my word. Stretch it and build it.

Build mat. Now am. Now Tam, the mouse's name, with capital T.

Touch and slide to check. Did you build my word?

- Say each word once; the child stretches it, picks tiles, then touches and slides to read it.
- Then point to the 6 sheet words in a new order; the child reads each alone.

Stuck? Point to the wrong tile: That says /m/. Listen: sssaaat. My turn, our turn, your turn. If the child guesses, cover all but the first letter, then uncover one letter at a time.

Read together: Reread Sam and Look Up, Look Up!

7 min

Reread the mini book Sam smoothly, pointing under each word, then 1 minute rereading Look Up, Look Up! with the child pointing to each word.

1 Show them

Watch me reread page 4. I point under each word: Sam sat.

This dot is a period. It means stop. I read smoothly, like talking.

This mark shows excited. Sam! Tam!

- Point under each word on pages 4 and 7; stop at the period, read page 7 excited.
- Last minute: reread Look Up, Look Up! from day 11. You read; the child points to each word.

2 Together

Our turn. Your finger, my voice too. Page by page.

Sam. Tam. Sam sat. Tam sat. Who sat on the mat?

Last, 1 minute: Look Up, Look Up! I read, you point under each word.

- Read pages 1 to 6 together, the child's finger under each word.
- After page 5, ask who sat on the mat; the child points to Tam in the picture.

3 Their turn

Your turn. Read the whole book to me. Point to each word.

Now read the back page: Sam, Tam, sat, mat.

You read a whole book by yourself!

- The child reads alone; you stay quiet unless they are stuck for 3 seconds.
- Jot any word read slowly on paper; add it to Monday's practice.

Stuck? If the child guesses from the picture: Look at the letters. Touch and slide: sssaaat, sat. Reread the page. If a word is skipped: My finger first, then yours, one word at a time.

Handwriting: Write sat and mat

10 min

Write sat and mat, starting each letter in the right place with the same paths.

1 Show them

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

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

Push up to the middle line and pull straight down.

- Sit tall; pinch and flip the pencil. Trace sat slowly on the first trace row.
- Then t, saying: Start near the top line. Pull straight down. Cross at the middle line: slide right.

2 Together

We write mat. m: Start at the middle line.

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

Then a and t, same as in sat. Now we trace both words, saying each path.

- Air-write mat together, then the child traces each word twice on the trace rows while you say paths.
- The cross on the letter t sits on the middle line. Letters in a word sit close.

3 Their turn

Your turn. Read each word, then write it from the green start dots.

Whisper each path as you write.

Touch and slide: read me your words.

- The child writes sat and mat from the green start dots; watch where each letter starts.
- Together, circle the best letter and say why: a round a, a straight t.

Stuck? If a letter starts in the wrong place: Stop. My turn, saying the path. Our turn, hand over hand. Your turn. If letters drift apart, model again: letters in one word sit close 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. At home 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), point to a, m, s, t, A, M, S, T on the Friday Check: Week 3 sheet, ask "What sound?" and tick each pure sound.
2. Say "Silly words: touch and read," and tick tas and mas if the child blends each one without help.
3. Write the total out of 10 on the child's row (about 2 minutes per child, plus about 1 minute to record).

Got it
9 or 10: Monday, keep pace with the lesson; this child builds the first word and helps others touch and slide.

Nearly
7 or 8: Monday, put every unticked sound first in the 3-minute letter drill, plus 3 extra minutes touching and sliding am, at, sat, mat.

Not yet
0 to 6: Monday, unticked sounds go in the letter drill, plus 5 extra minutes (in class a small group; at home just you and your child) on 2 sounds at a time and blending by ear.

At home in 20 minutes

1. Friday Check (3 min): open the sitting, before the letter drill, with the Friday Check: Week 3 sheet, about 2 minutes per child, plus about 1 minute to record.
2. Sound Bridge (3 min): say two parts like /m/ ... /ee/, and your child claps and says the word (me).
3. Tiles (2 min): your child says the sound for each a m s t tile, capitals too.
4. Build the Word (6 min): read the 6 words together, then say at, sat, mat, Sam, Tam and your child builds each one.
5. Mini book and writing (6 min): your child rereads Sam, pointing under each word, then traces sat and mat twice and writes them from the green start dots.

Tip: Give the Friday Check (about 2 minutes per child, plus about 1 minute to record) at home at the start of the sitting, before the letter drill; in class, one child at a time during the day while others reread Sam or build words, never straight after the drill. Never practice tas or mas first: silly words show real blending, not memory. Black-and-white prints: the green start dot is the big dot.