

**Dear Parents:**

**This is the first of a series of letters to you about our program called ALPHA TIME . . . which is a joyful way for your child to learn many of the skills needed for reading, writing, and speaking.**

**Much of the ALPHA TIME program centers around the Letter People who come from Letter People Land. These Letter People are the letters of the alphabet in a form so real that your child can actually hug them! They are even called "Huggables." With these huggable friends, your child will participate in games, music, dramatic play, and picture-reading activities that serve to develop learning skills.**

**All during the school year, your child will bring home examples of things we do in class. You will be able to see the actual progress made — physically as well as mentally.**

**There are many ways in which you can help. Talk with your child about what is happening in class. Praise the work that is brought home, and try to display it so that your pride will be obvious.**

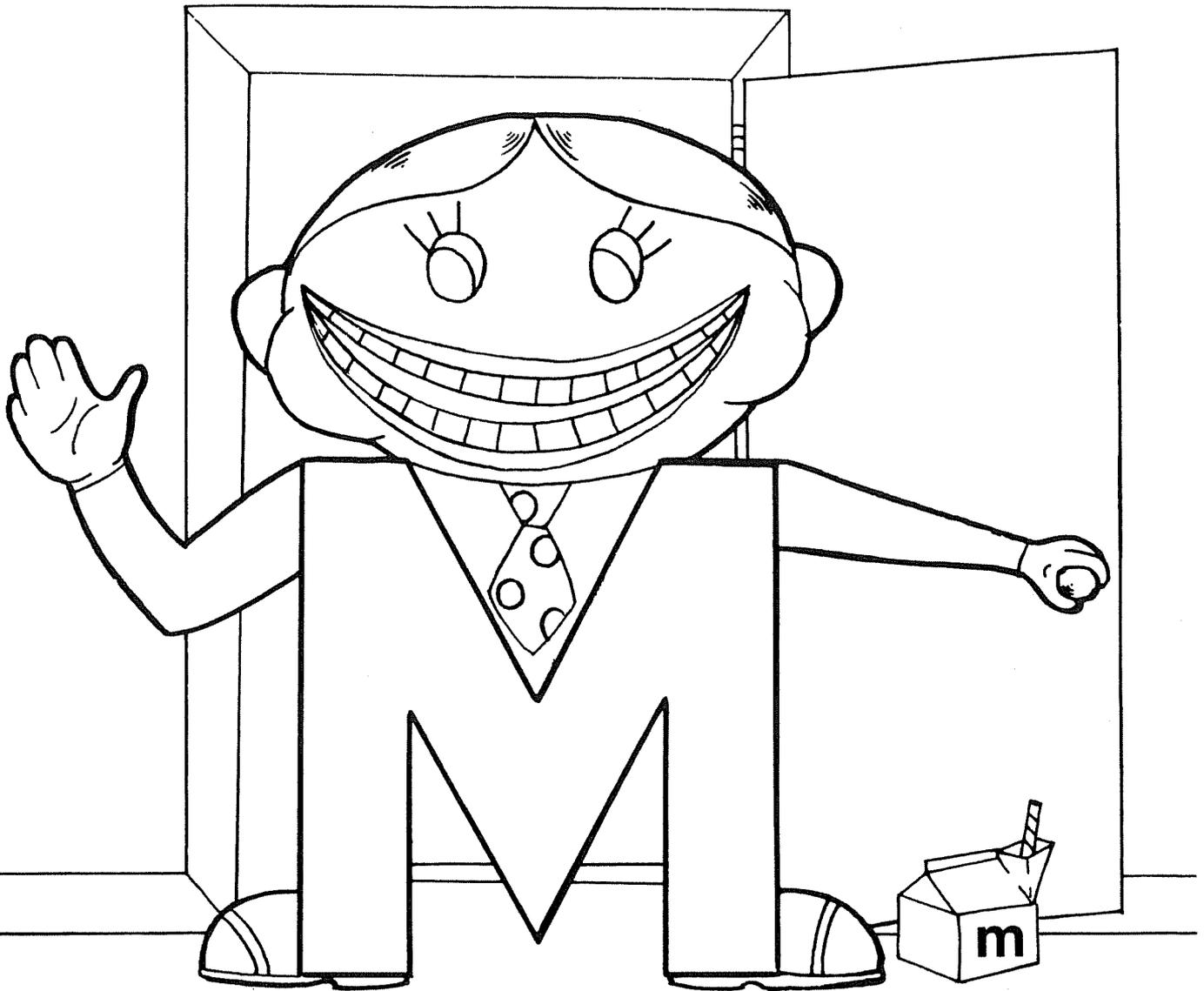
**Most important: enjoy with your student the fun and fantasy of the many learning experiences in ALPHA TIME.**

**We will tell you more about ALPHA TIME in future letters.**

**Sincerely,**

NAME \_\_\_\_\_

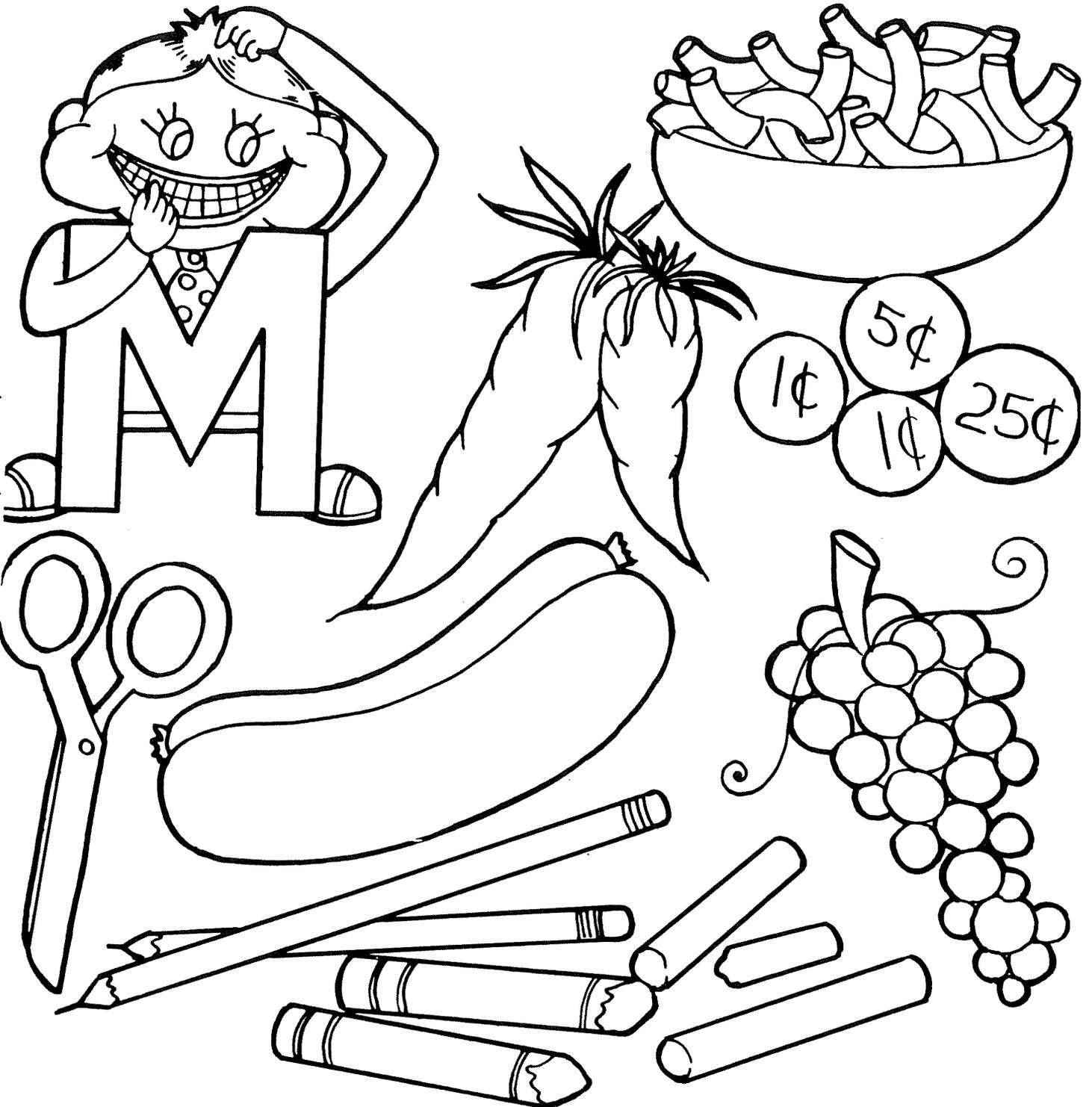
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This is Mr. M. He has come to class from Letter People Land. He is the first of 26 Letter People your child will meet. We have talked about him in class. Why don't you ask your child to tell you about Mr. M. Since Mr. M has a Munching Mouth and likes to munch on food, the kitchen might be a good place to display him.

NAME \_\_\_\_\_

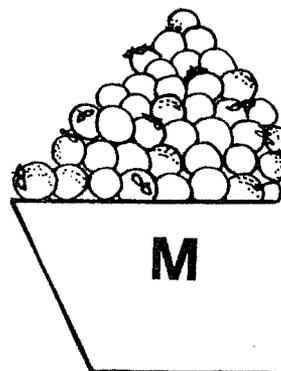
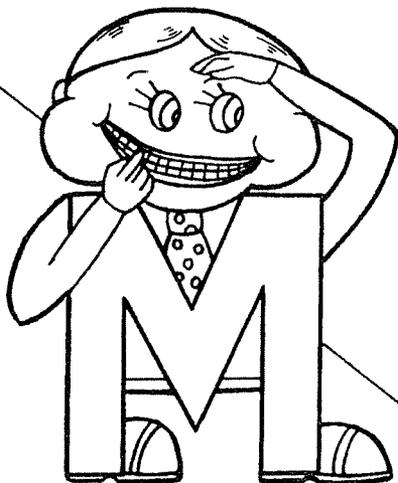
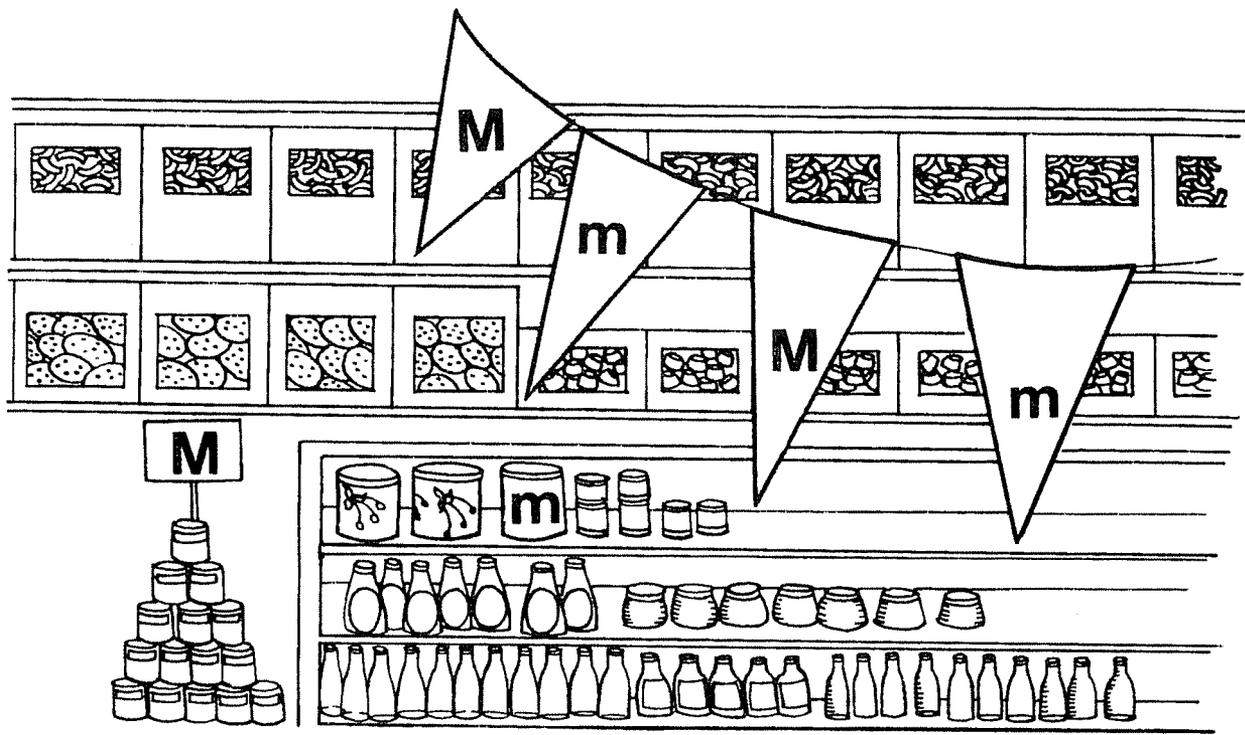
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Ask your child which things are safe for Mr. M to put in his mouth. (carrots, hot dogs, macaroni and grapes.)

NAME \_\_\_\_\_

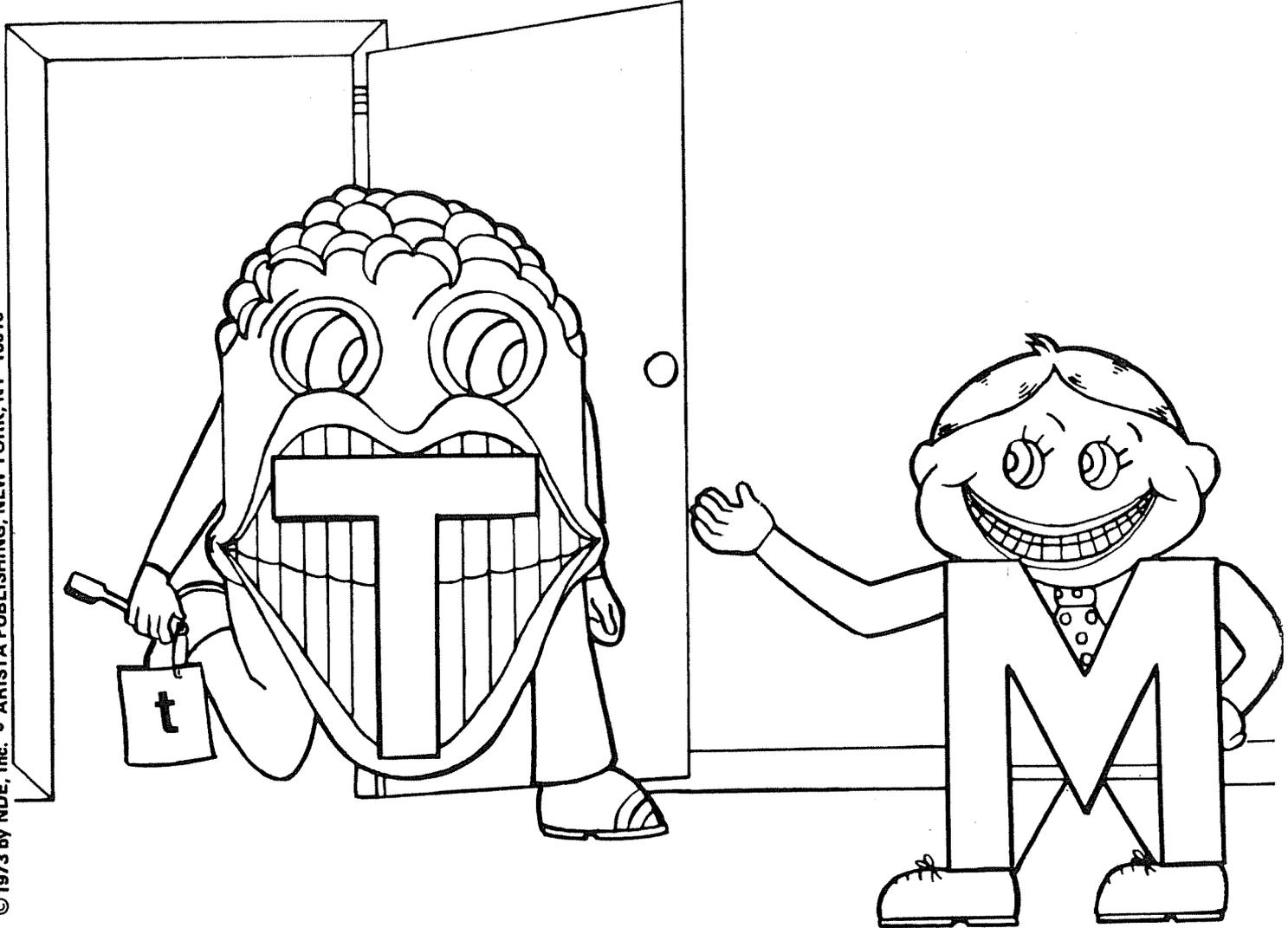
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Ask your child to tell you what happened to Mr. M in the story called "Meet Me At The Market." This is a page from the story. Talk about things that are on the shelves.

NAME \_\_\_\_\_

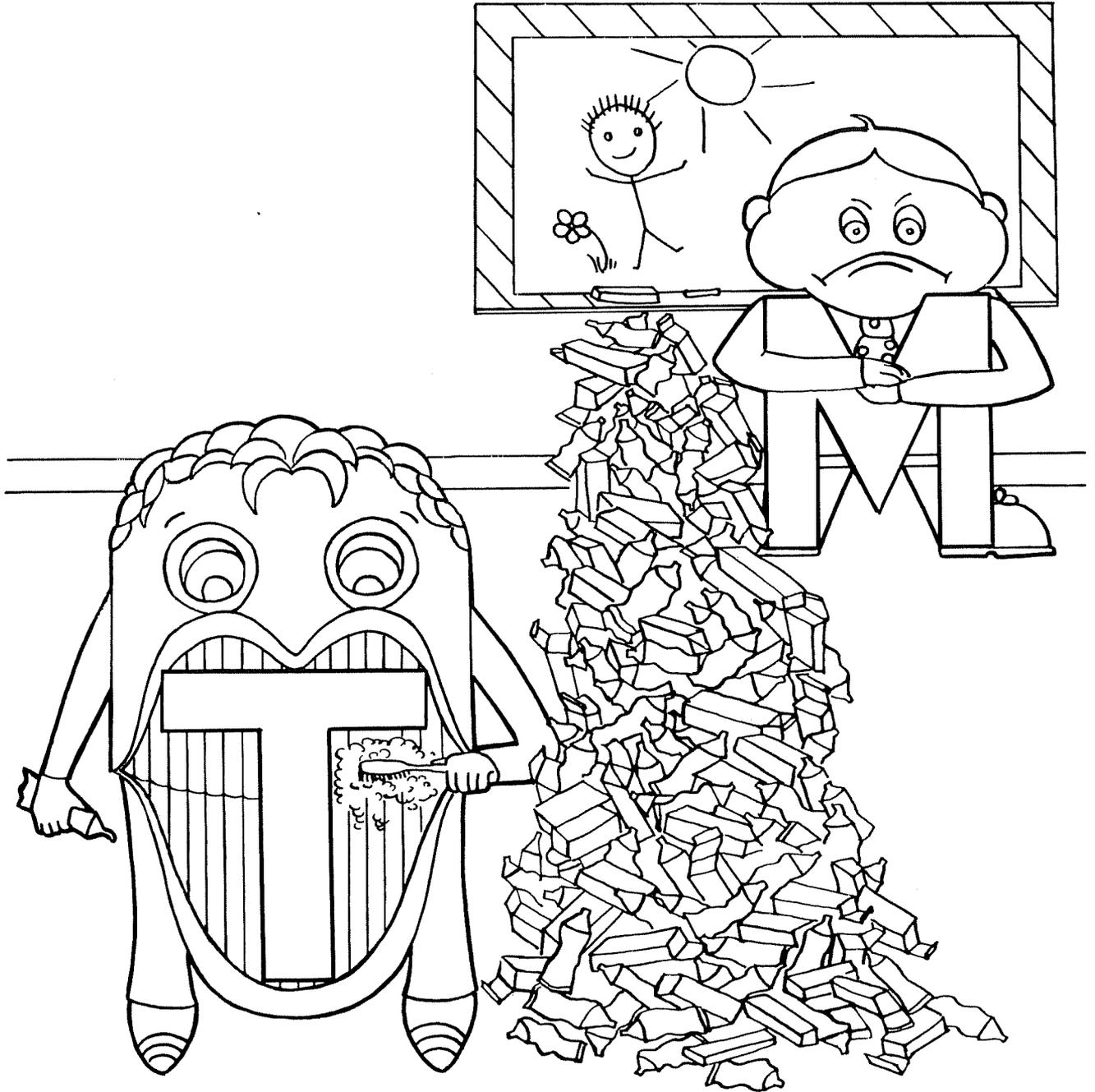
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Ask your child why Mr. M seems pleased. Can your child tell you the name of Mr. M's new friend?

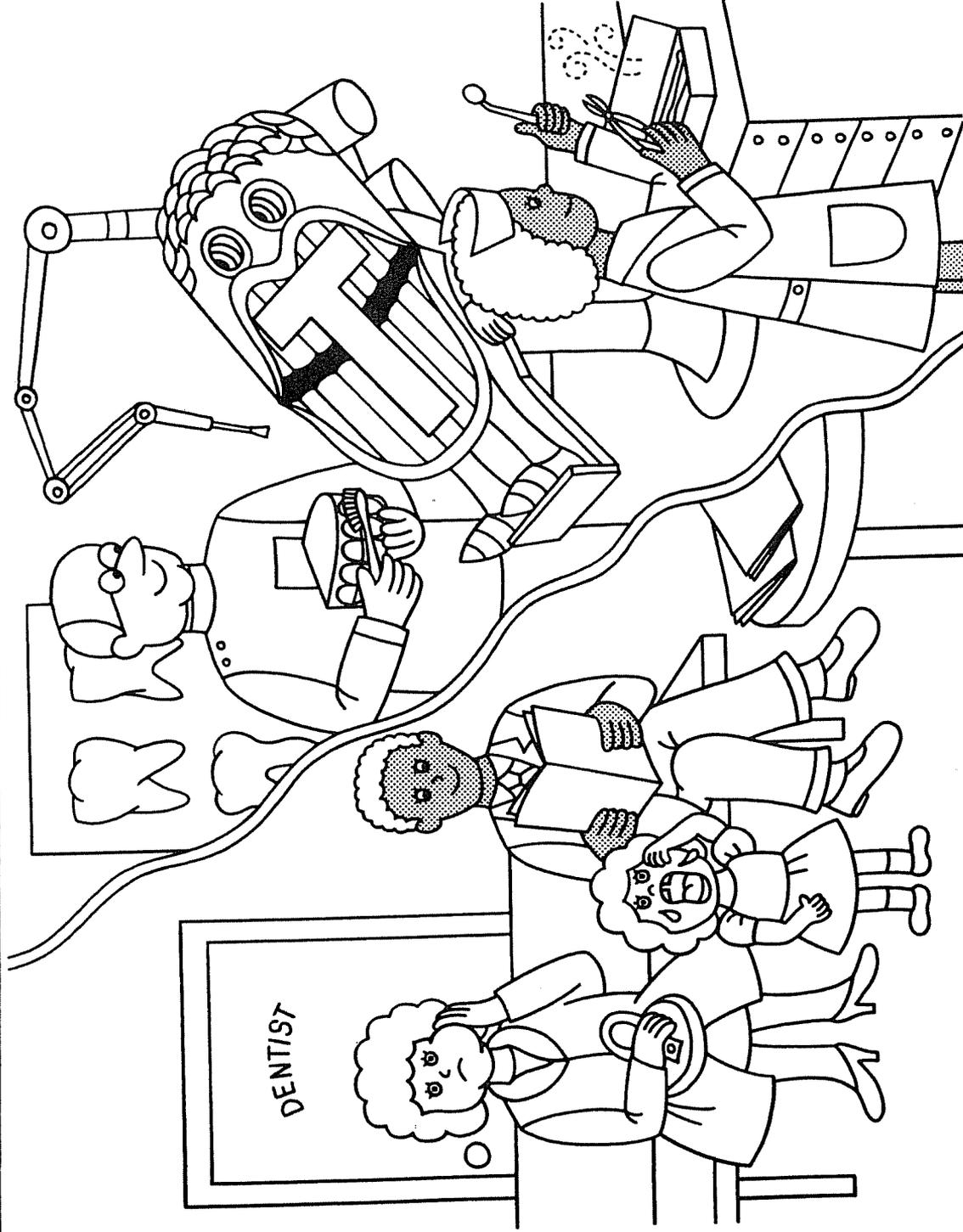
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Can you imagine why Mr. M is unhappy? Let your child tell you . . . and also why Mr. T needs so much toothpaste. (He has tall teeth.)

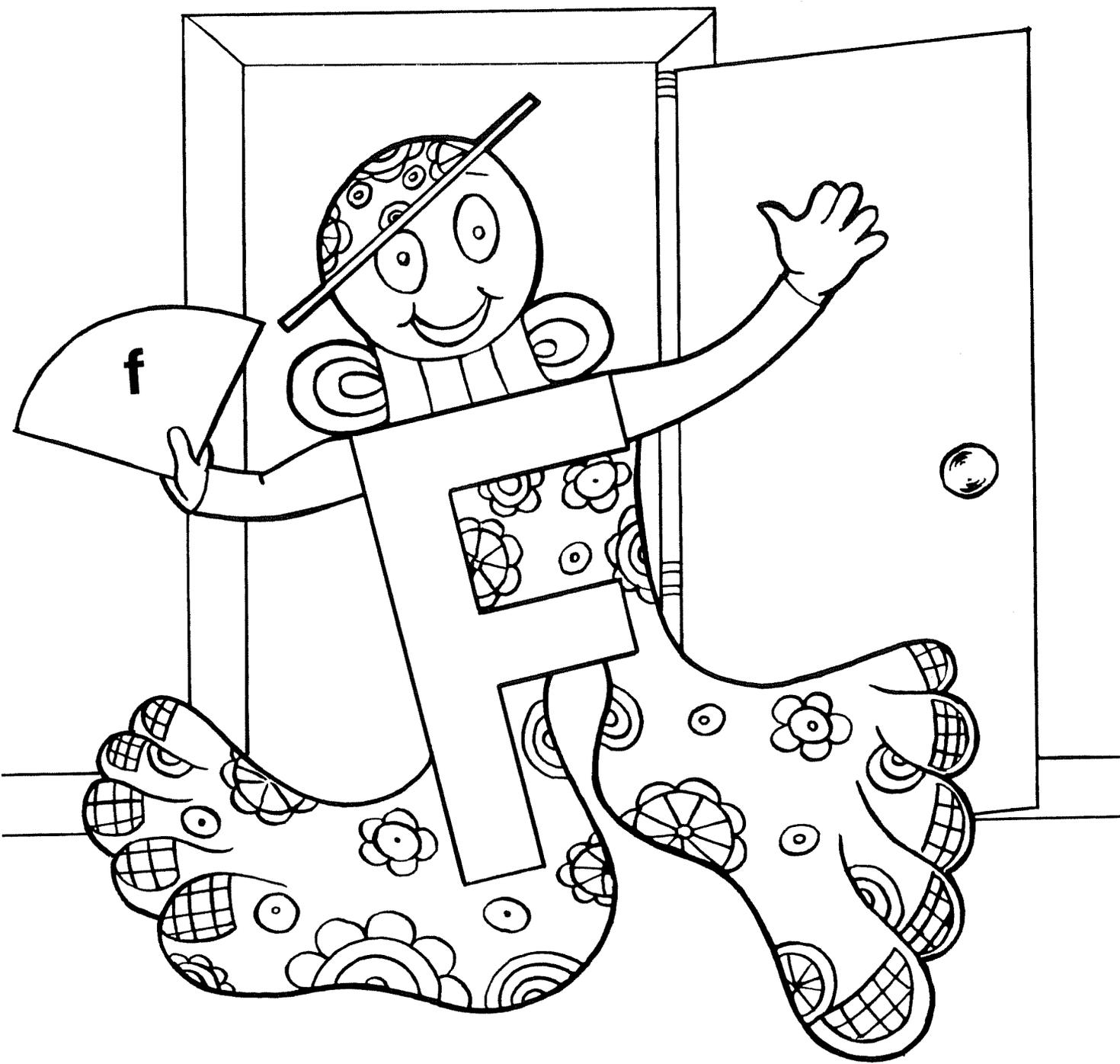
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This is a copy of a large colored picture card we talked about in class. Ask your child to tell you what each person is doing and feeling.

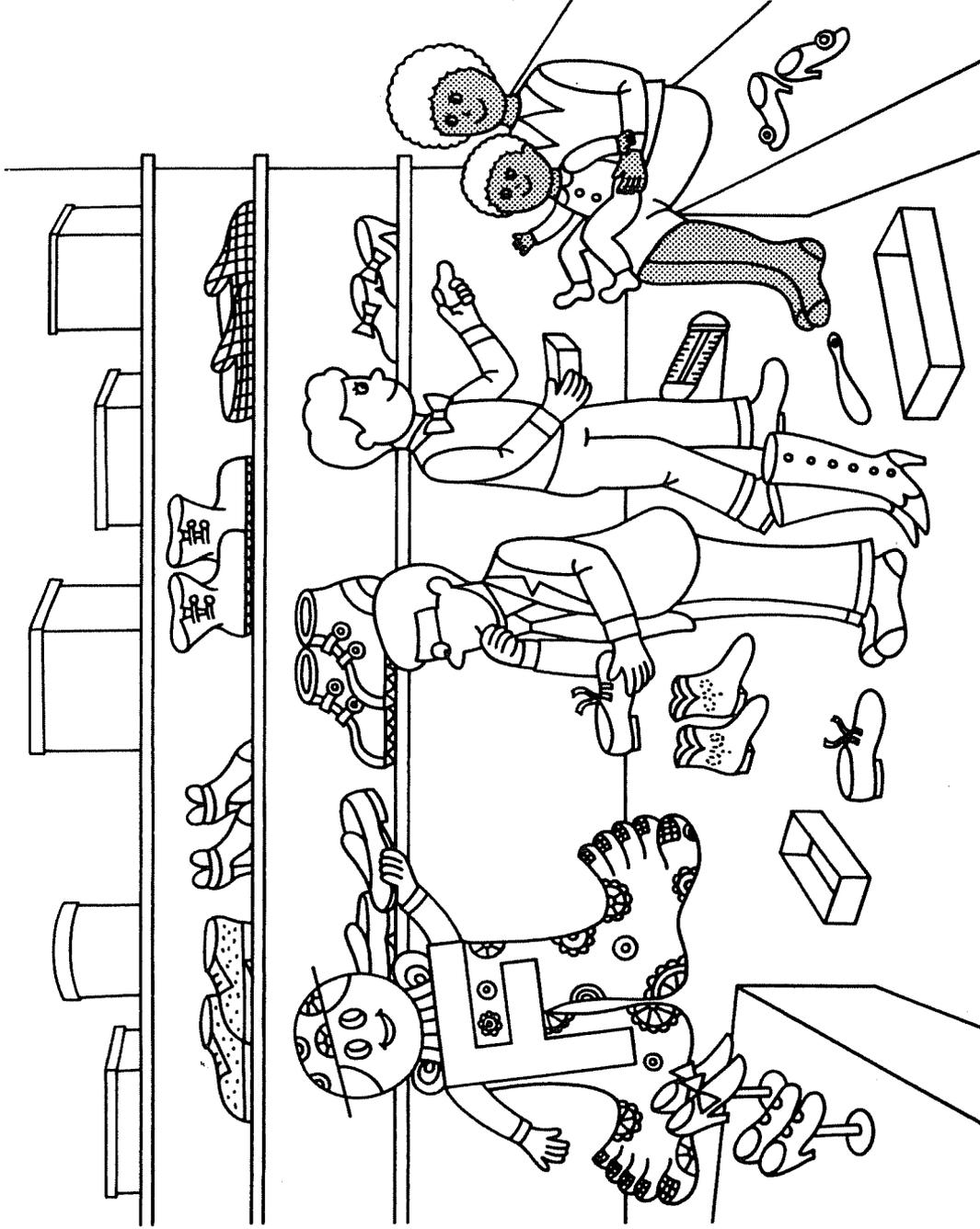
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Ask your child to tell you about the new Letter Person. Were you told that Mr. F can be identified by his Funny Feet?

NAME \_\_\_\_\_



This is a copy of a large picture card we used in class. Does your child know what kind of store this is? Ask your child how many people there are in the picture, and what things are for sale here.

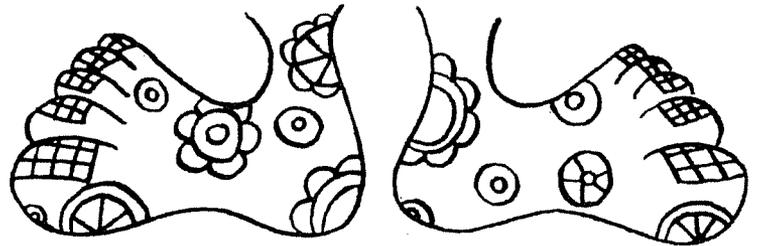
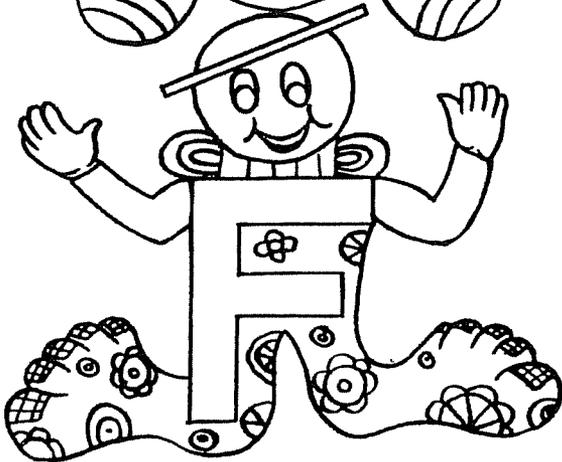
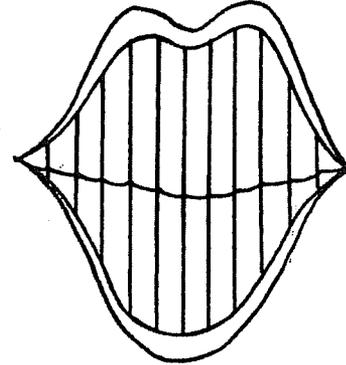
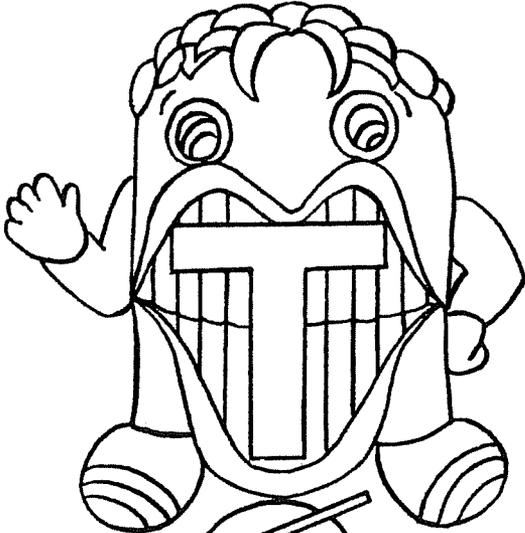
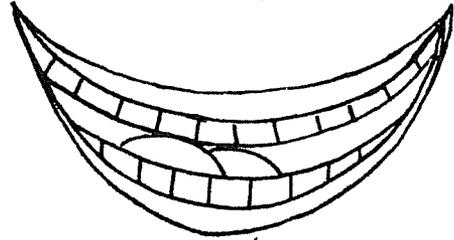
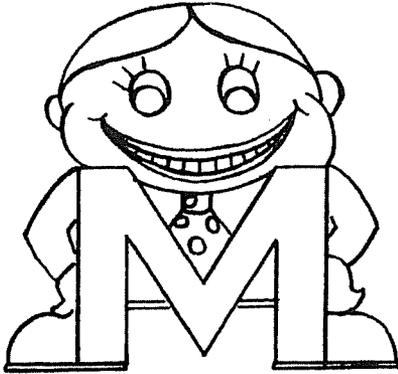
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Today we talked about footprints in honor of Mr. F's Funny Feet. Please help your child stand on this paper and trace the right foot. Then trace one of yours, and compare the two. Which is the larger? why?

NAME \_\_\_\_\_

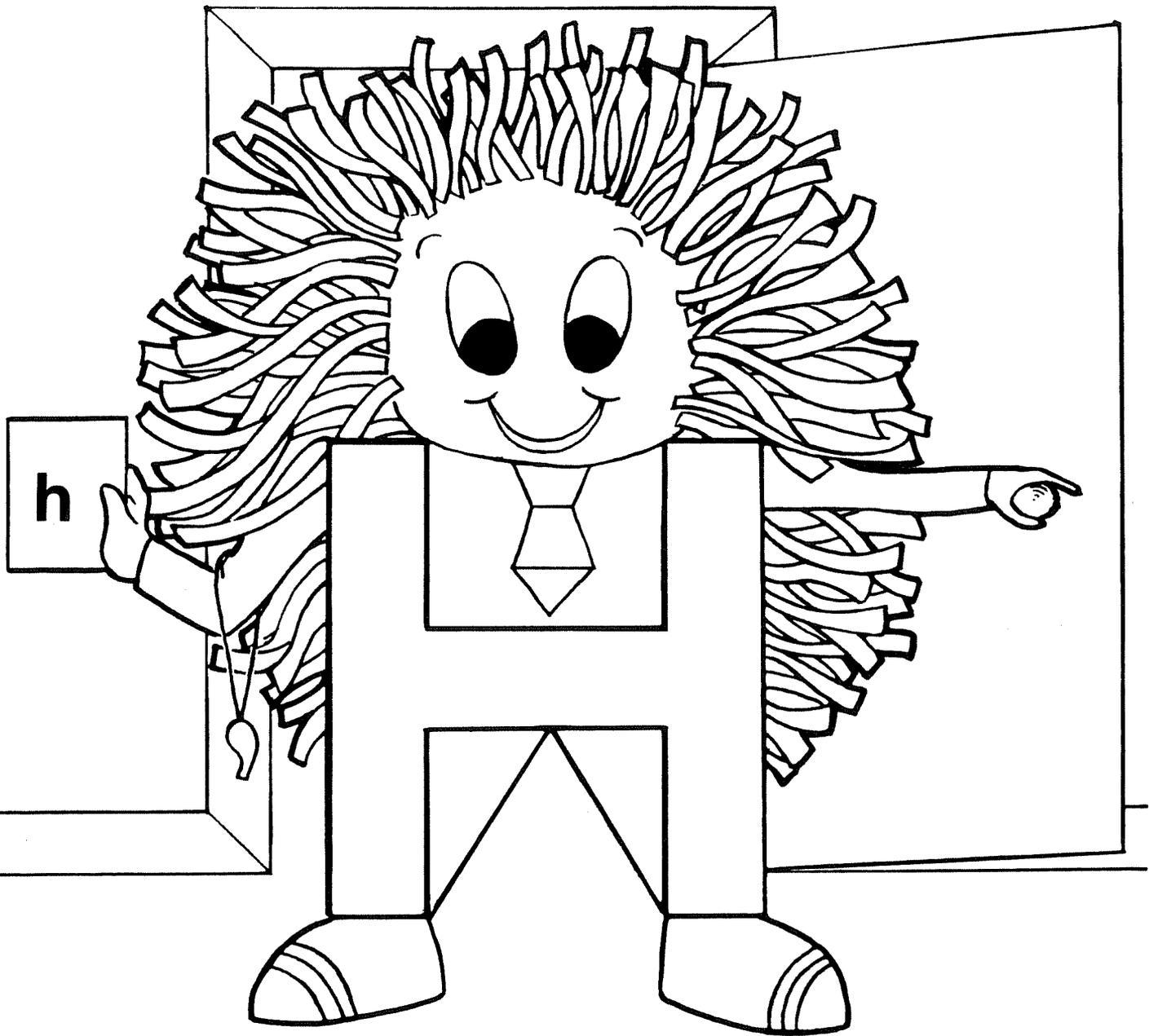


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Ask your child to match each Letter Person with his special feature. (Mr. M—Munching Mouth; Mr. T—Tall Teeth; Mr. F—Funny Feet.)

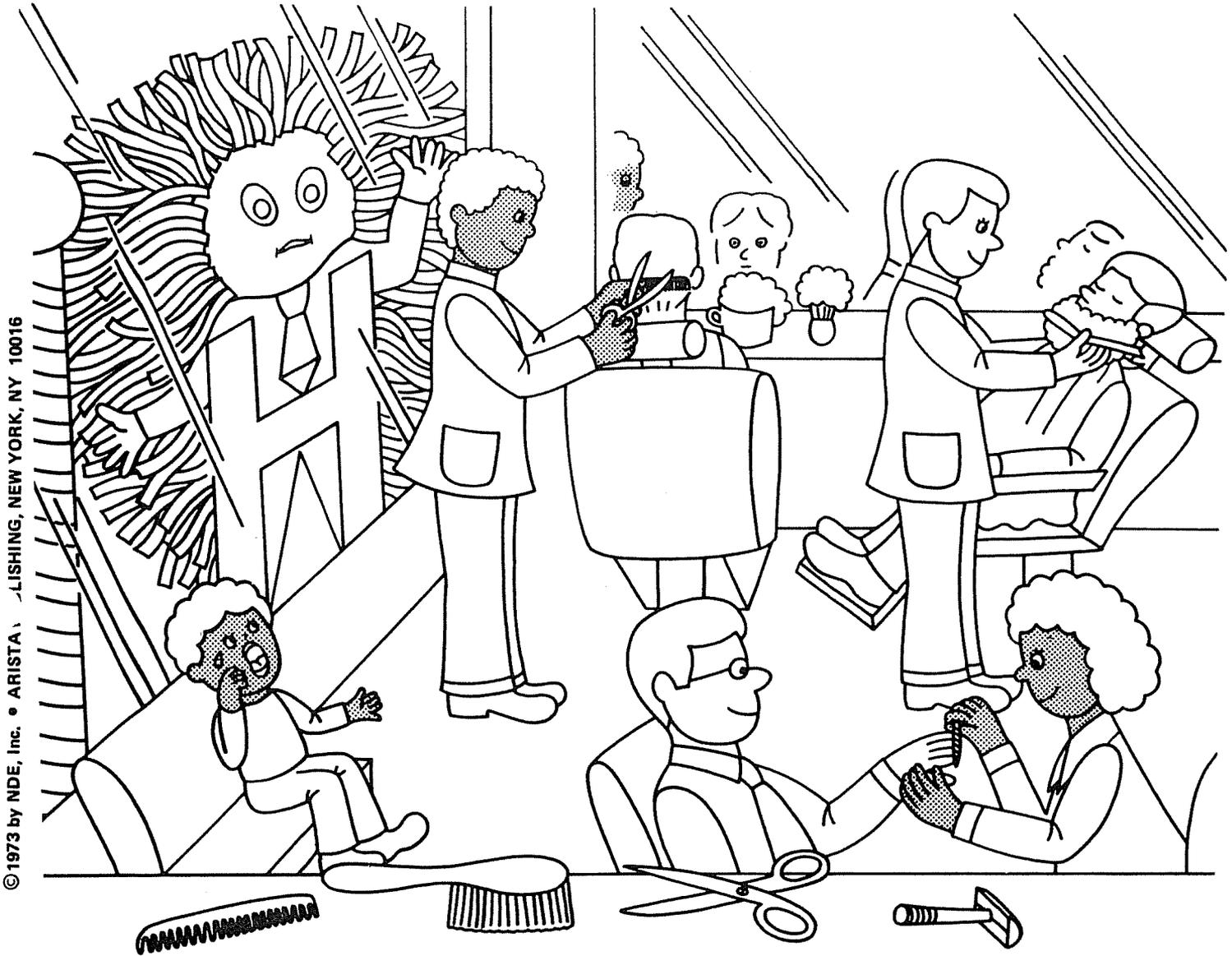
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Ask your child to tell you the name of the new Letter Person and what makes him special.  
(Mr. H, Horrible Hair)

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This is a copy of a large picture card we used in class.

Ask your child to tell you what happens in the barber shop. Why does Mr. H look worried?

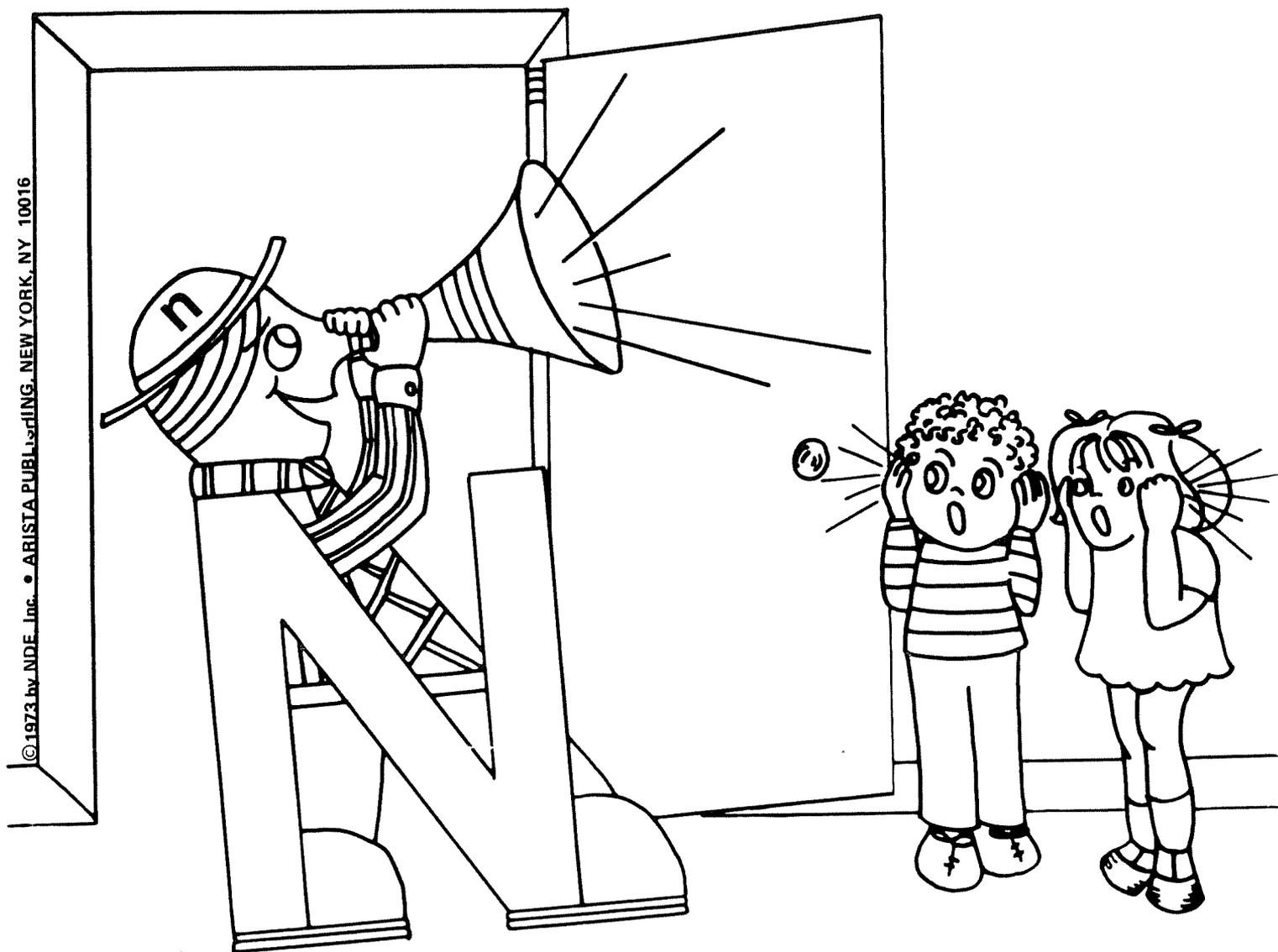
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Ask your child to tell you what is happening at the farm. Discuss things that are "on," "in," and "under."

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Ask your child to tell you the name of the new Letter Person and why the children are holding their ears.  
(Mr. N has a Noisy Nose.)



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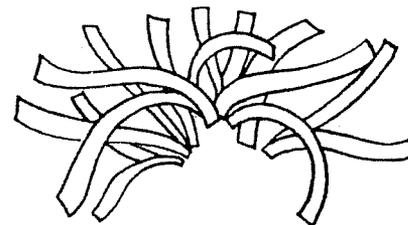
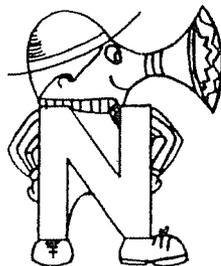
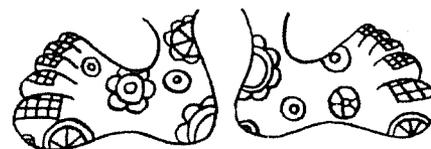
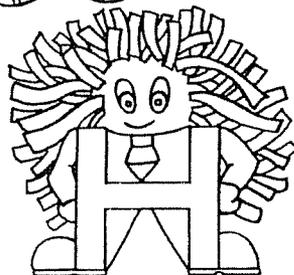
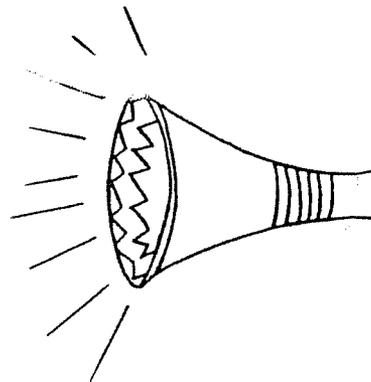
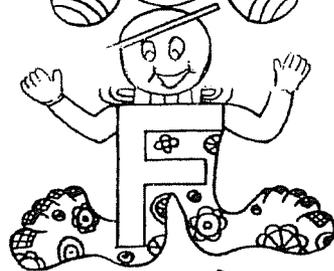
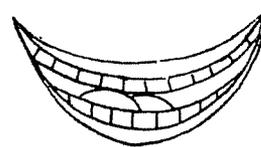
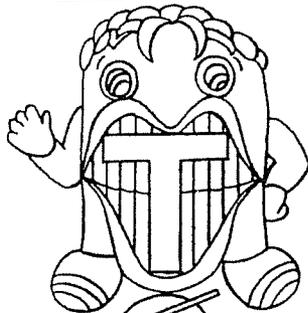
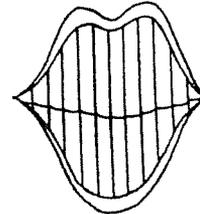
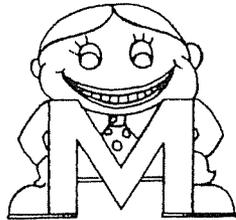
# Needledeenooop



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See if your child knows what Mr. N is doing. Ask who Needledeenooop is and what he does. (He is Mr. N's imaginary friend.)

NAME \_\_\_\_\_



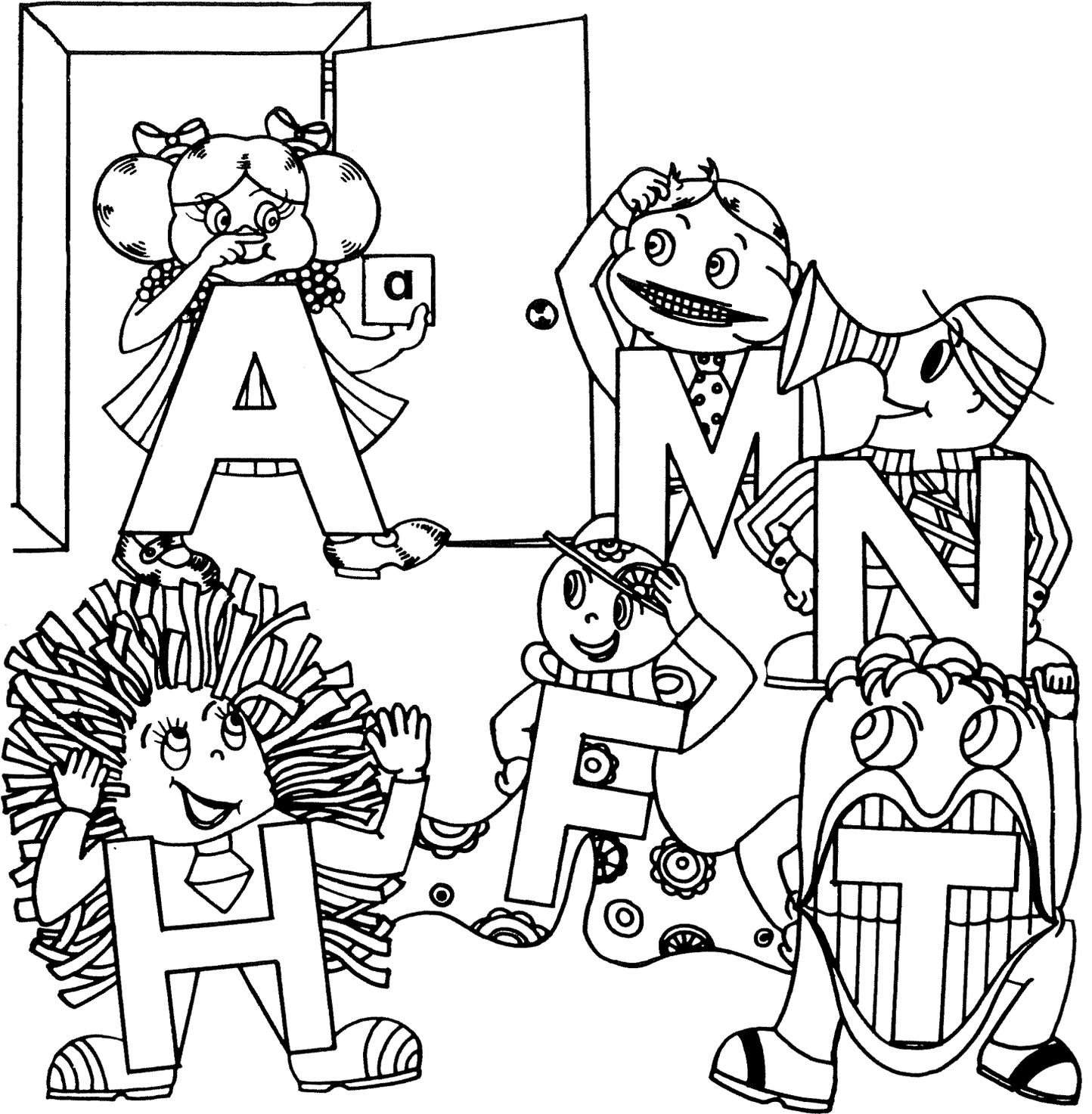
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Can your child match each Letter Person with his characteristic?

(Mr. M—Munching Mouth; Mr. T—Tall Teeth; Mr. F—Funny Feet; Mr. H—Horrible Hair; Mr. N—Noisy Nose.)

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Does your child know why the Letter Boys are surprised? (The new Letter Person is a girl!) Ask your child to tell you what is special about Miss A. (She has an unusual sneeze—a choo.)

NAME \_\_\_\_\_

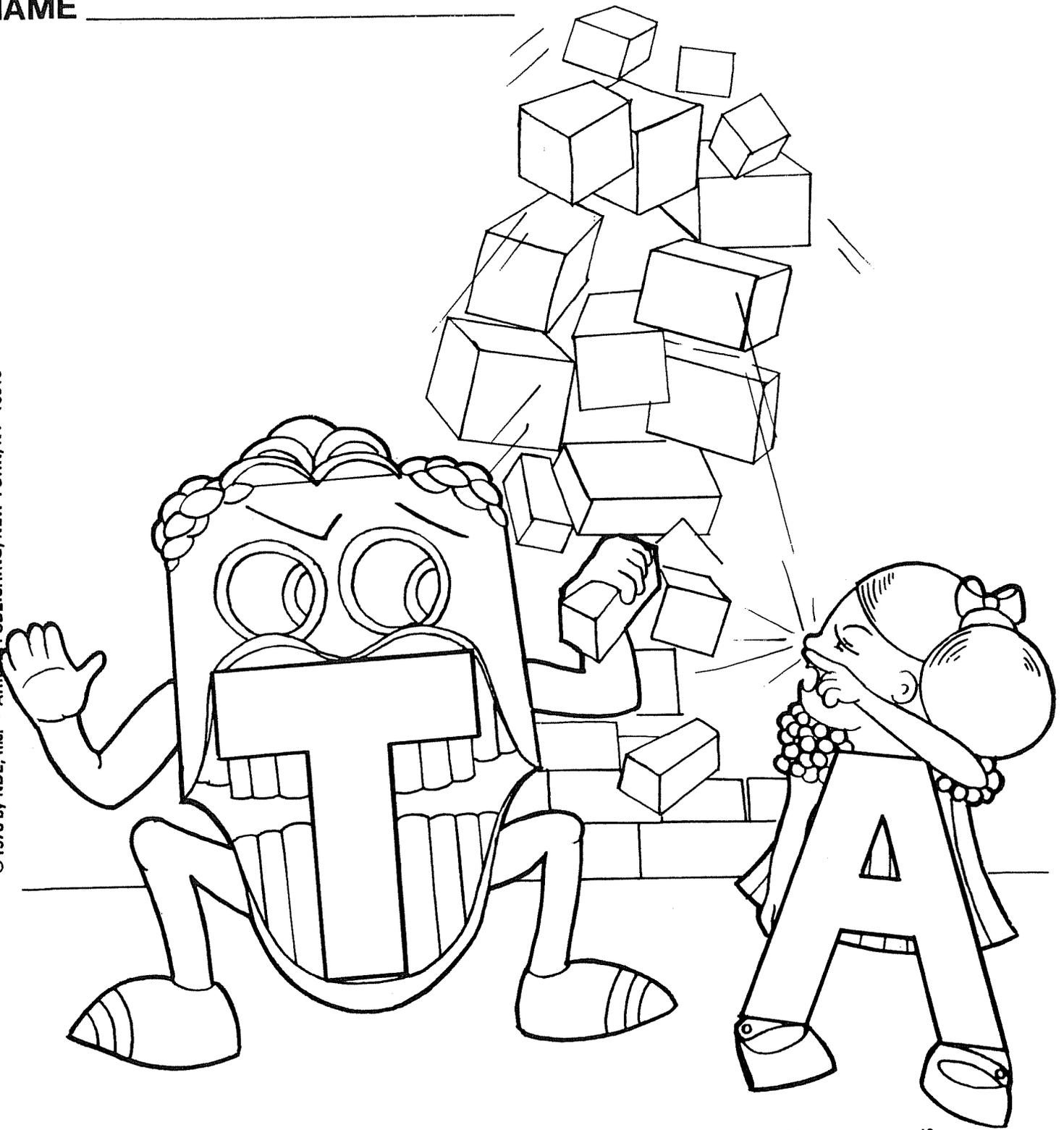


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Each person here sneezes for a different reason. Perhaps your child will remember what makes each one sneeze.

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Question: Is the tower of blocks tumbling down because it is too high, or because Miss A sneezed?

Dear Parents:

Our class has now met and is on speaking terms with

Mr. M Mr. T Mr. F Mr. H Mr. N Miss A

Your child is familiar not only with each of these Letter People, but also with their special features, most probably has hummed some of the Letter People's music, and discussed them with you. So you, too, probably know Mr. T and his Tall Teeth, or Mr. F and his Funny Feet.

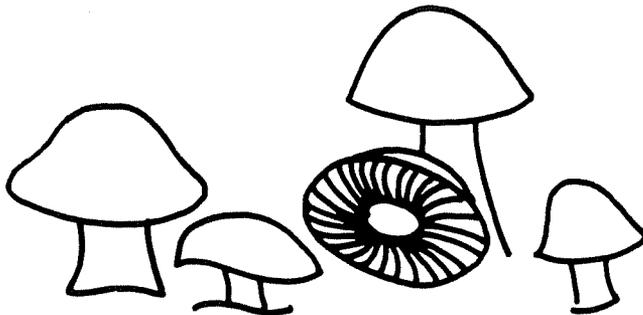
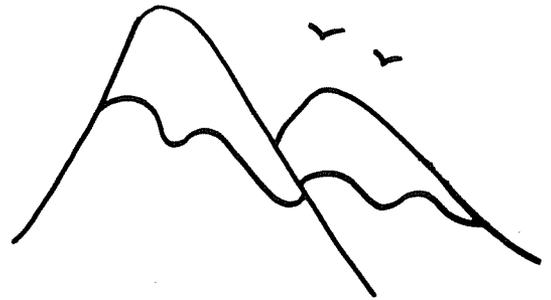
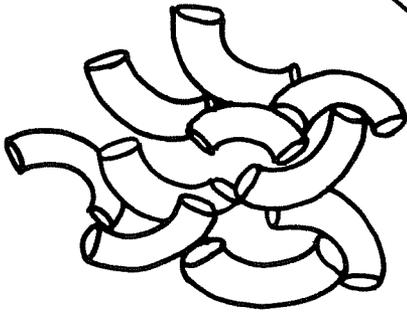
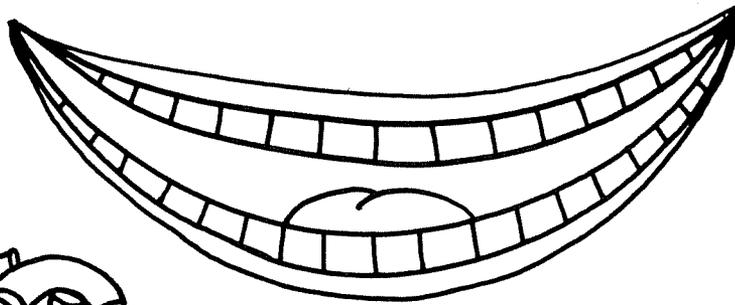
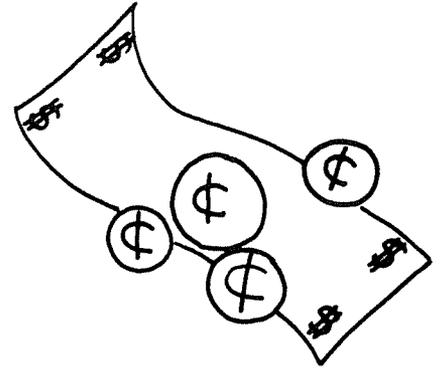
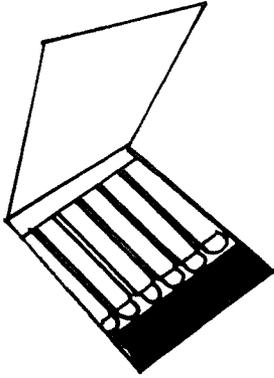
While your child may not always be able to find these letters in books or newspapers, you'll find that there is ready recognition of M from F, T from H, and so forth. Perhaps you will want to use this letter for a demonstration.

Soon we will be meeting more of the Letter People and then, a little later on, we will be learning about sounds.

Meanwhile, we hope you like the material your student is bringing home, and that you will display these pages around your home for everyone to admire.

Sincerely,

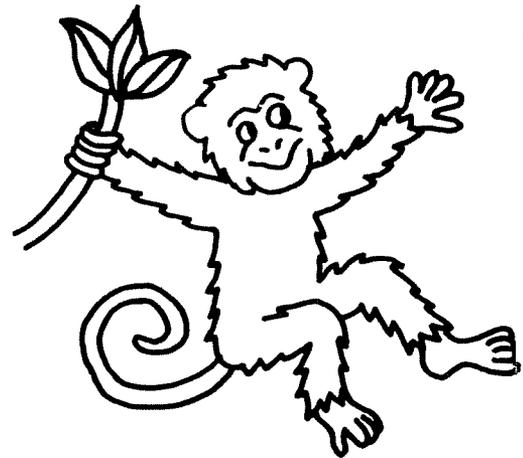
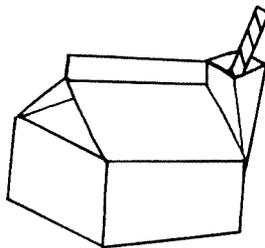
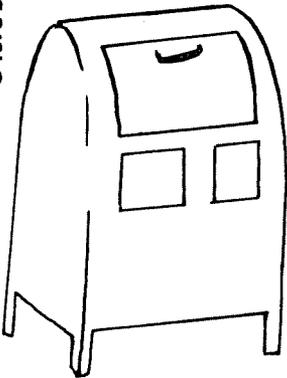
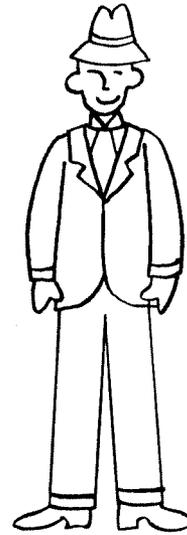
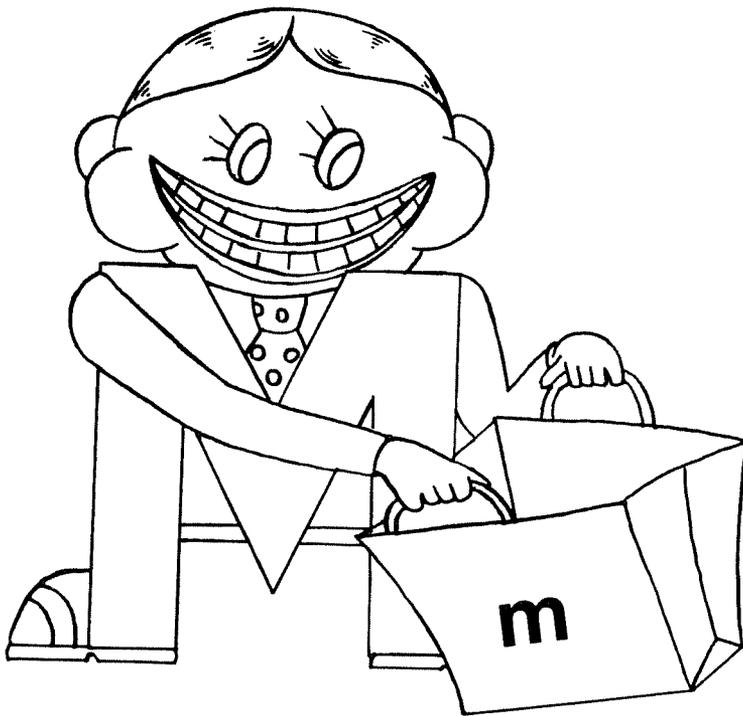
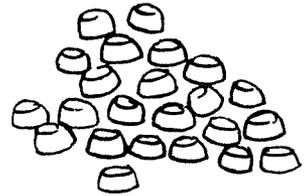
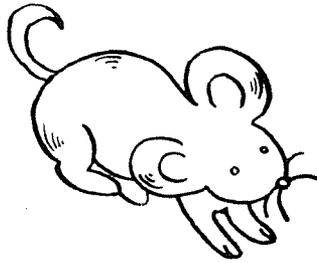
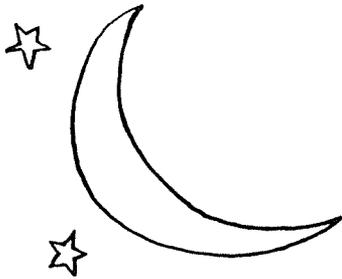
NAME \_\_\_\_\_



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We've been playing a game called "Prove It." We prove to Mr. M that words begin with the same sound as his Munching Mouth. Ask your child to emphasize the sound for M while saying: Munching Mouth – money; Munching Mouth - mittens; Munching Mouth – matches; etc.

NAME \_\_\_\_\_

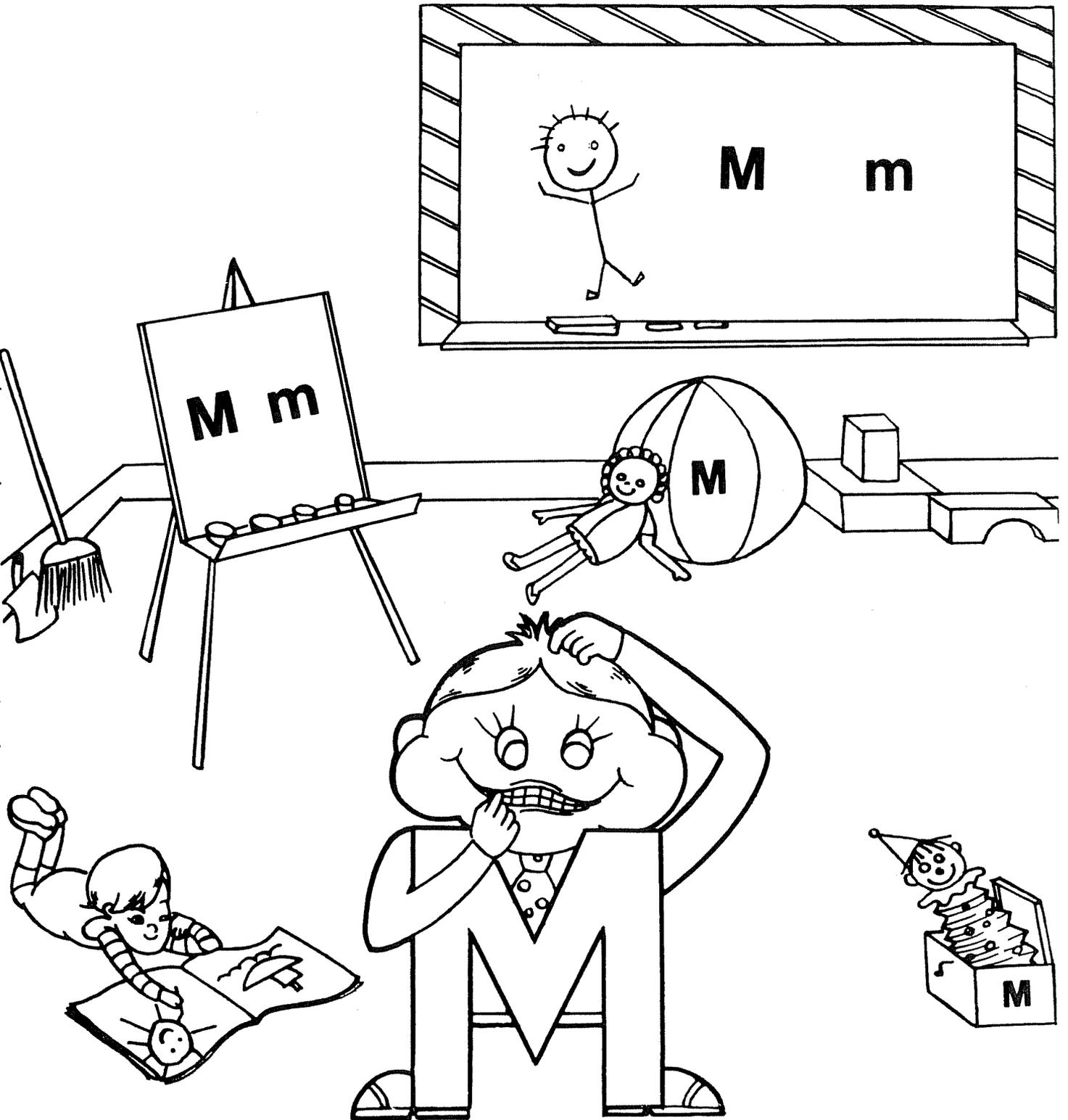


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Here are more things that begin with Mr. M's sound and may go into his "bag." Help your child find pictures or objects that begin with the sound for M and fill a bag with Mr. M's things.

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Mr. M's capital letter appears several times in the picture. See if your child can find them.

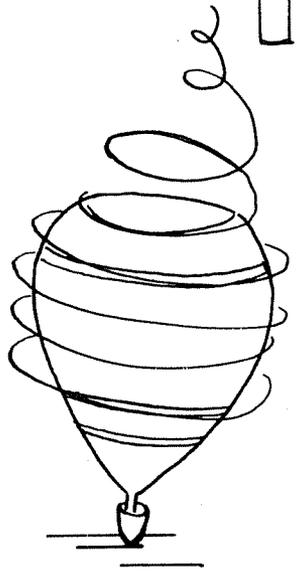
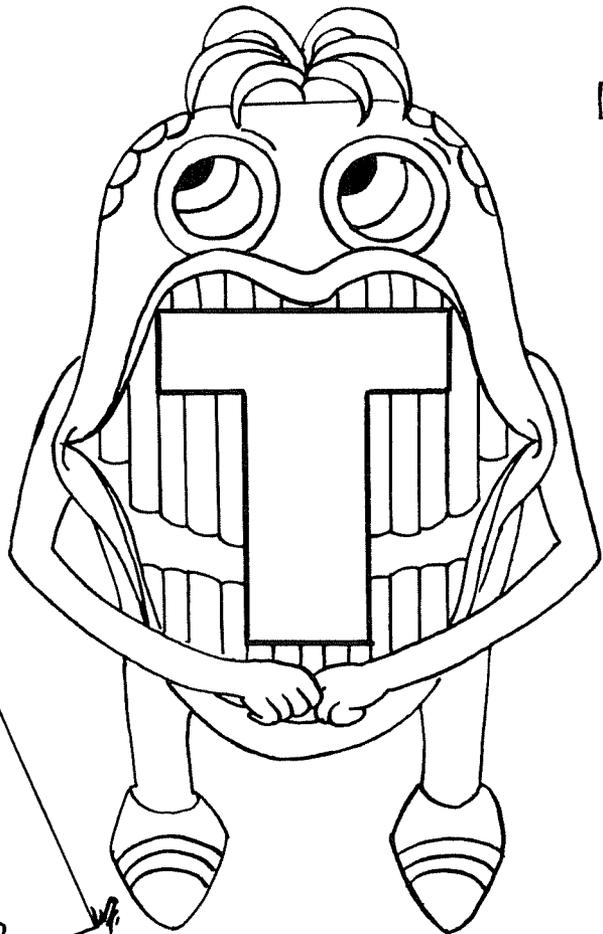
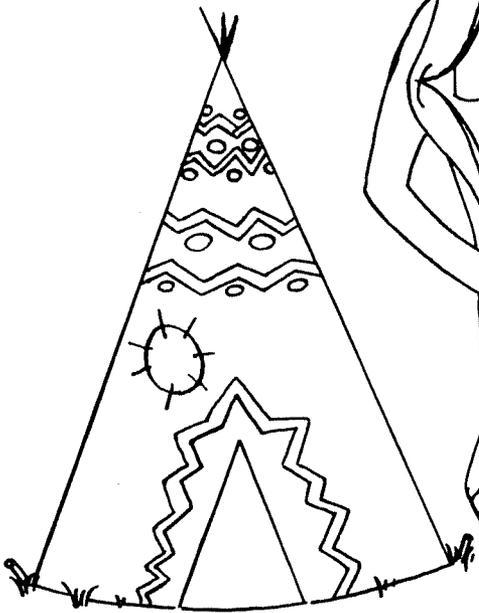
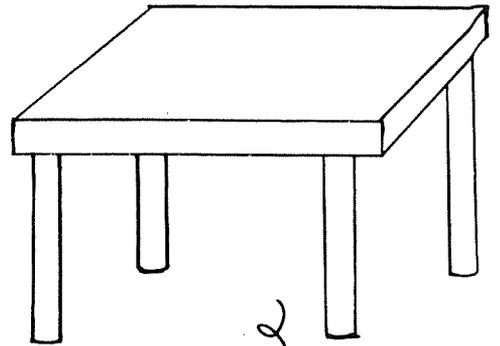
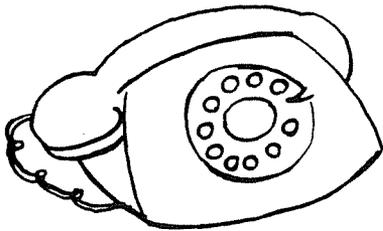
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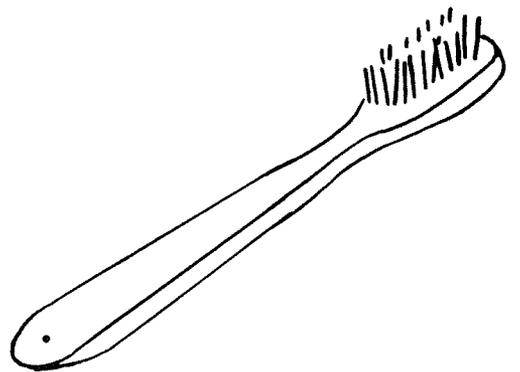
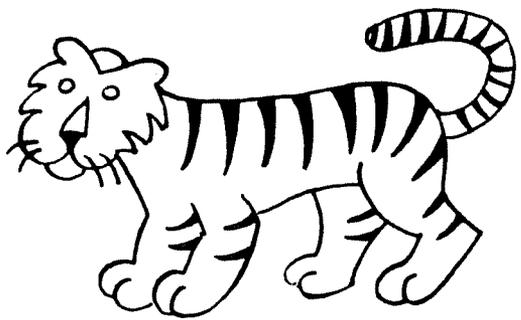
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Guess what's cooking on the stove? See if your child remembers it is macaroni. Ask your child to point to some lower case letters m.

NAME \_\_\_\_\_

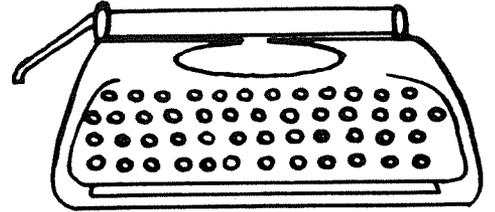
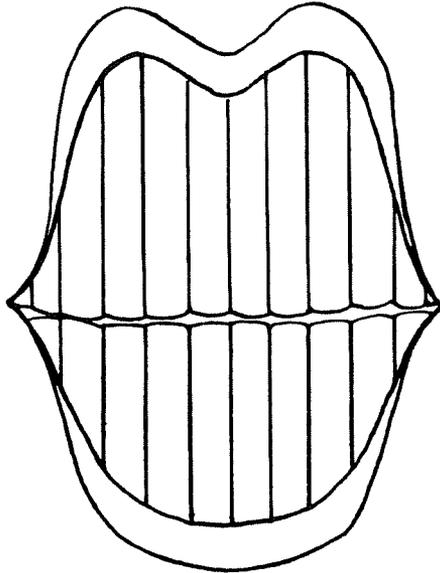
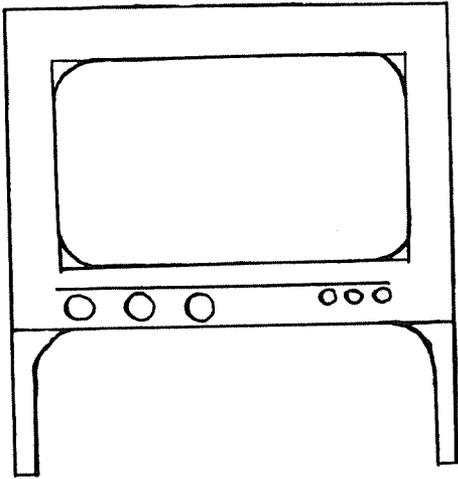


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Here are pictures that begin with Mr. T's Tall Teeth sound. Have your child "prove" them by saying Tall Teeth—telephone; Tall Teeth—table; Tall Teeth—tent; etc.

NAME \_\_\_\_\_

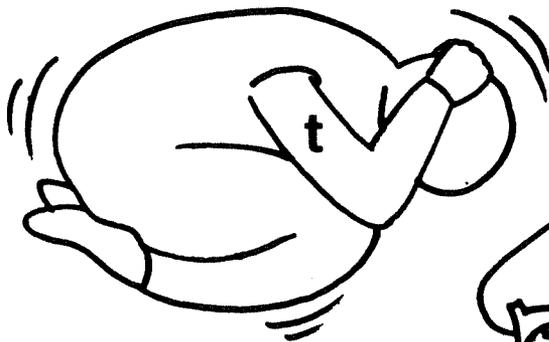


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Ask your child to draw other pictures that begin with the same sound as Tall Teeth.

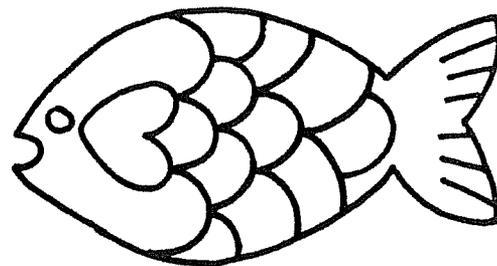
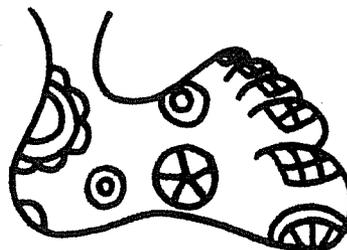
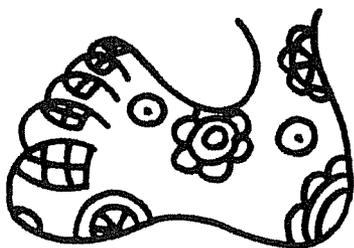
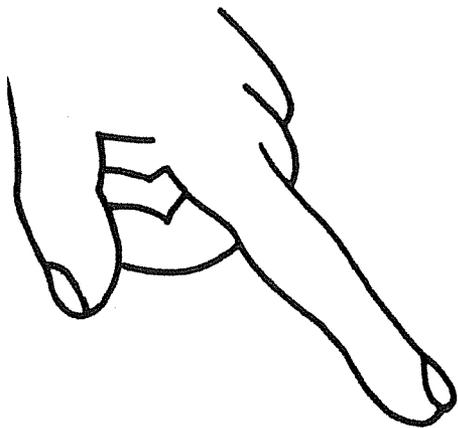
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These are pictures of actions that begin with Mr. T's sound. (twirling, tapping, tumbling, and talking.)

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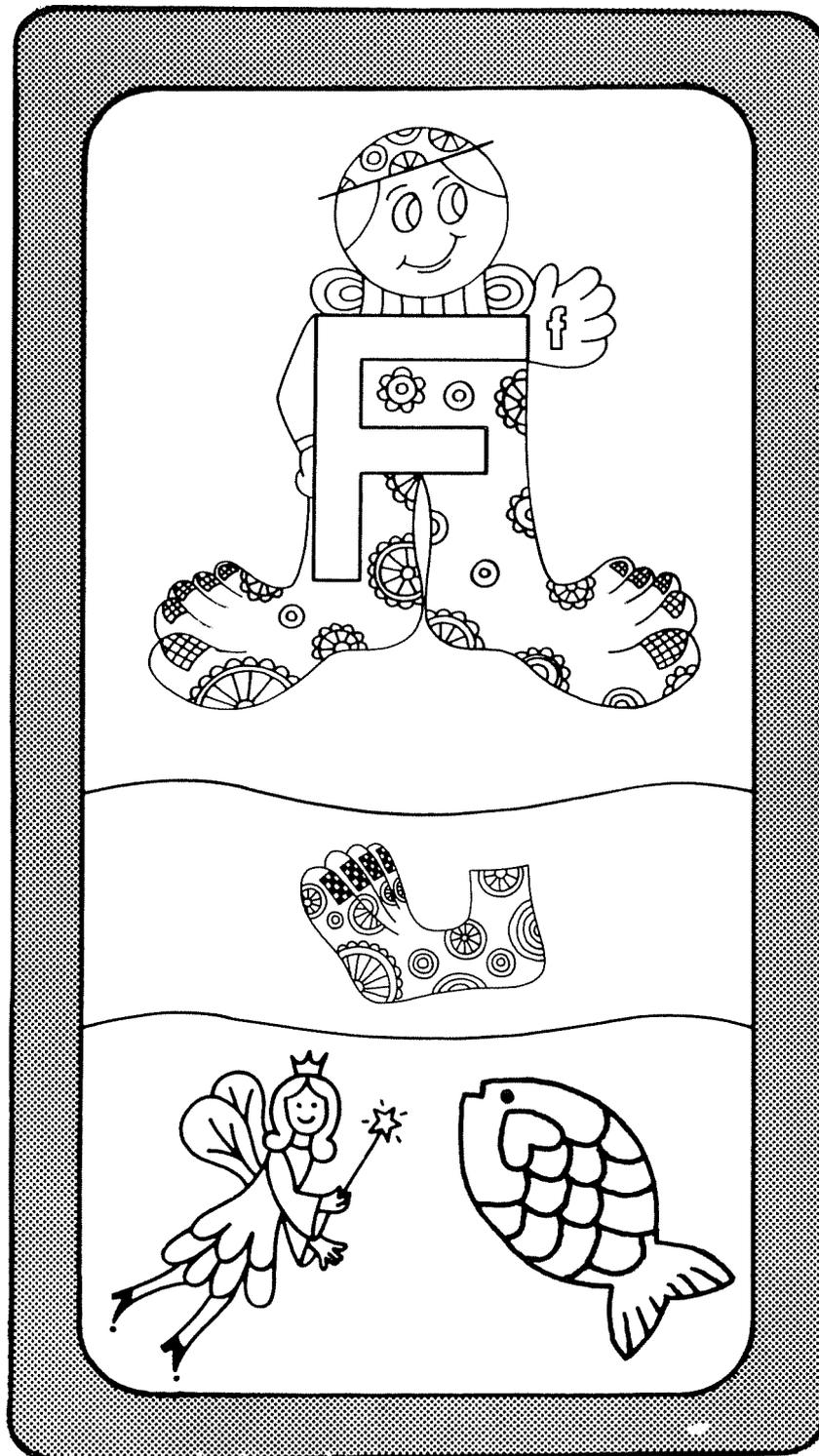


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Mr. F's sound comes from Funny Feet and some things that begin with his sound are found in the pictures above. (finger, feather, fairy, fish.)

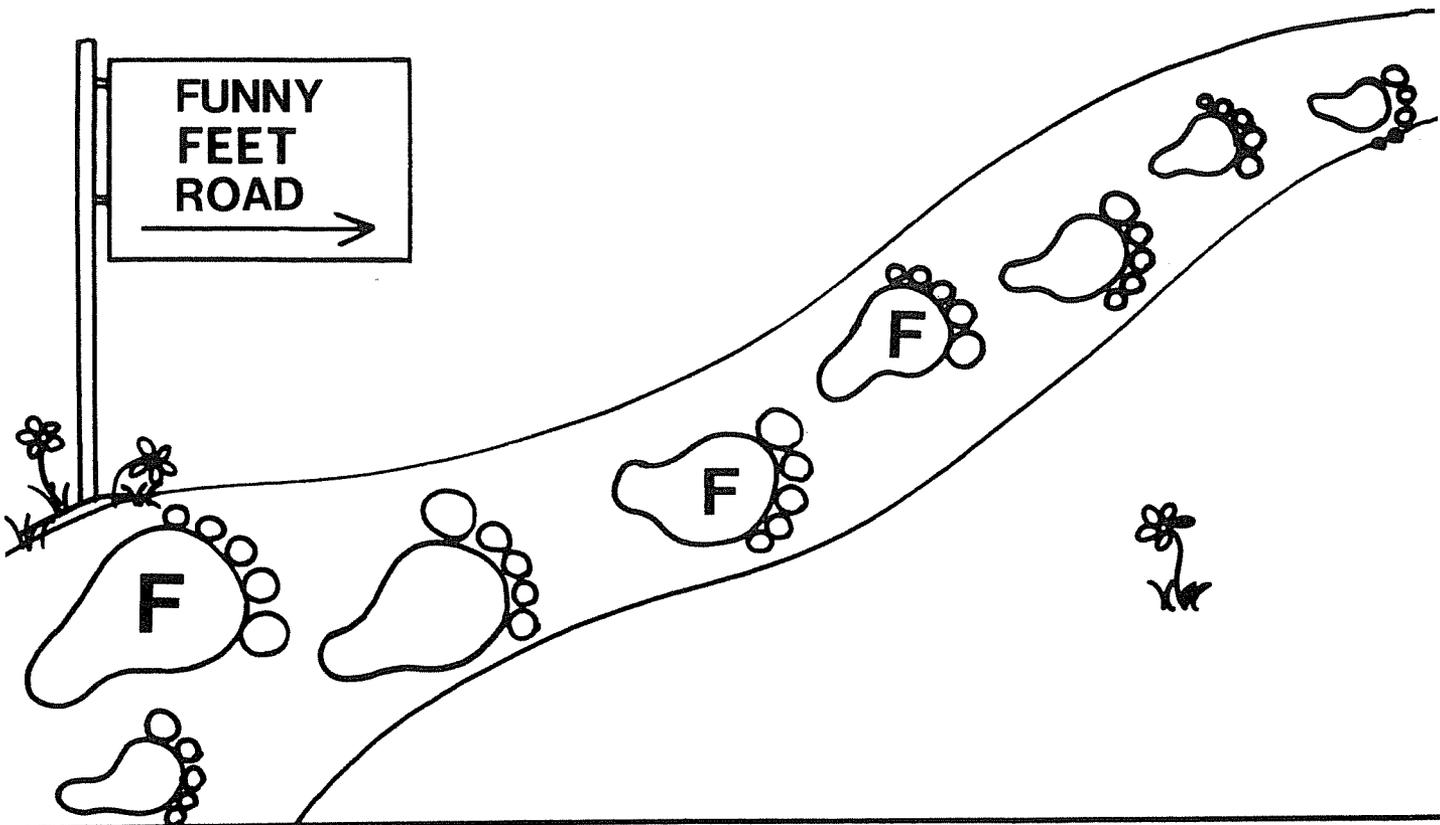
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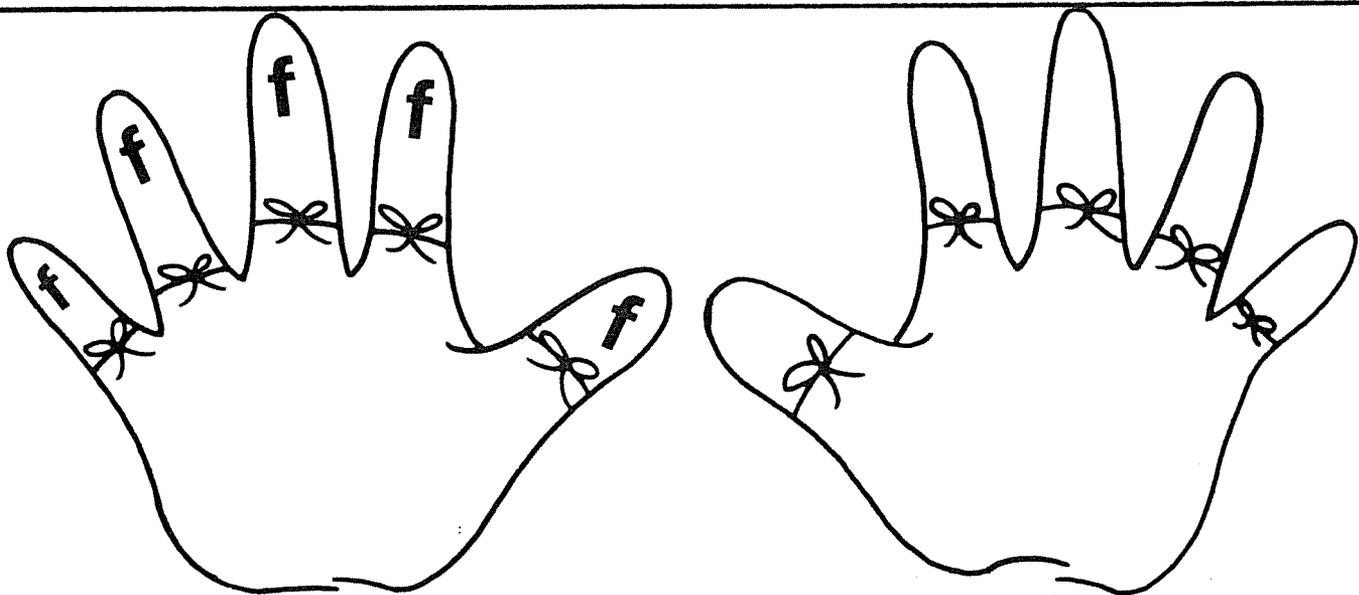


This is a picture of one of the Alpha Time puzzles. Ask your child to tell you why the pictures belong to Mr. F. (Fairy, fish, funny foot, begin with Mr. F's sound.)

NAME \_\_\_\_\_

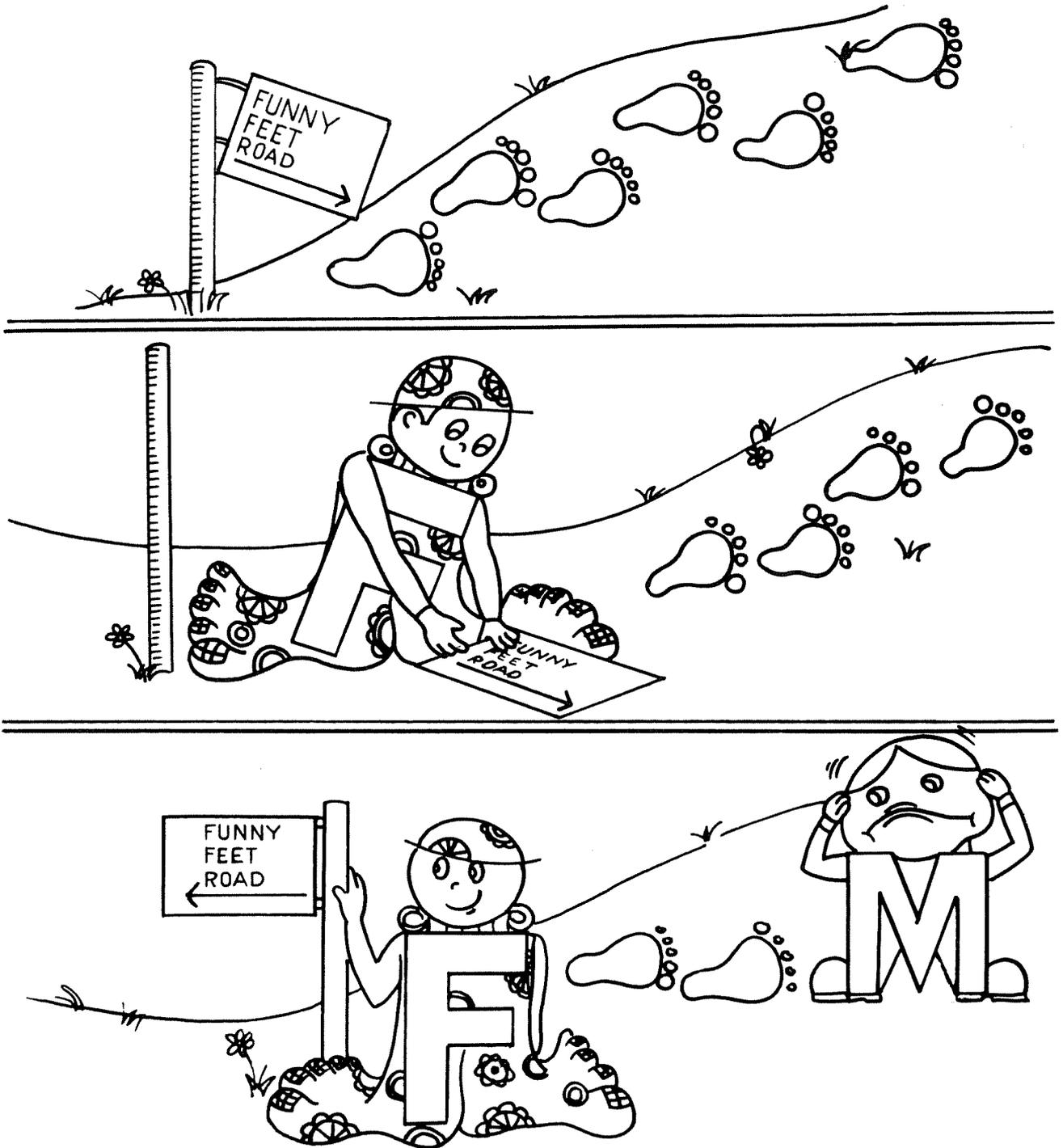


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Mr. F's capital letter is on some feet on Funny Feet Road. Mr. F has tied bows around each finger to help him remember his Funny Feet sound. Have your child put a circle around each lower case f.

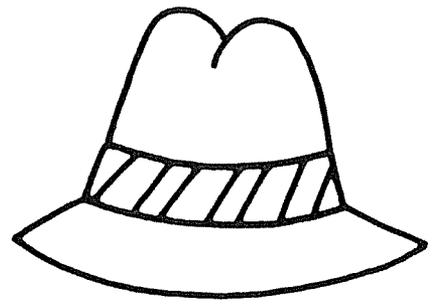
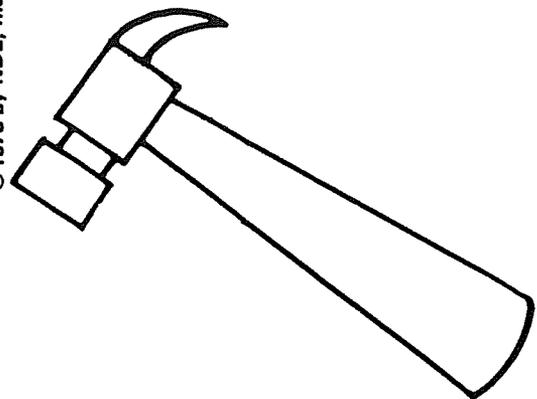
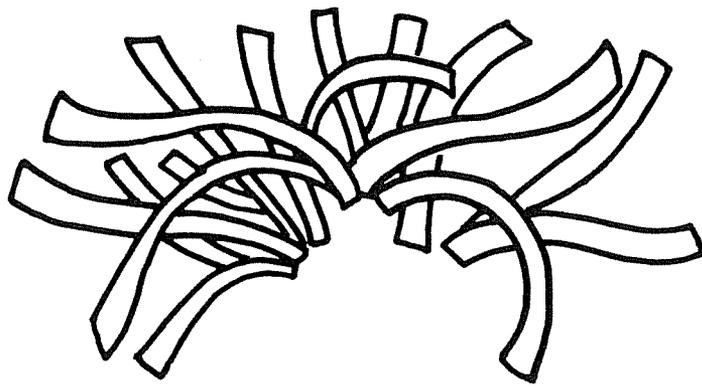
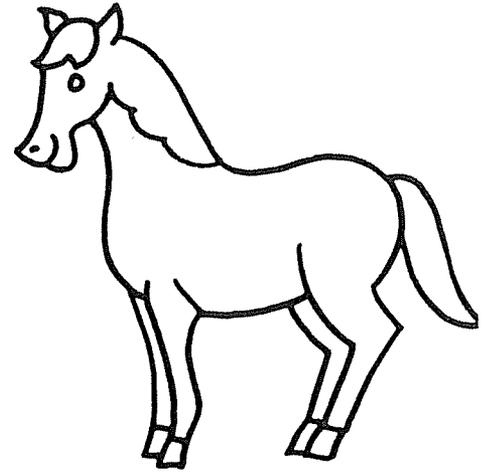
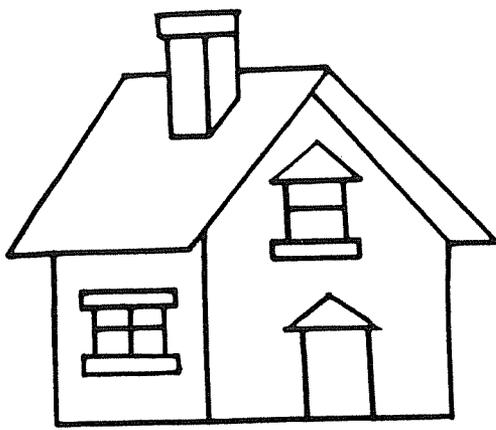
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Ask your child to retell the story of the sign on Funny Feet Road.  
(Mr. F repaired his broken sign, but he hung it the wrong way.)

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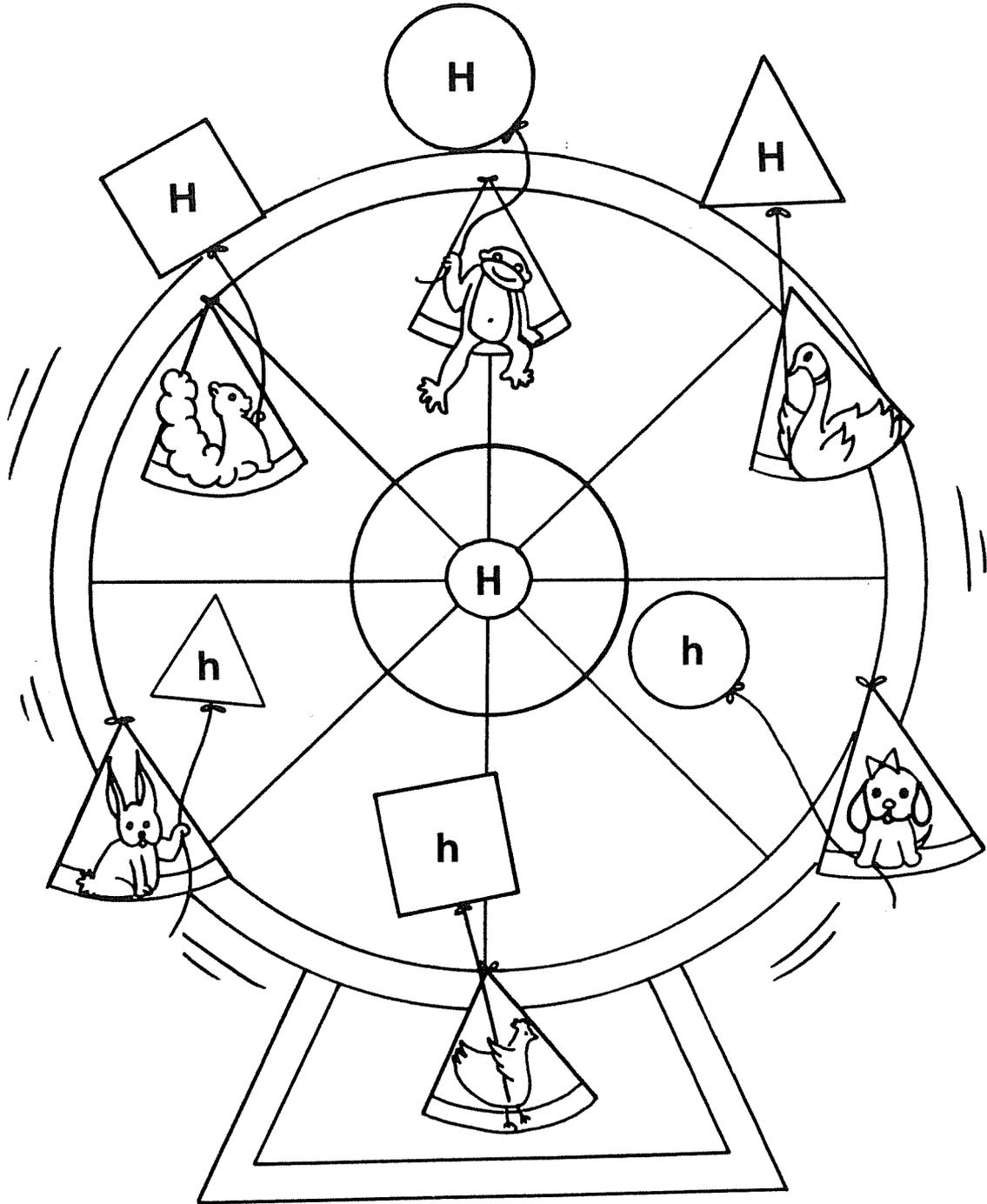


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Mr. H gets his sound from Horrible Hair. Help your child "prove" the pictures: Horrible Hair—house; Horrible Hair—horse; Horrible Hair—hammer; etc.

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Help your child name the animals riding on the ferris wheel. The cars are circles, triangles, and squares. Have your child point to each lower case h, and then to each capital H.

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Mr. H is in the hospital. He hurt his knee. We expect him back in class in a day or two. Ask your child to tell what Mr. H is saying.

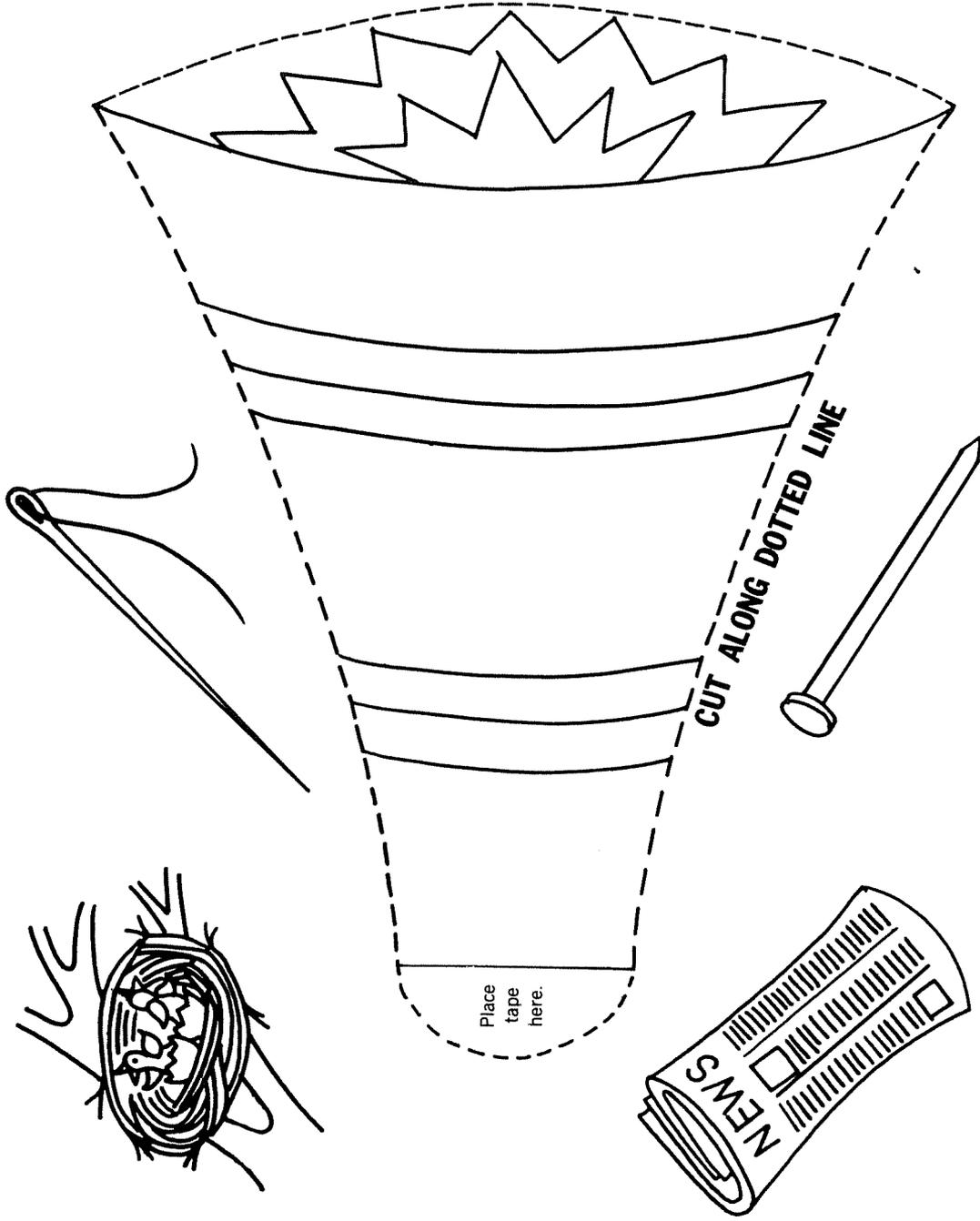
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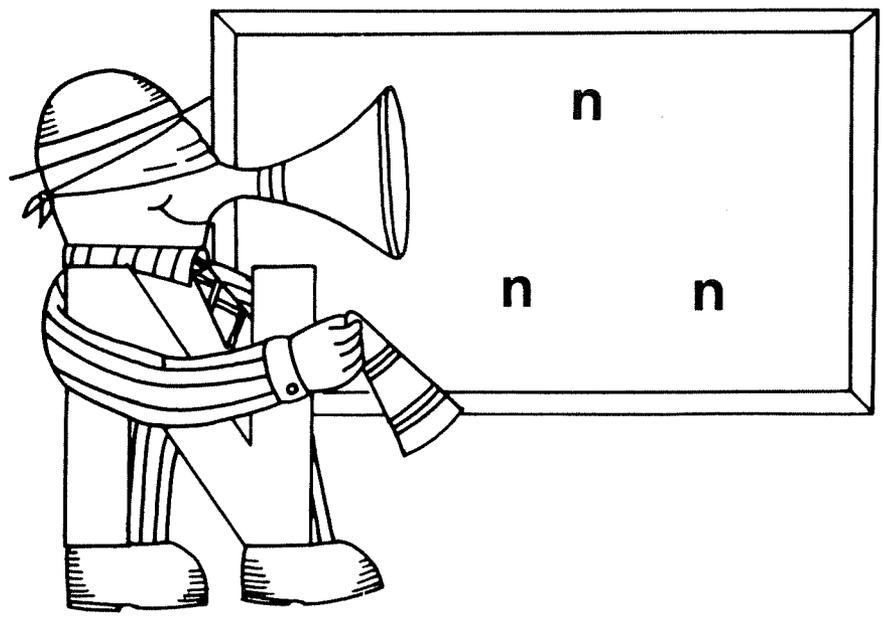
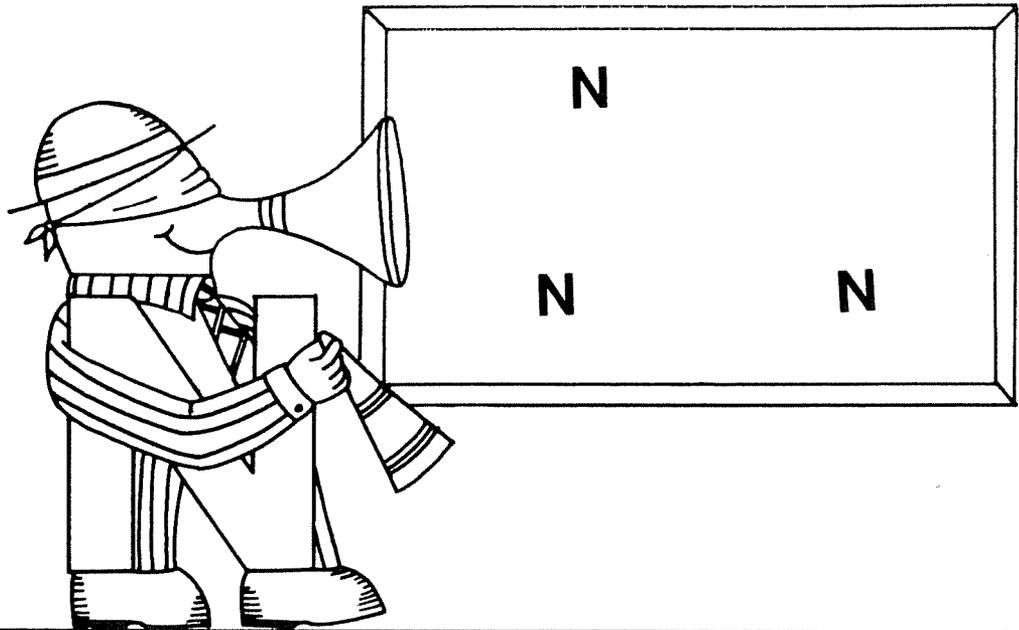
Have your child tell you why Mr. H's mood changed from the first picture to the last.

NAME \_\_\_\_\_



Help your child cut out the Noisy Nose and Mr. N's pictures (newspaper, nest, needle, nail). Then you may play "Nail the Nose" which is similar to "Pin the Tail on the Donkey."

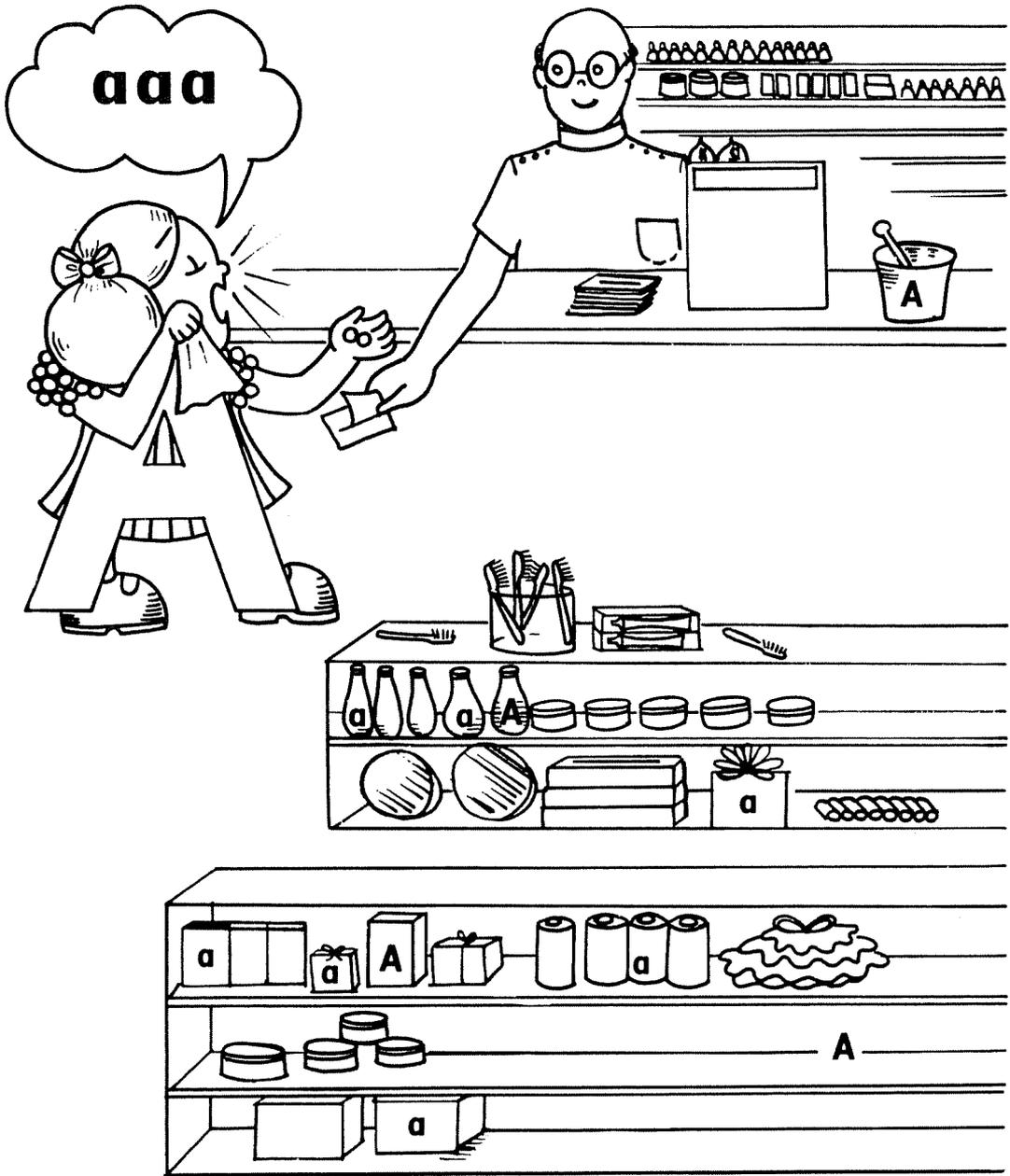
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Mr. N is playing "Nail the Nose." Your child may draw more N's for Mr. N.

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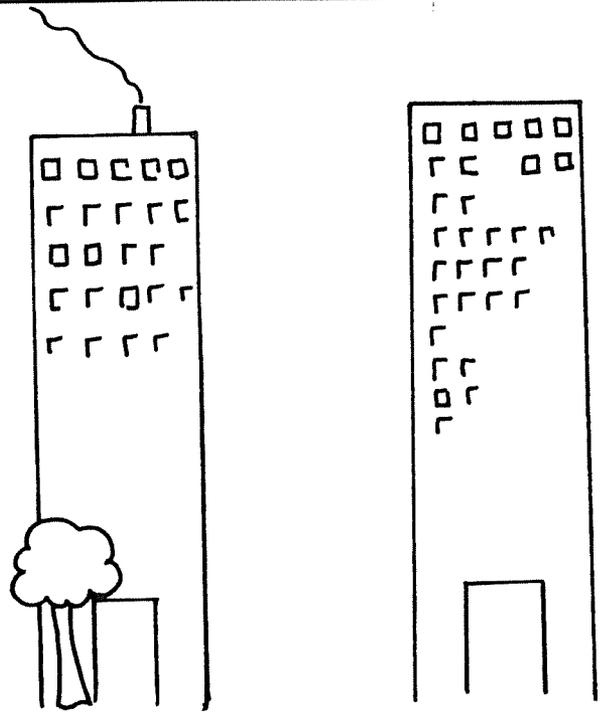
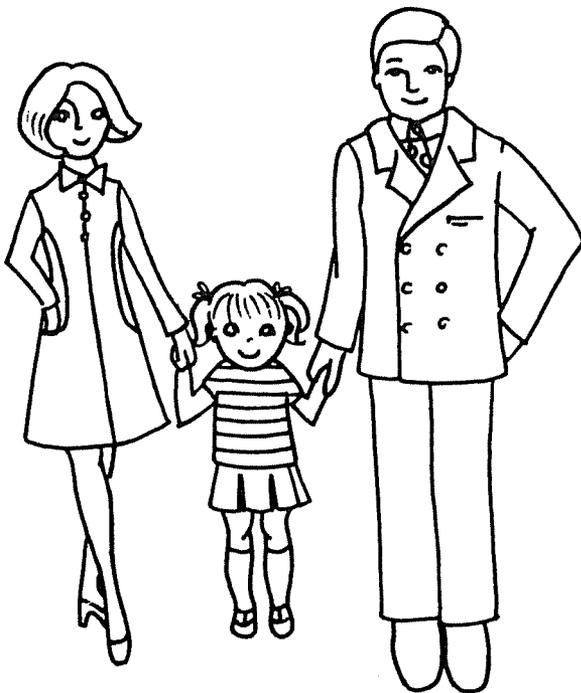
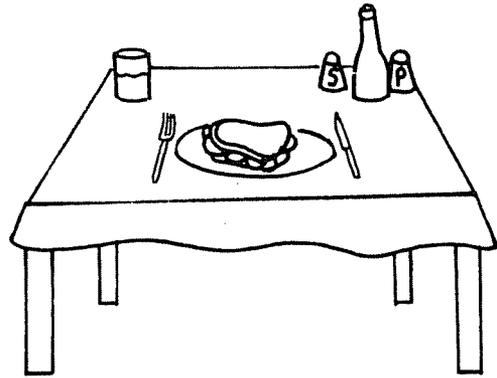
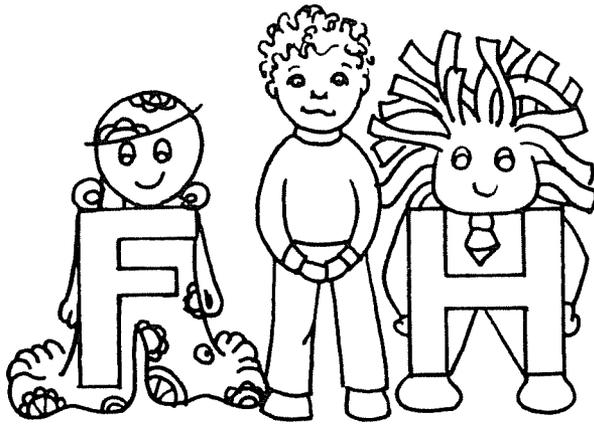


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Ask your child to tell you why Miss A is in the drug store.

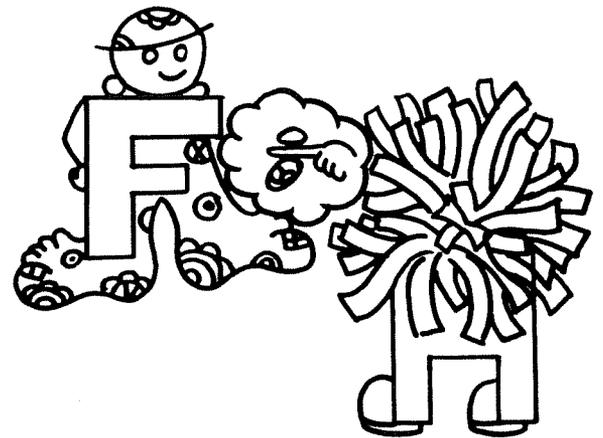
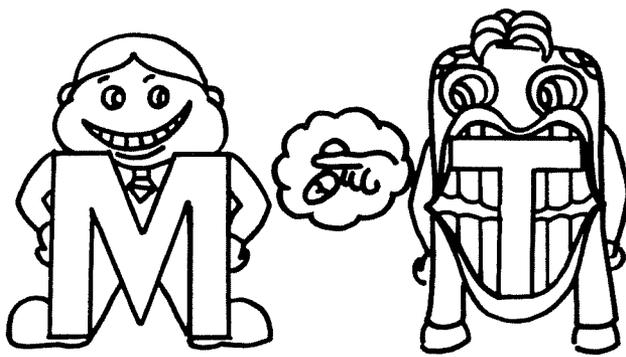
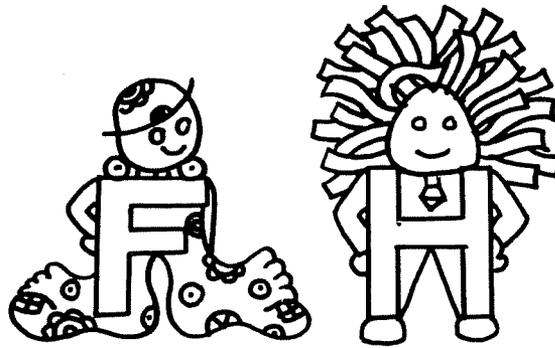
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Today is "In The Middle" day. Ask your child to name things that are "in the middle" in each of the panels of artwork.

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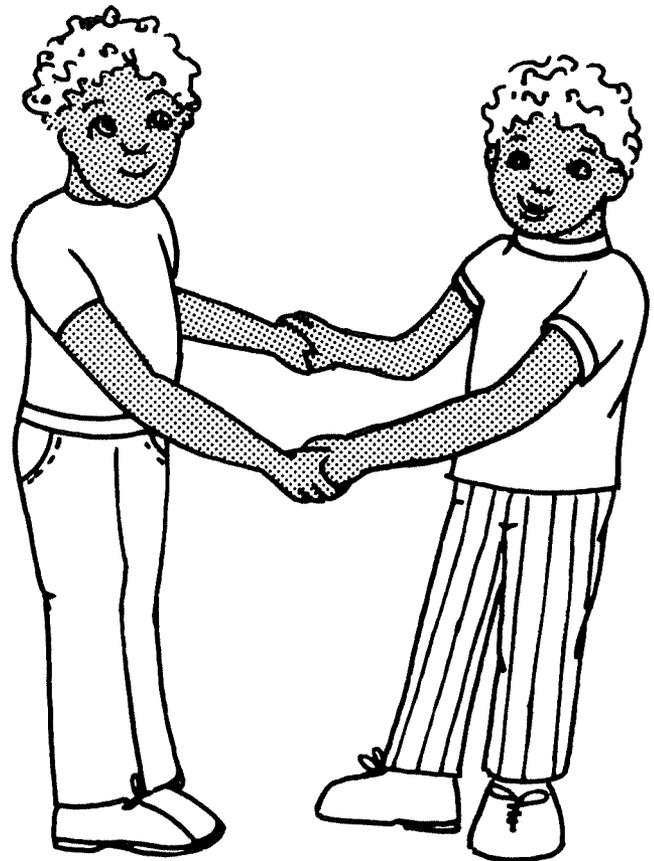


Miss A's sneeze is playing "In The Middle." Ask your child to name the Letter People who are playing with Miss A's sneeze.

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Ask your child to tell you about the game that is illustrated here, and sing the song that goes with it.

**Dear Parents:**

**The class has just finished a very important part of the ALPHA TIME program. We have been talking about the sounds which are made by the Letter People.**

**Your child can probably tell you the sounds associated with the first letters we have learned. For example, if you ask where Mr. M gets his sound, you will most likely be told . . . "from his Munching Mouth." Mr. N gets his sound from "Noisy Nose."**

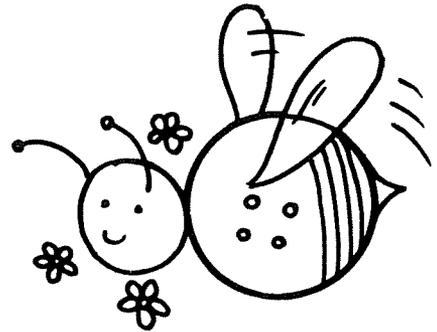
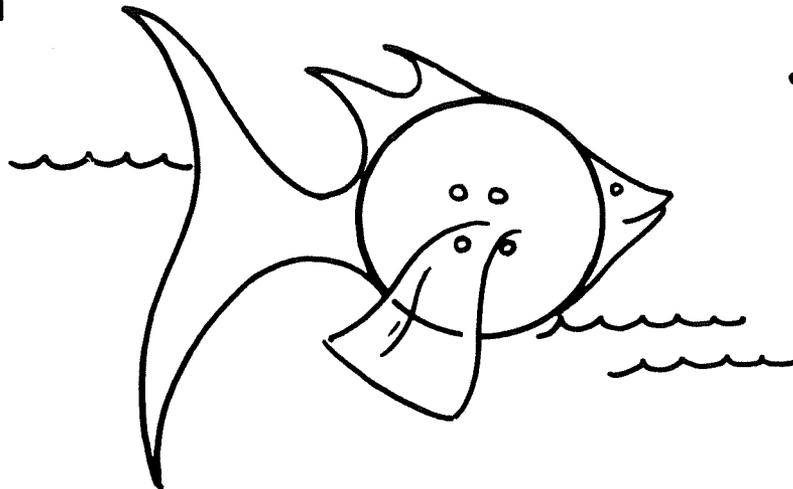
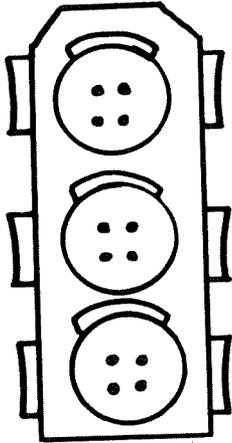
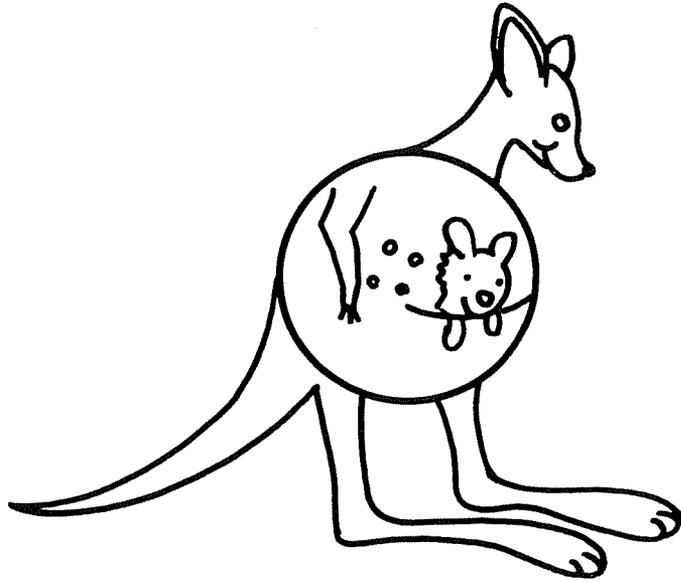
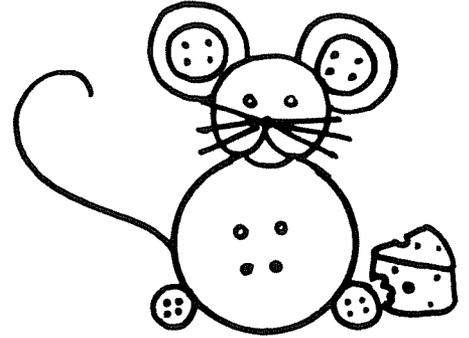
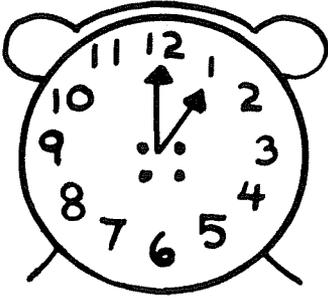
**You might like to look at street signs, newspapers, or magazines and help your child identify the letters M, T, F, H, N, A as well as pictures of things that begin with their sounds.**

**We have been having fun acting out the letter shapes with our bodies, and this has helped teach muscle control.**

**We have also been looking at many pictures and talking about the order in which things happen, as well as why they happen. Please encourage your child to talk about what we have been doing in class . . . about some of the pictures we have used, and the stories we have been telling too!**

**Sincerely,**

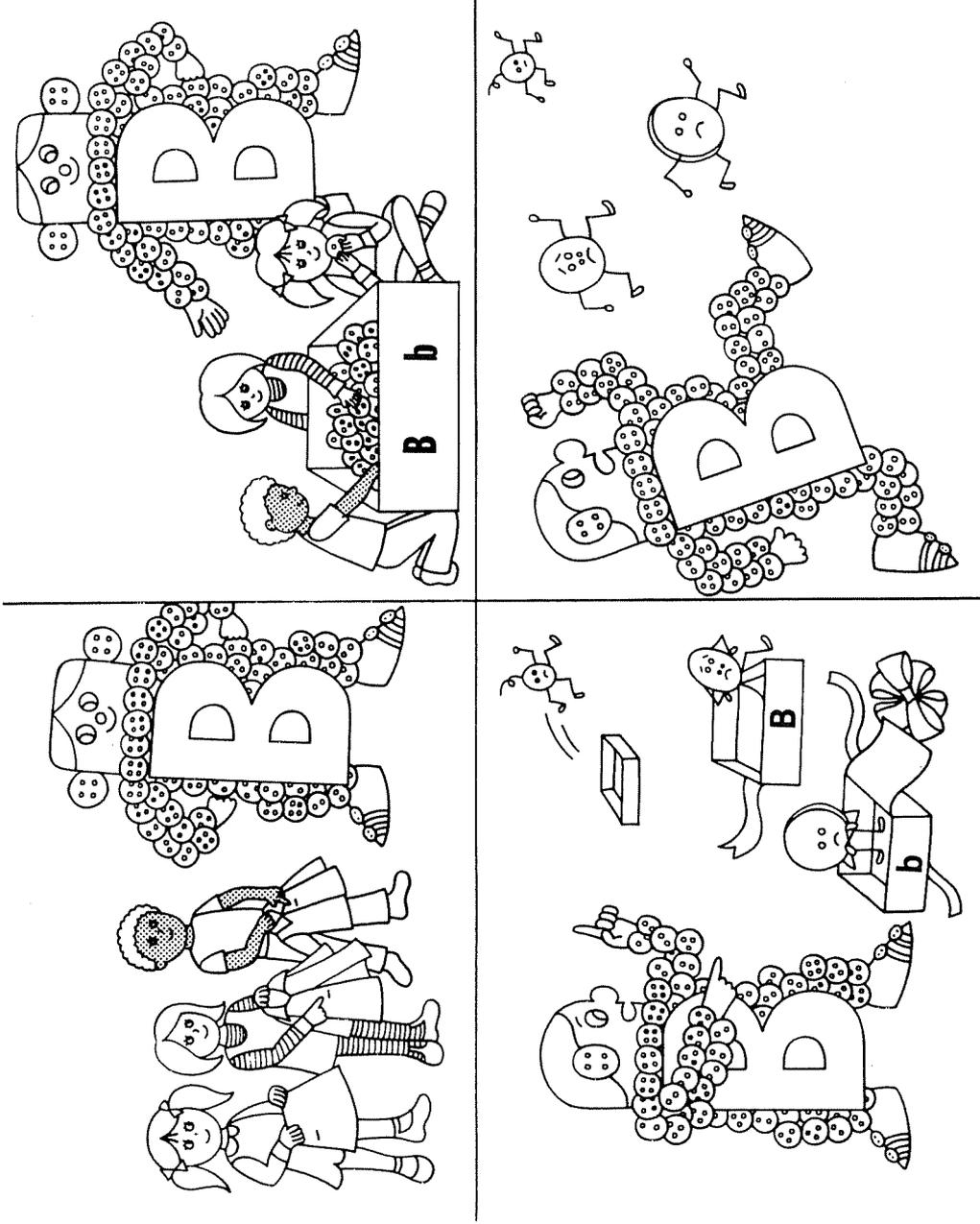
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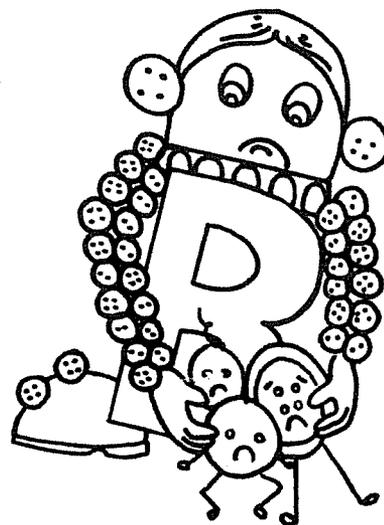
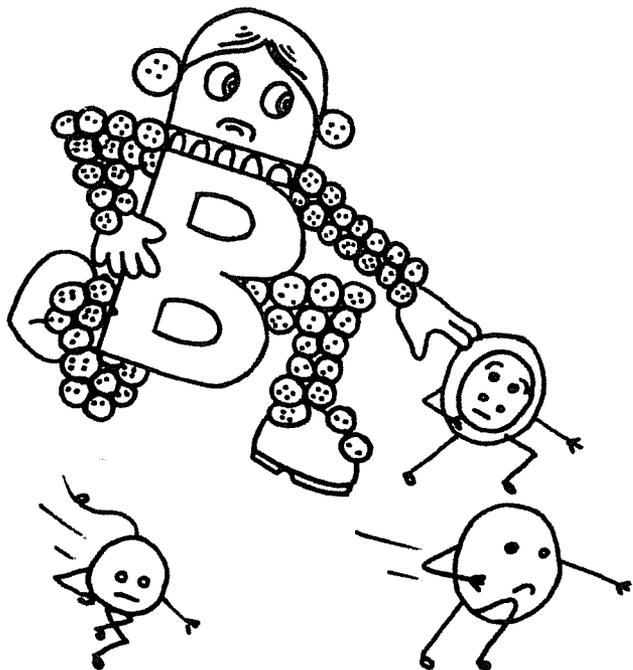
Ask your child to tell you what each button in the picture thinks it is. (Button clock; Button traffic light; Button fish; etc.)

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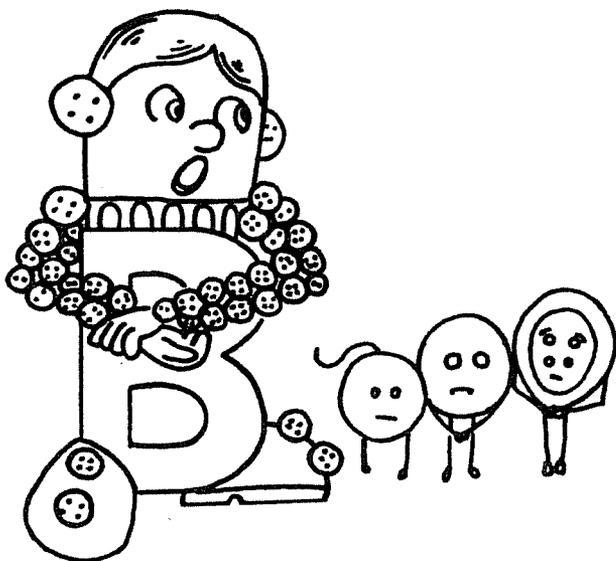


This is a copy of an Alpha Time Giant Picture Card. Ask your child to tell you the story of how Mr. B's Beautiful Buttons became bad, but Beautiful Buttons.

NAME \_\_\_\_\_



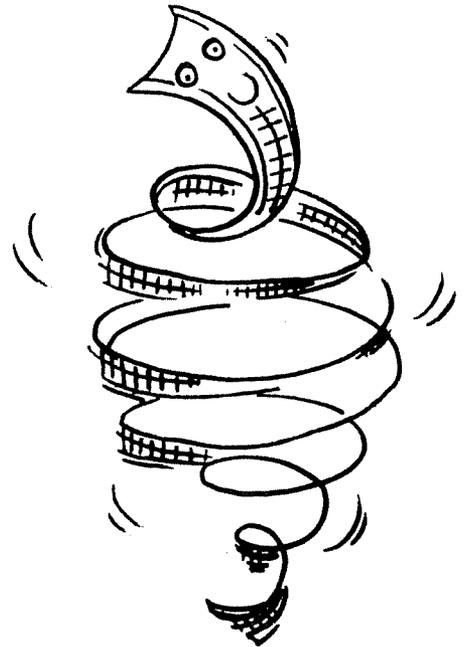
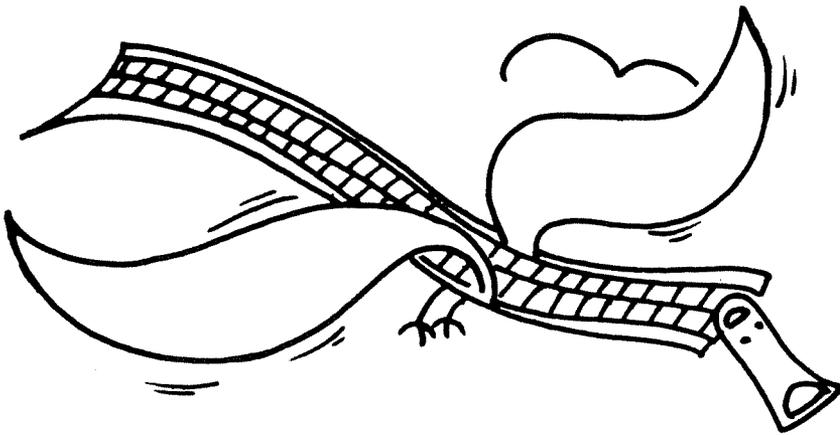
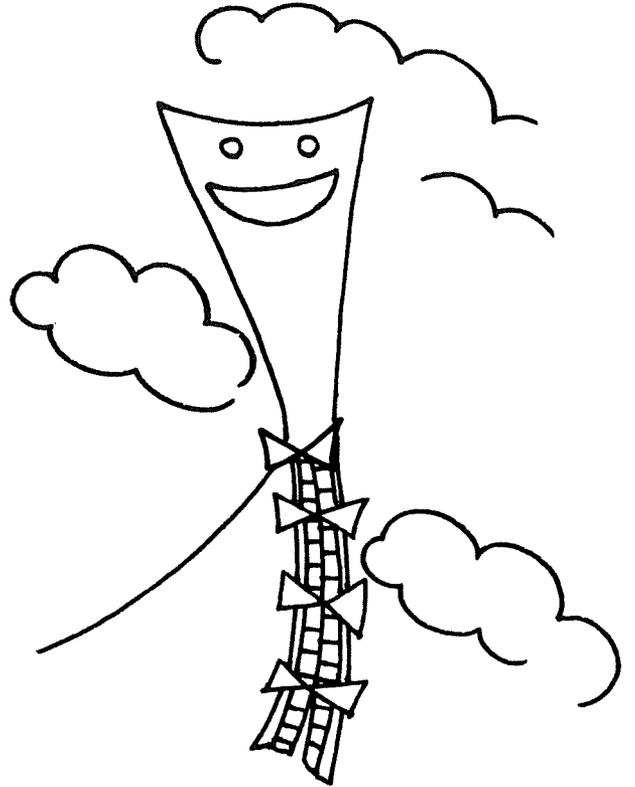
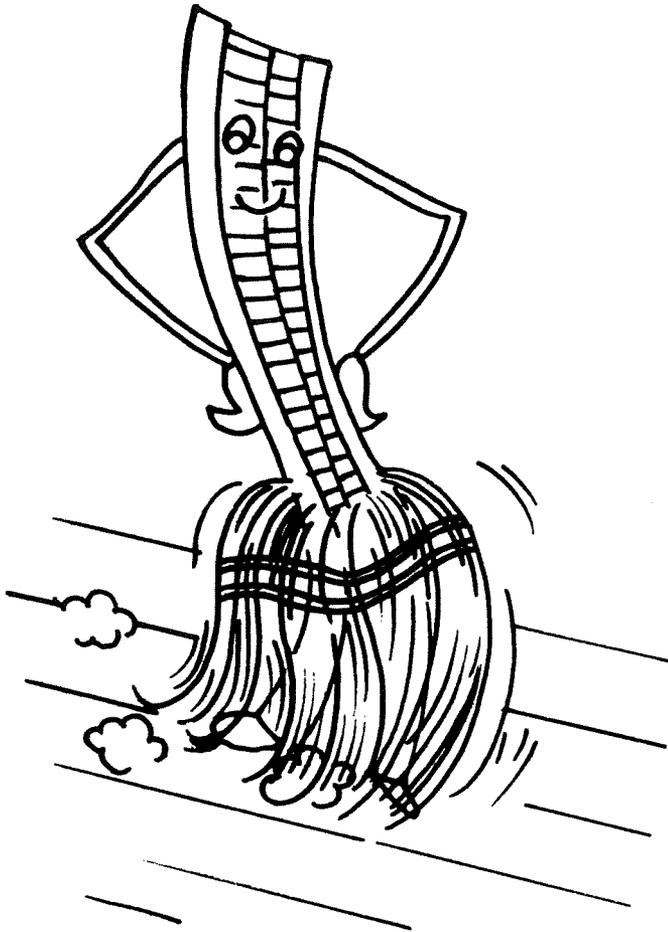
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Ask your child to sing the song that goes with this story.

NAME \_\_\_\_\_

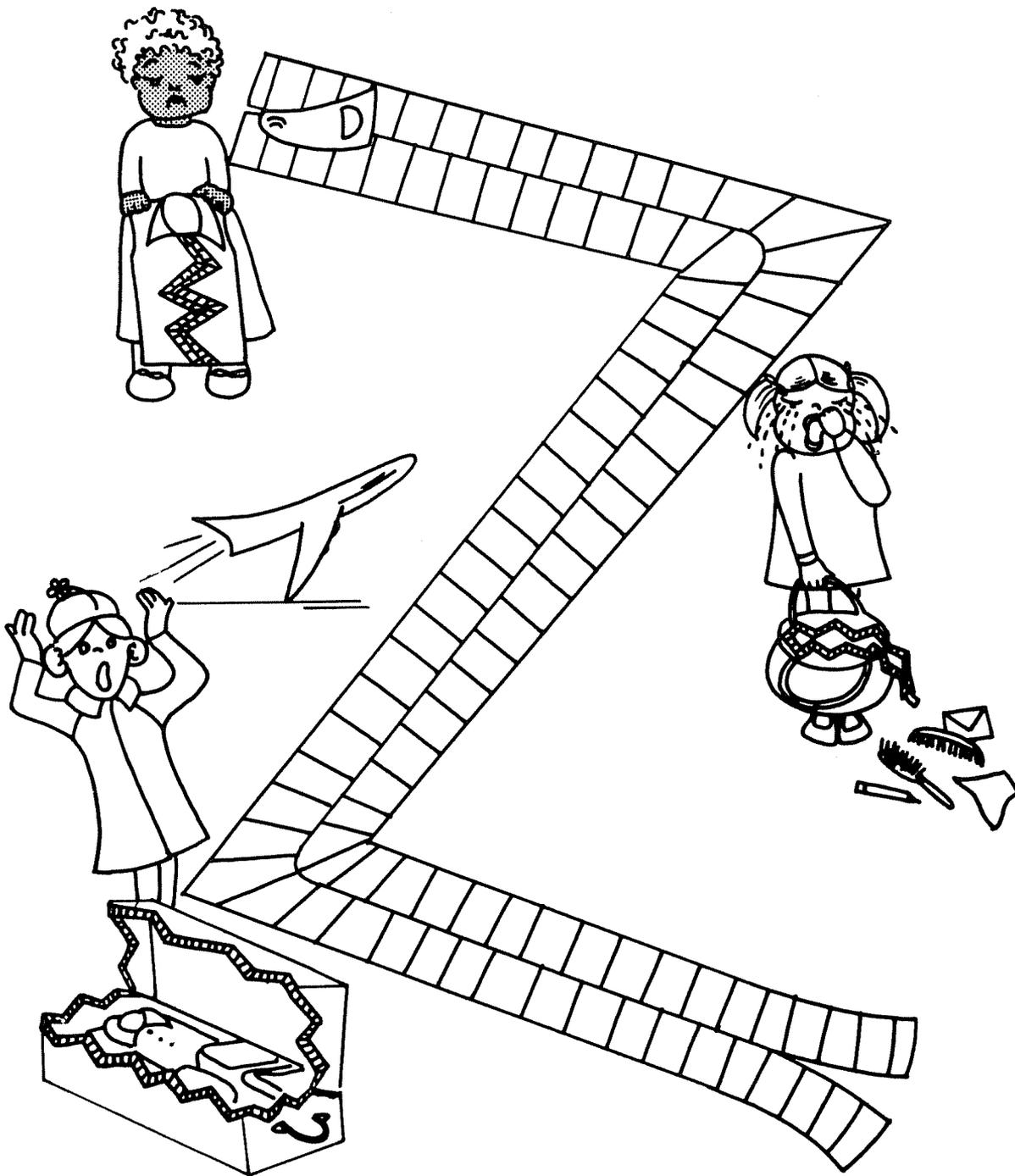
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Ask your child to tell you what each zipper in the picture thinks it is.

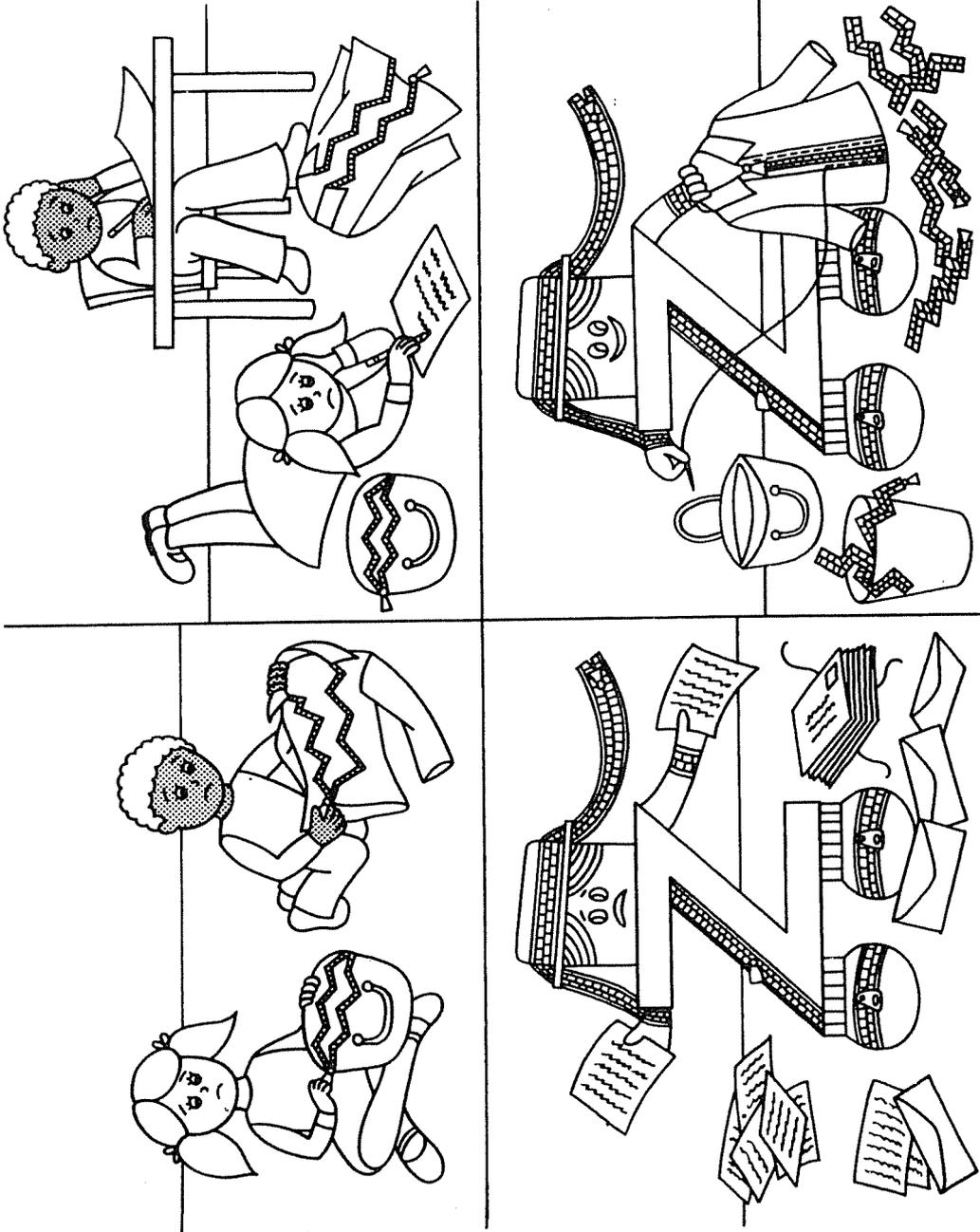
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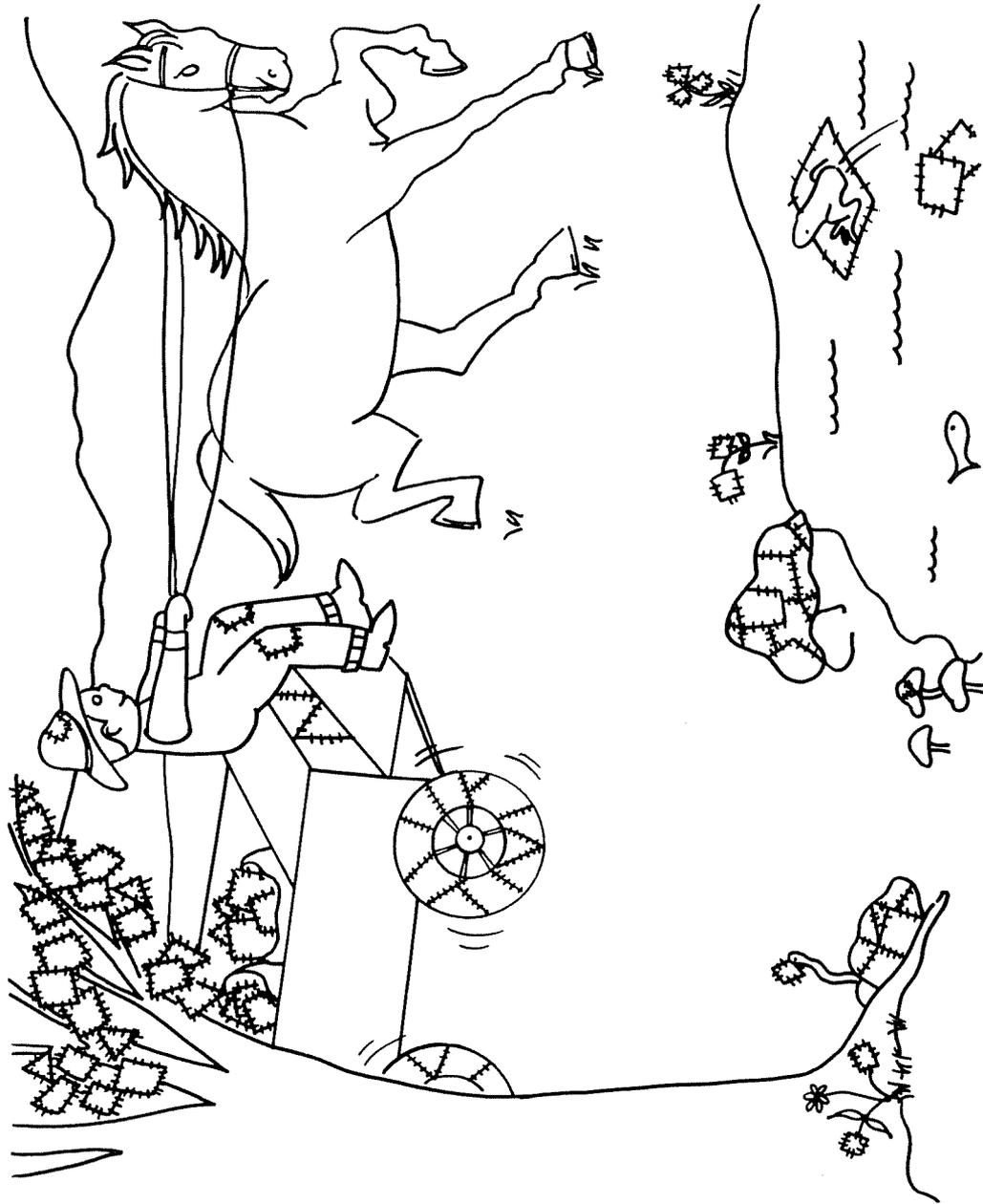
Mr. Z has some zig zag Zipping Zippers that are causing problems. Ask your child to tell you about each zipper.

NAME \_\_\_\_\_



Ask your child to tell you about the trouble Mr. Z had with the zigzag Zipping Zippers.

NAME \_\_\_\_\_



Ask your child to find and show you all of Mr. P's Pointy Patches.

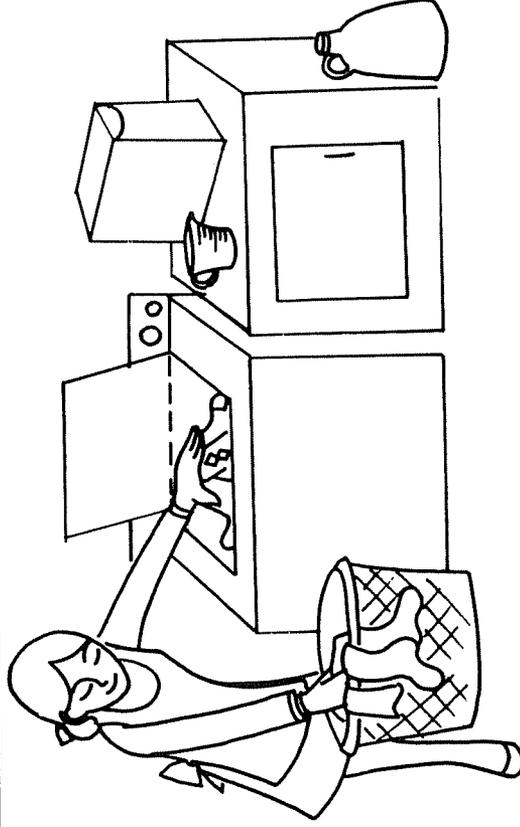
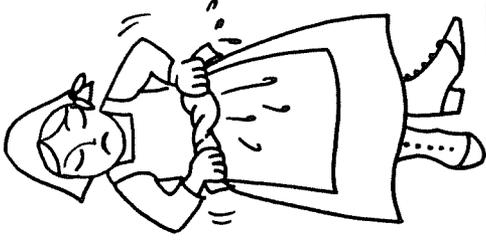
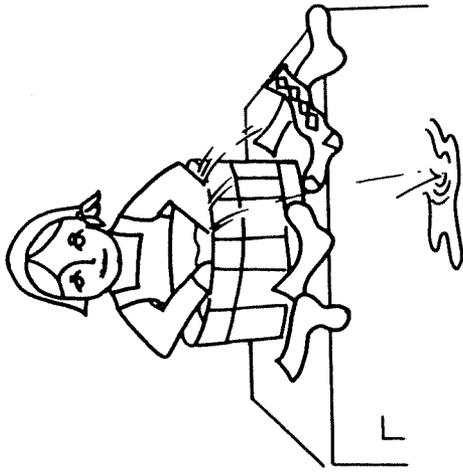
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Mr. P is in the hardware store purchasing paste for his Pointy Patches. Ask your child to tell you why he needs the paste.

NAME \_\_\_\_\_



Ask your child to compare how people washed socks years ago (the top picture) and today (bottom). Discuss what the woman in the top picture is doing (i.e. soaking, scrubbing, and squeezing the socks).

NAME \_\_\_\_\_

**S s**

**S s**

**S s**



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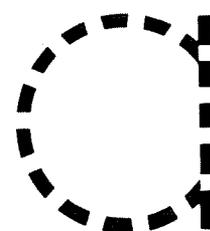
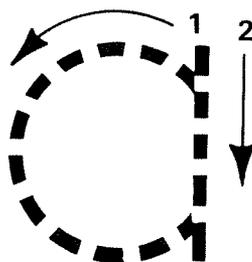
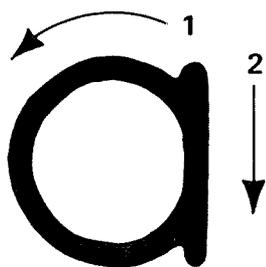
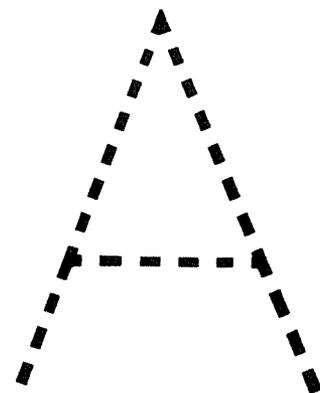
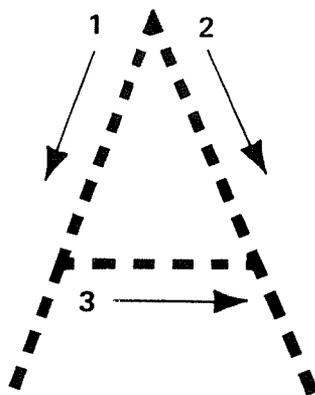
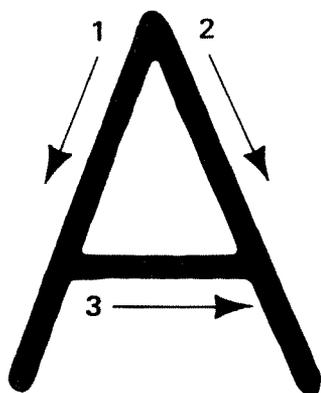
**S s**

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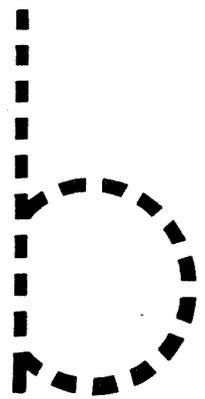
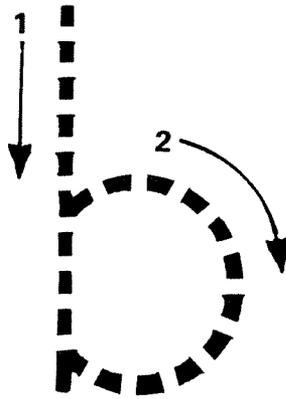
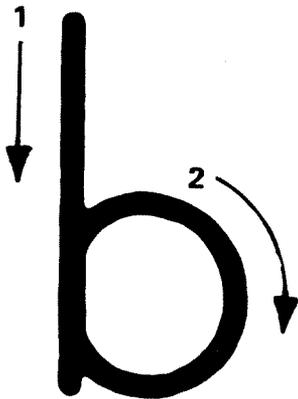
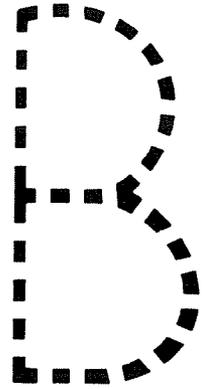
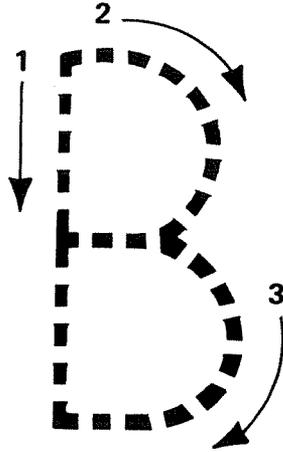
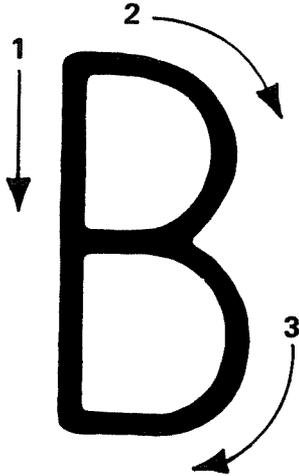
Mr. T cannot brush his Tall Teeth inside Mr. S's Super Socks.

NAME \_\_\_\_\_



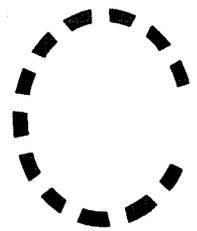
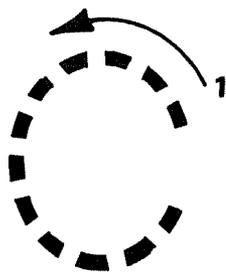
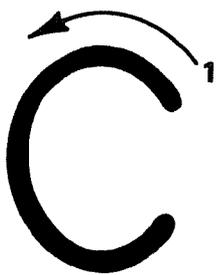
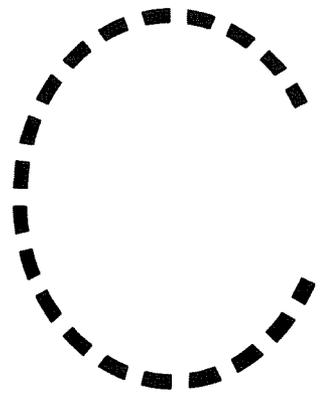
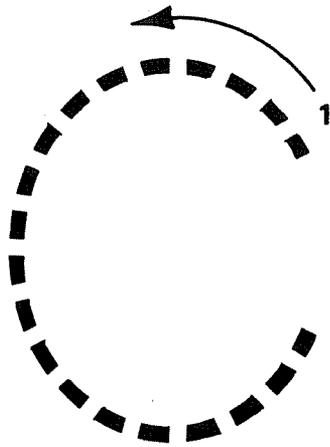
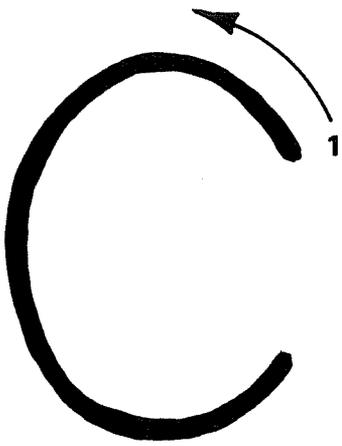
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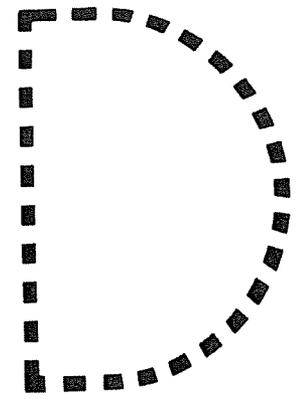
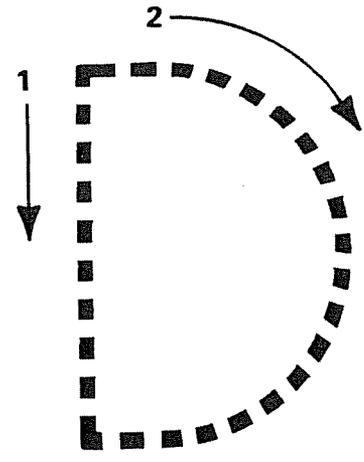
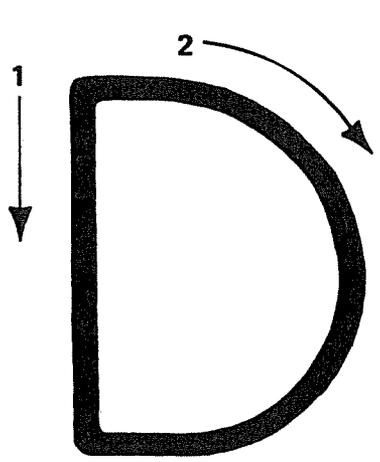


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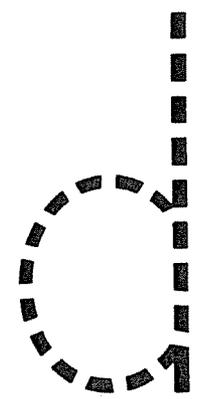
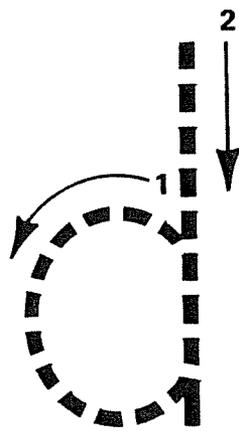
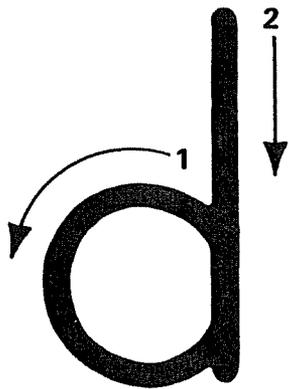
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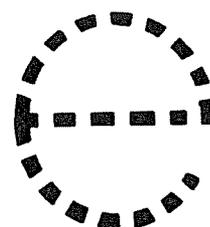
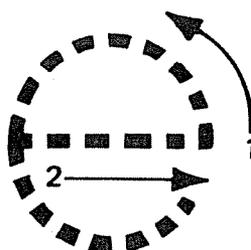
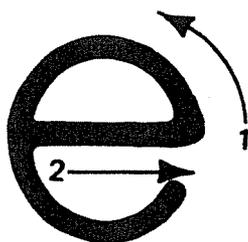
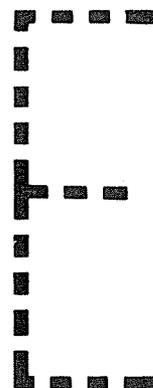
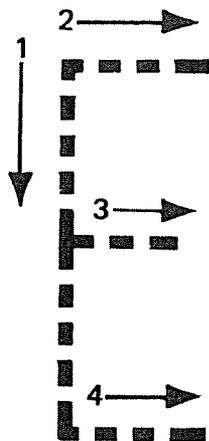
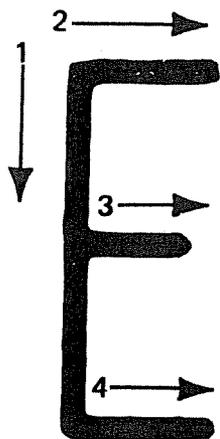


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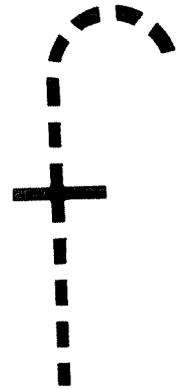
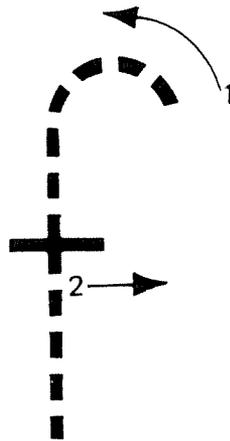
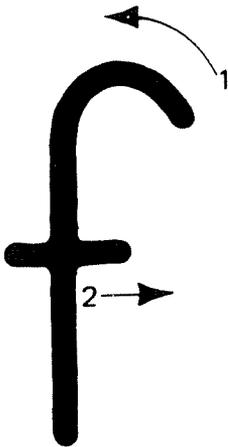
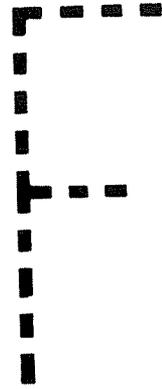
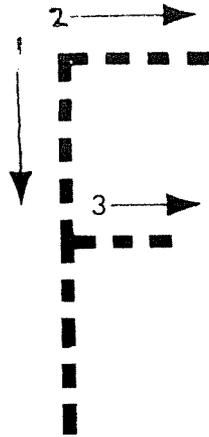
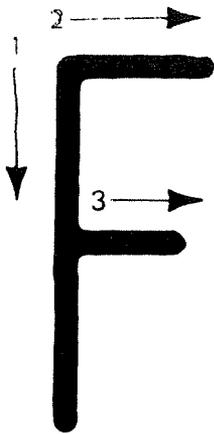
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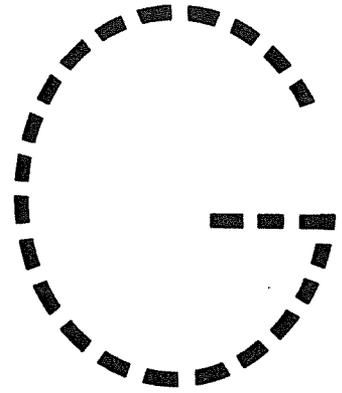
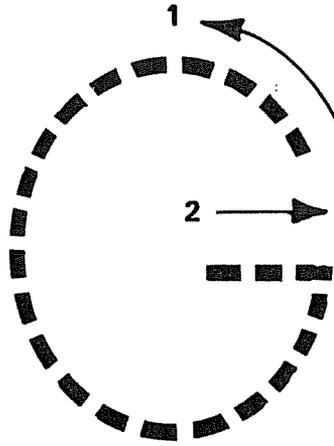
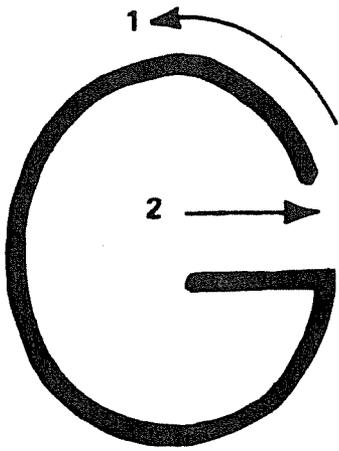


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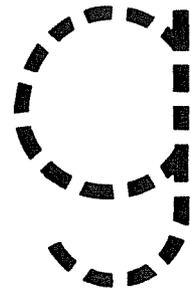
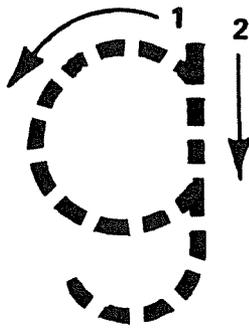
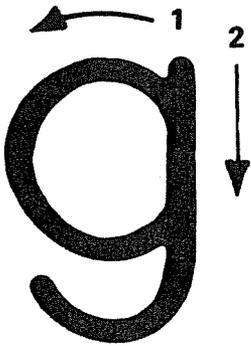
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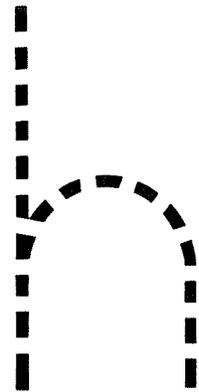
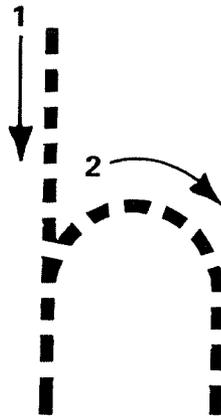
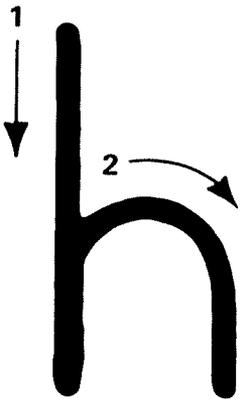
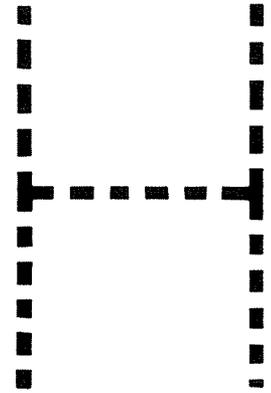
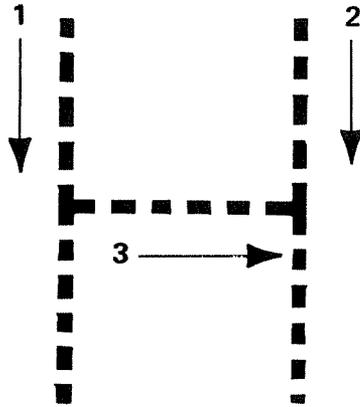
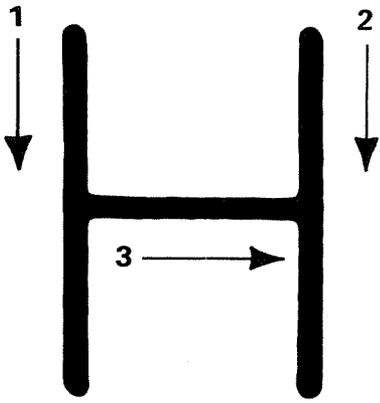


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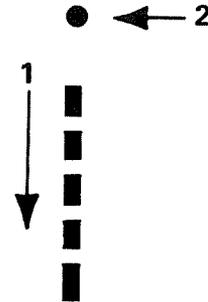
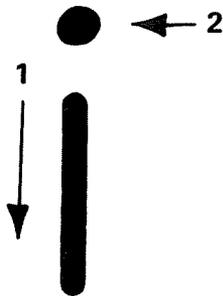
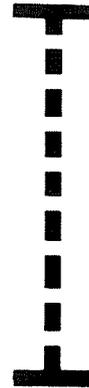
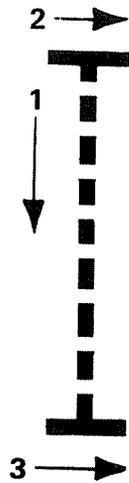
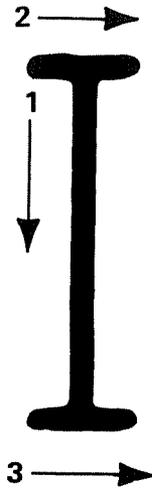
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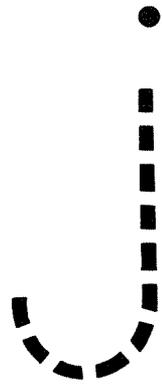
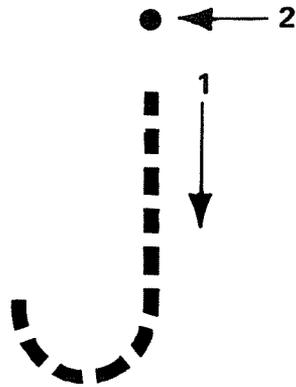
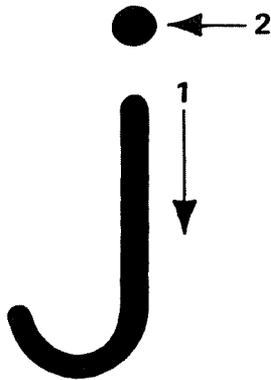
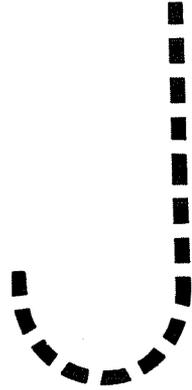
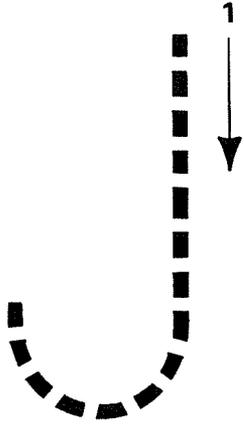
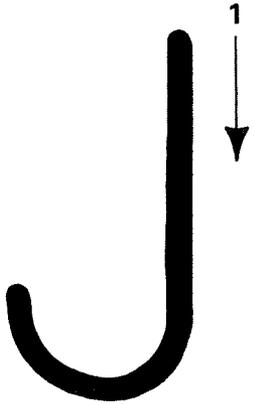
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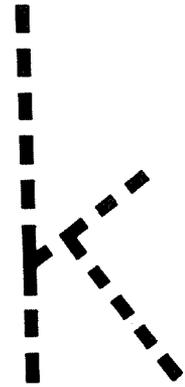
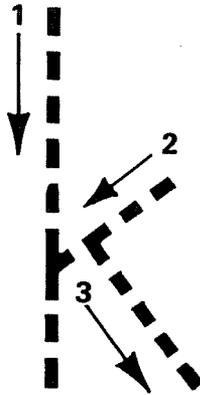
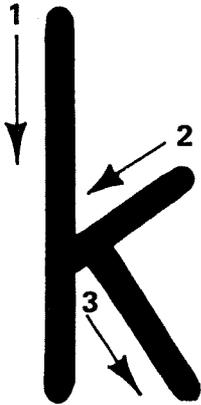
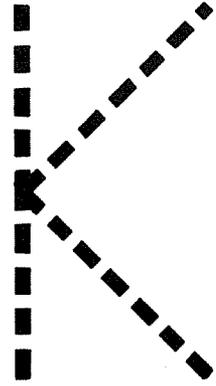
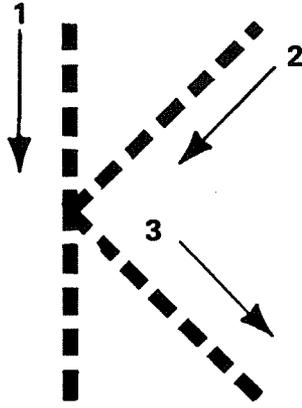
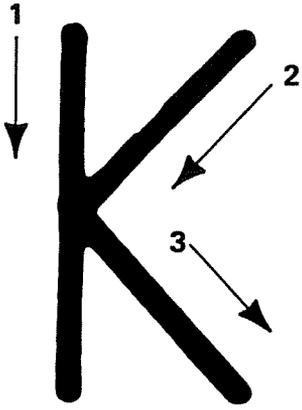
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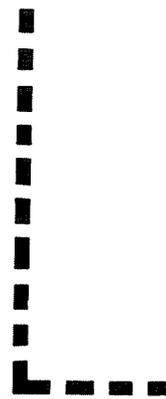
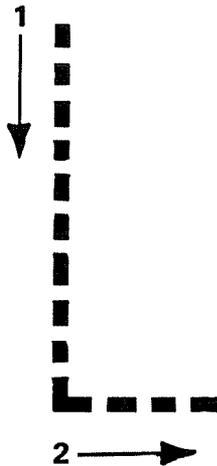
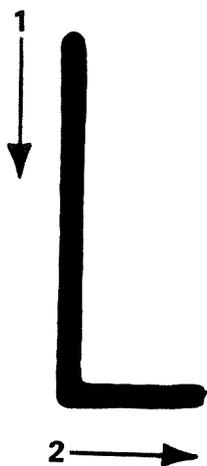
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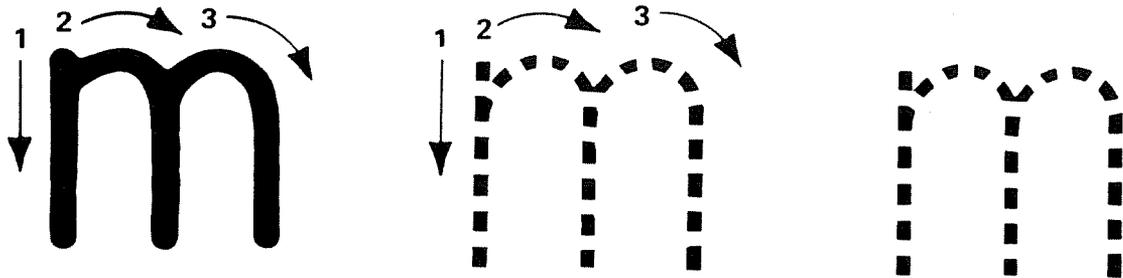
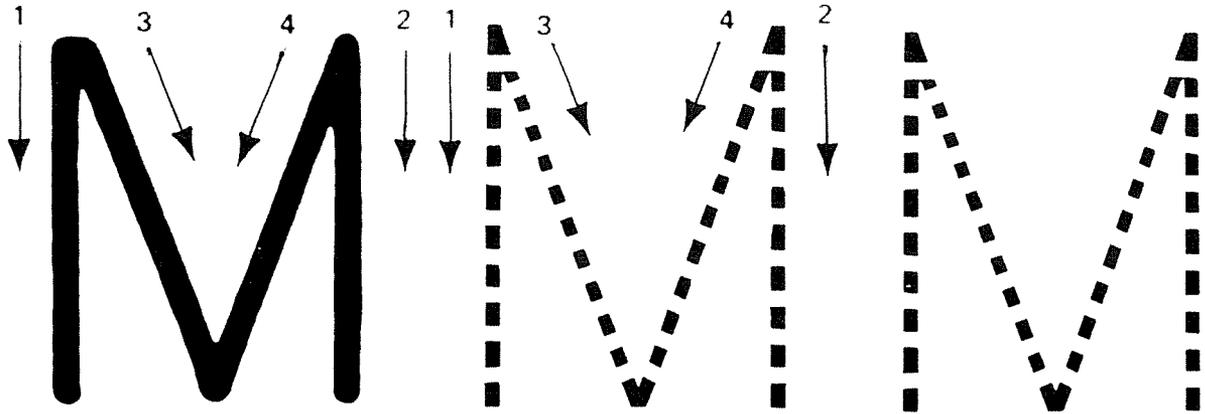


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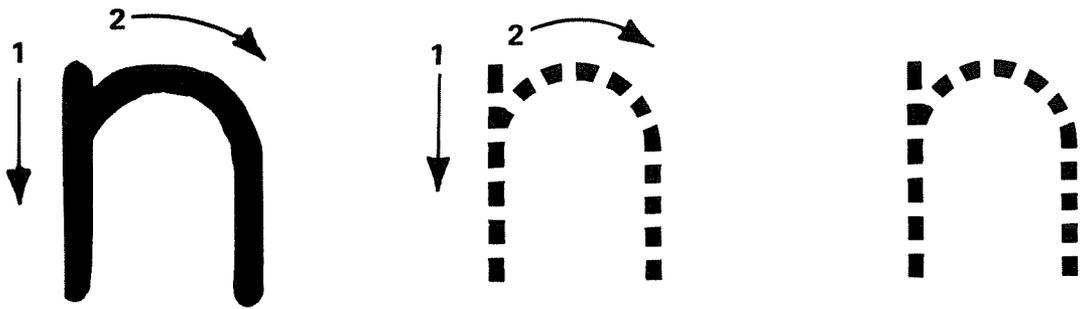
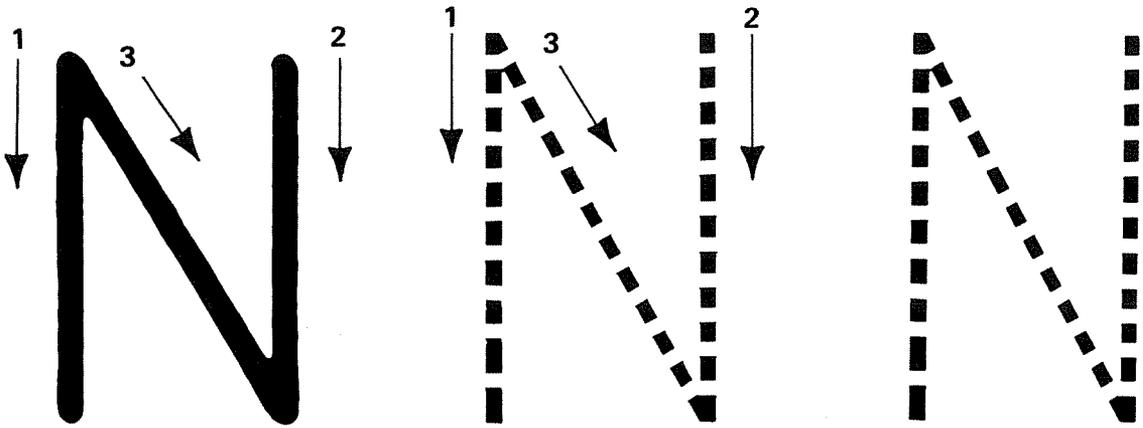


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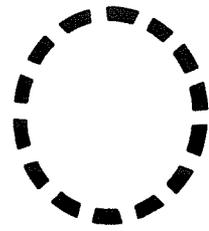
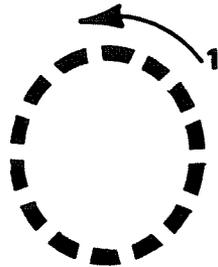
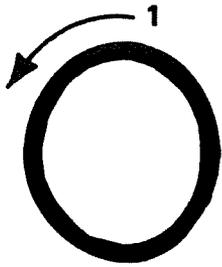
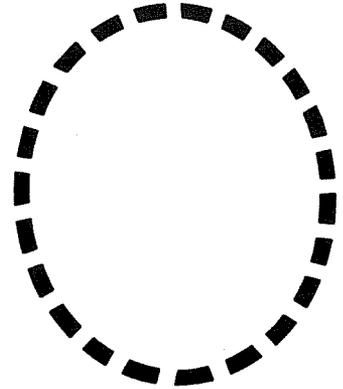
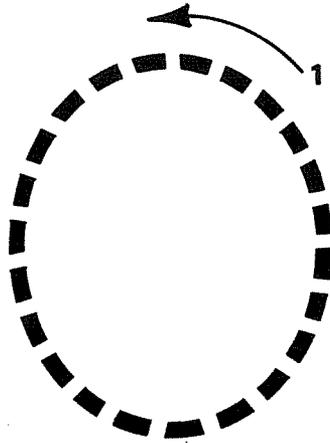
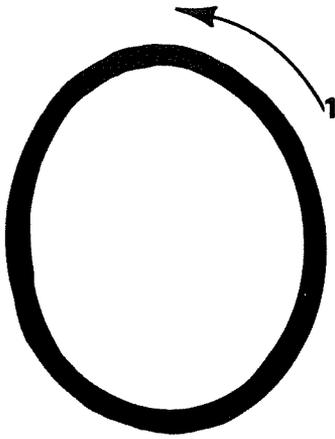
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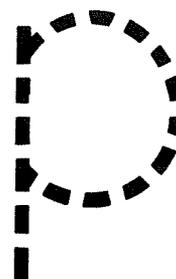
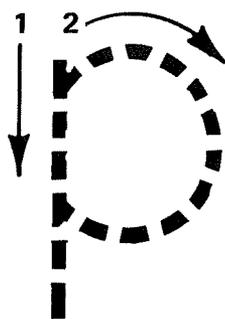
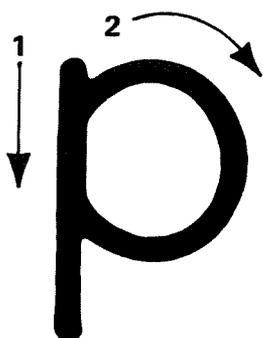
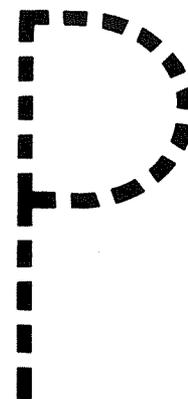
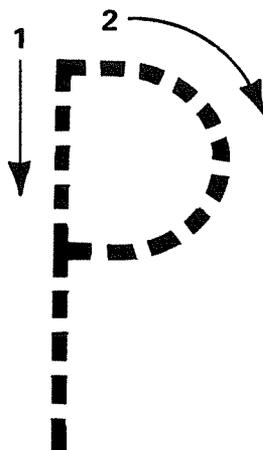
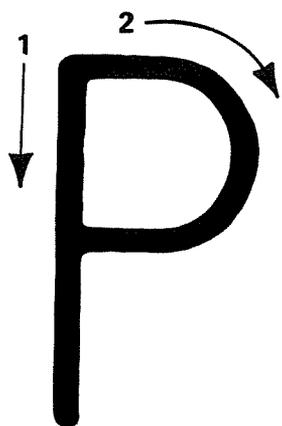


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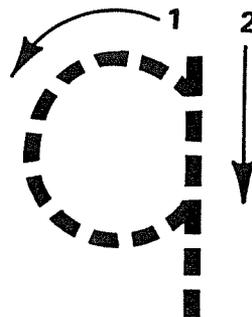
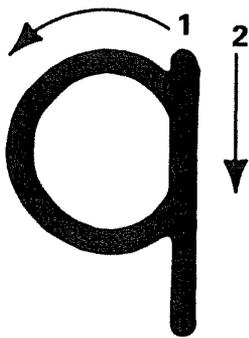
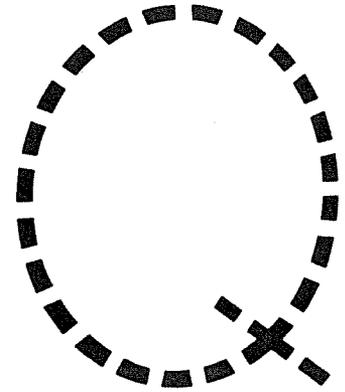
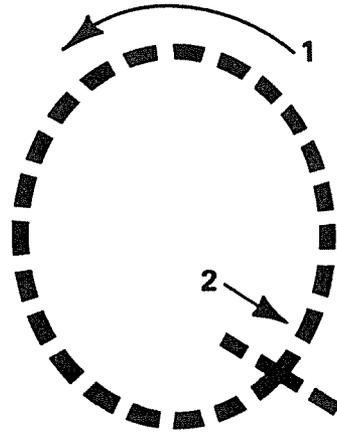
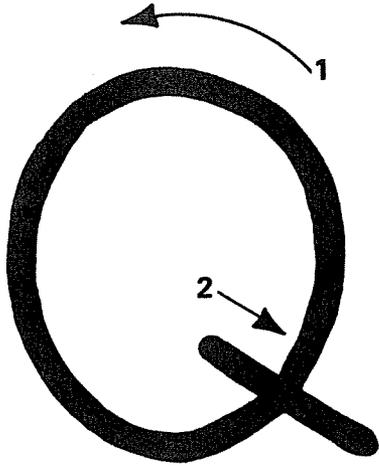


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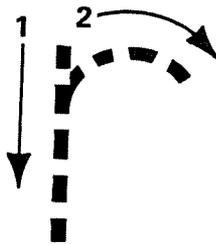
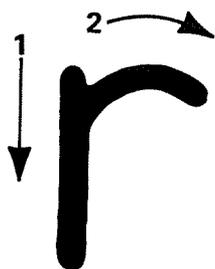
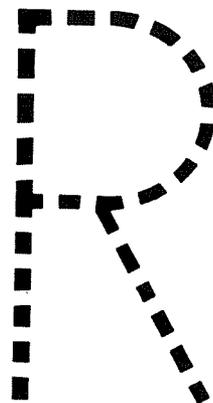
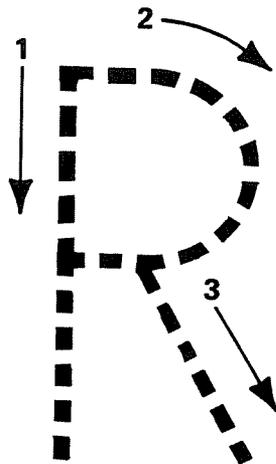
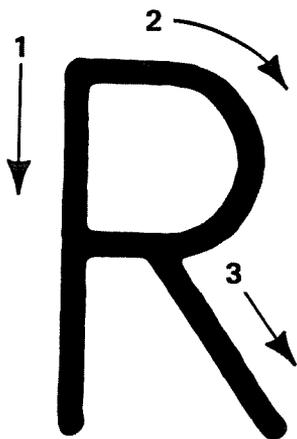
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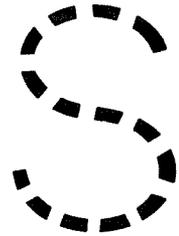
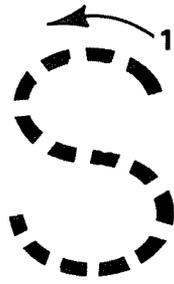
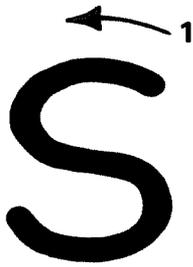
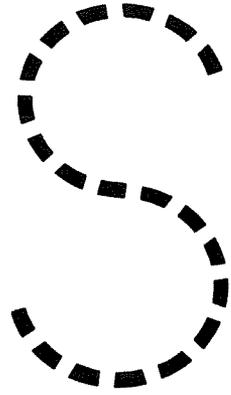
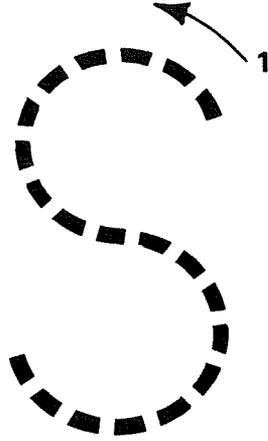
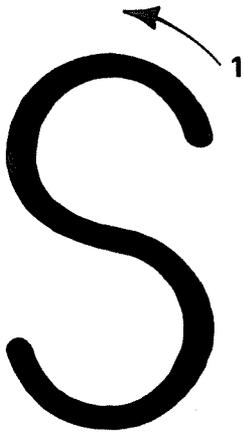
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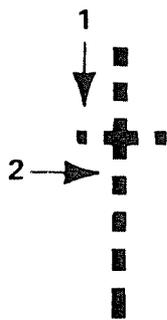
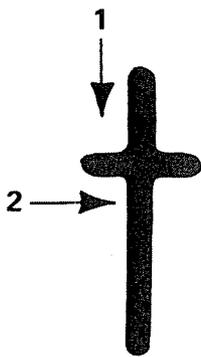
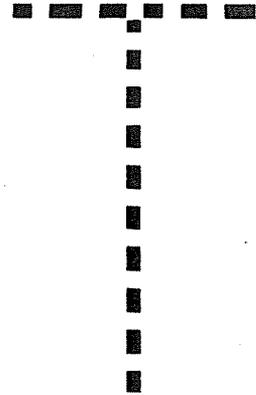
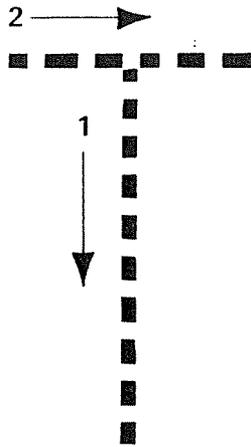
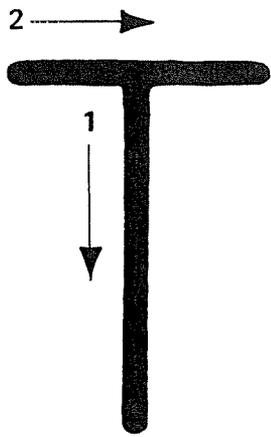
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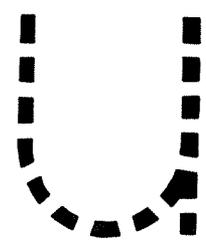
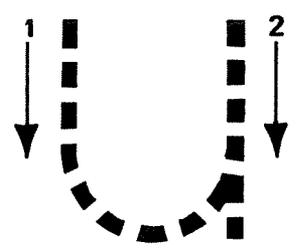
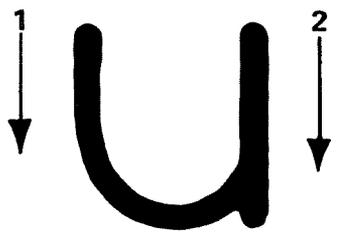
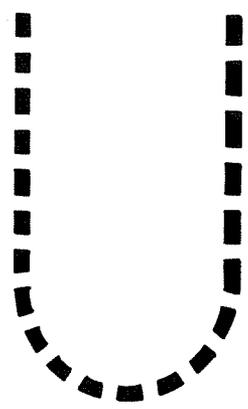
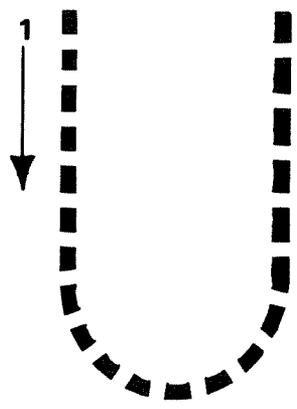
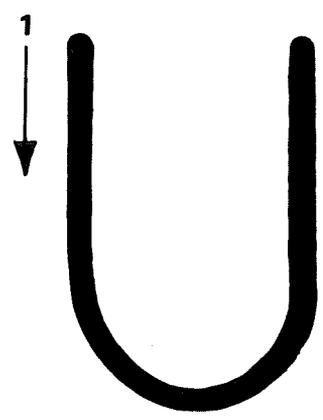
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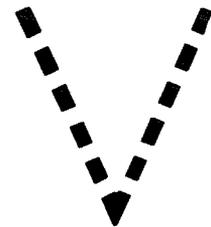
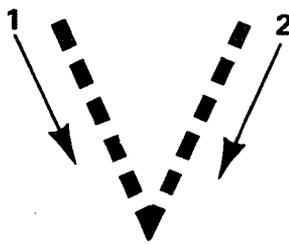
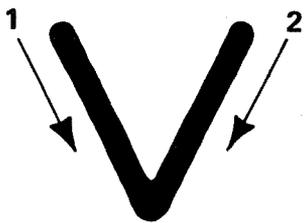
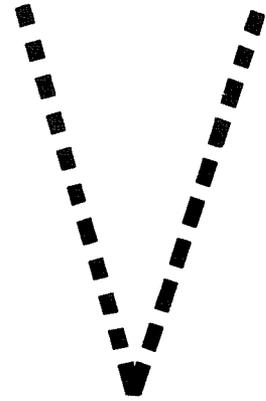
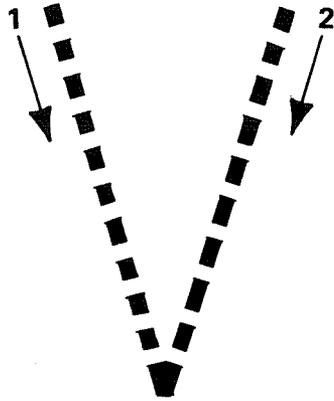
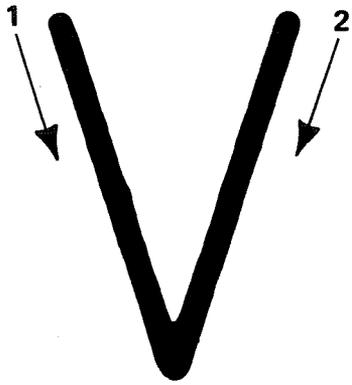
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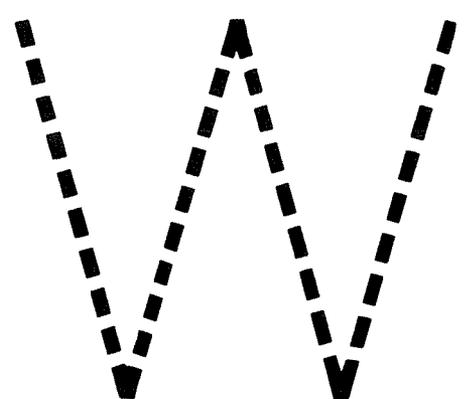
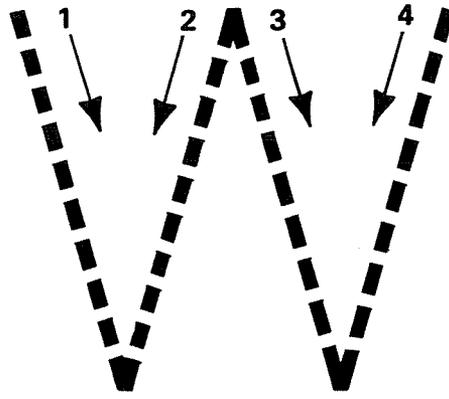
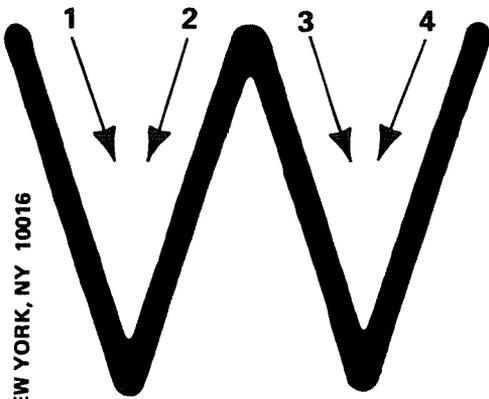


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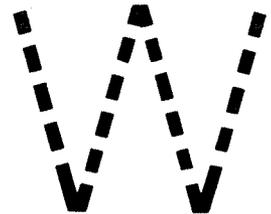
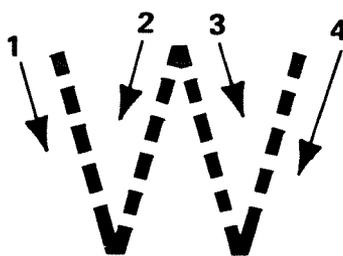
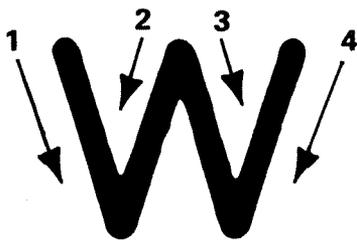
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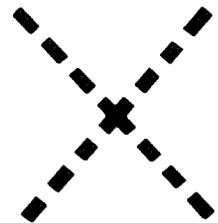
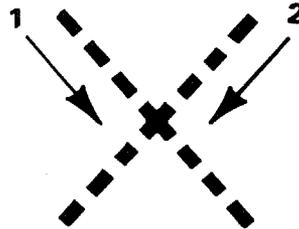
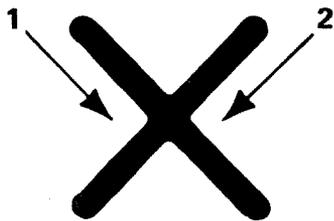
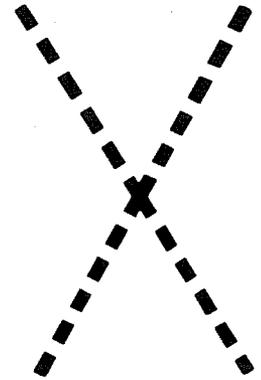
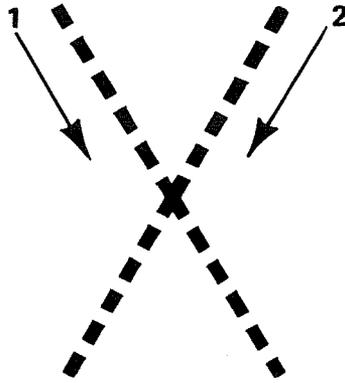
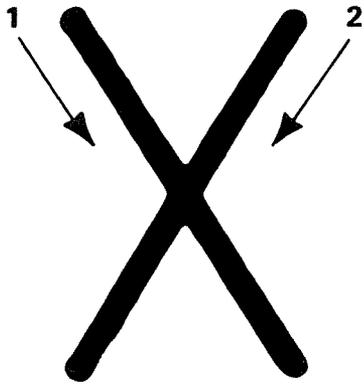
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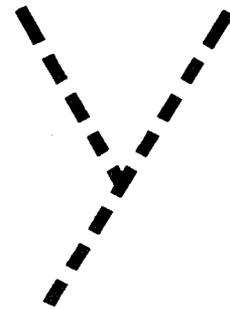
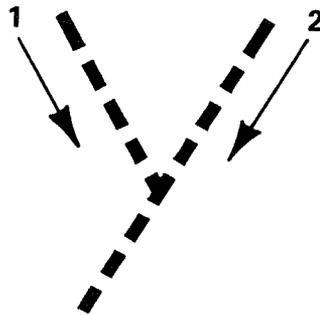
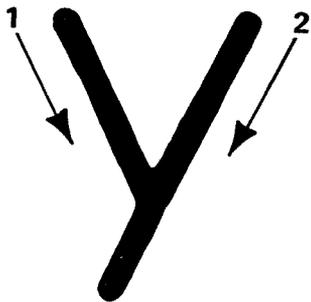
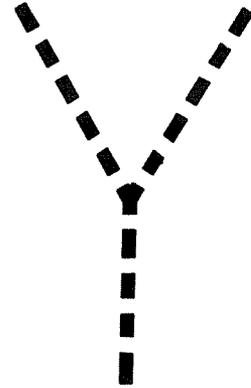
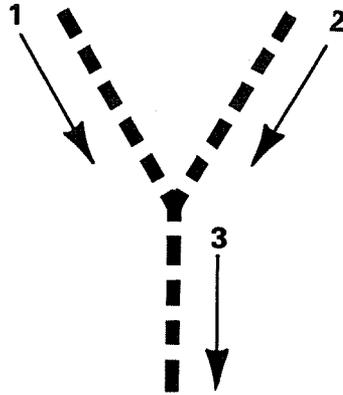
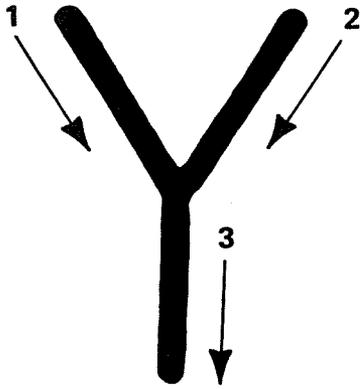


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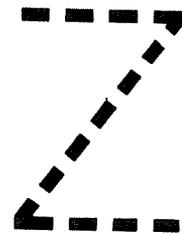
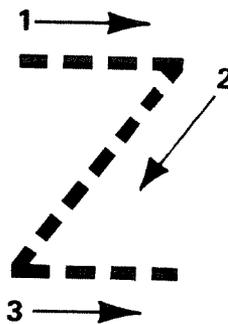
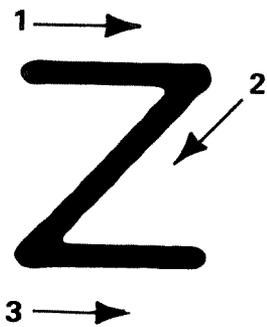
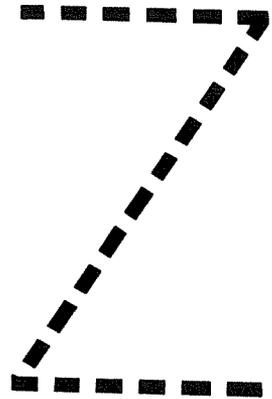
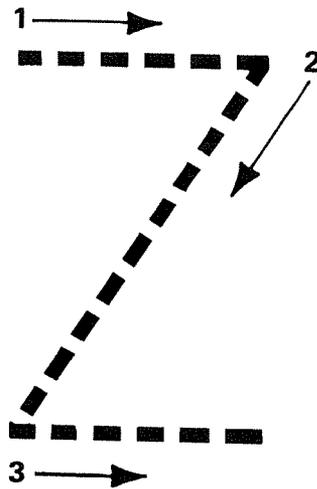
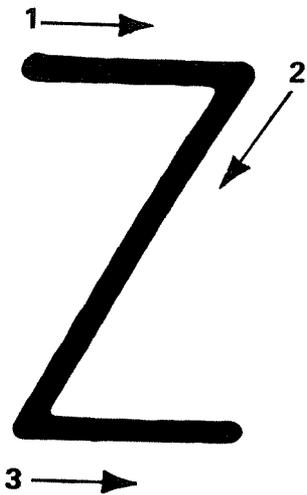
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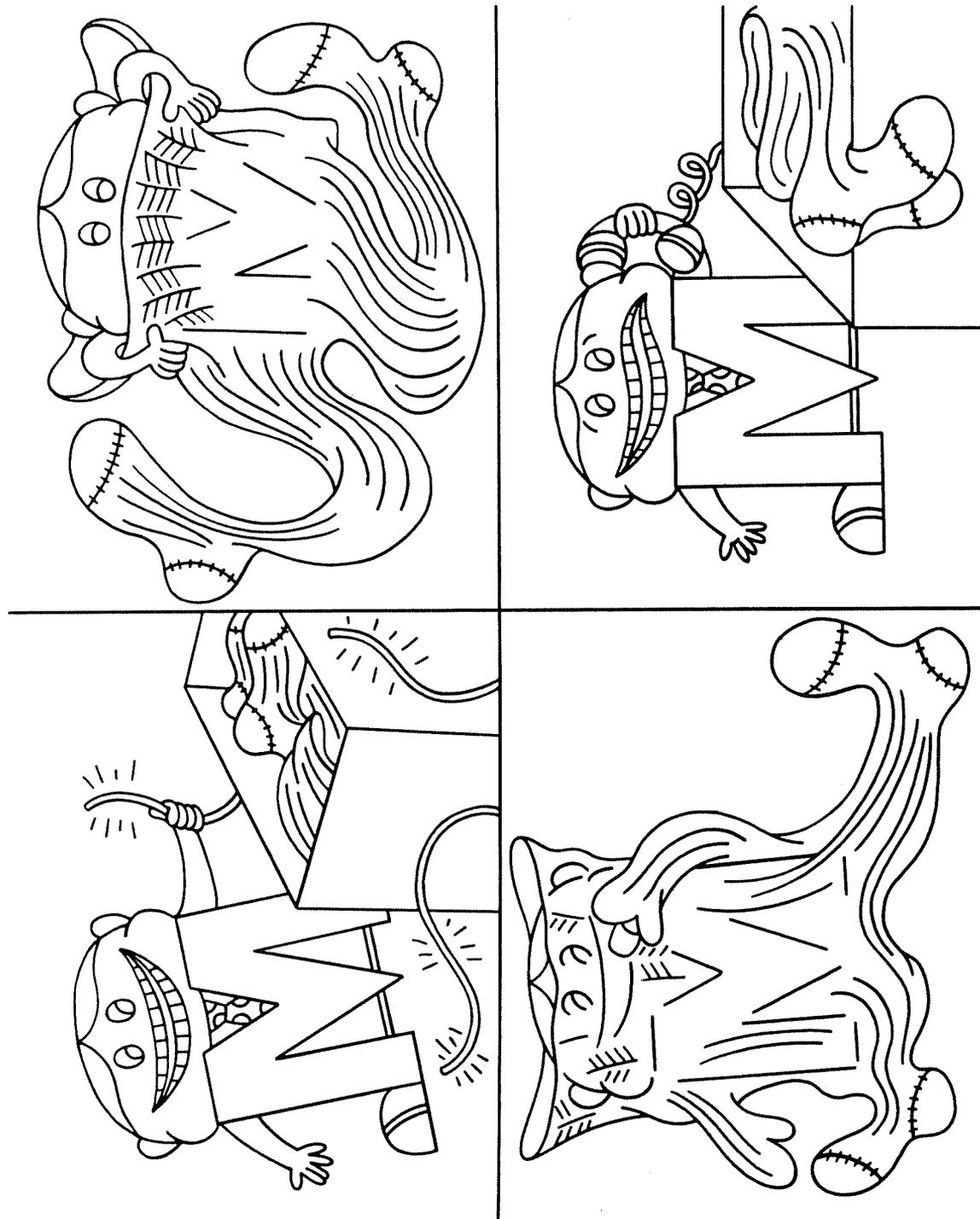


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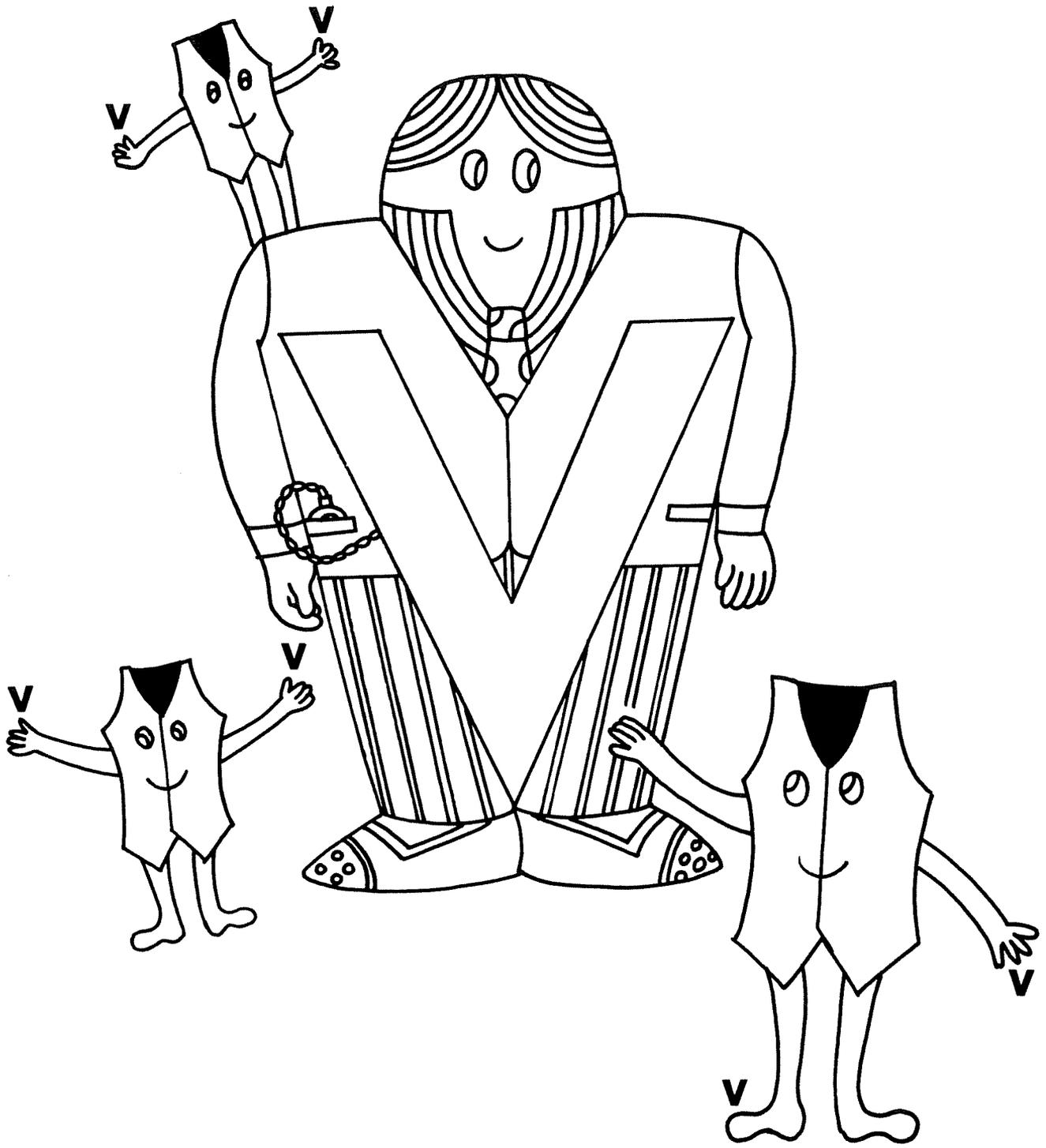


NAME \_\_\_\_\_



Ask your child to tell you what happened when Mr. S sent Mr. M a pair of Super Socks. (The socks were so long, they covered Mr. M's Munching Mouth.)

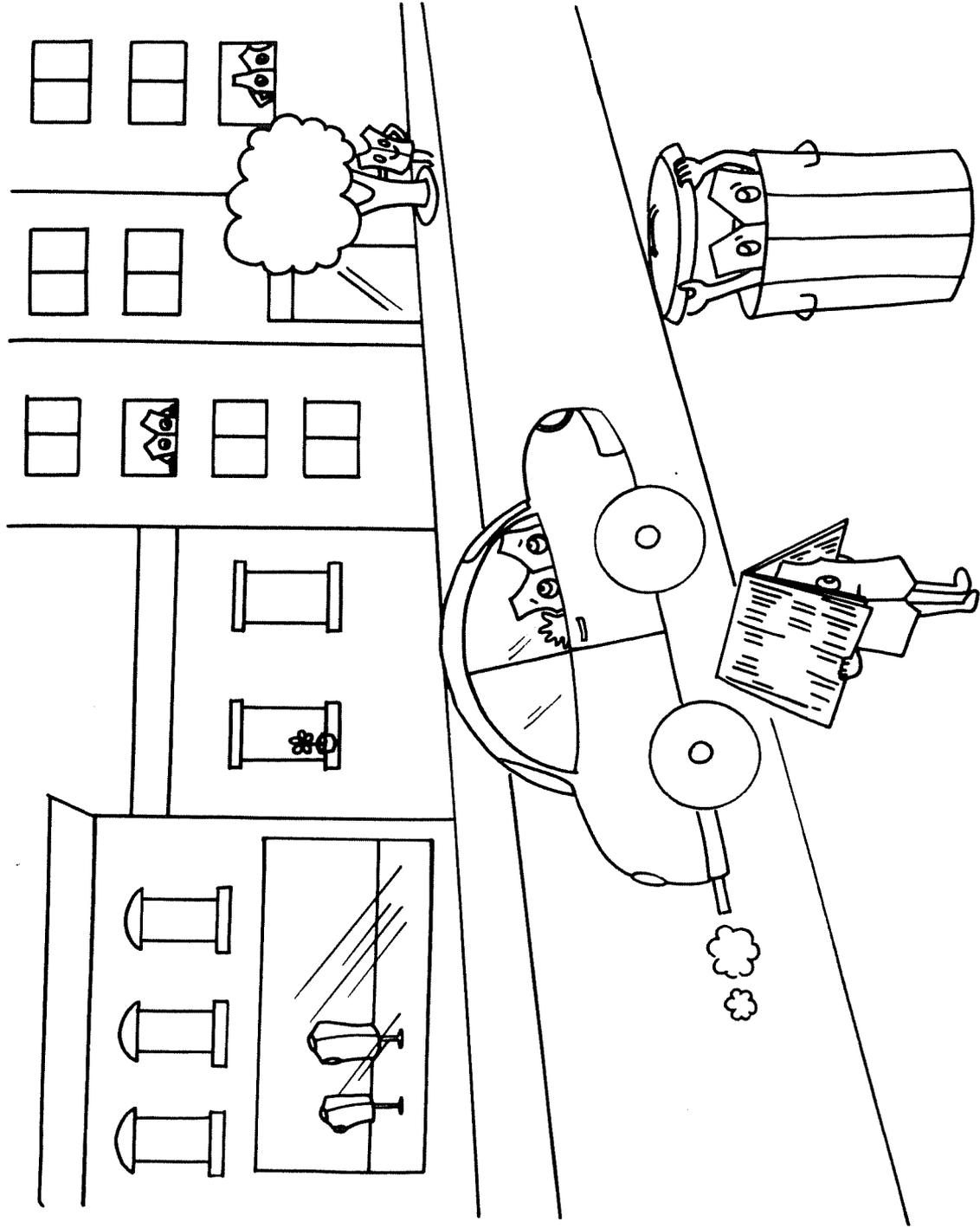
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This is a page out of Mr. V's storybook. Let your child tell you about Mr. V and the Vanishing Vests.

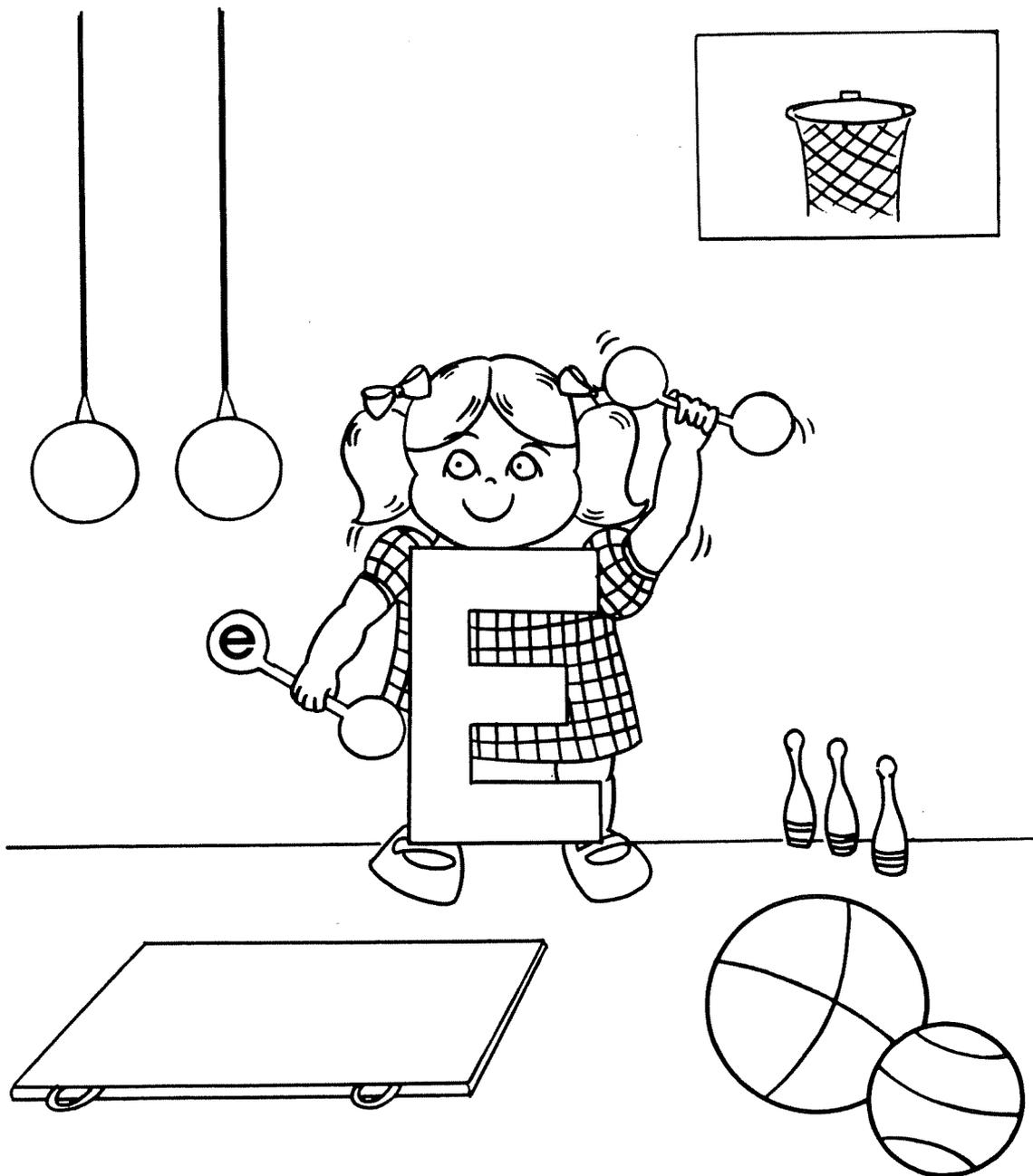
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Let your child tell you where the vests are hiding. (in a car; under a newspaper; in a garbage can; behind windows; under a tree)

NAME \_\_\_\_\_

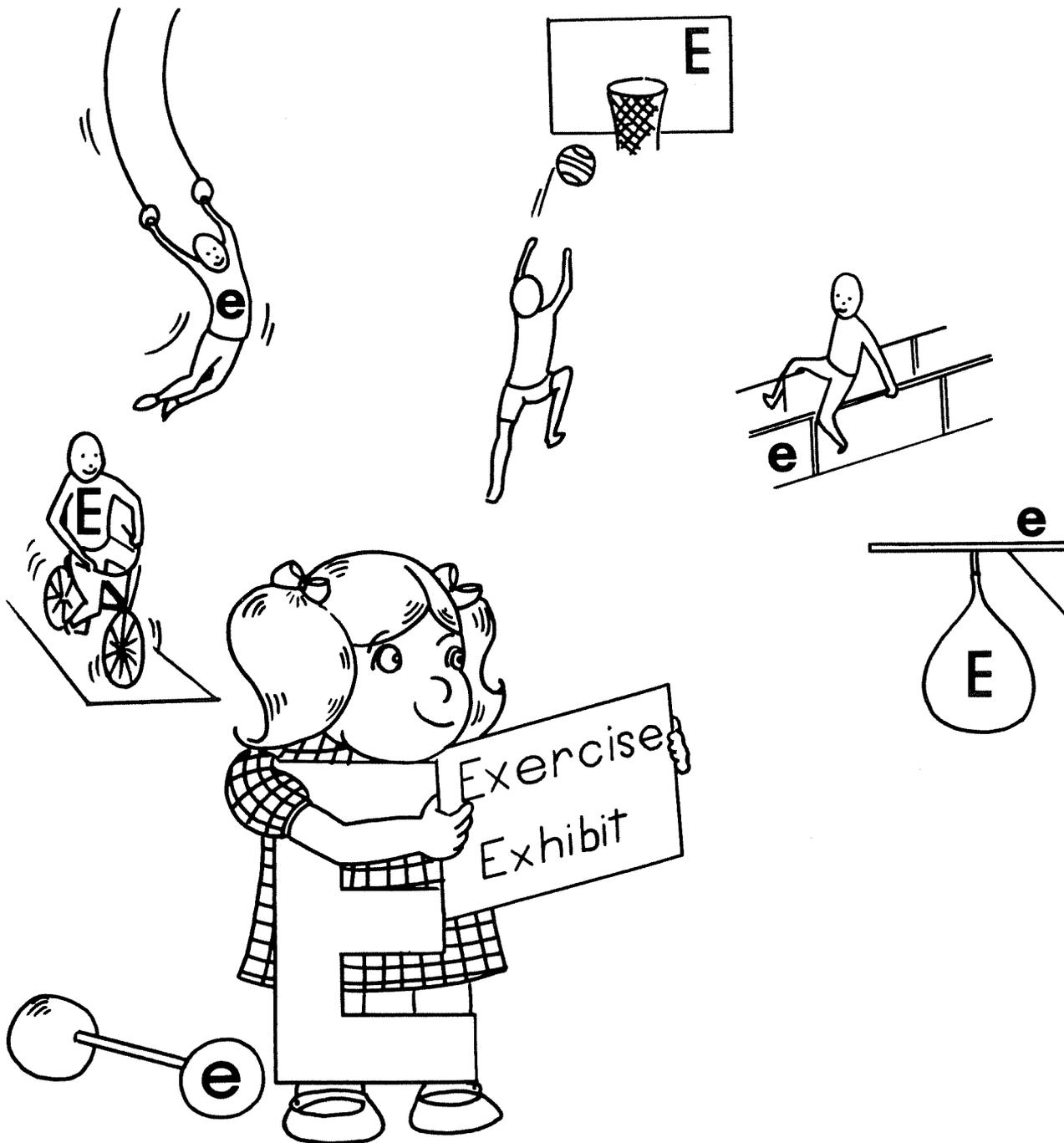
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Ask your child to tell you what Miss E does to become strong. (Exercise)

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Ask your child to show you some of the exercises at Miss E's Exercise Exhibit.

NAME \_\_\_\_\_

Dear Parents:

Your child has met six new Letter People:

Mr. B Mr. Z Mr. P Mr. S Mr. V and Miss E.

The class helped Mr. B explain to his Beautiful Buttons why it is important to keep promises. They helped Mr. Z figure out why zig zag zippers were a problem to people who wanted to use Zipping Zippers.

Mr. P brought the children their very own picture books to read. The story told about Mr. P's popping Pointy Patches. Mr. S sent Super Socks to Mr. M. The class had to figure out why Mr. M couldn't munch while wearing Super Socks. We also helped Mr. S soak, scrub, and squeeze his socks while washing them with super soap.

Vain Mr. V with his Violet Velvet Vest brought the children a big colorful storybook called **Vanishing Vests!** They also heard this story dramatized on a record, and perhaps saw a related colorful filmstrip.

Miss E, the second Letter Girl to arrive, performs many daily Exercises. Her story was on a record too.

By now we hope you have heard your child sing some of the songs and tell some of the stories that make up the enjoyable learning experience that is ALPHA TIME.

Sincerely,

NAME \_\_\_\_\_

