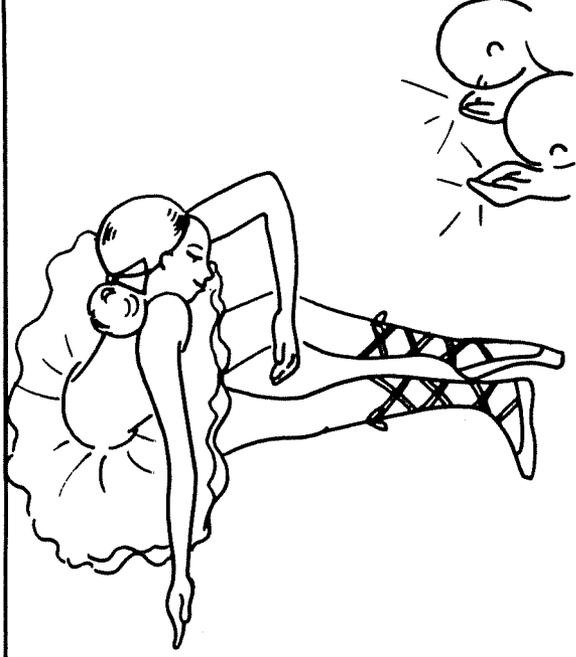
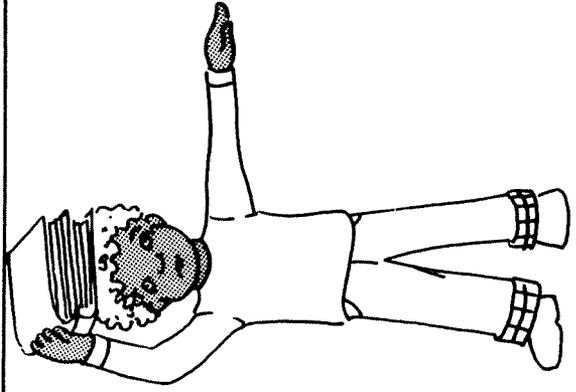
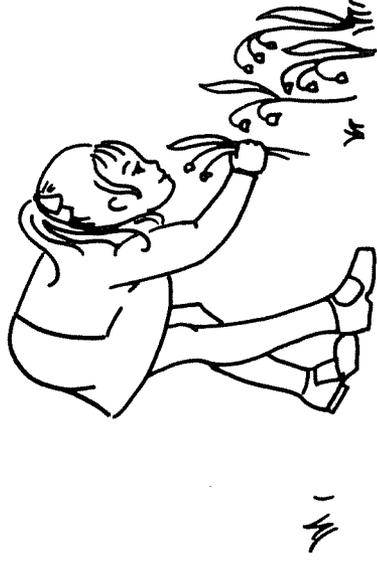
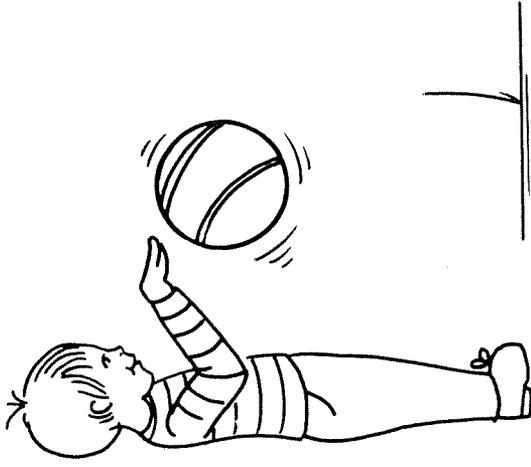
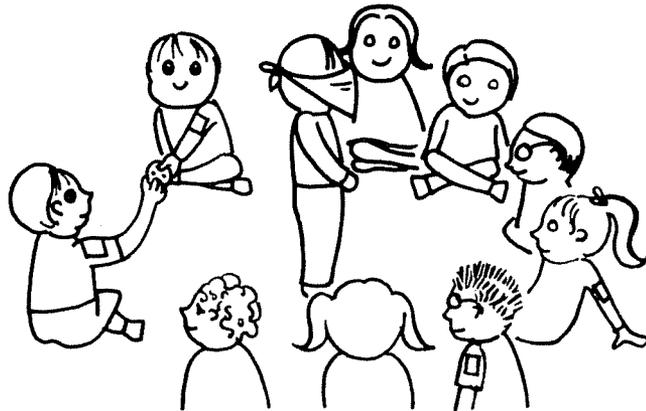


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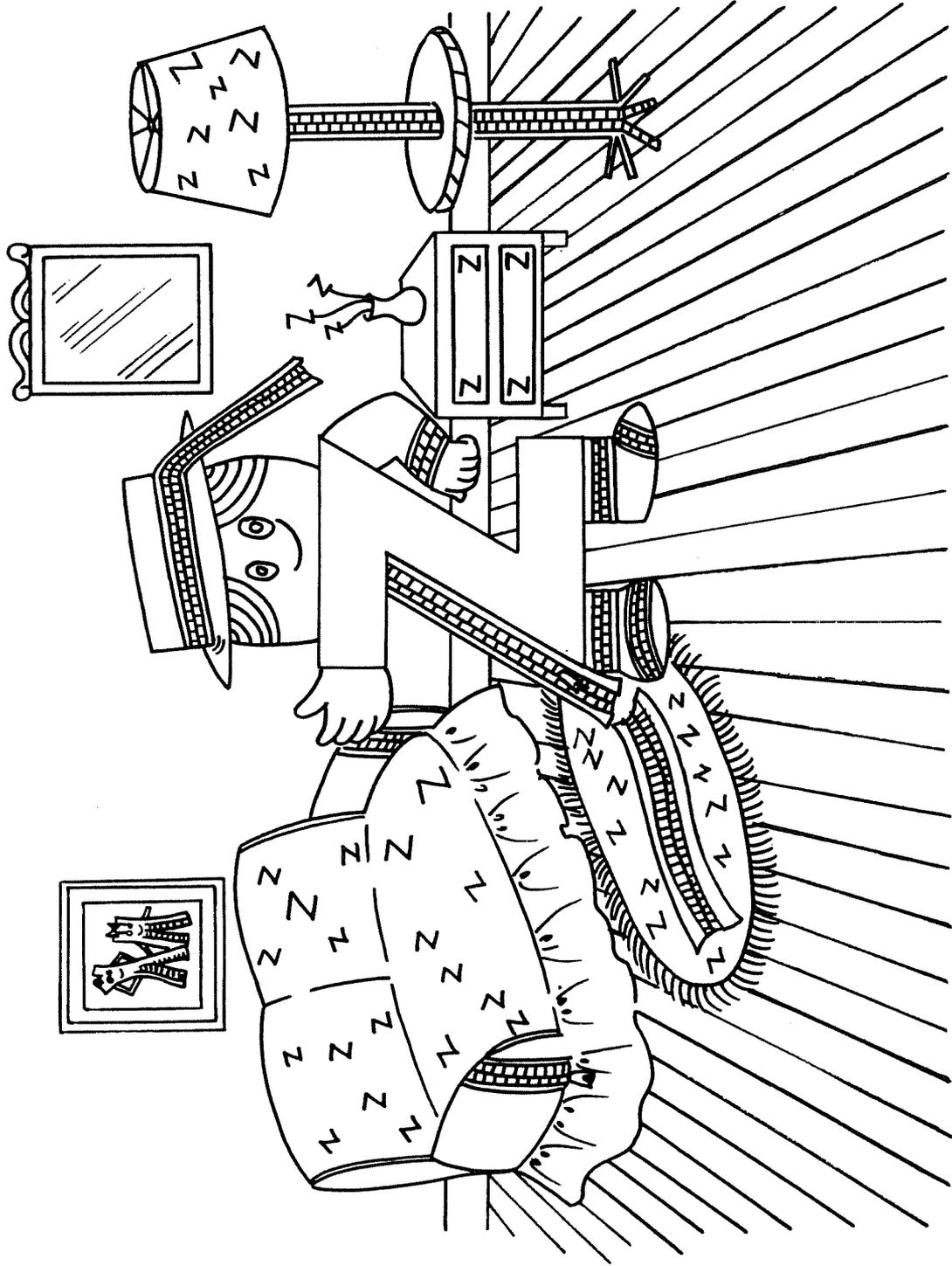
Discuss Mr. B's "doing words" with your child. (i.e., bouncing, bending, bowing)

NAME _____



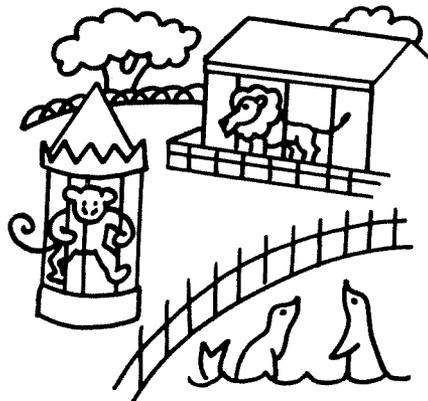
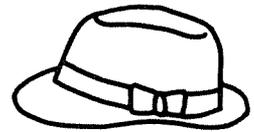
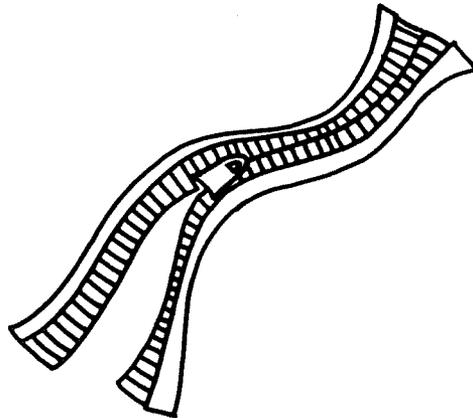
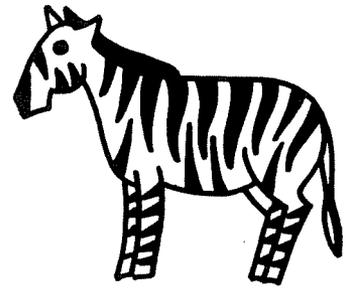
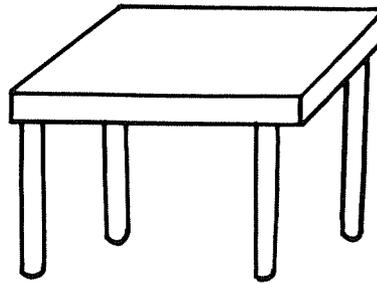
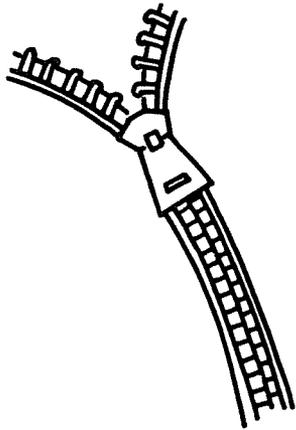
Your child will tell you how to play the game "Button, Button, Who Has the Button?"

NAME _____



Mr. Z has a Zany house. Let your child tell you about the Zipper furniture.

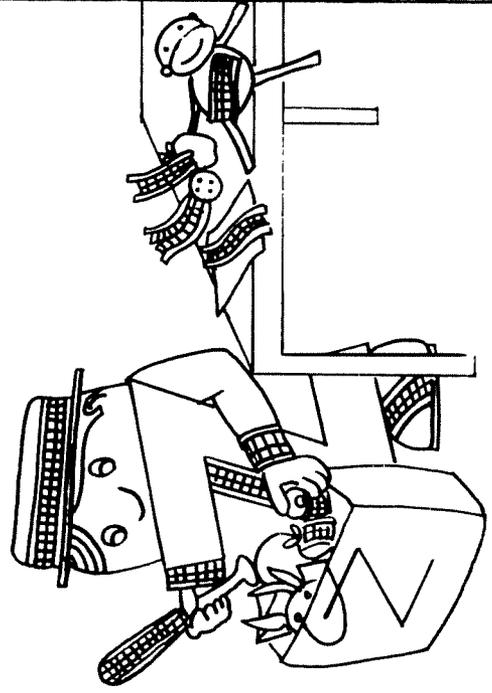
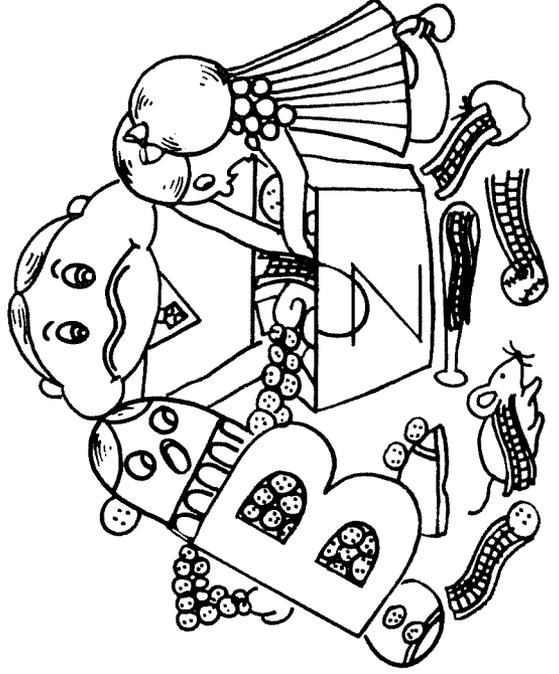
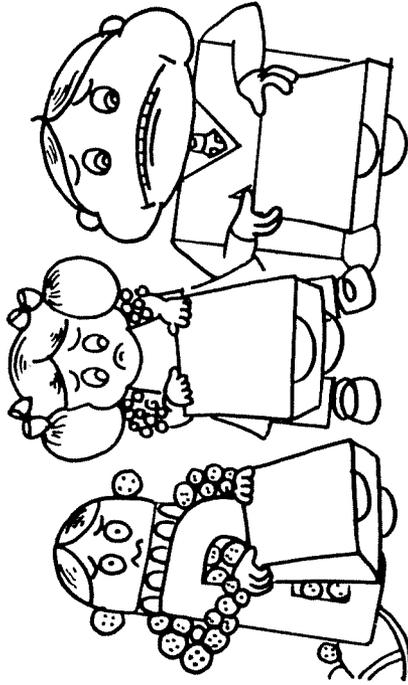
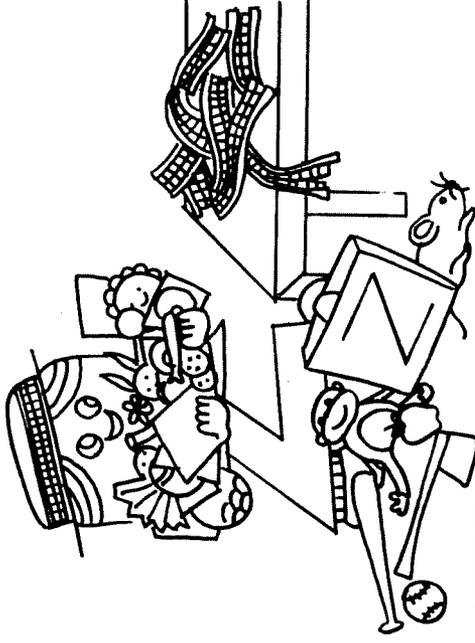
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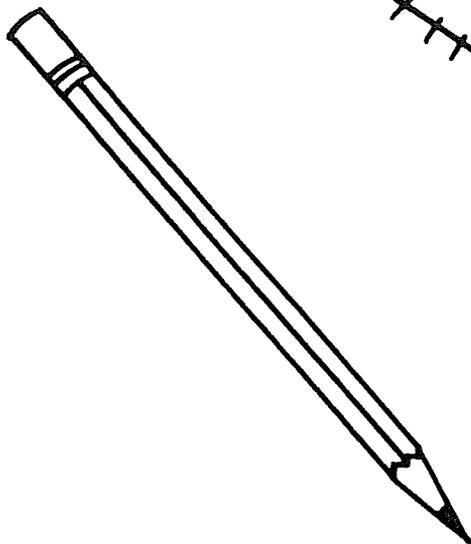
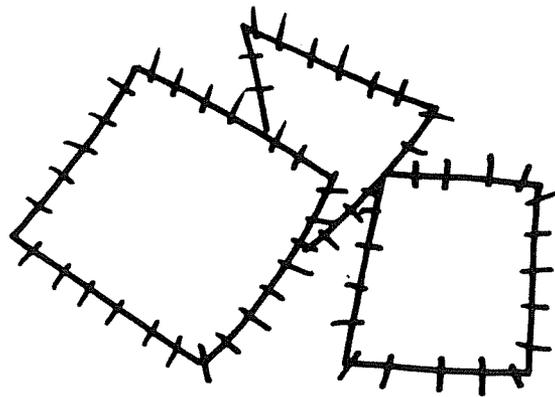
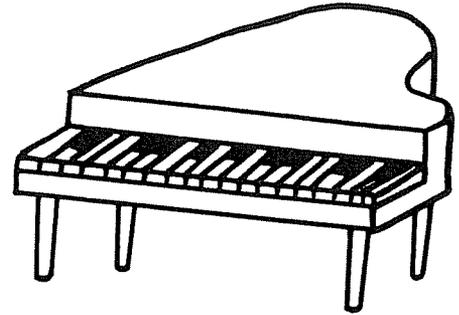
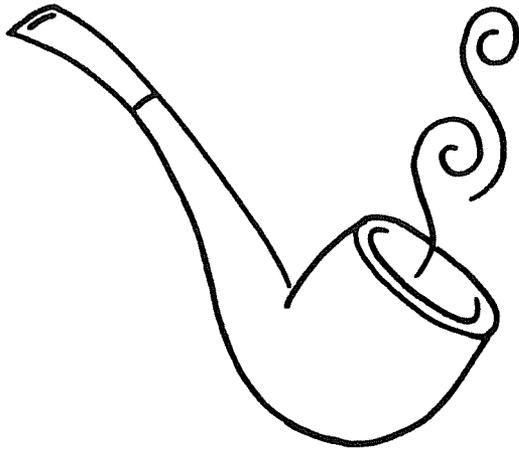
Today your child played "Zagic." When Mr. Z's Zipping Zipper touches an object its name starts with the Z sound. (e.g., table—zable; hat—zat; mouse—zouse) Other words begin with Z without "Zagic." (zebra, zoo, zipper)

NAME _____



Today Mr. Z played "Zagic" with things that belonged to the other Letter People. Ask your child what happened.

NAME _____

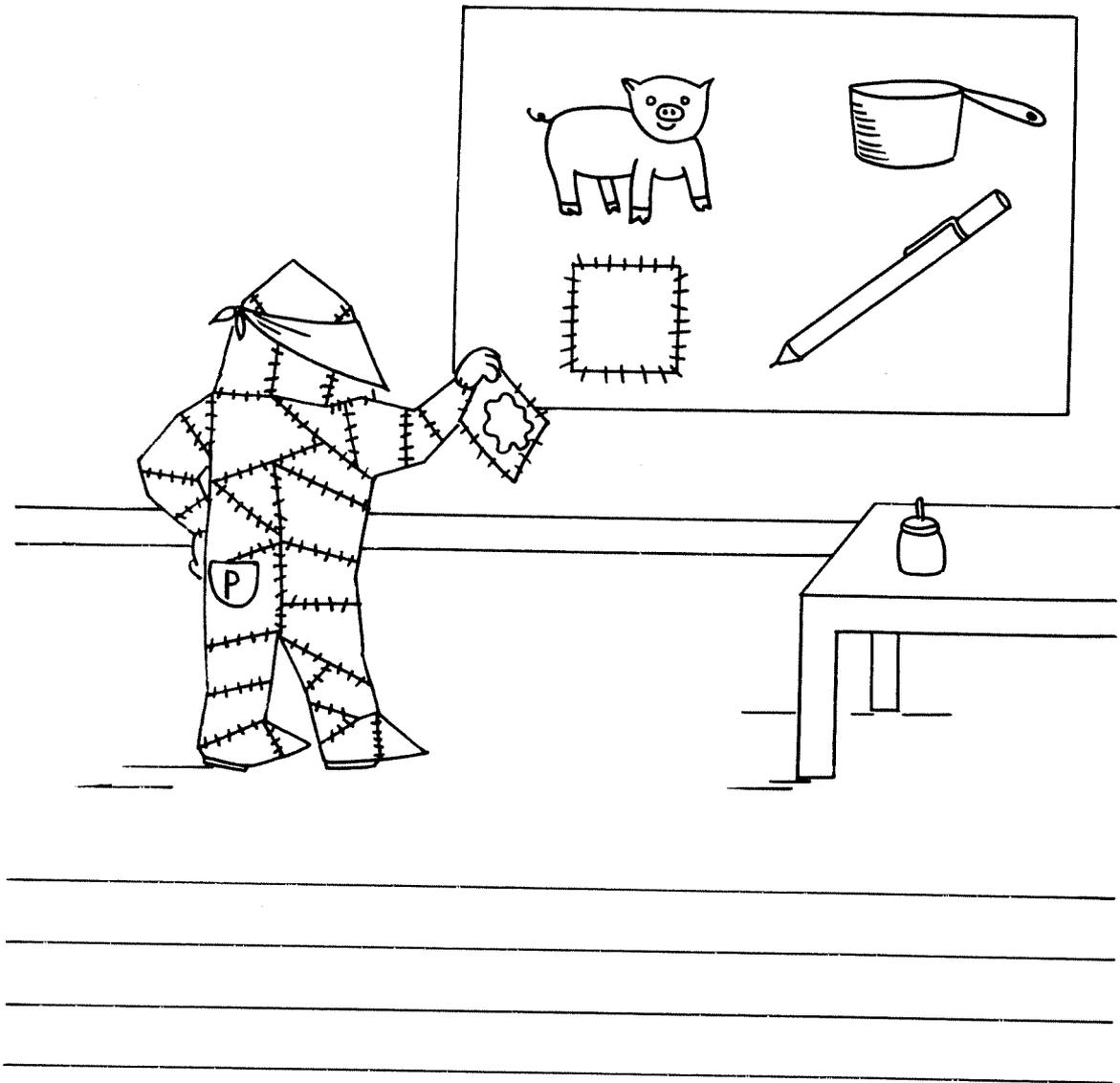


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Let your child tell you the names of the pictures that start with Mr. P's Pointy Patches sound.

NAME _____

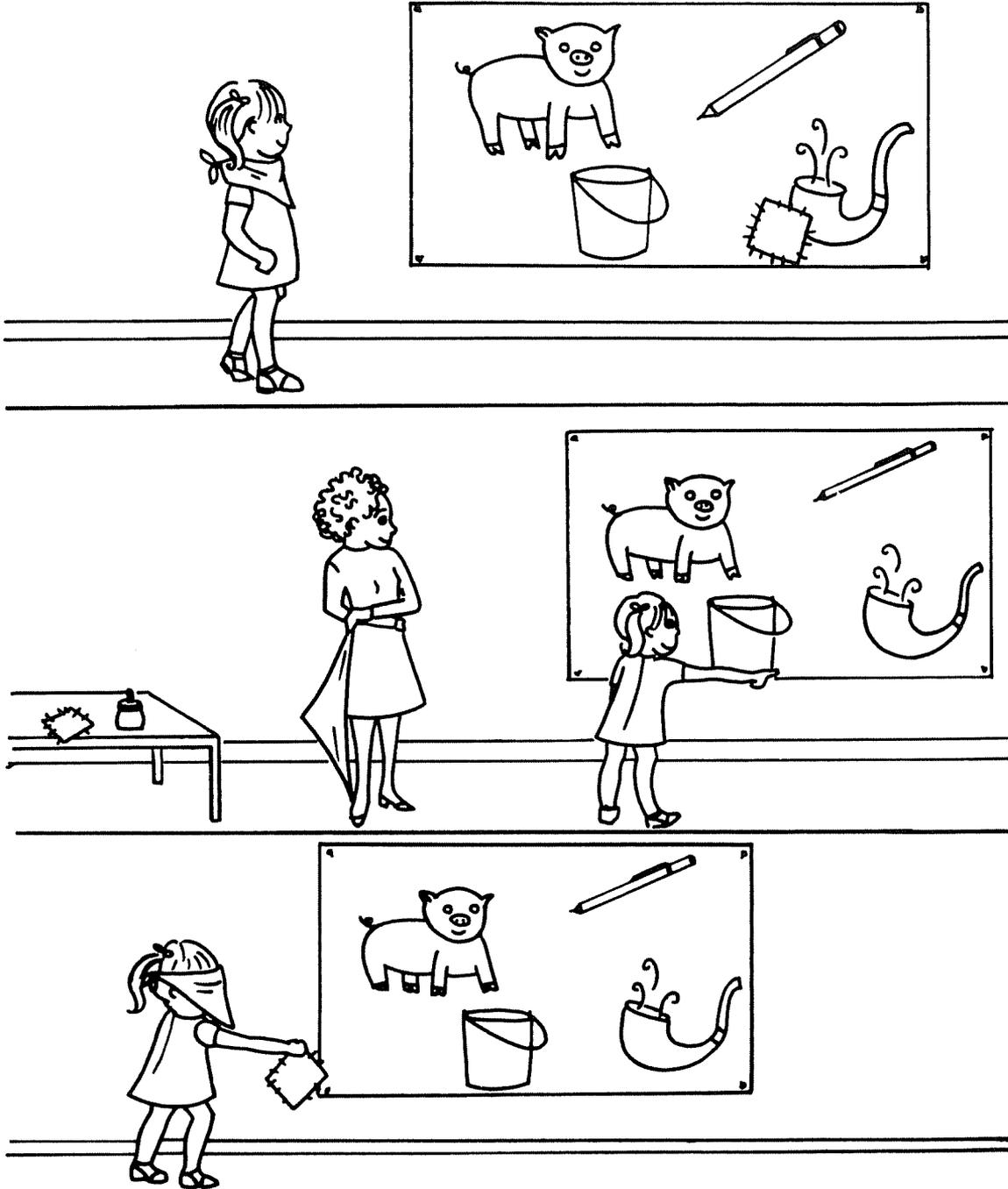
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Do you know how to play "Paste the Patch?" Perhaps your child can tell you.

NAME _____

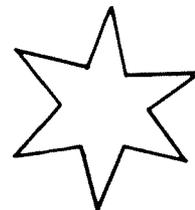
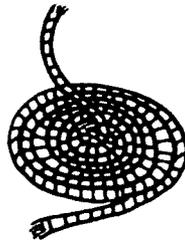
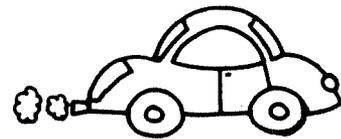
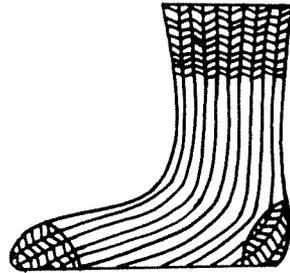
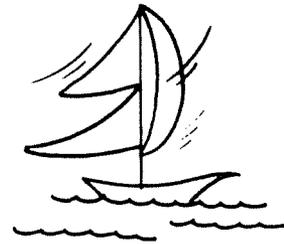
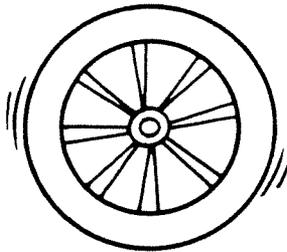
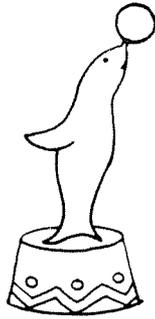
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The directions of a game were mixed up and had to be put into order. Ask your child to tell you why the directions were incorrect.

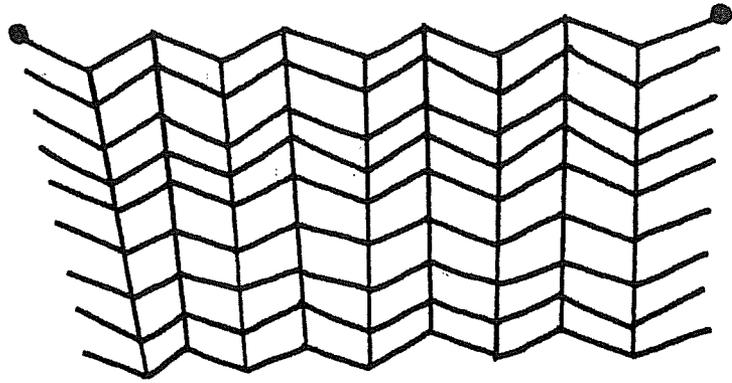
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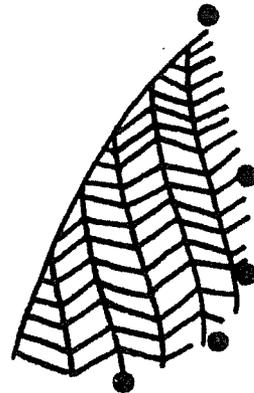
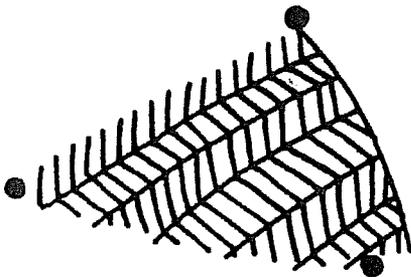


Each of the picture words that begin the same way as Super Socks has another picture that rhymes. Let your child explain. (seal—wheel; pail—sail; soap—rope; car—star)

NAME _____

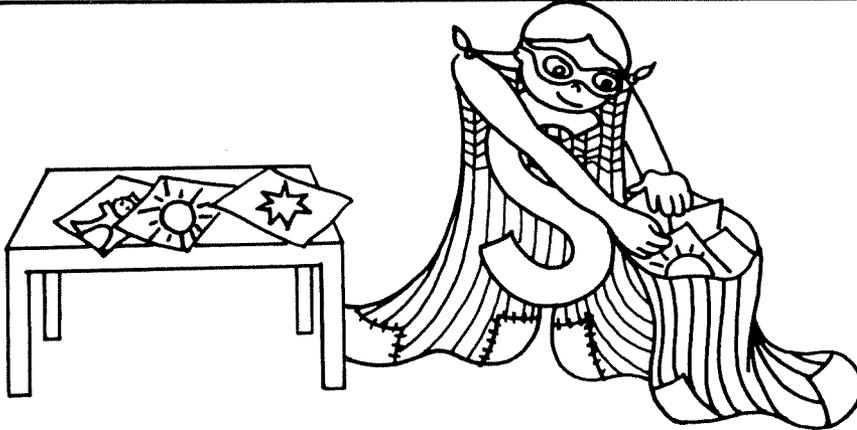
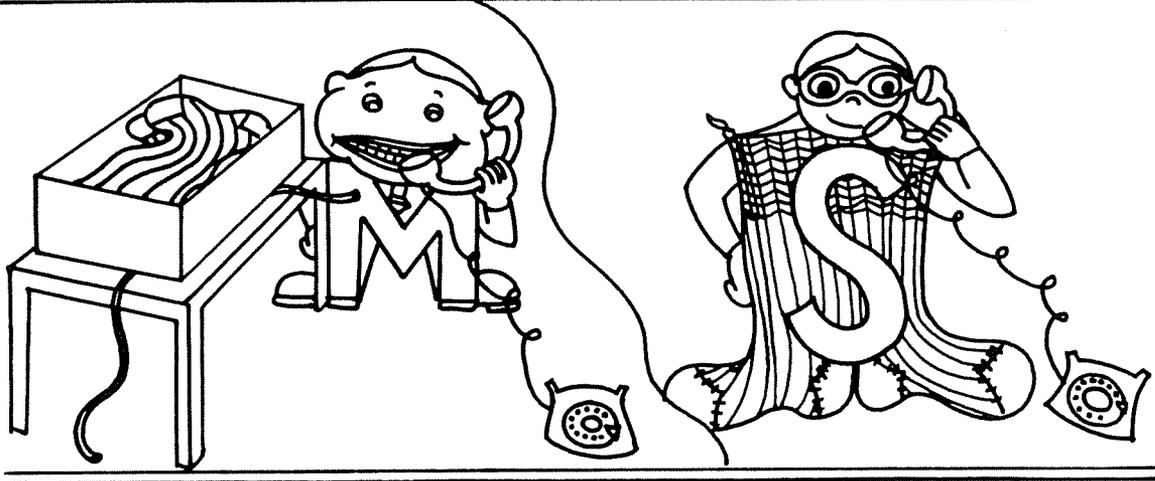
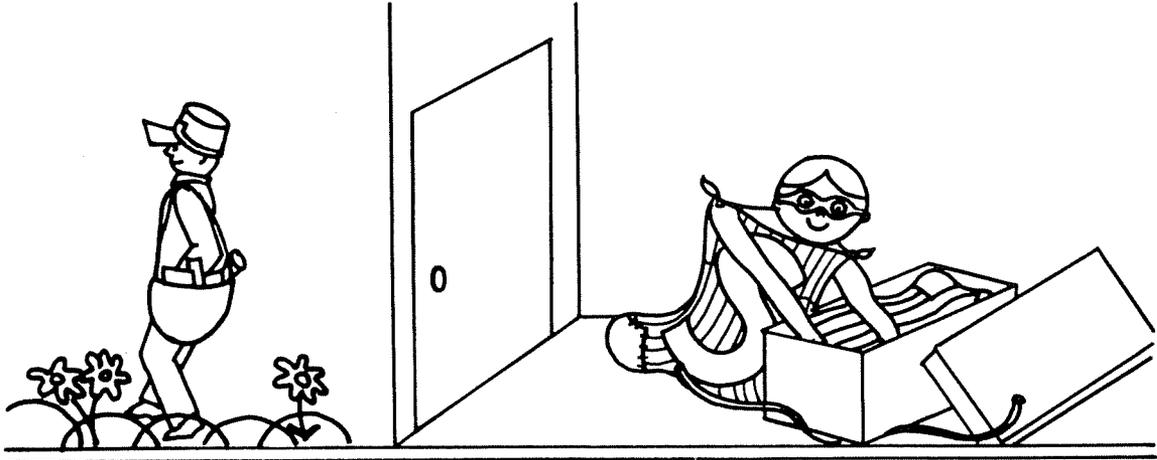


Mr. S says:
"A Super Surprise
Is what you'll see,
Simply follow
The spots with me."



Your child connected the spots and had a super surprise. (a Super Sock)

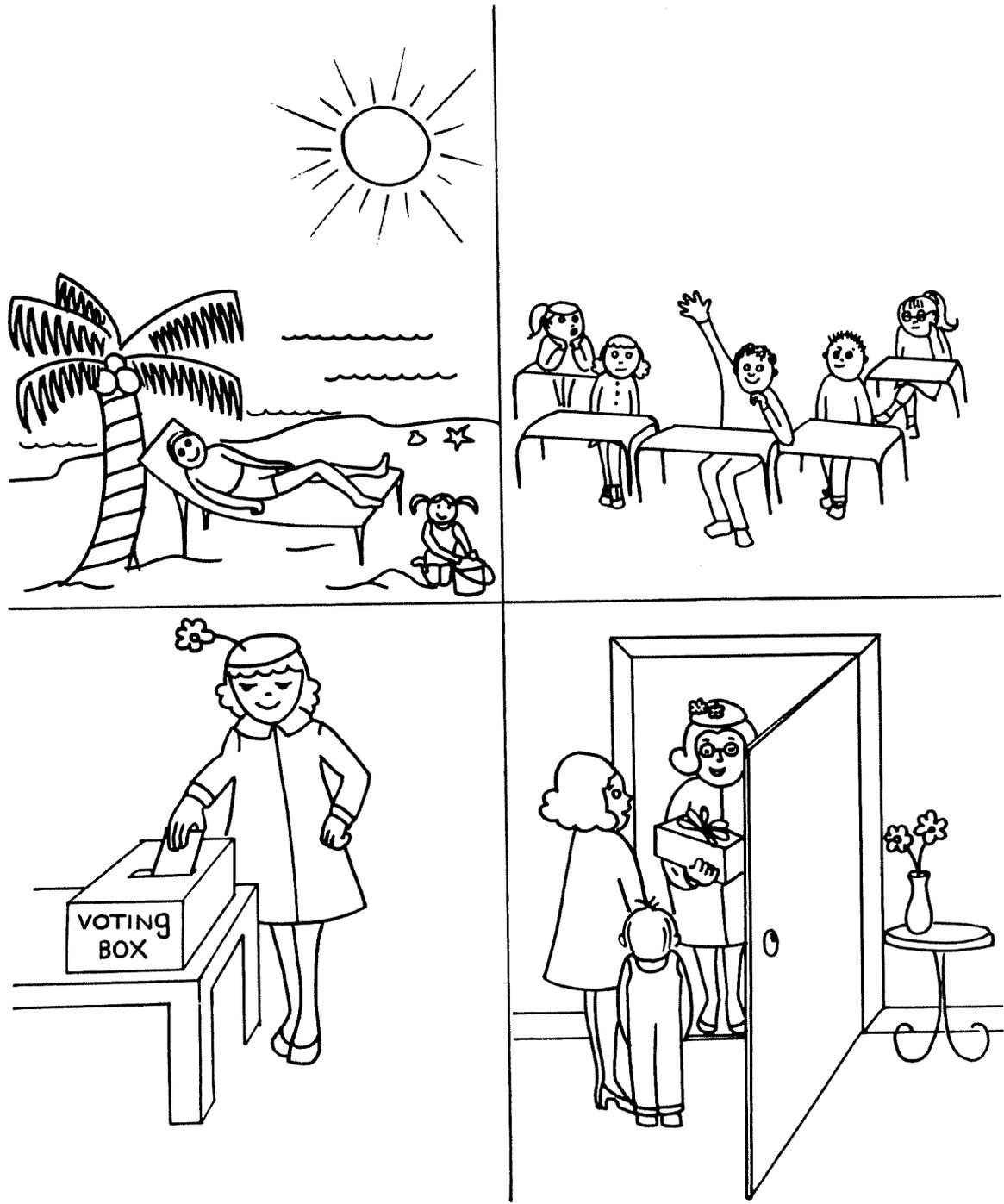
NAME _____



Mr. M sent a surprise with Mr. S's Super Socks. Ask your child to tell you what it was. (pictures that begin with the S sound)

NAME _____

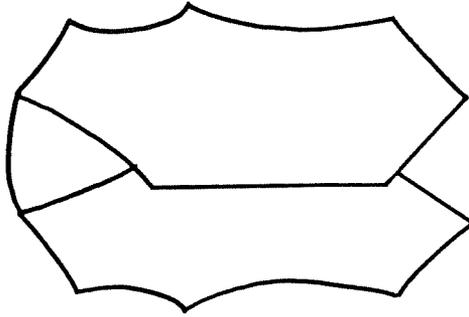
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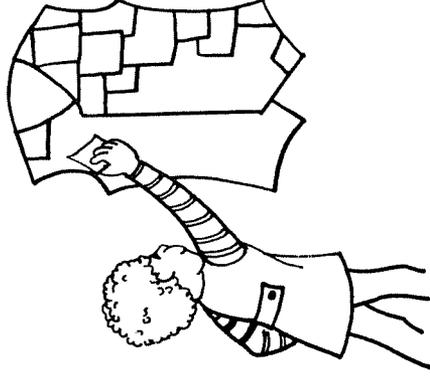
Today some difficult words were discussed. They all belong to Mr. V. Can your child remember them by looking at the pictures? (vacation, volunteer, vote, visit)

NAME _____

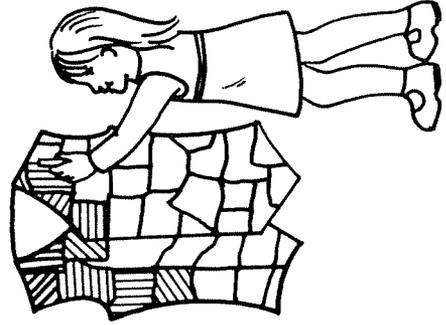
Vest



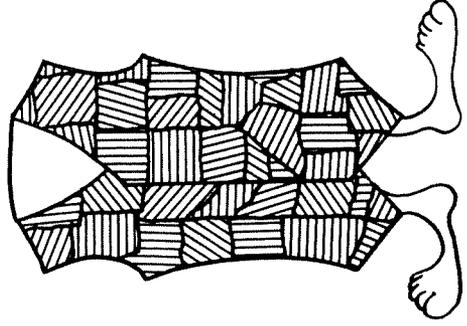
Velvet Vest



Violet Velvet Vest

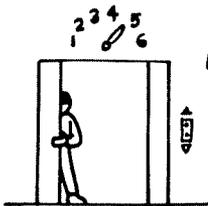
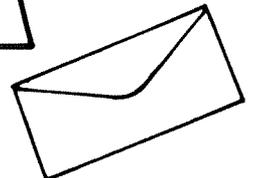
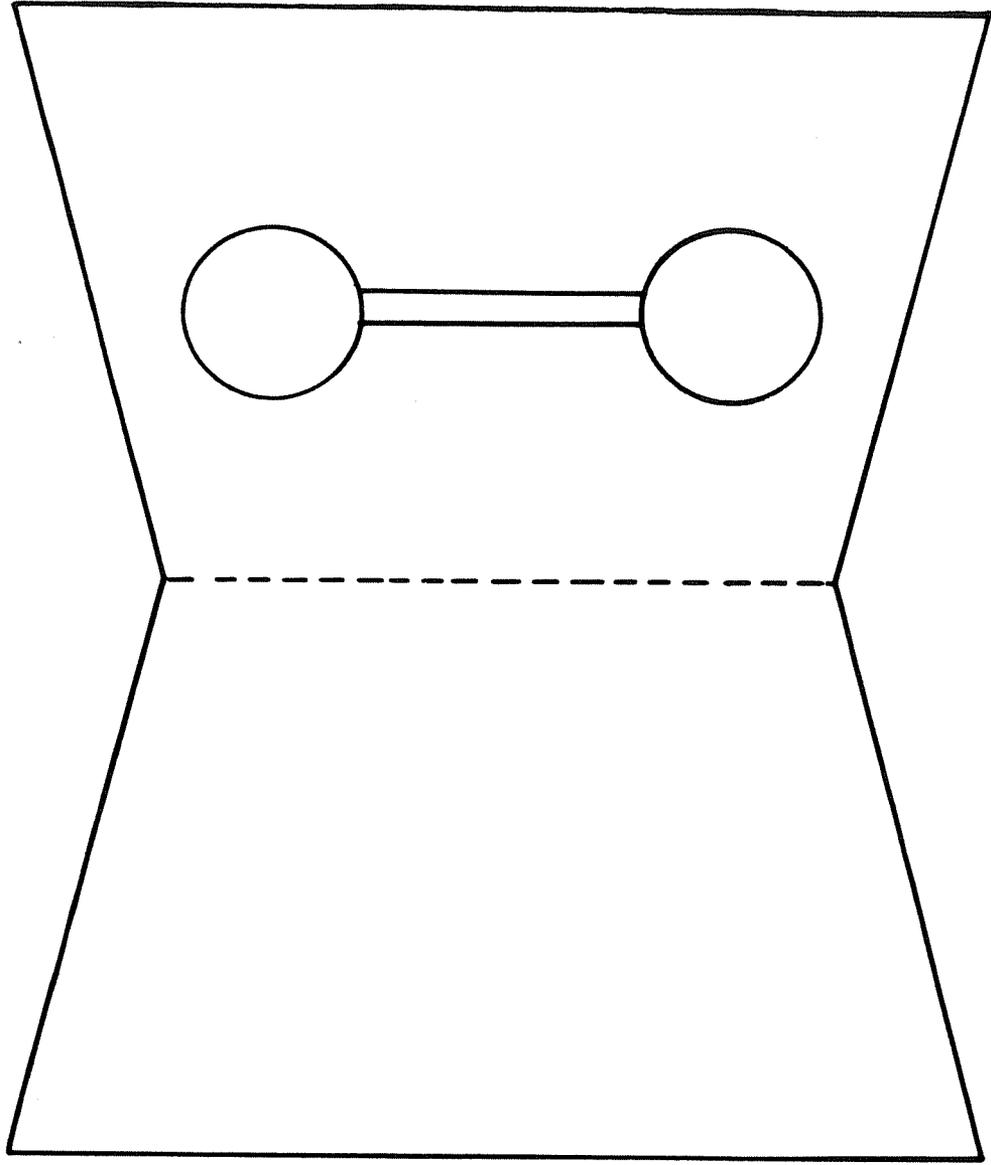
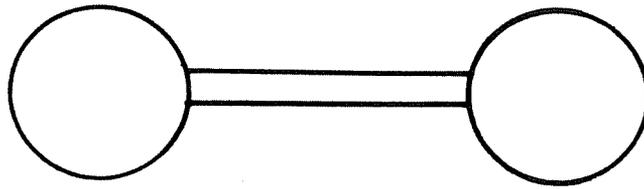
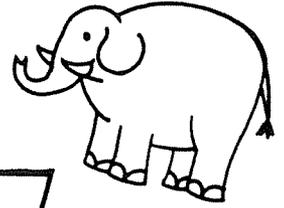
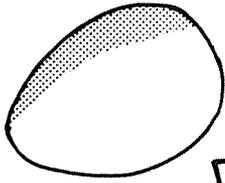


Visiting Violet Velvet Vest



Ask your child to tell you how a vest became a Visiting Violet Velvet Vest.

NAME _____



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Help your child to cut out the pictures and to make a "bag" for Miss E and name the pictures before they are put inside. (egg, elephant, elevator, envelope)

NAME _____

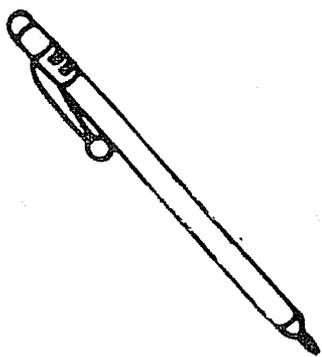
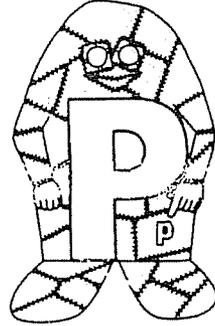
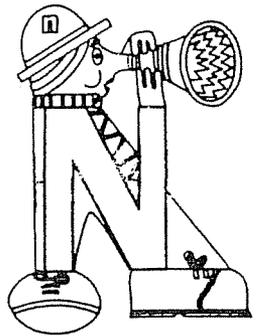
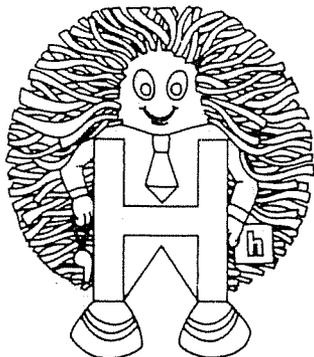
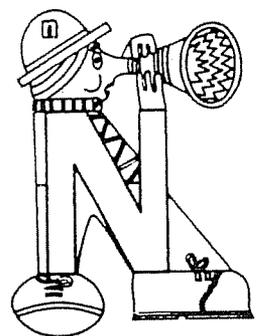
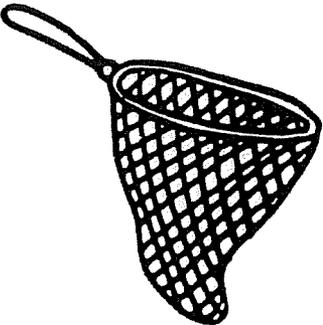
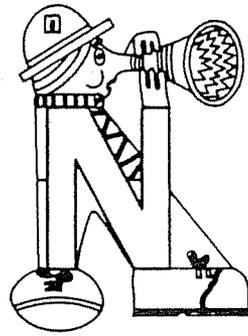
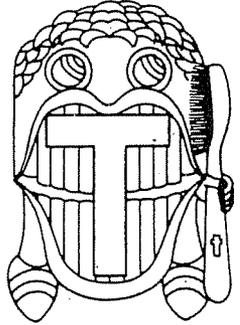
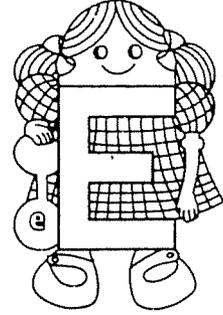
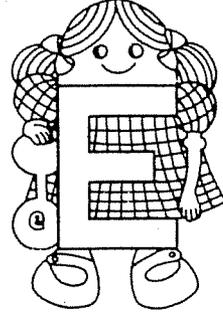
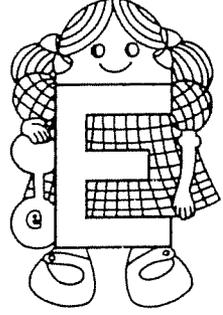
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Let your child tell you about Miss E's experiences at the department store. (Miss E enters; Miss E goes up in the elevator; The candy machine is empty; Miss E exits.)

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Miss E played the "In the Middle" game. Her sound may be heard in the middle of the word. (pen, hen, net)

NAME _____

Dear Parents:

The children have now learned the sounds that are made in words by

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

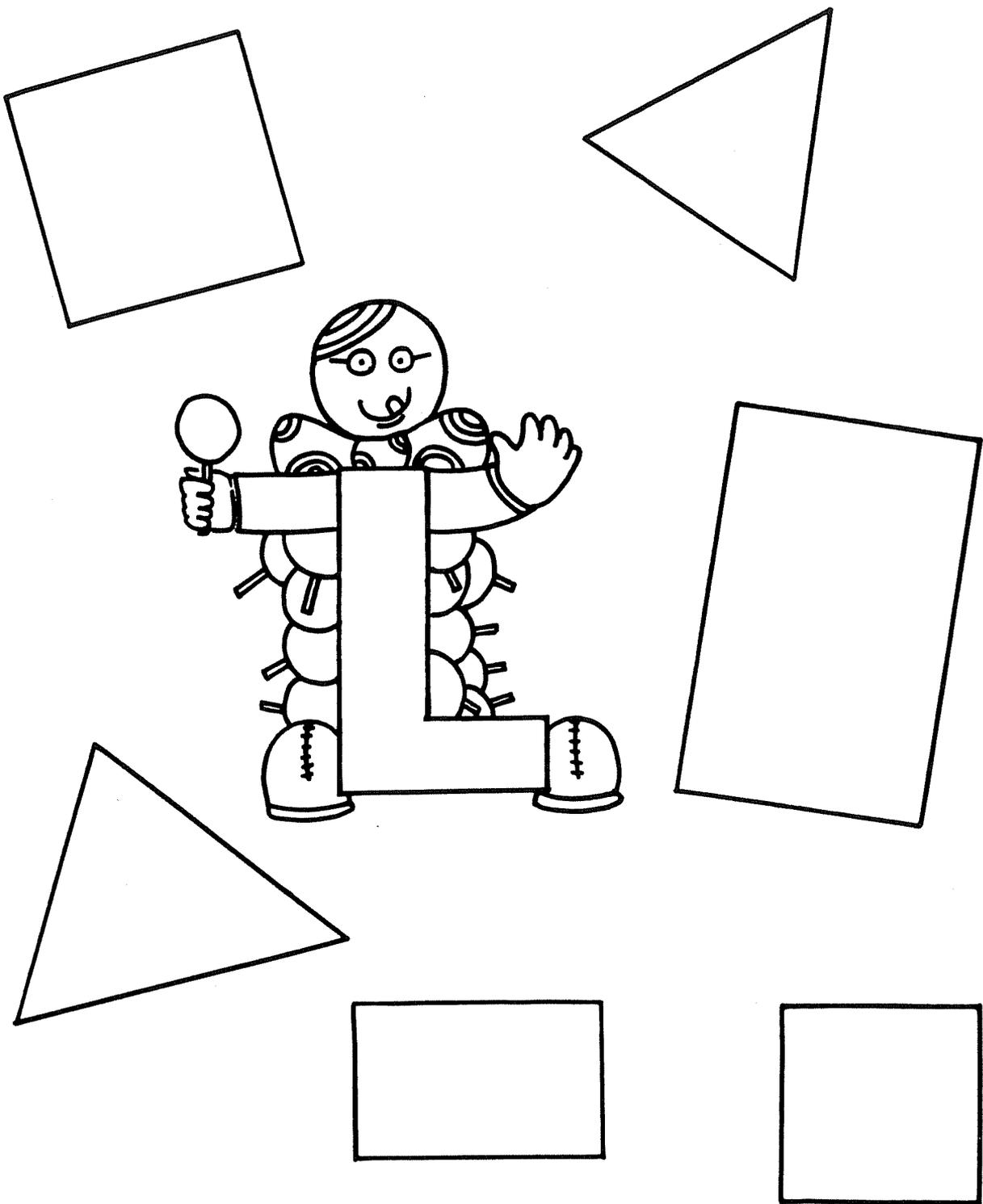
Perhaps you have helped your child listen for words that begin with these Letter People's sounds. Going on a sound hunt looking for words that begin with special sounds is a good way of spending "nothing to do" time.

Miss E's sound, which comes from Exercise, can be heard in the middle of words such as **bed**, **net**, and **pen**. Her sound can also be heard at the beginning of words, such as **elephant**, **egg**, and **elevator**.

In the lessons we just completed, your child has practiced using the powers of reasoning. We have also had several experiences in logical thinking. Let your child figure things out and see how logical these budding thought processes can be!

Sincerely,

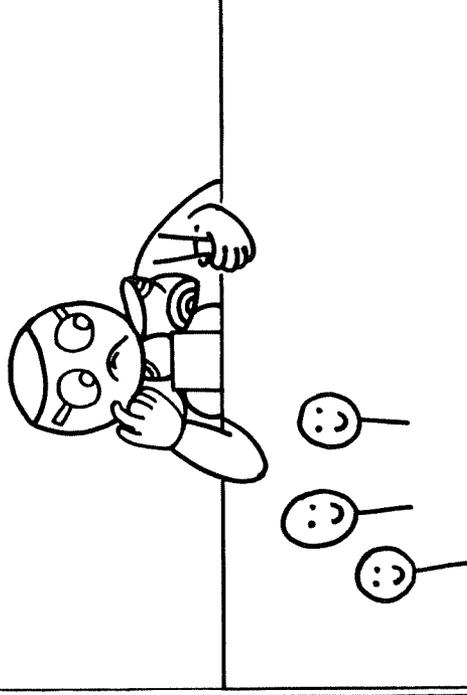
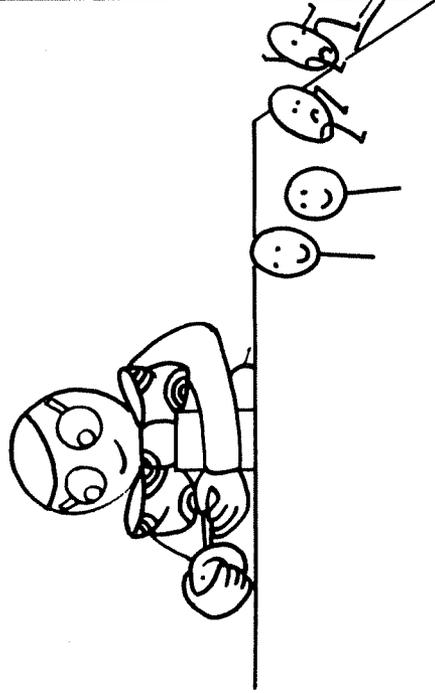
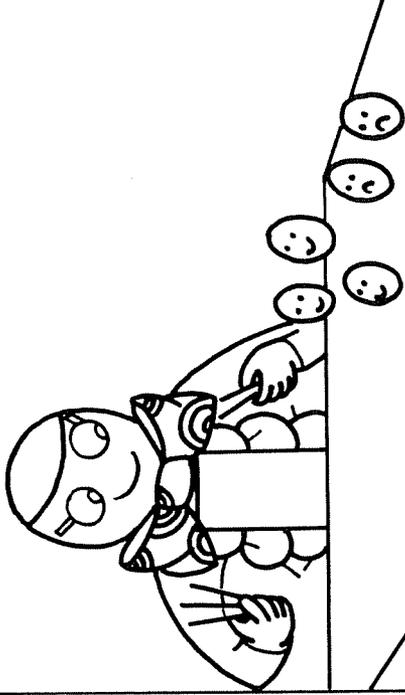
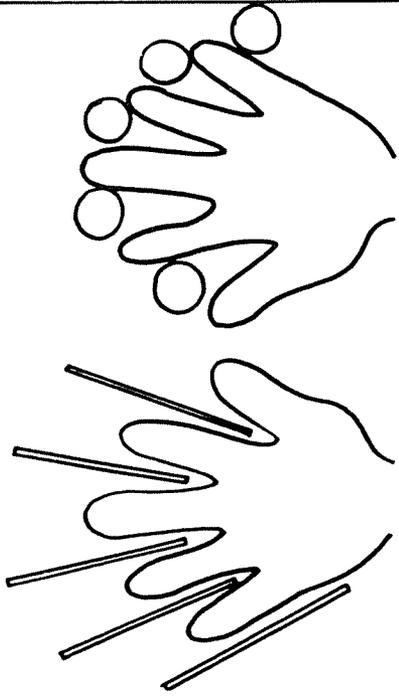
NAME _____



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Today Mr. L and the children discussed different shapes a lollipop may be. Perhaps your child can remember the name of some of the shapes.

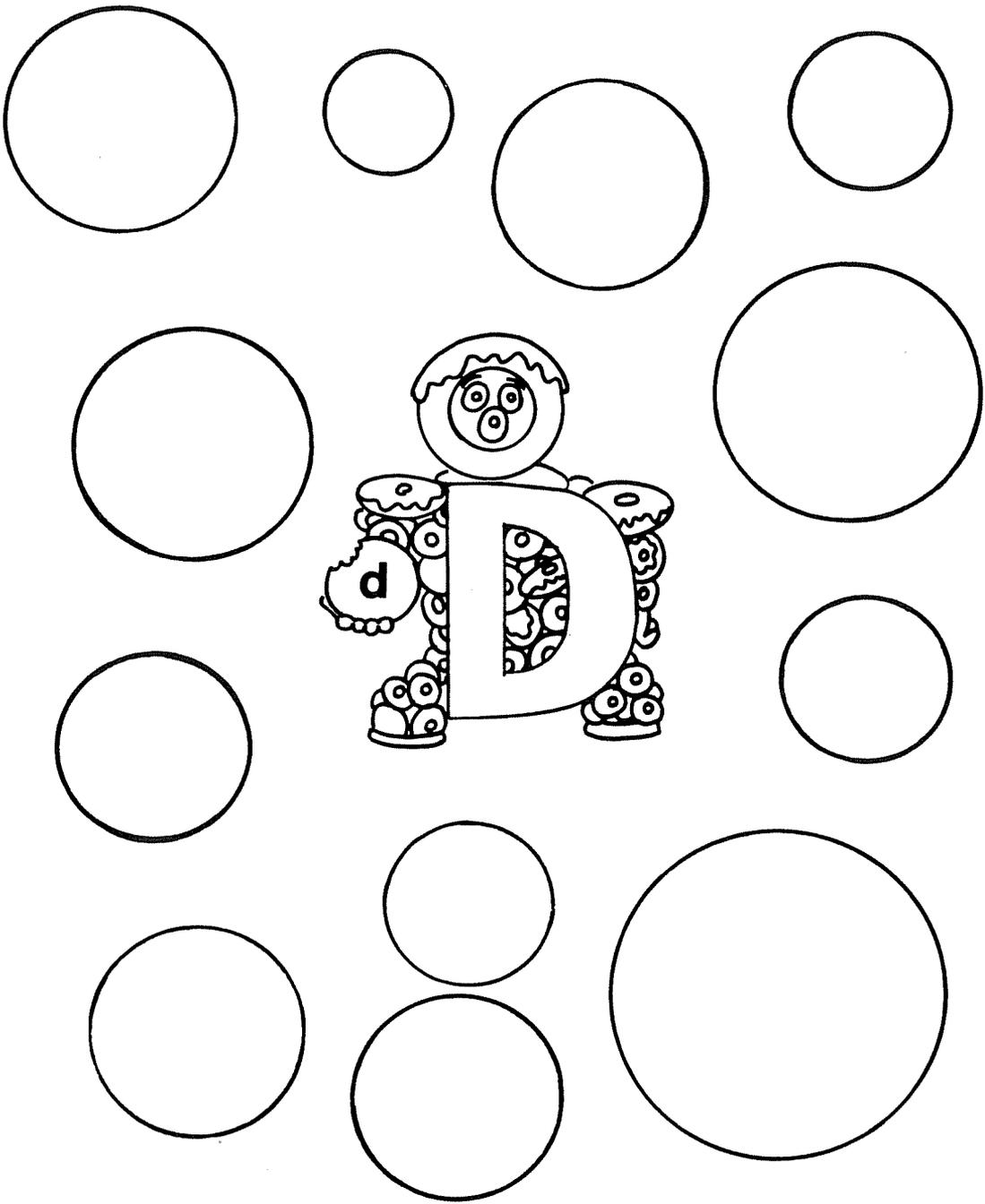
NAME _____



Let your child tell what happened when Mr. L tried to put 5 sticks on 5 lollies.

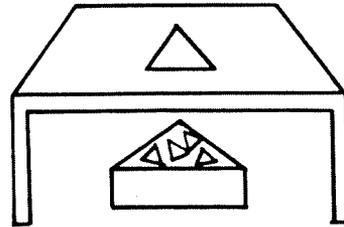
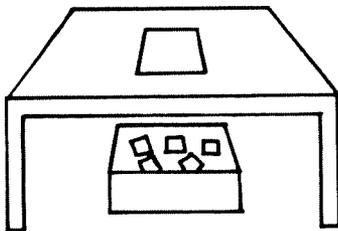
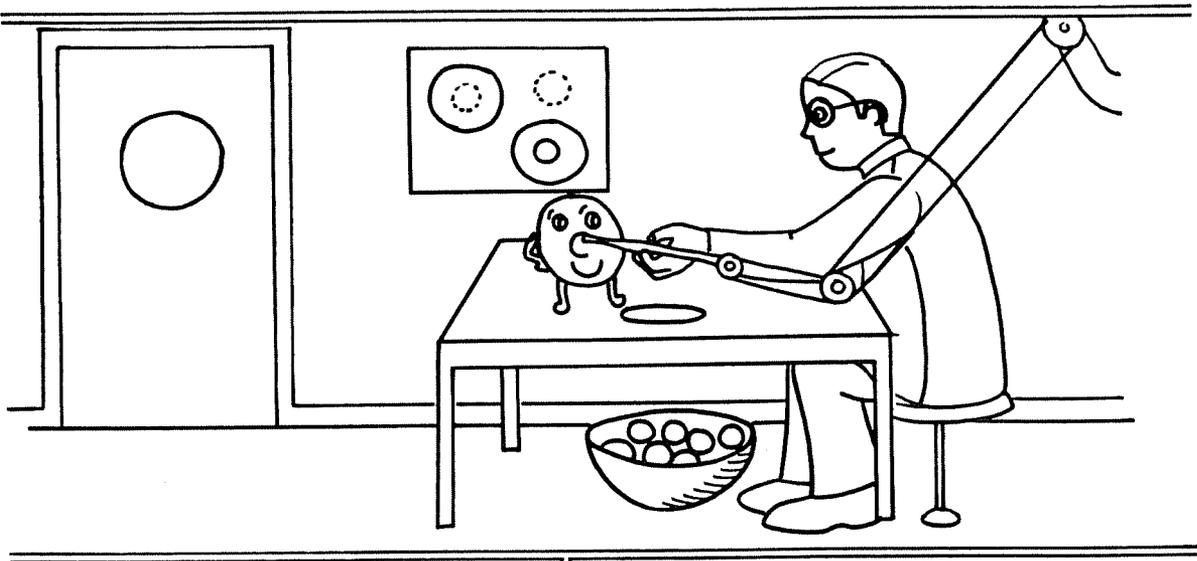
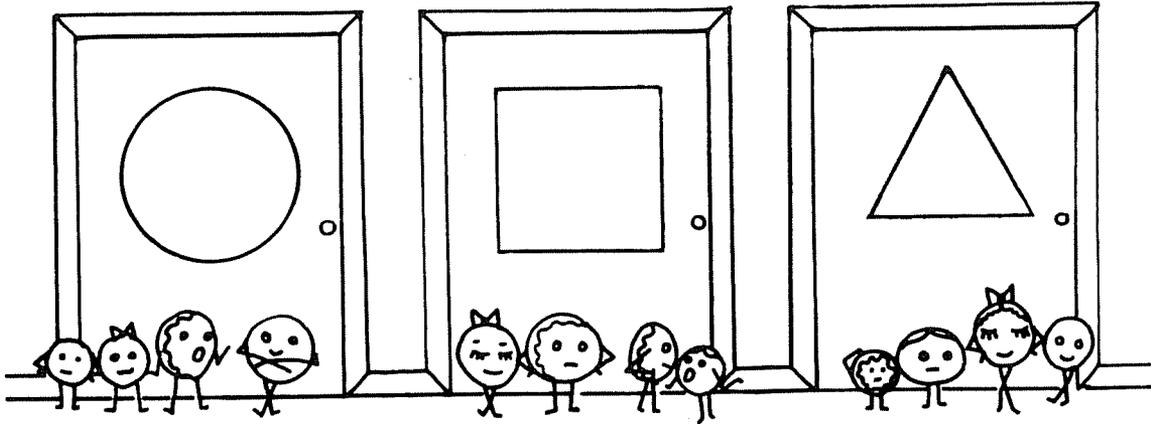
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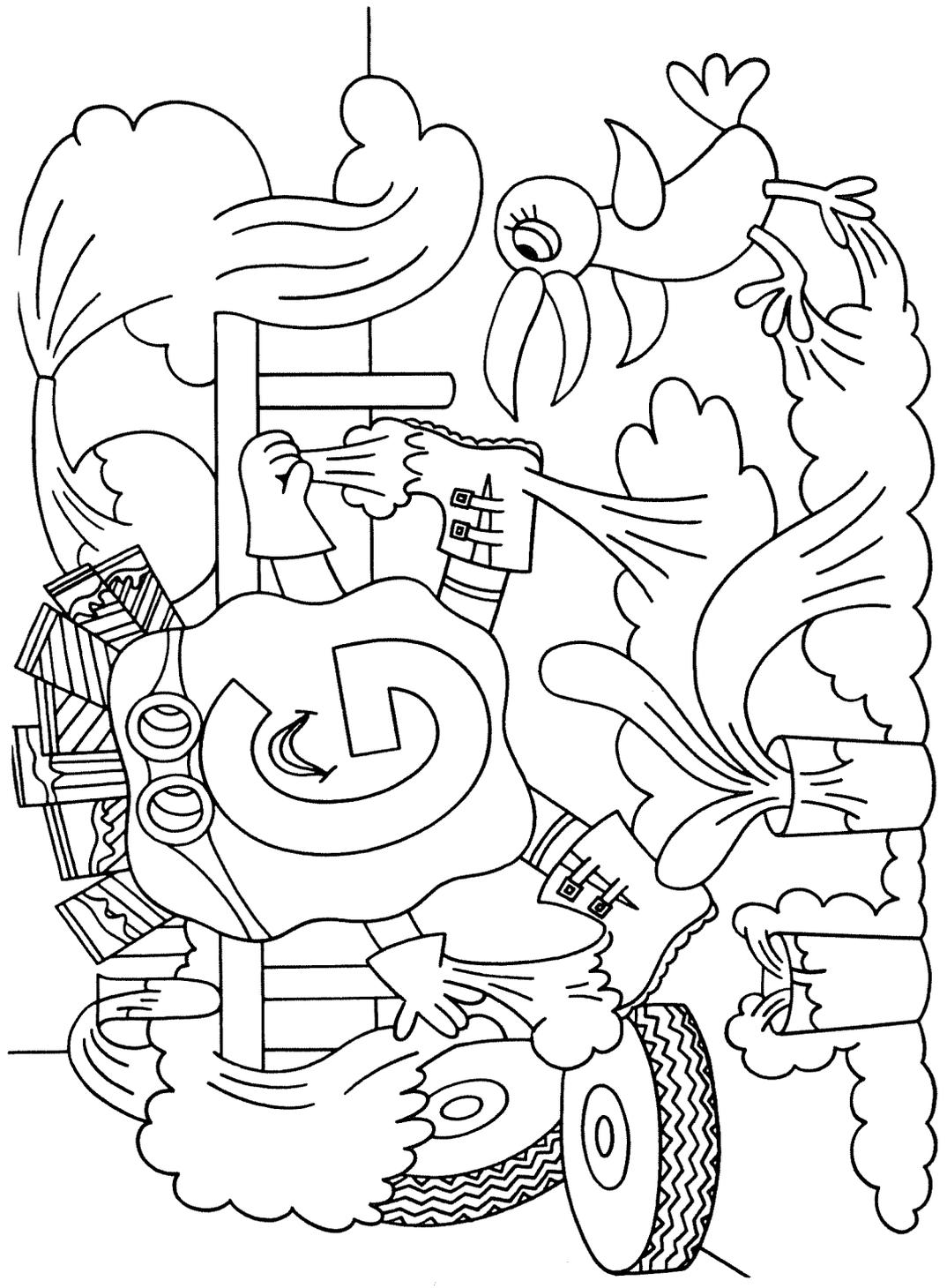
Mr. D's Delicious Doughnuts come in different styles and sizes. Can your child find the biggest one?

NAME _____



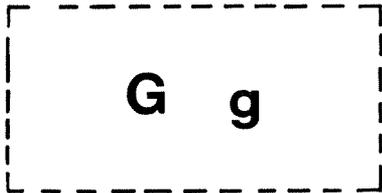
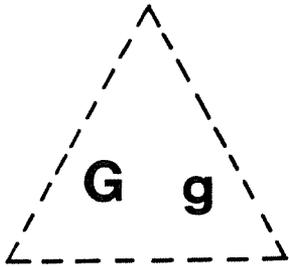
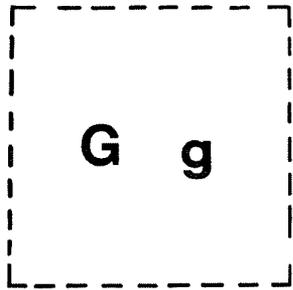
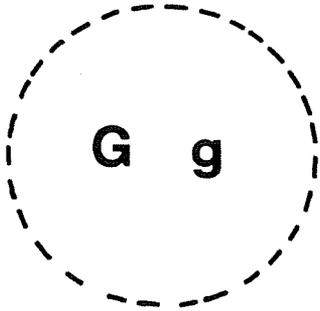
Ask your child to tell you about the different shaped holes the Doughnut Dentist drilled.

NAME _____



This is a copy of a giant colored picture card. Perhaps your child will tell you how the Gooney bird helped Mr. G find the gooiest Gooney Gum in the world.

NAME _____



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Goody Gum may be ordered by shape. Which shape does your child prefer?

NAME _____

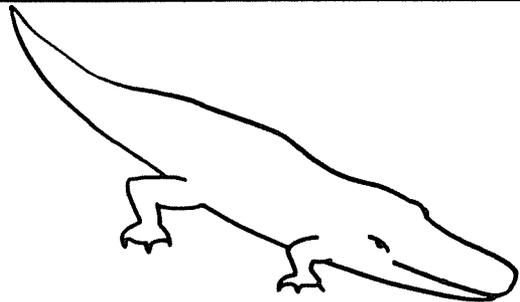
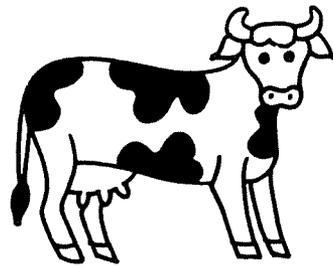
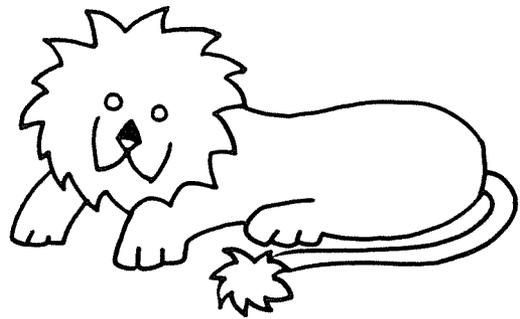
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Mr. C comes from Cotton Candy Land. Help your child find some Cotton Candy in this picture.

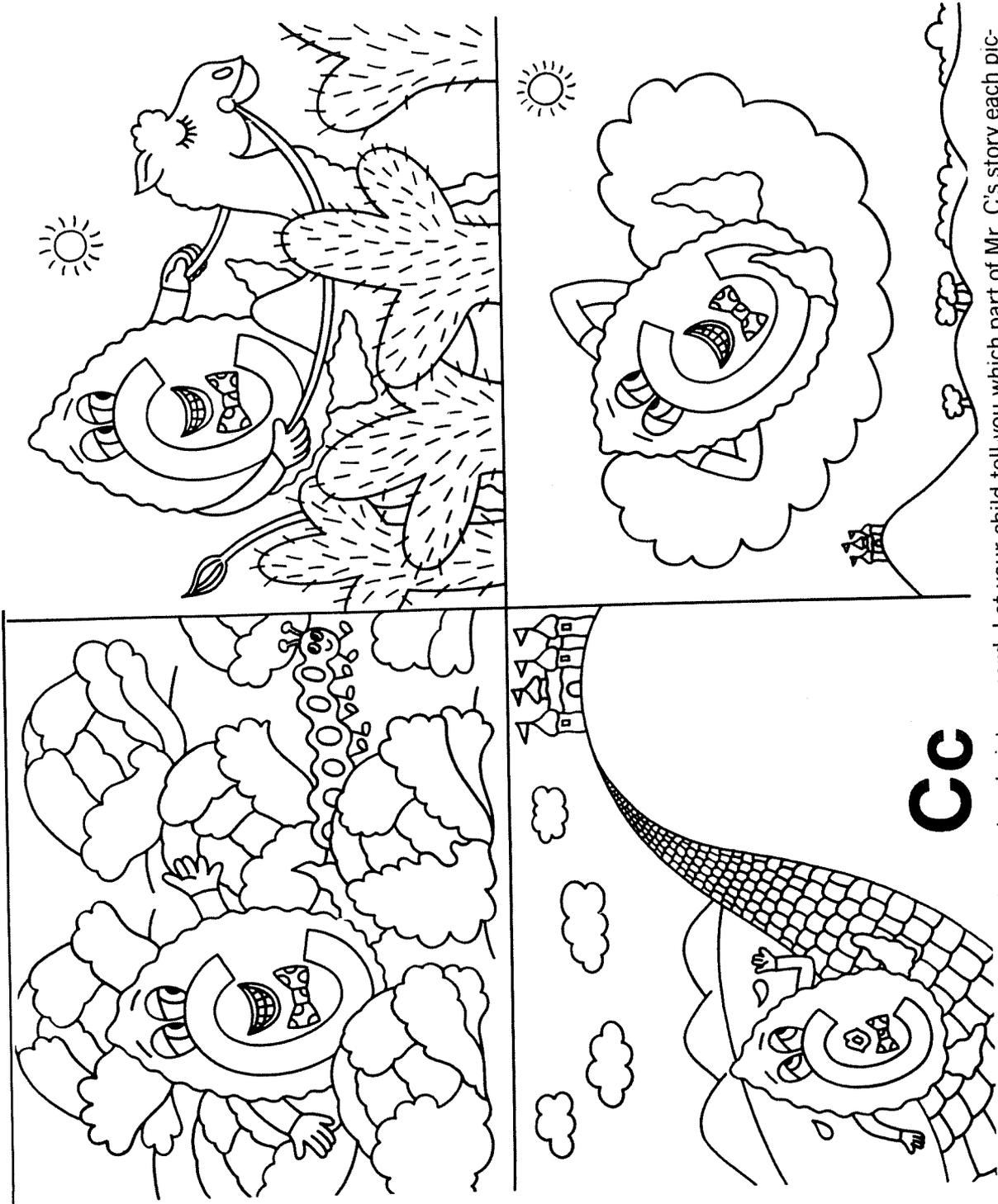
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The magic wish words "Cana, Cana, Coo coo coo" got stuck and the wishes were all wrong. Ask your child what wish was made for each picture. (lion—cat; cow—milk; alligator—turtle; tree—flower)

NAME _____

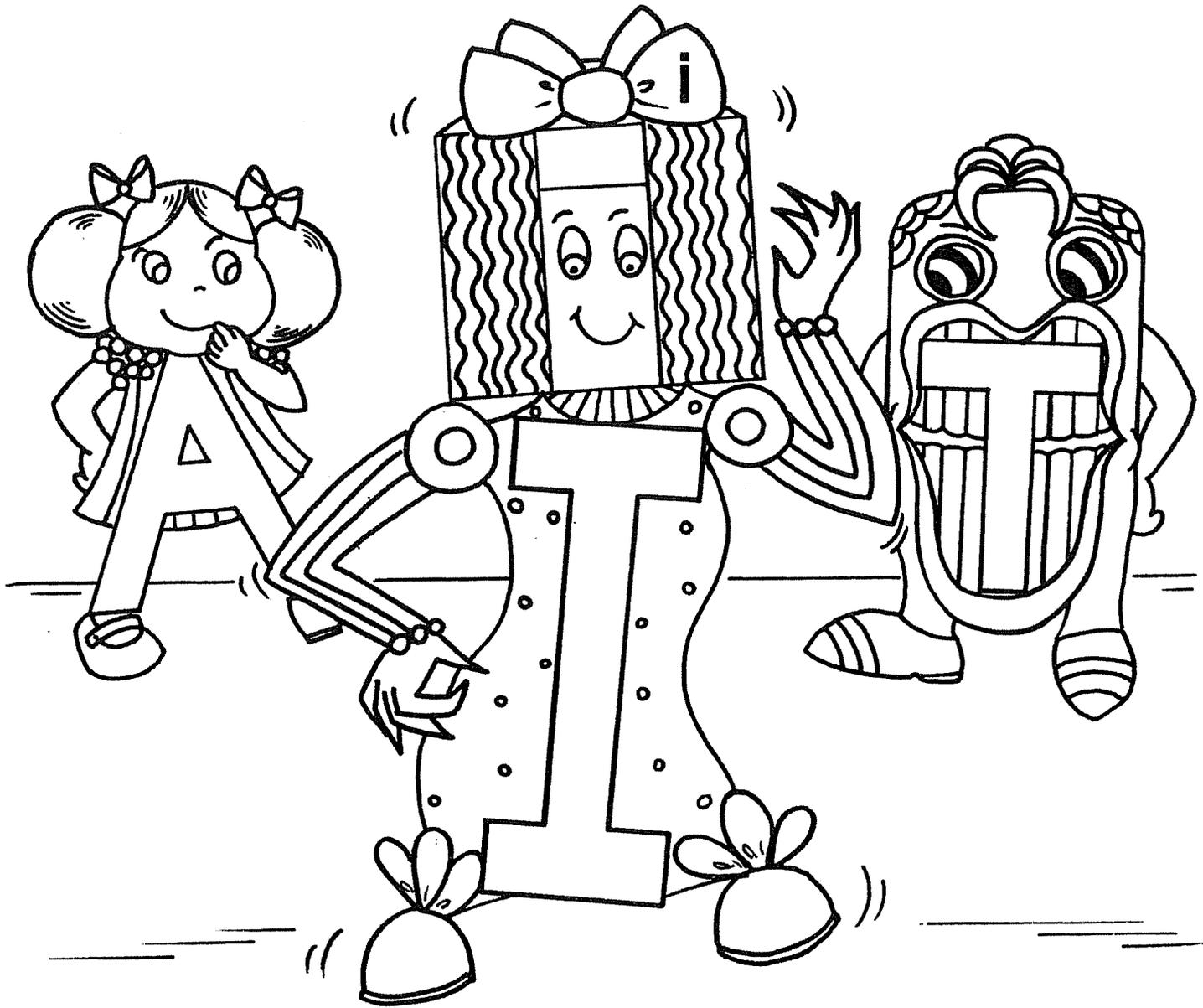


CC

This is a copy of a giant colored picture card. Let your child tell you which part of Mr. C's story each picture describes. (going through a cabbage patch with a caterpillar; riding on a camel in a cactus field; climbing up a cobblestone hill; flying on a cloud over the castle)

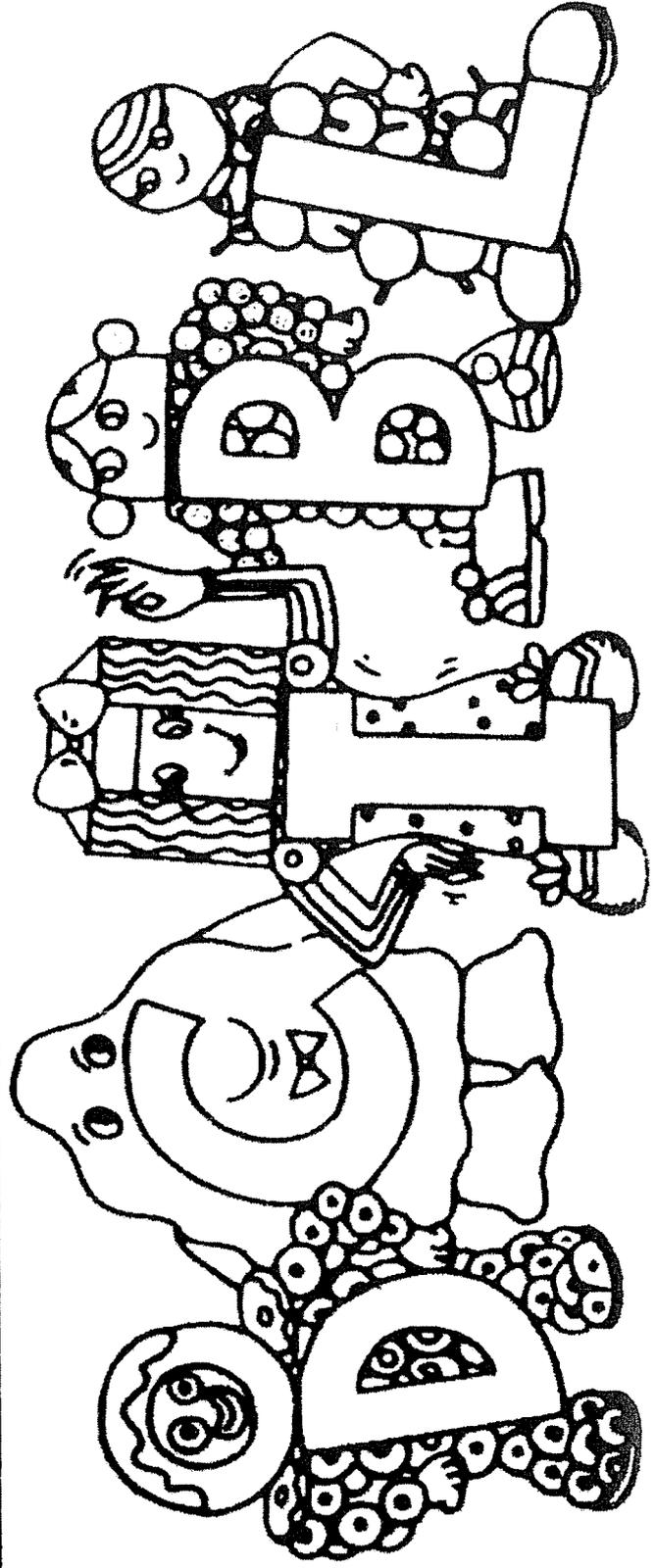
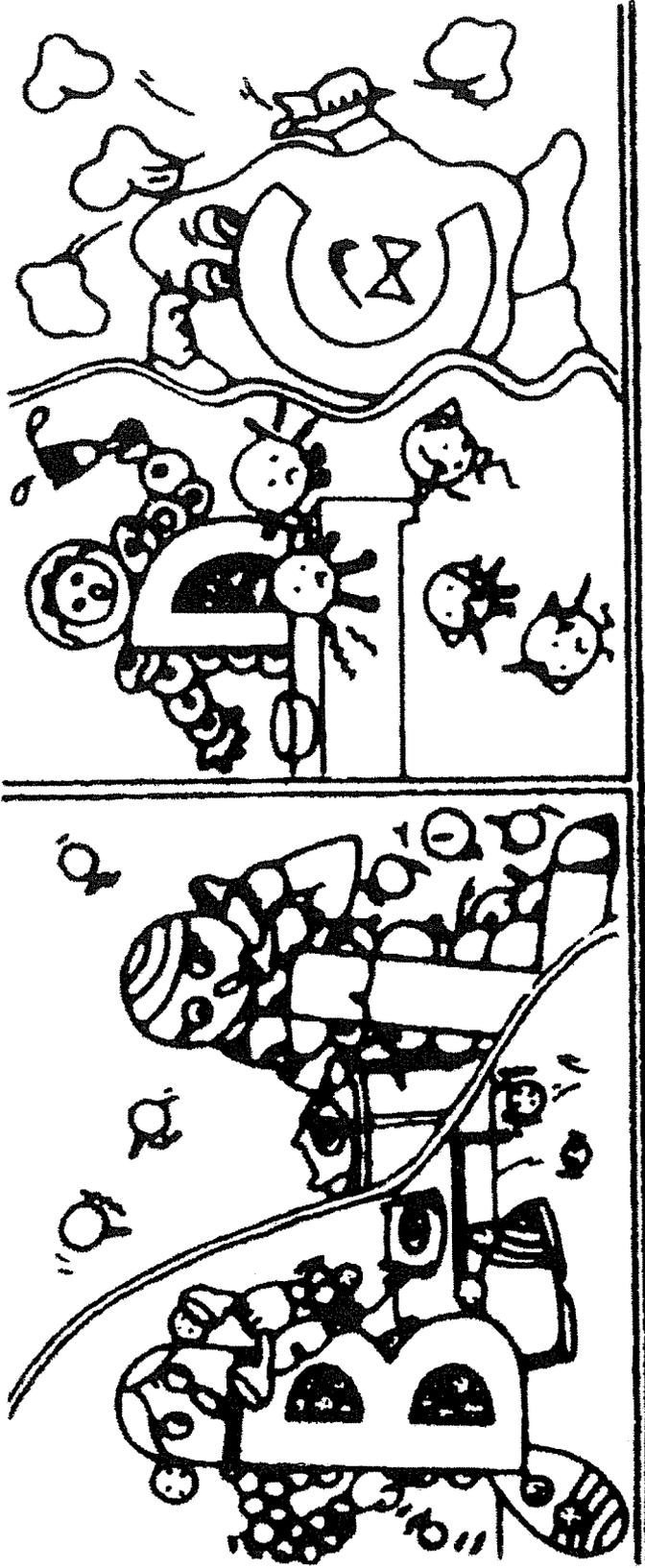
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Your child can probably tell you what happened when Miss I arrived, and what is special about her. Here is Miss I inventing a wiggle-hop dance.

NAME _____



NAME _____

Dear Parents:

Five more Letter People have come to your child's class. They are fun!

Mr. L has Lemon Lollipops . . . Mr. D has Delicious Doughnuts . . . Mr. G gets the Gooiest Gum (of course it's sugarless!) . . . Mr. C is named for Cotton Candy . . . and Miss I loves to Invent dances so the children can dance to her music with her. Have your child tell you how Miss A was jealous when Miss I arrived – and how we talked about this familiar emotion.

Perhaps your child has told you about Mr. D's storybook, and how a dozen delicious doughnuts became jelly doughnuts.

Mr. L, too, told a story of how lemon lollies became Lemon Lollipops.

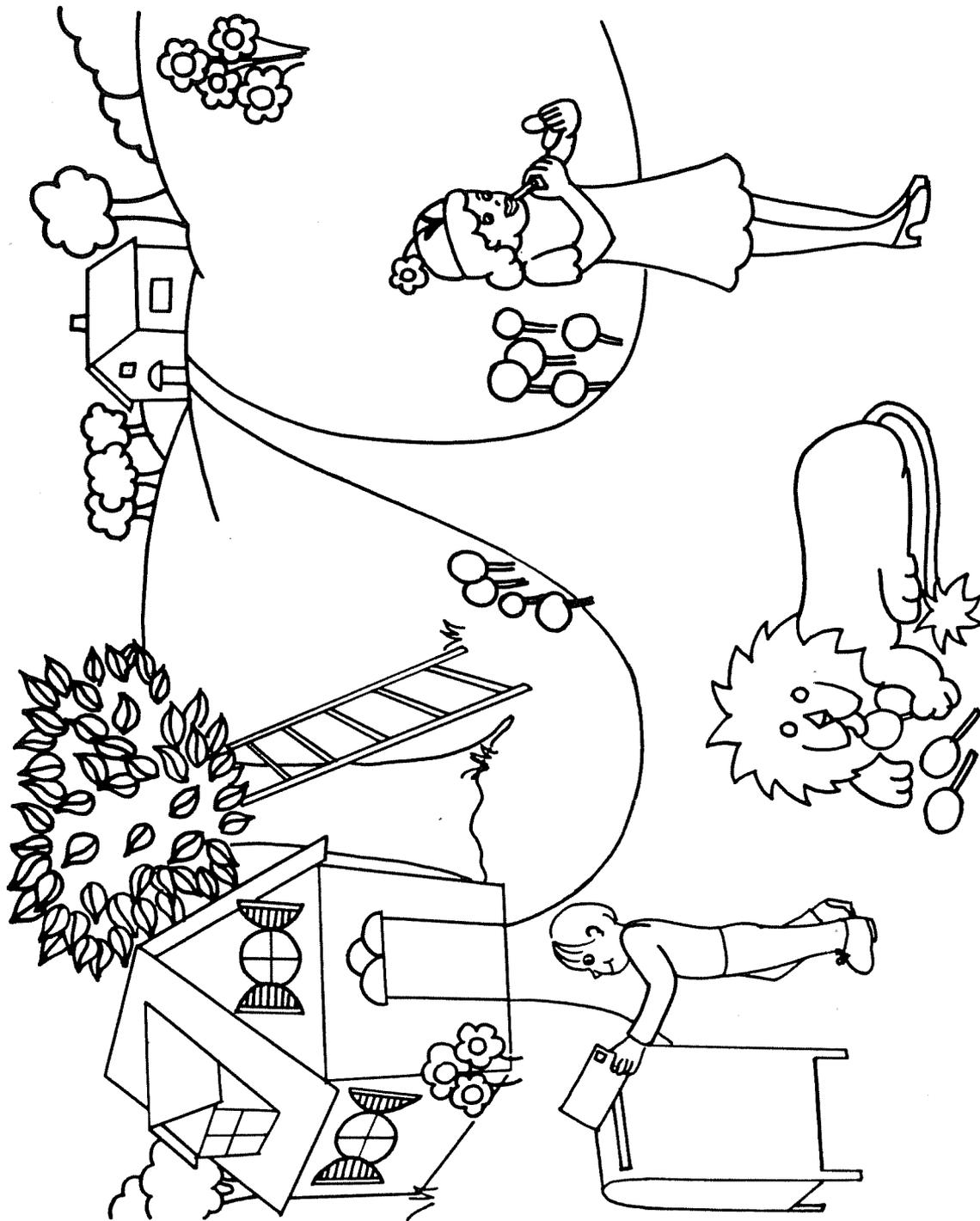
This section of ALPHA TIME lessons was chock full of listening to stories, talking about people's problems, and reading pictures.

Once again, children talked about "doing words" - verbs. They practiced finding the "doing words" in sentences. For example, in the sentence - "Mr. D looked in the dictionary" - your child would say that *looked* is the "doing word."

You can have some fun too. Ask your child to teach you how Miss I's new dance goes!

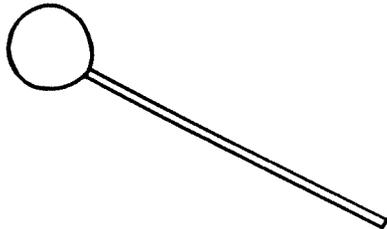
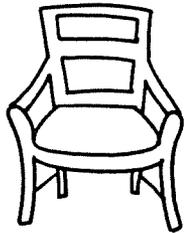
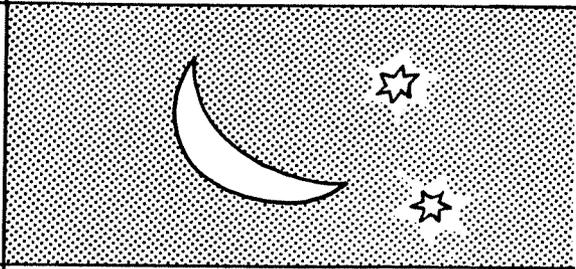
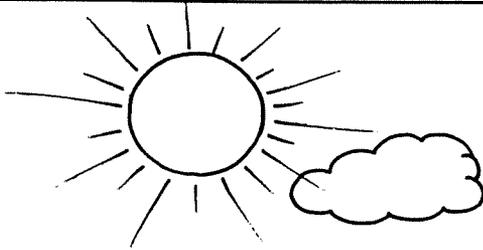
Sincerely,

NAME _____



This is Lollipop Lane. Help your child find things that begin with Mr. L's Lemon Lollipop sound. (e.g., leaves, ladder, letter, lion, lady)

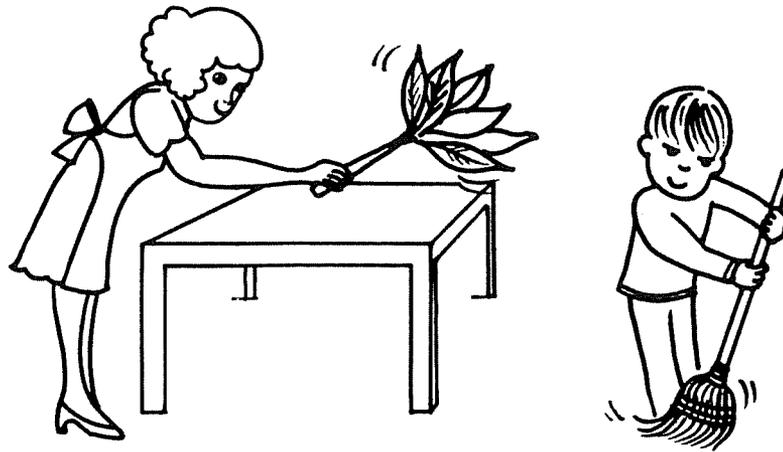
NAME _____



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Today your child and Mr. L talked about opposite words. How many opposites can he find here? (laugh—cry; light—dark; left hand—right hand; big (chair)—little (chair); long (lollipop stick)—short (lollipop stick)

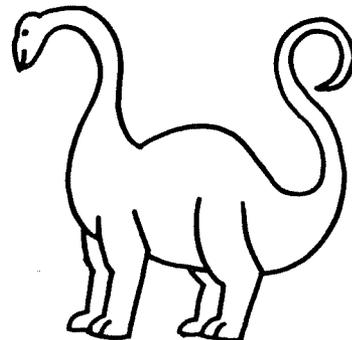
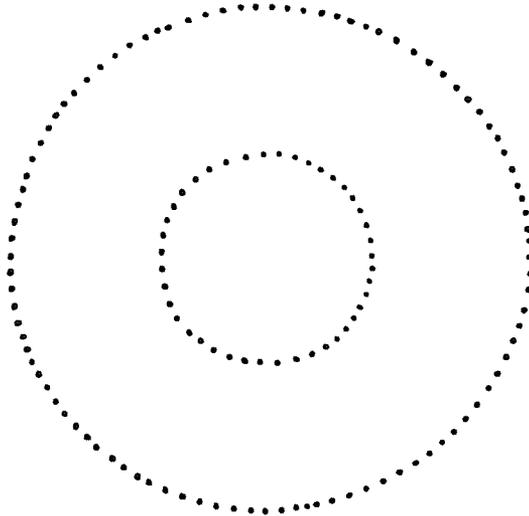
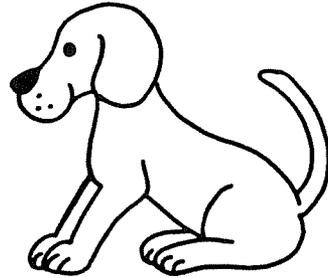
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The children and Mr. L talked about love. There are many ways of showing love. Discuss some ways love is demonstrated in these pictures.

NAME _____

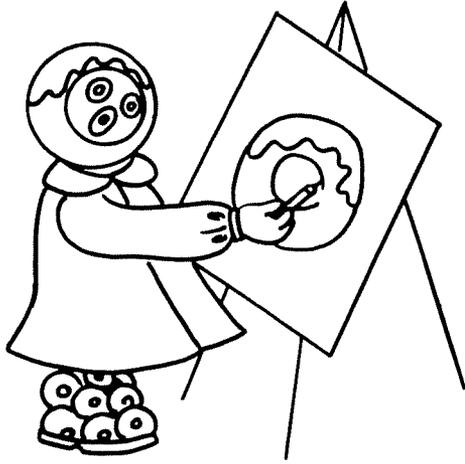
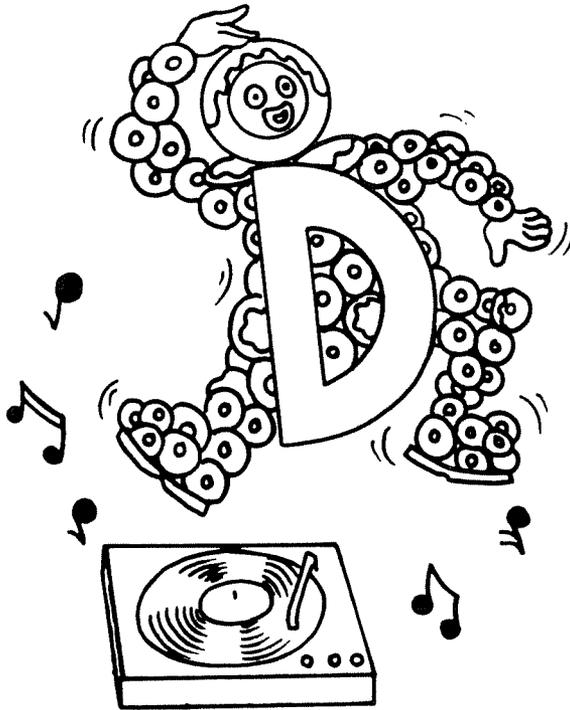
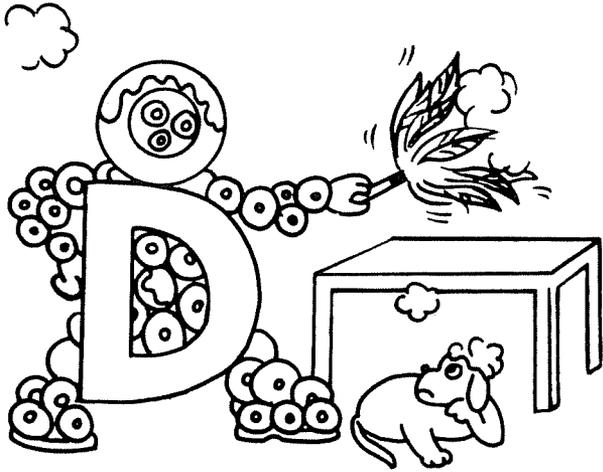


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If your child traced along the dots, one of Mr. D's Delicious Doughnuts appeared! Ask your child to name the Mr. D picture words. (doll, dog, doctor, dinosaur)

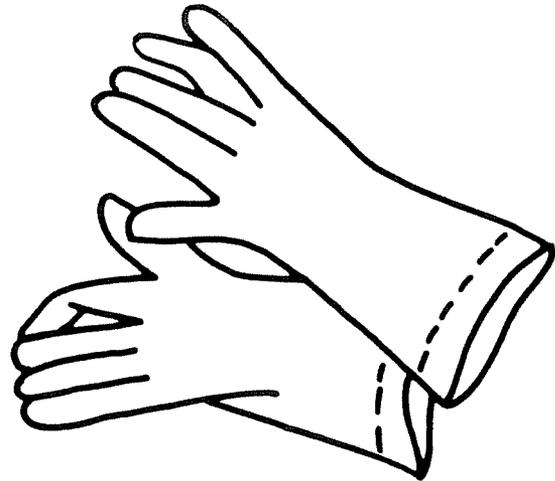
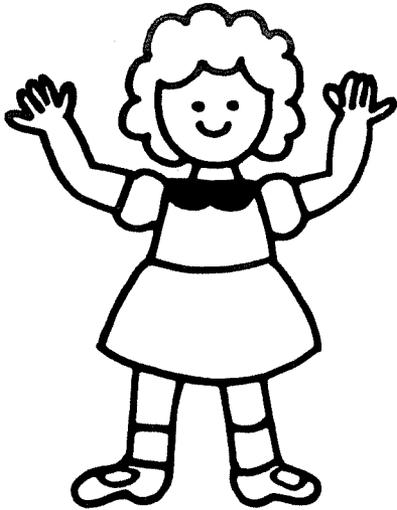
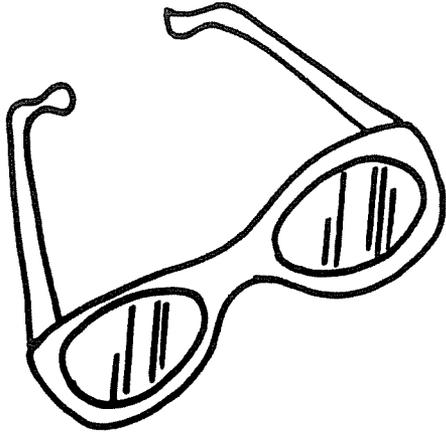
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Ask your child which of Mr. D's "doing words" are pictured here. (dusting, digging, dancing, drawing)

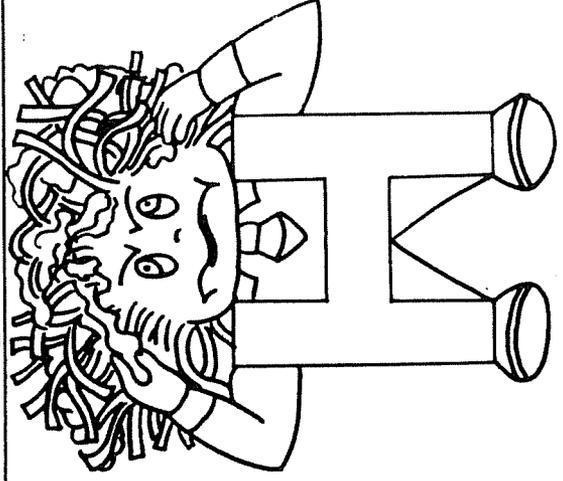
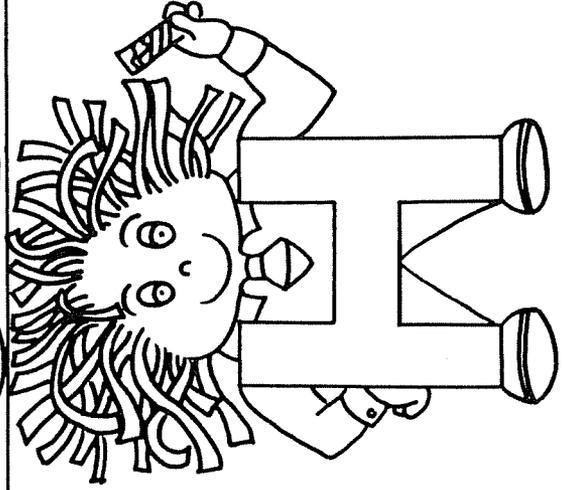
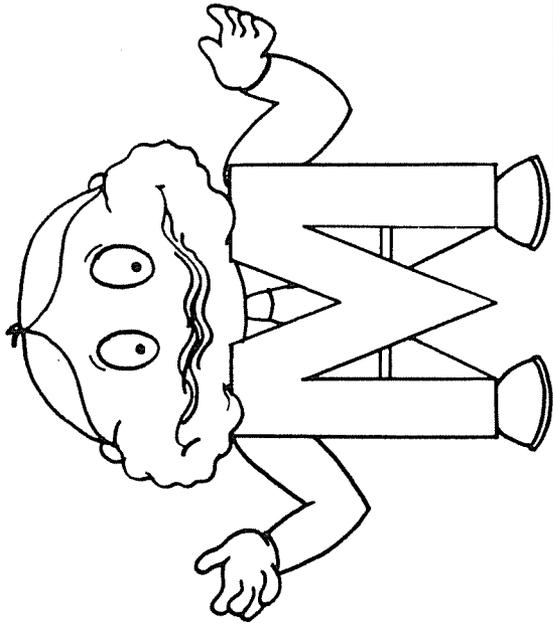
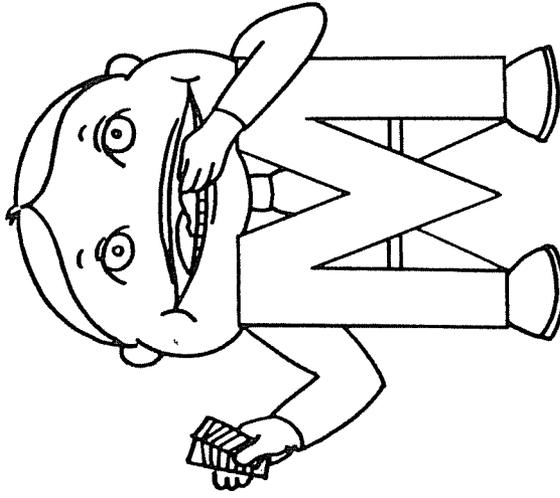
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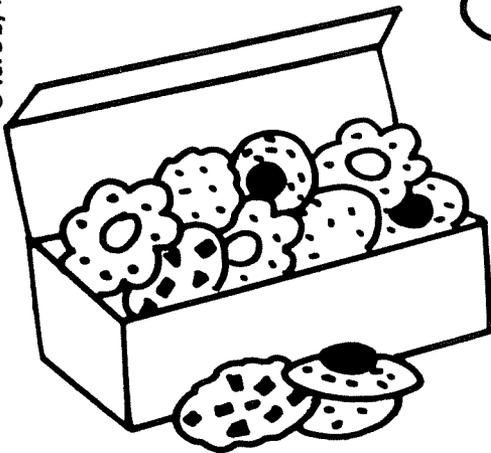
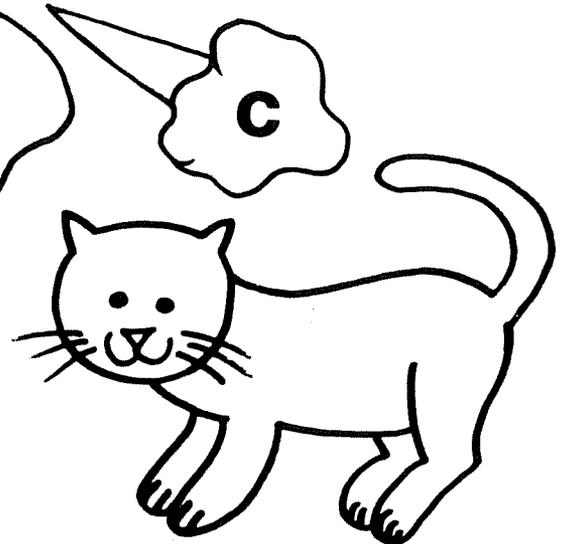
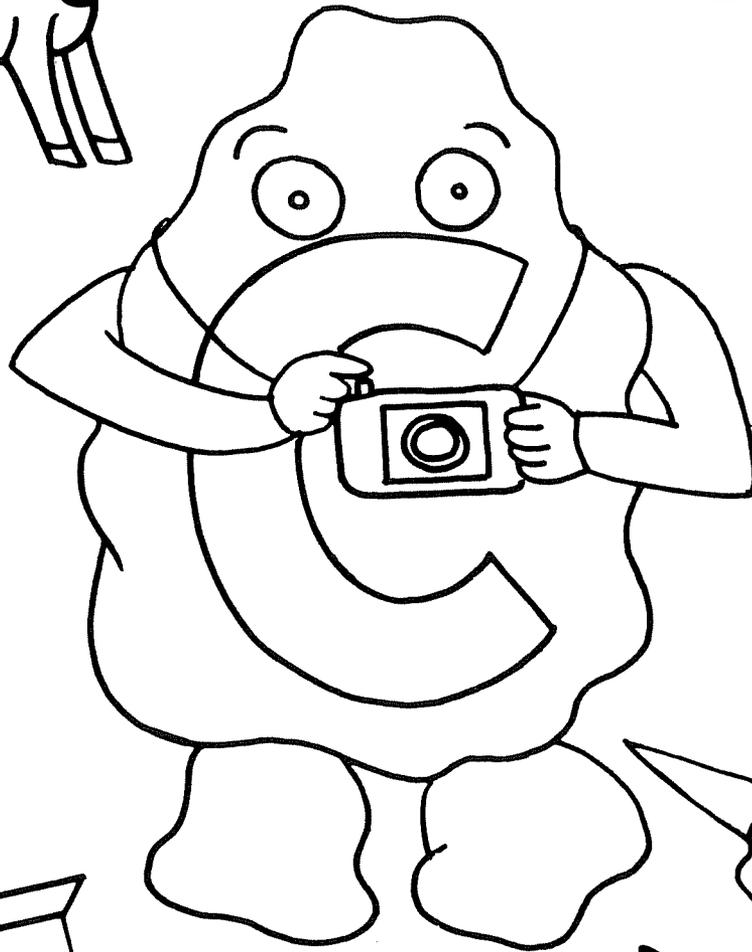
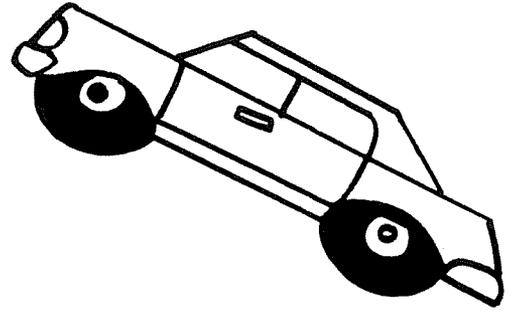
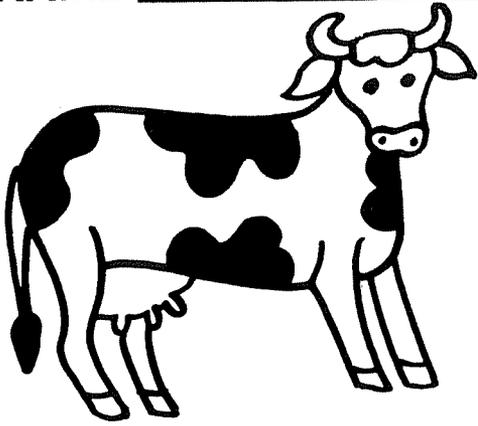
Mr. G's special feature, Gooley Gum, begins with the same sound as these pictures. Your child may name some for you. (glasses, ghost, girl, gloves)

NAME _____



Let your child tell you what funny (giggly) things happened when Mr. M's Munching Mouth and Mr. H's Horrible Hair became stuck with Gooney Gum.

NAME _____

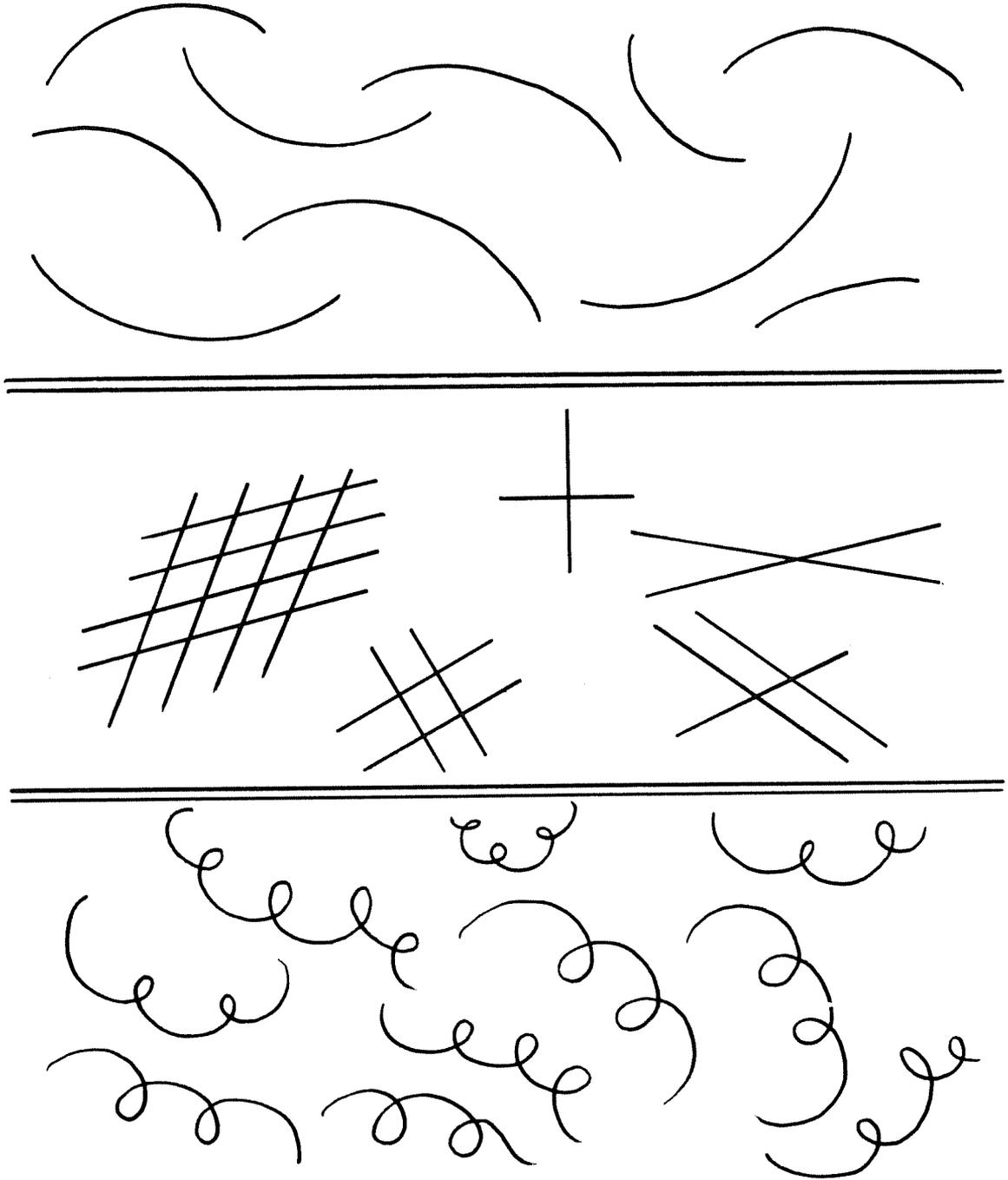


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Mr. C's Clicking Camera took pictures of words that begin the same way as Cotton Candy. Ask your child to name some. (cow, car, cookies, cat)

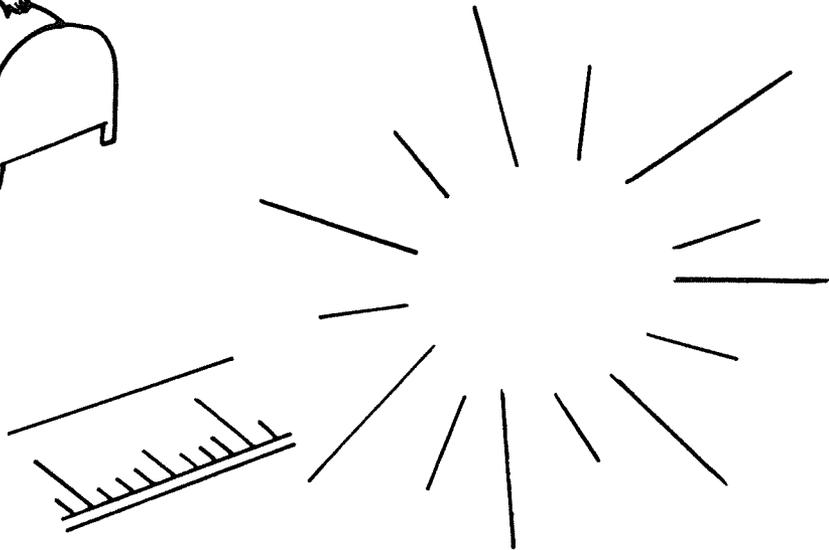
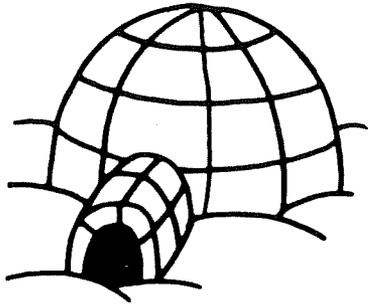
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Your child experimented with different kinds of lines. Let him tell you why these are "Mr. C's lines."
(They begin with his sound. e.g., curved, crossed, curly)

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Miss I's words are very hard. There were a lot of discussions about each. Perhaps your child can remember some. (igloo, Indian, ill, inch, invisible)

NAME _____

Dear Parents,

In addition to teaching the class the sounds that they make for words, the Letter People help the children discuss other subjects. For instance, Mr. L talked about love and how people can show they love each other . . . by helping, by being kind, and by sharing.

Mr. D talked about making decisions and how important it is to think before deciding. Mr. G talked about giving gifts.

Has your child told you about Mr. C, our friend whose special magic words, "Canna, canna, coo" - can change one picture into another? Did you know that Mr. C had to go on, over, up, and through to climb to the Cotton Candy Castle? Your child is learning many important skills, including positional words.

Miss I's sound from Incredible Inventor can be heard in the middle of a word as well as in the beginning of words.

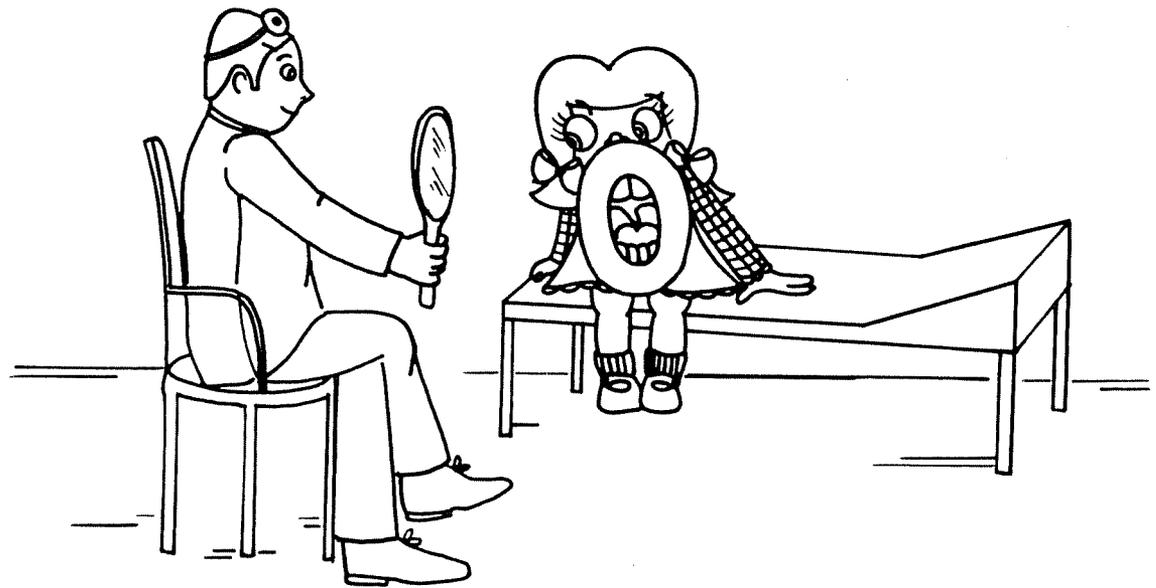
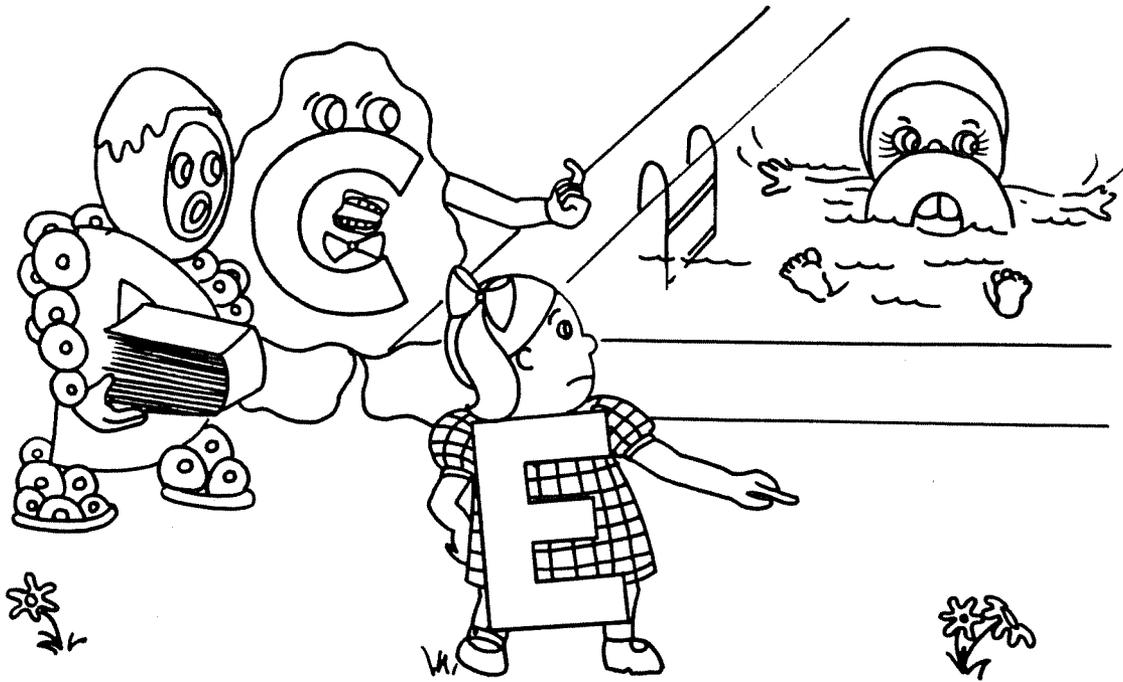
The children are becoming quite adept at finding words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).

Most important: the children feel increasingly more confident about expressing their opinions and about thinking independently. We hope this is carried over to home.

Sincerely,

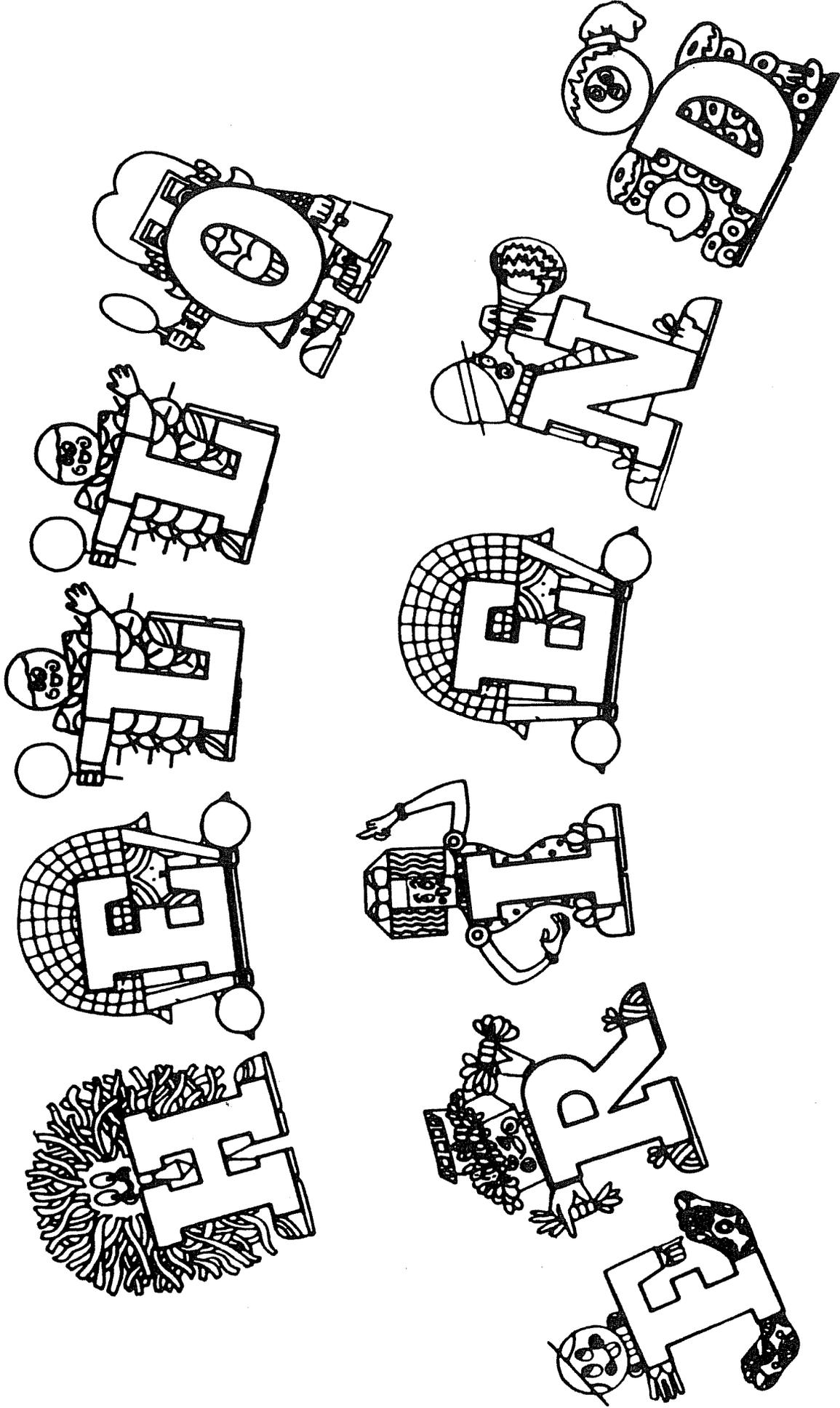
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Ask your child to tell you about obstinate Miss O.

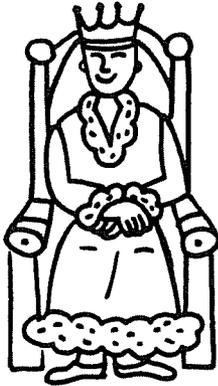
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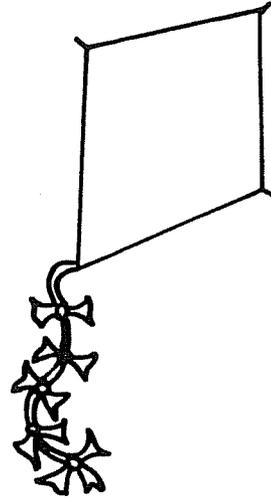
All the Letter People friends say "Hello" to their friend. How many of the Letter People can your child name for you?

NAME _____

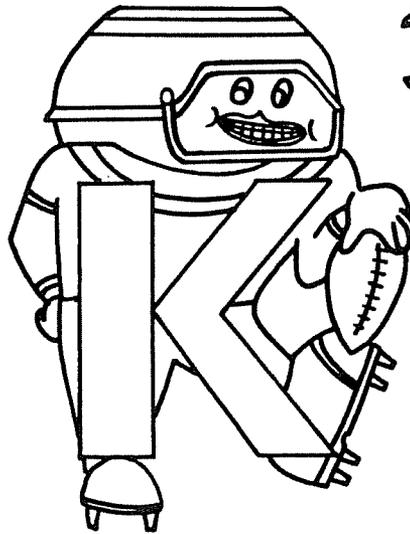
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K

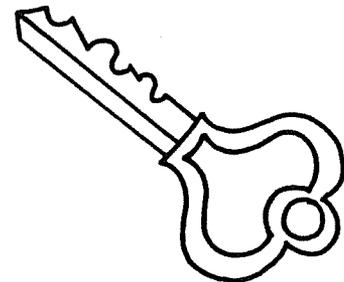
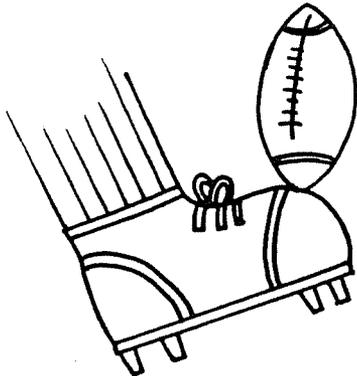


k



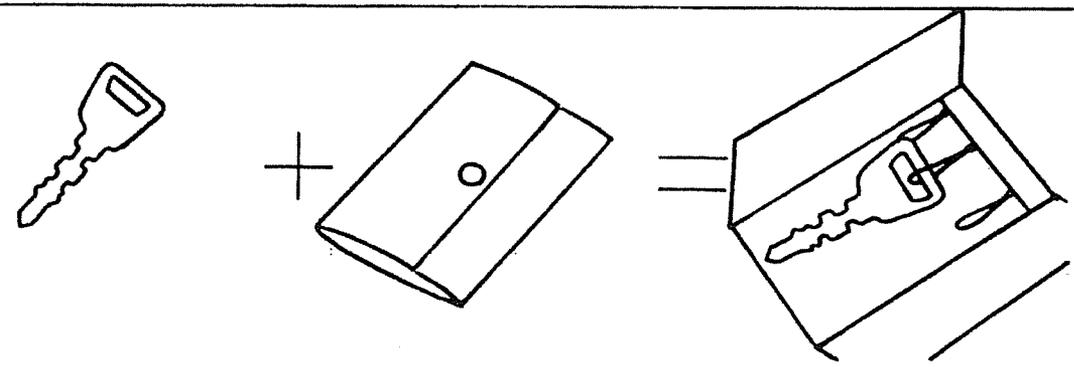
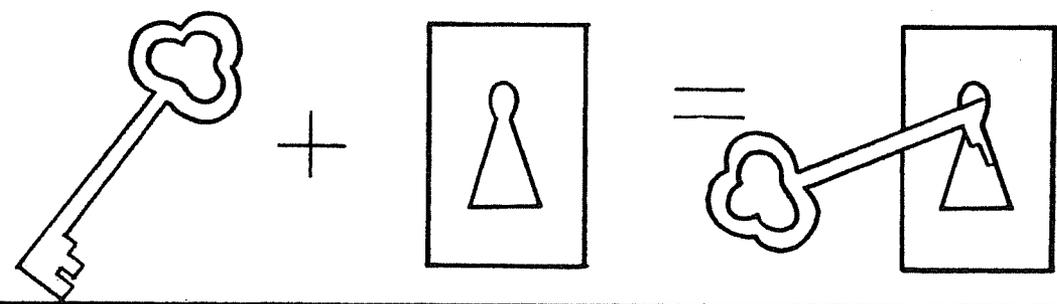
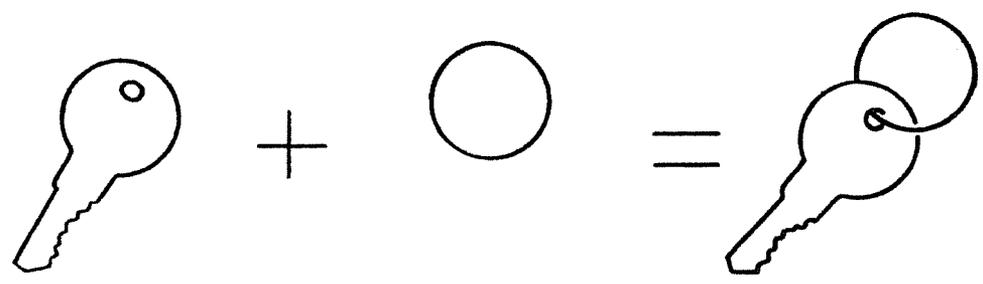
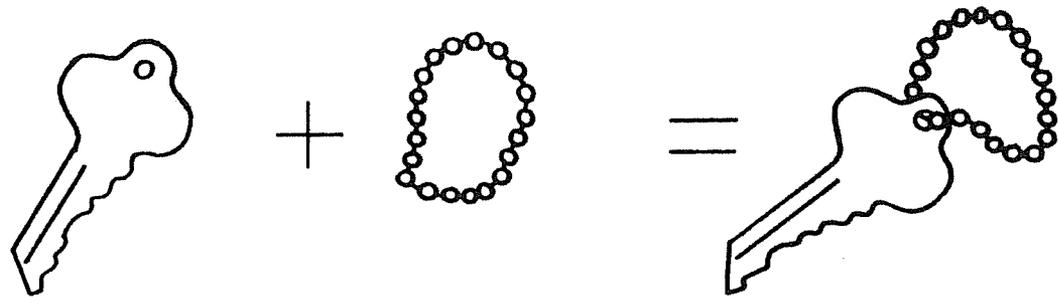
k

K



Mr. K's Kicking sound is the same as Mr. C's. The children discussed the problem today.

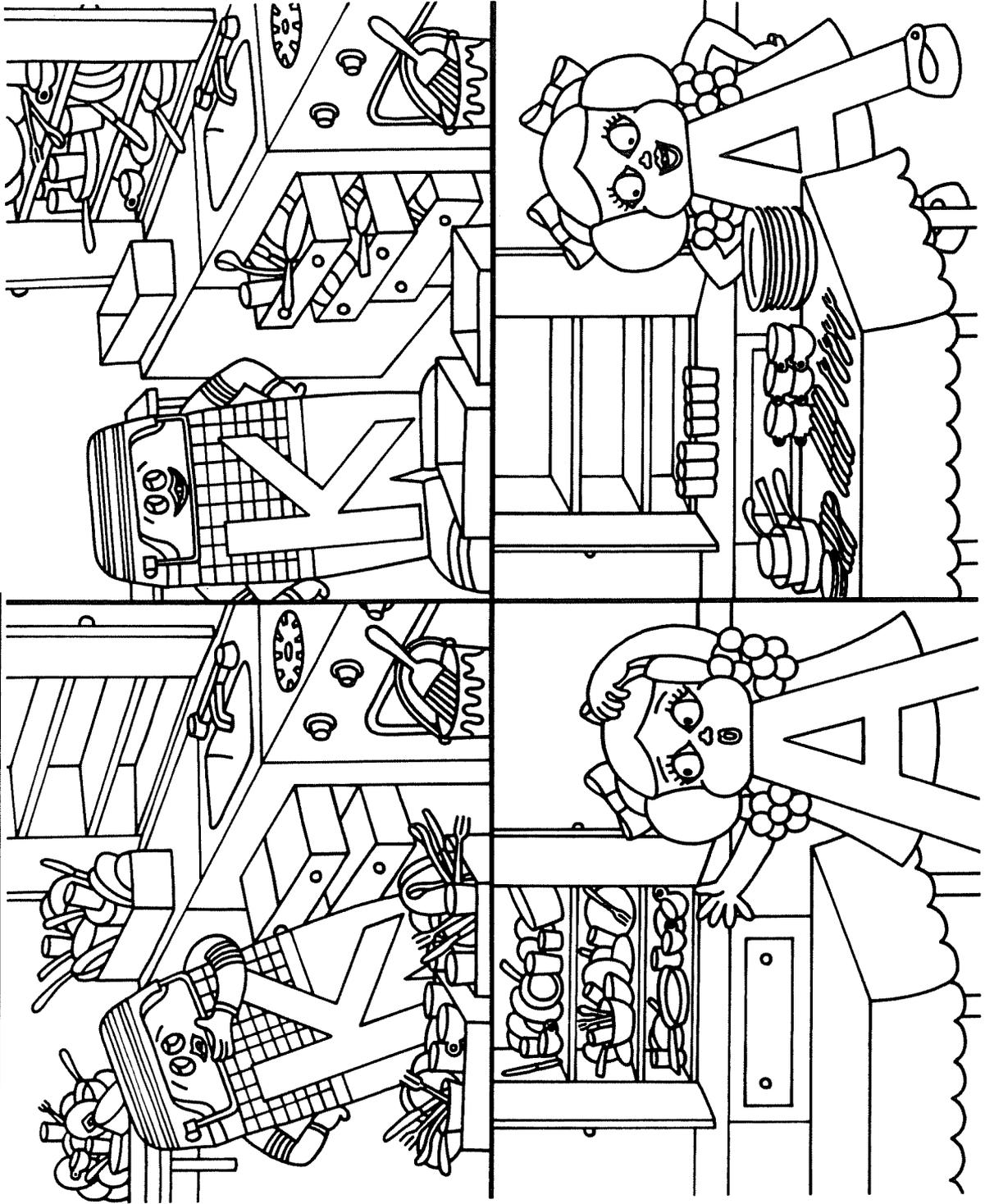
NAME _____



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Mr. K made big words (compound words) out of little ones. Help your child to put the pictures together to make new words. (key + chain = keychain; key + ring = keyring; key + hole = keyhole; key + case = keycase)

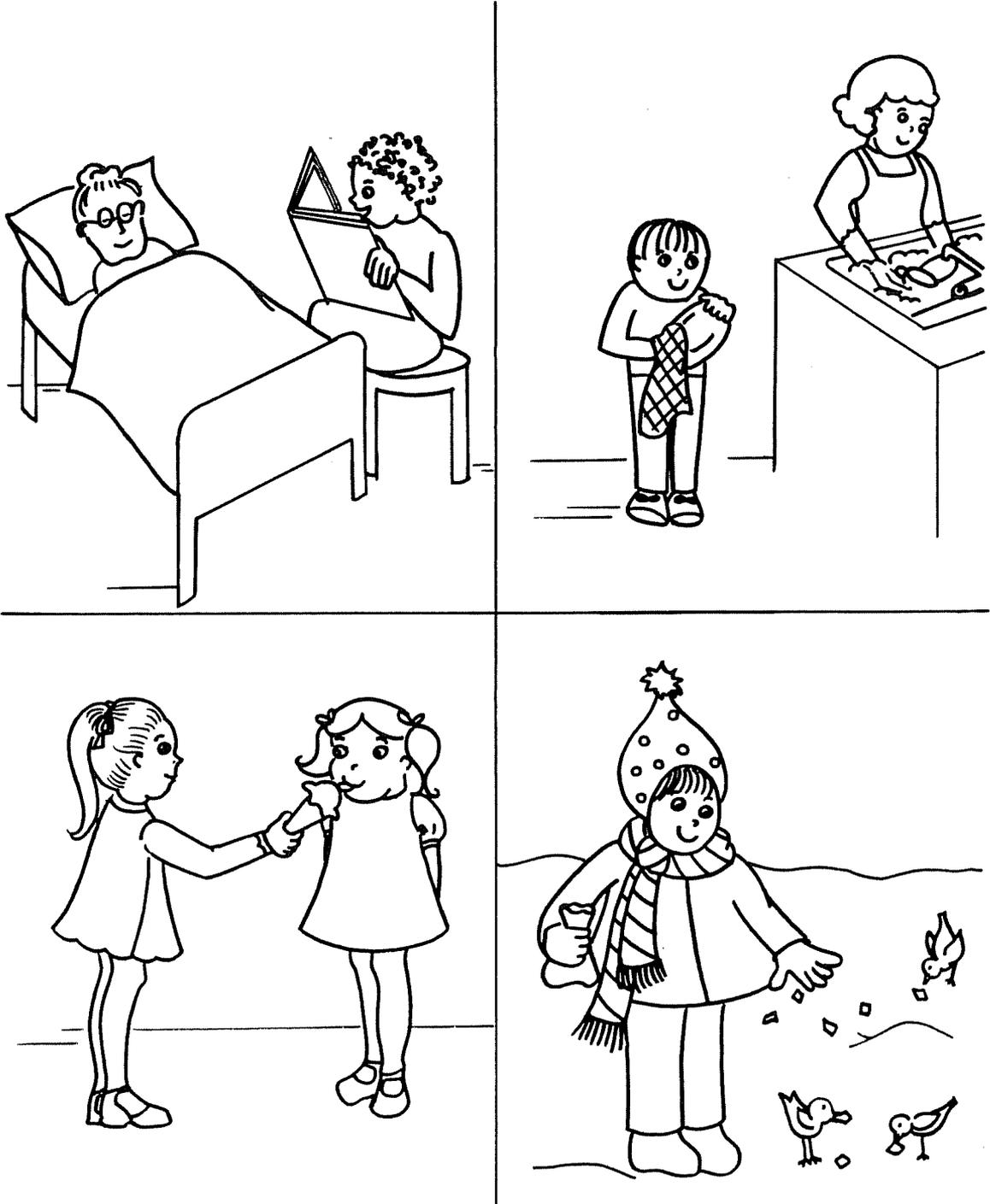
NAME _____



This is a copy of a large picture card. Ask your child to tell you how Miss A helped Mr. K put his things in order.

NAME _____

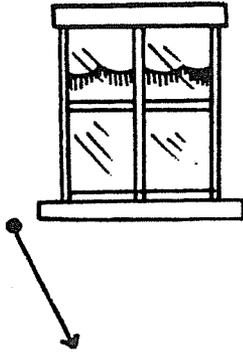
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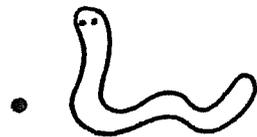
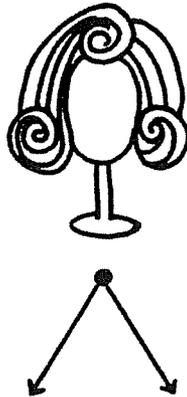
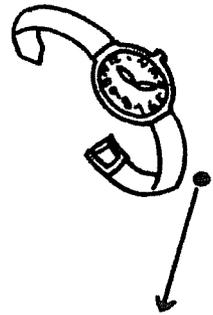
Mr. K discussed kindness with the children. Here are pictures of some ways of showing kindness. Can you and your child think of more ways?

NAME _____

W



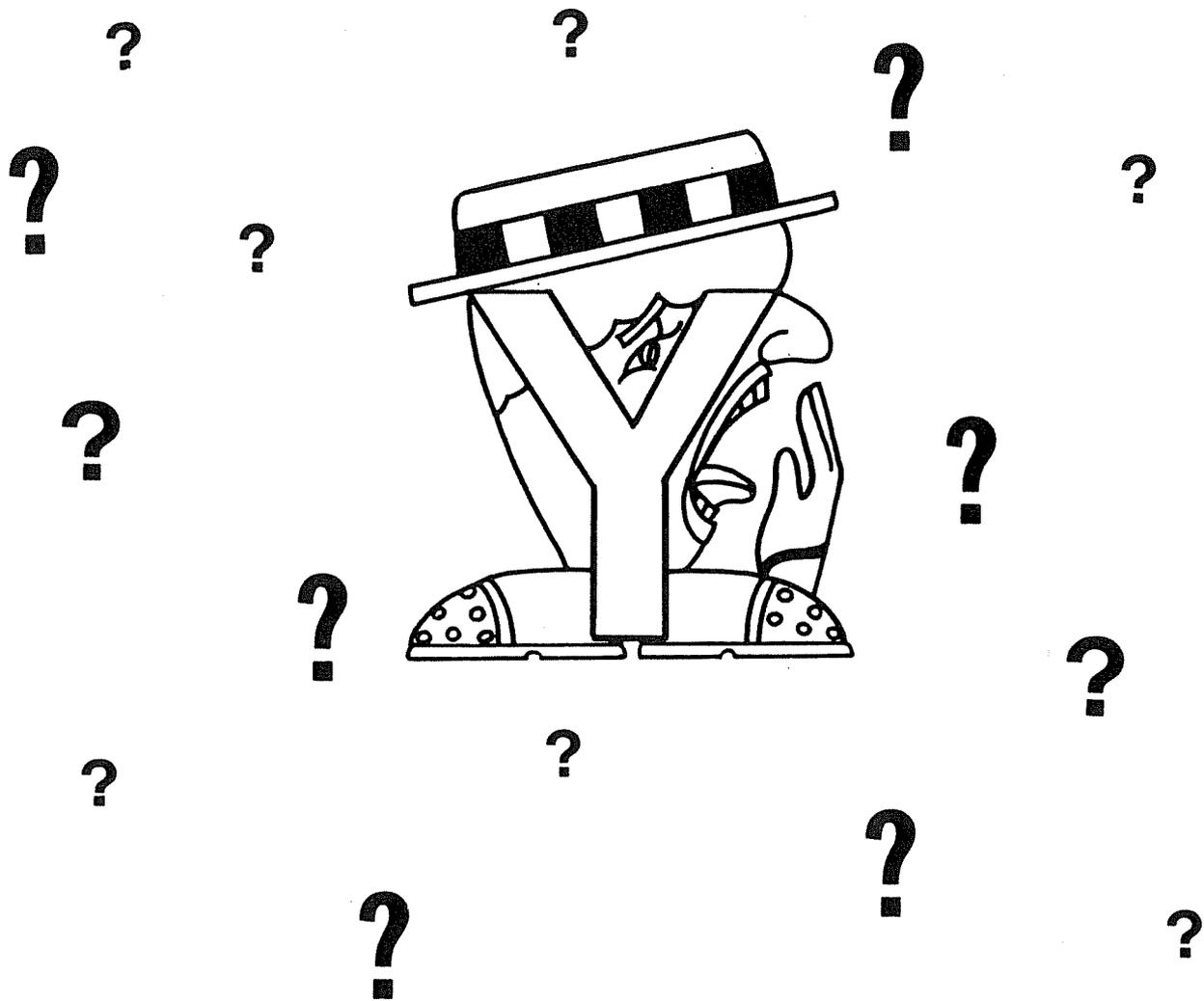
W



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By connecting Mr. W's Wonderful Wink pictures (window, wallet, wig, worm, watch), Mr. W's capital letter W is drawn. Wonderful!

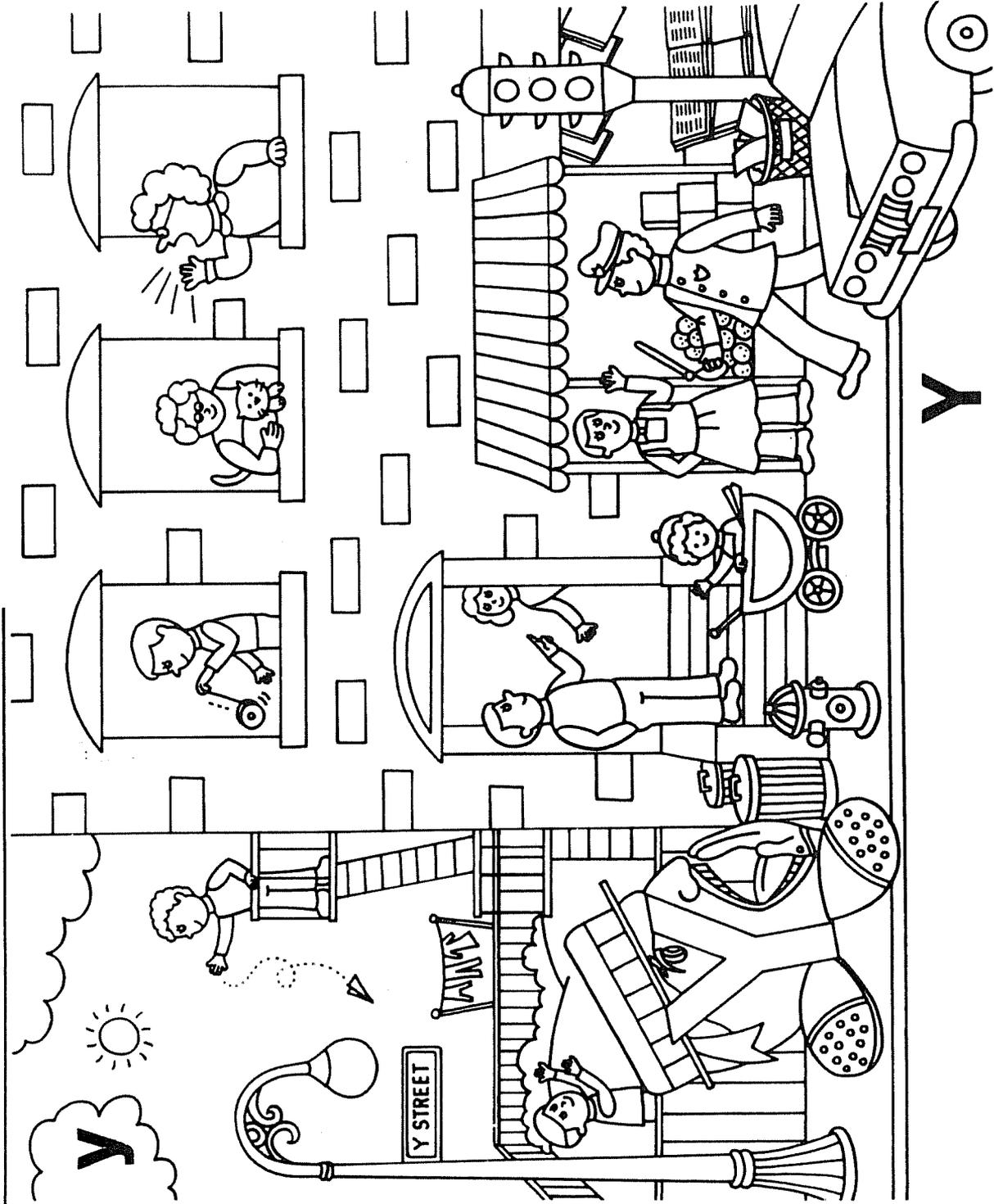
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Yawning Mr. Y is always asking questions that start with "why"? Can your child tell you other question words?

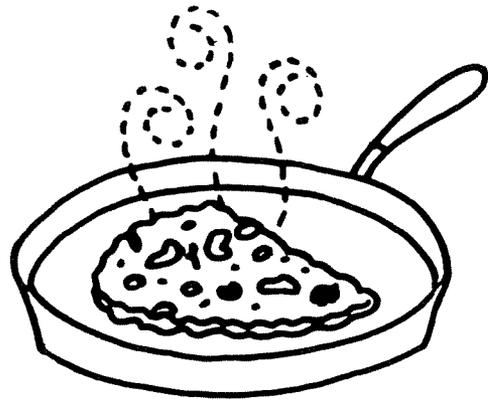
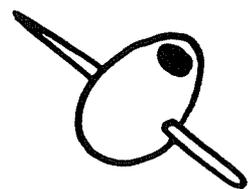
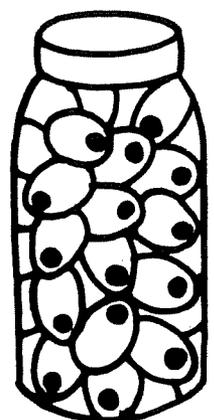
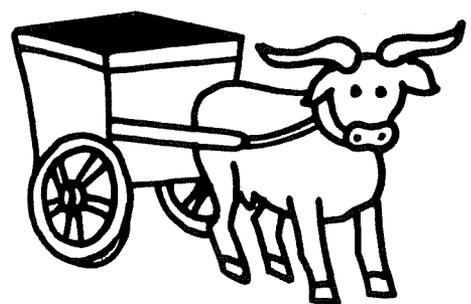
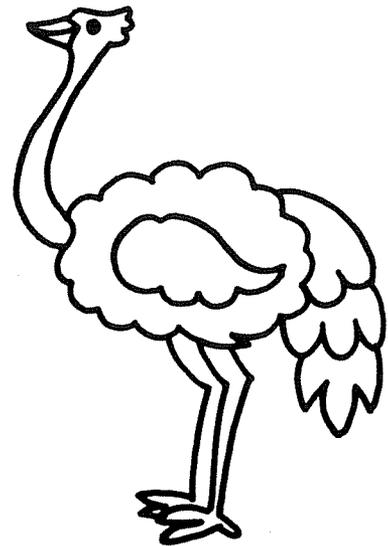
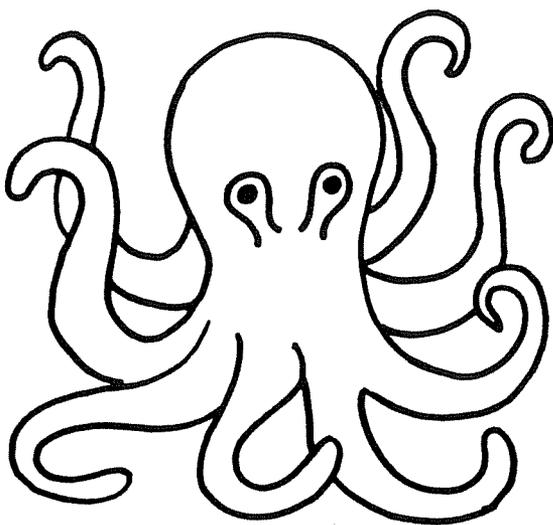
NAME _____



There are many things in this copy of a large colored picture card that begin with Mr. Y's Yawning sound.
Can your child name some?

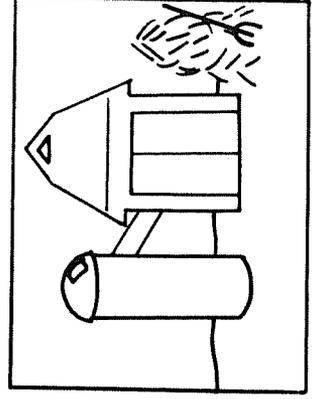
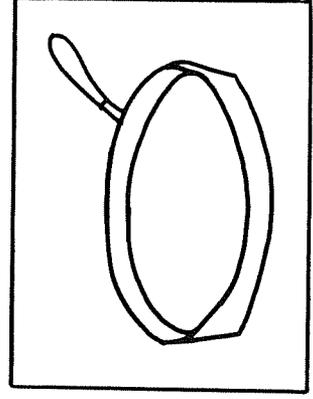
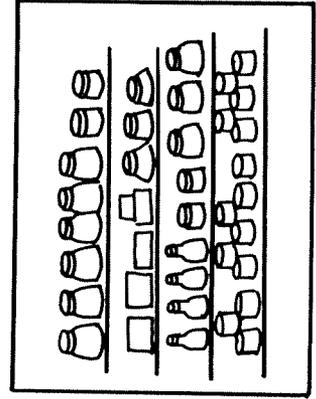
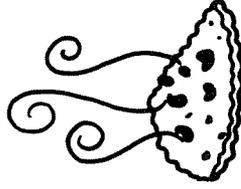
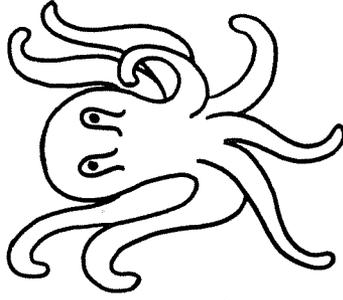
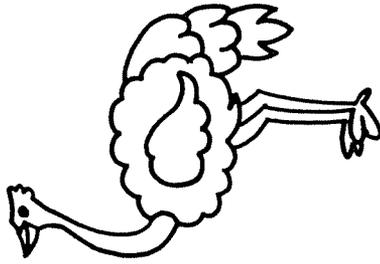
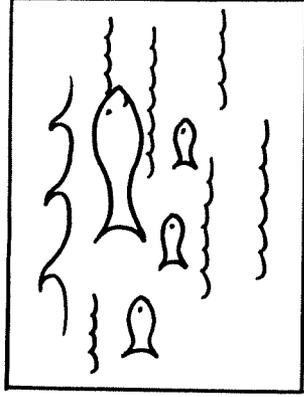
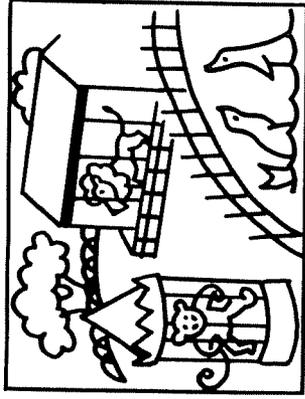
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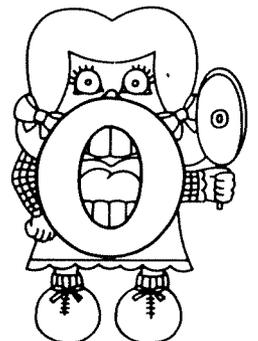
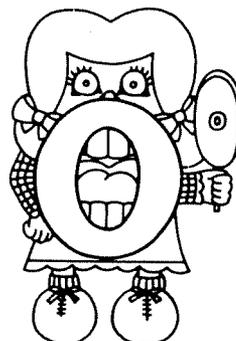
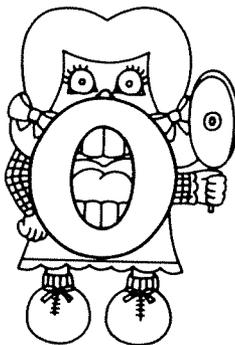
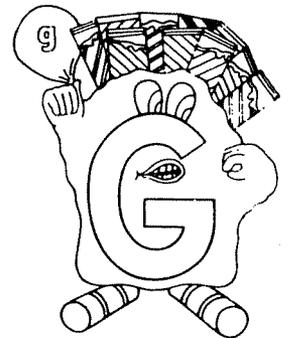
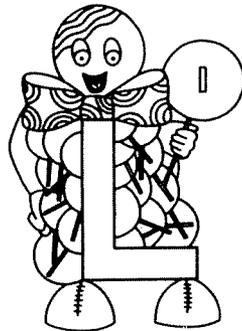
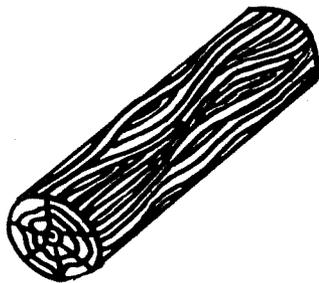
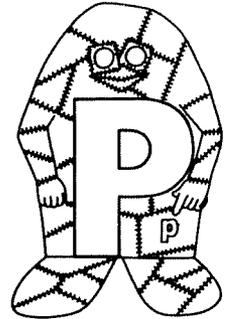
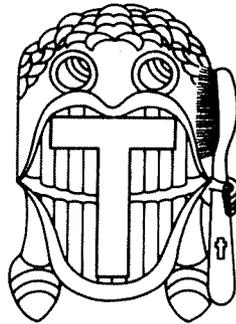
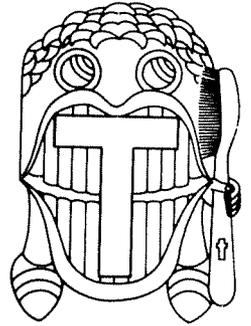
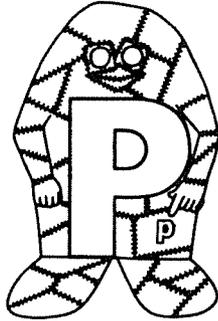
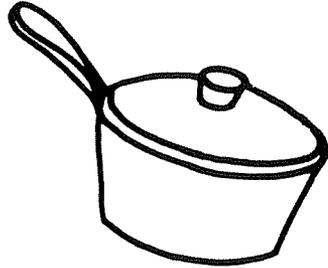
Miss O's picture words are very difficult. Each one was discussed in class. Perhaps your child can tell you about some of the pictures. (octopus, ostrich, ox, olive, omelet)

NAME _____



Each of Miss O's pictures belongs to one of these frames. Can your child match them? (ostrich — zoo; omelet — pan; olives — shelf; octopus — ocean; ox — farm)

NAME _____



Miss O played the "In the Middle" game. Her sound is heard in the middle of these picture words.
Can your child name them? (pot, top, log)

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NAME _____

Dear Parents:

Another Letter Girl, Miss O, and three more Letter Boys, Kicking Mr. K, Winking Mr. W, and Yawning Mr. Y – have come to class.

Optimistic Miss O is always thinking about the bright side of things – she is the most Optimistic Optimist we know!

Mr. K's Kick had to learn not to kick people. Mr. K talked about kindness, and now everyone kicks only in games.

The children discovered that there is a conflict between Mr. C and Mr. K. That's right! They both make the same sound in words. Mr. K thought of a way of getting extra words by putting two small words together to make one big one (compound words). For instance, he joined the word **key** with the word **ring** to make **keyring**.

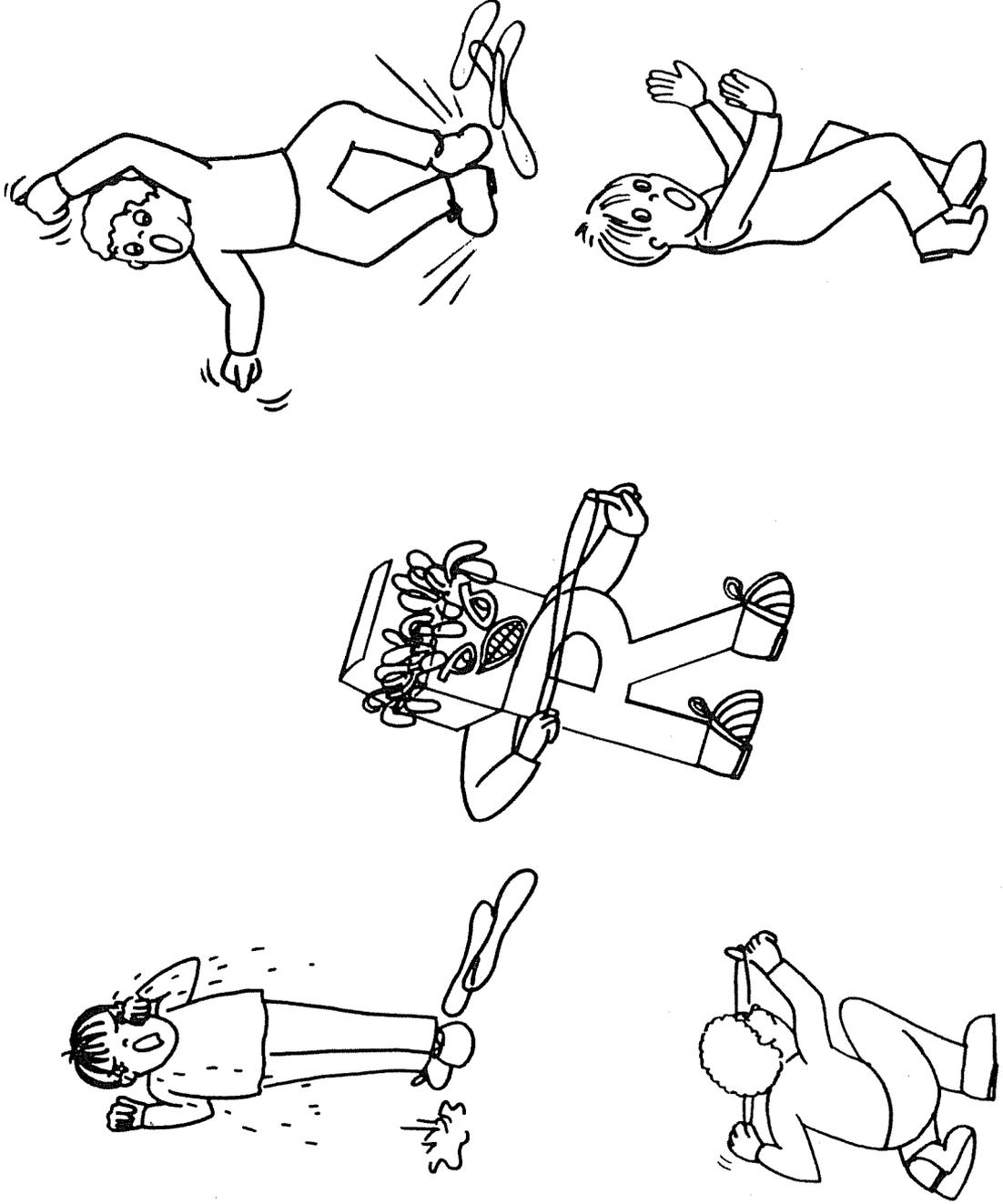
Mr. W has a Wonderful Wink, and the children received their own copies of his book in which he teaches people to wink. Ask your child to wink for you!

Mr. Y asks a lot of questions, and so the children discussed question words with him . . . what, why, where, when.

Have you noticed how your child is showing a love for language and what fun it is to use and understand new words? It's also fun to make up compound words together!

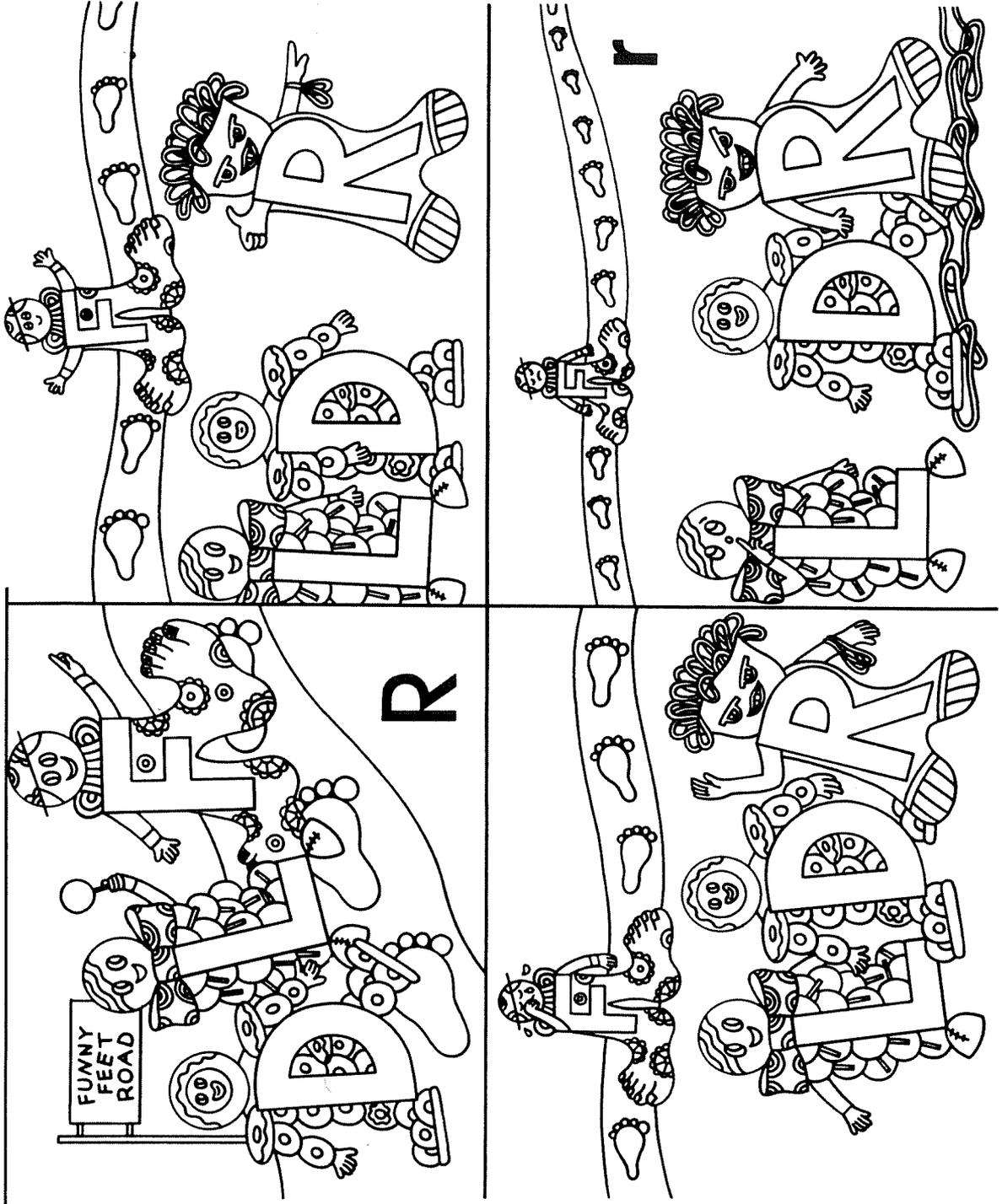
Sincerely,

NAME _____



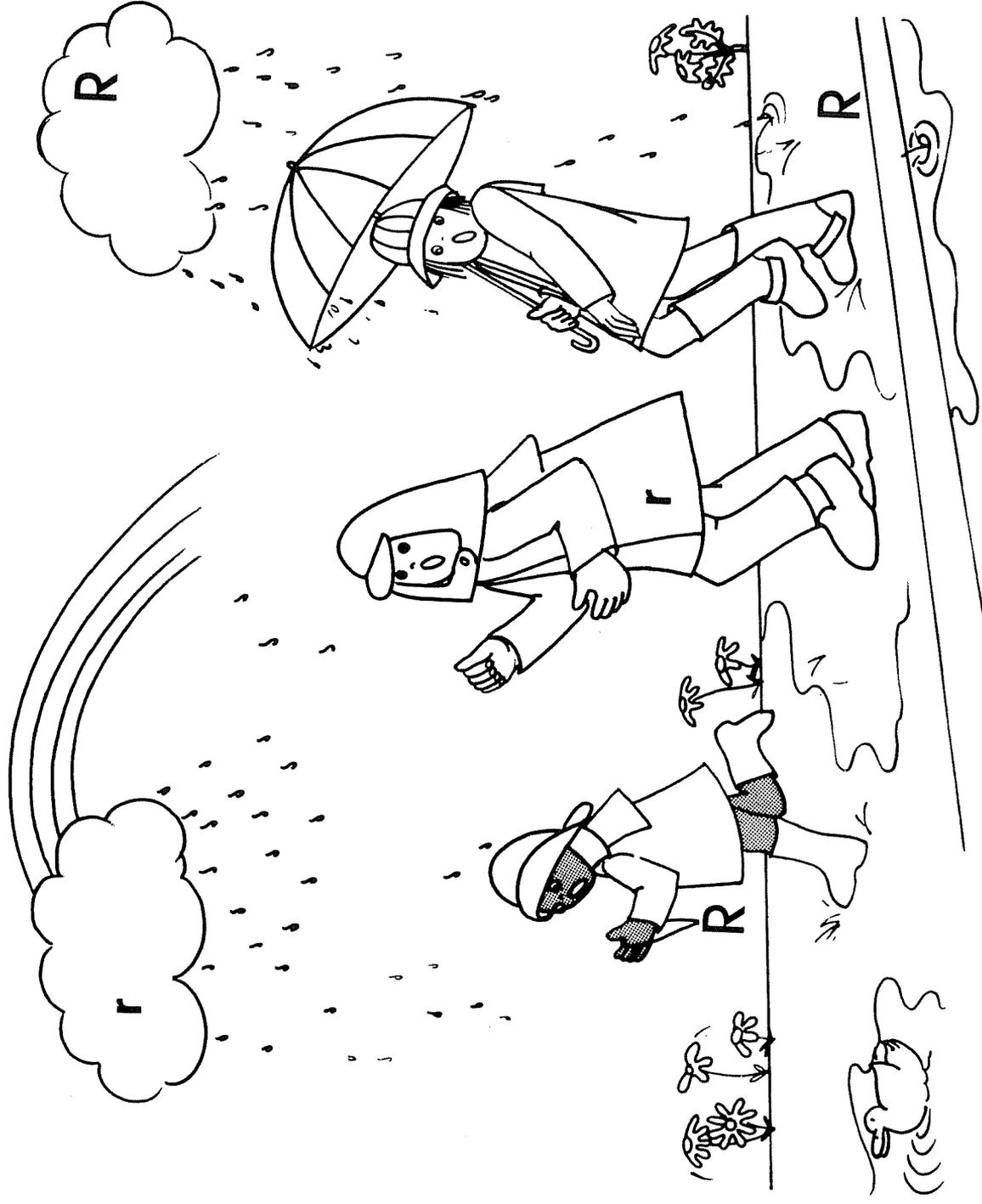
Mr. R had a nightmare! This is what he dreamed. He was so happy to wake up! Ask your child to tell you how each of the four children is reacting.

NAME _____



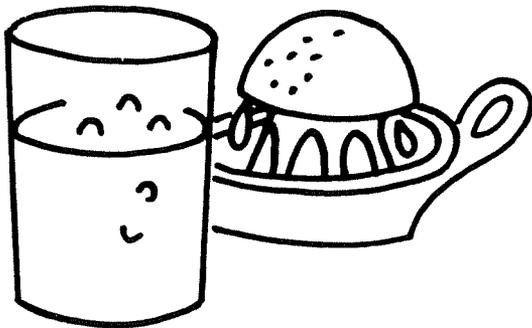
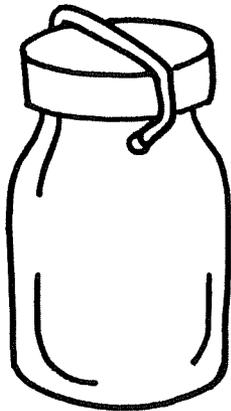
Today the children talked about why Mr. R tried to take Mr. F's friends away. Ask your child how each of the Letter People felt. (Mr. R was jealous, Mr. F felt sad, Mr. L was ashamed.)

NAME _____



Mr. R's picture of a rainstorm has many things that begin with his sound. Ask your child to name some.
(rain, rainbow, raincoat, rubbers, rainhat, raincloud)

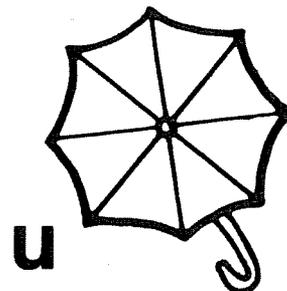
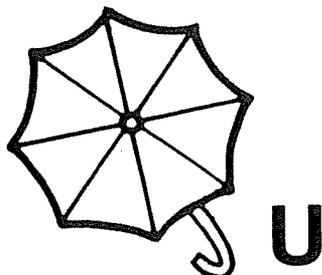
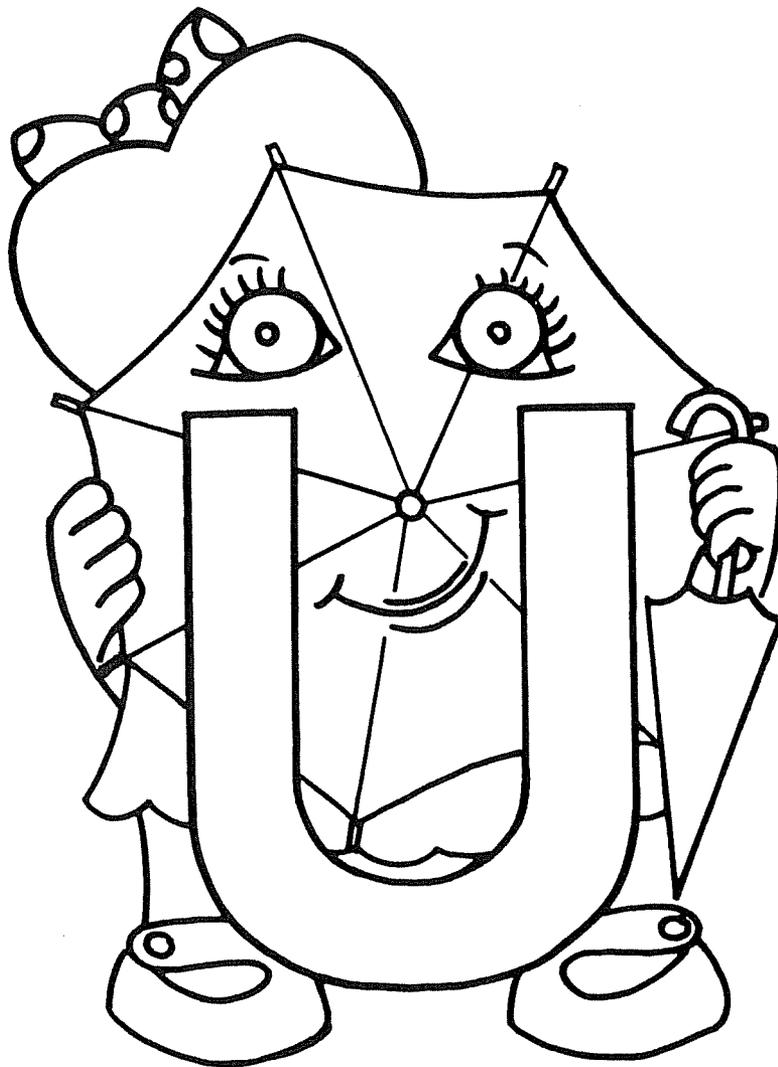
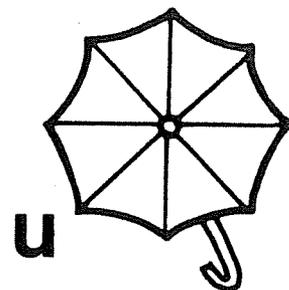
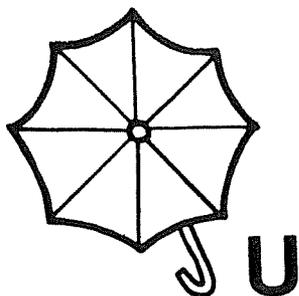
NAME _____



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Mr. J's special feature, Jumbled Junk, starts the same way as these pictures. Your child can probably name some of the pictures. (jump, jam, jar, juice, jog)

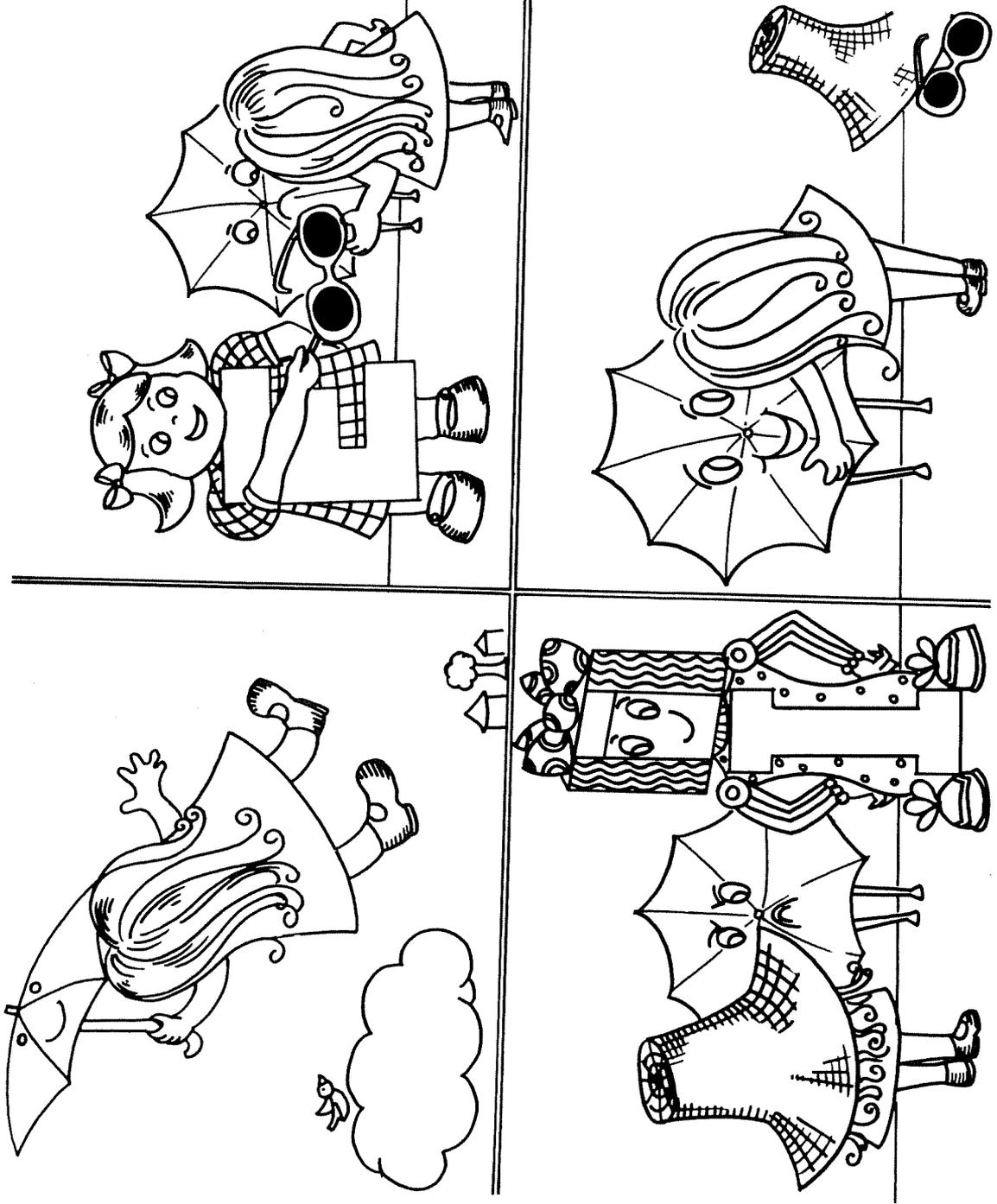
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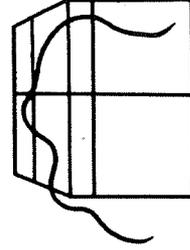
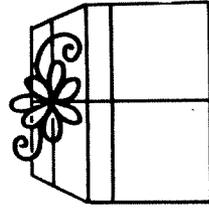
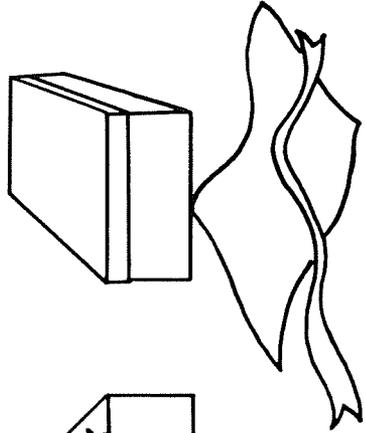
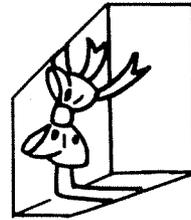
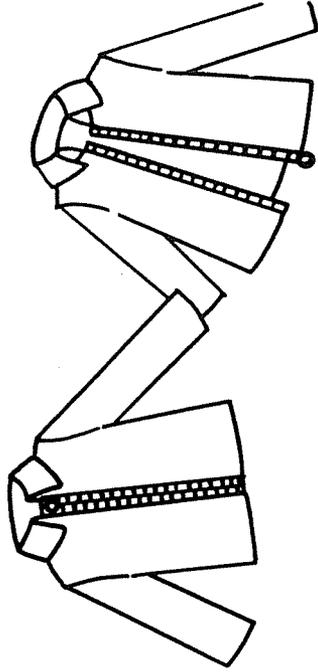
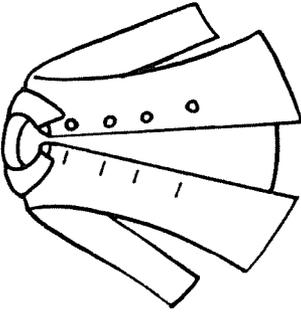
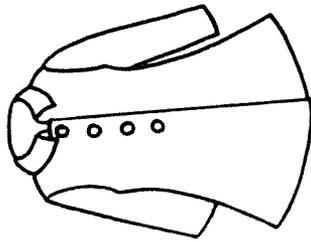
Let your child tell you which is capital U and which is lower case u.

NAME _____



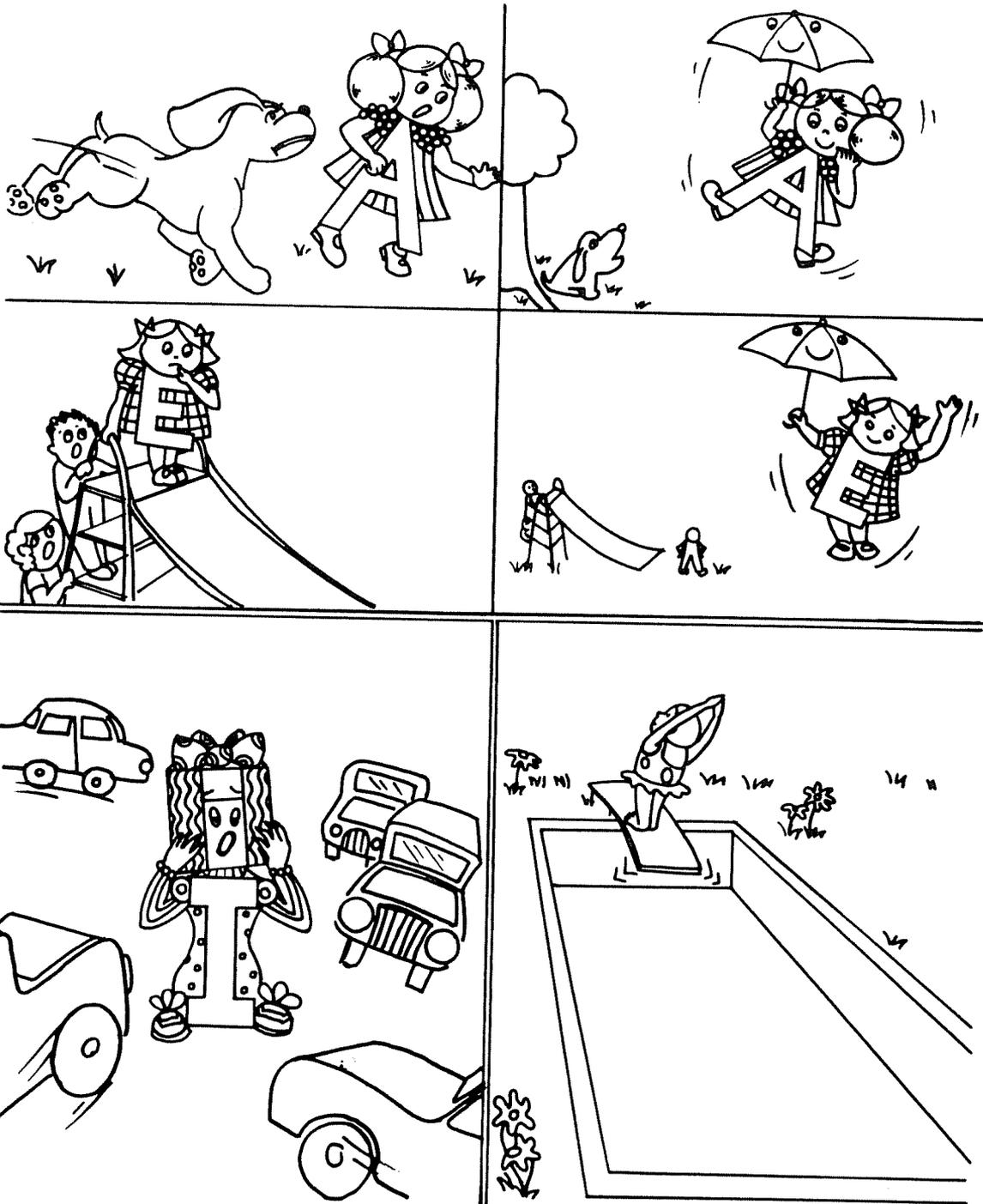
Ask your child to tell you how Miss U's Umbrella felt when she was offered sunglasses and a sun hat to replace it. (sad, worried, upset) Even an umbrella needs to be needed!

NAME _____



Miss U can make opposite words by putting **un** in front of them. Your child will tell you about it with the words pictured. (buttoned —unbuttoned; zipped —unzipped; wrapped —unwrapped; tied —untied)

NAME _____



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Miss U's Umbrella saved the day for some of the other Letter Girls. Your child may want to tell you about it.

NAME _____

Dear Parents:

We have three new class members: Mr. R . . . Mr. J . . . and Miss U!

Mr. R (Ripping Rubberbands) is a rascal who used to shoot rubberbands at people. The rubberbands objected, and the children talked about using rubberbands constructively. Mr. R also learned that he should play with the other Letter People instead of trying to fight.

Mr. R wanted to have more words, and so he put **re** in front of words (prefixes) which means to do it again. (When he puts **re** in front of **build**, the new word - **rebuild** means to build again.) Let your child put **re** in front of other words, then tell you what they mean.

Mr. J and his Jumbled Junk gave the children their own books. The story tells how Mr. J had to arrange the jewelry in his store so that things that belonged together were on the same tray (sorting and classifying). Once again, the children were given additional experiences in logical thinking.

Perhaps your child would like to arrange his or her drawers like Mr. J did, so that things may easily be found.

Ask your child to tell you what happened when Miss U arrived. Miss U talked about friendship. She explained that a person often can be friendly with several people at the same time.

Miss U, like Mr. R, made words for herself by adding **un** to the beginning of a word. When **un** was added, the word was made into an opposite (i.e. **un** added to **button** made **unbutton**).

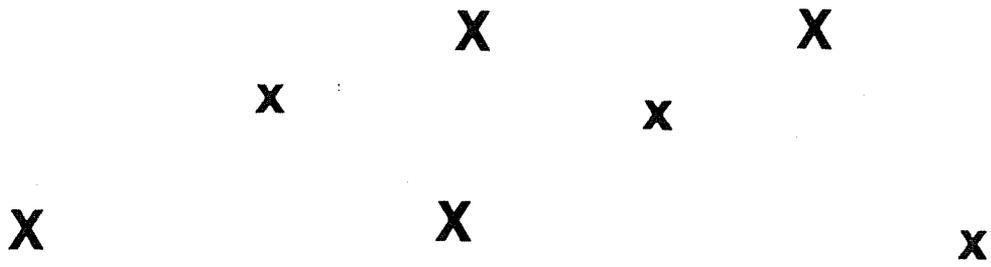
Perhaps you and your child can have fun finding other ways to make new words.

Sincerely,

NAME _____

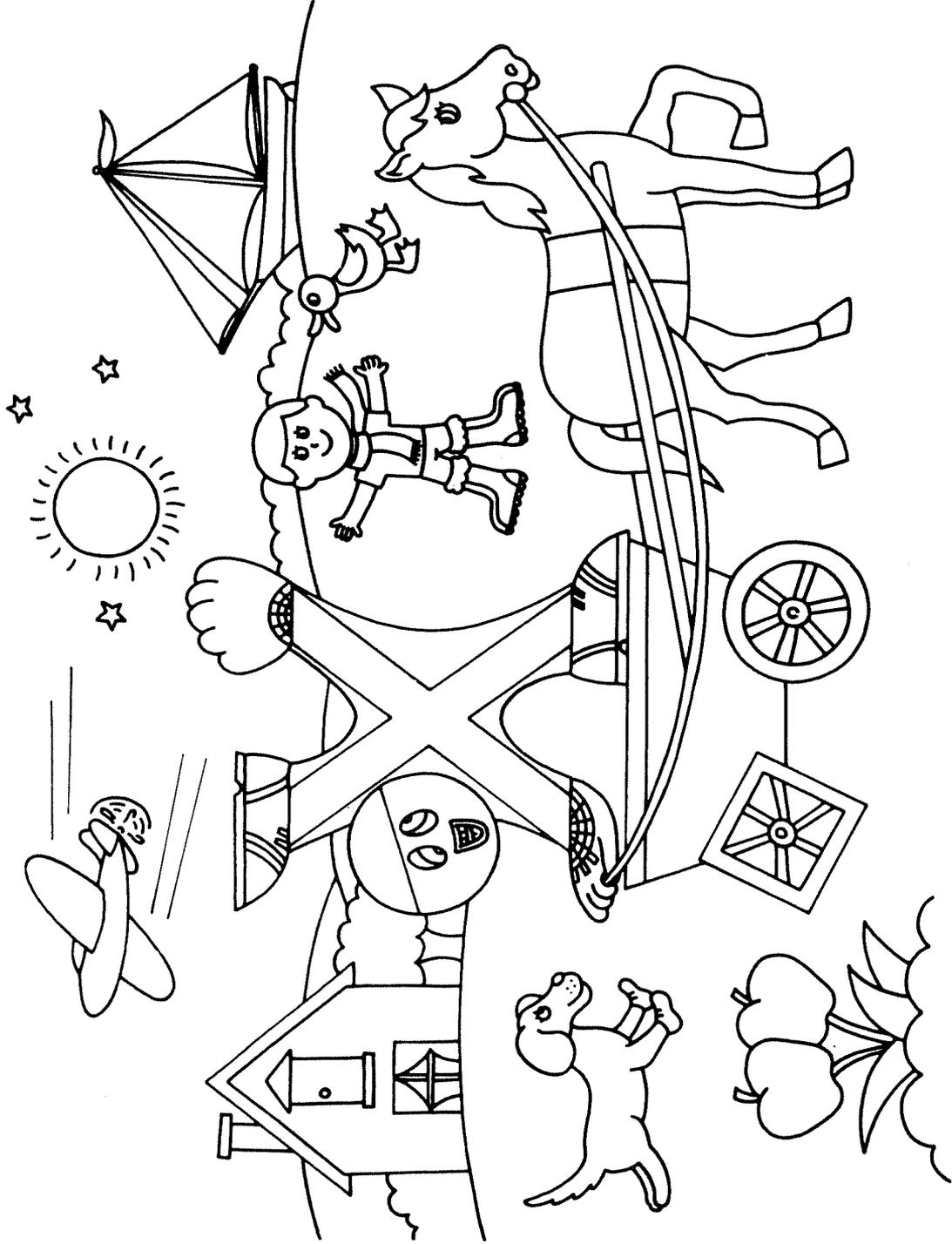


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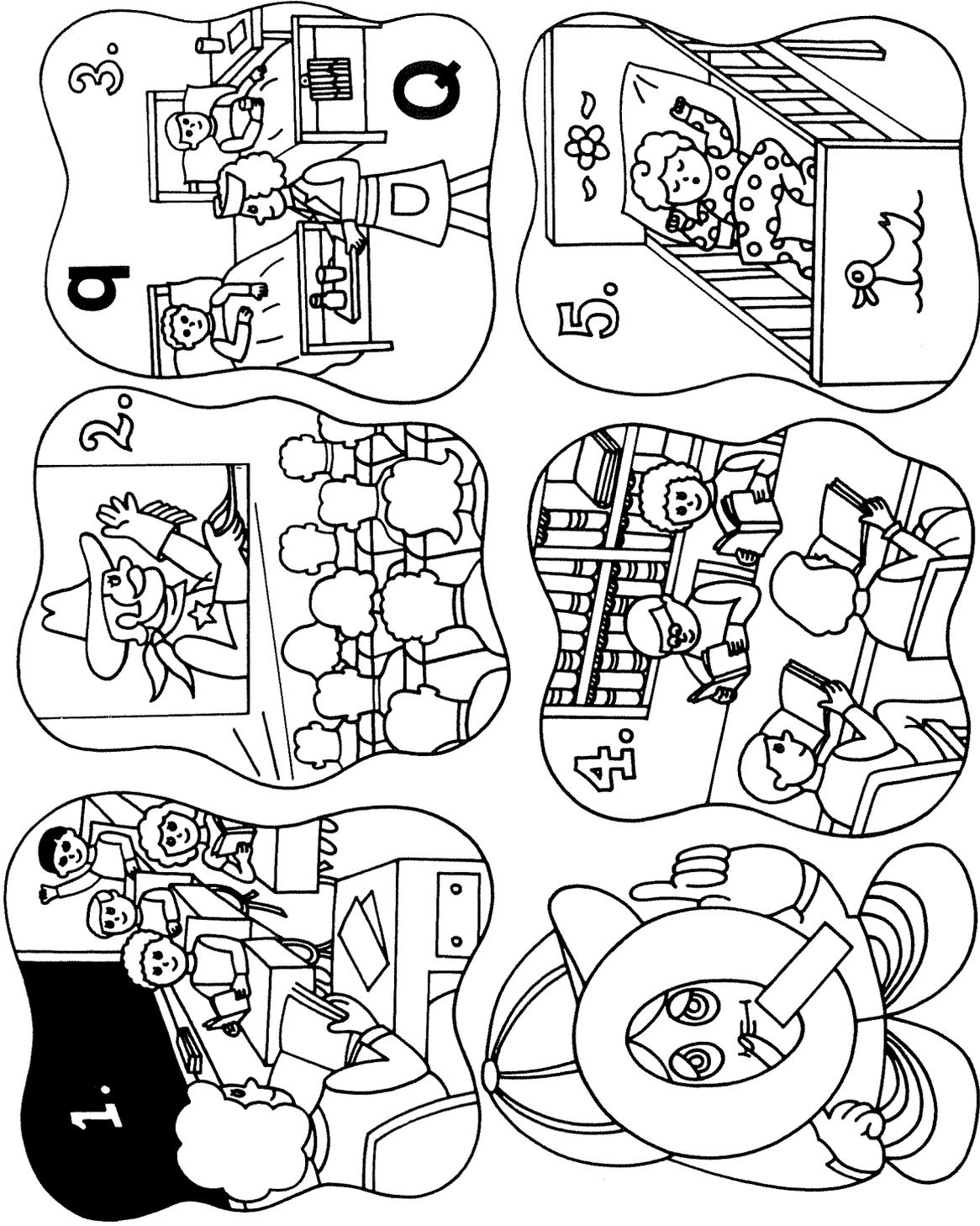
Mr. X is put together all wrong. His body parts are all mixed up. His letter looks the same upside down as right side up. Can your child remember his strange song?

NAME _____



This is a copy of a large colored picture card. There are many things wrong here. (e.g., horse has five legs, square wheel, etc.) How many can you and your child find?

NAME _____



Quiet Mr. Q makes no sound at all. Ask your child to tell you about times when it is good to be quiet.
(1- listening to the teacher, 2- in the theater, 3- in the hospital, 4- in the library, 5- when someone is sleeping)

Dear Parent:

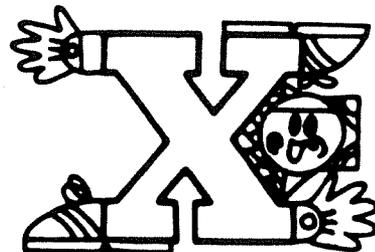
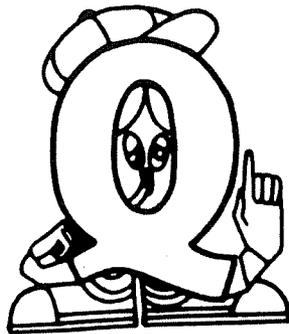
With the coming of Mr. X and Mr. Q, all the letters of the alphabet are now present and accounted for!

Mr. X is a strange fellow. He is put together "all wrong." His body parts are all mixed up. The children talked about accepting things or people even when they are unusual or different. Mr. X brought a picture card on which the children had to find all the things that were wrong, such as a square wheel, a horse with five legs, and an apple that grew on a flower stem. Since Mr. X has problems, he is not yet ready to make a sound in words.

Mr. Q is quiet, and so he makes no sound. (Next year Miss U will come to his rescue.) The children accept him as he is, and look for his positive side. They talked about times when silence is desirable, as when listening to a story, reading in the library, and visiting in a hospital.

Perhaps you will want to add a few more times, in discussion with your child, when quiet is necessary.

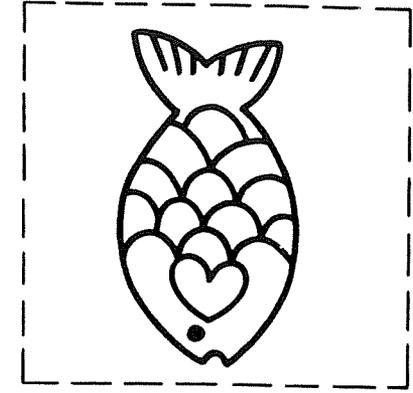
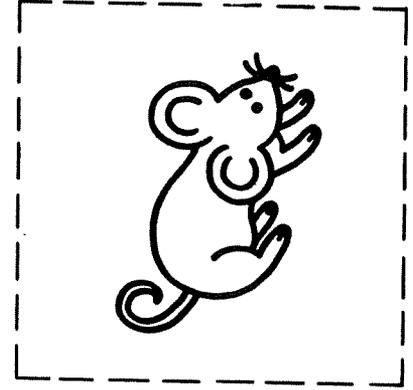
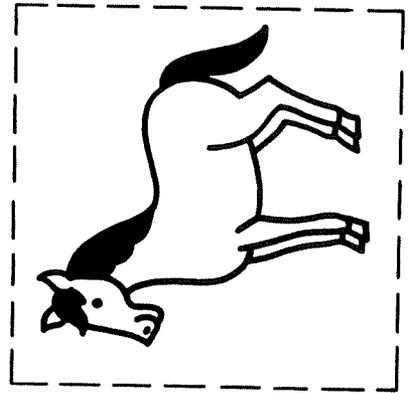
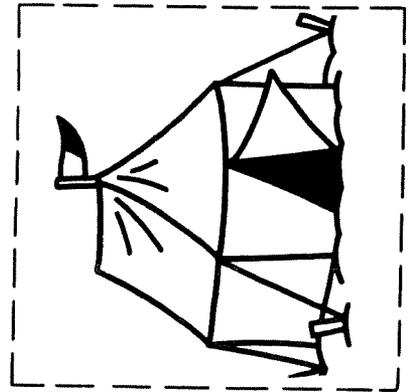
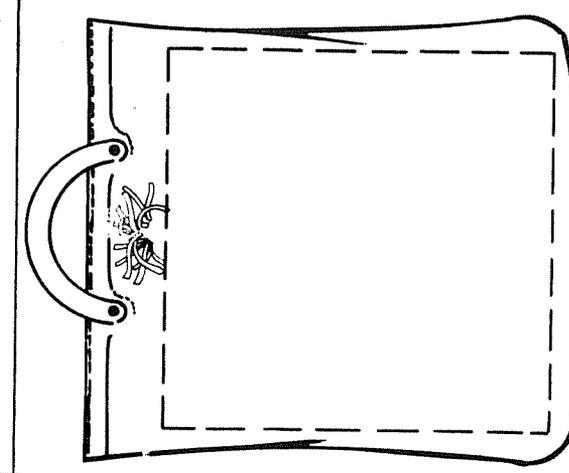
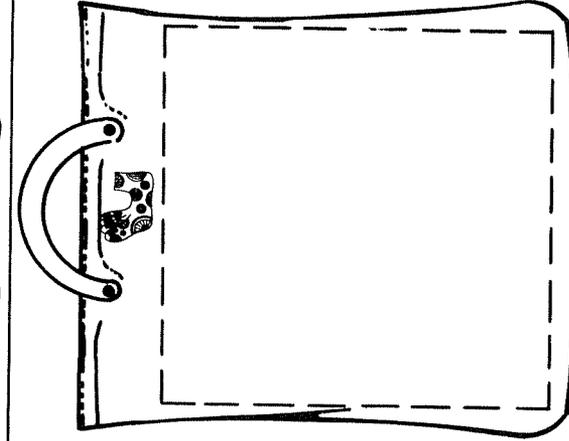
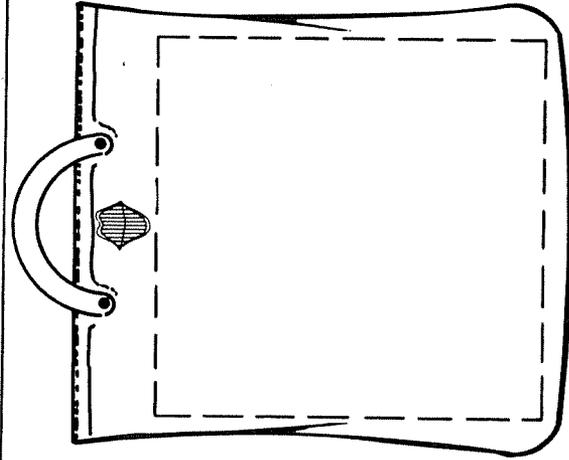
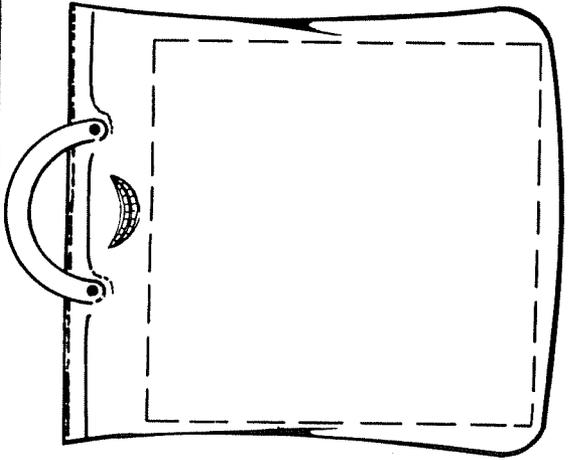
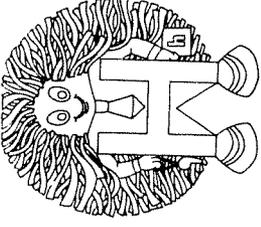
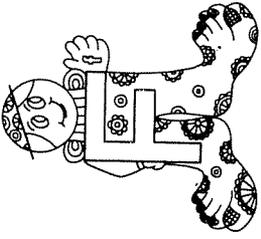
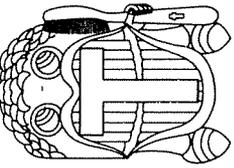
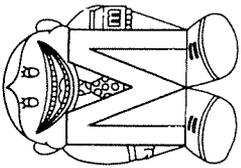
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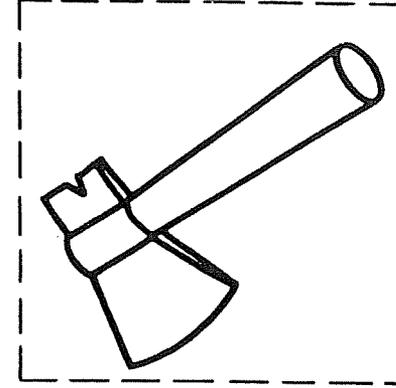
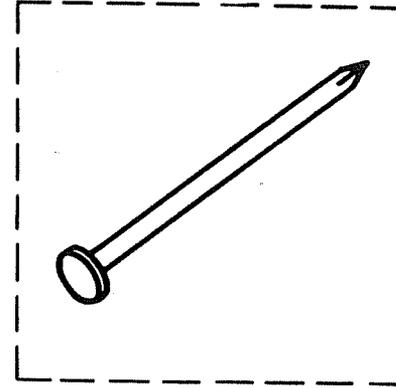
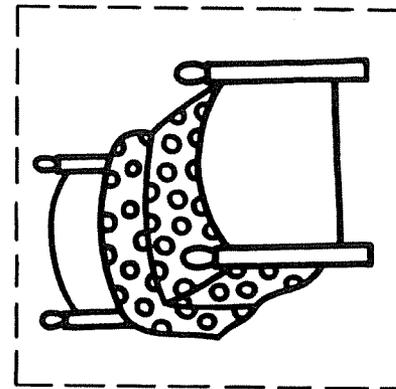
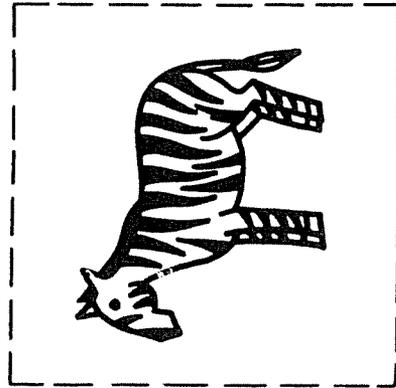
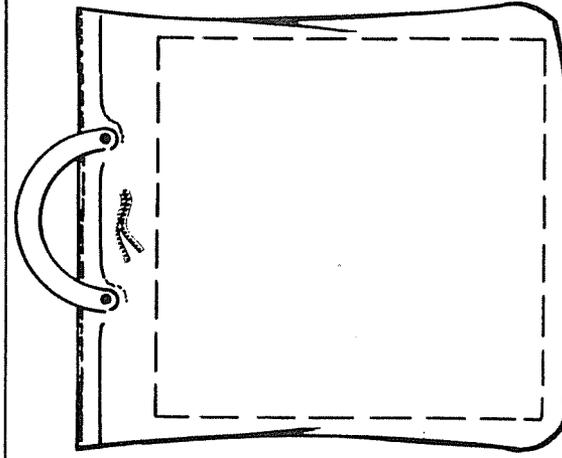
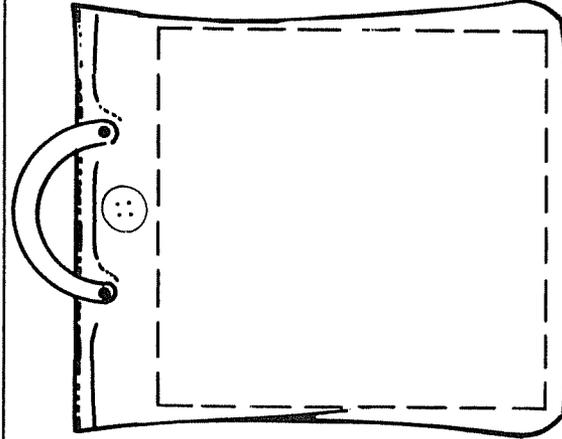
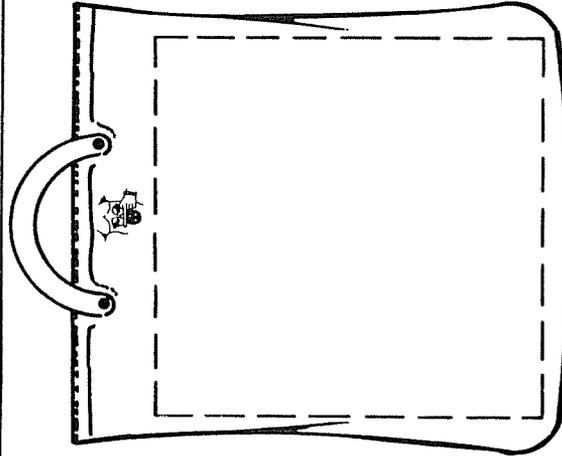
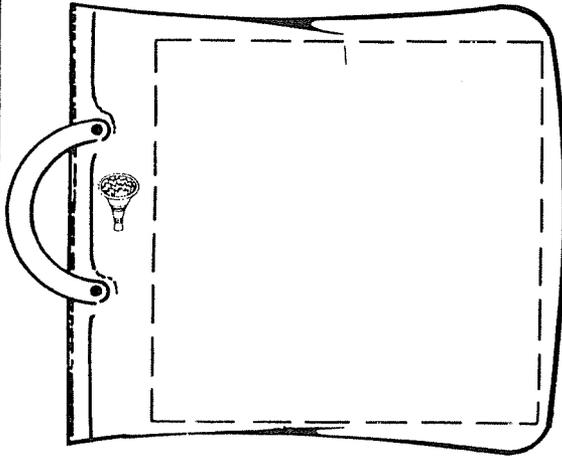
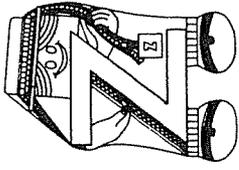
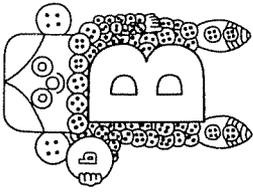
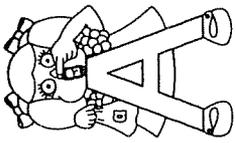
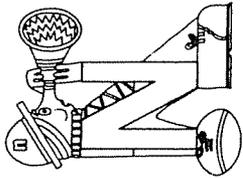
Quiet

All Wrong

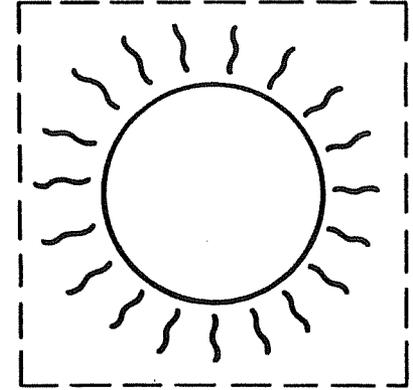
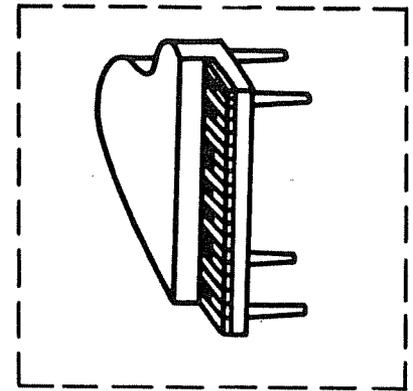
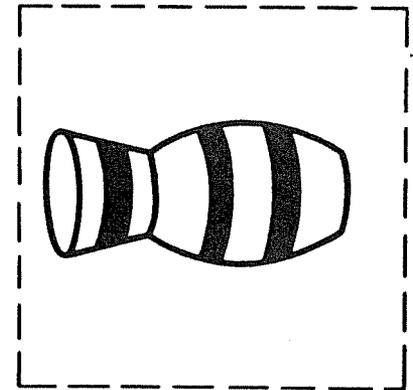
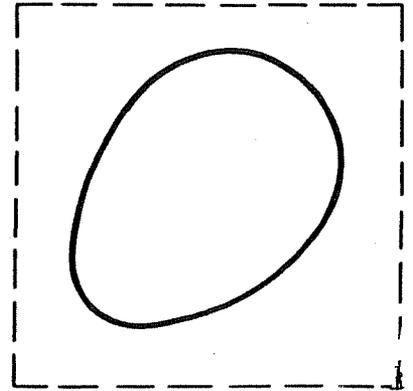
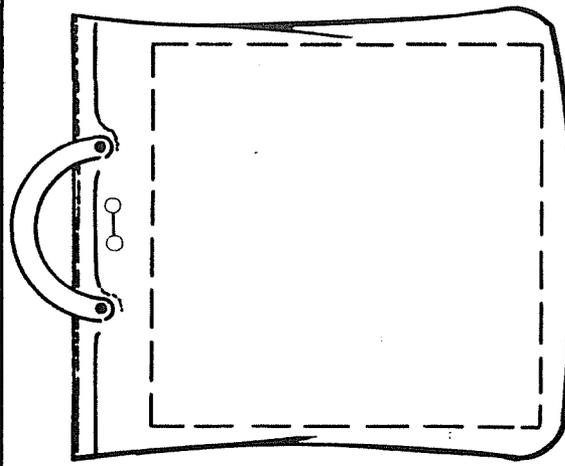
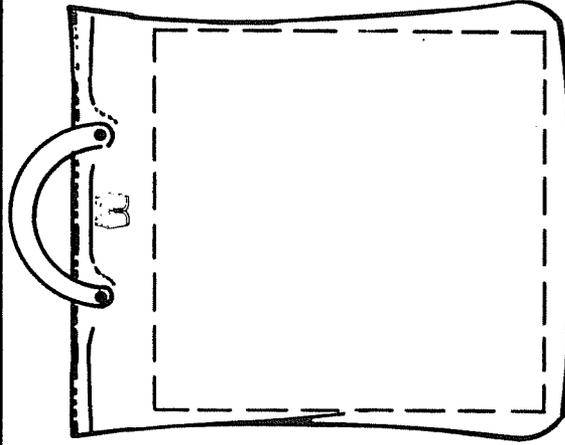
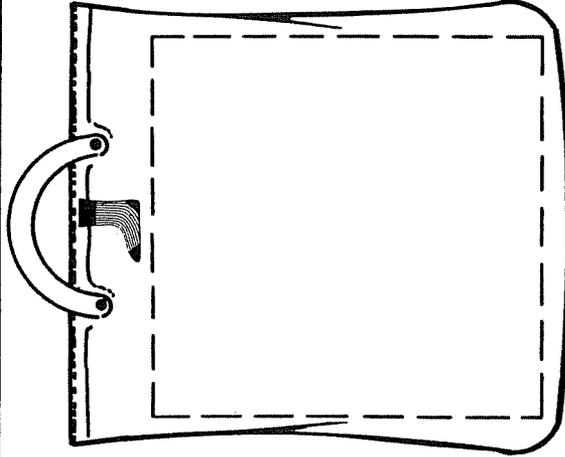
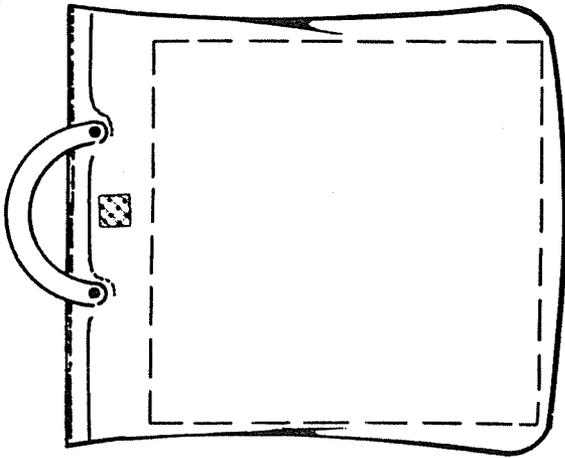
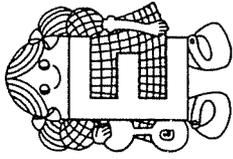
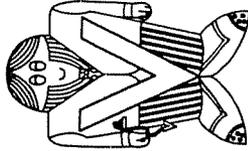
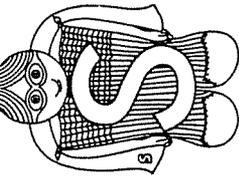
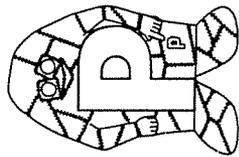
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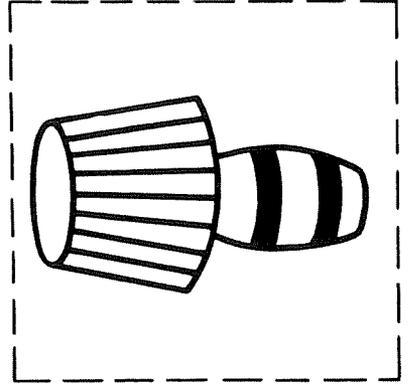
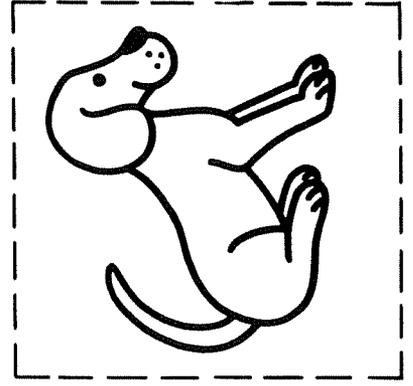
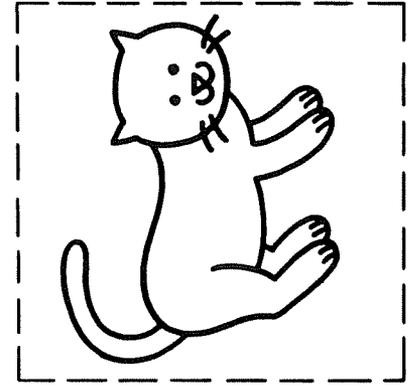
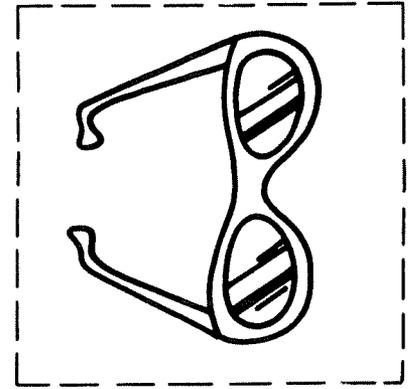
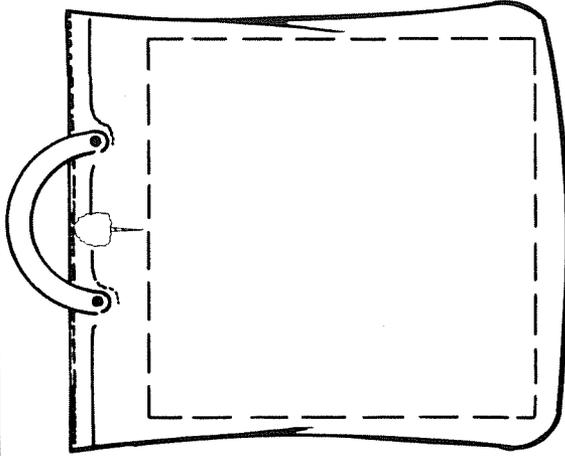
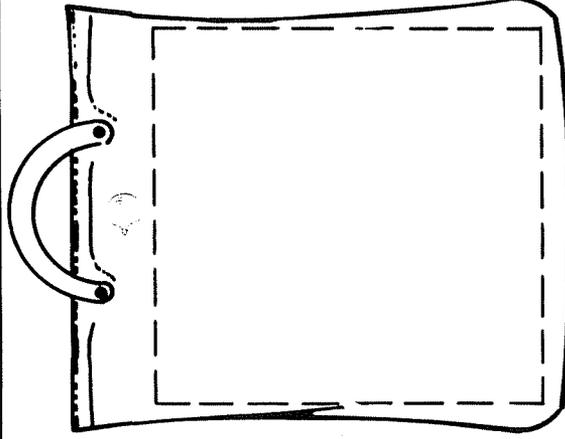
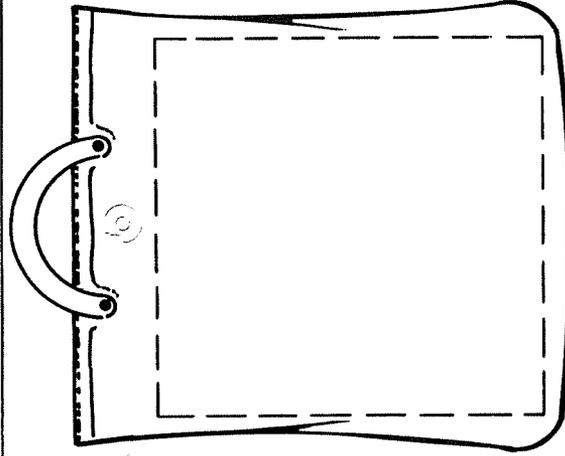
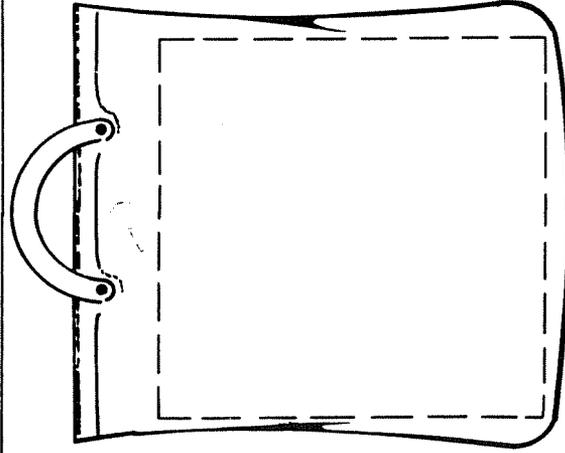
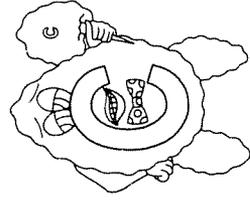
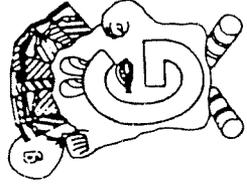
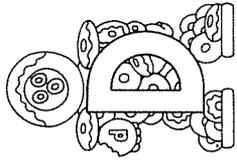
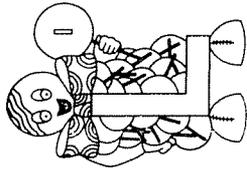
NAME _____



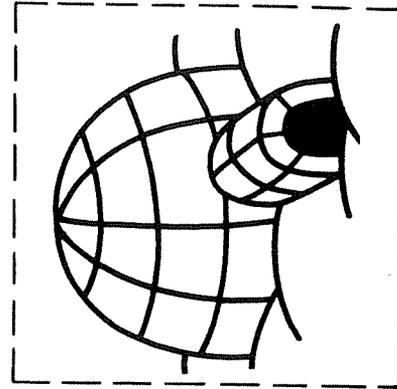
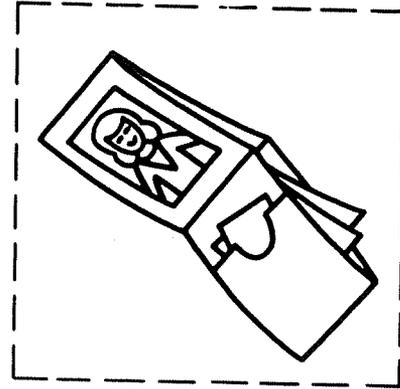
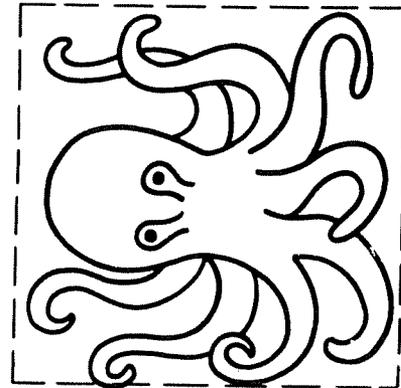
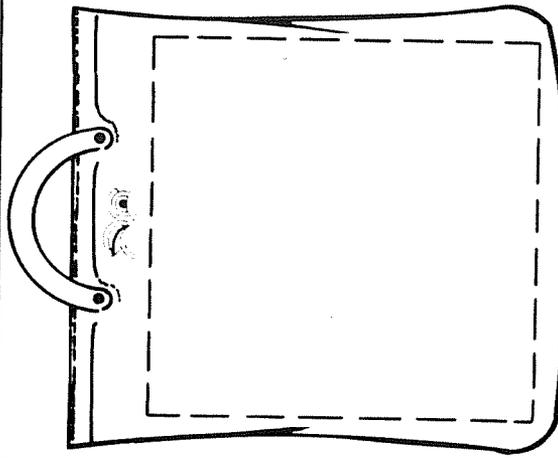
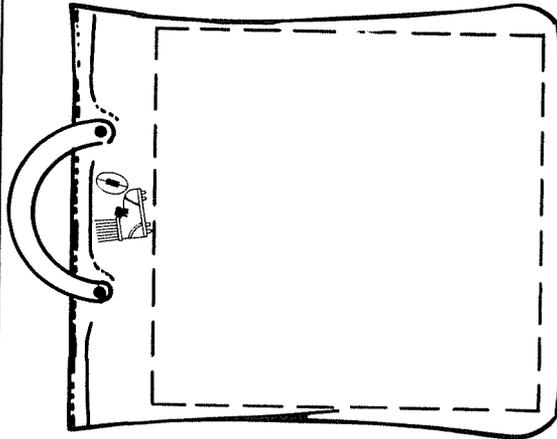
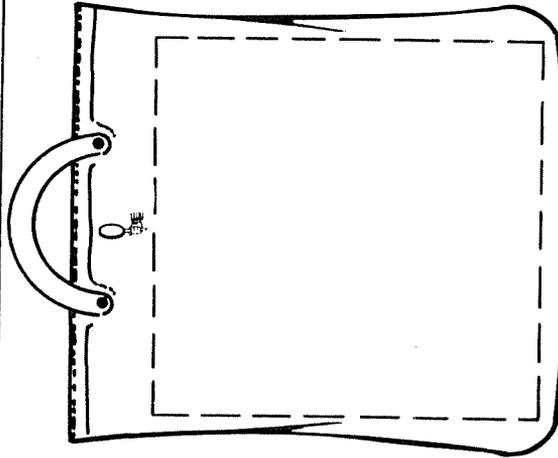
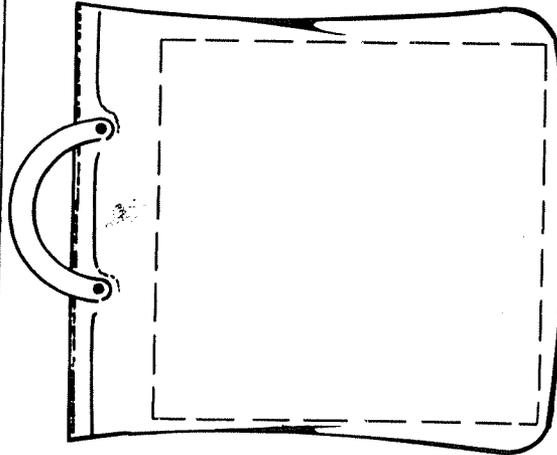
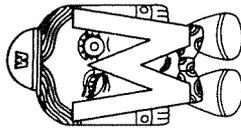
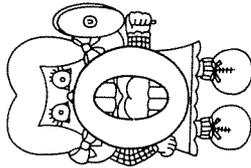
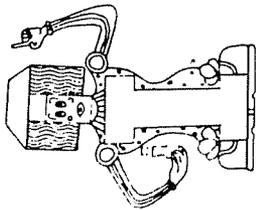
NAME _____



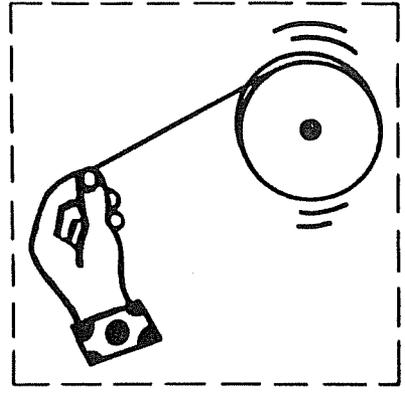
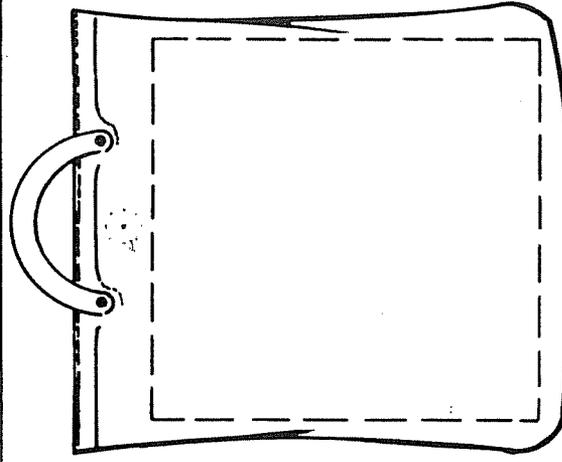
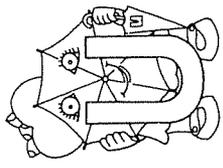
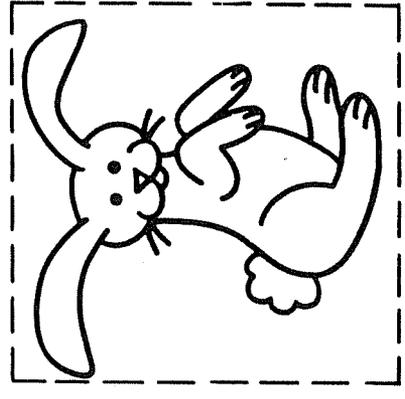
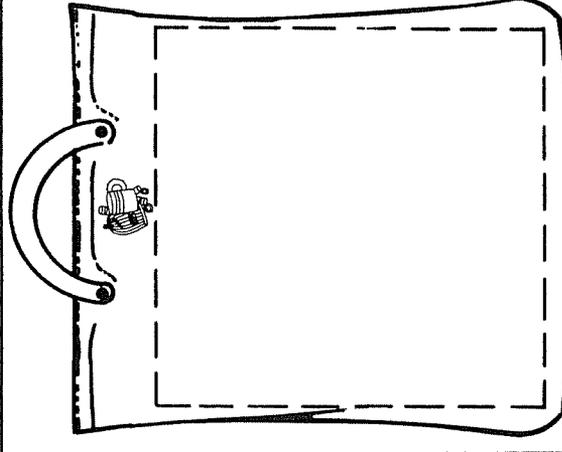
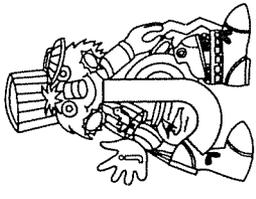
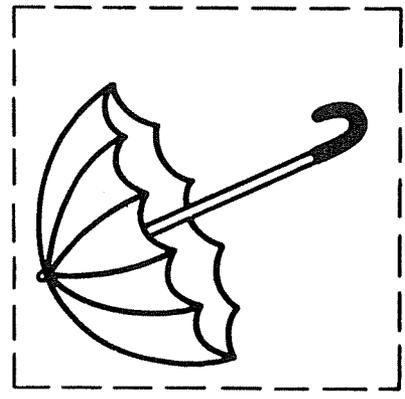
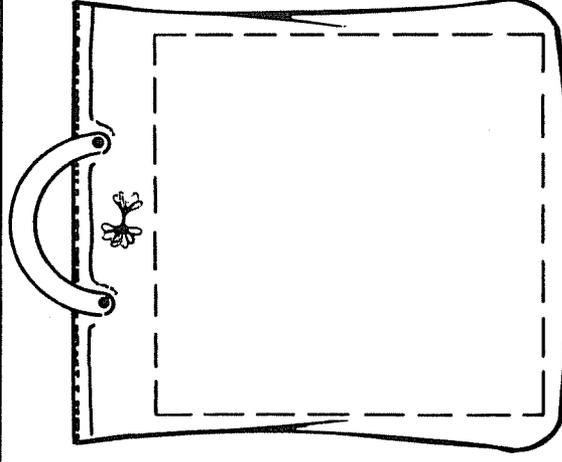
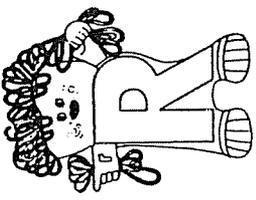
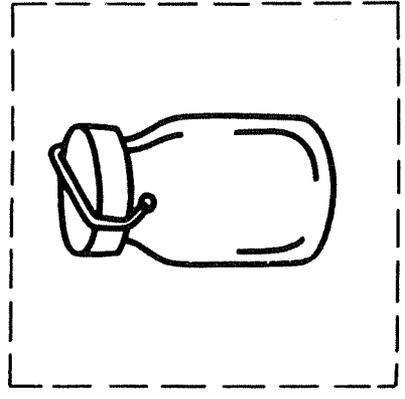
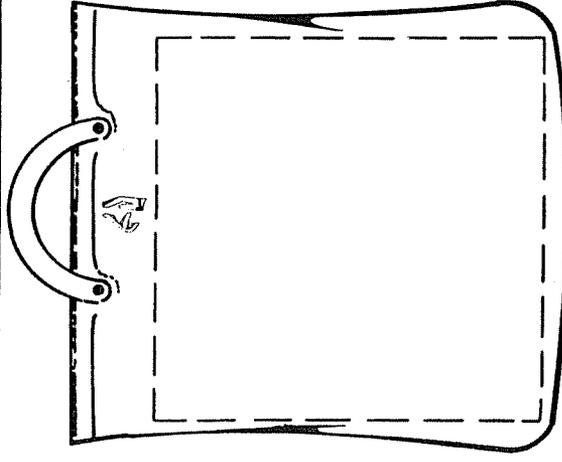
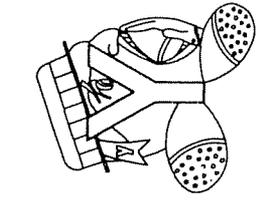
NAME _____



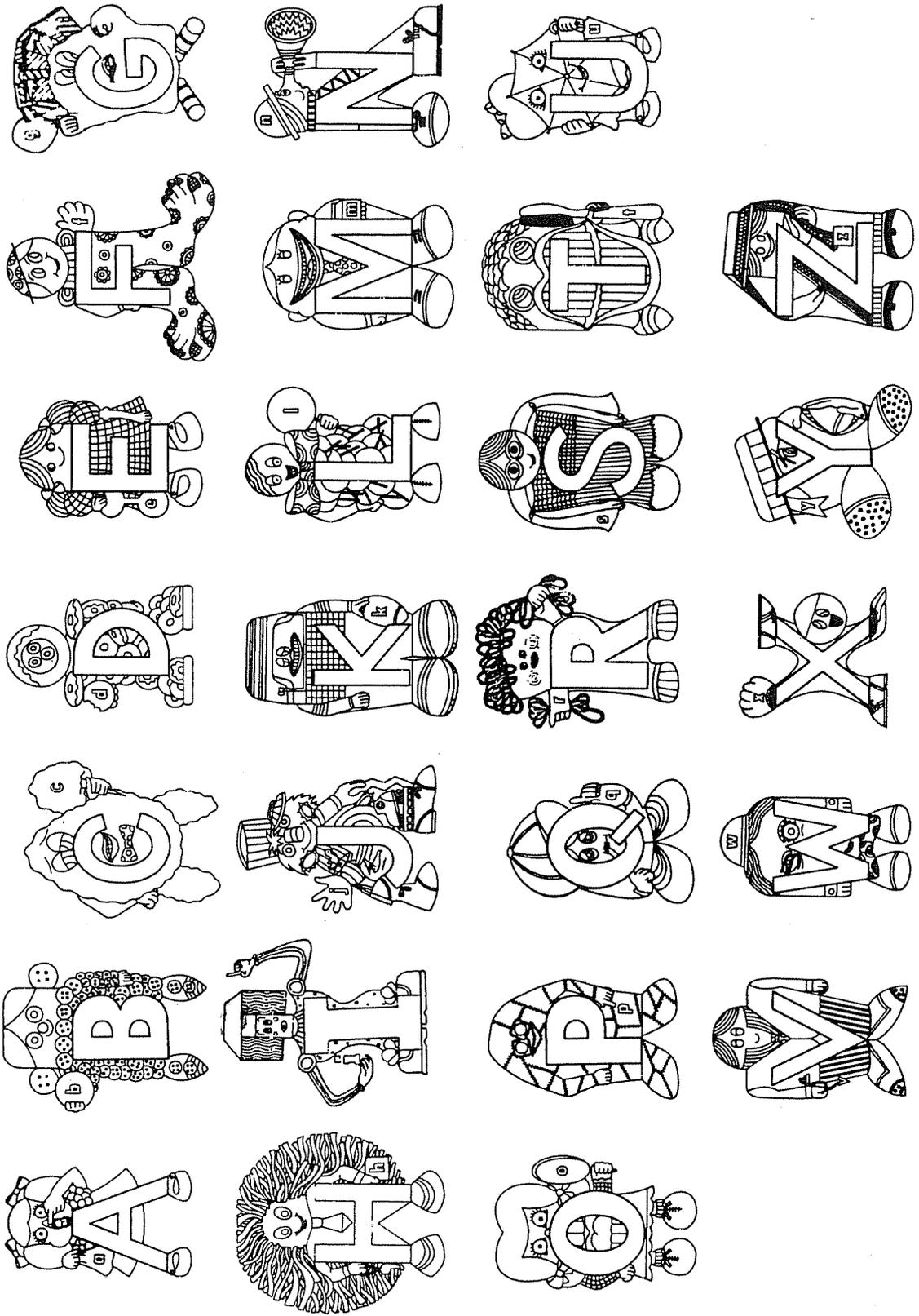
NAME _____



NAME _____



NAME _____



Here are all the Alpha Time Letter People in alphabetical order.

NAME _____

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Here are all the letters of the alphabet in alphabetical order.

NAME _____

Dear Parents:

The children have spent the last few days remembering all the good times we had throughout the year with our 26 friends, the Huggable Letter People.

We remembered them with pictures, filmstrips, stories, and records. It has been a good, all-around learning experience for all the children. Each student personally reacted to that part of the program which was most important to that child. For some it may have been discussing feelings, or learning about different personalities. For others it was getting to know letters and their sounds, making and discovering new words, or reading pictures. All of the children enjoyed playing games, dancing to music, listening to stories, talking about colors, shapes, and sizes, and many, many more important experiences.

By far the most important experience was that each child will take home the feeling that learning is fun, and that getting to know new things is an adventure. Each child needs to be acknowledged as an important and unique member of our society.

I sincerely hope that your child's many successful ALPHA TIME experiences this year have imparted the confidence to continue to grow and become a mature and happy member of our society.

Sincerely,