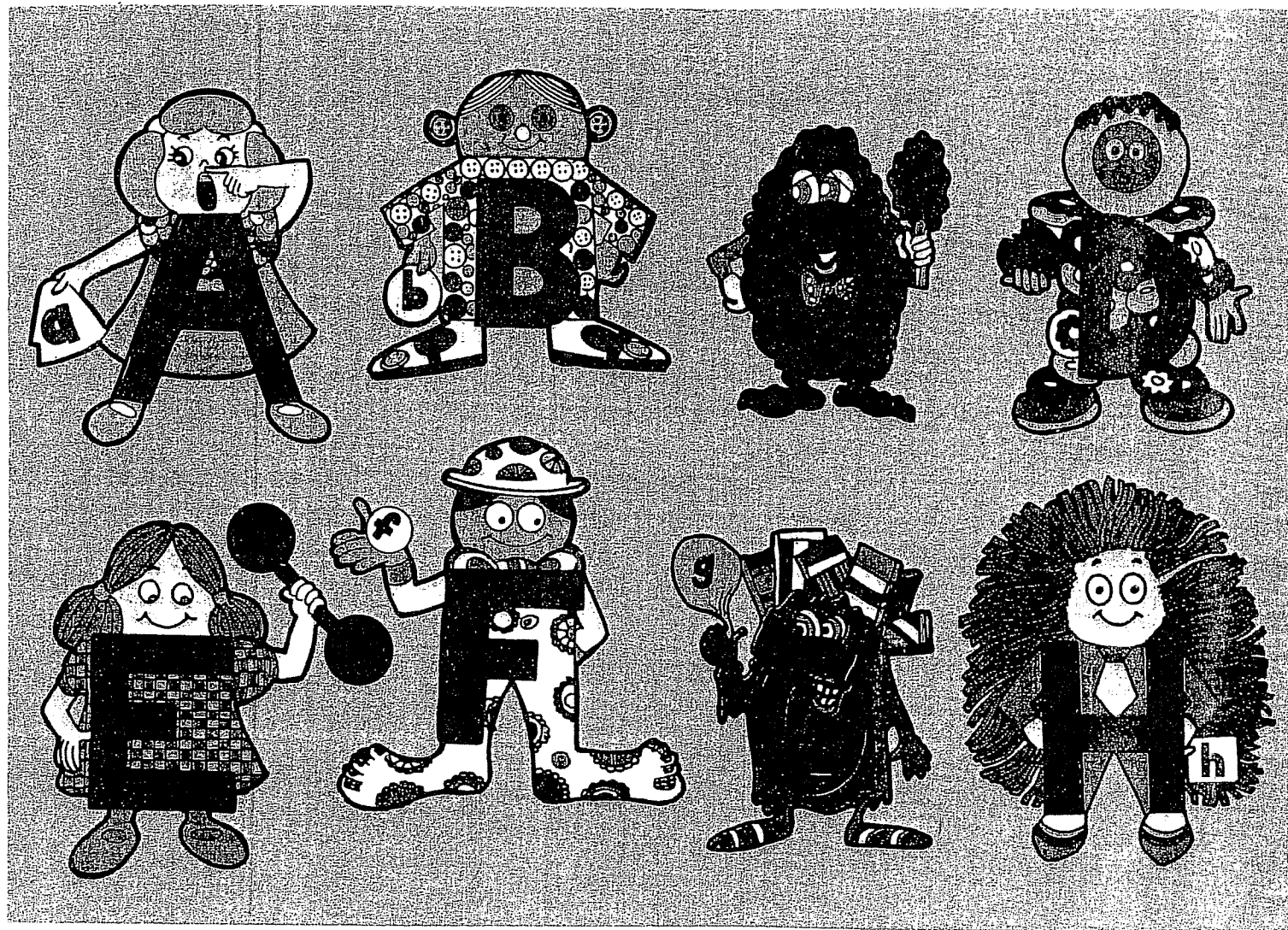
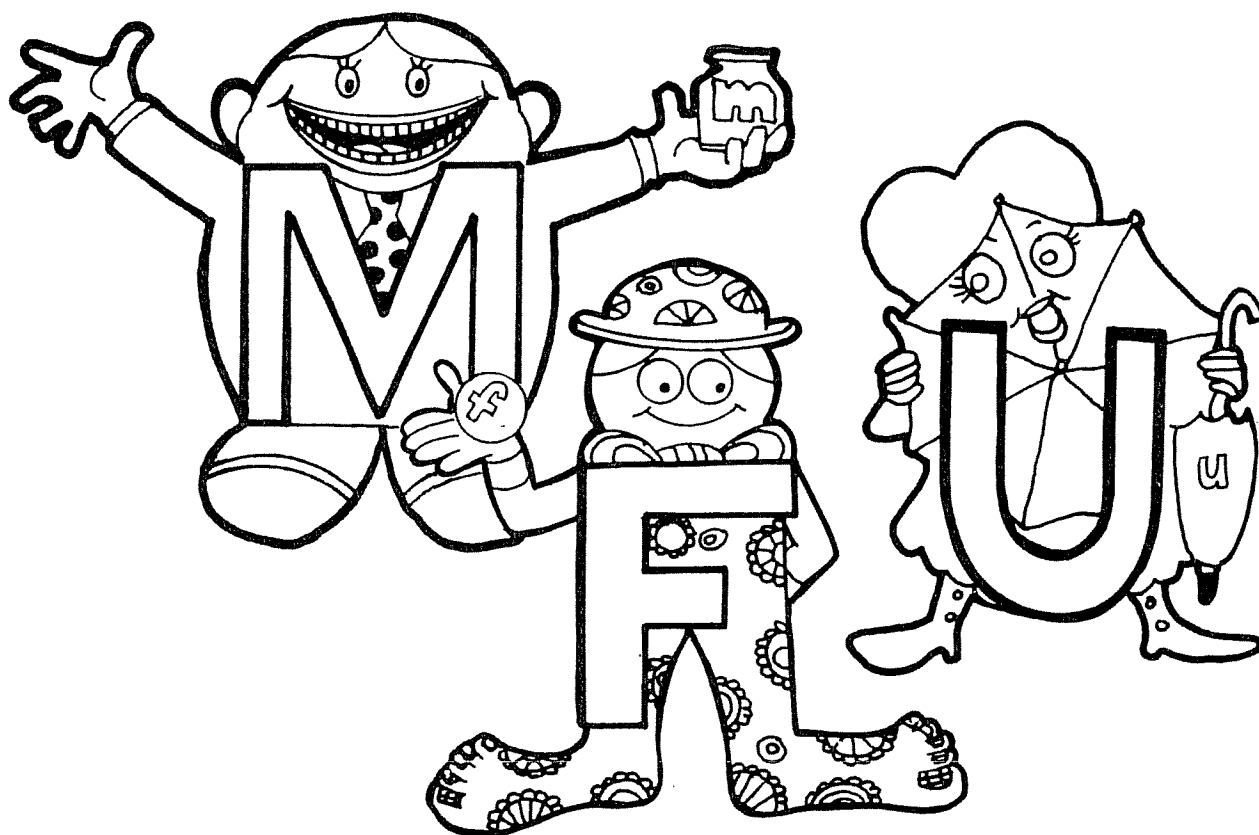


PARENT'S REFERENCE GUIDE



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Before You Begin

Reading is a skill that you probably take for granted. You've already had a lifetime of practice, and by this time reading is second nature for you — something you do without even thinking about it.

Chances are that your memories of actually learning to read are hazy at best. But take a few moments to think about it. You had to learn your ABC's, of course. Perhaps you began by memorizing the familiar alphabet song. But did that teach you to recognize the letters or their sounds? Did you confuse your lower case b's and d's? Can you recall picking your way through a jungle of words, trying to pronounce them and determine their meanings by their sounds?

Learning to read is not a matter of acquiring just one simple skill. It involves mastery of a whole set of complex and interrelated learnings, many of which are quite abstract for a child of only four or five. *The World Book-Childcraft Reading Readiness Program*

is designed to provide your child with a solid foundation in the most important pre-reading skills — recognizing letters of the alphabet and the sound associated with each. As you work through the program with your child, keep in mind that what seems simple to you is in fact among the most important and difficult intellectual efforts of your child's young life. Be patient with your youngster, and help your child to discover the excitement and fun of learning.

The World Book-Childcraft Reading Readiness Program is based on twenty-six delightful Letter People, each with a special feature or characteristic, from which it gets its sound. **Mr. M**, for example, has a **munching mouth**; **Mr. F** has **funny feet**, and **Miss U** always carries an **umbrella**.

These amusing characters make learning fun and encourage youngsters to develop a positive attitude toward reading. Preschool children re-

spond much more readily to friendly letters of the alphabet than they do to symbols. With the Letter People, the repetition and imitation so vital to the learning process become a game, not simply a mindless drill. Each Letter Person is a character with a personality. Children eagerly look forward to playing with and getting to know their Letter People friends. The relationship between your child and the Letter People, built slowly and properly, will make your child comfortable and confident when working with the alphabet.

The World Book-Childcraft Reading Readiness Program will give your child a solid foundation for success in learning to read. It provides a unique, personal, and active way to help your child develop some of the more important reading readiness skills. **It does not, however, attempt to teach the skill of reading.** Neither is it designed as a remedial reading program or for use by learning-disabled children, though virtually any child can derive some benefit from application of this program.

The program is intended for use by children between the ages of three and six years. Its most important objective is to teach a child to recognize the letters of the alphabet and their sounds. It also gives a child practice in some of the basic processes necessary in developing the skill of reading — training the eye to move from left to right, for example, and from the top to the bottom of the page. The program also helps build listening vocabulary and comprehension skills. Finally, it provides practice in motor skills associated with such tasks as cutting, pasting, coloring within lines, and tracing.



USING THE PROGRAM

1. *The World Book-Childcraft Reading Readiness Program* introduces the letters of the alphabet in a carefully sequenced series of steps that build on previous knowledge and pave the way for successful new experiences. The "Parts of the Program" section of the *Parent's Reference Guide* outlines the program's components and the basic sequence to follow for each letter. "Introducing . . . Mr. M" presents step-by-step directions for the first lesson in the program, describing in detail strategies and techniques that can then be used with each subsequent letter of the alphabet. **For maximum achievement, carefully study the steps**

outlined in that section of the Parent's Reference Guide. Follow them whenever you introduce your child to a new Letter Person.

You may also wish to leaf through the section titled "Extra Activities". These activities have been specially designed to extend and enrich such elements in the program as lower case letter recognition or identification of sounds. You are encouraged to pick and choose from this collection of activities those items you feel would interest your child the most.

2. Make sure that your attitude toward the program is relaxed, positive, and flexible. The experi-



ence of working through the Letter People system should be pleasant and enjoyable for you *and* your child. If you are unduly anxious about your child's progress, or about your own teaching ability, the tension you feel will be transmitted to your child and may impede learning. But if you are relaxed, it is more than likely that your child will be, too.

The plans that have been provided for presenting a model lesson ("Introducing . . . Mr. M") have been carefully worked out with many parents and children. If you use them as a guide, you should have very little difficulty in administering the program. But no single set of lesson plans, no matter how detailed, can account for the tremendous individual differences among children, as well as parents. Feel free to use your own imagination in adapting our material to meet your special needs. Keep in mind that your child's interest and attention span will vary from day to day, just as yours will — so be flexible. And have fun!

3. No matter how diligent you've been about reading through the *Parent's Reference Guide* or creating a pleasant atmosphere for learning, you may encounter steadfast resistance from your child. The child may simply not be ready to learn

the letters and sounds of the alphabet, especially if she or he is a younger member of the three-to-six age group. Do not be discouraged or worry if this happens. Put the program away for a while and try it again in a few months.

4. Once your child is ready to learn the alphabet, set aside a specific time each day to work with *The World Book-Childcraft Reading Readiness Program*. The time you spend on each learning session will vary from 10 minutes to more than half an hour, depending on your child's interest and motivation. The length of a session is not as important as the quality of the experience. It is important for your child to have a successful experience every day.

5. Take your time and have fun with the learning process. Getting through pages quickly is not what makes learning happen. Your child should absorb each small segment of the program before moving on to the next. As a parent, you know your own child's abilities and attention span best. Proceed at a comfortable pace. On certain days, it may be advisable to complete no more than one learning session. At other times, your child may be more highly motivated. Above all, **do not force your child if his or her enthusiasm is flagging**. Your child's total attention and enjoyment during a short time period are far more important to success than rushing ahead.

PARTS OF THE PROGRAM

Before beginning *The World Book-Childcraft Reading Readiness Program*, familiarize yourself with its components.

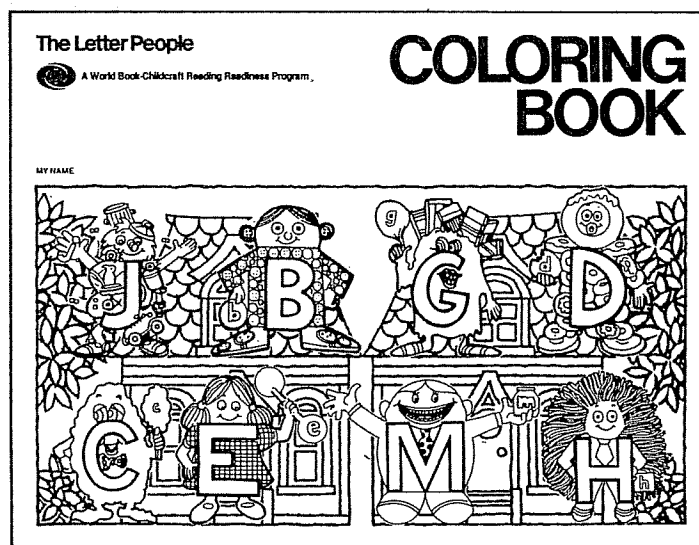
Records:

The first element of the program is a set of fourteen records. The record titled "ALL ABOUT THE LETTER PEOPLE" is intended for your listening. It consists of an informal introduction to some of the sounds and mechanics of the program, featuring children in a social situation. You should listen to this record before proceeding.

The remaining thirteen records are devoted to a presentation for your child of the songs of the Letter People. Each side of a record introduces one of the twenty-six songs of the Letter People. The songs of the Letter People serve a two-fold purpose. They create a stimulating environment

that makes learning the letters an exhilarating experience. At the same time, they familiarize children with many types of music — modern, classical, national, and ethnic.

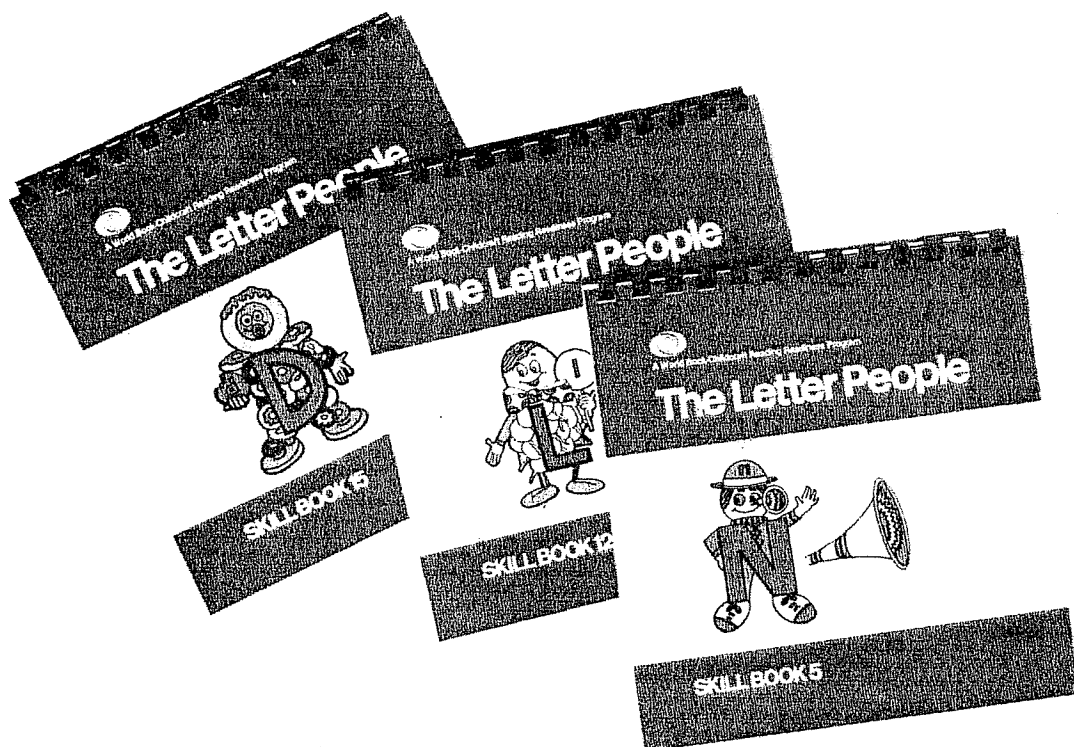
The first step in introducing your child to a new Letter Person is to play the appropriate record. Each song personalizes a different letter of the alphabet and encourages your child to “make friends” right away. The songs provide an easy and pleasant way to acquaint your child with the sounds of each letter of the alphabet. Encourage your child to sing along. The words to each Letter Person’s song are printed in the *Parent’s Reference Guide* in the section titled “The Letter People Sing.” (Some of the words in the songs will be very advanced for your child. Remember, the objective of this program is to teach a child to recognize the letters of the alphabet and their sounds, not the meanings of words.)



Coloring Book:

The *Coloring Book* features large outline pictures of each of the twenty-six Letter People. It also shows the upper and lower case letters and the identifying characteristic of each Letter Person, such as **Mr. M's** munching mouth and **Miss U's** umbrella.

Use the *Coloring Book*, along with the record, to introduce your child to each new Letter Person. Coloring a jumbo picture of a new Letter Person friend will familiarize your child with the shape of a letter in the same way as the song reinforces its sound.



Skill Books:

Once your child has heard the song and colored the picture of a new Letter Person, she or he is ready to begin the appropriate *Skill Book*. There are twenty-seven of these in the program — one for each letter of the alphabet and one review book. The books have been numbered for your convenience.

Inside the front cover of each book is a brief description of the learnings that should take place. At the bottom of each page there are suggestions for what to say to your child when presenting the page. The correct response or responses for each page are also given.

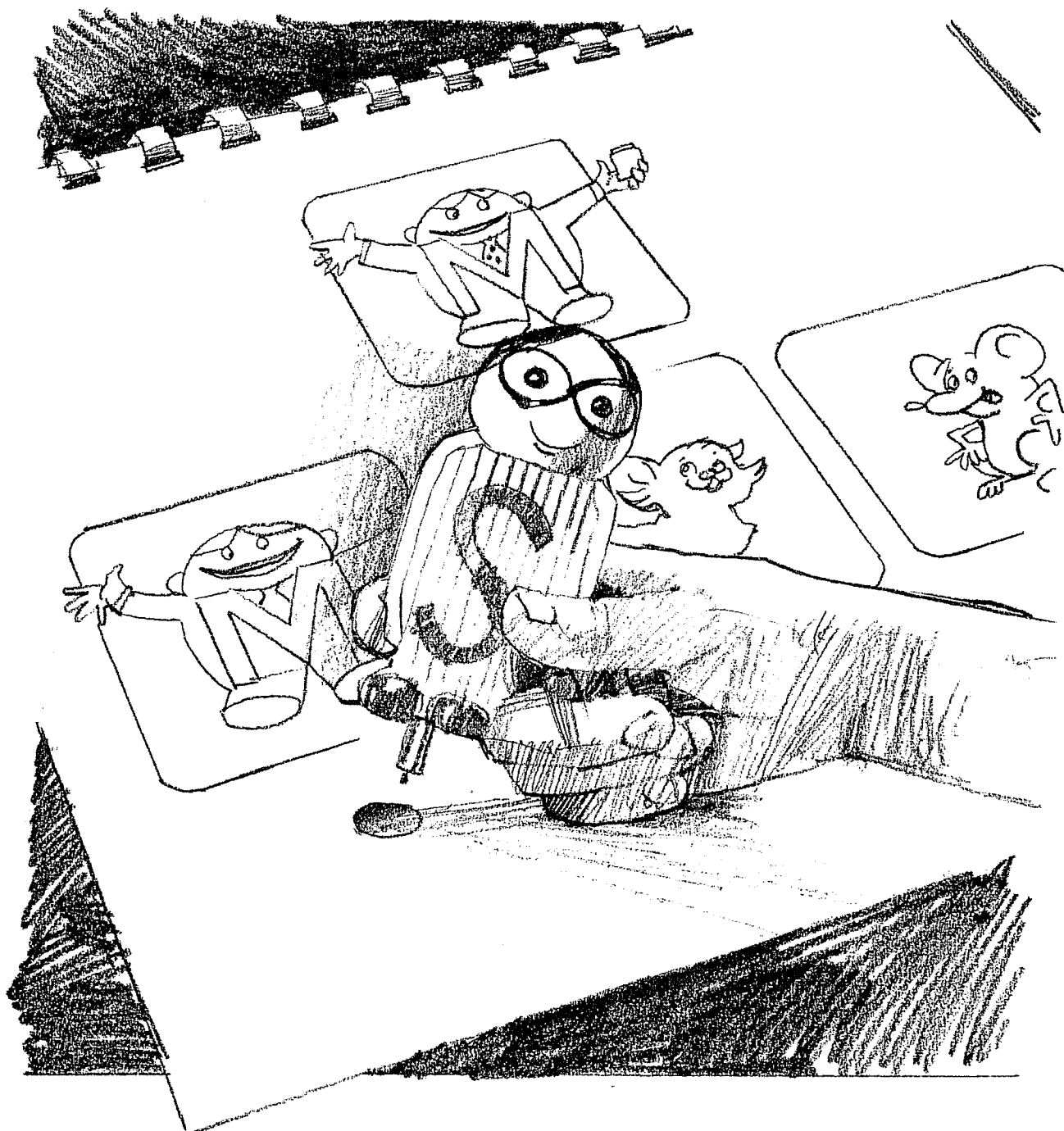
Except for the review book, each volume in the series follows the same general format. First, the Letter Person is introduced, followed by the character's upper case (capital) and lower case (small) letter forms. Next, the Letter Person's picture/sound clue is introduced — for example, **Mr. M's munching mouth**. This material is followed by

a series of story-scenes, in which your child identifies pictures of objects that begin with the Letter Person's sound. Each book concludes with application exercises. In these, your child chooses between pictures of objects that begin with the Letter Person's sound and those that do not.

The Letter People are introduced in the following order, designed to make it as easy as possible for your child to learn the shapes and sounds of the alphabet.

- | | | | | | |
|------|-------|-------|-------|-------|------------|
| 1. M | 6. A | 11. P | 16. C | 21. V | 26. X |
| 2. T | 7. B | 12. L | 17. I | 22. W | 27. Review |
| 3. F | 8. E | 13. Z | 18. G | 23. Y | |
| 4. H | 9. S | 14. O | 19. U | 24. J | |
| 5. N | 10. R | 15. D | 20. K | 25. Q | |

The review book features one application exercise for each letter of the alphabet. Your child chooses between pictures of objects that begin with the appropriate letter and those that do not.



Supersonic Tutor:

The Supersonic Tutor is a delightful, battery operated device designed for use with the *Letter People Skill Books*. Each time your child uses the Supersonic Tutor to touch the dot below a correct response, its "eyes" will light. The Supersonic Tutor provides the immediate feedback and positive reinforcement that are so important to your child's

success. Many children want to take their Letter People friends with them wherever they go. The Supersonic Tutor and *Skill Books* can travel in cars, buses, trains, and planes. They can be used at the beach, in a hotel lobby, or anywhere and anytime.

Extra activities:

As you work through the *Skill Books* with your child, you may feel the need to reinforce certain learnings. The "Extra Activities" that have been included in the *Parent's Reference Guide* contain a selection of age-appropriate activities designed to help you do just that.

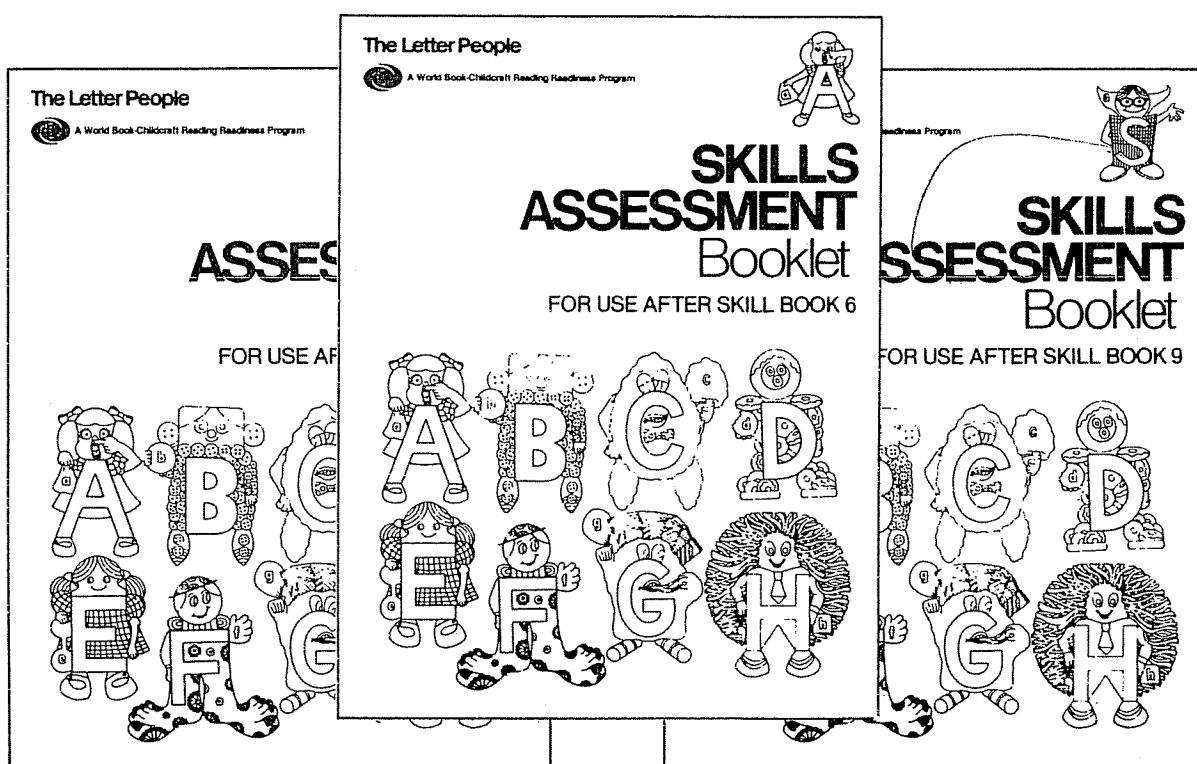
Section I contains additional material to help your child feel comfortable with the Letter People. Sections II and III reinforce the distinction between upper and lower case letters.

Many children find it difficult to describe what they see or to talk about their ideas and feelings. The activities in Section IV are structured to help

your child think and express ideas clearly. If your child is having trouble learning the sounds of certain letters, Section V provides review and additional reinforcement exercises.

Improving comprehension:

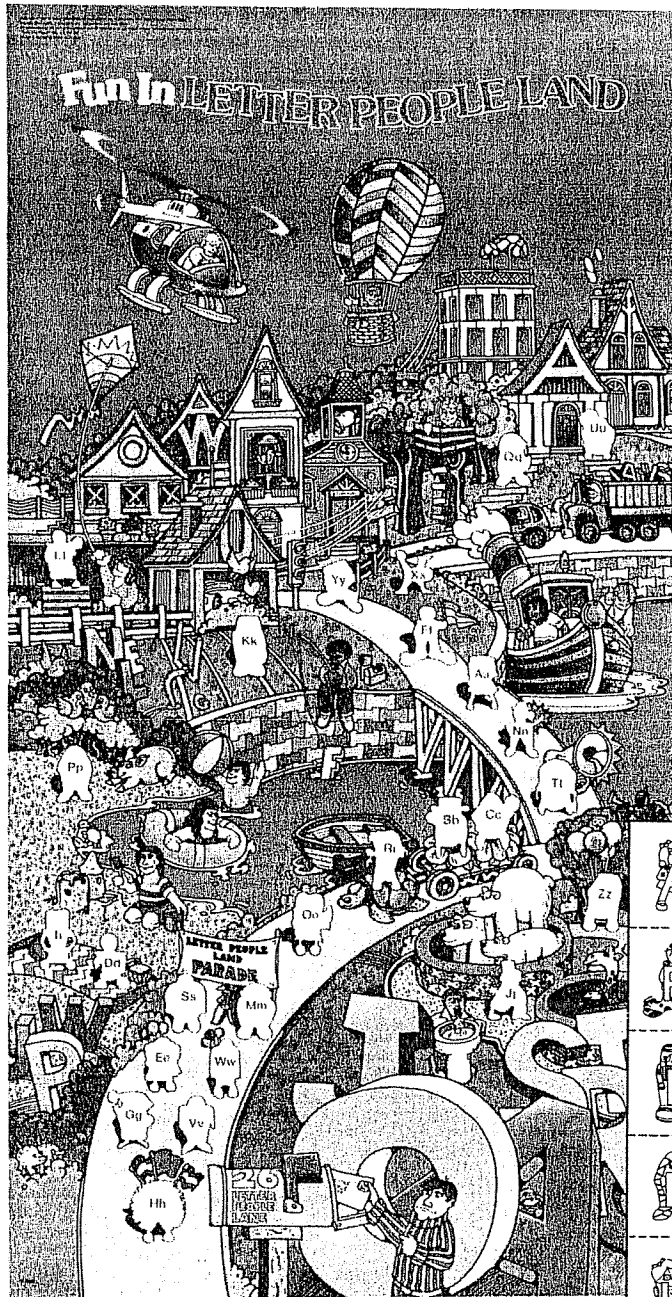
Comprehension skills may well be the most important, yet the most difficult to develop, of any of the pre-reading or reading skills. A part of the *Parent's Reference Guide* has been devoted to describing one strategy which can be applied to selected pages of each *Skill Book* to provide practice of comprehension skills.



Skills Assessment Booklets:

Once you have worked through the *Skill Book* and whatever extra activities you think necessary, check your child's mastery of any given letter by administering the appropriate *Skills Assessment Booklet*. There are twenty-six *Skills Assessment Booklets*, one for each letter of the alphabet. Each booklet is numbered to correspond with its related *Skill Book*. This component is designed to ensure that your child has adequately learned each letter and its sound before the next letter is

attempted. Instructions to parents are provided in each booklet. If your child answers all the questions correctly, she or he is ready to meet the next Letter Person in the program. If your child misses one or more of the questions, wait a day or two and work through the *Skill Book* again. You might also choose some extra activities from the back of the *Parent's Reference Guide* to help your child in problem areas.



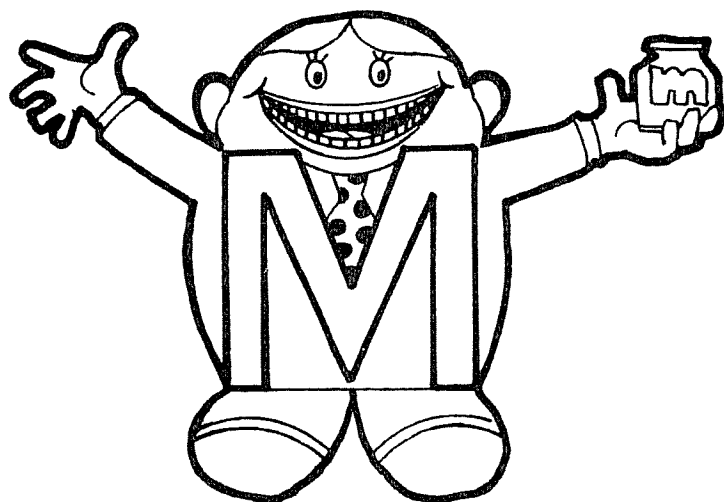
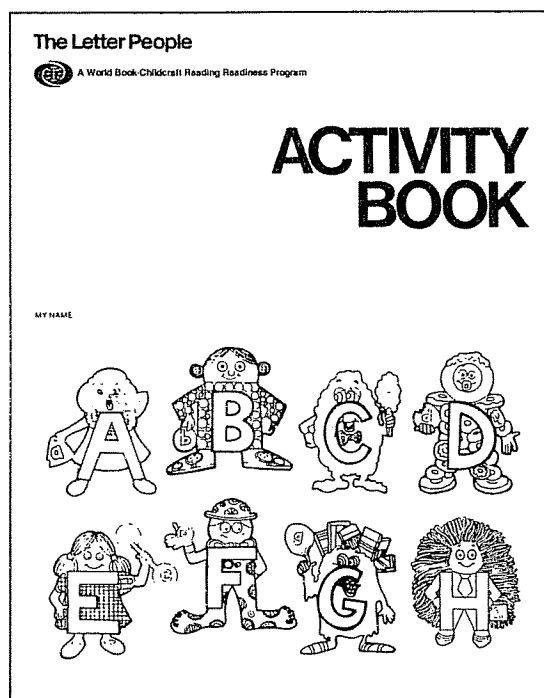
Letter People Land poster and stickers:

The colorful, 17" x 33", Letter People poster is important and should occupy a prominent place in your child's room. Each time your child successfully completes a *Skills Assessment Booklet*, celebrate the occasion by placing the appropriate

Letter Person sticker on the poster. This will serve to reinforce your child's sense of accomplishment. The poster will also provide you with a handy check on your child's progress.

Activity Book:

As your child works through *The World Book-Childcraft Reading Readiness Program*, the *Activity Book* will provide the opportunity for valuable periodic review and reinforcement of letters she or he has already mastered. Additional activities encourage your child to use the correct left-to-right and top-to-bottom progression when eyeing a page. Still other exercises provide practice in cutting, pasting, and tracing — skills so important in developing eye-hand coordination. These are crucial in the later development of various pre-writing skills.



INTRODUCING . . . MR. M

This section of the *Parent's Reference Guide* contains a step-by-step approach to the first lesson in *The World Book-Childcraft Reading Readiness Program* — identifying and recognizing the sound of the letter M.

- Session 1:** Introducing Mr. M
- Session 2:** Using the *Coloring Book*
- Session 3:** Introducing the *Skill Book*
- Session 4:** Introducing the Upper Case (Capital) Letter
- Session 5:** Introducing the Lower Case (Small) Letter
- Session 6:** Introducing Mr. M's Special Feature
- Session 7:** Teaching the "M" Sound
- Session 8:** Reinforcing the "M" Sound
- Session 9:** Teaching Sound Discrimination
- Session 10:** Reinforcing Sound Discrimination
- Session 11:** Using the *Skills Assessment Booklet*
- Session 12:** Using the *Letter People Land Poster*
- Session 13:** Review

The procedures outlined here are readily adaptable to the presentation of every other letter of the alphabet. Read through this section carefully, and use its strategies and techniques each time you introduce your child to a new Letter Person. The first few lessons may go slowly, but be patient. You and your child will gradually become familiar with

the pattern that is followed throughout the program.

The section of the *Parent's Reference Guide* titled "Materials Needed" lists what you will need to complete each lesson.

Session 1: Introducing Mr. M

Note: The length of time you spend on each learning session will vary from just a few minutes to more than half an hour, depending on your child's interest and motivation. If your child is having a good time with the material, do not rush through it. On the other hand, if she or he absorbs it quickly and wants to go on to the next session, do not stand in the way of progress. Try to see that your child has a successful experience with the Letter People each day. You are the best judge of the rate at which your child should proceed. The most important rule of thumb is to stay flexible. Realize that your child's moods change from day to day, just as yours do.

- Show your child the cover of *Skill Book 1*. Explain to your child that she or he is about to meet a new friend. His name is Mr. M and he is special because he is a Letter Person. He gets his name from the big red letter on his chest.

Note: Exaggerate the "m" sound in Mr. M's name and in all words that begin with "m" throughout the lesson, such as **m**unching **m**outh, **m**eatballs, and so on.

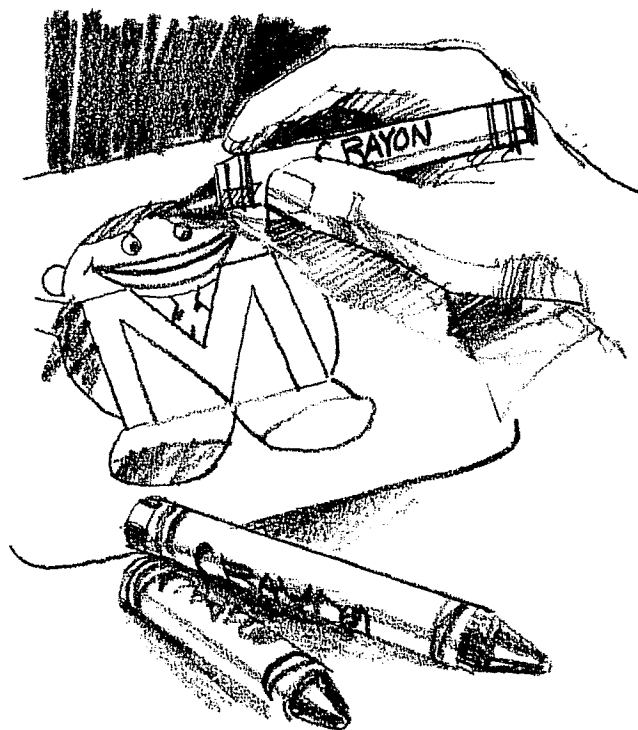
- Guiding your child's finger, help him or her to trace the upper case letter on Mr. M's body.

- Explain that Mr. M has a special song that he'd like to sing. Play Mr. M's record while *Skill Book 1* remains in front of your child.

- Discuss Mr. M's song with your child. What is this Letter Person's name? (Mr. M) What does he have that is special? (A **m**unching **m**outh) What does he do all day long? (**M**unch, **m**unch, **m**unch) What kinds of things does Mr. M like to **m**unch? (**M**eatballs, **m**acaroni, **m**ashed potatoes, etc.)

Note: Be patient when discussing the song with your child — and in other discussions you will have with your child throughout the program. Realize that your child may not always respond exactly as you would like. Do not criticize or reprimand your child for offering an original idea. Gently guide the conversation toward the desired response.

- Replay Mr. M's record for your child several times during the day.



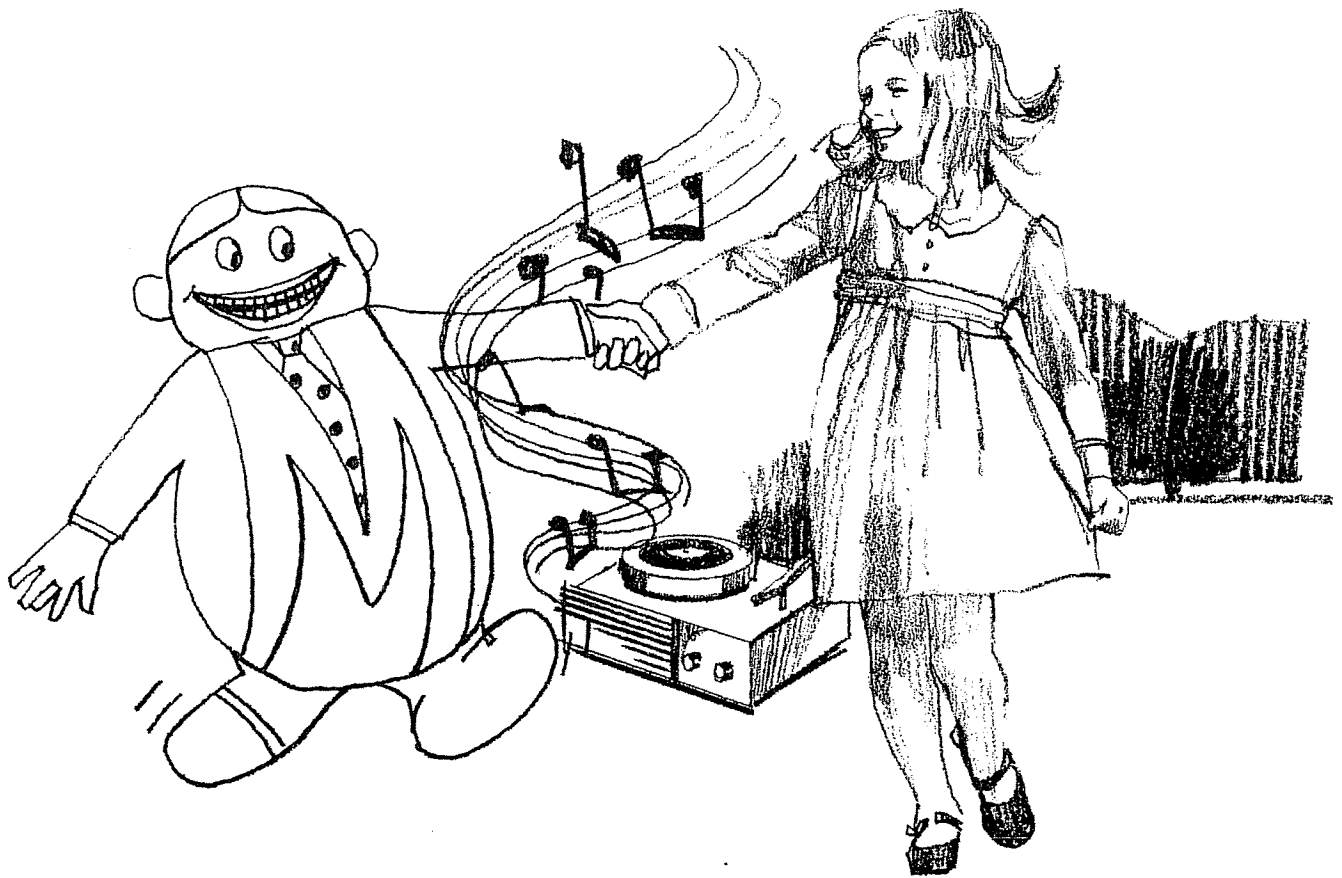
Session 2: Using the Coloring Book

- Play Mr. M's song for your child. Play it again and have your child sing with Mr. M when he sings his name. (The words to each Letter Person's song are printed in the section of the *Parent's Reference Guide*, "The Letter People Sing".)

- Discuss the cover of Mr. M's *Skill Book* with your child and ask him or her to describe what is on the cover. Guide your child to an awareness of the features of Mr. M's picture, the red upper case letter **M**, the red lower case letter **m**, and Mr. M's large **m**unching **m**outh. Be open to other responses your child might make, as well.

- Open the Letter People *Coloring Book* to Mr. M's picture. Have your child color the picture of Mr. M.

Note: Children need a great deal of practice handling crayons and pencils. It takes many months to train small finger and hand muscles to use crayons and pencils properly. Many experiences with drawing, tracing, and writing are the best exercises for these small muscles. Do not be upset if your child has difficulty coloring within the lines. The child's coloring skills will improve with practice.



Session 3: Introducing the *Skill Book*

- Play Mr. M's song for your child. Ask your child to listen carefully to discover all the times Mr. M sings **munching mouth**. Remember to exaggerate the initial "**M**" sound at every opportunity throughout the lesson.

- Replay Mr. M's record and ask your child to sing **munching mouth** with Mr. M every time he sings it. Now your child is ready to use the Supersonic Tutor and *Skill Book*. At this point, Mr. M is more than a picture. He is a personality to whom your child can relate.

- At this point you may wish to test the Supersonic Tutor to make sure the batteries are properly seated. Note that two prongs project from the base of the Supersonic Tutor. For effective contact to be made, be sure that the Supersonic Tutor is held upright and that both prongs touch the electroconductive dot simultaneously.

- Turn to page one of the *Skill Book*. Give your child the Supersonic Tutor. Following the instructions at the bottom of the *Skill Book* page, ask your child to touch the dot under the picture of Mr. M with the two prongs at the base of the Super-

sonic Tutor. When your child does so, the Supersonic Tutor will respond at once by lighting his eyes. Your youngster will probably be delighted and may want to turn to the next page right away. However, if this is what occurs, the carefully structured learning will not take place.

- Instead of turning the page, ask your child to tell you what Mr. M has that is special (a **munching mouth**). Ask your child to again use the Supersonic Tutor to touch the dot under the picture of Mr. M. Then ask your child to repeat the words **munching mouth** each time the eyes of the Supersonic Tutor light. Explain that Mr. M wants to hear him or her say **munching mouth**. It is essential for your child to repeat the words **munching mouth** for, in doing so, your youngster will make a meaningful association with Mr. M's sound.

- **Optional activity:** Make a paper bag puppet for Mr. M (see the "Extra Activities" section of the *Parent's Reference Guide*) or choose another activity designed to make your child comfortable with the Letter People. A variety of introductory activities have been included in the section "Extra Activities."

Session 4: Introducing the Upper Case (Capital) Letter

- Look at the picture on the cover of Mr. M's *Skill Book*. Explain to your child that Mr. M has two ways to write his letter. On his body is his upper case **M**, and on the jar is his lower case **m**. Mr. M always likes to write his letter both ways. (As children are easily confused by labels, and the letters of the alphabet can be presented in various sizes, we will be referring to upper case rather than capital letters and lower case rather than small letters throughout the program.)

- Have your child trace the upper case **M** on Mr. M's body several times with his or her finger. Guide your child's finger.

- Turn to page 1 of *Skill Book 1* and complete as instructed. (Always have your child repeat and review previously completed pages before she or he attempts new ones.) Young children learn by repetition and imitation. A pre-reading skill is not normally acquired because a concept is presented once. The skill must be reviewed and repeated many times before it becomes part of a child's body of knowledge.

- Move on to page 2. Following the instructions to parents at the bottom of the *Skill Book* page, explain to your child that Mr. M is holding his upper case letter **M**. Ask your child to take the Supersonic Tutor and touch the dot under another upper case **M**, taking care that both prongs rest on the dot simultaneously. When your child does so, the eyes of the Supersonic Tutor will light. Have your child say **munching mouth**. It is important to have your child say **munching mouth** each time the proper response is chosen.

- Ask your child to touch the dot under the letters that are *different* from the upper case **M**. Point out that the Supersonic Tutor does not light when the dots under the other, different, letters are touched.

- Tell your child that Mr. M wants him or her to touch the dot under the upper case letter **M** again. The eyes of the Supersonic Tutor will light and your child should say **munching mouth**. After your child has done so, ask, "What is the name of this letter?" (It's an upper case letter **M**.)

Optional activity: Play "Letter Hunt" with your child or choose another activity designed to acquaint your child with upper case letters. These are described in the "Extra Activities" section of the *Parent's Reference Guide*.

Session 5: Introducing the Lower Case (Small) Letter

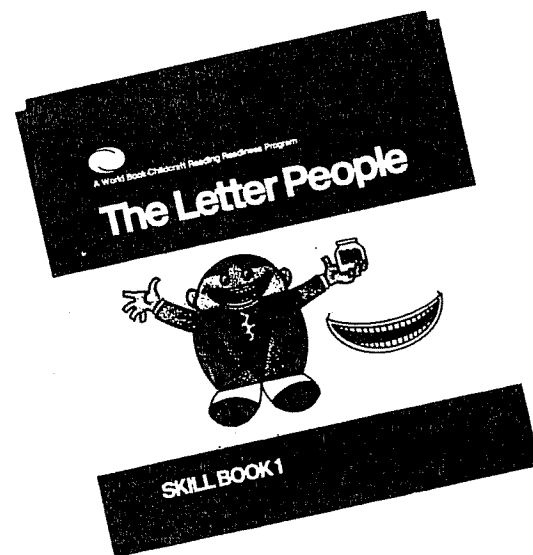
- Look at the cover of Mr. M's *Skill Book* with your child. Remind your child that Mr. M likes to write his letter two ways. Ask your child to show you Mr. M's upper case letter. Point out the lower case **m** on Mr. M's jar.

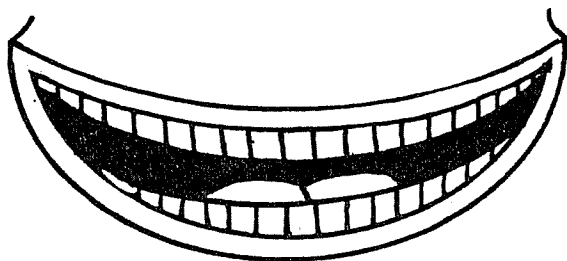
- Repeat pages 1 and 2 of the *Skill Book*.

- Move on to page 3. Following the instructions to parents at the bottom of the page, explain to your child that Mr. M is holding his lower case letter **m**. Ask your child to take the Supersonic Tutor and touch the dot under another lower case **m**. When the eyes of the Supersonic Tutor light, ask your child to say **munching mouth**.

- Turn back to the cover of Mr. M's *Skill Book*. Point to the upper case letter on Mr. M's body and ask your child to name it (That's an upper case **M**). Point to the lower case letter on the jar and ask your child to name it (That's a lower case **m**).

- **Optional activity:** Play "Munch-A-Letter" with your child, baking both upper case **M**'s and lower case **m**'s. Ask your child to help you form the letters. Make a game out of discriminating between upper case **M**'s and lower case **m**'s. Or choose another activity designed to acquaint your child with upper and lower case letters. These are described in the "Extra Activities" section of the *Parent's Reference Guide*.





Session 6: Introducing Mr. M's Special Feature

- Look at the cover of *Skill Book 1* with your child. Ask your child to point out an upper case **M**. Can your child find a lower case **m**? What does Mr. M have that is special? (a **munching mouth**).

- Review pages 1-3 of *Skill Book 1* with your child. Move on to page 4. Following the instructions to parents at the bottom of the page, remind your child that Mr. M has a **munching mouth** (exaggerate the "M" sound in **munching mouth**). Ask your child to touch the dot under the picture of the **munching mouth**. Remember to have your child say **munching mouth** each time the eyes of the Supersonic Tutor light.

- Ask your child to say Mr. M's sound (**m-m-m**). Help your child vocalize the **m-m-m** sound in **munching** and in **mouth** if she or he needs help.

- **Optional activity:** Encourage your child to draw a picture of Mr. M's **munching mouth**. Play "I Know Someone . . ." or "Sound Hunt" with your child. Or choose another activity designed to help your child learn the sounds of the alphabet letters. These are described in the "Extra Activities" section of the *Parent's Reference Guide*.

Session 7: Teaching the "M" Sound

Your child is ready to begin to learn the M sound. Learning sounds is a difficult skill. It cannot be rushed. A non-pressured, easily paced presentation will ensure that learning takes place, and, more important, that this learning will remain with your child.

- Review pages 1-4 of Mr. M's *Skill Book*.

- Move on to page 5. Point out the small picture of the **munching mouth** in the upper left-hand corner. Explain that the picture of the **munching mouth** is very important. The **munching mouth** is the clue that always helps Mr. M and your child discover all the words that begin with his sound. Ask your child to say "**munching mouth**" several times for Mr. M to hear. Make sure your child exaggerates the "M" sound at the beginning of each word.

- Still on page 5, examine the large story-picture. Following the instructions to parents at the bottom of the page, point out that Mr. M is having lunch with a **man**. They are eating **melon** and **macaroni**.

- Ask your child to say **munching mouth**. Carefully and slowly say the name of each little picture at the bottom of the page (**man**, **melon**, **macaroni**), exaggerating the initial "M" sound. Ask your child to do the same, then have your child use the Supersonic Tutor to touch the dot under each little picture that starts with Mr. M's sound. Ask your child to say **munching mouth** each time the eyes of the Supersonic Tutor light.

- **Optional activity:** Play "Food for Sound" with your child. Or choose another extra activity designed to help your child learn the sounds of the alphabet. These are described in the "Extra Activities" section of the *Parent's Reference Guide*.



Session 8: Reinforcing the M Sound

- Review pages 1-5 of Mr. M's *Skill Book*.
- Work through pages 6, 7, 8, and 9, following the procedures outlined in step 7.

Note: It is not necessary to complete pages 6-9 in one session. If your child's interest starts to lag, take a break and return to the material the following day.

- Help your child find objects in your home that begin with Mr. M's sound (**m**ilk, **m**argarine, **m**agazine, **m**op, **m**itten, **m**atches, **m**ushrooms, etc.).

• **Optional activity:** Play "Make My Sound", or choose another extra activity designed to help your child learn the sounds of the alphabet. These are described in the "Extra Activities" section of the *Parent's Reference Guide*.

Session 9: Teaching Sound Discrimination

Your child is ready to discriminate between words that begin with the same sound as **munching mouth** and words that do not. This is a very difficult skill for young children. The key is to make sure your child understands what sound she or he is listening for. Move slowly through the process, and learning will be easily achieved.

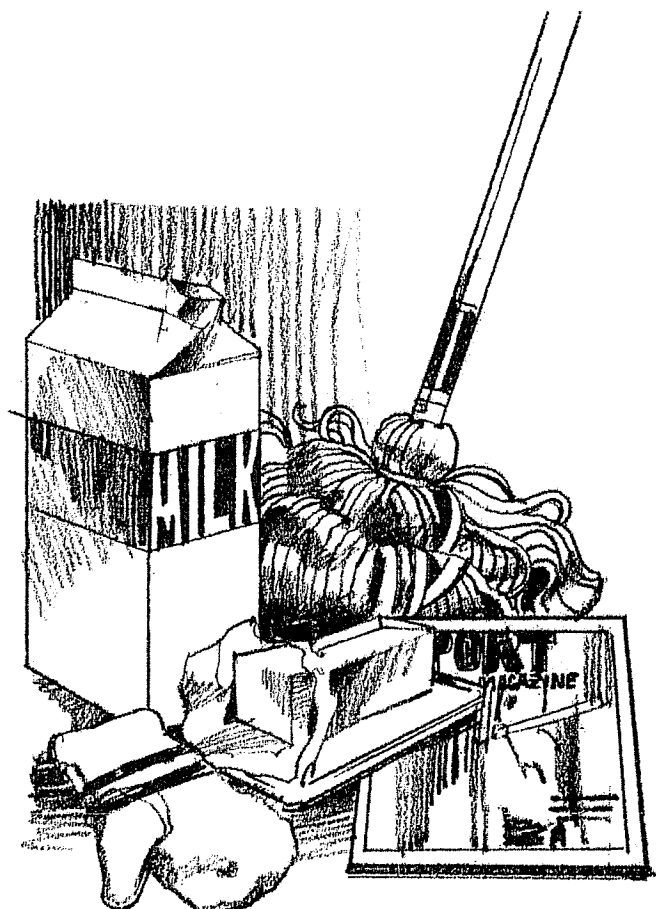
- Play "Make a Different Sound" with your child (see the "Extra Activities" section of the *Parent's Reference Guide*).

- Review pages 1-9 of Mr. M's *Skill Book*.
- Turn to page 10. Point out the **munching mouth** in the upper left-hand corner and remind your child that this symbol is the clue that always helps Mr. M and your child discover all the words that begin with his sound. Ask your child to say **munching mouth** several times for Mr. M to hear. Make sure that your child exaggerates the "M" sound in **munching** and in **mouth**.

• Focus attention on the large story-picture. Following the instructions to parents at the bottom of the page, point out that Mr. M is talking on the telephone. His friend the **mouse** is eating some **melon**.

- Now, carefully and slowly say the name of each picture at the bottom of the page (telephone, **mouse**, **melon**). Be sure to exaggerate the beginning sound. Explain that Mr. M is looking for the pictures that begin with the same sound as **munching mouth**. Can your child help Mr. M?

- Demonstrate the way in which your child can help. Say **munching mouth** slowly, followed by the



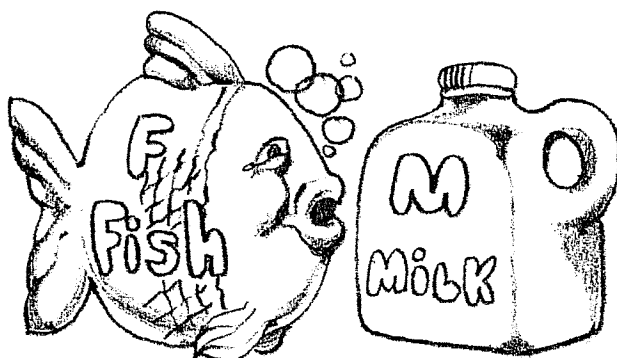
name of the first picture (**munching mouth**, telephone).

- Ask your child to imitate the procedure. Ask your child if the word that names the first picture begins with the same sound as **munching mouth**. Before your child responds, she or he should say **munching mouth**, followed by the name of the picture (**munching mouth**, telephone).

• Have your child repeat this procedure for each picture (**munching mouth**, telephone; **munching mouth**, mouse; **munching mouth**, melon).

- Now ask your child to take the Supersonic Tutor and to touch the dot under each little picture that starts with Mr. M's sound. Have your child say **munching mouth** each time the eyes of the Supersonic Tutor light.

Note: A "yes" or "no" answer is not what is important. Your child must experience hearing the sounds and must be comfortable in knowing what to listen for. Determining whether a word *does* or *does not* start with the same sound as **munching mouth** is a difficult judgment for any child to make.



Session 10: Reinforcing Sound Discrimination

- Review Pages 1-10 of *Mr. M's Skill Book*.
- Complete pages 11, 12, and 13, following the procedures outlined in step 9. Encourage your child to prove that each of the pictures does or does not begin with the same sound as **munching mouth**. ("Munching mouth, fish. No, fish, doesn't begin with the same sound as **munching mouth**. Munching mouth, milk. Yes, milk begins with the same sound as **munching mouth**.")

Note: It is not necessary to complete pages 11-13 in one session. If interest falters, do not force the child to continue. Finish *Mr. M's Skill Book* the following day.

- **Optional activity:** Make a "Sound Book" or choose another activity designed to help your child learn the sounds of the alphabet (see the "Extra Activities" section of the *Parent's Reference Guide*).

Session 11: Using the *Skills Assessment Booklet*

Now that your child has worked through *Mr. M's Skill Book* and has attempted appropriate extra activities, she or he is ready for the first *Skills Assessment Booklet*. Learning is an ongoing process, and competency may be achieved at different levels. Each *Skills Assessment Booklet* will help you to identify your child's strengths and weaknesses in each of the "learnings" to which she or he has been exposed.

- Administer the *Skills Assessment Booklet* according to the instructions given in the booklet. Record your child's responses on the scoring grid provided in the booklet.

- If your child's responses are all correct, proceed to the next Letter Person in the program.

- If your child makes one or more incorrect responses, she or he needs additional work. Once you have located a weakness, you can help your child overcome it immediately. Use the extra activities included in the *Parent's Reference Guide* to provide your child with more experience and practice in the areas in which she or he needs help. Practice, review, and encouragement will help your child achieve the appropriate skills.

- When your child demonstrates improvement, readminister the *Skills Assessment Booklet*, thus ensuring that your child is being given every opportunity to master all the necessary reading readiness skills.

Session 12: Using the *Letter People Land Poster*

- Each time your child successfully completes a *Skills Assessment Booklet*, celebrate! Place the appropriate Letter Person sticker on the *Fun in Letter People Land Poster*. If possible, share a lunch with your child that is built around foods that begin with the Letter Person's sound. Or make the Letter Person's letter out of raisins, blueberries, or nuts on a mound of ice cream. The celebration may be as complicated or as simple as you choose to make it. The important point is that the child recognizes your satisfaction that a certain level of achievement has been reached, a level the child can personally measure.

Session 13: Review

- As your child progresses through *The World Book-Childcraft Reading Readiness Program*, remember to review earlier Letter People lessons periodically. The *Letter People Activity Book* is designed to help you do just that. It contains exercises to be used to review and reinforce important concepts in groups of two and four Letter People at a time.

After you complete the lessons for Mr. M and Mr. T, remember to reinforce these lessons by working through the appropriate pages in the *Activity Book*. Specific directions for use are provided in the *Activity Book*.



Materials Needed

The following is a list of the materials you will need for each lesson in *The World Book-Childcraft Reading Readiness Program*. Materials needed for the optional activities presented in the "Extra Activities" section of the *Parent's Reference Guide* are listed separately under each activity.

1. Mr. M: *Skill Book 1*, Record Y-7564, *Coloring Book* page 16, crayons or colored pencils, *Supersonic Tutor*, *Skills Assessment Booklet 1*, *Fun in Letter People Land* poster and Mr. M sticker, *Activity Book*.

2. Mr. T: *Skill Book 2*, Record Y-7567, *Coloring Book* page 23, crayons or colored pencils, *Supersonic Tutor*, *Skills Assessment Booklet 2*, *Fun in Letter People Land* poster and Mr. T sticker, *Activity Book*.

3. Mr. F: *Skill Book 3*, Record Y-7560, *Coloring Book* page 9, crayons or colored pencils, *Supersonic Tutor*, *Skills Assessment Booklet 3*, *Fun in Letter People Land* poster and Mr. F sticker, *Activity Book*.

4. Mr. H: *Skill Book 4*, Record Y-7561, *Coloring Book* page 11, crayons or colored pencils, *Supersonic Tutor*, *Skills Assessment Booklet 4*, *Fun in Letter People Land* poster and Mr. H sticker, *Activity Book*.

5. Mr. N: *Skill Book 5*, Record Y-7564, *Coloring Book* page 17, crayons or colored pencils, *Supersonic Tutor*, *Skills Assessment Booklet 5*, *Fun in Letter People Land* poster and Mr. N sticker, *Activity Book*.

6. Miss A: *Skill Book 6*, Record Y-7558, *Coloring Book* page 4, crayons or colored pencils, *Supersonic Tutor*, *Skills Assessment Booklet 6*, *Fun in Letter People Land* poster and Miss A sticker, *Activity Book*.

7. Mr. B: *Skill Book 7*, Record Y-7558, *Coloring Book* page 5, crayons or colored pencils, *Supersonic Tutor*, *Skills Assessment Booklet 7*, *Fun in Letter People Land* poster and Mr. B sticker, *Activity Book*.

8. Miss E: *Skill Book 8*, Record Y-7560, *Coloring Book* page 8, crayons or colored pencils, *Supersonic Tutor*, *Skills Assessment Booklet 8*, *Fun in*



Letter People Land poster and Miss E sticker, *Activity Book*.

9. Mr. S: *Skill Book 9*, Record Y-7567, *Coloring Book* page 22, crayons or colored pencils, *Supersonic Tutor*, *Skills Assessment Booklet 9*, *Fun in Letter People Land* poster and Mr. S sticker, *Activity Book*.

10. Mr. R: *Skill Book 10*, Record Y-7566, *Coloring Book* page 21, crayons or colored pencils, *Supersonic Tutor*, *Skills Assessment Booklet 10*, *Fun in Letter People Land* poster and Mr. R sticker, *Activity Book*.

11. Mr. P: *Skill Book 11*, Record Y-7565, *Coloring Book* page 19, crayons or colored pencils, *Supersonic Tutor*, *Skills Assessment Booklet 11*, *Fun in Letter People Land* poster and Mr. P sticker, *Activity Book*.

12. Mr. L: *Skill Book 12*, Record Y-7563, *Coloring Book* page 15, crayons or colored pencils, *Supersonic Tutor*, *Skills Assessment Booklet 12*, *Fun in Letter People Land* poster and Mr. L sticker, *Activity Book*.

13. Mr. Z: *Skill Book 13*, Record Y-7570, *Coloring Book* page 29, crayons or colored pencils, *Supersonic Tutor*, *Skills Assessment Booklet 13*, *Fun in*

Letter People Land poster and Mr. Z sticker, *Activity Book*.

14. Miss O: *Skill Book 14*, Record Y-7565, *Coloring Book* page 18, crayons or colored pencils, Supersonic Tutor, *Skills Assessment Booklet 14*, *Fun in Letter People Land* poster and Miss O sticker, *Activity Book*.

15. Mr. D: *Skill Book 15*, Record Y-7559, *Coloring Book* page 7, crayons or colored pencils, Supersonic Tutor, *Skills Assessment Booklet 15*, *Fun in Letter People Land* poster and Mr. D sticker, *Activity Book*.

16. Mr. C: *Skill Book 16*, Record Y-7559, *Coloring Book* page 6, crayons or colored pencils, Supersonic Tutor, *Skills Assessment Booklet 16*, *Fun in Letter People Land* poster and Mr. C sticker, *Activity Book*.

17. Miss I: *Skill Book 17*, Record Y-7562, *Coloring Book* page 12, crayons or colored pencils, Supersonic Tutor, *Skills Assessment Booklet 17*, *Fun in Letter People Land* poster and Miss I sticker, *Activity Book*.

18. Mr. G: *Skill Book 18*, Record Y-7561, *Coloring Book* page 10, crayons or colored pencils, Supersonic Tutor, *Skills Assessment Booklet 18*, *Fun in Letter People Land* poster and Mr. G sticker, *Activity Book*.

19. Miss U: *Skill Book 19*, Record Y-7568, *Coloring Book* page 24, crayons or colored pencils, Supersonic Tutor, *Skills Assessment Booklet 19*, *Fun in Letter People Land* poster and Miss U sticker, *Activity Book*.

20. Mr. K: *Skill Book 20*, Record Y-7563, *Coloring Book* page 14, crayons or colored pencils, Supersonic Tutor, *Skills Assessment Booklet 20*, *Fun in Letter People Land* poster and Mr. K sticker, *Activity Book*.

21. Mr. V: *Skill Book 21*, Record Y-7568, *Coloring Book* page 25, crayons or colored pencils, Supersonic Tutor, *Skills Assessment Booklet 21*, *Fun in Letter People Land* poster and Mr. V sticker, *Activity Book*.

22. Mr. W: *Skill Book 22*, Record Y-7569, *Coloring Book* page 26, crayons or colored pencils, Supersonic Tutor, *Skills Assessment Booklet 22*, *Fun in Letter People Land* poster and Mr. W sticker, *Activity Book*.

23. Mr. Y: *Skill Book 23*, Record Y-7570, *Coloring Book* page 28, crayons or colored pencils, Supersonic Tutor, *Skills Assessment Booklet 23*, *Fun in Letter People Land* poster and Mr. Y sticker, *Activity Book*.

24. Mr. J: *Skill Book 24*, Record Y-7562, *Coloring Book* page 13, crayons or colored pencils, Supersonic Tutor, *Skills Assessment Booklet 24*, *Fun in Letter People Land* poster and Mr. J sticker, *Activity Book*.

25. Mr. Q: *Skill Book 25*, Record Y-7566, *Coloring Book* page 20, crayons or colored pencils, Supersonic Tutor, *Skills Assessment Booklet 25*, *Fun in Letter People Land* poster and Mr. Q sticker, *Activity Book*.

26. Mr. X: *Skill Book 26*, Record Y-7569, *Coloring Book* page 27, crayons or colored pencils, Supersonic Tutor, *Skills Assessment Booklet 26*, *Fun in Letter People Land* poster and Mr. X sticker, *Activity Book*.

27. Review: *Skill Book 27*, Supersonic Tutor.

Extra Activities

The activities that follow have been designed to both reinforce and extend the child's understanding of the learnings presented in *The World Book-Childcraft Reading Readiness Program*. As in all learning situations, the child's chance of achieving full understanding of any idea is improved each time she or he is exposed to that idea. And because no two children learn in exactly the same way, it may be helpful to expose a child to more than one approach to the presentation of an idea. These activities will help to fulfill both purposes.

As has been stated earlier in the *Parent's Reference Guide*, the activities presented here should all be considered optional. The activities have been grouped for your convenience according to which particular aspect of the basic content they have been designed to reinforce.

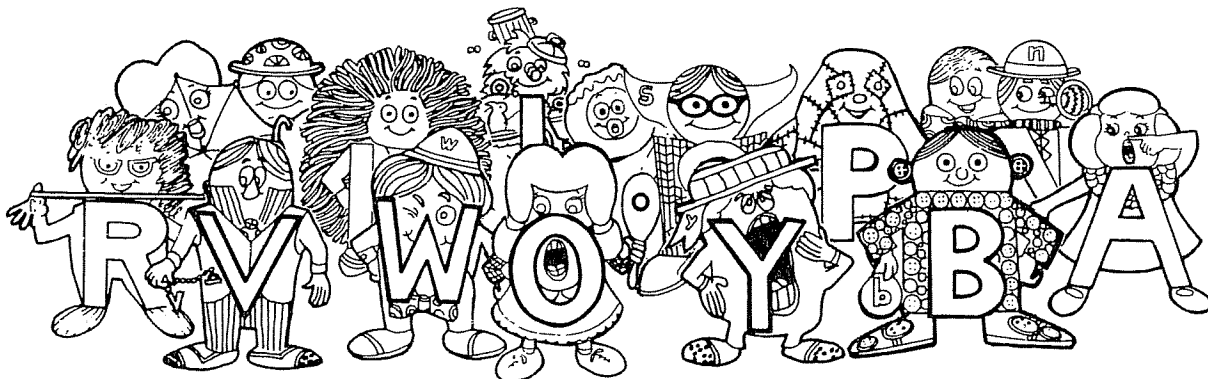
Section 1: Meeting the Letter People Characters

Section 2: Help With Upper Case Letters

Section 3: Help With Lower Case Letters

Section 4: Expressing Yourself

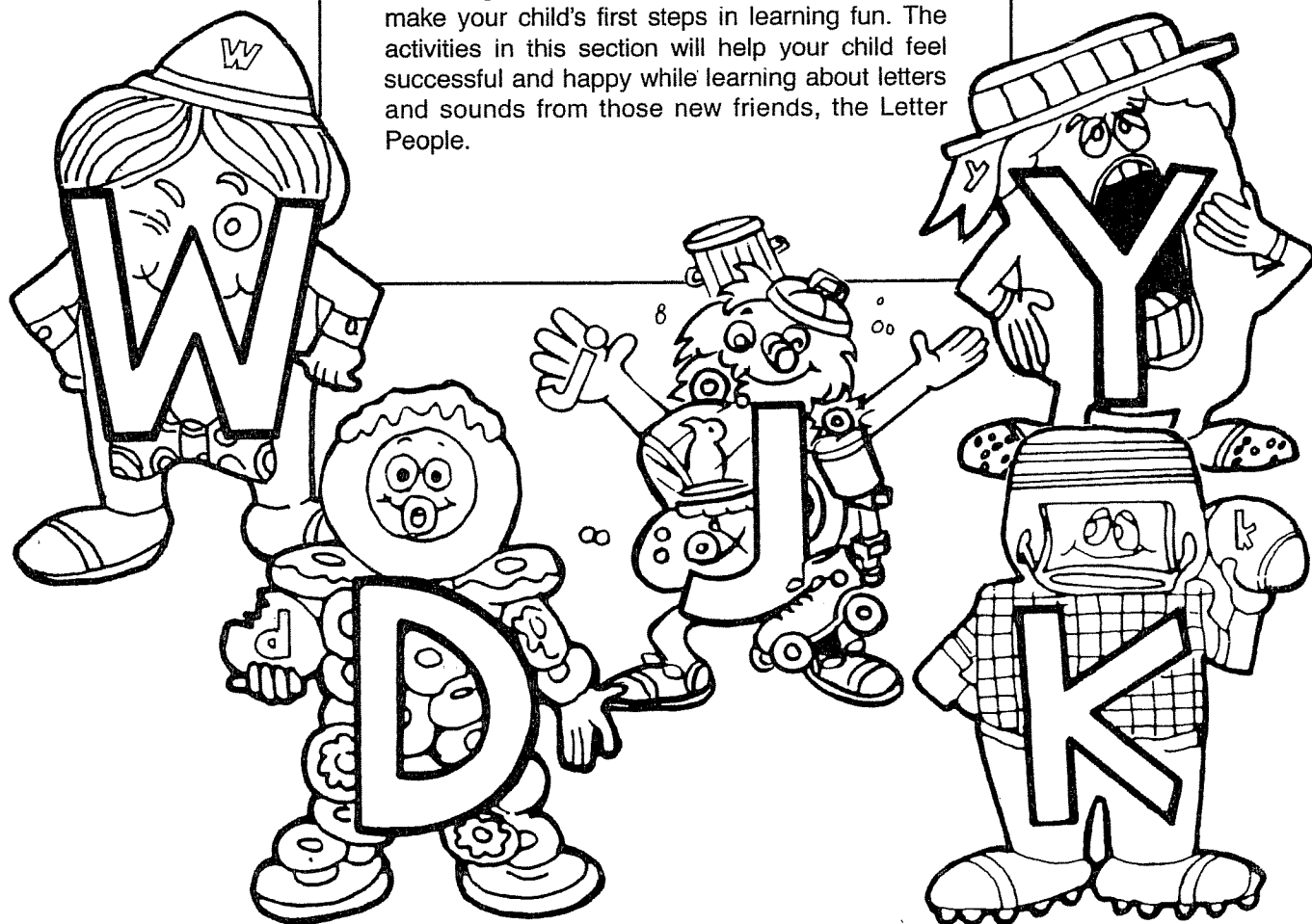
Section 5: Help With Sounds



SECTION 1.

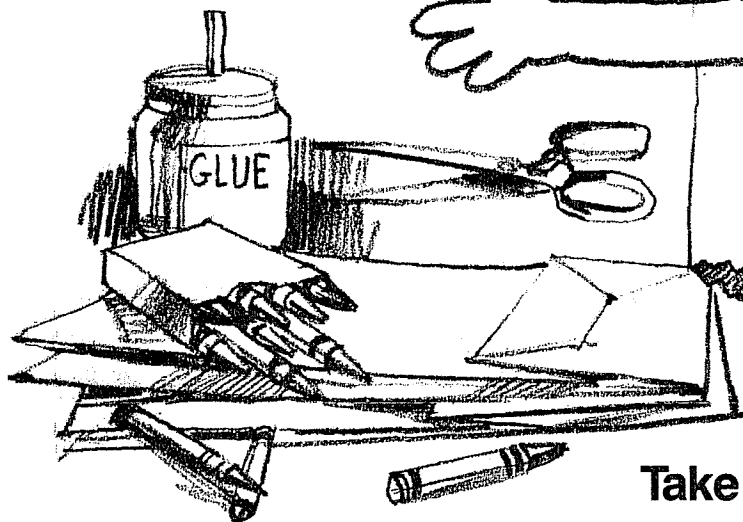
Meeting the Letter People Characters

Feeling comfortable with the Letter People will make your child's first steps in learning fun. The activities in this section will help your child feel successful and happy while learning about letters and sounds from those new friends, the Letter People.



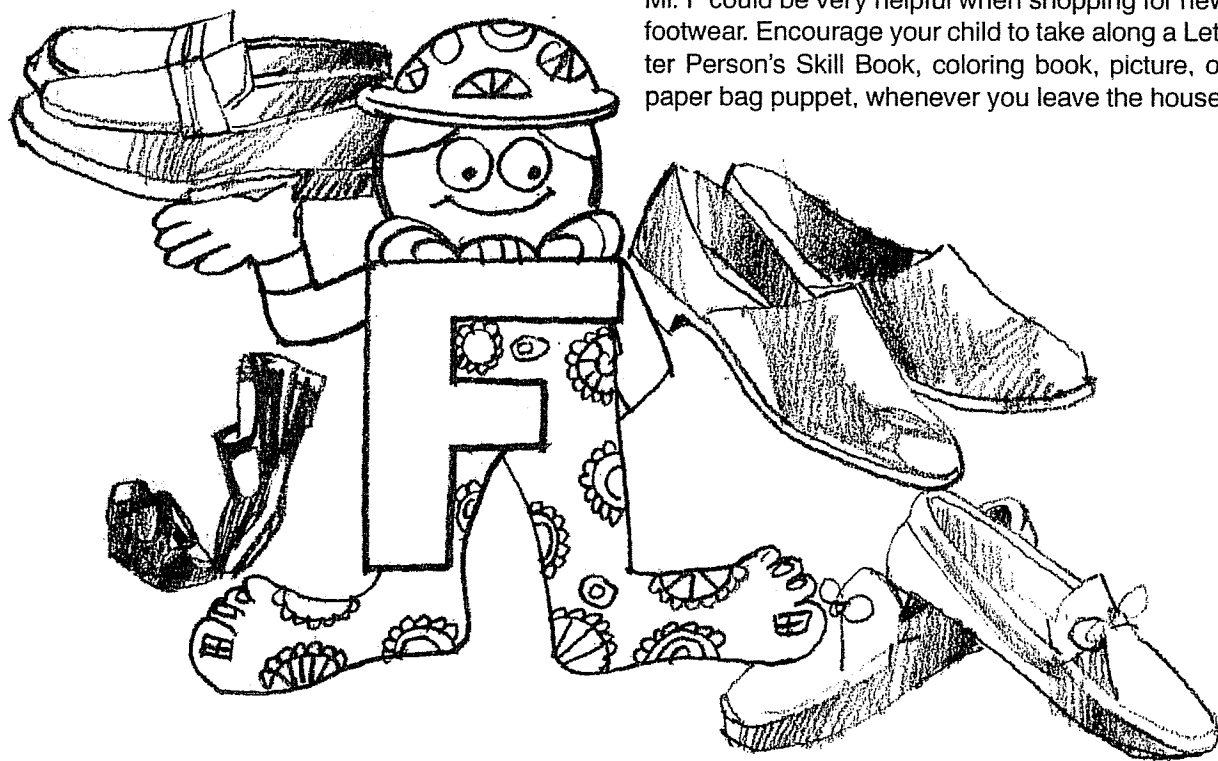
Paper Bag Puppets

Using the cover of a Letter Person's Skill Book as a guide, help your child create his or her own Letter Person puppet. You will need a small paper bag, scraps of colored paper or fabric, glue and crayons. Encourage your child to include as many features as possible — the upper case and lower case letters, arms, eyes and hair.



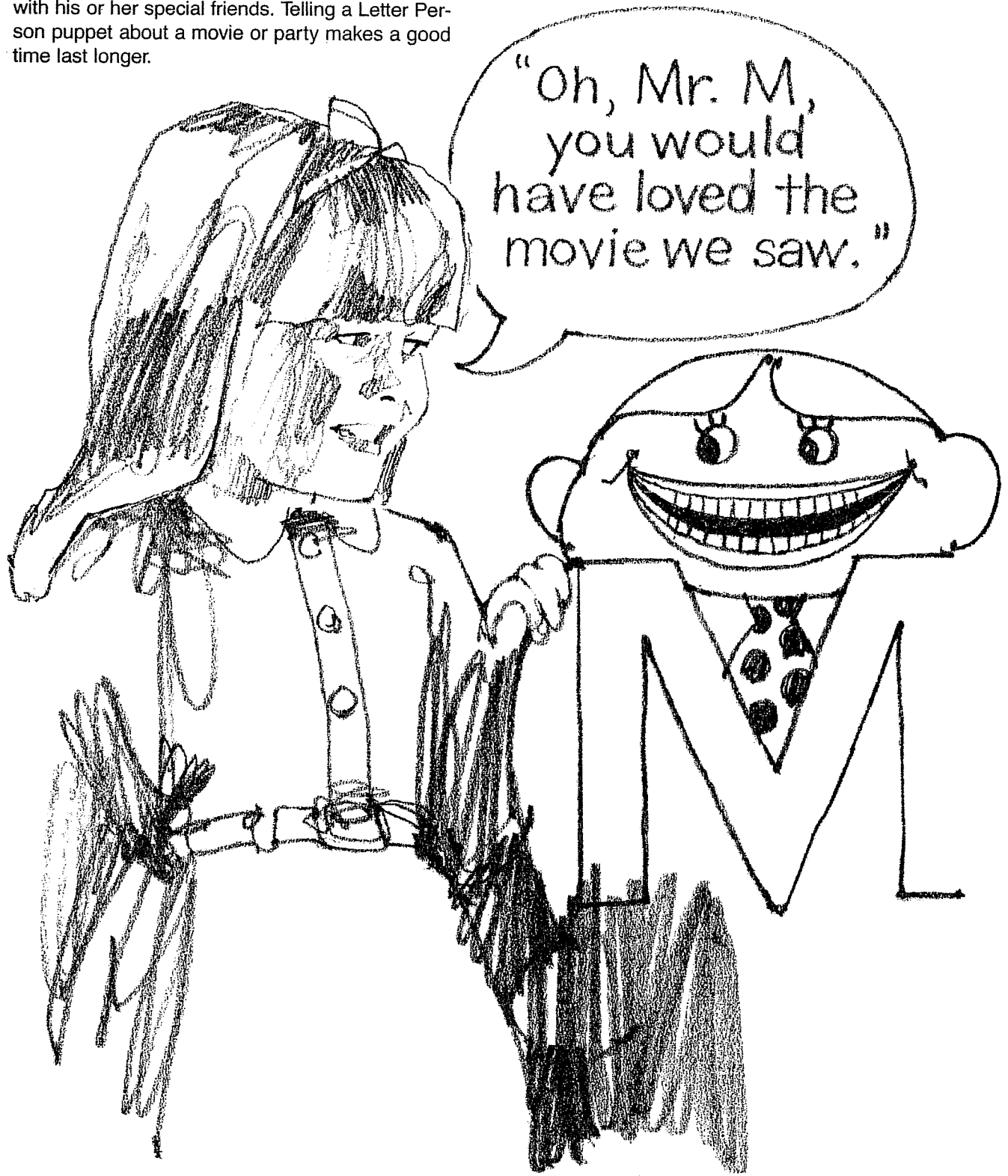
Take Me Along

Mr. T could make a trip to the dentist more fun. Mr. F could be very helpful when shopping for new footwear. Encourage your child to take along a Letter Person's Skill Book, coloring book, picture, or paper bag puppet, whenever you leave the house.



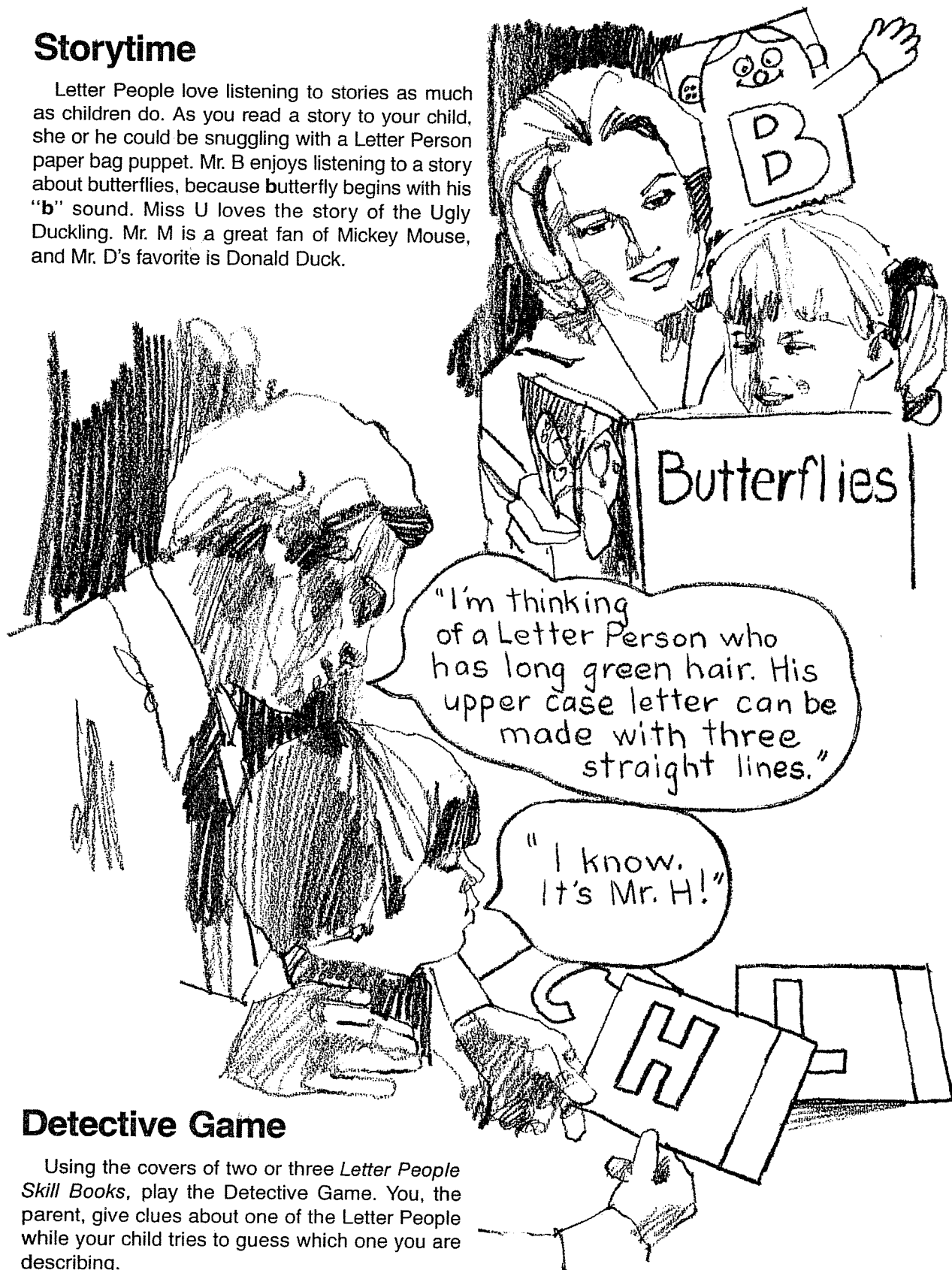
Good Listeners

When a Letter Person cannot come along for the day, your child can still share the day's events with his or her special friends. Telling a Letter Person puppet about a movie or party makes a good time last longer.



Storytime

Letter People love listening to stories as much as children do. As you read a story to your child, she or he could be snuggling with a Letter Person paper bag puppet. Mr. B enjoys listening to a story about butterflies, because **b**utterfly begins with his "b" sound. Miss U loves the story of the Ugly Duckling. Mr. M is a great fan of Mickey Mouse, and Mr. D's favorite is Donald Duck.



Detective Game

Using the covers of two or three *Letter People Skill Books*, play the Detective Game. You, the parent, give clues about one of the Letter People while your child tries to guess which one you are describing.



Special Features Collage

Help your child select and cut out pictures from magazines that represent a Letter Person's special feature. Paste the pictures onto a large paper or cardboard cutout of the Letter Person's upper case

letter. A large cardboard upper case H, for example, could be covered with pictures of different types of haircuts. An upper case N could be decorated with pictures of noses.

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SECTION 2.

Help With Upper Case Letters

Since children are easily confused by labels, we need to name things carefully. Upper case letters can vary greatly in size, and so we call them *upper case* instead of large letters. The exercises in this section will familiarize your child with the shapes of upper case letters. Many of the activities can also be used to acquaint your youngster with lower case letter forms.

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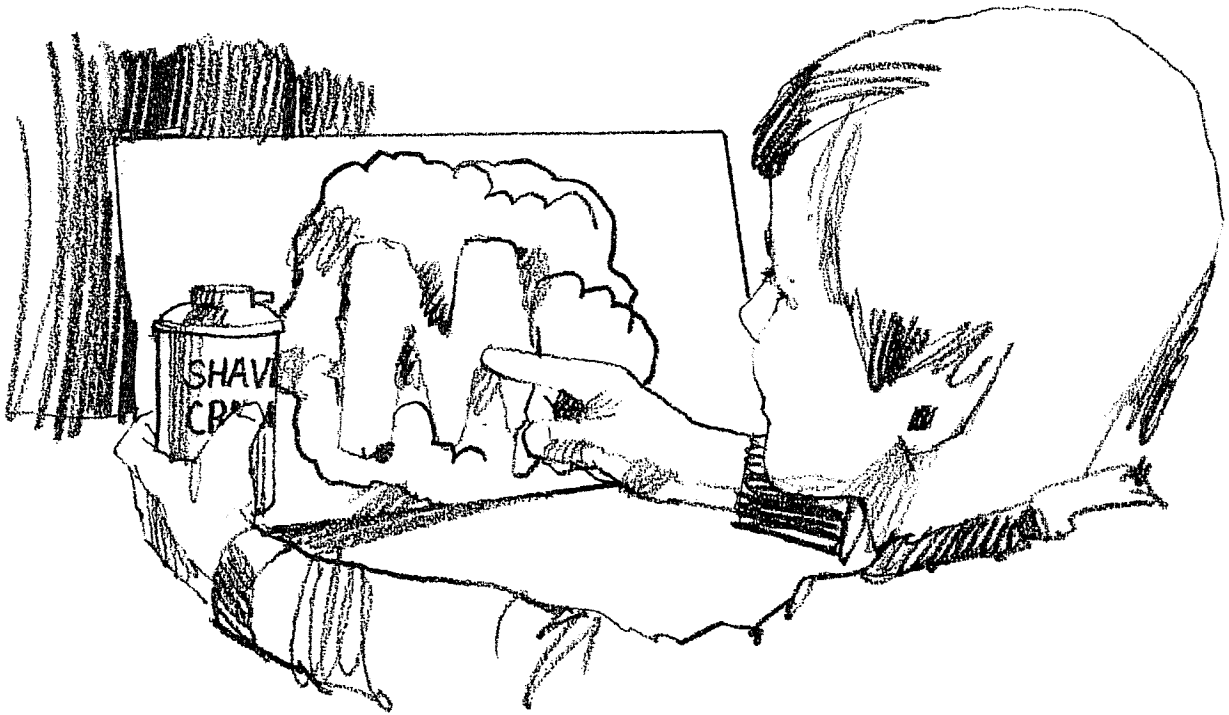
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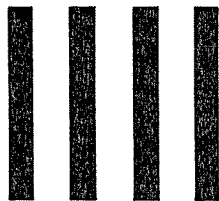
E F



Shaving Cream Writing

Place some shaving cream on a washable surface, such as a formica table top, counter top or piece of linoleum. Have your child spread the shaving cream with the palm of his or her hand.

Your child can practice forming upper case letters with his or her finger. Guide your child's finger in the correct left-to-right motion. Paper and pencil show mistakes. But a letter formed incorrectly in shaving cream can be wiped away easily.



4 long strips
(4" long)



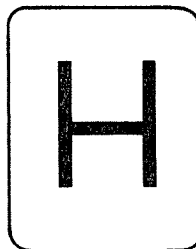
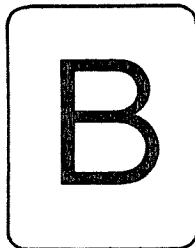
2 strips
(2" long)



3 semi-circles
(about 2" high)



2 semi-circles
(about 4" high)



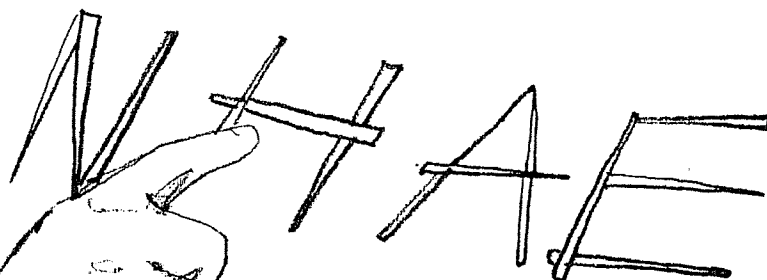
Letter Cut-ups

Cut out these shapes from cardboard or heavy paper. Help your child use them to form letters.



Toothpick Letters

Using the Skill Book covers or the Coloring Book pages as a guide, your child can form upper case letters with toothpicks for M, T, F, H, N, A, E, Z, V, L, I, K, W, Y, and X. Encourage your child to explain how she or he formed each upper case letter.



Touch Letters

Touching, feeling and tracing experiences can help your child remember the shapes of the letters. Encourage your youngster to create his or her own upper case "touch" letters. You will need cardboard, a pencil, glue, and rice or beans directly from the package. On a piece of cardboard, use a pencil to outline the upper case letter your child wishes to make. Have your child trace the letter with his or her finger several times. Then cover the outline of the letter with glue. Help your child place the rice or beans on top of the wet glue to form the letter. When the glue is dry, your child will be able to feel the shape of the letter as well as see it.



That's My Letter

Place three or more "touch" letters or cutouts of upper case letters on the surface of a table. Blindfold your child with a scarf, and mix up the letters. Ask your child to touch one letter at a time and try to identify it by its shape.



Letter Hunt

Next time you and your child go shopping, take along a Letter Person's *Skill Book*, *Coloring Book* page or paper bag puppet. Marketing will become an adventure for your youngster. The child will notice that the Letter Person's upper case letter can be found throughout the store. Among the many boxes, cans, signs and packages, have your child hunt for examples of the Letter Person's upper case letter.

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SECTION 3.

Help With Lower Case Letters

Since lower case letters vary greatly in size, we refer to them as *lower case* rather than *small* letters to avoid confusing youngsters. The exercises in this section are designed to acquaint your child with the shapes of lower case letters. Many of the activities may also be used to reinforce upper case letter forms and to help your child distinguish between lower and upper case forms of the same letter.

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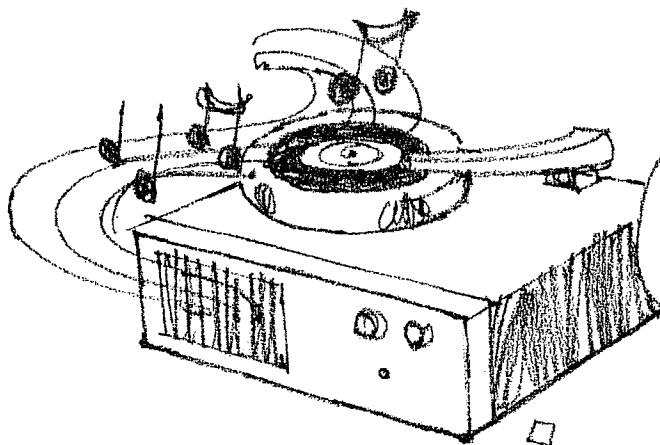
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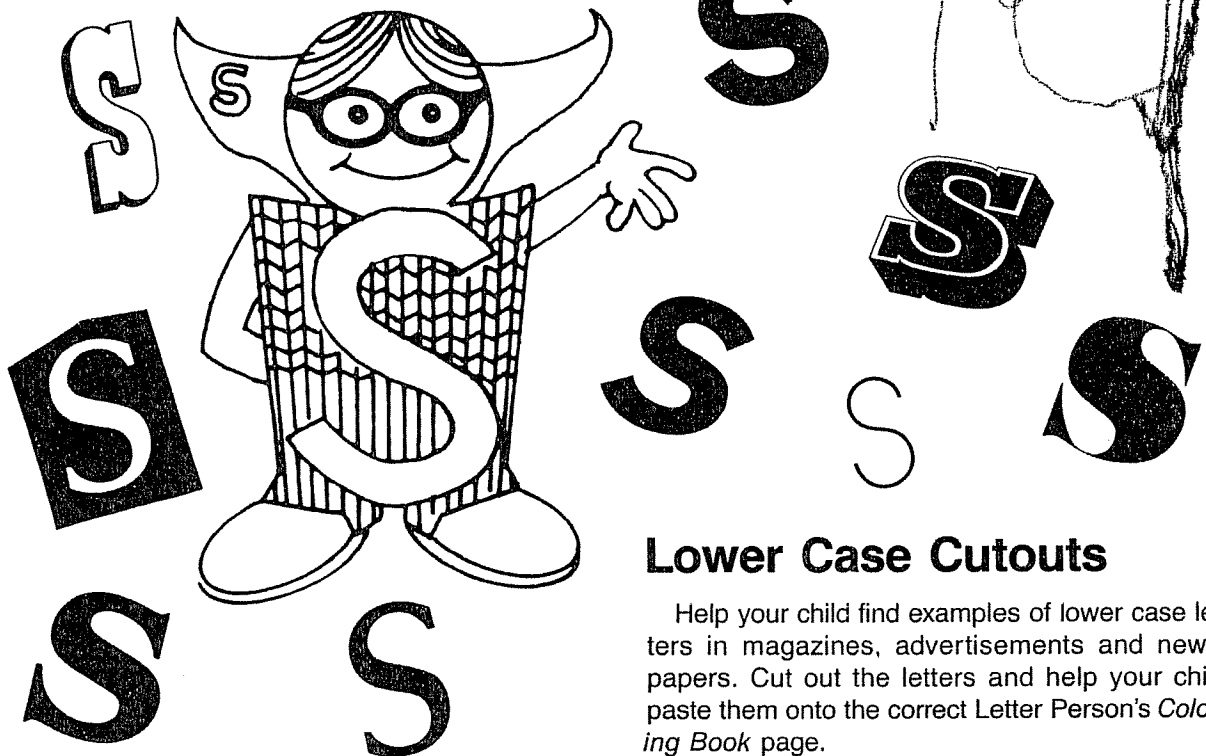


"That's Mr. J's song.
Here is Mr. J's
lower case letter."

n p j

Playing My Song

Place three "touch" letters or lower case cardboard cutout letters in front of your child. Play the same three Letter People records, one at a time, and ask your child to tell you whose song is being played.



Lower Case Cutouts

Help your child find examples of lower case letters in magazines, advertisements and newspapers. Cut out the letters and help your child paste them onto the correct Letter Person's *Coloring Book* page.

Munch-A-Letter

Ask your child to help you form lower case letters out of cookie dough (your own, or refrigerated dough sold in supermarkets). Bake and munch — *mmmmmmmmmm!*

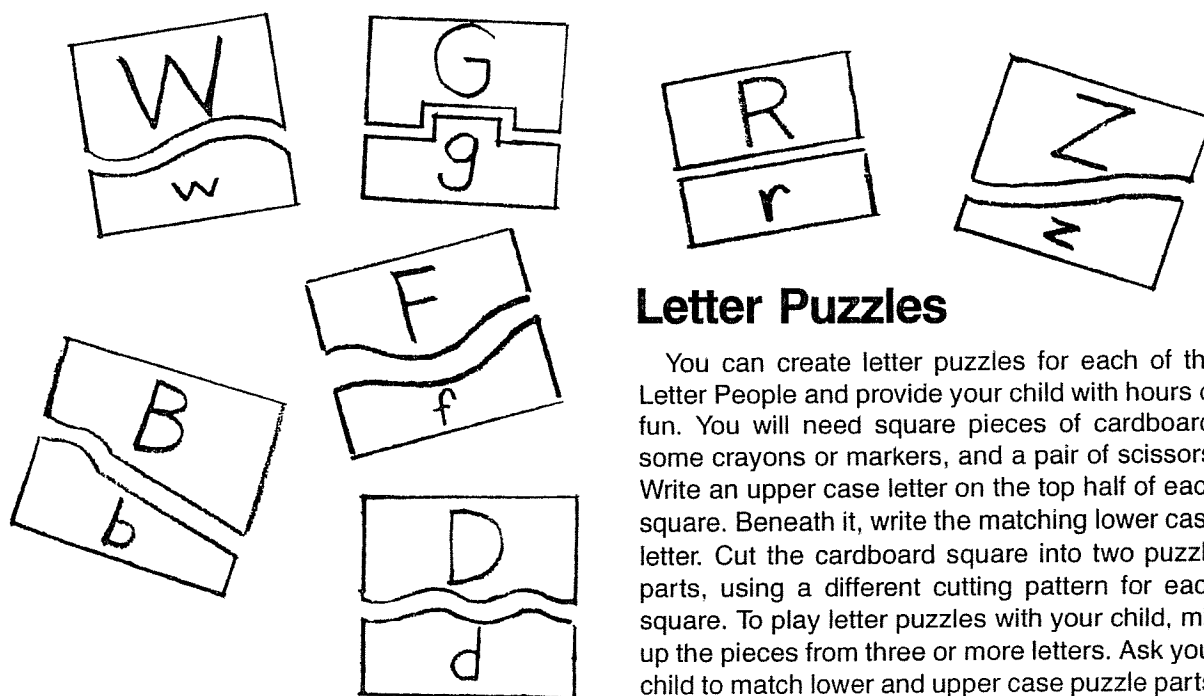
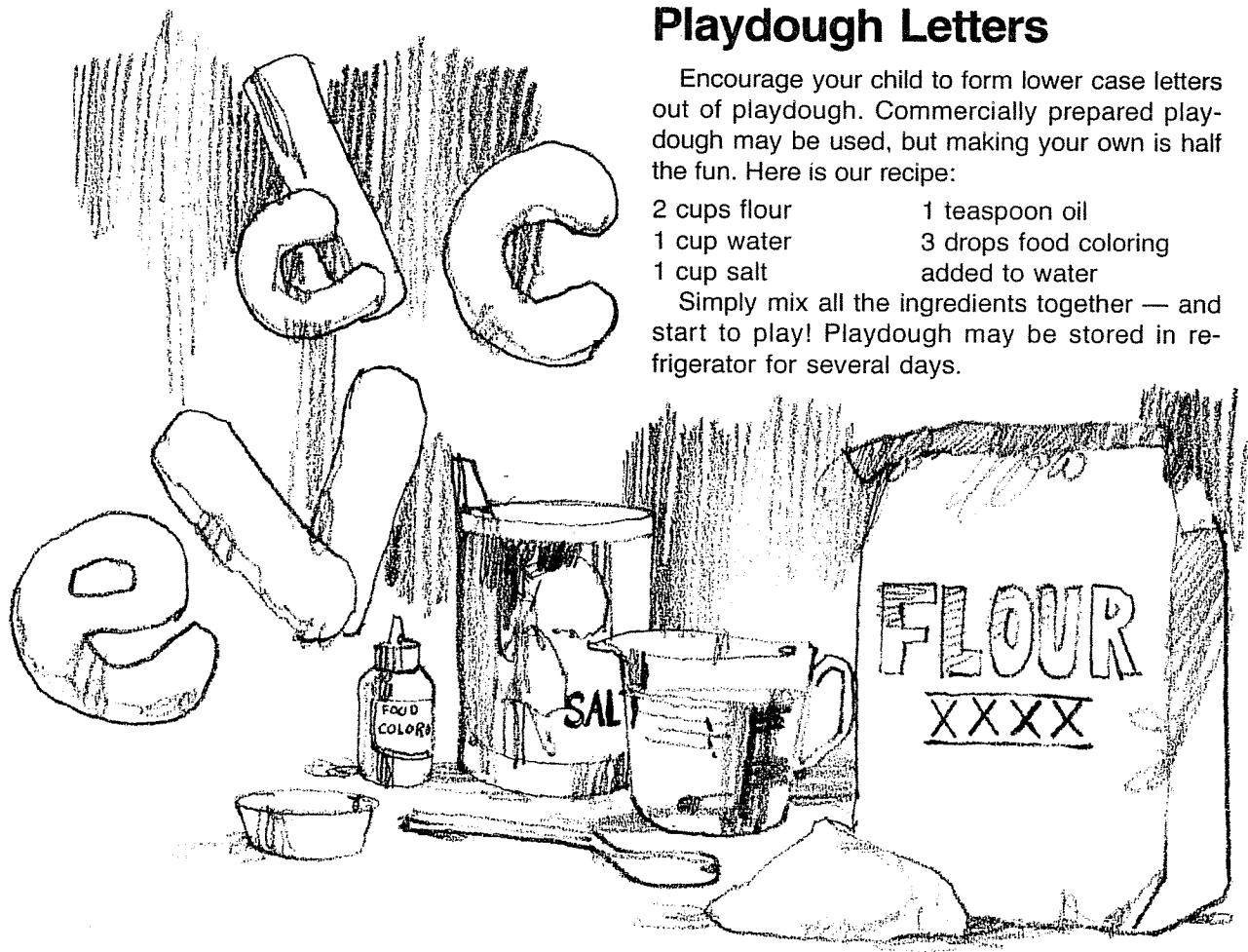


Playdough Letters

Encourage your child to form lower case letters out of playdough. Commercially prepared playdough may be used, but making your own is half the fun. Here is our recipe:

2 cups flour	1 teaspoon oil
1 cup water	3 drops food coloring
1 cup salt	added to water

Simply mix all the ingredients together — and start to play! Playdough may be stored in refrigerator for several days.



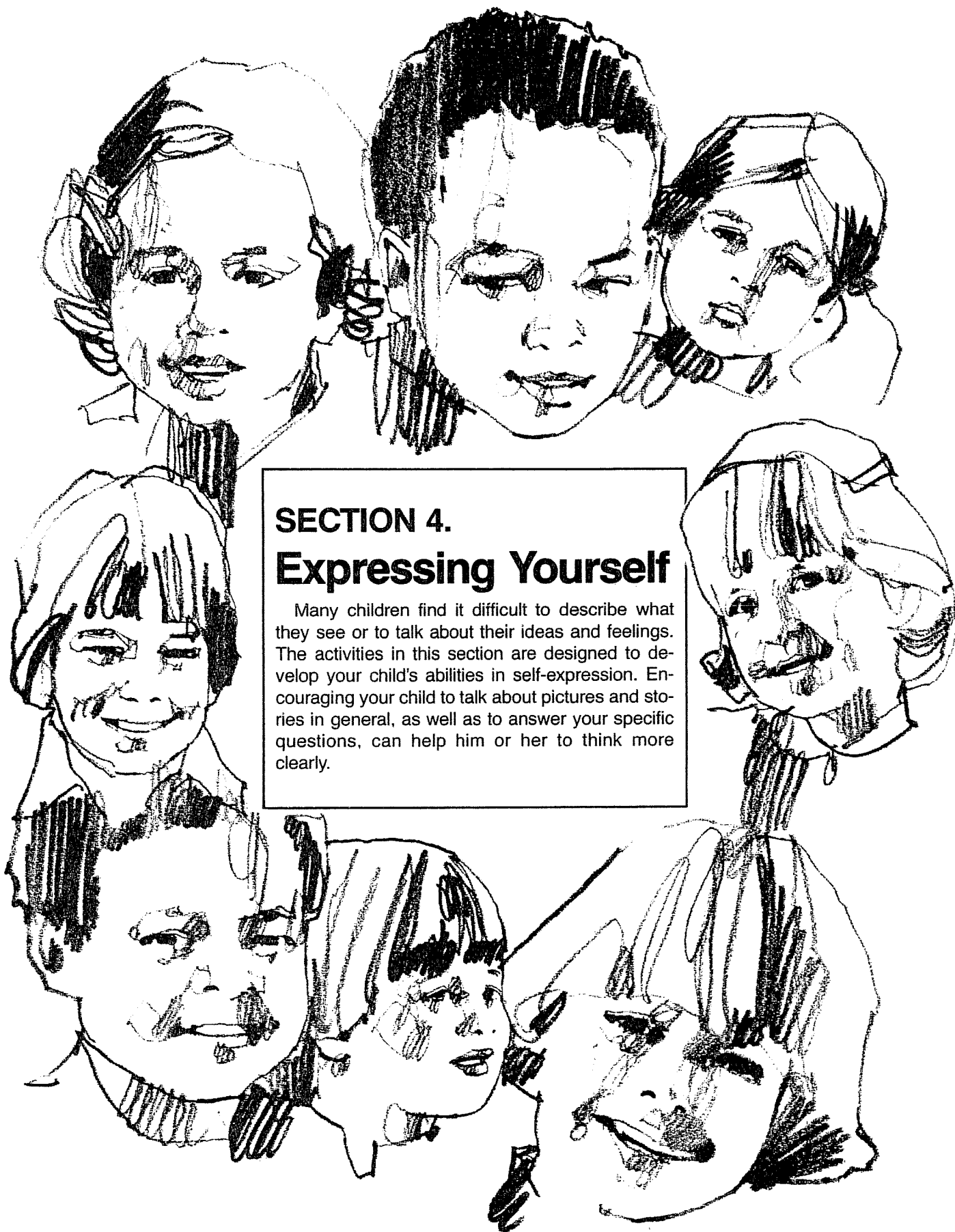
Letter Puzzles

You can create letter puzzles for each of the Letter People and provide your child with hours of fun. You will need square pieces of cardboard, some crayons or markers, and a pair of scissors. Write an upper case letter on the top half of each square. Beneath it, write the matching lower case letter. Cut the cardboard square into two puzzle parts, using a different cutting pattern for each square. To play letter puzzles with your child, mix up the pieces from three or more letters. Ask your child to match lower and upper case puzzle parts.

String-A-Letter

On any flat surface use short pieces of string to form upper case and lower case letters.





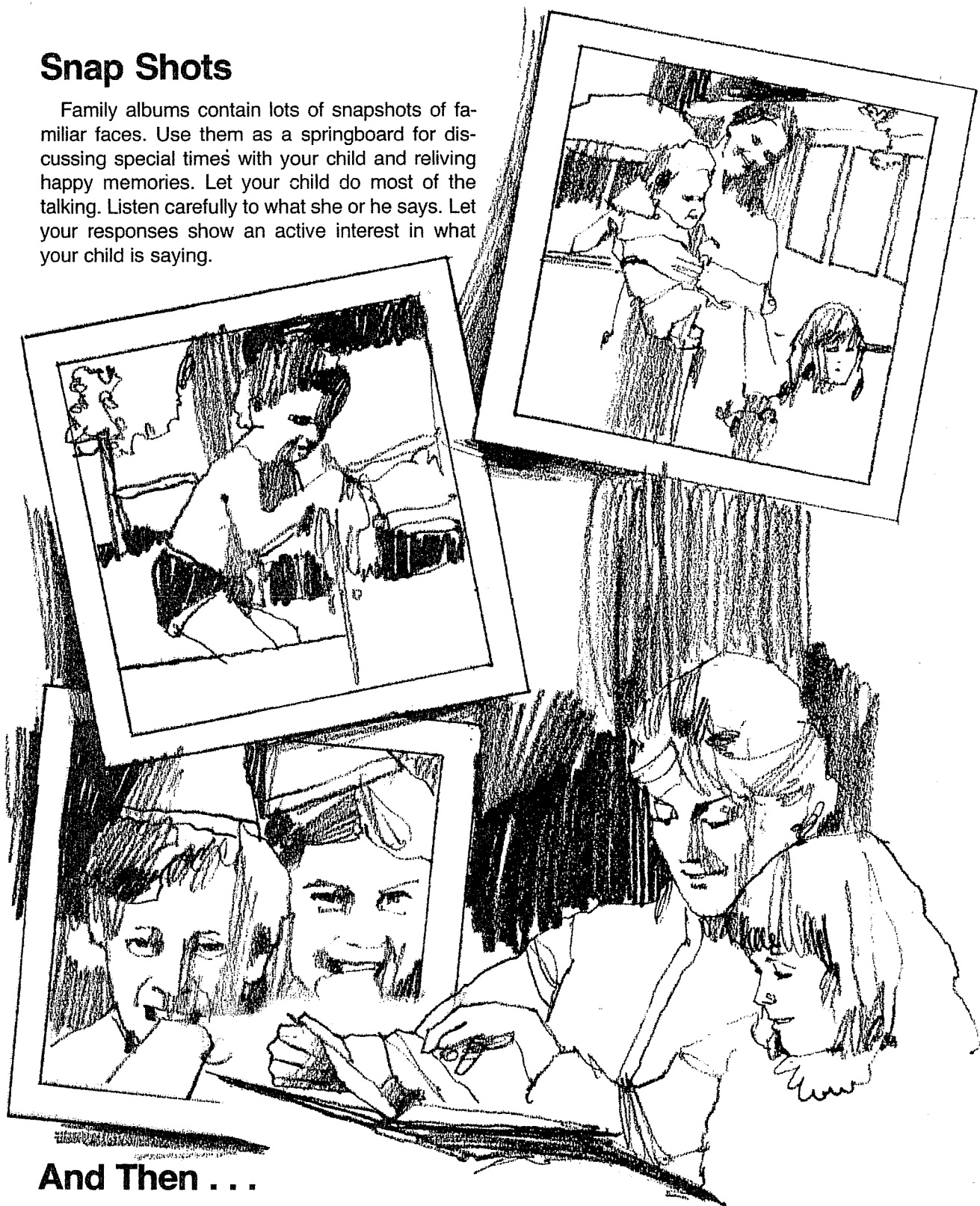
SECTION 4.

Expressing Yourself

Many children find it difficult to describe what they see or to talk about their ideas and feelings. The activities in this section are designed to develop your child's abilities in self-expression. Encouraging your child to talk about pictures and stories in general, as well as to answer your specific questions, can help him or her to think more clearly.

Snap Shots

Family albums contain lots of snapshots of familiar faces. Use them as a springboard for discussing special times with your child and reliving happy memories. Let your child do most of the talking. Listen carefully to what she or he says. Let your responses show an active interest in what your child is saying.



And Then . . .

Begin telling or reading your child a story and stop half-way through. Ask your child to complete the story in his or her own way.



Feelings

While looking through magazines and newspapers, you and your child will notice many pictures of people laughing, crying, and expressing various emotions. Encourage your child to talk about some of these pictures. Here are some questions to ask. What do you think happened to the person in the picture? Why is the person crying (or laughing or frowning or smiling)? How does this person feel? What will the person do next?

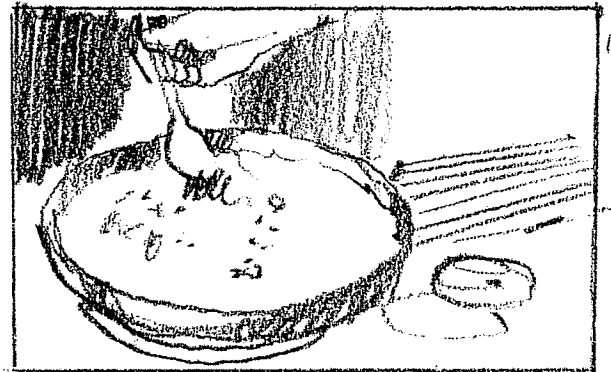


I Said That!

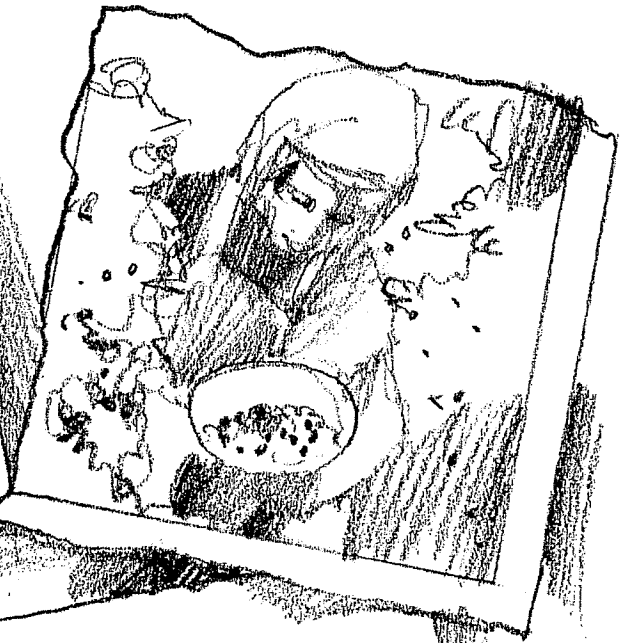
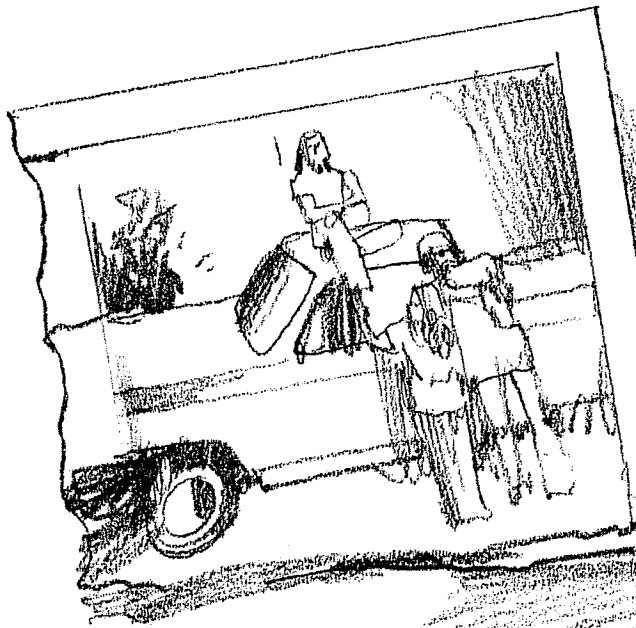
Look through old magazines or greeting cards with your child and cut out pictures she or he thinks are interesting. Help your child paste the pictures onto separate sheets of paper to form a booklet. Have your youngster describe each picture in the booklet. Carefully write down your child's description beneath each picture. Your child will probably ask you to read the booklet again and again. Children enjoy hearing their own words read back to them.



"They are sisters. Their mommy is going to be angry. They got dirty."



"I see a daddy cooking. He's making some food. I like spaghetti and sauce. It looks good."

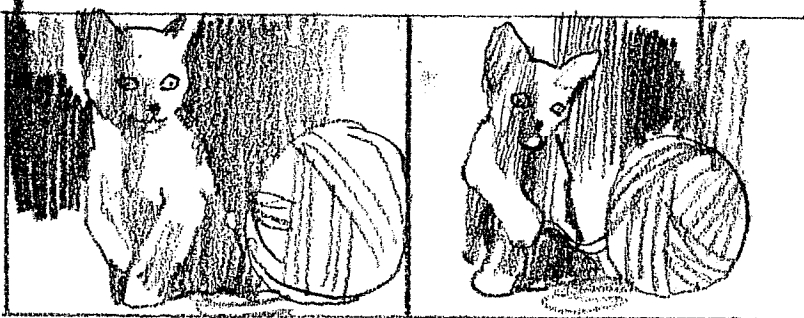
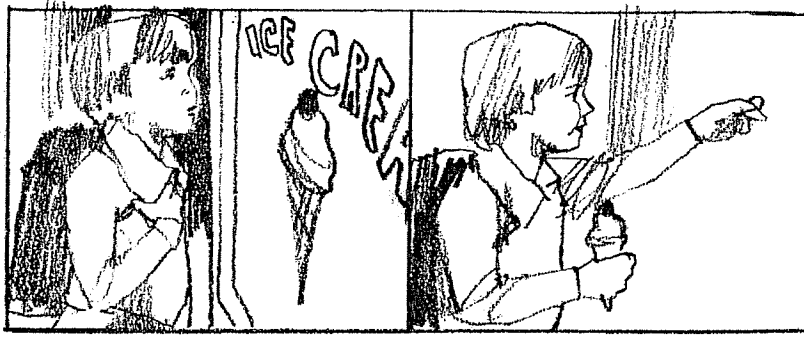


Describe It!

Cut out an assortment of pictures from magazines or newspapers. Place any three of the pictures in front of your child. Describe one of the pictures in a few sentences. Then ask your child to identify which picture you are describing. Next, reverse the roles. Have your child carefully describe one of the pictures, while you guess which one it is.

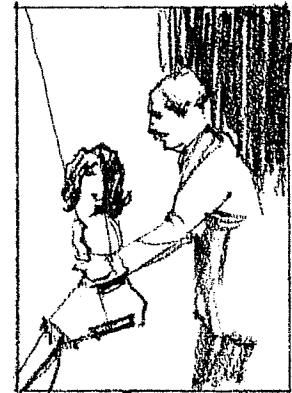
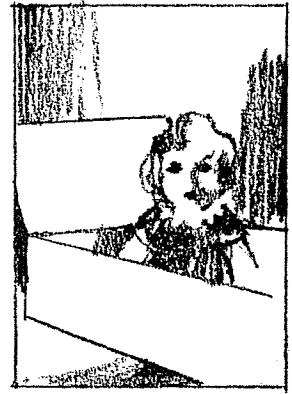


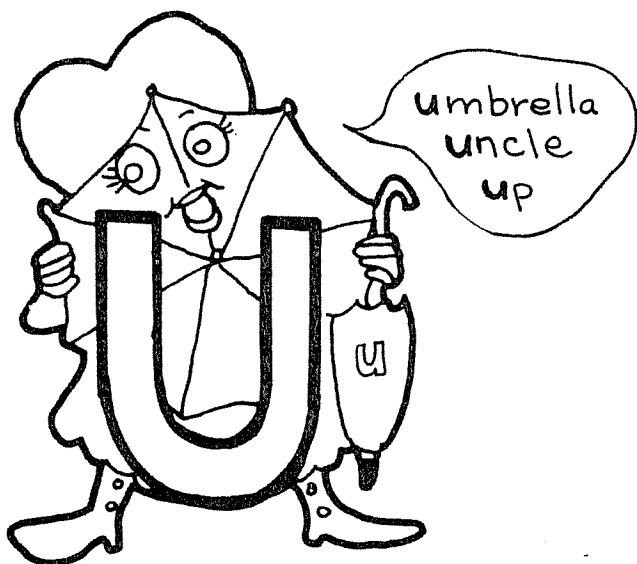
"Now it's your turn, Daddy. There is a little girl in this picture. She is wearing blue pants and a red top. She is putting some berries into a bowl."



The End

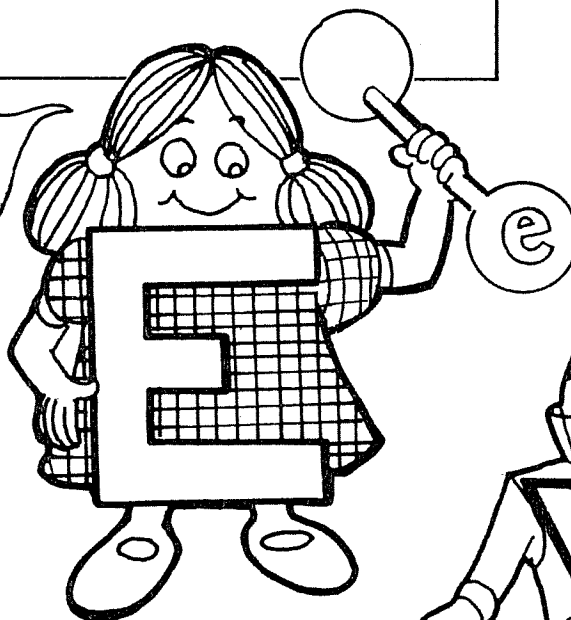
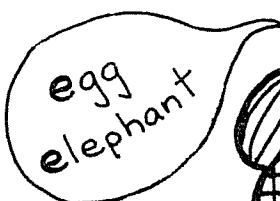
Talk about each story on this side of the page with your child. Then ask your youngster to choose an appropriate ending for each story from the pictures at the right.





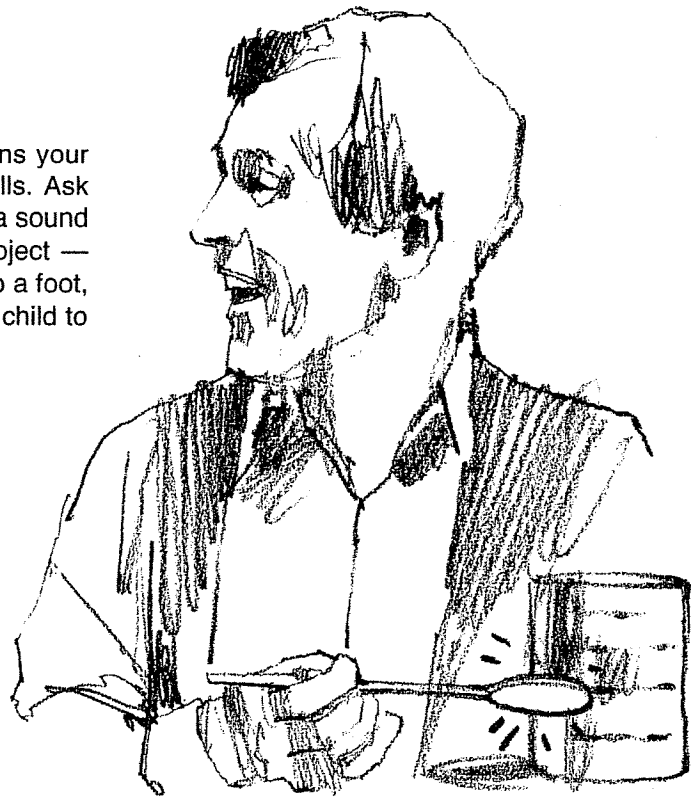
SECTION 5. Help With Sounds

Learning the sounds of the letters is a difficult task. Each new sound needs to be reviewed and repeated often before it can be remembered. The following activities are designed to help your child identify similar and different sounds and to reinforce the initial sounds of the letters of the alphabet.



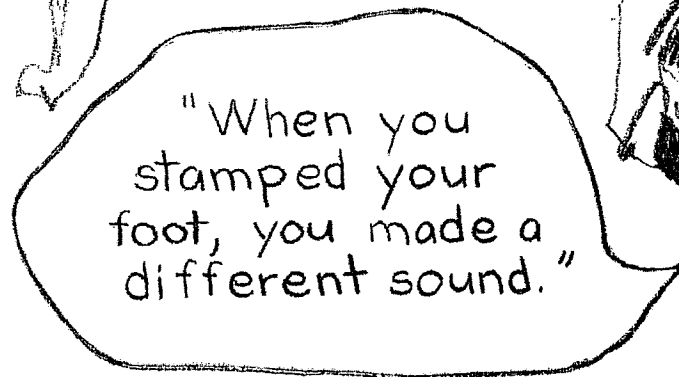
Make My Sound

By repeating sounds and sound patterns your child can improve his or her listening skills. Ask your child to close his or her eyes. Make a sound using your hands or feet or a familiar object — clap your hands, snap your fingers, stamp a foot, or tap a can with a spoon. Then ask your child to repeat *the same sound* you just made.

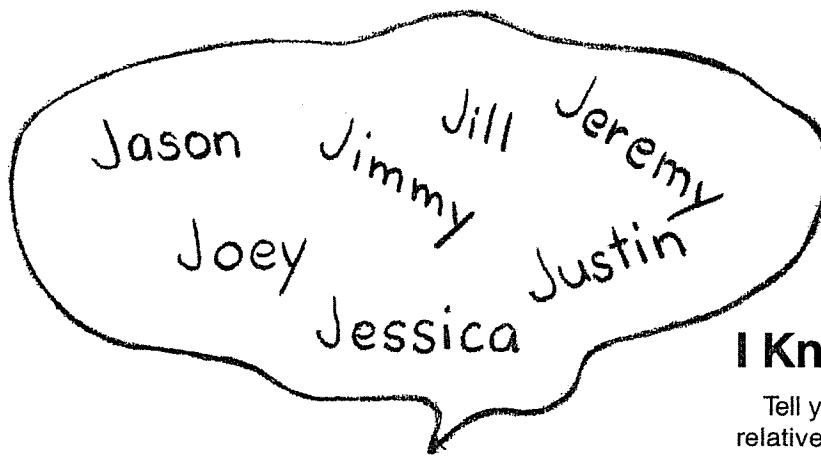


Make a Different Sound

Ask your child to close his or her eyes and listen to you make three sounds. Two of the sounds should be the same, and one should be different. Ask your child to duplicate *the sound that is different*. For example, you might clap your hands, stamp your foot, and clap your hands again. In this case, foot stamping is the different sound. Your child should stamp his or her foot.



"When you stamped your foot, you made a different sound."



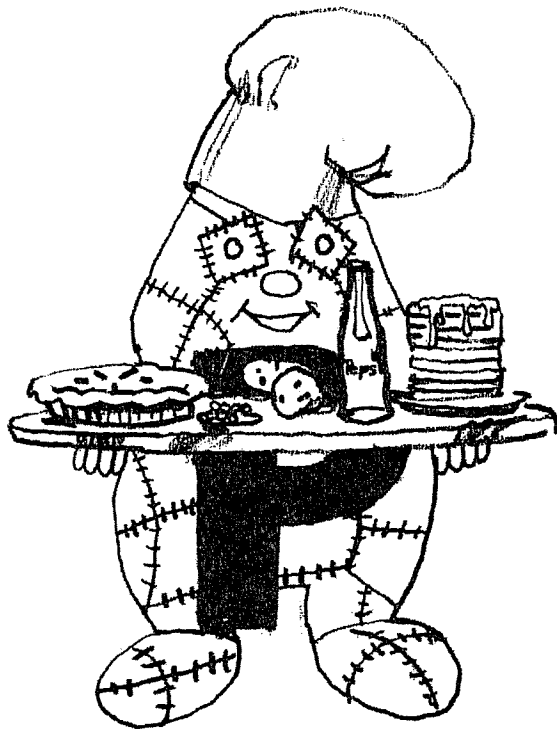
I Know Someone . . .

Tell your child that you're thinking of a neighbor, relative, friend or television personality whose name starts with a particular Letter Person's sound, such as Mr. J's sound — jumbled junk. "I know someone whose name starts with the same sound as jumbled junk — Jumbled junk Jeffrey." Your child should repeat, "Jumbled junk Jeffrey." Then ask your child to think of other names that start with the same sound — jumbled junk Judith, and so on.



Sound Hunt

Help your child find objects in your home that start with a certain Letter Person's sound, such as Mr. B's sound — "beautiful buttons." Bathtub, basket, banana, bed, bag, bicycle, bandage and bottle all begin with Mr. B's sound.



Food For Sound

Turn an ordinary day into a special Letter Person's day by eating food that starts with a particular Letter Person's sound. Plan the menu with your child. When choosing foods, always be sure to stress the beginning sound.

Here are some suggestions for foods that begin with Mr. P's sound: prunes, plums, pancakes, pineapple juice, porridge, poached eggs, pizza, peanut butter, pastrami, pickles, pumpkin pie, peach ice cream, pot roast, peas, potatoes and popcorn.

Possible Menu for Mr. P:

BREAKFAST

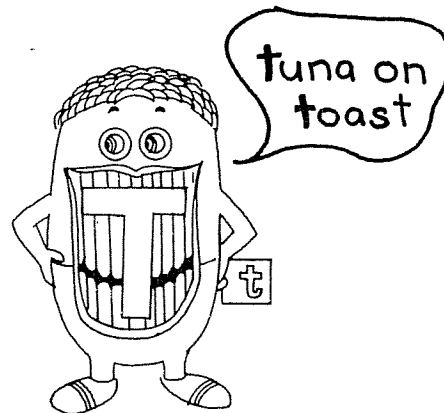
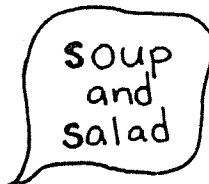
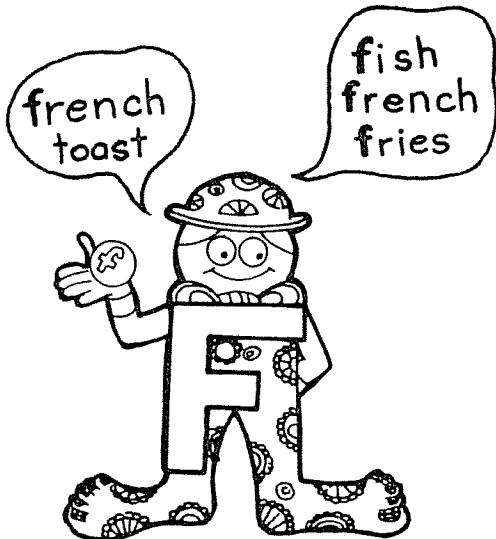
Pancakes
Pineapple juice

LUNCH

Peanut butter
sandwiches
Pickles
Peach ice cream

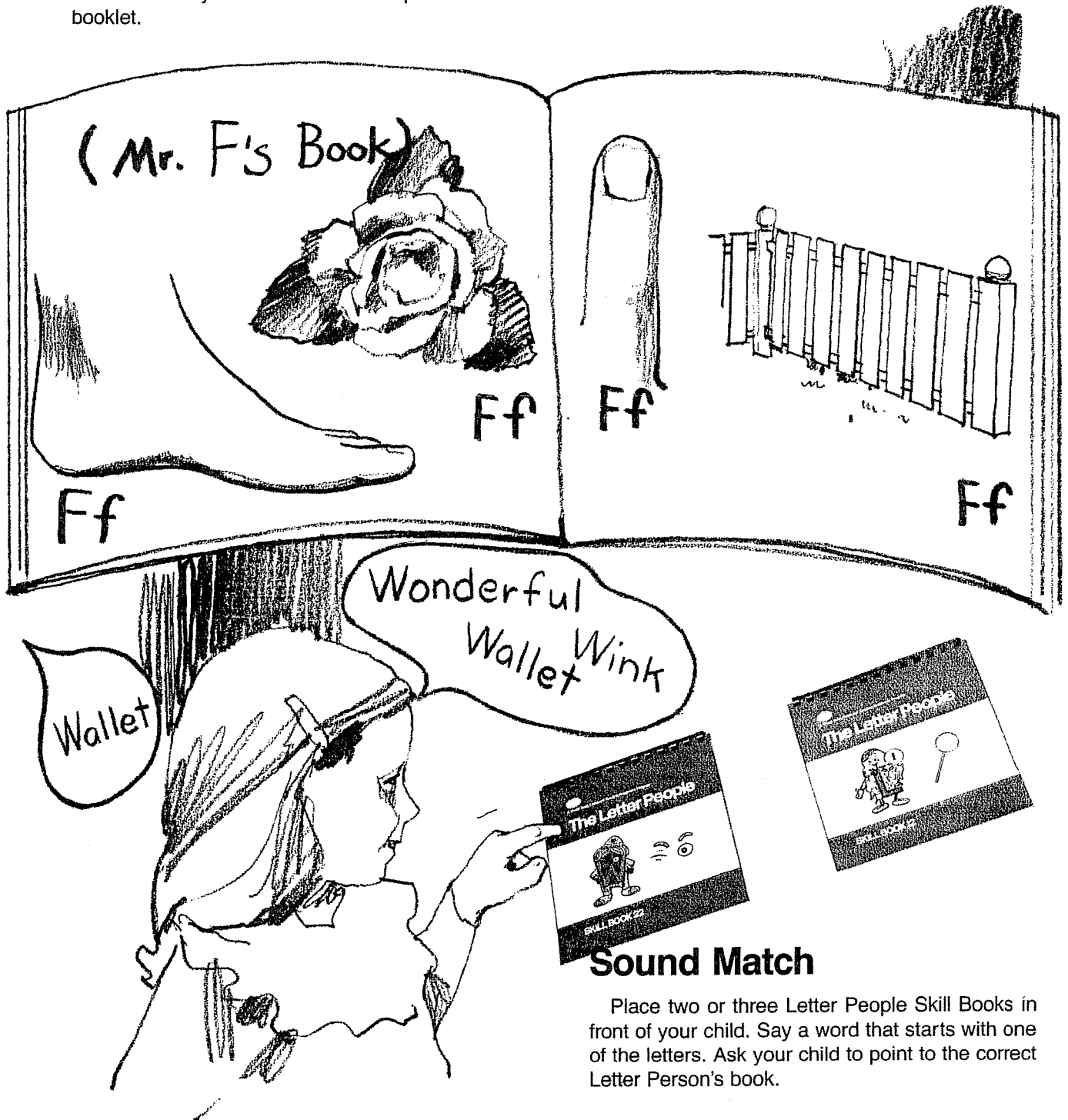
DINNER

Pot Roast Potatoes
Peas Pumpkin Pie



Sound Book

Ask your child to look through magazines and newspapers for pictures that start with the same sound as one of the Letter People. Help your child cut out the pictures and paste them into a booklet for the Letter Person. Write the upper and lower case letter for your child below each picture in the booklet.

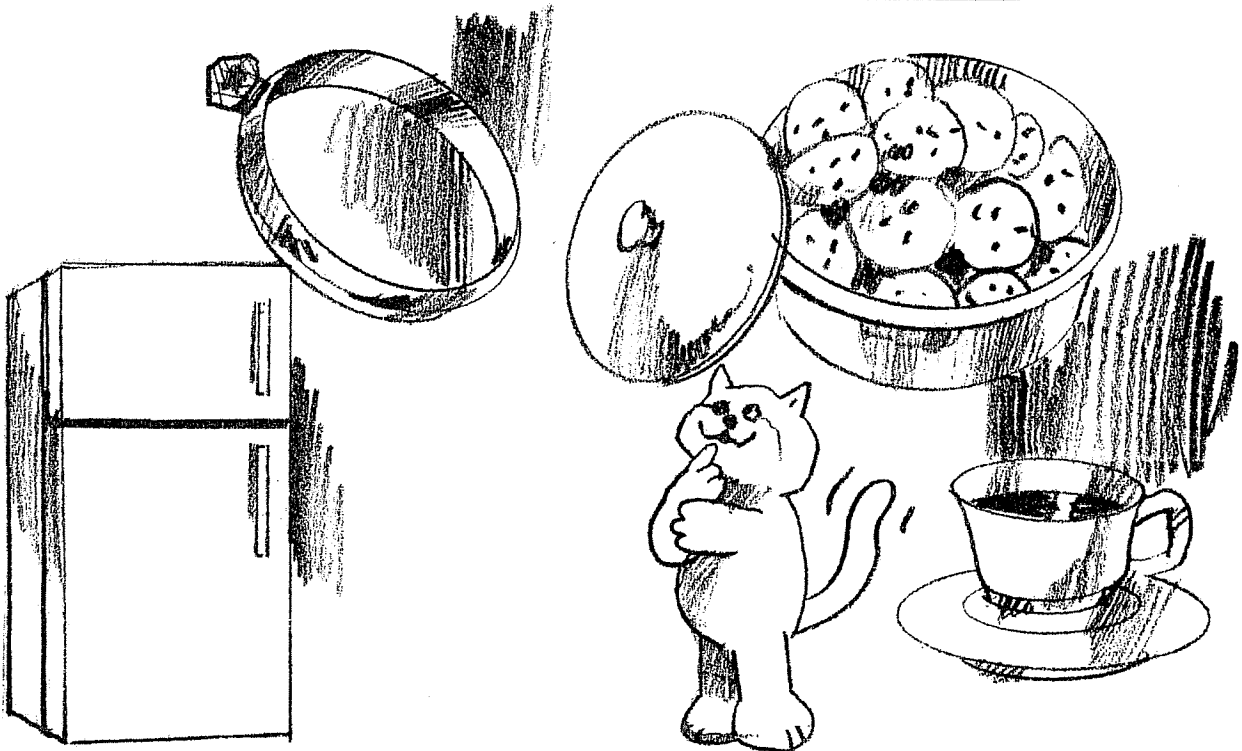
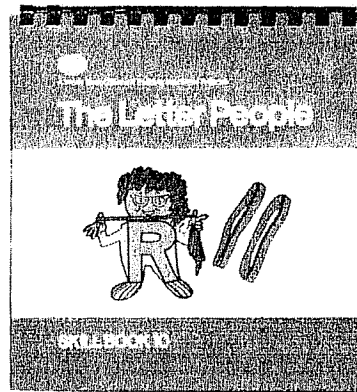
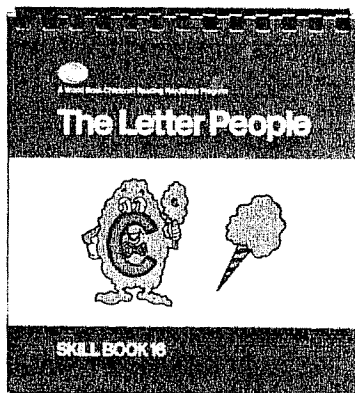
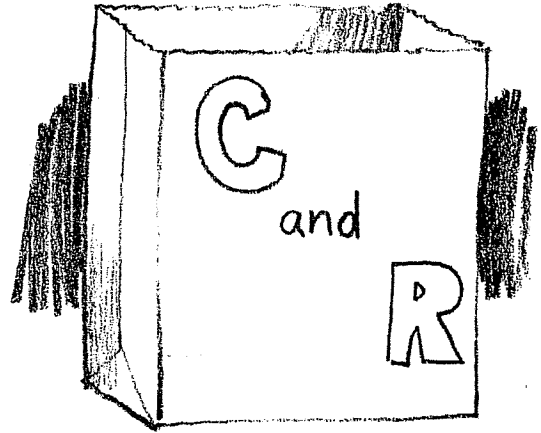


Sound Match

Place two or three Letter People Skill Books in front of your child. Say a word that starts with one of the letters. Ask your child to point to the correct Letter Person's book.

Bag It

Label a paper bag with two different upper case letters. Fill the bag with magazine pictures that begin with those letters. You may also use appropriate household objects, such as a rubber band, ring, and ribbon for Mr. R and a cookie, cup, and can for Mr. C. Place the same two Letter People's Skill Books in front of your child. Have your child pull pictures or objects out of the bag one at a time. Help your child name each item or picture, always stressing the beginning sound. Ask your child to place each object under the correct Letter Person's book.



Improving Comprehension

Each *Skill Book* contains a number of pages featuring story scenes, which show a Letter Person involved in some activity or situation. Several sentences at the bottom of each page describe, or "tell a story" about the scene.

At their most basic level, these pages provide practice in both recognizing and identifying each Letter Person's sound. This is done through the use of objects whose names begin with the appropriate sound.

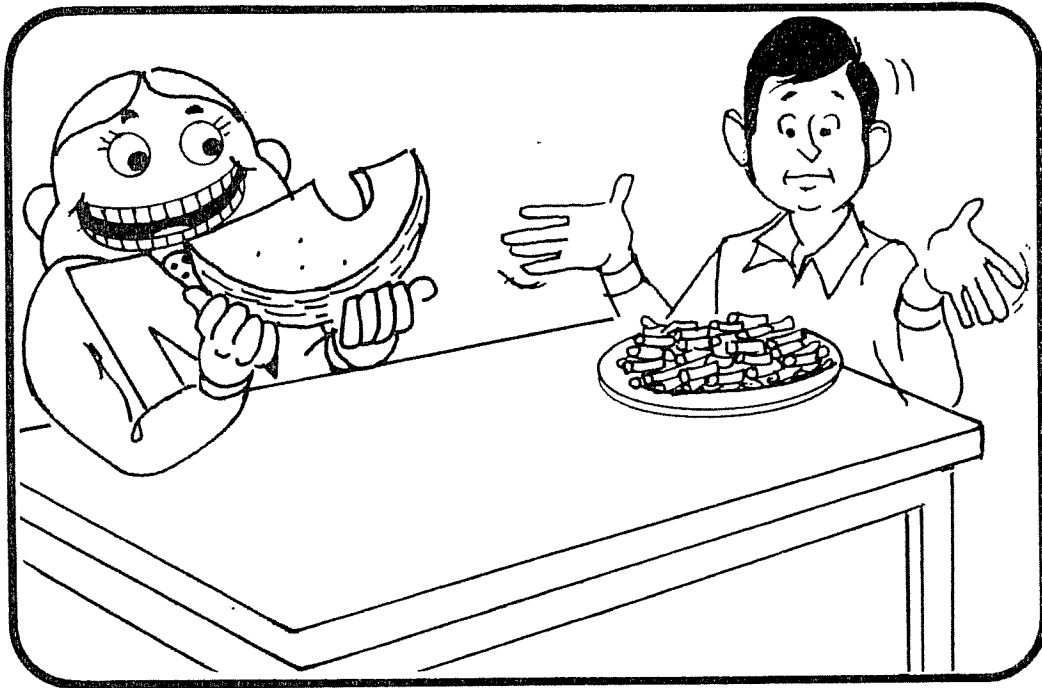
The story scenes in the program may, however, also be used to help develop important listening comprehension skills and to lay the foundation for later development of reading comprehension skills. This may be accomplished by asking the

child a series of questions that encourage him or her to

- **find the main idea of the story**
- **predict the logical outcome of the illustrated activity**
- **draw inferences from the story scene as presented**
- **summarize the story**

Here is a story scene taken from *Skill Book 1*. Discussion of this and other story scenes could center around the following questions:

1. What do you see here?
2. What do you think is happening?
3. What do you think will happen next?
4. What would you do if you were in the story?



In addition to such questions, the child could, and should, be asked about specific objects or activities illustrated in each story scene. For example:

1. Do you think the man would rather have macaroni or melon?
2. Why do you think so?
3. Which would you rather have? Why?

The child need not be questioned about every story scene in the program. The technique should be used selectively to avoid losing the child's interest. Further, the child should not be "graded" on the appropriateness of his or her response. The purpose is to encourage him or her to think and talk about, **and begin to comprehend the meaning of the story scene.**



The Letter People Sing

The songs of the 26 Letter People serve a two-fold purpose. They create a stimulating environment which makes learning the letters of the alphabet and their sounds an exhilarating experience. At the same time, they broaden the children's cultural scope by familiarizing them with various types of music — modern, classical, national and ethnic.

Each Letter Person song exposes the children to a different kind of music, thus affording them the opportunity to experience a rich variety of moods, sounds, tempos and rhythms to which they may move, sing along or simply listen and enjoy.

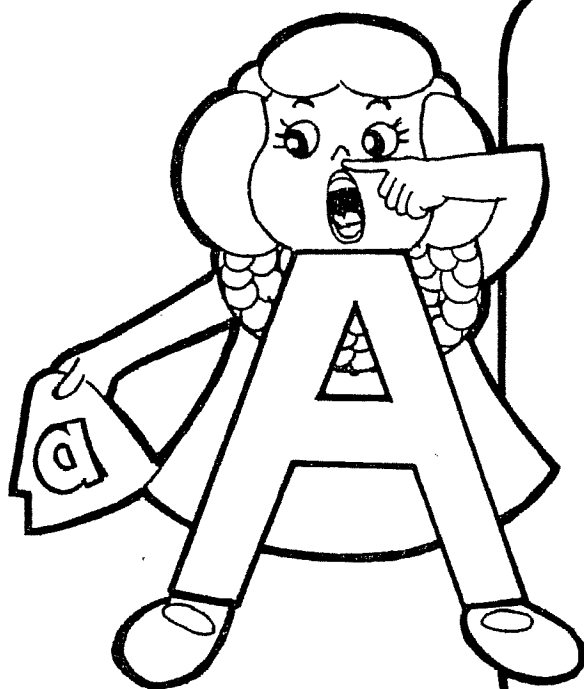
Some of the selections, such as Mr. G and his Goopy Gum and Mr. S with his Super Socks lend themselves to pantomiming or dramatization. Others, such as Miss E and her Exercise, Mr. N and his Noisy Nose and Mr. F and his Funny Feet invite the children to participate along with the Letter Person.

Many of the songs are of a home-bred American character. Mr. M opens his Munching Mouth in a happy rock style; Mr. T represents the rugged West with a loping western beat, while Mr. F recalls the Roaring 20's with his ragtime Funny Feet. Mr. P and Mr. S are also representative of our country. Mr. P hails from Nashville, Tennessee, proud

of his Pointy Patches — country-style, while Mr. S introduces himself in a contemporary manner — soft rock before he puts on his Super Socks, and jubilantly hard rock thereafter. Mr. C sings about his Cotton Candy via the New Orleans blues.

Mr. Z zips his Zippering Zipper in Polish polka fashion, whereas Mr. H displays his Horrible Hair via the Israeli hora, and Mr. V shows off his Velvet Vest in an oh, so elegant, English minuet. Mr. X affirms that he is All Wrong with the help of electronic computer sounds and Mr. D offers his Delicious Doughnuts while singing an Argentinian tango. Then there is Mr. Q who symbolizes Quiet.

But whatever the music and whatever the tempo, the songs perform a vital function within the program. The words of each song feature the key sounds the program is designed to teach. It is important that your child listens closely to each song. If possible, the child should be taught some of the words, perhaps the chorus, to each song. (Some of the words in the songs may be rather advanced for your child. Remember, the objective of this program is to teach a child to recognize the letters of the alphabet and their sounds, not the meanings of words.) Should you decide to use the songs as a reinforcement technique, the words have been printed here for your convenience.



MISS A – Ä ÇHOO

Well, I'm so happy to be Miss A
And I'm so happy to come and play.
Oh, dear, I almost forgot to say
That when I'm happy I sneeze all day.

(Chorus)

All day I'm sneezin ä-choo.
When I get happy ä-choo
Or silly, slappy ä-choo
Give me a hanky please
'Cause I've got to sneeze . . . Ä choo!

I s'pose you've noticed that when I sneeze
I don't sneeze sneezes like others sneeze;
I blow my own kind of special breeze,
I mean I sneeze in the way I please.

(Repeat Chorus)

MISTER B – BEAUTIFUL BUTTONS

Beautiful buttons and beautiful buttons and beautiful buttons,
What beautiful buttons on me,
Mister B.

Big buttons and bright buttons and brassy buttons,
All beautiful buttons on me,
Mister B.

A bit before breakfast I get out of bed
To button me up from my toes to my head,
Beginning with beautiful buttons and beautiful buttons
And beautiful buttons
What beautiful buttons on me,
Mister B.

Big buttons and bright buttons and brassy buttons:
All beautiful buttons on me,
Mister B.

By now I'm so bothered I'm bursting to crack;
I barely can button in back of my back.
I can't reach the
Beautiful buttons and beautiful buttons and beautiful buttons:
What beautiful buttons on me,
Mister B.

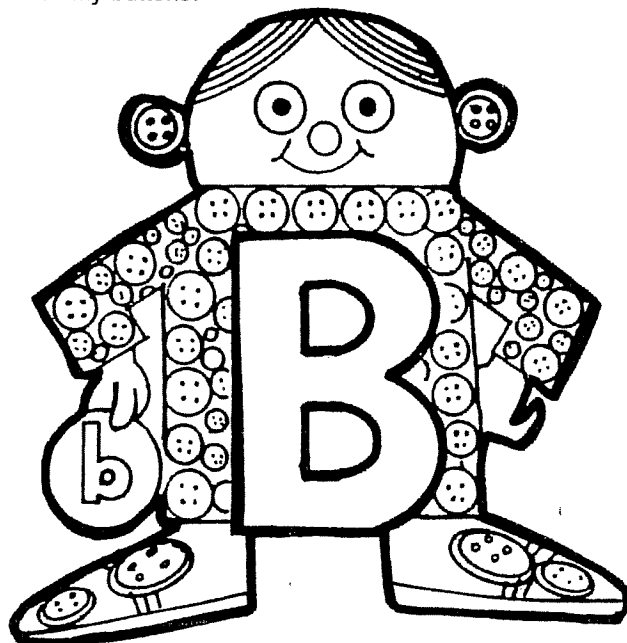
Big buttons and bright buttons and brassy buttons:
All beautiful buttons on me,
Mister B.

Because I'm so busy I miss all the fun;
By the time I get buttoned it's time to get un . . . unbuttoned!

My big buttons and bright buttons and brassy buttons:
Those beautiful buttons.

My black buttons and blue buttons and baby buttons:
What beautiful buttons!
My brown buttons and blue buttons
My belly button, a beautiful button.

My beautiful buttons and beautiful buttons and beautiful buttons:
What beautiful buttons!
My beautiful buttons and beautiful buttons!
What beautiful buttons!
I love all my buttons.



MISTER C – COTTON CANDY

Well, hello friends.
Do you know me?
Well, you can call me cotton candy Mister C.

A candy kid
Who'll change your luck
For if you stick with me you'll find you will be stuck.
A candy kid
Who's all for you.
Pal, you can count on me. There's nothing I wouldn't do
For you.

(Chorus)

I'm clever, can't you see,
And cunning as can be
And cool as a cucumber, I am Mister C.
For you I'd cry and go to bat.

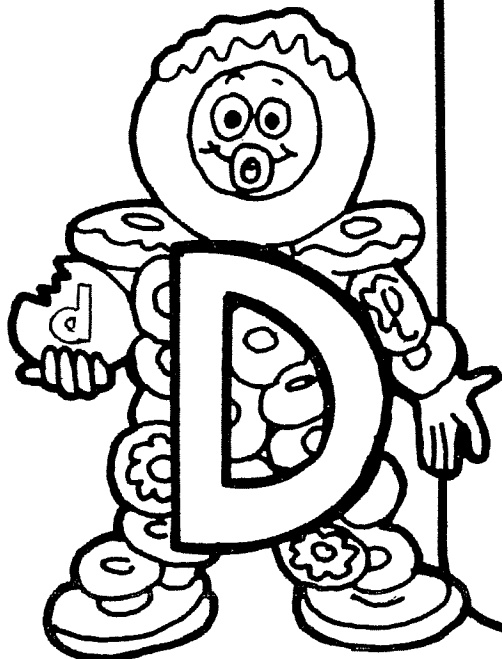
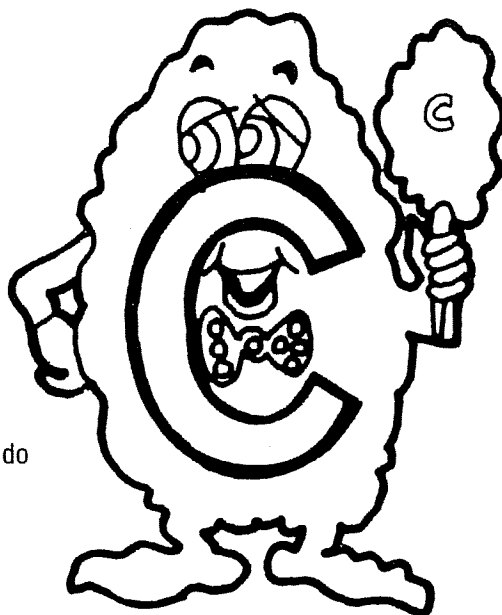
You can count on me like you'd count on an alley cat.
I'm cute and sweet,
Don't you agree?
I'm just a cloud of cotton candy, Mister C.

Oh, I'm a cotton candy culprit
Can-na Can-na coo coo coo.

(Repeat Chorus)

You can trust me like you'd trust an alley cat.
I'm cute and sweet,
Don't you agree?
I'm just a cloud of cotton candy, Mister C.

I am cute and sweet
Don't you agree?
I'm just a cloud of cotton candy, Mister C.
I'm just a cloud of cotton candy, Mister C.
Can-na Can-na coo coo coo.



MISTER D – DELICIOUS DOUGHNUTS

Do you like doughnuts, delicious doughnuts?
Well, if you do
Then you deserve some doughnuts.
Delicious doughnuts,
Some dipped in sugar, some dipped in jelly,
Dipped by me, Mister D.

(Chorus)

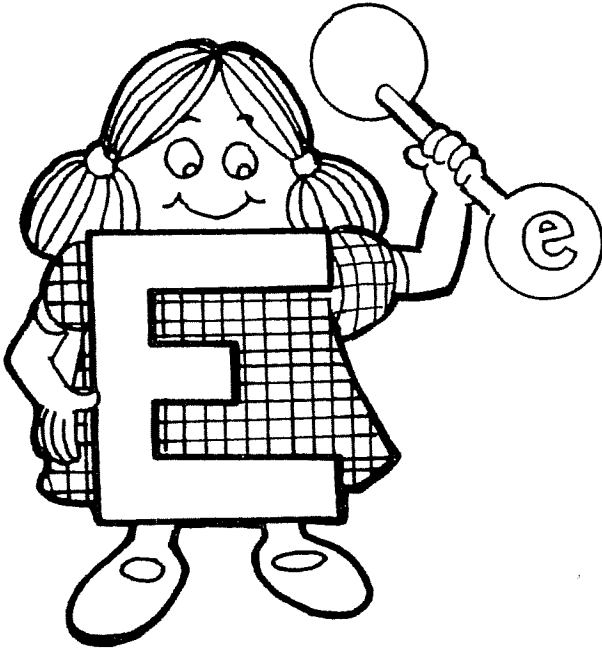
If you like doughnuts, delicious doughnuts,
Don't dilly dally, have a dozen of my doughnuts,
Delicious doughnuts.
They're downright dunky
And they are definitely done by only me,
Yes, they are deep-fried, dipped and dabbed by Mister D.

(Spoken)

And when I deliver my delicious doughnuts
I do the doughnut dance.
Don't you want to do the dance, too?
What a delicious doughnut dance.

(Repeat Chorus)

Mister D, Mister D, Mister D.
Delicious doughnuts.



MISS E – EXERCISE

I feel extremely weak,
Poor little me, Miss E.
Too weak to work or speak,
Poor little me, Miss E.

I've got to exercise, exercise, exercise;
Jiggle my toes.
E, e, exercise;
Wiggle my nose.
Will you help me exercise, everybody?
Wiggle your nose, and jiggle your toes.

I've got to exercise, exercise, exercise;
Twist my lips.
E, e, exercise;
Turn my hips.
Everybody, twist your lips and turn your hips.

I'm getting stronger now;
I'll be a new Miss E.
Now that I'm learning how,
You'll see a new Miss E.

I always exercise, exercise, exercise;
Reach up high.
E, e, exercise.
Reach the sky.
Everybody, reach up high, reach the sky, stretch!

I've got to exercise, exercise, exercise;
Jump up and down.
E, e, exercise.
Spin around.
Jump up and down, everybody, and spin around.

I feel extremely good.
Look out for me, Miss E.
Strong as a person should,
Here comes the real Miss E.

Because I exercise, exercise, exercise
When I'm alone,
E, e, exercise
My funny bone.
Everybody, do you know where your funny bone is?
It's your elbow.

I've got to exercise, exercise, exercise.
Day and night.
E, e, exercise, exercise, exactly right;
E, e, exercise, exercise, exercise.
E, e, exercise, exercise, exercise.

MISTER F – FUNNY FEET

(Introduction – Spoken)

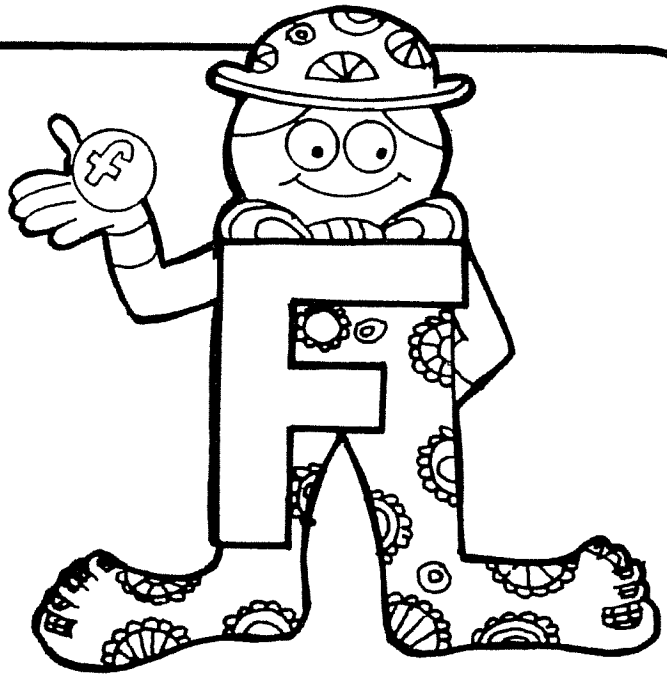
Mister M has a munching mouth;
Mister T has tall teeth;
But I'm Mister F.

(Sung)

And I've got
Funny feet, funny feet, funny feet, funny feet.
Mister F, that is I.
Feet that flip, feet that flop.
Flip and flop, never stop.
Flap a doodle, I can fly.
Well, I try.

(Chorus)

And though I've
Never found shoes around
To keep my feet on the ground,
Fiddlesticks do I cry?
Not I.
Give me that free and easy beat
For the fanciest, friendliest, fidgety free for all,
Funny, funny feet.



(Interlude)

Flap a doodle doo,
Flap a doodle dee;
Fall on your face with me.

(Repeat Chorus)

Mister G – GOOEY GUM

I'm grouchy.
My gorgeous gooey gum
Is getting stuck all over the place.

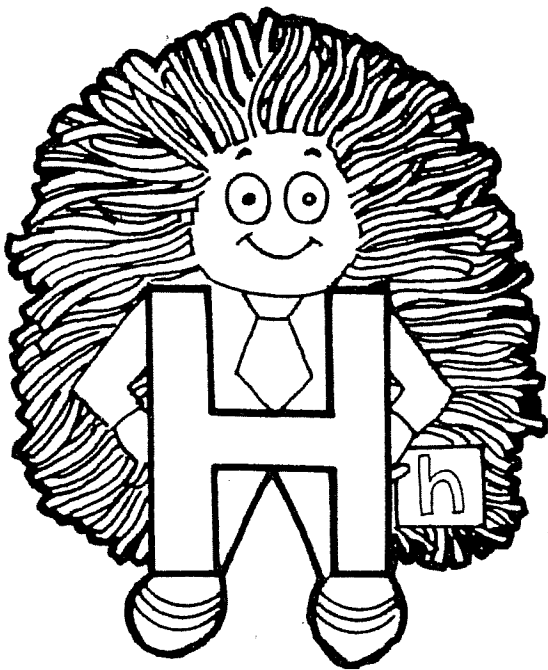
Gooley, gummy,
I am Mister G.
Golly, my gooey gum got stuck on the garden gate.
(Plop) Good, now I can go again.

Goodness, gracious,
I am Mister G.
Oh, grasshoppers, my gooey gum just got stuck in the green grass.
(Plop) Good, now I can go again.

Great Scott, grapefruit,
I am Mister G.
Oh, goose feathers, my gooey gum just got stuck on the garbage can
By the garage.
(Plop) Good, now I can go again.

Gooley, gummy, goodness gracious,
Great Scott, grapefruit,
Gee, I got stuck again.
I'm Mister G.
I've got gooey gum all over me.





MISTER H – HORRIBLE HAIR

I'm Mister H.
Hello, Hello.
How do you do?
And do you know
That I'm so handsome and adorable?
My happy hair
Is everywhere
And so much hair makes people stare.
It's horrible!

I'm Mister H
And can you see
That there's more hair
Than there is of me?
Some people may say it's unbearable,
That tangled kind
I hide behind. Most horrible hair you'll ever find.
It's hairable, I mean it's terrible, I mean it's horrible!

Oh horrible hair,
My horrible hair;
Oh how I love this crown I wear.
I'll never, never stop
At any barber shop
To cut my glorious horrible hair.
So there!

I'm Mister H.
Goodbye, Goodbye.
Next time we meet
You'll know me by
My head so handsome and adorable.
My horrible hair is everywhere.
My happy hair makes people stare.
It's horrible, horrible, horrible.

MISS I – INCREDIBLE INVENTOR

(Chorus)

I am an incredible inventor,
Here am I, Miss I.
In my imagination I see inventions,
So many things to try.

The other day it was raining very hard,
And no one could go outside to play.
So I built a new invention in the yard,
And pretty soon the rain went away.
It's incredible!

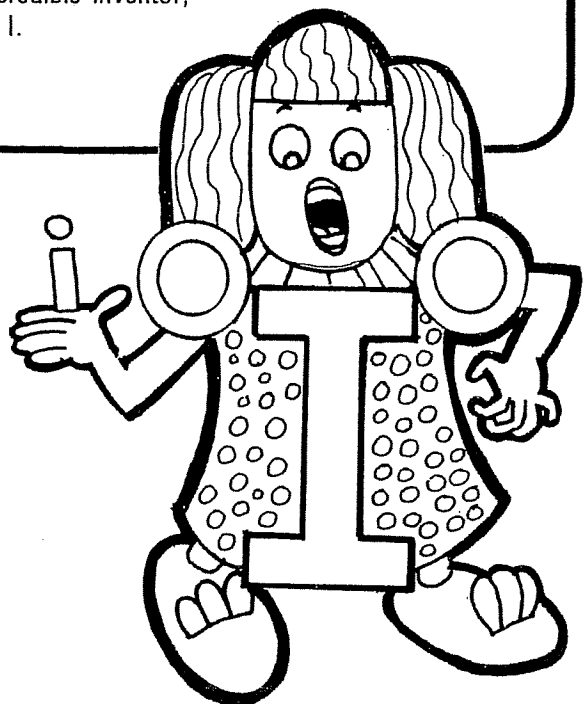
I am an incredible inventor,
Clever me, Miss I.
I use my intelligence and ingenuity
I'm not afraid to try.

If you ever feel unhappy come on by,
You can use my new invention for awhile.
Turn it on anytime you want to cry,
And I promise my machine will make you smile.
It's incredible!

I am an incredible inventor,
Just look around and see.
But my most incredible best invention is
I invented me.

I am an intelligent, important,
Ingenious, incredible inventor.
Miss I.

I-i-incredible, i-i-inventor;
I-i-incredible inventor;
Miss I.



MISTER J – JUMBLED JUNK

Jumbled junk, collecting!
Jumbled junk, collecting!
Jumbled junk, collecting!

Jackets or jewelry, I'm Mister J.
Give me your junk, I will haul it away.
A jack-knife or jigsaw, I'll take them too;
Call Mister J, I am waiting for you.

(Chorus)

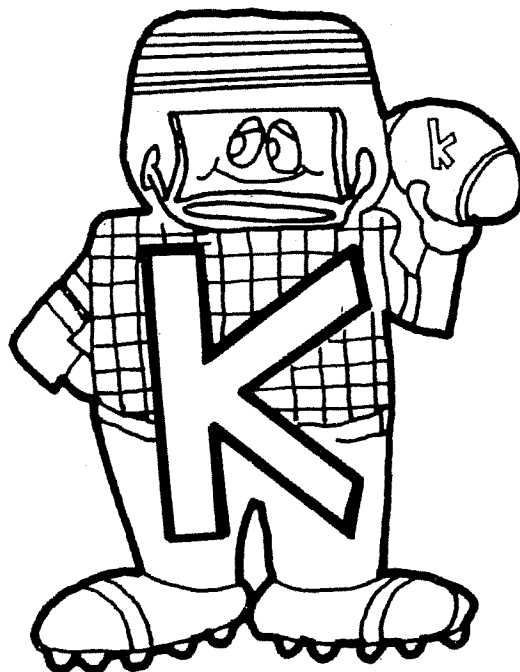
Jumbled junk man.
Any old junk you're through with
I know just what to do with.
Jumbled junk man.
Give me an old jalopy,
Give me your junk.

(Repeat Chorus)

Jugfuls of jampots, I'm Mister J.
Give me your junk. I will haul it away.
A jack in the box or jelly bean jar
Jolly old jump ropes, I'll carry them far.

(Repeat Chorus)

Jumbled junk, collecting!
Jumbled junk, for Mister J.



MISTER K – KICKING

Kicking, I'm kicking for Mister K's my name.

(Chorus)

Come on and kick with Mister K.
Come on and kick your cares away.
Come on and kick the ball,
Come on and kick the can,
But never ever kick a man.

Oh, kicking gives me such a kick,
This kind of kicking makes me tick.
Kick up a fuss
Kick up the dust with Mister K, the kicking king,
But never kick a living thing.

Kicking, I'm kicking.
Oh, kicking is my game.
Kicking, I'm kicking and Mister K's my name.

(Repeat Chorus)

No, never kick a living,
Oh, never kick a living thing.

MISTER L – LEMON LOLLIPOPS

Lovely, lovely,
What could be lovelier than licking a lollipop,
A lovely lemon lollipop?
Delicious, well, you can tell
I'm Mister L.

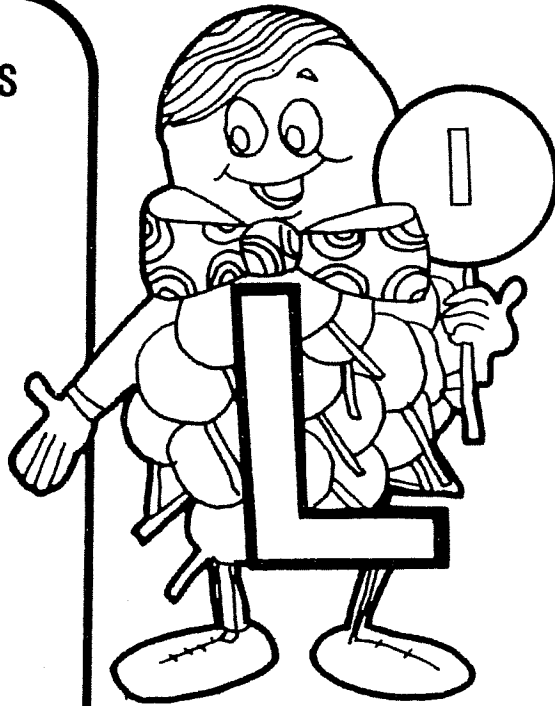
Lucky, lucky,
No one could be luckier and licking a lollipop,
A large lunch of lollipops
A large bunch, oh, what a smell
Um, um, smell that lemon.
I'm Mister L.

(Chorus)

Love them all, large or little,
Left or right, or in the middle;
Delightful, every night full of dreams
Of lots and lots and lots and lots
And lots and lots, and lots and lots of lemon, lemon,
Lemon pops are lovely to know.
I'm partial to lemon pops
'Cause I'm made of lemon lollipops.

When you think of a lollipop,
Golly, stop and see
The lovely lemon lollipops,
Lovely lemon lollipops on Mister L,
That's me.

(Repeat Chorus)



MISTER M – MUNCHING MOUTH

(Introduction)

I'm Mister M with a munching mouth;
My mouth must munch, munch, munch.
My mouth has lunch, lunch, lunch.
I munch from morning to midnight,
Midnight to morning, munching mouth.
I'm Mister M.

(Rhythm Section)

Meatballs, macaroni, mashed potatoes, I adore;
Marshmallows, maple syrup, melon, milk;
There's room for more.

(Chorus)

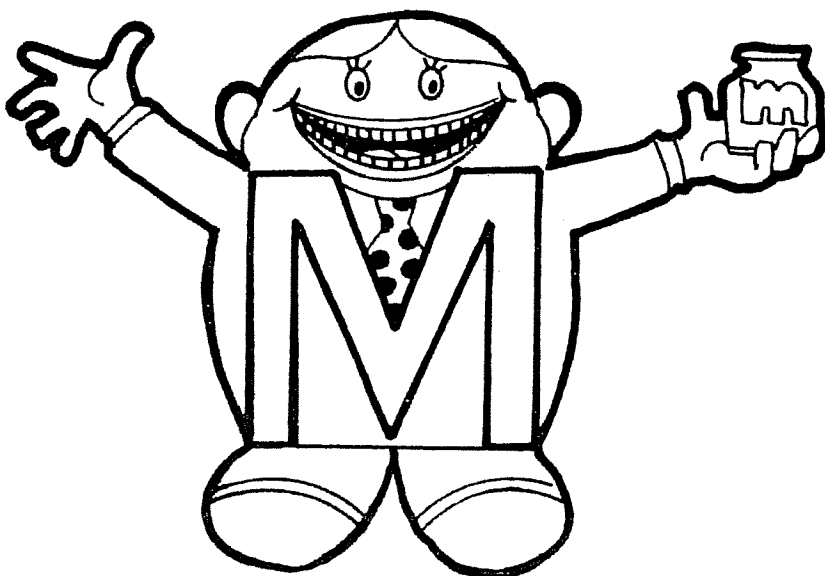
For Mister M with a munching mouth;
My mouth must munch, munch, munch.
My mouth has lunch, lunch, lunch.
I munch from morning to midnight,
Midnight to morning, munching mouth.
Meet Mister M.

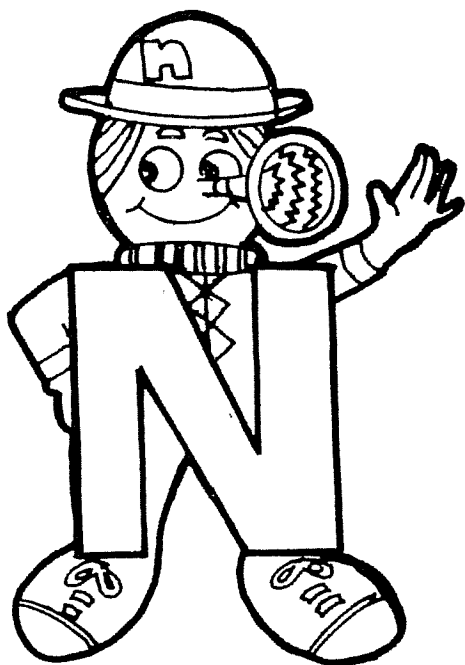
(Rhythm Section)

Milkshakes, marmalade, mayonnaise, I adore;
Muffins, mushrooms and molasses;
More and more and more and more.

(Repeat Introduction)

With a munching mouth,
I'm Mr. M.
Munching mouth.





MISTER N – NOISY NOSE

I'm Mister N with the noisy nose,
Noisy nose,
Noisy nose that goes.

My noisy nose is a nose that knows,
Nose that knows,
Nose that knows how to
Make a lot of funny different sounds;
I'm a nut.

Here's my nanny goat,
Here's a naughty note,
Here's a nice note,
Lots of nice notes.

I'm Mister N who's got fancy clothes,
Nifty fingers and nummy toes;
But my nose, my nose,
My nobody else has got nose;
Noisy nose,
Noisy nose, noisy nose, noisy nose, noisy nose.

MISS O – OPTIMISTIC OPTIMIST

(Chorus)

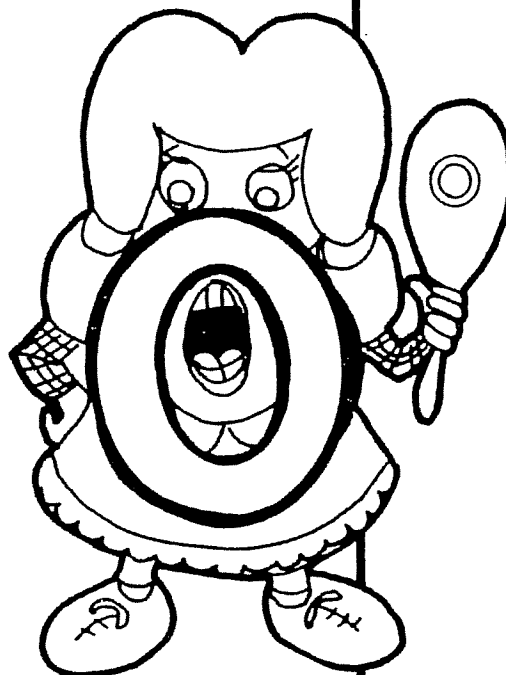
I'm an optimist.
An optimistic optimist.
The most optimistic optimist you know,
I'm Miss O.

(Repeat Chorus)

Oh, what a happy day,
The sun is sure to be bright.
Optimistically speaking,
Everything will be all right
All right.

(Repeat Chorus, Verse 1, & Chorus again.)

A bright and cheerful outlook,
No room for gloom or doubt look,
Whatever comes about, look up!
Let's go!
I'm Miss O.
O-o-optimistic O-o-optimist.
Optimistic optimist.
Miss O.



MISTER P – POINTY PATCHES

I've got pointy, pointy patches
On my pointy patched up pants.
I've got pointy, pointy patches
Plain to see.

Sewn up with polka dotted stitches,
Pointy patches on my britches;
I'm as rich as any letter boy can be,
Mister P.

Purple patches, yellow patches,
Red and blue and green.
Perfect, powerful, prettiest patches
You have ever seen.

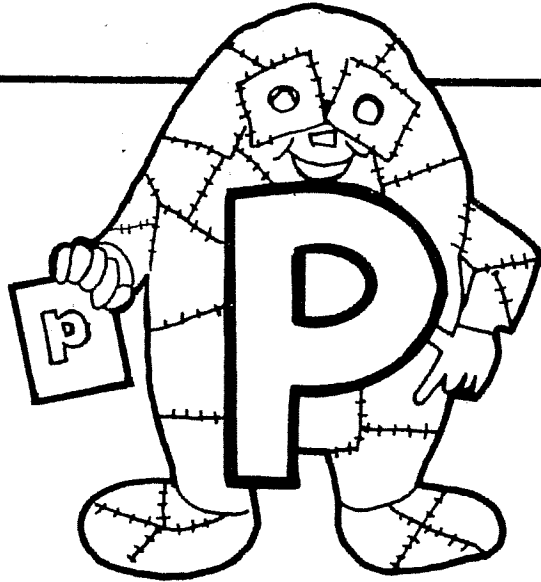
I'm like a pretty picture post card
Pasted up with pretty stamps.
I've a patch from every part of this country.

(Chorus)

From Paducah down to Natchez,
People praise my pointy patches,
Pointing out each patch that matches patched up me,
Mister P.

(Repeat Chorus)

Proud to be;
Yes-sir-ree, Mister P.
Pointy patches.





MISTER Q – QUIET

Well, here's a new letter boy.
The very unique, without question,
The quickest quiz kid with a quip,
Quiet, quiet Mister Q.

(Sung)

Bells are ringing, people singing,
Chickens clucking, ducks are ducking,
Noises all around.
But Mister Q?
Not a sound.

(Spoken)

Well, here's a new letter boy;
It's quiet, quiet Mister Q

Who's come to give us a few quick quotes.
Over to you, Mister Q.

(Sung)

Whistles blowing, wheels going,
Cows are mooing, clocks cuckooing,
So much to be heard.
But Mister Q?
Not a word.

(Spoken)

Well, here's Mister Q, the new letter boy,
The new letter boy.
Here's Mister Q, quiet, quiet Mister Q.
Mister Q, why are you so quiet?

(Sung)

Rain is pouring, Daddy's snoring,
Rockets shooting, horns are tooting,
What a noisy riot.
But Mister Q?
He's so quiet.

Why is he so quiet? Is he sick?
No, it's just that nothing makes him tick.

MISTER R – RIPPING RUBBER BANDS

(Introduction – Spoken)

I'm Mister R
I have ripping rubber bands.

(Chorus)

Running, racing, ripping rubber bands, Rip!
Round and round I'm ripping rubber bands, Rip!
I rip them near and far
Rip roaring Mister R
Ruff, Ruff, beware of my ripping rubber bands, Rip!

I rip them round the room.
I rip them everywhere,
I rip them when you're roller skating,
Rip them right into your hair.
I rip them off the roof,
I rip them in the rain.



I'm Mister R whose rubber bands
Give everyone a roaring pain.
Rip! Rip!

(Repeat Chorus)

Rip, rip, rip, rip, rip.



MISTER S – SUPER SOCKS

I'm Mister S
And sometimes when I go to sleep
I'm scared.
So then I sneak across my room
And find my secret box
And slip
Into my super socks.
And suddenly

I am a super sonic streak in the sky.
Mister S to the rescue, they cry.
Straight on, super socks,

We've got to stop that train,
Save that sinking sailboat from the hurricane.

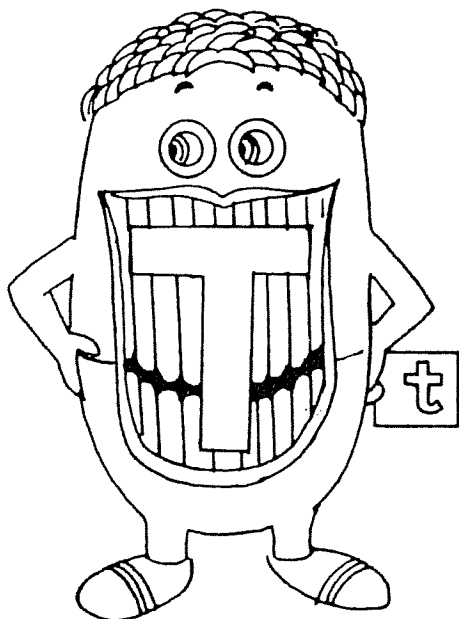
I'm Mister S
And sometimes when they're scolding me
I smile.
As soon as I can sneak away
I find my secret box
And slip
Into my super socks.
And suddenly

I am a super sonic streak in the sky.
Mister S to the rescue they cry.
Straight on, super socks,
There's been a robbery.
Stop, sir and surrender; don't you mess with me.

I'm Mister S
And sometimes no one plays with me,
No one at all,
So I just play all by myself;
Go to my secret box
And slip
Into my super socks.
And suddenly

I am a super sonic streak in the sky.
Mister S, save the ball game, they cry.
Straight on, super socks, let's swing and sting the ball;
Going, going, gone. It won't come back at all.

Super special super socks, we save the day.
Super socks, you are super ok.
Super socks, I'll never put you away.
Super socks, super socks, Hooray!



MISTER T – TALL TEETH

(Introduction)

Tall, my teeth are so tall
Terrifically tall,
The tallest of all,
The tallest you'll see;
I'm called Mister T.

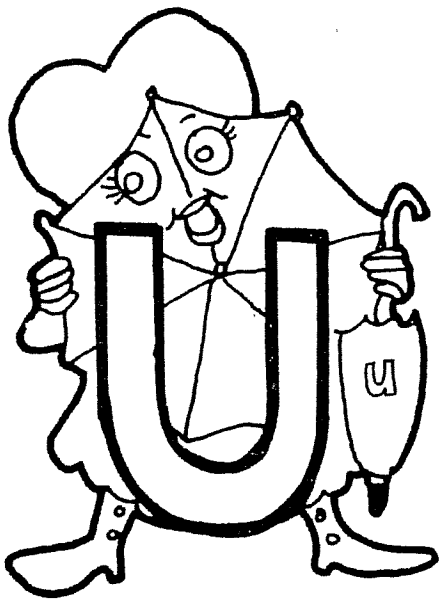
(Interlude – Spoken)

Tall teeth. Mister T, that's me.
Why, my teeth are so tall
It takes my toothbrush two hundred and twenty two turns
To take a trip from the top of the tip
To the tip of the top of each tooth.
And that's the tall truth.

And talk about toothpaste.
From Tuesday to Tuesday
I'll use two thousand, two hundred and twenty two tubes
Of tasty toothpaste for each tremendous tooth.
And that's the tall truth, too.

(Repeat Introduction)

Tall teeth, Mr. T.
Tall teeth, Mr. T.
Tall teeth.



MISS U – UMBRELLA

I'm with my umbrella;
We go together wherever we go.
I'm under my umbrella
Whether it's sunshine or whether it's snow.

(Chorus)

You know who I am, I'm Little Miss U
With my umbrella whatever I do.
U-U-up sa daisy we go every place,
Little Miss U with my umbrella face
Little Miss U with my umbrella face.

I'm with my umbrella;
Apart we are minus, together we're plus.
I'm with my umbrella;
Up and away take a good look at us.

(Repeat Chorus)

I'm with my umbrella;
We are unhappy unless we can be
Just like bread and butter.
That's why you see my umbrella and me.

(Repeat Chorus)

I'm with my umbrella.
I'm with my umbrella.
I'm with my umbrella.

MISTER V – VELVET VEST

(Introduction – Spoken)

And now, announcing our visitor
With the violet, velvet vest,
Mister V.
Thank you, thank you.

(Sung)

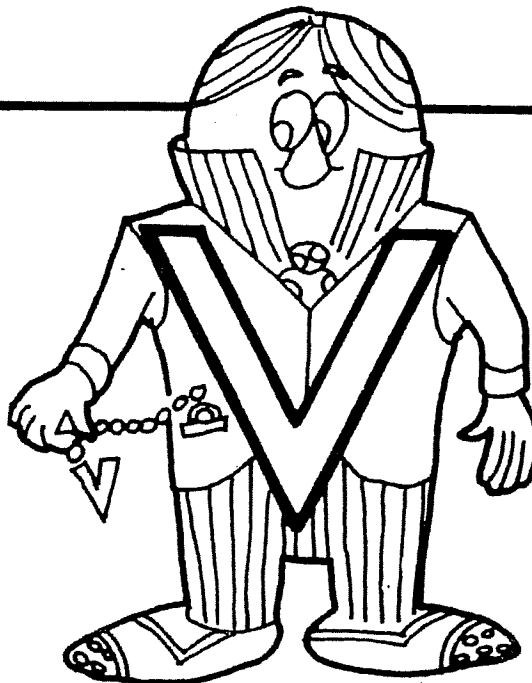
I am Mister V with a very special vest
And my very special vest is my very best.

I am Mister V with a very special velvet vest
And my very special velvet vest
Is my very, very best.

I am Mister V with a very special violet, velvet vest
And my very special violet, velvet vest
Is my very, very, very best.

I am Mister V with a great variety
Of very special violet, velvet vests;
And my great variety
Of very special violet, velvet vests
Is my very, very, very, very best.

I am Mister V with a velvet vest.
There's no vice-president
Or veterinarian
Or vacuum cleaner salesman
Or vegetarian who has ever, ever had such a great variety
Of very special violet, velvet vests
Which are my very, very, very, very, very, very, very,
Very, very, very, very, very, best.
Mr. V's violet, velvet vest.





MISTER W – WINKING

(Chorus)

W, I'm Mister W.
If my name begins to trouble you
Here's a way to help your thinking:

Won't you watch me when I'm winking?
Wonderful wink, with my right eye, that's once;
Wonderful wink, with my left eye, that's twice.

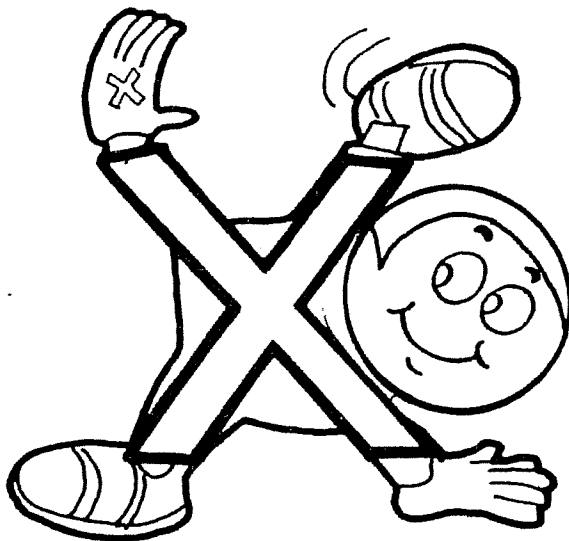
Two winks are nice;
They're the double of one.
Oh, I'm winking double;
That's how W is done.

(Spoken)

Wonderful, can you wink two times too?
Try it.
Wrinkle up your right eye,
Keep your left eye open and let's see your wonderful wink.
Now, try winking with your left eye.

(Repeat Chorus)

Wonderful wink, wonderful wink,
I'm Mister W with the wonderful wink,
Wonderful wink, wonderful wink, wonderful wink.



MISTER X – MIXED UP, ALL WRONG

X Mister am
X, X, X, X, X, wrong, all wrong
I Mister X am wrong, all wrong
I am all maxed, I mean up mixed
Wrong, all wrong

I mean mixed up.
Oh, stiddleficks, X, X, X, X, X, X, X.

I am Mister X and I am quite complex
And my foot is just exactly where my hand should be.
I am made all wrong.
Where do I belong
When the parts all mixed and in betwixt belong to me?

I am Mister X and I'm quite complex
And my front is now exactly where my back should be.
I am made all wrong.
Where do I belong
When my right side up is up side down and under me?

Quite complex, X I Mister
Quite am feet just exactly hands should
Mix belong the back of me
Mister front all wrong
Right up side is when down exactly where my X and back
Is wrong should be.

Wrong, all wrong, all wrong, all wrong.
Mister X, you are mixed up and all wrong.
Wrong, wrong, wrong, wrong.



MISTER Y – YAWNING

(Chorus)

Oh, why do I yawn all day?
Oh, why do I feel this way?

Why is my mouth always open so?
Why am I yawning
Always yawning, I don't know.
Why am I yawning when I laugh
And when I cry?
Because I'm yawning, yawning, yawning,
I'm Mister Y.

(Spoken)

Why, oh why am I always yawning?
I am so tired of yawning.
I have to yawn.

I bet I can make you yawn too.
But you have to yawn politely
As I do.

Put your hand in front of your mouth
That's the polite way.
Ready? Yawn!

(Repeat Chorus)

MISTER Z — ZIPPING ZIPPERS

(Chorus)

Come see my zipping zippers, I'm Mister Z.
Zipping my zip-up slippers, coat and hat and dungarees,
My hip zip flippers to float in the sea;
Zipping on, zipping off, zipping zippers Mister Z.

Zipping zippers up . . . Zip zickety zag.
Zipping zippers down . . . Zag zickety zip.
Zipping zippers left, zipping zippers right,
Zipping zippers front and back and in and out
And everywhere in sight.

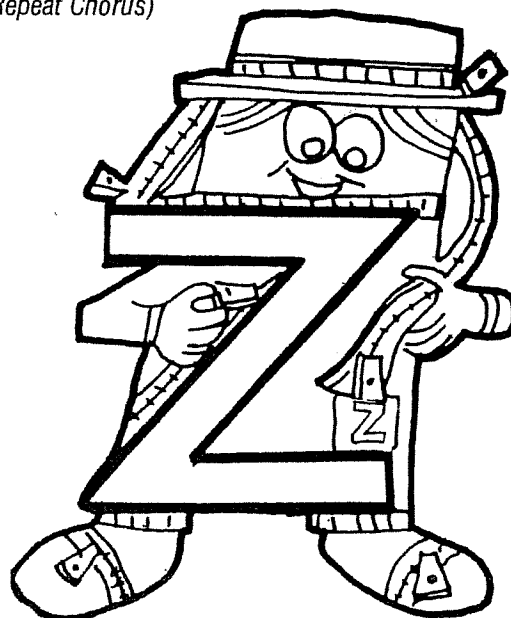
I'm zipping off to see the world to see what I can see.
I'm zipping zippers in Zanzibar,
I zip the Zuyder Zee.
Who me? . . . Who me?
Of course, I'm Mister Z.

With a zip zip ziggety zap zap zum,
Zippo bango, here I come.

I'm zipping zippers in the town
For zipping is all I do;
Zipping up sidewalks, zipping up streets
And zebras in the zoo.

Now Who? . . . Now Who?
Ha-Ha . . . I didn't zip up you . . . Hold still
That's it.
Now turn around, let's see;
You've just been zipped by the
Zappiest, zingiest, zipping Mister Z.

(Repeat Chorus)



USING THE SUPERSONIC TUTOR

The Supersonic Tutor is a unique self-evaluation device that permits the child to benefit from instant feedback during use of *The World Book-Childcraft Reading Readiness Program*. Created in the shape of Letter Person Mr. S and attractively colored, the Supersonic Tutor helps to increase the child's active involvement in the program and provides opportunity for the child to work independently. The Supersonic Tutor enhances the "play" element that is such an important feature of the program.

The Supersonic Tutor is molded of durable plastic and is held together by a plastic lip at the head and a Phillips screw at the base. Power for the Supersonic Tutor is provided by two "AAA," 1.5 volt batteries. To insert batteries and activate the device, do the following:

1. Turn the Supersonic Tutor on its "face" and use a Phillips screwdriver to remove the screw.

2. Hold the device face down firmly in one hand. With the fingers of the other hand grasp the back of the device at the base and lift slowly. Note that the plastic lip at the top will remain engaged. **Be careful not to force the back off as this may break the lip.**

3. With the back of the device elevated at the base, pull the back away from the head, using a slightly sweeping motion with pressure downward at the head to disengage the lip. Again be careful not to break the lip.

4. Insert batteries in the sequence indicated by the diagram. Try to avoid handling or movement of the circuitry.

5. Replace the back, repeating the sweeping motion, and applying pressure in order to re-engage the lip at the head. You may find it necessary to press the head of the device against a hard surface until the lip "snaps" into place.

6. Replace the screw.

The Supersonic Tutor is now ready to use. Each time your child touches the printed dot below a *correct response*, the device's eyes will glow brightly. The eyes will not glow if the device is applied to the printed dot below an incorrect response.

