



**REVIEW**

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**PLANNING AND PREPARATION:** Huggables, M, T, F, H, N, A, B, Z, P, S, V, E; Record #5, Filmstrip—Memories of the Letter People, Part 1; paste and scissors; Duplicating Masters #154, 155 and 156A.

NOTE: This lesson may be done in two parts, reviewing M, T, F, H, N, A one day, and B, Z, P, S, V, E on the next.

## REMEMBERING THE LETTER PEOPLE

*Gather the children around the letter people and help them remember some of the things that happened when they first arrived. Questions such as the following will stimulate discussion.*

Let's look at all these Letter People.

Which one was the first Letter Person to arrive? (Mr. M)

Who can tell us what happened at the Munching Monday Market?

Which of the Letter People was the first girl to arrive? (Miss A)

Who can show us the Letter Person who had trouble with popping Pointy Patches?

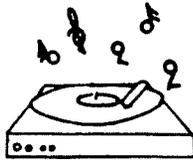
Mr. S talked to us about words that mean the same thing.

Tell Mr. S what he called his bag. It was a word that meant the same thing as *bag* but started with his sound. (sack)

What are some other things you remember about any of these Letter People?

*Using Visual And Context Clues*

*Predicting Outcomes*

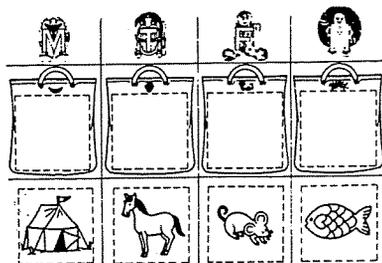


*Show the children the Filmstrip "Memories of the Letter People" which is coordinated with record #5, side B, band 1. A frame change is indicated by a beep on the record.*

*There are two frames devoted to each Letter Person. The first frame gives clues to who the Letter Person is, and the second frame actually tells the name of the Letter Person.*

*The children should be encouraged to say the name of the Letter Person before it is given.*

## TYING IT TOGETHER



*Distribute Alpha Time Master #154. Scissors and paste should be available.*

What Letter People do you see on the page? (Mr. M, Mr. T, Mr. F, Mr. H)

Look at the box under Mr. M, Mr. T, Mr. F and Mr. H.

What do you see there? (They each have a bag.)

What do you see on Mr. M's bag? (a Munching Mouth)

What do you see on Mr. T's bag? (Tall Teeth)

What is on Mr. F's bag? (Funny Feet)

What does Mr. H's bag have? (Horrible Hair)

Look at the boxes on the bottom.

What picture do you see in the first box? (tent)

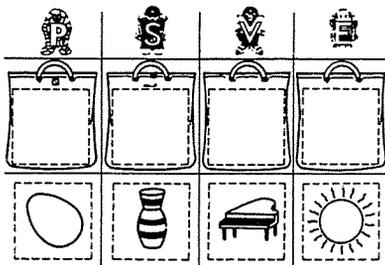
Which Letter Person's sound begins the same way as *tent*? (Mr. T)

Prove it to Mr. T. (Tall Teeth—tent)

In whose bag does *tent* belong? (Mr. T's bag)

Please cut out the picture of the tent and paste it on Mr. T's bag.

*Proceed as above for the rest of the pictures on the page. If the children can continue on their own, they may complete Alpha Time Masters #155 and #156A on their own.*



*Distribute Alpha Time Master #155.*

What Letter People do you see on this page? (Mr. N, Miss A, Mr. B, Mr. Z)

Look in the boxes underneath the pictures of the Letter People.

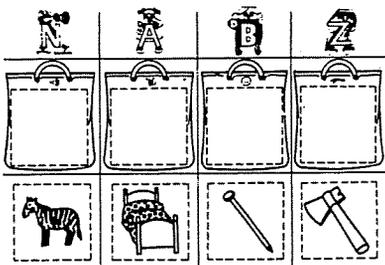
What picture do you see on the bag that belongs to Mr. N, Miss A, Mr. B, Mr. Z?

Look at the pictures at the bottom of the page.

Cut out the pictures and paste them onto the bag of the Letter Person whose sound is the same as the Letter Person.

Tell each Letter Person why you gave them the picture.

*Children can also name other things that begin with each Letter Person.*



*Distribute copies of Alpha Time Master #156A.*

Name each Letter Person you see.

What sound does Mr. P make? What sound does Mr. S, Mr. V, and Miss E make?

Where do you see their characteristics? Name the characteristic for each Letter Person.

Now look at the pictures on the bottom of the page.

Paste each picture onto the bag they belong to.

Prove to each Letter Person why you gave them the picture you did.

*Children can name other things they might paste onto the bags. (e.g., Mr. P might also have a pipe for his bag.)*

# REVIEW

**PLANNING AND PREPARATION:** Huggables, L, D, G, C, I, O, K, W; R, Y, J, U, X, Q; a Playing Card from Alpha Time Deck 2 for each of these Huggables, Filmstrip

Memories of the Letter People, part II; Record #5; Duplicating Masters #156B, 157A and 157B; scissors, paste.

*Optional:* TeamMates

NOTE: This lesson, as the previous one, may be done in two parts (i.e., discussing letters L, D, G, C, I, O, K and W one day and R, Y, J, U, X and Q on the next day).

## REMEMBERING MORE LETTER PEOPLE

*Have all the children form a circle. The Letter People, L, D, G, C, I and O should be part of the circle. Give six of the children the playing cards from Deck 2 which have the characteristics of the Letter People in the game (e.g., lollipop, doughnut, gum).*

The Letter People thought of a new way of playing Farmer in the Dell.

*Have the children decide which characteristic will start the game.*

That characteristic steps into the center of the circle and all the children sing to the tune of Farmer in the Dell. For example, if the child holding the lollipop is the first in the circle, the children will sing:



Lollipop is in the dell.  
Lollipop is in the dell.  
Hi! Ho! the Letter-O,  
Lollipop is in the dell.

The child holding the lollipop tells the children which characteristic he is going to pick and the children sing accordingly, e.g.:

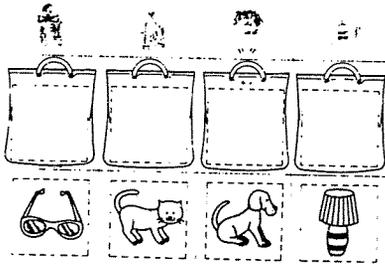
Lollipop picks the itch.  
Lollipop picks the itch.  
Hi! Ho! the letter-O,  
Lollipop picks the itch.

The game continues until all the characteristics have been picked. Then the characteristic runs back to its owner, starting with the first (lollipop).

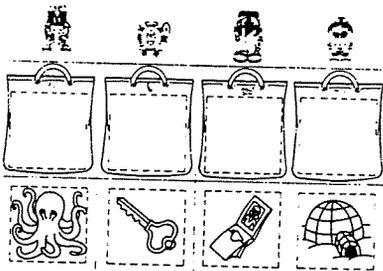
Lollipop runs to Mr. L.  
Lollipop runs to Mr. L.  
Hi! Ho! the Letter-O,  
Lollipop runs to Mr. L.

The child who holds the card with the lollipop on it, stands behind the Letter Person whose characteristic he is holding (Mr. L). The game continues until all characteristics are standing behind the correct Letter Person.

Show the children the filmstrip, "Memories of the Letter People, Part II" and play record #5, side B, band 2, turning the picture frame at each beep. This filmstrip recalls some of the events that revolved around the events of the Letter People.



**TYING IT TOGETHER**



*Optional*

Distribute copies of Alpha Time Master #156B.

What are the names of the Letter People you see on this page?

What are the characteristics for each Letter Person? Name them and tell where you found them.

Paste the picture that begins with the sound of the Letter Person onto his bag.

Distribute copies of Alpha Time Master #157A.

What are the names of these Letter People?

Name their characteristics and tell where you found them.

Find the picture on the bottom of the page that belongs to each Letter Person and paste it onto his bag.

Children can also draw additional objects that have the same beginning sound as the Letter People. Paste the new objects onto the bag of the Letter Person who makes the same sound.

Do the activity on TeamMate School Team Book page 64 and inside back cover.

# GAMES and Activities using ALPHA TIME components

## ALPHA MATCH (Game 1)

*Skills*—Matching, sorting, making sound associations, counting, following directions, skills of sequence.

*Materials*—Alpha Match Game Board; Alpha Time Decks

NOTE: (a) The rules of the game may be adapted for using playing cards from only two or three Alpha Time Decks instead of the four decks called for.

(b) Each Alpha Time Deck should include only those Letter People who have been introduced to the children. As more Letter People are introduced, more cards are added and the game becomes more complex and interesting.

*Directions*—Two or more children may play.

Place Alpha Time Decks 1, 2, 3 and 4 face down on their designated spaces on the game board. Players turn up one card at a time and lay it on the box that has the corresponding Letter Person. The player whose card completes a set of four cards on a box (i.e., one card from each deck) may take the cards providing he tells why they belong together, i.e., It is a picture of the Letter Person (Deck 1); It is the Letter Person's special feature (Deck 2); It is a picture that starts with the Letter Person's sound (Deck 3); It is the Letter Person's upper case letter (Deck 4).

Each player holds his cards until the end of the game. When all cards have been used, the player who has the largest number of complete card sets wins.



## (Game 2)

*Skills*—Associating Letters with their sounds in words, counting, following directions.

NOTE: In order to play this game all the Letter People should have been introduced.

*Materials*—Alpha Match Game Board, pawns, die.

*Directions*—Two or more children may play.

Each player chooses a pawn and places it in Mr. M's box. One player at a time rolls the die and counts the corresponding number of boxes (going in either direction) on the game board and places his pawn on that box. He then must name a word that begins with that Letter Person's sound.

For example, if a player standing on Mr. M's box, rolls a "six," he has a choice of going to the right and landing in Mr. R's box, or going left and landing on Miss A's box. If he lands on Mr. R, he might say "rabbit" or "rubberband." If he lands on Miss A he might say "ax" or "a choo."

If a player is unable to give an appropriate word he is out.

(This rule may be modified to allow him to miss a turn and try one more time.)

The player who remains in the game longest is the winner.

**NOTE:** Players who land on Mr. X or on Mr. Q do not have to give a word to remain in the game.

### ALPHA MATCH (Activities)

*Skills*—Matching, sorting

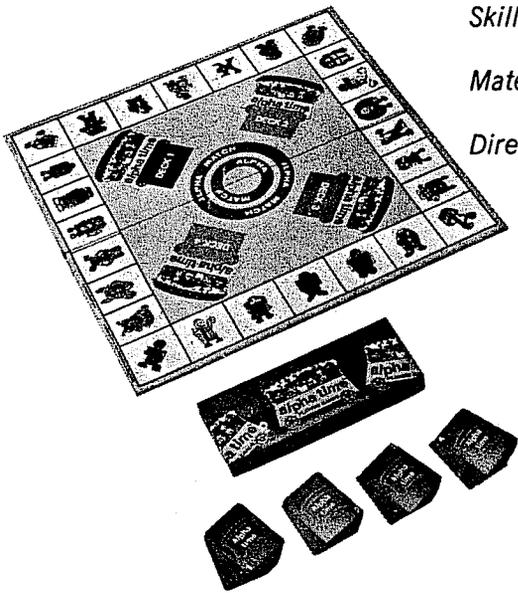
*Materials*—Alpha Match Game Board and Alpha Time Decks

*Directions*—One or more persons may play.

(A) Using playing cards from Alpha Time Deck 1, the player lays the Letter Person card on its corresponding box on the Alpha Match Game Board.

(B) Adapting activity A (above) for use with playing cards from Alpha Time Decks 2, 3 or 4.

(C) Adapting activity A (above) using two, three, and finally four Alpha Time Decks.



### FOLLOW FUNNY FEET ROAD (Game)

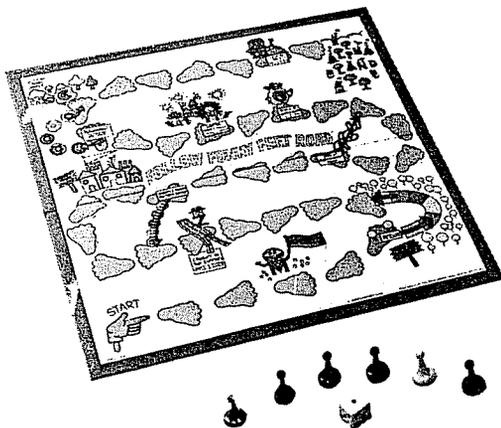
*Skills:* Following directions, counting, color discrimination

*Materials:* Game board, one pawn for each player, die

*Directions:* Two, three, four, five, or six may play. The object of the game is to be the first to arrive in Alpha Land.

Players place their pawns on the lower left hand corner of the board marked START. One player at a time rolls the die and moves his pawn the corresponding number of Funny Feet. If a player lands on a green Funny Foot, he must follow the directions on that foot (e.g., take extra steps on a Detour; miss a turn).

In order to get to Alpha Land at the end of Funny Feet Road a player must roll the exact number of spaces needed to land in Alpha Land.



## ALPHA TIME PLAYING CARDS

### (Game 1)

*Skills:* Classifying, following directions

*Materials:* Deck 1, and one other Deck (i.e., Deck 2, or 3, or 4)

*Directions:* Two, three, four, five or six children may play. Each player is dealt 2 Letter People Cards from Deck 1 which he places face up in front of him. Another Deck is placed face down in front of the dealer. The dealer exposes one card at a time from his deck and calls out its name. If one of the players has the corresponding Letter Person card he takes the called card and places it face down on top of his Letter Person card. If no one has the card called, it is discarded.

The first person who has both his cards covered, wins.



### (Game 2)

*Skills:* Following directions, classifying, word-symbol-sound associations

*Materials:* Deck 1 and two other Decks

*Directions:* Two, three, four, five, or six children may play. Each player gets two or three Letter People Cards from Deck 1 and places them in front of him (her). Two other Decks i.e., Deck 2 & 3 or 2 & 4 or 4 & 3 are turned face down. Two dealers, each in charge of one of the Decks, take turns holding up one card at a time and calling out its name. If the card that is named belongs to any of the Letter People Cards in the game, it is laid beneath that Letter Person's card. If no one has the corresponding Letter Person, the card is discarded.

The first person who has all his cards in complete sets, wins.

### (Game 3)

*Skills:* Matching, auditory discrimination, recall

*Materials:* Several playing cards that have been introduced (not less than ten cards); a paper bag

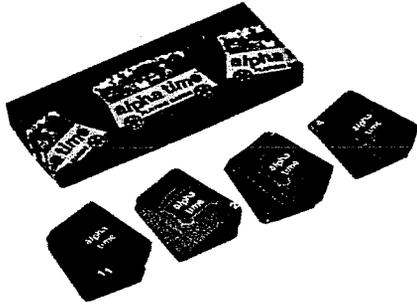
*Directions:* Two, three or four children may play. Players each pick one Letter Person card from Deck 1. The other cards are put into a bag. The children take turns picking a card out of the bag. The first person who picks a card to match his Letter Person wins. (NOTE: As more Letter People are introduced, the game becomes more interesting. Eventually, each child may start with two or more Letter Person Cards, and the winner of the game is the player who has all his cards matched or, if there are no more cards left, the player who has the most pairs.)

## ALPHA TIME PLAYING CARDS (activities)

**(A) Skills:** Word building, spelling

*Materials:* Select playing cards from Decks 1 and 2 that belong to two, three, or four Letter People.

*Directions:* Mix the cards and arrange them in groups so that each Letter Person has the two cards that belong to him. i.e., his picture (Deck 1); his special feature (Deck 2).



**(B) Skills:** Left to right sequence, word building, letter-sound association

*Materials:* Select several letters from Deck 4 that have been introduced. These must include at least one vowel.

*Directions:* Place several letters together to make a word. A girl (vowel) must stand "in the middle."

**(C) Skills:** Sequence, memory, alphabetizing

Use Alpha Time Deck 4 to put letters in Alphabetical order.

**(D) Skills:** Matching, auditory and visual discrimination, alphabetizing

*Materials:* Picture Card 15 or \*6, and one or more Alpha Time Decks

*Directions:* One, two, or three may play. The large Picture Card is set face up on a table or floor. Each player selects one card at a time from any one of the Alpha Time Decks. The playing card is placed face up on the appropriate Letter Person on the Picture Card.

When all the characters on the Picture Card are covered, Letter People or letters may be named from left to right in the order in which they appear (alphabetical order).

## PICTURE SQUARES (activities)

**(A) Skills:** Classifying, sound discrimination

*Materials:* Begin by using only four Picture Squares, three from one Letter Person, one from another.

*Directions:* The child places the pictures face up and chooses the one picture that doesn't belong. For example, if the four Picture Squares are of *milk*, *man*, *moon* and *feather*, the child would remove the picture of the *feather* because *milk*, *man* and *moon* all begin with Mr. M's Munching Mouth sound while *feather* begins with Mr. F's sound.



**NOTE:** As the children become more proficient, more Picture Squares may be added to make the game more and more complex. Children may check their answers by looking at the corresponding letters on the reverse side of the Picture Squares.

**(B) Skills:** Sorting, sound discrimination

*Materials:* Select two, three, four or five Picture Squares from two or more Letter People.

*Directions:* The child places the Picture Squares in groups so that each group begins with the same sound.



**(C) Skills:** Auditory discrimination, following directions

*Materials:* Record #5, side A, band 3, a Letter Person, his bag and his Picture Squares

*Directions:* Play band 3 of the record, "proving" each picture card before putting it in the bag.

### PICTURE SQUARES (game)

*Skills:* Visual memory

*Materials:* Three or more Picture Squares

*Directions:* Two, three or four people may play.

The object of the game is to remember the position of the Picture Squares.

1. All Picture Squares are placed face up.
2. Players look at the Picture Squares and try to remember the position of each picture.
3. Turn Picture Squares face down.
4. One player at a time points to one square at a time calling out the picture he thinks it is.
5. As each picture is called, it is turned face up. If the picture was named correctly the player may take it and continue guessing until he misses. If the picture is not named correctly, it is turned face down again and the player loses his turn.
6. The player who holds the most squares at the end of the game is the winner.



NOTE: This activity may be done individually as well as in competition.

# Review and Enrichment Activities

The following activities may be used at any point in the program, to review any number of Letter People.

## THE TELEPHONE GAME

**Materials**—Huggables for Letter People being reviewed; Alpha Time Picture Squares for each.

**To Play**—Empty the Picture Squares into a pile. Let each child pick a square from the pile and name the Letter Person to whom it belongs. Children then divide into groups and stand in different corners of the room. Tell the children that the Letter People whose Picture Squares have gotten mixed up will phone each group.

When the telephone rings in your corner, someone will answer it. The Letter Person will ask if your corner has anything to go into his bag. If someone does, tell the Letter Person what it is. Then say goodbye and deliver the Picture Square to the Letter Person and put it in his bag.

If your group does not have anything for the Letter Person who calls just say, "I am sorry (Mr. T), We don't have anything for you. You will have to call somebody else."

*At first, you may have to play the role of each Letter Person and make the calls to each group.*

## THE DELIVERY MAN GAME

**Materials**—Huggables for Letter People being reviewed; Alpha Time Picture Squares for each; appropriate cards from Alpha Time Decks or pieces from the Alpha Time Puzzles; a delivery bag.

**To Play**—Introduce the game by telling the children that the Letter People like to have things delivered to them, but they sometimes have trouble with their deliveries.

Sometimes things get delivered to the wrong place! The Letter People need our help.

*Have several children stand next to each Letter Person. The rest of the children become the delivery service. Place the playing cards from any or all of the Alpha Time Decks or the Alpha Time Puzzle pieces in the delivery bag. One of the children who is playing "delivery man" takes something from the bag and delivers it to one of the Letter People. The children who are standing with the Letter Person decide whether or not he should "sign" for that item. Remind them to "prove" each item as they decide. The game continues until all the items in the delivery bag have been delivered.*

## USING THE FILMSTRIPS FOR REVIEW ACTIVITIES

*Sorting Activities:* Show the children one of the filmstrips. Let them discuss it. Then divide them into groups. One group works with the Alpha Time Decks, another with some of the puzzle pieces, another with an assortment of Alpha Time Picture Squares. Each group sorts out the items that relate to the Letter Person whose filmstrip they have just seen.

*Recall:* Tell the children that several children of the Letter People want to watch a particular filmstrip with them. When the filmstrip is over, the children discuss it with the Letter People who have "watched" with them. Then each Letter Person, in turn, asks the children to recall some event or adventure that they shared with him.

## THE MAP GAME

*Materials:* Huggables for Letter People being reviewed. Appropriate cards from Alpha Time Decks 1, 2, 3 or 4; or appropriate Picture Squares; or items out of these Letter Person's bags; pencil and paper.

*Preparation:* Hide several of the objects in various parts of the room.

*To Play:* Introduce the game in the following way:

The Letter People have hidden some things in the classroom. They remember where the things are hidden. But they have forgotten whose things are in which place.

*Mark, with an X all the places where you have previously hidden the objects.*

Let's make a map of our classroom. Then the Letter People can show us where the things are hidden.

*Help the children draw a diagram of the classroom, indicating areas such as the block corner, the housekeeping corner, the book corner, the door to the classroom, and any other places the children suggest.*

We will have to use the map to find all of the hidden things. X marks the spot where they are. Then we will have to decide which things belong to which Letter Person.

*After the children have found the hidden items, they decide to which Letter Person each belongs and returns it to him. Remind the children to "prove" each item as they are returned.*

### THE GRAND PARADE GAME

*Materials:* Huggables for Letter People being reviewed.

*To Play:* This would make a good game to play as a final overall review of the Letter People.

*Group all the Letter People in one corner of the classroom. Tell the children that the Letter People want to have a parade. Each child may call out the name of the Letter Person he wants to walk with in the parade. When he calls out the Letter Person's name, he must say why he wants that Letter Person. (e.g. I want Mr. M because he has a Munching Mouth.) Then he may select him (her) from the group. If only some of the Letter People are being reviewed, the parade may be started several times so that all of the children may have a chance to walk with their favorite Letter Person.*

### THE BUILD-THE-LETTERS GAME

*Materials:* Huggables for Letter People being reviewed.

*To Play:* Introduce the game by reminding the children of the times when they have made the Letter People's capital letters with their bodies. Then tell them:

The Letter People have thought of a game for us to play.

We will form into groups of three. Then I'll call out a Letter Person's name.

You make that Letter Person's letter with your bodies. Then I'll call another letter. You will have to move your bodies to make that next letter.

The Letter People will watch us play.

If we forget how to make one of the letters, we can just sit up and look at that Letter Person.

*The game continues until the names of all the Letter People being reviewed have been called. If the letters M and T are included in the group, tell the children that Mr. M and Mr. T know the children couldn't make their letters in groups of three. Suggest the children form groups of four for Mr. M and groups of two for Mr. T.*

## ALPHA TIME PLAYING CARDS

### Game 1

*Number of Players:* Two, three, four, five or six children may play.

*Directions:* Each player is dealt 2 Letter People Cards from Deck 1 which he places face up in front of him. Another Deck is placed face down in front of the dealer. The dealer exposes one card at a time from his deck and calls out its name. If one of the players has the corresponding Letter Person card he takes the called card and places it face down on top of his Letter Person card. If no one has the card called, it is discarded.

The first person who has both of his Letter Person Cards covered by another card is the winner.

(A more sophisticated version of the same game can be played by dealing each player 3 or even 4 cards.)

*Materials:* Deck 1, and one other Deck (i.e. Deck 2, or 3, or 4)

*Skills:* Classifying, following directions

## ALPHA TIME PLAYING CARDS

### Game 2

*Number of Players:* 2, 3, 4, 5 or 6 children may play.

*Directions:* Each player gets two or three Letter People Cards from Deck 1 and places them in front of him (her). Two other Decks i.e. Deck 2 & 3 or 2 & 4 or 4 & 3 are turned face down. Two dealers, each in charge of one of the Decks, take turns holding up one card at a time and calling out its name. If the card that is named belongs to any of the Letter People Cards in the game, it is put under that Letter Person's card. If no one has the corresponding Letter Person, the card is discarded.

The first player who has a complete set of three cards for one of the Letter People is the winner (i.e. One card from each of the decks being used plus the starting card from Deck 1.)

Variation—Instead of calling cards from two decks, three decks may be used and the winner must then have 4 cards for one of his Letter People.

*Materials:* Deck 1 and two other Decks.

*Skills:* Following directions, classifying, word-symbol-sound associations.

# Songs of the Letter People

## 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 Chorus)*

## MISTER T – TALL TEETH

### *(Introduction)*

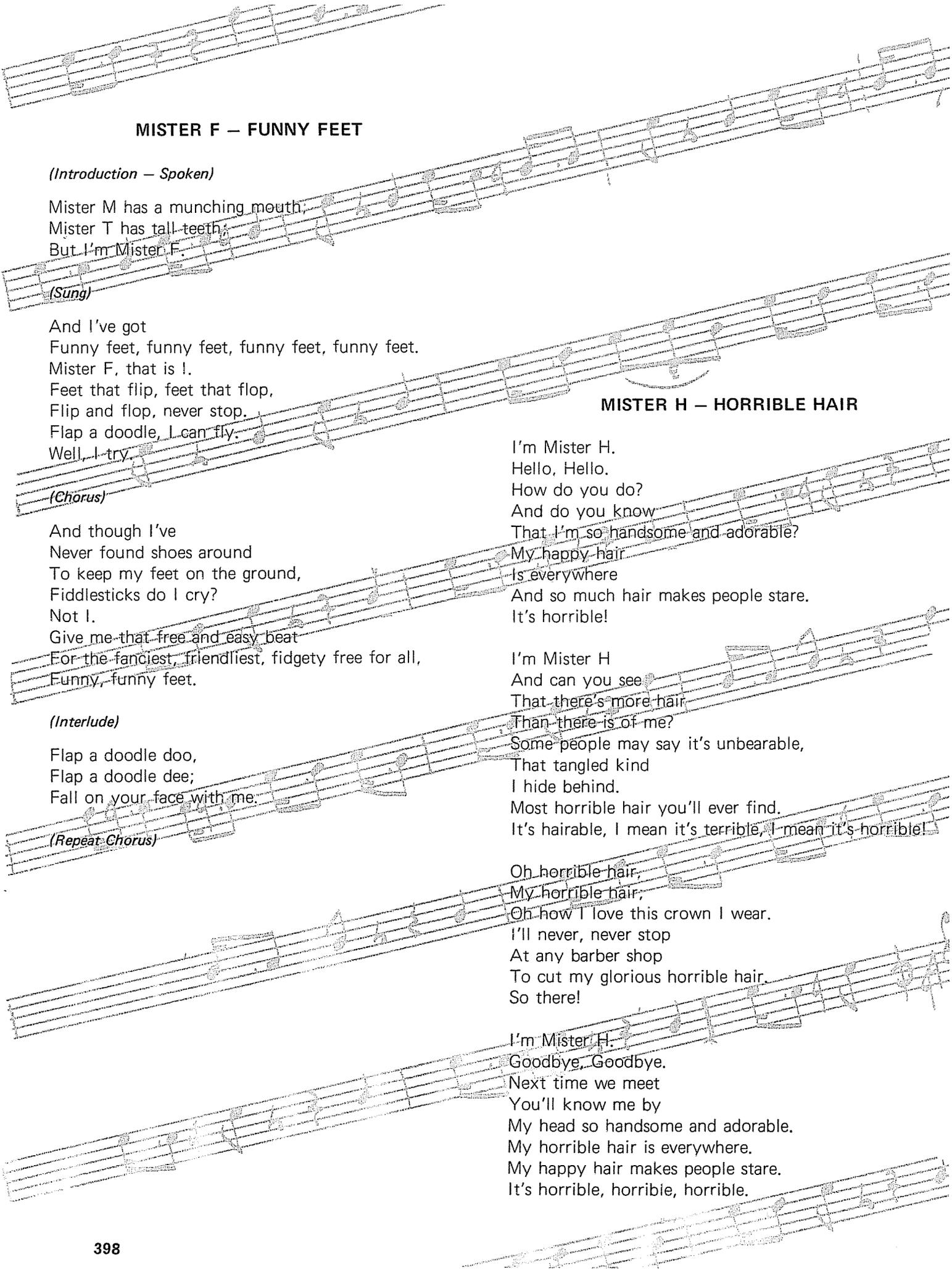
Tall, my teeth are so tall  
Terrifically tall,  
The tallest of all,  
The tallest you'll see;  
I'm called Mister T.

### *(Interlude – Spoken)*

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)*



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 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.

## 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.

## MISS A – A'CHOO

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' a'choo.  
When I get happy a'choo  
Or silly, slappy a'choo  
Give my a hanky please  
'Cause I've got to sneeze . . . . A'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 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, zinginest, zipping Mister Z.

*(Repeat Chorus)*

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

*(Repeat Chorus)*

Mister P, proud to be;  
Yes-sir-ree, Mister P.

## 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 sock, you are super ok.  
Super socks, I'll never put you away.  
Super socks, super socks, Hooray!

## 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 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, very best.

## 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, 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 exactly right;  
E, e, exercise, exercise, exercise.

## 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 bunch of lollipops  
A large bunch, oh, what a smell  
Um, um, smell that lemon.  
I'm Mister L.

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 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.

## MISTER G – GOOEY GUM

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

Gooey, 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.

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

## 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.

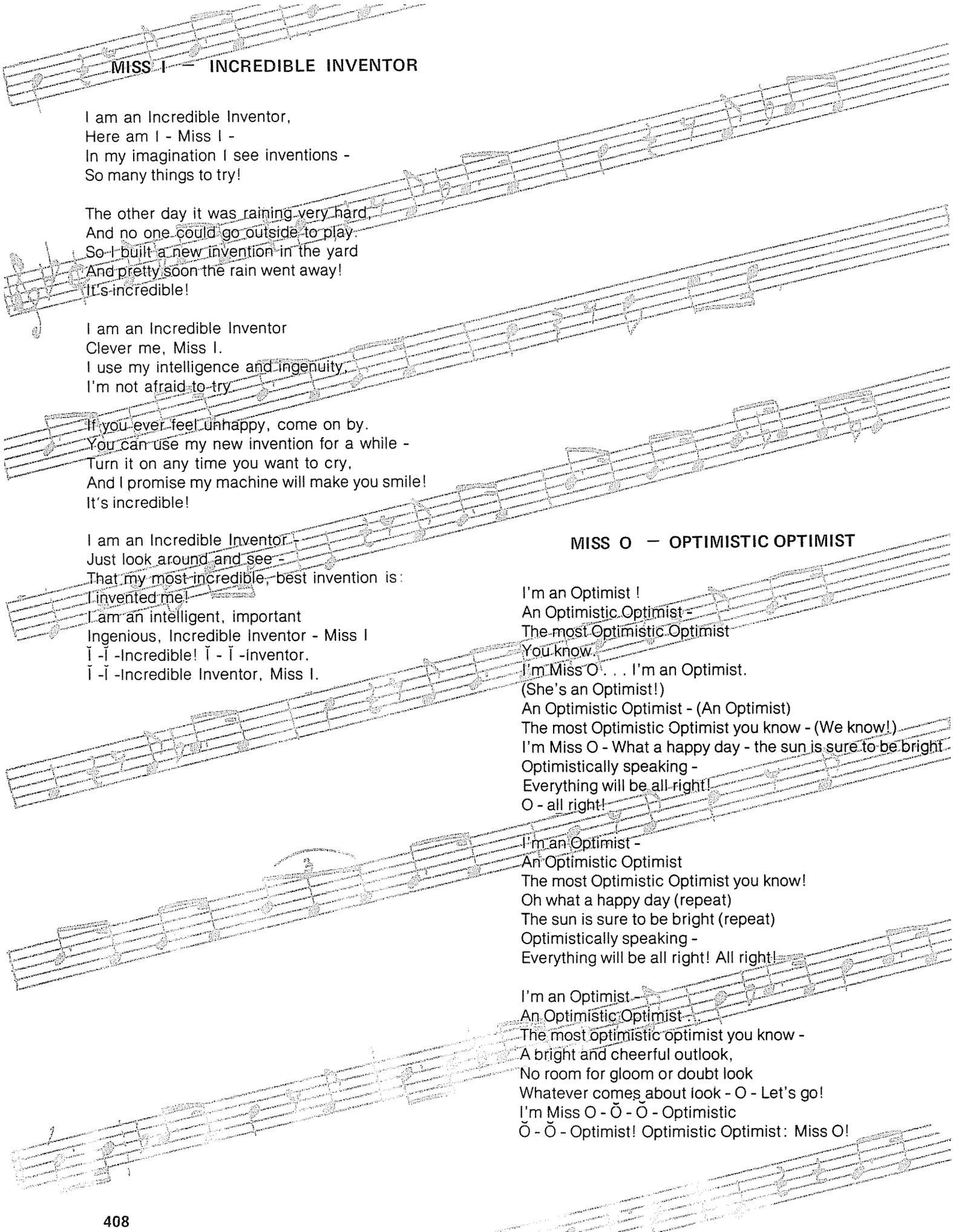
You can count on me like you'd count on an alley cat.  
I'm cute and sweet,  
Don't you agree?  
I'm just a cloud of cotton candy, Mister C.

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

### *(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 koo koo koo.



MISS I - INCREDIBLE INVENTOR

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 a while -  
Turn it on any time 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 -  
That 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.

MISS O - OPTIMISTIC OPTIMIST

I'm an Optimist !  
An Optimistic Optimist -  
The most Optimistic Optimist  
You know.  
I'm Miss O . . . I'm an Optimist.  
(She's an Optimist!)  
An Optimistic Optimist - (An Optimist)  
The most Optimistic Optimist you know - (We know!)  
I'm Miss O - What a happy day - the sun is sure to be bright.  
Optimistically speaking -  
Everything will be all right!  
O - all right!

I'm an Optimist -  
An Optimistic Optimist  
The most Optimistic Optimist you know!  
Oh what a happy day (repeat)  
The sun is sure to be bright (repeat)  
Optimistically speaking -  
Everything will be all right! All right!

I'm an Optimist -  
An Optimistic Optimist -  
The most optimistic optimist you know -  
A bright and cheerful outlook,  
No room for gloom or doubt look  
Whatever comes about look - O - Let's go!  
I'm Miss O - O - O - Optimistic  
O - O - Optimist! Optimistic Optimist: Miss O!

## 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)*

Oh, never kick a living thing.

## 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 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 R – RIPPING RUBBERBANDS

*(Introduction – Spoken)*

I'm Mister R  
I have ripping rubberbands.

*(Chorus)*

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

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 rubberbands  
Give everyone a roaring pain.

*(Repeat Chorus)*

## MISTER J – JUMBLED JUNK

*(Introduction – Spoken)*

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.

## 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 X — MIXED UP, ALL WRONG

X Mister am

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.

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.

Mister X, you are mixed up and all wrong.

## MISTER Q — QUIET

*(Spoken)*

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 chucking, 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 quote

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.