

alpha time™

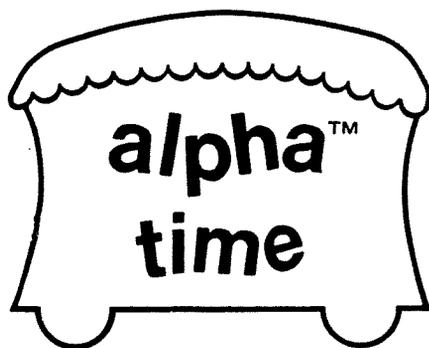
PROFESSIONAL GUIDE

ELAYNE REISS

RITA FRIEDMAN

REVISED EDITION

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New Dimensions in Education Division

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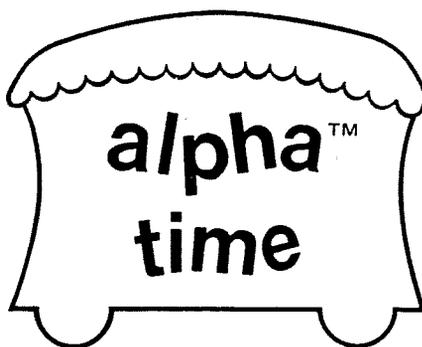
CAROL MURDOCK

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Forward

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Introduction

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Components

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Components (Continued)

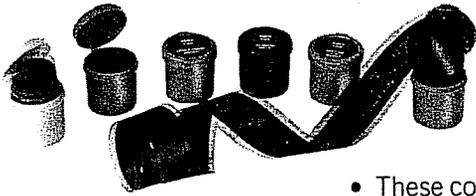
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4 Read To Me Books (full color)



- These are entertaining, vividly illustrated stories about four of the Letter People, which the teacher reads to the children, or which may be looked at while listening to the “read along” recording of the story. The children develop good listening habits. (purposeful listening for detail, information, recall) The full-page illustrations lend themselves individually to picture-reading skills. Activities and discussions of the stories include all the major comprehension skills.

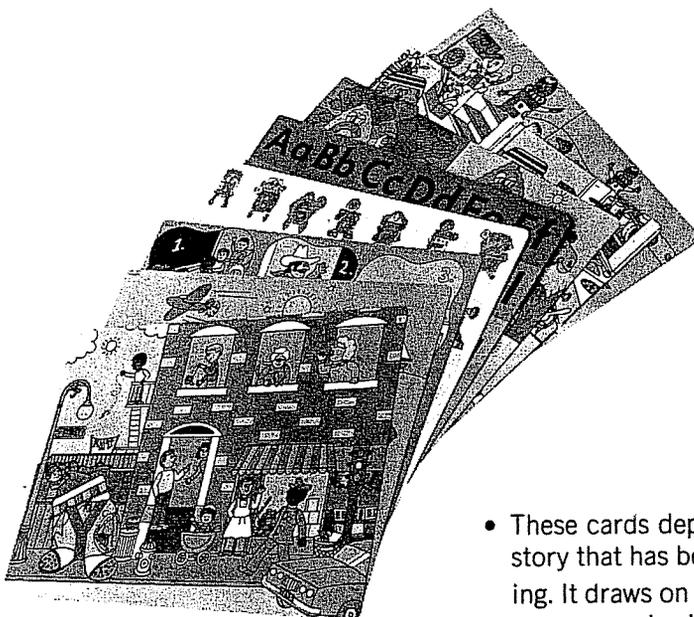
6 Filmstrips (full color)



- These colorful films may be used as a medium for group or individual activities to review the stories they depict, or as a basis for discussing color, shape, number, comparative sizes and location.

Two of the filmstrips are used as review to reinforce a variety of skills.

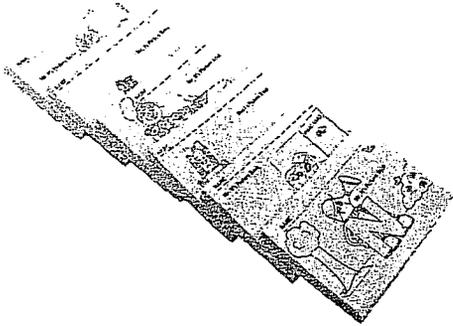
16 Giant Picture Cards (full color, laminated 17" x 22")



- These cards depict familiar scenes in a child's life, or illustrate a story that has been told in class. It is the first step in picture reading. It draws on the child's personal experience for discussion and serves as a basis for role playing. (oral communication, identification from context clues, numeration, extracting the main idea).

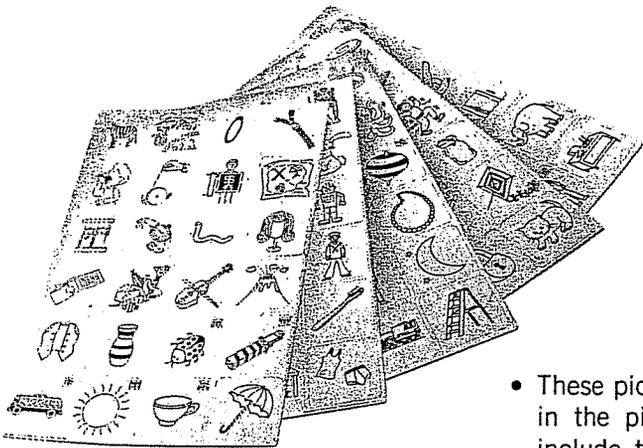
6 Sets Picture Books (5" x 7" — soft cover)

- The topic of each of these eight page picture readers is exclusively drawn from the children's classroom experiences. No matter what a child's background, he can share in the comprehension of the story as it unfolds.



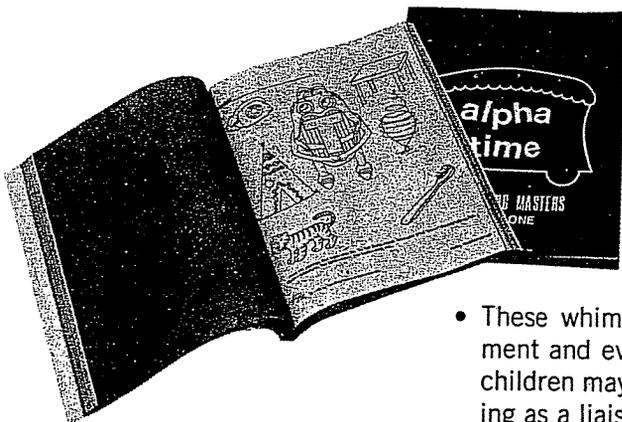
This form of picture reading is introduced after the children have successfully mastered reading single pictures on flat boards, and four pictures in a sequence on one flat board (left to right eye movement). For many children these readers are their first experience with handling a book and turning pages. (Picture reading skills include identifying objects in a picture, locating detail, recognizing the main idea, drawing conclusions from given facts, predicting outcomes, recognizing cause and effect relationships, making value judgments.)

144 Picture Squares (3" x 3" with reinforced file box)



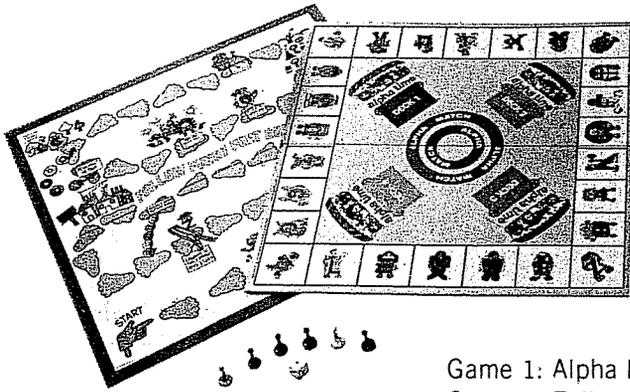
- These pictures belong to the Letter People whose sound is heard in the picture word. Activities involving these Picture Squares include the following skills: auditory discrimination, associating words with pictures, sorting, matching, classifying, counting, visual memory.

162 Alpha Time Duplicating Masters (in 2 books)



- These whimsically illustrated activity sheets serve as reinforcement and evaluation of each day's learning experience which the children may take home. Each has a note to the parent, thus serving as a liaison between school and home. Included are letters to parents describing the Alpha Time process.

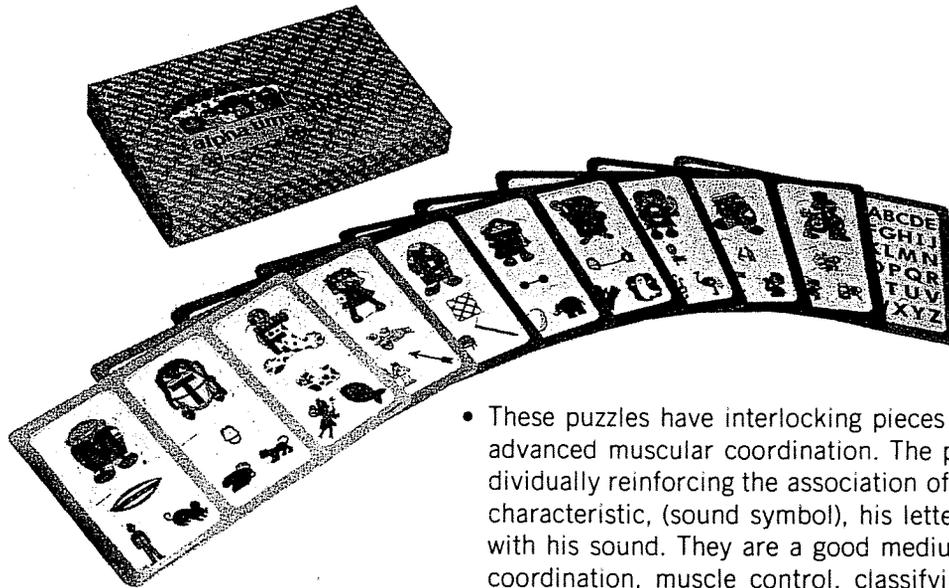
2 Game Boards And 4 Alpha Time Decks of Playing Cards



Game 1: Alpha Match
Game 2: Follow Funny Feet Road

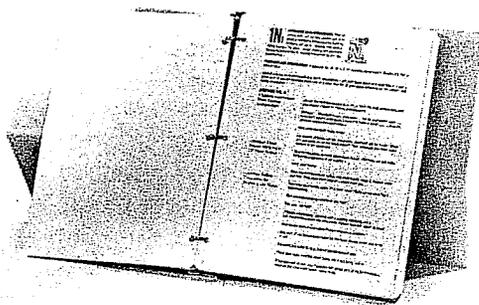
- These colorful games are designed to be used in simple as well as more advanced activities. As more Letter People are introduced in the lesson the activities become more challenging. Skills which are reinforced in these games include: matching, sorting, classifying, relating picture to sound, visual, oral, aural sound discriminating, following directions, counting, visual memory.

27 Puzzles In 9 Trays



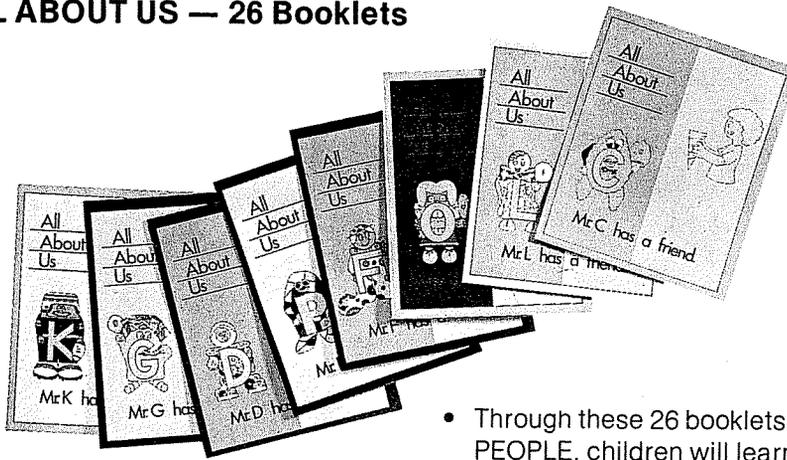
- These puzzles have interlocking pieces graduated from simple to advanced muscular coordination. The puzzles are a means of individually reinforcing the association of the Letter Person with his characteristic, (sound symbol), his letter, and a word that begins with his sound. They are a good medium for practicing eye-hand coordination, muscle control, classifying, sorting and matching.

Professional Guide (Illustrated Lesson Plans)



- The guide has an easy to follow step by step lesson plan for each day. It may be adapted for use with small or large groups. Each lesson has an "On Their Own" section which is a suggested list of activities related to the content of the lesson. "On Their Own" gives children the opportunity to choose individual activities for enrichment or reinforcement.

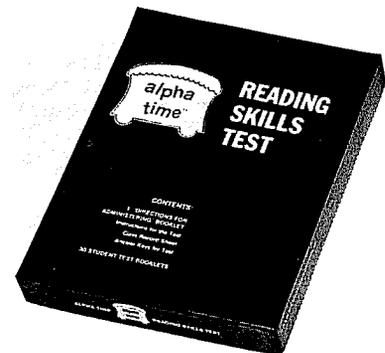
ALL ABOUT US — 26 Booklets



- Through these 26 booklets and with the motivation of the LETTER PEOPLE, children will learn such basic skills as writing or tracing their own name, their telephone number and their address. Truly a survival skill course in which each child discovers and expresses himself in the process. At the end of each lesson, every child has a take-home book that says something about that child alone...initials, birthday, special preferences. All 26 lessons are outlined step by step with behavioral outcomes defined. Books may be completed by coloring, drawing, copying or writing as the child is inclined.

READING SKILLS TEST — Individual tests and teacher guide/answer key and class record.

- This test is designed specifically to measure a child's progress in ALPHA TIME. It diagnoses comprehension and recognition of letter shapes and sounds. These tests reflect each student's skills without reference to peer group. Since all answers are in pictorial form, they can be corrected and scored in less than four minutes. Divided into two parts for easy administration, this test is ideally suited for determining placement for first grade.



OPTIONAL COMPONENT TeamMates — 64 page books (School and Home)

- Specifically designed to involve parents and strengthen the teacher/child/parent bond. For each page on the School Team Book, there is a corresponding page in the Home Team Book. This is a special way to parallel the child's daily experience with follow-up "homework" activities. Each page is skill coded to clarify the teaching objectives such as recognition of each letter symbol and its initial sound, following instruction and learning sequence. A perfect vehicle for inviting parents to participate in their child's language development.

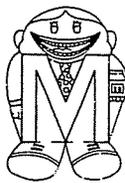
NOTES

ABOUT THE LETTER PEOPLE

ALPHA TIME introduces the Letter People as make believe personified letters of the alphabet. Each Letter Person has a special feature or characteristic from which he or she gets the sound his letter makes (e.g., Mr. M has a Munching Mouth, and is found in words that begin the same way as *Munching Mouth*). There are 21 consonants called Letter Boys and 5 vowels called Letter Girls.

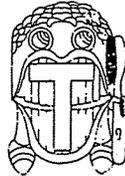
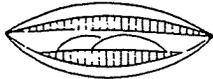
The Letter People are introduced in classifications as follows:

Group I—Since all children come to school with their bodies, we introduce the first five Letter Boys as exaggerated body parts. (Their letters are made of straight lines.)



Mr. M

Munching Mouth



Mr. T

Tall Teeth



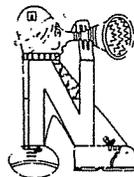
Mr. F

Funny Feet



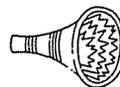
Mr. H

Horrible Hair



Mr. N

Noisy Nose



Next Miss A, the first vowel, is introduced. She has a special sneeze, *ǎ'choo*, from which she gets her short sound, the sound which is used in most words in the language of the children.

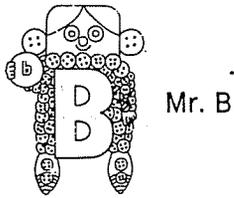


Miss A

ǎ'choo



Group II—Our second group of Letter People is also related to children's experiences—this time as articles of clothing.



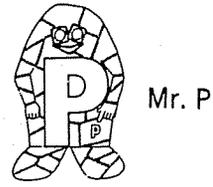
Mr. B

Beautiful Buttons



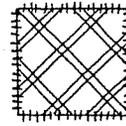
Mr. Z

Zipping Zippers



Mr. P

Pointy Patches



Mr. S

Super Socks



Mr. V

Velvet Vest



The next Letter Person is Miss E, who does exercises with the children.

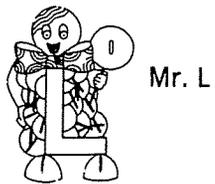


Miss E

Exercise

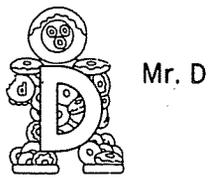


Group III—Children eat a wide variety of foods, but the four Letter Boys who are foods are all made of sweets.



Mr. L

Lemon Lollipops



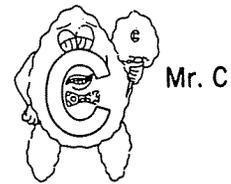
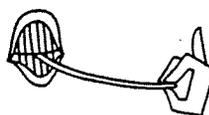
Mr. D

Delicious Doughnuts



Mr. G

Goey Gum

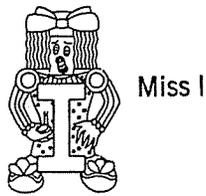


Mr. C

Cotton Candy

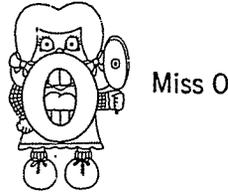


Miss I's itch is a familiar phenomenon to children who know about poison ivy, allergies, measles or chicken pox. Is there a child who has not at times been as obstinate as Miss O?



Miss I

Itching

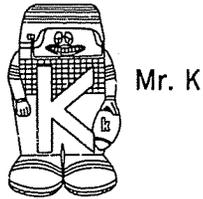


Miss O

Obstinate

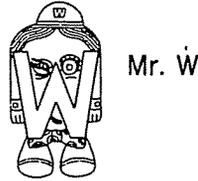
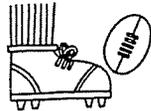


Group IV—Next come the action boys all of whom do things every child has done.



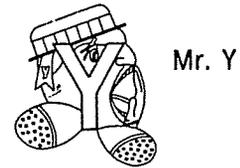
Mr. K

Kicking



Mr. W

Winking

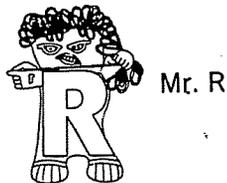


Mr. Y

Yawning



Group V—Then there are three Letter People who carry with them, as many children do, ripping rubberbands, jumbled junk and an umbrella.



Mr. R

Ripping Rubberbands



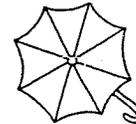
Mr. J

Jumbled Junk



Miss U

Umbrella



Group VI—Last come two Letter People who for the moment cannot make a sound. One of them is too quiet, the other is too mixed up.



Mr. X

All Wrong



Mr. Q

Quiet



HOW ARE THE LETTER PEOPLE INTRODUCED?

Each of the letters in the first three groups is treated in two separate sections of the program.

In the lessons of the first section, the children meet, greet and discuss the Letter Person and his characteristic, learn his or her name, hear his music, dance and sing, tell stories and play games with the newcomer.

The lessons in the second section concentrate on identifying the Letter Person's sound in words, recognizing the upper and lower case letter, and developing more complex reading comprehension skills and vocabulary building.

Many of the lessons contain related learnings such as good health habits, dental care, safety at home and at school, neatness, cooperation, using the telephone, counting, shape discrimination, size relationships and using locational terms. In addition, the "On Their Own" sections at the end of each lesson provide activities in the areas of the sciences, art, crafts, letter tracing, cooking, sewing and muscular coordination.

ABOUT THE SONGS FROM LETTER PEOPLE LAND

The songs of the 26 Letter People serve a two-fold purpose. They create a stimulating environment which makes the learning of letters an exhilarating experience, while at the same time broadening the children's cultural scope by familiarizing them with many types of music, modern, classical, national and ethnic.

Each of the Letter People's songs 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 Gooney Gum and Mr. S with his Super Socks lend themselves to pantomiming or dramatizing. 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 Zipping Zippers 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.

Miss I "Itches" her way through an authentic Brazilian samba-choro with the help of the native rhythm instruments, the agogo, the pandeiro, and the cuica. Mr. J jumbles his Junk to the asymmetric 7/8 rhythm of a panhellenic Greek dance featuring an oud, one of the oldest middle east instruments belonging to the guitar family. Miss U and her Umbrella trip through an Irish reel in contrast to Mr. R who rips his Ripping Rubberbands to the Hungarian czardas.

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.

ABOUT THE RECORDED STORIES FROM LETTER PEOPLE LAND

The recorded versions of the stories in the four ALPHA TIME Storybooks were designed to create a read-while-listening environment.

The records follow the texts word for word. Musical transitions and sound effects are used to allow time for turning the pages without interrupting the story mood with obtrusive beeps. Eyescan time, which increases slightly when changing from paragraph to paragraph was also taken into account.

Special versions of Letter People songs were used as background music for familiarity and reinforcement of the association between each Letter Person and his song.

PERFORMANCE OUTCOMES

At the conclusion of participation in the daily ALPHA TIME lessons the child will demonstrate competence in the following overall and specific skill areas:

OVERALL SKILLS

The child,

1. when presented with any of the Letter People (i.e., *Huggables*) will correctly demonstrate his recognition and recall of such Letter People by name and sound as measured by teacher observation.
2. when presented with any of the Letter People (e.g., *Huggables, pictures, etc.*) will correctly demonstrate his comprehension by translating the *Huggables* from their anthropomorphic state to letters of the alphabet as measured by teacher observation.
3. when presented with any of the Letter People (e.g. *Huggables, pictures, etc.*) will correctly demonstrate his use of such materials in a situation which is different from the situation in which it was originally learned as measured by teacher observation.
4. when presented words in oral and/or printed form, will correctly separate words into its parts (Letter People).
5. when presented with simple words, will identify the sound of the consonant letter in the initial position, measured by teacher observation.
6. when presented with simple words, will identify the sound of the vowel in the initial and/or medial position, as measured by teacher observation.

COGNITIVE SKILLS

WORD ANALYSIS: VOCABULARY AND LANGUAGE DEVELOPMENT

The child,

1. when presented with a series of pictures (e.g. final ALPHA TIME Masters in Book II) and accompanying multiple options, will pick the correct options for the respective pictures.
2. when presented with a series of pictures, will answer orally, specific questions about details included in the picture.
3. when presented with a teacher read story, passage, paragraph, will retell the basic theme of the story in his own words.
4. upon the teacher's request, will define or illustrate such commonplace terms as *tall*.
5. when presented with a model (e.g. toothbrush, vest) or a picture of same, will correctly name the model or picture.
6. when presented with a list of words, some of which are examples of onomatopoeia, will enact only the example of onomatopoeia as the teacher reads the words aloud.
7. when presented with words of general vocabulary (orally) will demonstrate his recognition and recall of word meanings as measured by the word in a picture or using it correctly when speaking to a person or teacher.

3. when presented with a series of teacher read stories and three titles for each story, will correctly identify the best title for a majority of the stories.

COMPREHENSION (PREDICTION AND INFERENCE)

The child,

1. when presented with the Letter People, will tell the characteristic about each.
2. when presented with the recordings of specific Letter People, will predict how each Letter Person felt about himself.
3. when presented with pictures, will logically state his rationale for his inference.
4. when presented with an incomplete story, will tell the teacher a possible outcome of the story.
5. when presented with simple 2, 3 or 4 line poems complete except for the last rhyming word, will tell the teacher a logical rhyming word.

SUPPLEMENTAL READING AND LITERATURE

The child,

1. will demonstrate his personal pleasure of supplemental reading and/or literature by: a) listening to adult or peer-read stories, b) picture reading of supplemental materials, c) listening to recorded dramatizations.
2. will demonstrate his extending interests by his continuing participation beyond specific lessons in at least three interest areas.
3. will demonstrate the beginning of establishing a life-long reading habit by seeking out reading materials during his leisure time in and out of school as measured by teacher and parent observations.
4. while using school and library books, will demonstrate his care in using books, i.e. (he will use books) without intentionally soiling, tearing, throwing, etc., in using said books.
5. when presented with a variety of books, will use said books for a specific purpose, e.g., enjoyment, information, exploration, discovery, etc.
6. when presented with poems and/or stories read to him, will demonstrate his appreciation and enjoyment, i.e., he will spontaneously request to have the poems and/or stories reread to him; express pleasure by laughter or smiles; freely draw pictures or retell the poems and/or stories from memory.

INTERPRETIVE SKILLS

The child,

1. when presented with pictures on duplicating masters, will correctly interpret the picture.
2. when presented with a contextual picture of a Letter Person, will correctly interpret why and/or what the Letter Person is doing in the given context.
3. when presented with ALPHA TIME Storybook and specific situations involving moods or feelings of the characters, will identify the correct option.

8. when presented with words in context (orally), will demonstrate his recognition and recall of word meanings as measured by teacher observation.
9. when presented with sentences orally, will demonstrate recognition and recall of sentence meaning by stating the sentence meaning to the teacher or person.
10. when presented with an Alpha Time Picture Card or Master, will use correct and appropriate vocabulary in describing pictured concepts, e.g., near-far, above-below, first-last, left-right, top-bottom, etc.
11. when presented with an Alpha Time Picture Card or Master, will describe the Picture Card or Master by using descriptive language.
12. when presented with a Letter Person will interview said Letter Person, i.e., he will greet, request name, inquire about feelings, etc., of said Letter Person.
13. when presented with a game, e.g. Mr. F says, will dictate the directions of the game.
14. when presented with "tongue twister" sentences, e.g., Peter Piper picked a peck of pickled peppers, will say the sentence with his classmates as a choral group.
15. when presented with a Letter Person riddle will dramatize the doing words which begin with given Letter Person, e.g. Mr. B—bounce, bend, balance, etc.

COMPREHENSION (SIMPLE RECALL SKILLS)

The child,

1. when presented with a teacher read story, will correctly answer questions dealing with who, when, where, why, what and how of the story.
2. when presented with a teacher read story, will correctly recall facts and details included in the story.
3. when presented with a detailed picture, model, or filmstrip, will correctly identify facts and details included in the picture, model or filmstrip.

COMPREHENSION (SEQUENCE)

The child,

1. when presented with a series of randomly ordered pictures describing aspects of a teacher read story, will arrange the pictures in the order in which they occurred in the story.
2. when presented with a teacher read story, will state any three events in the story in correct sequential order.
3. when presented with a series of incorrectly ordered activities describing aspects of a known story (e.g. nursery rhymes) will state the correct sequence of events.

COMPREHENSION (MAIN IDEA AND SUMMARIZING)

The child,

1. when presented with a teacher read story, will summarize orally, three main points of the story.
2. when presented with a teacher read story and three sentences summarizing the story, will correctly identify the sentence containing the best summary.

FOLLOWING DIRECTIONS

The child,

1. when presented with one and/or two step directions, will correctly complete the given directions as measured by teacher observation.
2. when participating in the Alpha Time Games, will follow directions as prescribed.
3. when playing a game, e.g., Mr. F. says, will follow directions for at least three commands.

SKILLS FOR PERFORMING AND INTERPRETING DRAMATIC PLAY

The child,

1. after seeing a short play (film, filmstrip, T.V., live), will describe the characters in the play.
2. after listening to a short play, will name the characters in the play.
3. after listening and/or seeing a short play, will orally list the sequential appearance of the characters.
4. when selected to act out a role in a dramatization, will say his lines with such expression that the teacher will recognize the mood he is attempting to convey.
5. when selected to act out a role in a dramatization, will say his lines with such expression that the majority of the students will recognize the mood he is attempting to convey.
6. when presented with a play or story and a series of oral questions by the teacher concerning the moods of the respective characters, will say the line which conveys the appropriate mood.
7. when directed by teacher to give dramatic expressions of happiness and sadness, will give dramatic expressions which will be correctly identified by a majority of the students in class.
8. when demonstrating an action or incident, will pantomime so that a majority of the students in the class will correctly identify the action or incident.
9. when demonstrating from a known story, will act out in pantomime several sequential incidents so that a majority of the class will correctly identify the story.
10. when presented with a dramatization, will exhibit personal pleasure—as measured by teacher observation, or when appropriate, laugh aloud or smile.

VISUAL MEMORY

The child,

1. when presented with visual letters of the alphabet, will say the Letter Person name of the given letters.
2. when presented with visual words beginning with different letters will say the Letter Person name for each word's initial letter.

AUDITORY MEMORY

The child

1. when presented with letter names of the alphabet orally, will say the Letter Person sound of the given letters, i.e., M—munching mouth, A—achoo, etc.
2. when presented with words beginning with different letters orally will say the Letter Person sound for each word's initial letter.

PSYCHO MOTOR SKILLS

The child,

1. when presented with a pair of scissors and magazine pictures, will cut out selected items of the picture, e.g. people, breakfast foods, fruits, vegetables, meats, etc.
2. when presented with a picture of 4 recognizable pictures in quadrants of an Alpha Time Story in the correct sequence, will tell the story in correct sequence, i.e., he will go from left to right, top to bottom.
3. when presented with the appropriate materials, will sew woven flannel, crocheted or knitted squares together to make a patchwork quilt, blanket and/or place mat.
4. when presented guide dots for letters of the alphabet, will connect the dots to form correct, legible given letters.
5. when presented with a visual example of each letter of the alphabet, will write each letter correctly and legibly in both upper and lower case.
6. when presented with the names of the Letter People, will write the correct letter name for each Letter person legibly in both upper and lower case.

AFFECTIVE DOMAIN SKILLS

THE NEED TO BELONG

The child,

1. when introduced to an Alpha Time Huggable, will greet and invite said Huggable into the classroom.
2. when directed by an Alpha Time Person, will join in a group activity, e.g. munch along with Mr. M., etc.
3. when being introduced to new Alpha Time People, e.g. Mr. T, will conclude that lonely people (Mr. M) would like another Letter Person for company.
4. when introduced to an Alpha Time Person, will sing "How Do You Do?" song to the said Alpha Time Person.

5. when presented with a group activity, will participate and encourage his peers to join in the activity, e.g. singing, dancing, etc.
6. when presented with a group activity, will demonstrate the initial stages of courtesy to others.
7. when presented with a group activity, will demonstrate the initial stages of social and communication skills needed to carry on said activities, e.g. children talking during conversations, dramatic play, telephone conversations, etc.
8. when presented with an Alpha Time Story e.g. *A Dozen Delicious Doughnuts*, will be aware that although individuals may be different they want to belong and be accepted by others.

THE NEED TO ACHIEVE

The child,

1. when presented with attainable standards, will experience achievements of said standards.
2. when presented with educational experiences, will help determine his personal level of achievement.
3. when rewarded during his educational experiences, will recognize he is being rewarded for the process, e.g. study habits, listening skills, improvement, etc., as well as the product.
4. when presented with an independent educational experience, e.g. Alpha Time Masters, will demonstrate his sense of independence by completing assigned tasks independent of others.
5. when asked to help a Letter Person and/or classmate, will respond by sharing his achievement with the Alpha Person and/or classmate.

THE NEED FOR LOVE AND AFFECTION

The child,

1. when exhibiting feelings, e.g. anger, love, fear, etc., will be aware others could exhibit similar feelings in similar situations.
2. when presented with a sincere, warm and friendly atmosphere by teacher, will be aware that the teacher accepts him as an individual.
3. when presented with Mr. L's telephone conversation to define love, will tell the teacher love means different feelings for different people. Love includes concern for other people, caring about someone, wanting to be with someone, doing things for others, etc.

THE NEED TO BE FREE FROM INTENSE FEELINGS OF GUILT

The child,

1. when presented with class activities, e.g. Alpha Time Masters, singing, counting, etc., will be aware that everybody, including teacher, makes mistakes.
2. when presented with the special characteristics of the Letter People, will be aware that nobody is perfect.
3. when presented with the Letter People, will have experiences where he can feel good and worthy, e.g. introducing a Letter Person to classmates.
4. when presented with a competitive situation e.g. a game, contest, etc., will be aware that the way he participates is as important as winning, i.e., it is not whether you win or lose but how you play the game.

THE NEED FOR SELF RESPECT

The child,

1. when introduced to a Letter Person, will have his freely expressed "conversation" with said Letter Person accepted by the teacher.
2. when presented with the opportunity to freely express himself e.g. dancing to Alpha Time Records, evaluating stories, will freely express differences in feelings and purposes and will be respected by teacher and classmates in the process.

THE NEED TO BE FREE FROM FEAR

The child,

1. when asked to tell how he felt the first day of school, will share with the class his feelings on his first day of school.
2. when presented with the Picture Card of Alpha Time Master #7, will tell how each person in the picture feels.
3. when encouraged to share his experience at the dentist's office, will dictate stories and/or draw pictures about his experiences.
4. when presented with the Letter People, will become aware that being different is not to be feared.

THE NEED FOR UNDERSTANDING

The child,

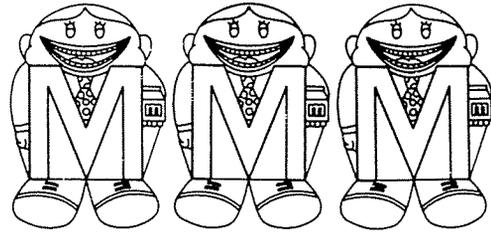
1. when presented with a child or teacher telling an Alpha Time story, will demonstrate his concern for the worth and dignity of the individual by listening attentively to the speaker.
2. when presented with the role playing of five children, where each wants to be first or last on line, will conclude it would be fair to take turns being first or last.
3. when establishing classroom standards for behavior, will demonstrate his concern for group welfare by taking turns while at the water fountain, using the tape recorder, getting on line, etc.
4. when working on a group or personal project, will tell the teacher what he hopes to accomplish and why he thinks it is important.

1M1

PLANNING AND PREPARATION: Huggable, Mr. M; Record #1; Alpha Time Masters #1 and #2.

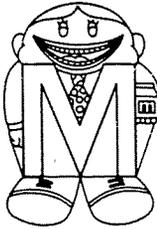
Optional: TeamMates

If possible, place Mr. M outside the classroom door. Be sure there is enough clear floor space so that the children can reach the door, carry Mr. M into the room, and move around him freely.



NOTE: To make Alpha Time a successful experience it is important that each Letter Person become a real personality to the children. Maintaining an on-going conversation with the Letter People will help the children enter easily into the fun and fantasy of Alpha Time.

MEETING MR. M



Gather the children around you. Let them know that something exciting is going to happen.

He's here! He's really here! Wait until you see him. Let's go to the door to meet him.

(John), (Elayne) and (Mary), please help our visitor into our room.

Give the children plenty of time to greet the new Letter Person and to talk to him and ask him questions.

Come in! Come in! We are so glad you came.

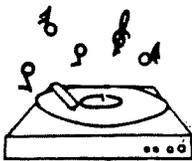
Did you have trouble finding our school?

Did you have to ask where our classroom was?

Would you like a cookie?

This Letter Person says that he wants you to know his name and what he does. Let's listen to his music.

Hearing Mr. M's Name



Interpretation of music

Play Mr. M's Song for the children (record #1, side A, band #1).

Discuss the song and encourage the children to move to Mr. M's music.

What is this Letter Person's name? (Mr. M)

What does Mr. M tell us about himself? (He has a Munching Mouth. He likes to munch.)

How does the music make you want to move?

Show Mr. M how the music makes you move.

Let's all move to Mr. M's music.

Mr. M would like to meet everyone in the room.

We'll sing our names to him—a few of us at a time.

Singing to Mr. M

How do you do, Mr. M?
How do you do?



(Susan), (Barbara) and (Alan)
Want to say hello to you!

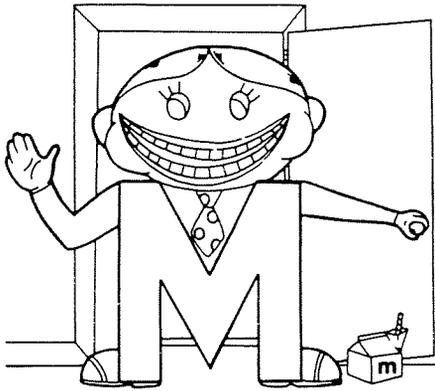
How do you do, Mr. M?
How do you do?

Following directions

The children who are named in each round of the song may go up to Mr. M and greet him with a hug, a kiss, or a handshake.

If possible, include Mr. M in the children's activities. This will make Mr. M live for them. At snacktime, Mr. M might be given a cookie. He might also be invited to join the children during art, gym or library.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #2 to look at, talk about and take home.

Look at your picture. Who is in it? (Mr. M)

What is Mr. M doing? (coming in the door)

Show Mr. M his Munching Mouth.

What does Mr. M like to do? (munch)

Where was Mr. M before we opened the door? (outside)

Alpha Time master #1 is a letter to parents introducing them to Alpha Time. It is suggested that the children take this letter home today.

ON THEIR OWN

Children may choose from the following activities:

Color Discrimination

Coloring or decorating the picture of Mr. M. (Alpha Time Master #2)

Talking about Mr. M's colors while pointing to them on Mr. M (e.g., Mr. M has red hair; he is wearing a green suit; his tie has polka dots).

Naming Body Parts

Using the pictures of Mr. M, the children may show one another parts of Mr. M's body. (e.g., Here are Mr. M's eyes; here is his hair; this is his mouth.)

Using Descriptive Words

Describing Mr. M to one another. (e.g., Mr. M has small eyes, a big mouth, a fat belly.)

Music

Moving to Mr. M's music. (record #1)

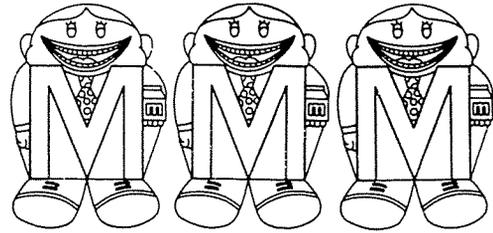
Optional

Discuss TeamMate School Team Book page 3 and assign Home Team page 3 for homework.

1M₂

PLANNING AND PREPARATION: Huggable, Mr. M; Records #1 and #4; the storybook, "Meet Me At The Market"; Alpha Time Master #3; paper circles or squares; a variety of art materials for making munching medals including pieces of string.

Optional: TeamMates



REMEMBERING MR. M

Play Mr. M's song (record #1, side #A, band #1) and encourage the children to join in.

(Tony), (Alice), (Charles) please give Mr. M a hug. Tell him that you remember his name.

Mr. M would like to whisper in your ears to show that he remembers your names too.

Singing to Mr. M

Have the children sing "How Do You Do" to Mr. M again.



(Johnny), ask Mr. M if he liked the way we sang. (Johnny may say no. Accept any answer—since the objective is to encourage him to talk freely.)

INTRODUCING MR. M'S MUNCHING MOUTH

Listening to Mr. M's Story



*Comprehension skills:
remembering
drawing inferences
drawing conclusions*

Gather the children around you so that they may easily see the pictures as you read them Mr. M's storybook, "Meet Me At The Market." The recording of this story may be played as you or a child turn the pages of the book (record #4, side A). Encourage the children to discuss Mr. M's story.

Where does Mr. M shop? (at the market)

On what day of the week does Mr. M love to shop? (Monday)

What are some of the things Mr. M munched at in the market? (marshmallows, macaroni)

Why was the manager happy when Mr. M first came to his market? (He wanted Mr. M to buy many things.)

Why did he change his mind?

How did the manager feel about Mr. M at the end of the story? (He liked him.)

What would you do if you met Mr. M in the supermarket?

Show Mr. M which picture in the book you liked best, and tell him about it.

Singing A Song

Sing the Munching Mouth Song with the children to the tune of Old MacDonald. Have the children form a circle around Mr. M. Let them skip and dance around him while they sing.

Mr. M has a Munching Mouth—
Munch, munch, munch, munch, munch!

In his mouth he puts some foods—
Foods he likes to munch.



With a munch, munch here,
And a munch, munch there. . .

Here a munch, there a munch—
Everywhere a munch, munch!

Mr. M has a Munching Mouth—
Munch, munch, munch, munch, munch!

Repeat the song, each time naming a different food for Mr. M to munch. Discuss with the children which things are safe and unsafe to put in their mouth.

Talking About Things That May Or May Not Be Put In The Mouth

What are some things you like to put in your mouth?

What are some things you don't like to put in your mouth?

Why aren't all things that taste good, safe to put in your mouth?

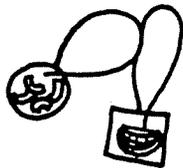
Point out that many medicines taste like candy, but are not candy.

Why aren't sharp things good to put in your mouth?

What is the best thing to do when you are not sure whether or not something is safe to put in your mouth?

Making Munching Medals

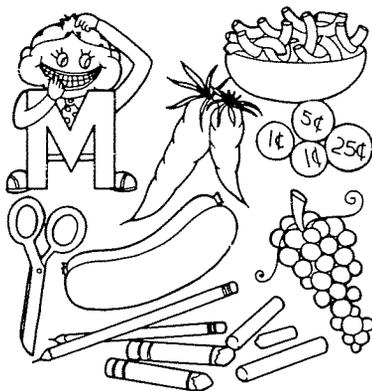
*Visual discrimination.
color and shape*



Let the children make Munching Medals. Using small construction paper squares or circles as bases, they may look for pictures of food which may be cut out and pasted on them; or, they may draw pictures of Mr. M's Munching Mouth on their medals and decorate them with pipe cleaners, bits of foil, or pieces of uncooked macaroni.

When the Munching Medals are finished, the children may punch holes in them and attach them with pieces of string so that they may wear the medals around their necks.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #3. Tell the children that Mr. M is still not sure about which things are safe for him to put in his mouth. They are going to help Mr. M by telling him which things are safe for him to eat and which things are not.

If one of the local druggists would supply poison labels for the class, the children might paste these on the items in the picture that are not safe to be eaten.

ON THEIR OWN

Children may choose from the following activities:

Reading Along

Hearing the recorded story, *Meet Me At The Market* (record #4, side A) as they "read along" in the book.

Story Telling

Looking at the pictures in the storybook, *Meet Me At The Market*, and retelling the story to each other. (If a tape recorder is available, the children may tape the story that goes with each picture as they turn the pages.)

Health And Safety

Using Alpha Time Master #3, the children may check all the foods that may be munched and cross out all those that may not be munched.

Classifying

Making charts or scrapbooks of different foods. Separate pages may be reserved for special categories (e.g., breakfast foods, dinner foods, vegetables, meats, cereals, desserts),

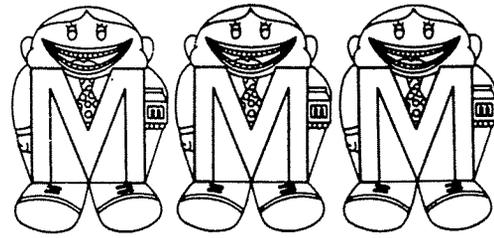
Optional

Do TeamMate School Team Book page 4 and assign Home Team page 4 for homework.

1M₃

PLANNING AND PREPARATION: Huggable, Mr. M; Filmstrip, *Meet Me At The Market*; Alpha Time Master #4.

There should be plenty of floor space cleared before playing the *Munch And Move* game.



INTRODUCING ACTION WORDS

Following Directions *Gather the children around Mr. M and play the Munch And Move game.*

Mr. M says he wants all of us to munch along with him.

Let's show Mr. M how we munch!

Mr. M would like us all to munch and move at the same time.

Understanding related vocabulary

How can we move? (e.g., running, jumping, hopping, skipping, crawling, galloping)

(Bobby) will stand next to Mr. M.

Mr. M will whisper to (Bobby) and (Bobby) will tell us how he wants us to move while we munch.

We will do what Mr. M says, and then (Bobby) will tell us when Mr. M wants us to stop. We will all keep saying, "Munch, munch, munch!" while we are moving.

REMEMBERING SEQUENCE

Mr. M has watched *us* move. Now *he* wants to move from place to place.

He wants to be with us in the block corner. He wants to be at the painting easel. He wants to go to the book corner, and he wants to visit the housekeeping corner.

Why can't Mr. M be in all these places at the same time?

Lead the children to the conclusion that Mr. M can visit only one area at a time.

Sequence:
first
second
third
fourth

Help them to decide where Mr. M will go first, second, third and fourth. Have them repeat the sequence several times so that Mr. M will remember.

When it is time for Mr. M to move to the next area, have the children repeat the sequence so that he will know where to go.

Where is Mr. M supposed to move? (e.g., first the block corner; second the painting easel; third the book corner; fourth the housekeeping corner)

Where is Mr. M now? (e.g., the block corner)

Where does he go after the block corner? (e.g., the painting easel) (Ellen), you may take Mr. M to the painting easel.

PICTURE READING

Frame 1



Locating details

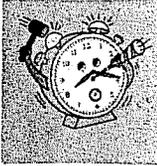
Show the children Mr. M's filmstrip "Meet Me At the Market" and discuss each frame.

Who is in this story? (Mr. M)

What is Mr. M doing? (munching marshmallows)

Where do you think Mr. M is going? (to the market)

Frame 2



What is this? (a clock)

What does a clock tell us? (the time)

This is a special kind of clock that wakes people. What is this kind of clock called? (an alarm clock)

Frame 3



Whom is this alarm clock waking? (Mr. M)

Who woke up? (Mr. M)

To what is Mr. M pointing? (calendar)

What does a calendar tell us? (the date)

Frame 4



Where is Mr. M? (in the market)

What kind of food is on the counter? (fruit)

How does Mr. M feel? (happy)

Who is with Mr. M? (the manager)

Drawing conclusions

Frame 5



What do you think Mr. M is saying?

Frame 6



Why is the manager surprised? (Mr. M is standing on a mountain of marshmallows.)

Who else is in the picture? (a little boy)

How many marshmallows does the boy have? (four)

Talking about details

Frame 7

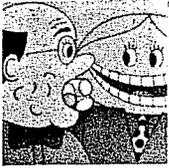


What are the people doing? (munching marshmallows)

What are some colors in this picture? (blue, orange etc.)

Identifying colors

Frame 8



Drawing inferences

What does the manager have in his mouth? (marshmallows)

How do you think the marshmallows got into the manager's mouth?

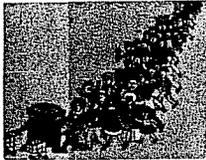
Why are the people following Mr. M?

How do they feel? (happy)

How can you tell how they feel? (their faces)

About how many people do you think are following Mr. M?

Frame 9



Estimating

How does Mr. M look? (upset)

What is in the boxes? (macaroni)

Why do you think the boxes are tumbling down?

Frame 10



Frame 11



What are the people doing? (tasting the macaroni)

How do they look? (upset)

Why don't they like the macaroni? (it doesn't taste good; it is not cooked)

Frame 12



Predicting

What do you think Mr. M is saying?

What do you think the manager is telling him?

What has to be done to the macaroni? (it has to be cooked)

Frame 13



Making a judgment

Tell us some things that the people are holding?

What jobs do some of the people have?

Why do you think Mr. M is looking at his clock? (e.g., it is getting late; time to go)

Frame 14



When else did we see a clock in this story? (at the beginning)

Frame 15



What is Mr. M giving the lady at the check-out counter? (money)

For what is he paying? (the things he munched)

Why are his shopping carts empty? (he munched all the things)

How does the manager feel?

What is the little boy thinking?

Frame 16



What did the people bring with them? (forks, knives, napkins)

Why did they bring these things? (they will munch with Mr. M)

Frame 17

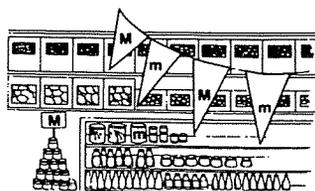


What does the sign painter have in his hand? (paint brushes)

What is he painting? (a new sign)

What do you think the sign says? (Munching Monday Market)

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #4.

Where is Mr. M? (at the market)

What things do you see on the shelves behind Mr. M?

What things could go on the empty part of the shelves?

What are some things that are packed in cans?

What are some things that are packed in boxes?

What would happen if you put grape soda in a cardboard box?

ON THEIR OWN

Classifying

Children may choose from the following activities:

Coloring all the bottles on Alpha Time Master #4 red, the boxes blue, and the cans green.

Marking all the objects on Alpha Time Master #4 that have the shapes of circles, triangles and squares—each in a different color.

Science

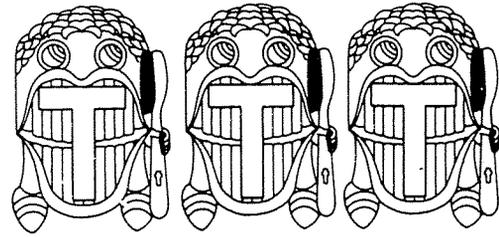
Playing *Store*. A mini-market may be set up on a table—with a variety of items which the children may box, bottle or wrap. Empty milk containers, plastic jars, cans and bottles should be available for the liquids. A variety of wrapping paper, plastic and paper bags, and aluminum foil—plus a variety of empty cardboard boxes—should be available for the dry items. Such things as dry lima beans, split peas, nuts, soup, juice, milk (in pitchers), canned corn, jelly beans, dry macaroni, peanut butter, soap powder, cakes of soap, cookies and pretzels make good groceries. If a scale is available, the children may weigh the groceries they buy and sell.

1T₁

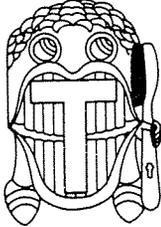
PLANNING AND PREPARATION: Huggables, Mr. M and Mr. T; Record #1; Alpha Time Master #5.

Optional: TeamMates

Display Mr. M. Keep Mr. T out of sight, but placed where he is readily accessible.



MEETING MR. T



Tell the children that Mr. M is unhappy.

Mr. M says that he is lonely. When we are not in school, there is no one to play with Mr. M.

What can we do to make Mr. M happy?

Lead the children to the conclusion that Mr. M would like another Letter Person to keep him company.

Mr. M says, "Close your eyes and munch five times very slowly. My munching magic will make a new Letter Person appear."

While the children have their eyes closed, bring out Mr. T.

Here's the new Letter Person!

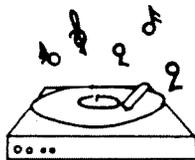
Who can he be? Let's find out.

Have the children talk to Mr. M and the new Letter Person. Have them think of what his name might be. (If some of the children identify Mr. T correctly, ask them to check with Mr. M. This is fun for them and allows you to keep the lesson going.)

Mr. M wants to introduce his new friend.

Mr. M says, "This is Mr. T, and he has a song he wants to sing for you."

Listening To Mr. T's Song and Moving To The Music



Play Mr. T's Song (record #1, side A, band #2).

Replay Mr. T's music several times, giving the children the opportunity to move to the rhythm.

What are some of the things Mr. T told us in his song?

How does Mr. T's music make you feel?

What is special about Mr. T? (Tall Teeth)

Mr. T likes meeting all of us, but he still feels a little strange. This is Mr. T's first day of school. Ask Mr. T how he feels.

Talking About Feelings On The First Day Of School

Do you remember how you felt the first day you came to school? Tell Mr. T about it.

Some children may want to whisper to Mr. T. Others may be willing to talk aloud. Encourage them to share their thoughts by saying that Mr. M would like to hear about it, too.

Have the children show Mr. T around the room in order to make him more comfortable.

Mr. T doesn't know where we keep our things or where we play. Let's take him around the room and show him. Mr. M may come, too.

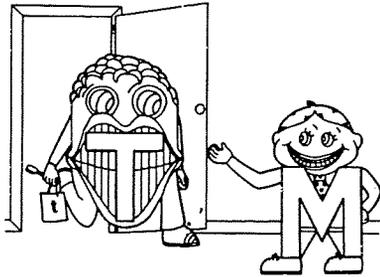
Singing How Do You Do



How do you do, Mr. T?
How do you do?
(Susan), (Jean) and (Joe)
Have come to say hello to you!
How do you do, Mr. T?
How do you do?

After Mr. T has visited around the room, the children may sing the How Do You Do? song to him.

TYING IT TOGETHER



Interpreting emotions

Give each child a copy of Alpha Time Master #5. Encourage discussion.

Whom do you see in the picture? (Mr. T and Mr. M)

What is Mr. T doing? (coming in the door)

How do we know how Mr. M feels? (His face has a happy expression.)

What makes him feel that way? (Mr. T will be his friend.)

Without talking, use your face to show us how you feel about Mr. T.

Put a mark on Mr. T so that your family will know which Letter Person he is.

ON THEIR OWN

Children may choose from the following activities:

Color Discrimination

Coloring Mr. T on Alpha Time Master #5.

Music

Playing Mr. T's song (record #1) and dancing with Mr. T.

Singing along with Mr. T.

Role Playing

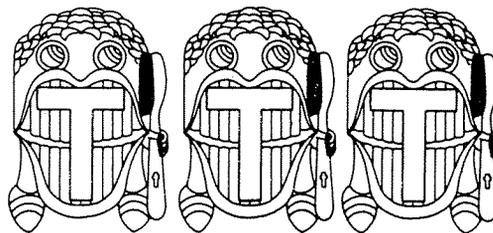
Helping the Huggables, Mr. T and Mr. M, to make friends.

Optional

Discuss TeamMate School Team Book page 5 and assign Home Team page 5 for homework.

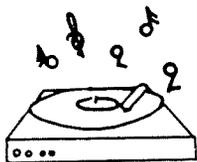
1T₂

PLANNING AND PREPARATION: Huggables, Mr. M and Mr. T; Record #1; Alpha Time Master #6; child's toothbrush; paper, long cardboard strip, scissors and crayons, slip of paper for each child.
Optional: TeamMates



INTRODUCING MR. T'S TALL TEETH

Listening To Mr. T's Song



Play Mr. T's song (record #1, side A, band #2).

Let the children acquaint themselves with Mr. T by talking to him and by asking him questions.

Tell the children that Mr. M is complaining about Mr. T.

Mr. M is glad that Mr. T came. There is just one thing wrong. Mr. T is so busy taking care of his teeth that he has no time to play with Mr. M.

Why do you think Mr. T is so busy with his teeth?

What is different about Mr. T's teeth? (they are very tall)

Let's ask Mr. T about his teeth.

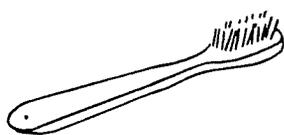
Illustrating Tall With Hands



Tell the children: "Mr. T says that he has tall teeth!" Demonstrate the word "tall" with your hands. Encourage the children to do the same as they repeat the following Tall Teeth rhyme.

When we look at Mr. T,
Tall, tall teeth are what we see!
Tall, tall teeth are what we see,
When we look at Mr. T!

Listening To Mr. T's Story



Tell Mr. T's story to the children. You will need a child's toothbrush as a dramatic prop. Gather the children around Mr. T.

Mr. T knows that Mr. M is unhappy because he has no time to play. Mr. T wants to have more time to play with Mr. M. Let's listen to his story and see if we can help him.

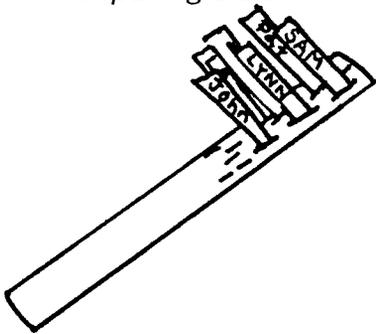
"I was so happy when I came to this class. I loved meeting each of you. When you left school. Mr. M and I were going to play and play and play — with the blocks, with the dolls, with the crayons, and with the puzzles!

"Guess what? I had no time to play! I had to brush my Tall Teeth. I took a tiny toothbrush (show it to the class) and started to brush just one of my Tall Teeth. Tall Teeth take a terribly long time to brush. I used up a lot of toothpaste.

"I brushed and brushed with my tiny toothbrush all through the night. Tall Teeth take a terribly long time to brush. I brushed and brushed with my tiny toothbrush all through the morning. Tall Teeth take a terribly long time to brush. . . such a long time that I had no time to play.

"I don't know what to do! What would you do if you had Tall Teeth?"

Making a Tall, Tall Toothbrush And Comparing Sizes



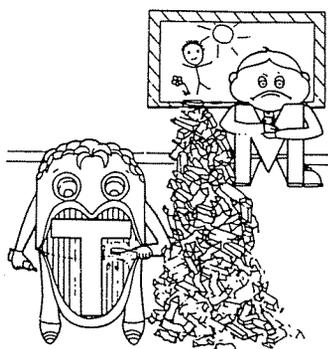
Poor Mr. T! Tall Teeth can be a problem. How can he brush them and not take so much time?

Let the children discuss Mr. T's problem. Then lead them to the conclusion that he needs a tall, tall toothbrush.

Help the children to make a tall, tall toothbrush out of a long strip of cardboard. Cut enough slits in the brush end to accommodate one slip of paper for each child. Let each slip of paper represent a bristle. Print one child's name on each bristle.

When the tall toothbrush is finished, have the children stand next to it. Decide which is taller—the children or the toothbrush.

TYING IT TOGETHER



Estimating and comparing

Distribute copies of Alpha Time Master #6 to each child.

Let's look at Mr. T. Show us how tall his teeth are.

What is the size of his toothbrush? (small)

How does Mr. M feel? (unhappy)

How can we tell that Mr. M is unhappy? (the look on his face)

What is in the tall pile of things next to Mr. T? (empty toothpaste tubes)

Why do you think there are so many empty toothpaste tubes in this tall pile?

Which is taller—Mr. T or the tall pile of toothpaste tubes?

How many tubes do you think there are in the pile?

ON THEIR OWN

Measuring

Using a ruler to measure the tall pile of toothpaste on Alpha Time Master #6. Measuring Mr. T and comparing sizes.

Using a yardstick or marks on the wall to measure how tall they are.

Counting

Counting Mr. T's Tall Teeth.

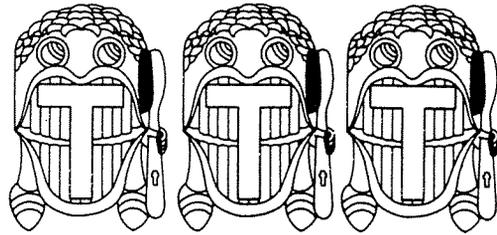
Art

Drawing happy and unhappy faces (with turned up smile and turned down mouth) to show how Mr. M felt when Mr. T came and then how he felt when Mr. T was too busy to play.

Making scrapbook of advertisements for toothpaste and toothbrushes.

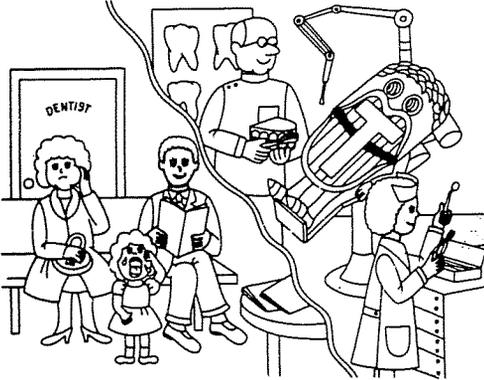
Optional

Do TeamMate School Team Book page 6 and assign Home Team page 6 for homework.



PICTURE READING

Talking About Dental Care



Comprehension skills

Talking about details

Drawing conclusions

*Remembering and relating
Exchanging ideas*

Exchanging experiences

Playing A Toothbrushing Game

Mr. T is worried. He doesn't know the right way to brush Tall Teeth—or any other teeth.

Mr. T needs help. Whom can he ask how to brush his teeth? Who knows a lot about teeth and how to care for them? (dentist)

Display Picture Card 1. Distribute matching Alpha Time Master #7. After the children have had a chance to look at the picture, encourage discussion with questions such as the following:

Where is Mr. T? (in the dentist's office)

Who are the people in the picture? (patients, nurse, dentist)

What is the dentist doing? (showing Mr. T how to brush his teeth)

What do you think the dentist will tell Mr. T about brushing teeth?

Explain that it is especially important to scrub the teeth near the gum line where most germs (plaque) collect.

What is the nurse doing? (sterilizing instruments)

Why must the instruments be kept very clean? (to keep the germs away)

Tell Mr. T about some instruments the dentist used when you visited his office.

Look at the faces of the people in the waiting room. Tell Mr. T how one of them feels.

Encourage the class to share their experiences at the dentist's office with Mr. T. Some children may want to dictate stories or draw pictures about their experiences.

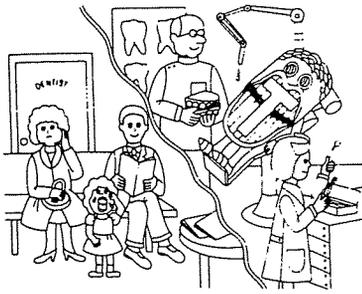
Mr. T wants us to play a *Toothbrushing Game*. He wants to watch us brush our teeth. He wants us to brush his teeth for him.

Directions: Children form a circle around Mr. T. One child stands alongside Mr. T. Mr. T tells the children whether he wants to watch them brush their upper or lower teeth.

The following words may be sung to the tune of Here We Go Round The Mulberry Bush.

This is the way we brush our teeth. . .
Brush our teeth. . .
Brush our teeth. . .
This is the way we brush our teeth. . .
So early in the morning.

TYING IT TOGETHER



Give the children the following clues and ask them to point to the figure you are describing on Picture Card 1.

As each figure is identified, the children may mark it on their own Alpha Time Master picture.

Look at the people in the picture. One of them is the person who helps the dentist keep his instruments clean. Which person helps the dentist? Yes, it is the nurse. Where is she standing? (Billy), you may point to the nurse in the dentist's office.

Another person in this picture is waiting to be examined by the dentist. It is a man. Where is he? (Alice), point to the man in the waiting room.

Another person in this picture wants to know how to brush his teeth. Who is he? Where is he sitting? (Mark), point to Mr. T in the dentist's chair.

ON THEIR OWN

Children may choose from the following activities:

Role Playing

Dramatizing the story of *Mr. T Visits The Dentist*.

Art

Making an *At The Dentist* diorama. Alpha Time Master #7 mounted on construction paper makes a good backdrop.

Health

Making posters for Mr. T to help him remember which foods are good for his teeth.

Mr. T may be used to stimulate a discussion about foods that are good for teeth and foods that cause tooth decay.

Science

Conducting the following experiment which demonstrates the effect of concentrated sugar on teeth.

Materials: 1 cup of water
1 cup of *non* diet cola drink
2 teeth
2 pieces of string or thread

Method: Tie a piece of string around each tooth. Suspend one in the cup of cola, the other in the cup of water. Leave both submerged for two or three weeks, checking weekly for any change in their appearance.

Expected Result: The tooth suspended in cola shows signs of decay. The one suspended in water remains unaffected.

NOTE: Every scientist performing this experiment should keep notes (dictated or drawn) on his experiment's progress. He should be encouraged to draw his own conclusions. He should also be made aware of the importance of the control—the tooth suspended in water—which helps him in his conclusion.

Rhythms And Dancing

Playing Mr. T's music and doing rhythms and dances to the music. Mr. T makes a good dancing partner.

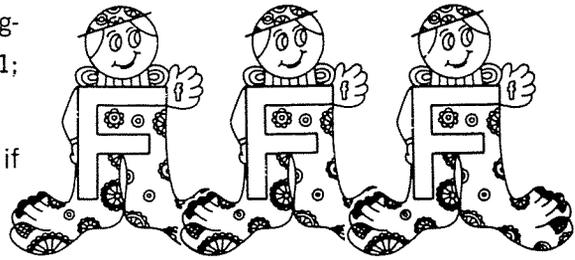
Counting

Using Alpha Time Master #7, to count the number of (a) people in the waiting room, (b) people in the dentist's office, (c) feet and hands in the entire picture.

1F₁

PLANNING AND PREPARATION: Huggies, Mr. M, Mr. T, Mr. F; Record #1; Alpha Time Master #8.
Optional: TeamMates

Arrange the three Letter People so that they look as if they are talking to one another.



MEETING MR. F

Let the children discover that a new Letter Person has come to class. Give them a chance to question the other Letter People about him.

Who is the new Letter Person?

From where did he come?

Ask Mr. M and Mr. T to tell us.

Even if some of the children are able to identify Mr. F, they will enjoy asking Mr. M and Mr. T if the new Letter Person's name is really Mr. F.

Gather the children around you to hear how Mr. F came to class.

Yesterday, Mr. T and Mr. M were sitting on some blocks in the block corner. Mr. M was munching and munching. Mr. T was brushing his Tall Teeth.

Suddenly, Mr. T heard a new sound. He turned around and—guess what he saw? He saw this funny fellow flipping and flopping and falling through the door!

That's a funny way to come into a room!

"Who are you?" asked Mr. T. And this funny fellow sang a song. Listen to what he sang.

Listening To Mr. F's Song

Play Mr. F's Song (record #1, side A, band #3).

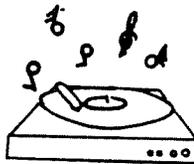
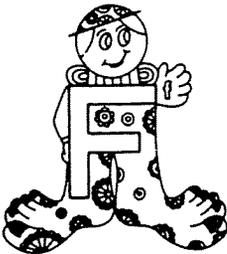
What is the new Letter Person's name? (Mr. F)

What are some of the things Mr. F tells us in his song?

Replay Mr. M's Song and Mr. T's Song. Encourage comparisons.

Is Mr. F's music different from Mr. M's? Mr. T's? How is it different?

Use your body, and show us the different ways each Letter Person's music makes you want to move.



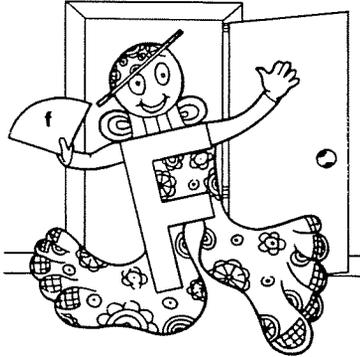
REMEMBERING MR. M, MR. T AND MR. F

Tell the children that instead of singing the How Do You Do? song for Mr. F, he would like them to play a How Do You Do? game. Mr. M and Mr. T will play, too.

Pick a child to stand behind one of the Letter People and have him hold it up in the air. The rest of the children sing the How Do You Do? song to that Letter Person.

Then a second child stands behind a different Letter Person, and the game continues until several children have had a chance to hold up Mr. M, Mr. T or Mr. F.

TYING IT TOGETHER



*Determining main idea
Interpreting emotions
Talking about details*

Give each child a copy of Alpha Time Master #8. Questions such as the following will stimulate discussion:

Whom do you see in the picture? (Mr. F)

What is Mr. F doing? (coming through the door)

How does Mr. F feel? (happy)

How can we tell how he feels? (his face)

What do you think Mr. F is saying?

ON THEIR OWN

Children may choose from the following activities:

Music

Playing Mr. F's Song (record #1, side A, band #3).

Dancing to Mr. F's Music and using Mr. F as a dancing partner.

Learning the words to Mr. F's Song. (If a tape recorder is available, the singing may be recorded.)

Art

Painting Mr. F flipping and flopping and falling through the door.

Guessing Game

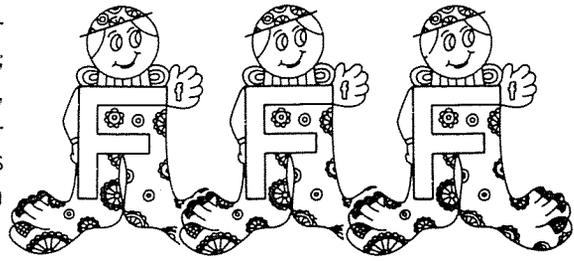
Playing *Guess Who?* Two or more players may take part in this game. One child is blindfolded, and a second child gives him one of the Letter People to hold. The first child must then guess which Letter Person he is holding—only by feeling his shape. Each child may have two guesses. (This makes a good team game. Scores may be kept.)

Optional

Discuss TeamMate School Team Book page 7 and assign Home Team page 7 for homework.

1F₂

PLANNING AND PREPARATION: Huggables, Mr. M, Mr. T, Mr. F; Picture Card 2; Alpha Time Master #9; pieces of red, yellow, blue, white, and black construction paper mounted on a color chart; matching pieces of construction paper for the children; optional: drum or tone blocks.



Arrange the Letter People so that they are lying down and appear to be resting. If small blankets, pillows or mats are available, they will add to the fun.

INTRODUCING MR. F'S FUNNY FEET



Tell the children that all the Letter People feel very tired.

What are the Letter People doing? (resting, lying down)

Mr. F says that his feet hurt.

Mr. M keeps rubbing his eyes.

Mr. T keeps yawning.

What could have made the Letter People so tired?

What makes you tired?

Mr. F says that all the Letter People are tired because they had a lot of trouble helping him shop for shoes.

Hold up Mr. F.

Why do you think Mr. F had trouble finding shoes for his feet?

Lead the children to the conclusion that Mr. F would have trouble finding shoes because he has Funny Feet that are hard to fit.

Mr. F tried on shoes of many different colors. He wants us to show him each color as he names it in the story.

Discriminating Among Colors

Distribute the strips of construction paper, one strip of each color to each child. As you mention a color in the story below, point to the appropriate strip of paper on the chart you have prepared and have the children hold up the same color paper.

Mr. F says: "I have Funny Feet. Look at my Funny Feet.

"I wanted to buy shoes for my Funny Feet. Funny Feet are not easy to fit. I asked Mr. M and Mr. T to help me look for shoes to fit my Funny Feet.

"Funny Feet! Funny Feet! That's what I have!

"We all went to the shoe store. First I tried on *red* shoes. (Let's show Mr. F what color shoes he tried on.) Then I tried on *yellow* shoes. (Let's hold up the yellow). Then I tried *blue* shoes. (*Hold up the blue.*) Next I tried on white shoes. (Hold up white), and then I tried on *black* shoes. (Hold up black.)

"My Funny Feet did not fit into *red* shoes. My Funny Feet did not fit into *yellow* shoes. My Funny Feet did not fit into *blue* shoes. They did not fit into *white* shoes, and they did not fit into *black* shoes."

Continue the story as above, naming different kinds of footwear instead of shoes: slippers, sandals, ice skates, socks, flippers. (e.g., "I tried on boots. First I tried on red boots. Then I tried on yellow boots.")

"Finally, my Funny Feet felt so tired that we all went home."

Funny Feet, Funny Feet,
What can I do?
How would you like to have
Funny Feet too?

Let the children discuss and demonstrate what it must feel like to have Mr. F's Funny Feet.

How would you feel if you had Mr. F's Funny Feet?

Dramatizing Having Funny Feet

Show us how you would walk if you had Mr. F's Funny Feet. Show us how you would run, skip, hop, jump.

Play the Funny Feet Game with the children. (If possible, a drum or tone blocks should be available.)

One child stands behind Mr. F. He must tell the rest of the class what Funny Feet should do, and beat the rhythm—fast or slow.

Following Directions By Playing A Game

(John), you will tell us what Mr. F says our Funny Feet should do—and we will all do it. You may beat the drum (tone blocks) for Mr. F so that we will know how fast to go.

Mr. F says: "Funny Feet—run, run, run!"

All right, let's all run!

Mr. F says: "Funny Feet—hop, hop, hop!"

Several children should have a chance to be Mr. F.

Display Picture Card 2. Give each child a copy of matching Alpha Time Master #9. Some of the following questions will stimulate discussion.

Discussing The Picture Card



*Talking About Details
Drawing Conclusions*

What kind of store is this? (shoe store)

Whom do you see in the picture? (man, woman, child, salesman, Mr. F)

Why are they there? (to buy shoes)

What is Mr. F doing? (looking at a pair of shoes)

The picture shows different kinds of things to put on feet. Tell us what some of them are. (e.g., boots, slippers, galoshes)

What is the salesman holding? (tiny shoes)

Who do you think will try on the tiny shoes the salesman is holding? (baby)

Looking For Detail

Point to the man who is wearing glasses.

Point to (or mark) the shoes that he might want to try on.

Which shoes are for ladies?

What do you think is in the boxes on the shelves?

Are any of the shoes the same shape as Mr. F's feet? (no)

Making Comparisons

Look at the size of the boots in the picture. Now look at the size of Mr. F's Funny Feet. Will the boots fit Mr. F? (no)

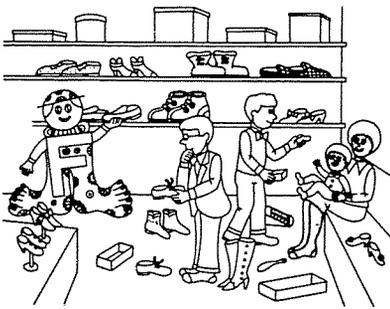
Who has the biggest feet in the picture? (Mr. F)

Who has the smallest feet? (baby)

Refer to other types of footwear, encouraging the children to compare sizes by using phrases such as "bigger than," "smaller than," and "same as."

TYING IT TOGETHER

Call on children to identify (or mark on their copies) some figures in the picture. They must listen to the rhyme clues to know which figure it is. Clues are as follows:



Rhyming Riddles

In this picture you can tell,
I have many shoes to sell.
(salesman)

Me, oh my, what can I do?
My feet won't fit in any shoe.
(Mr. F)

My baby and I are here for shoes
Which of these can my baby use?
(mother)

Other clues may be given. (e.g., Point to the person in the shoe store who is a lady or mother. The next person is a man wearing a suit. The last person is someone who cannot find shoes to fit his feet.)

ON THEIR OWN

Children may choose from the following activities:

Color Discrimination

Coloring their copies of Alpha Time Master #9, using colors named in the story or any other colors.

Classification

Using Alpha Time Master #9 for any of the following activities:

Drawing lines, connecting the shoppers to shoes they might like.

Marking all the ladies' shoes red.

Marking all the men's shoes blue.

Making a scrapbook, with pages reserved for special kinds of shoes (e.g., baby shoes, sport shoes, overshoes).

Dramatic Play

Using Picture Card 2 as a background for playing *Shoe Store*.

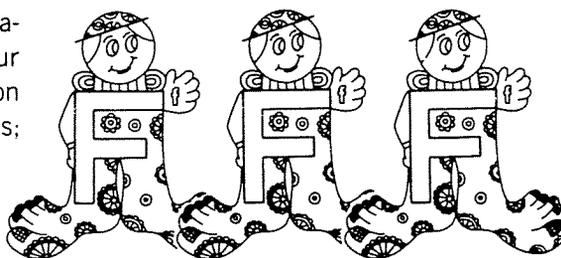
Art

Using clay or other construction material, to make different kinds of shoes—perhaps a pair that would fit Mr. F's Funny Feet.

1F₃

PLANNING AND PREPARATION: Huggable, Mr. F; crayoned outline of your (teacher's) feet on piece of construction paper; drawing paper, scissors, crayons; Alpha Time Master #10.

Optional: TeamMates



REMEMBERING FUNNY FEET

Hold up the crayoned outline of your feet.

Guess whose feet these are?

They are not Mr. F's Funny Feet!

Maybe these feet belong to one of us.

Let's take off our shoes. Then we will put our feet on these paper feet so that we can see to whom they belong.

Comparing Sizes

Mr. F, are these (Billy's) feet? Are they as large as (Billy's) feet? Are they smaller? Are they the same size?

Mr. F, are these (Helen's) feet? Are they as large as (Helen's) feet? Are they smaller? Are they the same size?

After the children have tried, place your feet on the outline. Let Mr. F discover that they are the same size.

Mr. F is right! They are *my* feet!

Using Visual Memory

Give each child two pieces of drawing paper so that he can trace his own feet. The children can then decorate the tracings to make them look like Funny Feet. Then they may show them to Mr. F. They can compare Mr. F's Funny Feet with their own.

REVIEWING DIRECTIONAL WORDS

Mr. F is so excited and so happy with all these paper feet that he wants us to play a *Follow Funny Feet* game.

Mr. F wants us to stand up holding the Funny Feet we made. Let's listen carefully. Mr. F will tell us what he wants us to do with our Funny Feet.

Following Directions By Playing A Game

The children may play the Follow Funny Feet game. The children follow Mr. F's directions by moving their Funny Feet according to his instructions.

Mr. F says:

*Developing directional
concepts:*

*up
down
around*

"Follow Funny Feet. *
Follow Funny Feet wherever they go.
They climb up.
They climb down.
They turn round and round.
Follow Funny Feet wherever they go."

Repeat the refrain, including directions such as climb up, climb down, skip round and round. Include the directional words practiced in the M lessons in the Munch And Move game.

TYING IT TOGETHER



Give each child a copy of *Alpha Time Master #10* to take home. Explain how it may be used.

You may trace one of your feet on this paper. You may trace one of your mother's feet on it too. Then you can see if your foot is bigger than your mother's—or smaller, or the same size.

Making comparisons

You may trace your father's foot on another piece of paper. Then you can see who has the biggest foot of all, and who has the smallest!

ON THEIR OWN

Children may choose from the following activities:

Measuring

Using a ruler or tape measure, some children may measure their own and their friend's feet. They may keep a record of each person's foot measurements.

Art

Drawing or painting a mural of *Funny Feet Land*. Everything in the picture must be shaped like a shoe or a footprint.

Map Making

Making a *Funny Feet Map* which shows the road to school. Footprints should start at the child's home and lead to the school.

Game

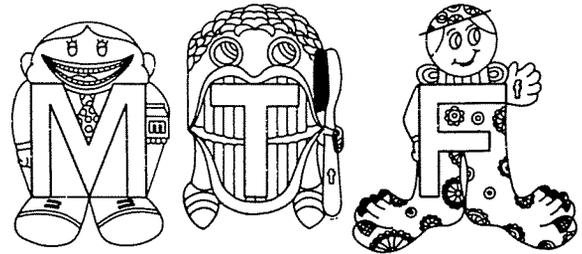
Playing *Follow the Funny Feet Road* board game. (Directions are in the *Games* section of manual.)

Optional

Do *TeamMate School Team Book* page 8 and assign *Home Team* page 8 for homework.

REVIEW

PLANNING AND PREPARATION: Huggables, Mr. M, Mr. T, Mr. F; an envelope containing a note; Alpha Time Master #11; Mr. M, Mr. T, Mr. F playing cards from Alpha Time Decks 1 and 2.



Stand the three Letter People so that their backs are turned toward the children.

REVIEWING THE IDENTITIES OF MR. M, MR. T AND MR. F

Let the children discover that the Letter People have their backs turned.

Why are the Letter People turned around?

Here is a note! Let's read it. Maybe we can figure out what is happening.

Here is what the first part of the note says.

Riddle #1

I love my snacks, my breakfast and lunch.
My mouth must always munch and munch.

Turn me around if you know my name.
That's how we play the guessing game.

Which Letter Person do you think wrote that? (Mr. M)

Which Letter Person may we turn around? (Mr. M)

Now listen to the next part of the note.

Riddle #2

I don't have any time to play.
I brush my Tall Teeth night and day.

Turn me around if you know my name.
That's how we play the guessing game. (Mr. T)

Riddle #3

My Funny Feet leave footprints on the ground.
Follow them up and down and all around.

Turn me around if you know my name.
That's how we play the guessing game. (Mr. F)

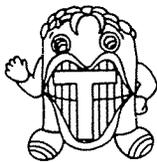
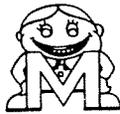
After the last Letter Person has been turned to face the class, all three Letter People may be turned around again—and the game continues.

Riddle #4

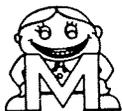
When I go to market, the manager smiles
As I munch my way around the aisles.

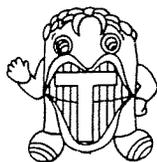
Turn me around if you know my name.
That's how we play the guessing game. (Mr. M)

Applying Reasoning Skills To Solving Riddles



Drawing conclusions





I go to the dentist and sit in his chair.
I give my teeth the best of care.

Turn me around if you know my name.
That's how we play the guessing game. (Mr.T)

Riddle #6



I went to the shoe store, but could not find,
Shoes or boots of any kind.

Turn me around if you know my name.
That's how we play the guessing game. (Mr. F)

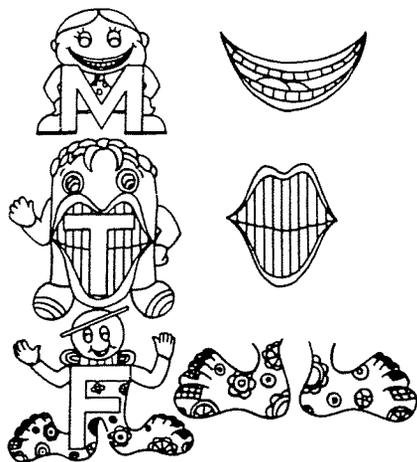
You might make up additional riddles. They need not rhyme, but might include things that happened in class with the Letter People—e.g., (John) used my tall toothbrush to measure how tall he was; (Ellen) made macaroni for me.

Show the children Mr. M, T and F's playing cards from Alpha Time Decks 1 and 2 and explain that they belong to the Letter People. The children will help each Letter Person in turn find the two cards that belong to him.

One of these cards is a picture of Mr. M. (Barbara), help Mr. M find his picture. One of these cards is Mr. M's Munching Mouth. (James), help Mr. M pick the card that shows his Munching Mouth.

Repeat procedure for Mr. T and for Mr. F.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #11. Help the children match each set of pictures: Mr. M and his Munching Mouth; Mr. T and his Tall Teeth; Mr. F and his Funny Feet.

Mr. M wants his Munching Mouth to touch him. How can we help him?

Mr. T would like to touch his Tall Teeth.

Mr. F would like to touch his Funny Feet.

Some of the children may want to draw connecting lines between each set of pictures. Others may want to cut out the pictures and place one above the other (e.g. Mr. M's Munching Mouth over Mr. M). Other materials such as string, straws or pipe cleaners may be used to connect the Letter Person with his characteristic.

ON THEIR OWN

Music

Children may choose from the following activities:

Playing a guessing game: All three Letter People must be nearby. Use the music for Mr. M, Mr. T and Mr. F (record #1, side A, band # 1, 2 and 3). The children work in pairs. One child puts the phonograph needle on any one of the three songs, as soon as the other child recognizes the music he runs to the Letter Person whose song it is. Then the roles are reversed.

Matching Picture And Symbol

Using the M, T, and F playing cards from Alpha Time Decks¹ and 2 to play one of the following games.

Game 1: The cards must be shuffled and then arranged in three groups of two matching cards each—i.e., *Mr. M* (Deck 1) and *Munching Mouth* (Deck 2); *Mr. T* (Deck 1) and *Tall Teeth* (Deck 2); *Mr. F* (Deck 1) and *Funny Feet* (Deck 2). For more challenge, a time limit may be set using an electric timer or hour glass.

Game 2: Two children each pick one Letter Person card from Deck 1. The other four cards are put into a bag. The children take turns picking a card out of the bag. The first person who picks the characteristic to match his Letter Person wins. (NOTE: As more Letter People are introduced, their corresponding cards may be added to the deck. Thus, 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.)

Art

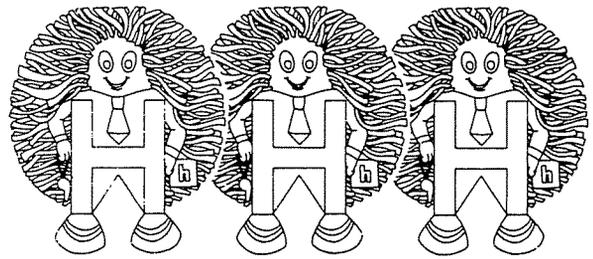
Making a collage of mouths, teeth and feet that have been cut out of periodicals. The cut-outs may be arranged any way the children like before they paste them down. This could be a class mural project if a large piece of paper is pinned along a wall or on a floor area where many children have room to work together.

1H1

PLANNING AND PREPARATION: Huggables, Mr. H, Mr. M, Mr. T, Mr. F; paper strips and clear plastic tape put together to simulate adhesive bandages, several for each child (real adhesive strips would be ideal); Alpha Time Master #12; Record #1.

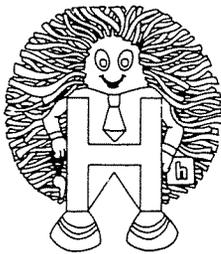
Optional: TeamMates

Place Mr. M, Mr. T and Mr. F in separate areas of the classroom. Hide Mr. H where he will be readily accessible.



MEETING MR. H

Hunting For The New Letter Person



There is a new Letter Person hiding somewhere in this room.

(Judy), is he hiding behind you?

Encourage the children to look behind each other to see where the Letter Person is hiding.

Is the new Letter Person hiding behind Mr. T?

Is he hiding behind Mr. M?

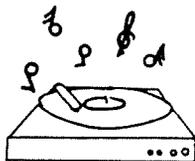
Behind whom could he be hiding?

Close your eyes and guess!

While the children have their eyes closed, place Mr. H behind Mr. F. Then tell them to open their eyes and look again.

Give the children a chance to talk to the new Letter Person and to guess his name.

Listening To Mr. H's Song



Play Mr. H's Song. (record #1, side A, band #4)

Discuss the song with the children.

What is the new Letter Person's name? (Mr. H)

What is special about him? (Horrible Hair)

What are some things Mr. H told us in his song?

How does his music make you feel?

Show us how Mr. H's music makes you want to move.

INTRODUCING MR. H'S HORRIBLE HAIR

Let's look at Mr. H.



Why do you think his hair is so long?

Mr. H says he is afraid to have his hair cut.

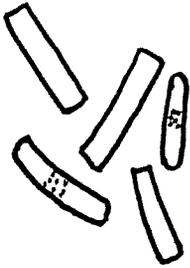
Why do you think he is afraid?

Mr. H has never had a haircut! Mr. H has Horrible Hair.

Ask Mr. H why he has never had a haircut.

Mr. H is always worried about cuts.

Give each child three paper bandage strips to use as you tell the following story:



When Mr. H was little, he was riding along on his bicycle. All of a sudden, the wheel hit a rock and—PLOP!—Mr. H fell down and cut his knee! He started to cry.

His mother said, "You cut your knee. That cut hurts!" Quickly, Mr. H washed his cut and put a bandage on his knee.

Following Directions



Tell Mr. H about a time you cut your knee. Put the bandage Mr. H gave you on your knee.

Mr. H didn't want to ride his bicycle anymore that day! He decided to cut out some pictures of horses instead.

Mr. H took his scissors and started to cut. . . and guess what? Poor Mr. H cut his finger! He started to cry because that cut hurt.

Quickly, Mr. H washed his cut and put a bandage on his finger.

Tell Mr. H about a time you cut your finger. Put the bandage Mr. H gave you on your finger.

Mr. H did not want to use his scissors anymore! He kept walking up and down, trying to decide what to do next.

He wasn't watching where he was going and—THUMP!—he bumped into a piece of furniture that had a sharp edge. Guess what happened? That's right! Another cut for Mr. H!

Where do you think Mr. H got his cut this time?

Let each child decide for himself where Mr. H got his last cut. Then he may place his bandage on it.

The next day, Mr. H's mother told him that he would have to have his hair cut! Mr. H cried and cried. He kept thinking of all the bandage strips he would need if his hair got cut. He thought he would need a bandage strip for each hair!

His mother said, "Haircuts don't hurt! Just try it!"

Mr. H said: "Cuts always hurt! I know they do! I cut my knee and my finger—and other parts of me too. And all those cuts hurt!"

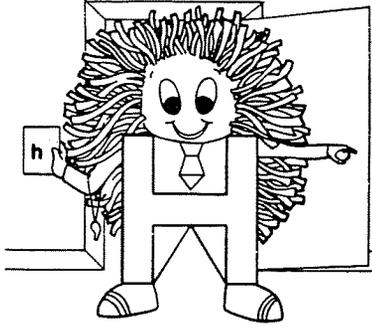
His mother said, "Mr. H, if you don't get a haircut, you'll always have Horrible Hair!"

And Mr. H said:

"No haircuts for me—
No sirrreee!
My Horrible Hair can stay horrible—
That's fine with me!"



TYING IT TOGETHER



Give each child a copy of Alpha Time Master #12.

Which Letter Person do you see in the picture? (Mr. H)

What is Mr. H doing?

What might he be thinking?

ON THEIR OWN

Children may choose from the following activities:

Picture Reading

Using their copies of Alpha Time Master #12 children tell each other about Mr. H.

Art

Decorating or coloring their pictures of Mr. H.

Music And Dance

Listening to Mr. H's song and learning the words. If a tape recorder is available, they might record their singing.

Dancing to the music with Mr. H.

Dramatic Play

Using Mr. H and the other Letter People, the children may introduce Mr. H to Mr. M, Mr. T and to Mr. F. Mr. M may tell Mr. H about his Munching Mouth; Mr. T may tell him about his Tall Teeth; and Mr. F may tell about his Funny Feet.

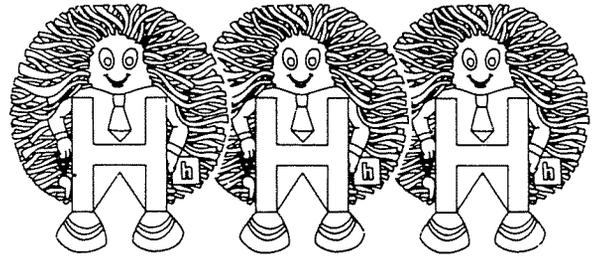
Optional

Discuss TeamMate School Team Book page 9 and assign Home Team page 9 for homework.

1H₂

PLANNING AND PREPARATION: Huggable, Mr. H; Picture Card 3; Alpha Time Master #13.

Optional: TeamMates



REMEMBERING MR. H

Teach the children the Hair Song, Tune: Do Your Ears Hang Low? encouraging them to dramatize it as they sing to Mr. H.

Singing A Song

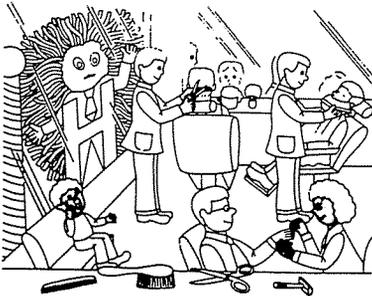


Does your hair hang low?
Does it grow and grow and grow?
Can you tie it in a knot?
Can you tie it in a bow?
Can you throw it over your shoulder —
Like a continental soldier?
Does your hair hang low?

Have the children sing the answer, dramatizing it as they sing.

Yes, my hair hangs low.
It can grow and grow and grow.
I can tie it in a knot.
I can tie it in a bow.
I can throw it over my shoulder —
Like a continental soldier.
Yes, my hair hangs low!

PICTURE READING



*Finding details
Drawing conclusions*

*Drawing
Conclusions From
Given Facts*

Locating information

Display Picture Card 3. Give each child a matching copy of Alpha Time Master #13.

What kind of place is this? (barbershop)

Whom do you see in the picture? (e.g. Mr. H, barbers)

Who is having his hair cut? (a man)

What is the barber using to cut hair? (scissors)

What is the lady in the picture doing? (filing nails)

What does she use to cut the man's nails? (nail file)

What does the barber use to cut (shave) the man's beard? (razor)

Where is Mr. H? (outside the shop)

Why do you think the boy is crying?

Give the children clues to help them identify some of the figures in the picture. As the figures are identified the children may mark them on their Alpha Time Master pictures. Clues may include the following:

Someone works in the barber shop. He is cutting hair. (Ellen), please show Mr. H the barber in the picture who is cutting hair.

Someone else works here. It is the manicurist. (Richard), please show Mr. H the manicurist in the picture.

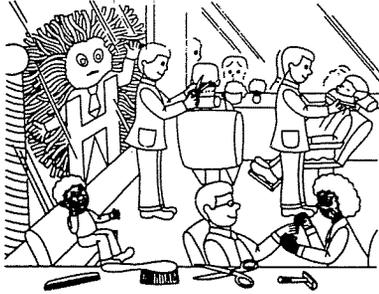
Someone is a customer in the barber shop. It is the man having a shave. (Sharon), please show him to Mr. H.

Clues may be phrased in a more abstract way for children who need more challenge:

Show us the person whose job it is to cut people's hair; to cut people's nails.

Show us the man who wants a hair cut. Show us the man who wants a shave.

TYING IT TOGETHER



Have the children complete the following rhymes:

Mr. H started to write some rhymes. He wants you to finish them.

You may look most anywhere.
Nothing is as horrible as my _____(Horrible Hair).

My hair is long and shaggy, but
I will never have it _____(cut).

ON THEIR OWN

Children may choose from the following activities:

Dramatic Play

Using Picture Card 3 for dramatizing "At The Barber Shop."

Classifying

Marking the things that have sharp edges on Alpha Time Master #13.

Counting

Looking at Alpha Time Master #13 and counting various objects, e.g., how many people there are; how many chairs.

Matching

Mr. H's playing cards from Alpha Time Decks 1 and 2 may be included in any of the games suggested in the *Games* section of the manual.

Art

Making a Mr. H collage; Draw a circle for Mr. H's head and paste pieces of string, wool, or cord along the top and sides of the head.

Sculpture

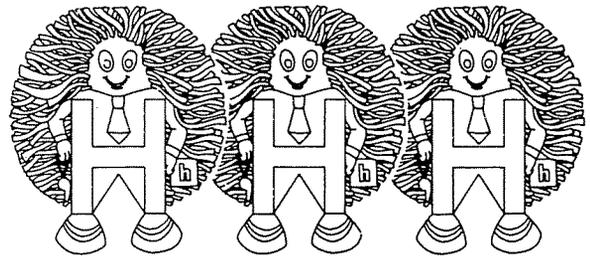
Making a Mr. H sculpture: Stick pipe cleaners and wires into a ball of clay and shape the wires so that they will look like Mr. H's head of Horrible Hair.

Optional

Do TeamMate School Team Book page 10 and assign Home Team page 10 for homework.

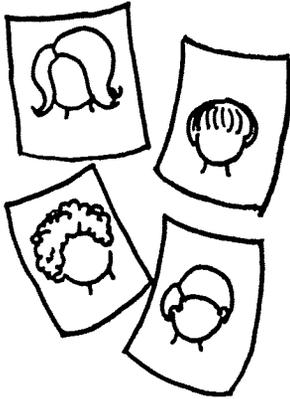
1H3

PLANNING AND PREPARATION: Huggables, Mr. H, Mr. M, Mr. F, Mr. T; Alpha Time Master #14; a selection of pictures showing different hair styles.



REMEMBERING MR. H'S HORRIBLE HAIR

Display pictures of hair styles. Have the children decide which hair styles would look best on Mr. H. Let one child select a picture of one of the hair-styles and pretend to be a barber who tries to persuade Mr. H to have a haircut.

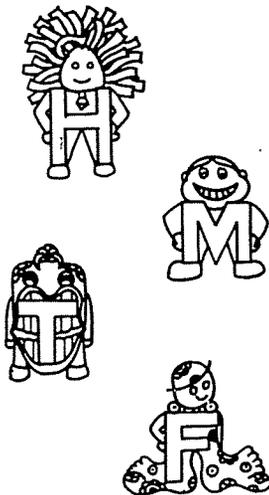


Make believe you are a barber and try to tell Mr. H that he should have a haircut. If you give Mr. H good reasons, maybe he will forget about being afraid.

Remind the children that Mr. H keeps refusing. He keeps saying:

"No haircuts for me—
No sirree!
My Horrible Hair can stay horrible—
That's fine with me!"

REVIEWING MR. M, MR. T, MR. F AND MR. H



Explain the Hiding Game to the children:

Mr. H wants all the Letter People to play a *Hiding Game* with him.

We will all close our eyes.

(Harry), you take *one* Letter Person out of the room with you. The rest of us will try to guess which Letter Person is hiding.

Encourage the children to think of which Letter Person is hiding by identifying the Letter People who are left in the room. Have the children think aloud as they figure out who is missing—e.g., I see Mr. M and his Munching Mouth. I see Mr. F with his Funny Feet. I see Mr. H with his Horrible Hair. It must be Mr. T who is hiding.

The child who did the guessing may open the door to see which Letter Person is hiding.

INTERPRETING A POEM

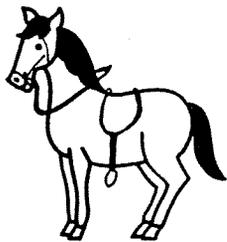
Mr. H liked the way you played his *Hiding Game*. Now, he wants all of us to ride his own special horse! What do you think Mr. H's horse looks like?

Let's ask Mr. H questions about his horse.

Have the children include questions about the horse's name, his color, his size and where he lives.

(Before reading the poem to the children, discuss the words "reins" and "saddle," explaining their purpose in riding. If possible, show the children a picture of a horse with a saddle and reins.)

Mr. H says one day someone was riding his horse. Something strange happened to the person riding the horse. Listen to the poem and see if you can discover what happened.



I am Mr. H's horse, as you can see.
Come to the farm and ride with me.
Put on my saddle, don't be slow.
Hop on my back, I'm ready to go.
Pick up my reins and hold them tight.
Turn me to the left, then to the right.
Now kick your foot and make me run.
Let's run and run and have some fun.

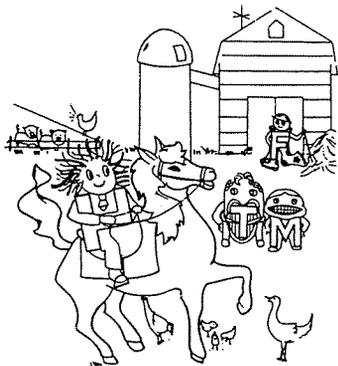
I'm galloping faster than before.
Why don't I feel you upon me any more?
I wonder what the trouble can be.
Whoops—where's that rider who was riding me?

Who is telling this story? (Mr. H's horse)

What do you think happened to the person riding the horse?

Reread the poem slowly, having the children dramatize it as you read.

TYING IT TOGETHER



*Positional terms:
on, under, in, behind*

Give each child a copy of Alpha Time Master #14. Questions such as the following will help the discussion:

Where are the Letter People? (on a farm)

Who is sitting on the horse? (Mr. H)

What animals do you see? (e.g., horse, pigs, chicken)

What animal is under the horse? (chicken)

What animals are in the pen? (pigs)

What building is behind Mr. F? (barn)

ON THEIR OWN

Children may choose from the following activities:

Crafts

Making wigs out of partly shredded crepe paper or cotton wadding.

Using copies of Alpha Time Master #14 as a background for a barnyard diorama.

Sorting

Cutting a variety of pictures of hair styles out of magazines and sorting them according to color, hair length, or texture. (e.g., wavy, straight, curly)

Classifying

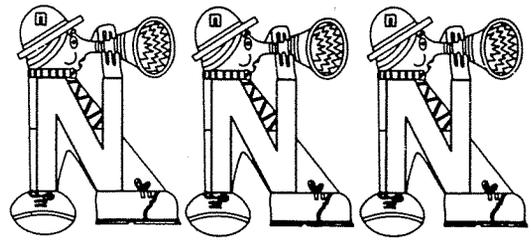
Making a scrap book or chart of pictures of horses or of farm animals.

1N1

PLANNING AND PREPARATION: Huggables, Mr. N, Mr. M, T, F, H; assorted noisemakers; Record #1, Alpha Time Master #15.

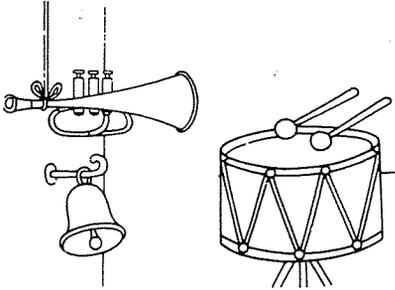
Optional: TeamMates

Collect a group of noisemakers (e.g. horn, drumsticks, bell), and place them in a large box or under a table so that you can produce them one at a time. Put Mr. N someplace where he will be hidden—but easily accessible.



MEETING MR. N

Experimenting With Noisemakers



Making Noises With Body Parts

Gather the children around you. Show them the first noisemaker (e.g. bell) and give them a chance to identify and discuss it.

How does the (bell) make noise?

Let several children use the (bell), and ask each one: "What are you going to let the (bell) make?" Then introduce the other noisemakers and have the children make noises with them.

Now we are going to make some more noises. This time, we will make noises by using parts of our bodies.

What kind of noise can we make with our hands? (clap)

Let's clap hands!

Have the children make noises with their hands, fingers, tongue, teeth and feet. Then have them stop at a signal from you.

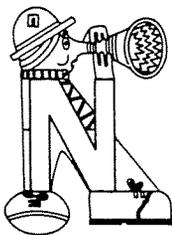
Can you stop clapping whenever you like? (yes)

Following Directions

When I hold up my hand, stop clapping.

Yes, you can stop!

Repeat, substituting clapping with snapping, stamping, emphasizing the fact that the children can stop when they want to. Tell the children about the new Letter Person they are about to meet. He makes a noise that he can not control.



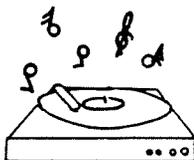
Now we will meet a new Letter Person. One part of his body makes noise all the time. Noise, noise and more noise! He wants the noise to stop, but he cannot make it stop. Close your eyes, and the other Letter Boys will bring him in. When you look at him, see if you can tell which part of his body makes noise all the time.

Have the children gather around Mr. N. Lead them to the discovery that Mr. N's nose looks like a horn.

Play Mr. N's Song (record #1, side A, band #5) for the children. After they listen to the words, they may move to the music.

What is special about Mr. N? (He has a Noisy Nose.)

Let's make noises for Mr. N's Noisy Nose. Take any of the noisemakers we used, and make noises for Mr. N and his Noisy Nose.



Be sure you ask Mr. N how he liked the noise you made for his Noisy Nose.

Developing Social Amenities: Introductions

Now, make noises for Mr. N by using a part of you body. (e.g., hands, feet)

Mr. N is not sure you know his name, and he doesn't know any of your names.

Give each child a chance to say: "Hello, Mr. N. I'm (John)." Make sure each child repeats Mr. N's name as he introduces himself.

REINFORCING THE CONCEPT OF NOISE

Mr. N would like us to sing and play a game about noises. Listen to the song first, and then we'll all sing it and make noises.

Singing The Noisy Song

Play or sing the Noisy Song to the tune of "Join In The Game." Then, the children may participate.

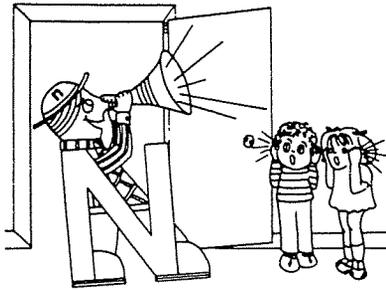


The Noisy Song

Let everyone make noise with me (noise, noise).
It's easy—as easy as can be (noise, noise).
Let everyone join in the game (noise, noise).
You'll find that it's always the same (noise, noise).

Before we sing, someone will ask Mr. N what kind of noises he wants us to make. He may want us to make noises with our bodies (e.g. clap or stamp) or with a noisemaker.

TYING IT TOGETHER



Distribute copies of Alpha Time Master #15.

• Who is in the picture? (Mr. N, a boy and a girl)

What are the children doing? (holding their ears)

Why do you think they are holding their ears?

How can we know how the children feel? (expression on their faces)

ON THEIR OWN

Children may choose from the following activities:

Crafts

Making noise makers of their own, using such materials as marbles in tin cans, bells, beans in boxes.

Classifying

Marking Alpha Time Master #15 with a different color for designated things such as hands, noses, legs, heads.

Art

Painting "noisy" and "quiet" paintings. Children would use sharp colors such as reds, yellows and bright violets for the noisy paintings, and pastels (greys, blues, and pale greens) for the quiet paintings.

Music And Dance

Listening to Mr. N's song (record #1, side A, band #5).

Dancing with Mr. N.

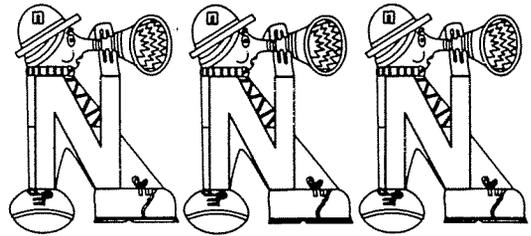
Optional

Discuss TeamMate School Team Book page 11 and assign Home Team page 11 for homework.

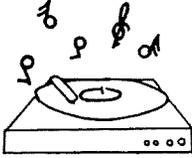
1N₂

PLANNING AND PREPARATION: Huggables, Mr. M, Mr. T, Mr. F, Mr. H and Mr. N; Record #1; Picture Card 4; Alpha Time Master #16; five small squares of blank paper.

Optional: TeamMates



REMEMBERING MR. N AND HIS NOISY NOSE



Playing A Noise-Guessing Game

Using context clues

Play Mr. N's Song. (record #1, side A, band #5) Let the children reacquaint themselves with Mr. N.

Tell the children that Mr. N wants to play a Noise-Guessing Game with them.

Mr. N is a noise specialist. He says he knows every noise in the world.

He can tell the sound a pencil makes when you tap it.

He can tell the sound a ball makes when you bounce it.

Use anything you like and make a noise with it. Mr. N will listen and listen. He will not peek. Then he will whisper the name of whatever is making the noise to someone in the class.

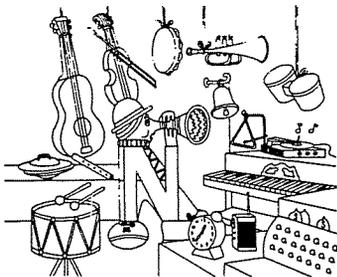
Let's play with Mr. N.

(John), you and Mr. N will close your eyes. You may put your hands over Mr. N's eyes so he can't peek.

(Mary), you pick something in the room and make a noise with it. Mr. N will whisper to (John) what he thinks made the noise. Then (John) will tell us.

Continue the game until several children have had a turn at closing their eyes and guessing for Mr. N.

PICTURE READING



*Talking about details
Locating information
Pictorial comprehension*

Hold up Picture Card 4 and give each child a corresponding copy of Alpha Time Master #16.

Where is Mr. N? (in a music store)

What kind of things are for sale here? (instruments)

What other things in this picture make a sound? (e.g. clock, cash register, radio, phonograph)

Show Mr. N one of the things and tell him about it. Tell him what kind of noise it makes. He loves different noises!

Call on children to point to objects in the picture by listening to descriptions of them. Clues such as the following may be used:

One of the noisemakers makes a ringing noise. (alarm, cash register)

Find the noisemaker that has money in it. (cash register)

Find the noisemaker that makes noise when you beat it with a stick. (drum, triangle)

Find the noisemaker who is a Letter Person. (Mr. N)

DISTINGUISHING BETWEEN FIRST AND LAST

Tell the children that they are going to help the Letter People get on line.

Each of the Letter People wants to be first on line.

Everytime they try to line up, there is trouble.

Taking Turns

Let's show them what happens when everyone tries to be first.

Ask five children to demonstrate what happens when each wants to be first on line.

Tell the Letter People why everyone can't be first at the same time.

What can the Letter People do so that it will be fair for each of them?

Lead the children to the conclusion that the Letter People should take turns being first. They may arrange the Letter People in line, giving each one a chance to be first. Each time, let them call out the name of the Letter Person who is first and the Letter Person who comes next.

Mr. T says that if he can't always be first on line, he wants to be last.

Let the children arrange the Letter People in line, putting Mr. T last.

Oh dear! There's trouble again. Now all the Letter People want to be last on line.

Once again, have five children demonstrate what happens when each wants to be last.

Why can't they all be last at the same time?

What can the Letter People do so that it will be fair for each of them?

TYING IT TOGETHER

Mr. N has thought of a game that we can help the Letter People play. In this game, each will have a chance to be both first and last on line.

Show the children how Mr. N's First and Last Game is played.

Use five small squares of paper. Let some children draw a simple outline of one of the Letter People on each square. Place the squares in a container.

One of us will pick a piece of paper from the container. The Letter Person whose picture is on that piece of paper will have a turn at being first. We will place him *first* on line.

Then one of us will pick another piece of paper. The Letter Person whose picture is on that piece of paper will have a turn being *last* on the same line.

We know who is both *first* and *last* on line. Where will the other Letter People go?

Continue the game so that other Letter People have a chance to be first and last.

ON THEIR OWN

Children may choose from the following activities:

Classifying

Using Alpha Time Master #16 to mark all the objects that ring; make noise when you blow in them, when you strike them, when you shake them; have strings; are made of metal; are made of wood.

Dramatic Play

Using Picture Card 4 and Mr. N in playing "Music Store."

Number Sequence

Playing a variation of the *First and Last* Game by writing numerals 1-5 on five squares of paper and then picking them one by one out of a box and lining up in order.

Matching

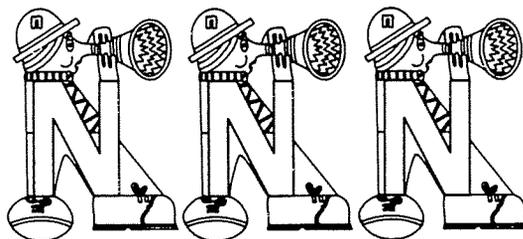
Mr. N's playing cards from Alpha Time Decks 1 and 2 may be included in the games described in the *Games* section of the manual.

Optional

Do TeamMate School Team Book page 12 and assign Home Team page 12 for homework.

1N3

PLANNING AND PREPARATION: Huggable, Mr. N; Alpha Time Master #17; crayons, colored paper, string, and other decorations.



TALKING ABOUT MR. N'S MAKE-BELIEVE FRIEND, NEEDLEDEENOOP

Gather the children around you and the Letter People to talk about make-believe friends and Needledeenooop.

Mr. N has a friend whom the other Letter Boys have never seen. Only Mr. N sees him.

Tell Mr. N about a make-believe friend you have.

Tell Mr. N about make-believe people on television, in the movies, or in storybooks.

Mr. N's make-believe friend is Needledeenooop.

Here is how Mr. N first met his friend Needledeenooop:

Listening To The Needledeenooop Rhyme

"What is that?" Mr. N said.
"What is hanging from my head?
Crash! Bang! Zowee! Oop!
It's my friend Needledeenooop!"

Mr. N picked up a broom,
And chased Needledeenooop around the room.
In and out and all about—
They turned the whole place inside out!

"What is that?" Mr. N cried.
"What is hanging from my side?
Clang! Buzz! Clatter! Oop!
It's my friend Needledeenooop!"

Mr. N picked up a broom,
And chased Needledeenooop around the room.
In and out and all about—
They turned the whole place inside out!

Listening Drawing conclusions

Needledeenooop nooped through the air.
Mr. N collapsed in a needlepoint chair.
"I give up!" Mr. N panted.
"Needledeenooop must be enchanted!"

Have the children ask Mr. N questions about Needledeenooop. They will enjoy repeating the name.

Reread the rhyme and have the children dramatize it. One child at a time might be Mr. N and chase Needledeenooop around the room.

Making Needledeenooops

Mr. N would like to see *your* Needledeenooops. After we make them, he will tell us if our Needledeenooops look like his.

Using a variety of materials, the children may make their versions of Needledeenooop.

TYING IT TOGETHER



Distribute Alpha Time Master #17.

Who is in this picture? (Mr. N)

What is Mr. N doing? (chasing Needledeenop)

What trouble is Needledeenop making?

How did the lamp tip over?

ON THEIR OWN

Dramatic Play

*Inferring Cause
And Effect
Relationships*

Art

Children may choose from the following activities:

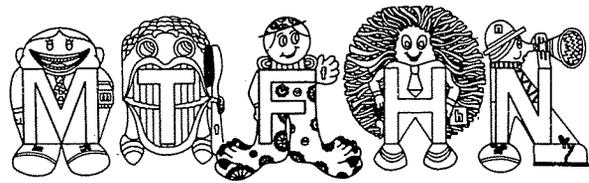
Creating a Needledeenop play in which an invisible Needledeenop plays pranks on an unsuspecting person.

Marking on Alpha Time Master #17 all the evidence of mischief Needledeenop has caused.

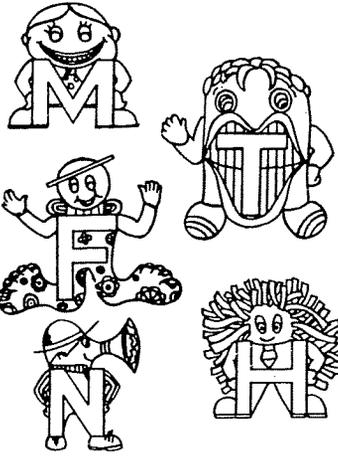
Drawing Needledeenop on Alpha Time Master #17.

REVIEW

PLANNING AND PREPARATION: Huggables, Mr. M, Mr. T, Mr. F, Mr. H, Mr. N and their playing cards from Alpha Time Decks 1 and 2; Alpha Time Master #18.



REMEMBERING MR. M, MR. T, MR. F, MR. H AND MR. N



Remembering a sequence.

Group all five Letter People together in an easily accessible part of the room.

All the Letter People are talking to one another. They are all glad to be here.

Which of the Letter People arrived first? (Mr. M)

(Jimmy), ask Mr. M why he is glad to be here.

Who came next? (Mr. T)

(Ann), ask Mr. T why he is glad to be with us.

Continue questioning Mr. F, Mr. H and, finally, Mr. N.

Have the children sing The Letter Song to the tune of "Bingo."

Singing A Letter Song



Following directions

We are a class that has some friends;

And these are their names, sir:

M, T, F, H, N!

M, T, F, H, N!

M, T, F, H, N!

And these are their names, sir.

Repeat substituting one clap for the letter M—i.e., "(clap), T, F, H, N!"

Repeat again, substituting two claps for the letters M and T—i.e., "(clap), (clap), F, H, N!"

Repeat again, substituting three claps for M, T and F—i.e., "(clap), (clap), (clap), H, N!"

Continue until all the letters have been replaced by claps—i.e., "(clap), (clap), (clap), (clap), (clap)!"

And these are their names, sir."

Tell the children that Mr. N would like to listen to riddles about himself and all the other Letter People.

Identifying The Letter Boys Through Riddles

Listen to each of these riddles and decide if it is about Mr. N, or if it is about one of the other Letter People. When you think you know which Letter Person the riddle is about, you may come up and hug him.

My Munching Mouth munches fast and slow.

I munch and munch wherever I go.

(Mr. M)

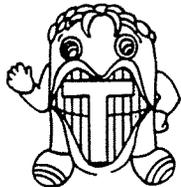
When you look at me,

Tall, tall, Tall Teeth are what you see.

(Mr. T)



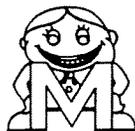
My Funny Feet run and hop.
My Funny Feet flip and flop.
(Mr. F)



No haircutting for me.
With Horrible Hair I'd rather be.
(Mr. H)



It's never quiet when I'm around.
My nose makes the noisiest sound.
(Mr. N)



The dentist is the one I went to see.
He showed me how to brush teeth properly.
(Mr. T)

Shoes, sandals and sneakers are fine;
But none fit feet that are like mine.
(Mr. F)

A barber is someone I'll never see.
Razors and scissors are not for me.
(Mr. H)

On Mondays, I shop for quite awhile.
I must munch up and down every aisle.
(Mr. M)

You played a Noise-Guessing Game with me.
I guessed your noises easily.
(Mr. N)

Matching Characteristics With The Letter People

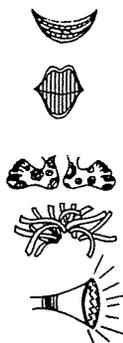
Show the children the playing cards for M, T, F, H, N Alpha Time Decks 1 and 2. Have them identify the pictures on each. Then, they may sort them and give to each Letter Person the playing cards that belong to him.

These cards belong to the Letter People, but they are all mixed up.

What pictures are here? (i.e., Mr. M, Mr. T, Mr. F, Mr. H, Mr. N, Munching Mouth, Funny Feet, Horrible Hair, Noisy Nose, Tall Teeth)

(Joey), give one of the pictures to the Letter Person to whom it belongs and tell him why it belongs to him. Then, you may call on someone else to pick a card.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #18.

Tell the children that the Letter People want to touch their special features. Some children may want to cut out the characteristic and paste it next to the Letter Person. Others may want to draw lines connecting the two. Still others may want to use pipe cleaners or tape to "touch" one to the other.

ON THEIR OWN

Children may choose from the following activities:

Matching

Using the playing cards for M, T, F, H, and N from Alpha Time Decks 1 and 2 for playing any of the card games suggested in the *Games* section of the manual.

Music

Using bands 1-5 on record #1, side A, the phonograph needle may be put on any spot on the record; the object is to see how quickly the music can be identified.

Crafts

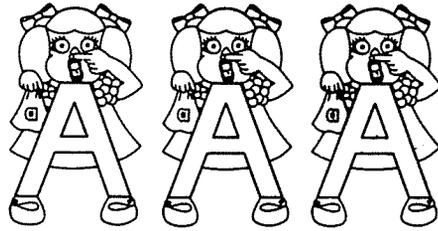
Making stick puppets by cutting out the Letter People on Alpha Time Master #18 mounting them on construction paper or oak tag, and stapling them to an ice cream stick.

1A1

PLANNING AND PREPARATION: Huggables, Mr. M; Mr. T; Mr. F; Mr. H; Mr. N; Miss A; Alpha Time Master #19. Records #1 and #3.

Optional: TeamMates

Display all the Letter People except Miss A. Conceal Miss A behind a closet door or outside the classroom. Record #3 (Meet Miss A, Side A—Band 1) should be in place, ready to be played.



MEETING MISS A

Gather the children around you to talk about what the Letter People have been doing:

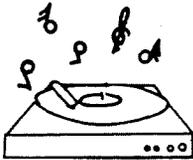
After you left school yesterday, those Letter Boys were just impossible! They wouldn't play. They kept saying, "We have nothing to do. We have nothing to do."

Talking About How It Feels To Have Nothing To Do

Tell one of the Letter People about a time when *you* had nothing to do.

Let several children discuss their experiences with the Letter People and with each other.

Listening To A Recorded Story



Let's listen to what happened when the Letter Boys had nothing to do. The Letter Boys will sit with us so they may listen too.

Play Meet Miss A (record #3, side A, band #1) up to the break in the story. When the story breaks (Mr. H sees the new Letter Person) reveal Miss A. Let the children examine the new Letter Person. Lead them to the conclusion that this is not a Letter Boy but a Letter Girl.

Discovering That Miss A Is A Girl Who Has A Special Sneeze

What can you tell us about the new Letter Person?

How is this Letter Person different from the others? (She's a girl.)

Why do you think the boys will be surprised to see her? (They are expecting a boy.)

What do you think her name is?

Let's listen to the rest of the story and find out what happens.

Play the record to the end of the story.

The children may want to join in the a'choo game at the end.



ESTABLISHING MISS A'S SPECIAL FEATURE, A'CHOO

Who is the new Letter Person? (Miss A)

Imitating Miss A's Sneeze

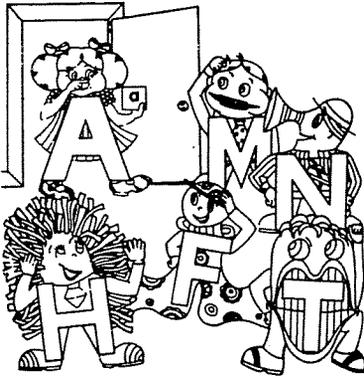
Remember to say Miss A's name when you talk to her. She wants to make sure everyone knows her name.



What is special about Miss A? (her sneeze)

Stand behind Miss A, and sneeze for her the way she sneezes.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #19.

Which Letter People are in the picture? (Miss A, Mr. M, T, H, F and N)

Look at the Letter Boys' faces. Their faces are telling us something without words. What are the faces trying to tell us? (how they feel)

How do the Letter People feel? (surprised)

Show us how you look when you are surprised.

ON THEIR OWN

Children may choose from the following activities:

Dramatic Play

Dramatizing the story of Miss A's arrival. The children may use the Huggables as actors.

Identifying Letter Characteristics

Circling or marking each Letter Person's characteristic on Alpha Time Master #19. (e.g., Miss A's sneeze (finger under nose), Mr. M's Munching Mouth)

Sequencing (1 to 6)

Writing the numerals 1-6 on each Letter Person on the Alpha Time Master according to the order of their arrival (e.g., Mr. M—1, Mr. T—2, Mr. F—3).

Listening

Listening to the recording of Miss A's story (record #3).

Story Telling

Retelling the story of Miss A. If a tape recorder is available, the stories may be recorded and shared with the rest of the class later.

Classifying

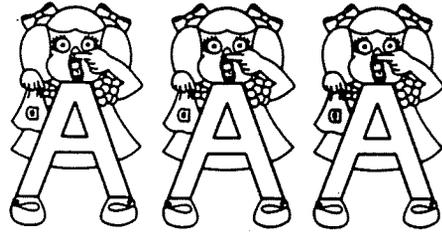
Finding pictures of groups of people and checking or circling the girls (or women).

Optional

Discuss TeamMate School Team Book page 13 and assign Home Team page 13 for homework.

1A₂

PLANNING AND PREPARATION: Huggable, Miss A; Alpha Time Master #20; The M, T, F, H, N, A Alpha Playing Cards from deck 1 and deck 2; Alpha Match board.



DISCUSSING MISS A'S SNEEZE

Gather the children around Miss A and you. Wiggle your nose as though you are about to sneeze.

My nose keeps wiggling and wiggling. It feels as though I have to sneeze, but no sneeze comes.

Demonstrating Wiggling And Tickling Noses

How does a wiggly nose look?

Let's see noses wiggle!

Now my nose is tickling and tickling. It feels as though I have to sneeze, but again—no sneeze!

How does a tickling nose look?

Let's see tickly noses!

Pretend Miss A is telling you the reason for the wiggling and the tickling.

Miss A says she knows who is making noses wiggle and tickle.

She says it is her sneeze. Her sneeze loves to tease. Her sneeze wants to talk to us.

Read the poem "Miss A's Sneeze" to the children.



I am Miss A's sneeze.
I love to tease and tease.
I am Miss A's sneeze.
I love to tease and tease.
I make Miss A say *ā, ā, ā* for a start.
And sometimes I stop before the 'choo part!
I am Miss A's sneeze.
I love to tease and tease.
Here I come to tease you too.
Ready now—sneeze!—*ā, ā, ā* 'choo!

*Discuss how Miss A's sneeze teases. Be sure the children say *ā, ā, ā* before the 'choo.*

Playing A Sneezing Game

Let the children dramatize the game The Teasing Sneeze.

Directions: Several children play the part of Miss A's sneeze. They run around the room, gently wiggling the other children's noses. These other children (the sneezers) pretend to start sneezing and keep saying "ā, ā, ā." Before they can say "'choo," the sneezes hold up their hands and say "Stop!" Any sneezers who forget and say "choo" are out.

EMPHASIZING THE SHORT "A" SOUND

Help the children sing Happy Miss A Has A Sneeze to the tune of Old MacDonald.

Singing A Song In Parts



Happy Miss A has a sneeze—
Ā, ā, ā, ā'choo!
 And with that sneeze she has a wiggle—
Ā, ā, ā, ā'choo!
 With an *ā, ā* here—and an *ā, ā* there.
 Here an *ā*—there an *ā*.
 Everywhere an *ā, ā!*
 Happy Miss A has a sneeze—
Ā, ā, ā, ā'choo!

We'll all sing together until we get to "With an *ā, ā* here." Then we'll sing it this way:

Group 1: "With an *ā, ā* here—"
 Group 2: "and an *ā, ā* there."
 Group 3: "Here an *ā*—"
 Group 4: "there an *ā*,"
 All Groups: "Everywhere an *ā, ā!*"

Repeat the song substituting words for "wiggle." (e.g., tickle, cold)

Note: A natural opportunity to reinforce the ā'choo presents itself anytime a child sneezes—by saying: "Miss A's sneeze is at it again! Let's hear a Miss A sneeze."

TYING IT TOGETHER



*Using Context Clues
 Locating Information
 Picture Reading*

Distribute copies of Alpha Time Master #20.

Whom do you see in this picture?

What are all the people doing? (sneezing)

Pick one person in the picture and tell Miss A what is making him (her) sneeze. (feathers, flowers, a cold, dust, pepper)

Sneeze the way the person in the picture sneezes.

Have the children identify the figures in the picture by listening to clues such as the following:

Show Miss A the person in this picture who is in bed; who is gardening; who is having dinner.

Show Miss A the person in the picture who is holding the pillow.

Show Miss A someone who is using a feather duster.

ON THEIR OWN

Cause And Effect

Children may choose from the following activities:

Using their copies of Alpha Time Master #20, some children may mark all the things that caused the sneeze. (i.e., the feathers, flowers, pepper)

Alpha Board Game

Using the *Alpha Match* game board and the M, T, F, H, N, A playing cards from Alpha Time Decks 1 and 2, the appropriate cards are laid on the corresponding pictures on one side of the board.

Matching

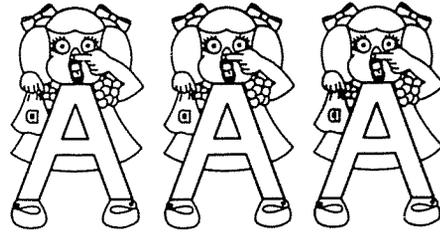
Playing any of the card games in the *Games* section of the manual, using the M, T, F, H, N, A playing cards from Alpha Time Decks 1 and 2.

1A3

PLANNING AND PREPARATION: The Huggables, Mr. T and Miss A; blocks; Record #1; Alpha Time Masters #21 and #22; scissors; a variety of collage materials.

Optional: TeamMates

Stand Mr. T and Miss A near one another. Clear the block corner so that the children have room to build a tall block tower. Since they will be playing a running game, provide enough clear floor space for this activity.



REMEMBERING MISS A AND HER A'CHOO

Tell the children that the Letter People complained to you about Miss A and her a'choo.

They say Miss A's a'choo causes trouble. What kind of trouble do you think an a'choo can cause?

Mr. T says he will tell us how Miss A's a'choo makes trouble. Let's listen and see if we think Mr. T is right.

Gather the children in the block corner with Mr. T. Tell the children the following story:

Listening To A Story

Mr. T was building a tall, tall tower. He put one block down. Then he put another one on top of it, then another one, and another and another and another.

Miss A said, "Mr. T, don't put any more blocks on top of your tall, tall tower. All the blocks will tumble down."

Mr. T said, "Don't worry, Miss A. I always build tall, tall towers. This will be the tallest tower I ever built."

Mr. T added another block and another one. The top of the tower started to shake. Just as the tall tower came tumbling down, Miss A suddenly sneezed. . . *Ä-Ä-Ä'CHOO!*

Mr. T was very angry with Miss A. He said, "Your sneeze made the tall tower tumble!"

Miss A looked upset. She said, "The tall tower tumbled because you made it too tall!"

Giving Reasons (Inferences) For The Tumbling Blocks

Why do *you* think the tall tower tumbled? Tell Mr. T and Miss A.

How can we find out whether Mr. T was right—or whether Miss A was right?

Have the children build tall towers to discover whether the towers tumble because of the sneeze, or because they are too tall.

Experimenting: What Makes The Block Towers Tumble?

(Barbara), (Jimmy) and (Joseph)—you may all be Mr. T. *You* start building a tall, tall tower.

(Anne), (Charlotte) and (Nicky)—you may all be Miss A. *As* your Mr. T builds his tall tower, *you* keep sneezing—a,a,a'choo, a,a,a'choo, a, a,a'choo.

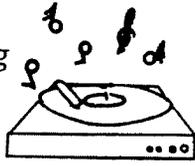


The rest of us will keep watching and see whether it is your *ă*'choo that makes the tower tumble—or whether it tumbles because there are just too many blocks.

Have the children tell Miss A and Mr. T what their conclusion is.

REINFORCING THE “Ă” SOUND IN A’CHOO

Listening To
Miss A’s Song



Playing The
A’choo Game

Let the children listen to Miss A’s Song (record #1, side A, band #6) several times. Encourage them to sing and move along with the music.

Adapt the game Duck-Duck-Goose and make it the Ă–Ă–Ă’choo Game. Have the children sit in a circle. Choose a child to be the Ă’choo. Explain the game to the children.

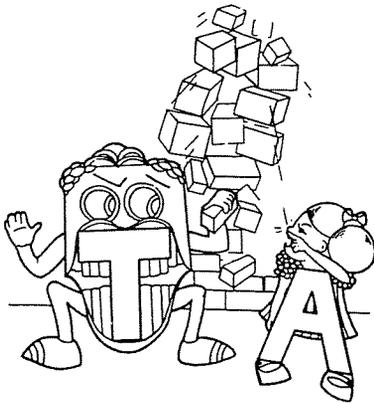
(Tommy) will be the Ă’choo. As Tommy walks around the outside of the circle, he will tap each child on the head as he passes.

As he taps, Tommy (the Ă’choo) will keep saying, “ăăă.” Then the *ă*'choo will tap one child on the head and say, “choo!”

The child who is tapped will leave his place and chase the Ă’choo all around the circle to see who will get back into the empty place first.

Continue the game, giving several children turns at being the Ă’choo.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #21.

Who is in the picture? (*Miss A and Mr. T*)

What is Miss A doing? (*sneezing*)

How do you think Mr. T feels?

What happened when we built tall, tall towers?

Have each child use paper and other art materials to make his own version of Miss A’s Ă’choo. Distribute paper, scissors, paste and collage materials.

You know how Miss A’s sneeze sounds. Now how do you think her sneeze looks?

We can use some paper and other materials to make an Ă’choo. Make it the way *you* think an Ă’choo looks.

You may cut it out if you like, or you may use the whole paper. You may paste on as many things as you like.

When the Ă’choos are finished the children may fly them around the room.

Sometimes the Ă’choo wants to fly very high. Fly your Ă’choo very high. Show us where an Ă’choo is when it is up *high*.

Follow this same procedure for other positional terms (below, on top of, underneath, inside, next to).

NOTE: Alpha Time Master #22 is a letter to parents explaining the progress the children have made thus far with ALPHA TIME. This letter may be sent home with the children at this time.

*Understanding
Positional Terms
(High, Low, Under).*