

ON THEIR OWN

Children may choose from the following activities:

Music And Dance

Listening to (or dancing to) Miss A's music (record #1, side A, band #6).

Learning Miss A's song and recording it if a tape recorder is available.

Counting

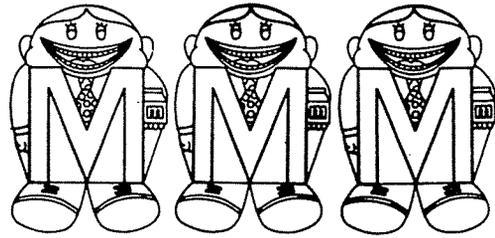
Building a tall block tower and counting how many blocks it has before it tumbles. Counting the blocks in the tumbling tower on Alpha Time Master #21.

Optional

Do TeamMate School Team Book page 14 and assign Home Team page 14 for homework.

2M₁

PLANNING AND PREPARATION: Huggable, Mr. M; Record #5; stamped air mail envelope containing a piece of letter paper and addressed to Mr. M at your school (to be used again in the next lesson); Mr. M's Picture Squares; a bag for Mr. M (a shopping bag is ideal, but any bag, paper or plastic, will do); Alpha Time Master #23.



Optional: TeamMates

Before the lesson starts, perhaps as the children come in—or during rest period, play Mr. M's music (record #1 side A band 1) to set the mood for a discussion about Mr. M.

MR. M GETS A SOUND

Hold up Mr. M's air mail letter—so that all children can see it and begin to talk about it.

Discussing Mr. M's Air Mail Message

Something is written on this envelope. It says AIR MAIL! What does that mean?



How can we tell who is supposed to get this message? (address)

Tell the children that the message is for Mr. M. Encourage them to talk to him about it.

Ask Mr. M if he was expecting a message.

Ask him if he knows who sent the message.

Remove the letter from the envelope and show it to Mr. M, and read it to the children:

Listening To Mr. M's Message

Dear Mr. M,

This is a message from Letter People Land where all the Letter People are born. I hope you are having fun in the classroom. You were sent to this class to do a job. You have to make a sound. You will have your own special sound to say. None of the other Letter People may use your sound.

Mr. M, do not worry. We will always help you to remember your own special sound. Just remember what is special about you. It is your Munching Mouth. You will never forget about your Munching Mouth. You get your own special sound from the words Munching Mouth.

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

What is special about Mr. M? (his Munching Mouth)

Have the children say "Munching Mouth" for Mr. M several times. Show them how to press their lips together, emphasizing the M sound.

Emphasizing The Initial Sound In Munching Mouth



We will all say Munching Mouth for Mr. M. We are going to say it in a special way.

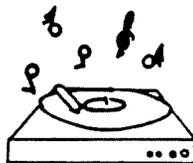
Tell Mr. M that his sound is the first thing he hears when he says *munching*, and the first thing he hears when he says *mouth*. We will have to find lots of things that start with the same sound that starts *Mmmunching Mmmouth*.

NAMING OBJECTS THAT START WITH THE INITIAL M SOUND

Discovering That
Mr. M's Picture
Squares Start With
The Same Sound
As Munching Mouth



Listening To
"Prove It"



Show the children Mr. M's Picture Squares (i.e., monkey, milk, man, moon, mouse).

Pick any one of these pictures and tell us what it is.

Show your picture to Mr. M and tell him what it is.

Repeat this procedure for all the pictures.

Have a child point to each of Mr. M's Picture Squares as the class repeats its name for Mr. M. Encourage them to emphasize the initial M sound.

Why does Mr. M especially like these words? (They begin with the same sound as Munching Mouth.)

Show the children the bag you have prepared for Mr. M, and explain that Mr. M would like to keep in it all the things that begin with his sound.

Play the Prove It sequence on record #5, side A bands 1 and 2. Band 1 describes the Prove It procedure, and band 2 introduces the Prove It Song. Note: The Prove It process is a very important part of the learning experience. The children should "Prove It" throughout the program.

What helps Mr. M remember his sound? (Munching Mouth)

How can Mr. M be sure that *monkey* starts with his sound? (Children may refer to the record if they are not sure.)

We'll have to prove this word to Mr. M by saying *Munching Mouth* and then *monkey*. Tell Mr. M to watch how our lips are pressed together as we start the words.

Let's prove another word that starts with Mr. M's sound.

Follow the same procedure for the remaining Picture Squares. When the children are comfortable with the procedure play band 3 of the record letting the children participate in the Prove It Song.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #23.

Name all the things you see in this picture (matches, money, mittens, mountains, macaroni, mushrooms). Prove to Mr. M that they each start with his sound.

Why is Mr. M's Munching Mouth here?

Mr. M would like his Munching Mouth to touch something that begins with his sound. How can you make his mouth touch something? (Draw a line; cut and paste; attach a string.)

ON THEIR OWN

Children may choose from the following activities:

Sound Discrimination

Looking at Mr. M's filmstrip, *Meet Me At The Market*, and naming some things that begin the same way as Munching Mouth.

Doing the same while looking at the storybook, *Meet Me At The Market*.

Music

Playing Mr. M's Song (record #1, side A, band #1) and listening for words that begin with Mr. M's sound.

Playing and participating in the Prove It Song (record #5, side A).

Visual Memory Game

Playing Mr. M's Song (record #1, side A, band #1) and listening for words that begin with Mr. M's sound.

Playing a remembering game with Mr. M's Picture Squares: the object of the game is to remember the position of the Picture Square.

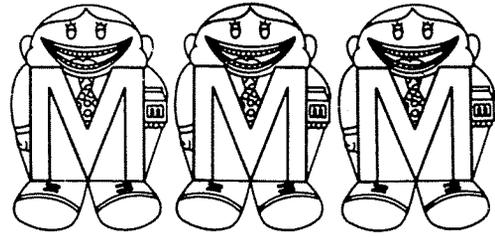
1. All five Picture Squares are placed face up.
2. Players look at the Picture Squares and try to remember the position of each picture.
3. Turn Picture Squares face down.
4. One player at a time points to one square at a time calling out the picture he thinks it is.
5. As each picture is called it is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

Optional

Do TeamMate School Team Book page 15 and assign Home Team page 15 for homework.

2M₂

PLANNING AND PREPARATION: Huggable, Mr. M, Record #5; Mr. M's bag; Mr. M's Picture Squares; magazines; drawing paper; scissors; crayons; clay; paint; paste; pipe cleaners; Alpha Time Master #24.



REMEMBERING OBJECTS THAT BEGIN WITH MR. M'S SOUND

Show the children Mr. M's bag.

Mr. M wants us to fill his bag. He says, "Please fill it with things that start with my Munching Mouth sound."

Talking About What Belongs In Mr. M's Bag

What things can we use to fill Mr. M's bag?

Tell the children to take one of Mr. M's Picture Squares (e.g., monkey) and prove that it belongs in Mr. M's bag.

All the things that start with the same sound as Munching Mouth may go into Mr. M's bag.

(Jane), Mr. M likes the picture of the (monkey). How can you prove that it may go into his bag? You say *Munching Mouth—monkey*.

Where can we find *other* things that belong in Mr. M's bag?

What things can we make?



Making Things For Mr. M's Bag; And Proving Each One

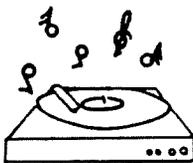
Let the children decide for themselves whether they want to look through magazines and cut out pictures of things that start with the same sound as Munching Mouth—or whether they want to draw, paint, or make things out of clay, pipe cleaners and other art materials. They must prove that each thing may go into Mr. M's bag.

Before you tear or cut a picture from a magazine, show the picture to Mr. M. Then Prove It by saying *Munching Mouth* and the name of the picture.

Together, the child and Mr. M decide if the picture may go into the bag. Follow the same procedure for the children who are making or painting objects for Mr. M's bag. When the children have finished cutting or making the objects, they are ready to put them into Mr. M's bag.

Participating In The Prove It Song

Before we put things into Mr. M's bag, let's Prove It to him with the Prove It Song (record #5, side A, band #3).



Whenever possible, help the children to rename objects so that they may go into Mr. M's bag. Anything that a child can prove may go into the bag (e.g., if he says a dime is "money").

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #24. Have the children name each item shown in the picture (i.e., moon, mouse, marshmallows, man, mailbox, milk, monkey). Make sure they realize that Mr. M is shown holding his bag. Let them decide whether or not each item shown may go into Mr. M's bag and Prove It.

Look at the pictures.

Name a picture that may go into Mr. M's bag.

ON THEIR OWN

*Auditory
Discrimination*

Art

Logical Thinking

Children may choose any of the following activities:

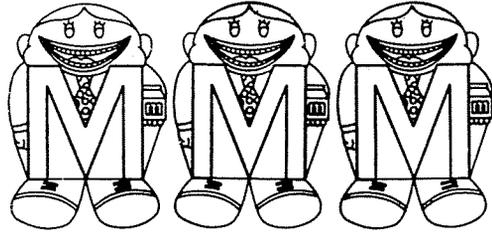
Playing the Prove It Song and proving more words or objects for Mr. M.

Making a gigantic Munching Mouth by drawing the outline of a mouth on the side of a carton and painting it. An opening may be cut in the middle for the children. Objects or pictures that start the same way as Munching Mouth may then be "fed" into the Munching Mouth.

Using Mr. M's playing cards from Alpha Time Decks 1, 2, and 3, children may tell Mr. M why these cards belong to him. (i.e., They show his picture, his Munching Mouth, and something that starts with the same sound as Munching Mouth.)

2M3

PLANNING AND PREPARATION: Huggable, Mr. M; Mr. M's bag with contents; Mr. M's Picture Squares; Mr. M's air mail letter (from previous lesson); Alpha Time Master #25; one red crayon and one green crayon for each child; Mr. M's playing cards (one from each of the four Alpha Time Decks); Mr. M's Alpha Time Puzzle.



IDENTIFYING THE UPPER AND LOWER CASE LETTER M

Put your arm around Mr. M. Tell the children that Mr. M is sad. Explain that Mr. M doesn't understand how he can be in so many different words at the same time.

Mr. M says he understands about his sound, but he doesn't understand how he can be in this word and that word, and in so many other words, all at the same time.

Pretend to reread Mr. M's air mail letter from Letter People Land.

Let me see. Hmmm, hmmm, hmmm. Let's listen and see if we understand. It might be hard to make Mr. M understand.

The note says, "Mr. M, *you* are not going to be in the words. Just your *letter M* will be in words. When we see your letter M we will know it belongs to you. The M must make the sound that starts Munching and Mouth. Mr. M, your letter is easy to see. The letter M is part of your body."

Gather the children around Mr. M.

Mr. M still does not understand where his letter M is.

We'd better show Mr. M's letter to him.

*Discovering The
Capital Letter M
On Mr. M's Body*

Have the children point to the capital letter M and trace it with their fingers.

Write the letter M on the board. Write two or three words using capital M (e.g., man, mug, milk) below it to show how the letter M can be in many words at the same time.

Introduce the lower case m by telling the children that Mr. M has another kind of letter.

*Discovering The
Lower Case M On
Mr. M's
Milk Container*

This is one way the letter M looks. This is the way it looks when it is capital M. Sometimes Mr. M's letter looks another way. Do you see another letter for Mr. M? Ask Mr. M where the other letter is.

Have several children trace the lower case letter m on Mr. M's milk carton.

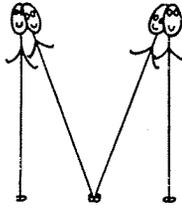
Write the same three words on the chalkboard as before, this time using the lower case m.

Forming The Letter M

Mr. M has a good idea. He says that we can make his capital letter M by using our bodies. Each of us can be a different part of his letter.

Let's look at and touch his letter M and see how many parts we will need.

Help the children to discover that the letter M is made up of four straight lines. Have four children demonstrate for the class how to make the capital letter by lying on the floor.



(Mary), (John), (Barbara) and (Jim), you make the capital letter M for us. First, decide which part of the capital letter M each of you is going to be.

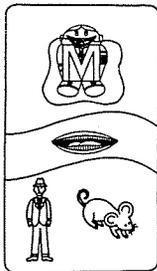
When you lie on the floor, you must keep your bodies very straight and stiff—just like the lines in Mr. M's capital letter.

The rest of us will look at Mr. M's letter and make sure your M looks like his.

If the letter was incorrectly made, ask a child to help the others.

Have the rest of the children form groups of four. Each group may form a capital letter M.

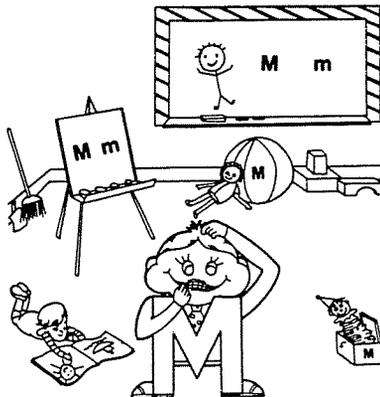
Working With Mr. M's Puzzle



Show Mr. M's Alpha Time Puzzle to the children. Have them remove one piece at a time and tell what it is. (i.e., Mr. M's capital letter; Mr. M's Munching Mouth; Mr. M's pictures that begin with Mr. M's sound) Before the children replace the pieces they may give reasons why each piece belongs with Mr. M (e.g., Mr. M has a Munching Mouth; it belongs to him. The pictures on the puzzle start with Mr. M's Munching Mouth sound. . . monkey—Munching Mouth; moon—Munching Mouth).

Use Mr. M's playing cards from Alpha Time Decks 1, 2, 3, and 4, and have the children match the pictures on the cards with the puzzle pieces.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #25 and a red and green crayon for marking his picture. Discuss the picture.

What room is this? (a classroom)

What are some things you see in the room? (e.g., child, easel, ball)

Mr. M's capital letter M can be seen in many places in your picture.

When you find the capital letter M, put a mark on it. Use the red crayon.

Now look for a lower case letter m and put a green mark on it.

Find as many M's as you like and put marks on them. Then show your picture to Mr. M.

Pictorial comprehension:
details
locating capital and lower
case M

ON THEIR OWN

Children may choose from the following activities:

Motor Coordination

Using Mr. M's Alpha Time Puzzle.

Letter Tracing

Using copies of Alpha Time Master #67 to trace the upper and lower case M.

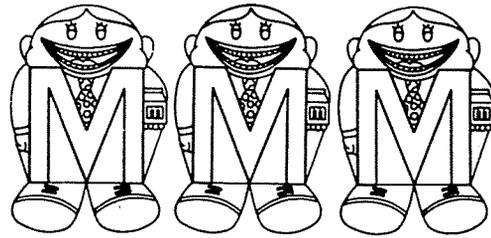
Painting the letter M on paper, or drawing it on the chalkboard.

Matching

Matching puzzle pieces with Mr. M's four playing cards.

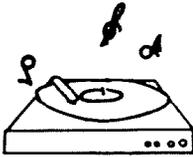
2M4

PLANNING AND PREPARATION: Huggable, Mr. M; box of uncooked macaroni, salt, water, cooking pot, pot holder, measuring cup and spoon; art materials; Alpha Time Master #26; blue crayons for each child; Record #4.



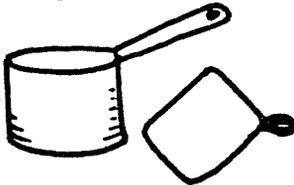
COOKING MACARONI FOR MR. M

Recalling Story Of The Munching Monday Market

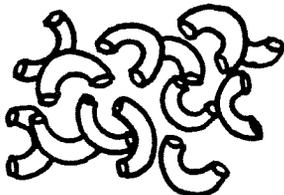


Drawing Conclusions From Given Facts

Following Cooking Directions



Using Descriptive Language:
hard—soft
rough—smooth
cold—warm



Hold up the box of macaroni, and tell the children that it was sent by the manager of the Munching Monday Market.

Today, boxes and boxes of macaroni came to our school. They were sent by the manager of the Munching Monday Market. He cannot sell the macaroni.

Help the children to recall details of Mr. M's adventures in "Meet Me At The Market" by playing record #4, side A, band #1.

What happened to Mr. M at the Munching Monday Market?

What did Mr. M say about the macaroni? (It tasted awful.)

Why do you think the manager is having trouble selling the macaroni? (Mr. M told all the people that the macaroni in that market tasted awful. Since then, no one will buy macaroni there.)

The manager put up signs that said "Free Macaroni." Even so, no one would take his macaroni. The manager said it was Mr. M's fault.

Why did Mr. M think the macaroni tasted bad? (It was not cooked.)

The manager asked if we would please cook some of his macaroni and tell everyone how it tastes.

Let the children do as much of the planning and preparation as practicable. If possible, help the children cook some macaroni in the classroom for them to taste.

Read the instructions on the macaroni box aloud. Let the children decide how they will measure the macaroni, water and salt. Have them decide what equipment they will need. (measuring cup and spoon, pot, etc.)

Let the children look at and touch the uncooked macaroni. Have them use words to describe how it feels (e.g., hard, crumbly, rough, cool). They may then compare it with the cooked macaroni. Have them use words to describe how it feels (soft, slippery, warm).

Let each child taste some of the macaroni after it is cooked. Help the children to think of words that describe how it tastes. List their words.

Distribute paper and art materials. Let each child make his own sign.

What can the signs say? (e.g., MACARONI IS MIGHTY TASTY. . . . YUM, YUM, YUM)

TYING IT TOGETHER



*Pictorial comprehension:
talking about details
drawing conclusions
visual discrimination
for size*

Talking About Safety

Distribute copies of Alpha Time Master #26. Discuss the picture with the children. Questions such as the following might stimulate a discussion of safety in the kitchen:

What room is this? (kitchen)

What is cooking on the stove? (a pot of water, macaroni)

What would happen if you touched the pot while it was hot? (hands would burn)

What should the woman use when she wants to take the hot pot off the stove? (pot holder)

Why must she be careful to keep clothing, paper and her hair away from the flame? (A fire could start.)

How else can a fire start in the kitchen?

What should the woman tell her baby about touching the handle of a pot on the stove?

What should she tell the baby about matches? About sharp knives? About putting cleaning fluids in his mouth?

Today Mr. M likes blue. Let's mark a lower case letter m with a blue crayon. Find some more lower case m's and mark them with a blue crayon.

ON THEIR OWN

Children may choose from the following activities:

Sound Discrimination

Finding, saying and marking items that begin with Mr. M's sound on Alpha Time Master #26.

Location

Using Alpha Time Master #26 to find items that are (a) on the table, on the chair and on the stove; (b) inside the glass, inside the box and inside the pot.

Shape Discrimination

Marking all the things on Alpha Time Master #26 that have the shape of circles and squares.

Mathematics

Counting

Estimating

Weighing

Filling a small jar with macaroni and guessing the number of pieces of macaroni it contains. Then counting the pieces to see how close the estimate was.

Weighing macaroni and putting it into boxes.

Following Directions

Preparing other foods by following recipes. Some foods that don't require cooking are powdered soft drinks, lemonade, vegetables, salad, dressing, fruit salad, butter, whipped cream, and instant puddings.

"Reading" Along (Audio Visual Coordination)

Listening to "Meet Me At The Market" (record #4, side A, band #1) while looking at the storybook or the filmstrip.

2M₅

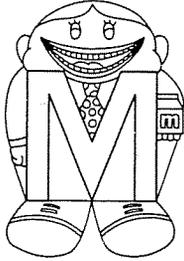
TEACHER OBJECTIVES:

- To reinforce the characteristic and sound of Mr. M.
- To introduce the children to the months of the year.
- To familiarize the children with the calendar.

PERFORMANCE OBJECTIVES:

- The child will demonstrate an awareness of the calendar.
- The child will demonstrate an awareness of the names of some of the months.
- The child will say words with the *m* in the initial position.

DEVELOPMENT



Mr. M made special booklets for us.

Distribute the Mr. M *All About Us* booklets to the children.

Look at the front of the booklet.

Find the words at the top.

Mr. M wants us to listen to them.

Point to the words, "All About Us."

Read them to the children.

Which Letter Person's picture do you see? (Mr. M)

Whose picture do you think is next to Mr. M?

Mr. M says that the words under the pictures will tell us.

Read aloud, "Mr. M has a friend."

Let's ask Mr. M who his friend is.

Have several children ask him.

Pretend he wants to talk to you.

Mr. M says he wanted to draw a picture of each of us, but it was too hard.

He wants you to help him make the picture look like someone you know.

If you want the picture to look like you, color the hair the same color as your hair.

Color the eyes the same color as your eyes.

Make the shirt look like a shirt you have.

What did Mr. M forget to draw on the face? (a mouth)

You can make the mouth look like your mouth.

Remember, you do not have to make the picture look like you.

It can look like anyone you wish.

Give the children the opportunity to complete the picture.

Have them open their booklets.

Point to the first sentence on the left-hand side.

Read it to the children: "Mr. M has a munching mouth."

Mr. M put a picture in the sentence to help him remember what it says.

Point to the rebus of the munching mouth in the sentence.
You may want the children to pretend to reread the sentence with you.

Explain that Mr. M wrote something important in the next sentence.

Read aloud, "Mr. M's favorite month is March."

Discuss with the children the months of the year. Introduce the word *calendar*. Talk about months as they relate to the seasons of the year.

What is Mr. M holding? (a calendar)

What month do you think he is looking at? (March)

What did Mr. M tell us? (His favorite month is March.)

Why do you think Mr. M likes to talk about months?

Why do you think his favorite month is March? (Months and March start with the same sound that starts munching mouth. Stress the m in months, March and munching mouth.)

Mr. M took this whole page to tell us about himself.

He told us he has a munching mouth.

He told us his favorite month is March.

Mr. M says the next page is for us to tell him about ourselves.

Look at the next page.

Put your finger on the dotted line.

Write your name on the dotted line for Mr. M to see.

Select a child's booklet and read his/her sentence. (e.g., Patsy has a mouth.)

Read several other children's sentences.

Have them turn to the back of the booklet.

Let's listen to what Mr. M wrote at the top.

Read aloud, "Let's talk about months."

Where did Mr. M put all the months? (on the clothesline)

Find the clothesline closest to the little bird.

Put your finger on the first month.

Its name is January.

Let's say it for Mr. M to hear.

Continue this procedure with the remaining eleven months.

Mr. M has listened to us say the name of each month.

He heard two names that start with the same sound that starts "munching mouth."

What are they? (March and May)

He wants each of us to choose a favorite month.

Give the children the opportunity to discuss reasons for preferring one month rather than another (e.g., birthday, holiday).

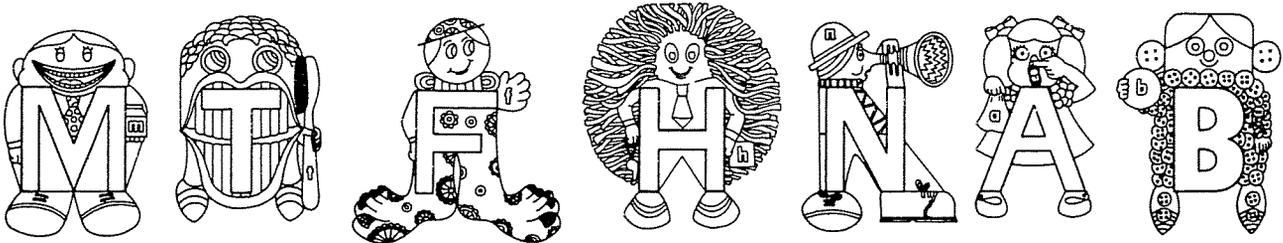
Have the children open their booklets.
Refer them to the second sentence on the right-hand page.
Explain that Mr. M wants them to use this sentence to write their names and favorite months.

Have them write their names on the dotted line.
You may want to mention the apostrophe s. It is not necessary to go into anything more than a superficial explanation.

Explain that the sentence is not finished. To prove this, select a child's booklet and read the sentence aloud. (*e.g.*, Carol's favorite month is .)

*Mr. M says he knows why the sentence isn't finished.
It doesn't tell what Carol's favorite month is.*

Read several other sentences, following the same procedure.
Explain that some children may finish the sentence by dictating the name of their favorite month for you to write.
Others may be able to copy the name of their favorite month.
Some may wish to draw a picture of something they associate with their favorite month.
When the sentences have been completed, read several aloud.
You may wish to prepare a timeline depicting the months of the year.
Encourage the children to take booklets home.
Have them ask members of their family to tell Mr. M their favorite months.



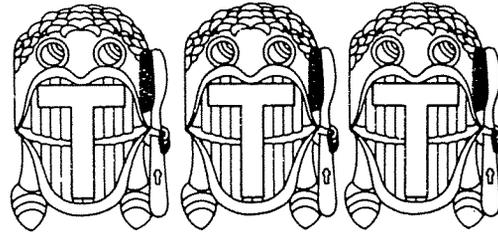
2T₁

PLANNING AND PREPARATION: Hug-gable, Mr. T; Mr. T's Picture Squares; a bag for Mr. T; scarf; ruler, yardstick or other stick; Record #5; paper plate with

Tall Teeth drawn on it; Alpha Time Master #27.

Optional: TeamMates

Wrap Mr. T's Picture Squares in the scarf. Tie the scarf to a ruler, yardstick or other kind of stick so that it looks like a hobo stick. Rest this hobo stick against Mr. T. Play Mr. T's song (record #1, side A, band #2) to set the mood for Mr. T.



HEARING THE T SOUND IN TALL TEETH

Let the children discover Mr. T and his hobo stick.

Mr. T has packed his things. He is leaving. He says he won't stay unless he may have the same thing that Mr. M has.

What could Mr. T mean? (Mr. T would like a sound.)

From what did Mr. M get his sound? (Munching Mouth)

Why won't Mr. M ever forget his sound? (Mr. M's Munching Mouth is his special feature.)

How can Mr. T find a sound that he will never forget?

Lead the children to the conclusion that Mr. T can get his sound from his Tall Teeth.

Say Tall Teeth for Mr. T so that he can hear the first sound when you say *tall*, and when you say *teeth*.

Where is your tongue when you say *tall*, and when you say *teeth*?

Help the children discover that when they make the T sound in Tall Teeth, their tongues are behind their upper teeth.

Call attention to Mr. T's scarf.

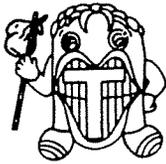
Mr. T says he doesn't remember what he put in the scarf. He wants you to open his scarf and show him each thing that is in it. This will help him to remember.

Have the children take out each of Mr. T's Picture Squares, show it to the class, and name it for Mr. T (i.e., tiger, toothbrush, tent, telephone, table).

After each picture is named, repeat the name—emphasizing the initial T sound. Let the children discover that each object starts the same way as Mr. T's Tall Teeth.

Mr. T says that you always prove everything for Mr. M. *Prove It* is so much fun, he wants you to play *Prove It* with him.

Mr. T remembers that sometimes when you sang the *Prove It* song, he was far away—but he could still hear you. What kind of voice did you use then? (loud)



Drawing Conclusions: How Mr. T Can Get A Sound



Using Related Vocabulary



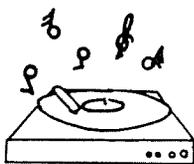
*Descriptive Language:
Loud—Soft
Fast—Slow*

Other times, Mr. T could not hear us when we sang the Prove It song. What kind of voice did you use then? (soft)

How else can we sing the Prove It song for Mr. T? (fast and slow)

Distribute Mr. T's Picture Squares to five children. Play record #5, side A, band #3. As the Prove It song is sung, a child holding a Picture Square will name it and prove it for Mr. T. Then he may place the Picture Square in Mr. T's bag.

Singing The Prove It Song



Replay the song, giving another child the chance to prove one of Mr. T's Picture Squares.

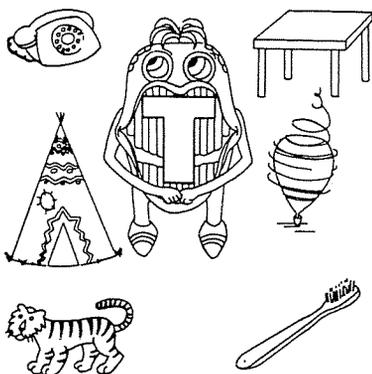
Tell the children that Mr. T has a game he would like to play with them. Show them the paper plate with Tall Teeth drawn on it.

Mr. T likes the sound he has from Tall Teeth. He also likes the way we sing the Prove It song. He gave us this special plate we may use for a game. Mr. T wants to tell us how we can play the game.

Playing A Tossing Game To Reinforce T Sound In Initial Position

Directions: Distribute Mr. T's Picture Squares. One child is Mr. T. The children holding the Picture Squares show them to Mr. T. He calls out the name of one of the pictures (e.g., tiger). The child holding the tiger picture calls "Tall Teeth—tiger." Mr. T turns, tosses, spins or twirls the paper plate to the child holding the tiger picture. That child catches it and then becomes Mr. T. He gives his Picture Square to a child who did not get one. The game continues as long as interest is sustained.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #27 to look at and discuss.

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

Tell Mr. T the names of the things in the picture (tiger, toothbrush, tent, telephone, table and a top).

Prove each thing for Mr. T.

Why does Mr. T belong in this picture? (The pictures start with his sound.)

Let Mr. T touch something that starts with his sound.

The children may connect Mr. T to one or more objects that begin with his sound by using lines, straws, strings, pipe cleaners, ribbon, and tape.

ON THEIR OWN

Sorting And Classifying

Children may choose from the following activities:

Using Mr. T's and Mr. M's Picture Squares in a sorting game:

Begin with only 4 Picture Squares—3 for Mr. T, 1 for Mr. M. The child has to pick the one picture out of four which does not belong. For example, if the four pictures are of a tiger, a telephone, a table and a mouse, the child should take out the picture of the mouse—because mouse begins the same way as Munching Mouth, while tiger, telephone and table begin the same way as Tall Teeth. (Two or more children can work together, changing the card combinations and listening to each other Prove It.)

*Sound
Discrimination*

As the children become more proficient, more Picture Squares may be added and finally, all ten squares may be sorted into two groups of five. As more squares are added in later lessons, the sorting becomes more and more complex.

Continuing the Mr. T game, using the paper plate with Tall Teeth drawn on it.

*Visual Memory
Game*

Naming and proving all the things that begin with T on Picture Card 1.

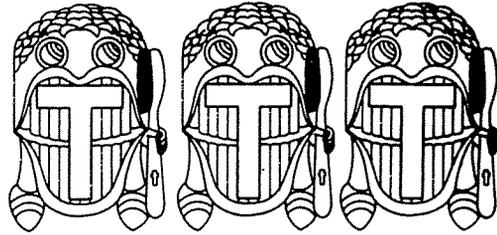
Using Mr. T's Picture Squares in the Memory Game. (See Games section of the manual.)

Optional

Do TeamMate School Team Book page 16 and assign Home Team page 16 for homework.

2T₂

PLANNING AND PREPARATION: Huggable, Mr. T; Mr. T's bag; magazines; paste; paper; crayons; art materials; Alpha Time Master #28.



Place a magazine, a jar of paste, a pair of scissors and some assorted art materials in Mr. T's bag. Set up several work areas around the room with old magazines and a variety of other art materials.

RECOGNIZING OBJECTS THAT START WITH MR. T'S SOUND



Call the children's attention to Mr. T's bag.

Mr. T didn't wait for us to fill his bag. He filled it all by himself!

(Jack), take something out of Mr. T's bag (e.g., pair of scissors) and show it to us.

As each item is taken out of Mr. T's bag, ask the children why they think Mr. T put it there.

Why would Mr. T put a pair of scissors into his bag?

Ask Mr. T why he put a pair of scissors into his bag.

Mr. T says he saw you using the scissors when you were making things for Mr. M's bag. Tell him how you used the scissors.

(Jane), what else did Mr. T put into his bag? (e.g., jar of paste)

Ask Mr. T why he put a jar of paste into his bag.

Mr. T says he saw you using the paste when you were making things for Mr. M's bag. Tell him how you used the paste.

How can we use the things Mr. T has in his bag?

Making Things For Mr. T's Bag

Help the children to conclude that they can use the art materials to make things for Mr. T's bag.

Discuss some things the children can make or find that start with the same sound as Tall Teeth. Have the children work in different areas of the room. They may cut pictures from magazines or make things to put into Mr. T's bag. Before they put an object into the bag, the children should show each of their things to Mr. T and Prove It for him.

PRACTICING PROVE IT

Playing A Circle Game

The children may play another Prove It game with Mr. T. Each child reaches into Mr. T's bag without looking, and takes out the first thing he touches. They then all form a circle around Mr. T.

(Jane) may stand in the center with Mr. T.

We will walk around and around to the music until Mr. T tells Jane that he wants us to stop.

When we stop, Jane will ask one of us to prove something for Mr. T and put it into Mr. T's bag.

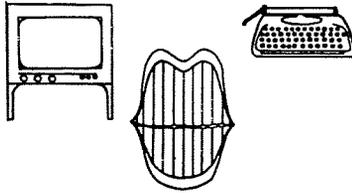
The child who proves it may then take (Jane's) place in the center with Mr. T.

As the children circle around Mr. T, they sing the following words to the tune of *Here We Go Round The Mulberry Bush*.



Here we go round and round Mr. T,
Around Mr. T,
Around Mr. T.
Here we go round and round Mr. T,
So we all can fill his bag.

TYING IT TOGETHER



Give each child a copy of *Alpha Time Master #28*.

The children may draw or paste more pictures that start the same way as *Tall Teeth* in the empty spaces. They may connect the pictures to Mr. T's *Tall Teeth*.

ON THEIR OWN

Music
Aural Sound
Discrimination

Children may choose from the following activities:

Playing Mr. T's song (record #1, side A, band #2) and listening for words that begin with the same sound as *Tall Teeth*.

Tug And Tumble
Game

Having a tug of war with Mr. T:

Tie a cord around Mr. T, leaving a five or six foot end.
Before tugging Mr. T's rope, the player must tell Mr. T something that starts the same way as *Tall Teeth* and *prove it*. Then another player, speaking for Mr. T will say *Tug!* Then the rope is tugged until Mr. T tumbles.

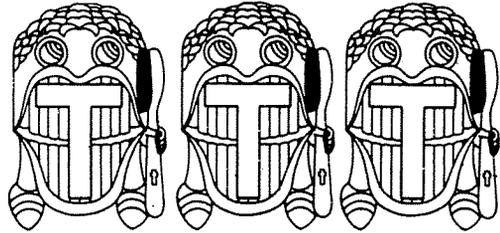
NOTE: If a child cannot think of a word, he may look in Mr. T's bag for help.

Crafts

Making Tug of War pictures. Cut a variety of lengths of cord or wool (from 2-7 inches), and put them into a box. The child may pick three pieces of cord and arrange them on a large piece of construction paper in order of length—the longest piece on top. These may be taped or stapled down. Then he may draw a picture of Mr. T at one end of the rope, and a picture of himself at the other end.

2T₃

PLANNING AND PREPARATION: Huggable, Mr. T; Mr. T's filled bag; Mr. T's Picture Squares; toy telephone (if available); Alpha Time Master #29.



REINFORCING THE T SOUND

Help the children recite Jack And Jill for Mr. T.

Jack and Jill went up the hill,
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Mr. T says he wants to do what Jill did in the poem.

What did she do? (tumbling)

Mr. T says he loves the word *tumbling*.

Have the children discuss tumbling to make sure that they understand what it means.

Do you like tumbling?

Show Mr. T how you tumble.

Mr. T wants us all to tumble toward him. He thinks tumbling is terrific!

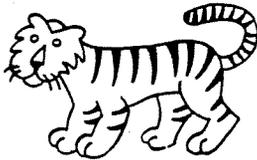
Have each child start some distance from Mr. T and tumble toward him.

We are going to tumble for Mr. T and land near him. Mr. T will stand there to help catch us.

Mr. T wants us to tumble with something that starts the same way as his Tall Teeth. You may use anything from his bag. As you tumble, we will tell Mr. T what you are holding.

As a child tumbles with an object, the class tells Mr. T: "(Billy) is tumbling with a (tiger)."

Playing A Tumbling Game



IDENTIFYING THE CAPITAL AND LOWER CASE LETTER T

Look at Mr. T. Show us the part of Mr. T's body that will work in words.

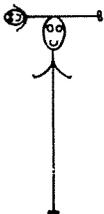
Give several children a chance to touch the capital letter T on Mr. T's body. Then they may identify and touch the lower case letter t on his toothbrush.

How many straight lines make the capital T? (two)

Let us make Mr. T's capital letter. How many children will we need? (two)

Let the children experiment in making the capital letter T with their bodies. Have them form small groups so that each child is involved in being part of the capital letter T.

Forming The Capital Letter T With Bodies



USING ACTION WORDS

Mr. T says he knows how to tell time in a new way. He will tell us what time it is.

Mr. T says it is time to *tap*; it is time to *tiptoe*; it is time to *turn*; it is time to *type*; it is time to *tickle*.

Why did Mr. T pick all these times?

Help the children discover that Mr. T has picked times that start with the same sound as Tall Teeth. Help them to think of other action words by giving clues.

Mr. T is thinking of a *time to*. He says, "Jill did it when she came down the hill."

What did Jill do? (Jill tumbled.)

Other words for which you might give clues would be telephone, talk, tie, tag, tug and touch.

Play the "Time To" game with the children and Mr. T.

This is how we will play the game:

Mr. T will whisper a *time to* to (Billy).

Maybe Mr. T will say, "It is time to *tap*." Then we will all tap.

Sometimes Mr. T won't talk. If Mr. T doesn't tell (Billy), we will. (*This will avoid embarrassing any child who cannot think of an action word.*)

Take the children visiting around the school.

We are going to take a walk around the school. Mr. T is too tired to go with us. Let's try to remember what we see in the halls, on the walls, and on the bulletin boards. We will tell Mr. T about it when we get back.

Playing The Time To Game

TALKING ON THE TELEPHONE



While the children are out of the room, remove Mr. T from view. When the class returns to the room, tell them that Mr. T had to leave. Suggest they telephone Mr. T and tell him about their walk. They may use toy or imaginary telephones. Several or all of the children may do this simultaneously.

Sometimes when we try to telephone someone, we hear a noise that tells us the person is speaking to someone else. What is that noise called? (busy signal)

You may hear a busy signal when you call Mr. T.

If you hear a busy signal, you may tell me what you want to say to Mr. T. We will write it down together so that you won't forget. Then you may read your message to Mr. T when his line is not busy anymore.

Dictating Messages For Mr. T

TYING IT TOGETHER



Working With Mr. T's Puzzle

Matching Pictures

ON THEIR OWN

Recalling Events

Science

Motor Coordination

Letter Tracing

Give each child a copy of Alpha Time Master #29. Discuss the picture with the children before they mark the letter T.

Whom do you see in the picture? (toe dancer, tap dancer, tiger, tumbler)

What are they doing? (tap dancer—tapping; tumbler—tumbling; toe dancer—turning or twirling; tiger—telephoning or talking)

Mr. T would like you to mark his lower case letter T with a yellow crayon.

Mr. T would like you to mark his upper case letter T with a green crayon.

Show Mr. T's Alpha Time Puzzle to the children. Have them remove one piece at a time and tell what it is. Follow the same procedure as you did for Mr. M's puzzle.

Use Mr. T's playing cards from Alpha Time Decks 1-4 and have the children match the pictures on the cards with the puzzle pieces.

Children may choose from the following activities:

Talking to each other on the telephone and telling something that happened on the way to school.

Building simple telephone by using two empty cans and a length of twine (about 6 feet long).

Punch a hole in the bottom of each can and pull the twine through the holes. Knot the ends of the rope so that it won't slip through the cans.

Children may send each other messages by holding the twine taut and talking into one can and listening at the other. The sound is transmitted over the twine.

Working with Mr. T's puzzle. The M and T puzzles may be used together by mixing the pieces of the two puzzles and then separating them.

Using copies of Alpha Time Master #74 to trace the letter T.

Making designs by drawing small, large or giant-sized letters T and placing them in various positions.

2T₄

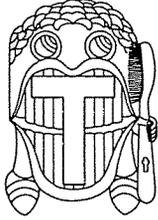
TEACHER OBJECTIVES:

- To reinforce the characteristic of Mr. T.
- To help children become familiar with numerals and letters on the telephone dial.
- To help children become familiar with their own telephone numbers.

PERFORMANCE OBJECTIVES:

- The child will say words with the *t* in the initial position.
- The child will dictate or copy his or her own telephone number.
- The child will role-play, using the telephone.

DEVELOPMENT



*Mr. M told Mr. T about the booklets he made for each of us.
Mr. T thought it was a terrific idea and he made booklets for us too.*

Distribute the Mr. T "All About Us" booklets.
Ask the children to look at the front of the booklets.
Point to the words "All About Us."
Explain that Mr. T also wants to call his booklets "All About Us."

*Which Letter Person's picture do you see? (Mr. T)
Whose picture do you think is next to Mr. T?
The words under the pictures will tell us.
Put your finger under them.
The words say, "Mr. T has a friend."
If you want the picture of Mr. T's friend to look like you, how can you finish the picture? (e.g., Color the hair the color of your hair. Color the eyes the color of your eyes. Make the shirt look like a shirt you have.)*

Remind the children that they do not have to make the picture look like themselves.
They can make it look like anyone they wish.

*What is special about Mr. T? (his tall teeth)
Look at Mr. T's friend's face.
Put your finger on the mouth.
What did Mr. T leave out when he drew the mouth? (teeth)
Mr. T wants each of us to draw teeth.*

Give the children the opportunity to complete the picture.
Select a child's booklet and hold it so the class can see it.

*This booklet says, "All About Us."
This is Mr. T.
This is his friend.
The sentence under the picture says, "Mr. T has a friend." (e.g., Jennifer will tell us who she wants Mr. T's friend to be.)*

Select several other booklets and follow the same procedure.

Have the children open the booklets.
Point to the first sentence on the left-hand side.
Point to the rebus of the tall teeth.

Mr. T says it is easier for him to remember what the sentence says when he puts a picture in it.

Read aloud, "Mr. T has tall teeth."
Let the children pretend to reread it with you.

*Mr. T will tell us something important in the next sentence
He will tell us his telephone number.*

Read aloud, "Mr. T's telephone number is TT-2-2222."

What picture did Mr. T put in the sentence? (a telephone)
Why do you think he put a picture in the sentence? (It helps him remember what the sentence says.)
Look at the picture under the sentence.
What is Mr. T doing? (talking on the telephone)
To which Letter Person do you think he is talking?

At this time you may wish to pursue skills for using the telephone. It is important that children be aware of the proper way of answering the telephone. The local telephone company is an excellent source for material. There are booklets describing ways to use the telephone, plus a newly released filmstrip series.

Why do you think telephones are important to Mr. T? (Telephone starts with the same sound as tall teeth.)
Mr. T took this whole page to tell us about himself.
He told us he has tall teeth.
He told us his telephone number is TT-2-2222.
Mr. T says the next page is for us to tell him about ourselves.
Look at the next page.
Put your finger on the dotted line.
Mr. T wants us to write our names on the dotted line.
Then we'll listen to the sentence.

Give the children the opportunity to write their names.

Select a booklet and read the child's sentence to the class (*e.g.*, Bret has teeth).
Do this with several booklets.
Some children may want to tell what their sentences say.

Draw attention to the second sentence.
Explain that Mr. T wants the children to tell him their telephone numbers.

Mr. T wrote another sentence.
He could not finish it.
He made a dotted line where we can each write our name.
He left space for us to write our telephone number.
When our sentences are finished, Mr. T can listen to them.

Have the children write their names on the dotted line.
Then have them tell you their telephone number.
Write it for them in the space provided.
Read their sentences aloud.
Some children may wish to write their telephone numbers by themselves.
Write the numbers for them and let them copy their own number onto the booklet.

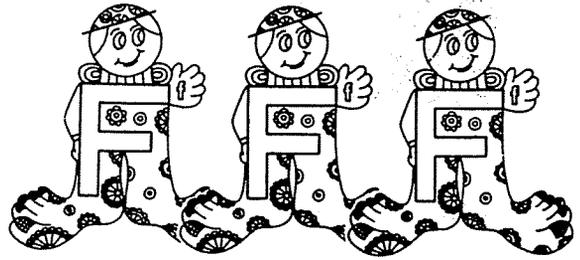
Have the children turn to the back of the booklet.
Draw their attention to Mr. T and the child holding telephone receivers.
Read aloud, "Let's talk about the telephone."
Explain that Mr. T drew a great big telephone dial.
Have the children pretend to dial their telephone numbers, using Mr. T's dial.

Children can role-play and demonstrate proper telephone etiquette. Encourage the children to take their booklets home and have members of their family "dial" telephone numbers, using the dial on the back page of the booklet.

2F₁

PLANNING AND PREPARATION: Huggables, Mr. M, Mr. T and Mr. F; a bag for Mr. F; picture of a man torn in half; cellophane tape; Mr. F's Picture Squares; Record #1; magazines; scissors; paste; various other art materials; two pieces of construction paper for each child; Alpha Time Master #30.

Mr. F's music (record #1, side A, band #3) may be played to set the mood.



INTRODUCING MR. F'S FUNNY FEET SOUND

Show the children the picture of a man torn in half which you have previously prepared.

Look at this picture. What happened to it? (it is torn)

Who is in the picture? (a man)

From whose bag did it come? (Mr. M's bag)

Let's tape the picture back together for Mr. M.

Mr. M is unhappy that the picture is torn. He says it is Mr. F's fault. Mr. F says it is Mr. M's fault.

Maybe Mr. M or Mr. F will tell us what happened.

Give several children a chance to say what Mr. M or Mr. F told them. Then, tell them what Mr. M said to you.

Mr. M says Mr. F took the picture of the man out of Mr. M's bag.

Mr. F says he is going to keep the picture because he needs it. It is his turn to get a sound.

Mr. M says he is happy Mr. F will get a sound, but Mr. F should not take his pictures. He says the word *man* starts the same way as Munching Mouth; the picture must stay in Mr. M's bag.

Mr. F says, "I see the picture. It is a man. It makes me think of a special man. I can give that picture another name. The name I am thinking of starts the same way as Funny Feet. The picture will belong in my bag."

Mr. M couldn't understand. He said, "Mr. F, you don't even know what your sound will be."



Mr. F smiled and said: "I can figure it out for myself. You got your sound from *Munching Mouth*. Mr. T got his sound from *Tall Teeth*. What is special about me? Now can you figure out how I'll get my sound?"

Mr. M thought and thought. Let's help Mr. M figure it out.

Making Inferences

From where will Mr. F get his sound? (Funny Feet)

Mr. M is glad you figured it out for him, but he still doesn't understand why Mr. F took his picture. It's a picture of a man and *man* doesn't start the same way as Funny Feet.

HEARING WORDS THAT BEGIN WITH MR. F'S SOUND

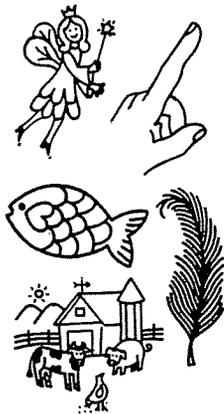
Discovering That Pictures Can Be Renamed

Mr. F can give the picture another name. The name starts with the same sound as Funny Feet. Mr. F will give us a clue. He says a lady can be a mother; a man can be a *father*. *Father* starts with the same sound as Funny Feet.

Mr. F is right. It could be a picture of a father. Mr. M is also right. It is a picture of a man.

Help the children re-name some objects in Mr. M's and Mr. T's bag so that they begin with the same sound as Funny Feet.

Mr. M and Mr. T say they want to give a picture to Mr. F. Help him find another name for one of their pictures. It must start the same way as Funny Feet (e.g., toast or turkey may be called *food*).



Note: This is a very difficult skill and requires repeated experiences. The children may need considerable help from you, especially at the beginning.

Be sure the children "prove" anything they re-name.

Show the children Mr. F's picture squares (i.e., fairy, finger, fish, feather, farm). Have them name and prove each one.

Mr. F found some pictures. He doesn't want to put them in his bag until you prove them for him. Let's prove each of these pictures for Mr. F.

Help the children think of additional things they can find or make for Mr. F's bag. Instead of telling them the names of things, give the children clues so that they can think of the names themselves. (e.g., You have five of these on each hand. (fingers) Your eyes, nose and mouth are all part of your ____ (face).)

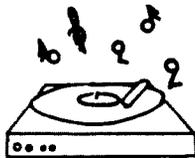


Sound-Symbol Relationships

Let the children go to different parts of the room where they may use a variety of materials to find and/or make things for Mr. F's bag. Tell them to prove each thing to Mr. F before it is put into his bag.

Listening To Mr. F's Song

Mr. F wants you to hear him sing his song again. Try to listen for some words that begin with the same sound as his *Funny Feet*.



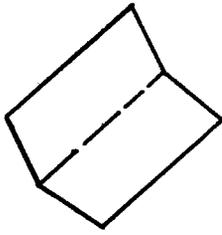
Play the song (record #1 side A band 3) often enough so that several children remember a word that begins the same way as Funny Feet.

(Sandy), tell Mr. F which word in the song starts with his sound. Prove it to Mr. F.

INTRODUCING THE IDEA OF HALF

Mr. F is thinking about all the things he can do that start the same way as Funny Feet. One thing he thought of was *fold*. (Emphasize the initial sound in the word *fold*.) Mr. F loves to *fold* things. Why do you think he likes to *fold* things? (*Fold* starts the same way as Funny Feet.)

Distribute two sheets of drawing paper to each child. Show the children how to fold a piece of paper in half (horizontally) by bringing the corners together.



Folding Papers In Half

Sometimes, Mr. F folds a piece of paper in half. He holds one corner with one hand. He holds the corner next to it with his other hand. Now, watch what he does.

He lets these two corners catch two more corners. When the corners catch, he can fold the paper. Then, Mr. F opens the paper and sees two parts that look the same. He says he folded the paper in *half*. Let's all catch corners and fold a paper in half.

Look at both parts. Is one bigger than the other?

How can we fold the paper in half a different way?

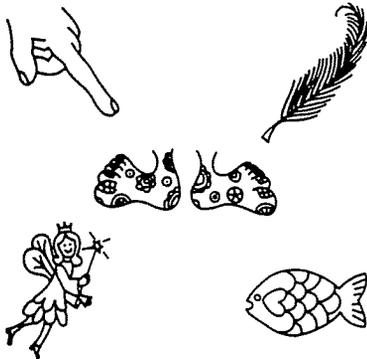
Have the children fold another piece of paper in half lengthwise.

Let's catch different corners. Open the paper and look at each part. Do both parts look the same? They look the same, but how can we prove it?

Have the children prove the meaning of "in half" by cutting their papers along the crease and laying one half on top of the other.

How many equal parts do we have after we fold something in half? (two)

TYING IT TOGETHER



Distribute copies of Alpha Time Master #30 and discuss with children.

What are some things you see in the picture? (Funny Feet, fish, feather, fairy, finger)

Why do you think Mr. F's Funny Feet are there? (because the pictures start with the Funny Feet sound)

Mr. F would like his Funny Feet to touch some of the pictures. How can we make them touch?

ON THEIR OWN

Auditory Discrimination

Children may choose from the following activities:

Including Mr. F's playing cards in any of the games in the *Games* section of the manual.

Using Mr. F's Picture Squares in any of the activities described in the *Games* section.

Using Picture Card 2 to name objects that begin with Mr. F's sound.

Music

Singing along with Mr. F's music, emphasizing all the *F* words.

Art

Using colored squares and circles for folding objects such as fans, fish, ships and bats.

Mathematical Concepts

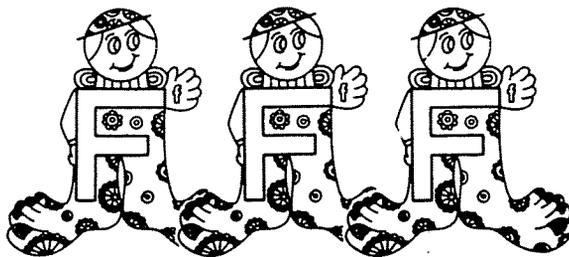
Making plasticine shapes (e.g., snakes, balls) and cutting them in half.

Using measuring cups and spoons to measure half cups of liquid.

Dropping ink or paint on one side of a piece of paper and folding it in half, pressing the halves of the paper together. Open the paper to find interesting designs.

2F₂

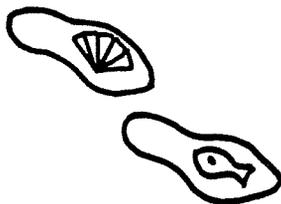
PLANNING AND PREPARATION: Huggable, Mr. F; 6 pairs of cut out paper footprints; cellophane tape; Mr. F's Alpha Time Puzzle; scissors, paper, crayons; Alpha Time Master #31.



Draw or tape pictures of objects that start with the F sound on 9 of the paper footprints. Then, tape the footprints to the floor to make a Funny Feet Road.

NAMING WORDS THAT BEGIN WITH THE FUNNY FEET SOUND

Discovering Funny Feet Road



Draw the children's attention to the footprints on the floor.

What do you see on the floor?

Who do you think made this road for us? (Mr. F)

What name do you think Mr. F gave this road? (*Elicit Funny Feet Road.*)

Mr. F has a Funny Feet Road Song for us.

Have the children join you in chanting the Funny Feet Road Jingle.

Follow, follow, follow, follow,
Follow the Funny Feet Road.
Funny Feet, Funny Feet, Funny Feet, Funny Feet,
Follow the Funny Feet Road.

What does Mr. F have on some Funny Feet on Funny Feet Road? (pictures)

Playing The Funny Feet Road Game

Why do you think he put those pictures on Funny Feet Road? (They start with his sound.)

Tell the children that Mr. F says if they want to follow Funny Feet Road, they must first follow his directions.

Mr. F says, "This is direction number one:

"We have to take off our shoes if we want to follow *Funny Feet Road*. Feet must touch feet."

Mr. F says, "Listen to direction number two:

"You may only put your foot down on a paper foot that has a picture on it—a picture of something that starts the same way as Funny Feet.

"We may not step on a foot that has no picture."

Ask Mr. F if we may follow *Funny Feet Road* now.

Mr. F says he has more directions. Here is direction number three:

Mr. F says that every time we step on one of the Funny Feet, we have to say the name of the picture that is on that foot.

Recalling And Repeating Directions In Sequence

Mr. F wants to be sure that everybody knows all the directions. Let's tell Mr. F the directions he wants us to follow. Then, we can follow *Funny Feet Road!*

Have several children repeat Mr. F's directions. Give the children a chance to walk on *Funny Feet Road*, following Mr. F's directions. When they have finished, they may chant the *Funny Feet Road* jingle again.

The children may make several different *Funny Feet Roads* in different parts of the room. Encourage the children to decide how they will make their *Funny Feet Roads*.

How many feet will have pictures that start the same way as *Funny Feet*?

How many will not have pictures?

TALKING ABOUT HUMOROUS SITUATIONS

Talking About Things That Are Funny

Mr. F says the funniest place in the whole world is *Funny Feet Road*. The funniest things happen on *Funny Feet Road*. Anything could happen on *Funny Feet Road*.

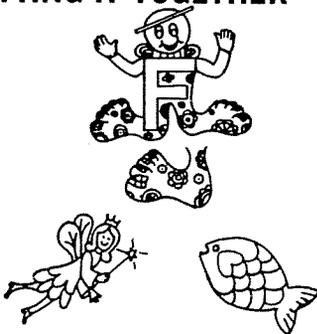
Look at Mr. F! He can't stop laughing whenever he thinks of all the funny things that happen on *Funny Feet Road*.

What are some funny things that could happen on *Funny Feet Road*? (e.g., Mr. F saw a squirrel storing nuts in an elephant's trunk.)

Close your eyes and think of the funniest thing that could happen on *Funny Feet Road*.

Share it with us by telling us, or drawing a picture or writing a story (dictating to teacher).

TYING IT TOGETHER



Comprehension skills:
remembering
relating
drawing conclusions

Distribute copies of *Alpha Time Master* #31 and show Mr. F's *Alpha Time* puzzle to the children.

Here is Mr. F who has some things that belong to him.

What pictures do you see? (fairy, fish)

Why does Mr. F have these pictures? (They start with his *Funny Feet* sound.)

Prove to Mr. F that these pictures belong to him.

Why do you think he has a picture of his *Funny Feet*?

ON THEIR OWN

Eye-Hand Coordination

Crafts

Children may choose from the following activities:

Working with Mr. F's puzzle. The pieces of Mr. M's and Mr. T's puzzles may be mixed with Mr. F's puzzle. The children must then "prove" each piece before fitting it in the appropriate Letter Person.

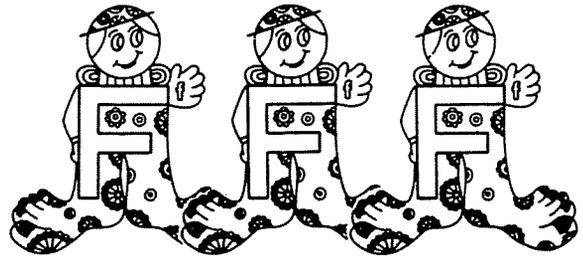
Making giant *Funny Feet* and pasting or drawing a picture of something that begins the same way as *Funny Feet* on each toe.

Dropping ink or paint on one side of a piece of paper and folding it in half, pressing the halves of the paper together. Open the paper to find interesting designs.

2F₃

PLANNING AND PREPARATION: Huggable, Mr. F; short pieces of string or yarn (about 5" long), enough for each child; a bag for Mr. F; art supplies; Alpha Time Master #32.

Optional: TeamMates



REMEMBERING WORDS THAT BEGIN WITH THE FUNNY FEET SOUND

Tell the children that Mr. F is always forgetting things.

No one forgets the way Mr. F forgets. Look at all these strings! These are the strings Mr. F needs so that he doesn't forget things. Mr. F ties a string around his finger so that he doesn't forget.

Tell the children that Mr. F has forgotten the name of each thing in his bag.

Mr. F says that he doesn't have enough fingers for all the things he forgets.

What does he mean?

How many fingers does Mr. F have?

He has ten fingers—the same as we do.

Ten fingers are not enough for all the things he forgets.

Show Mr. F which finger you will lend him.

Mr. F wants each of you to take something out of his bag. Then he wants you to tell him what it is and prove it to him.

As each object is proven by a child, tie a string around his finger so that he won't forget.

Lead the children into the Finger poem. Have them repeat it as a finger play.

Participating In A Finger Play

Mr. F forgets things.
As everyone knows.
So he brings along string
Wherever he goes.

With string on his fingers,
(But none on his toes),
Mr. F won't forget,
Wherever he goes.

Have the children walk around Mr. F in a circle. They each show him the finger on which the string is tied. Each child tells Mr. F the name of an object that starts with the same sound as his Funny Feet. That way, Mr. F will never forget.

Talking About Forgotten Things

Mr. F is not the only one who ever forgets. What have you ever forgotten? Tell Mr. F about some things you have forgotten to do.

The children may want to dictate stories or draw pictures about something they have forgotten. They might paste a knotted string on the paper so that they don't forget what the picture is about!

The following game will give the children the opportunity of using words that begin with Mr. F's sound. Repeat the game giving several children a chance to be Mr. F.

Mr. F has a game for us. We will follow his directions.

Here is the first direction: We have to form a circle.

Mr. F does not want us to stand. Ask him what he would like us to do instead of stand.

Here is the second direction: Everyone sit down.

(John), you may be Mr. F. Pick something from Mr. F's bag. Tell us the name of what you picked so that Mr. F doesn't forget.

Now walk around the outside of the circle and tap each person as you pass. As you tap, keep saying the name of the thing you took out of Mr. F's bag.

When you don't want to say it anymore, tap the next person you come to and say *Funny Feet*. Then that person will chase you, and we'll see who gets back to the empty place in the circle first.

Then someone else will have a chance to be Mr. F.

Practicing The Initial F Sound

RECOGNIZING THE UPPER AND LOWER CASE LETTER F

Draw the children's attention to the capital letter F on Mr. F's body.

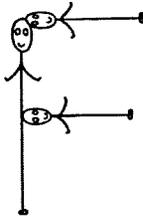
Mr. F wants to show us his capital letter.

Look at Mr. F, and you will see that his letter is part of his body.

Use your hands to show us Mr. F's capital letter.

What do you think the name of his letter is? (F)

How many parts do we need to make the capital letter F with our bodies? (three)



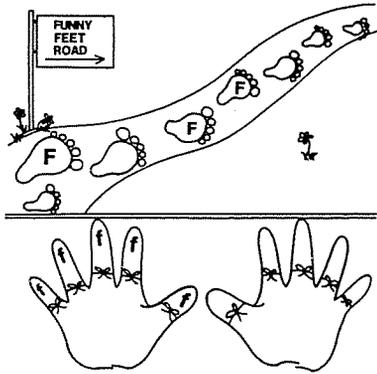
Have three children practice forming the capital letter F on the floor with their bodies. Have all the children discuss and decide the best way to form the letter. Then let the class divide into groups of three. Each group may form the letter F with their bodies. Then have the children find the lower case f on Mr. F.

Mr. F wants us to find his lower case letter.

Use your hands to show us where Mr. F's lower case letter is. (his hand)

Mr. F says, "Look at my two letters. Close your eyes and try to see them. Open your eyes and look at them again. Close your eyes again. Can you still see them?"

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #32.

Mr. F has a paper for us. He wants us to find his letters again.

First we will find the capital letter F. Then we will find the lower case letter f.

Which kind of letter is on the top half of the paper? (capital letter F)

What pictures are drawn on the top half? (feet)

What letters are on the bottom half? (lower case f)

On what are the lower case letters drawn? (fingers)

ON THEIR OWN

Using Art For Related Vocabulary

Letter Tracing

Letter Identification

Optional

Children may choose from the following activities:

Tracing their hands and then drawing a string around each finger. Then they may tell Mr. F a word for each string they have drawn.

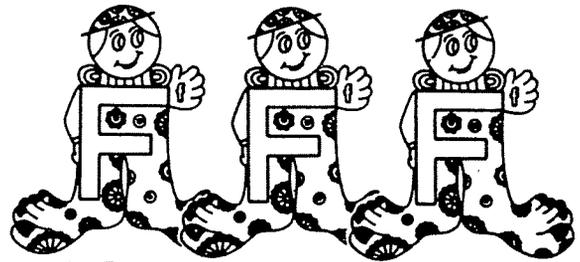
Using copies of Alpha Time Master #60, children may trace and write the letter F. Others may paint the letter F or draw it on the chalkboard.

Using the Alpha Time puzzles, children may take the capital letters from Mr. M, Mr. T and Mr. F puzzles and compare them before putting them back in place.

Do TeamMate School Team Book page 17 and assign Home Team page 17 for homework.

2F₄

PLANNING AND PREPARATION: Huggable, Mr. F; a variety of art materials; Alpha Time Master #33.



IDENTIFYING BODY PARTS—SINGULAR AND PLURAL

Gather the children around Mr. F.

Mr. F, what are you thinking?

Mr. F says he is not thinking, he is figuring things out. Mr. F likes to figure things out.

Talking About Body Parts That Start With The Funny Feet Sound

He says he has figured out that many parts of your body start with the same sound as Funny Feet. He wants to see how many you can figure out.

Let's all figure out what parts of our bodies start with Mr. F's Funny Feet sound.

Help the children realize that face, feet, fingers, and fist all start with the same sound as Funny Feet.

Hold up fingers as indicated:

We have a hand that has five fingers.

If we hold up one, we call it a . . . (finger).

If we hold up two, we call them . . . (fingers).

If we hold up all of them, we still call them . . . (fingers).

Point to feet as indicated:

If we show one of these, we call it a . . . (foot).

If we show two of these, we call them . . . (feet).

Draw a circle in the air around your face.

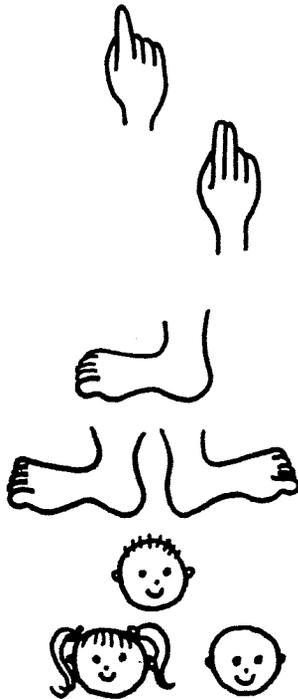
This part of our head is called the . . . (face).

If we see two people, we see two . . . (faces).

Adapt the game Looby Loo, using only body parts that begin with F—and changing the days of the week with each chorus.

Here we go Looby Loo,
Here we go Looby Light.
Here we go Looby Loo,
All on a Saturday night.

I put my *finger* in,
I take my *finger* out.
I give my *finger* a shake, shake, shake—
And turn my self about.



Participating In A Circle Game

Tell the children to listen carefully, because two of the words in the game will be changed.

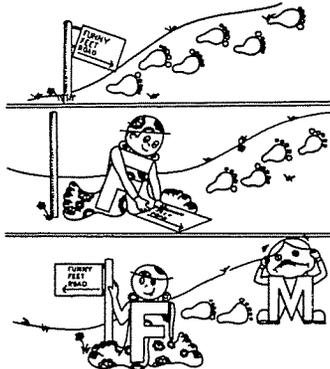
Here we go Looby Loo,
Here we go Looby Light.
Here we go Looby Loo,
All on a *Sunday* night.

I put my *fingers* in,
I take my *fingers* out.
I give my *fingers* a shake, shake, shake—
And turn myself about.

Repeat the song substituting the following words for finger(s): fist(s); foot, feet; face(s). Change the days of the week with each verse.

READING A PICTURE STORY

Tell the children that Mr. F would like them to figure something out for him.



Mr. F loves Funny Feet Road. He goes there everyday to make sure that everything is fine. One day something happened on Funny Feet Road.

Give each child a copy of Alpha Time Master #33.

Mr. F said you are so good at figuring things out that he would like you to figure out what happened. He is not going to say a word.

These pictures will tell us the story of what happened on Funny Feet Road.

Let's look at the first picture.

What are some of the things we see in the picture?

What is next to Funny Feet Road? (a sign)

What is painted on the sign? (an arrow)

Where is the arrow pointing? (toward Funny Feet Road)

How is a sign used? (to show the way)

Where have you ever seen a sign with an arrow?

What do you think is going to happen to this sign? (It may fall down.)

What could make it fall down? (e.g., wind)

Now let's look at the next part of the story.

What has happened to the sign? (It fell down.)

What is Mr. F trying to do? (pick it up)

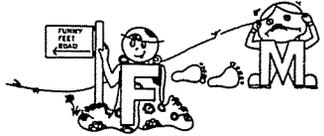
Why do you think the sign fell down? (e.g., It was not attached properly.)

Pictorial comprehension:
visual discrimination
locating details
recall
numeration
inference
predicting outcomes
cause and effect relations



Let's look at the last part of the story.

Who is in the picture? (Mr. F and Mr. M)



Look at Mr. F's face. How does he look? (happy)

Why do you think he is happy? (He put the sign up.)

How does Mr. M look? (confused)

Look at the sign before it fell down in the first picture.

Look at the sign after Mr. F put it up again in the last picture.

Do they look the same?

How are they different? (the arrows are pointing in different directions)

What doesn't Mr. F know about the arrow on the sign? (It is pointing in the wrong direction.)

What will happen when people want to walk on Funny Feet Road? (They will go in the wrong direction.)

What did Mr. F do wrong on Funny Feet Road? (He put the sign up the wrong way.)

TYING IT TOGETHER



Tell the children that Mr. F would like them to make signs for Funny Feet Road. Let the children decide on signs they want on Funny Feet Road.

Mr. F would like Funny Feet Road to have lots of different signs.

Discuss the purpose of signs such as: *WET PAINT, KEEP OFF THE GRASS, BEWARE OF DOG, CHILDREN AT PLAY, QUIET—HOSPITAL ZONE.*

When your signs are finished, show Mr. F your signs, and tell him why you think he should put them on Funny Feet Road.

ON THEIR OWN

Making Signs For Funny Feet Road

Discovery

Crafts

Telling A Story

Children may choose from the following activities:

Making signs for funny feet road

Making charts or scrapbooks of different kinds of signs.

Looking for signs around the school.

Making designs by tracing their fingers in various positions on paper.

Using Alpha Time Master #33 to retell Mr. F's story to Mr. F or to each other.

2F₅

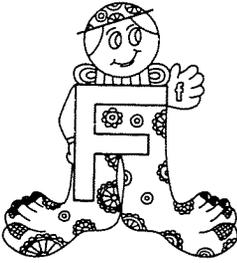
TEACHER OBJECTIVES:

- To review the characteristic and sound of Mr. F.
- To have children identify names of some fruits.
- To encourage discussion about classification, shape, taste, etc. of fruit.

PERFORMANCE OBJECTIVES:

- The child will identify certain fruit by name.
- The child will classify fruit by taste, etc.
- The child will say words with the *f* in the initial position.

DEVELOPMENT



*Mr. F heard about the booklets Mr. M and Mr. T gave us.
Guess what Mr. F made for each of us. ("All About Us" booklets)*

Distribute the Mr. F booklets to the children.

Look at the front of the booklet.

Point to "All About Us."
Read it aloud.

*Which Letter Person's picture do you see? (Mr. F)
Whose picture do you think is next to Mr. F? (his friend)
Put your finger on the words under the pictures.
The words say, "Mr. F has a friend."
When Mr. F drew this picture what did he leave out? (feet)
Draw feet for Mr. F's friend.
What is special about Mr. F? (his funny feet)
Look at the picture of Mr. F's friend.
If you want the picture of Mr. F's friend to look like you, what
will you do?*

Give the children the opportunity to complete the picture.
Remind them that it may look like anyone they wish.

Select several booklets and read aloud.

*This is Mr. F.
This is his friend.
The sentence under the picture says, "Mr. F has a friend."*

Have the children open the booklets.
Point to the first sentence on the left-hand side.

What picture did Mr. F put in the sentence? (funny feet)

Read aloud, "Mr. F has funny feet."
Let the children pretend to reread the sentence with you.

Ask the children to look at the picture at the bottom of the page.

*Mr. F has been very busy eating.
What has he been eating? (apples, bananas, a pear, a lemon, a
strawberry and a cherry)
What is one name we can give to all the things he has been eating?
(fruit)
Mr. F says he likes all fruit.
Why do you think Mr. F likes fruit? (Fruit starts with the same
sound as funny feet.)*

Point to the sentence, "Mr. F likes all fruit."
Read it aloud.

Mr. F took this whole page to tell us about himself.
What did he tell us first? (He has funny feet.)
What did he tell us next? (He likes all fruit.)
Mr. F says the next page is for us to tell him about ourselves.
Mr. F wants us to write our names on the first dotted line.
Write your name and Mr. F will listen to your sentence.

After the children have written their names, select booklets and read the sentences aloud.

Have the children turn to the back of the booklet.
Read the sentence, "Let's talk about fruits."
Have them find and name the different fruits.

In your discussion of fruits, encourage responses dealing with classification of fruits (*e.g.*, shapes, taste, peeling, seeds). This could lead into a further discussion of classification per se. Why do we use words such as fruit, vegetables, etc.? Time can be devoted to the story of fruit-growing.

Have the children select one or two fruits, *e.g.*, oranges, apples, bananas.

Where does fruit come from? How does it grow: on bushes, vines, trees, etc.? Which fruits grow nearby? Perhaps the children would like to plant seeds as a class project.

Mr. F wants each of us to tell him the name of our favorite fruit.
Have the children open their booklets.
Refer them to the second sentence on the right-hand page.
Explain that Mr. F wants them to use the sentence to write their name and favorite fruit.

Mr. F made a dotted line where we can each write our name.
Let's write our names and see if that will finish the sentence.

Have the children write their names on the line.
Then select a booklet and read the sentence aloud to prove it is incomplete (*e.g.*, Barbara's favorite fruit is _____).

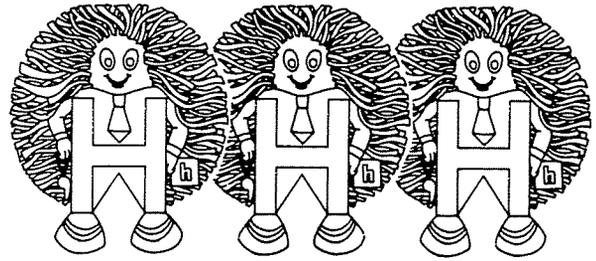
Mr. F says he knows why the sentence isn't finished.
It doesn't tell Barbara's favorite fruit.
Let's listen to another sentence.

Select several booklets and follow the above procedure.
Have the children suggest ways of finishing the sentence (*e.g.*, drawing a picture of their favorite fruit, cutting and pasting a picture, dictating the name of their favorite fruit or copying the name).

Help the children share their sentences.
Encourage them to tell the name of their favorite fruit to Mr. F.
Suggest that they take their booklets home.
Have them ask members of their family to tell Mr. F their favorite fruits.

2H₁

PLANNING AND PREPARATION: Huggables, Mr. H, Mr. M, Mr. T and Mr. F; objects or pictures of objects that begin with H; a bag for Mr. H; Mr. H's Picture Squares; Mr. M's picture of a man, Mr. T's picture of a table, and Mr. F's picture of fish; Record #1; Alpha Time Master #34.

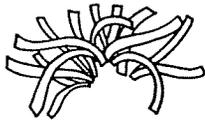


INTRODUCING H AS AN INITIAL LETTER SOUND

Mr. H is the next Letter Person to get a sound. He should be happy, but he is sad.

Mr. H says he doesn't want to have a sound. He knows where he will find his sound. He says that the sound he must have is too hard.

Recalling How The Other Letter People Got Their Sounds



Have the children recall that the other Letter People got their sounds from their special features.

Tell us from what Mr. M, Mr. T and Mr. F got their sounds. (Munching Mouth, Tall Teeth, Funny Feet)

From what will Mr. H get his sound? (Horrible Hair)

Let's say *horrible*. (Emphasize initial consonant.)

Let's say *hair*. (Emphasize initial consonant.)

Why does Mr. H think his sound is so hard to hear?

Do you think it is hard to hear?

Mr. M says he knows how Mr. H feels. Mr. M was the first Letter Person to get a sound. His sound was too hard for him **until** everyone told him to watch our lips.

Maybe Mr. H can get help by watching what happens to our mouths when we say *horrible* and when we say *hair*.

Making The H Sound In Horrible Hair

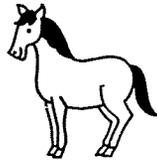
Have the children form pairs. One child says Horrible Hair while the other watches his mouth. Then they reverse roles. Have the children discover that their mouths are open when they start to say, horrible, and when they start to say, hair.

Tell the children to hold their hands in front of their mouths (not too closely). Have them say Horrible Hair—with emphasis on the initial sounds. Ask them what they feel on their hands when they start to say horrible and when they start to say hair. (breath)

What are some things that will help Mr. H when he is listening for words that start the same way as Horrible Hair? (open mouth, breath on hands)

Mr. H says he thinks he understands a little bit better. Now he wants you to prove some words for him.

SAYING WORDS THAT BEGIN WITH H



Show the children Mr. H's Picture Squares. (i.e., hat, horse, house, hand, hammer) Have several children name and prove the pictures for Mr. H. Tell them to remember that Mr. H must see their mouths open when they start to say each word. He must see them feel their breath on their hands. Then he knows that those words start the same way as Horrible Hair. Record #5, side A, band #3 may be used for "Prove It."



The other Letter People want to help Mr. H fill his bag. They have hidden pictures all around the room for him. Let's see how many pictures we can find.

As the children find the pictures or objects, they may prove each one to Mr. H and put it into his bag.



Mr. M, Mr. T and Mr. F would each like to put something from their bags into Mr. H's bag. They can't do that unless they give each picture a name that starts with Mr. H's Horrible Hair sound.

Mr. M says we can take his picture of a man and call it handsome. He can think of many ways to name the man so that the picture starts like Horrible Hair.

Can you think of any other names? (Harry, healthy, happy)

Is there anything that Mr. T or Mr. F can give Mr. H?

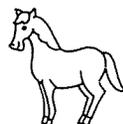


Mr. T says we can use the word *high* to talk about his table. Why would Mr. H use the word *high* instead of *table*?

Mr. F says he has a picture of a fish. What can we call the fish so that it begins like Horrible Hair? (halibut, heathful, hobby)

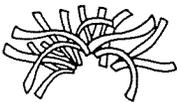
Play Mr. H's song (record #1, side A, band #4). Encourage the class to sing along. Some children may be able to hear words that begin the same way as Horrible Hair.

TYING IT TOGETHER



Distribute Alpha Time Master #34.

What do you see in the picture? (Horrible Hair, hat, horse, house, hammer)



Why is Mr. H's Horrible Hair with these things? (They all start with the same sound as Horrible Hair.)



Prove to Mr. H that these things start the same way as Horrible Hair.

Mr. H would like to touch all the things that start with his sound. Think of ways to do this.

ON THEIR OWN

Children may choose from the following activities:

Picture Matching

Using Mr. H's Picture Squares and matching them with the pictures on Alpha Time Master #34.

Auditory Discrimination

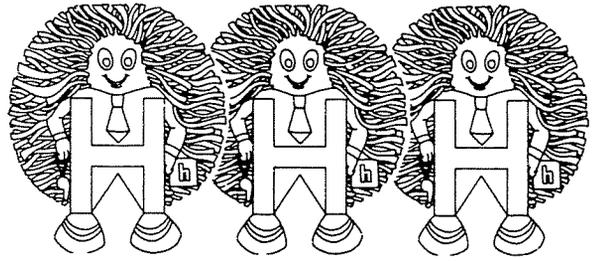
Finding objects that begin with Mr. H's sound in Picture Card 3.

Crafts

Making additional objects for Mr. H's bag.

2H₂

PLANNING AND PREPARATION: Huggable, Mr. H; Mr. H's Picture Squares; other pictures of objects that start with H; Record #5; Alpha Time Master #35; Mr. H's Alpha Time Puzzle; long strips of paper or oak tag that may be stapled or pasted to make hoops at least 8" in diameter; blocks.



Optional: TeamMates

REMEMBERING HOW TO MAKE MR. H'S SOUND

As you read the following poem to the children, emphasize the initial H sound whenever it occurs. Then reread the poem, letting them say Mr. H's words with you.

Mr. H has been thinking about Prove It all night.

This is what he has been thinking:

"Prove It" is very hard for me;
I don't hear my sound easily.

Fine auditory discrimination

Whenever you say words to me,
Here are all the things I must see:
! must see your mouth open wide,
Hear your breath come from way inside.

Say *hat*, say *hug*. Help me understand.
Did you feel your breath on your hand?
Say *horrible*, say *horse*, say *hair*.
Make very sure your hand is there.

Make sure Mr. H's sound is heard;
Feel your breath as you say each word.

NAMING OBJECTS THAT BEGIN WITH MR. H'S SOUND



Let's each take something from Mr. H's bag and sing *Prove It* to show Mr. H that we can remember how to make his sound.

The children may sing the "Prove It" song with the music (record #5, side A, band 3).

Tell the children that they are going to play a game with Mr. H.

Mr. H would like us to make believe that we are at a fair or a carnival.

We are going to throw a hoop around each picture that starts the same way as *Horrible Hair*. We can make our own hoops.

*Playing Toss
The Hoop*

Help the children tape or staple the strips of paper to make hoops. Tape or tie each Mr. H's Picture Squares to a block. To play the game, a child must name the picture that he wants to encircle with the hoop and then try to toss the hoop over that block.

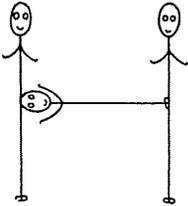
IDENTIFYING THE CAPITAL AND LOWER CASE LETTER H

Gather the children around Mr. H.

Mr. H knows that his letter is part of his body, but he would like you to show it to him.

Point to Mr. H's capital letter.

How many straight lines do we need to make the capital letter H? (three)

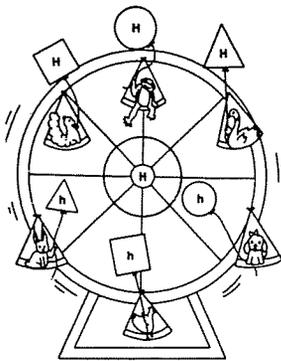


Have the children form groups of three and arrange themselves to form the capital letter H.

Now Mr. H would like you to find his other letter.

Point to Mr. H's lower case letter.

TYING IT TOGETHER



*Pictorial comprehension:
distinguishing letters
visual memory
drawing conclusions
details
main idea*

*Using A Puzzle
For Design,
Distinguishing
Letters And
Generalization*

Distribute copies of Alpha Time Master #35 to the children.

Mr. H would like us to find his capital letter H and his lower case letter h in this picture.

The capital letter *H* is on the top part of the paper. The lower case letter *h* is on the bottom part of the paper.

What kind of wheel is in this picture? (ferris wheel)

Who is riding the ferris wheel? (animals)

What does each animal have? (the letter H)

Where else do you see a capital letter H? (In the middle of the ferris wheel.)

What are some shapes you see in this picture? (circles, squares, triangles)

What color crayon will you use to show Mr. H where his letters are? (*Let the children decide on the color.*)

Show the children Mr. H's puzzle. Call on one child at a time to remove a piece. When all the pieces are removed, other children may replace them.

(Linda), which piece did you remove? Tell Mr. H why this piece belongs to him.

(Jack), Mr. H would like his capital letter. Please find it and put it back where it belongs.

ON THEIR OWN

Children may choose from the following activities:

Letter Tracing

Using copies of Alpha Time Master #62 to trace the letter H.

Using various materials, writing, painting or molding the letter H.

Eye Hand Co-ordination

Using Mr. H's puzzle in any of the activities described in the *Games* section.

Counting Shapes

Counting how many circles, triangles, and squares can be found on Alpha Time Master #35.

Sorting And Matching

Including Mr. H's playing cards in any of the activities described in the *Games* section.

Art

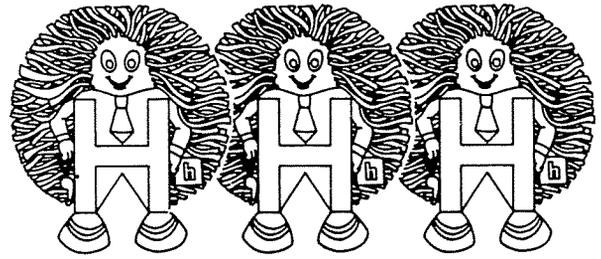
Painting carnival pictures (e.g., carousel, tents, go-carts, roller coaster).

Optional

Do TeamMate School Team Book page 18 and assign Home Team page 18 for homework.

2H₃

PLANNING AND PREPARATION: Huggables, Mr. M, Mr. T, Mr. F, Mr. N and Miss A; blank sheet of paper to use as Mr. H's letter; paper and pencils, drawing paper, crayons and art materials; Mr. H's filled bag, toy telephone, Alpha Time Master #36.

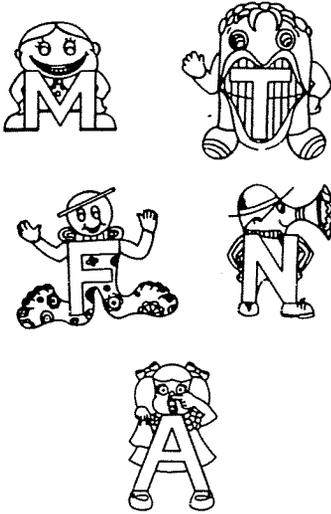


Mr.H should not be in the room.

DISCUSSING GOING TO THE HOSPITAL

Stand the Letter People Mr. M, Mr. T, Mr. F, Mr. N, Miss A, (not Mr. H) in a line. Touch each one as you count them aloud.

Counting The Letter People



One, two, three, four, five.

Let us count them once again.

One, two, three, four, five.

This is strange. We have *six* Letter People, but we counted only *five*.

Maybe we didn't count correctly.

Who will count for us?

Which Letter Person is missing?

Have the children discover that Mr. H is missing.

Where is Mr. H?

Give several children a chance to ask a Letter Person and to tell the class what he said. Then pretend that Miss A is telling you what has happened to Mr. H.

Miss A says that she knows what happened to Mr. H.

Miss A says that yesterday Mr. H fell and cut his knee very badly. The cut was so deep that the Letter People had to take Mr. H to the hospital for stitches.

Talking About Feelings

You know how afraid Mr. H is of having a haircut. How do you think he will feel about going to the hospital?

How do you think he will feel about getting stitches?

Have you ever gone to the hospital?

What feelings did you have inside of you?

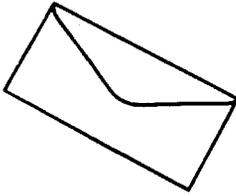
Did you ever have to stay for more than one day and sleep in the hospital?

How do you think Mr. H will feel if he has to sleep in the hospital?

Look, there's a letter on my desk! It's from Mr. H. I'm so glad! Now we'll find out what happened.

Take note paper out of an envelope and "read" this letter to the children:

Listening To A Letter From Mr. H



Dear Boys and Girls,

Yesterday, I cut my knee pretty badly. It was the worst cut I've ever had.

I knew when it started to bleed that I would need stitches. The Letter People took me to the hospital.

I shook inside when I heard that I'd have to stay there overnight. The hospital looked so big. It gave me an awful scare! I was even more afraid than the day my mother wanted me to get a haircut.

The other Letter People could not stay. I cried as I watched them all leave.

The doctor said, "That's not the way to behave! Big boys like you must be brave."

Couldn't he see that I wasn't a big boy at all? I'm still really very, very little, I would like to be brave, but sometimes that's not easy for me.

Just then, I saw a friendly smile. It was a nurse who came in to talk to me. She said that I'd be able to go home the next day.

I don't like it here, but there is one thing I know. The hospital may look big and make me feel afraid, but the doctors and the nurses take good care of me and will send me home as soon as they can.

I hope to see you tomorrow!

Love,
Mr. H

Let the children discuss Mr. H's letter. Encourage them to remember details mentioned in the letter by asking questions like these:

Remembering And Relating What Happened To Mr. H

What happened when Mr. H cut his knee? (It was bleeding.)

How do you know that Mr. H was very frightened? (He shook inside.)

When did he start to cry? (when the Letter People left)

Tell us about a time that you had to stay overnight somewhere—without your mother or father. How did you feel?

Mr. H is right. It isn't always easy to be brave.

Tell us about a time when you tried to be brave.

If Mr. H has to go back to the hospital again, do you think he will still be afraid?

Remembering and relating emotional experiences in a hospital

FINDING WAYS TO COMMUNICATE WITH MR. H

When someone is in the hospital, he enjoys hearing from the people he loves. We can't go to visit him. What can we do?

Speaking On The Telephone And Dictating Letters For Mr. H



Lead the children to the suggestion that they can telephone Mr. H. (toy telephones may be used) Tell the children that when the receptionist at the hospital answers, they must say "May I please speak to Mr. H?" When Mr. H answers the telephone, tell them to make sure that they say, "Hello, Mr. H. This is (Billy)."

Some children might decide that Mr. H would like to receive a letter from them. Have them dictate letters and decide what else they could send him.

Pretend the telephone is ringing, and answer it.

It's Mr. H! He says that he is very happy so many people called him.

He heard that you were writing letters and making things for him. He can't wait to get them!

PRACTICING WORDS THAT BEGIN WITH H

Mr. H would like you to do him a favor. He is worried about his bag. He says that when he fell, everything tumbled out—and he is not sure what is in his bag.

Developing Vocabulary Words Beginning With H

Have the children take things out of Mr. H's bag and prove them to him over the telephone.

Distribute a variety of art materials. Help the children fold their papers in half so that they look like greeting cards. When the cards are finished collect them and keep them for the next lesson.

Making Get-Well Cards

What are some pictures that we can draw on Mr. H's get-well cards?

What else can we make besides cards?

How will Mr. H feel when he gets these cards and gifts from us?

TYING IT TOGETHER



Distribute copies of Alpha Time Master #36, and discuss them with the children.

What do you see in this picture? (Mr. H in the hospital)

Where is Mr. H? (in a hospital bed)

Why is he in the hospital? (He hurt his knee.)

Where is the bandage? (on his knee)

Who else is in the room? (nurse)

What is Mr. H doing? (talking on the telephone)

To whom is Mr. H speaking? (children in class)

What do you think he is saying?

ON THEIR OWN

Children may choose from the following activities:

Crafts

Making paper flowers for Mr. H.

Classifying

Using Alpha Time Master #36 to find things that have numbers (e.g., chart, door, thermometer, telephone, watch).

Art

Drawing or painting pictures of personal experiences in the hospital.

Dramatic Play

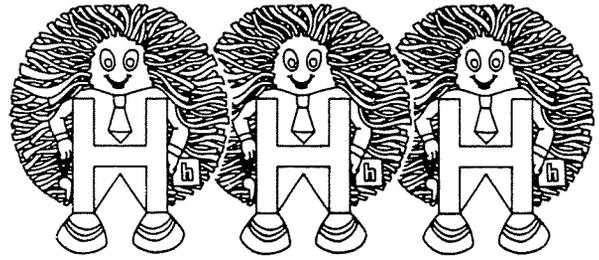
Dramatizing *Mr. H Goes To The Hospital*.

Storytelling

Telling other hospital stories to each other on tape.

2H4

PLANNING AND PREPARATION: Huggable, Mr. H; Alpha Time Master #37; the gifts, letters and get well cards that the children made for Mr. H; pictures of things that start with the letter H; tape or chalk.



READING PICTURES

Show Mr. H to the children.

He's back! He's back! Mr. H is back!

Ask Mr. H if he received your letters and cards and all the things you made for him.

Ask him how he felt when all the things came to his hospital room.

Mr. H says he wants to show you a story with pictures. It will answer many of the questions that you asked him.

Give each child a copy of Alpha Time Master #37. Discuss the picture story with the children.

Frame 1



Look at the first picture at the top.

Where is Mr. H? (in the hospital)

How do you think he feels? (e.g., unhappy, frightened)

What do you think will make him smile?

Frame 2



Look at the next picture.

Who is bringing things to Mr. H? (the nurse)

Where did all these things come from? (children)

What are some of the things the nurse is holding? (e.g., cards, letters, flowers, boxes)

Let's look at the last picture.

Frame 3



How does Mr. H feel now? (happy)

Why do you think he is happy?

What is he doing? (talking on the telephone)

Which letter do you think he is reading?

Tell us what you think the letter says.

Look at Mr. H's face in the first picture. How does he look? (He is sad.)

Now look at the last picture on the bottom.

How is Mr. H's face different? (He is smiling.)

SUBSTITUTING NOUNS THAT BEGIN WITH H

When Mr. H was in the hospital, he listened to the radio. He heard poems that he heard many times before. He liked the way they sounded. The first one he heard was called *Hickory Dickory Dock*.

Why do you think Mr. H especially liked *Hickory Dickory Dock*? (The first word begins the same way as *Horrible Hair*.)

Listening To A Poem

Here is how the poem sounded when Mr. H first heard it:

Hickory dickory dock.
The mouse ran up the clock.
The clock struck one.
The mouse ran down.
Hickory dickory dock.

Have the children repeat the poem so that they become familiar with the words.

Now Mr. H wants to tell you what he did with the poem.

Mr. H thought and thought, and he said to himself:

“Who ran in this poem? That’s right—a mouse.

“What did the mouse run up? That’s right—a clock.

“I don’t want the mouse in this poem.

“I don’t want the clock in this poem.

“I want two different things—two things that start like my *Horrible Hair*.”

Substituting Words In The Poem

Mr. H decided that he would have a *house* and a *hill*.

He said the poem like this:

“Hickory dickory dock.
The house ran up the hill.
The hill struck one.
The house ran down.
Hickory dickory dock.”

Have the children repeat the new version of the poem. Then have them think of two more words that start with the letter H to substitute, and let them repeat this third version of the rhyme.

*On another day, the children may enjoy thinking of variations of the nursery rhyme *Hey Diddle Diddle*.*

Hey diddle diddle,
The cat and the fiddle,
The cow jumped over the moon,
The little dog laughed,
To see such sport,
And the dish ran away with the spoon.

When the children have found the seven things in the rhyme (i.e., cat, fiddle, moon, dog, cow, dish, spoon), they may choose seven pictures from Mr. H's bag. Then reread the poem to them. Each time a noun is mentioned, pause and let a child say the name of a picture that may be used as a substitution.

TYING IT TOGETHER

Playing
Hocus Pocus
Hopscotch

Mr. H has a game for us.

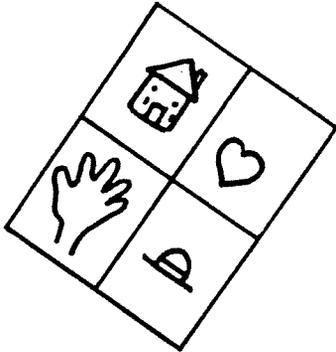
The game is called *Hocus Pocus Hopscotch!*

Everyone may hop any way he wants to hop. Mr. H wants to see all the different hops you make.

Let several children demonstrate their favorite hops.

Now we are ready to play.

Use tape or chalk to outline two or three hopscotch boxes on the floor. Put a picture of something that starts with the letter H in each box.



Directions: Before a child hops, he must tell Mr. H the boxes into which he is planning to hop and the order in which he will hop. (e.g., "I will hop in horse, hat and house.") Each child may decide for himself into which box(es) he wants to hop.

Following
A Sequence

Children who are onlookers may help the child who is hopping to remember the sequence he picked by saying, "(Billy), now you are in hat. You said you were hopping to house next."

Mr. H calls the game *Hocus Pocus Hopscotch* because each child has to do a hocus pocus after he finishes hopping.

When a person is finished hopping, everyone else will close his eyes. Then the person who played will keep saying hocus pocus and put all the pictures in different hopscotch squares. Then someone else will have a turn to play.

ON THEIR OWN

Children may choose from the following activities:

Art

Drawing nonsense pictures illustrating the rhymes in the lesson (e.g., a house running up a hill).

Retelling A
Story

Retelling the picture story to one of the Letter People by referring to Alpha Time Master #37.

Recalling A
Sequence

Cutting apart the three frames of Alpha Time Master #37 and putting them in order.

2H₅

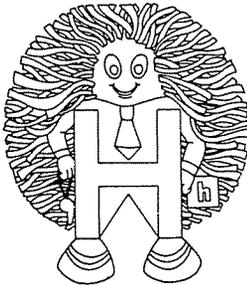
TEACHER OBJECTIVES:

- To associate pictures with holidays.
- To reinforce the characteristic and sound of Mr. H.
- To review months.

PERFORMANCE OBJECTIVES:

- The child will identify certain holidays.
- The child will say words with the *h* in the initial position.
- The child will identify certain holidays by looking at a picture.
- The child will relate certain holidays to months.

DEVELOPMENT



Mr. H made "All About Us" booklets.

- Distribute the Mr. H booklets.
- Have the children look at the front of the booklet.
- Read the words "All About Us" to them.

*Which Letter Person's picture do you see? (Mr. H)
Whose picture do you think is next to Mr. H's? (his friend's)
Put your finger on the words under the pictures of Mr. H and his friend.*

*The words say, "Mr. H has a friend."
What is special about Mr. H? (his horrible hair)
Mr. H wants us to draw hair on the picture of his friend.
If you want the picture of Mr. H's friend to look like you, make the hair look like your hair.
What else can you do to finish the picture? (e.g., Color the eyes the color of your eyes.)*

Give the children the opportunity to complete the picture.
Select several children's booklets and read them aloud.

Have the children open the booklet.
Point to the first sentence on the left-hand side.
Ask them what picture Mr. H put in the sentence.
Read aloud, "Mr. H has horrible hair."
Let them pretend to reread the sentence with you.

Explain that the next sentence tells Mr. H's favorite holiday.
Have the children discuss the picture at the bottom.

*Guess the name of Mr. H's favorite holiday.
Let's listen to the sentence and see if we are right.*

Read aloud, "Mr. H's favorite holiday is Halloween."
Ask them why they think Mr. H likes holidays and why his favorite holiday is Halloween. (*Holiday* and *Halloween* start with the same sound as *horrible hair*.)

*Mr. H took this whole page to tell us about himself.
What did he tell us first? (He has horrible hair.)
What did he tell us next? (His favorite holiday is Halloween.)
Mr. H says the next page is for us.
What does Mr. H want each of us to write on the first dotted line?
(our name)
Write your name and then we'll let Mr. H listen to your sentence.*

After the children have written their names, select booklets and read the sentences to the class.

Mr. H says he wants us to look at the picture of holidays he drew on the back page.

Have the children turn to the back of the booklet.

Read aloud, "Let's talk about holidays."
Help them identify the different pictures.
Ask them what holiday each picture makes them think about.
Discuss briefly what is special about each holiday.
Ask the children to tell about other holidays they celebrate.
This is an added opportunity to review and/or teach more of the months of the year.

A unit or portion of a unit can begin by dealing with holidays, e.g., patriotic, festival, etc.

Mr. H wants each of us to tell him the name of our favorite holiday.

Have the children open their booklets.
Draw the children's attention to the second sentence on the right-hand page.
Explain that Mr. H wants them to use the sentences to write their name and favorite holiday.

Have the children write their names on the dotted line.
Then select a booklet and read the sentence aloud to prove it is incomplete (e.g., Alan's favorite holiday is _____).

*Mr. H says he knows why the sentence isn't finished.
It doesn't tell Alan's favorite holiday.*

Select several booklets and follow the above procedure.
Explore with the children different ways of finishing the sentence (e.g., dictating the name of a holiday, drawing a picture to represent a holiday or finding a picture in a magazine).
Help the children share their completed sentences. Encourage them to tell the name of their favorite holidays to Mr. H.

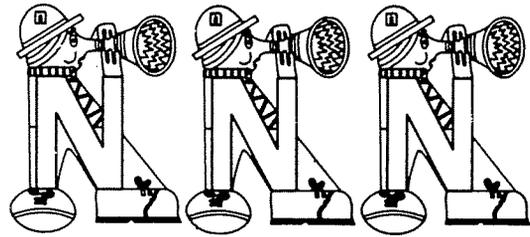
If you make a timeline of months, add holidays to the time line.

Suggest that the children take the booklets home and ask members of their family to tell Mr. H their favorite holidays.

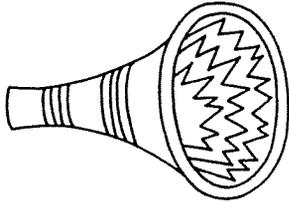
2N1

PLANNING AND PREPARATION: Huggables, Mr. N, Mr. M, Mr. T, Mr. F, Mr. H; Mr. N's Picture Squares; a bag for Mr. N; Alpha Time Master #38; magazines, newspapers, construction paper, clay, pipe cleaners, scissors, paste; a paper cut-out of Mr. N's Noisy Nose.

Optional: TeamMates



DISCOVERING THAT THE SOUND FOR N WILL COME FROM NOISY NOSE

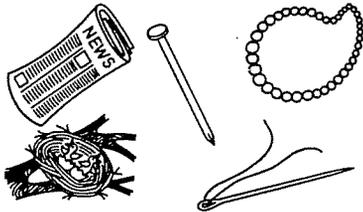


Pretend to talk to Mr. N as the other Letter People watch.

Mr. N says, "Mr. M got his sound from *Munching Mouth*. Mr. T got his sound from *Tall Teeth*. Mr. F got his sound from *Funny Feet*. Mr. H got his sound from *Horrible Hair*. Where will I get mine?"

Lead the children to the conclusion that Mr. N will get his sound from Noisy Nose and that he wants to fill a bag.

RECOGNIZING OBJECTS THAT START WITH N IN THE INITIAL POSITION



Proving Mr. N's Picture Squares

Show Mr. N's Picture Squares to the children.

Mr. N would like us all to look at some things that start with the same sound as Noisy Nose.

These pictures belong to Mr. N. (i.e., nest, nail, needle, necklace, newspaper) Let's say their names and *prove* them for Mr. N. (e.g., Noisy Nose—nest)

Ask the children to think of other things that start with Mr. N's Noisy Nose sound. This is a difficult skill. If the children need help give them clues. (e.g., When you are eating you put it on your lap so you don't get your clothes dirty. Its name is----napkin.) Other words you may want to use are nurse, nightgown, nut.



Have the children cut out or make pictures of things that start with N in the initial position. After the children have found and made things for Mr. N's bag one child may act as Mr. N. Mr. N will call on each of the children to put something into his bag. Of course, the must "prove it" to him first. Record #5, side A, band #3 may be used for "Prove It."

We found so many nice things for Mr. N. Now he has found a game for us to play. The game is called Nail the Nose. Mr. N will tell us how to play.

Give the children directions for playing Nail the Nose (a variation of Pin the Tail on the Donkey).

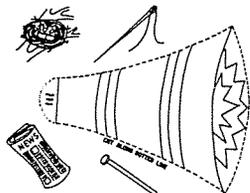
We have to tape some of Mr. N's pictures on the chalkboard. They are pictures of things that start with the same sound as *Noisy Nose*.

Show the children the cut out of the Noisy Nose you have prepared and explain that the Noisy Nose wants to touch (or nail) one of the pictures.

The first person to play will tell us the name of a picture that *Noisy Nose* will touch (nail). We'll cover his eyes so he can't see. Then he will try to "nail" the picture with the *Noisy Nose*.

Repeat the game so that several children may have a turn. Each child must name the picture he is trying to "nail." (e.g., Noisy Nose will nail the newspaper.)

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #38. Explain that by cutting out the pictures they may play the Nail the Nose Game at home. Have the children name and "prove" each N picture on the sheet.

ON THEIR OWN

Children may choose from the following activities:

Motor Skills

Pasting the pictures from their copies of Alpha Time Master #38 on oak tag or construction paper, and playing *Nail the Nose*.

Auditory Discrimination

Listening for words that begin with Mr. N's sound in Mr. N's song. (record #1, side A, band #5)

Visual Memory

Using Mr. N's Picture Squares to play the *Memory Game*. Directions can be found in the *Games* section of the manual.

Classifying

Using Alpha Time Decks or Picture Squares and dividing them into groups for each Letter Person introduced so far.

Crafts

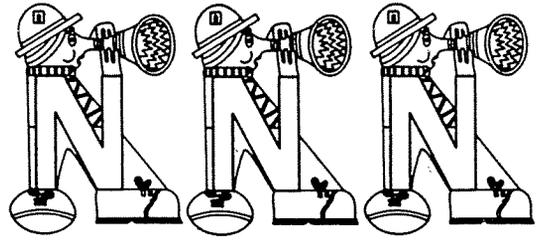
Using hammer, nails, and pieces of soft wood, children may nail a nose by drawing an outline of a nose on a piece of wood and hammering nails about an inch apart along the outline. The nails may be painted and wool or laces may be twisted around the nails to outline the nose.

Optional

Do the activity and discuss TeamMate School Team Book page 19 and assign Home Team page 19 for homework.

2N₂

PLANNING AND PREPARATION: Huggables, Mr. N, Mr. M, Mr. T, Mr. F, Mr. H; a sheet of newspaper for each child; magazines, scissors, crayons, drawing paper, paste, stapler; Alpha Time Master #39.



USING WORDS THAT HAVE N AS THE INITIAL SOUND

Mr. N keeps saying he wants us to make a *Newspaper Nose*.

I thought he meant a *Noisy Nose*, but he keeps saying *Newspaper Nose*.

Let's ask Mr. N why he keeps saying *Newspaper Nose*.

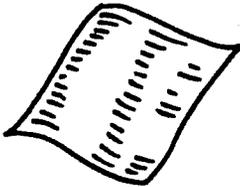
Have several children ask Mr. N about Newspaper Noses. Lead them to the conclusion that Mr. N would like them to make Newspaper Noses.

Mr. N says he knows he has a *Noisy Nose* but he wants us to make a *Newspaper Nose* for him and he will tell us how.

*Following
Directions:
Making Newspaper
Noses*

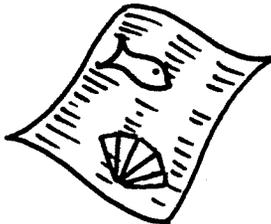
Distribute a sheet of newspaper to each child. Give the children directions and demonstrate.

First everyone must have a sheet of newspaper.



Next Mr. N wants us to paste or draw pictures all over our sheets of newspaper.

What kind of pictures do you think Mr. N would like? (pictures that start with Mr. N's *Noisy Nose* sound)

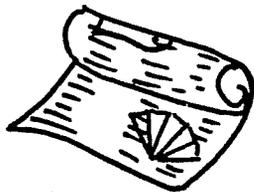


Tell Mr. N some of the things you are planning to put on your sheet of newspaper.

Mr. N says he can't give us anymore directions until we finish doing what he just told us to do.

After the children have drawn or pasted several pictures on their sheets of newspaper, tell them Mr. N is ready to give more directions.

Mr. N says now you are ready to make a *Newspaper Nose*.



We roll it up. (*Demonstrate by rolling the newspaper to make a tube, keeping the pictures facing the outside.*)

Then we will staple each end.

Now we can hold it up to our noses.



Show Mr. N the pictures on your *Newspaper Nose*.

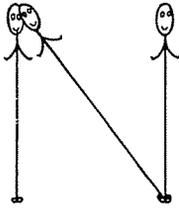
IDENTIFYING THE CAPITAL AND LOWER CASE LETTER N

Mr. N would like us to find his capital letter N.

Show him with your hands the part of his body that is the capital N.

Call on several children to point to Mr. N's capital letter.

Making The Capital Letter "N" Physically



Mr. N wants us to make his capital letter N with our bodies.

How many parts does the capital N have? (three) How many children will we need to make a capital N? (three)

What kind of lines does the capital N have? (straight)

Have the children form groups of three and experiment in forming capital N. Then ask them to identify the lower case "n."

Mr. N has another letter. Show Mr. N his lower case letter n.

DISCUSSING FEELINGS

The Letter People are tired today. They say they could not fall asleep last night. Mr. N wouldn't let them turn off the light. He said he doesn't want to sleep in the dark. He needs to have light.

Have the children ask Mr. N why he wants a light on when he goes to sleep. Then read them the following poem:

Night

When the light is out and I'm in bed,
I put the blankets over my head.
Night, night, you frighten me,
When it's dark and I can't see.
My Noisy Nose makes sounds, it's true.
But dark, dark night, you do too!
I hear footsteps, horns, the telephone,
In the night, when I'm alone.
There are sounds that I can't figure out,
A growl, a creak, a hiss, a shout.
That's when I cover both my ears,
And try to stop my many fears.
Maybe I seem like a baby to you,
But that's how I feel, what can I do?
Perhaps if I had a tiny light,
We could be friends, oh dark, dark night.

Talking About The Night

Deepening awareness of personal reactions

How does Mr. N feel about the night?

How do you feel about the night?

Mr. N says sometimes he hears lots of noises.

What are some noises he hears? (e.g., telephone, footsteps)

What are some noises he can't figure out? (e.g., hiss, creak, growl)

Tell him the different noises you hear when you are in bed.

What do you think made the growl? the hiss? the shout? the creak?

What does Mr. N think about when it is very quiet at night?

Tell Mr. N about a time when you wanted to have a light on at night.

Why can't Mr. N help the way he feels at night?

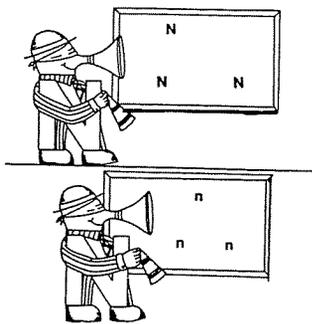
Tell the children that Mr. N would feel much better if they could write some stories for him describing the way they feel at night.

Let's tell Mr. N about things that have happened to us at night.

Let's draw pictures of the night for him.

Encourage the children to dictate stories and to "read" them to Mr. N.

TYING IT TOGETHER



Pictorial comprehension

Give each child a copy of Alpha Time Master #39.

Look at the top half of the paper.

Who is in the picture? (Mr. N)

What game is he playing? (Nail the Nose)

What is Mr. N trying to "Nail?" (letter N)

How is Mr. N's game of Nail the Nose different from our game? (We nailed the pictures.)

Put a mark on all the capital "N's" you want Mr. N to nail.

Let's look at the bottom half of the picture. How are the bottom and top half the same? (same game)

How are they different? (different kind of N)

Let's put a mark on all the lower case n's we want Mr. N to nail.

ON THEIR OWN

Eye-Hand
Coordination
Letter Tracing

Crafts

Art

Children may choose from the following activities:

Working with Mr. N's puzzle.

Using Alpha Time Master #68 to trace the letter N.

Drawing or painting the letter N.

Using 3 ice cream sticks or tongue depressors, children may nail (or tack) the sticks onto a piece of board to form the capital letter N. More sticks may be added to make letters M, T, F, H.

Making crayon drawings to show night and day. Children draw an outdoor picture, using wax crayons and pressing hard on them. When the picture is finished it can be made "night" by painting black water color or tempera over the entire paper. The wax surface of the crayoned picture will resist the paint while the rest of the paper appears black.

Using black construction paper and yellow crayon to show moon and stars in the night sky.