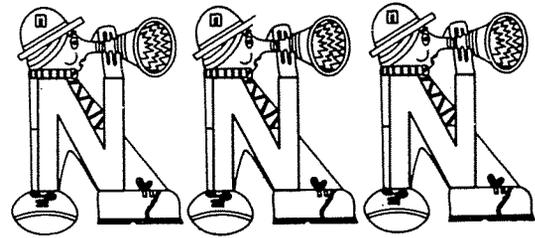


2N₃

PLANNING AND PREPARATION: Huggable, Mr. N; Mr. N's bag, Mr. N's Picture Squares; Mr. N's Picture Book—one for each child.



RECALLING WORDS THAT BEGIN WITH THE N SOUND

Tell the children what has happened to Mr. N.

Mr. N kept everyone awake all night. He kept chasing things around the room! This morning all the things that were in Mr. N's bag were on the floor. I went to pick them up and put them in his bag. Mr. N was so upset, his nose started to make the noisiest noises.

He said, "Please don't touch anything. Nothing may go back in my bag! I promised. I promised each of my things that it wouldn't have to go back into my bag until I played tag with it and caught it. First, I chased the needle, then I chased the necklace and the newspaper, but I never caught one of them!

Tell the children how to play Mr. N's Game of Tag.

Mr. N wants all his things back in his bag, but first he must catch them. Let's help him.

(Jimmy), which thing from the bag do you want to be? (e.g. needle) We'll tape the picture of the (needle) on your back. You start to run. Someone else will be Mr. N and call out your name ("needle, needle, needle") as he is chasing you. When he tags you, you have to go back into the bag!

Continue the game, giving several children a chance to be Mr. N or "it."

Remind the children of the newspaper noses they made in the previous lesson. Mr. N doesn't remember how we made the newspaper noses. Let's remind him.

What kind of paper did we use to make newspaper noses? (newspaper)

What did we draw on the newspaper? (pictures for Mr. N)

What did we do with the sheet of newspaper to make it look like a nose? (rolled it)

How did we attach the ends so they wouldn't unroll? (staple)

Now Mr. N remembers. He is so happy that we told him that he has an extra special treat for us.

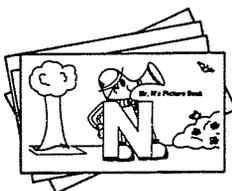
*Practicing "N"
Words By Playing
Tag*



*Remembering And
Relating To A
Previous Activity:
Newspaper Noses*

READING A PICTURE STORY

*Discussing
Picture Books*



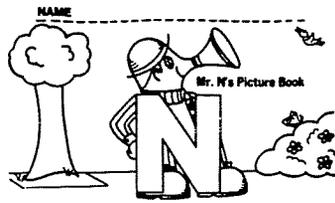
Distribute copies of Mr. N's Picture Book. Discuss each page in detail with the children.

Mr. N sent us something very special. What is this? (a book)

What is inside the book? (pictures)

What is Mr. N going to tell us with these pictures? (a story)

Cover



Where do we look first? (on the cover)

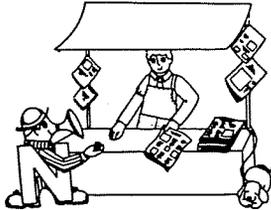
Look at the picture on the cover.

Who is on the cover? (Mr. N)

Whom do you think the story is about? (Mr. N)

Turn the page and look at the first picture inside.

Page 1



Who is in the picture? (Mr. N, newspaper seller)

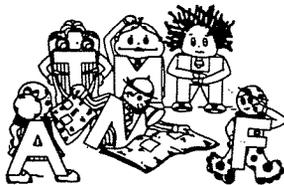
What is for sale at the newspaper stand? (papers, magazines)

How do we know Mr. N is going to buy a newspaper? (He has money in his hand.)

What will Mr. N have to tell the man selling the newspapers? (which one he wants)

Let's all turn the page and look at the next picture—the one near your left hand.

Page 2



Point to Mr. N.

What other Letter People are here? (Miss A, Mr. T, Mr. M, Mr. H, Mr. F)

What is Mr. N doing with the newspaper? (opening it, taking sheets out of it)

How do the other Letter people look? (confused, puzzled)

Why do you think they are watching Mr. N?

Page 3



Let's look at the picture on the next page, the one near your right hand.

What is Mr. N doing? (drawing on a sheet of newspaper)

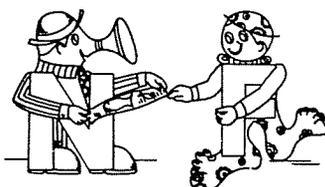
What picture has he drawn? (a fish)

What do you think Mr. N is making? (newspaper nose)

Who do you think would like a newspaper nose with a fish on it? (Mr. F)

What other pictures could Mr. N draw for Mr. F's nose? (e.g., feather)

Page 4

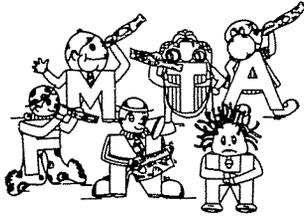


Who is in this picture? (Mr. N, Mr. F)

What is Mr. N doing? (giving him a newspaper nose)

How does Mr. F feel? (happy)

How can you tell how he feels? (expression on his face)



Which Letter People have newspaper noses? (Mr. F, Mr. M, Mr. T, Miss A)

What pictures do you think are on Mr. M's nose? (e.g., mouse) Mr. T's? (e.g., triangle)

How many newspaper noses has Mr. N made so far? (four)

Why do you think Mr. H looks unhappy? (He doesn't have a newspaper nose.)

What is Mr. N doing? (making another newspaper nose)

Which Letter Person will get a newspaper nose next? (Mr. H)



Sensory Images

How many newspaper noses did Mr. N make? (five)

What pictures do you think he put on Mr. H's nose? (e.g., heart)

How do the Letter People feel? (happy)

How do we know they like Mr. N? (They are smiling at him.)

What is one reason they like him? (He made things for them.)

TYING IT TOGETHER

Dramatizing A Story

Several children may dramatize Mr. N's story. A director may be chosen to be sure the sequence of the story is followed. The Letter People and newspaper nose materials may be used as props.

ON THEIR OWN

Developing Sequence

Children may choose from the following activities:

Cutting the pages of Mr. N's Picture Book apart and mounting each page on a sheet of construction paper—seven in all. (Two books are needed.) Mix them up and line them up on the chalk board shelf. Children decide which event comes first, second, third etc. until all seven pictures are in order. It might be best to start with only two or three pictures at first (e.g., p.3, p.4, p.6) adding more pictures as the children become more experienced.

Using Recall To Make Books

Making individual picture books by stapling several sheets of paper together along the left edge and drawing pictures on each page. The stories may then be read to the class or recorded to be shared later.

Crafts

Making dioramas of one of the events in Mr. N's Picture Book.

2N₄

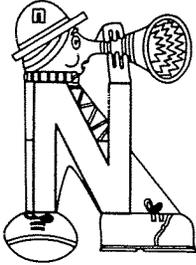
TEACHER OBJECTIVES:

- To reinforce characteristic and sound of Mr. N.
- To review numerals.

PERFORMANCE OBJECTIVES:

- The child will state numerals.
- The child will say words with the *n* in the initial position.
- The child will hear a number word and point to the numeral written on the fantasy character picture.

DEVELOPMENT



*Mr. N's noisy nose has been making so much noise.
He never heard about the "All About Us" booklets.
Mr. H had to send him a letter to remind him to make them.
Here they are.*

Distribute the booklets.
Point to the words, "All About Us."
Read the title aloud.

*Which Letter Person's picture do you see? (Mr. N's)
Whose picture do you think is next to Mr. N? (his friend's)
Put your finger on the words under the pictures.
The words say, "Mr. N has a friend."*

*What is special about Mr. N? (his noisy nose)
Mr. N wants us to draw a nose on the picture of his friend.
If you want the picture of Mr. N's friend to look like you, make
the nose look like your nose.*

Give the children the opportunity to complete the picture.
Remind them that it can look like anyone they wish.
Select several booklets and read them aloud.

Have the children open the booklets.
Point to the first sentence on the left-hand side.
Ask the children what picture Mr. N put in the sentence. (his noisy
nose)
Read aloud, "Mr. N has a noisy nose."
Let the children pretend to reread the sentence with you.

Explain that the next sentence tells us Mr. N's favorite numeral.

Ask the children to look at the picture and guess the name of Mr.
N's favorite numeral.
Read aloud, "Mr. N's favorite numeral is 9."
Ask them why they think Mr. N likes numerals and why his
favorite numeral is nine. (*Numerals* and *nine* start with the same
sound as *noisy nose*.)

*Mr. N took this whole page to tell us about himself.
What did he tell us first? (He has a noisy nose.)
What did he tell us next? (His favorite numeral is nine.)
Mr. N says the next page is for us.*

*What does Mr. N want each of us to write on the first dotted line?
(our names)*

Write your name and then Mr. N will listen to your sentence.

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

Explain that Mr. N wants the children to look at the picture he drew on the back of the booklet.

Have them turn to the back of the booklet.

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

Give the children time to enjoy the picture.

Ask them to name the numerals they see.

You might have one child call out a numeral.

The others should look for the numeral.

When they find it they should put a finger on it, and then tell on which fantasy character the numeral is found.

Help the children discover which numerals Mr. N included in his picture.

After you have discussed the numerals indicated in the picture, discuss with the children where numerals may be found. Why do we need numerals?

The children may point out numerals that are readily visible in the classroom on clocks and watches, rulers, etc.

Recall with the children that Mr. N's favorite numeral is 9. Ask them to each tell Mr. N what their favorite numeral is. Have them open their booklets.

Draw the children's attention to the second sentence on the right-hand side. Explain that Mr. N wants them to use the sentences to write their names and favorite numerals.

Have the children write their names.

Select a booklet.

Read the sentence aloud to prove it is incomplete. (*e.g.*, Janet's favorite numeral is .)

Mr. N says he knows why the sentence isn't finished.

It doesn't tell Janet's favorite numeral.

Select several booklets and follow the above procedure.

Discuss ways in which the children may complete their sentences.

Some children may want to dictate the numeral.

Others may want to find the numeral in a magazine, cut it out and paste it on the booklet.

Others may draw the numeral.

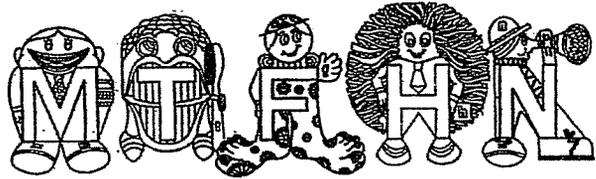
Read aloud completed sentences.

Encourage the children to tell the name of their favorite numeral to Mr. N.

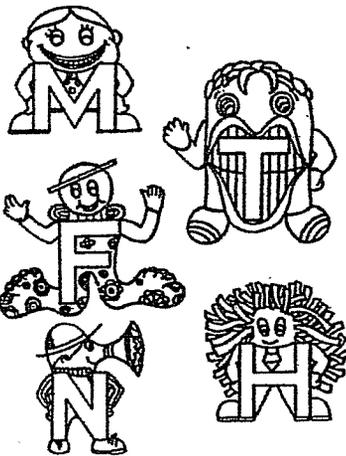
Suggest that they take the booklets home and have members of their family tell Mr. N their favorite numeral.

REVIEW

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



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



Remembering a sequence.

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

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

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

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

Who came next? (Mr. T)

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

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

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

Singing A Letter Song



Following directions

We are a class that has some friends;

And these are their names, sir:

M, T, F, H, N!

M, T, F, H, N!

M, T, F, H, N!

And these are their names, sir.

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

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

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

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

And these are their names, sir."

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

Identifying The Letter Boys Through Riddles

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

My Munching Mouth munches fast and slow.

I munch and munch wherever I go.

(Mr. M)

When you look at me,

Tall, tall, Tall Teeth are what you see.

(Mr. T)

TYING IT TOGETHER



Distribute Alpha Time Master #17.

Who is in this picture? (Mr. N)

What is Mr. N doing? (chasing Needledeenop)

What trouble is Needledeenop making?

How did the lamp tip over?

ON THEIR OWN

Dramatic Play

*Inferring Cause
And Effect
Relationships*

Art

Children may choose from the following activities:

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

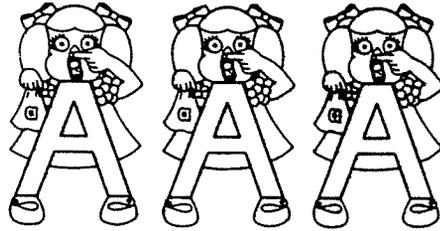
Marking on Alpha Time Master #17 all the evidence of mischief Needledeenop has caused.

Drawing Needledeenop on Alpha Time Master #17.

2A₁

PLANNING AND PREPARATION: Huggable, Miss A; a bag for Miss A; Miss A's Picture Squares; Alpha Time Master #40; magazines, a variety of papers and art materials.

Optional: TeamMates



Miss A's music, (record #1, side A, band #6) may be played to set the mood.

INTRODUCING THE SHORT A SOUND

Remembering Miss A's Sneeze

Talk about Miss A's sneeze with the children. Have the children tell Miss A what they remember about her sneeze.

Miss A says *ă, ă, ă'choo*.

Miss A says her nose keeps wiggling and wiggling and tickling and tickling.

Do you feel a wiggle and a tickle at the tip of your nose?

Guess who is back? It is Miss A's sneeze!

Have the children repeat the poem "Miss A's Sneeze" with you:



I am Miss A's sneeze.
I love to tease and tease.
I am Miss A's sneeze.
I love to tease and tease.
I make Miss A say *ă, ă, ă*, for a start,
Then I stop before she can say the *choo* part.
I am Miss A's sneeze.
I love to tease and tease.
Here I come to tease you, too.
Sneeze!—*ă, ă, ă*, without the *'choo*.

Miss A says she thought of a sound she can have.

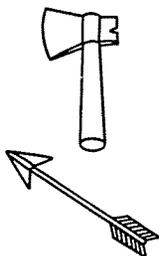
What sound do you think Miss A can have?

Miss A says she has to say *ă* so many times that whenever she opens her mouth, *ă* is the only thing that comes out.

Help the children decide that Miss A's sound should be the ă from ă'choo.

Miss A says she likes her *ă* sound. Whenever she forgets her sound, she will just think of the way in which she sneezes.

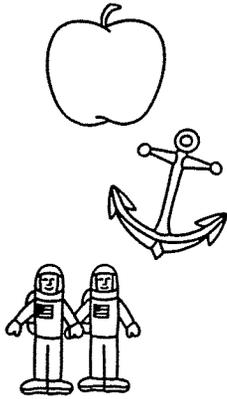
USING WORDS WITH THE SHORT A IN INITIAL POSITION



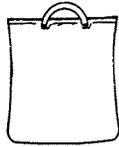
Show Miss A's Picture Squares to the children. (i.e., ax, arrow, apple, anchor, astronauts)

Miss A says she isn't sure what each of these pictures is.

Let's show one picture at a time to Miss A and tell her what it is and why the picture belongs to her.



Making Things For Miss A's Bag



Say the name of the picture so Miss A can hear her *ă* sound.

Show the children how to emphasize the initial *ă* sound each time they name a picture. Give as many children as possible a chance to name the pictures.

Miss A would like us to fill a bag for her.

She says she can't think of too many things that start with her *ă* sound. We'll have to help her.

Let's make some pictures for her.

If the children find it difficult to think of things that start with the *ă* sound, suggest words to them (e.g., alligator, ant). Then they may cut out pictures or make things to put in Miss A's bag.

When the children are ready to put their objects into Miss A's bag they may follow a new procedure.

Miss A likes to ask questions.

She likes to listen to answers.

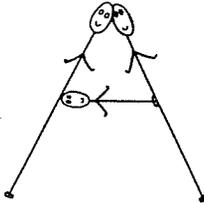
Why do you think she likes asking and answering? (Ask and answer start with her *ă* sound.)

Before you put your picture in Miss A's bag she will ask you a question. After you answer it you may put your picture in her bag.

First Miss A will ask, "What is it?" Then you will answer by telling her what it is. (e.g. "It is an ant.") Miss A will ask, "Does it start with my *ă* sound?" Then you may answer, "Yes." Miss A will then ask, "Can you prove it?" Then you answer, "Yes I can." (e.g., "ă'choo—ant")

Note: It is best if you play the role of Miss A until you feel a child can handle it.

IDENTIFYING THE UPPER AND LOWER CASE LETTER A

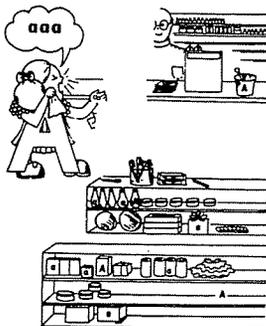


Miss A is glad to know words that begin with her sound.

Now Miss A would like you to show her her capital letter. Use your hands to outline her capital letter A.

Let the children talk about the number of straight lines needed to make the capital A. Have them form groups of three and show Miss A how they make her capital letter. Then they may find Miss A's lower case letter.

TYING IT TOGETHER



Finding details
Inference

Give each child a copy of Alpha Time Master #40. Discuss the picture. Help the children locate the capital and lower case A's.

- What kind of store is this? (drug store)
- Who is in the picture? (Miss A, the druggist)
- What is Miss A saying? (ăăă)
- What is she buying? (tissues)
- Why does she need tissues? (for her sneeze)
- What other things are for sale?
- What would Mr. T buy in the drug store?
- Where do you see a capital A?
- Where do you see a lower case a?

ON THEIR OWN

Children may choose from the following activities:

Listening

Listening to Miss A's story, Meet Miss A (record #3).

*Auditory
Discrimination*

Playing Miss A's song (record #1) and listening for words that begin with her sound.

Classification

Using Miss A's playing cards and telling her why these cards belong to her.

Motor Coordination

Working with Miss A's puzzle.

Visual Memory

Miss A's Picture Squares and Alpha Time playing cards may be used as suggested in the *Games* section of the manual.

Letter Tracing

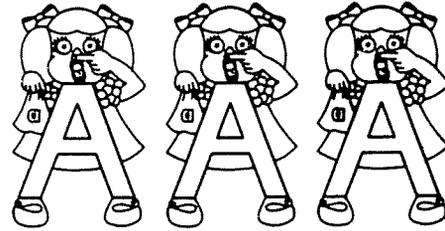
Using Alpha Time Master #55 for tracing the upper and lower case A.

Optional

Do TeamMate School Team Book page 20 and assign Home Team page 20 for homework.

2A 2

PLANNING AND PREPARATION: Huggables, Mr. M, Mr. T, Mr. F, Mr. H, Mr. N, Miss A; a small box, magazines, paste, scissors and art materials; Alpha Time Master #41.



REINFORCING THE SHORT A SOUND IN A'CHOO

Show the children the small box.

The Letter People found this box this morning. They tried to figure out what it is. No one could figure it out. Suddenly they all felt a wiggle and a tickle. Guess who it was?

Lead the children to the conclusion that it was Miss A's sneeze.



The Letter People said, "Sneeze, go away. Go back to Little Miss A."

The sneeze said, "I'll tell you what kind of box that is."

The Letter Boys said, "Oh, sneeze, how would you know what kind of box that is?"

The sneeze said, "It is my box. I made it. It is the 'choo box.'"

"The 'choo box?' Do you mean a sneeze box?"

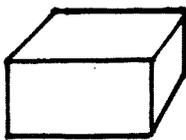
"Oh, no," the sneeze said, "not a sneeze box. It is just the 'choo box.'"

Give several child a chance to ask Miss A about the "choo box" and to tell the class Miss A's answer.

The sneeze says it is the only one who knows about the "choo box." Let's listen to what it has to say.

Read the children the following poem:

I am the smartest sneeze around.
I figured out Miss A's own sound.
This is what I make her do:
Ā ā ā, but never choo.
I always let the ā part stay.
The choo I catch and lock away.
My "choo box" catches every choo.
Can you make a "choo box" too?



What is a choo box?

Why does the sneeze catch all the choo's? (so that Miss A only says ā, ā, ā)

Let's make "choo boxes" and help the sneeze catch all the choos.

Making "Choo Boxes"

Have the children make their own versions of "choo boxes" using a variety of art materials. They may decorate the "choo boxes" as they wish. Ask them what things they could paste on their "choo boxes" to make Miss A happy. When the boxes are finished the children may show them to Miss A.

Tell the children how they are going to use their "choo boxes":

Are we ready to help the sneeze catch all the choos?

Before you catch the choo part, what must you hear first? (ā)

The *choo* knows you are trying to catch it in your “choo box” and it is tricky. It doesn't always come out after the first *ā*.

Sometimes you'll hear *ā, ā, ā* and then you may catch the *choo*.

Following Directions By Playing A Game

Give the children directions for playing “Catch the Choo:”

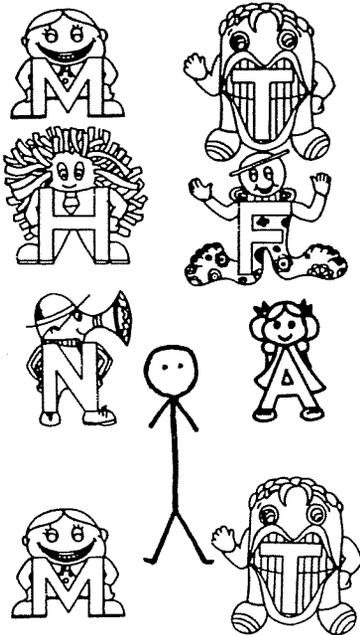
First, we will pick a Choo Watcher. Then each person will hold his “choo box” and get ready to catch the *choos*. We will all keep moving and saying *ā, ā, ā* until the Choo Watcher says, “Here comes the *choo*.”

Then, quick as a wink, we will catch the *choo* and lock it in our boxes.

Then we will get ready to catch another *choo*.

The children may move around the room repeating ā, ā, ā as they wait to catch the choos. Continue the game until several children have had a chance to be the Choo Watcher.

TALKING ABOUT BEING “IN THE MIDDLE”



NOTE: Establishing the meaning of “in the middle” is especially important because it introduces the children to the understanding of vowel sounds in the medial position in words.

Place Mr. M and Mr. T near each other in one part of the room. Place Mr. H and Mr. F near each other in another part of the room. Place Mr. N and Miss A near each other in a third part of the room. Each pair of Letter People should be facing the children. Space each pair so that a child can easily stand between the two Letter People.

Look at the Letter People.

With whom is Mr. T? (Mr. M) With whom is Mr. H? (Mr. F) With whom is Mr. N? (Miss A)

Look at Mr. M and Mr. T. There is a space between them. Someone can stand in the middle.

Stand between Mr. M and Mr. T.

Look at me. I am standing between Mr. M and Mr. T. I am in the middle. (Billy), stand between two of the Letter People. You are in the middle.

Between which two Letter People is Billy standing? (between Mr. M and Mr. T)

(Bobby), stand between two other Letter People.

Between which two Letter People is Bobby standing?

Where is Bobby? (in the middle)

Repeat until several children have had the chance to stand between two Letter People. Emphasize the phrase “in the middle” making sure that the children know it means—in this instance—being between two objects.

Now the sneeze wants to play. It wants to stand between two of the Letter People.

The whole sneeze cannot go because part of it is still locked in your “choo boxes.”

Taking Turns Standing “In The Middle”

Which part of the sneeze will stand in the middle, between two Letter People? (the *ã*)

Let one child play the part of the sneeze (*ã* sound) and stand between different pairs of Letter People.

(Beth), may be the *ã*. The *ã* cannot make up its mind between which Letter People it wants to stand.

It runs and stands between Mr. M and Mr. T.

(Beth) stand between Mr. M and Mr. T.

It runs and stands between Mr. H and Mr. F.

It runs and stands between Mr. N and Miss A. It just cannot make up its mind.

(Beth) will keep on running and standing between different Letter People.

We'll keep saying, "Ä, ä, ä, stop running round and round." (Beth) will keep running until we say, "Ä, you must stand in the middle."

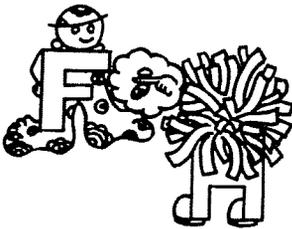
Then we will all close our eyes, and the *ã*, will stand between two of the Letter People.

When we open our eyes, we will look for the *ã* in the middle.

When we find the *ã*, we will tell where it is (e.g., "I see the *ã* between Mr. M and Mr. T.").

Then someone else may be the *ã* and stand in the middle.

After several children have had a chance to be the "*ã*," the game may be varied as follows:



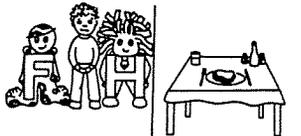
The children close their eyes. The "*ã*" decides between which two Letter People he will stand. Then he turns one of the Letter People around. When the children open their eyes to look for the "*ã*," they will see the "*ã*" between two Letter People. However, one of the Letter People will not be facing them. They will have to determine which Letter Person has been turned around.

Understanding The Meaning Of "In The Middle"

After the game, repeat the following rhyme with the children to emphasize the meaning of "in the middle."

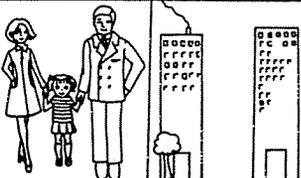
When I'm in the middle,
What do you see?
A Letter Person
On each side of me!

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #41 to look at and discuss.

What are some things you see in the pictures?



What are some things that are "in the middle?" (e.g., boy; the plate; girl)

Look at the first picture.

Between which two Letter People is the little boy standing? (Mr. F and Mr. H)

Look at the picture next to this one. What do you see? (e.g. table setting)

Look at the sandwich.

What do you think is between the two pieces of bread?

Where is the bottle? (between the salt and pepper)

Look at the next picture.

Who is in the picture? (woman, girl, man)

Who is standing in the middle? (the little girl)

What do you see in the last picture? (two buildings)

What is between the two buildings? (a space)

Draw a picture in the middle.

ON THEIR OWN

Children may choose from the following activities:

Classifying

Circling or checking all the "in the middle" objects on Alpha Time Master #41.

*Applying The "In
The Middle"
Principle*

Looking around the classroom or in books for other objects or things that are "in the middle."

Color Discrimination

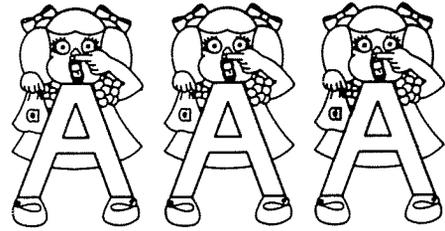
Drawing a blue car between two red ones; a yellow ball between two green ones; a brown doll between two purple ones.

*Shape
Discrimination*

Placing a different shape between two like shapes (e.g., a square between two circles, a rectangle between two triangles).

2A³

PLANNING AND PREPARATION: Huggles, Mr. M, Mr. T, Mr. F, Mr. H, Mr. N, Miss A; Alpha Time Master #42; Miss A's Bag, Miss A's "In the Middle" Picture Squares.



REINFORCING THE IDEA OF "IN THE MIDDLE"

Give each child a copy of Alpha Time Master #42. Help the children remember the "In the Middle" game that the sneeze played with the Letter People.

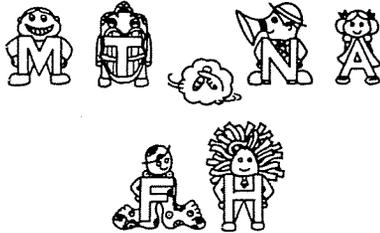
Recalling Experiences With Miss A's Sneeze

Miss A wants you to look at the pictures and to tell her everything that is happening in the story.

Look at the first picture.

Which Letter People do you see? (M, T, N, A, F, H)

Which Letter People are near each other? (M and T; N and A; F and H)



Point to Miss A's sneeze.

Where do you think the sneeze will go?

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

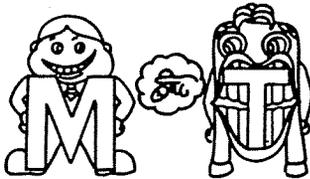
Where is the sneeze now? (in the middle; between Mr. M and Mr. T)

Now the sneeze will fly around again.

This time it is going to stand between two different Letter People.

The sneeze will try to trick you.

You will have to say between which two Letter People the sneeze is standing.



Look at the last picture.

What trick did the sneeze play on us? (It turned a Letter Person around.)

How can we tell which Letter Person the sneeze turned around?

Between which two Letter People is the sneeze standing? (Mr. F and Mr. H)

Miss A has been watching the sneeze standing between the Letter People. She has a plan.

She knows that her "ă" sound starts words like *astronaut*, *apple* and *arrow*.

She has been thinking that her ă sound would sound beautiful in the middle of a word. She wants her sound to be heard between two of the Letter Boys' sounds. Let's let Miss A try.

RECOGNIZING THE SHORT A SOUND IN THE MEDIAL POSITION

Remember, we are listening for Miss A's sound. It is not going to be the first sound we hear in a word. It is going to be in the middle.



Miss A says the word is *man*. (Emphasize the *ă* sound.)

Did you hear Miss A's sound? What did she say? (*ă*)

How can you prove that the sound you hear is Miss A's sound? (Miss A gets her sound from her *ă*'choo.)

In what part of the word do you hear Miss A's sound? (in the middle)

*It is not necessary at this point to mention the sounds at either side of Miss A's sound. If the children want to know, tell them. However, at this time the children need only recognize the *ă* sound in the medial position.*



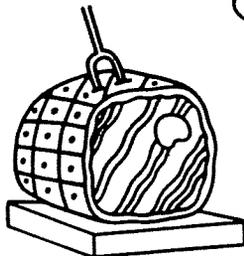
Miss A thinks she knows another word that has her *ă* sound in the middle of the word. She wants you to listen for her sound.



Tell the children that Miss A's word is "*hat*." Emphasize the "*ă*" sound.

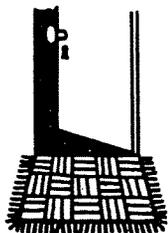
Do you hear Miss A's sound in *hat*? What is she saying? (*ă*)

How can you prove that is Miss A's sound? (Miss A gets her sound from *ă*'choo.)



Where is Miss A's sound in the word *hat*? (It is in the middle.)

Tell the children that Miss A can think of more words in which her "*ă*" sound is in the middle (e.g., *fat, mat, tan, fan, ham*).



NOTE: Please follow the procedure outlined above. Please do not eliminate any of the questions. In field testing we found that using the questions helps to establish a pattern of thinking for the children.

Show the children Miss A's "*in the middle*" Picture Squares (i.e., *hat, man, fan, ham, mat*). The symbol  designates these as "*in the middle*" pictures. Say the name of each picture aloud with the children. Emphasize the "*ă*" sound. Help the children decide that all these pictures have the "*ă*" in the middle of the word.

TYING IT TOGETHER

Reinforcing "*a*" In The Medial Position

Play the following "*In the Middle Game*" with the children:

Choose two children to stand alongside each other. They should leave a space large enough so that another child can fit between them. Distribute Miss A's "*in the middle*" picture squares to five children. Choose one child to hold Miss A.

To play: A child names the picture he is holding (e.g., *hat*). The child playing Miss A says, "I hear my *ă* sound in *hat*. It is in the middle." The child then places Miss A between the two children. The class may then repeat the word and decide if Miss A's "*ă*" sound is in the word.

Continue the game by choosing another child to be Miss A and having another word said. Continue until all five "*in the middle*" words have been used.

ON THEIR OWN

Children may choose from the following activities:

Auditory Discrimination

Deciding which Letter Person begins each picture word on Miss A's "in the middle" Picture Squares.

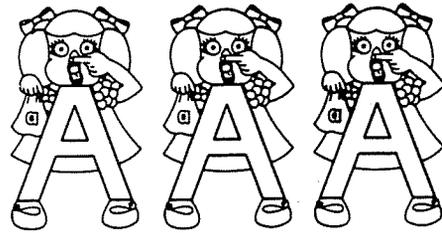
Thinking of names that have the *ã* in the middle. (e.g., Pat, Nan, Sam, Dan, Sal, Fran, Hank)

Rhyming

Making rhyming words that end in *an, at, am*.

2A₄

PLANNING AND PREPARATION: Huggable, Miss A; Miss A's "In the Middle" Picture Squares; Alpha Time Masters #43 and #44.



REINFORCING SHORT A IN THE MEDIAL POSITION

Turn Miss A so that her back faces the children.

Miss A could hardly wait for you to come to school. She wants us to play a guessing game.

She likes to listen to her *ă* sound when it is in the middle of a word.

Hold up Miss A's "In the Middle" Picture Squares so that the children can see them. Tell the children that Miss A has a riddle for each word. The pictures will help figure out the words.

Miss A is ready to begin. She will think of one of the words on these pictures. It will be a word that has her *ă* sound in the middle of the word.

Identifying Words Through Context Clues

Miss A's back is turned. If you guess which word she is thinking about you may turn Miss A around.

Listen to the first riddle.



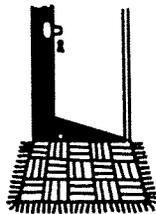
Riddle #1

You always wear me on your head,
But never when you are in bed.
Please turn me around,
If you hear my *ă* sound.

Which picture is Miss A thinking about? (hat)

Say the word so that she can hear her *ă* sound.

Before you turn Miss A around you must tell her where you hear her *ă* sound. (in the middle)



Read the children the rest of the riddles, following the same questioning technique after each.

Riddle #2 (mat)

I am placed upon the floor.
You wipe your feet on me,
As you enter the door.
Please turn me around,
If you hear my *ă* sound.

Riddle #3 (fan)

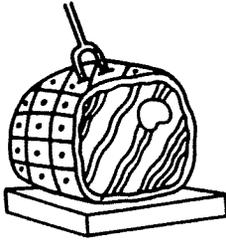
My blades keep spinning around and around.
I cool the air with a whirring sound.
(Refrain)



Riddle #4 (man)

My name can be Frank or Dan or Sam.
A grown up boy is what I am.
(Refrain)





Riddle #5 (ham)
 I am a kind of meat.
 Some people like to eat.
 (Refrain)

*Playing A Game
 With Miss A*

Miss A likes to hear her *ă* sound when it is in the middle of a word.

Miss A has another game for us.

Help the children play the following game to the tune of "London Bridge is Falling Down."

Directions: Divide the children into groups of three. Two children in each group join hands to form individual circles. The third child will play the part of Miss A. Miss A will dance around the outside of her circle. The circle tries to catch her so that she is in the middle. The two circle children may not drop their hands. The children sing these words:



Please Miss A don't run away,
 Run away,
 Run away.
 Please Miss A don't run away,
 Get in the middle.

At this point, Miss A must get into the circle.

Then they sing these words while swaying back and forth and encircling their Miss A:

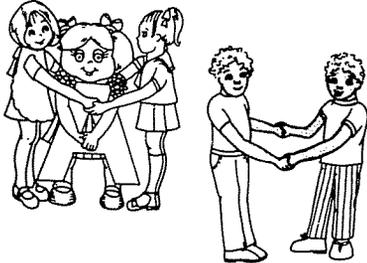
Now Miss A is in the middle,
 In the middle,
 In the middle.
 Now Miss A is in the middle,
 Stay in the middle.

Then they sing:

If you say *ă* we'll let you out.
 Let you out,
 Let you out.
 If you say *ă* we'll let you out,
 Dear Miss A.

When Miss A says "ă" she takes the place of one of the children in the circle. That child then becomes the new Miss A.

TYING IT TOGETHER



Distribute and discuss Alpha Time Master #43.

What game are the children playing? (Please Miss A Don't Run Away)

Where is Miss A? (In the middle)

Draw a line between the other two children.

NOTE: Alpha Time Master #44 is a letter to parents explaining the progress the children have made thus far with ALPHA TIME. This letter may be sent home with the children at this time.

ON THEIR OWN

Children may choose from the following activities:

Reinforcing "In The Middle"

Using the letter parts of all the puzzle pieces, Miss A's letter may be put between any two others. (Same activity may be done using playing cards from Alpha Time Deck 4.)

Word Building

Using letter parts of puzzle pieces to build words with A in the middle. (i.e., fan, fat, man, mat, tan, ham)

Art

Building words as above using the Letter People themselves.

Drawing two Letter People with Miss A between them.

Crafts

Cutting out snowflakes designs on two colored paper squares or circles (two paper doilies may be used instead) and putting a contrasting color paper in the middle. Then the three pieces may be pasted, stitched or stapled together.

2A₅

TEACHER OBJECTIVES:

- To reinforce the characteristic and sound of Miss A.
- To emphasize the concept of address.
- To have children state and copy addresses:

PERFORMANCE OBJECTIVES:

- The child will say words with the short *a* sound in the initial position.
- The child will state his address.
- The child will copy his address correctly.
- The child will state a reason for numbering houses, identifying streets.

DEVELOPMENT



*The Letter Boys told Miss A about the "All About Us" booklets.
Miss A made "All About Us" booklets.*

Distribute the Miss A booklets.

Point to the words "All About Us."
Read the title aloud.

*Which Letter Person's picture do you see? (Miss A)
Whose picture do you think is next to Miss A? (her friend's)
Put your finger on the words under the pictures.
The words say, "Miss A has a friend."
What is special about Miss A? (her *ă*'choo)
Look at the picture of her friend.
What did Miss A forget to draw on the face? (eyes, nose and mouth)
What is Miss A's friend holding that causes a sneeze? (a feather)
How do you know Miss A's friend is going to sneeze? (the position of the finger)
Let's finish the picture of Miss A's friend.
If you want the picture of Miss A's friend to look like you, how will you finish it?*

Give the children the opportunity to complete the picture.
Remind them it may look like anyone they wish.
Select several booklets and read them aloud.

Have the children open the booklets.
Point to the full page picture on the left-hand side.

Explain that Miss A used this whole page to show what happens when she keeps sneezing *ă*'choo.

*Let's sneeze the way she does.
What happens to the trees when Miss A keeps sneezing *ă*'choo, *ă*'choo, *ă*'choo? (The trees bend.)
What happens to the flowers when Miss A sneezes *ă*'choo? (The flowers bend.)
Look at the rabbit.
The rabbit is delivering mail.
Miss A sneezes *ă*'choo.
What flies off the rabbit's head? (the mail cap)*

The children may enjoy dramatizing the different things that happen as Miss A sneezes *ă*'choo.
This is an ideal opportunity for the children to practice the short *a* sound as they reproduce Miss A's *ă*'choo.

Have the children look at the right-hand side of the booklet.
Explain that Miss A has written something that is very important.
Read the first sentence aloud.

"Miss A's address is 5 Apple Avenue."

Talk about the word *address*. Discuss its meaning.

Miss A says it's important for each of us to know our address.

Tell Miss A why you think it is important.

Tell her your address.

Give as many children as possible the opportunity to tell their address to Miss A.

Explain that Miss A wants to see their addresses on the booklets. She left space at the bottom.

Have the children find the first dotted line.

Explain that this line is the place Miss A wants them to write their names.

Give them the opportunity to do this.

After the children have written their names, select a booklet and read the sentence aloud to prove it is incomplete. (e.g., Donald's address is .)

Miss A says she knows why the sentence isn't finished.

It doesn't tell Donald's address.

How can Donald finish his sentence? (He can write his address on the second dotted line.)

Have Donald dictate his address.

Write it on the book for him.

Read the completed sentence aloud.

Follow the above procedure with each child's booklet.

Some children may be able to copy their addresses onto the booklet.

Have the children turn to the back of the booklet.

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

Explain that Miss A drew a picture. In it there are many places where an address or part of an address may be written.

Miss A wants the children to find and name all the places. (e.g., mail box, package, letter, above the door, on the street sign)

This is an excellent opportunity to discuss additional usages of numerals.

Why is it important for houses to have numerals?

Would the numerals on a house be enough to tell somebody where you lived?

What are some other words that are used to name streets? (e.g., road, drive, parkway, etc.)

Suggest that the children take the booklets home.

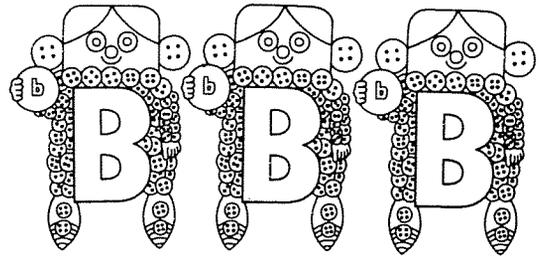
Encourage them to tell how Miss A sneezes.

Suggest that they tell why it is important for them to know their address.

1B1

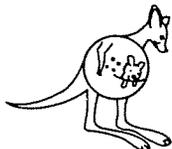
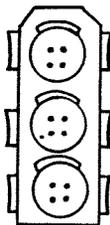
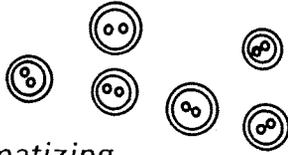
PLANNING AND PREPARATION: Six buttons; large paper circles, one for each child in the class; a roll of newsprint or wrapping paper; crayons and art materials; Alpha Time Master #45.

Optional: TeamMates



INTRODUCING BUTTONS

Dramatizing Rhymes



Show the children the buttons one at a time.

Do you know what these are? I thought they were all buttons too, but they said, "Oh no, we're not just buttons." What do you think they are?

Give each child a paper circle to represent a button to be used in dramatizing the following rhymes:

I know a button who thinks it is a bee.
It buzzes and flies for all to see.

How would a button look buzzing and flying?

Show us how you would look if you were a bee buzzing and flying.

Let's each be a bee. Let's buzz and fly and then come back to hear about another button.

Have the children hold up their paper buttons and buzz around the room.

I know a button who thinks it is a clock.
It keeps on saying, "Tick tock, tick tock."

Hold up your button and let it be a clock.

What will your button say?

Show us how you would look being a clock.

After the ticks and tocks we will listen and find out about another button.

I know a button who thinks it is a traffic light.
It blinks its eyes open, then shuts them tight.

Take your button and let it be a traffic light.

Continue the game, giving the children the opportunity to dramatize each rhyme.

I know a button who thinks it is a mouse.
It creeps and squeaks all through the house.

I know a button who thinks it is a fish.
It swims and swims—swish, swish, swish!

I know a button who thinks it is a kangaroo.
It jumps and leaps—that's all it will do.

Help the children remember the button rhymes they have just heard.

What were all the different things the buttons thought they were? (bee, clock, traffic light, mouse, fish, kangaroo)

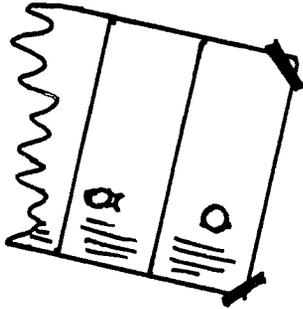
Recalling

Take your buttons and be one of these things.

Using context clues

We'll try to guess which one you are.

MAKING A MURAL



We heard about the buttons, but we didn't see any pictures. Other classes would like to hear about the buttons, but they want to see pictures too.

Let's write about each button and draw a picture for it on one giant-size piece of paper.

Stretch the paper across the classroom floor, and tape it at several points so that it does not curl. Divide the paper into six sections. While the class watches, write one of the button rhymes in each section and read it aloud. Draw a small symbol next to each rhyme so the children can see which button the rhyme is describing (e.g., outline of a bee, clock, fish).

Let the children decide on which section of the mural they want to work. Have them form six groups. Each group may have a meeting to decide what their picture will show.

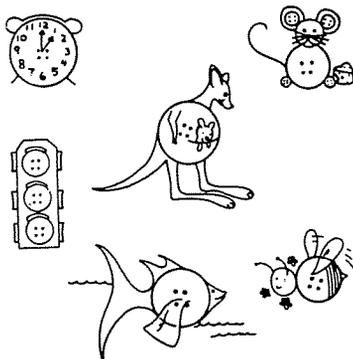
Meet with each group, and help them plan their picture. Encourage the children to give the mural depth by using various art materials such as pipe cleaners, cotton, bits of fabric.

As the children work, reread the rhymes for each group.

When the mural is finished, let each group read their rhyme in unison. Then have the children describe all the things they put in their picture.

Other classes may be invited to share the mural.

TYING IT TOGETHER



Comparing Sizes

Recalling Sounds

Give each child a copy of Alpha Time Master #45 and discuss it with the class.

What kind of buttons are in this picture?

Point to one of the buttons and tell us what it thinks it is. (e.g. fish, clock)

Which is the biggest button? (clock)

Which is the smallest button? (mouse's feet)

What noise did the bee make? (buzz)

What noise did the clock make? (tick, tock)

What noise did the fish make? (swish, swish)

ON THEIR OWN

Children may choose from the following activities:

Sewing

Sewing buttons on pieces of fabric.

Crafts

Making button faces by using buttons for eyes, nose and mouth and sewing them onto fabric to look like a face.

Making a mosaic design by pasting vari-colored buttons on cardboard.

Sorting

Sorting a box of mixed buttons according to color, size, shape, material and number of holes—putting each kind into an envelope.

Muscle Coordination

Practicing buttoning and unbuttoning by having a buttoning race as follows:

At a signal, two or more children may start buttoning or unbuttoning a coat, sweater, shirt, etc. The first person finished wins.

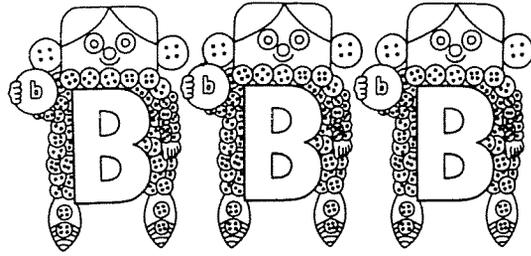
Optional

Discuss TeamMate School Team Book page 21 and assign Home Team page 21 for homework.

1B₂

PLANNING AND PREPARATION: Huggable, Mr. B; Record #1; Picture Card 5; Alpha Time Master #46.

Optional: TeamMates,
Place Mr. B in a corner of the room.



MEETING MR. B AND HIS BEAUTIFUL BUTTONS

Wait until a child discovers Mr. B. Then the rest of the class may gather around him, look at him, and talk about him.

Who can this Letter Person be?

What do you see all over this Letter Person? (buttons)

Why do you think he decided to come to our classroom?

What do you think he would like to see? (the button mural)

Ask him why he is covered with buttons.

Pretend to talk to Mr. B. Then tell the children what he said.

This Letter Person says, "You met buttons who thought they were a bee, a mouse, a fish, a clock, a kangaroo and a traffic light. I know every button in the whole world!"

"All buttons are Beautiful Buttons, that's easy to see.
All Beautiful Buttons belong to me!"

This Letter Person has a song for us. Let's listen. Then we'll know what his name is.

Play Mr. B's Song (record #1, side B, band #1).

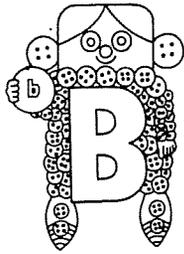
What is the Letter Person's name? (Mr. B)

What does he tell us about himself?

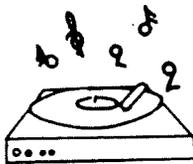
What kind of buttons does he have?

Show Mr. B how his music makes you feel.

Replay the song and let the children sing along with it, moving freely to the rhythm.



Listening To Mr. B's Song



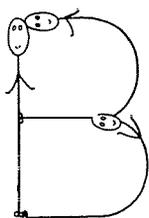
IDENTIFYING THE CAPITAL AND LOWER CASE B

Mr. B would like you to show him his capital letter and then make it with your bodies.

NOTE: Unlike the first six letters, B does not have all straight lines. It is important that the children recognize this when forming the letter.

Use your hand to show Mr. B his capital letter.

Analyzing The Shape of B



Where is Mr. B's lower case letter? (in his hand)

Look at the other Letter People's capital letters. How did we know how many children were needed to make each capital letter? (counted the lines)

How did we keep our bodies when we were lying on the floor? (straight)

Look at the capital B. What will be different about the shape of our bodies as we make Mr. B's capital letter? (the lines are not all straight)

How many curves will there be in B? (two)

How many straight lines? (one)

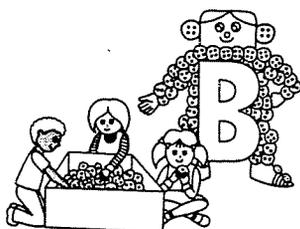
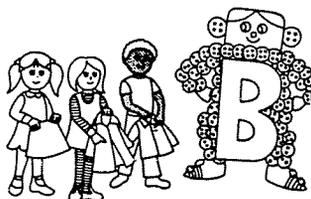
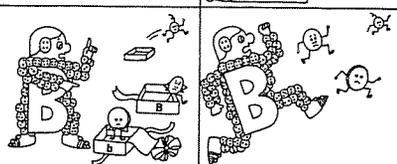
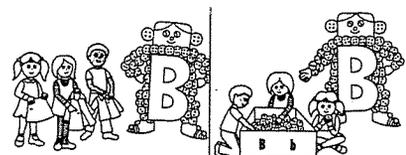
How many children will have to curl their bodies? (two)

Let's ask three children to make the capital B.

Remember, one person will keep his body straight. Two will curl around so that their heads and feet touch the person who is lying straight. They can stretch their arms above their heads and touch him with their hands.

Help three children make the capital letter B with their bodies. Let the class assist by moving the children's bodies. Then all the children may form groups of three and make the capital letter B.

MAKING VALUE JUDGMENTS



Mr. B loves his Beautiful Buttons. He says he loves them all the time — even when they are bad.

He doesn't want them to be bad, but sometimes he does have bad Beautiful Buttons.

Mr. B wants to tell us a story about three bad but Beautiful Buttons.

Show Picture Card 5 to the children as you read the story.

Point to the first frame on the Picture Card.

One day, three children came to ask Mr. B if they might each have a Beautiful Button. One little girl had a beautiful new coat. A beautiful new coat needs a *Beautiful Button!*

One little boy had a beautiful new shirt. A beautiful new shirt needs a *Beautiful Button!*

The other little girl had a beautiful new skirt. Surely a beautiful new skirt needs a — *Beautiful Button!*

Point to frame two.

Mr. B brought a big Beautiful Button box. The children each picked out a Beautiful Button.

Before Mr. B gives his buttons to someone he always asks his buttons if they would like to go.

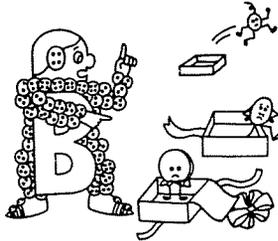
Mr. B asked one of the three Beautiful Buttons if it would please be on the coat. He asked another to be on the shirt. He asked the third to be on the skirt. Each button promised it would go.

Mr. B told the children, "I will send your Beautiful Buttons to you. First I must make sure that each button is shiny and bright."

Mr. B polished each button until it sparkled. The buttons were brighter and more beautiful than ever.

Then they were ready to go to the children. Bless my Beautiful Buttons! What do you think happened?

Point to the third picture.



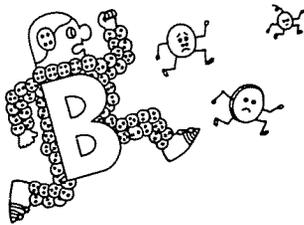
As Mr. B was about to put the buttons into boxes, the buttons said, "We changed our minds. We won't go!"

Mr. B said, "Please don't be bad Beautiful Buttons. You promised the children that you would go. Beautiful Buttons must not break promises."

What do you think those bad but Beautiful Buttons said?

They said, "We won't go!"

Mr. B said, "Buttons, a promise is a promise! You must go."



Mr. B kept trying to put the buttons into boxes. He wanted to send them to the children who wanted them, but BAROOM!—the buttons began to run around the room.

Sing the following words to the tune of Pop Goes The Weasel.

Round and round his beautiful room,
Mr. B chased three bad buttons.
The buttons didn't think it was fun.
BAROOM ran the buttons!
No button for a coat or shirt,
No button for a pretty skirt.
This is the way the story goes.
BAROOM ran the buttons!



Recalling

Whom was Mr. B chasing? (the buttons)

Why did he chase them? (They did not want to go into the boxes.)

Why did he call the buttons bad but Beautiful Buttons? (They broke their promises.)

Why do you think the buttons changed their minds?

How do you feel about the Beautiful Buttons breaking their promises?

How do you think the children will feel when they don't get their buttons?

Tell us about a time when someone broke a promise to you.

Tell us about a time when you broke a promise.

What should Mr. B do?

What do you think will happen to those three bad but Beautiful Buttons?

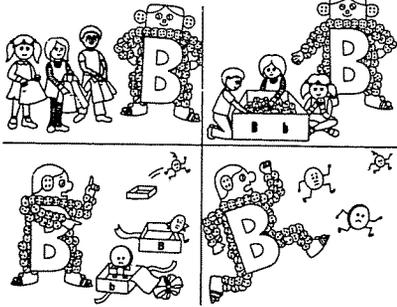
Making Value Judgments

Predicting

Relating Personal Experiences

Have the children sing the song and dramatize it, then repeat the song so that several of the children may have a chance to be Mr. B or one of the buttons.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #46 and have the children take turns in re-telling the story of each picture. They may then look for upper and lower case B's and mark them.

ON THEIR OWN

Letter Tracing

Classifying

Game

Size Sequence

Music, Rhythm

Optional

Children may choose from the following activities:

Tracing the upper and lower case letter B on copies of Alpha Time Master #56.

Drawing or cutting out pictures of articles of clothing that need buttons.

Playing "Who Has The Button?" as follows:

Five or more players are needed. The children stand in a circle. One child stands in the center and is "it" (or Mr. B). The children pass a button from one person to the other behind their backs. When Mr. B says STOP, the children must hold their fists out into the circle. Mr. B has three chances to guess who has the button. If he guesses incorrectly, the person who has the button becomes Mr. B.

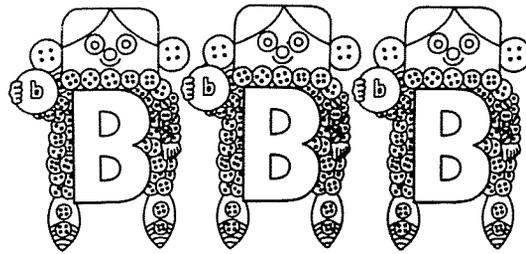
Taking five different size buttons and arranging them according to size —from left to right or from top to bottom.

Dancing to Mr. B's music—either alone, in pairs, or with Mr. B.

Do the activity and discuss TeamMate School Team Book page 22 and assign Home Team page 22 for homework.

1B₃

PLANNING AND PREPARATION: Huggable, Mr. B; Alpha Time Master #47; straws or popsicle sticks, drawing paper, crayons, pipe cleaners, scissors.



REMEMBERING MR. B'S BAD BUT BEAUTIFUL BUTTONS

Tell the children that Mr. B has been chasing the three bad but Beautiful Buttons most of the night.

Recalling

Why were the bad but Beautiful Buttons running away? (They didn't want to go into the boxes.)

Why did Mr. B want to catch them? (He promised the children that he would send the buttons.)

Predicting Outcomes

What do you think happened when the buttons ran away?

Listen for the answer in this song:

Listening for facts

Sing the Bad Button song to the tune of Three Blind Mice.



Three bad buttons,
Three bad buttons.
See how they run,
See how they run.
They all ran away from Mr. B.
He finally caught them—one, two, three.
Did you ever see such a sight in your life
As three bad buttons?
Three bad buttons!

What happened to the buttons? (they were caught)

How many bad buttons were there? (*Hold up three fingers to show the three bad buttons.*)

Have the children sing the song, and show them how to dramatize it as a finger play.

Finger play

When we sing the line, *Three bad buttons*, we will make a circle with our thumb and one finger to represent a button.

Following Directions

When we sing the line, *He finally caught them—one, two, three*, we'll hold up one finger at a time.

When the bad but Beautiful Buttons are running in the song, we will make three of our fingers run.

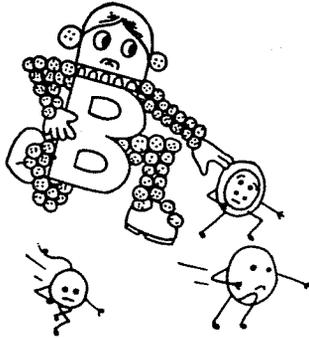
Mr. B was unhappy because the buttons had broken their promises. He finally caught the buttons. What do you think he will do?

READING COMPREHENSION

Let's read a picture story and find out what Mr. B does with the buttons.

Distribute copies of Alpha Time Master #47. Discuss each picture.

Look at the first part of the story.



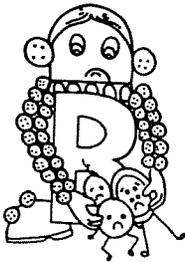
Who is in this picture? (Mr. B, the buttons)

What is happening? (Mr. B is chasing them)

Which part of the song would go with this picture? (They all ran away from Mr. B.)

Can you think of any word that tells us what Mr. B is doing? (running, chasing, racing, galloping)

Let's look at the next picture and see what happens.



What did Mr. B do? (He caught the buttons.)

How many bad but Beautiful Buttons did Mr. B catch? (three)

Sing the part of the song that goes with this picture. (He finally caught them—one, two, three.)

How do you think the buttons feel now that Mr. B has caught them?

Listen to some words that tell how the buttons might feel. Use your face to show us what each of these words means.

How would a button face look when it is *unhappy* because it was caught?

How would a button face look when it is *angry* because it was caught?

Repeat the same procedure for the words surprised, annoyed and afraid.

What do you think Mr. B will do with the three bad but Beautiful Buttons now that he has caught them? Let's look at the next picture.

What do you think is happening?

What is Mr. B doing? (talking to the buttons)

What do you think the first button is thinking? The second? The third?

What do you think the buttons will do?

Tell the buttons about something you had to do because you had promised. Maybe it was something you didn't want to do!

Do you think the buttons should keep their promise?

Let's look at the last picture.

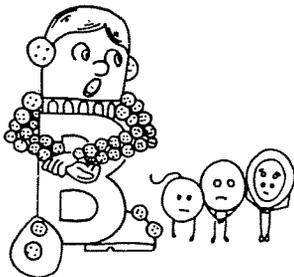
How do you know the buttons are going to keep their promise? (They are going into the boxes.)

Why can't we call them *bad* but Beautiful Buttons anymore?

What could we call them instead?

Counting

Sensory Images



GIVING A STORY A TITLE

Mr. B would like to hear you tell this story again and again. He says he may ask you to tell it to him a few days from now. He knows you will read so many picture stories that you won't know which one he means.

Mr. T told him that when he goes to buy toothpaste, he has to say the name of the toothpaste he wants.

Mr. B says, "I would like to tell you the name of the story that I want to hear, but this story doesn't have a name!" Mr. B is right. The story has no name!

Talking About Names

What would happen if we didn't have names?

What name did Mr. M's story have? (*Meet Me At The Market*)

What does its name tell about the story? (what happens in the story)

Who met at the market? (Mr. M and the people)

Mr. B's story has to have a name.

Can we give the story the name *Bobby*?

Can we give the story the name *Jane*?

We need a name that goes with just this story.

Getting The Main Idea

What is this story about?

What is most important in this story?

What names can we give the story?

As the children suggest names, decide with them whether the name tells about an important part of the story and whether it is short enough to be a title. If the names they suggest are too long explain:

Suppose you had a very, very long name like *Mary Elizabeth Barbara Susan Jane Penelope Smith*? It would take so long to say that we would forget what we wanted to tell you before we finished saying your name!

Some children may need help at first. You might encourage them as follows:

Is *Bad Buttons* a good name for this story?

Was the story about bad buttons?

If Mr. B said next week, "Read the story called *Bad Buttons*," would you know which one he meant?

What other name could the story have?

TYING IT TOGETHER

Distribute art materials and let the children make stick puppets for any or all of the characters in the story. They may use them to dramatize any of the songs that they have learned in these lessons, or to dramatize stories or songs they make up themselves.

ON THEIR OWN

Children may choose from the following activities:

Storytelling

Using Picture Card 5 to retell Mr. B's story to him. Children may want to tell a story about what happens to each button when it arrives at the child's house. Another story might be about how the buttons feels when they are packed inside a box and sent through the mail.

Art

Drawing the bad but Beautiful Buttons the way they looked when they ran away, and the way they looked when Mr. B caught them.

Naming

Giving new titles to familiar stories, songs or poems.

Giving nicknames to friends.

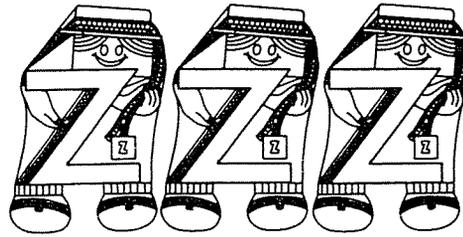
Sorting And Matching

Including Mr. B's playing cards from Alpha Time Decks 1, 2, and 4 in any of the matching and sorting activities listed in the *Games* section of the manual.

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PLANNING AND PREPARATION: Several real zippers; strips of paper, one for each child; large sheets of paper, crayons, art materials, paste; Alpha Time Master #48.

Optional: TeamMates



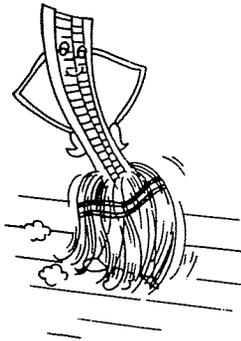
TALKING ABOUT ZIPPERS

Dramatizing Nonsense Rhymes

Show the children the zippers you have brought to class. Let the children have time to look at each of the zippers before talking about them.

What are these things? (zippers)

I too thought they were just zippers until the zippers said, "Oh, no, we are *not* just zippers!" Then each zipper said what it thought it was. I will tell you about them.



I know a zipper who thinks it is a broom.
It sweeps the floors in every room.

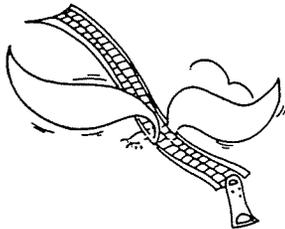
Give each child a strip of paper to represent a zipper.

Now you have the zipper who thinks it is a broom.

Take your zipper and sweep and sweep all around the room.

Let the children "sweep" around the room.

All right, brooms. Come back, and hear about the next zipper.

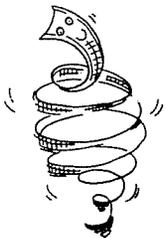


I know a zipper who thinks it is a top.
It spins and spins and will not stop.

Take your zipper and let it be a top. What will the top do? (spin)

Holding their zippers, the children may twirl and spin.

All right, tops, no more spinning and spinning. Now let's hear about another zipper.

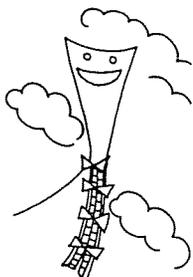


I know a zipper who thinks it is a bird.
It flies and flies and says not a word.

Take your zipper and let it be a bird. What will the bird do? (fly)

Let the children fly their zippers.

All right, birds. No more flying and flying. Listen and find out about another zipper.



I know a zipper who thinks it is a kite.
It climbs so high it is out of sight.

Take your zipper and let it be a kite. What will the kite do? (climb)

Each zipper thinks it is something other than a zipper.

Say a word that tells what one of the zippers thinks it is (e.g. broom).

Now say a word that tells what that zipper does (e.g. sweeps).

If the children have difficulty, help them by rereading one rhyme at a time for them. As each rhyme is read ask them to say the word in the rhyme which tells what the zipper thinks it is. Then reread the rhyme and ask them to say the word that tells what the zipper does.

PANTOMIMING ACTION WORDS

Sometimes we act something out without using any words.

I will not say a word, but if you watch me you will know what I am doing.

Ask the children to watch you as you pretend to be bouncing a ball.

What am I doing? (bouncing a ball)

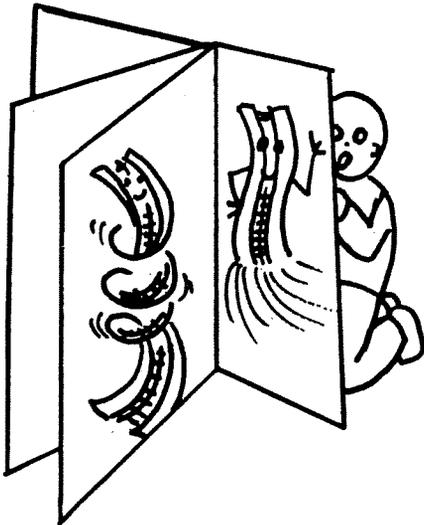
How do you know? (by seeing what you are doing)

Pretend to be one of the zippers that we know. We will guess which zipper you are by watching how you act.

Continue until several children have had a chance to pantomime an action of one of the zippers.

*Inferring
Meanings From
Visual Clues*

MAKING A TALKING BOOK



The zippers saw the big picture story you made for the buttons. They want a story, too. They don't want you to make the same picture story you made for the buttons. They want you to make a giant Talking Book.

First we will make the pages of the book. They will have to be very big pages so we can bend down behind them and talk.

Let's try to figure out how many pages our book will have.

Have the children recall the zipper rhymes.

How many zippers did we meet? (four)

Each of those zippers would like its own page. We can make more pages for other zippers who think they are something else.

Maybe one could be a zipper who thinks it is a tree. What would it do? (sway, bend, shake)

Maybe it could be a zipper who thinks it is a monkey. What would it do? (climb, swing by its tail, eat bananas, make faces)

Have the children work in pairs or in small groups each illustrating one page of the Talking Book. Encourage them to use a variety of materials available in the classroom such as straws, pipe cleaners, bits of material to give the picture texture. After the pictures are finished, fasten the pages to form a book. Include a cover.

NAMING A STORY

Our book needs something.

The picture story about the three bad but Beautiful Buttons needed something, too. What did it need? (The story needed a name.)

Help the children suggest possible names for the Talking Book. Then let them suggest titles for each page in the book.

Discussing Titles

What must we remember about a story's name? (It has to tell something important about the story.)

What is important in the story?

How many zippers are in the story? (four)

What kind of zippers are they? (strange, funny, imaginative)

Tell us a name you would like this story to have. (e.g. Strange Zippers, Funny Zippers, Four Zippers, I Know A Zipper)

Each zipper wants its part of the story to have its own name.

Which is the first zipper in our book? (broom)

What does this zipper do? (sweep)

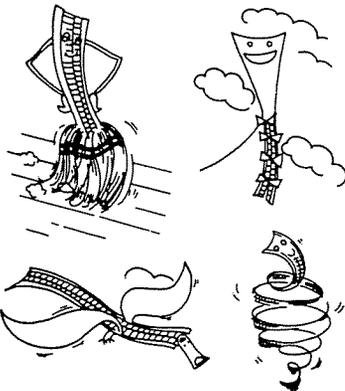
What name could this part of the story have? (e.g. The Zipper Who Sweeps; The Zipper Broom)

Let several children take turns standing or crouching behind a page of the Talking Book and talking for the zipper on that page. If a tape recorder is available, the children might record the stories of their Talking Book. The Letter People may be invited to listen to the stories, too.

Narrating Each Page Of The Talking Book

TYING IT TOGETHER

Distribute copies of Alpha Time Master #48 and discuss the pictures with the children.



Which of these zippers thinks it is a broom?

What is it doing? (sweeping)

Which of these zippers is spinning and spinning?

What does it think it is? (a top)

What do the other two zippers think they are? (kite, bird)

ON THEIR OWN

Children may choose from the following activities:

*Sewing: Motor
Co-ordination*

Stitching zippers on pieces of fabric.

Number Sequence

Writing numerals 1-4 under each picture on Alpha Time Master #48 to designate the order the zippers have in the Talking Book.

Art And Classifying

Making a collage or chart of pictures of things that have zippers.

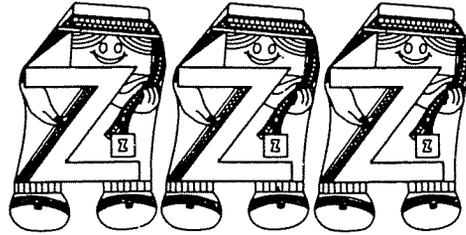
Optional

Discuss TeamMate School Team Book page 23 and assign Home Team page 23 for homework.

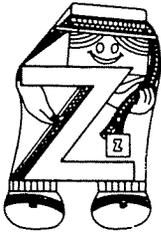
1Z₂

PLANNING AND PREPARATION: Huggable, Mr. Z; Record #1; paper, crayons, paste, art materials; Alpha Time Master #49.

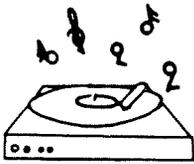
Place Mr. Z in a corner of the room.



MEETING MR. Z AND HIS ZIPPING ZIPPERS



*Listening To
Mr. Z's Song And
Moving To His
Music*



Wait until a child discovers Mr. Z.

Who can this Letter Person be?

What does this Letter Person have all over him? (zippers)

Why do you think he came to this class?

He says he heard about the Talking Book and he would like to see it.

Why do you think he is interested in our Talking Book? (It is about zippers.)

Play Mr. Z's song (record #1, side B, band #2).

Discuss the words and music with the children.

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

What does Mr. Z tell us about himself? (He has Zipping Zippers.)

How did his music make you feel?

How does it make you want to move?

Play the record again and encourage the children to sing or move along with the music.

Mr. Z says that he heard about the zippers who think they are something else. Which zippers does he mean? (zippers who think they are a broom, top, bird, kite)

Mr. Z knows every zipper in the whole world. He says all zippers are Zipping Zippers and all Zipping Zippers belong to Mr. Z.

IDENTIFYING THE CAPITAL AND LOWER CASE LETTER Z

The other Letter People told Mr. Z that you made their capital letters with your bodies.

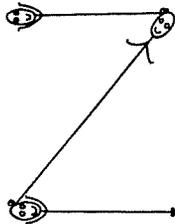
Mr. Z would like us to show him his capital letter Z. Then you may make the Z with your bodies.

Use your finger to show Mr. Z his capital letter.

Where is the lower case letter z?

How many straight lines does the capital letter Z have? (three)

*Analyzing The
Shape Of "Z"*



How many children will we need to make the capital Z? (three)

Will anyone have to curl his body to make the Z? (no)

Show Mr. Z which part of his letter is slanted.

Let's ask three children to make the capital Z with their bodies.

Let the class assist by helping to move the children's bodies. Encourage them to keep checking with Mr. Z to see if he likes the way his capital letter looks. Then all the children may form groups of three to make the capital Z.

Help the children compare the upper and lower case Z. They should realize that except for size, the letters look the same way.

TALKING ABOUT ZIGZAG ZIPPERS

Mr. Z is having a problem with some of his Zipping Zippers.

The Zipping Zippers have decided to become zigzag Zipping Zippers.

What is a zigzag Zipping Zipper?

How does something look when it zigzags?

Show Mr. Z how you zigzag.

Why is a Zipping Zipper that zigs and zags a problem?

Lead the children to the conclusion that zigzag zippers will have trouble zipping up and down. Read the following story to them:

Listening To A Story



Mr. Z has been getting many, many letters from people who are complaining about the zigzag zippers.

One letter came from a little boy who had bought a red jacket. He put it on and tried to zip the zipper. Instead of zipping, the zipper zigged and zagged.

The boy tried and tried to zip his jacket. He could not do it.

The little boy took off his jacket, sat down and wrote a letter to Mr. Z. He complained about zippers that zig and zag but won't zip.

Have the children dramatize this part of the story.

Dramatizing A Story



Be the little boy. Try to zip your jacket. Remember, you have a zipper that zigs and zags instead of zipping.

Continue Mr. Z's story.

A little girl also had trouble. She bought a beautiful blue pocketbook. It had a zipper so that things would not fall out.

The little girl filled her pocketbook. She said, "I think I'll zip the zipper." What a surprise she had! Instead of zipping, the zipper zigged and zagged.

The little girl could not close her pocketbook. Her things started tumbling out of it.

The little girl took everything out of the pocketbook. She sat down and wrote a letter to Mr. Z. She complained about the zipper that zigged and zagged but would not zip.

Several children may dramatize this part of the story.

Be the little girl. Fill your pocketbook.

Try to zip it with a zipper that zigs and zags but won't zip.

Continue with the last part of the story.

There was a lady who was taking a trip on a jet plane. She bought a special suitcase. This suitcase was very easy to close. It had a zipper that went all around. Just one zip and it was closed!

That poor lady! She *thought* her suitcase had a Zipping Zipper. She didn't know that she had bought a suitcase with a zipper that zigged and zagged but would not zip.

The lady tried and tried to close her suitcase. It just zigged and zagged. The lady missed her plane. She was very angry. She wrote a letter to Mr. Z, too.

Mr. Z is upset. He says the zippers have a job to do. He says it is wrong to fool people.

A variety of fabrics and art supplies should be available for the following activity.

Mr. Z has a plan. He will need our help. Mr. Z wants to be sure that people who buy things know when they are getting a zigzag zipper.

Mr. Z wants each of us to make something that can have a zipper (e.g., coat, jacket, skirt, shirt, dress, sweater, shoes, suitcase, pocketbook).

Then we will make zigzag zippers (a strip of paper cut in zigzag shapes).

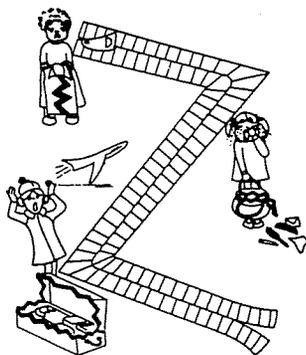
We will paste the zigzag zipper on the things we made (e.g., jacket, coat).

That way everyone will know when a jacket has a zipper that zigs and zags and won't zip. When you are finished show your picture to Mr. Z. Mr. Z will be glad to know that people won't be fooled by those zigzag zippers.



Making Zigzag Zippers

TYING IT TOGETHER:



Distribute copies of Alpha Time Master #49.

What do you see in this picture? (a zigzag zipper)

Put your finger on the top of the zigzag zipper.

What picture do you see there? (boy and his jacket)

How does the boy feel about his jacket? (upset)

Now zip your finger along the zipper until you get to the next picture.

What picture is that? (girl with her pocketbook)

How does the girl feel? (sad)

Why is she crying? (things are falling out)

Now zip your finger along the zigzag zipper until you get to the next picture.

Who is in this picture? (a lady and her suitcase)

How does the lady feel? (angry)

Why is she angry? (missed the plane, can't zip suitcase)

Zip your finger to the end of the zipper. What can we put in the empty space?

ON THEIR OWN

Children may choose from the following activities:

Dramatic Play

Taking the parts of the three people in Mr. Z's story and acting it out.

Art

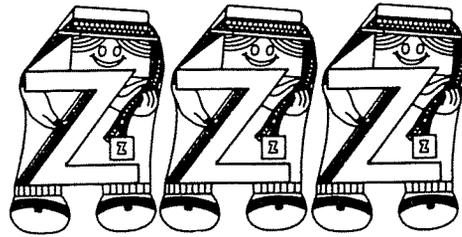
Illustrating any part of Mr. Z's story.

Letter Tracing

Using a copy of Alpha Time Master #80 to trace the upper and lower case Z.

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PLANNING AND PREPARATION: Huggable, Mr. Z; Picture Card 6, Alpha Time Master #50; a sheet of paper, scissors and paste.



PRACTICING LANGUAGE ARTS SKILLS

Remembering Zigzag Zippers

Mr. Z received a song in the mail today. The song is about some more zigzag zippers.

Show us with your fingers how zippers zig and zag.

Let's sing the words and zigzag with our fingers.

Sing this "Zigzag Zipper" song with the children to the tune of "Three Blind Mice" :



Zigzag zippers,
Zigzag zippers.
See how they zig.
See how they zag.
They zig and zag but will never zip.
~~A zig then a zag instead of a zip.~~
Did you ever see such a sight in your life,
As zigzag zippers?

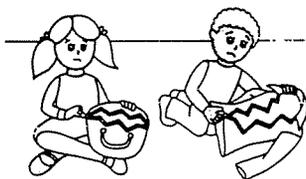
Mr. Z likes the way you sing and the way your fingers zigzag.

Mr. Z has a picture story for us. He would like us to tell him words that we can use with the pictures.

Display Picture Card 6 and give the children copies of matching Alpha Time Master #50. Discuss each picture.

Reading A Picture Story

Frame 1



Numeration
Recalling

Look at the first part of the picture story.

Who is in the picture? (a boy and girl)

What are they trying to do? (zip the jacket and pocketbook)

Why are they having trouble? (The zipper is a zigzag zipper.)

Tell Mr. Z a story about this picture. Try to make him see it by telling him everything about it.

Give several children a chance to tell Mr. Z about the picture.

What do you think the boy and girl will do?

Frame 2



Inferring

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

What are the boy and girl doing? (writing letters)

To whom do you think they are writing? (to Mr. Z)

Give a child a sheet of paper to represent the letter.

Here is the boy's letter. Tell us what the boy's letter says.

Give another child a sheet of paper.

Here is the girl's letter. Tell us what it says.

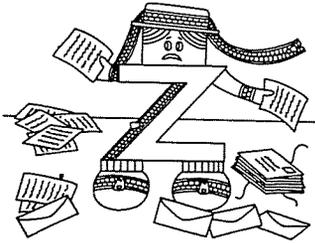
Mr. Z would like you to tell him everything about it. He'll close his eyes and listen to your words to help him see the picture.

Predicting

What will the boy and girl do with their letters? (mail them to Mr. Z)

Let's look at the next picture and see what happens.

Frame 3



What is Mr. Z holding? (two letters)

Who do you think wrote the two letters? (the boy and girl)

Why doesn't Mr. Z look happy? (Everyone is complaining about zigzag zippers.)

Who do you think sent all the other letters? (other people who had zigzag zippers)

What should Mr. Z do about all these zigzag zippers that won't zip?

Frame 4



Let's look at the next picture and see what Mr. Z does.

What is Mr. Z doing? (sewing a zipper in the jacket)

Whose jacket is it? (the boy's jacket)

What happened to the zigzag zipper that was on the jacket? (Mr. Z took it out.)

Why is Mr. Z sewing another zipper on the jacket? (to replace the zigzag zipper which doesn't zip)

Looking for detail

What kind of zippers are in the pile? (zigzag zippers)

What is on the table near Mr. Z? (the pocketbook)

Look at the pocketbook. What is missing? (the zigzag zipper)

What do you think Mr. Z will do next? (sew a zipping zipper into the pocketbook)

Describing

Mr. Z can hardly wait to hear about this picture. There are many, many things to tell him. Try to tell him everything. Remember, Mr. Z closes his eyes and tries to see the picture. You should make him see the picture with the words you use.

Mr. Z is happy that the zigzag zippers were taken out of all those things. He is glad Zipping Zippers are being sewn into everything.

Mr. Z says there is one thing wrong with the picture story. Something is missing.

What is missing? (the name)

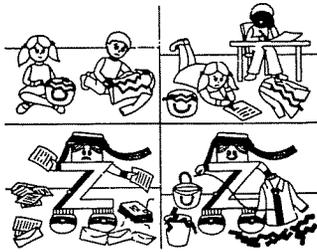
Let's think of a name for the picture story.

What is the story about? (e.g., Mr. Z, zigzag zippers)

What name can we give the story so people will know what it is about?

Have the children think of as many titles as they can for the story. (e.g., Mr. Z and the Zigzag Zippers, Trouble with Zigzag Zippers)

TYING IT TOGETHER



Mr. Z liked our Talking Book. He would like us to make a book out of his picture story. We can paste each picture on its own page.

Then you can make the picture talk with your voice. You can also make it talk with written words.

If you want your pictures to have written words, we can write them together.

Show the children how to cut out the four frames on the Alpha Time Master #50. They may then paste each frame on a separate piece of paper.

Some children will want to dictate sentences to accompany each picture. Others will want to tell about the picture as they did with the Talking Book.

Staple the pages of pictures together to form a book for each child. Include blank pages for a front and back cover. Encourage the children to name their books. When they have finished they might like to read their books to another class before taking them home.

ON THEIR OWN

Art

Children may choose from the following activities:

Decorating the front and back covers of the picture books.

Storytelling

Using Picture Card 6 to retell Mr. Z's story.

Sequence

Mixing up the loose pages of the picture book, and putting them in order again.

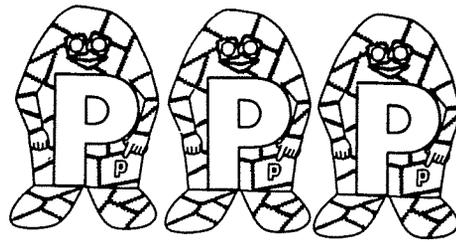
**Matching And
Sorting**

Including Mr. Z's playing cards from Alpha Time Decks 1, 2, and 4 in any of the matching and sorting activities listed in the *Games* section of the manual.

1P1

PLANNING AND PREPARATION: Pieces of fabric or colored paper cut into the shape of Pointy Patches, one for each child; 6 sheets of paper; art materials; Alpha Time Master #51.

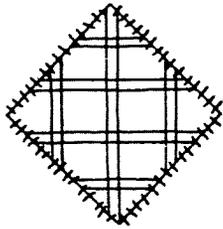
Optional: TeamMates



INTRODUCING POINTY PATCHES

Show a patch to the children. Tell them that what you are holding came from the knee of a pair of pants. Ask them if they know what it is called. (Elicit "patch.") Tell the children that all the patches you have are Pointy Patches.

Identifying Pointy Patches



Why do you think these are called Pointy Patches?

Show us which part looks pointy.

What other things can you think of that are pointy?

Where have you seen patches?

Distribute a Pointy Patch to each child.

★ These Pointy Patches say they are not just Pointy Patches. Each one thinks it is something else.

Listen to what each Pointy Patch thinks it is. Then take your Pointy Patch and let it be whatever it wishes.

Read the following rhymes. The children may dramatize each rhyme as they hear it.

Dramatizing Action Words

I know a Pointy Patch who thinks it's a worm.
It creeps with a wiggle and a squirm, squirm, squirm.

What does the Pointy Patch think it is? (a worm)

Which words tell us how it moves? (creeps, wiggle, squirm)

Let your patch be a worm. Show us how it will creep, wiggle and squirm.

Let the children have enough time to use their patches to dramatize the words: "creep," "wiggle" and "squirm."

All right worms, no more squirms! Let's hear about another Pointy Patch.

I know a Pointy Patch who thinks it's a horse.
What does it do? Gallop of course!

What does this Pointy Patch think it is? (a horse)

Which word tells us how it moves? (gallop)

Let your Pointy Patch be a horse. Show us how it will gallop.

The children may gallop around the room while holding their Pointy Patches. Continue the game, using these additional rhymes:

I know a Pointy Patch who thinks it's a frog.
It keeps leaping and hopping from log to log.

I know a Pointy Patch who thinks it's a wheel.
It rolls and rolls. How does it feel?

I know a Pointy Patch who thinks it's a tree.
It sways its branches for everyone to see.

Help the children to remember what each of the Pointy Patches thought it was. Then, on separate sheets of paper, draw a simple outline of the worm, horse, frog, wheel, and tree. Place the papers so the children can see them easily and have them identify each picture.

Relating Action Words To Pictures

Each of these pictures shows one of the things a Pointy Patch thought it was.

I will say words that tell what the Pointy Patch did when it was a horse, a worm, a frog, a wheel, or a tree.

After I say the word, you may pick the picture that goes with the word.

The word is (gallop). We (galloped) when the Pointy Patch thought it was a . . . (horse).

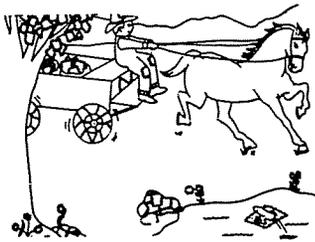
Find the picture of the horse.

The next words are "wobble" and "squirm."

Which of these pictures shows something that wobbles and squirms?
(the worm)

Proceed as above mentioning each of the action words used in the rhymes; i.e., roll (wheel); sway (tree); leap and hop (frog). Each time have the children select the appropriate picture for the word given.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #51. Discuss the picture. Have the children find the tree, the frog, the wheel and the worm and mark the Pointy Patches near them. Then they may draw patches on the horse.

ON THEIR OWN

Story Telling

Children may choose from the following activities:

Making a mural or Talking Book for Pointy Patches such as the one made for the Beautiful Buttons and the Zipping Zippers.

Making a moving picture story:

1. Use a long sheet of paper which is no more than fifteen inches wide. Leave a blank area at the beginning and end of the paper.
2. Divide the mural paper into several sections. Each section or frame may tell about one of the Pointy Patches in the story.

3. Use two rolling pins or the cardboard tubing from paper towelling. Start with the blank area at the end of the mural (after the last picture) and tape to the roller. Roll the paper onto the roller.
4. Tape the blank area at the beginning of the picture onto the other roller.
5. Unroll one frame at a time. As each frame is revealed, the children tell the story of that picture.

*Visual
Discrimination*

Using Alpha Time Master #51, pointing to, or marking as many Pointy Patches as they can find.

Sewing

Sewing patches over tears in clothing.

Painting

Painting a Pointy Patch design and putting a different pattern on each patch.

Optional

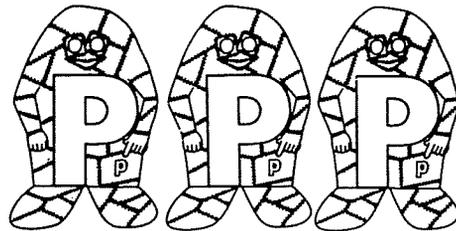
Discuss TeamMate School Team Book page 24 and assign Home Team page 24 for homework.

1P₂

PLANNING AND PREPARATION: Huggable, Mr. P; Record #1, drawing paper, scissors, crayons, paste, art materials, a copy of Mr. P's Picture Book for each child, Alpha Time Master #52.

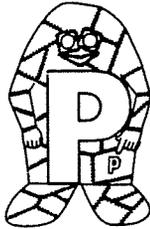
Optional: TeamMates

Have Mr. P standing at the side of the room.



MEETING MR. P AND HIS POINTY PATCHES

Wait until a child discovers Mr. P. Then have the rest of the class gather around him to look at and talk about him.



Who can this Letter Person be?

What does he have all over him? (Pointy Patches)

Why do you think he decided to come to this class?

What do you think we had in this class that he might have heard about? (the Pointy Patches)

Ask him why he is covered with Pointy Patches.

Our new Letter Person would like to sing to us and to tell us his name.

Listening To Mr. P's Song

Play "Mr. P's Song" (record #1, side B, band #3) and discuss it with the children.

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

What does he have? (Pointy Patches)

How does Mr. P's music make you want to move?



Replay the song and encourage the children to sing and move along with it.

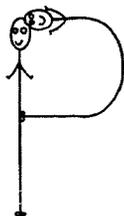
Mr. P knows every Pointy Patch in the whole world. He likes all Pointy Patches.

Mr. P says you have met patches who think they are something else.

Recalling

Which patches does he mean? (worm; horse; frog; wheel; tree)

IDENTIFYING THE CAPITAL AND LOWER CASE LETTER P



Mr. P would like you to show him his capital letter.

Show him the capital letter P with your hand.

Where is Mr. P's lower case letter?

How many parts does the capital P have? (two)

Are both parts straight? (no)

Point to the curved part. What will we have to do with our bodies to make this part of Mr. P's capital letter? (curl our bodies)

LISTENING TO A STORY

Let two of us try to make the capital letter P.

One person will keep his body straight. One person will curl around and touch the person who is lying straight. The one who is curled must have his head and feet near the person who has his body straight.

Have two children try to make the capital P with their bodies. Then have all the children work in pairs and form the capital P.

Poor Mr. P is busy pasting popping Pointy Patches.

He has used twenty jars of paste. He thinks that he will use 100 jars of paste before he is through!

Mr. P says he has pasted so many popping Pointy Patches that he is full of paste! He has paste on his head. He has paste on his nose. He even has paste in his mouth!

Ask Mr. P what he means by popping Pointy Patches.

Read the children the following story:

Mr. P says that it all started yesterday. He heard a noise at the door. He opened the door, and in popped piles and piles of Pointy Patches. There were so many of them that they knocked Mr. P down!

Mr. P had never seen popping Pointy Patches before. Those patches didn't stand still for a moment. They just kept popping the way popcorn does when it is cooking.

Mr. P said, "Please, popping Pointy Patches tell me why you are here." One purple popping Pointy Patch said, "I popped off a pair of pants!" One polka dot popping Pointy Patch said, "I popped off a pink pocket-book!"

Each patch told Mr. P from where he had popped. Poor Mr. P didn't know what to do. He said to the patches, "You can't just pop off! People need you. You're not being fair. If you have a job to do you must do it."

While Mr. P was talking there was a knock at the door. Mr. P opened the door and saw lots and lots of people standing there. Each one was holding something in his hands. They held pants, shirts, pocket-books, socks and many, many other things. Each thing had a spot on it where a Pointy Patch had once been.

The people were very angry with Mr. P. They said that he was in charge of all Pointy Patches. It was his job to see that all the patches stayed put! If the Pointy Patches did pop off, it was Mr. P's job to put them back.

Mr. P said, "Please leave all your things here. I will put the Pointy Patches back on for you." The people left. Mr. P told the Pointy Patches they must pop back. The patches knew Mr. P was upset. They all ran back where they belonged.

Mr. P smiled and closed his eyes. He was tired. Guess what those popping Pointy Patches did? They peeked at Mr. P and saw that he was asleep. Then, they all started popping again. Poor Mr. P! What could he do to make those Pointy Patches stop popping?

Suddenly Mr. P had a popping good idea! He decided to put the popping Pointy Patches in place with paste. Mr. P started pasting and pasting. He pasted all day. He pasted all night. Soon paste was on his head. Paste was on his nose. Paste was in his mouth. Mr. P kept right on pasting. He still had piles and piles of Pointy Patches to paste.

Mr. P has so much pasting to do that he will never get finished unless we help him.

Each of us will draw or make a pair of pants, a shirt, a scarf, a pencil case or anything else that needs a patch.

We will paste some popping Pointy Patches on the things we have made.

When we are finished we will show our things to Mr. P and tell him all about them.

Have the children use the art materials that you have prepared for them. Encourage them to use as many different materials as possible. If fabrics are available they are ideal to use as patches and for the things from which the patches popped. When the children have finished, suggest that they show their things to Mr. P and tell him about them.

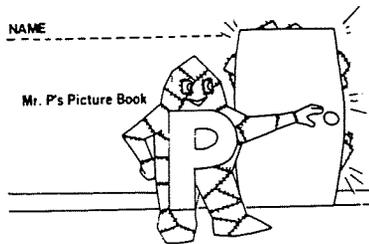
Pasting Popping Pointy Patches

READING A PICTURE STORY

Mr. P has a picture-story for us. He wants us to tell him words that will go with the pictures.

Give each child a copy of Mr. P's Picture Book.

Cover —



Let's look at the cover.

Whose picture is there? (Mr. P)

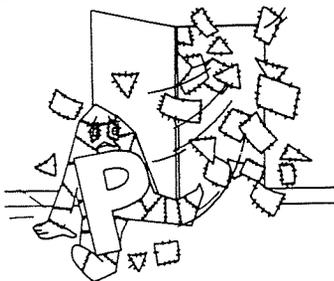
What is Mr. P doing? (opening the door for the popping Pointy Patches)

What does the picture on the cover tell us about the story?

Let's turn the page of our books. Look at the first picture.

Drawing
Conclusions From
Given Facts

Page #1:



What has happened to Mr. P?

From where have all these patches come?

Say a word that tells what the Pointy Patches are doing. (popping)

What has happened to Mr. P? (he was knocked down.)

Mr. P wants to close his eyes and see the picture. He can see it by listening to your words. Your words can help make him see the picture.

Describing A
Picture

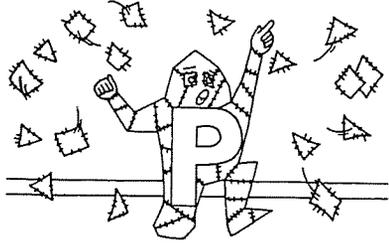
Tell him everything that is happening in the picture.

How do you think Mr. P feels about being knocked down by the popping Pointy Patches?

How would you feel?

Let's turn the page and look at the next picture.

Page #2:



Reasoning And Role Playing

Look at Mr. P.

Look at Mr. P. How do you think he feels? What is he doing that tells you how he feels? (He is stamping his foot.)

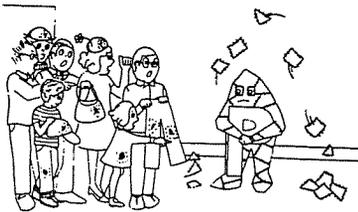
Be Mr. P and tell the popping patches why you are upset with them.

Give several children a chance to be Mr. P and tell the popping Pointy Patches why he is so upset with them.

Mr. P's eyes are closed again. He is ready to listen to your words. It will help him see this picture.

What do you think will happen in the next part of the story? Let's look at the next page.

Page #3:



Reasoning And Role Playing

Why have these people come to see Mr. P? (They want the Pointy Patches back.)

How do these people feel? (annoyed)

What are they doing that tells you how they feel?

What have they brought to Mr. P? (the things that had the patches)

Why have they brought these things to Mr. P? (They want him to put back the patches.)

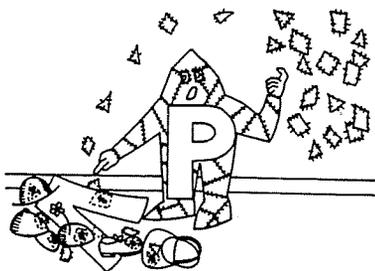
How can you tell that a Pointy Patch was once on the pants or on the pocketbook? (They left a mark.)

Be one of the people and tell us what you are saying to Mr. P.

Give several children a chance to take the role of one of the people who tells Mr. P why he has come and what he wants.

Turn to the next page. Look at the picture.

Page #4:



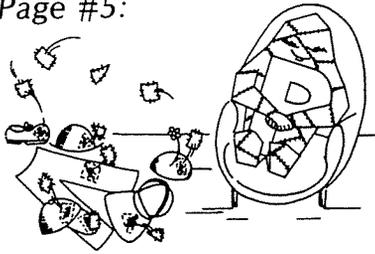
What are the Pointy Patches doing? (going back)

Why do you think they are going back where they belong?

Do you think they will stay there?

Let's look at the next page and see what happens.

Page #5:



What is Mr. P doing in this picture? (sleeping)

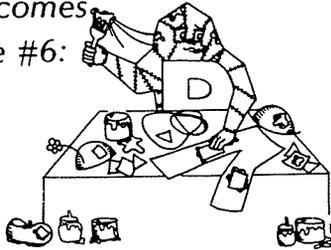
What are the Pointy Patches doing? (popping off)

How do you think Mr. P will act when he wakes up and sees the Pointy Patches popping again?

Be Mr. P. Make believe you are asleep in a chair. Tell us and show us what you will do and say as you wake up.

Predicting Outcomes

Page #6:



What is Mr. P doing? (pasting the patches)

Why is he pasting the patches?

Give several children a chance to play the role of Mr. P.

What do you think Mr. P will do with all the things after he has pasted the Pointy Patches on them?

Getting The Main Idea

NAMING THE PICTURE STORY

Suggesting Titles For The Story

Mr. P says the story is missing something.

What could the story be missing?

Lead the children to the conclusion that the story needs a name.

Let's think of a name for the story.

Who is in the story? (Mr. P, popping Pointy Patches)

What name could we give the story so that people will know it is about Mr. P and about popping Pointy Patches?

Perhaps people will want to know what Mr. P did to the popping Pointy Patches. What did Mr. P do? (pasted them)

What name can we give the picture story so that people will know that Mr. P pasted the popping Pointy Patches?

Follow the above procedure to help the children give other names for the picture story.

TYING IT TOGETHER



Distribute copies of Alpha Time Master #52 and crayons.

Who is in this picture? (Mr. P, shopkeeper)

What is Mr. P doing? (buying jars of paste)

How will he use the paste? (to paste the patches)

What do you see on some jars of paste? (lower case p)

Mr. P would like you to use a purple crayon to mark his letter P.

Use your crayons to color Mr. P's patches.

What color are some of Mr. P's Pointy Patches?

ON THEIR OWN

Children may choose from the following activities:

Art

Making a Pointy Patch collage by pasting cut-outs of pointy pieces of fabric, foil, paper and corrugated board on a piece of construction paper or cardboard.

Drawing Mr. P and putting paste all over him.

Music

Dancing to Mr. P's music (record #1).

Story Telling

Selecting a page about any part of the story of the Popping Pointy Patches, then telling the story about it.

Letter Tracing

Using Alpha Time Master #70 to trace capital and lower case P.

Classifying

Marking things that may be used to fasten Pointy Patches to clothing on Alpha Time Master #52.

Counting

Counting specified objects in Alpha Time Master #52 (e.g., jars of paste, safety pins, rungs on the ladder).

Crafts

Making a Pointy Patch quilt.

Optional

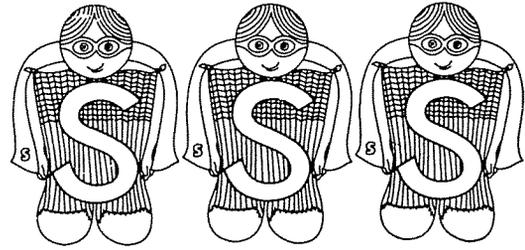
Do TeamMate School Team Book page 25 and assign Home Team page 25 for homework.

1S₁

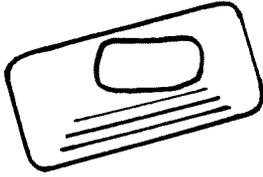
PLANNING AND PREPARATION: A small piece of well-used soap; a pair of large paper sock cut-outs (Super Socks); large piece of paper, crayons; Alpha Time Master #53.

Optional: TeamMates

Draw a face on each of the cut out Super Socks.



INTRODUCING SUPER SOCKS



Show the children the well-used bar of soap.

This piece of soap was on my desk this morning. It is almost gone. The soap was very nice and new. Now it is simply not the same, and one pair of socks is to blame. Imagine! The soap was almost all used by washing just one pair of socks.

What kind of socks would use so much soap?

Let's look at our own socks.

Was the soap used to wash your socks?

What other kinds of socks do you know about?

Let the children talk about different types of socks. Encourage them to specify various materials, patterns and colors.



The soap was used to wash a special kind of socks. They are Super Socks.

Discussing and Comparing Sizes

What is meant by *super*?

How do you think Super Socks would look?

If you close your eyes and say Super Socks slowly six times, the Super Socks will be there when you open your eyes.

While the children have their eyes closed, display the pair of Super Socks you have prepared.

Have you ever seen socks like these before?

How are these socks different from your socks? (They are much bigger.)

The Super Socks must be washed but the soap is almost all gone.

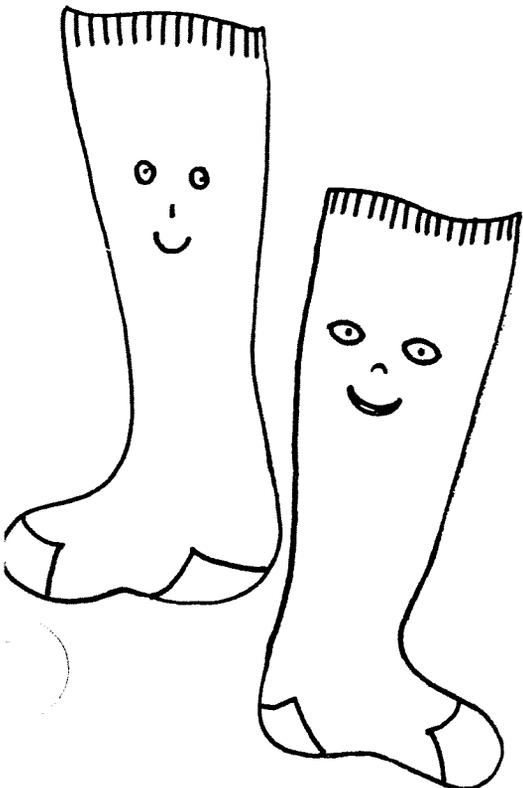
What kind of soap could we make for Super Socks?

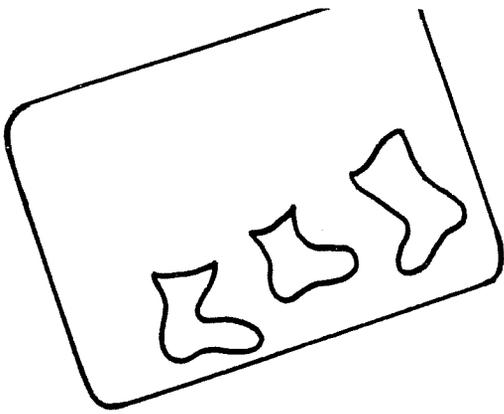
Lead the children to the conclusion that a super large piece of soap is needed for Super Socks.

Let's make some super soap for Super Socks.

How big do you think super soap will be?

Remember when we made a tall, tall toothbrush for Mr. T? Show us with your hands how tall the toothbrush was.





Talking About Word Meanings

Show us with your hands how super big the super soap must be.

On a large piece of paper, draw a bar of super soap. Let each child draw a pair of socks on the super soap. The children may want you to write their names on the pair of socks they have drawn.

Super soap and Super Socks can work together if we help to show them the way.

First Super Socks and super soap must meet each other. Then Super Socks and super soap will soak together.

What does the word *soak* mean?

What things have you seen soaking at home?

Why do we soak things?

After Super Socks soak, then super soap must help scrub Super Socks.

What does the word *scrub* mean?

What have you seen scrubbed at home?

Why do we scrub things?

After soaking and scrubbing, super soap must help Super Socks squeeze out all the water.

Show us how you squeeze something.

Then Super Socks will be happy because they will be nice and clean. Super soap will be happy because it helped Super Socks.

Let's sing and dance with super soap and Super Socks as they soak, scrub and squeeze.

Participating In Dramatic Play

Play the following game to the tune of "How Do You Do, My Partner?"

Let half the class hold the drawing of the super soap. The other half will hold the Super Socks cut-outs. The super soap children will skip over to the children holding the Super Socks and sing:

Dancing And Singing

"How do you do, Super Socks?
How do you do today?
We will wash together.
I will show you the way."

Then super soap children dance around the Super Socks singing:

"Tra la la la la la,
Tra la la la la la,
We will wash together,
I will show you the way."

The roles may be reversed so that the children holding Super Socks follow the same procedure as they skip over to the children holding the super soap. The Super Socks children sing:



"How do you do, super soap?
How do you do today?
We will soak together,
I will show you the way."

Put the super soap and the Super Socks on the floor for the next part of the game.

Use your hands to show how Super Socks soak while you dance around and sing:

"Soak, soak, soak, soak, soak,
Soak, soak, soak, soak, soak.
We will soak together.
I will show you the way."

Continue with the two groups skipping back and forth to each other. As the song is repeated, the children substitute the words "scrub" and "squeeze" for "soak" and dramatize the new words each time. Children Complete the game by picking up the cutouts and skipping back and forth again singing:

"How do you do Super Socks?
How do you do, today?
We have worked together
We have shown you the way."

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #53 to look at and talk about.

What is the woman in the top pictures doing? (soaking, scrubbing, squeezing)

What is the woman in the bottom picture doing? (putting socks in the washing machine)

Have you ever put clothes in a washing machine or watched your father or mother do it?

What do you do first, second, last?

Which is more work, washing clothes by hand or by machine?

What are other machines that help make work easier?

What are the names of some of the other things in the picture? What do you do with them? (e.g., laundry basket, box of soap powder, bottle of bleach, a dryer)

ON THEIR OWN

Crafts

Children may choose from the following activities:

Making sock puppets: Stuff a sock with rags or paper towels and sew or paste a face on it.

Using a grater or dull knife to make soap powder.

Carving soft white soap with a dull knife.

*Muscle
Co-ordination*

Using a tub and soap, soaking, scrubbing, squeezing some articles of dolls clothing, dust cloths or other articles.

Science

Experimenting: Soak a small bar of soap in water until it dissolves. Keep daily records of the soap's progress, noticing how much smaller it gets as it dissolves. Has the soap disappeared? What has happened to it? (It has taken a different form: (i.e., changed from solid to liquid.)

Art

Soap painting: Use soap powder, water and an egg beater to make a mixture as thick as whipped cream. Use this for painting a textured picture on dark-colored (preferably black) construction paper.

Classifying

Making a picture list of machines, that are used around the house.

Optional

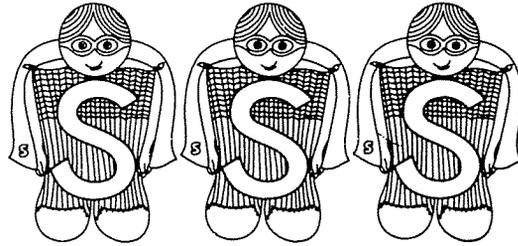
Discuss TeamMate School Team Book page 26 and assign Home Team page 26 for homework.

1S₂

PLANNING AND PREPARATION: Huggable, Mr. S; Record #1; Alpha Time Master #54; drawing paper, crayons and other arts and crafts material.

Optional: TeamMates

Place Mr. S in the room before the children arrive.



MEETING MR. S



Wait until one of the children discovers the new Letter Person. Then let all the children gather around, look at, talk to, and discuss the newcomer.

Who can he be?

What is he wearing? (Super Socks)

Why do you think this new Letter Person decided to come to our room?

Ask him if Super Socks belong to him.

Let's listen to his song and find out his name.

Play Mr. S's song, record #1, side B, band 4 for the children.

What did Mr. S tell us about himself?

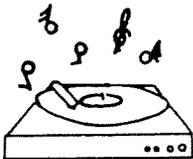
How did the music make you feel?

Tell us about a time you felt the way Mr. S does.

Why do you think the music is low at first and then suddenly gets loud? (e.g., At first Mr. S feels scared or shy, then he gets brave when he wears his Super Socks.)

Let's play the music again and show Mr. S how his music makes us move.

Listening To And Interpreting Mr. S's Song



IDENTIFYING CAPITAL AND LOWER CASE LETTER "S"

Mr. S would like you to show him his capital letter.

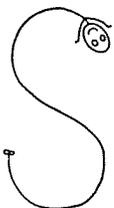
Use your hand to show Mr. S the capital letter S.

Let's look at his letter very carefully. It is different from any of the other Letter People's letters.

How is it different? (There is no straight part. It is just curves.)

Let's have one person make the capital S as we watch. Then we can each make the capital S by ourselves.

Let one child try to form the capital S with his body. Have the other children assist him by moving his body. Help them by first having them trace the shape with you in the air.



Now let's find the lower case s. Show Mr. S where it is. How are the capital S and the lower case s the same? (shape) How are they different? (size)

How do you think Mr. S looks in Super Socks? Do they fit him? (yes)

How do you think Super Socks would fit you? (They would be too big.)

Comparing Sizes

What do you think would happen if you tried to wear Super Socks? How far up would they reach?

PANTOMIMING

Playing A Game With Imaginary Super Socks

Pretend to distribute a pair of Super Socks to each of the children.

Mr. S would like each of us to try on a pair of Super Socks.

Here's a pair for each one of you. They are so super! They are nearly as big as you are! Is everybody ready? Let's all put on one Super Sock.

Pull it all the way up to your chin. Let's see how it looks.

Now, let go of the sock. Oops! Everybody's Super Sock fell right down!

Now let's put on the other Super Sock. Pull it to your chin. Let go. Let's see how it looks. Oh, dear, that one fell down too!

When we wear Super Socks they keep falling down. The only way to keep them up is to hold them with our hands.

Let's sing a song that tells about Super Socks that keep falling down.

Sing this "Super Socks" song to the tune of "London Bridge is Falling Down."



Super Socks keep falling down,
Falling down,
Falling down.
Super Socks keep falling down,
My fair lady.

Dramatizing The "Super Socks" Song

As we sing the next part of the song, pull up one Super Sock and hold it with your hand so it doesn't fall down.

Super Socks are half pulled up,
Half pulled up,
Half pulled up.
Super Socks are half pulled up,
My fair lady.

As we sing the next part, pull up your other Super Sock, but don't let go of the first one or it will fall down.

Super Socks are both pulled up,
Both pulled up,
Both pulled up.
Super Socks are both pulled up,
My fair lady.

Repeat the song using the words below to have the socks fall down one at a time.

Super Socks are half way down. . .

Super Socks are all the way down. . .

Children finish the song by singing:



Super Socks will not fit us, (children shake heads)
Not fit us.
Not fit us.
Super Socks will not fit us,
My fair lady.

Give them back to Mr. S, (dramatize)
Mr. S,
Mr. S.
Give them back to Mr. S,
My fair lady.

Super Socks will just fit him,
Just fit him,
Just fit him.
Super Socks will just fit him,
My fair lady.

Mr. S wants to give Mr. M and Mr. T a super present. He thought and thought about what he could give each of them.

Tell Mr. S what you would give Mr. M as a present.

Tell Mr. S what you would give Mr. T as a present.

Let several children suggest possible presents for Mr. M and Mr. T.

Mr. S thinks all the things you told him about would make wonderful presents. He has thought of another thing he could give to Mr. M and to Mr. T. He will give them what he likes best in the whole world.

What does Mr. S like best in the whole world? (Super Socks)

LISTENING TO MR. S'S STORY

Tell the children the following story:

Mr. S went to the store. He bought two super-sized boxes. In each super-sized box he put a pair of Super Socks.

He sent one box to Mr. M. He sent one box to Mr. T.

Then he ran to the telephone and telephoned each one. He said, "Hello. This is Mr. S. How are you? I telephoned to tell you that I sent you a super surprise. As soon as it comes, please put it on. Pull it all the way up and don't take it off. Call me tomorrow and let me know how you like my super surprise."

Mr. M could hardly wait for his super surprise to arrive. Then the super-sized box came. Mr. M used his scissors to cut the strong silver strings that were tied around the super box. Mr. M opened the box and saw the Super Socks.

Mr. M thinks Super Socks are great for Mr. S. He wasn't sure that he wanted Super Socks for himself. However, Mr. M had promised Mr. S he would put on the Super Socks as soon as they arrived. A promise is a promise and Mr. M would not break a promise.

Mr. M put on the socks. He started to pull them up. Soon the socks were at his knee but there was still more to pull! The socks seemed to grow and grow. Soon the socks were at his neck, and still there was more to pull!

Mr. M pulled and pulled and finally the socks covered his Munching Mouth completely.

Mr. M was not too happy. He had promised he would wear the socks a whole day and tell Mr. S how he liked them.

Mr. M thought, "If I have a munch, I'll feel much better."

Mr. M took some of his very favorite marshmallows to munch. He started to munch but the munching wasn't making him feel any better. He couldn't understand it. His favorite marshmallows tasted just like Super Socks. "Maybe I had better munch something else," he thought.

Mr. M munched some of the macaroni he had cooked Monday night. Guess what! Munching macaroni didn't make him feel any better. The macaroni tasted just like Super Socks. No matter what Mr. M munched, it all tasted like Super Socks.

Making Inferences From Given Clues

Mr. M couldn't figure it out. Can you help him?

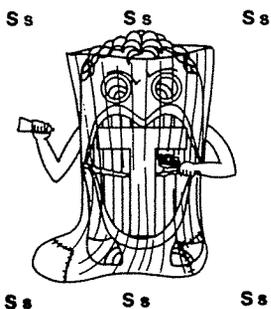
Why does everything taste like Super Socks? (The Super Socks are covering Mr. M's mouth.)

Mr. S will telephone Mr. M to ask him how he likes the Super Socks.

Poor Mr. M has a problem. He does not want to hurt Mr. S's feelings. He can not enjoy munching if he has to wear Super Socks. Tell Mr. M what he should do.

Let the children work in pairs. One child is Mr. S. He telephones Mr. M, asking him how he likes the Super Socks. The other child is Mr. M. He tells Mr. S how he feels. Remind the children that Mr. M doesn't want to hurt Mr. S's feelings.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #54. After the picture is discussed the children may mark the upper and lower case s.

What is Mr. T wearing? (Super Socks)

Where do you think he got them? (Mr. S sent them.)

*Predicting And
Dramatizing The
Outcome*

Why does Mr. T look unhappy? (He can't brush his teeth.)

Why can't Mr. T brush his teeth? (Super Socks are covering them.)

What should Mr. T do?

ON THEIR OWN

Children may choose from the following activities:

Music

Singing or dancing to Mr. S's music (record #1).

Letter Tracing

Using Alpha Time Master #73 for tracing the letter S.

Painting

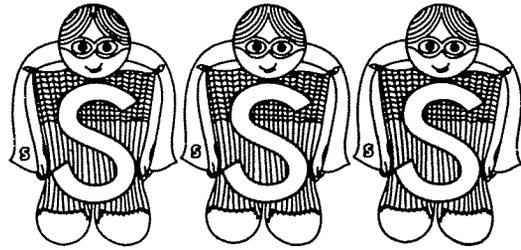
Painting a picture using only curved lines (as in the letter S).

Optional

Do TeamMate School Team Book page 27 and assign Home Team page 27 for homework.

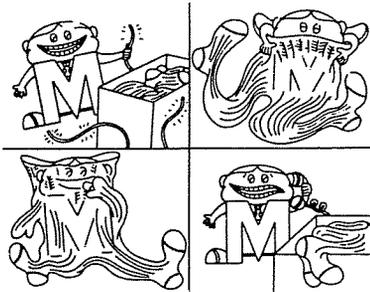
1S3

PLANNING AND PREPARATION: Huggables, Mr. S and Mr. M; Alpha Time Master #81; Picture Card 7: drawing paper, crayons, scissors, paste, sticks or straws.

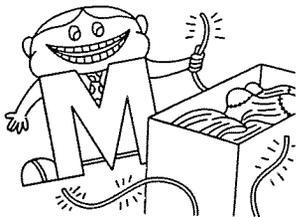


READING A PICTURE STORY

Recalling Mr. S's Story

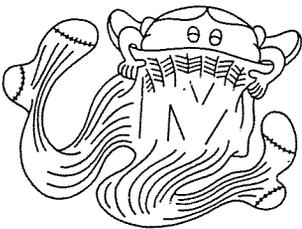


Frame #1:



Noticing Detail, Inferring

Frame #2:



Describing And Inferring

Frame #3:



Inferring And Predicting Outcomes

Mr. M is still thinking about the Super Socks Mr. S sent him. When he first put them on he thought they'd be fine. He started to pull them up and they seemed to grow and grow. Mr. S would like us to remember his story.

Give each child a copy of Alpha Time Master #81. Display Picture Card 7. Have the children describe each picture.

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

Who is in the picture? (Mr. M)

What does Mr. M have? (a package)

What word can you say to tell about the size of the box? (super, big)

If it is a super box, who do you think sent it? (Mr. S)

What did Mr. S put in the box to send to Mr. M? (Super Socks)

Why did he think Mr. M would love Super Socks? (Mr. S loves Super Socks)

Mr. S wants you to tell him about the picture. He is closing his eyes. Help him to see the picture. Remember how words help us to see pictures.

What do you think will happen when Mr. M puts on the Super Socks?

Let's look at the next part of the story and see what happens.

What is Mr. M trying to do with the Super Socks? (pull them up)

Why is he having so much trouble pulling up the Super Socks? (They are too long.)

What part of Mr. M's body have the Super Socks reached? (his neck)

Look at the Super Socks. How can you tell that Mr. M is not finished pulling up the socks?

Mr. S is waiting. His eyes are closed. Remember to tell him everything about this picture.

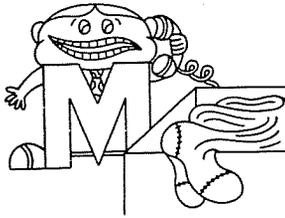
Let's look at the next picture.

The socks are all pulled up. How high did they go? (over his head)

What is Mr. M doing? (munching)

How do you think the marshmallow tastes to Mr. M? (not good; like socks)

Frame #4:



*Noticing Detail,
Dramatizing*

How do you think Mr. M feels about wearing Super Socks?

How will Mr. S feel if Mr. M tells him he doesn't want the Super Socks?

What do you think Mr. S will do?

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

Mr. M looks different in this picture from the way he looked in the picture we just saw.

How is he different? (He is not wearing Super Socks.)

Where are the Super Socks? (in the box)

To whom is Mr. M talking on the telephone? (Mr. S)

What do you think Mr. M is saying to Mr. S?

Be Mr. M. Talk to Mr. S on the telephone. Let us hear what Mr. M tells him about the Super Socks.

The picture story ends here. It is not really the end of the story. We don't know what happens to the Super Socks.

Suppose your television set should break before the program you are watching ends. You would want to know how it ends. Mr. M and Mr. S want to know how *this* story ends.

Let's think of a good way for it to end. Let's listen to each other's endings.

TYING IT TOGETHER

*Drawing
And/Or Dictating
An Ending For
The Story*

Let several children talk about what they think happened to the Super Socks. Then have all the children draw an ending picture for the story.

When you have finished your picture, show it to Mr. M and to Mr. S. Tell them all about it.

If you want your picture to have words under it, we will write the words together under your picture.

ON THEIR OWN

Children may choose from the following activities:

Dramatic Play

Making stick puppets and dramatizing the end of the story with the puppets.

Dramatizing Mr. S's story using the Huggables.

Sequence Skills

Putting Mr. S's story in order: Cut out the four pictures on Alpha Time Master #81. Paste each on a separate sheet of paper. Mix them up and put them in order again.

*Sorting And
Matching*

Include Mr. S's playing cards from Alpha Decks 1, 2 and 4 in any of the games in the *Games* section.

Storytelling

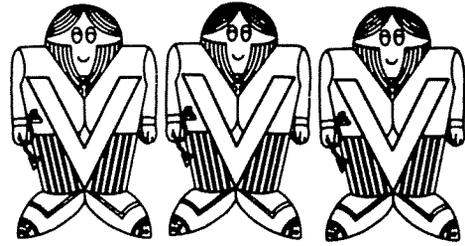
Using Picture Card 7 to retell the story of Mr. S.

1V1

PLANNING AND PREPARATION: Huggable, Mr. V; Records #1 and #4; a piece of velvet; the storybook, *Vanishing Vests*; Alpha Time Master #82; paper, scissors, crayons, paste.

Optional: TeamMates

Place Mr. V in an accessible part of the room.



MEETING MR. V AND HIS VIOLET VELVET VEST

Wait until the children discover Mr. V. Then let them gather around to look at him, greet him, and discuss his appearance.

Discovering Mr. V's Name

Who can this new Letter Person be?

What is he wearing? (a vest)

What is the color of his vest? *If no one can identify the color of the vest, tell the children it is a Violet Vest.*

Show the children a piece of velvet. Let them touch it and use a word to tell how it feels.

Mr. V's vest is very special. It is made of velvet. Velvet is very soft to touch.

Let's listen to the new Letter Person's song and see if we can find out something about him.

Play "Mr. V's Song" (record #1, side B, band #5).

Let the children discuss the record.

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

What did Mr. V tell us?

What is special about Mr. V? (Violet Velvet Vest)

Show Mr. V how the music makes you feel.

Replay the record and encourage the children to sing or move along with it the second time.

LISTENING TO THE STORYBOOK "VANISHING VESTS"



Discussing The Story

Read the storybook "Vanishing Vests" or play the recording of the story (record #4, side A, band #2). Children should know that "vanishing" means disappearing.

When the story is finished the children may talk about parts they liked. Questions such as the following may encourage discussion:

What happened at the beginning of the story? (vests vanished)

What did Mr. Valentine do when he found out his vest was gone? (called another store)

Why had all the vests vanished? (They went to see Mr. V and his Violet Velvet Vest.)

Why was this a special day for the vests? (Mr. V came to visit)

Dramatizing The Story

Why were the vests happy at the end of the story?

Let's act out the story of Mr. V and the vanishing vests.

Help the children to decide what prop each will make to use in dramatizing the story. Suggest that the children arrange several chairs with their backs on the floor to use as patrol cars. They may make headlights, a flashing light, wheels, and an antenna to put on the chairs.

Some of us will be the vanishing vests. Some of us will be the detectives on the Vest Patrol.

If you want to be a detective, what can you make to help everyone know who you are? (e.g., badges, radio)

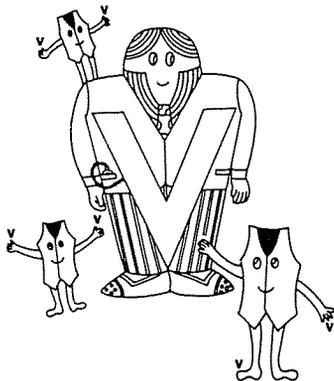
If you want to be one of the vanishing vests, what can you make for yourself? (a vest)

One child will be Mr. V in his Violet Velvet Vest. We will make a Violet Velvet Vest for Mr. V.

Making Costumes And Props

Children may make their props individually or in groups. When the children are satisfied with what they have made, they may re-enact any parts of the story while the Letter People listen. It may be necessary to reread parts of the story as the play progresses.

TYING IT TOGETHER



Give each child a copy of the Alpha Time Master #82.

Who is the new Letter Person? (Mr. V)

How do the vests feel? (happy, proud)

What do you think each vest is thinking?

ON THEIR OWN

*Audio Visual
Coordination*

Music

*Sensory Touch
Images*

Color Discrimination

Painting

Optional

Children may choose from the following activities:

Playing the Vanishing Vests story (record #4) and "reading" along in the book.

Dancing to Mr. V's music (record #1) using Mr. V as a dance partner.

Making a collection of materials that have velvet qualities such as softness, smoothness.

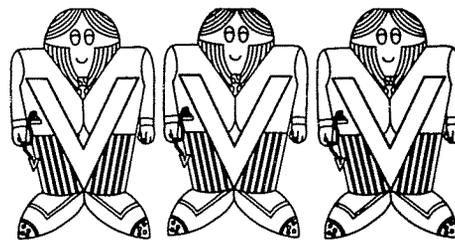
Making a bunch of violets out of crepe or tissue paper.

Painting a violet-colored picture.

Discuss TeamMate School Team Book page 28 and assign Home Team page 28 for homework.

1V₂

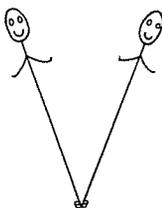
PLANNING AND PREPARATION: Huggable, Mr. V; Alpha Time filmstrip, *Vanishing Vests*; Alpha Time Master #83.



IDENTIFYING THE CAPITAL AND LOWER CASE LETTER "V"

Gather the children around Mr. V. Have them reacquaint themselves with him by telling him his name and something they remember from his story.

Analyzing The V Shape



Mr. V would like you to show him his capital letter.

Where is the lower case letter v?

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

How many lines does the capital letter V have? (two)

Are the lines straight or slanted? (slanted)

How many people will we need to make the capital letter V? (two)

Have the children form pairs and make the capital letter V.

PICTURE READING

Frame #1



*Main idea
Looking for detail*

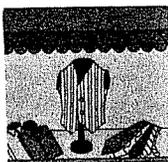
Show the children the Alpha Time filmstrip "Vanishing Vests." Discuss one frame at a time.

The name of the story is *Vanishing Vests*.

How can we tell who will be in the story? (by looking at the picture)

Who do you think is in the story? (e.g., Mr. V, storekeeper)

Frame #2



Inferring

Look at the store window.

How can you tell what kind of store it is? (by what is seen in the window)

If this were your store, what name would you give it?

Who do you think would like to shop in this store?

Frame #3



Interpreting emotions

Who can this man be? (the storekeeper)

How do you know how he feels? (expression on his face)

Why is he shocked and surprised? (The vest is gone.)

What do you think happened to the vest? (It disappeared.)

Frame #4



What does Mr. Valentine find out when he calls the owner of another vest store? (The other vests also vanished.)

How can you tell that vests have vanished in the other store? (They are not on the models.)

Recalling

Frame #5



Using descriptive phrases

Where are all the storekeepers? (at the police station)

Why have they come to the police station? (to report vanishing vests)

Be one of the storekeepers. Tell the policeman what has happened. Make sure to tell him exactly how your vest looks.

Role playing

Give several children a chance to play the role of a storekeeper and tell the policeman about a missing vest. Suggest they include words that describe the size of the vest, its color and design (striped, polka dotted, flowered, checked), its fabric (cotton, silk, fur, satin, wool).

Frame #6



Identifying shapes

Who are these men? (Vest Patrol)

Why are they in such a hurry? (They want to find the vests.)

What are some shapes in this picture? (circles, squares, rectangles)

Frame #7



Why has patrol car #5 stopped? (He found the vests.)

How do the vests feel? (happy)

How does the patrolman feel? (upset)

Be the policeman in the patrol car. Tell us what you are saying to the vests.

Frame #8



What is the Vest Patrol asking the vests to do? (get into the van)

Be one of the men on the Vest Patrol. Tell us what you are saying to the vests.

Be one of the vests. Tell us what you are saying to the men on the Vest Patrol.

Frame #9



Where did the Vest Patrol take the vanished vests? (police station)

To whom are the vests talking? (the captain)

Why do you think they are crying?

Be one of the crying vests. Tell us what you are saying to the captain.

Be the police captain. Tell us what you are saying to the crying vests.

Frame #10



Sometimes people do not understand why we do things.

The polka dotted vest is trying to make the police captain understand why the vests vanished.

Be the polka dotted vest. Tell us what you are saying.

Frame #11



Why are the policemen crying? (They are sorry for the vests.)

Frame #12



Where are the patrol cars going? (to look for Mr. V)

How many cars are there? (four)

Frame #13



How do you know the Vest Patrol did a good job? (They found Mr. V.)

How do you think the vests feel now?

Frame #14



How do you think the policemen feel?

Be Mr. V. Tell us what you are saying to the Vest Patrol.

Frame #15



How does everyone feel?

Why do you think they are happy?

Frame #16



Now that Mr. V has left, what are all the vests doing? (going home)

Frame #17



Where did all the vests go? (back to their stores)

When do you think the vests will vanish again?

TYING IT TOGETHER



Distribute copies of Alpha Time Master #83. Ask the children to point to the vanishing vests and to tell where they are (i.e., in the car, under the newspaper; in the trash can; beside, or under the tree; at or behind the window).

ON THEIR OWN

Children may choose from the following activities:

Giving Descriptions

Playing "Calling All Cars." Children take turns reporting a missing person or object and describing it in as great detail as possible including its color, size, and shape. (For persons, include hair color, size, eye color, height, age and clothing.)

Letter Tracing

Using Alpha Time Master #76 to trace the upper and lower case V.

Crafts

Carving the letter V into wood or linoleum.

Making potato prints for Mr. V by carving the letter V deeply into the cut side of a raw potato half. Then the carved side is dipped into paint and pressed onto construction or drawing paper.

Hammering nails or tacks in a V shape into a block of wood or cork.

Story Telling

Using the Vanishing Vest filmstrip to retell the story.

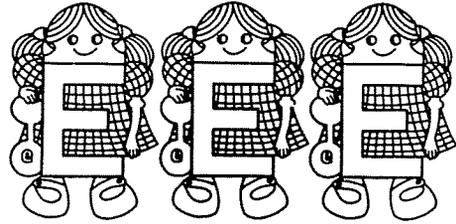
Sorting And Matching

Including Mr. V's playing cards from Alpha Time Decks 1, 2, and 4 in any of the games described in the *Games* section.

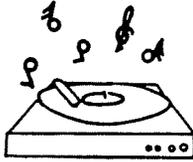
1E₁

PLANNING AND PREPARATION: Huggables, Miss A and Miss E; Record #3; Alpha Time Master #84; drawing paper, crayons, scissors, variety of art materials.
Optional: TeamMates

Conceal Miss E until after the record has been played.



MEETING MISS E



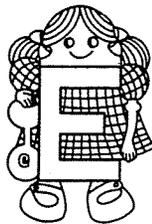
Gather the children around you and Miss A. Play Meeting the Vowels, Miss E (record #3, side A, band #2). When the record is finished tell the children:

Miss A would like us to meet Miss E.

Close your eyes and Miss A will bring Miss E to meet you.

While the children have their eyes closed, place Miss E near the children.

Discovering Miss E



Look at Miss E. Miss E is still busy exercising.

What is she carrying? (*a barbell*)

How will the barbell help Miss E? (*make her strong*)

Miss E remembers that she must exercise very slowly.

Be Miss E and tell us what you will say as you are trying to lift the barbells. (*ě, ě, ě Exercise*)

Remember first Miss E must say *ě, ě, ě* then, as she lifts the barbell up high she says *Exercise*. Let's all be Miss E and lift the barbell.

PRACTICING THE SHORT SOUND FOR E

Miss E wants to do many different exercises. Let's teach her some.

Have the children do the following exercises, repeating ě, ě, ě and the word Exercise as indicated:

Doing Several Exercises

Clap your hands three times. Each time you clap your hands, say *ě*. After the third clap, spread your arms as wide as you can and say *Exercise*.

Stand tall, everybody. Bend your knees three times and say *ě* each time. After the third bend, jump and spread your legs wide and say *Exercise*.

Stand tall again. Bounce three times on the soles of your feet. Each time you bounce, say *ě*. After the third bounce, jump up high and say *Exercise*.

Have the children suggest other exercises that they would like to do with Miss E. They must always start the exercises with ě, ě, ě.

TYING IT TOGETHER



Distribute copies of Alpha Time Master #84 to the children.

Who is in this picture? (*Miss E*)

What kind of place is this? (*gymnasium*)

Have you ever been in a gym? Tell us about it.

What is Miss E doing? (*Exercising*)

What do you think Miss E is saying? (*ě, ě, ě, Exercise*)

Why do you think it is good for us to exercise?

What do you think would happen to us if we didn't get any exercise at all?

ON THEIR OWN

Listening

Dramatic Play

Storytelling

*Motor
Coordination*

Art

Optional

Children may choose from the following activities:

Listening to Meeting Miss E (record #3, side A, band #2).

Dramatizing Meeting Miss E. Miss E may be one of the actresses.

Re-telling the story of Meeting Miss E and recording it.

Playing Simon (or Miss E) Says using exercises as directions.

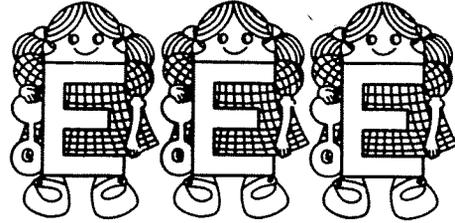
Drawing and cutting out barbells.

Discuss TeamMate School Team Book page 29 and assign Home Team page 29 for homework.

1E₂

PLANNING AND PREPARATION: All the Huggables that have been introduced so far; Record #1; Alpha Time Masters #85 and #86; art and construction materials.

Optional: TeamMates

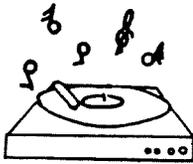


REMEMBERING MISS E AND HER SHORT E SOUND

Miss E is very happy now that she knows how to exercise in her very own special way. Miss E has a song for us.

Listening To Miss E's Song

Play Miss E's song (record #1, side B, band #6). Then play it again and encourage the children to sing and move along with it. Discuss the words and music with the children.



What did Miss E tell us?

Show Miss E how her music makes you want to move.

Miss E says that her exercises must always start in a special way. How do we start Miss E's exercises? (with e, e, e)

Let's give Miss E a surprise and do a Miss E Exercise.

Have the children take turns leading the class in different Miss E exercises. Remind them that they repeat a movement three times as they say e. When they say "Exercise" the movement changes (e.g., bounce, bounce, jump).

REMEMBERING THE OTHER LETTER PEOPLE

Introducing Miss E To The Letter People



Miss E would like to meet the other Letter People. She wants to know all about each one.

Bring one of the Letter People and introduce him or her to Miss E.

Tell Miss E everything you know about the Letter Person you are introducing to her.

Encourage the children to introduce the Letter People by telling about their characteristics. For example:

Miss E, this is Mr. M.

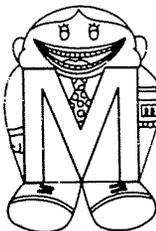
Mr. M, this is Miss E.

Miss E, I will tell you about Mr. M.

Mr. M has a Munching Mouth. He loves to munch.

He munches at the Munching Monday Market.

Mr. M's letter gets its sound from Munching Mouth.



The children may say anything they wish about the Letter Person. In each case, ask them to tell what Miss E says about the Letter Person, and what the Letter Person says about Miss E.

IDENTIFYING THE CAPITAL AND LOWER CASE LETTER E

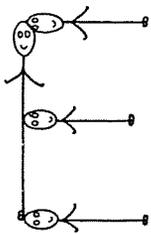
Miss E says all the Letter People have a capital letter and a lower case letter.

Miss E wants to know if she has them, too.

Find Miss E's capital letter and show it to her with your hand.

Find Miss E's lower case letter and show it to her with your hand.

Analyzing The Shape Of Capital Letter E



Let's make a capital letter E with our bodies.

How many parts does it have? (four)

Look at each part. How will your body look for each part? (straight)

Have the children form groups of four and make the capital E.

PLANNING AN EXERCISE EXHIBIT

Miss E wants us to help her. She wants to have an *Exercise* exhibit.

She says that she has been to an art exhibit to see different kinds of pictures. She has been to a toy exhibit where she saw different kinds of toys. She has been to a car exhibit where she saw cars.

Now Miss E would like to have an Exercise exhibit where she will show her Miss E exercises.

Miss E wants everyone to know about her Exercise exhibit.

How can we help her make sure that everyone finds out about it?

Working In Committees

Have the children work individually or in small groups. Each child may decide how he wants to help Miss E tell people about her exhibit (by drawing signs and then dictating words for them; by dictating words for an ad; by decorating a piece of paper to be used as a "mailer"; by writing a TV commercial).

Some children may want to construct different equipment Miss E can use as she demonstrates her exercises (e.g., barbell, punching bag, exercising bicycle, jump rope).

Let the children put up their signs around the classroom or in the school corridors (if this is permitted).

Have the children "mail" their mailers to other classrooms.

Help them decide which children will demonstrate a particular Miss E Exercise and let them lead visitors in performing it.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #85.

What are some of the Exercise equipment pieces at Miss E's exhibit?
(punching bag, parallel bars, exercise rings, bicycle, basketball)

Which exercise would you like to do?

Which exercise is hard?

Which exercise is easy?

After the picture has been discussed children may find capital and lower case E's and decide what color they would like to use for marking each.

NOTE: Alpha Time Master #86 is a letter to parents explaining the progress the children have made thus far with ALPHA TIME. This letter may be sent home with the children at this time.

ON THEIR OWN

Children may choose from the following activities:

Music And Dance

Listening and dancing to Miss E's music (record #1, side B, band #6).

Letter Tracing

Using Alpha Time Master #59 to trace the upper and lower case letter E.

*Matching And
Sorting*

Playing any of the games in the *Games* section using Miss E's playing cards from Alpha Time Decks 1, 2, and 4.

Classifying

Collecting pictures of exercise equipment.

Optional

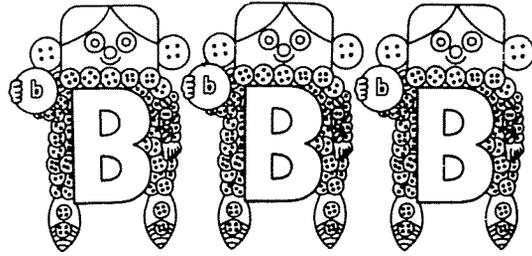
Do the activity and discuss TeamMate School Team Book page 30 and assign Home Team page 30 for homework.

2B₁

PLANNING AND PREPARATION: Huggable, Mr. B; a bag for Mr. B; Mr. B's Picture Squares; one real button; tape, construction paper, crayons, paste, popsicle sticks or straws; Alpha Time Master #87; a small box containing a piece of paper that has writing on it.

Optional: TeamMates

Mr. B's music (record #1) may be played to set the mood.



INTRODUCING THE SOUND OF "B"

Have the children gather around Mr. B. Show them the box with a note inside which you have prepared.

A box was delivered to Mr. B this morning. It looks like the box he used when he sent the bad but Beautiful Buttons to the children.

Mr. B is afraid to open it. He thinks that the Beautiful Buttons probably have been so bad that the children have sent them back.

Let's open the box for Mr. B.

Have a child peek into the box. Ask him if the bad but Beautiful Buttons are there. Give several children a chance to peek. Then let one child peek and show everyone the note that he finds inside the box.

Mr. B wants us to read the note to him. He thinks he knows who sent it. Who do you think sent the note?

Read the note to the children.

Dear Mr. B,

We are not bad but Beautiful Buttons anymore. We are just Beautiful Buttons. We are glad you didn't let us break our promises. Now we want to make you happy. We have figured out how you can get your own sound. We will help you so that you will get a sound that you will never forget.

You can get your sound from Beautiful Buttons. You have bunches and bunches of Beautiful Buttons. Each Beautiful Button will be your sound-helper. Ask any Beautiful Button and he will help you prove your sound. Love,

The Beautiful Buttons Who Are Not Bad Any More.

Drawing inferences

What do the Beautiful Buttons want to do to help Mr. B? (give him a sound)

How will they give Mr. B a sound that will be easy for him to remember? (They will give him the sound that starts Beautiful Buttons.)

USING THE SOUND FOR B IN THE INITIAL POSITION IN WORDS

The Beautiful Buttons sent Mr. B some pictures. Let's look at each picture and tell Mr. B what it is.

Show the children Mr. B's Picture Squares. Have them named and shown to Mr. B (i.e. ball, bat, baby, bicycle, bed).

Why do you think the Beautiful Buttons sent these pictures to Mr. B? (They start with his sound.)

Proving Each Picture For Mr. B



Let's say the name of each picture for Mr. B and prove to him that it begins the same way as Beautiful Buttons.

Mr. B likes to hear his sound in words. He likes to hear you say words that start the same way as Beautiful Buttons. Mr. B would like to play a word game with you. The words all begin with Mr. B's sound. Mr. B will give you a clue. Then you may tell him what the word is.

Tell the children the following riddles.

Mr. B is thinking. He says: "The word I am thinking about rhymes with tag. It is something you use to carry food when you leave the supermarket." (bag)

Note: (If a child should say "basket," tell him that's a very good word because "basket" does start with Mr. B's sound, but it does not rhyme with "tag.")

Playing A Riddle Game

Giving answers to riddles based on rhyme with B in initial position

Mr. B is thinking again. He is thinking of a word that rhymes with coat. It is something that sails on the water. (boat)

Mr. B is thinking again. He says: "I am thinking of a word that rhymes with look. You turn its pages when you read it." (book)

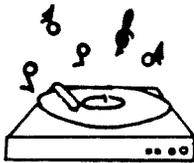
Mr. B is thinking again. He is thinking of something that rhymes with see. It buzzes around and can sting. (bee)

Mr. B is thinking again. He is thinking of something that rhymes with stone. Dogs like to chew on it to make their teeth strong. (bone)

Mr. B likes the way you figure out words that start with his Beautiful Buttons sound.

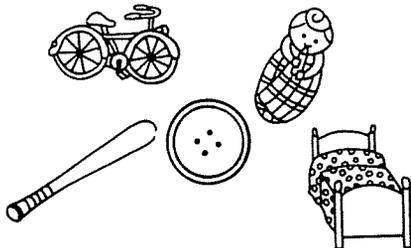
Mr. B said that he would like to have a bag of his own just like the other Letter People. Why is a bag especially important to Mr. B? (It begins with his sound.)

Mr. B wants us to make and find things that we can put in his bag.



Have the children work independently or in small groups using the art materials set out in the room. Encourage them to prove each thing they make or find for Mr. B's bag. When the children are finished they may sing "Prove It" for Mr. B (record 5, side A, band 3).

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #87 to look at and discuss.

What do you see in the middle of the paper? (Mr. B's Beautiful Button)

What are some of the pictures around the Beautiful Button? (baby, bicycle, bat, bed)

Why do you think these pictures are around the Beautiful Button? (they start with the same sound)

Mr. B would like his Beautiful Button to touch some of his pictures.

What are some ways we can make them touch?

ON THEIR OWN

*Eye-Hand
Coordination*

Sound Association

Art

Children may choose from the following activities:

Using Mr. B's puzzle alone or in combination with other puzzles.

Using all of Mr. B's playing cards in any of the games described in the *Games* section.

Painting a picture with colors that begin with the Beautiful Button sound. (e.g., blue, brown, black, beige)

Making a collage of objects that begin with the Beautiful Button sound.

*Auditory
Discrimination*

Optional

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

Do TeamMate School Team Book page 31 and assign Home Team page 31 for homework.