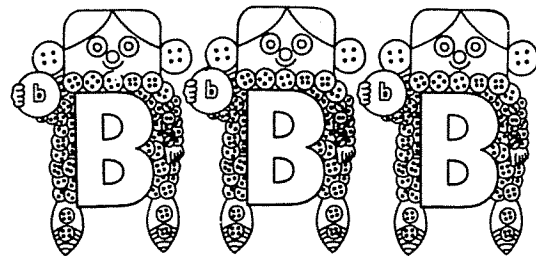


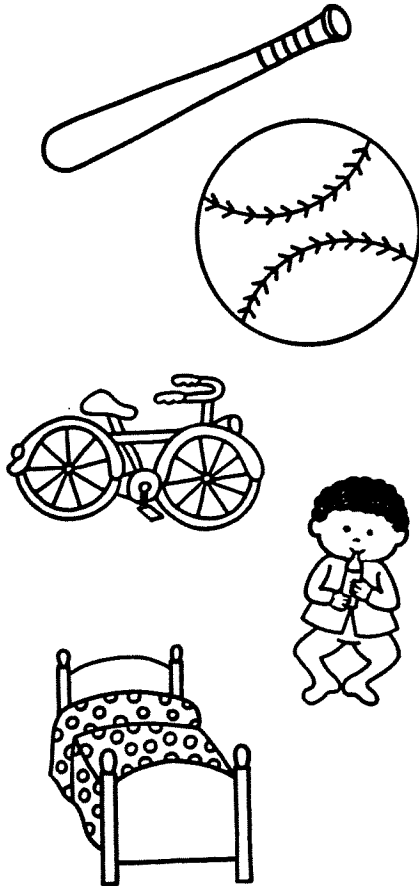
2B₂

PLANNING AND PREPARATION: Huggable Mr. B; a button; Mr. B's bag (filled from the previous lesson); a blindfold; Mr. B's Picture Squares; magazines, construction paper, scissors, paste, crayons, a variety of art materials; Alpha Time Master #88.



USING WORDS WITH B IN THE INITIAL POSITION

Playing A Game



Mr. B has a game for us. It is called Button, Button, who has the Button?

First, each one of us will take a picture out of Mr. B's bag and tape it to our sleeves.

Then we will sit in a circle.

One child will wear a blindfold over his eyes and stand in the center of the circle.

The teacher will give someone in the circle a button. The people sitting in the circle will keep passing the button until the child in the center holds up his hand and says "stop."

Then the child in the center will take off his blindfold and Mr. B will help him guess who has the button. When he guesses he may not use our names. He will have to look at the picture that is taped to our sleeves and name that instead.

For example, if he wants to guess the child who has the picture of the bicycle he will say:

"Button, button, who has the button?
Bicycle, do you have the button?"

Then the child who has the bicycle on his sleeve must answer yes or *no*.

Each child has three chances to guess who has the button. If he doesn't guess correctly, the child holding the button changes places with him. Continue the game until most of the children have had a turn to guess.

NAMING "DOING WORDS" THAT START WITH B

Mr. B says we *borrowed* (emphasize *initial sound*) things from his bag.

Borrowed tells what we did.

Mr. B has been thinking of words that tell what someone or something does. He calls those words "doing words." Mr. B says that when you run you are doing something.

Run is a "doing word."

Sleep is another "doing word."

Mr. B wondered, "Are there any 'doing words' that start the same way as Beautiful Buttons?"

Mr. B thought all day. Mr. B thought all night. Finally he thought of “doing words” that start with his Beautiful Buttons sound.

Play the following Riddle Game. Have the children dramatize each “doing word” as they guess it.

Mr. B will give you a clue and you must figure out the “doing word” he is thinking about.

Using Context Clues To Define Words

Mr. B says, “A ball does this.”

What “doing word” is he thinking about that starts the same way as Beautiful Buttons? (bounce)

Show Mr. B how you look when you bounce a ball. You are doing something when you bounce.

Bounce is a “doing word.”

Mr. B has thought of another “doing word”:

You drop something. You want to pick it up. You cannot keep your body straight.

You must let your body -----(bend).

Show Mr. B how you bend.

When you bend, you are doing something.

Bend is a “doing word.”

Mr. B can think of another “doing word” that starts with his sound.

Mr. B is thinking of a word that tells what he had to do when he learned to ride his two wheel bicycle. He also had to do this when he tried to walk with a book on his head.

Mr. B is thinking of the word ——(balance).

Make believe you are walking on a wire high above the ground. You have to balance yourself so that you don't fall.

Show Mr. B how you balance.

When you balance, you are doing something.

Balance is a “doing word.”

Mr. B can think of another “doing word” that starts with his Beautiful Button sound. He says the word is *bow*. Show Mr. B how you bow. When you bow you are doing something.

Bow is a “doing word.”

Mr. B told us four “doing words” that start the same way as Beautiful Buttons. What are they? (bounce, bend, balance, bow)

Distribute Mr. B's Picture Squares again. The child who has a Picture Square names the item and asks Mr. B what Mr. B wants him to do. Mr. B will tell each child one of the "doing words." The child then performs the action and then returns his picture to Mr. B's bag.

After several children have returned their pictures, Mr. B may ask the children to do two things (e.g., bounce and bend). The actions may then be increased to three and then to four.

REINFORCING THE SOUND OF B IN THE INITIAL POSITION IN WORDS

Mr. B would like to show us how to make button puppets.

First, make a big paper button.

Then paste a picture of something that starts with Mr. B's Beautiful Buttons sound on the back of your button.

Attach a stick or a straw to your button so you can hold it up.

Have the children play this "Naming and Doing" Game with their button puppets:

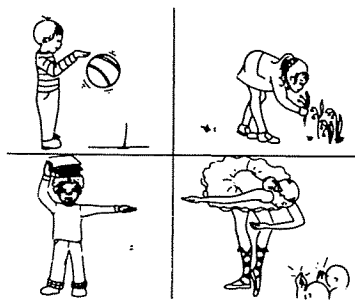
(Jimmy), have your button puppet ask (Mary's) button puppet what picture is on its back.

Mary's puppet will answer and tell your puppet to do one of Mr. B's "doing words."

Then (Jimmy's) puppet will act out the "doing word."

TYING IT TOGETHER

Give each child a copy of Alpha Time Master #88.



Mr. B liked the way you guessed his "doing words" so much that he has drawn pictures of some for you.

Look at the pictures and tell Mr. B what each child is doing.

What is the boy doing to the ball? (bouncing it)

What is the girl doing in order to pick the flowers? (bending)

What is the boy doing with the books? (balancing them)

What is the ballet dancer doing? (bowing)

Why do you think the ballerina is bowing?

ON THEIR OWN

Art

Children may choose from the following activities:

Drawing pictures of things that begin with Mr. B's sound (e.g., boots, bridges, baseball game).

Rhythms

Bending in all directions to different tempos.

Motor Co-ordination

Playing Simon Says—or Mr. B Says, using only Mr. B's "doing words."

Homemaking

Baking (oven ready) buns, bread, bananas.

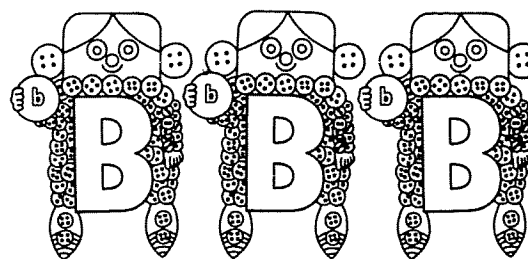
Boiling beans, broccoli, beets.

Broiling or barbecuing beefburgers.

2B3

PLANNING AND PREPARATION: Huggables, Mr. B, Mr. M, Mr. T, Mr. F, Mr. H; Mr. B's bag; two Picture Squares from each of the following: Mr. M, Mr. T, Mr. H, Mr. F; Alpha Time Master #89.

Put the Picture Squares of the Letter People named above into Mr. B's bag.



DISCRIMINATING AMONG INITIAL SOUNDS IN WORDS

Mr. B had visitors last night. Remember those Beautiful Buttons? Guess what! They are bad again! They took pictures out of the other Letter People's bags and put them into Mr. B's bag.

Mr. B may only have things in his bag that start with his sound. Those bad but Beautiful Buttons mixed up Mr. B's bag.

Mr. B can't figure out which things belong in his bag. He can't figure out which things don't belong in his bag.

We'll have to take everything out of Mr. B's bag, then we will put back the things that start with the sound of Mr. B's Beautiful Buttons.

Let one child at a time take something from Mr. B's bag. He decides whether or not it belongs there and proves it to Mr. B. If it is something that belongs in another Letter Person's bag, he proves it to that Letter Person and puts it in the correct bag. Continue the procedure for all the pictures.

RECOGNIZING "DOING WORDS"

Mr. B wants to know if you remember his "doing words."

Tell Mr. B some of his "doing words." (e.g., bounce, bend, bow, balance)

Mr. B has thought of another "doing word." He has thought of the word *bumping*.

He says that his Beautiful Buttons go bumping into one another. Mr. B likes the "doing word" *bumping*. Mr. B would like to have his "doing words" in poems.

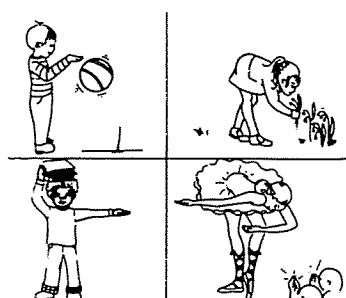
He wants us to listen to a poem. Then he would like us to put some of his "doing words" in the poem.

Read the following rhyme to the children

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

Have the children repeat the nursery rhyme with you.

Let's put two of Mr. B's "doing words" in Jack and Jill.



Listening to a nursery rhyme for information

Listen to this part of *Jack and Jill*: "Jack fell down."

Which word tells us what Jack did? (fell)

Jack fell. *Fell* is a "doing word."

Mr. B does not want the "doing word" *fell* to be in the poem.

He would like to use one of *his* "doing words" instead of the word *fell*.

What are some "doing words" we can use? (e.g., bowed, bent, bounced)

Have the children think of a Mr. B "doing word" which would make sense in the sentence "Jack fell down."

Say the rhyme using one of Mr. B's "doing words." (e.g., Jack bent down.)

Listen to another part of the poem: "And Jill came tumbling after."

Which word tells us how Jill came down the hill? (tumbling)

Tumbling is a "doing word."

Mr. B does not want the word *tumbling* in the poem. He wants you to use one of his "doing words" instead of *tumbling*.

Say this part of the poem using one of Mr. B's "doing words."

Have the children think of one of Mr. B's "doing words" which would make sense in the phrase "And Jill came tumbling after." (e.g., bumping, bouncing)

Now let's take the "doing word" we decided to use instead of *fell* and the "doing word" we decided to use instead of *tumbling*. We'll all say "Jack and Jill" together using these two "doing words."

(e.g., Jack and Jill went up the hill,
To fetch a pail of water,
Jack *bounced* down and broke his crown,
And Jill came *bumping* after.)

PRACTICING SEQUENCE SKILLS

Distribute copies of Alpha Time Master #89 to the children.

Many people have asked Mr. B how to play "Button, Button, Who Has The Button?"

Recall with the children how the game was played. (See previous lesson.)

Everyone who read Mr. B's directions said that he still can't play the game.

Mr. B doesn't understand what is wrong. Let's try to help him.

Look at the top picture on your paper.

Who is in the picture? (children and Mr. B)

What is the little boy doing? (pointing to a child in the circle)

Picture #1



Picture #2



What do you think he is saying? (asking if the boy in the circle has the button)

Was this the first thing that happened when we played the game? (no)

Let's look at the middle picture.

Who is in this picture? (children and teacher)

What is the teacher doing? (giving a button to a child)

Why does the boy in the middle have a blindfold over his eyes? (He must not see who gets the button.)

When we played the game, when did you get the button? (at the beginning)

Let's look at the picture on the bottom.

Picture #3



What are the children doing? (passing the button)

Is this the last thing that happened when we played the game? (no)

Mr. B gives this paper to everyone who wants to play "Button, Button Who Has The Button?" Everyone looks at the first picture and does what the first picture shows.

Then they look at the next picture and do what the next picture shows.

Then they look at the last picture and do what that picture shows.

No one can play the game this way. Something is wrong!

Let's try to follow the pictures and see if we can play the game this way.

Have the children play the game following the sequence of the three pictures that Mr. B has drawn.

Mr. B has drawn everything that you have to do to play the game.

You cannot play it if you follow his pictures.

His pictures do not tell you what you must do first and second and last.

TYING IT TOGETHER

Placing Pictures In Correct Sequence

Let's help him fix the pictures.

Which picture tells you the first thing to do when you play the game? (the middle picture)

Which picture tells you the second thing to do when you play the game? (the bottom picture)

Which picture tells you the last thing to do when you play the game? (the top picture)

Have the children cut out the pictures and paste them on another sheet of paper in the correct order.

ON THEIR OWN

Children may choose from the following activities:

*Poetry And
Rhymes*

Substituting Mr. B's "doing words" for "doing words" in other familiar poems or nursery rhymes.

Sorting

Mixing two or three Picture Squares from each Letter Person and sorting them again.

*Auditory
Discrimination*

Playing Mr. B's song (record #1, side B, band 1) and listening for words that begin with Mr. B's Beautiful Buttons sound.

2B₄

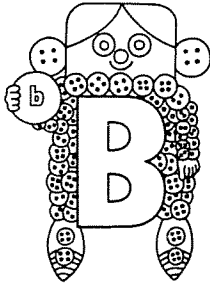
TEACHER OBJECTIVES:

- To reinforce the characteristic and sound of Mr. B.
- To help children identify their birthday.
- To review concept of month, numerals.

PERFORMANCE OBJECTIVES:

- The child will identify month and date of birth.
- The child will say some months and numbers.
- The child will say words with the *b* in the initial position.

DEVELOPMENT



*Mr. B's beautiful buttons are bursting.
He's so proud of the booklets he made for us.*

Distribute the Mr. B "All About Us" booklets.
Ask the children to point to the words "All About Us" as you read them aloud.

*Which Letter Person's picture do you see? (Mr. B)
Whose picture do you think is next to Mr. B? (his friend's)
Put your finger on the words under the pictures.
The words say, "Mr. B has a friend."
What is special about Mr. B? (his beautiful buttons)
Find the beautiful buttons on Mr. B.
Look at the picture of Mr. B's friend.
Mr. B wants us to put beautiful buttons on the picture.
Where can we put them?
Finish the picture of Mr. B's friend.
Make it look like you or anyone else.
Don't forget to put lots of beautiful buttons on the picture.*

Give the children the opportunity to complete and share their pictures.

Have the children open the booklets.
Point to the first sentence on the left-hand side.
Explain that this time Mr. B put two pictures in the sentence.
Ask the children to name the pictures (beautiful buttons, Mr. B's back).
Read aloud, "Mr. B has beautiful buttons on his back."
Let the children pretend to reread the sentence with you.

Explain that the next sentence tells about a day that is very special to Mr. B.

Mr. B says if we look at the picture he put in the sentence, we will know what day is special to him.

Have the children look at the picture and discover the special day. (Mr. B's birthday)
Read the sentence aloud.
Ask them why birthdays are extra special to Mr. B. (*Birthdays* starts with the same sound as *beautiful buttons*.)

Mr. B took this whole page to tell us about himself.
What did he tell us first? (He has beautiful buttons on his back.)
What did he tell us next? (His birthday is May 6th.)
Mr. B says the next page is for us.

Look at the next page. What does Mr. B want each of us to write on the first dotted line? (our name)

Write it and then Mr. B will listen to your sentence.

After the children have written their names, select a booklet and read the incomplete sentence. (e.g., Larry has buttons on his .)

Mr. B says the sentence isn't finished.
It doesn't tell where Larry has buttons.
Where does Larry have buttons? (e.g., shirt, pants, jacket)
How can Larry finish the sentence? (draw or cut out and paste a picture, dictate a word or copy a word)

Help each child complete his/her sentence.
You may wish to cross out the pronoun (her/his) that does not belong in the completed sentence.
Select several booklets and read the sentences aloud.

Explain that Mr. B has drawn all the months on the back of the booklet.
He wants each of the children to find his/her birthday.
Have the children turn to the back page.
Read aloud, "Let's talk about birthdays."
Have them find the first month.
Read the name of the month to them. (January)

Mr. B says if your birthday is in January, stand up.
Tell him the date.
Let's find the numeral for that date.
Let's put a circle around the numeral and a bigger circle around the month.
When Mr. B looks at the back of your booklet, he knows when your birthday is.

Follow this procedure with each of the remaining months.
Help each child circle the month and date of his/her birthday.

Have the children open their booklets.

Draw their attention to the second sentence on the right-hand side.
Explain that Mr. B wants them to use the sentence to tell him their birthdays.

Mr. B wrote another sentence.
He could not finish it.
He made a dotted line where we can each write our name.
Let's write it and see if that will finish the sentence.

Have the children write their names.

Select a booklet and read the sentence aloud to prove it is incomplete. (e.g., Edith's birthday is .)

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

It doesn't tell when Edith's birthday is.

How can Edith finish the sentence? (by dictating or copying her birthdate)

Help each child complete his/her sentence.

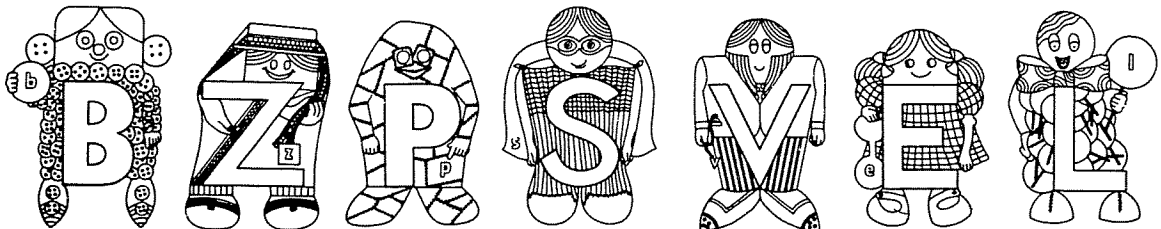
Select and read several aloud.

Children may enjoy pretending to read the information to Mr. B from their booklets.

This is an excellent opportunity to review months, days of the month, numbers of days in month, holidays. Discuss with the children birthdays of famous people. Add to the timeline birthdates of the children and famous people.

Encourage the children to take the booklets home.

Suggest they ask members of their family to show Mr. B when their birthday is.



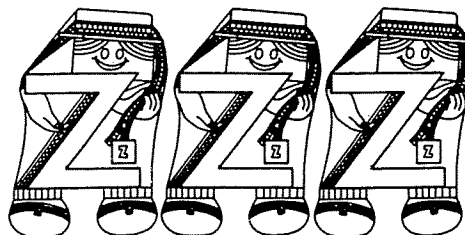
221

PLANNING AND PREPARATION: Hug-gable, Mr. Z; large piece of mural paper divided into four sections; several zip-pers; Alpha Time Master #90; strips of paper to simulate zippers, one for each child; an en-velope containing an invitation.

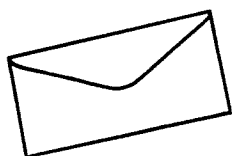
Optional: TeamMates

Draw a large outline of a house with a door and win-dows on the first section of the mural. Place a tiny note saying ZIP ME on each window and on the door. Tape a zipper on each window and on the door. Tape the mural to the wall or chalkboard. Conceal the draw-ing of the house with a sheet of newspaper.

Mr. Z's music (record #1) may be played to set the mood for the lesson.

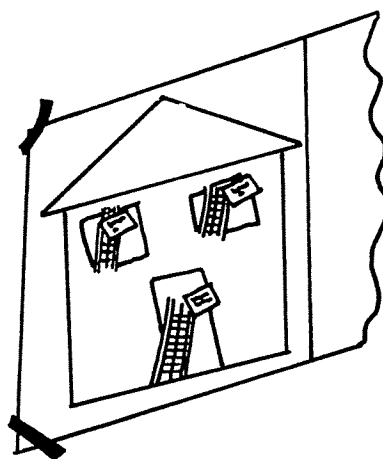


SAYING WORDS WITH Z IN THE INITIAL POSITION



Show the children the invitation.

Here is an invitation for us to visit a Letter Person's home. He says we'll have a very good time. Let's look at his house.



Have the children accompany you as you remove the newspaper con-cealing the outline section of the mural. Talk about the house and why the zippers might be there. Then read the following rhyme to the children:

Hurry, hurry, we can't be late!
This is a most important date.
This house is very funny to see.
All the signs here say ZIP ME!

Look—there are zippers here, and zippers there,
There are zippers almost everywhere.
Let's zip the door right now,
Zzip, zip—that's how.

Zip, zip, zipping is such fun!
Look—there is another one.

Look over here and you can see,
The sign on the window says ZIP ME!
Zip, zip—what fun!
Let us zip another one.

Now close your eyes and zip with me.
Guess which Letter Person we will see.

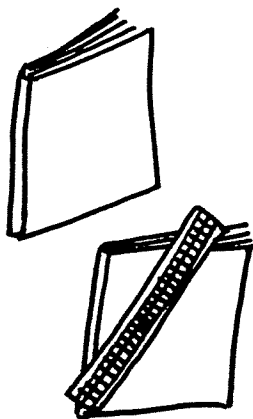
Have the children close their eyes. Then place Mr. Z in front of his zipper house.

SUBSTITUTING Z FOR OTHER INITIAL LETTER SOUNDS



Distribute the paper zippers to the children. Let the children play Zagic as follows: When their zippers are held against different things in the room, they name each object, substituting Z for its initial letter sound (e.g., book—zook).

Playing Zagic



Classifying

Mr. Z says that these zippers can do very special things. (*Hold up a book.*)

What is this? Yes, it is a *book*. If we put a zipper on it, we may call it a *zook*! It's like magic. Zoops, I mean zagic!

What is this? (*Hold up a pencil.*) We know. It is a . . . *pencil*. If we put a zipper on it, we may call it a . . . *zencil*!

What is this? We know. It is a . . . *cup*. If we put a zipper on it, we may call it a . . . *zup*!

Let's think about the rooms in Mr. Z's house. What furniture belongs in a living room? (e.g., couch, table, lamp)

If Mr. Z puts a zagic zipper on his (couch), what will it be called? (a zouch) What would he call a table? (a zable)

Let's talk about other rooms in Mr. Z's house.

Have the children name items found in the kitchen (e.g., sink, stove, refrigerator, cabinets, chairs, table).

In Mr. Z's kitchen, a sink is not called a *sink*. It is called a . . . *zink*! If it is a zink, what must it have on it? (a zipper)

Let's talk about another room in Mr. Z's house. Let's look in his bedroom. What are some things you find in a bedroom?

Have the children name items found in the bedroom (e.g., bed, chest, mirror, chair).

In Mr. Z's bedroom, a bed is not called a *bed*. It is called . . . *zed*! If it is a zed, what must it have on it? (a zipper)

Let the children name another kind of room and name and rename all the items found in it. Then the children may form small groups. Each group will draw one of the rooms in Mr. Z's house on a section of the mural paper. Encourage the children to discuss and decide what each will draw.

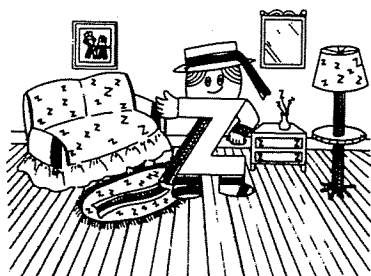
Drawing A Mural

Mr. Z would like us to draw the rooms inside his house. Put all the things in each room that you think should be there. Remember, in Mr. Z's house, everything must have a zipper on it.

When the mural is finished, the children may give Mr. Z's picture a name.

Other classes may be invited to visit Mr. Z's house. The children may dictate an invitation.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #90. Using their paper strip zippers, the children may play ZAGIC with the furnishings in the picture.

ON THEIR OWN

The children may choose from the following activities:

Counting

Using Alpha Time Master #90, the children may count all the zippers they can find.

Classifying

Using Alpha Time Master #90, the children may mark all the things they can find that are hard or soft, that have legs, that are big or small, that are made of glass or wood.

Art

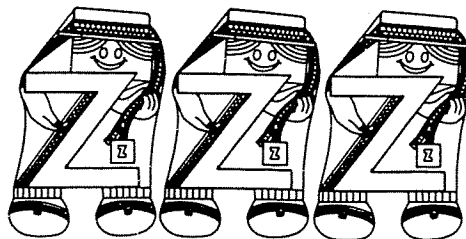
Painting a picture of one of the rooms at home.

Optional

Do TeamMate School Team Book page 32 and assign Home Team page 32 for homework.

2Z₂

PLANNING AND PREPARATION: Hug-gable, Mr. Z; a bag for Mr. Z; Mr. Z's Picture Squares; one Picture Square from Mr. M, Mr. T, Mr. F, Mr. H, Mr. N, Miss A and Mr. B; paper zippers for each child; Alpha Time Master #91.



DECIDING HOW MR. Z WILL GET HIS SOUND

Mr. Z likes the way we play Zagic, but something is worrying him. He says that we forgot to tell him about his sound. He heard that Mr. B gets his sound from Beautiful Buttons.

Mr. Z wants to know how he will remember his sound.

How do you think Mr. Z will get his sound?

Lead the children to the conclusion that Mr. Z should get his sound from Zipping Zippers.



Mr. Z says he wants to be like all the other Letter People who have sounds. He wants his own zag. What does he mean? (*Mr. Z wants a bag of his own.*)

USING WORDS WITH Z IN THE INITIAL POSITION

Each of the Letter People would like to give Mr. Z something for his bag.

Let's take a picture out of Mr. M's bag.

Tell us what it is. (e.g. monkey)

Now put a zipper on it.

With a zagic zipper on it it is not a (monkey), it is a . . . (zonkey).

Prove to Mr. Z that the zonkey may go into his bag.

Follow the same procedure with a picture from Mr. F, Mr. T, Mr. H, Mr. N, Miss A and Mr. B.

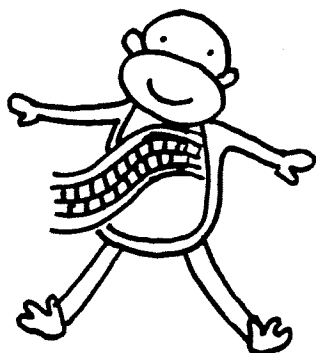
Mr. Z has some pictures he wants to show us. He says they are not zagic pictures.

Show the children Mr. Z's Picture Squares (i.e. zebra, zoo, zipper, zero). Ask them to show each picture to Mr. Z and to name it for him.

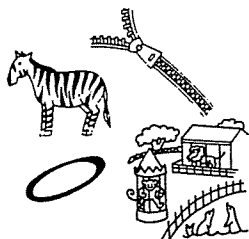
Why did Mr. Z show us these pictures? (They begin with his sound.)

These pictures don't need the Zagic game. The pictures already begin with Mr. Z's sound.

Mr. Z would like us to fill his bag.



Naming Mr. Z's Picture Squares



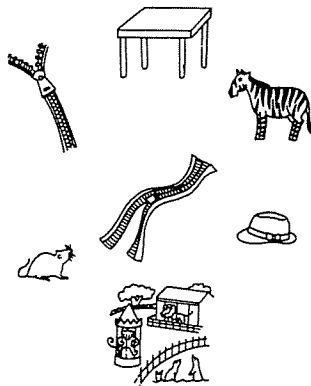
Making Things For Mr. Z's Bag



We can fill his bag with zagic pictures and with pictures that start with his Zippering Zippers sound. Words that start with Mr. Z's own sound do not need Zagic, but each zagic picture must have a zipper on it.

Have the children prove everything they find or make for Mr. Z before they put it into his bag.

TYING IT TOGETHER



Distribute copies of Alpha Time Master #91. Discuss the pictures around Mr. Z's Zippering Zipper (i.e. zipper, table, zebra, hat, zoo, mouse).

The children may name the pictures and decide which need Zagic. Then they may "touch" (connect) the zipper to those pictures that begin with Mr. Z's sound. (i.e., zipper, zoo, zebra)

ON THEIR OWN

*Eye-Hand
Co-ordination*

*Auditory
Discrimination*

Art

Nature Study

Construction

Sorting

Children may choose from the following activities:

Assembling Mr. Z's puzzle.

Listening for words that begin with Mr. Z's sound in Mr. Z's music (record #1, side B, band #2).

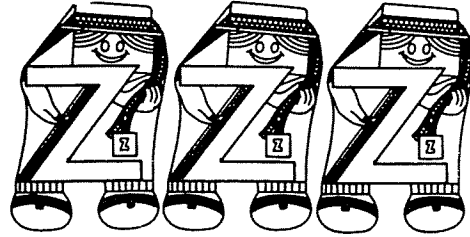
Painting zebra stripes on large sheets of paper.

Visiting the zoo.

Making a miniature zoo out of wood, clay, wire and other materials.

Using Mr. Z's Picture Squares and/or playing cards in any of the activities suggested in the Games section of the manual.

PLANNING AND PREPARATION: Huggables, Mr. Z, Mr. F; strips of colored paper; tape; contents of Mr. Z's bag; Alpha Time Master #92.

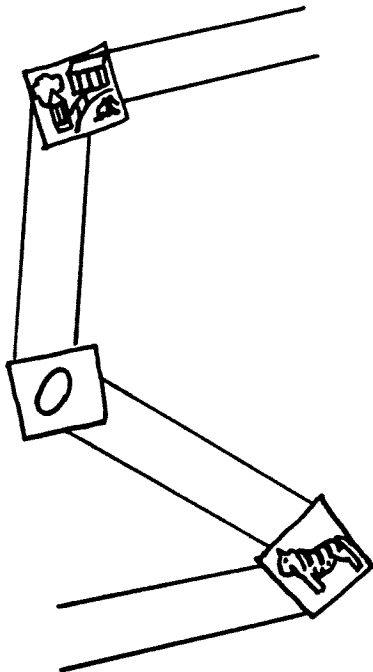


USING WORDS WITH Z IN THE INITIAL POSITION

Mr. Z has been talking to Mr. F. Mr. F told him how much fun we had when we played "Follow Funny Feet Road."

Mr. Z wants to make his own road. He says it can be called a Zig Zag Road.

Playing A Game



Using strips of paper laid end to end on the floor, have children make a Zig Zag Road. Tape a number of pictures from Mr. Z's bag at different points along the road.

We can play Follow the Zig Zag Road.

When we follow the Zig Zag Road, we must name the pictures so that they start with Mr. Z's Zipping Zippers sound. Sometimes we will have to use zagic.

When it is your turn to follow the Zig Zag Road, you must tell us the name of each picture on which you step.

We will all say "Follow the Zig Zag Road" while someone follows it.

Follow the Zig Zag Road.
Follow the Zig Zag Road.
Follow, Follow, Follow, Follow,
Follow the Zig Zag Road.

Children may form small groups and make and follow their own Zig Zag Roads.

READING COMPREHENSION

Reading A Picture Story

Frame 1



Mr. Z likes to play Zagic. The other Letter People liked to play Zagic, too, until one day something happened.

Let's read about it.

Give each child a copy of Alpha Time Master #92.

Look at the first picture.

Who is in the picture? (Mr. B, Miss A, Mr. M)

What are they holding? (their bags)

Why are they holding their bags upside down? (They are wondering what happened to their things.)

What is missing from their bags? (their pictures, etc.)

Look at their faces. How do they feel? (upset, confused)

Why do you think they are upset? (Their bags are empty.)

What do you think happened?

Frame 2



Who is in the picture? (Mr. Z)

What is he doing? (He is carrying many things.)

Where do you think Mr. Z got all these pictures and things? (from the Letter People)

What is on the table? (zippers)

What do you think Mr. Z will do with all those zippers? (play Zagic)

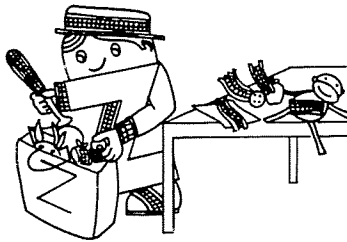
Predicting

Inferring

Why do you think Mr. Z took all the things from the other Letter People?

After Mr. Z plays Zagic with these things, what do you think he will do with them?

Frame 3



What did Mr. Z do with all the things? (put zippers on them)

How can you tell he took things from Mr. M, Mr. B and Miss A? (They begin with their sounds, e.g., button, monkey.)

Do you think the Letter People will let Mr. Z keep all of their things?

Frame 4



Let's look at the last part of the story and find out.

Who is in the picture? (Mr. B, Miss A, Mr. M)

What are they doing? (looking in Mr. Z's bag)

Why is it hard for them to find their own pictures? (They are mixed up. Zippers are on them.)

What will they have to do before they can put something back into their own bags? (Take off the zipper and prove it.)

TYING IT TOGETHER

*Auditory
Discrimination*

Have the children dramatize this picture story. This is an excellent way for them to prove which things belong in each Letter Person's bag. Any or all of the Letter People may be used.

ON THEIR OWN

*Making A
Picture Book*

Children may choose from the following activities.

Using Alpha Time Master #92, the four pictures may be cut apart, mounted on separate sheets and stapled together to form a book. This book may then be "read" aloud.

Storytelling

Using Alpha Time Master #92 and retelling the story of Mr. Z and the Letter People. If a tape recorder is available, the story may be recorded.

2Z₄

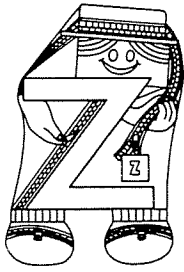
TEACHER OBJECTIVES:

To review the characteristic and sound of Mr. Z.
To introduce basic number-line concepts.
To help children distinguish between 0 (zero) and o (letter).

PERFORMANCE OBJECTIVES:

The child will distinguish the numeral zero from the letter o in context.
The child will say words with the z in the initial position.

DEVELOPMENT



*One day Mr. Z's zipping zippers wouldn't zip.
Mr. Z was very upset.
The Letter People told Mr. Z he would feel better if he stopped thinking about the zipping zippers for a while and did something else.
Mr. Z decided to make booklets for us.*

Distribute the Mr. Z "All About Us" booklets to the children.

Put your finger on the words at the top.

Read aloud, "All About Us."

Find Mr. Z.

Find his friend.

Let's read the words under the pictures.

The words say, "Mr. Z has a friend."

What is special about Mr. Z? (his zipping zippers)

Find the zipping zippers on Mr. Z.

Look at the picture of Mr. Z's friend.

What did Mr. Z give to his friend? (a zipping zipper)

Mr. Z did not finish the picture of his friend.

We cannot tell if the zipping zipper is on a jacket, a sweater, or a shirt.

Mr. Z wants us to finish the picture.

Encourage the children to finish the picture.

They may want to add to the body as well as the clothing.

When they've had the opportunity to complete and share their pictures, have them open the booklets.

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

Explain that Mr. Z put two pictures in the sentence.

Ask the children to name the pictures. (zipping zipper, zebra)

Read aloud, "Mr. Z put a zipping zipper on a zebra."

Let them pretend to reread the sentence with you.

Mr. Z was very busy looking for something that starts like his zipping zippers.

He found a zero.

He wrote a sentence to tell us what he found.

Read aloud, "Mr. Z finds a zero."

Look at the picture under the sentence.

How can we tell what the temperature is? (by looking at the thermometer)

What is the temperature? (0°)

Where did Mr. Z find the zero? (on the thermometer)

How can we tell when it's very cold?

Discuss the range of the thermometer.

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

What did he tell us first? (He put a zipping zipper on a zebra.)

What did he tell us next? (He found a zero.)

Mr. Z says the next page is for us.

Look at the next page.

What does Mr. Z want each of us to write on the first dotted line? (our name)

Write your name and then he'll listen to your sentence.

After the children have written their names, select a booklet and read the incomplete sentence. (e.g., Charlotte put a zipper on a .)

Mr. Z says the sentence isn't finished.

It doesn't tell on what Charlotte put a zipper.

On what can Charlotte put a zipper?

How can Charlotte finish the sentence? (draw or cut out and paste a picture, dictate or copy a word)

Help each child complete his or her sentence.

Select several booklets and read the completed sentences aloud.

Explain that Mr. Z wants them to look at the back of the booklet. Mr. Z drew pictures of objects on which he found a zero.

Have the children turn to the back of the booklet.

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

Discuss each illustration with the children.

Have them find the zero on each object.

Explain that Mr. Z wants them to tell him where they find a zero.

Have them open their booklets.

Draw the children's attention to the second sentence on the right-hand page.

Have each child write his/her name on the dotted line.

Select and read aloud several of the sentences to prove they are incomplete.

Discuss with the children ways of completing the sentence.

Some children may want to draw a picture of one of the objects shown on the back of the booklet.

They may find a similar picture in a magazine and cut it out and paste it at the end of the sentence.

Others may be able to find or think of additional objects. (e.g., adding machine, timer)

Encourage the children to take their booklets home.

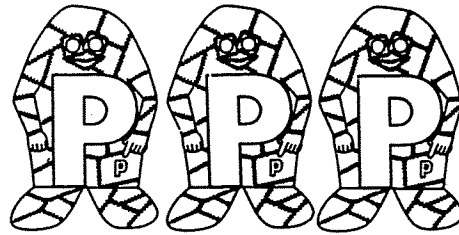
Have them ask members of their family to help them find objects on which there is a zero.

2P₁

PLANNING AND PREPARATION: Huggable, Mr. P; a bag for Mr. P; Mr. P's Picture Squares; Alpha Time Master #93; magazines, drawing paper, crayons, scissors, paste, art materials.

Optional: TeamMates

Mr. P's music (record #1) may be played to set the mood for this lesson.



GETTING A SOUND FOR MR. P

Listening To A Story

Gather the children around Mr. P and tell them this story:

Last night Mr. P was just about to go to sleep when someone knocked at his door. He opened the door, and in they popped! Mr. P said, "Oh, no, not again! You can't be back. I put paste on each of you. How did you get loose?"

Guess who was back? That's right. The popping Pointy Patches! Poor Mr. P could not believe his eyes. He was sure that soon people would be pounding at his door looking for the popping Pointy Patches.

Mr. P positively had to make those patches leave before the people came pounding at his door.

"Please let us tell you why we came," said a purple popping Pointy Patch.

"I don't want to hear one thing you have to say. Just go back where you belong," cried Mr. P. Poor Mr. P, all he could think about was pasting, pasting and more pasting.

"We didn't pop away," said a pink popping Pointy Patch. "We have permission from the people to come and talk to you."

"I don't want to hear any complaints," said Mr. P.

The Pointy Patches started to cry. "We don't want to complain," pleaded a polka dot popping Pointy Patch.

"I am sorry," said Mr. P. "Please tell me why you are here."

The purple popping Pointy Patch wiped his eyes and said, "We have come to help you get a sound.

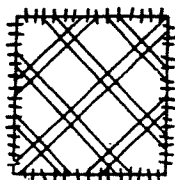
The buttons we have been meeting keep teasing us. They say, 'We are Beautiful Buttons and Mr. B gets his sound from us, the Beautiful Buttons.'

The zippers we meet keep teasing us. They say, 'We are Zippering Zippers. Mr. Z got his sound from us, the Zippering Zippers.'

They both keep saying, 'It's too bad poor Mr. P doesn't have a sound. Poor Mr. P.'

We couldn't let them say that about you Mr. P. We love you. We want you to have a sound, too.

We popped in to tell you that your sound can be the sound that starts Pointy Patches. Then we'll pop back where we belong. We promise. That's all we want to say."



Mr. P felt tears running down his face onto his Pointy Patches. He thought, "Next time, I'll listen before I get so angry."

He hugged and kissed each popping Pointy Patch and thanked them.

Mr. P said that he liked his sound. He was sure that he would never forget it because he will always think of Pointy Patches. The popping Pointy Patches will be the patches he will always love best.

Mr. P promised the popping Pointy Patches he would send them pictures of things that start with the same sound as Pointy Patches.

NAMING WORDS WITH P IN THE INITIAL POSITION



Show the children Mr. P's Picture Squares (i.e., pillow, pipe, pie, pencil, piano). Have the children name each picture for Mr. P. Let them discover that each picture starts the same way as Pointy Patches. Then have them prove each picture for Mr. P and put it in his bag.



Playing A Riddle Game

Mr. P has thought of more words that start with his Pointy Patches sound. He will give us clues and we will guess the word he is thinking about.

Mr. P says, "The word I am thinking about rhymes with *hot*. Mother uses it for cooking. What is its name?" (pot)

Mr. P says, "The word I am thinking about rhymes with *wig*. It is an animal that goes oink, oink. What is its name?" (pig)

Mr. P says, "The word I am thinking about rhymes with *taste*. It is something I used to put each popping Pointy Patch back in place. What is its name?" (paste)

Mr. P says, "The word I am thinking about rhymes with *tomato*. You have to cook it before you eat it. It can be mashed, boiled or baked. What is its name?" (potato)

Mr. P says, "The word I am thinking about rhymes with *tail*. Jack and Jill took it up the hill to fill it with water. What is its name?" (pail)

Mr. P says that now we know lots of things that start with his Pointy Patches sound.

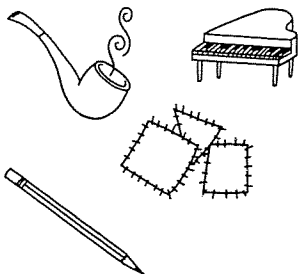
Making Things For Mr. P's Bag



He says, "Please, please, help me fill my bag." He wants to have his bag positively popping with things that start the same way as Pointy Patches.

Have the children work individually or in small groups finding and making things for Mr. P's bag. Encourage them to use as wide a variety of materials as possible. Have the children prove the things they make or find before placing it in Mr. P's bag.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #93. Encourage the children to name some of Mr. P's pictures. (i.e., pipe, pencil, piano) They may draw a picture of something that starts with the same sound as Pointy Patches in the space provided.

ON THEIR OWN

Children may choose from the following activities:

Auditory Discrimination

Using their copies of Alpha Time Master #93, children may cut out Mr. P's pictures, mount them on construction paper or oaktag, and start their own bag for Mr. P.

Playing Mr. P's song (record #1, side B, band 3) and listening for words that begin with Mr. P's sound.

Sorting And Matching

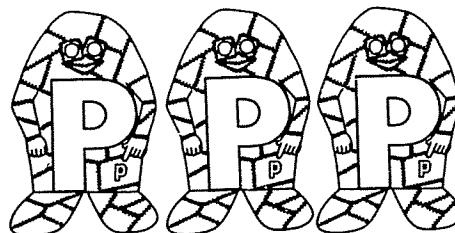
Including Mr. P's Picture Squares, puzzle and playing cards, in any of the games described in the *Games* section.

Optional

Do TeamMate School Team Book page 33 and assign Home Team page 33 for homework.

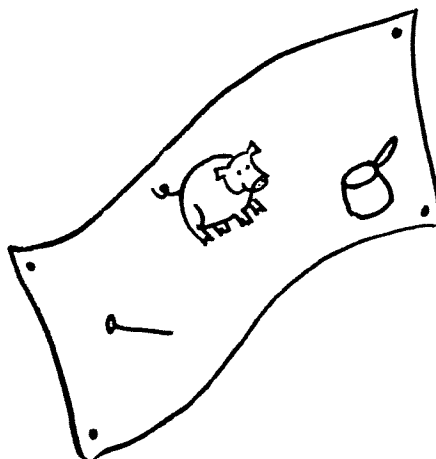
2P₂

PLANNING AND PREPARATION: Huggable, Mr. P; a piece of mural paper large enough to allow each child to draw a picture on it; sheets of paper for making patches; crayons, tape, scissors, art materials; a blindfold; Alpha Time Master #94; large piece of chart paper.



USING WORDS WITH P IN THE INITIAL POSITION

Tell the children about the following conversation between Mr. P and the Pointy Patches:



Mr. P had a telephone call last night. Who do you think called? That's right! Those popping Pointy Patches. They wanted to know if Mr. P likes his sound. They wanted to know if we had helped Mr. P fill his bag. They talked and talked and talked. They said they wanted to keep talking and talking because they had nothing to do.

A plan popped into Mr. P's head. He said, "I must hang up. I just thought of a game I can make. Then you will all be able to play."

Mr. P said his game is called "Paste the Pointy Patch." Mr. P says that he doesn't draw very well. We will have to help him.

Tape the mural paper on the board or wall.

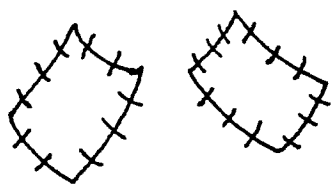
Mr. P wants each of us to draw a small picture on this paper. It has to be something that starts with Mr. P's Pointy Patches sound.

Drawing Things That Start With "p"

Tell Mr. P what you are going to draw.

Then prove to him that it starts with his sound.

Let the children discuss the pictures each will draw. If they have trouble thinking of things that start with P, they may look at the pictures in Mr. P's bag.



When the drawings are complete, distribute a square Pointy Patch piece of paper to each child. Explain the game to the children. (It is a variation of "Pin the Tail on the Donkey")

Each child puts a little paste on the corner of his patch. He is then blindfolded and pointed in the direction of the mural. As he starts off, he must tell his patch which picture he wishes it to paste.

You have told your patch where to go. Your Pointy Patch is not blindfolded. It can see all the pictures on the mural, but it may not want to go where you want it to go.

Following Game Directions

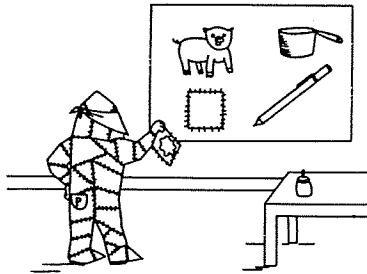
We'll all say this rhyme as you walk toward the picture:

You told your Pointy Patch where to go.
Will it say "yes," will it say "no?"

After you have pasted your patch on the mural you may take off your blindfold and see whether your patch said "yes" and landed where you wanted it to go, or whether it said "no" and landed somewhere else.

Give all the children a chance to play "Paste the Pointy Patch." The purpose of the game is to give the children the opportunity to repeat words that start with the initial sound of "P." It does not matter which picture is touched. If the child does not paste the patch on the picture he picked, he can blame it on his "Pointy Patch" which has a mind of its own.

TYING IT TOGETHER



Mr. P likes to play "Paste the Pointy Patch." He knows the popping Pointy Patches will like playing it, too. Now they will have something to do.

Give each child a copy of Alpha Time Master #94.

Look at the picture.

What is Mr. P doing? (playing "Paste the Pointy Patch")

What pictures are on the board? (pig, pot, patch, pen)

Mr. P thinks the popping Pointy Patches would have a good time making their own "Paste the Patch" game. He wants us to write the directions for making the game.

What things did we need to make this game? (e.g., paper, paste, crayons)

What were the things we did to make the game?

As the children dictate their instructions, write them on a large piece of chart paper. Children may want their own copies of the Alpha Time Master to have words telling about how the game is made. Tell the children that Mr. P will use a separate piece of paper to show how the game is played.

ON THEIR OWN

Art

Children may choose from the following activities:

Painting a purple or pink picture.

Drawing pictures of all the supplies needed for making the Paste the Pointy Patch Game.

Making a Paste the Pointy Patch game to take home.

Auditory Discrimination

Finding and cutting out pictures in magazines that begin with Mr. P's sound, and using them for the game.

Classifying

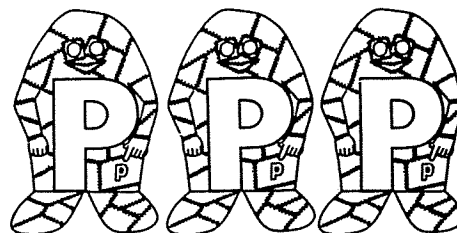
Making lists of animals for Mr. P (e.g., pig, pony, porcupine, polar bear, panda, panther).

Making a list of names for Mr. P (e.g., Paul, Peter, Pedro, Patrick, Penny, Pauline, Pamela, Peggy, Patsy).

Making a list of places for Mr. P (e.g., Pennsylvania, Puerto Rico, Paris, Port Chester, Portugal, Panama).

2P₃

PLANNING AND PREPARATION: Huggable, Mr. P; Alpha Time Master #95; paper, scissors, paste; an outline-drawing of a boy and a green pepper.



TALKING ABOUT A SEQUENCE OF EVENTS

Gather the children around Mr. P.

Mr. P had another telephone call. Those popping Pointy Patches called again. They received two letters from Mr. P.

One letter had the directions we wrote for making "Paste the Pointy Patch."

The other letter had the directions Mr. P drew to show how to play the game. Mr. P drew some pictures to show how to play "Paste the Pointy Patch."

The popping Pointy Patches followed our instructions and made "Paste the Pointy Patch" game. Then they were ready to play.

They looked at Mr. P's pictures and started to play the game.

Something was wrong. They could not play the game. The Pointy Patches called Mr. P and told him they were sending back his picture directions.

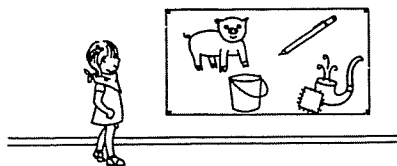
Mr. P wants us to help him find out what is wrong with the pictures.

READING COMPREHENSION

Reading Pictures

Give each child a copy of Alpha Time Master #95. Discuss each picture.

Frame #1



*detail
drawing conclusions*

Let's look at the first picture.

What is the girl in the picture doing? (looking to see where her patch landed)

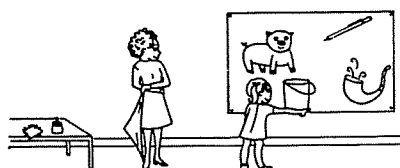
Why is the blindfold around her neck? (She has pasted her patch and now wants to see where it is.)

How did her patch get on the picture of the pipe? (She pasted the patch there while she was blindfolded.)

Is this the way the game "Paste the Pointy Patch" starts? (no)

Let's look at the next picture and see what Mr. P told the popping Pointy Patches to do next.

Frame #2



*inferring
predicting
recalling*

Who is in this picture? (girl and her teacher)

What is the girl doing? (telling which picture she wants to paste)

What will the teacher do with the blindfold? (tie it over the girl's eyes)

In what part of the game did this happen when we played "Paste the Pointy Patch?" (at the beginning)

Let's look at the next picture direction Mr. P drew for "Paste the Pointy Patch."

Frame #3



*making judgments
reasoning*

Who is in the picture? (the girl)

Why is the blindfold covering her eyes? (She is not supposed to see where the patch lands.)

What will she do with the patch? (paste it on the mural)

How do we know this picture does not show the last thing that happens in the game? (The patch has not been pasted.)

What is wrong with Mr. P's picture directions? (They are not in order.)

Why can't the popping Pointy Patches play the game when they follow Mr. P's picture directions? (They are mixed up.)

Mr. P does not believe that his picture directions are mixed up. He wants us to prove it to him.

Let's play the game following Mr. P's picture directions. Then he will see what is wrong.

Have several children try to play "Paste the Pointy Patch" following Mr. P's picture directions in the order in which he drew them.

How can we fix Mr. P's picture directions?

Mr. P wants to send the corrected pictures to the popping Pointy Patches.

Placing Pictures In The Correct Sequence

Have the children cut out each frame of the picture directions. Then they may arrange the pictures in the order in which the game is played (i.e. Frame 2, 3, 1). They may paste these pictures on a sheet of drawing paper in the correct order.

Encourage the children to check themselves by playing one sample game in the order in which they have pasted their pictures. They may use a make believe patch and mural.

Some children may want to dictate a note to the popping Pointy Patches explaining why they were unable to follow the picture directions.

IDENTIFYING THE DOING WORDS THAT HAVE P IN THE INITIAL POSITION

Some Beautiful Buttons told the Pointy Patches that Mr. B has "doing words."

Pointy Patches said that if Mr. B has "doing words," Mr. P can have "doing words," too.

They thought and thought of "doing words" that start the same way as Pointy Patches.

Mr. P was excited. He said, "Tell me, tell me, what are my 'doing words?'"

The Patches said, "No, you have to guess!" Those popping Pointy Patches! All they want to do is play.

Mr. P has to guess his "doing words."

Discovering Words From Context Clues

Tell the children to listen to the clues and to try to think of each word for Mr. P. Be sure to give them enough time to think of the words.

You are standing at the easel. You dip your brush in paint and brush it on a paper. You are. . . (painting.)

When you are painting you are doing something. *Painting* is a "doing word."

Why is *painting* one of Mr. P's "doing words?" (It begins with his sound.)

Show Mr. P how you paint.

Before we play the "Paste the Pointy Patch" game, we tell which picture we want by holding out our finger and. . . (pointing or picking).

When you are pointing you are doing something. *Pointing* is a "doing word."

Why is *pointing* one of Mr. P's "doing words?"

Show Mr. P how you point.

This "doing word" tells us what Mr. P has to do to make the patches stick.

This is something Mr. P was tired of doing. He was tired of. . . (pasting).

When you are pasting you are doing something. *Pasting* is a "doing word."

Why is *pasting* one of Mr. P's "doing words?"

Show Mr. P how you paste.

Follow the above procedure for any or all of the following Mr. P "doing words": pull, push, pack, pin, punch, pinch, pound. Have the children pantomime each action.

TYING IT TOGETHER



If possible, make a simple drawing of a boy and some green peppers.

Mr. P read a story. He found a sentence that was filled with words that start with his Pointy Patches sound. This is the way it goes:

"Peter Piper picked a peck of pickled peppers."

Point to the boy. What is the boy's name? (Peter Piper)

Point to what he picked. What did he pick? (peppers)

How does a pepper taste?

Let's say the sentence about Peter Piper together.

Have the children repeat the sentence, increasing the speed with which it is said each time.

Mr. P wants us to find his "doing word" in the sentence about Peter Piper.

Which word tells us what Peter Piper did to the peck of pickled peppers? (picked)

Think of another Mr. P “doing word” that we can use instead of picked (e.g., packed, planted, plucked).

Let’s say the sentence using that “doing word.”
(Peter Piper planted a peck of pickled peppers.)

Show Mr. P how Peter Piper packed a peck of pickled peppers.

Have the children replace the “doing word” “picked” by as many other Mr. P “doing words” as they can suggest. Pantomime each word.

ON THEIR OWN

Children may choose from the following activities:

Counting

Counting how many words start with Mr. P’s sound in “Peter Piper picked a peck of pickled peppers.”

Cooking

Pickling peppers or cucumbers. Materials needed are: a quart container, vinegar, sugar, pickling spice, fresh or dry dill, small cucumbers or red peppers. (Optional: garlic) To pickle: Place as many small cucumbers or cut up peppers in a jar as possible. Mix the spices, water and vinegar together and pour into the jar. Fill jar to the top. Pickles should be sour in about three weeks—liquid may be added as necessary.

Needlework

Making patchwork quilts, blankets or place mats by sewing woven, flannel, crocheted or knitted squares together.

Grammar

Listening for “doing words” in any record or story.

2P₄

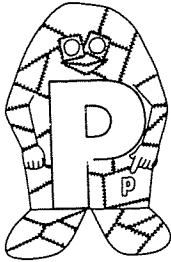
TEACHER OBJECTIVES:

- To review the characteristic and sound of Mr. P.
- To discuss pets.

PERFORMANCE OBJECTIVES:

- The child will talk about pets.
- The child will say words with the *p* in the initial position.

DEVELOPMENT



*Mr. P's pointy patches are popping with pride.
He is so proud of the "All About Us" booklets he made.*

Distribute the booklets to the children.

*The words at the top say "All About Us."
Why does Mr. P call this booklet "All About Us"? (The booklet will tell things about Mr. P and things about each of us.)
Which Letter Person's picture do you see? (Mr. P)
What is all over Mr. P? (pointy patches)
Find the sentence at the bottom of the booklet.
Let's listen to what it says.
Read aloud, "Mr. P has a friend."
Look at the picture next to Mr. P.
Did Mr. P draw a picture of his friend? (no)
What did Mr. P draw for his friend? (a shirt and pants)
What did Mr. P put on the shirt and pants? (patches)
Mr. P wants us to finish the picture.*

Give the children the opportunity to finish the picture.
After they have shared their pictures, have them open the booklet.

Point to the first sentence on the left-hand side.
Ask the children to name the picture Mr. P put in the first sentence. (pointy patches)
Read aloud, "Mr. P likes pointy patches."
Let them pretend to reread the sentence with you.

Explain that Mr. P likes pets.
He wrote a sentence to tell the children what his favorite pet is.
Ask them to look at the picture at the bottom of the page.
Have them whisper the name of Mr. P's favorite pet to him.
Read aloud, "Mr. P's favorite pet is a pig."
*Why does Mr. P like pets?
Why is his favorite pet a pig? (Both pet and pig start with the same sound as pointy patches.)
Mr. P used this whole page to tell us about himself.
What did he tell us first? (He likes pointy patches.)
What did he tell us next? (His favorite pet is a pig.)
Mr. P says the next page is for us.*

Look at the next page.

What does Mr. P want us to write on the first dotted line? (our name)

What pictures are in the sentence? (pictures of pointy patches)

Tell Mr. P the color of each pointy patch. (red, yellow, blue)

Write your name on the dotted line and then Mr. P will listen to your sentence.

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

The children may point to and name the color of the patches. (e.g., Barbara likes red, yellow and blue patches.)

The children may wish to circle the color they like best.

Explain that Mr. P would like the children to look at the picture he drew on the back of the booklet.

Have the children turn to the back.

Read the sentence at the top aloud: "Let's talk about pets."

Have the children find and name the pets in the picture.

Ask them to tell about pets they have.

After finding out the different kinds of pets the children have, you may wish to discuss with them the different kinds of animals that are not usually thought of as pets.

Have children tell of instances in which animals not thought of as pets have been used as pets.

Explain that Mr. P wants them to tell him their favorite pet.

Have them open their booklets.

Draw the children's attention to the second sentence.

Let's each write our name on the dotted line.

Then we can listen to the sentence and see what's missing.

After they have written their names, select a booklet and read the incomplete sentence aloud. (e.g., John's favorite pet is a

Mr. P says that he knows why the sentence is not finished.

The sentence does not tell what John's favorite pet is.

How can John finish the sentence? (Draw a picture of his favorite pet.)

Some may prefer finding a picture in a magazine, cutting it out and pasting it at the end of the sentence.

Still others may wish to dictate the name of their favorite pet.

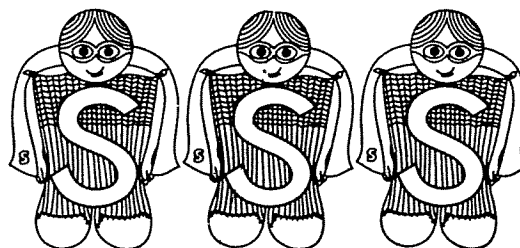
Encourage the children to take the booklets home and have members of their family tell Mr. P what their favorite pet is.

2S¹

PLANNING AND PREPARATION: Huggable, Mr. S; two cut-outs of Super Socks stapled together to hold Mr. S's Picture Squares; a bag for Mr. S; magazines, paper, crayons, art materials, pipe cleaners; Alpha Time Master #96.

Optional: TeamMates

Mr. S's music (record #1, side B, band 4) may be played to set the mood.



RECALLING MR. S AND HIS SUPER SOCKS

Do you remember when Mr. S sent Super Socks to Mr. M?

Poor Mr. M could not munch when he wore the Super Socks.

He wanted to send them back to Mr. S, but he didn't want to hurt his feelings. Mr. M thought and thought of a plan. Finally, he decided what to do. He telephoned Mr. S and told him he had a Super Sock surprise for him. Mr. S had never heard of a Super Sock surprise. He begged Mr. M to tell him about it. Mr. M said that the surprise was in the Super Socks.

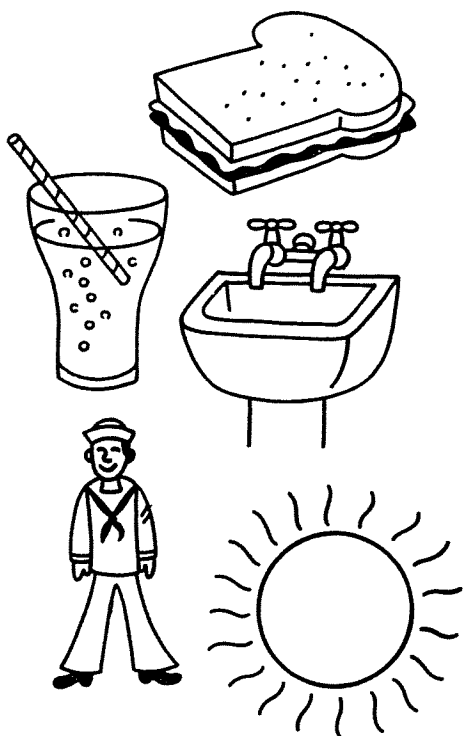
Mr. S said, "Please, Mr. M, can you send the Super Socks back to me? I will send you a different present. I will send you something you can munch!"

Mr. M was happy! He put the surprise in the Super Socks and sent them to Mr. S.

Mr. S has been waiting and waiting for the Super Socks. Sometimes it takes a long time for something to be delivered. At last—the Super Socks are here! Mr. S is too excited to look inside the Super Socks.

He wants us to find the surprise for him.

NAMING MR. S'S PICTURES



Show the children the Super Socks cut-outs. Let several children in turn take a Picture Square out of the Super Socks, name each picture and show it to Mr. S. (i.e., sailor, sun, sink, sandwich, soda)

There is nothing else in the Super Socks.

There are no more parts to the surprise.

Can we figure out what the surprise is?

Let's say the name of each picture together. (Emphasize the initial S sound.)

Mr. S is smiling. He likes something he hears.

What can it be?

How are all these words the same?

Let the children discover that each word starts with the same sound as Mr. S's Super Socks.

Where do you think Mr. S will get his sound?

NAMING WORDS THAT HAVE S IN THE INITIAL POSITION

Mr. S closes his eyes and sees all kinds of things that start with his Super Socks sound.

He wants to tell you the names of some of the things so you can make or find them.

Mr. S says the names are a secret. He likes secrets.

He will not tell us the names; he will only give us a word that rhymes with each name.

Mr. S says the word that starts with his Super Socks sound rhymes with *moon*. It is something you use when you eat soup.

Answering riddles

What word is Mr. S thinking about? (spoon)

Say the word and prove it.

Mr. S is ready with another word. Mr. S says the word that starts with his Super Socks sound rhymes with *pool*.

It is the place where we are right now. What word is Mr. S thinking about? (school)

Say the word and prove it.

Mr. S is ready with another word. Mr. S says the word that starts with his Super Socks sound rhymes with *bed*. It is something you can ride on in the snow.

What word is Mr. S thinking about? (sled)

Say the word and prove it.

Mr. S is ready with another word. Mr. S says the word that starts with his Super Socks sound rhymes with *nail*. It is something you stand on when you want to find out how much you weigh.

What word is Mr. S thinking about? (scale)

Say the word and prove it.

Follow the same procedure for "better" and "sweater," "weed" and "seed," "blow" and "snow".

TALKING ABOUT DOING WORDS THAT HAVE S IN THE INITIAL POSITION

Mr. S wants to play a game.

It is called "Mr. S Says."

Mr. S has thought of some special words that start the same way as Super Socks. They are words that tell us what we do. What do we call words that tell us what we do? (Doing Words)

Listen to Mr. S's Doing Word and do what it says.

Following directions

Let the children act out each of the following verbs:

Mr. S says: sit, stand, slide, skip, sway, smile, skate, stretch, sing, sleep, sew.

Now tell the children that Mr. S wants them to do two things at the same time.

Motor Coordination

Mr. S says sit and smile. . . stand and stretch. . . skip and sing.

If the children are ready, vary the game in this fashion:

Mr. S will tell us to do two things, but he does not want us to do them both at the same time.

Following A Sequence

He wants us to do them one right after the other.

Mr. S says skate, and then sit. . . stretch, and then sleep, stand and then sit.

Follow the same procedure, asking the children to follow three directions. Then give some of the children a chance to tell the class what Mr. S says.

NAMING AND PROVING WORDS WITH S IN THE INITIAL POSITION

He is anxious to see what you will put in it.



Let's make and find things for his bag.

Remember to prove everything to him.

Encourage the children to use a wide variety of the materials available to them. Explain to them that Mr. S would like to have things in his bag that show one of his Doing Words. (e.g., someone skating, smiling, sitting) Pipe cleaners can be bent to show actions.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #96. They may name the pictures that rhyme, (e.g., sail, pail; star, car) then make the Super Socks "touch" some of the pictures that start with their sound.

ON THEIR OWN

Children may choose from the following activities:

Rhyming

Making verses in which one of the rhyming words begins with Mr. S's sound.

Auditory Discrimination

Playing Mr. S's song and listening for some words that begin with his sound.

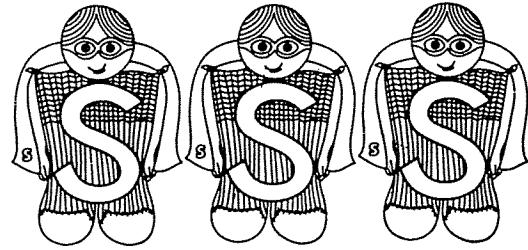
Using Mr. S's Picture Squares in any of the activities described in the *Games* section.

Motor Coordination

Working with Mr. S's puzzle independently or together with other puzzles.

Optional

Do TeamMate School Team Book page 34 and assign Home Team page 34 for homework.



TALKING ABOUT WORDS THAT HAVE SIMILAR MEANINGS

Gather the children around Mr. B, Mr. S and Mr. S's bag.



Mr. S has been looking at his bag.

He says a *bag* is fine for Mr. B but not for him.

He says he will not have a *bag*. Mr. B asked him where he would keep all the things that we made for him.

Mr. S answered, "I will keep my things where they are."

Mr. B could not understand Mr. S.

He said: "Mr. S, your things are in a *bag*. You just said you did not want a *bag*. Now you say you will keep your things where they are. They are in a *bag*. I don't understand you, Mr. S."

Mr. S said, "Mr. B, to you it is a *bag*, but I know another name for a bag.

It means the same thing, but this name starts the same way as my Super Socks."

Mr. B thought and thought. What is another word that means the same thing as *bag* and starts with Mr. S's Super Socks sound?

Give the children a chance to think of the word "sack." If no one thinks of it, give them this additional clue:

Mr. B said, "Mr. S, give me a clue. Tell me a word that rhymes with the word you're thinking about."

Mr. S said, "It rhymes with *back*."

What word is Mr. S thinking about? (*sack*)

Why can Mr. S call his bag a sack? (*Bag* and *sack* mean the same thing.)

"Bless my buttons," said Mr. B. "That's fun. Let's do another one.

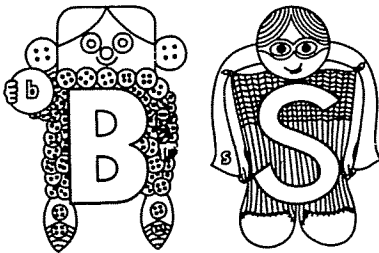
Let's both think of some more words that mean the same thing.

Mr. S, you begin."

Take the role of Mr. S and give the children words which have synonyms that start with "s." As a clue, give a word that rhymes with each synonym.

Mr. S says, "Let's begin with the word *begin*."

"I know a word that means the same thing as *begin*."



"It starts with my Super Socks sound.

"It rhymes with *chart*."

What word is Mr. S thinking about? (*start*)

Follow the same procedure for the following pairs of words: little and small, unhappy and sad, talk and speak, quiet and silent, alike and same, frighten and scare, tilt and slant, pile and stack.

USING WORDS WITH S IN THE INITIAL POSITION

Mr. S has been dreaming of silly sandwiches.

Everytime he thinks of a silly sandwich he smiles.

A silly sandwich can't be eaten.

It can only be filled with certain things.

We will be silly sandwiches. Mr. S will tell us how.

Right now, everyone take something from Mr. S's bag—oops, I mean sack.

Then we will be ready to begin—oops, I mean start—making a silly sandwich.

Explain the game to the children making sure they understand that the sandwich "filling" can only be one of the things from Mr. S's bag (i.e., beginning with his sound).

First we need a slice of bread.

(Beth), your hand will be the first slice of bread. Hold out your hand.

Next we need some filling to put on top of the bread. The filling can only be something that starts the same way as Mr. S's Super Socks.

(John), tell us what you took from Mr. S's sack. (e.g., soda)

Hold the picture of the soda and put your hand on top of the slice of bread (i.e., Mary's hand).



Now the sandwich needs another slice of bread.

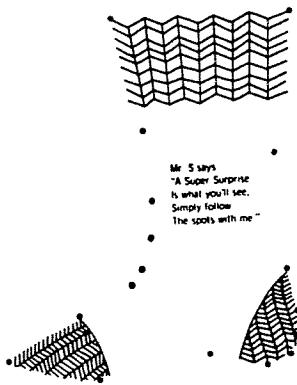
(Peter), you be the top slice of bread and put your hand on top of the soda.

Look, these three have made a silly soda sandwich!

Give several children a chance to name the silly sandwiches they make by naming the pictures they are holding (e.g., silly soap sandwich). Then have the children form groups of three and make individual silly sandwiches.

After all the children have been part of a silly sandwich, tell them that Mr. S has a surprise for them.

TYING IT TOGETHER



ON THEIR OWN

Word Meanings

Distribute Alpha Time Master #97.

Mr. S says:

A super surprise is what you'll see.
Simply trace along with me.

Let's take our crayons and follow the dots and arrows.

What do you think the surprise will be? (a super sock)

Children may choose from the following activities:

Playing a word catching game. One child will be a word and catch the word that means the same thing as he does.

(Bobby), you are the word "*little*."

(Mary), you are the word "*begin*."

(Jim), you are the word "*small*."

(Sue), you are the word "*start*."

(Bobby), which Mr. S word means the same thing as you do? (Jim's—*small*)

Which word will you catch? (*small*)

(Mary), which Mr. S word means the same thing as you do? (Sue's—*start*)

Which word will you catch? (*start*)

Let two children each catch the Mr. S words that mean the same things as they do. As each pair is made, have them say the words aloud (e.g., "little catches small"). Repeat the same procedure with other pairs of words the children have used.

Cooking

Making sandwiches—if possible with fillings that have Mr. S's sound (e.g., salami, swiss cheese, salmon, sardine, syrup, salad).

Counting

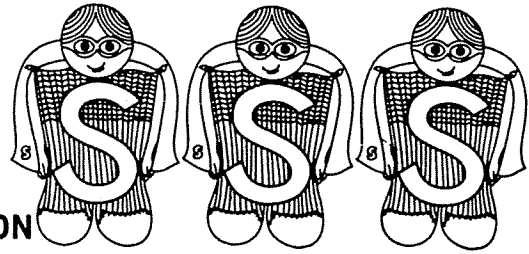
Counting the number of dots that are connected to make the Super Sock on Alpha Time Master #97.

Sewing

Mounting Alpha Time Master #97 on oaktag or cardboard, punching holes at each dot and lacing cord, string, or wool all around the outline of the Super Sock.

2S₃

PLANNING AND PREPARATION: Huggables Mr. S, Mr. P; paper, pencils, crayons, drawing paper, scissors, paste; Alpha Time Master #98. One or two cookbooks (preferably illustrated).



USING WORDS WITH S IN THE INITIAL POSITION

Show the children the cookbooks and discuss their use.

All the Letter People would like to make silly sandwiches.

They keep asking Mr. S for his cookbook.

Mr. S does not know what they mean. Mr. S says that he doesn't have a cookbook.

The Letter People say that Mr. S should have recipes to make silly sandwiches.

A recipe tells you all the things you need to make a silly sandwich.

It also tells you how to make the silly sandwich.

Mr. S wants us to help him write recipes for his cookbook.

A cookbook can not have just one recipe in it.

Mr. S has thought of many different recipes we can write for him.

He wants a recipe for silly salads.

He wants a recipe for silly soups.

He wants a recipe for silly soda.

He wants a recipe for silly spaghetti sauce.

When we made Mr. S's silly sandwiches, we could only put in things that started the same way as Super Socks, but silly salads, silly sodas, silly spaghetti sauce and silly soups can be made with all the silliest things you can think of.

Distribute drawing paper.

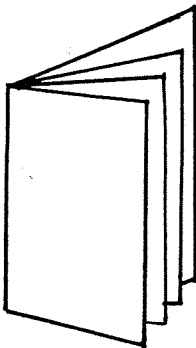
While we are thinking of a recipe, remember that cookbooks may have pictures too. You can draw a picture to go with your recipe.

Children may dictate their recipes individually or in small groups, each small group may be responsible for a particular silly recipe. Have children discuss the ingredients of the recipe. Then they may discuss the step by step procedure in following the recipe.

The group may select one or two children to dictate the recipes while the others illustrate it.

When all the recipes are finished, put them together into a cookbook for Mr. S. One child may want to illustrate a cover.

Developing A Sense Of Humor



PICTURE READING

Mr. P knows that Mr. S gets his sound from his Super Socks.

Mr. P would like Mr. S to tell him how he got his sound.

Mr. S told Mr. P the story.

Mr. P liked the story. He talked about it so much that all the other Letter People asked Mr. S to tell them the story, too. Mr. S told it to Mr. T and Mr. Z and then he got tired of saying the same thing over and over again.

Mr. S decided to tell the story by drawing three pictures. Then anyone who wanted to know about it could read the pictures.

Distribute copies of Alpha Time Master #98.

The Letter People read the picture story.

They all said that Mr. S drew a silly story.

It's a silly story because it does not make sense.

Let's look at Mr. S's story and see why people say it does not make sense.

Who is in the first picture? (mailman, Mr. S)

What does Mr. S have? (package with Super Socks)

How did he get the package? (mailman brought it)

When did he get the package? (just now)

Who sent the Super Socks to Mr. S? (Mr. M).

How did Mr. S know the Super Socks were coming? (Mr. M had told him)

Let's look at the next picture and see what Mr. S thinks is the next part of the story.

Who is in this picture? (Mr. M, Mr. S)

Who has the Super Socks? (Mr. M)

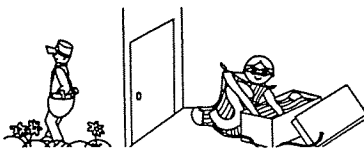
What does Mr. M want to do with the Super Socks? (send them to Mr. S)

Why has he telephoned Mr. S? (to tell him about the surprise in the Super Socks)

What will Mr. M do with the Super Socks? (send them to Mr. S)

What will he find in his Super Socks? (pictures that start with his sound)

Let's look at the next part of the story Mr. S drew.



Inferring

Recalling



Predicting



Recalling a sequence

What is Mr. S doing? (taking things out of the Super Socks)

Be Mr. S. Tell us what you find in the Super Socks. (e.g., sun, sailor, sink, sandwich, soda)

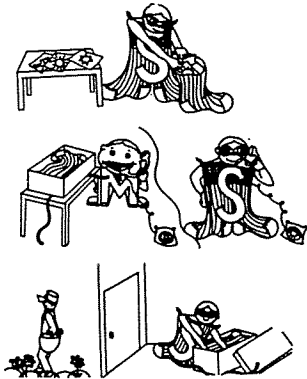
Which part of the story happened first? (Frame 2)

Which part of the story happened next? (Frame 1)

Which part of the story happened last? (Frame 3)

Why is the story silly the way Mr. S drew it? (not in order)

TYING IT TOGETHER



How can we fix the story so that it makes sense?

Lead the children to the conclusion that the pictures are out of sequence and need to be put in the correct order.

Children may cut the frames apart and paste the pictures in the correct order on a piece of drawing paper. Have them check the order by themselves by telling the way they arranged the pictures. When the pictures are in order, the children may dictate the story and have it written under their pictures.

ON THEIR OWN

Children may choose from the following activities:

Storytelling

Retelling the Super Socks story by using the cut out pictures from Alpha Time Master #98 as cue cards.

Humor

Telling silly stories in which silly things happen.

Sewing

Sewing Super Socks by sewing together two sock shapes, leaving the top open for stuffing or to save for Santa.

Counting

Stringing six spools which have been painted and/or decorated. This makes a good necklace or belt.

Cooking

Following a simple recipe (in an illustrated cookbook if possible) for salad, spaghetti, soup or sandwiches.

2S₄

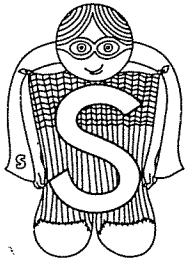
TEACHER OBJECTIVES:

- To review the characteristic and sound of Mr. S.
- To associate particular shapes with symbols.
- To identify the "stop" sign specifically.

PERFORMANCE OBJECTIVES:

- The child will recognize sign symbolizing "stop."
- The child will identify other types of signs.
- The child will say words with the s in the initial position.

DEVELOPMENT



*Mr. S spends so much time soaking his super socks in soap suds.
Mr. S thinks you can soak everything.
Guess what he did to the Mr. S "All About Us" booklets? (He soaked them in soap suds.)
The soaking spoiled all the booklets.
The Letter People had to help him make new booklets.
Let's look at them.*

Distribute the Mr. S booklets.
Direct the children's attention to the words at the top.
Read aloud, "All About Us."

*Which Letter Person's picture do you see? (Mr. S)
What is special about Mr. S? (his super socks)
Find the sentence at the bottom of the booklet.
It says, "Mr. S has a friend."*

*Look at the picture next to Mr. S.
Mr. S wanted to give his friend super socks.
He soaked a special pair in soap suds.
The socks were such a super size they still haven't dried.
Mr. S wants us to draw super socks for his friend.*

Give the children the opportunity to draw super socks.
Some children may want to draw the socks directly on the booklet.
Others may prefer to draw them on paper, cut them out and paste them onto the booklet.
Remind the children that the picture may be finished to look like themselves or anyone else.

Ask the children to open their booklets.
Have them find the first sentence on the left-hand side.

*What picture did Mr. S put in the sentence? (super socks)
Read aloud, "Mr. S likes super socks."
Let them pretend to reread it with you.*

*Mr. S says there's something else he likes.
He likes signs.
He wants to show us his favorite sign.
Look at the picture at the bottom of the page.
The picture shows us Mr. S's favorite sign.*

Discuss the picture.
Help the children discover why Mr. S suddenly stops skating. (He sees a special sign.)
The children will probably recognize the stop sign by its shape.
Ask them what it says.

Discuss the reason for a stop sign.
Read aloud, "Mr. S's favorite sign is a stop sign."

Mr. S used this whole page to tell us about himself.
What did he tell us first? (He likes super socks.)
What did he tell us next? (His favorite sign is a stop sign.)
Mr. S says the next page is for us.

Look at the next page.
What does Mr. S want each of us to write on the first dotted line?
(our name)
What pictures are in the sentence? (pictures of socks)
Tell Mr. S the color of each sock. (green, yellow, blue)
Write your name on the dotted line and then Mr. S will listen to your sentence.

Read the sentences aloud.
The children may point to and name the color of each sock. (e.g., Delores likes green, yellow and blue socks.)
The children may wish to circle the color they like best.

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

Have the children turn to the back.
Read aloud, "Let's talk about signs."
Have them find Mr. S's favorite sign.
Name and discuss the necessity for each sign.

You may want to take the opportunity to classify signs. (e.g., traffic signs, supermarket, school, hospital)

Explain that Mr. S wants them to draw a picture of their favorite sign on the inside of the booklet.

Have them open their booklet.
Draw the children's attention to the second sentence on the right-hand side.

Let's each write our name on the dotted line.
Then we can listen to the sentence and see what's missing.

After the children have written their names, select a booklet and read the incomplete sentence aloud. (e.g., Bert's favorite sign is .)

Mr. S says he knows why the sentence is not finished.
The sentence does not tell what Bert's favorite sign is.
How does he want Bert to finish the sentence? (drawing a picture of his favorite sign)

Some children may wish to find a picture.
Others may wish to dictate the name of a sign.

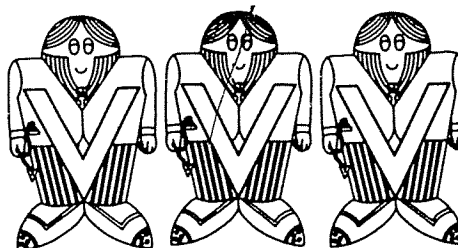
Give several children a chance to tell Mr. S which sign is their favorite.

Encourage the children to take their booklets home and have members of their family tell Mr. S what their favorite sign is.

2V₁

PLANNING AND PREPARATION: Hug-gables, Mr. V, Mr. M, Mr. T, Mr. F, Mr. H, Mr. N, Miss A, Mr. B, Mr. Z, Mr. P, Mr. S, Miss E; Alpha Time Master #99.

Play Mr. V's music to set the mood for the lesson (record #1, side B, band 5).



DISCOVERING THAT MR. V GETS HIS SOUND FROM VIOLET VELVET VEST

Gather the children around you and tell them this story:

Listening To A Story

There was a special report on the radio this morning. The Vest Patrol was being called out. All the vests had vanished again. Mr. V seemed to have vanished, too! The Vest Patrol looked and looked but could find neither the vanishing vests nor Mr. V.

Mr. V and the vests had not vanished. They were having a vegetable picnic at a vegetable farm. Mr. V had invited the vanishing vests to this very special picnic.

The vests thought and thought about what they could bring to the vegetable picnic. They could not think of anything that was special enough. Suddenly, they had an idea. They would bring Mr. V something very special, something he wanted very much.

"Surprise, surprise" shouted the vests when they arrived at the picnic. "We have brought you a surprise present, Mr. V." "How very, very nice of you," said Mr. V. "What can this surprise be?"

What do you think the surprise is?

Let the children suggest various things the surprise could be.

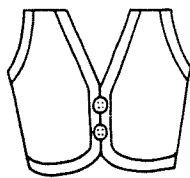
The vests knew how much Mr. V wanted a sound of his own. They thought of the thing Mr. V liked best in the whole world.

What does Mr. V like best in the whole world?

That's right—his Violet Velvet Vest.

Well, the vests said that Mr. V could get his sound from his very own Violet Velvet Vest! They thought this would make Mr. V very happy but—Mr. V did not look very happy when they told him.

Mr. V could not think of many words that started with his sound. He had been thinking and thinking and thinking. He had all the other Letter People thinking for him, too. They had not been able to think of many words that started the same way as Violet Velvet Vest. They had thought of a few words, but they were such big words that Mr. V did not know what they meant.

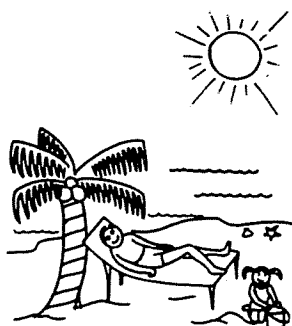


TALKING ABOUT WORD MEANINGS

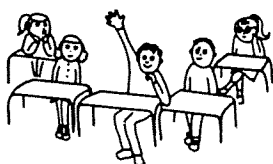
Mr. V has been crying all day long because he says he can't remember such big words. We'll have to help him before those tears get on his Violet Velvet Vest and ruin it.

Mr. V has thought of a word that starts the same way as Violet Velvet Vest. He thought of the word *vacation*. Mr. V says, "*Vacation* starts the same way as Violet Velvet Vest, but what is a vacation?"

Talking About Vacations



Recalling Personal Experiences



Tell Mr. V what a vacation is.

Give several children a chance to describe what a vacation is.

Tell Mr. V about a vacation he might like to take.

Tell him about a vacation you have taken.

When Mr. V hears about all these vacations perhaps he will remember the word.

Give the children a chance to tell about vacations they have taken or heard about.

Vacation is a good word to think of when Mr. V wants to think of words that start the same way as his Violet Velvet Vest.

Mr. V thinks that he will be able to remember the word *vacation* now.

One of the Letter People found another long word for Mr. V.

It is a word that starts with Mr. V's Violet Velvet Vest sound and that word is *volunteer*.

Mr. V says, "What does *volunteer* mean? I never heard of the word *volunteer*."

The Letter People tried to make Mr. V understand what the word *volunteer* means. They explain it this way: Suppose you ask the Letter People, "Who will go to the store to get some bread?" If Mr. T and Mr. F say they will go, they *volunteer* to go.

Give the children a chance to volunteer for various classroom jobs.

Now Mr. V asks, "Who will volunteer to give out the cookies today?"

If you are willing to give out the cookies, tell Mr. V that you *volunteer* to give out the cookies.

Mr. V asks, "Who will volunteer to give out the milk today?"

If you will do it, tell Mr. V that you *volunteer* to give out the milk today.

Mr. V asks, "Who will volunteer to fix the blocks today?"

If you want to do it, tell Mr. V that you *volunteer* to fix the blocks today.

If Mr. V asks who will volunteer to clean the paint brushes today, and you want to do it, tell Mr. V that you *volunteer* to clean the paint brushes today.

Mr. V says that if we tell him everytime we *volunteer* to do something, perhaps he will be able to remember the word *volunteer*.

Discuss each of the following words: vitamins, vote, visit.

REMEMBERING THE NAMES OF THE LETTER PEOPLE

The vests who vanished gave Mr. V another word. The word they gave to Mr. V is *vanish*.

Mr. V says, "I know you are called vanishing vests, but I am not sure what *vanishing* means."

The Vanishing Vests explained that when something goes away and isn't there anymore, it vanishes.

Playing A Game

Mr. V wants us to play a game. When we have finished he thinks that he will be able to remember what the word *vanish* means.

The Letter People say that they want to play "Vanish". First let's put all the Letter People in line. We'll close our eyes, and say:

Vanish, vanish, vanish, while our eyes are shut tight.
Which of the Letter People will vanish from sight?

Have the children close their eyes and repeat the refrain. While their eyes are closed, remove one of the Letter People.

Who volunteers to tell us which Letter Person vanished?

Now two Letter People will vanish.

Repeat the same procedure, having two Letter People vanish at the same time, then three Letter People, then four. The game may also be played by having the children vanish in place of the Letter People. Children may also volunteer to stand behind a Letter Person and vanish with that Letter Person.

TYING IT TOGETHER

Distribute copies of Alpha Time Master #99.



Mr. V drew a picture for some of his words. (i.e., vacation, volunteer, vote, visit) Let us see if we know which words he means.

Look at one of the pictures and tell Mr. V about it.

What is the person in the picture doing?

Which word do you think describes this picture?

Continue this way until the children have identified all the pictures. Some children may want you to write the correct word under each picture for them.

ON THEIR OWN

Children may choose from the following activities:

Art

Painting a picture of a vacation that a child has taken, or would like to take.

Drawing a picture of a time relatives came to visit.

Music

Playing Mr. V's music, (record #1, side B, band 5) and listening for words that begin with Mr. V's sound.

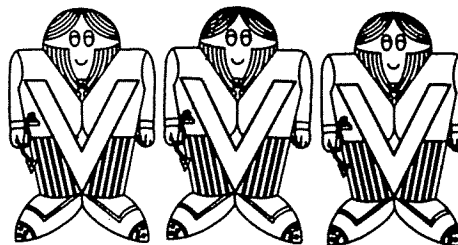
Auditory Discrimination

Playing the story of Vanishing Vests (record #4) and listening for words that begin with Mr. V's sound.

2V₂

PLANNING AND PREPARATION: Huggable, Mr. V; Mr. V's Picture Squares; a bag for Mr. V; drawing paper, pencils, crayons, paste, scissors, art materials; a large piece of chart paper, several violet crayons, small pieces of paper to represent bits of velvet; Alpha Time Master #100.

Optional: TeamMates



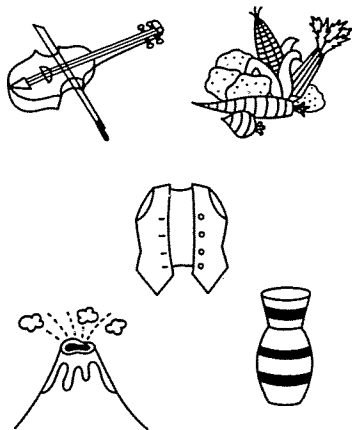
USING WORDS WITH V IN THE INITIAL POSITION

Mr. V remembers some of his big words that start with his Violet Velvet Vest sound.

He says that they are very nice words and he likes them, but no one has made or found anything to put in his bag. He is looking and looking and he thinks that he has found some things.

He wants you to look at the things he has found and prove to him whether or not they may go into his bag.

Identifying And Proving Mr. V's Pictures



Show the children Mr. V's Picture Squares (i.e., violin, vegetables, vest, volcano, vase). Have the children discuss each picture and help the children name them. Have them "prove" each picture for Mr. V. They may want to sing "Prove It" to Mr. V using record #5, side A, band 3.

Mr. V would like to have his bag filled.

He knows that it is hard to find pictures of things that start the same way as his Violet Velvet Vest. Mr. V doesn't give up easily. When things get hard, he just thinks and thinks and thinks. He has figured out how he can fill his bag.

Mr. V would like us to make pictures and to write stories about his words.

He says he remembers what the word *vacation* means.

Let's write a story about a vacation that we would like to take.

Making And Finding Things For Mr. V's Bag



Mr. V remembers what the word *volunteer* means. Let's make a picture showing children volunteering to do something in school. Let's make a picture showing children volunteering to do something at home. Let's write a story telling about what we volunteered to do in school or at home.

Mr. V would like to have that in his bag.

Follow the same procedure with any of the words that start with Mr. V's Violet Velvet Vest sound (e.g., vitamins, vote, visit, vanish). Encourage the children to use a wide variety of the art materials available. The children may work individually or in small groups making and finding things for Mr. V's bag.

They may dictate stories to go with the pictures. Encourage the children to show Mr. V what they have made for his bag. Encourage them to tell or "read" their stories to Mr. V.

TALKING ABOUT DESCRIPTIVE WORDS

Draw a large outline of a vest on a piece of chart paper.

Long ago Mr. V's Violet Velvet Vest was just a vest. Mr. V said, "I don't want my vest to be just a vest. I will make it special. I will put velvet all over it."

Give several children pieces of paper to represent velvet, and have them tape or paste them on the outline of the vest.

Mr. V said, "Now the vest is not just a vest. Now the vest is made of velvet. It is called a Velvet Vest."

Velvet Vest

Have the children repeat "Velvet Vest."

Then Mr. V said, "I want my velvet vest to have a color. I want the color to be violet."

Give several children violet crayons so that they may color the paper squares on the vest.

Mr. V says, "Now it is a vest made of velvet that is violet."

We cannot call it just a vest.

We cannot call it just a Velvet Vest. Because the velvet is violet, we must call it a Violet Velvet Vest."

Let the children repeat "Violet Velvet Vest."

Mr. V was pleased. He said that his Violet Velvet Vest was so grand and beautiful he wanted it to visit all the vests in the whole world. The Violet Velvet Vest will go visiting.

Let's draw little feet on the Violet Velvet Vest to show that it can go visiting.

Mr. V said, "Now we cannot call it just a vest. We cannot call it just a Velvet Vest. We cannot call it just a Violet Velvet Vest. Because the Violet Velvet Vest goes visiting, we can call it a Visiting Violet Velvet Vest."

Again have the children repeat with you.

Now Mr. V says that we are ready to play the "Visiting Violet Velvet Vest" game.

Following Directions

Have the children form groups of four. Give each child in each group a number from 1 through 4.

All the #1's draw an outline of a vest. They pass their papers to the #2's and say, "Here is a vest."

The #2's paste bits of paper representing velvet on the outline of the vest. They pass the paper to the #3's saying, "Here is a Velvet Vest."

The #3's color the vest violet. They pass the paper to the #4's saying, "Here is a Violet Velvet Vest."

The #4's put legs and feet on the vest. They stand up and say, "We have made a visiting Violet Velvet Vest!"

When the game is finished the children may want to change positions and make other visiting Violet Velvet Vests.

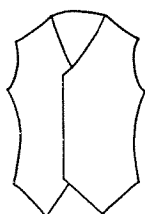
TYING IT TOGETHER

Give each child a copy of Alpha Time Master #100.

Mr. V has drawn some pictures that show how to play his game.

He remembered what happened when some of the other Letter People drew directions for playing games. They got the directions all mixed up. Mr. V was very careful with his directions but he wants us to check them for him.

Frame 1



Let's look at the first picture.

What does the first picture show? (a vest)

What can we call this picture? (vest)

Why can we only call it a vest?

What was the next thing that the vest became? (velvet vest)

Let's look at the next part of the story and see if Mr. V remembered what happened next.

Frame 2

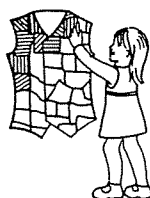


What do we see? (a child putting velvet on the vest)

What may we call the vest now? (Velvet Vest)

Look at the next picture.

Frame 3



What is happening to the vest? (velvet is being colored violet)

How will the name of the vest change? (Violet Velvet Vest)

What is the next thing that happened to the vest? (It went visiting.)

Let's look at the last part of the story and see if Mr. V remembered.

Frame 4



What is happening in the last picture? (feet are on the vest)

How can the vest's name be changed? (Visiting Violet Velvet Vest)

How do we know that Mr. V did a good job of drawing directions for the game? (Everything is in order.)

ON THEIR OWN

Using Descriptive Words

Children may choose from the following activities:

Finding objects or pictures of objects and describing them by telling of their size, texture, shape, and color. (e.g., This is a large, blue, round, smooth ball.)

***Auditory
Discrimination***

Including Mr. V's Picture Squares, playing cards and puzzle in any of the activities described in the *Games* section.

Crafts

Using paper flocking, paste and violet paint to make a Violet Velvet Vest.

Food Preparation

Preparing and eating raw vegetables such as carrot curls, shelled green peas, cauliflower roses, radishes, celery, scallions, tomatoes, mushrooms.

Optional

Do TeamMate School Team Book page 35 and assign Home Team page 35 for homework.

2V₃

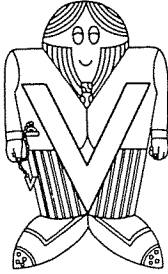
TEACHER OBJECTIVES:

- To review the characteristic of Mr. V.
- To have children discuss vegetables.

PERFORMANCE OBJECTIVES:

- The child will say words with the v in the initial position.
- The child will state orally names of vegetables.
- Some children will copy some names of vegetables.
- The child will locate pictures of vegetables.

DEVELOPMENT



Mr. V has "All About Us" booklets for us.

Distribute the Mr. V "All About Us" booklets to the children.

Mr. V wants us to find the words that say "All About Us."

Which Letter Person's picture is on the booklet? (Mr. V)

Whose picture is next to Mr. V? (his friend's)

Find the sentence at the bottom of the booklet.

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

What is special about Mr. V? (his velvet vest)

What do you think Mr. V would like us to draw on the picture of his friend? (a vest)

If you want the picture of Mr. V's friend to look like you, what will you do to the hair, the eyes, the clothes?

Does the picture have to look like you? (No.)

Give the children the opportunity to finish the picture and show it to Mr. V.

Then have them open their booklets.

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

Ask the children to name the picture Mr. V put in the sentence. (velvet vest)

Read aloud, "Mr. V likes a velvet vest."

Let them pretend to reread the sentence with you.

Explain that the picture at the bottom of the page tells what Mr. V likes to eat.

Have the children name the different vegetables in the basket.

Ask them if they can think of one word to name all the things. (vegetables)

Read aloud, "Mr. V likes all vegetables."

Why does Mr. V like vegetables? (Vegetables starts with the same sound as velvet vest.)

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

What two things did he tell us? (He likes a velvet vest. He likes all vegetables.)

Mr. V says the next page is for us.

What picture did Mr. V put in the first sentence? (three vests)

Tell Mr. V the color of each vest. (green, black, yellow)

Mr. V wants us to put a circle around the vest we like best.

Give the children the opportunity to do this.
Then have each child write his/her name on the first dotted line.

Select several booklets and read the sentences aloud. (e.g., Donna likes a yellow vest.)

Mr. V says he wants us to look at the picture he drew on the back of the booklet.

Have the children turn to the back.
Read aloud, "Let's talk about vegetables."
Have them find and name all the different vegetables on the vegetable stand.
Give several children a chance to tell the names of their favorite vegetables.

After discussing favorite vegetables, reinforce the concept of classification (see lesson on fruits). You may want to discuss the necessity for a balanced diet.

Explain that Mr. V wants them to draw a picture of their favorite vegetables.
Have the children open their booklets.
Draw the children's attention to the second sentence on the right-hand side.

Have the children write their names on the dotted line.

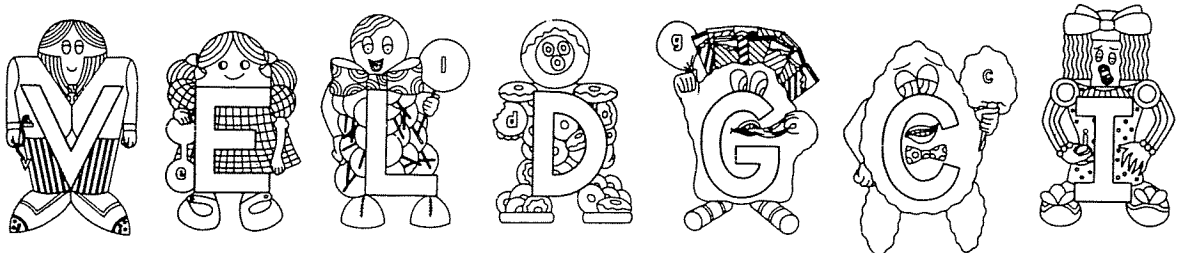
Select several booklets and read the incomplete sentences aloud. (e.g., Alan's favorite vegetables are .)

Mr. V says that he knows why the sentence is not finished. It does not tell Alan's favorite vegetables.

Discuss with the children ways of completing the sentence.

They may draw a picture of their favorite vegetables.
They may find pictures in magazines, cut them out and paste them on the booklet.
Others may wish to dictate the names of their favorite vegetables. Some may enjoy having you read their completed sentences to them.
Others may pretend to read from the booklet to Mr. V.

Encourage the children to take their booklets home and discover the favorite vegetables of the members of their family.

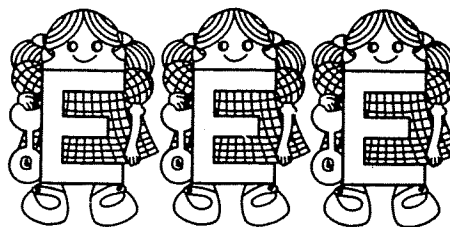


2E₁

PLANNING AND PREPARATION: Huggable, Miss E; Record #3, Meet Miss E; a bag for Miss E; Miss E's Picture Squares (initial letter sound); scissors, Alpha Time Master #101.

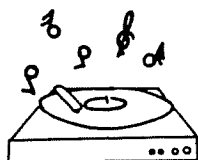
Optional: TeamMates

Play Miss E's music (record #1) to set the mood for the lesson.



DISCOVERING HOW MISS E WILL GET HER SOUND

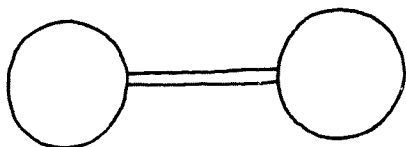
Help the children recall the special way Miss E exercises by playing Meet Miss E (record #3).



How is Miss E's Exercise special? (it starts with ě, ě, ě)

Let's show Miss E that we remember how to do a Miss E exercise.

Have the children do one or two Miss E exercises being certain they say "ě, ě, ě-Exercise" while they do each exercise.



Miss E is the only Letter Person who does not have a sound yet. Miss E would like to have a sound. She has thought of a sound that she can have that she will never forget because she says it all the time. What sound do you think Miss E is thinking about?

Lead the children to the conclusion that it will be ě from Exercise.

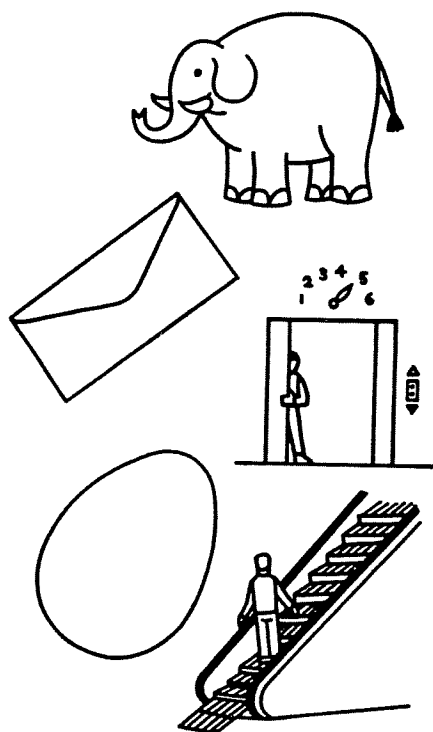
Miss E is so happy. She keeps saying:

"Ě, ě, ě, that's for me.
Ě is the sound for Miss E."

Let's all say it with Miss E.

IDENTIFYING WORDS WITH SHORT E IN THE INITIAL POSITION

Show the children Miss E's initial sound Picture Squares (i.e., egg, elevator, elephant, escalator, envelope).



Miss E has some pictures she wants to show us.

Why are these pictures good for Miss E? (They begin with her sound.)

Miss E says she isn't sure what each picture shows.

Take one of the pictures. Show it to Miss E and tell her what it is.

Say the name of the picture so that Miss E can hear her ě sound.

Give as many children as possible a chance to name and prove pictures for Miss E. Remind them that Miss E wants to hear her ě sound at the beginning of the word as they name each picture.

If a child forgets, remind him that if Miss E is not sure of her sound, she can do one of her exercises and this will help her to remember her sound.

Read the riddles below while holding all the Picture Squares and have one child at a time choose the Picture that is described and put it into Miss E's bag.

Naming And Proving Miss E's Pictures

There's a letter inside of me.
On my outside, a stamp you'll see.
You can find me easily.
I belong to Miss E. (envelope)

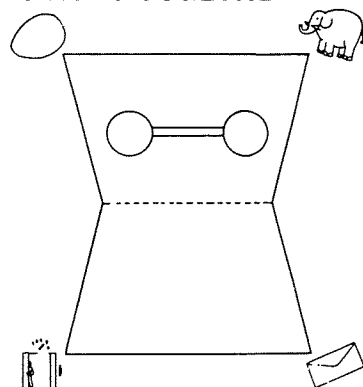
I come from a hen and I have a shell.
I'm soft inside unless you cook me well.
You can find me easily.
I belong to Miss E. (egg)

I am a way you get from floor to floor.
When you step inside me, I close my door.
You can find me easily.
I belong to Miss E. (elevator)

I'm an animal with a trunk that's long.
I have big ears, I'm very strong.
You can find me easily.
I belong to Miss E. (elephant)

Get on my steps, and stand quite still.
Don't climb up or down, the staircase will.
You can find me easily,
I belong to Miss E. (escalator)

TYING IT TOGETHER



ON THEIR OWN

Give each of the children a copy of Alpha Time Master #101. Have the children cut out the picture bag, fold it along the dotted line and staple, tape or sew the sides. Then they may cut out Miss E's pictures and put them in the bag. The children should recognize that Miss E's characteristic, the barbell stands for what she does (i.e., Exercise).

Physics

Finding out how many ways an egg can look (e.g., raw, scrambled, hard-boiled, softboiled, beaten with yolks and whites separately, beaten together, yolks beaten in a blender).

Observing what happens when vinegar is added to beaten egg yolks. (they curdle)

Crafts

Painting hollow egg shells: Pierce a small hole on both ends of a raw egg. Let the egg run out of one of the holes. Paint the shells.

Making elephants out of clay.

Cooking

Making meringues by beating egg whites with sugar and baking them.*

Making mayonnaise with yolks and oil.*

Baking custard.*

Baking sponge cake.*

Making egg salad with chopped hardboiled eggs and mayonnaise.

*Simple recipes may be found in most cookbooks.

Nature Study
Size Relationships

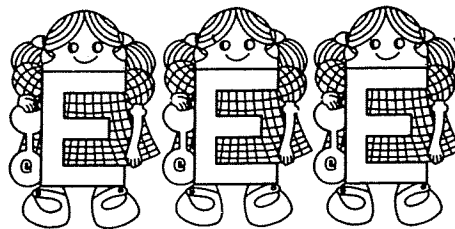
Comparing size and color of various kinds of eggs. (Use dictionary or animal encyclopedia.)

Optional

Do TeamMate School Team Book page 36 and assign Home Team page 36 for homework.

2E₂

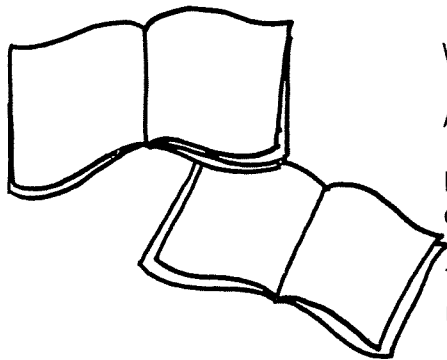
PLANNING AND PREPARATION: Huggables, Miss E; some pages torn from old magazines; Alpha Time Master #102.



Prepare four large signs, each bearing one of the following words: ENTER, EXIT, ELEVATOR, EMPTY.

IDENTIFYING AND DEFINING WORDS THAT BEGIN WITH E

Scatter old magazine pages on the floor near Miss E.



What is on the floor near Miss E?

Ask Miss E why she tore these pages out of the magazine.

Miss E says that she has been looking at magazines all day long, but she can't find any pictures that start with her e sound.

Then Miss E went shopping in a big department store. She saw people reading some signs in the store.

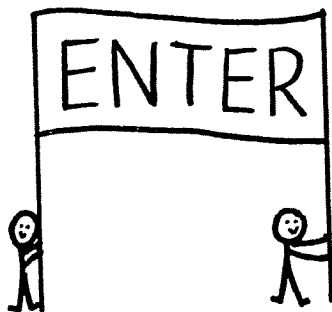
Developing Related Vocabulary

Miss E asked the people what the signs said and, guess what! Each sign started with Miss E's e sound!

When Miss E arrived at the department store, she looked up. Above the door she saw a sign. It said "Enter." *Enter* starts with the e sound.

Miss E said, "What does *enter* mean?"

Have the children demonstrate the meaning of "enter" by dramatizing it. Have two children hold up the sign marked ENTER.

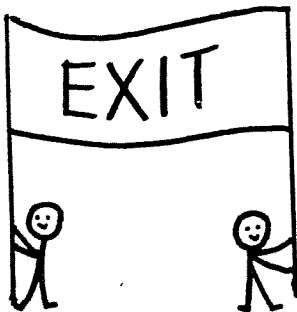


Make believe that you have come to a door. Above the door you see a sign that says *enter*, and you walk through the door.

When Miss E entered the store, some people were leaving. There was a sign above the door through which the people were leaving. It said "*Exit*."

Miss E says that she hears her e sound in *exit*. What does *exit* mean?

Have two children hold up the sign marked EXIT and let them demonstrate the meaning of exit.



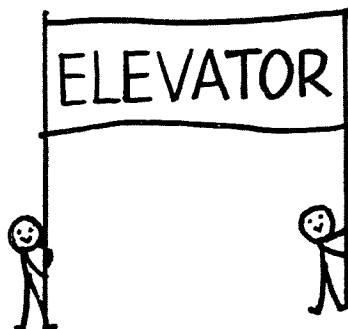
Make believe you are leaving. The sign above the door says "Exit."

When Miss E wanted to buy a coat, she had to go to the third floor of the store. She was too tired to walk up the stairs. She saw another sign. It said "Elevator."

Miss E did not have to use the stairs. She could use the elevator.

Elevator starts with Miss E's e sound.

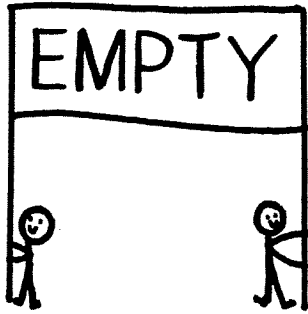
Show the children the sign marked ELEVATOR.



This is the way the elevator sign looks.

Miss E was hungry. She thought that she would have a snack. She went to the candy machine. She put in her money and turned the knob. No candy came out. Instead, a sign popped up.

The sign told Miss E that there was no more candy in the machine. The sign started with Miss E's *ē* sound. It said "Empty."



Empty starts with Miss E's *ē* sound.

Show the children the sign marked EMPTY.

Let's be Miss E and go to the department store.

We will listen and then do just what the story tells us to do.

Have four children each hold one of the signs (i.e., EXIT, ENTER, ELEVATOR, EMPTY). Have the children stand in different parts of the room. Select a number of children to be Miss E. As you read the story all the Miss E's will do as the story says.

Give different children a chance to be one of Miss E's signs or Miss E.

Tell the children Miss E's Story:

Miss E arrived at the department store. She went in through the door marked ENTER.

(All the Miss E's go around the child holding the sign marked ENTER.)

Miss E walked all around the store. Then she decided to take a ride in the elevator.

(The Miss E's find the ELEVATOR sign and take a ride behind it.)

Miss E had a wonderful time riding in the elevator. Riding in the elevator made Miss E a little hungry.

Where do you think Miss E went next? (candy machine)

Miss E put her money in the candy machine and pulled the knob. What do you think happened? There was no more candy. What sign popped up? *EMPTY!*

The child holding the EMPTY sign pops up.

Then Miss E decided to go home. She wanted to leave the store. What sign did she look for? (EXIT)

(All the Miss E's walk around the child holding the EXIT sign.)

Tell the children that Miss E would be happy to have some of the signs in her bag.

They may draw pictures of the signs, prove them, and place them into Miss E's bag.

Dramatizing A Story

Making Things For Miss E's Bag



TYING IT TOGETHER



Give each child a copy of Alpha Time Master #102. Help them discuss each picture and point to the sign that identifies it.

ON THEIR OWN

Children may choose from the following activities:

Sorting And Matching

Using Miss E's Picture Squares, playing cards, puzzle in any of the activities suggested in the *Games* section of the manual.

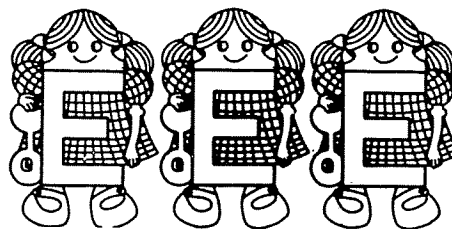
Auditory Discrimination

Listening for words that start with the *ě* sound in Miss E's music (record #1, side B band #6).

Making a list of names that begin with Miss E's *ě* sound (e.g., Evelyn, Esther, Emmet, Erica, Edward, Elvira, Everett, Ellen).

Classifying

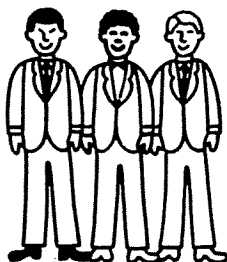
Cutting out pictures of other signs—especially traffic signs—and telling what they mean.



IDENTIFYING WORDS THAT HAVE E IN THE MEDIAL POSITION

Stand Miss A next to Miss E.

Listening For the E Sound In The Medial Position



Miss A told Miss E that her sound can be in the middle of a word. Miss E wants to hear her *ē* sound when it is "in the middle."

Miss A brought Miss E some pictures that she thinks will make her happy.

Show the children the "in the middle" Picture Squares (i.e., men, pen, net, hen and numeral 10). The "in the middle" symbol is on each picture.

Name each picture for Miss E.

Why do you think these pictures will make Miss E happy? (Her *ē* sound is in the middle of the word.)

How do you know that *ē* is Miss E's sound? (It comes from Exercise.)

Miss E wants you to prove that her *ē* sound is "in the middle."

Have the children name each picture, following the same questioning procedure used for the Miss A "in the middle" words.

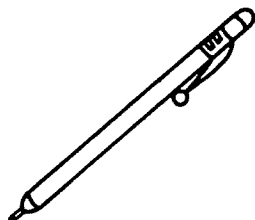
Miss E would like to play "In the Middle."

Choose two children to stand alongside each other, leaving a space between them for another child. Give each of the "in the middle" Picture Squares to different children.

Playing A Game



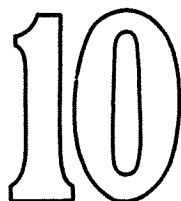
*Choose one child to be Miss E. Each child holding a picture names that picture (e.g., pen). The child who is Miss E says, "I hear my *ē* sound in pen. It is in the middle." The Miss E child takes the Huggable, Miss E, and places her between the two children. Then the class repeats the word and decides if Miss E's sound is in the middle. Continue the same procedure for all the remaining pictures, choosing a new Miss E for each word.*



Additional words that may be used are pet, set, met, bet.

We can play "In the Middle" another way. We played it this way with Miss A, too.

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



Directions: Divide the children into groups of three partners and join hands to form individual circles. The third child will play the part of Miss E. Miss E 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 E don't run away,
Run away,
Run away.
Please Miss E don't run away,
Get in the middle.

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

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

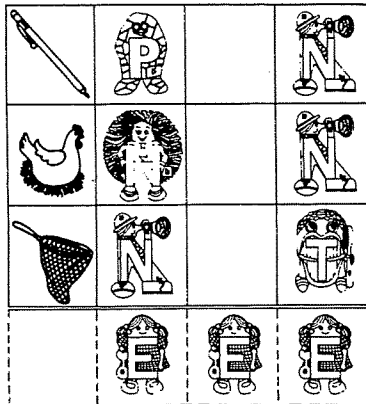
Now Miss E is in the middle,
In the middle,
In the middle.
Now Miss E is in the middle,
And we won't let her out.

Then they sing:

Say ē and we'll let you out,
Let you out,
Let you out.
Say ē and we'll let you out,
My fair Miss E.

Miss E says ē and takes the place of one of the children in the circle who becomes the new Miss E. The game continues, moving each Miss E to another circle.

TYING IT TOGETHER



ON THEIR OWN

Give each child a copy of Alpha Time Master #103. Tell them that they are going to play the "In the Middle" game on paper.

They may cut out the three pictures of Miss E. Then, as they identify each of the pictures in the first column (i.e., pen, hen, net) they may paste Miss E's picture between the pictures of the two standing Letter People, (thus spelling the word).

NOTE: Alpha Time Master #104 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.

Children may choose from the following activities:

Word Building

Finding words that rhyme by putting some of the Letter People's sounds in front of *et* (e.g., met, net, bet, pet, set, wet); *en* (e.g., men, ten, hen, Ben, pen); *ed* (e.g., Ted, fed, Ned, bed).

Auditory Discrimination

Using Miss E's "in the middle" Picture Squares in any of the activities suggested in the *Games* section.

Deciding which sound begins Miss E's "in the middle" words.

2E₄

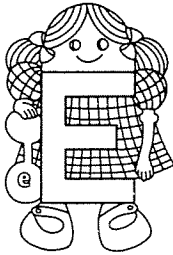
TEACHER OBJECTIVES:

- To reinforce the characteristic and sound of Miss E.
- To introduce the concept of energy.
- To have children become aware of need to conserve energy.

PERFORMANCE OBJECTIVES:

- The child will say words with the *ē* sound in the initial position.
- The child will state a reason to conserve energy.
- The child will classify different examples of energy use.
- The child will identify ways to conserve energy.

DEVELOPMENT



*Miss E thought of a new exercise.
She tried to hold every one of the Miss E "All About Us" booklets
on the tip of one finger.
Guess what? (The booklets all fell.)
Miss E had lots of exercise picking up all the booklets.
Miss E wants to give each of us a booklet.*

Distribute the Miss E "All About Us" booklets to the children.
Ask the children to find the words that tell what the booklet is called.
Say the title with them.

*Which Letter Person's picture do you see? (Miss E)
Whose picture is next to Miss E? (her friend's)
Find the sentence at the bottom of the booklet.*

Read aloud, "Miss E has a friend."

*What does Miss E do all the time? (exercise)
What is Miss E holding to help her exercise? (a barbell)
Look at the picture of Miss E's friend.
Miss E's friend wants to exercise using a barbell.
What did Miss E forget to give her friend? (a barbell)
Let's draw a barbell for Miss E's friend to hold.*

Give the children the opportunity to draw the barbell.
Suggest they finish the picture to look like themselves or anyone else.

Have the children open the booklets.
Point to the full-page picture on the left-hand side.
Explain that Miss E used this whole page to show how she exercises.
Miss E taught some animals how to exercise with barbells.

Have the children discuss the different animals that are exercising with the barbells.

The children may enjoy pretending to be one of the animals and showing how they lift the barbell.

This provides an excellent opportunity to reproduce the *ē* sound as they do an *ē ē* exercise.

Have the children look at the right-hand side of the booklet.
Explain that Miss E has written something very important. Read aloud, "Miss E saves energy."

What does the picture in the sentence show us? (Miss E turns off the light.)

What does Miss E mean when she says she saves energy?

Why is it important to save energy?

What are the different ways we can each save energy?

Miss E wants us to look at the picture she drew on the back of the booklet.

It will show many ways in which we can save energy.

Have the children turn to the back of the booklet.

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

Discuss each illustration.

Talk about the different objects that are dependent upon energy in order to operate.

Have the children tell how they can save energy in their homes.

Draw their attention to the two means of transportation shown in the picture. (bicycle, car)

Ask them why using a bicycle instead of a car saves energy.

In your discussion about objects that are dependent upon energy, lead into the concept of the environment. Explain what it means. How can the children preserve a cleaner environment? (don't litter) What pollutes the environment? (smog, smoke) How can we help? Describe pollution that they see. What causes it?

Miss E wants us to tell her how we save energy.

Have the children open their booklets.

Draw their attention to the second sentence on the right-hand side.

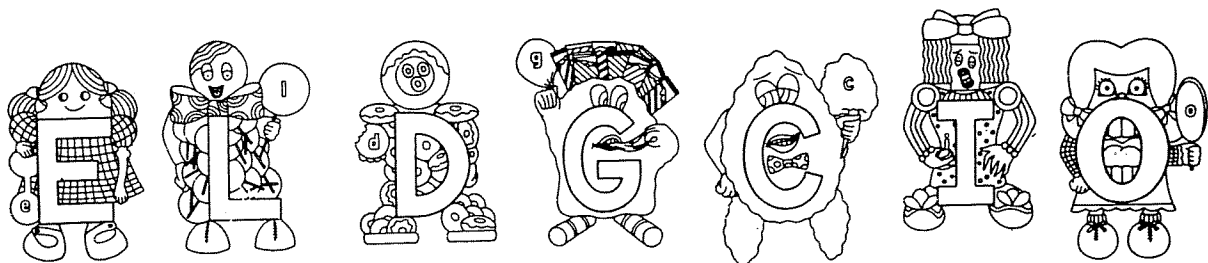
Help them complete their sentences.

Select and read several completed sentences aloud.

Encourage the children to tell their sentences to Miss E.

Suggest they take their booklets home.

Have them ask members of their family to tell Miss E how they will each help save energy.

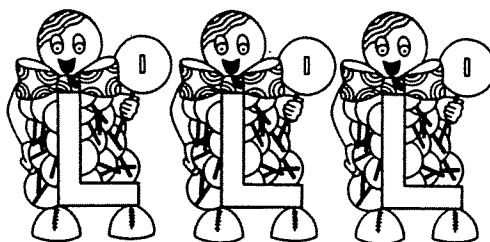


1L1

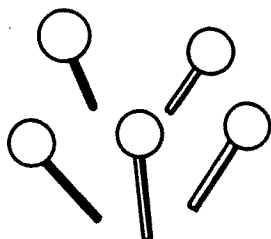
PLANNING AND PREPARATION: Huggable, Mr. L; mural paper, colored construction paper cut into circles, squares, triangles and rectangles; ice cream sticks; yellow construction paper; scissors and paste, square block, triangular block, rectangular block. Optional—Real Lemon Lollipops for everyone. Alpha Time Master #105.

Optional: TeamMates

Prepare paper lollipop cut outs for each child, using yellow construction paper.



MEETING MR. L



When the children come into the room have the Lemon Lollipops displayed around the room or on each child's table.

Gather the children around you and Mr. L, and read the following rhyme:

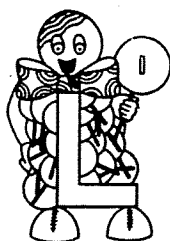
Look! Lollipops here, lollipops there!
There are Lemon Lollipops everywhere!

Lick, lick, lick—oh what fun!
There's a Lemon Lollipop for everyone.
Let's lick this lollipop right away!
It must be Lemon Lollipop day!
Lick, lick, lick—oh what fun!
Let's lick every single one.

Lick, lick, lick, we all feel well.
Here is a new Letter Boy—Mr. L!

How do you do? How do you do?
This is a lovely way of meeting you!

Let the children gather around Mr. L to look at him and to say "hello" to him. (If real Lemon Lollipops are available, Mr. L may distribute them now.)



Listening To Mr. L's Song



Play "Mr. L's song" (record #2, side A, band #1).

Discuss the music with the children.

Show Mr. L how the music makes you want to move.

What does Mr. L tell us about himself?

TALKING ABOUT COLOR AND SHAPE

Call the children's attention to the lollipops on Mr. L's body. Trace the outline of the shape of several of Mr. L's Lemon Lollipops with your finger.

What does Mr. L have all over himself? (Lemon Lollipops)

Look at the Lemon Lollipops on Mr. L. Mr. L made all his Lemon Lollipops look similar.

What words can we use to tell how Mr. L's Lemon Lollipops look? (e.g., yellow, lemon flavor, round)

Mr. L makes all his Lemon Lollipops round.

The shape of Mr. L's lollipops is round.

Show Mr. L with your hands what *round* is.

Mr. L's Lemon Lollipops have a shape.

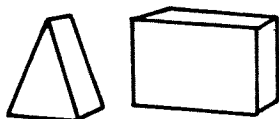
The word we use to tell about his lollipops' shape is *round*.

A round shape like a lollipop is called a circle.

Mr. L's Lemon Lollipops are circles.

What is another shape a lollipop may be?

Discriminating Among Shapes



Things look different from one another because they have different shapes.

We can see many different shapes in our room.

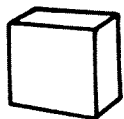


Show the children square, triangular and rectangular blocks.

Let's look at our blocks.

Are all these shapes the same?

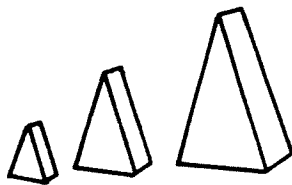
Let's see how many different shapes we can see.



Each of these blocks has a different shape.

Each shape has a different name.

Discriminating Among Sizes



Name each shape as you show the children the blocks. (a square, a rectangle, a triangle)

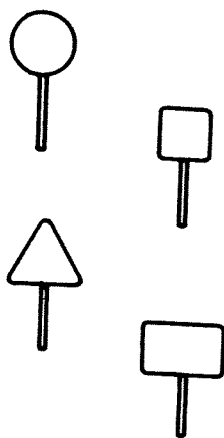
Have the children select more blocks from the block corner to show different shapes. The shapes may be similar, but the sizes may be different. Have them examine the blocks and discuss how the shapes differ and how they are the same.

Mr. L would like to see different shaped lollipops.

Perhaps Mr. L would like lollipops that are different colors, too.

Making Lollipops In Different Shapes And Colors

Show the children the different paper shapes you have prepared. Distribute the ice cream sticks. Let each child decide what shape and color lollipop he wants to make for Mr. L. Tell them that they may make more than one lollipop for Mr. L. They may use a different shape for each lollipop they make. When the lollipops are finished the children may tell Mr. L the shape and color they used to make each lollipop.



We know that Mr. L loves round lollipops.

All the children who made round lollipops, hold them up for Mr. L.

Mr. L also likes square lollipops.

All the children who have square lollipops, hold them up.

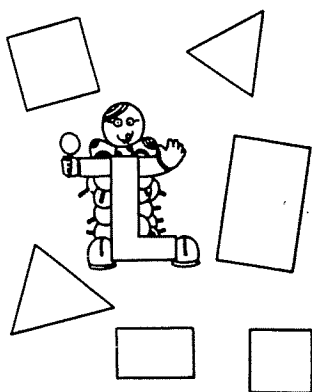
Mr. L likes triangle shaped lollipops too.

All the children who have triangle lollipops, hold them up.

Mr. L likes lollipops in the shape of a rectangle.

All the children who have rectangle shaped lollipops, hold them up.

TYING IT TOGETHER



Distribute copies of Alpha Time Master #105 and crayons. Discuss the illustration.

Who is in the picture? (Mr. L)

What is he made of? (Lemon Lollipops)

What color are Lemon Lollipops? (yellow)

What shape are Mr. L's lollipops? (round; circle-shaped)

What are some other shapes you see on this paper? (triangle, square, rectangle)

What can we do to make these shapes into lollipops? (add sticks or lines)

What color shall the square lollipops be? (e.g., red, green)

What flavor is that? (e.g., cherry, lime)

What color shall the triangle lollipops be?

What color shall the rectangle lollipops be?

Have the children draw lines on the shapes to make lollipops. They may then decide which color each shape should be.

ON THEIR OWN

Music And Dance

Oral Communication

*Discrimination
Among Shapes*

Children may choose from the following activities:

Playing Mr. L's song (record #2, side A, band #1) and dancing to it.

Talking to Mr. L; introducing him to the other Letter People.

Going on a shape hunt in order to find objects in the room that have the shape of a circle, square, triangle, rectangle.

*Discrimination
Among Colors*

Finding objects around the room that are blue, green, yellow, black, white.

*Cooking
(Measuring)*

Making lemonade: Squeeze a lemon and add the lemon juice to water in a tall glass or jar. Then, add two or three teaspoons of sugar. Mix and drink.

Nature

Planting lemon seeds, watering them and watching them grow.

Art

Drawing pictures using only one shape.

Optional

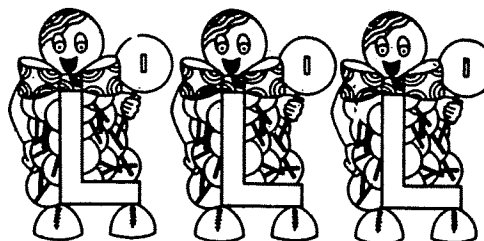
Discuss TeamMate School Team Book page 37 and assign Home Team page 37 for homework.

1L2

PLANNING AND PREPARATION: Huggable, Mr. L; storybook, "Lovely Lemon Lollies"; Record #4; five yellow circles; five sticks; Alpha Time Master #106 construction paper, crayons, scissors, paste, several real or pretend Lemon Lollipops.

Optional: TeamMates

Hide the lollipops around the room.



LISTENING TO A STORY



Talking About The Story

Gather the children around Mr. L.

What does Mr. L have all over his body? (Lemon Lollipops)

Long ago Mr. L did not have Lemon Lollipops. He had only lemon lollies.

Lollies were round lemon candies you popped into your mouth.

Show the children the storybook, "Lovely Lemon Lollies."

Let's listen to a story about Mr. L. We will find out how lollies became lollipops.

Gather the children around you and read the story or play the recording (record #4, side B, band #1) as you turn the pages. When the story is finished, the following questions may stimulate discussion:

What were some problems the lollies caused? (They looked like an egg or bowling ball.)

What size were some of the lollies Mr. L made? (little, large)

What idea did Lady Lark Bird have? (put sticks on lollies)

Why is everyone glad that lollies became lollipops? (They won't be mixed up.)

The Lolly Lane Lookers had lots of work to do in the story. What were some of the jobs the Lolly Lane Lookers had to do? (look in the nest; look at the ball; write a report)

Note: The "Lovely Lemon Lollies" filmstrip may be shown any time after the book has been introduced. (See end of lesson.) It may be used for recalling the story, identifying color and shape or storytelling. The recorded story may also be used for group viewing of the film.

Making Lolly Lookers

Let's each be a Lolly Lane Looker and do some "looker" jobs.

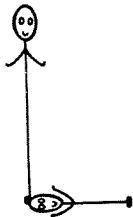
Each Lolly Lane Looker has something special he uses when he looks.

First, we must make something to use when we look, to help us see better. What are some things that help us see better? (e.g., binoculars, magnifying glass, telescopes, eyeglasses)

The children may use a variety of art materials to make their own "lookers." Using their "lookers," the children may go on a lolly hunt looking for real or make believe Lemon Lollies that have been hidden around the room.

IDENTIFYING THE CAPITAL AND LOWER CASE LETTER L

One of the Letter People asked Mr. L where his letter was. Mr. L said, "My letter is part of my body. It must be some place on me."



Let's help Mr. L find his letter. Use your hand to show Mr. L his capital letter L.

How many straight lines are there in capital L? (two)

Have the children form pairs and make the capital letter L with their bodies.

Now let's look again. Where is the lower case l?

Show us with your hand, the lower case l on Mr. L's lollipop.

TALKING ABOUT THE QUANTITY "FIVE"

Mr. L was very busy putting sticks on lollies to make them into lollipops. Mr. L worked with five lollies at a time.



Five is an easy number for Mr. L to figure out. Mr. L knows he has five fingers on each hand. If he puts one lolly next to each finger, he has five lollies.

Have a child put his right hand on the desk, fingers outstretched, and count his fingers. Place a yellow circle next to each of the fingers on his right hand.

There are five fingers.

Count the circles. (five)



Each circle is a lolly. There are five lollies.

Five lollies need five sticks.

Mr. L used his left hand to count the sticks.

He put one stick next to each of his five fingers on his left hand.



Hold up your left hand with fingers outstretched. Have the children do the same thing.

Again a child may demonstrate putting a stick next to each of his five fingers and counting the sticks.

It always works out exactly right.

Five lollies. . . five sticks!

Mr. L puts a stick on each lolly.

Attach a stick to each yellow circle.

When he is finished making the lollipops he has no more sticks and no more lollies. He has five lollipops!

One day when Mr. L was making lollipops, something happened! It didn't work out just right!

Mr. L has a picture story for us. He wants us to help him figure out why it didn't work out just right.

READING COMPREHENSION

Reading A Picture Story

Frame #1:



*Observing, Counting,
Predicting Outcomes*

Give each child a copy of Alpha Time Master #106. Discuss each picture with the children.

Let's look at the first picture of the story.

What do you see in the picture? (a hand and 5 sticks, a hand and 5 lollies)

Whose hands can they be? (Mr. L's)

Why did Mr. L put a stick next to each of his fingers? (to be sure there are five)

How many fingers are on Mr. L's hand? (five)

How many sticks are in the picture? (five)

What do you think Mr. L is going to do with these sticks?

Look at the other hand in the picture.

What do you see next to each finger of this hand? (5 lollies)

Why did Mr. L put a lolly next to each of his fingers? (to be sure there are five)

How many lollies does Mr. L have? (five)

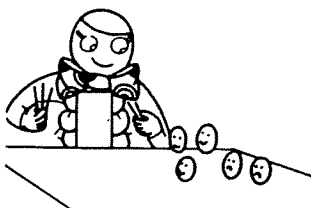
How many sticks does Mr. L have? (five)

Does he have enough lollipop sticks for each lolly? (yes)

If Mr. L puts a stick on each lolly, will he have any sticks left? (no)

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

Frame #2: Counting, Making Judgments



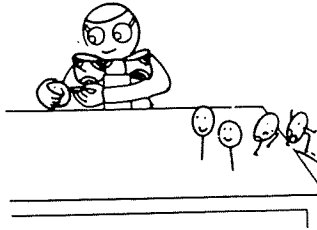
What is Mr. L doing? (showing the sticks to the lollies)

How do you know that all the lollies are not happy about becoming lollipops? (the look on their faces)

How many lollies look unhappy? (two)

What do you think the two lollies who don't want to be lollipops will do?

Frame #3:
Inferring



Let's look at the next part of the story and find out.

What are the two unhappy lollies doing? (running away)

Why do you think the lollies ran away?

Let's look at the last picture.

Frame #4:
Counting And
Inferring



Mr. L is wondering what happened to the two missing lollies.

How do you think Mr. L knows they are missing?

Mr. L can't finish the story because he doesn't know what happened.

Mr. L wants you to be Lolly Lane Lookers and to find out what happened to the two lollies who ran away.

When you find out, please write or draw the story for Mr. L.

Then the story will be finished.

When Mr. L's story is finished we can help give it a name.

Planning An Ending
And Name For
The Story

TYING IT TOGETHER

Predicting Outcomes

Have the children pretend to be Lolly Lane Lookers. They may form small groups to discuss what has happened to the two lollies. Have each group dictate its own version of the ending and then illustrate it.

Then let each group decide on a name for the story. The children may share their stories and illustrations with each other and with Mr. L.

ON THEIR OWN

Letter Tracing

Children may choose from the following activities:

Using copies of Alpha Time Master #66 to trace the capital and lower case letter L.

Counting To Five

Playing lolly factory: Making lollipops out of clay and sticks or any other material and tying them in bundles of five.

Listening

Playing the recording of Lovely Lemon Lollipops (record #4, side B, band #2) with or without the book.

Matching And
Sorting

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

Recalling

Looking at the filmstrip *Lovely Lemon Lollies*.

Optional

Do the activity and discuss TeamMate School Team Book page 38 and assign Home Team page 38 for homework.

FILMSTRIP: LOVELY LEMON LOLLIES

FRAME 1



Numeration

Predicting

Drawing Conclusions

The following questions may be used when showing the filmstrip "Lovely Lemon Lollies."

What do you see? (Mr. L, bird, house)

Whose house do you think it is? (Mr. L)

What makes you think it is Mr. L's house? (There are lollies in the house.)

How can you tell what the story is about?

FRAME 2



Counting

Discriminating

Color

Shape

How many houses do you see? (four)

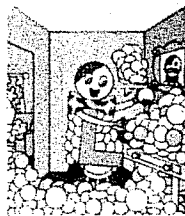
What color is the house in the middle? (yellow)

What color is the sky? (blue)

What are some of the shapes you see? (circles, triangles, rectangles)

What shape is the door? (rectangle)

FRAME 3



Inferences

Sensory Images

What color are the lollies? (yellow)

What flavor might a yellow lolly be? (lemon)

How do you think Mr. L feels? (happy)

What shape are the lollies? (round, circle)

Whose picture do you think is on the wall?

FRAME 4



Recall
Classification
Counting

What is happening to the lollies? (leaping on the street)

How many ladies do you see? (two)

FRAME 5



Interpreting Emotions

Who is in bed? (Lady Lark Bird)

How do the people look? (worried)

Why do you think they are worried?

What does Lady Lark Bird have in her mouth? (thermometer)

FRAME 6

Using Locational Terms



What are the Lolly Lane Lookers doing? (climbing up the ladder)

Where is the lemon lolly? (in the nest)

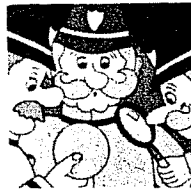
What should be in a nest? (bird, egg)

What color are the leaves? (green)

What else is green? (hats, shoes)

FRAME 7

Discriminating Shapes



What are the Lolly Lane Lookers looking at? (lolly)

What shape is the lolly? (circle)

Where else do you see circles? (buttons, eyes, magnifying glass)

FRAME 8

Recall



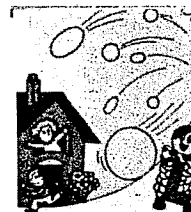
How does Mr. L look? (worried)

What do you think is written on the report? (a lolly was in the nest)

How do the people look? (worried)

FRAME 9

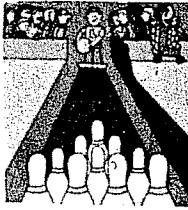
Size Comparisons



Why is the man running? (He is afraid the lollies will hit him.)

Which lolly is the largest? (the lolly rolling down the hill)

FRAME 10



Predicting Outcomes

Making Inferences

What does Lucky Loopy have in his hand? (a lolly)

What shape is the lolly? (round)

What shape is a bowling ball? (round)

Why does Lucky Loopy think he has a bowling ball in his hand? (same shape)

What will happen when the lolly hits the floor? (break)

FRAME 11

Color Discrimination



Why is Lucky Loopy surprised? (ball broke)

What are some colors here? (e.g., red, blue, green, brown, purple, pink)

FRAME 12

Interpreting emotions



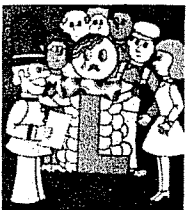
How does Lucky Loopy feel? (sad)

What do you think the people are saying?

What do you think Mr. L is thinking?

FRAME 13

Making Inferences



Why do you think Mr. L is crying?(His lollies are causing a lot of trouble.)

Make believe you are one of the people in the picture. Tell us what you are thinking about all the trouble.

FRAME 14

Making Inferences

Predicting Outcomes



How can you tell that the people are sorry to see Mr. L go? (their faces)

What is Mr. L putting on the truck? (lollies)

Why do you think Mr. L wants to move?