

FRAME 15



Where are all the people looking? (at Lady Lark Bird)
What does Lady Lark Bird have in her beak? (sticks)
How does a bird use sticks? (for making a nest)

FRAME 16

Counting



What are all the people doing? (putting sticks in lollies)

How many sticks do you see? (four)

FRAME 17



How do the people feel? (happy)

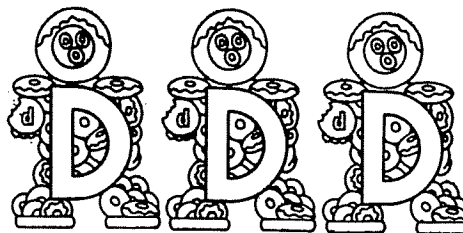
Why are they happy? (lollies are lollipops, Mr. L may stay)

1D1

PLANNING AND PREPARATION: Huggable, Mr. D; storybook, *A Dozen Delicious Doughnuts*; Records #2 and #4; Alpha Time Master #107.

Optional: TeamMates

Keep Mr. D concealed for the first part of the lesson.



MEETING MR. D AND HIS DELICIOUS DOUGHNUTS

Gather the children around you as you tell them the following story.

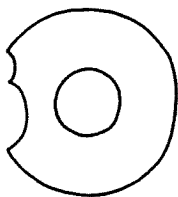
Last night before I went to bed, I took a glass of milk. I wanted something to eat with my milk.

I looked at the cookies. I didn't want cookies. Then I saw something that was round and sweet and had a hole in the middle. That's what I wanted!

What do you think it was?

Lead the children to the conclusion that what you have described is a doughnut.

Hearing About Delicious Doughnuts



I ate one—two—three—Delicious Doughnuts! They were so delicious I could not stop eating them.

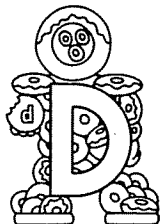
When I went to sleep I dreamed about Delicious Doughnuts. Delicious Doughnuts danced in my dreams.

When I came to school, I told the Letter People about how I dreamed about the Delicious Doughnuts all night long.

They laughed and said that I had dreamed that dream because of the new Letter Person we are going to meet today. The Letter People all said, "Wait and see!"

We have to close our eyes and then they'll bring the new Letter Person to class.

Meeting Mr. D



Place Mr. D where the children will be able to see him when they open their eyes.

Am I still dreaming?

What do we see all over this Letter Person? (doughnuts)

Why do I think I'm dreaming?

Who can this Letter Person be?

Ask him.

The new Letter Person has a song for us.

We'll find out his name from the song.

Listening To Mr. D's Song



Let the children gather around Mr. D to greet him, talk to him, and to ask him his name. Then play Mr. D's song (record #2, side A, band #2).

What is his name? (Mr. D)

What are some things he tells us?

Show Mr. D how his music makes you want to move.

LISTENING TO A STORY

Look at Mr. D's Delicious Doughnuts.

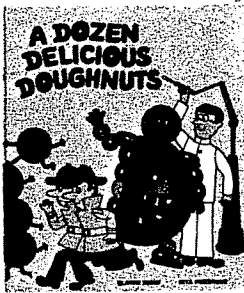
Are they all the same?

➔ How can doughnuts be different from each other? (icing, size, flavor)

Tell us about doughnuts that you have eaten.

Do all doughnuts have holes?

Mr. D says that long ago all doughnuts did have holes until one day something happened. Let's listen to the story and find out why all doughnuts don't have holes.



Talking About The Story

Read the children "A Dozen Delicious Doughnuts" or play record #4 as you show them the pictures. When you have finished, questions such as the following will stimulate discussion:

Why don't all doughnuts have holes? (Some are jelly doughnuts.)

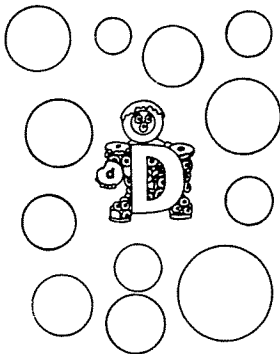
Why didn't the darling, dainty doughnut want to have a hole in it? (The dainty doughnut was afraid of the doughnut dentist.)

What happened when the Delicious Doughnuts delivered themselves? (No one wanted them.)

What kind of doughnuts did the dozen Delicious Doughnuts become? (jelly doughnuts)

Note: The filmstrip, "A Dozen Delicious Doughnuts" may be shown any time after the book has been introduced. It may be used for recalling the story or for other discussion. (See suggestions at end of lesson.) The recorded story may be used in conjunction with the filmstrip.

TYING IT TOGETHER



Distribute copies of Alpha Time Master #107.

Who is in the picture? (Mr. D)

Mr. D would like you to help decorate this dozen doughnuts.

Use your crayons to dip and dab some doughnuts.

You may be a doughnut dentist and draw holes in some of the doughnuts.

ON THEIR OWN

Size And Color Discrimination

Children may choose from the following activities:

Coloring the biggest doughnut on Alpha Time Master #107 blue, the smallest doughnut green.

Crafts

Making doughnuts out of clay and painting them.

Using art materials to decorate several paper doughnuts for Mr. D.

Making a doughnut mobile by hanging doughnuts from wire coat hangers.

Music And Dance

Listening and dancing to Mr. D's song (record #2, side A, band 2).

Listening

Listening to *A Dozen Delicious Doughnuts* (record #4) with or without looking at the book.

Picture Reading

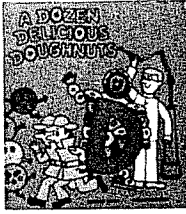
Looking at the filmstrip of *A Dozen Delicious Doughnuts* and telling the story that goes with each picture.

Optional

Discuss TeamMate School Team Book page 39 and assign Home Team page 39 for homework.

FILMSTRIP: A DOZEN DELICIOUS DOUGHNUTS

FRAME 1



The following questions may be used when showing the filmstrip "A Dozen Delicious Doughnuts."

Who do you think will be in this story? (Mr. D, doughnuts, dentist, doughnut detectives)

FRAME 2

Counting

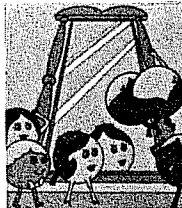


What is Mr. D doing? (decorating doughnuts, dipping and dabbing)

How many doughnuts are being decorated? (four)

How do the doughnuts feel? (happy)

FRAME 3



Why are the doughnuts looking in the mirror? (They want to see the decorations.)

What shape are the doughnuts? (round)

Do you think these doughnuts like the way they look? (yes)

FRAME 4

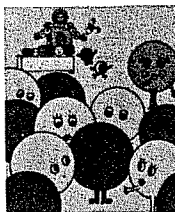


What is the doughnut dentist doing? (drilling holes in the doughnut)

What shape are the holes? (round)

What colors do you see? (e.g., yellow, green, pink)

FRAME 5



What are the doughnuts doing? (talking)

What do you think they are discussing?

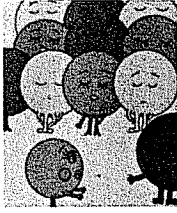
FRAME 6



How many doughnuts do you see? (five)

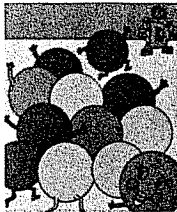
What do you think the doughnut in the middle is saying?

FRAME 7



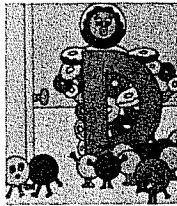
The darling dainty doughnut said it is afraid of the doughnut dentist.
Make believe you are one of the other doughnuts.
Tell us what you say to the doughnut.

FRAME 8



Where are the doughnuts going? (to speak to Mr. D)
What will they tell him? (They don't want to go to the dentist.)

FRAME 9



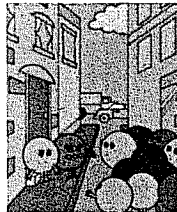
Make believe you are Mr. D. Tell us what you say to the doughnuts.
How many doughnuts are going out of the door? (two)

FRAME 10



How does the lady look?
What do you think the dog is thinking?
What are the doughnuts saying?
What color is the lady's shoe? (green)
What else is green? (door)

FRAME 11



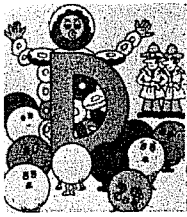
Where are the dozen doughnuts? (in the street)
What shape are the windows? (rectangle)
What do you think the two doughnuts are saying?

FRAME 12



What are the people in the windows looking at? (doughnut detectives)
How will the doughnut detectives find the doughnuts? (follow the doughnut smell)
Why are the doughnuts crying? (People don't want them.)

FRAME 13

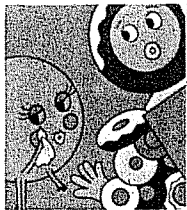


Making Value Judgments

Is Mr. D glad to see the doughnuts?

What do you think Mr. D is saying?

FRAME 14



What is the doughnut doing? (crying)

How does Mr. D feel?

What are some colors you see? (e.g., blue, pink)

What are some shapes you see? (circle)

FRAME 15

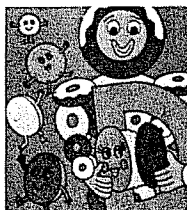


What is in the bowl? (jelly)

What color is the jelly? (orange)

What flavor might the jelly be? (e.g., orange, apricot, peach)

FRAME 16

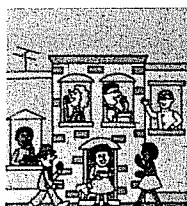


What is Mr. D doing? (putting jelly between two doughnuts)

How do the doughnuts feel? (happy)

How does Mr. D feel? (happy)

FRAME 17



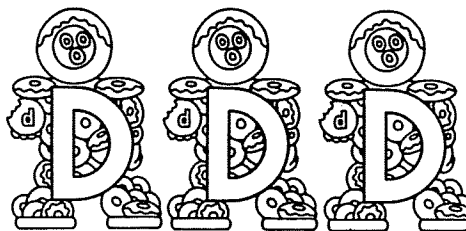
What is everyone eating? (jelly doughnuts)

How can we tell they like the jelly doughnuts? (faces; they are eating them)

How many people are eating doughnuts? (six)

1D₂

PLANNING AND PREPARATION: Huggable, Mr. D; a circular piece of aluminum foil or construction paper, cellophane tape, 12 sheets of paper, crayons, paper, scissors; Alpha Time Master #108; pieces of construction paper cut into triangles, circles, squares, enough for each child.



Prepare a sign that reads: I do not dip,
I do not dab.

REMEMBERING MR. D'S STORY

Gather the children around you and Mr. D.

Mr. D wants to know whether or not you liked his story about a dozen Delicious Doughnuts.

Creating An Interpretive Dance

He would like to have you tell parts of the story to him. Mr. D doesn't want to listen to you, he just wants to look at you. He will know which part of the story you are telling him just by watching what you do. He would like you to dance everything you do.

First Mr. D wants to watch doughnuts being decorated. How did Mr. D decorate doughnuts? (Mr. D dipped and dabbed each doughnut with sugar, sprinkles, chocolate.)

Ask one child to be Mr. D. Select twelve children to be doughnuts. Explain to the children that Mr. D decorates a dozen doughnuts at a time because 12 doughnuts go into each box.

Have a child show how Mr. D dances around the doughnuts and dips and dabs each one. Each doughnut may tell Mr. D how he would like to be decorated.

After the doughnut is decorated, he dances to a mirror.

A child may be chosen to be a mirror and have a circular piece of construction paper or aluminum foil taped to his chest.

The decorated Delicious Doughnut dances in front of the mirror to see how he likes his decoration.

After each doughnut has been decorated and has seen himself in the mirror, the dozen doughnuts visit the doughnut dentist.

The child who is chosen to be the doughnut dentist dances to each doughnut and pretends to be drilling a hole.

After each doughnut has had a hole drilled, the doughnuts dance to the doughnut box.

(The doughnut box may be represented by twelve pieces of paper lined up on the floor.)

Each doughnut dances onto a piece of paper and crouches. Then all the doughnuts pretend to put the cover on the doughnut box. Now the dozen doughnuts are ready to be delivered.

The pantomime may be reenacted so that all the children have a chance to play one of the roles.

IDENTIFYING THE CAPITAL AND LOWER CASE LETTER D

The doughnuts are all in a dither. They don't know what to do. Mr. D put up a sign.

Show the children the sign that you have previously prepared.

The sign says: I do not dip,
I do not dab.

The doughnuts do not know why Mr. D will not dip and dab.

Mr. D will not tell them.

Ask him. Maybe he will tell you.

Let the children question Mr. D.

Mr. D says that one of the reasons he doesn't dip and dab any more is that he is very sad.

He knows that every Letter Person has a capital letter and a lower case letter.

No one has shown him his letter.

Find Mr. D's capital letter.

Trace it for him with your hand.

Where is Mr. D's lower case letter?

Trace it for him with your hand.

Let's look at the shape of Mr. D's capital letter.

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

How many straight lines does it have? (one)

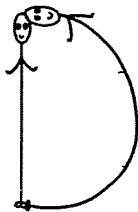
How many curved lines does it have? (one)

How many children will we need to make the capital letter D? (two)

How will we place our bodies?

Let's make some capital "D's."

Analyzing The Letter D



READING COMPREHENSION

The doughnut dentist is tired of drilling round holes in the doughnuts.

He would like us to help him think of other shapes that he can drill.

Discussing Geometric Shapes

Have the children pick out blocks or other objects that are shaped like squares, triangles, rectangles and circles. Have them name each shape.

The doughnut dentist decided to drill different shaped holes.

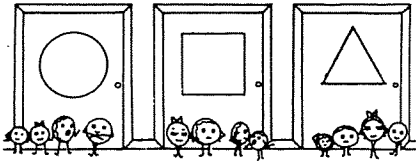
He decided to have a different office for each shape.

Mr. D has been watching the doughnut dentist all day. He would like us to help him figure out what the doughnut dentist is doing.

Give the children a copy of Alpha Time Master #108 and discuss each picture with them.

Frame #1

Observing Detail And Predicting Outcomes



Let's look at the first picture.

How many doors do you see in this picture? (three)

How are the doors different from each other? (Each has a different shape painted on it.)

Why are the doughnuts standing in front of the doors? (They are waiting to have holes drilled.)

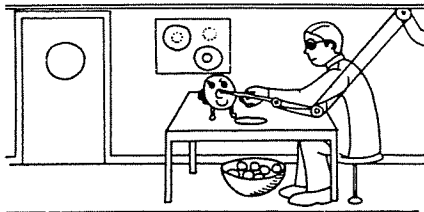
What do you think is behind each door?

What do you think will happen to the doughnuts as they go through each door?

Let's go through the door that has the circle painted on it. We'll go with one of the doughnuts.

Frame #2

Making Inferences



Whom did the doughnut find when it went through the door? (the doughnut dentist)

What shape hole is the doughnut dentist drilling? (round)

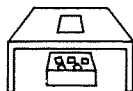
How do you know this Delicious Doughnut wants a hole that has a round shape? (It waited at the door that had the round shape on it.)

How do you know that the doughnut dentist has been saving the round parts that fall out of each doughnut as he drills the hole? (They are in the bowl under the table.)

What will happen to the round part of the doughnut that the doughnut dentist is cutting out? (It will go into the bowl with the rest of the cutouts.)

Frame #3

Developing The Concept Of "Square"



Let's open a different door and see what is there.

How can you tell which door we have opened this time? (There are square cut out shapes in the box.)

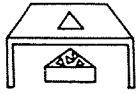
How is the box under this table different from the box under the table in the first picture? (It has a different shape.)

How did the square pieces get in the box? (The dentist put them in after drilling square holes.)

Which door do we still have to open? (the triangle door)

Let's open it and see what we find!

Frame #4:
Developing The
Concept Of
“Triangular”



How is the box under this table different from the boxes under the other tables? (It has a different shape.)

How can you tell there have been doughnuts here who have had doughnut holes cut out in the shape of a triangle? (There are triangle cutouts in the box.)

What do you think the doughnut dentist will do with the different parts of the doughnuts that he has cut out?

Mr. D wants you to finish this story.

He can't figure out what the doughnut dentist will do with the left-over pieces of doughnut.

Have the children form small groups and discuss what they think the doughnut dentist plans to do with the pieces of doughnut. Then have them dictate their stories and draw illustrations to go with them. Encourage the children to share their stories and illustrations with each other and with Mr. D.

TYING IT TOGETHER

Mr. D likes the different ways you finished his story. Now he has a surprise for you.

Mr. D collected the parts of the doughnuts that fell out when the dentist cut out the holes.

He wants us to make designs using those pieces.

Explain how the children may make doughnut designs using paper geometric shapes.

Use different shapes.

Dip and dab each piece with a dot of paste.

Paste the pieces on your paper.

Put them in different places on your paper.

If you need more pieces that are shaped like a square, or a triangle or a circle, you may make more yourself.

When you are finished you will have a doughnut design because the design was made with parts of doughnuts.

ON THEIR OWN

Letter Tracing

Children may choose from the following activities:

Tracing upper and lower case D's on Alpha Time Master #58.

Shape Discrimination

Making a list of foods that have geometric shapes (e.g., *circle*—cookies, pancakes, *triangle*—sandwich that has been cut diagonally, slice of cheese cake, *square*—slices of bread, cake, *rectangle*—slices of ham, cheese, meat loaf).

**Matching And
Sorting**

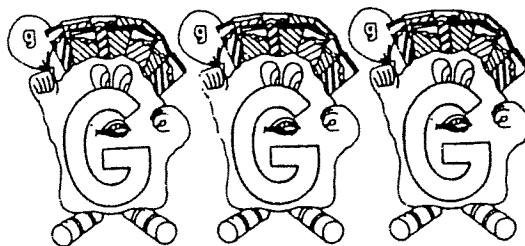
Including Mr. D's playing cards from Alpha Time Decks #1, 2 and 4 in any of the activities found in the *Games* section of the manual.

1G1

PLANNING AND PREPARATION: Huggables, Mr. D, Mr. G; Record #2; Picture Card 8; Alpha Time Master #109.

Optional: TeamMates

Using colored construction paper, make enough large pieces of make believe Goody Gum for each child in the class. Keep Mr. G concealed for the first part of the lesson.



MEETING MR. G AND HIS GOOEY GUM

Everything I touch feels strange. Everything feels gooey. My chair feels gooey. My desk feels gooey. This book feels gooey.

What do you think happened?

Touch each article as you mention it and react as if it were very sticky. Have the children do the same.

Gooey, gooey, everything feels gooey.

Touch the desk and tell us how a gooey desk feels.

Touch the chair and tell us how a gooey chair feels.

Touch this book and tell us how a gooey book feels.

Touch your shirt. See how gooey it feels.

Touch your shoes. See how gooey they feel!

I wonder who made everything so gooey!

Make believe you are consulting with Mr. D.

Mr. D says that there is a new Letter Person who has made everything so gooey.

If you close your eyes Mr. D will get the Letter Person.

Discovering Mr. G

While the children's eyes are closed, display Mr. G. When they open their eyes encourage them to gather around Mr. G, to look at him and to talk to him.

Who can this be?

Mr. D says his name is Mr. G.

What does he have on his head? (sticks of gum)

Why do you think he made everything gooey?

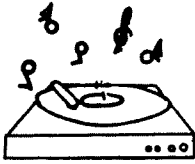
Mr. G. says that he has Goody Gum.

Tell the children his Goody Gum is sugarless.



Listening To And Discussing Mr. G's Song

Play Mr. G's song (record #2, side A, band #3). Talk to the children about the way the music makes them feel. Discuss some of the things Mr. G does. Some children may want to pantomime Mr. G's actions as the record is played.



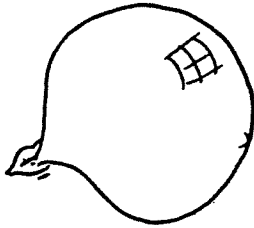
What happens to Mr. G? (He gets stuck.)

What does he say when his Goody Gum gets unstuck? ("Good, now I can go again.")

Let the children ask Mr. G about his Goody Gum.

Mr. G has the gooiest Goody Gum. How do you think the gooiest Goody Gum feels?

LISTENING TO A STORY



Tell the children the following story about Mr. G.

Mr. G loved Goody Gum so much that he wanted to find the gooiest gum in the world. He went from one store to another, searching for the gooiest Goody Gum.

Mr. G would try Goody Gum in gold wrappers and Goody Gum in green wrappers.

Each time Mr. G said, "It is gooey but not the gooiest!"

One night as Mr. G was chewing some new gum, someone was tapping at his window. He looked out and saw the strangest bird with the longest legs!

"Goodness," gasped Mr. G, "who are you?"

"Don't you remember me, Mr. G?" chirped the Gooney Bird.

"When I was a baby Gooney Bird, I lived in a nest in your garden.

"You were good to me and my family.

"Now I am all grown up and I have come to help you.

"I want to help you find the gooiest Goody Gum.

"I cannot help you chew your gum but I can help by flying you from place to place to find the gooiest gum."

Early the next morning Mr. G got on Gooney Bird's back, and together they flew from Goody Gum store to Goody Gum store.

They flew that morning, and the next, and the next, and the next.

Gooney Bird watched as Mr. G chewed.

Each time it was the same. The Goody Gum was not the gooiest.

Mr. G was getting grouchy and grumpy.

Gooney Bird said, "Mr. G, I know why you cannot find the gooiest Goody Gum. The gooiest Goody Gum has never been made!"

Mr. G started to cry and cry.

"Don't cry," begged Gooney Bird.

"You can still have the gooiest Gooney Gum. You will just have to make it. I will help you."

Mr. G wiped his eyes. He hopped on Gooney Bird's back, and off they flew to buy what they would need for making Gooney Gum.

They stopped at a store.

Mr. G went inside.

He was there for a long time.

When Mr. G came out, Gooney Bird did not know it was Mr. G.

He was wearing galoshes on his feet, gloves on his hands, glasses on his eyes.

Gooney Bird scratched his head.

Galoshes, gloves and glasses? What did they have to do with making the gooiest Gooney Gum?

Mr. G looked at Gooney Bird and said, "First I must look like a Gooney Gum maker. Then I will be able to make the gooiest Gooney Gum."

They flew back to Mr. G's garage. Then Mr. G gathered together all the things he thought he would need.

Now he was ready to start Gooney Gum making.

Mr. G filled glasses and glasses with little bits of this and little bits of that.

Would any of these make the gooiest Gooney Gum?

Mr. G decided to try.

He chewed.

Gooney Bird waited.

He chewed again.

Gooney Bird waited.

Mr. G shook his head.

"Gooney, but not the gooiest!" he said.

Mr. G did not give up. He filled more glasses and more glasses.

This time he put in lots of this and lots of that.

Would these turn into the gooiest Gooney Gum?

Again, Mr. G decided to try.

He chewed.

Gooney Bird waited.

*Comprehension skills:
remembering
drawing inferences
drawing conclusions*

Mr. G shook his head.

"Gooier, but not the gooiest!" he said again.

Mr. G was getting grouchy and grumpy again.

He was getting tired.

Soon Mr. G fell fast asleep. Gooney Bird slept too.

While they were asleep, something happened.

The lots of this and lots of that in the glasses started to grow and grow.

Gooley Gum gushed out of the glasses!

Gooley gum gushed onto Mr. G's galoshes.

Gooley gum gushed onto Gooney Bird's legs.

Gooley gum gushed into the garage, into the garden and out onto every street.

Mr. G and Gooney Bird slept on and on.

Suddenly Mr. G's telephone rang.

Then Mr. G's doorbell rang.

Mr. G and Gooney Bird both awoke.

"I'll answer the telephone. You answer the door," said Mr. G to Gooney Bird.

Mr. G could not answer the telephone. Gooney Bird could not answer the door. They could not move.

Mr. G's galoshes were stuck to the floor. Gooney Bird's legs were stuck to the floor.

Mr. G tried to get his galoshes free.

Goodness, gracious, his gloves got stuck to his galoshes!

And the Gooley Gum just kept gushing out of the glasses!

Mr. G got grumpier and grouchier.

Gooney Bird giggled and giggled.

Mr. G pulled and pulled at the Gooley Gum.

"What a mess," he yelled.

"This is the gooiest Gooley Gum I have ever seen. This is surely the goo-iest Gooley Gum in the whole world!"

Gooney Bird grinned and hopped up and down in the Gooley Gum.

He rolled round and round in the Gooley Gum.

He said, "Mr. G, don't you know you've found it?"

You said it, and don't even know that you said it."

"What are you talking about," grumbled Mr. G.

"What did you say about this gum?" giggled Gooney Bird as he danced in the Gooney Gum.

"I said it's a mess. It's the gooiest. . ." Mr. G stopped.

He said in a whisper, "the gooiest. . ." His voice got louder.

"*The gooiest*"—his voice got still louder—"THE GOOIEST!"

Gooney Bird, Gooney Bird, we've got it!

We've made the gooiest Gooney Gum in the world."

The people whose cars were stuck in it knew.

People whose feet were stuck in it knew.

Dogs, cats, children on roller skates, everyone knew!

Everyone was so happy for Mr. G they felt like dancing.

So they danced and danced in the Gooney Gum.

Even people who had never liked to dance liked dancing in the Gooney Gum.

In fact, the Gooney Gum Dance became the most popular dance in Letter People Land.

Mr. G wants us to dance the gooiest Gooney Gum dance with him.

He'll give you each a large piece of the gooiest Gooney Gum. Put it down on the floor in front of you and we'll be ready to start.

Give each child a piece of paper. Pretend that it is very gooey as you hand it to them. Have the children sing and enact the following to the tune of "Hokey Pokey." Remind the children that as they dance they are stepping on the gooiest Gooney Gum.

You put your right gooey foot in!
You put your right gooey foot out!
Your foot is full of goo, goo, goo!
So you shake it all about!

Repeat having the children use their left foot, right hand, left hand, whole self.

Show the children Picture Card 8 and give each child a matching copy of Alpha Time Master #109. Discuss the picture with the children.

Who do you see in the picture? (Mr. G, Gooney Bird)

What is happening to them? (They are stuck in the gooiest Gooney Gum.)

Show us Mr. G's glasses, galoshes, gloves.

Dancing The Gooney Gum Dance



*Discriminating between
left and right*

TYING IT TOGETHER



ON THEIR OWN

Children may choose from the following activities:

Art

Drawing pictures of themselves stuck in gum.

Making galoshes, glasses and gloves.

Physics

Observing what happens when flour is added to water. (It becomes gooey).

Observing what happens when chewing gum is melted.

Dramatic Play

Pantomiming Mr. G's song (record #2).

Using Mr. G as a character in a play based on the story.

Dance

Making up a Gooley Gum dance.

Storytelling

Using Picture Card 8 to retell the story of what happened when Mr. G fell asleep.

Making Comparisons

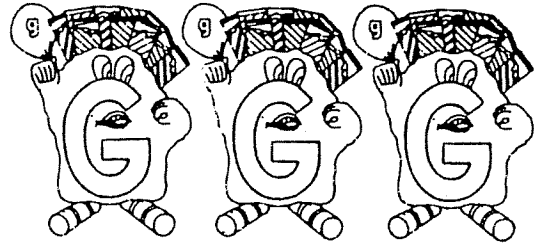
Using objects (e.g. books, blocks) in the classroom to demonstrate words of comparison such as big, bigger, biggest; heavy, heavier, heaviest; short, shorter, shortest.

Optional

Discuss TeamMate School Team Book page 40 and assign Home Team page 40 for homework.

1G₂

PLANNING AND PREPARATION: Huggable, Mr. G; several dozen small cut-outs in square, rectangle, triangle and circle shapes; Alpha Time Master #110; crayons, drawing paper.



REMEMBERING MR. G'S STORY

Gather the children around Mr. G.

Mr. G says you told the story of the doughnuts to Mr. D without words. Mr. G would like us to tell parts of his Gooney Gum story without using words.

Mr. G will tell us which parts he would like to see. Then we will try to act them out for him.

Do you remember how Gooney Bird helped Mr. G?

Help the children recall that Mr. G sat on Gooney Bird's back and flew from store to store.

Gooney Bird and Mr. G went to many, many stores to look for the gooiest Gooney Gum.

One of us will be Mr. G. One of us will be Gooney Bird.

This morning Gooney Bird will fly Mr. G to four stores.

Four of us will be storekeepers. Mr. G will try the Gooney Gum in each store to see if it is the gooiest.

Remind the children that when they are not using words, their hands, their faces and their head movements must all do things to take the place of words.

Mr. G likes the way you acted for that part of the story. He would like to see you act for another part of the story.

Mr. G remembers when he was grouchy and grumpy because he could not make the gooiest of Gooney Gums. He got tired of trying again and again. He fell asleep. Gooney Bird fell asleep too.

Show us, without using words, what happened while Mr. G and Gooney Bird slept.

One of us will be Mr. G. One of us will be Gooney Bird.

The rest of us will be the people, the dogs, the cats, the buses and cars and the other things on the street in Letter People Land.

Remember that all of a sudden the gooiest Gooney Gum gushed into the streets.

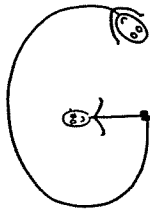
Give the children enough time to develop their own slapstick humor.

*Pantomiming
Mr. G's Story*

*Demonstrating A
Sense Of Humor*

IDENTIFYING THE UPPER AND LOWER CASE G

Analyzing The Shape Of The Capital "G"



Mr. G says please help him to find his capital letter.

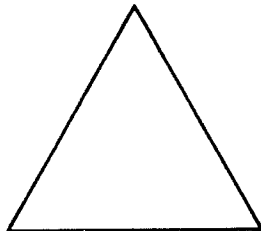
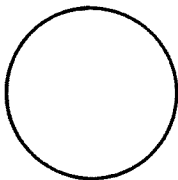
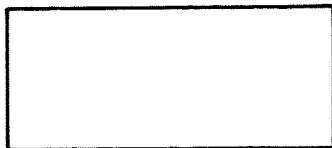
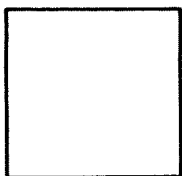
Use your eyes to find it. Use your hands to show him the shape that it has.

Find Mr. G's lower case letter. Show it to him.

Look at the shape of Mr. G's capital letter G. How many people do you think we will need to make the capital G with our bodies? Let's try making it.

Have the children form small groups and experiment to find the best way of using their bodies to make the capital G.

REMEMBERING GEOMETRIC SHAPES



Mr. G spends all day long making the gooiest Gooney Gum. He gets tired of looking at the same shape all the time. Guess what shapes Mr. G has been using to make Gooney Gum.

Have the children recall any of the shapes they talked about in previous lessons. As you hold up the appropriate shapes in the activity below, the children may identify them.

Mr. G buys Gooney Gum from the storekeepers. The storekeepers sell Gooney Gum in the shape of a . . . *(Hold up the square shaped cut-out.)*

The storekeepers sell Gooney Gum in the shape of a . . . *(Hold up the rectangle shaped cut-out.)*

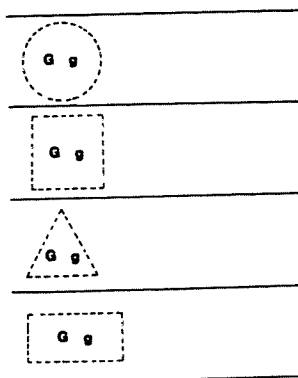
The storekeepers sell Gooney Gum in the shape of a . . . *(Hold up the circle shaped cut-out.)*

The storekeepers sell Gooney Gum in the shape of a . . . *(Hold up the triangle shaped cutout.)*

The storekeepers are selling lots of Gooney Gum. They are busy all the time. Sometimes they don't even have time to talk to you when you come to buy Gooney Gum.

You must bring a piece of paper on which you have drawn your order.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #110. Explain how it is to be used.

This will be your order sheet. If you want one piece of Gooney Gum shaped like a circle, draw one circle shape on your order paper.

If you want two pieces of Gooney Gum, one piece shaped like a square and one piece shaped like a triangle, what will you have to draw on your order paper? (a square and a triangle)

Name four children to be storekeepers. Give each a selection of the square, circular, rectangular, and triangular cut-outs you have previously prepared.

Have the children draw their orders on the Alpha Time Master sheets. Limit the orders to the number of cut-outs you have prepared.

Children who cannot draw the shapes may want to cut out the printed ones. Other may simply want to mark the shapes they want to use.

To play store, the children bring their orders to the storekeepers. Together the child and storekeeper fill the order. Each store can also have a "checker." The "checker" will match the child's order with his purchase.

The children may mark the upper and lower case G's.

ON THEIR OWN

Children may choose from the following activities:

Letter Tracing

Using Alpha Time Master #61 to trace the upper and lower case letter G.

Counting

Drawing one, two, three or four each of the shapes of gum in the lesson.

Art

Making a collage of cut outs of advertisements for chewing gum.

Making paper chains out of gum wrappers.

Matching And Sorting

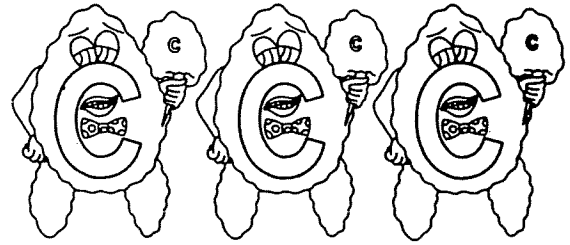
Including Mr. G's playing cards from Alpha Time Decks 1, 2, and 4 in any of the activities described in the *Games* section.

1C₁

PLANNING AND PREPARATION: Huggables, Mr. L, Mr. D, Mr. G, Mr. C; Record #2; Alpha Time Master #111. Small pieces of cotton—one for each child. (Pink cotton is ideal.)

Optional: TeamMates

Place Mr. L, Mr. D and Mr. G where the children can see them. Put a sheet or large cloth over Mr. C and hide him where he cannot be seen but is easily available.



TALKING ABOUT COTTON CANDY

Hearing About Cotton Candy Land

Mr. L, Mr. D and Mr. G heard about a very special place called Cotton Candy Land.

(Be sure the children know what Cotton Candy is.)

Everything in Cotton Candy Land is made of Cotton Candy.

There are Cotton Candy houses.

There are Cotton Candy trees.

There are Cotton Candy cars.

There are Cotton Candy bicycles.

There are Cotton Candy schools.

It is the prettiest and tastiest place anyone could visit. The people in Cotton Candy Land even wear Cotton Candy clothes.

Mr. L, Mr. G and Mr. D decided to go to Cotton Candy Land. They went to the chief of Cotton Candy Land. He welcomed them and smiled.

Mr. D couldn't believe his eyes. The chief's teeth were made of Cotton Candy.

The chief took a puff of Cotton Candy and placed it in Mr. L's hand.

He said to Mr. L, "What is this?"

"It is Cotton Candy," answered Mr. L.

"It is magical Cotton Candy," said the chief. "This puff of Cotton Candy can be anything you want it to be."

I would like it to be a Cotton Candy car," said Mr. L.

Mr. L waited and waited but the puff of Cotton Candy remained just a puff of Cotton Candy. Mr. L laughed. He thought that the chief was tricking him.

The chief said, "Mr. L, you must say the Cotton Candy magic words."

Cana, cana, cana, coo, coo, coo.

I'll blow a puff of Cotton Candy at you.

I'll wish for a Cotton-Candy car and close my eyes.

And look for a Cotton Candy surprise.

Let's say the magic Cotton Candy words with Mr. L.

Repeat the rhyme with the children.

Mr. L blew a puff of Cotton Candy and sure enough, when he opened his eyes, there was a Cotton Candy car!

The other Letter People were so excited they could hardly wait to blow puffs of Cotton Candy too. They thought of all the things they wanted to have. They blew puffs of Cotton Candy all day and all night. Now the Letter People want us to try it.

Give each child a small piece of cotton and let them practice blowing it in the air.

Playing The Cotton Candy Game

Have one child pretend to hold a puff of Cotton Candy. The class joins him in saying the Cotton Candy magic words. Before the child opens his eyes, the rest of the class turn themselves into the child's wish. (e.g., If the child wants the Cotton Candy puff to be a tree, each child in the class stands and pretends to be a tree.)

Continue the game until several children have had a chance to blow puffs of Cotton Candy.

MEETING MR. C

The Letter People talked together and thought of something they wanted more than anything else.

They wanted a Letter Person made of Cotton Candy. They wanted a Letter Person who would live with them. Then they would always be able to remember Cotton Candy Land.

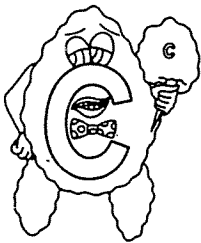
The chief thought and thought. He told the Letter People that he would send a Cotton Candy Letter Person to them.

Bring out Mr. C who is covered with a sheet. Do not remove the sheet.

If we all close our eyes and say the Cotton Candy magic words we will find a Letter Person made of Cotton Candy under this sheet.

Have the children say the Cotton Candy magic words with you and blow their bits of cotton.

Cana, cana, cana, coo, coo, coo.
I'll blow a puff of Cotton Candy at you.
I'll wish for a Letter Person and close my eyes
And look for a Cotton Candy surprise.



Remove the sheet covering Mr. C.

It really happened! How can we tell we got what we wished for? (The Letter Person is made of Cotton Candy.)

What is he holding in his hand? (Cotton Candy)

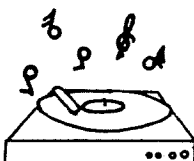
LISTENING TO MR. C'S SONG

Mr. C wants to sing a song to us. The song will tell us many things about him.

Play Mr. C's song (record #2, side A, band #4) and discuss what Mr. C tells about himself.

What does Mr. C say that tells us he might play tricks on people?

Show Mr. C how his music makes you want to move.



TYING IT TOGETHER



ON THEIR OWN

Music And Dance

Art

Oral Communication

Optional

Distribute copies of Alpha Time Master #111 and discuss it with the children.

Where in this picture, do you see Cotton Candy? (e.g., rabbit's tail, flowers)

Which Letter Person is in the picture? (Mr. C)

What is he made of? (Cotton Candy)

Children may choose from the following activities:

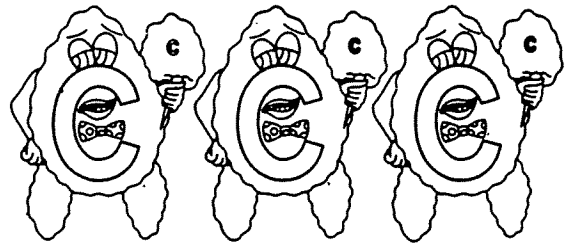
Listening and dancing to Mr. C's music (record #2, side A band #4)

Making Cotton Candy cones by pasting cotton on a paper cone or stick and painting it pink.

Making Cotton Candy Land by building a small town and pasting cotton on the houses, lamps, trees, etc.

Introducing Mr. C to the other Letter People.

Discuss TeamMate School Team Book page 41 and assign Home Team page 41 for homework.



READING COMPREHENSION

Poor Mr. G has been having trouble with the Cotton Candy magic words. The Cotton Candy magic words keep getting stuck in his Goody Gum and he gets them mixed up.

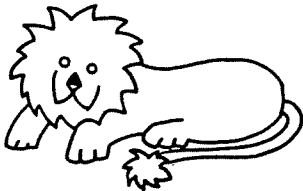
Call on several children to say the Cotton Candy words the way they are supposed to be said.

Can a, can a, can a, coo, coo, coo.
I'll blow a puff of Cotton Candy at you.
I'll wish for a Cotton Candy (car) and close my eyes.
And look for a Cotton Candy surprise.

When Mr. G says the words they keep getting stuck. He never gets exactly what he asks for. Mr. G is so surprised that he still can't talk about it. He drew the story of what happened to him. We will know what happened as we read the pictures.

Distribute copies of Alpha Time Master #112 and discuss each picture with the children.

Frame #1



*Making inferences,
Making cause and effect
relationships,
predicting outcomes*

Mr. G's first wish was for a pet.

Let's look at the first box. The box is empty. It was made to hold Mr. G's Cotton Candy wish for a pet. Mr. G got the Cotton Candy magic words stuck so he didn't get the pet he wanted.

Look at the picture next to the empty box. It shows what Mr. G got instead of his wish.

What did Mr. G get instead of his Cotton Candy wish? (a lion)

How do you think Mr. G feels about getting a lion?

Why might it be a problem to have a lion as a pet?

What do you think Mr. G will do with the lion?

What do you think Mr. G wished for instead of a lion?

Mr. G will give us a clue.

Solving A Riddle

"As big as a lion it never will be,
But my wish is part of the lion's family.
My wish is small and soft and says meow.
Can you tell me what my wish is now?" (cat)

Have the children draw Mr. G's wish (i.e., a cat) in the empty box along side the lion.

Frame #2

Let's look in the box under the lion and see what Mr. G got the next time he made a Cotton Candy wish. (a cow)

How do you think Mr. G feels about getting a cow?

Tell us what you would do with a cow if you suddenly got one.

Why wouldn't some people be able to keep a cow as a pet?

Let's listen to what Mr. G really wished.



"My wish is white and comes from a cow.
Can you tell me the name of my wish now?"

What was Mr. G's wish? (milk)

Be Mr. G. Take a puff of Cotton Candy. Say the Cotton Candy magic words so that they all get stuck together and come out all wrong.

Frame #3

Have the children draw Mr. G's wish (i.e., milk) in the box next to the picture of the cow. Follow the same procedure for the alligator and the tree riddles.



"I don't want an alligator—alas and alack.
My wish has four feet and a shell on its back!" (turtle)

Frame #4

"A tree in a flower pot. What a funny sight!
I guess my wish didn't turn out quite right.
I wished for something small and sweet to smell.
What is the name of my wish, can you tell?" (flower)



Mr. G brought all the mixed up wishes and left them with Mr. C.

Mr. C brought the tree to a forest.

He brought the alligator to the zoo.

He brought the cow to a farm.

What did Mr. C have left? (the lion)

Mr. C tried to get the zoo to take the lion but this was not their week for lions. They were all full of lions.

Now Mr. C doesn't know what to do with him!

DICTATING A NEWSPAPER STORY

The editor of the newspaper said that he would give Mr. C space on the front page of the newspaper.

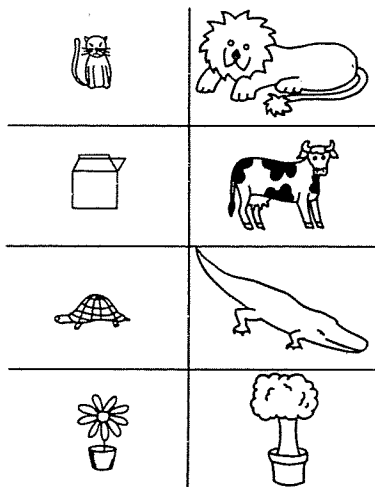
Mr. C can write a story telling all about his lion.

Mr. C needs help in writing the story.

Let's write the story for Mr. C.

Have the children dictate a story about the lion. Encourage them to describe what he looks like and what kind of personality he has. (e.g., He is a friendly lion, a happy lion, a fierce lion.) Have them tell some funny things the lion might do.

TYING IT TOGETHER



Using context clues

Give the following clues to the children to help them guess the animals described. They may look at their copies of Alpha Time Master #112 for help.

This animal likes to drink milk. (cat)

This animal gives milk. (cow)

This animal roars. (lion)

This animal says meow. (cat)

This animal says moo. (cow)

This animal makes no sound. (turtle)

This animal has big jaws. (alligator)

This animal lives in the water or on land. (alligator, turtle)

This animal has a shell on its back. (turtle)

ON THEIR OWN

*Zoology
Classifying*

Children may choose from the following activities:

Making a list of animals that live on land and in the water (amphibians) such as a turtle or alligator.

Making a list of animals that belong to the cat family.

Making a list of animals that live on a farm, such as a cow.

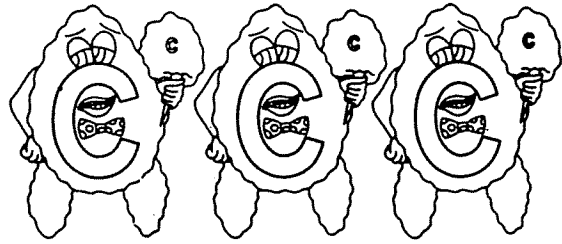
Making a list of animals that make good pets.

Art

Drawing or painting pictures of big animals or little animals.

Crafts

Making animals out of clay.



IDENTIFYING THE CAPITAL AND LOWER CASE LETTER C

*Pointing To
Mr. C's Letter*



Gather the children around Mr. C.

Mr. C is going on a trip, but first he wants to be sure we know his letter.

Show Mr. C his capital letter C.

Where is Mr. C's lower case letter c?

Show it to him.

What kind of line is used to make the C? (curve)

How many children do we need to make the C? (one)

How are the upper and lower case C different? (size)

TALKING ABOUT FEELINGS

Mr. C says that now he must get ready to leave for Cotton Candy Land.

He says that the only place that he can get all the Cotton Candy he wants is in Cotton Candy Land. He says that he will bring Cotton Candy back with him.

The Letter People know that Cotton Candy Land is far away. It is a very long trip. They are afraid that Mr. C won't come back to us.

Ask Mr. C if he will return.

Let the children talk to Mr. C about his trip and about whether or not he will return. NOTE: Children are often anxious about a member of the family leaving on a trip. This is a good time to discuss their feelings.

Mr. C says he has to go to Cotton Candy Land but that he will surely be back. Although he is made of Cotton Candy he is still a Letter Person and belongs here in class.

Tell the Letter People about a time someone you know went on a trip.

How did you feel when he (she) left?

Was he (she) gone for a long time?

How did you feel when you missed them?

How did you feel when they returned?

Why is it sometimes necessary for people to take trips?

Did you ever have to go away?

How did you feel?

LISTENING TO A STORY

Dramatizing Action Words

This story can be told in the same manner as "Going on a Bear Hunt." Gather the children around you. Explain that they are going to do everything that Mr. C does as you tell this story. Hands, arms and feet may be used to simulate the different motions.

Hiking

Mr. C started on his trip to Cotton Candy Land last Tuesday morning.

Mr. C hiked to the edge of the cabbage fields. There he waited for Casper Caterpillar to lead him through the cabbages. All the cabbages look alike to Mr. C, but Casper knows each one of them personally, and so he could lead Mr. C through the fields. Slowly and carefully, Casper crawled to the end of the cabbage fields.

Crawling

Miles and miles of cactus fields were ahead. "I must stop here," said Casper as he came to the very edge of the cactus fields. "I must not crawl any further. Cactus needles will stick me."

Camellia Camel will be here soon to take you to Cotton Candy Land. Oh, I hear Camellia Camel now. Good-bye Mr. C. Have a wonderful trip."

The first part of Mr. C's trip was over and the second half was about to begin!

Trotting

Clip-clop, clip-clop, clip-clop, here was Camellia Camel to take Mr. C the rest of the way!

"Hello Mr. C," whispered Camellia. Camellia's eyes were the color of caramels. Her eyelashes were long and curly. "Coo, Camellia, how pretty you look," said Mr. C.

"Mr. C, I will bend down so that you can climb on my back," said the camel.

When Mr. C finally got settled on Camellia Camel, he was cozy and comfortable.

Clip-clop, clip-clop, Camellia Camel's hoofs clicked as she walked along.

Sleeping

Clip-clop, clip-clop. Mr. C fell fast asleep. Can you guess what he dreamt about?

Time passed. Mr. C slept on and on. Suddenly a soft voice said, "Wake up! I can take you no further."

Waking

Mr. C woke up with a start. "Where am I?" he called.

Smelling

Mr. C smelled a wonderful smell in the air. Cotton Candy trees lined the curbs. Even the fluffy clouds in the sky were made of Cotton Candy. And what Cotton Candy it was! Light and delicate, and thin as cobwebs! At last he was in Cotton Candy Land! He looked up and saw the Cotton Candy castle standing high up on the hill.

"You have been sleeping a long time," said Camellia Camel. "If you climb up to the castle, you will get what you have been dreaming about. I cannot climb up that steep cobblestone hill."

Climbing

Mr. C didn't feel tired any longer. His trip was almost over. He started to climb the steep cobblestone hill. Up, up, up he climbed. What a steep hill! He climbed and climbed some more. A fluffy Cotton Candy cloud floated by and called to Mr. C. "I will take you to the castle. Leap up and we will drift there."

Leaping

Floating

"Thank you," said Mr. C. He climbed up on the cloud and away they floated. They floated and floated, up and up and up.

Talking

From the moment Mr. C landed at the Cotton Candy castle, he was very busy. He tried to think of a way of bringing Cotton Candy back to class. He spoke to the Cotton Candy makers for a long time. They talked and talked and talked. They wondered who could carry so much Cotton Candy back.

Then Mr. C called the Cotton Candy clouds. "I have a plan," said Mr. C. "I need your help. I would like to bring Cotton Candy back to class with me. Not everyone who wants Cotton Candy can make this trip. The Cotton Candy makers will gladly make Cotton Candy to send to people who cannot travel here. However, we need a way to deliver it. We need a delivery service that won't get stuck by cactus needles. We need a delivery service that won't get lost in miles and miles of cabbage fields."

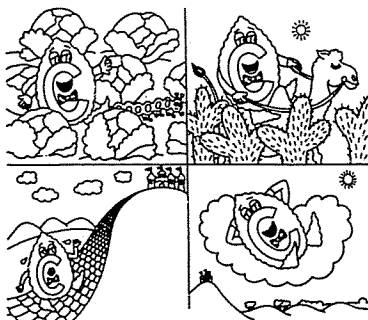
"Wait!" called a Cotton Candy cloud. "What you say is true. It is hard for a delivery service to walk *through* the cactus and the cabbages but what about a delivery service that floats *over* them? We clouds will be happy to carry Cotton Candy to other people. Our Cotton Candy clouds will float Cotton Candy to everybody. We will float it to people in the city. We will float it to people in the country. We will float it to parks and circuses and zoos and carnivals. We will float it to the children in the class."

And that's the story of how Mr. C made it possible for all of us to get Cotton Candy without traveling to Cotton Candy Land.

TYING IT TOGETHER

Recalling The Story

While Mr. C was traveling to Cotton Candy Land, he took some pictures with his camera. He enjoys looking at them. He would like to have us look at them too so that we can remember how much fun he had on his trip.



Hold up Picture Card 9 and distribute matching Alpha Time Master #113 and talk about each picture on it.

Mr. C likes to remember all the things that happened on his way to Cotton Candy Land.

He remembers Casper Caterpillar crawling *through* the... (cabbage fields).

He remembers Camellia Camel, clippity clopping *through* the... (cactus fields).

He remembers floating in the air *on* a Cotton Candy... (cloud).

Children may mark the upper case C with one color and the lower case c with another.

ON THEIR OWN

Children may choose from the following activities:

Letter Tracing

Using Alpha Time Master #57 to trace the upper and lower case letter C.

Cooking

Using cabbage or carrots in various recipes such as boiled cabbage, coleslaw, carrot curls.

Science

Noting how the texture of a cabbage leaf changes when it is submerged in boiling water; when it is shredded, salted and left to stand for a half hour.

Nature

Collecting cactuses and learning about their care.

Story Telling

Using Mr. C's Picture Card 9 to retell his story.

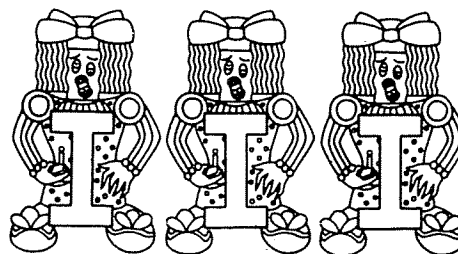
Sorting & Matching

Including Mr. C's playing cards from Alpha Time Decks 1, 2, and 4 in the activities described in the *Games* section.

PLANNING AND PREPARATION: Huggables, Mr. T, Miss A, Miss I; Record #3; art materials, large sheets of construction paper for each child; Alpha Time Master #114.

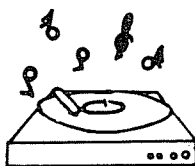
Optional: TeamMates

Place Mr. T next to Miss A and have Miss I stand a distance away.



MEETING MISS I

Listening To A Dramatization



Play Meeting Miss I (record #3, side A, band #3) and then discuss the story with the children.

What is special about Miss I? (She itches.)

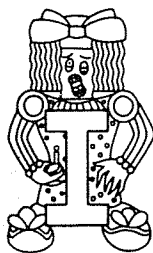
How did Miss A feel after Miss I arrived? (upset)

About what did Miss A complain? (Miss I and the others did not play with her.)

What did Mr. T say about the way Miss A felt? (She was jealous.)

What made Miss A jealous? (The Letter People were paying more attention to Miss I than to her.)

Tell us about a time you were jealous of someone new. (e.g., a new baby, a new member of the class)



What did Mr. T tell Miss A to do? (make friends with Miss I; get to know her; play with her)

Show us how you think Miss I wiggle hops.

Gather the children around Miss I.

How do Miss I's hands look? (e.g., itchy, wiggly)

Why do you think her fingers look that way?

Why do you think she has such a funny expression on her face? (She is itchy.)

Tell us about a time when you had an itch. What made you itch? (e.g., mosquito bites, hives, chicken pox) How did the itch make you feel?

Show us how your itch made you wiggle. Did you like your itch?

Tell us about any medicine that you put on yourself when you had an itch. (e.g., calamine lotion, witch hazel, ointment, powder)

Talking About "Itching"

IDENTIFYING THE UPPER AND LOWER CASE LETTER I

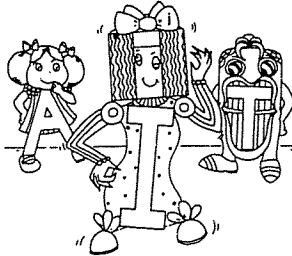
Analyzing The Letter I

Miss I says her Itch always makes her wiggle, but that her capital letter is very straight. Find Miss I's capital letter I.

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



TYING IT TOGETHER



Help the children form the capital I with their bodies. Then have them find the lower case i.

Until now all the capital and lower case letters have had either straight or curved lines. What does the lower case i have over the straight line? (a dot)

Distribute copies of Alpha Time Master #114 and discuss the picture with the children.

Who is in this picture? (Miss I, Mr. T, Miss A)

What do you think Miss A is thinking?

What do you think Mr. T is thinking?

What do you think Miss I is thinking?

Why is Miss I always wiggling? (She has an Itch.)

ON THEIR OWN

Children may choose from the following activities:

Dramatic Play

Dramatizing the arrival of Miss I.

Listening

Listening to Meeting Miss I (record #3).

Letter Tracing

Using Alpha Time Master #63 to trace the upper and lower case I.

Oral Communication

Introducing Miss I to the other Letter People and telling about each one.

Science

Experimenting, comparing and describing different kinds of mixtures such as ointments, powders, liquids, creams and soaps. Note special qualities such as wet, dry, sticky, smooth, cool, warm, soft and hard.

Matching & Sorting

Including Miss I's playing cards from Alpha Time Decks 1, 2, and 4 in any of the games in the *Games* section.

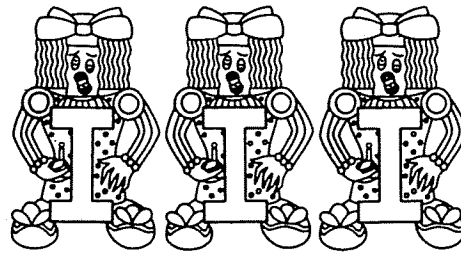
Art

Creating designs using only straight lines and dots.

Optional

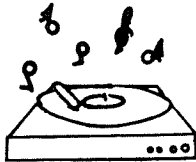
Discuss TeamMate School Team Book page 42 and assign Home Team page 42 for homework.

PLANNING AND PREPARATION: Huggable, Miss I; Record #2 with Miss I's song; Alpha Time Masters #115 and #116.



REMEMBERING MISS I

Listening To Miss I's Song



Gather the children around you to listen to Miss I's song (record #2, side A, band #5).

Miss I had so much fun meeting us that she has been wiggling and hopping and waiting for us to come back to school to see her again. While she wiggled and hopped, she prepared a song for us. Let's listen to it.

Discuss Miss I's song with the children. Play the song a second time and encourage them to sing and dance along with it.

Does Miss I's music make you feel itchy? Show us how you can wiggle hop to Miss I's music.

What does Miss I tell us about herself?

INTRODUCING MISS I'S ITCH



Tell the children that sometimes Miss I's Itch makes other people itch too. Pretend to scratch as you mention each itchy place. Have the children do the same.

I feel an Itch on top of my head! Now there is an Itch on the top of your head. Now there's an Itch on top of our toes. Let's catch it. Here comes another Itch! It's catching our fingers. Let's see itchy fingers. Now it is leaving our fingers and running down to our knees. Let's see itchy knees.

Pretend to itch all over.

All this itching never seems to stop. Now we're doing a wiggle hop.

Tell the children that Miss I says it is her Itch that is making them feel so itchy. Then read Miss I's rhyme.

My Itch is always itching me.
I never know where it will be.
I never know what it will do.
It may itch me, it may itch you.
First we'll itch down—then up to the top.
We'll itch and itch and never stop!
Now the Itch will take a ride.
Let's make it slide from side to side.
Then we'll itch around and around,
And hide under a desk so we won't be found.

Demonstrating Up, Down, Around

Have the class pretend to be Miss I. Reread the poem slowly, so the children may follow the directions in the rhyme.

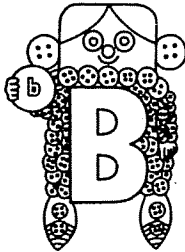
Make sure the children understand what movements are meant by the terms "up and down," "side to side," "around and around."

ISOLATING THE SHORT VOWEL SOUND FOR I

Tell the children the following story. Emphasize the short vowel sound "i" each time it occurs.

Last night Miss I went to sleep. Her Itch went to sleep too. That's when things started to happen!

Mr. B woke up because all of his buttons started jiggling just as though they were itching.



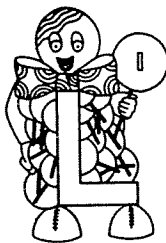
Mr. B looked for the Itch, however, he could not find it.

He looked behind each and every button, but no Itch!

Suddenly a teeny weeny little voice said, "Here I am."
"Who are you?" asked Mr. B.

The teeny weeny little voice said, "I'm the i from Itch. When Miss I and her Itch went to sleep, I ran away! I wanted to see if I could make things Itch all by myself. You know an i is the itchiest part of any Itch."

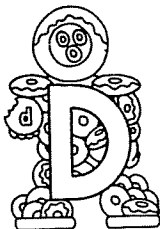
Mr. B tried to catch the i, but it was so teeny weeny that it slid right out of his hand and ran off to do some more itching.



Mr. B telephoned some of the other Letter People to let them know that the i had run away from the Itch. He called Mr. L and told him that the little i was trying to prove that it was the itchiest part of the Itch.

"Leaping lollies! Now I understand why all my lollies are laughing and leaping around the room," said Mr. L. "Now I know it must be that teeny weeny i!"

Demonstrating Action Words



Have the children demonstrate how lollies laugh and leap.

When Mr. B called Mr. D, Mr. D was trying to decorate a doughnut. He could not get one sprinkle on the doughnut. That doughnut would not stand still for a minute.

Mr. D scolded the doughnut, but the doughnut said, "I can't seem to stop! The i is making me wiggle hop."

"Oh no," said Mr. D, "I don't want any itchy doughnuts!"



Have the children show Miss I how itchy doughnuts would look.

Then the same thing started happening to Mr. G, who was wrapping Goody Gum—and to Mr. C, who was counting his Cotton Candy. The Goody Gum and the Cotton Candy started wiggle-hopping around.

How would Goody Gum look when it is wiggle-hopping?

How would Cotton Candy look?

Have the children dramatize this part of the story. Have them suggest other Letter People the i might visit. (e.g., Mr. H with itchy hair, Mr. Z with itchy zippers)

The Ĩ made itching trouble all night long. The next morning Miss I's telephone started to ring and ring.

Miss I couldn't believe what she heard! She decided to find the Ĩ and bring it back.

When Miss I found the Ĩ, it was happy. It said, "I would rather make Miss I Itch than anyone else in the whole world!"

Then the Ĩ jumped on Miss I's shoulder. "I feel itchy," said Miss I. "I'm doing a wiggle hop!" At last Miss I was happy and so were the other Letter People.

Discuss the story with the children.

What happened to Mr. D when he tried to decorate the doughnut? (It wouldn't stand still.)

What other Letter People did the Ĩ get into trouble? (Mr. L, Mr. C, Mr. G)

Show us what makes Miss I happy. (wiggle hopping)

Why were the other Letter People happy that the Ĩ went back to Miss I? (They didn't want to itch.)

Singing A Song Naming Body Parts

Have the children sing the following words to the tune of "Old Mac Donald."



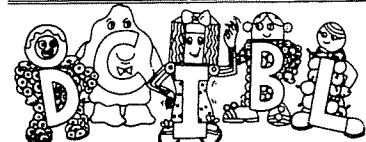
Miss I has an Itch,
Ĩ, ĩ, ĩ, ĩ, Itch.
She has an Itch upon her foot,
Ĩ, ĩ, ĩ, ĩ, Itch.
With an Itch, Itch here,
And an Itch, Itch there. . . etc.

Repeat the song, substituting other body parts for foot (e.g., toes, knee, arm, hand, back).

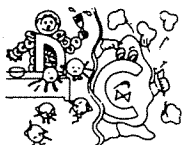
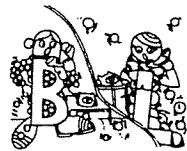
TYING IT TOGETHER



Frame #1



Frame #2



Miss I is very happy that her Ĩ has come back to her Itch. She has drawn a picture-story that tells what happened after the Ĩ went away from her.

Give each child a copy of Alpha Time Master #115. Discuss the pictures with the children. Encourage them to retell the part of the story that goes with each picture. Use questions similar to the following to help the children remember the story:

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

Why is Mr. B unhappy? (His buttons are itching.)

Why did he call Mr. L? (to warn him about the Ĩ)

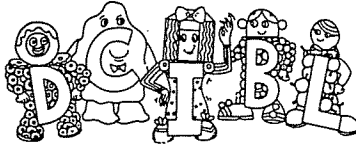
Which Letter Boys are here? (Mr. D, Mr. C)

How do they look? (upset)

Why are they upset? (The ĩ from Itch went into the doughnuts and cotton candy.)

What do you think they are saying?

Frame #3



Where is the ĩ from Itch in this picture? (back with Miss I)

Why is Miss I smiling? (She likes the ĩ and the Itch.)

Why do the Letter Boys look so happy? (They got rid of the ĩ.)

NOTE: Alpha Time Master #116 is a letter to parents explaining the progress the children have made thus far with ALPHA TIME. This letter may be sent home with the children at this time.

ON THEIR OWN

Children may choose from the following activities:

Music And Dance

Playing Miss I's song (record #2) and doing the wiggle hop.

Art

Painting a picture of itching doughnuts, gooey gum, lollipops and cotton candy.

Crafts

Making an "Itch" out of a variety of materials.

Dramatic Play

Enacting the story of Miss I's ĩ, possibly with stick puppets.

Story Telling

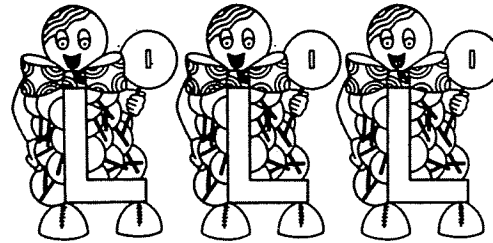
Retelling the story of Miss I's ĩ to some of the other Letter People. If a tape recorder is available the story may be recorded and shared later.

2L₁

PLANNING AND PREPARATION: Huggable, Mr. L; a bag for Mr. L; Mr. L's Picture Squares; Alpha Time Master #117; Record #2; a cut-out of a lollipop; magazines, a variety of art materials.

Optional: TeamMates

Before the lesson begins, Mr. L's music (record #2, side A, band #1) may be played to set the mood.



MR. L GETS HIS SOUND FROM LEMON LOLLIPOPS

Gather the children around you and Mr. L and tell them that the Lolly Lane Lookers have been called to the job once again.

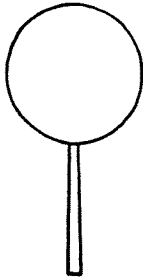
Mr. L asked the Lolly Lane Lookers to look for something just for him. Mr. L wants to have a sound as the other Letter People do.

The Lolly Lane Lookers began looking up and down Lolly Lane to find a sound for Mr. L.

Mr. L has looked up and down Lolly Lane. And then he found a sound right under his nose!

What can it be?

Lead the children to the conclusion that the only thing under Mr. L's nose is a Lemon Lollipop! Have them discover that Mr. L will get his sound from his Lemon Lollipops.



IDENTIFYING WORDS WITH L IN THE INITIAL POSITION

Mr. L loves his Lemon Lollipops. He likes the idea of getting his sound from his Lemon Lollipops.

He is trying to think of words that start with his Lemon Lollipops sound.

Try to tell Mr. L some words that start the same way as Lemon Lollipops.

Give the children a chance to mention any words that start with "L."

The Lolly Lane Lookers say that as they were looking up and down Lolly Lane they saw many things that start the same way as Mr. L's Lemon Lollipops. They have a picture of Lolly Lane for us.

Give each child a copy of Alpha Time Master #117 and have them mark each picture as it is discussed.

Mr. L is going to tell us some riddles. We will look at this picture of Lolly Lane for the answer to each of his riddles.

The answers to his riddles will start with the same sound as his Lemon Lollipops. The answers will be somewhere on Lolly Lane.



Identifying Words Through Context Clues

Mr. L is ready with the first riddle. Remember—we have to find something on Lolly Lane that starts with his Lemon Lollipops sound!

Here is the first riddle:

You'll usually find me in a zoo.
I hope my roar doesn't frighten you!
Say "Lemon Lollipops" before you look for me.
Somewhere on Lolly Lane I will be. (lion)

Here is the second riddle:

The Lolly Lane Lookers climbed up and down me
When they looked at the nest up in the tree!
Say "Lemon Lollipops" before you look for me.
Somewhere on Lolly Lane—I will be! (ladder)

Continue with the following riddles adding the refrain for each.

I grow on the branches of a tree.
Trees don't give shade if they don't have me! (leaves)

For an address and a stamp I have space.
The mailbox is my special place! (letter)

I color lips a pretty pink.
Lots of ladies use me, I think. (lipstick)

Mr. L is happy with all the things you found that start with his Lemon Lollipops sound.

Show the children Mr. L's Picture Squares (i.e., lion, ladder, lamp, lock, locomotive).

Mr. L has been looking on Lolly Lane, too! He has found some pictures. He wants us to tell him the names of the things that he has found.

He wants us to prove each thing to him so he can be sure that it starts with his Lemon Lollipops sound.

Have the children name and prove each of Mr. L's pictures and put them in a bag for Mr. L. (The "Prove It" song, record #5, side A, band #3 may be used.)

Mr. L wants us to fill his bag for him. He can't wait to have a bagful of things.

Let's find or make things for Mr. L's bag.

Have the children go to different parts of the room where various art materials have been put out for them. Remind them to prove each thing they make for Mr. L before putting it into his bag.

Explain the "Lollipop Leaders" game to the children: Lollipop Leaders can only do things that are Mr. L "doing words."

First—Mr. L will help us discover some of his "doing words."

Naming Mr. L's Picture Squares



Making Things For Mr. L's Bag



Dramatizing Mr. L's Doing Words

Give the children a chance to mention any Mr. L "doing words" they can think of.

Leaping

Mr. L says that before his lollies were lollipops, they used to *leap* out of his house.

Leap starts with Mr. L's Lemon Lollipops sound.

Leap is a Mr. L "doing word."

Show Mr. L how you *leap*.

Another Mr. L "doing word" tells what the Lolly Lane Lookers spend their time doing.

Looking

What do the Lolly Lane Lookers do? (look)

Look starts with Mr. L's sound.

Look is a Mr. L "doing word."

Laughing

What do people do when they hear a very funny joke? (laugh)

Laugh starts the same way as Lemon Lollipops.

Laugh is a Mr. L "doing word."

Show Mr. L how you *laugh*.

Locking

When you leave your house you use a key. Why do you use the key? (to *lock* the door)

Lock starts with the Lemon Lollipops sound.

Lock is a Mr. L "doing word."

Follow the procedure outlined above for other Mr. L "doing words" (e.g., lift, listen, lick, label, lace, lean, load). Then explain the rest of the game to the children as follows:

Now that we know some Mr. L "doing words" we are ready for the rest of the game.

Let us pick a Lollipop Leader. Our Lollipop Leader will wear this Lollipop. (*Show the children the cut-out of the lollipop.*)

The Lollipop Leader will tell us which Mr. L "doing word" we should do.

Then we will all show Mr. L how we do that "doing word."

TYING IT TOGETHER

Auditory Discrimination

Play Mr. L's song and have the children listen for words that begin with his Lemon Lollipops sound. (e.g., lovely, large, little, lots)

ON THEIR OWN

Children may choose from the following activities:

Playing A Game

Playing any of the games in the *Games* section involving Mr. L's Picture Squares.

Making up riddles for other "doing words."

Using Verbs

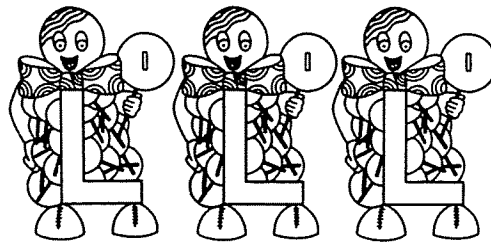
Using Alpha Time Master #117 to point out what the people and things are doing. (i.e., ladder is leaning, lady is painting her lips, leaves are hanging, lion is lying on the ground and licking lollipops)

Optional

Do TeamMate School Team Book page 43 and assign Home Team page 43 for homework.

2L₂

PLANNING AND PREPARATION: Huggables, Mr. L and Mr. F; Alpha Time Master #118; Mr. L's Bag; Mr. L's Picture Squares; construction paper cut into 4" long strips, crayons, magazines, paste and scissors.



USING WORDS WITH L IN THE INITIAL POSITION IN WORDS

Mr. L loses everything.

Mr. L couldn't understand why he kept on losing things until the Letter People said to him, "Mr. L, we understand why your things are always getting lost.

"Lost is one of your words. Lost begins with your Lemon Lollipop sound."

Mr. L said, "Now I understand! Who found all the things that I lost?"

The Letter People all laughed. They said, "Mr. L, if you *lost* things that start with your sound, who do you *think* found the things you lost?"

Who is good at *finding* things?

Lead the children to the conclusion that Mr. F is good at finding things. You can point to Mr. F as a clue if the children have trouble remembering.

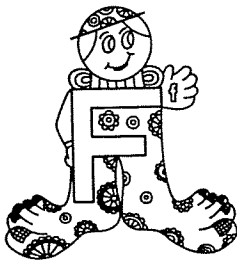
Mr. L and Mr. F want to play the "Lost and Found" game.

Mr. F will tell us about some things he found in Mr. L's Bag. He will give a clue for each thing he finds.

If Mr. L can guess what he lost, Mr. F will return it to Mr. L's bag.

(Johnny), you help Mr. L. (Mary), you help Mr. F.

Explain that as Mr. F takes something out of Mr. L's bag, he will give a clue. e.g. He might say "I found something that Mr. L lost. The thing that I found lives in a zoo and roars." Then the child helping Mr. L might say "Did you find the lion I lost?" The game continues as different children take turns helping Mr. F and Mr. L.



TALKING ABOUT WORDS WITH OPPOSITE MEANINGS

Mr. L has been thinking and thinking about the *lost* and *found*.

Mr. S told him about words that mean the same thing as other words. For example *sad* and *unhappy* mean the same thing.

What about the words *lost* and *found*?

Do they mean the same thing? (no)

When you lose something, is it the same as finding something? (no)

*Identifying
Opposites For
Mr. L's Words*

The words *lost* and *found* mean very different things.

We say that these two words are *opposites*.

Mr. L can think of many of his words that have opposites.

He wants us to help him find opposites for these words.

First, Mr. L says that in the morning when the sun is out it is very *light* outside.

Light is one of Mr. L's words.

Light has an opposite.

Listen to Mr. L's clue and see if you can figure out the opposite of *light*.

Late at night the sun is not out.

It is not light outside.

It is very. . . (dark).

Dark is the opposite of *light*.

Another Mr. L word that has an opposite is the word *laugh*.

Mr. L says that sometimes he watches TV programs. They are so funny that he laughs and laughs.

Sometimes a program is so sad that it makes Mr. L. . . (cry).

Cry is the opposite of *laugh*.

Another Mr. L word that has an opposite is *left*.

Sometimes when someone drives a car he makes a *left* turn.

Sometimes instead of making a *left* turn, he makes a. . . (*right*) turn.

Right is the opposite of *left*.

Another Mr. L word that has an opposite is the word *long*.

Mr. L does not put the same size sticks on all his lollipops.

Some lollipops have very, very long sticks.

Some lollipops do not have long sticks.

They have very very. . . (short) sticks.

Short is the opposite of *long*.

Sometimes mother lets you stay up very late.

Late is a Mr. L word that has an opposite.

Sometimes mother says you had a very busy day. She does not want you to go to bed late. She says that she wants you to go to bed. . . (early).

Early is the opposite of *late*.

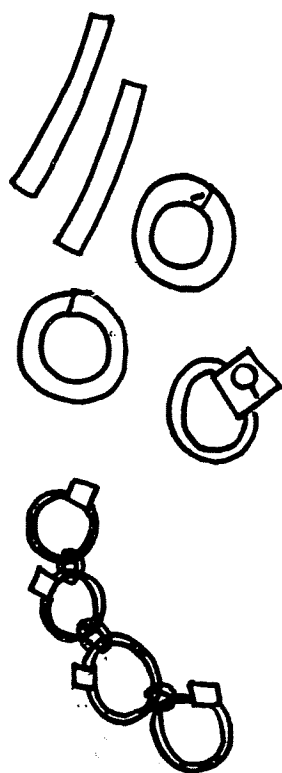
Another Mr. L word that has an opposite is the word *little*.

Children's chairs are little.
The teacher's chair is not little.
The teacher's chair is. . . (big).

Big is the opposite of *little*.

Playing A Game

Tell the children how they may play the "opposite" word game. Tell them that you will whisper a word in a child's ear. The child will pantomime the word (e.g., cry). The class will then find a Mr. L word that is the opposite of the word being pantomimed (i.e. laugh). Continue the game until all the of "opposite" words previously mentioned have been used.



Show the children the strips of construction paper you have prepared.

Mr. L says that each of these strips of paper can make a loop.
What is a loop?

How can we make this strip of paper into a loop?

Let the children decide that they can make a loop by attaching the ends of each strip of paper.

Mr. L has lots and lots of strips. He would like us to change the strips into lots and lots of loops.

Mr. L wants very special loops. He wants us to paste a picture of something that starts with the same sound as his Lemon Lollipops on to each loop we make.

We'll save all our loops because Mr. L would like to play a game with them.

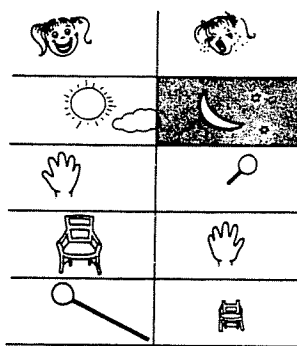
Making A Loop Chain

Distribute the strips. Each child may find or draw a picture for his loop. If he has trouble thinking of things to draw, he may refer to Mr. L's bag for suggestions.

NOTE: *After all the loops have been completed, have some children tell Mr. L the names of the pictures they put on his loops. Tell them that Mr. L wants to make sure that only loops that have pictures starting with his Lemon Lollipops sound will go into his Loop chain.*

Help the children connect the loops to make a long, long, chain for Mr. L. Additional strips of paper may be used to make the connecting links.

TYING IT TOGETHER



Distribute copies of Alpha Time Master #118. Discuss the pictures with the children. Have them select the pictures that are opposites of each other. Those who wish may connect the opposite pictures with crayon lines. (i.e., laugh—cry; day—night; left hand—right hand; short lollipop stick—long lollipop stick; big chair—little chair)

ON THEIR OWN

Opposite Words

Children may choose from the following activities:

Thinking of other words that have opposite meanings. These words may be dictated and written on a long list.

Matching

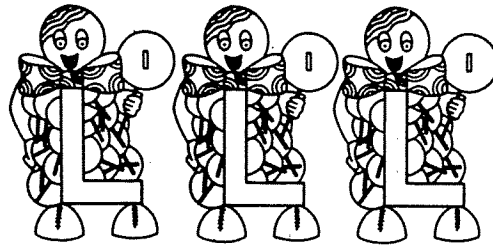
Using Mr. L's Picture Squares in any of the games in the *Games* section.

Motor Coordination

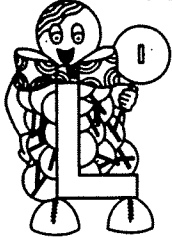
Using Mr. L's puzzle.

2L₃

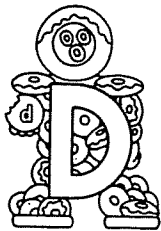
PLANNING AND PREPARATION: Huggables, Mr. L, Mr. D, Miss I, Miss E; toy telephone, if available; Alpha Time Master #119; paper for dictation, drawing paper; art materials.



TALKING ABOUT FEELINGS



Discussion: Love Means Different Things To Different People



Gather the children around Mr. L.

Everytime Mr. L closed his eyes last night he thought of the same word. It is one of his words. It starts the same way as Lemon Lollipops.

The word that Mr. L kept thinking of is *love*.

"What does that mean?" thought Mr. L. Mr. L had never really thought about the meaning of *love*. Lickety split! Mr. L leaped out of bed. He ran to the telephone. He needed help. He wasn't sure. What did *love* mean?

Mr. L called Mr. D. Mr. D couldn't imagine who was calling so late at night! Mr. D said, "Mr. L, you must have lost your lollies. This had better be important!"

"Oh, it is very important" said Mr. L. "I have to know what *love* means. What does *love* mean to you?"

"Mr. L," said Mr. D, "I don't know what *love* means. I've never thought about it. Mr. D started to think. "What does love mean?" Mr. D thought, "I care about each of my Delicious Doughnuts. Is that love?"

Let the children discuss the idea of concern for another person. Let them decide whether or not this is part of loving someone.

What does it mean when someone cares about what you do and where you go?

Who cares about you?

Why do you care about someone?

Tell Mr. D how caring about someone is a part of love.

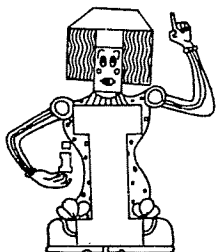
Continue with the next part of the story:

Mr. L thought and thought some more. He decided that he would call up one of the Letter Girls and ask her what *love* means.

Mr. L called Miss I. When Miss I answered the telephone so late at night, guess what she told Mr. L? That's right! She told him he'd lost his lollies to be calling in the middle of the night. Mr. L said "Miss I, I am trying to find out what love means. Please tell me what love means to you."

Miss I thought and thought. Then she said, "Each of us is an I. I am my most Incredible Invention. So each of us is important. When we are important to each other, that is love."

Let the children discuss "wanting to be with someone" as part of love.



With whom do you like to be?

What makes you want to be with certain people?

What does it mean when you want to be with someone most of the time?

Tell Miss I how wanting to be with someone is a part of love.

Continue the story:

Mr. L was beginning to understand what love means. He wanted to telephone one more Letter Person. Mr. L called Miss E.

Mr. L told Miss E that everyone said that love means something else. Mr. D said that caring about what someone does is part of love. Miss I said that wanting to be with someone is part of love.

Miss E said that she cares about the Letter People. She wants to be with them as much as possible. Miss E agreed that this was all part of love. Miss E said there is something else. Miss E said that she likes to do things for the Letter People. She doesn't want to see them unhappy. She will do what she can to make them happy.

Miss E would like to know if this is a part of love.

What do you think?

Have the children discuss doing things for others as a part of love.

Who does things for you?

What are some things they do?

Why do they do things for you?

For whom do you do things?

Why do you want to do things for someone?

Tell the Letter People how wanting to do things for someone is a part of love.

Tell the children the conclusion of the story:

Mr. L is beginning to understand.

Love is something we feel. Everyone can feel love in a different way.

The Letter People told Mr. L some of the ways they feel.

Let's tell him some of the ways we feel.

Questions such as the following will stimulate a discussion of the children's feelings and attitudes about love:

Whom do you love?

How do you know that you love that person?

Who loves you?



Expressing Feelings About Love

How do you know that they love you?

Do we always love the people who love us?

Do all of us love the same people?

What makes you love certain people in school?

How do you feel inside when you see or think about a person you love?

Why do people want to be loved?

How would you feel if you had no one to love?

How would you feel if no one loved you?

Mr. L has been listening to all the things we have said about love.

He thought about what Mr. D said. Mr. D knows that he cares about his Delicious Doughnuts. He knows that he loves them.

Has Mr. D ever told his Doughnuts that he loves them?

Mr. D wants to know if he has to tell his Delicious Doughnuts that he loves them.

What can Mr. D do to make sure his doughnuts know he loves them?

How can we make sure that someone we love will know how we feel?

Have the children discuss the different ways of telling someone how they feel.

Explain to the children the importance of being able to express their feelings.

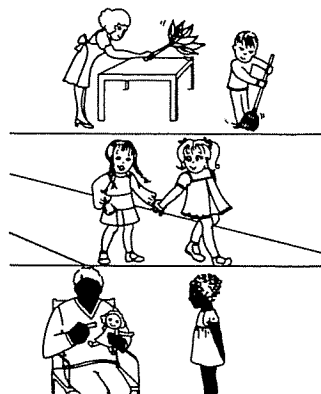
People we love like to know how we feel about them.

Words are a wonderful way for people to know how we feel about them. The words we use can often tell people how we feel about them.

What are the other ways we can tell people we love them?

Let's tell other children in the class how we feel about them.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #119. Help the children think of how each picture shows an aspect of love.

Look at the first picture.

Who is in this picture? (mother and child)

What are they doing? (cleaning the house)

How is the child showing that he loves his mother?

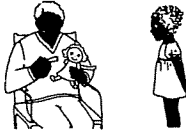


Look at the next picture.

What are the children doing? (holding hands)

Why do you think they are holding hands? (They like to be with each other.)

Have you ever walked along hand-in-hand with anyone? How does it feel?



What do you see in the last picture? (father fixing child's doll)

Why does the father care if the child's doll is broken?

ON THEIR OWN

Art

Dictation

Exploring

Emotions

Children may choose from the following activities:

Drawing pictures that express feelings about someone or something.

Dictating letters that tell people they are loved.

Hearing or learning poems about love.

Talking about other feelings such as fear, sadness, happiness and hate.

2L₄

TEACHER OBJECTIVES:

To reinforce the characteristic and sound of Mr. L.

To reinforce the concept of identifying oneself by name, address and telephone number.

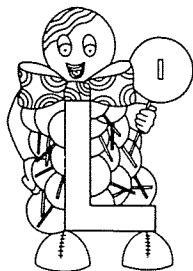
PERFORMANCE OBJECTIVES:

The child will say words with the / in the initial position.

The child will recite his name, address, and telephone number.

The child will describe objects by color.

DEVELOPMENT



Mr. L has been busy making lemon lollipops.

He almost forgot to make booklets for us.

He worked all night to finish the Mr. L "All About Us" booklets.

Let's see what they look like.

Distribute the Mr. L "All About Us" booklets.

Mr. L wants us to show him the words that say "All About Us."

Let's find them at the top and say them for Mr. L.

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

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

Find the sentence at the bottom of the booklet.

It says, "Mr. L has a friend."

What is special about Mr. L? (his lemon lollipops)

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

What part of a lollipop is his friend holding in each hand? (a stick)

What part of the lollipop is missing? (the part you eat)

Mr. L would like us each to be a lollipop maker.

Let's draw a lemon lollipop on each stick his friend is holding.

Give the children the opportunity to draw the candy part of the lollipops.

Suggest they finish the picture to look like themselves or anyone else they wish.

Ask the children to open their booklets.

Have them touch the first sentence on the left-hand side.

What picture did Mr. L put in the first sentence? (lemon lollipops)

Read aloud, "Mr. L likes lemon lollipops."

Let them pretend to reread the sentence with you.

Mr. L is not going to use this whole page to tell us about himself.

He told us one thing.

What did he tell us? (He likes lemon lollipops.)

Now he wants us to tell him the kind of lollipops we like.

Look at the next sentence.

What pictures did Mr. L put in the sentence? (pictures of three lollipops)

Tell Mr. L the color of each lollipop. (orange, black, green)

Mr. L wants us to put a circle around the lollipop we like best.

Give the children the opportunity to do this.
Have each of them write his or her name on the dotted line.
Select and read several booklets aloud. (e.g., Patsy likes a black lollipop.)
Some children may enjoy telling Mr. L the color of the lollipop they like.
Others may want to pretend to read their sentence to Mr. L.

Draw the children's attention to the right-hand page.
Explain that one day Mr. L got lost.
He could not find his way home.
He was worried.
He saw a policewoman.
The policewoman said she could help him if he could tell her three things.
First he had to tell the policewoman his name.
He had to tell her his address.
He had to tell the policewoman his telephone number.
Let's listen to what he told her.

Read the sentences aloud.

What three things did Mr. L tell the policewoman? (name, address, telephone number)
Mr. L wants us to make believe we are lost.
He wants each of us to tell a policeman our name, address and telephone number.
Let's turn to the back of the booklet and do this.

Have the children turn to the back of the booklet.
Read aloud, "Let's talk about being lost."
Have each child write his or her name on the first dotted line.
Select and read several booklets. (e.g., Phyllis tells a policeman)
What three things will Phyllis tell the policeman? (name, address, telephone number)

Help each child complete his or her booklet.
The children can complete number one by writing their name on the dotted line provided.

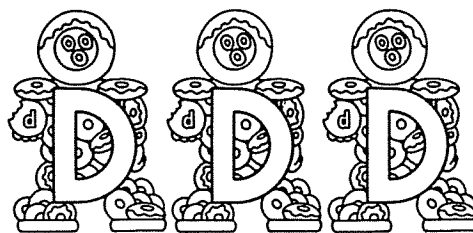
In order to complete numbers two and three, have the children dictate their addresses and telephone numbers.

When the booklets are completed, encourage the children to tell Mr. L the three things they would tell a policeperson if they got lost.

Suggest that the children take their booklets home to share with other members of the family.

PLANNING AND PREPARATION: Huggable, Mr. D; Record #2; a bag for Mr. D; Mr. D's Picture Squares; magazines, art materials; Alpha Time Master #120.

Optional: TeamMates



DISCOVERING HOW MR. D GETS HIS SOUND

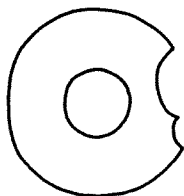
Gather the children around you and Mr. D.

The doughnut dentist said to Mr. D, "I will not be your doughnut dentist anymore."

Mr. D begged the Doughnut Dentist to tell him what was wrong.

Finally he told Mr. D what was bothering him. Days and days had passed and not one doughnut had come to see the Doughnut Dentist. "There's no reason for me to stay here," said the Doughnut Dentist.

*Discovering That
Mr. D Will Get His
Sound From
Delicious Doughnuts*

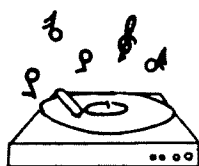


Mr. D was sure that there was some mistake. He and the Doughnut Dentist looked everywhere for the doughnuts. Finally, they found all of them stuffed into one room. Mr. D and the Doughnut Dentist could hardly get inside. It was noisy. It was sticky. It was doughnutty!

Mr. D asked the doughnuts what was going on. It took a long time before they would tell him. At last they said, "Mr. D we have been trying for days and days to find a special sound for you. We just can't find anything that's good enough."

Mr. D smiled. He said, "You are the dizziest doughnuts. Just think about what I love best, that's where I should get my sound." The doughnuts were all mixed up. They didn't know what Mr. D meant. Mr. D pointed at the doughnuts and said,

"Delicious Doughnuts; Delicious Doughnuts
Just look around,
Delicious Doughnuts; Delicious Doughnuts,
That's what will give me my sound."



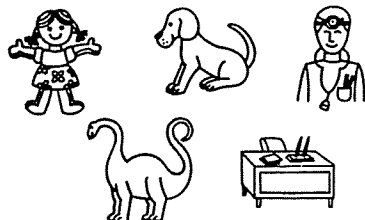
The Delicious Doughnuts were so happy they danced. Mr. D was so happy he danced.

Play Mr. D's song (record #2, side A, band #2) and let the children be dancing doughnuts.

Let the children tell Mr. D how happy they are that he is getting his sound from Delicious Doughnuts.

IDENTIFYING WORDS WITH D IN THE INITIAL POSITION

*Naming
Mr. D's Pictures*



Now the Delicious Doughnuts want to show us some of the things they found for Mr. D's bag.

Have the children name and prove each of Mr. D's Picture Squares (i.e., doll, dog, doctor, dinosaur, desk).

Identifying Words Through Context Clues

The Delicious Doughnuts think that Mr. D should have more things for his bag. Mr. D thought of some very special things that he would like to have in his bag.

He will give us a clue and we will try to guess what each of those things is.

Mr. D is thinking of something that says *quack, quack*.

The word starts with his Delicious Doughnuts sound.

It rhymes with the word *truck*. Mr. D is thinking about a . . . (duck).

Prove to Mr. D that *duck* may go into his bag.

Mr. D is thinking of something that is money and is printed on paper.

It starts with his Delicious Doughnuts sound. It rhymes with the word *collar*.

Mr. D is thinking about a . . . (dollar).

Prove to Mr. D that *dollar* may go into his bag.

Mr. D is thinking of something that girls wear.

It starts with his Delicious Doughnuts sound. It rhymes with the word *guess*.

Mr. D is thinking about a . . . (dress).

Prove to Mr. D that *dress* may go in his bag.

Mr. D is thinking of something that makes a sound when you beat it with sticks.

It starts with his Delicious Doughnuts sound. It rhymes with the word *gum*.

Mr. D is thinking about a . . . (drum).

Prove to Mr. D that *drum* may go into his bag.

Mr. D is thinking of something that opens and closes.

It starts with his Delicious Doughnuts sound. It rhymes with the word *store*.

Mr. D is thinking about a . . . (door).

Prove to Mr. D that *door* may go in his bag.

We can show Mr. D some other things we know that start the same way as Delicious Doughnuts.

Let's find and make things to put into Mr. D's bag.

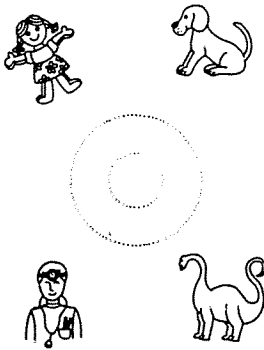
Make sure that you prove everything to him. .

Making Things For Mr. D's Bag



Have the children find and make things for Mr. D's bag, using the art materials previously prepared for them.

TYING IT TOGETHER



Distribute Alpha Time Master #120.

Mr. D has a surprise for us.

Mr. D loves *dots*.

Why do you think that Mr. D loves dots?(*Dots* starts with his Delicious Doughnuts sound.)

Mr. D has put some dots on this paper. These dots are very special dots. If we connect them we will find a picture of something Mr. D loves.

After you have connected the dots see if you can decide why Mr. D drew these dots.

Each dot wants to catch the dot next to it.

Demonstrate using your copy of the Alpha Time Master.

When all the dots have caught each other we will have a picture (a doughnut)

What are some of the pictures around Mr. D's Delicious Doughnuts? (doll, dog, doctor, dinosaur)

Why do you think these pictures are around the Delicious Doughnut? (They start with the Delicious Doughnut sound.)

Let's make the doughnut touch some of these pictures.

ON THEIR OWN

Motor Coordination

Sorting And Matching

Auditory Discrimination

Optional

Children may choose from the following activities:

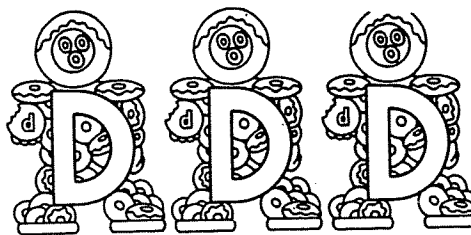
Using Mr. D's puzzle.

Using the Picture Squares and Mr. D's playing cards in any of the activities listed in the *Games* section.

Listening for words that begin with Mr. D's sound on Mr. D's music (record #2).

Listening to the recording of A Dozen Delicious Doughnuts (record #4) and remembering words that begin with Mr. D's sound.

Do TeamMate School Team Book page 44 and assign Home Team page 44 for homework.



TALKING ABOUT "DOING WORDS"

Mr. D is proud of his sound because he loves his Delicious Doughnuts.

Mr. D likes to hear people say "Delicious Doughnuts."

Mr. D likes to play games with his Delicious Doughnuts.

One game he plays is called "Do As D Does."

Mr. D thinks of one of his "doing words." He does what that "doing word" tells him to do. Then we may do as D does.

It takes those doughnuts so long to do anything. Some of them have to fix their sprinkles. Some of them keep bothering the Doughnut Dentist.

Mr. D says that his doughnuts dilly dally.

When Mr. D wants to play "Do As D Does" he says, "Don't dilly dally. Do As D Does."

Let us each be a doughnut and play this game with Mr. D.

Explain to the children how they will play the game:

First, we will guess what some of Mr. D's "doing words" are.

We will not dilly dally, we will show Mr. D what those "doing words" mean.

Mr. D says that when he hears music his feet want to. . . (*dance*).

Don't dilly dally! Do As D Does, *dance!*

Mr. D loves how all of us dance.

Mr. D is ready to do another "Do As D Does."

Mr. D says, "I have a shovel and I love to. . . (*dig*).

Don't dilly dally! Do As D Does, *dig!*

Mr. D loves the way we all dig.

He is ready to do another "Do As D Does."

Mr. D says that sometimes he dips a doughnut in chocolate and then he dips it in sprinkles.

Mr. D says, "Let's all dip ourselves in doughnut decorations.

Following Directions By Playing A Game

"Don't dilly dally! Do As D Does, dip!"

Mr. D thinks we did a good job. We really know how to dip ourselves.

Mr. D says that when he cleans his house he takes a cloth and he. . .
(dusts).

Don't dilly dally! Do As D Does, dust!

Now Mr. D says that he has crayons and paper and he is ready to. . .
(draw).

Don't dilly dally! Do As D Does, draw!

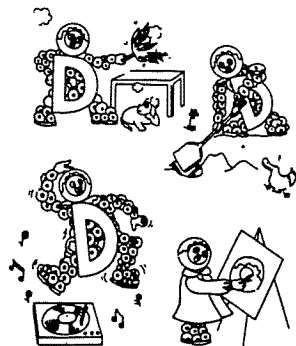
Mr. D thinks that we made delightful drawings.

Mr. D say that if we vanish we. . . (disappear).

Don't dilly dally! Do As D Does, disappear!

When the game is played again, different Mr. D "doing words" may be used (e.g., dash, dribble, dial, dream, decorate, duck and dunk)

TYING IT TOGETHER



Distribute Alpha Time Master #121.

The children may mark the picture that shows Mr. D dancing; drawing; digging, etc.

What are some things Mr. D is doing? (dusting, digging, dancing, drawing)

ON THEIR OWN

Motor Activities

Children may choose from the following activities:

Dancing to Mr. D's music.

Dusting the furniture.

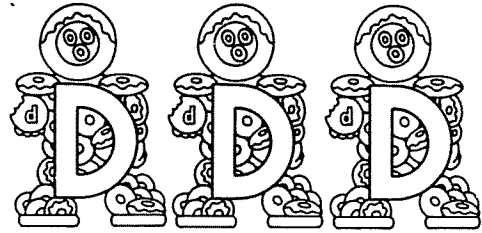
Crafts

Drawing a picture of Mr. D.

Dying material with vegetable dyes.

Identifying Verbs

Looking at the filmstrip, *A Dozen Delicious Doughnuts* and telling what people (or doughnuts) are *doing* in each frame.



TALKING ABOUT MAKING DECISIONS

Mr. L slept in Mr. D's house. Suddenly he woke up. He heard a noise. He heard Mr. D saying, "Decisions, decisions, decisions. I don't like to make decisions."

Mr. L leaped out of bed. He woke Mr. D. Then he asked, "Mr. D, what is a decision?" Mr. D thought and then said, "A decision is making up your mind about something. It is hard to make up my mind. It is hard to make decisions."

"Well," said Mr. L, "Tell us the problem. We'll try to help you make a decision."

Let's listen to the first problem.

Mr. D said, "I have only one doughnut. Mr. M and Mr. T both want to have it. How can I decide who should have it?"

Mr. L said, "Before you make a decision Mr. D, you must think of what you can do."

What are some things Mr. D can think about before he makes a decision about whom to give the doughnut?

Lead the children to the realization that there are several choices. Let them evaluate each choice. (e.g., The person Mr. D likes best gets the doughnut; no one gets the doughnut; Mr. M and Mr. T could pull straws; the doughnut could go to the person who gives the most in return; the doughnut could be divided.)

Now Mr. D knows he has to think before he decides.

How can we help Mr. D decide to whom he should give the doughnut?

Tell Mr. D something about which you have to make a decision. Maybe Mr. D can learn to make decisions by helping us.

Give several children a chance to tell about a decision they had to make. Encourage the children to ask Mr. D what he thinks the decision should be. Mr. D may want to tell several children what he is thinking.

Mr. D says some decisions are easy to make and some are very hard to make. He says it is easy for him to decide where to play in the classroom. Tell him where you have decided to play today.

Mr. D says it is easy to decide what song he wants to sing today.

Tell him what song you decided to sing today.

Follow the same procedure for games to be played, pictures to be drawn, arts and crafts to be made.

*Sharing
Feelings*

Mr. D says some decisions are very hard to make. It was hard to decide whether Mr. T or Mr. M would get the doughnut.

One reason why Mr. D found it hard to make a decision is because he didn't want to hurt someone's feelings.

Why are some decisions hard for you to make? Tell Mr. D about decisions that are hard for you to make.

What decisions do you think are hard for your mother or father to make?

Mr. D says you must think before you make a decision.

Sometimes you think, and quick as a wink you know what decision to make.

Sometimes it's good to think and think and think before you make a decision,

TALKING ABOUT OPPOSITE WORDS

Mr. D would like us to help him decide what the meaning is of one of his words.

He has been trying to decide what the word *different* means.

Tell him what you think the word *different* means.

Mr. L says he knows what *different* means.

He says that *different* is the opposite of *same*.

Mr. L is very good at opposites. Mr. D wants us to decide on opposites for some of his words.

He will tell us a word and we will try to decide on a good opposite.

Tell the children the opposites do not have to start the same way as Delicious Doughnuts.

Help the children find opposites for each of the following words:

Supplying Opposites (Antonyms) To Given Words

Mr. D says late at night it is very *dark*.

Dark starts with his Delicious Doughnut sound.

Mr. D wants us to decide on an opposite for *dark*. (light)

Mr. D says that sometimes he tries and tries to do something but he just can't do it because it is too hard for him. It is too *difficult*.

Difficult starts the same way as Delicious Doughnuts.

Mr. D wants us to decide on an opposite for *difficult*. (easy)

Mr. D loves to play with mud. He has such a good time making all kinds of things. When he is finished playing, his hands are all *dirty*.

Dirty starts the same way as Delicious Doughnuts.

Mr. D wants us to decide on an opposite for *dirty*. (clean)

Mr. D says that some people use machines to clean their clothes. First, they put their clothes into a washing machine. Then, they put their clothes into a dryer. In the dryer, their clothes get *dry*.

Dry starts the same way as Delicious Doughnuts.

Mr. D wants us to decide on an opposite for *dry*. (wet)

READING COMPREHENSION

Reading A Picture Book

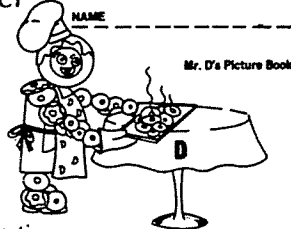
Distribute copies of Mr. D's Picture Book to the children.

Mr. D has a picture story for us. In the story we will have to make a decision.

Mr. D said we must think before we make a decision.

Let's look at the cover.

Cover



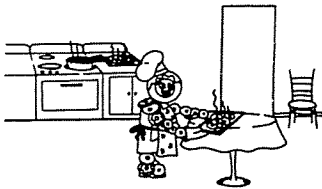
Numeration

Who is on the cover? (Mr. D)

What is he doing? (putting doughnuts on the table)

Let's turn the page.

Page #1



Inferring
Cause and effect relationships

Where is Mr. D? (in the kitchen)

Who do you think made the doughnuts? (Mr. D)

How can you tell that the doughnuts are hot? (Steam is rising from them.)

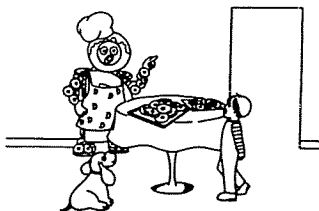
Why are the doughnuts hot? (Mr. D just finished making them.)

Why aren't they good to eat now? (too hot)

When will they be good to eat? (when they cool)

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

Page #2



Who has come into the kitchen? (a boy and a dog)

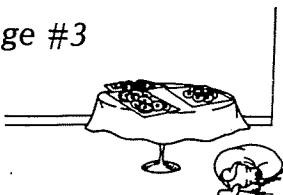
How do you think they knew that doughnuts were being made?

What do you think Mr. D is saying? (telling them not to touch)

Why doesn't Mr. D want the little boy or the dog to touch the doughnuts?

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

Page #3



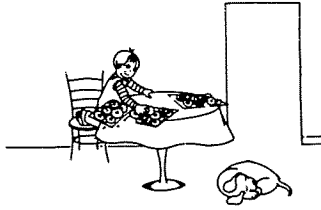
Who has left the kitchen? (Mr. D and the boy)

Who is in the kitchen? (the dog)

Is the dog touching the doughnuts? (no)

Let's turn the page.

Page #4



Looking for detail

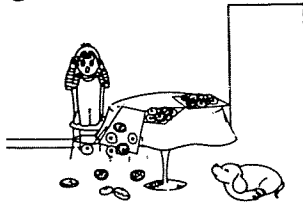
How do you know that the boy has not listened to Mr. D? (He is reaching for the doughnuts.)

How can you tell what is going to happen to the doughnuts? (One of the trays is beginning to fall.)

What is the dog doing? (sleeping)

Let's turn to the next page.

Page #5



Inferring

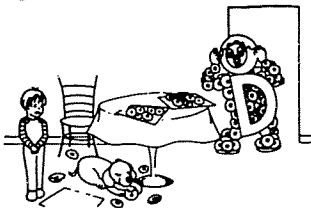
What has happened? (the tray fell)

How can you tell that there is a loud noise as the doughnuts and doughnut tray falls? (the dog woke up; boy's hands on ears)

How do you think the little boy feels?

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

Page #6



Reasoning
Predicting

Who came into the kitchen? (Mr. D)

What is the dog doing? (eating the doughnuts)

If you were Mr. D what would you think happened to make the doughnuts fall?

How can Mr. D find out who knocked the tray down?

What decision does the little boy have to make? (whether to tell the truth)

What do you think his decision will be?

After the children have decided what the little boy will do, have them discuss why they think it might be difficult for the little boy to reach a decision.

Making Value Judgments

TYING IT TOGETHER

Reviewing Opposite Words

Have the children sit in a circle. Whisper a word to one child (e.g., easy). The child stands up and walks around the circle saying "I am the word easy. One of Mr. D's words is my opposite. Where is my opposite?" The child who can recall the opposite of "easy" raises his hand. The first child taps him on the shoulder. The second child says, "I am the word difficult. I am your opposite." Both children run around the circle. The first one who reaches the vacant place in the circle is "it." The game continues until all the pairs of opposites have been named.

ON THEIR OWN

Children may choose from the following activities:

Sequence

Using the separated pages of Mr. D's Picture Book to put the story in order.

Storytelling

Reading the picture story aloud to Mr. D. If a tape recorder is available, record the story.

Word Study

Making lists of opposite words.

2D₄

TEACHER OBJECTIVES:

To reinforce the characteristic and sound of Mr. D.

To reinforce the D sound by having children pronounce and dictate words and sentences to the teacher.

To reinforce the concept that each child has a doctor.

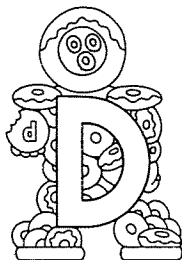
PERFORMANCE OBJECTIVES:

The child will say words with the *d* in the initial position.

The child will identify his or her doctor by name.

The child will relate experiences he or she has had with a doctor.

DEVELOPMENT



*Mr. D. hasn't made delicious doughnuts for a whole week.
He has been busy making "All About Us" booklets.
Now the booklets are finished and he wants to give one to each of us.*

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

*Mr. D wants us to show him the words that say "All About Us."
Let's find them at the top of the booklet and say them for Mr. D.
Which Letter Person's picture is on the booklet? (Mr. D)
Whose picture is next to Mr. D? (his friend's)
Touch the sentence at the bottom of the booklet.
It says, "Mr. D has a friend."*

*What is special about Mr. D? (his delicious doughnuts)
Look at the picture of Mr. D's friend.
What is his friend holding? (a plate)
How can you tell that his friend is thinking about delicious
doughnuts? (the expression on his face)
Mr. D was so busy making the booklets, he had no time to make
delicious doughnuts for his friend.
Let's draw delicious doughnuts on the plate.*

Give the children the opportunity to draw the delicious doughnuts.
Suggest they finish the picture of Mr. D's friend to look like
themselves or anyone else they wish.

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

*What picture did Mr. D put in the first sentence? (delicious
doughnuts)
Read aloud, "Mr. D eats delicious donuts."
Let the children pretend to reread the sentence with you.*

*Mr. D will use this whole page to tell us about himself.
He told us he eats delicious doughnuts.
He wants to tell us his doctor's name.
Touch the next sentence.
It says, "Mr. D's doctor is Dr. Dell."*

What is the name of Mr. D's doctor? (Dr. Dell)

Find the picture of Dr. Dell.

What is she doing to Mr. D? (She is listening to his heartbeat.)

Mr. D wants us to use the next page to tell him about ourselves.

Have the children find the first dotted line on the right-hand page.

Explain that Mr. D wants each of them to write his or her name.

After the children have had an opportunity to do this, select and read a booklet. (e.g., Jimmy eats .)

Mr. D says, "The sentence is not finished."

Mr. D's sentence tells that he eats delicious doughnuts.

Jimmy's sentence does not tell what Jimmy eats.

How can Jimmy finish the sentence?

Lead the children to the discovery that the sentence can be finished by drawing a picture of anything Jimmy likes to eat.

A picture may also be cut out of a magazine and pasted at the end of the sentence.

Children may just want to dictate a word to finish the sentence.

Help the children complete their sentences.

Read several aloud.

Encourage children to tell Mr. D what their sentence says.

Draw the children's attention to the second sentence.

Explain that Mr. D wants them each to tell him the name of their doctor.

Some children may use more than one doctor.

Suggest they tell you the name of the last doctor they've seen.

Some children may not have a family doctor. These children may wish to copy the name of the school doctor.

Help the children complete the sentences.

After the children have had time to share their sentences with each other and Mr. D, have them turn to the back of the booklet.

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

Discuss each illustration with the children.

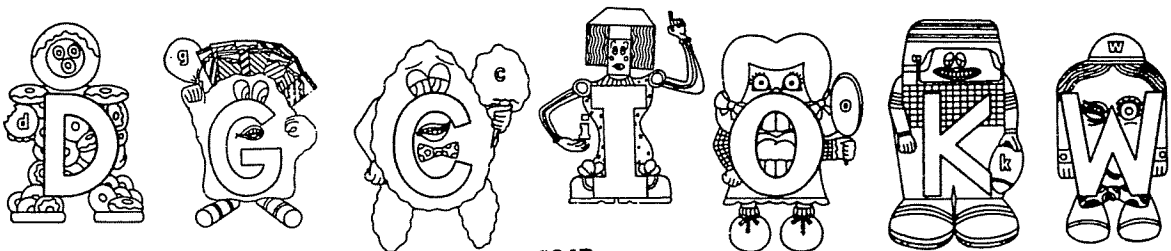
Have them relate their experiences to each other.

You may wish to discuss other people that assist us with our health such as dentists, nurses, technicians: the role each plays; the different types of doctors, dentists. Children can describe visits to doctors, dentists.

What did they see there?

What did the doctor do? The nurse?

Suggest that they take the booklets home to share with other members of their family.

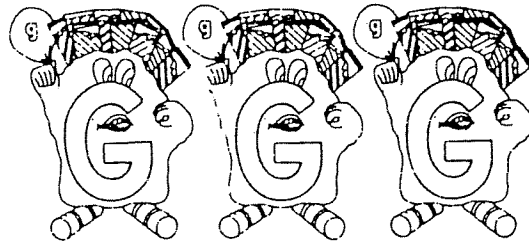


2G1

PLANNING AND PREPARATION: Huggable, Mr. G; Picture Card 8; a bag for Mr. G; Mr. G's Picture Squares; Alpha Time Master #122; magazines, a variety of art materials.

Mr. G's music (record #2) may be played to set the mood.

Optional: TeamMates



DISCOVERING HOW MR. G WILL GET HIS SOUND



Listening To A Story

Gather the children around Mr. G and his Picture Card 8. Briefly recall with them the story of Gooney Bird.

Do you remember Gooney Bird? Gooney Bird helped Mr. G find the gooiest Gooney Gum.

Tell the following story to the children:

Gooney Bird and Mr. G got to love each other so much that they were together all the time. That is, until last week. Early each morning, Gooney Bird left Mr. G and was gone all day. He came back late at night feeling very tired. Mr. G kept asking Gooney Bird where he was going. Gooney Bird just said, "Can't you guess Mr. G?"

"No, I can't guess Gooney Bird. I don't know where you are going," Mr. G said. Gooney Bird said, "Please guess, Mr. G. I'll give you three guesses."

For guess number one, Mr. G guessed that Gooney Bird was going home to visit his family.

Gooney Bird said that was not a good guess. He asked Mr. G to guess again.

Mr. G guessed two more times. Guess what! They weren't good guesses either!

Now Gooney Bird says that we can have some guesses and see if ours are better than Mr. G's.

What's your guess? Where do you think Gooney Bird goes every day?

Let the children guess. If a child guesses that Gooney Bird has been looking for a sound for Mr. G tell him that he is a good guesser. He has guessed what Gooney Bird has been doing. Continue even if the answer has not been guessed.

Gooney Bird says that he has been looking for a sound for Mr. G, but he still has not been able to find a sound for him.

My goodness! Look at Mr. G giggling. What's the matter, Mr. G? Why are you giggling and giggling?

Mr. G says that it is very silly of Gooney Bird to be looking for Mr. G's sound. He says that Mr. G's sound has already been found.

Let's all say this rhyme and see if Gooney Bird catches on.

Gooney Bird! Gooney Bird!
Take a rest!
My sound must come
From what I love best!

*Concluding That
Mr. G's Sound
Comes From
Gooney Gum*

Let's help Gooney Bird guess.

Lead the children to the conclusion that Mr. G's sound will come from Gooney Gum.

NAMING WORDS WITH G IN THE INITIAL POSITION

While Gooney Bird was flying around looking for a sound, he collected some pictures. He thinks that these pictures will be good for Mr. G's bag.

Display Mr. G's Picture Squares (i.e., gloves, glasses, girl, ghost, galoshes). Let the children look at the pictures. Then explain that Gooney Bird will give them a clue to each picture. They are to guess the name of the picture, select it from the other pictures, and prove it so it can go into Mr. G's bag.

Gooney Bird wants us to play "Guess What Picture I Am Thinking About." Then we'll have to prove them for him.

*Identifying Pictures
By Listening To
Descriptions*



Gooney Bird says, "Get ready to guess! I am thinking about something that Mr. G bought to wear for Gooney Gum-making. Mr. G wore them on his feet." Guess what Gooney Bird is thinking about. (galoshes)

After the galoshes have been selected and named have a child prove it to Mr. G.

Gooney Bird is ready to play again. He says, "I'm thinking about something else Mr. G bought to wear for Gooney Gum-making. He wore these on his hands. Guess what I am thinking about!" (gloves) Let's prove it.

Gooney Bird says, "I am thinking about another thing Mr. G bought to wear for Gooney Gum-making. He wore these over his eyes. Guess what I am thinking about." (glasses) Prove it.

Now Gooney Bird says that he is thinking about someone who grows up to be a woman. Which picture is he thinking about? (girl) Prove it.

Gooney Bird says, "I am thinking about something that rhymes with *toast*. You might dress up like one of these on Halloween." Guess what he is thinking about. (ghost) Prove it.

Note: Record #5, side A, band #3 may be used to play the Prove It Game.

TALKING ABOUT WORDS WITH G IN THE INITIAL POSITION

You were good guessers for Gooney Bird. Mr. G wants you to be good guessers for him too. Mr. G doesn't have pictures to show us. He will just tell us what he is thinking about.

*Guessing Words From
Context Clues*

First, Mr. G is thinking about something that starts the same way as Gooney Gum. You put it in the tank of a car. Without this, the car won't go. Guess what it is. (gas)

Mr. G is thinking about something that starts with his Gooney Gum sound. It rhymes with the word *class*. He drinks water, milk and soda from it. Guess what he is thinking about. (glass)

Mr. G is thinking about a musical instrument that starts with his Gooney Gum sound. It makes music when he moves his hands over the strings. Guess what he is thinking about. (guitar)

Mr. G is thinking about an animal that starts with his Gooney Gum sound. The name of this animal rhymes with the word *coat*. Guess what he is thinking about. (goat)

Mr. G is thinking about something that starts with his Gooney Gum sound. It is a place where he plants flowers and vegetables. Guess what he is thinking about. (garden)

Tell Mr. G some things that you know that start the same way as Gooney Gum. If you give him a clue, Mr. G will guess what you are thinking about.

Making Up Definitions

Encourage children to give their own definitions of words.

Making Things For Mr. G's Bag

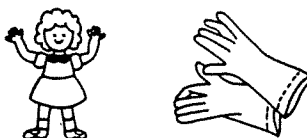
Encourage the children to use many different materials to give their pictures dimension. (e.g., pipe cleaners or yarn can make the strings for a guitar; pipe cleaners can be planted in clay to make a garden) Have the children share the things they find and make with Mr. G and each other.

TYING IT TOGETHER



Distribute copies of Alpha Time Master #122.

Have children name the pictures (i.e., glasses, ghost, girl, gloves) and prove that they begin with Mr. G's Gooney Gum sound. Children may draw lines from the pictures to Mr. G's Gooney Gum.



ON THEIR OWN

Children may choose from the following activities:

Sound Discrimination

Using Picture Card 8. Children may name some of the things that begin with Mr. G's sound.

Story Telling

Telling the story of Gooney Bird to Mr. G.

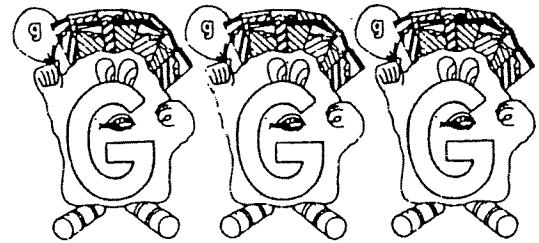
Art

Drawing a picture of Gooney Bird looking for a sound for Mr. G.

Optional

Do TeamMate School Team Book page 45 and assign Home Team page 45 for homework.

PLANNING AND PREPARATION: Huggables, Mr. G, Mr. T and Mr. L; sheets of drawing paper for each child; art materials; Alpha Time Master #123.



READING COMPREHENSION

Listening To A Story

Gather the children around Mr. G and Mr. T.

Mr. G likes to give gifts. What is another word for *gift*? (present)

Why does Mr. G like the word *gift* better than the word present? (It begins with his sound.)

Mr. G gave a gift to Mr. T. He gave Mr. T some of the gooiest gum he had ever made.

Mr. T used his Tall Teeth to chew the gum. The gum was so gooey that it got stuck all over Mr. T's Tall Teeth.

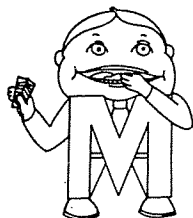
Mr. T wasn't worried. He just called his tall toothbrush. The tall toothbrush started brushing—but it could not brush for very long! The tall toothbrush got stuck in the Goopy Gum.

Poor Mr. T had to walk around with a tall toothbrush stuck to his Tall Teeth. It took him a long time to get it loose.

Mr. G sent gifts to Mr. H and to Mr. M. He sent them Goopy Gum too. Can you guess what happened? Let's look at a picture story and see.

"Reading" Pictures

Frame #1 Looking For Detail Predicting Outcomes



Look at the first picture.

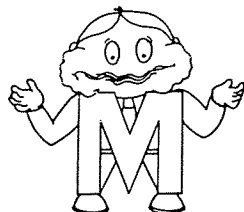
What *gift* did Mr. M get? (Goopy Gum)

What is Mr. M going to do with his Goopy Gum? (put it in his mouth)

What do you think will happen?

Let's look at the next picture and find out.

Frame #2 Making Inferences



What has happened to Mr. M? (His mouth is full of gum.)

Why can't he open his mouth? (It's stuck together.)

How do you think Mr. M feels?

What do you think Mr. M will do now?

Frame #3 Recognizing Cause And Effect Relationships



Let's look at the next picture and see who gets a Goopy Gum gift this time.

Who has the Goopy Gum gift this time? (Mr. H)

How can Goopy Gum be a problem for Mr. H?

Frame #4



Let's look at the next picture and find out what happened.

What happened with the Gooney Gum gift this time? (It is stuck to Mr. H's hair.)

How do you think Mr. H will get the Gooney Gum out of his hair?

What would you do if you were Mr. H?

TALKING ABOUT FEELINGS

Discussing Gift Giving

Mr. G is getting more and more Gooney Gum gifts ready for the other Letter People. Why do you think Mr. G gives everyone Gooney Gum? (because he likes it best)

Mr. G loves Gooney Gum and so he thinks that everyone should love Gooney Gum.

Tell us about a gift that you have decided to give someone. How did you decide what to give to the person?

Lead the children to the conclusion that gifts should be chosen to please the people who get them.

Mr. L said that he has a gift that is the best gift of all.

Mr. G said, "Really Mr. L! I don't like Lemon Lollipops best of all!"

Mr. L smiled and said, "I don't mean Lemon Lollipops. The gift I am talking about is something that is not sold anywhere, but the people who have it know that it is better than any other gift in the whole world."

Mr. G cannot guess what Mr. L is talking about. Who can guess?

Lead the children to the conclusion that Mr. L is talking about love.

The gift of love is the most wonderful gift in the world.

Mr. L says that when you love someone, you want to share things with that person. The gift of love means sharing. . . not only sharing candy or toys, but sharing what you think and feel.

What are some feelings we can share with our friends, parents, family?

What are some feelings we can share with our classmates, teachers?

Mr. G said, "That sounds good. How do I get this gift of love, Mr. L?"

Mr. L laughed and said that the gift of love is one you can get only if you can give it.

"That sounds like a riddle," said Mr. G.

Help the children think and talk about the idea of showing or giving love and friendship and so getting love and friendship in return. Questions such as the following might start further discussion:

How do we give the gift of love?

Talking About Love

Talking About Sharing

How can we show our parents, brothers, and sisters that we love them?

Why does Mr. L think that the gift of love is better than getting a new bicycle?

Why is the gift of love a gift that is good for everyone no matter how old he is?

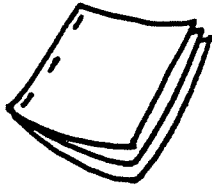
Mr. G agrees that the gift of love is something everyone wants. Then he thought of another gift that everyone would like. He giggled and giggled when he thought of it. It is the gift of laughter. People often laugh when they are happy. Tell us about a time you laughed.

Mr. L likes to make people laugh.

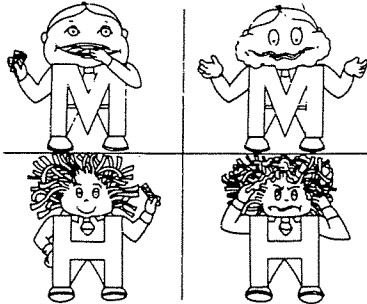
Mr. G likes to make people giggle.

Let's help Mr. G give the gift of laughter by making a giggle book.

Distribute sheets of paper each of which will become a page in Mr. G's giggle book. Help each child decide what kind of picture will make people giggle.



TYING IT TOGETHER



Using their copies of Alpha Time Master #123 children may take turns choosing one frame, and telling about it. They may tell which picture makes them giggle most, and why.

ON THEIR OWN

Children may choose from the following activities:

Crafts

Using gift wrapping paper, ribbons, boxes and decorations for wrapping gifts.

Making gifts for a grab bag.

Developing A Sense Of Humor

Making giggle gifts such as a necktie for a giraffe, shoes for a centipede, flower duster for a bee, a pin cushion for a darning needle, toast for a butterfly, earmuffs for a rabbit.

Sound Association

Including Mr. G's Picture Squares, puzzle, and playing cards in games listed in the *Games* section.

2G₃

EACHER OBJECTIVES:

- To reinforce the characteristic and sound of Mr. G.
- To lead children in classroom games.

PERFORMANCE OBJECTIVES:

- The child will say words with the *g* (hard sound) in the initial position.
- The child will become aware of the names and basic descriptions of different games.

DEVELOPMENT



*Mr. G is very worried.
He's afraid he might have gotten gooey gum on the "All About Us" booklets he made.
When Mr. G gives you a booklet, check it carefully to see that it is not sticky.*

Distribute the booklets to the children.

Ask the children to find the words "All About Us" at the top of the booklet and say them for Mr. G.

*Which Letter Person's picture is on the booklet? (Mr. G)
Whose picture is next to Mr. G? (his friend's)
Touch the sentence at the bottom of the booklet.
It says, "Mr. G has a friend."*

*What is special about Mr. G? (his gooey gum)
Where does Mr. G carry all his gooey gum? (in a pack on his back)
Look at the picture of Mr. G's friend.
What is on his friend's back? (a knapsack)
What do you think Mr. G would like his friend to carry in his knapsack? (gooey gum)
Let's fill the knapsack with gooey gum.*

Give the children the opportunity to draw the gooey gum.
Suggest they finish the picture of Mr. G's friend to look like themselves or anyone else.

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

What picture did Mr. G put in the first sentence? (gooey gum)

Read aloud, "Mr. G likes gooey gum."
Let the children pretend to reread the sentence with you.

*Mr. G told us he likes gooey gum.
He also wants to tell us his favorite game.
He wants us to look at the picture at the bottom of the page.
The picture will show us Mr. G's favorite game.*

Discuss the picture with the children.
Many of them may not be familiar with the game of golf.
You may wish to explain the game.
Draw their attention to the golf club and the golf ball.
Read aloud, "Mr. G's favorite game is golf."
Why does Mr. G like games?
Why does he like golf? (Games and golf start like gooey gum.)

Mr. G used this whole page to tell us about himself.
What two things did he tell us? (He likes gooey gum. His favorite game is golf.)
Mr. G wants us to use the next page.

Have the children touch the first dotted line.
Explain that Mr. G wants each of them to write his/her name on it.
After the children have had an opportunity to do this, select and read a booklet. (e.g., Frances likes .)
Mr. G says the sentence is not finished.
Mr. G's sentence tells that he likes gooey gum.
Frances' sentence does not tell what Frances likes.
How can Frances finish the sentence? (by drawing a picture of anything Frances likes to chew, by cutting out a picture from a magazine or by dictating a word.)

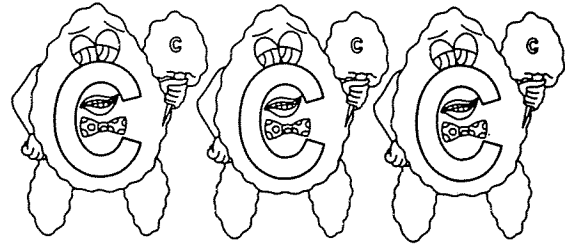
Explain that Mr. G wants them to look at the picture he drew on the back of the booklet.
The picture will show different games.

Have the children turn to the back page of the booklet.
Read aloud, "Let's talk about games."
Discuss the illustration with the children.
Have them discover and name the different games being played.

In addition to games that the children may or may not be familiar with, such as games of low organization (tag, *it* games, line games, circle games), you may wish to play those games with youngsters that require language arts skills (Simple Simon) or those utilizing manual dexterity (Tic-Tac-Toe, pencil-and-paper games).
Children can describe games they have at home. Tell what the goal of the game is, then have the children open their booklets.
Draw their attention to the second sentence on the right-hand side.
Explain that Mr. G wants them to use the sentence to tell him the name of their favorite game.
First have the children write their names on the dotted lines.
Select and read an incomplete sentence. (e.g., Sharon's favorite game is .)
Elicit from the children why the sentence is not finished.

Help the children complete their sentences.
Read several completed sentences aloud.
Have the children tell Mr. G what their sentences say.
Encourage the children to take their booklets home.
Have them ask members of their family to tell Mr. G what their favorite games are.

PLANNING AND PREPARATION: Huggable, Mr. C; Record #2; Mr. C's Picture Squares; a bag for Mr. C; magazines, art materials, construction paper, pipe cleaners, small boxes; Alpha Time Master #124.



A "Clicking Camera" will be needed during the lesson. A real camera without film is ideal, or, make one by cutting a round hole in each end of a shoe box so the children can see through it. Attach a pipe cleaner or string to one side as the camera's "clicker."

Mr. C's music, (record #2, side A, band #4) may be played to set the mood.

DISCOVERING THAT MR. C WILL GET HIS SOUND FROM "COTTON CANDY"

Put your arm around Mr. C and tell the children what happened to him.

Listening To A Story

Mr. C was very excited this morning. He had put a big red circle on his calendar to make sure that he would not forget the day. Today was the day! It had finally come. Today was the day that Mr. C's sound would come to him.

Mr. C kept looking at the door waiting for his bell to ring.

At last the bell rang!

Mr. C was so excited he almost jumped right out of his Cotton Candy!

Mr. C opened the door and—what a disappointment. It wasn't his sound at all. It was a delivery of Cotton Candy.

The Cotton Candy delivery man said, "Mr. C, aren't you glad to see me? I thought you would be waiting for me to come."

"Oh, I'm glad to see you," said Mr. C, "I was really waiting for my sound. You only have Cotton Candy for me."

The delivery man laughed. He said, "Mr. C, I'm giving you Cotton Candy. And you can stop waiting for your sound to be delivered. It has already arrived."

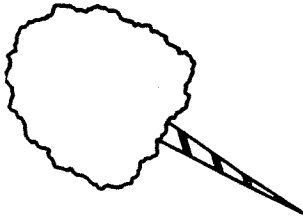
"How can that be?" asked Mr. C. "I've been waiting at home all day. No one else has been here. No one else has brought anything. How could my sound have arrived?"

The delivery man smiled again. "No one else has been here, that's true. I have brought your sound to you."

Mr. C said, "The only thing you've given me is Cotton Candy. There's no sound that I can see."

The delivery man answered, "Cotton Candy is the clue. Figure it out—it's up to you!"

Mr. C kept repeating: "Cotton Candy is the clue. Cotton Candy is the clue. I'll figure it out. That's what I'll do."



Mr. C needs our help. Let's help him figure out why Cotton Candy came when he was waiting to get his sound.

Help the children discover that Mr. C will get his sound from Cotton Candy.

Mr. C likes his sound. He says, "Cotton Candy is the best place for me to find my sound."

AUDITORY RECOGNITION OF WORDS WITH C IN THE INITIAL POSITION

Mr. C has been thinking of words that start the same way as Cotton Candy. He would like us to prove some of his words for him. Let's listen to some of Mr. C's words.

Guessing Words From Given Clues

Give the children the clues below and have them identify each word and "prove it."

Mr. C says, "I am thinking of a word that starts the same way as Cotton Candy. It is the name of an animal that says 'meow.' My word rhymes with the word *hat*."

What word is Mr. C thinking about? (cat)

Prove it to Mr. C.

Mr. C says, "I am thinking of a word that starts the same way as Cotton Candy. It is the name of a vegetable that I like to eat. My word rhymes with *parrot*."

What word is Mr. C thinking about? (carrot)

Mr. C says, "I am thinking of a word that starts with my Cotton Candy sound. It is something that you wear. My word rhymes with the word *goat*." (coat)

Mr. C says, "I am thinking of a word that starts the same way as Cotton Candy. It is something that you may drive when you are older. My word rhymes with the word *star*." (car)

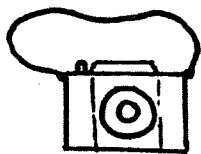
Mr. C says, "I am thinking of a word that starts with my Cotton Candy sound. It is something you blow out on a birthday cake. My word rhymes with the word *handle*." (candle)

Mr. C says, "I am thinking of a word that starts the same way as Cotton Candy. It is a vegetable that is yellow. My word rhymes with the word *horn*." (corn)

Mr. C says, "I am thinking of a word that starts with my Cotton Candy sound. It is something that a baby sleeps in when you take him for a walk. My word rhymes with the word *marriage*." (carriage)

Mr. C says, "I am thinking of a word that starts the same way as Cotton Candy. It stands on a plate that is called a saucer. My word rhymes with the word *up*." (cup)

Mr. C says, "I am thinking of a word that starts with my Cotton Candy sound. It is the part of a shirt that goes around your neck. My word rhymes with *dollar*." (collar)



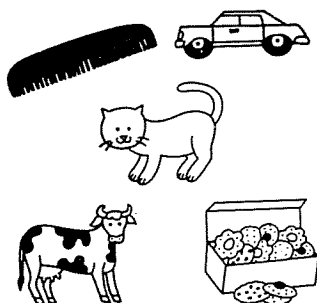
Show the children the camera (see planning and preparation) and put it next to Mr. C.

Mr. C loves to take pictures. He takes pictures with his camera. Everytime he takes a picture his camera makes a noise. Mr. C calls that noise a *click*. Mr. C says, "My camera is a clicking camera." Mr. C wants to show us some pictures that he took with his clicking camera.

Show the children Mr. C's Picture Squares (i.e., cookies, comb, cat, car, cow). Have them name each picture. Ask them why they think Mr. C's clicking camera took these pictures.

Identifying Picture Words

Following Game Directions



Explain the "Camera Clicks For A Clue" game to the children:

Place Mr. C's Picture Squares face down on a table. Let one child be the Cameraman. He closes his eyes and selects one of the pictures. Keeping his eyes closed, he shows the picture to the class. He then gives it to another child who will hold it for Mr. C. The Cameraman opens his eyes, takes the clicking camera, and says: "Click, click—the camera clicks for a clue. Give me a clue that tells me which picture I took." The children give clues to the cameraman.

The camera keeps clicking for clues until the Cameraman guesses the name of the picture he took.

The games continues this way until several children have had a chance to click for clues.

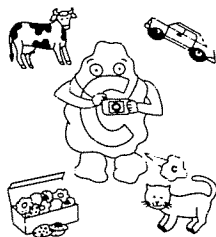
Making And Finding Things For Mr. C's Bag



Using magazines and a variety of art materials have the children look for pictures of things that start with Mr. C's Cotton Candy sound. They may then take a picture of each thing. They may put these pictures in Mr. C's bag after they have "proven" them to him.

Children may make their own cameras out of small boxes, construction paper and pipe cleaners.

TYING IT TOGETHER



Distribute copies of Alpha Time Master #124 to the children. After they have identified Mr. C's pictures (i.e., cow, car, cookies, cat) they may draw other things that Mr. C can photograph with his clicking camera. Some of Mr. C's pictures may be attached to his Cotton Candy characteristic.

ON THEIR OWN

Sorting And Matching

Children may choose from the following activities:

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

Auditory Discrimination

Playing Mr. C's song (record #2) and listening for words that begin with Mr. C's Cotton Candy sound.

Looking at Mr. C's Picture Card (9) and finding things that begin with Mr. C's sound.

Crafts

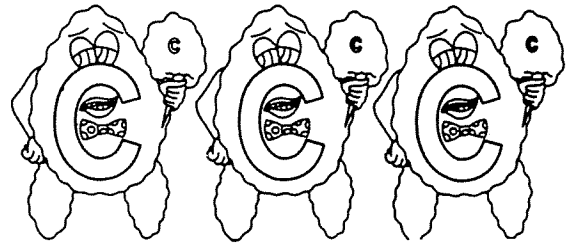
Making clicking cameras out of boxes.

Photography

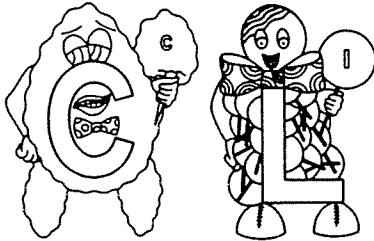
Using a camera to take real pictures.

PLANNING AND PREPARATION: Huggables, Mr. D, Mr. C and Mr. L; sheets of newspaper; paper and scissors, crayons, blocks, Alpha Time Master #125.

Optional: TeamMates



RECOGNIZING VARIOUS SOUNDS



Put Mr. C and Mr. D in front of the classroom so they look as if they are talking.

Mr. C says that last night he could not sleep because he kept hearing sounds.

Mr. D asked Mr. C what made the sounds.

Mr. C said, "You are very silly, Mr. D. It was late at night. It was very dark. I could not see anything. When you can't see, you can't tell what makes the sounds."

Mr. D said that isn't true. He said that you don't always have to see what is making the sound to know what makes the sound. How can you tell what is making a sound without seeing it?

Encourage the children to give examples of how they can tell what makes a sound without seeing it.

If you heard a meowing, how would you know what was making the sound even if you couldn't see it?

If you heard a tick tock, how would you know what was making the sound even if you couldn't see it?

Let the children give examples of sounds which are equally familiar to them.

Mr. C is going to tell us some sounds that start the same way as Cotton Candy. If we do what each word says, we will be making sounds.

Mr. C's first word is *clap*. Let's clap. Close your eyes and *clap*. Listen to the clapping sound.

Mr. C's next word is *cough*. Let's cough. Close your eyes and cough. Listen to the coughing sound.

Follow this same procedure for the words cry, creep, cut, crumple, crash. To illustrate "cut," have one child cut a piece of paper. For "crumple," give each child a piece of paper to crumple. For "crash," let one child drop several blocks.

Mr. C wants to find out how many sounds he remembers. He is going to play a game with us.

In order to play the game, let one child stand with Mr. C, his back to the class. Another child whispers a direction to the class (e.g., clap). The class claps. The child standing near Mr. C tells what Mr. C thinks the class is doing. (Sometimes Mr. C tricks the class with an unexpected guess.) The game continues until all the words and sounds have been identified by Mr. C. (One child may have to demonstrate the words "cut" and "crash" rather than the whole class.)

Making Sounds

Following Game Directions

VISUAL DISCRIMINATION OF VARIOUS LINES

Mr. L and Mr. C are having an argument. They are arguing about something that is drawn on a piece of paper. Mr. L says that anyone who looks at the paper can see that what is on the paper is a word that begins the same way as Lemon Lollipops. Mr. C says that he can prove that what is on the paper begins with his Cotton Candy sound.

Let's look at the paper and decide to whom it belongs. We will think before we make a decision.

Distribute copies of Alpha Time Master #125 and let the children look at the lines that are drawn.

What do you see drawn all over this paper? (lines)

Why does Mr. L think that the paper belongs to him? (The word *Lines* starts with his Lemon Lollipop sound.)

Mr. C says that it is true that there are lines all over the paper but the paper still belongs to him and not to Mr. L. Mr. C explains that these are not just lines. Each line is drawn a special way. The words that tell what is special about the lines start with Mr. C's Cotton Candy sound.



Look at the lines in the first box. What word could you use to tell us something about the kind of lines they are?

Use your hands to show us how the lines look. When your hands are moving they are making *curves*. These lines are not straight. They are *curved*.

Why does Mr. C want us to use the word *curve* to tell about these lines? (*Curve* begins with Mr. C's sound.)

Let's look at the next group of lines.

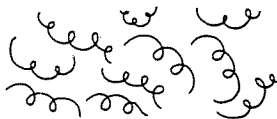


These lines are straight. Why doesn't Mr. C want us to use the word *straight* to tell about these lines? (*Straight* doesn't begin with his sound.)

Mr. C says that these lines do something to each other. If we think about what the lines are doing to each other, we will find a word that starts the same way as Cotton Candy. Show us with your fingers what the lines are doing to each other.

What word is Mr. C thinking about? (crossing lines) These straight lines are crossing each other. *Crossing* starts with Mr. C's Cotton Candy sound.

Look at the next group of lines.



Mr. C says that another word that starts the same way as Cotton Candy tells something about these lines.

What word is Mr. C thinking about? (curly)

Mr. L says no matter what kind of lines they are, they are still *lines*, and lines begin with Mr. L's sound. He says the paper belongs to him.

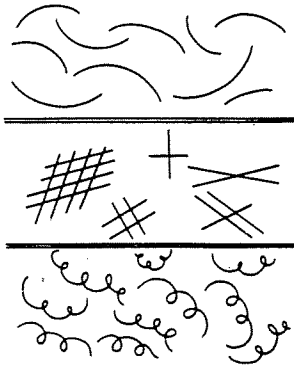
Making Judgments Based On Given Facts

Mr. C says they are not just lines, they are curved, crossing and curly and all those words begin with the Cotton Candy sound. The paper should belong to him.

Mr. C and Mr. L want us to make a decision about to whom this paper belongs. Think of the facts. To whom does the paper belong?

Let the children decide to whom they think the paper belongs. . . to Mr. L, to Mr. C, or to both of them. Any answer is acceptable and the more discussion the better.

TYING IT TOGETHER



Mr. C wants us to do some things with the lines on this paper. He will give us directions. Listen to Mr. C's first direction:

Use a crayon to color the lines that are curves.

Now, Mr. C says that some crossing lines would like to touch some curved lines.

Mr. C says to connect crossing lines with curved lines. Draw a line connecting crossing lines with curved lines.

Mr. C's next direction has two parts. He says, "Count 1, 2, 3 and then color the curly lines."

Count and color the curly lines. Those are Mr. C's directions.

Here is Mr. C's last direction. He wants us to turn the page over and cover the back of the paper with lines that we think he would like. Cover the back of the paper with lines.

Children may want to draw lines that make corners (angles); lines that are cut (broken lines); lines that make a cube.

ON THEIR OWN

Children may choose from the following activities:

Art

Drawing or painting a design made from a variety of lines (e.g. thin, thick, slanted, parallel, curved, zigzag).

Cutting out "lines" of varying kinds.

Sewing or embroidering a variety of lines.

Making lines for Mr. L (i.e., long, looping, little, lumpy lines).

Observing

Looking for different lines at school, in the street, at home (e.g., *straight*—doors, windows, books, paper; *curved*—clock, glass, dome, door handle, trees, cup; *angle*—roof, desk).

Sound Discrimination Optional

Trying to identify as many sounds as possible with eyes closed.

Do TeamMate School Team Book page 46 and assign Home Team page 46 for homework.

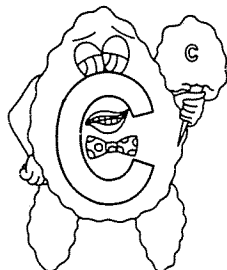
TEACHER OBJECTIVES:

- To reinforce the characteristic and sound of Mr. C.
- To help children recognize and identify the numerals 1–5.
- To help children write the numerals 1–5.
- To help children understand what the numerals 1–5 represent.

PERFORMANCE OBJECTIVES:

- The child will say words with the *c* in the initial position.
- The child will identify the numerals 1–5, show what symbolizes the numerals and count from 1–5.
- The child will demonstrate knowledge of numerals 1–5 by connecting sequential dots to form a picture.

DEVELOPMENT



*Mr. C's telephone keeps ringing.
All the Letter People are calling to tell him puffs of cotton candy are everywhere.
He has been so busy making "All About Us" booklets that he forgot to turn off the cotton candy machine.*

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

Ask the children to find and say the words "All About Us."

*Which Letter Person's picture is on the booklet? (Mr. C)
Whose picture is next to Mr. C? (his friend's)
Touch the sentence at the bottom of the booklet.
It says, "Mr. C has a friend."*

*What is special about Mr. C? (his cotton candy)
What did Mr. C give his friend? (a cotton candy cone)
What did he forget to put in the cone? (cotton candy)
Let's fill the cone with cotton candy.*

Give the children the opportunity to draw the cotton candy.
Suggest they finish the picture to look like themselves or anyone else they wish.
Encourage them to add the lower part of the body to the figure.

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

*What picture did Mr. C put in the first sentence? (cotton candy)
Read aloud, "Mr. C eats cotton candy."
Let the children pretend to reread the sentence with you.*

*Mr. C told us he eats cotton candy.
He likes to know how many he eats.
He learned how to count.
Read aloud, "Mr. C can count: 1 2 3 4 5."
Be sure to pause after each numeral so the children can repeat it.*

Have the children find the cotton candy cones at the bottom of the page.

Show Mr. C one cotton candy cone between your hands.

Have the children frame one cotton candy cone between their hands.

Now show Mr. C two cotton candy cones between your hands.

Have the children frame two cotton cones between their hands.

Follow the same procedure until the children have framed five cotton candy cones between their hands.

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

What two things did he tell us? (He eats cotton candy. He can count.)

Mr. C wants us to use the next page.

Have the children put their fingers on the first dotted line on the right-hand page.

Explain that Mr. C wants each of them to write his/her name on the dotted line.

After the children have had an opportunity to do this, select and read a booklet. (e.g., Dudley eats .)

Mr. C says the sentence is not finished.

Mr. C's sentence tells that he eats cotton candy.

Dudley's sentence does not tell what Dudley eats.

How can Dudley finish the sentence? (draw a picture of something he eats or cut out and paste a picture or dictate a word)

Help the children complete their sentences.

Read several completed sentences aloud.

Draw the children's attention to the second sentence.

Explain that Mr. C wants them each to count to 5.

He wants them to write the numerals as they say them.

Help the children complete their sentences by writing their names and the numerals from 1–5.

Select and read several completed sentences.

Encourage the children to tell their sentences to Mr. C.

Have the children turn to the back of the booklet.

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

Explain that Mr. C wants them to finish the picture by connecting the dots.

Have the children touch the dot near numeral 1.

Have them put another finger on the dot near the numeral 2.

Show them how to draw a line between the two dots.

Continue this procedure, connecting the dots in numerical order.

When the dots have been connected, the children will see a picture of a cat.

Ask them why Mr. C would like a picture of a cat. (Cat starts like cotton candy.)

Encourage the children to take their booklets home.

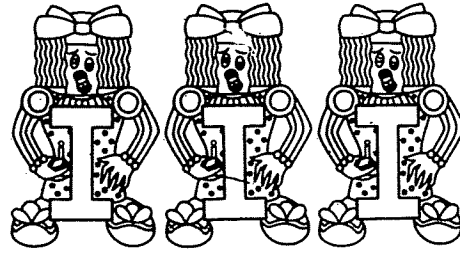
Have them ask members of their family to count for Mr. C.

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PLANNING AND PREPARATION: Huggables, Miss I and Mr. C; Miss I's initial sound Picture Squares; drawing paper and crayons; Alpha Time Master #126.

Optional: TeamMates

Miss I's music (record #2) may be played to set the mood.



DISCOVERING THAT MISS I'S SOUND COMES FROM ITCHING

Remind the children of Miss I's Itch and of how the ĩ ran away from the Itch.

The ĩ wants to know if Miss I really needs it.

"Of course," said Miss I. If there is no ĩ, you can not say Itch. "Try it." The ĩ tried. All it could say was "tch."

Let the children try to say the word "Itch" without the ĩ sound.

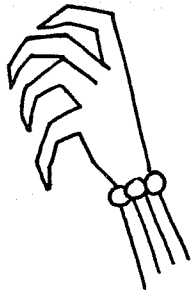
Miss I had been trying to decide what she wanted her sound to be. Seeing the ĩ gave her a wonderful idea.

Now she knew what her sound would be.

What idea do you think the ĩ gave Miss I? What sound will Miss I choose?

Help the children decide that Miss I will take ĩ as her sound.

When Miss I told the Itch that ĩ would be her sound, the Itch was very happy. Miss I was also happy because she won't have any trouble remembering her sound. The ĩ is always around, saying ĩ-ĩ-ĩ.



NAMING WORDS WITH I IN THE INITIAL POSITION

Give several children a chance to repeat the short vowel sound of "ĩ".

The ĩ and Little Miss I have been busy practicing saying ĩ. Now Miss I wants to hear how the ĩ sounds at the beginning of a word. She asked Mr. C to come and listen.

Mr. C says it is not easy to think of words that start with ĩ.

Miss I said, "Mr. C, I will show you some pictures. You guess what word goes with each picture. All the words start with ĩ from the word *Itch*. I know one picture you will never guess."

"Impossible, impossible, impossible," said Mr. C. "I can guess anything you show me. Didn't I think of the word *impossible*? *Impossible* starts with ĩ. So there!"

Miss I just said, "Let's start to play, Mr. C, and see what happens."

*Identifying Miss I's
Picture Squares*

Show the children Miss I's initial sound Picture Squares (i.e., Indian; igloo; inch; ill; one blank picture for the word "invisible." Tell the children that Miss I will give Mr. C clues to help him think of words for the

pictures that begin with ĩ. Remind them that when Mr. C tells them a word, he will have to "prove it."

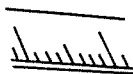
NOTE: Miss I's word-pictures are quite difficult, therefore Mr. C is the one who comes up with an answer. In this way it is Mr. C, not the child who is wrong. When a child identifies a picture, he is only repeating what Mr. C tells him. If the answer is incorrect, Mr. C is teasing.

Here is the first picture clue.



Miss I says: "I am thinking of a picture that starts with the ĩ from Itch. It is a picture of someone who wears a feather headdress. He was one of the first Americans. He hunted with a bow and arrow."

Tell the children to ask Mr. C which picture he thinks it is. (Indian)



Another picture starts with the ĩ from Itch. This word rhymes with *pinch*. It is measured with a ruler. (inch)

Remind the children to prove each word for Miss I.



Another picture starts with the ĩ from Itch. An Eskimo lives in this kind of house. He makes this house out of ice and snow. (igloo)



This picture is another word for *sick*. The word rhymes with *pill*. (ill)

Miss I says that Mr. C may not be able to figure out the last picture. Let's look at it before Mr. C does. Let's try to figure it out before we have any clues.

Show the children the blank Picture Square.

What picture do you see? (nothing)



Do you think Miss I forgot to put a picture on this card?

Ask Miss I.

Miss I says that it is not a mistake. This picture starts with the ĩ sound from Itch.

Give the children a chance to guess what the ĩ can possibly mean.

Mr. C says that Miss I must give him clues.

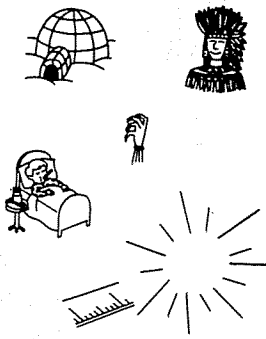
Miss I says, "Mr. C, you think I showed you a blank card to trick you. You can't see anything on the card, that's true, but not being able to see anything is the very best clue." What word can Miss I mean?

When something is there and we cannot see it, what word do we use?

Let Mr. C tell us what he thinks the word may be.

It may take many guesses before the children think of the word "invisible." If no one is able to guess the word, pretend that Mr. C has finally thought of the answer and tell it to the children for him.

TYING IT TOGETHER



*Distribute copies of Alpha Time Master #126 to the children. Have them prove that each of the pictures start with Miss I's *ī* sound.*

Miss I says that she would like her pictures that start with the *ī* from Itch (Indian, ill, igloo, inch, invisible) to touch her "Itch." Connect Miss I's Itch to her pictures.

ON THEIR OWN

Children may choose from the following activities:

Art

Drawing any of Miss I's word-pictures, then giving clues for each picture so that the rest of the class may guess.

Dramatic Play

Enacting a play with an invisible character such as a dog, a friend or a ghost. (Ideas may come from popular TV shows.)

Sound Discrimination

Listening for words that begin with *ī* in Miss I's song. (record #2)

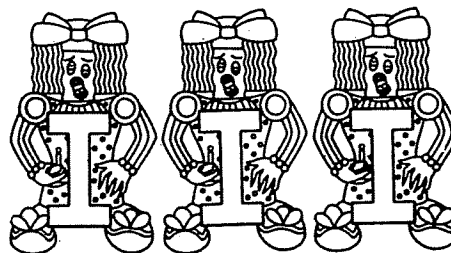
Sorting And Matching

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

Optional

Do the activity and discuss TeamMate School Team Book page 47 and assign Home Team page 47 for homework.

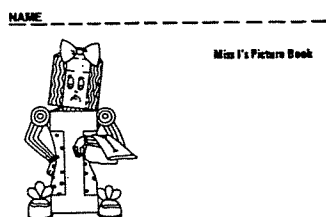
PLANNING AND PREPARATION: Huggable, Miss I; Miss I's Picture Book, one for each child; drawing paper and crayons; Miss I's "In the Middle" Picture Squares; Alpha Time Master #127.



READING COMPREHENSION

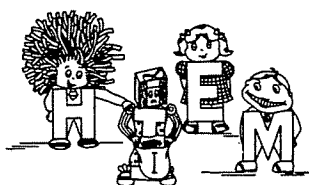
Reading A Picture Book

Cover



Predicting outcomes

Page #1



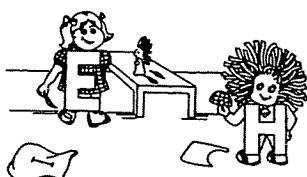
Numeration

Page #2



Looking for detail

Page #3



Relating experiences

Miss I asked the Letter People to help her fill her bag. The Letter People wanted to help Miss I. Miss I wants to tell us about the strange thing that happened when the Letter People said they would fill her bag. She has a picture-book for us to read.

Give each of the children a copy of Miss I's Picture Book. Discuss each picture with them.

Let's look at the cover.

Who is there? (Miss I)

What does she have with her? (a bag)

Why do you think she has the bag?

What do you think this story will be about?

Let's look at the first page of the story.

Which Letter People are here? (Miss I, Mr. H, Mr. M, Miss E)

What is Little Miss I showing to the Letter People? (her bag)

Why do you think she is showing them her bag? (She wants them to fill it.)

How can they help Miss I? (make things for her bag)

What do you think the Letter People will do?

Let's turn the page and see how they help her.

What are the Letter People doing? (starting to make things)

What is Mr. H doing? (cutting something out)

Let's look at the next page and see what the Letter People are making.

What is Miss E making? (an Indian)

What did she use to make the Indian? (clay, feather)

What has Mr. H cut out? (an igloo)

Let's turn the page and see what Mr. M is doing.

Page #4



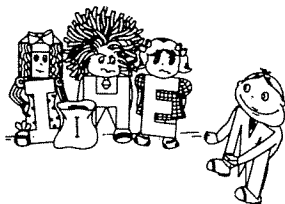
Making inferences

Page #5



Recognizing emotions

Page #6



Making inferences
Recognizing humor

Thinking Of A Title For The Story

What can Mr. M be making?

What does his face look like?

Let's look at the next page and watch the Letter People fill Miss I's bag.

Look at Miss I's face. How does she look? (She is happy.)

Who is putting things in Miss I's bag? (Miss E, Mr. H)

Let's turn the page.

Who is bringing something for Miss I now? (Mr. M)

What is Mr. M carrying?

Help the children realize that Mr. M is carrying nothing!

Look at the expression on Miss E's face. How does she look?

How does Mr. H look?

Why are they puzzled?

One of Miss I's words is the clue to the mystery.

Remind the children of the blank card that Miss I used when Mr. C was trying to guess her words. Have them recall the word "invisible."

Did Mr. M play a trick on Miss I?

Did he want to make Miss I unhappy?

Why is Mr. M's gift a good one for Miss I?

Tell the children that Miss I needs a title for her story. Encourage them to think of titles that include the idea of things being invisible. The children may want to tell Miss I the following rhyme:

When something is there that we cannot see,

There's a word to think of—what can it be?

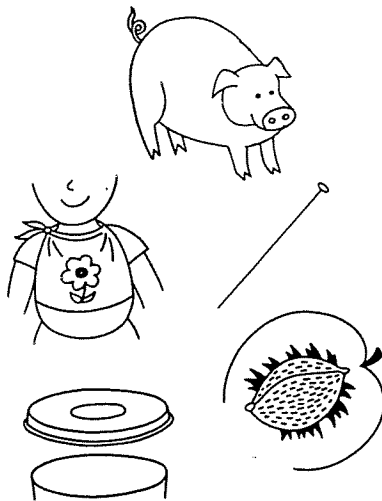
Invisible—that is the word to know.

It means something is there but it does not show.

IDENTIFYING THE SHORT I SOUND IN THE MEDIAL POSITION IN WORDS

Miss I says she likes to hear her *i* sound in big words like *invisible*, *impossible*, *important*. Now she would like to hear her *i* sound in some little words, too.

Miss I has thought and thought but she could not find many little words that started with her *i* sound. Miss A and Miss E have a wonderful idea. They say that Miss I can hear her *i* sound in little words if her *i* sound is in the middle of a word.



Guessing Words From Given Clues

Miss I says that she doesn't understand what that means.

Tell Miss I what it means to have a sound "in the middle."

Help the children explain that it means to hear her sound between other sounds instead of at the beginning of a word. Then show them Miss I's "in the middle" Picture Squares (i.e., pig, pin, bib, lid, pit).

If Miss I says the word that goes with each of these pictures she will hear her sound in the middle of the word.

She wants us to listen to clues about each of her pictures. Miss I will turn her back. Let's help Miss I. After we figure out the name of the picture and hear her *ī* sound, we may turn Miss I around to face us.

Read the following clues to the children and have them identify each picture from its clue.

I am a farm animal. I give people ham.

If I were invisible, my *oink*, *oink* would tell you who I am. (pig)

Turn Miss I around if you hear her *ī* sound.

I have a head and am very thin.

If you touch my point you'll prick your skin. (pin)

Turn Miss I around if you hear her *ī* sound.

When baby eats, I'm under his chin.

His clothes stay clean—but what a mess I'm in. (bib)

Turn Miss I around if you hear her *ī* sound.

Inside every peach I will surely be.

You can eat the peach but don't eat me! (pit)

Turn Miss I around if you hear her *ī* sound.

I am the top of a can, that is true.

But I have another name too. (lid)

Turn Miss I around if you hear her *ī* sound.

TALKING ABOUT MISS I'S "DOING WORDS"

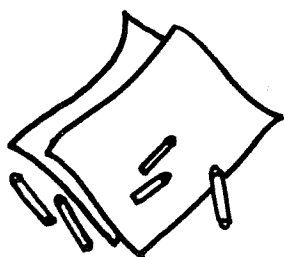
Miss I has thought of some "doing words" in which her *ī* sound is "in the middle." She will whisper her "doing words" to someone. He will pretend to be doing the "doing word" without talking.

Whisper one of the following words to a child. The child pantomimes the actions for the word while the rest of the class tries to guess each word. The words are: sit, dig, hit, sip, zip, lick, skip.

Miss I wants to play the "In The Middle Game." Miss A and Miss E have told her how much fun it is. Let's play it with Miss I.

Adapt the "In The Middle" Game, for Miss I as explained in lesson 2A4.

TYING IT TOGETHER



Distribute drawing paper and crayons and other art materials. Children may draw "invisible doing" pictures for Miss I. (e.g., *dig*: someone digging with an invisible shovel; *sit*: someone sitting on an invisible chair; *hit*: someone hitting a ball with an invisible bat; *sip*: someone sipping an invisible soda through a straw)

NOTE: Alpha Time Master #127 is a letter to parents explaining the progress the children have made thus far with ALPHA TIME. This letter may be sent home with the children at this time.

ON THEIR OWN

Children may choose from the following activities:

Playing "Invisible" with Miss I.

*Auditory
Discrimination*

Rules: One child at a time will pretend to be something invisible that makes a sound (e.g., a tiger, fire engine, wind) the other players must guess what the invisible object is.

Sequence Skills

Separating the pages of Miss I's Picture Book and putting them in order again.

Game Skills

Including Miss I's Picture Squares, playing cards and puzzle in the games described in the Games section.

*Drawing Original
Picture-Stories*

Drawing or telling a story about a time when a Letter Person was invisible. *Child selects one Letter Person as the hero of his story and tells a story or draws pictures that show that would happen if that Letter Person were invisible. (e.g., Mr. M might take bites out of things, Mr. F might leave footprints behind him, Mr. N might blow in people's ears.)*

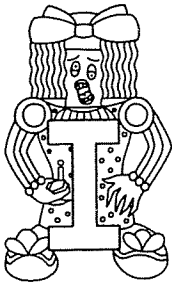
TEACHER OBJECTIVES:

- To reinforce the characteristic and sound of Miss I.
- To have children pronounce words with initial *i*.
- To have children write the letter *i*.
- To teach the concept of initialing.
- To have children write their own initials.

PERFORMANCE OBJECTIVES:

- The child will say words with the short *i* sound in the initial position.
- The child will write the initials of his or her own name.

DEVELOPMENT



*Miss I has an impossible itch.
That impossible itch makes her so itchy that sometimes when Miss I writes, the letters are all wiggly.
When she gives us a booklet, she wants us to check the letters to be sure they are not wiggly.*

Distribute the Miss I "All About Us" booklets to the children.

Ask the children to find the words that tell the name of the booklet and say them for Miss I.

*Which Letter Person's picture do you see? (Miss I)
Whose picture is next to Miss I? (her friend's)
Touch the sentence at the bottom of the booklet.
It says, "Miss I has a friend."*

*Look at Miss I.
How does she feel all the time? (itchy)
What makes Miss I itchy? (her impossible itch)
Look at the picture of Miss I's friend.
How can you tell the impossible itch is visiting her friend? (The friend looks itchy.)
Miss I could not finish the picture because her friend couldn't stand still for a minute.
Miss I wants us to finish the picture.
Let's make each thing we add look itchy so everyone knows the impossible itch is visiting.*

Suggest that the children use wiggly lines.
Give the children the opportunity to finish the picture.
Remind them that the picture may be made to look like themselves or anyone else.

Have the children open the booklet.
Point to the full-page picture on the left-hand side!
Explain that Miss I used this whole page to show what happens when the impossible itch keeps making her itchy. (Miss I wiggle hops.)
Have the children role-play.
One child is the impossible itch, another is Miss I.
The impossible itch says, "I am looking for Miss I. I will make her itchy."

The impossible itch touches Miss I.

Miss I says, "The impossible itch found me. I am so itchy. I must wiggle hop."

The child taking the role of Miss I shows how she wiggle hops.

Have the children look at the right-hand side of the booklet.

Explain that Miss I has been noticing that people have letters on things that they wear.

Some people wear a letter on a chain around their neck.

Miss I asked them what the letter meant.

They told her it was the first letter in their name.

The letter that starts their name is called their initial.

Why do you think Miss I loves the word "initial"? (Initial starts like her impossible itch.)

Miss I decided to write her initial in the first sentence on this page.

Read aloud, "Miss I writes her initial."

What letter did Miss I use to write her initial? (I)

Touch Miss I's initial.

Now Miss I wants us to write our initials.

We each have more initials than Miss I has.

Our first initial is the letter that starts our first name.

Demonstrate this by asking a child to say her first name. (e.g., Carol)

Ask Carol the letter that starts her name. (C)

Write the capital C on the blackboard.

Explain that this is her first initial.

At this grade level it is not necessary to discuss the punctuation that comes after an initial.

Follow the procedure with several of the youngsters.

Then adapt the procedure to show the children how they find the initial of their last name.

Help the children complete their sentences.

Select and read several completed sentences aloud.

Encourage the children to tell Miss I their initials.

Have the children turn to the back of the booklet.

Explain that Miss I drew a picture showing initials in different places.

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

Have the children find the different initials in the picture.

They may want to write their own initials on things in the picture.

Discuss actual articles on which they would write their initials to indicate ownership. (boots, mittens, baseball mitt, bat)

Suggest the children take their booklets home.

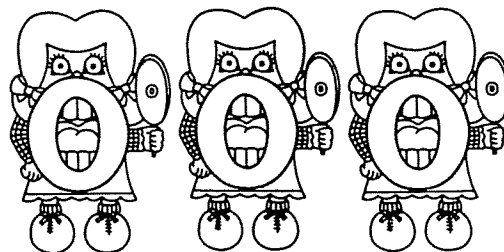
Have them ask the members of their family to tell Miss I their initials.

101

PLANNING AND PREPARATION: Huggables, Misses A, E, I, O, Mr. C, Mr. D, Mr. B; envelope containing note paper; Record #3; small pieces of aluminum foil about 5" square, art materials; Alpha Time Master #128.

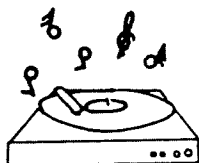
Optional: TeamMates

Keep Miss O concealed until after the children have heard the recorded dramatization.



MEETING MISS O

*Listening For
Enjoyment And
Information*

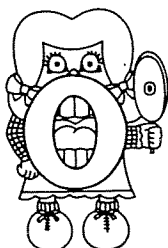


Tape the envelope to Mr. C's hand and gather the other Letter People around him. Tell the children that Mr. C has received a message from Letter People Land and that the Letter People want to know all about it.

What do you think the message from Letter People Land says? Let's listen to the story.

Play Miss O's Story (record #3, side B, band #1). When the recording is over, reveal Miss O.

*Talking About
Miss O*



What is the new Letter Girl's name? (Miss O)

What is the meaning of *Obstinate*? (stubborn)

How was Miss O Obstinate in the story? (e.g., She wouldn't come out of the pool.)

Why do you think Miss O's mouth is open so wide? (She is saying ö, ö, ö.)

What is Miss O holding in her hand? (a mirror)

Why does she need a mirror? (to be sure her mouth is open wide when she says ö ö ö)

PRACTICING THE SHORT O SOUND

Obstinate Miss O would like us all to practice saying ö ö ö with her. We will need mirrors.

Making Mirrors

Distribute the squares of aluminum foil, and let several children at a time hold up their "mirror" and say ö ö ö.

IDENTIFYING THE UPPER AND LOWER CASE LETTER O

Have the children gather around Miss O. Tell them that Miss O would like to see her capital and lower case letters.

Let's show Miss O her capital O. Then let's find the lower case o.

*Finding The
Letter O on Miss O*

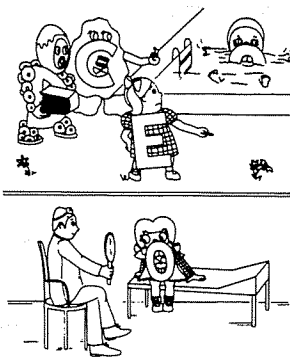
Where is the lower case o? (on Miss O's mirror)

How is the capital O the same as the lower case o? (same shape)

How are the two letters different? (different size)

What kind of line is used to make the O? (curved)

TYING IT TOGETHER



Distribute Alpha Time Master #128 and discuss it with the children.

Look at the top picture.

Where is Miss O? (in the pool)

Who else is there? (Mr. C, Mr. D and Miss E)

What do you think they are saying to Miss O?

What book do you think Mr. D is carrying? (dictionary)

Look at the picture on the bottom.

Where is Miss O? (at the doctor's office)

What do you think the doctor is saying?

ON THEIR OWN

*Drawing A
Picture Story*

Dramatic Play

Listening

Story Re-telling

Coloring

Letter Tracing

Optional

Children may choose from the following activities:

Drawing several scenes from Miss O's story and stapling the pages together to make a book.

Taking the parts of each of the Letter People in Miss O's story and making it an extemporaneous play.

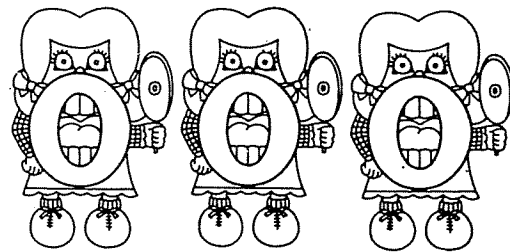
Listening to Miss O's story (record #3).

Re-telling Miss O's story to one of the Letter People who was not there. (This may be recorded if a tape recorder is available.)

Using crayons to color Miss O in the pool on the Alpha Time Master.

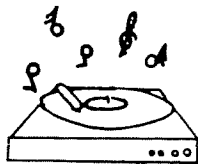
Using Alpha Time Master #69 to trace the upper and lower case letter O.

Discuss TeamMate School Team Book page 48 and assign Home Team page 48 for homework.



REMEMBERING OBSTINATE MISS O

Listening To Miss O's Song



Tell the children that Miss O hopes they have not forgotten about her. She would like them to hear her song to remind them.

Play Miss O's song (record #2, side A, band #6) and discuss it with the children.

What are some things Miss O tells us?

Show Miss O how the music makes you want to move.

PREDICTING OUTCOMES

Pretend that Miss O is talking to you and telling you a story. Then tell the children the following short stories, each of which shows how Miss O is Obstinate.

Miss O is trying to remember a word. It is the word that tells she is stubborn. What word do you think Miss O means? (Obstinate)

Miss O wants to tell us what happened to her yesterday. She wants to know if we think she was being Obstinate.

Listening To "Obstinate" Stories

Early in the morning Miss O went out to wait for the school bus. Some of the other Letter People were waiting too. Miss O said, "I will sit in the seat behind the bus driver. I do not like any other seat." When they got on the bus, the seat behind the driver was taken. The Letter People said that Miss O could choose any other seat on the bus. Miss O would not sit on any other seat. She just kept saying, "No, no, no."

What do you think happened?

Let several children tell what they think happened when Miss O insisted she sit behind the bus driver. Have several small groups act out the situation.

Tell Miss O why you think she was Obstinate.

Miss O wants to tell you about another time when she was called Obstinate. The Letter Girls wanted to play a game. They needed four girls. Miss A, Miss E and Miss I wanted to play, but Miss O said that she didn't like that game. If Miss O didn't play, the other girls couldn't play either because there would not be enough people for the game. Miss O said, "No, no, no, I won't play."

What do you think happened?

Follow the procedure used above for this story and the two stories following, encouraging as many points of view as possible.

Miss O has another story to tell us. Let us see why she was called Obstinate this time. When Miss O came to school, Miss A showed her where to hang her hat and coat. She showed her where to put her boots. Everyone put their hats, coats, and boots away; everyone except Miss O. Miss O just sat there in her hat and coat and boots, wiping her face with a tissue. She was very warm all bundled up like that, but she said, "No, no, no I won't take off my coat."

How was Miss O Obstinate?

What do you think happened?

Something else happened to Miss O and once again she was called Obstinate. Miss O came to school wearing a beautiful party dress. She was going to a party after school. Miss O decided she wanted to paint. "That is not a good idea," the Letter People said. "It is not good to paint while you are wearing your party dress!" You know Obstinate Miss O! She just took a brush and started to paint.

What do you think happened?

PRACTICING THE SHORT VOWEL SOUND Ō

When people want to know where a kitten or a puppy is, they sometimes put a bell around its neck. When they hear the bell they know where to find the puppy or the kitten. The Letter People did not put a bell around Miss O's neck, but they can tell where she is by something they hear.

Remember what sound Miss O makes all the time. (ō, ō, ō)

What do you think the Letter People hear wherever Miss O is?

Help the children decide that the Letter People can hear Miss O saying ō, ō, ō. Then introduce the "Where Is Miss O?" game.

The Letter People say if we close our eyes and listen for the ō, ō, ō, we can tell where Miss O is.

Let's try it.

(Sara), you stand at the classroom door with Miss O. Miss O will practice ō, ō, ō as she stands there.

Let's listen to her say ō, ō, ō with our eyes open.

Now let's close our eyes and listen to her say ō, ō, ō.

Remember how the ō, ō, ō sounds when Miss O is standing at the classroom door.

Repeat, placing Miss O in different parts of the room (e.g., near the window, the block corner, the supply shelves). Then start the game.

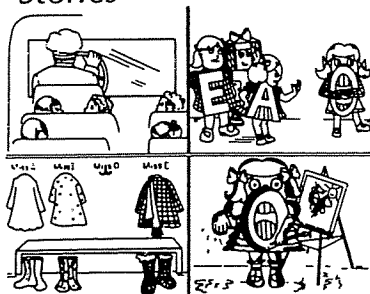
Playing A Game

Directions: One child pretends to be Miss O and stands in one of the four places where the class heard Miss O saying ō, ō, ō. The other children close their eyes and listen to Miss O saying ō, ō, ō. Miss O calls on a child, saying: "Where am I practicing my ō, ō, ō?" The child answers: "You are practicing your ō, ō, ō in the—(block corner)." If the guess is not correct, another child is called. The game continues with other children taking the part of Miss O.

Make sure that the children include ă, ă, ă in their questions and answers as often as possible.

TYING IT TOGETHER

Recalling Miss O's Stories



Miss O has been telling everyone that she is never Obstinate. The Letter People keep saying, "Remember how Obstinate you were on the bus and in school!" Miss O just says, "I don't remember."

The Letter People want us to show Miss O pictures that will remind Miss O when she was obstinate. They want us to tell her what happened in each of the pictures.

Distribute Alpha Time Master #129 and have the children remind Miss O what happened in each picture.

ON THEIR OWN

Making A Picture Book

Children may choose from the following activities:

Cutting out the pictures on Alpha Time Master #129, coloring the pictures, mounting each on a separate sheet of paper, and stapling the sheets together to make an Obstinate book.

Dramatic Play

Enacting parts of Miss O's Obstinate stories.

Music And Dance

Playing Miss O's music (record #2) and dancing to it, or learning the words to the song.

Optional

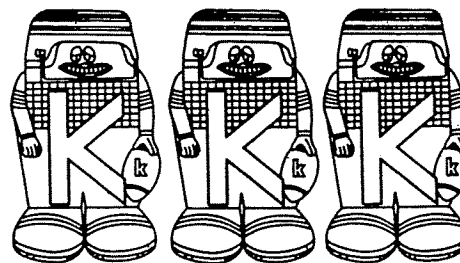
Do TeamMate School Team Book page 49 and assign Home Team page 49 for homework.

1K₁

PLANNING AND PREPARATION: Huggables, Mr. K and Mr. C; Record #2; Mr. K's Picture Squares; Alpha Time Master #130; a ball, preferably a football.

Optional: TeamMates

Hide Mr. K where he cannot be seen, but where he may be easily produced at the appropriate moment.



MEETING MR. K

Talking About The New Letter Person

Tell the children that a new Letter Person is ready to come to class.

The new Letter Person keeps doing one thing all the time. He would like us to guess what he does. It is very hard to guess what someone does when you don't have any clues. The new Letter Person said that he will help us guess.

Show the children a ball. (A football is ideal, but any ball will do.)

The new Letter Person said that we should do something to this ball. Show us what we can do to a ball (e.g., throw, slap, kick, punch, catch, bounce).

The new Letter Person says he does only one of these things. He says that he does what you can do to a ball if you use only your feet.

Help the children conclude that what they would have to do is to kick.

The new Letter Person says that he kicks all the time but he never ever kicks anything but a ball. The new Letter Person is very anxious to meet us. He wants to see how we kick. If you close your eyes, and kick three times, the new Letter Person will come.

While the children have their eyes closed, reveal Mr. K.

The Letter Person has a song for us. Let's listen and find out what his name is.

Play Mr. K's song (record #2, side A, band #7). As the children listen they may kick to the music or move in any way they like.

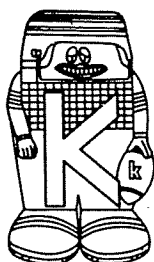
The new Letter Person wants to know if anyone remembers his name. (Mr. K)

Mr. K is happy that he came to work with us and the other Letter People. He is eager to start making a sound. Mr. K says that before he left Letter People Land, they told him where he would get his sound. That's the only sound that he will use.

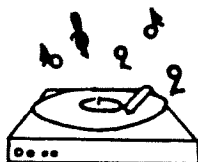
From where do you think Mr. K will get his sound? (Kicking)

Mr. K says that he is Kicking all the time. He will get his sound from Kicking. Most of the Letter People think this is a good idea.

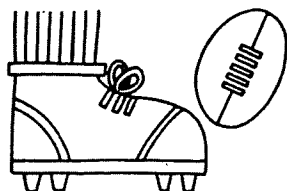
Miss E does not think so. Miss E says, "Mr. K, if you get your sound from Kicking, there will be a terrible problem with another Letter Person."



Listening To Mr. K's Music



Discovering That Mr. K's Sound Comes From Kicking



"Why will there be a problem if I get my sound from Kicking?" asked Mr. K.

Why do you suppose there might be a problem?

Which Letter Person might not want Mr. K to get his sound from Kicking?

Let the children discuss why they think Mr. K's Kicking might lead to a problem with another Letter Person.

Miss E explained that the sound Mr. K wanted had already been given to another Letter Person.

"Oh, that's funny," said Mr. C. "What other Letter Person has the Kicking sound?"

Miss E laughed and laughed. Then Miss I started to laugh and laugh. Then Mr. L and then Mr. M—and soon all the Letter People were laughing and laughing, but not Mr. C.

"What is so funny?" shouted Mr. C.

"You are," said Miss E.

What do you think Miss E means?

What is it that Mr. C does not realize?

Lead the children to the conclusion that "C" and "K" have the same initial sound.

"Mr. C, just listen," said all the Letter People. "Cotton Candy-Kicking."

"That's good," said Mr. C. "Kicking can go in my bag."

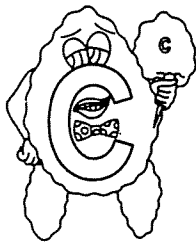
"Oh no," said Mr. K. "Kicking belongs to me. I kick, kick, kick, all the time. Kicking must be mine. Kicking is my game."

"Wait a minute!" said Mr. C. "You can't have the same sound I have!"

Miss E was right. This was a problem. Mr. C did not want to share his sound. There was nothing the Letter People could do.

Mr. K was told he would get his sound from Kicking. The Letter People could not change what was decided in Letter People Land. Mr. C was very upset. He sat in a corner and frowned. Poor Mr. K! He felt bad. He felt so bad he started to cry. The Letter People said, "Please don't cry Mr. K. We'll help you find things that start the same way as Kicking. We may not be able to find too many things because Mr. C had the sound first and he has taken many of the things, but we are sure that we can find some things for you."

That made Mr. K happy, he started to kick a ball again and again.



*Discovering That C
And K Have The
Same Sound*

IDENTIFYING WORDS WITH K IN THE INITIAL POSITION

Show the children Mr. K's Picture Squares (i.e. king, kitchen, kite, kitten, key).

The Letter People showed Mr. K some of his picture words. They will give Mr. K a clue and we will find the picture.



The first picture starts the same way as Kicking. It is something we use for unlocking doors. The word rhymes with *me*. What is the word that Mr. K will have? (key)

Show Mr. K how you would use a key to unlock a door.

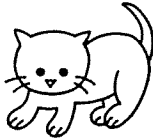
Let's listen to the next clue to find out what the next thing is that starts the same way as Kicking.



This picture shows something that you hold by a string as it flies in the air. It rhymes with the word *flight*. What is the word that Mr. K will have? (kite)

Show Mr. K how you would fly a kite in the air.

Let's listen to the next clue to find out what starts with Mr. K's Kicking sound.



This is the name of a baby cat. It rhymes with the word *mitten*. What is the word that Mr. K will have? (kitten)

Be a kitten. Show Mr. K how you creep around and meow.

Let's listen to another clue.



This is the name of a man who lives in a castle and wears a crown. It rhymes with the word *ring*. What is the word that Mr. K will have? (king)

Be a king. Show Mr. K how you wear a crown.

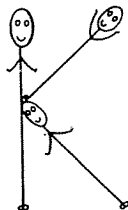


Mr. K has one more word. It is a room in your house. It is where you find the stove and the refrigerator and it is where people do the cooking. What is the word that begins with Mr. K's sound? (kitchen)

Make believe you are in a kitchen. Tell us something that you are doing. (e.g., cooking, opening the refrigerator, washing the dishes)

IDENTIFYING THE CAPITAL AND LOWER CASE LETTER K

Analyzing The Shape Of "K"



Mr. K wants us to show him his capital letter.

Show Mr. K his capital letter K with your hand.

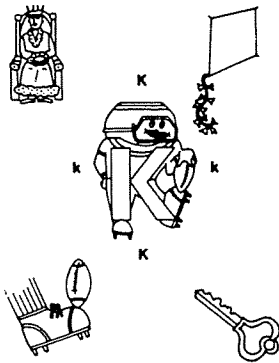
How many parts are there in the capital letter K? (three)

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

Look at each part. What kind of lines are there? (slanted, and straight lines)

Have three children form the capital K with their bodies. Have all the children form groups of three and make several K's. Then have the children show Mr. K his lower case letter. Have them discuss its shape and compare it with the capital letter K.

TYING IT TOGETHER



Give the children a copy of Alpha Time Master #130. Encourage them to identify each of Mr. K's pictures (i.e., king, kite, kick, key). Some children may want to connect the letter K to some of Mr. K's pictures.

ON THEIR OWN

*Auditory
Discrimination*

Children may choose from the following activities:

Including Mr. K's puzzle, playing cards, Picture Squares in any of the games suggested in the Games section.

Letter Tracing

Using Alpha Time Master #65 to trace the upper and lower case K.

*Letter Recognition
Color Discrimination*

Marking the upper case K on Alpha Time Master #130 with green and lower case k with black.

Motor Coordination

Playing kick ball.

*Discrimination
Between Left And
Right; Counting*

Kicking with Mr. K. Mr. K gives directions such as kick with right foot, left foot, kick two times, kick three times, etc.

Music And Dance

Listening to Mr. K's music and kicking to the rhythm.

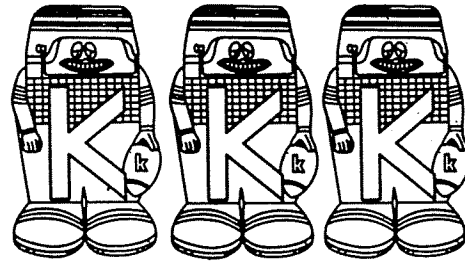
Optional

Discuss TeamMate School Team Book page 50 and assign Home Team page 50 for homework.

1K₂

PLANNING AND PREPARATION: Huggables, Mr. K and Mr. T; a bag for Mr. K; Mr. K's Picture Squares; Alpha Time Master #131; paper, scissors, crayons, paste, materials for making keys, keychains, keyrings, and keycases; a keyring, a keycase; Record #2.

Optional: TeamMates

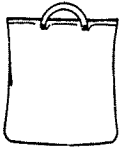


AUDITORY RECOGNITION OF WORDS THAT HAVE K IN THE INITIAL POSITION

Mr. K says no one has proven his pictures for him.

"Proving" Mr. K's Words For Him

Show the children and Mr. K his Picture Squares (i.e., king, kite, kitchen, kitten, key). Have the children name and prove each picture and then put into Mr. K's bag.

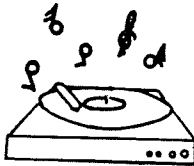


Each time you prove a picture for Mr. K, he would like to see how you kick. Remember Mr. K never never kicks a person. He would be very unhappy if you kicked anything you could hurt.

After several children have had a chance to name, prove, and kick for Mr. K, play a kicking game with the children. Give them these directions.

Following Directions By Playing A Game

First, Mr. K says we must take off our shoes (so we don't hurt anyone when we kick)

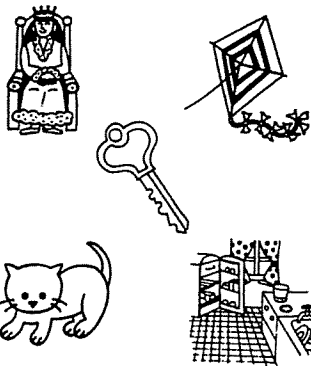


We will put Mr. K's word pictures on the chalkboard.

Then we will play Mr. K's music (record #2, side A, band #7). As the music plays, we will move in a circle showing Mr. K how we kick with our right foot and then with our left foot.

When the music stops we will stop. Then we will close our eyes. Mr. K will ask someone to take away one of his pictures. When we open our eyes, we will have to guess which picture was taken away.

We will say, "Mr. K, did you take away the (key)?"



The child who is helping Mr. K by removing a picture will answer for him. He may say, "No, the (key) is still here." "Guess again." or, "Yes, you're right, the (key) is gone."

As the game continues different children may be called to remove a picture for Mr. K. After a while the procedure can be varied and two pictures may be removed at the same time, then three and then four.

PUTTING TWO WORDS TOGETHER TO MAKE A NEW WORD (COMPOUND WORDS)

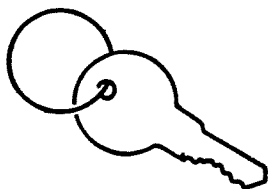
Mr. K says that he doesn't care about Mr. C having more words than he has. He has figured out a way to get some more words of his own.

Mr. K likes keys. He likes the word key. He told the Letter People that he could make lots of words with the word key.

The Letter People said, "Mr. K, key is only one word. How can you make many words with one word?"



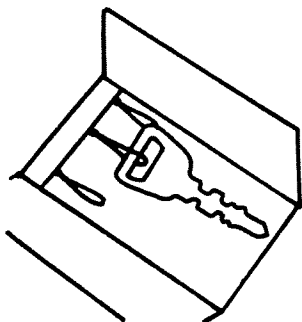
Making Compound Words



Mr. K said, "Listen, sometimes I carry many keys. I don't want to keep them loose in my pocket because I'm afraid I'll lose them. I put them all on a ring. It is not an ordinary ring. It is a ring for keys, it is a . . . (key-ring)."

If available, show the children a keyring.

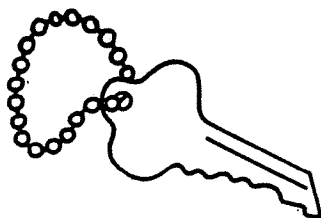
"Keyring is a new word. The first part of the word is *key*. The second part of the word is . . . (ring). When I put the two words together I have the word *keyring*."



The Letter People all clapped their hands. They said, "Mr. K, do it again. Make another new word!"

Mr. K said, "Some people do not like to keep keys on a keyring. They like to keep their keys inside of something. They keep their keys in a case."

Show the children a keycase.
"It is called a . . . (keycase)."



Keycase is another word. The first part of the word is *key*. The second part of the word is *case*. When the two parts of the word are put together we have the word *keycase*.

Mr. K says, "I can think of another one. Sometimes people like to keep their keys on a *chain*. What can we call a chain that holds keys?" (key-chain)

Let the children decide that Mr. K can put together the words "key" and "chain" to make the word "keychain."

What is the first part of the word? (key) What is the second part of the word? (chain) When you put together the two words, which new word do you have? (keychain)

Repeat procedure for *key* and *hole* to make *keyhole*.

Gather the children around the arts and crafts center.

Mr. K would like us to make keys, keycases and more keys. Then we can make a keycase for some of the keys, a keyring for some of the other keys and a keychain for the rest of the keys.

What are some materials we can use to make these things for Mr. K?

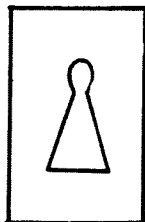
Let each child talk about the art materials he would like to use.

Mr. K has thought of a way to make more big words out of little words. All of the Letter People want to try to take one of their words and make more words with it.

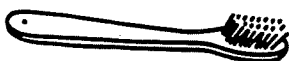
Gather the children around Mr. T.

Mr. T has something that is made of two words. He uses it to brush each tooth. What is the word? (toothbrush) What two words did Mr. T put together to make the word toothbrush? (*tooth* and *brush*)

Making Keys And Keyrings



Analyzing Compound Words





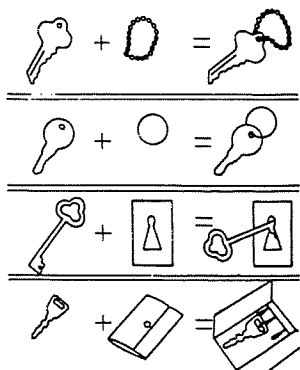
Mr. T uses another word that has tooth in it. It looks like paste. You squeeze it onto your toothbrush when you brush your teeth. What is it? (*toothpaste*)

What two words did Mr. T put together to make the word toothpaste? (*tooth* and *paste*)

Follow the same procedure for the words toothache and toothpick. Describe what the new word means, tell the children what the new word is, then let them decide what two words have been combined. Try to include as many Letter People's characteristics as possible.

(e.g. Foot: football, footprint, footstep; Button: buttonhole, button-hook; Gum: gumdrop, gumball)

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #131. Have the children identify the two pictures that combine to form a new word (i.e., key plus chain: keychain; key plus ring: keyring; key plus hole: keyhole; key plus case: keycase).

ON THEIR OWN

Children may choose from the following activities:

Word Study

Making a picture list of compound words (e.g., *foot + ball=football*).

Art

Drawing or painting pictures of compound words.

Sorting And Classifying

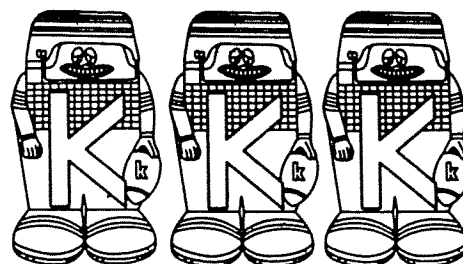
Making a list of different types of cases (e.g., violin case), chains (e.g., bicycle chain) and rings (e.g., curtain ring).

Optional

Do TeamMate School Team Book page 51 and assign Home Team page 51 for homework.

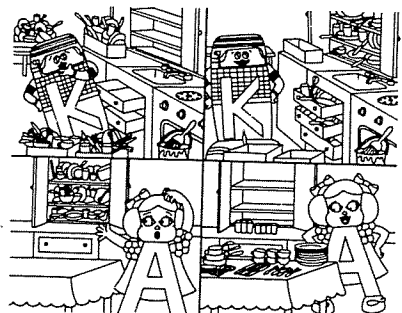
1K3

PLANNING AND PREPARATION: Huggables, Mr. K and Miss A; Picture Card 10; Alpha Time Master #132; paper, crayons, scissors, paste and other art materials; pots, cans and boxes of food, blocks, paint brushes, musical instruments or other classroom items that can be mixed-up and then sorted for Mr. K; oaktag, mural or chart paper with outlines of kitchen cabinets and drawers.

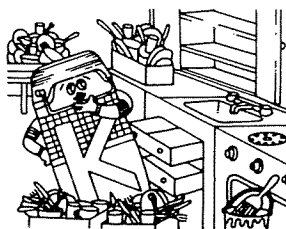


PICTURE READING FOR COMPREHENSION

Discussing A Picture Card

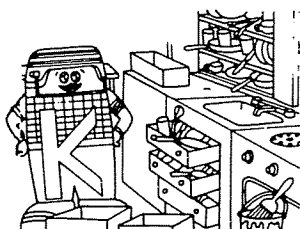


Frame #1



Finding Detail

Frame #2



Drawing Conclusions From Given Facts

Frame #3



Describing And Projecting

316

Mr. K loves his kitchen better than any other room. Why do you think he likes his kitchen? (*Kitchen starts with his Kicking sound.*)

Mr. K had his kitchen painted. Now he has boxes and boxes of things that he must put into the cabinets and drawers.

Mr. K wants to show us how he is going to put everything away.

Show Picture Card 10 to the children. Give each child a matching copy of Alpha Time Master #132.

Let's look at the first picture and see what Mr. K is doing.

Where is Mr. K? (in his kitchen)

What does he have in the boxes? (knives, forks, dishes, pots, pans)

Look at the cabinets. Look at the drawers. Why are they empty? (They were painted.)

If you were unpacking for Mr. K, tell us what you would put in the cabinets and in the drawers.

Tell us what things are in the cabinets and drawers in your kitchen at home.

Let's look at the next picture and see how Mr. K unpacks.

Look at the way Mr. K has started to put his kitchen things away. What do you see in the cabinets? drawers? shelves?

What is wrong with the way Mr. K is arranging his cabinets and shelves and drawers? (They are not neat and all the things are mixed up.)

Why will it be hard for Mr. K to find things if he puts them away like this?

What would you have put in the cabinet? In the drawer?

Mr. K wants to invite some of the Letter People for lunch. Miss A has come to help him set the table. What do you think will happen when Miss A tries to find things to use to set the table?

Why does Miss A look worried?

What are the things Miss A will need to set the table? (knives, forks, plates)

What do you think Miss A will do?

Frame #4



Describing, Sorting And Classifying

Let's look at the last picture.

What is Miss A doing with all the things Mr. K had in the cabinets and drawers? (taking them out and arranging them neatly)

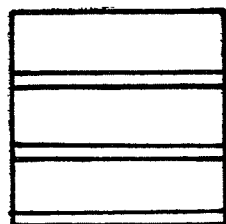
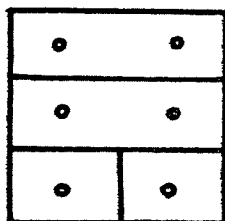
Why has Miss A made piles on the table? How do you think she will re-arrange the cabinets and drawers so that things are easy to find?

How should Mr. K put things away in his cabinets and drawers?

Lead the children to the conclusion that in one cabinet we put the big plates, next to it we put the smaller plates. Knives and forks may be put into one of the drawers etc.

SORTING AND CLASSIFYING

Making Things For Mr. K's Kitchen



Outline several cabinets and several drawers on large oaktag, mural, or chart paper. Tell the children that they may make things for these cabinets and drawers. They may make dishes, pots, silverware, cans and boxes of food.

Tell them that Mr. K has learned that it is easiest to put all the things that are the same in one place. The children may show Mr. K how they can do this.

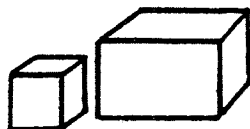
First have the children decide what they want to store in each of the cabinet and drawer outlines. They may then use a variety of art materials to make any of the things mentioned.

As the children make each item, they may paste or tape it on the cabinet or drawer they have designated for it. Have them check to make sure that things that are the same are being stored together. (e.g., all the knives in one place, all the forks in another place)

Mr. K has watched us put things in his kitchen so that all the things that are the same are in one place. He says that the kitchen looks better but he is not sure that it really will work better!

The Letter People have thought of a good way for us to prove it to him. The Letter People will keep talking to Mr. K so that he doesn't see what is happening in the classroom. While they talk to Mr. K we will make the classroom look the way Mr. K thought the cabinets and drawers should be.

Mixing Up Blocks, Musical Instruments, Paints And Crayons



TYING IT TOGETHER



We won't have all the blocks together the way we usually keep them. We'll put some blocks here, some over there and some blocks in another place. We'll do the same thing with the musical instruments, the paints, the crayons. Then we'll ask Mr. K to build a house. He will see how hard it is to find all the blocks he needs when they are not together in one place.

Have one child work with Mr. K collecting the scattered blocks to build the block house.

Then tell the children that Mr. K wants to have a rhythm band. He needs all the rhythm instruments. Again, let one child work with Mr. K and see how difficult it is to find the rhythm instruments when they are not kept together.

Repeat this procedure with the other things that have been mixed-up. Help the children to conclude that keeping things together makes them much easier to find and use.

ON THEIR OWN

Children may choose from the following activities:

Sequence

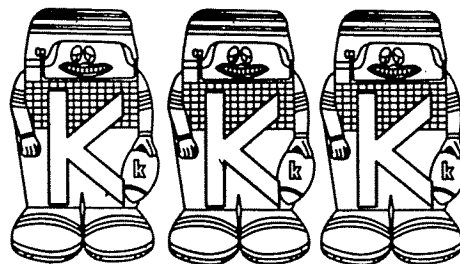
Cutting apart the frames of Alpha Time Master #132 and putting them back in order. Order may be checked against Picture Card 10.

Storytelling— Dramatic Play

Using Picture Card 10 to retell Mr. K's story or as a background for a stick puppet play.

Sorting And And Classifying

Arranging a pile of mixed up materials according to size, color, use or fabric. (This activity may be part of playing store or house.)

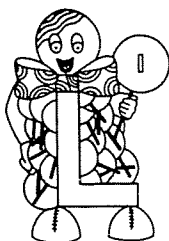


TALKING ABOUT MR. K'S KICK

Remember what Mr. L said about love? Mr. L thinks that love and loving people is very important. He loves all the Letter People. He loves Mr. K and so he doesn't understand why Mr. K kicked him.

Tell the children this story:

Listening To A Story



It all happened early this morning. Mr. L was putting sticks on some lollies. He was making them into lollipops. All of a sudden Mr. L jumped up and the lollies crashed to the ground.

Someone had kicked him! He said, "Leaping Lollies! I must have made a mistake. It couldn't have happened." Mr. L went back to work and it happened again. He knew that the only Letter Person who kicks is Mr. K.

Mr. L loved Mr. K. He thought that Mr. K loved him too. Why did Mr. K kick him?

The other Letter People heard Mr. L crying. They were very upset. Everybody loved Mr. L. Mr. L told them what had happened. All the other Letter People were angry at Mr. K.

Mr. K had promised that he would never kick anything but a ball. Now he had kicked Mr. L. The Letter People marched right over to Mr. K's house and banged on Mr. K's kitchen door. When Mr. K opened the door, he knew that something was wrong. He could tell by the angry faces of the Letter People.

They said, "Mr. K, why did you kick Mr. L?"

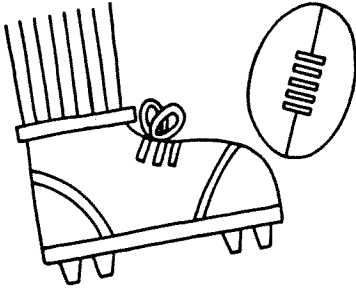
"I would never kick Mr. L. It must be a mistake," said Mr. K.

"It's no mistake," cried the Letter People. "Mr. L was kicked two times and no one else kicks but you, Kicking K. Don't you do that again!" Poor Mr. K scratched his head. He couldn't understand what had happened. He would never kick anyone!

Mr. K wants to be as nice to everyone as Mr. L is. In fact, Mr. K had spent the night looking through a dictionary. Mr. K was looking for one of his words that means the same thing as loving. He found the word *kind*.

The dictionary said that when you are kind to people you are good and gentle to them. Mr. K had planned to call Mr. L first thing this morning to tell him that *loving* and *kind* meant almost the same thing.

Now Mr. L and all the Letter People were angry at him. Mr. K could not understand it.



Suddenly Mr. K heard something giggling and giggling and giggling. "Who is giggling?" he asked.

"It's your Kick," said the Kick.

"What's so funny?" asked Mr. K.

"You should have seen Mr. L leap in the air when I kicked him. It was so funny," said the Kick.

"You kicked him?" said Mr. K.

"Oh, sure," said the Kick. "While you were sleeping, I went to have some fun. I love to kick people."

"Oh dear," said Mr. K. "You can't kick people. That's mean. Kicking a ball—that's fun. To kick people is terrible! I want you to be a kind Kick."

"What does *kind* mean?" asked the Kick.

Kind Means Loving

"*Kind* means something like loving," said Mr. K.

"I do not want to be a kind Kick," said the Kick.

"Well," said Mr. K. "Then you cannot be my Kick."

"Without me you can't be called Kicking K. Without me you won't have a sound," said the Kick.

"That's true," said Mr. K. "Even so I do not want anything but a kind Kick."

Talking About Kindness

"Well, I'm packing and leaving home," said the Kick. The Kick packed his suitcase and left. Mr. K was no longer Kicking K.

Without his Kick, Mr. K did not have a sound.

When the Letter People found out what had really happened, they felt sorry for having blamed Mr. K. They should have known that kind Mr. K would never kick anyone.

That naughty Kick turned up in the strangest places, kicking everyone.

The Letter People made big signs that said, "Watch Out For the Kick Who Won't be Kind."

None of the Letter People would talk to the Kick. When they saw him, they chased him away.

Soon the Kick was very unhappy. Wherever he went he heard people singing about him.

Sing the following song with the children to the tune of "Farmer In The Dell."

Dramatizing The Kick Song



The children may dramatize by having one child be Mr. K and the other, the Kick. They may then follow the actions described in the song, as it is sung.

The Kick won't be kind.
The Kick won't be kind.
Hi Ho, the kick-kio,
The Kick won't be kind.

Chase the bad Kick away.
Chase the bad Kick away.
Hi Ho, the kick-kio,
Chase the bad Kick away.

K sent the Kick away.
K sent the Kick away.
Hi Ho, the kick-kio,
K sent the Kick away.

The Kick has decided that he does not want to be bad anymore. He will try to be a kind Kick.

The Kick wants to go back to Mr. K but the Kick is worried. He thinks that Mr. K doesn't love him anymore and will not forgive him. The Kick wants us to talk to Mr. K and find out how he feels.

Let the children talk to Mr. K. Then have them tell the Kick how Mr. K feels about him. Have them ask Mr. K if he will take the Kick back. Then pretend to talk to Mr. K yourself and tell the children the following:

Talking About Forgiveness

Mr. K says that he has always loved his Kick. He says that sometimes people we love do things that we don't like. We may not like what they do but we don't stop loving them. We forgive them and try to help them do the things they should.

Mr. K says that he does not want his Kick to kick people. He wants his Kick to be a kind Kick. He did not stop loving the Kick. He hoped that the Kick would find out that it is best to be a kind Kick. Mr. K will be happy if the Kick comes back and becomes Mr. K's kind Kick.

The Kick is happy too. He will be glad to get back to Mr. K and start kicking balls again.

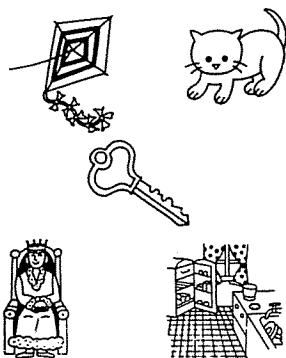
Sing the following words, again to the tune of "Farmer In The Dell." Have the children join in, dramatizing the words of the song.



The Kick is back with K.
The Kick is back with K.
Hi Ho, the kick kio,
The Kick is back with K!

Let's kick and kick away.
Let's kick and kick away.
Hi Ho, the kick kio,
The Kick is back with K!

Mr. K has visited each of the Letter People. He does not want them to chase his Kick anymore. He wants them to know that now he has a kind Kick. He rings the doorbell at each house. The Letter Person says, "Who is there?" Mr. K answers, "It is Mr. K and his kind Kick."



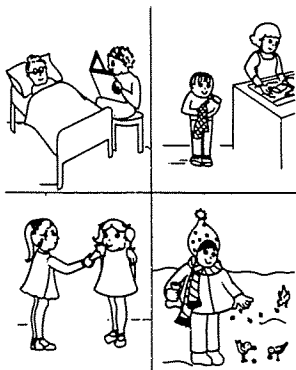
All the Letter People are happy that the Kick has decided to be kind. They think that that was a good decision for the Kick to make.

Now when we prove things for Mr. K, we don't have to say only Kick, anymore. "What may we say instead?" (*Help the children decide that now they may say "Kind Kick" when they name things for Mr. K.*)

Mr. K says that this makes him happy. When you prove things for all the other Letter People you use two words, such as Funny Feet. Now Mr. K may have two words too—Kind Kick.

Show the children Mr. K's Picture Squares (i.e., king, kitten, kite, key, kitchen) and have them prove each for Mr. K using the term "Kind Kick."

TYING IT TOGETHER



Distribute copies of Alpha Time Master #133. Have the children name and talk about each "kindness" in the picture. (i.e., someone reading to an elderly or sick person; child helping to dry the dishes; child sharing an ice cream cone; someone feeding the birds on a cold day)

ON THEIR OWN

*Demonstrating
Feelings*

Classifying

Record Keeping

Children may choose from the following activities:

Being kind to at least one person in the class each day.

Making a list of kind things that may be done at home.

Keeping a kindness record.

1K₅

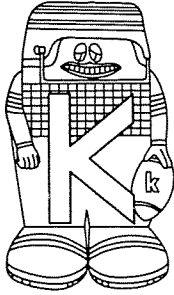
TEACHER OBJECTIVES:

- To reinforce the characteristic and sound of Mr. K.
- To have children discuss objects found in the kitchen.

PERFORMANCE OBJECTIVES:

- The child will say words with the voiced *k* in the initial position.
- The child will identify objects found in the kitchen.

DEVELOPMENT



The Letter People showed Mr. K the "All About Us" booklets they made. Mr. K was so excited that he stopped kicking until he finished making booklets.

Distribute the Mr. K "All About Us" booklets.
Have the children find and say the title of the booklet for Mr. K.

*Which Letter Person's picture is on the booklet? (Mr. K)
Whose picture is next to Mr. K? (his friend's)
Touch the sentence at the bottom of the booklet.
It says, "Mr. K has a friend."
What is special about Mr. K? (his kind kick)
What is the only thing Mr. K kicks? (a football)
With what does Mr. K kick the ball? (his foot)
Look at the picture Mr. K drew of his friend.
What did Mr. K forget to draw? (the foot that kicked the ball)
What must we draw to finish the picture? (the foot)
Give the children the opportunity to draw the missing foot.
Then suggest they finish the picture of Mr. K's friend to look like themselves or anyone else.*

Have the children open their booklets.
Ask them to touch the first sentence on the left-hand side.
*What picture did Mr. K put in the first sentence? (his kick)
Read aloud, "Mr. K likes to kick."*

*Mr. K says there's one room in his house he likes more than any other room.
Look at the picture at the bottom and find out which room he likes. (kitchen)*

*Why do you think Mr. K likes the kitchen? (Kitchen starts like kind kick)
Tell Mr. K all the things you see in his kitchen.
Touch the sentence Mr. K wrote.
It says, "Mr. K's kitchen has a
Mr. K. says the sentence isn't finished.
It doesn't tell what his kitchen has.
He drew a picture to show us the things in his kitchen.
Say the name of something in Mr. K's kitchen. (e.g., refrigerator)
Let's use that word to finish the sentence.
I'll read the sentence Mr. K wrote.
When I stop, everyone will say the word "refrigerator."
That will finish the sentence.*

The incompleted sentence may be read many times.
The children may finish the sentence by supplying a different word each time.
The word they choose can be anything that is pictured in Mr. K's kitchen.
They may enjoy finishing the sentence with a series of words said in rapid succession. (e.g., stove, sink, table, pot)

Mr. K took this whole page to tell us about himself.
What two things did he tell us? (He likes to kick. His kitchen has a e.g., refrigerator.)
Mr. K wants us to use the next page.
Have the children touch the first dotted line.
Explain that Mr. K wants each of them to write his or her name.
After the children have had an opportunity to do this, select and read a booklet. (e.g., Lorenzo likes to .)

Mr. K says the sentence is not finished.
Mr. K's sentence tells he likes to kick.
Lorenzo's sentence does not tell what Lorenzo likes to do.
Mr. K drew pictures under the sentence.
If Lorenzo likes to do one of the things in the picture, Lorenzo can circle the picture.
The picture will finish his sentence. (e.g., Lorenzo likes to jump.)

If the children do not want to circle one of the pictures, they may draw or cut out and paste a picture of something they like to do.
Read several completed sentences aloud.

Explain that Mr. K drew a picture on the back of the booklet.

Have the children turn to the back of the booklet.
Read aloud, "Let's talk about things in a kitchen."
Have the children find and name all the different objects in the picture. You may want them to tell the purpose of each object.

Ask the children to open their booklets.

Draw the children's attention to the second sentence on the right-hand page.
Explain that Mr. K wants them to tell him what is in their kitchens.
Help the children complete their sentences with pictures of dictated words.

Read several sentences aloud.
Encourage the children to tell Mr. K the names of the objects in their kitchens.

Encourage the children to take their booklets home.
Have them ask members of their families to tell Mr. K the different things that are in their kitchens.