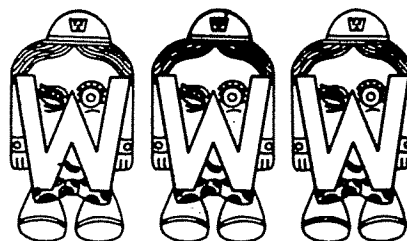


1W1

PLANNING AND PREPARATION: Huggables, Mr. K and Mr. W; a bag for Mr. W; Record #2; Mr. W's Picture Squares; drawing paper; crayons (including several red, green and black ones); scissors; paste; magazines; other art materials; Alpha Time Master #134.

Optional: TeamMates

Place Mr. K near you. Conceal Mr. W where he will be easily available.



MEETING MR. W AND HIS WONDERFUL WINK

Tell the children that Mr. K knows something about the next Letter Person who is coming to class.

Mr. K received a message from Letter People Land. The message said that the next Letter Person keeps doing something with one of his eyes.

What could he do with one of his eyes?

Lead the children to the conclusion that the next Letter Person winks.

Tell the children to turn to the back of the room and to wink their eyes. Place Mr. W in front of the class.



Our new Letter Person says his name is Mr. W and he has a Wonderful Wink.

Show Mr. W how you wink.

Show us Mr. W's Wonderful Winking eye.

Let's listen to Mr. W with his Wonderful Wink as he sings his song for us.

Play Mr. W's song (record #2, side B, band #1) and discuss it with the children. Then replay the song and let the children participate.

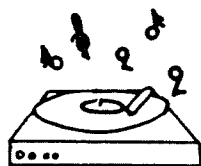
What are some things Mr. W said?

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

What does Mr. W think is the most wonderful thing in the world? (his Wonderful Wink)

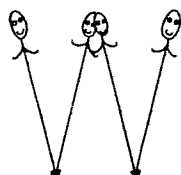
Let's play the song again and wink with Mr. W.

Listening And Moving To Mr. W's Music



IDENTIFYING THE UPPER AND LOWER CASE LETTER W

Forming The Capital W With Their Bodies



Have the children find Mr. W's capital and lower case letter. After they have traced the capital letter W with their fingers and counted four slanted lines in the letter, they may form groups of four and make the W with their bodies.

DISCOVERING THAT MR. W WILL GET HIS SOUND FROM WONDERFUL WINK



Now that Mr. W knows which letter will work in words for him, he would like you to think about where he will get his sound.

From where do you think Mr. W will get his sound? Think of what Mr. W likes best of all.

Lead the children to the conclusion that Mr. W's sound will come from the beginning sound of Wonderful Wink. Tell the children that Mr. W has brought some pictures with him that begin the same way as Wonderful Wink. Mr. W would like to give clues to the children so that they may guess which pictures he is talking about.

AUDITORY DISCRIMINATION OF WORDS WITH W IN THE INITIAL POSITION

Identifying Mr. W's Pictures

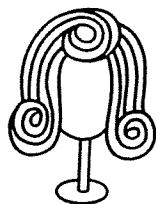
Show the children Mr. W's Picture Squares, (i.e., wig, watch, wallet, window, worm). They will listen to Mr. W's clue, pick the picture that goes with it, prove it, and put it into Mr. W's bag.

Mr. W says that all the things he is thinking about start the same way as Wonderful Wink. Let's listen to the first riddle:

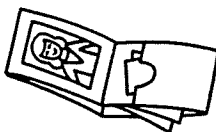


It says tick tock.
It is not a clock.
You wear it on your wrist,
It has a knob you wind and twist.

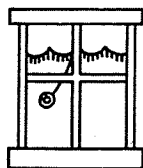
Find the picture Mr. W is thinking about. (watch)



This is something to wear.
It looks like your hair.
It goes right on your head.
It can be black, brown, blond or red. (wig)



Fold this in half or open it wide.
You'll find pictures and money and cards inside.
Women put it in handbags, it will easily fit.
Men think that a pocket is the best place for it. (wallet)



It is made of glass so you can look outside.
Fresh air comes in when you open it wide.
It can have covers of different kinds,
Curtains, shades, or pull-up blinds. (window)

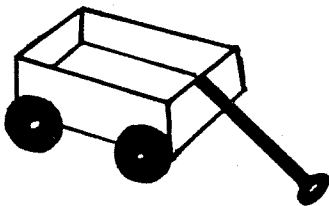
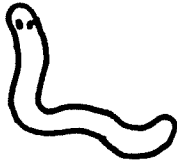


I wiggle and squirm and live in the ground.
Sometimes in an apple I am found.
You need to have me when you wish,
To go to the river to catch some fish. (worm)

Mr. W has another game he wants to play with us. In this game, Mr. W needs some children to be artists who will draw for him. He needs some children to be "Wonderful Winkers." The winkers watch the artists.

Choose children to be artists, the rest will be winkers. Give each artist a sheet of drawing paper and a few crayons. Make sure each has a red, green and black crayon. Each artist has his own group of winkers around him. Whisper to each artist the name of the picture Mr. W wants him to draw (i.e., a witch, a worm, a watermelon, a wagon, a woodpecker). As the artist draws, read the clue to the winkers. As soon as a winker knows what the artist is drawing, he starts to wink. The winkers wink until the picture is finished.

*Illustrating
Mr. W's Words*



*Making Things For
Mr. W's Bag*



Remember winkers, start to wink when you know what Mr. W is thinking about. When you think you know the answer, prove it to yourself to make sure it starts the same way as Wonderful Wink.

Give the children clues for the first picture the artists are drawing (i.e., witch).

The artists are drawing a picture. They will use their *black* crayons.

The person they are drawing is dressed all in black.

She wears a big black pointed hat.

She has a broom.

Sometimes she has a black cat. (witch)

Select different children to be artists for each of the following sets of clues.

I creep and crawl on the ground.

Sometimes people put me on a fishing hook to try to catch fish.

I rhyme with the word *squirm*. (worm)

I am something to eat.

I grow on the ground.

I am all green on the outside.

When you cut me open the part that you eat is red.

I have black pits. (watermelon)

I have four wheels. My wheels are round.

I have a handle so a little girl or boy can pull me.

Sometimes children like to sit inside of me and take a ride. (wagon)

I am a bird.

I am very good at climbing tree trunks.

I have a long bill. I peck and get the bugs from the bark of the tree trunks.

When I drill to get the bugs, I make a lot of noise. (woodpecker)

Mr. W would like to see all the things you make and find for his bag.

Let the children make or cut out objects for Mr. W's bag. They may use art materials and a variety of magazines.

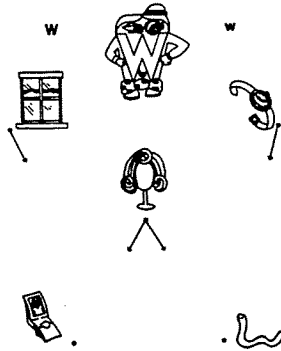
Singing A Winking Song



Let the children practice winking for Mr. W. Then they may form a circle around Mr. W and sing this winking song to the tune of "Frère Jacques:"

We are winking.
We are winking.
Wink with us.
Wink with us.
We welcome you with winking.
We welcome you with winking.
Wink, wink, wink,
Wink, wink, wink.

TYING IT TOGETHER



Distribute copies of Alpha Time Master #134 to the children. They may draw lines to connect the picture of the "window" to the "wallet", the "wig" to the "wallet", the "wig" to the "worm", the "watch" to the "worm", thereby forming a capital W. Before the lines are connected, each picture must be "proven" to Mr. W.

ON THEIR OWN

Music And Dance

Children may choose from the following activities:

Dancing to Mr. W's music (record #2).

Auditory Discrimination

Listening for words in Mr. W's song (record #2) that begin with his sound.

Including Mr. W's Picture Squares, puzzle, playing cards in the games listed in the Games section.

Letter Tracing

Using Alpha Time Master #77 to trace the upper and lower case letter W.

Oral Communication

Introducing Mr. W to the other Letter People, telling each one that Mr. W has a Wonderful Wink.

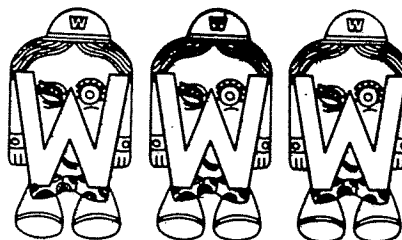
Optional

Discuss TeamMate School Team Book page 52 and assign Home Team page 52 for homework.

1W2

PLANNING AND PREPARATION: Huggable, Mr. W; Mr. W's Picture Book—one for each child; drawing materials.

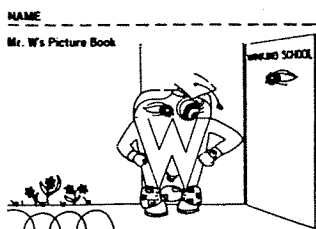
Optional: TeamMates



READING COMPREHENSION

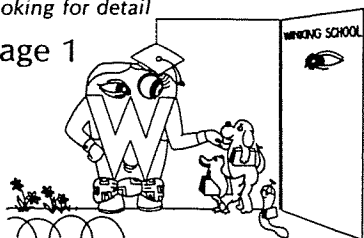
Reading A Picture Book

Cover



*Making inferences
looking for detail*

Page 1



Auditory discrimination

Talking About "Doing Words"

Extending vocabulary

Everyone has heard about Mr. W's Wonderful Wink, and now everyone and everything wants to learn how to wink.

Mr. W has decided to start a Winking School. Anyone or anything may have winking lessons at his school.

Mr. W has books for us that will tell us what happened one day at Mr. W's Winking School.

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

Let's look at the cover of Mr. W's book. What is Mr. W doing? (standing in front of his school)

What is Mr. W looking at? (his watch)

Why do you think he is looking at his watch?

Why is Mr. W standing at the door? (waiting for people to come to his school)

Who is coming to Mr. W's Winking School? (duck, dog, worm)

Why do you think the duck, the dog and the worm are coming to the school? (They want to learn to wink.)

The duck says, "Winking is a Mr. W 'doing word.' I want to learn to wink."

The duck says, "I know a Mr. W 'doing word' that I do all the time."

What does a duck do that starts the same way as Wonderful Wink? (waddle)

Be a duck. Show Mr. W how you waddle.

Ducks are good at waddling, but what will Mr. W have to teach this duck to do? (wink)

The dog who came to Winking School knows a Mr. W "doing word." He does it with his tail.

What "doing word" is the dog thinking about that starts the same way as Wonderful Wink. (wag)

Be a dog. Show Mr. W how your tail wags.

Dogs are good at wagging but what will Mr. W have to teach him? (how to wink)

The worm who came to Winking School knows a Mr. W "doing word." He does it as he moves along the ground.

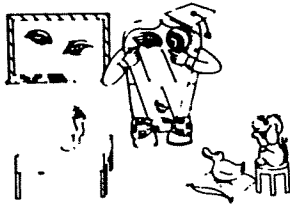
What does the worm do that starts with Mr. W's Wonderful Wink sound? (wiggle)

Be a worm. Show Mr. W how you wiggle along the ground.

Worms are good at wiggling but what will Mr. W have to teach this worm? (how to wink)

Let's turn the page and look at the next part of the story and see what happens.

Page 2



Predicting outcomes

Where are the dog, the duck and the worm? (in the classroom)

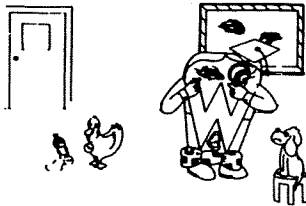
What is happening? (Mr. W is teaching them to wink.)

Why do you think Mr. W will be a good teacher?

What kind of pupils do you think they will be?

Let's look at the next page and see if they learned to wink at the Winking School.

Page 3



*Relating experiences
Making judgments*

Who has learned to wink? (the worm and the duck)

How can you tell that the worm and duck have learned to wink? (They are wearing a badge around their necks.)

Why is Mr. W still working with the dog? (The dog needs more help.)

How do you think the dog feels?

Tell Mr. W how you felt when you couldn't learn something as fast as someone else.

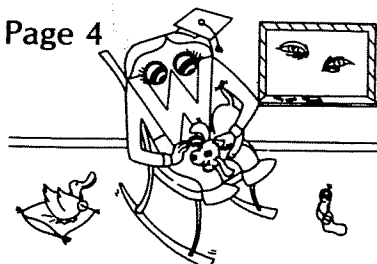
What things might the dog learn to do faster than the duck or the worm?

Why doesn't everyone learn the same way as everyone else?

Help the children realize that people learn at different speeds.

Let's turn the page and see what happens in the next part of the story.

Page 4



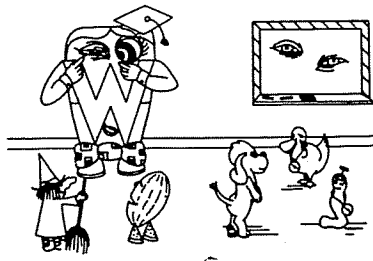
Interpreting feelings

Why do you think Mr. W is holding the dog on his lap?

Be Mr. W. Tell us what you are whispering to the dog.

If you were the dog and were having so much trouble learning to wink what would you do?

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



Solving problems

What is the dog doing? (talking to the duck and the worm)

Who else is at the Winking School? (witch, watermelon)

What is Mr. W doing? (teaching them to wink)

The duck and the worm know how to wink. The dog wants to learn but he is having trouble learning. How can the duck and the worm help?

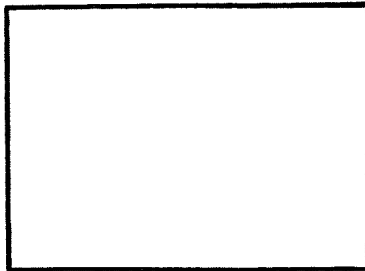
Be the dog and tell us what you are saying to the duck and the worm.

Be the duck or the worm and tell us what you are saying to the dog.

Tell the duck and the worm about a time when you helped someone in our class.

Tell the dog about a time when you asked someone in our class to help you.

Why can't Mr. W stay with the dog all the time until he learns to wink? (Mr. W must help others to learn.)



Predicting outcomes
Main idea

Mr. W didn't have time to finish the story. Let's finish it for him.

The children may tell their ending to the class or they may draw it on the last page (p. 6) of the book.

Show the children how the different endings can affect the title of the story. (e.g., If one child ends the story with the dog learning to wink, the child might call the story "The Dog, Duck and Worm Learn to Wink." Another child might end the story by having the dog try and try but be unable to learn to wink. Ask the child why the first title could not be used with this ending.)

TALKING ABOUT "DOING WORDS"

Everyone has a good time at Winking School. After they have learned to wink they like to try to do two things at the same time.

The duck *winks* and *waddles*. Try it.

The worm *winks* and *wiggles*. Try it.

The dog *winks* and *wags* his tail. Try it.

A mop came to Winking School. What does a mop do that starts the same way as Wonderful Wink? (wash)

Now the mop can *wash* and *wink*. Try it.

A dust cloth spends its time wiping the furniture. After it came to Winking School the dust cloth could *wink* and *wipe*. Try it.

Follow the same procedure for the words wave, wax and weed. (e.g., Try waving and winking. Try waxing and winking. Try weeding and winking.)

Dramatizing Words

TYING IT TOGETHER

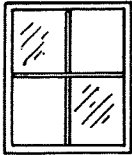


Play the "Winking and Doing" game with the children. One child decides what to do while he is winking and the class dramatizes it with him to the tune of "Did You Ever See A Lassie?"

Did you ever see me winking, me winking, me winking?
Did you ever see me winking and waving as well?

Go winking and waving,
Go winking and waving.
Did you ever see me winking and waving as well?

Auditory Discrimination



ON THEIR OWN

Draw large outlines of windows on the chalk board. Divide each window into several panes. Give a child who is at the chalkboard a damp sponge to wash a part of Mr. W's "window." Before they wash the window the children must tell Mr. W something that starts the same way as Wonderful Wink. If the children have difficulty recalling a word they may look for something in Mr. W's bag.

Children may choose from the following activities:

Sequence Skills

Separating the pages of Mr. W's Picture Book, mixing them up, and then putting them back in order.

Storytelling

Telling the story about Mr. W's Wonderful Winking School to one of the Letter People.

Dramatic Play

Taking a part in the dramatization of Mr. W's story.

Arts And Crafts

Drawing windows and pasting pictures of things that start the same way as Wonderful Wink on each pane. Children may make sponges out of paper and pretend they are washing the window panes as they name each picture.

Optional

Do TeamMate School Team Book page 53 and assign Home Team page 53 for homework.

1W₃

TEACHER OBJECTIVES:

To reinforce the characteristic and sound of Mr. W.

To make children aware of the concept of weight.

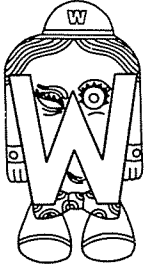
PERFORMANCE OBJECTIVES:

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

The child will show, with the movement of hands, that some things weigh more than others.

The child will show, by using a balance scale, that some things weigh more than others.

DEVELOPMENT



Mr. W said if Mr. K could stop kicking long enough to make "All About Us" booklets, he would stop winking.

Mr. W stopped winking for a week and made the booklets.

Distribute the booklets.

Ask the children to find the words "All About Us" and say them for Mr. W.

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

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

Touch the sentence at the bottom of the booklet.

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

What is special about Mr. W? (his wonderful wink)

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

What is missing on the face? (an eye)

What special thing do you think Mr. W wants his friend to do? (wink)

Let's make the picture look as if Mr. W's friend is winking.

Then suggest they finish the picture to make it look like anyone they wish.

Have the children open their booklets.

Ask them to touch the first sentence on the left-hand side.

What picture did Mr. W put in the first sentence? (his wink)

Read aloud, "Mr. W likes to wink."

Mr. W says the next sentence will tell us there's something else he likes to do.

Read aloud, "Mr. W likes to weigh things."

He uses a special scale to discover which things weigh more than other things.

He puts one thing on each side.

The thing that weighs more makes that side of the scale go down.

What two things is Mr. W weighing at the bottom of the page?

Which side of the scale has been forced down? (the side holding the wagon)

How do we know the wagon weighs more than the watch?

Mr. W wants us to use the next page.

Have the children touch the first dotted line.

Explain that Mr. W wants them each to write their name on it.

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

Mr. W says the sentence is not finished.

Mary Ellen's sentence does not tell what Mary Ellen likes to do.

Lead the children to conclude that the sentence can be finished with a picture that is drawn or cut out and pasted, or by dictating a word that tells what Mary Ellen likes to do.

After the children complete their sentences, select and read several aloud.

Draw the children's attention to the second sentence and have them each write his or her name on the dotted line.

Select booklets and read the sentences aloud. (e.g., Anne weighs things.)

Mr. W says the scale at the bottom of the page is weighing two things.

We cannot see the two things because he made them invisible.

Touch the side of the scale holding the invisible thing that weighs more.

Prove to Mr. W that you are right. (The side that is lower holds the heavier object.)

Mr. W wants us to make the invisible things appear by pasting a picture on each side of the scale.

The thing that weighs more must be pasted on the side that is down.

First Mr. W wants us to look at the pictures he drew on the back of the booklet.

Let's turn to the back.

Read aloud, "Let's talk about weighing things."

Have the children find the scale that is comparing the weight of the whale to the weight of the airplane.

Ask them to touch the side that has been forced down.

Remind them that the side holding the thing that weighs more is down.

Ask them which weighs more, the airplane or the whale.

Follow the same procedure with the other two scales.

Draw their attention to the fact that the scale comparing the weight of the carton of eggs to the weight of the chicken does not have one side forced down very much.

Explain that this means both things weigh almost the same.

In direct contrast, draw their attention to the scale comparing the weight of the worm to the weight of the elephant.

Ask them why the side holding the elephant is as far down as it can go. (The elephant weighs much more than the worm.)

Give the children the opportunity to compare the weights of different objects in the room.

If a balance scale is not available, show the children how to use their hands to represent the two sides of the balance scale.

Initially, it will be easier for them to make judgments if there is an extreme difference between the weights of the objects. (*e.g.*, a heavy wooden block held in one hand, a piece of chalk held in the other hand)

After they have had experiences comparing weights, suggest that they turn to the inside of the booklet.

Have them place a picture on either side of the scale that is supposedly holding the invisible objects.

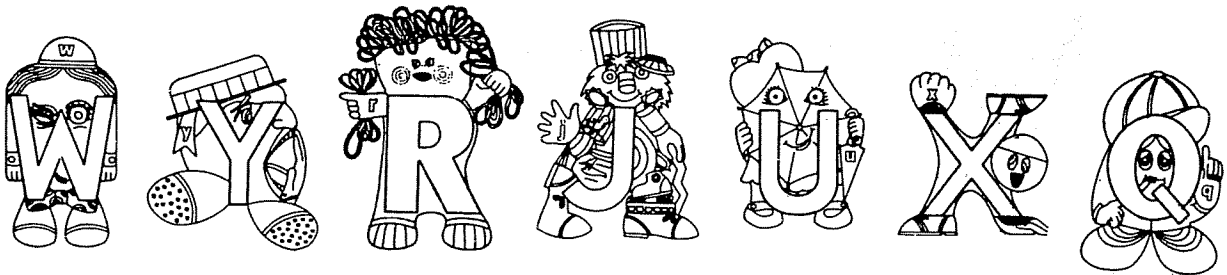
Placing the pictures before they paste them enables you to check and see if the pictures have been properly placed.

Encourage the children to tell Mr. W about the objects they weighed.

Suggest the children take their booklets home.

Have them ask members of their family to help them compare the weight of two objects.

Be sure they understand that their hands can be used to represent the sides of the balance scale.



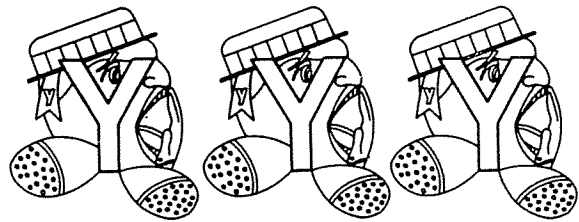
1Y1

PLANNING AND PREPARATION: Huggables, Mr. Y, Miss O, Mr. S, Mr. H, Mr. T; Alpha Time Master #135; Record #2; paper; crayons; tape; The words *why*, *what*, *when*, written on separate sheets of paper.

what, *when*, written on separate sheets of paper.

Optional: TeamMates

Group the Letter People where they can be seen. Hide Mr. Y where he is easily available but not visible.



MEETING MR. Y

Gather the children around the Letter People.

The Letter People are confused. They received a message from Letter People Land. A new Letter Person is coming.

The Letter People think that there is a mistake in the message. The message says that the new Letter Person's name is "Y."

Miss O asks, "How can Y be a name?" She says that *why* is a word that asks a question.

She asks, "Why do I have to get up? Why do I have to go to sleep?"

Mr. S says, "I also ask, Why. Why should I eat spinach? Why should I wear a hat?"

Mr. H wants us to tell him when we use the word *why*.

Tell him about some of the times you have asked "Why?"

Mr. T is sure there is some mistake. He says that no one can have the name "Y."

We will have to wait until the new Letter Person comes. Then we will ask him. If you close your eyes I think that he will come.

While the children's eyes are closed, reveal Mr. Y. Let the children discuss him, talk to him and talk about him.

Look at Mr. Y. What do you think he is doing? (yawning)

When do people yawn? (when they are tired)

I wonder why Mr. Y is yawning. What can be making him so tired?

Let's ask Mr. Y how he got his name and why he is Yawning.

TALKING ABOUT QUESTION WORDS

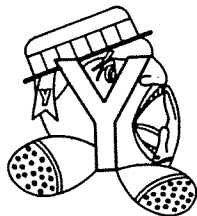
Tell the children the following story:

Mr. Y says that when he was in Letter People Land he was always asking questions.

There are some words that are called "question words."

Whenever you want to ask a question you start by using one of those words.

*Listening To
A Story*



What

If you want to know what you are going to have for lunch, you would ask, "What am I having for lunch?"

Tell us the word that started your question. (*what*)

The word *what* is a question word.

Ask another question beginnning with the word *what*.

If you wanted to know where you were going to play after school, you would ask, "Where am I going to play after school?"

Where

Tell us the word that started your question. (*where*)

The word *where* is a question word.

Ask another question starting with *where*.

If you wanted to know when you were going shopping, you would ask, "When am I going shopping?"

Tell us which word started your question. (*when*)

When

When is a question word.

Ask another question starting with the word *when*.

Mr. Y would never use any of those words. If he wanted to know what he was eating for lunch he would ask, "Why am I eating for lunch?"

"Why are you eating for lunch?," said someone. Would you rather sleep for lunch?"

Mr. Y could not understand why people gave him funny answers when he asked a question.

One day Mr. Y wanted to know where he was playing after school. Instead of saying, "Where am I going to play?" Guess what he said!

He said, "Why am I playing after school?"

One of his friends was surprised. He said, "If you don't want to play, don't play."

Again Mr. Y could not understand why his friend was angry at him for asking a question.

Another time someone promised to take Mr. Y shopping.

Instead of saying, "When am I going shopping?" Guess what he said!

He said, "Why am I going shopping?"

"Why?" shouted the person who was going shopping with Mr. Y. "You have been asking me to take you shopping and now you ask me why you are going! Now I won't take you."

Poor Mr. Y! Everytime he asked a question people were angry at him. Other people asked questions and they got answers.

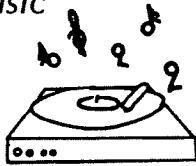
Mr. Y knew that something was wrong. Soon, when anyone in Letter People Land saw him they would say, "There goes Mr. Y. All he ever says is why, why, why?"

Soon it was time for Mr. Y to leave Letter People Land and come to us. Before he came, the people in Letter People Land had to give him a name. It usually took a long time to decide on a name. Not this time. A decision was made very quickly. His name was Mr. Y.

Mr. Y says that he gets tired of asking why, why all the time. He just Yawns and Yawns.

Let's listen to Mr. Y's music.

Listening To Mr. Y's Music



Play Mr. Y's song (record #2, side B, band #2). discuss the song with the children. Encourage them to move (and Yawn) along with the music the second time it is played.

USING QUESTION WORDS

Mr. Y is new in our class. He wants to ask many questions. What word will he use every time he asks a question? (Why)

Mr. Y still does not understand about "question words."

We have to show Mr. Y that he must use the other question words.

One of us will make believe he is new in the class. He will ask a question.

Mr. Y will ask the same question but he will ask it the Mr. Y way.

Playing A Question Game

Let one child talk for Mr. Y. Let another child pretend to be a new youngster in the class. Help them to phrase questions such as the following:

(Johnny) wants to know whether he comes to school in the morning or in the afternoon. He wants to know when he comes to school.

(Johnny), use the question word *when*, and ask the question. (When do I come to school?)

Let's answer (Johnny's) question.

Mr. Y wants to know the same thing, but Mr. Y will not use the question word *when*.

He will not ask, "When do I come to school?"

Let's listen to Mr. Y ask the question the "Y" way. ("Why do I come to school?")

Let's answer Mr. Y's question.

Have the children tell Mr. Y why he comes to school.

Why doesn't Mr. Y know *when* to come to school? (He used a different question word and so got a different answer.)

Let's try another question.

Select two different children for the two roles.

(Mary) is hungry. She wants to know when we will have our snack.

(Mary), use the question word *when* and ask the question. (When do we have snacks?)

Let's answer (Mary's) question. (E.g., At ten o'clock.)

Mr. Y wants to know the same thing, but Mr. Y will not use the question word *when*.

He will not ask, "When do we have snacks?"

How will Mr. Y ask the question? (Why do we have snacks?)

Let's listen to Mr. Y ask the question. (Why do we have snacks?)

Answer Mr. Y's question.

Have the children explain to Mr. Y why they have snacks.

Why did Mary and Mr. Y get different answers? (They used different question words.)

Let's try another question.

Select two different children for each question asked. Follow the same procedure as outlined above for each of the following situations.

(Sue) wants to paint. She wants to know where we keep the paints.

(Sue), ask the question using the question word *where*.

Continue as above with Mr. Y asking the question the Mr. Y way.

(Tom) wants to play with clay. He wants to know where we keep the clay.

(Tom), ask the question using the question word *where*.

(Follow with Mr. Y.)

(Bob) wants to know what we sing in school.

(Bob), ask the question using the question word *what*.

(Follow with Mr. Y.)

(Patty), wants to know what we learn in school. (Patty) ask the question using the question word *what*.

Mr. Y still won't use any of the other question words. Mr. Y just keeps saying "why, why."

Maybe if we draw pictures for the "question words" Mr. Y will see that other question words are as important as "why."

Drawing Pictures For The Question Words

Write the words "what?" "where?" "when?" on separate pieces of paper. Tape each word somewhere in the room. Tell the children that they may draw a picture to answer any or all of the question words. Give them the following examples:

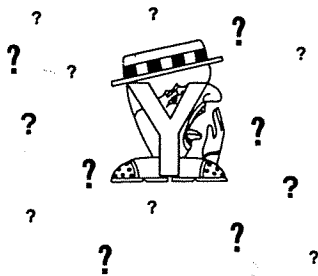
If you were drawing a picture to answer the "question word" *where*, it might be a picture that shows where you went, (e.g., movies, school, bowling alley).

If you were drawing a picture to answer the "question word" *what*, it might be a picture that shows what you eat (e.g., meat, bread, ice cream, cake).

If you were drawing a picture to answer the "question word" *when*, it might show when you are happy or sad.

Have the children decide under which "question words" they want to put their pictures. Read the "question words" for them. Encourage the children to ask questions about the pictures. Remind them that their questions must start with the "question word" under which the picture has been placed.

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #135. Explain to the children that the marks around Mr. Y are called "question marks." Demonstrate how a question mark is used by writing a question the children dictate on the board, and then placing a question mark at the end of the sentence.

The children may dictate a question which may be filled in at the bottom of their pictures.

ON THEIR OWN

Music And Dance

Children may choose from the following activities:

Listening and dancing to Mr. Y's music.

Word Usage

Asking a *why*, *when*, *where* and *what* question and answering in complete sentences.

Psychology

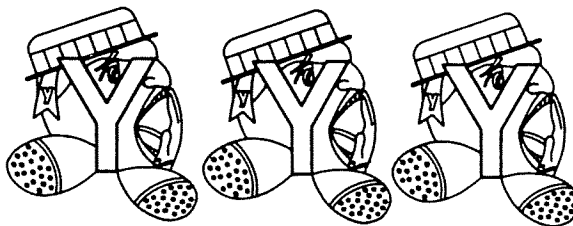
Experiment—Have some children watch as one person yawns. See how soon they start to yawn themselves.

Optional

Do the activity and discuss TeamMate School Team Book page 54 and assign Home Team page 54 for homework.

PLANNING AND PREPARATION: Huggable, Mr. Y; Mr. Y's Picture Squares; Picture Card 11; Alpha Time Master #136; paper, crayons, (some yellow), scissors, paste and other art materials; a yo yo, if available.

Optional: TeamMates



DECIDING THAT MR. Y WILL GET HIS SOUND FROM "YAWNING"

Gather the children around Mr. Y.

Mr. Y keeps asking "why, why, why." The Letter People try to answer him but as soon as they say anything, he asks "why, why" again and again.

Mr. Y gets tired of asking questions and never finding out what he wants to know. He gets very, very tired. All he does is yawn and yawn. When he finishes yawning he starts asking "why, why" again.

The Letter People don't know what to do with him. In fact, when they watch Mr. Y yawn they all start yawning themselves.

Finally, Mr. H had a good idea. Mr. H said, "Let's give Mr. Y a sound. He'll be so busy looking for things that start with his sound that he won't have time to ask "why, why."

The Letter People ran to tell Mr. Y about Mr. H's idea. Mr. Y wanted to ask, "Where will I get my sound?"

Instead of using the question word *where*, what word did he use? (why)

Let several children ask the question as Mr. Y would ask it. (i.e., Why do I get my sound?)

"How can you ask why," yelled the Letter People. "Every Letter Person wants a sound more than anything in the whole world."

Let the children decide that Mr. Y really means "Where will I get my sound?"

Mr. Y kept asking the same question. The Letter People got angrier and angrier. Mr. Y just yawned. He could not understand why people gave him funny answers and then became angry at him.

Finally, Mr. H said, "Mr. Y, you are going to have a sound and that's that—and please don't ask why." Mr. Y was afraid to say anything so he just yawned and yawned.

RECOGNIZING THE SOUND FOR Y IN THE INITIAL POSITION IN WORDS

The Letter People said, "Mr. Y always yawns. Let him get his sound from Yawning."

"Yes, Yes," said Mr. Y, and then he yawned and yawned and yawned.

Mr. Y is always tired, said the Letter People, we are not going to give him many words. We will only let a few words start with his Yawning sound.

Then he won't have to work too hard. Mr. Y won't even have to fill a bag. Mr. Y was about to say "why?" but he just yawned instead.



Show the children Mr. Y's Picture Squares (i.e., yo-yo, yelling).

The Letter People have two pictures for Mr. Y.

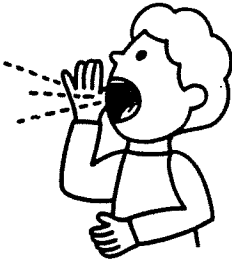
Mr. Y can't figure out a name to give each picture. He just yawns and yawns.

One picture shows something with which we play. One picture shows a "doing word."

Each word starts the same way as Mr. Y's Yawn.

Let's try to help Mr. Y.

Identifying Mr. Y's Words



Discuss the pictures with the children.

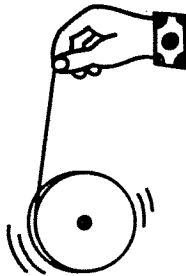
Select the picture that shows a boy doing something. Think of a "doing word" that starts the same way as Yawning and that tells about this picture.

What is the boy doing? (yelling)

Prove to Mr. Y that yelling begins with the same sound as Yawning.

Mr. Y wants to know why the boy is yelling. Tell Mr. Y why the boy is yelling.

Let several children tell Mr. Y why they think the boy is yelling.



The second picture shows a toy. Its name starts the same way as Yawning.

If a yo-yo is available, show it to the children.

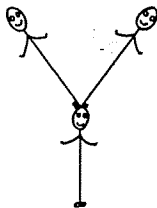
Tell Mr. Y the name of this toy. (yo-yo)

Prove it for him.

Mr. Y says that he doesn't know anything about a yo-yo. Since yo-yo starts with his sound he wants to know all about it.

Show Mr. Y how you play with a yo-yo.

IDENTIFYING THE UPPER AND LOWER CASE LETTER Y

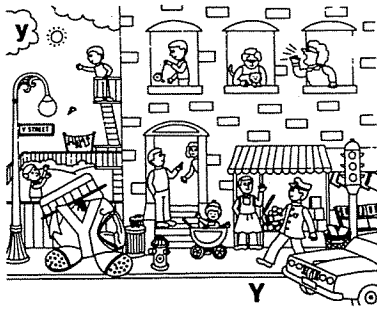


Let's show Mr. Y his capital letter Y.

Let the children outline the capital "Y" on Mr. Y's body. Let them outline the lower case "y". Have them discuss the parts of the capital letter and then form the letter using their bodies.

TYING IT TOGETHER

Show the children Picture Card 11 and distribute matching Alpha Time Master #136. Discuss some of the aspects of this busy city street scene.



What are some things you see in this picture?

Show Mr. Y the traffic light. Which light do you think he likes best? (the yellow light in the middle)

What other yellow things do you see? (e.g., sun, street lamp, shirt)

Mr. Y says there are other things in this picture that start with his sound.

Show Mr. Y someone who is very young. (e.g., baby)
Prove to Mr. Y that *young* begins with his Yawning sound.

Show Mr. Y someone who is saying "you."
How can you tell he is saying "you." (He is pointing at the lady.)

Show us someone yelling; playing with a yo-yo.

Show us a yard.
What do you see in the yard? (boy, grass)

Why does Mr. Y like yards? (The word begins with his sound.)

Use your yellow crayon to color all the things that begin with Mr. Y's sound.

ON THEIR OWN

Children may choose from the following activities:

Auditory Discrimination

Including Mr. Y's puzzle, Picture Squares, playing cards in games listed in the Games section.

Art

Painting a yellow picture.

Letter Tracing

Using Alpha Time Master #79 to trace the capital and lower case Y.

Classifying And Counting

Using Alpha Time Master #136 to count various objects such as people, men, women, children, cars, windows, etc.

Shape Discrimination

Marking all the circles, squares, rectangles in different colors on Alpha Time Master #136.

Grammar

Point to all the things people are *doing* on Picture Card 11 and saying the "doing word" that describes the action.

Dramatic Play

Using Picture Card 11 and puppets to dramatize what happens on a busy street and what noises are heard.

Optional

Do TeamMate School Team Book page 55 and assign Home Team page 55 for homework.

1Y₃

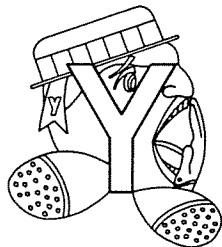
TEACHER OBJECTIVES:

- To reinforce the characteristic and sound of Mr. Y.
- To familiarize children with the color yellow.

PERFORMANCE OBJECTIVES:

- The child will say words with the y in the initial position.
- The child will recognize the letter Y.
- The child will identify objects colored yellow.

DEVELOPMENT



Mr. Y said if Mr. W could stop winking and Mr. K could stop kicking long enough to make "All About Us" booklets, he would stop yawning.

Now he's yawning again because the booklets are finished.

Distribute the Mr. Y "All About Us" booklets.
Have them say the title for Mr. Y.

*Which Letter Person's picture is on the booklet? (Mr. Y)
Whose picture is next to Mr. Y? (his friend's)
Put your finger on the sentence at the bottom of the booklet.
It says, "Mr. Y has a friend."*

*What is special about Mr. Y? (his yawn)
Look at the picture Mr. Y drew of his friend.
What do you think Mr. Y wants his friend to do? (yawn)
What is missing on the face? (a mouth)
How can we finish the picture to make it look as if Mr. Y's friend is yawning?*

Give the children the opportunity to finish the picture.
Have the children open their booklets.
Ask them to touch the first sentence on the left-hand side.
What picture did Mr. Y put in the first sentence? (his yawn)
Read aloud, "Mr. Y likes to yawn."
Let them pretend to reread the sentence with you.

Mr. Y says the next sentence will tell something he uses all the time.

Read aloud, "Mr. Y uses yellow yarn."
Show the children some yellow yarn.
Ask them to look at the picture and tell how Mr. Y uses yellow yarn.

*Mr. Y took this whole page to tell us about himself.
What two things did he tell us? (He likes to yawn. He uses yellow yarn.)*

Mr. Y wants us to use the next page.

Have the children touch the first dotted line.
Explain that Mr. Y wants them each to write their name.

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

Mr. Y says the sentence is not finished.

Mr. Y's sentence tells us he likes to yawn.

Dick's sentence does not tell what Dick likes to do.

How can Dick finish the sentence?

Lead the children to conclude that the sentence can be finished with a picture that is drawn, or cut out and pasted, or by dictating a word.

Help the children complete their sentences.

Select and read several completed sentences aloud.

Encourage the children to tell Mr. Y what their sentence says.

Explain that Mr. Y drew a picture on the back of the booklet showing animals using yellow yarn.

Have the children turn to the back of the booklet.

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

Give the children the opportunity to enjoy the picture.

Have them tell how each animal uses the yellow yarn.

Be sure to draw their attention to the bird carrying a piece of yellow yarn in its beak.

Have the children open their booklets.

Draw their attention to the second sentence on the right-hand side.

Explain that Mr. Y wants them to use yellow yarn.

Distribute some yellow yarn to each child.

If yellow yarn is not accessible, have the children use a yellow crayon.

After each child writes his/her name on the dotted line, the yarn may be pasted on the booklet.

The children may make any shape or shapes they wish.

Encourage the children to take the booklets home.

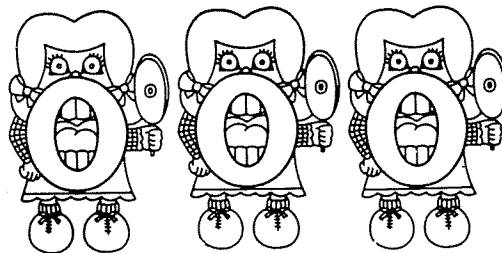
Have them ask members of their family to make yellow yarn pictures for Mr. Y.

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PLANNING AND PREPARATION: Huggable, Miss O; Miss O's initial sound Picture Squares; Alpha Time Master #137; optional: jar of olives.

Optional: TeamMates

Miss O's song (record #2, side A, band #6) may be played to set the mood for the lesson.



MISS O GETS A SOUND

Gather the children around Miss O.

Obstinate Miss O has been so busy saying ǒ, ǒ, ǒ, that she forgot to think about a sound that she can make in words. What would be a good sound for Miss O?

Lead the children to the conclusion that Miss O's sound may be ǒ, the sound that she practices and the sound that begins Obstinate.

Thinking Of A Sound For Miss O

Obstinate Miss O says that she wants to pick her own pictures. She knows that each picture must be something that starts with her ǒ sound. Miss O went to look for things that could be her pictures.

HEARING WORDS WITH SHORT O IN THE INITIAL POSITION

First Miss O met a strange looking bird.

Hold up the Picture Square of the ostrich.



Miss O went to meet the strange looking bird. Miss O asked, "What kind of bird are you?"

The bird said, "I am the biggest bird in the whole world."

"Do you start with my ǒ sound?" asked Miss O.

"Yes, I do," answered the bird. "Try to guess my name."

Dramatizing Words

"Are you an oppity-poppity? Oppity-poppity starts with my ǒ sound," said Miss O.

"I am not an oppity-poppity," said the bird. "Try again."

"Are you an ollylolly? Ollylolly starts with my ǒ sound," said Miss O.

"I am not an ollylolly," said the bird. "Try again."

"Are you an oggledyboggledy? Oggledyboggledy starts with my ǒ sound," said Miss O.

"I am not an oggledyboggledy," said the bird.

"I can not guess your name," said Miss O. "The Letter People have to help me."

Some of the Letter People want to guess the name of this great big bird. See if one of them will whisper to you what they think the name of the bird is.

Talking About Ostriches

Give the children a chance to have one of the Letter People whisper a name for the bird to them. Have them remind the Letter People that the bird's name must start with Miss O's ō sound. Give several children a chance to try to guess the bird's name.

The bird says he is an ostrich. *Ostrich* starts the same way as *Obstinate*. It begins with Miss O's ō sound.

The ostrich said, "I am obstinate like you, Miss O. I am the most obstinate bird you ever met. Think of all the birds you know. What can they do? (They fly.) I am so Obstinate that I do not fly.

"I say, no, no, no, an Obstinate ostrich am I.
I will not fly.
I can run as fast as can be,
But no one can make a flying bird out of me."

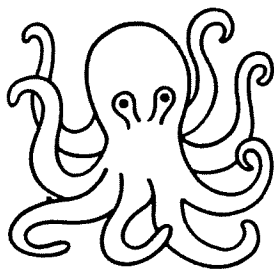
How is the ostrich Obstinate? (He won't fly.)

Be the ostrich. Be another bird and try to make the Obstinate ostrich fly.

Dramatizing Words

Let the children take the roles of the ostrich and some flying birds. The birds try to convince the Obstinate ostrich to fly, while the ostrich repeats the rhyme above.

After Miss O left the ostrich, she went to the ocean. She heard that there was something in the ocean that started with her sound. Miss O spoke to the fish that were swimming. They told her about something that crawled along at the very bottom of the ocean. They said it started with her ō sound.



Show the children the Picture Square of the octopus.

Look at the picture, and see what it is. This animal has eight arms, lives at the bottom of the ocean, and starts with Miss O's ō sound.

Let's help Miss O figure out what its name is.

Let the children think of names. They may enjoy using nonsense names that begin with the ō sound.

If no one guesses, tell the children that it is an octopus. Have them share with each other any knowledge they have of an octopus.

The octopus said, "Miss O, I am as Obstinate as you. I don't swim with the other fish. I like to crawl along the bottom of the ocean. I am an Obstinate octopus.

Miss O let the octopus be one of her pictures.

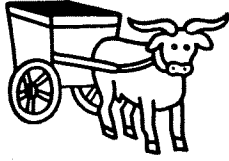
Be the octopus. Tell us what you are saying to the fish. Be the fish. Tell us what you are saying to the Obstinate octopus.

Miss O is very happy. She has two things for her pictures. She has an ostrich and an octopus.

Then Miss O went to a farm to find an animal that starts with her ō sound.

Let's look at the next picture and see what animal Miss O found at the farm.

Show the children the Picture Square of the ox. Let the children try to guess as before.



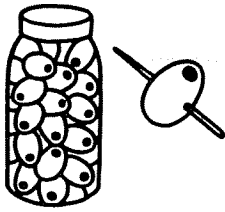
Which animal starts with her ō sound? (ox)

The ox told Miss O that he was Obstinate too. Many of the other farm animals want to play, but the ox only wants to work. Miss O wanted the ox to be one of her pictures.

Be the Obstinate ox. Tell us what you say to the farm animals when they ask you to play. Be one of the farm animals. Tell us what you say to the Obstinate ox as you try to get him to play with you.

Miss O decided to go to the Munching Monday Market to buy some things. In the Munching Monday Market she found something on the shelf that started with her ō sound and was very Obstinate.

Let's look at the next picture and see what Miss O found on the shelf.



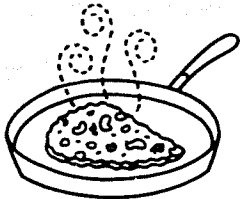
Show the children the Picture Square of the olives. Some children may not know what olives are. If possible, show them a jar of tightly packed olives, let them try to take one out of the jar and taste it.

Miss O likes to shop at the Munching Monday Market because she can taste things as she shops. Miss O was having a very good time tasting things until she tried to taste the olives.

Miss O tried and tried but she could not get even one olive out of a jar. The olives said to Miss O, "We won't come out. We are Obstinate olives." Miss O said, "Obstinate olives, that's just what I need for one of my pictures."

Be Miss O and try to get an Obstinate olive out of the jar. Be an Obstinate olive. Tell us what you say as Miss O tries to get you out of the jar.

Miss O found one more Obstinate thing while she was preparing her lunch. Let's look at the next picture and see.



Show the children the Picture Square of the omelet.

Miss O loves to eat omelets. Omelet begins with Miss O's ō sound.

The omelet wanted to be one of Miss O's pictures. The omelet said, "I am an Obstinate omelet. I insist on having a filling. I am not like other eggs. Sometimes I like to have jelly. Sometimes I like to have meat or cheese."

Be the omelet. Tell us what you say to the meat or the jelly or the cheese.

Be the meat or the jelly or the cheese. Tell us what you say to the Obstinate omelet.

TYING IT TOGETHER



Distribute copies of Alpha Time Master #137 to the children. Have them prove that each picture begins with Miss O's ō's sound. Some children may tell how each picture is Obstinate.

ON THEIR OWN

Children may choose from the following activities:

Dramatic Play

Playing the parts of the Obstinate ostrich, ox, olive, octopus.

Visual Memory

Sound Discrimination

Using Miss O's Picture Squares in any of the activities listed in the Games section.

Music And Dance

Singing Miss O's song (record #2).

Cooking

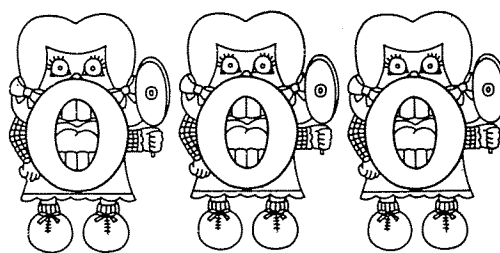
Making a jelly, meat or cheese omelet.

Optional

Do TeamMate School Team Book page 56 and assign Home Team page 56 for homework.

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PLANNING AND PREPARATION: Huggable, Miss O; Miss O's Initial Sound Picture Squares; a bag for Miss O; a variety of art materials; Record #5; Alpha Time Master #138.



USING WORDS WITH SHORT O IN THE INITIAL POSITION

Show the children Miss O's initial sound Picture Squares and tell them that Miss O wants to play a guessing game with her pictures.

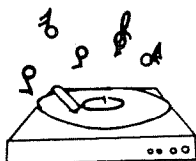
We will form five groups. Each group will take one of Miss O's pictures. Each group will act out a story to help Miss O guess which picture it is. Instead of talking we will show what is happening with our hands, our feet, and our body. Then Miss O will whisper to someone in another group which of her pictures she thinks is being described.

Pantomiming



Have the children form five groups, each group taking one of Miss O's Picture Squares (i.e., ox, octopus, omelet, olive, ostrich). Let each group of children decide how they will show how Obstinate their object is. Let each group practice their pantomime for Miss O and the other groups. After Miss O guesses which Obstinate object is being pantomimed, the Obstinate object may be placed in her bag.

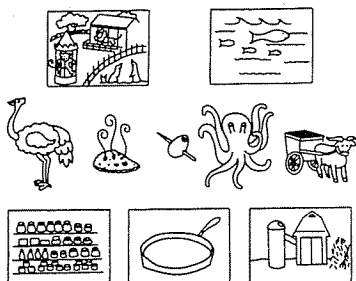
Miss O likes her pictures. She would like us to make more pictures for her bag. She wants us to draw or make one of her Obstinate pictures. Then we must tell her how the object we made is Obstinate.



Play the Prove It Song (record #5, side A, band 3). After a child proves his drawing he may place the picture in Miss O's bag.

TYING IT TOGETHER

Sorting And Classifying



Distribute copies of Alpha Time Master #138 to the children and discuss the pictures.

Look at the pictures in the boxes. What do you see? (a zoo, an ocean, a shelf, a frying pan, a farm)

What pictures do you see in the center of the paper? (ostrich, omelet, olive, octopus, ox)

Where does the omelet belong? (frying pan)

Draw a line from the omelet to the frying pan.

Continue in this manner until the children have connected all five objects to the places where they belong.

ON THEIR OWN

Children may choose from the following activities:

*Sound
Discrimination*

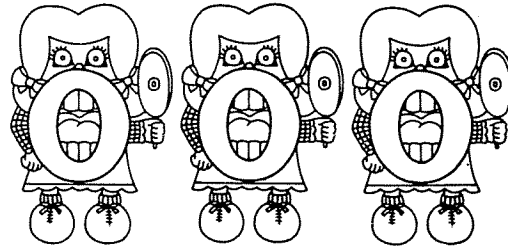
Playing Miss O's song (record #2) and listening for words that begin with her sound.

Motor Coordination

Playing with Miss O's puzzle.

*Matching And
Sorting*

Using Miss O's playing cards or Picture Squares in any of the games described in the *Games* section of the manual.



IDENTIFYING THE SHORT Ō SOUND IN THE MEDIAL POSITION IN WORDS

The other Letter Girls have been telling Miss O how much fun it is to hear their sounds "in the middle."

Now Miss O wants to hear her ō sound between two of the boys' sounds. She wants her sound to be "in the middle."

Miss O will say a word. Then she wants us to tell her if we hear her ō sound in it.

Remember, her ō sound is not going to be the first thing we hear. It is going to be "in the middle" of the word.

Hearing And Saying Words With ō "In The Middle"

Introduce each of the following words separately, stressing the ō sound as you say it: hop, cot, log, pop, not, got, dot. After the word has been repeated by the children encourage them to talk about the position of the sound.

What sound did Miss O make when she said (hop)? (ō)

Where is Miss O's sound in the word (hop)? (in the middle)

IDENTIFYING PICTURE WORDS



Show the children Miss O's "in the middle" pictures (i.e., pot, hot, log, top, mop). Have Miss O's back turned to the children.

Miss O likes to hear her ō sound when it is in the middle of a word. She has pictures of words in which she is in the middle.

Let's play the "Turn Me Around Game" with Miss O. She will give us clues and we will guess which "in the middle" word Miss O is thinking about. Then Miss O will say, "Turn me around if you hear my ō sound."

Before we turn her around, we must tell her where we hear her ō sound. She only wants to hear words in which her ō sound is in the middle.

Miss O is ready to begin. Look at the pictures and then listen to her clues.

Your mother uses me when it is time to cook.
What's inside me? Raise my lid and look.
Here's another clue—I rhyme with dot.
What am I? I am a . . . (pot).
Turn me around if you hear my ō sound.

Which picture is Miss O thinking about? Say the word *pot* so that she can hear her *ō* sound. Remember, before you turn Miss O around, you must tell her where you hear her *ō* sound. (in the middle of *pot*)

Follow this same procedure for each of the following rhyming clues:

I stand together with the brooms.
I wash the floors in many rooms.
Another clue—I rhyme with *pop*.
What am I? I am a . . . (mop).

I am a toy that spins around
When I slow up I fall to the ground.
Another clue—I rhyme with *hop*.
What am I? I am a . . . (top).

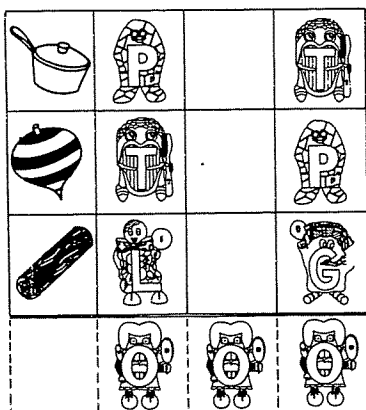
A fireplace is the place for me,
I used to be part of a tree.
Another clue—I rhyme with *fog*.
What am I? I am a . . . (log).

I'm what you feel, when the temperature's high.
In the middle of summer when the sun's in the sky.
Another clue—I rhyme with *cot*.
What am I? I am . . . (hot).

Playing The "In
The Middle" Game
With Miss O

Have the children recall the "In The Middle" game and play it with Miss O. (Adapt the game as described in lesson 2A3.)

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #139. Discuss the pictures. Help the children to name each picture (i.e., *pot*, *top*, *log*) and decide where in the word they hear Miss O's *ō* sound. Some children may cut out Miss O and paste her "in the middle."

Which Letter People do you see? (e.g., Mr. P, Mr. T)

Where will we put Miss O? (in the middle)

NOTE: Alpha Time Master #140 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:

Sound
Discrimination

Listening for the sounds that *begin* each word on Miss O's "in the middle" Picture Squares. (e.g., Mr. P begins the word *pot*)
NOTE: Some children may be able to determine the end sounds.

Art

Drawing or painting a picture of Miss O standing between two Letter People.

Vocabulary Building

Making words by adding a beginning sound to *ot*, *op*, *og*, *ock*.

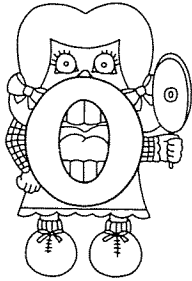
TEACHER OBJECTIVES:

- To reinforce the characteristic and sound of Miss O.
- To teach the concept of opposites through the letter O.

PERFORMANCE OBJECTIVES:

- The child will say words with the *ō* sound in the initial position.
- The child will identify two words, pictures or objects as opposites.

DEVELOPMENT



*The Letter People can never get Miss O out of the pool.
They pretended she was the only Letter Person that had not made
"All About Us" booklets.
That did it!
She jumped out of the pool and started working at once.
The booklets are ready for us to see.*

Distribute the Miss O "All About Us" booklets to the children.

Read aloud, "All About Us."

*Which Letter Person's picture do you see? (Miss O)
Whose picture is next to Miss O? (her friend's)
Touch the sentence at the bottom of the booklet.
It says, "Miss O has a friend."*

*Look at Miss O.
What must Miss O practice saying all the time? (her *ō ō ō* sound)
"How does the mirror help Miss O?" (She looks into it to be sure
she is practicing her sound the right way.)
Look at the picture of Miss O's friend.
Miss O's friend wants to practice saying *ō ō ō*.
What does Miss O's friend need? (a mirror)
Miss O wants us to draw a mirror for her friend to hold.*

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 O used this whole page to show where she likes to practice her *ō ō* sound.
Have the children find clues that prove it is very cold.
Recall with them what happened when Miss O will not come out of the pool.
Children may enjoy pretending to be Miss O.
It is an excellent opportunity for them to practice saying the short o sound.

Explain that Miss O has discovered something special.
She says that sometimes words are as different as different can be.

Miss O thought of the word "sit."

She says the word "stand" is as different as different can be.

Miss O says "sit" and "stand" are opposite.

Miss O thought of other words that are as different as different can be.

She says "up" and "down" are as different as different can be.

They are opposite.

Follow the same procedure with: *in* and *out*, *run* and *walk*, *cry* and *laugh*.

Then draw the children's attention to the right-hand side of the page.

Explain that Miss O drew a picture to put in the first sentence.

The picture tells an opposite.

Miss O wants us to figure out the opposite.

She says to look at the cover of the peanut jar in the top picture.

Then look at the cover of the peanut jar below it.

After the children have discovered that the opposite is *on* and *off*, read aloud, "Miss O finds an opposite: *on* and *off*."

Now Miss O wants us each to find an opposite.

When we find two pictures that tell an opposite, we can paste them at the end of the second sentence.

Before we look for pictures, let's talk about the opposites Miss O drew on the back of the booklet.

Have the children turn to the back of the booklet.

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

Draw the children's attention to the first set of pictures.

Have them look at the expression on the girl's face on the left.

Ask them to tell a word that describes how this girl feels. (e.g., happy)

Then refer them to the picture to the right.

Explain that this is a picture of the same girl.

Ask the children how they think she feels in this picture. (e.g., sad)

Have the children say the two words that describe how the girl feels. (e.g., happy-sad)

Explain that *happy* and *sad* are as different as different can be. They are opposite.

Follow the same procedure with the other two pairs of opposites. (i.e., fat-thin, sun-rain)

Have the children look in magazines for pictures that can represent an opposite.

Help them complete their sentences on the inside of the booklet.

Select and read aloud several completed sentences.

Encourage the children to tell the opposite they've found to Miss O.

Suggest they take their booklets home.

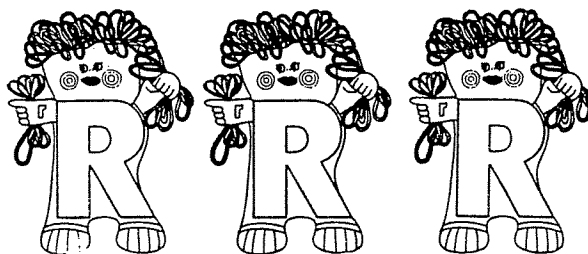
Have them ask members of their family to tell Miss O an opposite.

1R₁

PLANNING AND PREPARATION: Huggables, Mr. R and Mr. K; Record #2; Alpha Time Master #141; popsicle sticks or straws; rubberbands; (there should be enough rubberbands for each child to make his own puppet); Mr. R's Picture Squares; a bag for Mr. R.

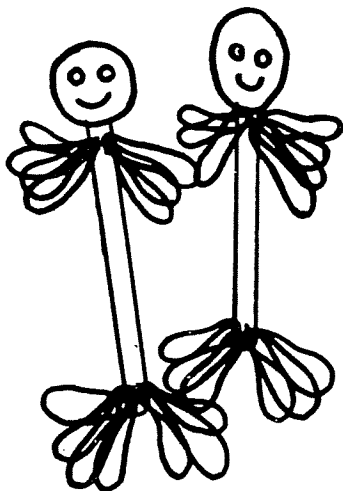
Optional: TeamMates

Prepare several rubberband puppets to be used at the beginning of the lesson. To make the puppets, paste or staple rubberband legs and arms onto popsicle sticks or straws. Faces can be drawn on pieces of paper and pasted on as well.



Keep Mr. R concealed until Mr. K introduces him.

INTRODUCING RIPPING RUBBERBANDS



The Letter People have some visitors.

Show the children the rubberband puppets and make them move.

Let's ask them who they are, and how they came here.

After several children have had a chance to talk to the rubberband puppets, tell the class the following:

Our visitors say they are Ripping Rubberbands who have run away. They belong to the next Letter Person who is coming to our class, but they have run away from him.

Do you remember when the *ĭ* ran away from the *Itch*? Tell the rubberbands what happened.

Do you remember when the *Kick* ran away from Mr. K? Tell the rubberbands what happened.

Why do you think these Ripping Rubberbands ran away? Let's ask them.

The Ripping Rubberbands are saying that the Letter Person to whom they belong made them do something bad, that's why they ran away.

Listening To The Rubberband's Story

Manipulate one or two of the puppets as you tell the following story:

Here is what the Rubberbands say:

We rubberbands can do many good things.

We can keep papers or cards together.

We can keep hair braided.

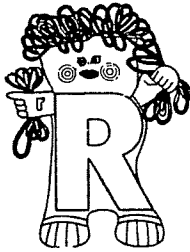
We are used on braces.

We can keep packages wrapped.

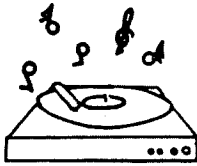
What other good things have you done with us?

Let the children talk about ways in which they have used rubberbands.

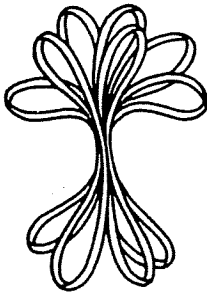
DISCOVERING MR. R



Listening To Mr. R's Song



Finding A Sound For Mr. R



All rubberbands belong to the new Letter Person. He calls us Ripping Rubberbands because he is always making us rip around the room. We go so fast that we can't see where we're landing. Sometimes we land right on someone. Many times we hurt people. We say that we are sorry but the person is still hurt.

We talked to this Letter Person. We told him that we don't like doing bad things. He just keeps right on shooting us around the room. We decided that we had to run away. We won't go back to him until he promises to stop shooting us at people.

How can we help the Ripping Rubberbands?

Let the children discuss how they might be of help.

Mr. K will bring the new Letter Person. If we all close our eyes he will come.

Reveal Mr. R. Let the children gather around him, greet him, talk to him.

Let's find out what the new Letter Person's name is.

Play Mr. R's song (record #2, side B, band #3) and discuss it with the children. Encourage them to move along with the music the second time it is played.

What does Mr. R tell us about the kind of person he is?

Ask one of the other Letter People what he thinks about Mr. R shooting Ripping Rubberbands.

Show us how the music makes you want to rip around the room.

Do you think that Mr. R will ever stop shooting Ripping Rubberbands?

What do you think Mr. K thinks about hurting people?

Ask some children to be Mr. K and to tell Mr. R about kindness. Some children may compare Mr. K's Kick and Mr. R's Rubberbands.

Mr. K says that we should give Mr. R a sound. Then he might not shoot so many Ripping Rubberbands. Then he and his Ripping Rubberbands can find pictures to put into his bag.

Mr. K says that finding pictures is a good thing to do. Maybe if we show Mr. R lots of good things he can do, he will stop doing bad things.

Mr. K has had a long talk with the runaway Ripping Rubberbands. They will go back to Mr. R because he needs every rubberband to help him with his sound.

From what do you think Mr. R will take his sound?

Help the children decide that Mr. R will get his sound from Ripping Rubberbands.

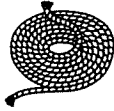
USING WORDS WITH R IN THE INITIAL POSITION

Answering Riddles By Using Context Clues

The Letter People have pictures for Mr. R.

We'll listen to a rhyming riddle and try to find the picture that fits each riddle.

Place Mr. R's Picture Squares (i.e., rope, robot, ring, rabbit, racket) where the children can easily reach them. Then tell the children the following riddles:



People can jump with me, tug me or tie me.
I'm as long as long can be.
You'll find I rhyme with the word soap.
You must know that I'm a . . . (rope).

Find the picture of a rope. Show it to Mr. R. Prove to him that it starts the same way as Ripping Rubberbands. Mr. R will put the picture into his bag.

Follow the same procedure for each of the following riddles:



My shape is round.
On your finger I'm found.
I rhyme with *sing*,
You must know that I'm a . . . (ring).



I'm an animal who hops around.
You'll see my cotton tail when I leave the ground.
I rhyme with *habit*,
You must know that I'm a . . . (rabbit).

Mr. R says that you are so good at guessing his words that he won't give us a rhyming word anymore. Do you think we will be able to guess his words? Let's see.



For playing tennis, you must get
Me, a tennis ball, and a net.
You must know that I'm a . . . (racket).



I look and act like a man you know.
But it's a machine that makes me go.
You must know that I'm a . . . (robot).

Making Things For Mr. R's Bag

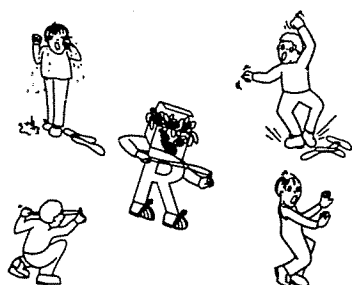


Mr. R is happy with his pictures. He would like us to make more pictures for him. He would like us to think of more words that start the same way as Ripping Rubberbands.

Give the children clues to help them think of words such as radio, rocket, rag, reindeer, rock, roof, room, ruler.

Have the children use the art materials laid out for them to make objects for Mr. R's bag. Some children may make their own Ripping Rubberband puppets.

TYING IT TOGETHER



Making Value Judgments

Give each child a copy of Alpha Time Master #141.

Whom do you see in the picture? (Mr. R, children)

How do these children feel? (angry, unhappy, upset)

What is each person doing about being hit? (crying, scolding, hitting back, running away)

Who is right?

What would you do if you were hit by Mr. R's Ripping Rubberbands?

Why do you think Mr. R keeps on shooting rubberbands?

Do we ever do things we know are wrong, but can't seem to keep from doing?

ON THEIR OWN

Children may choose from the following activities:

Crafts

Making a variety of rubberband puppets.

Dramatic Play

Using the puppets to enact the story of the runaway Ripping Rubberbands.

Music And Dance

Listening and dancing to Mr. R's song (record #2).

Auditory Discrimination

Listening for words in Mr. R's song (record #2) that begin with his Ripping Rubberband sound.

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

Measuring

Comparing the length of a rubberband when it is stretched and unstretched.

Classifying

Making a list of things that are made out of rubber (e.g., tires, balloons, balls, boots, erasers).

Physics

Making a list of things rubber can do (e.g., bounce, stretch, resist water, melt).

Music And Crafts

Making a harp by stretching rubberbands across nails in a wooden frame and plucking the strings.

Optional

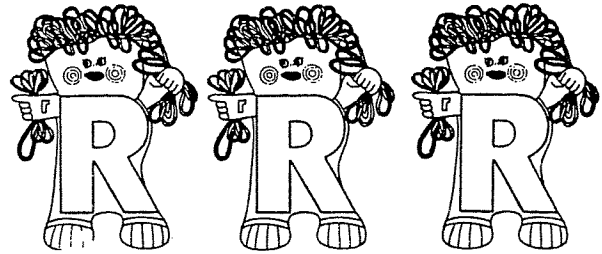
Discuss TeamMate School Team Book page 57 and assign Home Team page 57 for homework.

1R₂

PLANNING AND PREPARATION: Huggables, Mr. R, Mr. F, Mr. L and Mr. D; Mr. R's Picture Squares; Picture Card 12; Alpha Time Master #142; paper; rubberbands; crayons.

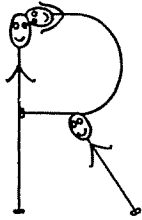
Optional: TeamMates

Gather the children around Mr. R.



IDENTIFYING THE CAPITAL AND LOWER CASE LETTER "R"

Forming The Capital R With Their Bodies



Let's show Mr. R his capital letter R and his lower case letter. How many parts are there in the capital "R"? (three)

What is the shape of each part? (a straight line, a curve, a slanted line)

Let's use our bodies to make the capital R.

TALKING ABOUT MR. R'S "DOING WORDS"

Hold your arm around Mr. F and Mr. R.

Mr. F says that no one follows Funny Feet Road anymore. He can't understand why. Someone told him that it was Mr. R's fault.

When Mr. R saw Mr. F's Funny Feet Road, he said that he was going to make his own road.

What do you think we will find on Mr. R's road instead of Funny Feet? (Ripping Rubberbands)

What did we do when we followed Funny Feet Road?

Help the children recall that they had to name a word for Mr. F before they could step on the footprints on Funny Feet Road.

Mr. R says that we must do something different to move along Ripping Rubberband Road.

He says that we can't walk on Ripping Rubberband Road at all.

Walking starts with Mr. W's Wonderful Wink sound, not with Mr. R's Ripping Rubberbands sound.

Mr. R would like us to do something that starts with his sound.

We have to think of some Mr. R "doing words."

Help the children think of some Mr. R "doing words." If this is difficult for them, give them clues to help them discover words (e.g., run, race, rock, roll, ride, read, roar, row, rake, rub). They may ride a rocking horse, along Ripping Rubberband Road. They may roller skate along the road. Have the children demonstrate each Mr. R "doing word" before they decide what they want to do on Ripping Rubberband Road.

Mr. R says that we know many of his "doing words," and so we are ready to make Ripping Rubberband Road. How shall we make the road?

Dramatizing Mr. R's Doing Words

Making Plans For "Rubberband Road"

Have the children recall how they made Funny Feet Road (i.e., Cutouts of feet were laid end to end). Let them discuss various ways in which they might make Ripping Rubberband Road. For example, they may attach rubberbands on sheets of paper, (one band to a sheet). The sheets of paper may then be laid down to become the road.

Several roads may be set up so that the children do not have to wait too long for their turn. As each child moves along the road, the class may give a description of what he is doing. (e.g., He is "running" on Ripping Rubberband Road; He is "resting" on Ripping Rubberband Road.)

READING COMPREHENSION

Mr. F says that he is angry with all the Letter People. Mr. F says that they are "flat leavers." What does Mr. F mean by a "flat leaver?"

Encourage one of the children to explain that "flat leaver" describes a child who leaves one child to play with another child.

Tell Mr. F about a time, someone left you flat.

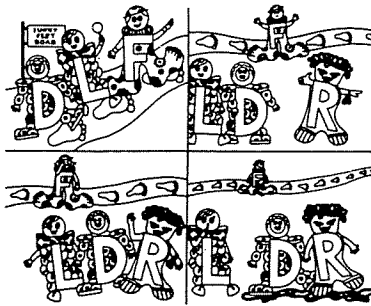
Tell Mr. F how you felt about it.

Ask Mr. F how he feels about it.

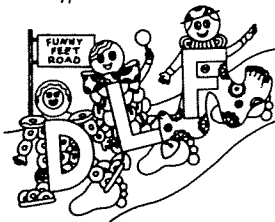
Mr. F wants to tell us what happened but he is so upset that he can't talk about it. He has a picture story for us.

Hold up Picture Card 12 and give each child a copy of matching Alpha Time Master #142. Discuss each picture.

Let's look at the first picture in the story.



Frame #1



Numeration

Where are Mr. F and the Letter People? (Funny Feet Road)

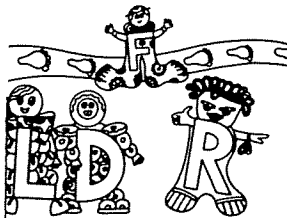
How does Mr. F look? (happy)

Why are the Letter People following Funny Feet Road? (They like the game.)

Why is Mr. F happy? (It's fun to play with his friends.)

Mr. F invited all the Letter People to come and play with him on his road. They all came except Mr. R. Mr. R said that it's a baby game and he won't play.

Frame #2



Who has come to Funny Feet Road? (Mr. R)

How can you tell that Mr. F is happy to see Mr. R? (He is smiling and waving at Mr. R.)

Mr. F thinks that Mr. R has changed his mind and has come to play.

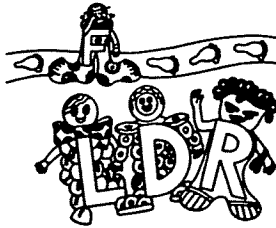
Why do you think Mr. R has come?

What do you think he is telling the Letter People?

Be Mr. R. Tell us what you are whispering to the Letter People.

Making inferences
Predicting

Frame #3



Interpreting feelings

Why doesn't Mr. R want Mr. F to hear what he is saying?

Be Mr. F. Tell us how you feel about what is happening.

What do you think the Letter People will do?

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

What have the Letter People decided to do? (go with Mr. R)

How do you feel about the decision they have made?

What is Mr. F doing? (crying)

Mr. F thinks that the Letter People were mean to him.

Why does Mr. F feel that the Letter People were mean to him?

How could they have been nicer to Mr. F?

Where do you think the Letter People are going?

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

Frame #4



Making judgments

Where did Mr. R take the Letter People? (Rubberband Road)

How did Mr. R get the idea of making Ripping Rubberband Road? (from Mr. F)

How is playing on Ripping Rubberband Road different from playing on Funny Feet Road? (Ripping Rubberbands instead of Funny Feet)

How do you know that Mr. L is thinking about something? (by looking at his face)

Mr. L told us all about love.

What should he have remembered before leaving Mr. F?

Be Mr. L. Tell us what you are thinking.

How do you know that Mr. R doesn't feel sorry about making the Letter People leave Mr. F? (He is laughing.)

Is it all Mr. R's fault or are the other Letter People also to blame?

What could the Letter People have told Mr. R when he asked them to leave Mr. F and go with him?

PREDICTING OUTCOMES

Deciding How The Story Should End

Help the children decide how the story should end.

Mr. F wants us to talk with the Letter People and then we must make a decision.

We must decide how the story ends.

Tell the children that they may dictate one ending for the story, or each child may dictate his own ending so that there are many different endings for the story. Some children may draw a picture that shows how the story ends.

Naming The Story

A story should have a name. We could not give the story a name until we knew how it ended. *(If the endings are different, the names will be different.)*

What name will you give your story?

Getting The Main Idea

Show the children how the ending they decide upon will affect the title of their story, i.e., If one child ends his story with the Letter People asking Mr. F to join them, the title selected might be "Mr. F Plays Too." Show the children how this title would be unsuitable for an ending in which the Letter People keep playing on Ripping Rubberband Road.

Tell the children that Mr. D found a word in his dictionary that tells about Mr. R. The word is jealous.

Talking About Jealousy

What does it mean to be jealous?

How does it feel to be jealous?

Let the children discuss their definitions of jealousy. Lead them to the conclusion that when a person is jealous he is afraid of losing someone's love. He thinks that someone else is loved more than he is.

Mr. R knows that everyone loves Mr. F.

Mr. R knows that everyone likes to play on Funny Feet Road.

Mr. R thinks that people love Mr. F because he has Funny Feet Road.

Mr. R thought that everyone would love him when he made Ripping Rubberband Road.

Do the Letter People love Mr. F just because of Funny Feet Road?

Will they love Mr. R just because he made Ripping Rubberband Road?

Have the children recall what Mr. L has told them about love.

Mr. R thinks that if the Letter People love Mr. F they can't love him too. Mr. R is jealous of Mr. F. He doesn't understand that the Letter People can love Mr. F and Mr. R.

Let's help Mr. R. He wants to know if we were ever jealous.

Let the children talk about times when they had feelings of jealousy. Often children feel jealous toward a new baby in the family.

Tell Mr. R how you felt when a new baby came to your home.

Did you think that people would stop loving you because they loved the new baby?

Tell Mr. R how you felt when you were jealous.

Mr. R wants the Letter People to love him too. He wants to know what he can do to make the Letter People love him.

Give several children a chance to tell their ideas about how Mr. R can make the Letter People love him.

Mr. R has been listening and thinking. He is sorry for some of the mean things he has done.

How can we help him?

Do you think that Mr. R will ever do bad things again?

Mr. R wants to change the way he behaves. He will try to do what is right but it is not always easy.

He may forget and do things he should not do. We will have to understand and give him time to change.

Tell Mr. R about the times that you forgot and did things you should not have done.

Let the children talk about times when they have done things they should not have done.

Sometimes Mr. R gets very angry. When he is angry he may do things he should not do. Tell him about things you do when you are angry.

Miss A says Mr. R should not feel bad. Miss A has been jealous too. She thinks that most of the Letter People have been jealous at some time.

TYING IT TOGETHER

Dramatizing The Story

Help the children enact the story of Mr. R and Rubberband Road. They may dramatize several different endings for the story.

ON THEIR OWN

Motor Coordination

Children may choose from the following activities:

Using Mr. R's puzzle, playing cards, Picture Squares, in any of the games described in the Games section.

Oral/Aural Discrimination

Playing the Rubberband Road Game with the following variation: Mr. R will put some of his pictures on a few of the papers on the road. The children may only step on the papers that have pictures. The children must tell Mr. R the name of each picture as they step on it.

Letter Tracing

Using Duplicating Master #72 to trace the upper and lower case R.

Storytelling

Using Picture Card 12 to retell or record Mr. R's story.

Making Inferences

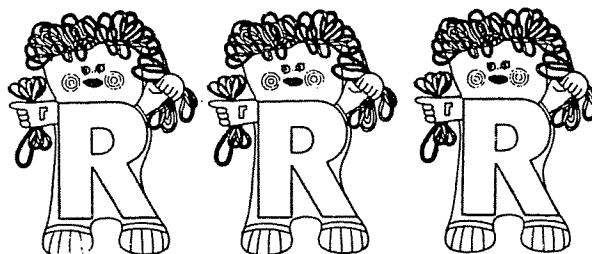
Using Alpha Master #142 to tell about the different emotions shown by the Letter People (e.g., Mr. R—mean, laughing; Mr. F—happy, sad; Mr. L—doubting).

Optional

Do TeamMate School Team Book page 58 and assign Home Team page 58 for homework.

1R₃

PLANNING AND PREPARATION: Huggables, Mr. R, Mr. K, Mr. B, Mr. W, Mr. T, and Mr. P; colored papers or pieces of chalk for each of the following colors: violet, indigo, blue, green, yellow, orange, red; a prism (if available); several wooden blocks; Alpha Time Master #143.



MAKING COMPOUND WORDS

Gather the children around Mr. R.

The Letter People have been trying to keep Mr. R out of trouble. They keep thinking of ways to keep him busy so that he won't shoot his rubberbands. Each Letter Person takes a turn keeping Mr. R busy.

Remembering Mr. K's Compound Words

Today it is Mr. K's turn.

Mr. K told Mr. R how he used the word *key* and made more words with it.

Tell Mr. R some of the words that Mr. K made with the word *key*. (*key-chain, keycase, keyring*)

Mr. K told Mr. R that he could take one of his words and do the same thing.

Mr. R got so excited that he stopped shooting his Ripping Rubberbands.

Mr. R thought of the word *rain*. He wants to make more words using the word *rain*.

Answering Riddles

Mr. R likes riddles. He also likes to rhyme his words. He will give us a rhyming riddle and we will figure out the words that he has made using the word *rain*.

Tell the children the following rhyming riddles and have them identify the compound word for each:

The rain falls on your window,
With a pitter, patter, plop.
It runs down the pane—
It is a rain (. . . drop).

Raindrop is a word that Mr. R made out of the word *rain* and the word *drop*.

Dramatizing Compound Words

Mr. R put them together and made a new word which is *raindrop*.

Be a raindrop. Do a raindrop dance for Mr. R.

Mr. R says that he is ready for another rhyming riddle.

When it is raining, and you are
The fisherman out in his boat,
You won't get your clothes wet
If you wear a rain (. . . coat).

Raincoat is a word that Mr. R made out of the word *rain* and the word *coat*.

Mr. R put them together and made a new word which is *raincoat*.

It is still raining. The raindrops are falling. You are a fisherman in a boat. You don't want your clothes to get wet while you fish, you are wearing a raincoat.

Be the fisherman. Show us how you put on your raincoat.

The fisherman sees black clouds
Starting to form.
Hurry back—don't get caught
In the big rain (. . . storm).

Rainstorm is a word that Mr. R made out of the word *rain* and the word *storm*.

He put them together and made a new word which is *rainstorm*.

What is a rainstorm? How is a rainstorm different from a rainy day?

Be a rainstorm. Let's hear your thunder. Let's hear your lightning.

After it has rained,
You must know,
The arc in the sky—
It is called a rain (. . . bow).

Rainbow is a word that Mr. R made out of the word *rain* and the word *bow*.

He put them together and made a new word which is *rainbow*.

What colors are in a rainbow?

Have colored pieces of paper or chalk available to show each of the colors in a rainbow. (violet, indigo, blue, green, yellow, orange, red)

Select groups of seven children. Let each child within a group hold one color (or use it on the chalkboard) of the rainbow. By overlapping the seven sheets of paper, the groups can form rainbows to show Mr. R. Perhaps you can use a prism to show the children a real rainbow.

MAKING NEW WORDS BY ADDING PREFIXES

Mr. R says that he knows another way to make words that start with his Ripping Rubberbands sound.

He won't tell any of the Letter People how he is going to do it. He says, "Just watch me and you'll find out!"

Mr. R says, "Let's go to the block corner with Mr. B." Mr. B says, "Build a house."

Have several of the children build a house out of blocks. After the house has been built, have Mr. R knock it down. Pretend to question Mr. R.

Mr. R, why did you knock down the house?

Mr. R said that he wanted to show us how he can make a new word with the word *build*.

The new word will start the same way as his Ripping Rubberbands.

Mr. R says that the new word means we have to build the house again.

The new word is *rebuild*.

Mr. R wants us to rebuild the house.

Mr. R says that *build* is Mr. B's word.

When he puts *re* in front of *build*, the new word, *rebuild*, is a Mr. R word.

Let's *rebuild* the house for Mr. R.

Now Mr. R wants to change one of Mr. W's words. Mr. R wants us to go to the sink with Mr. W. Mr. W says that he wants us to wash our hands.

We will wash our hands.

Now, Mr. R wants us to wash our hands again!

Let's wash our hands again for Mr. R.

Mr. R says that he will put *re* in front of *wash* and make a new word.

What word did Mr. R make that tells us to wash our hands again? (*rewash*)

Now Mr. T wants someone to tell a story.

Tell Mr. T a story.

Mr. R says that he wants us to tell the story again.

What will he put in front of the word *tell*? (*re*)

What new word will he make? (*retell*)

What does *retell* mean? (tell again)

Let's retell the story for Mr. R.

Call on a child to retell the story that was told.

Mr. P wants us to paint a paper purple. Paint a paper purple for Mr. P.

Mr. R says he wants us to paint the paper again.

How will Mr. R make a new word that means to paint the paper again?

Let's *repaint* the paper for Mr. R.

This time we can use red paint for Mr. R.

Dramatizing The Word "Retell"

Follow the above procedure for any of the following words: *rebut, reroll, refold, retie, restack, regroup, refill, recount.*

TYING IT TOGETHER



Give each child a copy of Alpha Time Master #143 and red and blue crayons.

What do you see in the picture? (a rainstorm, people wearing raincoats and rainhats, people running, raindrops)

Have the children use a red crayon to mark all the things that are compound words. Then they may use a blue crayon and remark those things.

What will you do when you remark? (mark again) Now let's use the red crayon to mark the capital letter R wherever we see it.

Remark the capital letter R in blue.

Repeat with lower case letter r. Children may also count and recount the letters.

ON THEIR OWN

Making Compound Words

Children may choose from the following activities:

Using other weather words such as *snow* and *sun* to make compound words (e.g., snowsuit; snowtires; snowflakes; sunglasses; sunsuit; sunburn).

Mixing Colors

Using red, yellow and blue chalk or paint to make rainbow colors (i.e., red and blue = violet, yellow and red = orange, blue and yellow = green).

1R₄

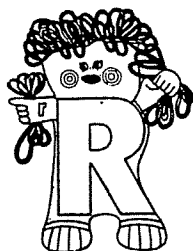
TEACHER OBJECTIVES:

- To reinforce the characteristics and sound of Mr. R.
- To have children discover rhyme.

PERFORMANCE OBJECTIVES:

- The child will say words with the *r* in the initial position.
- The child will identify words that rhyme.
- The child will become aware of rhyming words.

DEVELOPMENT



Mr. R wanted to put a rubberband around each "All About Us" booklet.

He didn't have enough.

He put one rubberband around all the booklets.

Let's take it off and look at the booklets.

Distribute the Mr. R booklets.

Read aloud, "All About Us."

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

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

Touch the sentence at the bottom of the booklet.

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

What is special about Mr. R? (his rubberbands)

Look at the picture Mr. R drew of his friend.

What is his friend holding? (pencils)

Mr. R did not have a rubberband to give his friend to put around the pencils.

He is waiting for a delivery from Letter People Land.

Mr. R wants us to draw a rubberband around the pencils.

Give the children the opportunity to draw a rubberband around the pencils.

If rubberbands are accessible, the children may enjoy winding a rubberband around the pencils.

Suggest they add to the picture making it 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. R put in the sentence? (his rubberbands)

Read aloud, "Mr. R has rubberbands."

Explain that Mr. R discovered something about words.

He said these words out loud. (e.g., rat, hat, fat, cat)

Mr. R says part of each word is the same.

Each word has "at" in it.

Let's listen and see if he is right.

The first word is "rat."

Do you hear "at" in "rat"?

Mr. R is right.

There's an "at" in "rat."

Let's try the next word.

Follow the same procedure with each of the words.

Explain that Mr. R says these words rhyme.

Mr. R likes to find words that rhyme.

That's what the next sentence tell us.

Read aloud, "Mr. R finds a rhyme."
Look at the picture Mr. R drew.
Touch the boat.
Say the word "boat."
What is on the boat? (a goat)
Say the word "boat."
Say the word "goat."
Mr. R says "boat" and "goat" rhyme.
We hear "oat" in "boat."
We hear "oat" in "goat."
What is the goat wearing? (a coat)
Say the words "boat," "goat," "coat."
What can we tell Mr. R about the words? (they rhyme)

Mr. R took this whole page to tell us about himself.
What two things did he tell us? (He has rubberbands. He found a rhyme.)

Mr. R wants us to use the next page.

Have the children touch the first dotted line.
Explain that Mr. R wants them each to write their name on it.

After the children have had an opportunity to do this, select and read a booklet. (e.g., Charlie has .)
Mr. R says the sentence is not finished.
Mr. R's sentence tells us he has rubberbands.
Charlie's sentence does not tell what Charlie has.
How can Charlie finish his sentence?

After you have helped the children complete their sentences, select and read several aloud.

Have the children turn to the back of the booklet.
Read aloud, "Let's talk about rhymes."

Have the children name each thing in the picture. (e.g., moon, star, hat, cat, spoon, car)
Explain that each word has a word with which it rhymes.
Have a child say one of the words. (e.g., cat)
Another child finds the picture of the rhyming word. (e.g., hat)
She calls out the word.
All the children say the rhyming words in unison. (e.g., cat – hat)
Follow the same procedure with each pair of rhyming words.

Have the children open their booklets.
Draw their attention to the second sentence on the right-hand side.

Explain that Mr. R wants them to use the sentence to tell him about a rhyme they find.

Discuss different pictures the children can look for to complete their sentences.
Help them find, draw pictures of, or dictate two rhyming words.

Encourage them to tell Mr. R the rhyme they found.

Suggest they take their booklets home.
Have them ask members of their family to tell Mr. R words that rhyme.

11

PLANNING AND PREPARATION: Huggables, Mr. R and Mr. J; Record #2; Mr. J's Picture Squares; paper and crayons; Alpha Time Master #144.

Optional: TeamMates

Place Mr. R where he can be seen by the children.
Hide Mr. J where he will be easily available.



MEETING MR. J AND HIS "JUMBLED JUNK"

Gather the children around Mr. R.

Mr. R is being a rascal again. He told everyone that he has met the next Letter Person and that this Letter Person does the silliest thing. Mr. R just laughed and laughed at him.

Mr. R told the new Letter Person that everyone else would laugh at him too.

Now the new Letter Person is worried about meeting us. He is afraid we will laugh at him. Let's ask Mr. R what this new Letter Person does that makes Mr. R laugh at him.

Give several children a chance to talk to Mr. R and to tell the class what he says to them. Then tell the children the following story.

Mr. R says that the new Letter Person collects Junk, and he jumbles it all up over his body. This Letter Person keeps things that everyone else would throw away.

Is it right for Mr. R to laugh at this new Letter Person? Tell Mr. R how you would feel if you were the new Letter Person.

Let the children discuss how they feel when people laugh at them.

Let's meet the new Letter Person and find out how he feels.

Have the children close their eyes. Reveal Mr. J. Let them meet Mr. J, greet him, and talk about the Jumbled Junk that covers him.

The new Letter Person says he has a song for us. We will hear his name in the song.

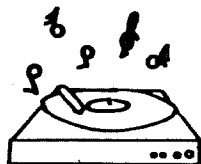
Play record #2, side B, band #4. Encourage the children to move along with the music the second time it is played. Discuss the song with the children making sure they know the Letter Person's name is Mr. J and that his special feature is Jumbled Junk.



Discovering Mr. J



Listening To And Moving To Mr. J's Music



DISCOVERING THAT MR. J WILL GET HIS SOUND FROM "JUMBLED JUNK"

Discuss the kinds of junk Mr. J has on his body (e.g., broken bird cage, watch, cracked fish bowl). Talk to the children about how junk may be made useful again (e.g., cans, paper, bottles may be recycled). Some children may know about pollution prevention. Perhaps a committee may be set up to start a neighborhood clean-up campaign. Some children may make posters to remind people not to litter. Talk about how some people's junk may be useful to others, such as old furniture, out grown clothing, old books and records. Talk about how certain items that are junk may be repaired (e.g., painted, mended, new parts added).



Mr. J likes to collect Jumbled Junk for many reasons. Sometimes he fixes the junk and gives it to people who can use it.

Sometimes he collects cans or papers or bottles and takes them to be recycled or used again in factories. Sometimes he collects junk to keep the streets or park clean; then he puts the Jumbled Junk into trash cans.

Mr. J has been so busy he has not had time to think of a sound he could make. Finally the Letter People had a meeting. They said that it was time for Mr. J to have a sound.

Where will Mr. J get his sound?

Lead the children to the conclusion that Mr. J will get his sound from "Jumbled Junk."

AUDITORY DISCRIMINATION OF WORDS WITH J IN THE INITIAL POSITION

The Letter People want Mr. J to listen to some words that start the same way as his Jumbled Junk. They will give him riddle clues and he will have to guess each word.

Answering Rhyming Riddles

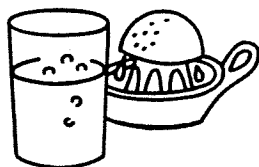
Show the children Mr. J's Picture Squares (i.e., jar, jam, jump, juice, jog). Then tell them the following riddles:



We're thinking of something,
In which foods are packed.
On supermarket shelves,
You'll see them stacked.
This word rhymes with the word car.
We are thinking of a . . . (jar).

Find the picture of the jar and show it to Mr. J.

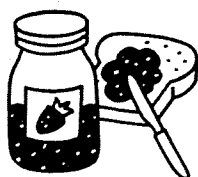
Prove to him that jar starts with the same sound as Jumbled Junk.



Squeeze cut oranges and quick as a wink!
You made something good to drink.
This word rhymes with the word loose.
The word we're thinking of is . . . (juice).

Find the picture of the juice.

Prove to Mr. J that juice starts the same way as Jumbled Junk.



This makes fingers sticky,
But it's good to eat.
Spread it on toast,
And the toast will taste sweet.
This word rhymes with ham.
The word we're thinking of is . . . (jam).

Tell the children that the next two pictures show a Mr. J "doing word."



This Mr. J "doing word" rhymes with bump.
What is this "doing word?"
It is . . . (jump).

Show Mr. J how you jump.

Prove to Mr. J that *jump* starts the same way as his Jumbled Junk.

We move like this for health or fun.
It is something like a skip or run.
This "doing word" will rhyme with *fog*.
The word we're thinking of is... (jog).

Let's all jog around the room.

Filling A Bag For Mr. J



Mr. J likes the words that start with his Jumbled Junk sound. He wants to know if we can think of any more.

Mr. J would like us to fill his bag for him.

Have the children make things for Mr. J's bag using a variety of art materials.

TYING IT TOGETHER



Distribute copies of Alpha Time Master #144. The children may prove that each picture begins with the same sound as Jumbled Junk.

ON THEIR OWN

Music And Dance

Children may choose from the following activities:

Dancing to Mr. J's music, possibly with Mr. J.

Counting

Counting some of the pieces of Jumbled Junk on Mr. J's body.

Measuring

Making orange juice by squeezing cut oranges or mixing frozen canned juice with measured water.

Art

Making a Jumbled Junk table arrangement or sculpture using discarded objects found, or brought from home.

Exploring The Community

Taking a trip to the local "junk" or used article shop and talking about some interesting items for sale there.

Citizenship

Starting a school or neighborhood clean up campaign.

Collecting good used articles to be donated to the Salvation Army or other civic groups.

Science

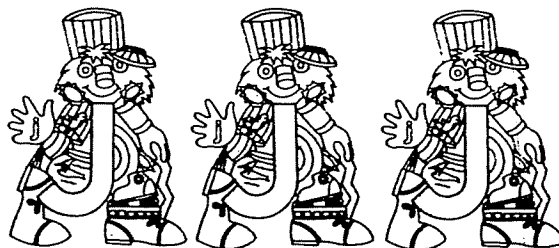
Finding out more about pollution.

Optional

Discuss TeamMate School Team Book page 59 and assign Home Team page 59 for homework.

PLANNING AND PREPARATION: Huggables, Mr. J, Miss I and Miss A; Mr. J's Picture Book—one for each child; art materials (for making jewelry and jewelry trays).

Optional: TeamMates



READING COMPREHENSION

Gather the children around Mr. J.

Mr. J keeps getting Jumbled Junk from everyone. He has gotten jumbles and jumbles of rings, watches, bracelets, necklaces, pins, and cuff links.

Why do you think rings and cuff links and necklaces and bracelets are Mr. J's favorites?

Help the children to decide that all of these things are jewelry, and jewelry starts with Mr. J's sound.

Mr. J decided to open a Jumbled Junk Jewelry Shop. Everyone was anxious to shop in Mr. J's Jumbled Junk Jewelry Shop.

However, after Miss I visited the shop she told the other Letter People not to go. She said, "It is just a mess. You will never be able to find anything."

Miss A said, "It must look like Mr. K's kitchen before I helped him. I will have to help Mr. J."

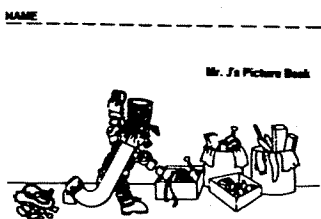
Tell Mr. J what was wrong with Mr. K's kitchen.

Let the children recall the picture story about Mr. K's kitchen and how his kitchen things had to be neatly arranged.

Distribute copies of Mr. J's Picture Book to the children and discuss each page with them.

Reading A Picture Book

Cover



Let's look at the cover.

Whom do you see? (Mr. J)

What is Mr. J doing? (collecting junk)

What do you think this story will be about?

Let's turn to the first page.

Page 1



What is Mr. J doing in this picture? (carrying junk jewelry into his shop)

Where did he get all this jewelry? (collected junk)

What are the different kinds of jewelry that you see? (e.g., bracelet, necklace, rings)

Have you ever been in a shop that sells jewelry? Tell us how it looks.

How do you think Mr. J's Jumbled Junk Jewelry Shop will look?

Let's turn the page and read the next part of the story to find out.

Page 2



How is Mr. J putting the jewelry into the showcases? (throwing it in a jumble)

How is this the same as what Mr. K did in his kitchen? (Mr. K also did not arrange things neatly.)

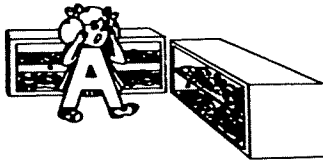
Why will it be very hard to find anything when Mr. J's jewelry is all jumbled up?

How would you feel about shopping in Mr. J's store?

How should Mr. J put the jewelry into the showcases? (Things that belong together should be put in the same place.)

Let's read the next page and see how Miss A feels.

Page 3



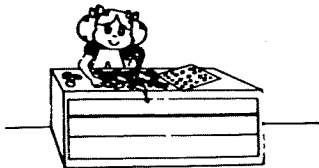
How does Miss A feel about the way Mr. J has arranged his Jumbled Junk Jewelry? (She does not like it.)

How did Miss A help Mr. K? (She helped him put things back the way they belong.)

How can she help Mr. J? (by doing the same thing)

Let's turn the page and look at the next part of the story and see how Miss A helps Mr. J.

Page 4



What has Miss A done to the tray on the counter? (arranged it neatly)

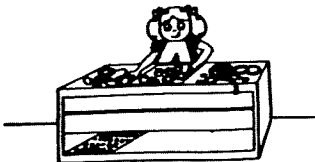
What is on the tray now? (rings)

Are all the rings alike? (no)

Why did Miss A put all the rings together? (They will be easier to find.)

Let's look at the next page and see what Miss A will do.

Page 5



Which tray is Miss A working with now? (bracelets)

How can you tell that the only things Miss A wants on this tray are bracelets? (That's all she has put there.)

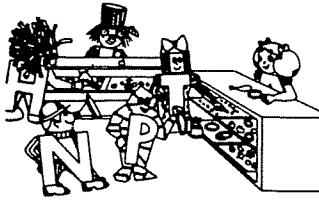
What other kinds of trays will Miss A arrange?

Why will it be easier to shop in the Jumbled Junk Jewelry Shop when Miss A is finished? (People will find what they want.)

How will it be easier for Mr. J to work in the shop? (He will know where everything is.)

How is Miss A kind to Mr. J? (She helped him.)

Let's turn the page and look at the last part of the story and find out how the Letter People like the Jumbled Junk Jewelry Shop.



How do the Letter People feel about shopping in Mr. J's store? (They like it.)

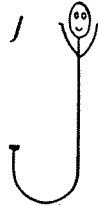
How can you tell they like it? (expression on their faces)

Be one of the Letter People and tell us how you feel about Mr. J's Junk Jewelry Shop.

Be Mr. J and help a Letter Person find the piece of jewelry he wants.

IDENTIFYING THE UPPER AND LOWER CASE LETTER J

Forming The Letter J



Let's show Mr. J his capital letter and his lower case letter. Then we will make the capital J with our bodies.

Help the children form the capital J. Some children may be able to make it alone while others will need two children per letter.

TYING IT TOGETHER

Mr. J is very happy with the way Miss A helped him. He can hardly remember how his store looked before Miss A fixed it. He wants us to make some pictures for him.

In one picture we will show how the store looked when he put the jewelry in the showcase.

In another picture we will show how it looked after Miss A arranged it for him.

When both pictures are finished we will compare them.

ON THEIR OWN

*Auditory
Discrimination
And Sound Association*

Children may choose from the following activities:

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

Letter Tracing

Tracing the letter J on Alpha Time Master #64.

Junk Exchange

Having a Junk Jamboree at which each child brings a piece of junk and exchanges it with another member of the class. (This may also be a junk sale, with proceeds going to the school fund.)

Playing Store

Dramatizing Mr. J's story.

Art

Making a junk collage.

Crafts And Sorting

Making different pieces of jewelry and putting them onto jewelry trays. (The tops of shoeboxes make good trays.) Jewelry may be made of pipe cleaners, clay, buttons, beads and other materials. When they have finished, the children can sort one another's trays. They can set up a jewelry shop and try shopping with jumbled jewelry trays first, and then with sorted jewelry trays.

Optional

Do TeamMate School Team Book page 60 and assign Home Team page 60 for homework.

1j₃

TEACHER OBJECTIVES:

- To reinforce the characteristic and sound of Mr. J.
- To encourage children to talk about jobs.

PERFORMANCE OBJECTIVES:

- The child will say words with the *j* in the initial position.
- The child will draw inferences from pictures.
- The child will discuss any job with which he or she is familiar.
- The child will write his or her name.

DEVELOPMENT



The "All About Us" booklets Mr. J made got mixed up with his jumbled junk.

The Letter People had to help him separate the booklets from the jumbled junk.

Distribute the Mr. J booklets.
Have them say the title for Mr. J.

*Which Letter Person's picture is on the booklet? (Mr. J)
Whose picture is next to Mr. J? (his friend's)
Touch the sentence at the bottom of the booklet.
It says, "Mr. J has a friend."*

*What is all over Mr. J's body? (jumbled junk)
Mr. J collects jumbled junk from everyone.
Look at the picture Mr. J drew of his friend.
His friend will collect jumbled junk.
In what will his friend keep the jumbled junk? (a large container)
Mr. J wants us to put pictures of jumbled junk in the container.*

Give the children the opportunity to find pictures in magazines.
They may wish to draw their own pictures.
The pictures may be pasted on the container.
Then suggest they add to the picture of Mr. J's friend, making it 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. J put in the sentence? (his jumbled junk)

Read aloud, "Mr. J has jumbled junk."
Let them pretend to reread the sentence with you.

*Mr. J likes to talk about jobs.
He says each Letter Person has a very important job.
They each work in words.
Mr. J likes working in words.
But he dreams about another job.
Mr. J says if we look at the picture at the bottom of the page, we will know what he wants to be.*

*What is Mr. J doing in the picture? (throwing three balls in the air)
What do you call a person who can keep three balls in the air at the same time, without letting any of them drop? (juggler)*

What do you think Mr. J wants to be? (a juggler)
Mr. J's sentence says, "Mr. J wants to be a juggler."

Mr. J took this whole page to tell us about himself.
What two things did he tell us? (He has jumbled junk. He wants to be a juggler.)

Mr. J wants us to use the next page.

Have the children touch the first dotted line.
Explain that Mr. J wants them each to write his or her name.

After the children have had an opportunity to do this, select and read a booklet. (e.g., John has jumbled junk.)

Have John name all the jumbled junk pictured at the end of the sentence.

John may want to circle his favorite piece of junk.

Follow the same procedure with several booklets.

Explain that Mr. J 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 jobs."

Have them discuss each illustration and name the job that is pictured. (e.g., painter, policewoman, baker, bus driver)

Give the children the opportunity to discuss jobs that are not pictured.

This is an excellent opportunity for you to begin teaching about career awareness. After the children have discussed job titles, you may wish to discuss with them not only job descriptions but the roles particular jobs play. Let them talk about the importance of jobs to them. Why is it important that people hold certain jobs? Why do we need policemen, firemen, doctors, teachers, farmers, factory workers, etc? Make sure treatment is equal for men and women in jobs. The best way is for children to tell what they want to be. Watch for self-stereotyping. Point out that a boy may want to be a nurse; a girl may want to drive a truck.

Have the children open their booklets.

Draw their attention to the second sentence on the right-hand side.
Explain that Mr. J told them he wants to be a juggler.

Mr. J wants each child to tell him what he or she wants to be.

They may draw or find a picture representing a job or complete their sentences by dictating the name of their favorite job.

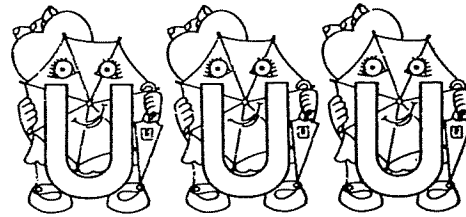
Encourage the children to tell Mr. J what their sentences say.

Suggest that they take their booklets home.

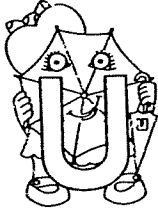
Have them ask members of their family to tell Mr. J about different jobs.

PLANNING AND PREPARATION: Huggables, Miss A, E, I, O, U; an umbrella, sunglasses, sunhat; Record #3; Alpha Time Master #145.

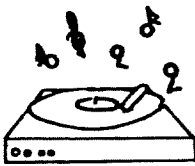
Optional: TeamMates



MEETING MISS U



*Listening To A
Recorded
Dramatization*



Group the five Letter Girls together.

After the children have had a chance to look at Miss U tell them that the Letter Girls had a funny experience, and play Meet Miss U (record #3, side B, band 2) and discuss with the children questions such as the following to stimulate discussion.

Why was Miss U worried about meeting the Letter People? (e.g., She was afraid they wouldn't like her because she was different.)

Who tried to comfort Miss U? (her umbrella)

What did the Letter Girls want to give Miss U? (sunglasses, sunhat)

Why did they want to give the glasses and hat to her? (They wanted her to put the umbrella away.)

How did the umbrella feel? (jealous)

Why do you think the umbrella kept taking Miss U ũ ũ upsy-daisy?

Why didn't it want Miss U to stay with the girls? (It was afraid she wouldn't want it anymore.)

Encourage the children to talk about similar feelings they have had such as fear of losing a friend.

What made the umbrella happy in the end? (Miss U decided to stay with it.)

Tell Miss U what you think about her decision to stay with the umbrella.

Using the umbrella, sunglasses, and sunhat as props, the children may dramatize the story of Miss U. (Children may make the props as a craft activity.)

IDENTIFYING THE UPPER AND LOWER CASE U

Miss U would like us to show the umbrella her letter.

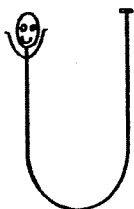
Where is Miss U's capital letter?

Have several children trace the upper case U.

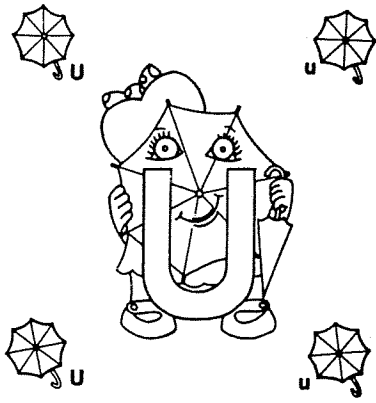
What kind of line do we use to make the capital U? (curved)

How many children will we need to make the U?

When the children have formed the capital U with their bodies, they may find the lower case u.



TYING IT TOGETHER



Distribute copies of Alpha Time Master #145. The children may draw lines from the umbrellas to Miss U, then they may mark the upper case letter U with one color, and the lower case u with another color.

ON THEIR OWN

Dramatic Play

Children may choose from the following activities:

Using the Letter Girls to reenact Miss U's story.

Storytelling

Retelling the story of Miss U. If a tape recorder is available, the stories may be recorded.

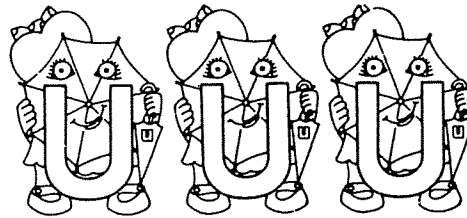
Letter Tracing

Using Alpha Time Master #75 to trace the upper and lower case U.

Optional

Do the activity and discuss TeamMate School Team Book page 61 and assign Home Team page 61 for homework.

PLANNING AND PREPARATION: Huggable, Miss U, Mr. R, Mr. F, Mr. J, Miss A; Record #2; Alpha Time Master #146; Miss U's initial sound Picture Squares; drawing paper for each child.
Optional: TeamMates



REMEMBERING MISS U

Listening To And Dancing To Miss U's Song

Gather the children around Miss U.

Miss U would like to sing her song for us today.

Play Miss U's song (record #2, side B, band #5). Encourage the children to sing and move along with it the second time you play it. Then discuss the song with the children.

Recalling A Story By Using Picture Clues

Mr. R, Mr. F, and Mr. J were not here when we heard the story of how Miss U arrived. Miss U drew some pictures for us so that we can tell the Letter Boys the story as it happened.

Give each child a copy of Alpha Time Master #146. Let several children retell the "Upsy-Daisy Story" to the Letter Boys as they show them each picture on the Alpha Time Master.

Frame 1



What are Miss U and the umbrella doing? (flying)

How did Miss U come here from Letter People Land? (She flew with her Umbrella.)

What does the Umbrella say when it flies with Miss U? (ũ ũ upsy-daisy)

What is Miss E doing? (giving Miss U sunglasses)

How does the umbrella look? (unhappy)

Frame 2

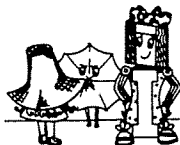


Why was the umbrella upset when Miss E gave Miss U the sunglasses? (It was afraid Miss U wouldn't need it.)

What do you think Miss E is saying?

What do you think Miss U is saying?

Frame 3



Who is in this picture? (Miss I, Miss U, Umbrella)

What is happening here? (Miss I gave Miss U a sunhat)

How does the Umbrella feel? (worried)

What do you think it is thinking?

Frame 4



How does the Umbrella look? (happy)

What is making it happy? (Miss U loves it.)

What do you think Miss U is saying?

What do you think the Umbrella is saying?

Miss U wants to make the girls understand that she does not want something else to take the Umbrella's place.

Tell the Letter girls how Miss U feels about her Umbrella.

Tell the girls how the Umbrella feels.

DISCOVERING THAT MISS U WILL GET HER SOUND FROM UMBRELLA



Miss U loves her Umbrella. She wants to get her sound from Umbrella. She will take the u from Umbrella.

She wants to get her sound from Umbrella. She will take the u from Umbrella.

Let's all say u u u.

Singing A Song



Sing the following song with the children to the tune of "Old MacDonald."

Little Miss U has a sound,
u u u u u.
In Umbrella it was found,
u u u u u.
With an u u here,
And an u u there,
Here an u,
There an u,
Everywhere an u u.
Little Miss U has a sound,
u u u u u.

IDENTIFYING WORDS WITH U IN THE INITIAL POSITION

Miss U likes her u sound. She has been waiting for her Umbrella to tell her words that start with her u sound. All of a sudden Miss U's Umbrella started to cry. It said, "I have been looking and looking for words that start with u. I cannot find very many. I finally found some words but I don't know what they mean."

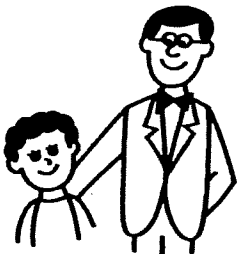
Miss U said, "Don't worry, tell me the words you found and together we will try to understand what they mean."



"Well," said the Umbrella, "I found a word in a baseball book. The word starts with u." The word is *umpire*. What does it mean?

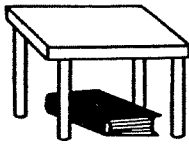
Show the children the Picture Square of the umpire and discuss the meaning of the word with them.

The Umbrella said it found another word in a book about a family. One person in the family was an *uncle*. Uncle starts the same way as Umbrella. You can hear the u sound in *uncle*.

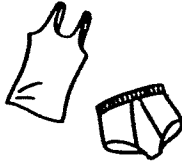


Show the children the Picture Square of "uncle" (i.e., man and boy). Have the children tell Miss U about their uncle. Help them to understand that an uncle is a relative.

The Umbrella said it found another word that starts with Miss U's u sound. The word is *under*. Let's show Miss U what the word *under* means.



Help the children show what the word "under" means. Show them the Picture Square of a book under the table. Let them put a book under a table; discover that the floor is under their feet; hold one piece of paper under another.



The next word the Umbrella found is a kind of clothing.

Show the children the Picture Square of "underwear." Some children may realize that this is a big word made of two little words.



Then the Umbrella said that the last word he had for Miss U was not difficult, it was easy to remember.

Show the children the Picture Square of the "umbrella."

What word is the Umbrella thinking of? (umbrella)

AUDITORY DISCRIMINATION OF WORDS WITH U IN THE INITIAL POSITION

Let's play a guessing game with Miss U's ũ words.

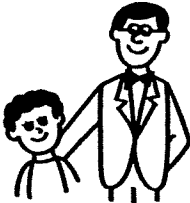
Display Miss U's initial Picture Squares where they are easily reached by the children. Explain that Miss U will tell some riddles and the children will try to find the correct picture for each riddle. Remind them to prove each picture for Miss U.



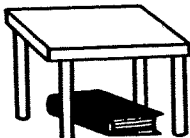
When I'm with Miss U she won't complain.
I shield her from the sun and rain.
Guess which picture I can be.
Help Miss U find me. (umbrella)



At baseball games no matter how you shout,
When I say a player is out—he's out!
Guess which picture I can be.
Help Miss U find me. (umpire)



I am a man who is part of a family.
Your father is my brother, who can I be?
Guess which picture I can be.
Help Miss U find me. (uncle)



I'm a word that rhymes with *thunder*.
I am the opposite of over.
Guess which picture I can be.
Help Miss U find me. (under)



I am a kind of clothes.
But not for your head or toes.
Guess which picture I can be.
Help Miss U find me. (underwear)

TYING IT TOGETHER



Distribute drawing paper and have the children draw as many of Miss U's pictures as they like.

ON THEIR OWN

Music And Dance

Children may choose from the following activities:

Dancing to Miss U's song (record #2).

Using Words Of Location

Making a list of things around the room that are "under" others (e.g., table is under the plant).

Art

Drawing a picture of a favorite uncle.

Crafts

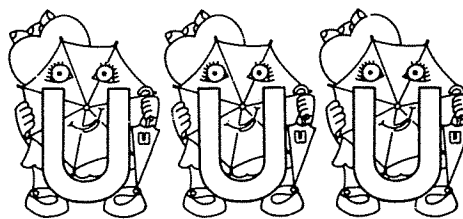
Making an umbrella out of construction or tissue paper and an ice cream stick.

Matching And Sorting

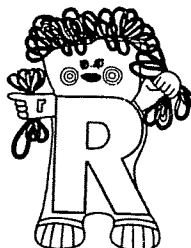
Using Miss U's playing cards, Picture Squares, puzzle, in any of the activities described in the *Games* section.

Optional

Do TeamMate School Team Book page 62 and assign Home Team page 62 for homework.



MAKING COMPOUND WORDS



Gather the children around Miss U and Mr. R.

Miss U would like to have more words that start with her *ū* sound.

Mr. R told Miss U that he made more words for himself by putting *re* in front of other Letter People's words.

Miss U said, "If I put *re* in front of words, the words will still not start with my *ū* sound."

Mr. R said, "That's right—you can't use *re*. You must find a little part that starts with *ū*."

Miss U could not think of a part to put in front of words. Suddenly the strangest things were happening to Miss U.

Miss U put on her coat and buttoned all the buttons. All of a sudden, the buttons were not buttoned anymore. Miss U's coat was *unbuttoned*.

Miss U took off her coat and put on her jacket. She zipped her jacket. All of a sudden, the zipper was not zipped anymore. Her jacket was *unzipped*.

Then Miss U wanted to get a present that she had wrapped. Miss U had wrapped the present with beautiful red paper. Guess what! The present was not wrapped anymore. The present was *unwrapped*.

Miss U had tied the package with beautiful red ribbon. Guess what! The ribbon was not tied. The ribbon was *untied*.

Miss U could not understand why her coat was unbuttoned, her jacket unzipped, her present unwrapped, her ribbon untied. Suddenly, Miss U saw Mr. R smiling. She said, "Mr. R, you are mean! You have been doing all these tricks."

Mr. R said, "Miss U, I was not being mean. I did all these things to help you. I unbuttoned, unzipped, unwrapped and untied for you. Think how each of those words starts. Ask your Umbrella how the first part of each of those words can help you."

Talking About The Prefix 'Un'

Help the children realize that putting "un" before a word will turn it into a Miss U word.

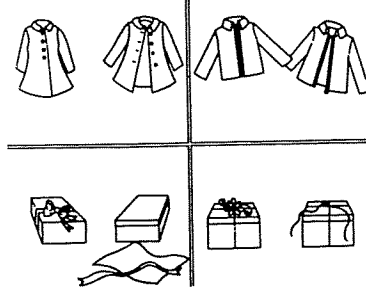
The Umbrella told Miss U that if she let *un* be the first part of some words, she would be able to have many more words that start with her *ū* sound.

Miss U wants to know how *un* changes a word.

Have the children show Miss U the difference between button and unbutton, zip and unzip, wrap and unwrap, tie and untie.

Help the children to discover that putting "un" in front of a word gives that new word the opposite meaning. Other examples you can use are happy/unhappy, lock/unlock, curl/uncurl, fold/unfold.

TYING IT TOGETHER



Distribute Alpha Time Master #147. Discuss the pairs of pictures, letting the children mark the "un" pictures in each set (i.e., unbutton, unzip, unwrap, untie).

ON THEIR OWN

Word Study

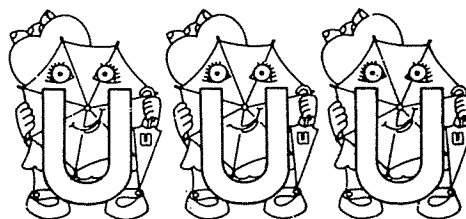
Children may choose from the following activities:

Demonstrating a word and asking another child to demonstrate it after *un* has become its first part.

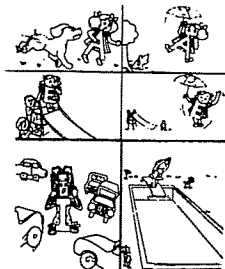
Illustrating pairs of words showing what happens when *un* becomes the first part of a word.

Art

Painting a picture of how Miss U looks while Mr. R is playing tricks on her.



READING COMPREHENSION



Frame 1



Numeration

Miss U's Umbrella made friends with the other Letter Girls.

Miss U drew a picture story for us so that we may see how the Umbrella helped the other Letter Girls.

Give each child a copy of Alpha Time Master #148. Discuss each picture with the children. Have them dramatize portions of the story as they go along.

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

Which Letter Girl is in this story? (Miss A)

What is happening to Miss A? (dog is chasing her)

How do you think Miss A feels?

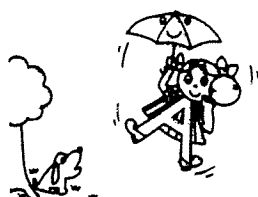
How do you think the dog feels?

Be Miss A. Be the dog. Show us how they would act.

Let's look at the next part of Miss A's story and see who helps her.

Frame 2

Drawing conclusions



Who helped Miss A? (the Umbrella)

How did the Umbrella help Miss A? (carried her up)

What do you think the Umbrella said to Miss A? (ũ ũ upsy-daisy)

Be Miss A. Tell us how you feel when the Umbrella helps you.

Why is it nice of the Umbrella to help Miss A?

Let's look at the next part of the story and see what happened to Miss E.

Frame 3



Making inferences

Where is Miss E? (on a slide)

Why won't she slide down? (She is afraid.)

Tell Miss E about a time when you climbed up a slide and then were afraid to slide down.

Why can't Miss E walk down the steps she has climbed up? (The children are on steps behind her.)

How do you think Miss E will get help?

Let's look at the next part of Miss E's story and see how she gets help.

Predicting outcomes

Frame 4



Dramatizing

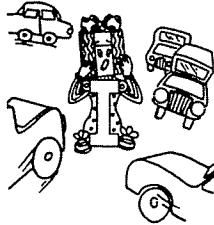
Who has come to help Miss E? (the Umbrella)

How do you think Miss E feels about the Umbrella now that it has helped her?

Have several children take turns playing the roles of Miss E and the Umbrella.

Let's look at the next part of the story and see who needs help next.

Frame 5



Who is in this picture? (Miss I)

Where is Miss I? (in the street)

What else is in the street? (cars)

What did Miss I forget to do before she crossed the street? (look in both directions, look at the light)

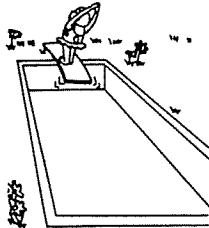
Why does Miss I need help?

How can the Umbrella help Miss I?

Have several children play the roles of Miss I and the Umbrella.

Let's look at the last picture.

Frame 6



Predicting outcomes

Miss O is an Optimistic Optimist. Just like some people like to practice sounds in the shower, she likes to practice sounds in the pool. She was in such a hurry she never even looked in the pool!

Why didn't the Letter People want Miss O to dive into the pool? (The pool is empty.)

Why doesn't Miss O know that there isn't any water in the pool? (She is not facing the pool.)

What might happen to Miss O if she dives into an empty pool?

How can Miss O be helped?

Let's draw a picture of how the Umbrella helps Miss O.

Have several children dramatize the roles of Miss O and the Umbrella.

IDENTIFYING WORDS WITH U IN THE MEDIAL POSITION



The Letter Girls told Miss U how their sounds may be in the middle of a word. They said that they would help find words in which Miss U's *u* sound is "in the middle."

*Show the children Miss U's "In the Middle" Picture Squares (i.e., bus, sun, cup, bug, gum). Explain that the Umbrella will give them clues to Miss U's words. The pictures will help them guess the words. When the children figure out a word in which Miss U's sound is "in the middle," they can tell Miss U where they hear her sound, hold her up high, and make her go *u u* upsy-daisy.*

Listen to the clue and decide which of the pictures Miss U is thinking about.

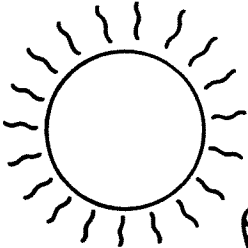
Taking children to school is one thing I do.
I ride in the city and in the country too.
You'll find that I rhyme with the word *us*.
What am I? I am a . . . (bus).



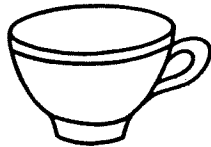
Which picture is Miss U thinking about? (bus)

Say the word *bus* so that Miss U can hear her *ū* sound before you pick her up high and say *ū ū* upsy-daisy.

Miss U is ready for the next word.



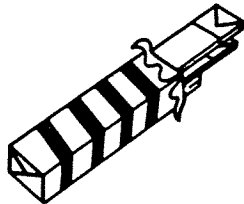
I shine in the sky warm and bright as can be.
When there are no clouds I am easy to see.
You'll find that I rhyme with the word *fun*.
What am I? I am the . . . (sun).



I stand in a saucer whenever I'm able.
Because a saucer keeps me from staining the table.
You'll find that I rhyme with the word *pup*.
What am I? I am a . . . (cup).



I have six legs that help me crawl.
Compared to you, I'm very small.
You'll find I rhyme with the word *rug*.
What am I? I am a . . . (bug).



If I'm sugarless, I'm not bad for you -
I am something Mr. G likes to chew.
You'll find I rhyme with the word *hum*:
What am I? I am . . . (gum)

Continue the game with words such as bun, run, fun, cut, rug, tug, tub, rub, mud, bud, cub. The clues do not have to be in rhyme.

TYING IT TOGETHER

Children may enjoy playing "In the Middle" with Miss U as described in Lesson 2A3.

Help the children draw or make umbrellas decorated with Miss U's "in the middle" pictures.

ON THEIR OWN

Children may choose from the following activities:

Word Study

*Making words by putting beginning sounds on *ut, um, us, ug, un*.*

Art

Drawing pictures of other ways an umbrella is helpful.

1U₅

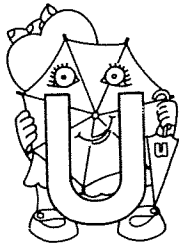
TEACHER OBJECTIVES:

- To reinforce the characteristic and sound of Miss U.
- To demonstrate the short *u* sound.
- To identify objects that go up.

PERFORMANCE OBJECTIVES:

- The child will say words with the short *u* sound in the initial position.
- The child will recognize the short *u* sound in words.
- The child will locate examples of objects that go up.

DEVELOPMENT



Miss U wanted to show the Letter People the "All About Us" booklets she made.

She could not find them anywhere.

Miss U remembered that her upsy daisy umbrella always makes things go upsy daisy.

Miss U asked the umbrella to bring all the booklets back for us.

Distribute the Miss U "All About Us" booklets to the children.

Read aloud, "All About Us."

Which Letter Person's picture do you see? (Miss U)

Whose picture is next to Miss U? (her friend's)

Touch the sentence at the bottom of the booklet.

It says, "Miss U has a friend."

Look at Miss U.

What special thing does Miss U have? (her upsy daisy umbrella)

Look at the picture of Miss U's friend.

Miss U's friend wants an upsy daisy umbrella, too.

What part of the umbrella did Miss U give to her friend? (the handle)

Miss U wants us to finish the picture of the umbrella.

Give the children the opportunity to complete the picture of the umbrella.

Remind them that they may make Miss U's friend 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 U used this whole page to show how she goes upsy daisy.

Have the children pretend to be Miss U and go upsy daisy with the upsy daisy umbrella.

They may each tell where they land. (e.g., a rooftop, a bird's nest, a flagpole)

The children should say, "I am Miss U. I am going u u upsy daisy. Guess where I will land."

This will enable the children to have practice repeating the short *u* sound.

Have the children look at the right-hand side of the booklet.
Explain that Miss U has discovered that many things go up without an upsy daisy umbrella.
Read aloud, "Miss U finds things that go up."

Have the children name each thing that Miss U found. (airplane, satellite, balloon, bird)
You may want to discuss how each object goes up.

*Miss U wants us each to draw or paste pictures at the bottom of the page of things that go up.
Before we do that, let's look at the back of the booklet.*

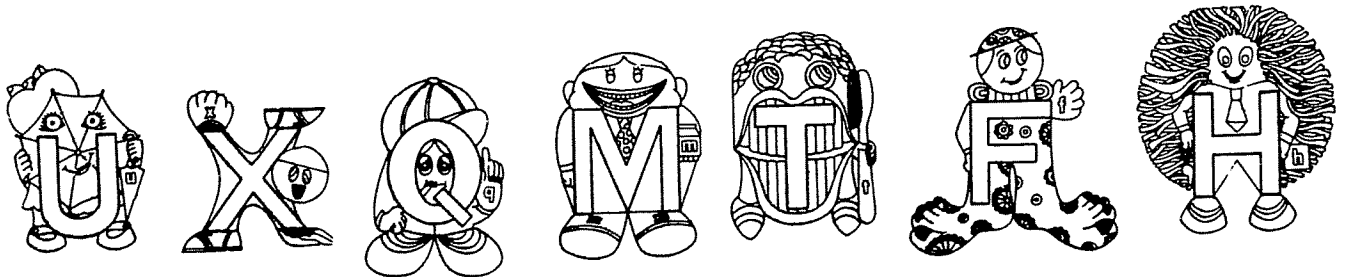
Read aloud, "Let's talk about things that go up."

Have the children find and talk about all the things in the picture that go up. Ask them to try to think of other things that go up.

Have them look in magazines for pictures of things that go up.
Help them complete their sentences on the inside of the booklet.

Select and read aloud several completed sentences.
Encourage the children to tell Miss U all the things they found that go up.

Suggest they take their booklets home.
Have them ask members of their family to tell Miss U all the things they can think of that go up.



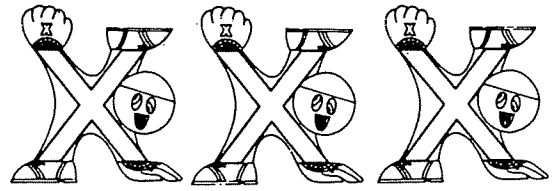
1X1

PLANNING AND PREPARATION: Huggables, Mr. H, Mr. L, Mr. G, Mr. D, Mr. J and Mr. X; Record #2; Alpha Time Master #150; a sheet of letter paper in an envelope, mirrors, if available; blue and green crayons.

envelope, mirrors, if available; blue and green crayons.

Optional: TeamMates

NOTE: In these lessons the children will not learn the sound for x as there are no words that have the x sound in the initial position. They will, however be able to recognize and to identify the letter X.



Display Mr. H, Mr. L, Mr. G, Mr. D, Mr. J. Hide Mr. X where he can be easily revealed.

TALKING ABOUT FEELINGS

Gather the children around you and tell them the following:

Mr. H has received a message from Letter People Land. The next Letter Person is worried about coming to see us.

He says, "No, they won't want me. I won't go. The Letter People will not like me."

Mr. H wants each Letter Person to tell him why he thinks the new Letter Person is afraid to come.

Talking About Love

Mr. L says, "I guess he thinks I won't like him because he doesn't know what love is. We can write him a letter and tell him all about love."

Have the children discuss what their letter about love might say.

What will we say in the letter? (e.g., Love is caring about someone.)

Mr. G says, "Maybe he wants to bring all of us gifts and he doesn't know what to bring us. He doesn't know about the greatest gift of all! We can write him a letter and tell him about the greatest gift of all."

What will this letter say? (e.g., The greatest gift of all is love.)

Talking About Making Decisions

Mr. D says, "I think the new Letter Person doesn't know about *decisions*. He doesn't know how to make a *decision*. We can write him a letter and tell him how to make a decision."

What will this letter say? (e.g., We must think before we make decisions.)

Help the children discuss what they might write about decisions.

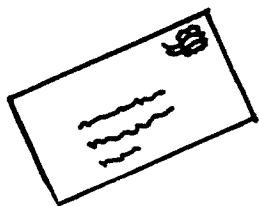
Talking About Jealousy

Mr. J says, "Maybe the new Letter Person gets jealous. He may not know that all of us get jealous sometimes. We try to understand why we are jealous. Let's write him a letter and tell him about the time Miss U's Umbrella was jealous."

What will our letter say? (We are jealous when we are not sure someone loves us.)

Help the children discuss their letter about jealousy.

Dictating Letters To The New Letter Person



Mr. H thinks it is a wonderful idea to send these letters to the new Letter Person.

Have the children decide which of the letters they would like to write. The letters may be dictated by the children. The children may wish to illustrate their letters. The letters can then be "mailed" to the new Letter Person.

Note: Continue the rest of the lesson the following day to allow time for a reply to the children's letters.

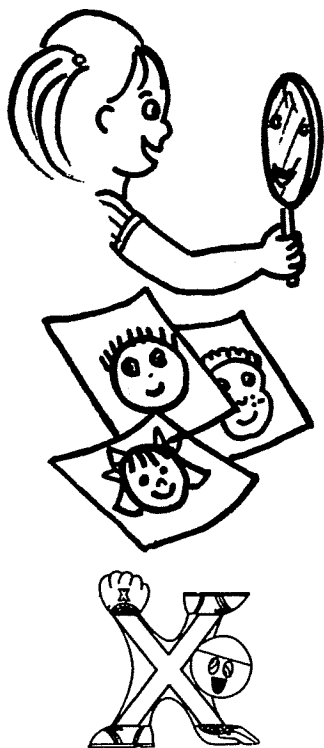
Show the children a stamped envelope containing a piece of paper and tell them that Mr. H received a letter from Letter People Land.

The new Letter Person read all of our letters. They helped him to understand about love, decisions and jealousy but he is still afraid to come to us. He says that he looks so different from the other Letter People that he is sure you won't love him. He says he is put together all wrong.

Why isn't the way a person looks the most important thing?

How does each one of us look different from the other?

MEETING MR. X



Discovering That Mr. X Is All Mixed Up

Have the children discuss looking different. If you have a mirror available the children will enjoy looking at themselves and at each other's reflections. They may also draw pictures of themselves to show to the new Letter Person.

Let's give Mr. H the pictures we drew of ourselves. He will show them to the new Letter Person. The Letter Person will see that we all look different from each other. Then maybe he'll understand that we will love him no matter how he looks.

Mr. H wants us to close our eyes and he'll try to bring the new Letter Person to class.

While the children have their eyes closed, place Mr. X in front of the classroom next to Mr. H.

Mr. H wants to introduce us to the new Letter Person. Mr. H says his name is Mr. X.

Mr. X says that you have made him understand that it doesn't matter if he looks different from the other Letter People. In fact, he says being put together all wrong can be fun. He wants you to look at him and tell him how he is different from each of us.

How is he different from each of the other Letter People? (His body parts are all mixed up.)

Listening To Mr. X's Song

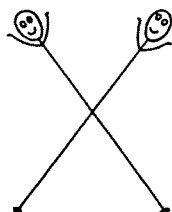


Mr. X has a song for us. Let's listen to what he tells us about himself.

Play Mr. X's song (record #2, side B, band #6) and discuss the words and music with the children. The children may enjoy moving to Mr. X's song.

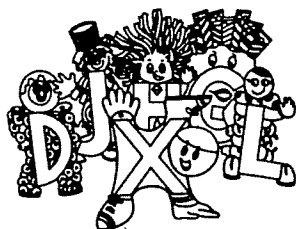
After listening to Mr. X's "all wrong" sentences, the children may want to scramble other sentences and let some of the Letter People unscramble them. (e.g., do How do, Mr. you X.—How do you do, Mr. X.)

IDENTIFYING THE UPPER AND LOWER CASE X



Call on several children to trace their finger over Mr. X's upper and lower case letter. (Some children may recognize that it is similar to the mark some teachers put on work that is wrong.) They may then form the letter X with their bodies in groups of two.

TYING IT TOGETHER



Distribute Alpha Time Master #150. Have the children say what each of the Letter People in the picture is thinking. Then they may put a blue mark on the upper case X and a green mark on the lower case x.

ON THEIR OWN

Music And Dance

Letter Tracing

Humor

Logical Thinking

Optional

Children may choose from the following activities:

Listening to and moving to Mr. X's music (record #2).

Tracing the upper and lower case X on Alpha Time Master #78.

Cutting pictures of animals or people out of magazines, mixing up their body parts, and pasting them together all wrong.

Unscrambling the following sentences:

Mr. X all wrong is. (Mr. X is all wrong.)

Mr. M a Munching has Mouth. (Mr. M has a Munching Mouth.)

Miss U an has Umbrella. (Miss U has an Umbrella.)

Assign TeamMate Home Team page 63 for homework.



DISCOVERING THAT MR. X WILL NOT HAVE A SOUND

Mr. X is very happy that he came but he wants to ask us for a favor.

He says, "Please, is it all right if I don't have a sound right away? Some day I will want a sound. Soon I will also work in words, but right now I just want to get used to everyone."



Tell Mr. X how you feel about the favor he is asking.

Discuss with the children the fact that Mr. X will not have a sound. Lead them to the conclusion that Mr. X does not need his sound right now if he is not ready for it.

TYING IT TOGETHER

Mr. X is so happy that you are patient with him. He would like to tell you about the mixed up neighborhood he comes from. He says there are many things there that are all wrong just as he is.

Show the children Picture Card 13 and distribute matching Alpha Time Master #151 and a sheet of drawing paper.

Let's look at this picture.



What are some things that are all wrong? (e.g., square wheel, dog with shoes, horse with five legs)

How could the wheel be made right? (make it round)

How could the horse be made right? (remove a leg)

NOTE: The children may enjoy finding the following additional "all wrong" things: apples growing instead of flowers; duck walking backwards; boat on land; boy wearing boots and scarf; sun and stars out at the same time; door and window on house reversed; propeller in wrong place.

Put an x on all the things in your picture that are wrong. Then, on the drawing paper show how one of the wrong things in the picture should look.

ON THEIR OWN

Motor Coordination

Art

Map Making

Children may choose from the following activities:

Using Mr. X's puzzle.

Drawing more "all wrong" pictures.

Drawing a map of the school or neighborhood and mark the room or the school with an X.

1X₃

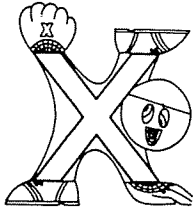
TEACHER OBJECTIVES:

To reinforce the characteristic of Mr. X.
To have children recognize, identify and write X.

PERFORMANCE OBJECTIVES:

The child will recognize and write the letter X.

DEVELOPMENT



*Mr. X made "All About Us" booklets all wrong.
The Letter People had to help him.
They love Mr. X and always help him.*

Distribute the Mr. X booklets.

Have them say the name "All About Us" for Mr. X
*Which Letter Person's picture is on the booklet? (Mr. X)
Whose picture is next to Mr. X? (his friend's)
Touch the sentence at the bottom of the booklet.
It says, "Mr. X has a friend."*

*What do we know about Mr. X? (He is all wrong.)
Look at the picture Mr. X drew of his friend.
What is wrong in the picture?*

Give the children the opportunity to enjoy the picture.
The children may color and add to the picture in any way they wish.

Have the children open their booklets.
Ask them to touch the first sentence on the left-hand side.
Explain that Mr. X put two pictures in the first sentence to help him remember what the sentence says.

Read aloud, "Mr. X writes x's."
Draw the children's attention to the second sentence.
Read aloud, "Mr. X uses x's."
Ask the children how Mr. X is using x's. (He's playing a game called Tic Tac Toe.)

*Mr. X took this whole page to tell us about himself.
What two things did he tell us? (He writes x's. He uses x's.)*

Mr. X wants us to use the next page.

Have the children touch the first dotted line.
Explain that Mr. X wants each of them to write his or her name on it.

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

Mr. X says the sentence is not finished.

Mr. X's sentence tells us he writes x's.

Laurie's sentence does not tell what Laurie writes.

How can Laurie finish her sentence?

Lead the children to conclude that Mr. X would like Laurie to finish the sentence by writing x's.

He will understand if she prefers writing a different letter.

Help the children complete their sentences.

Select and read several completed sentences aloud.

Draw the children's attention to the second sentence.

Explain that Mr. X wants each of them to write his or her name on the dotted line.

Then he wants them to use x's in the "Tic Tac Toe."

Encourage them to show Mr. X how they used x's.

Explain that Mr. X wants them to turn to the back of the booklet and look at the picture.

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

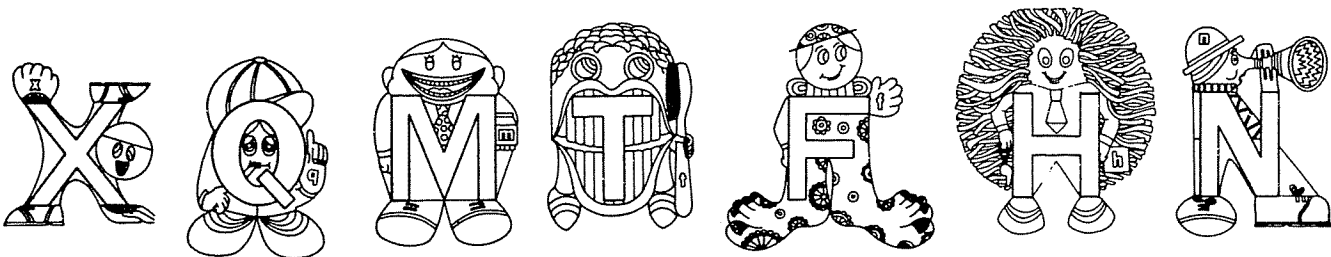
Have them find and tell Mr. X the things that are wrong. They then mark an x on each wrong thing.

Some children may be able to tell him what is wrong with each thing.

Encourage the children to take their booklets home.

Have them tell members of their family all about Mr. X.

After the children have finished this booklet, continue the language arts skills of observing. You may wish to draw or cut out some pictures for the children to look at. Be certain that each picture contains something wrong. Have the children discover what is wrong in each picture. Have them place an x on the incorrect thing.

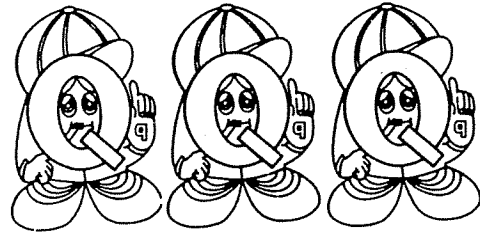


1Q1

PLANNING AND PREPARATION: Huggables, Mr. X, Mr. H and Mr. Q; Record #2; Picture Card 14; Alpha Time Master #152; crayons; a blank sheet of letter paper.

Optional: TeamMates

Display Mr. X in the classroom. Place Mr. Q where he cannot be seen but where he can be easily revealed.



MEETING MR. Q

Gather the children around Mr. X.

The Letter People love Mr. X. They have decided that they would like another Letter Person who is not ready to work in words.

They wrote to Letter People Land and here is the answer they received.

"Read" the following letter to the children:

Dear Letter People:

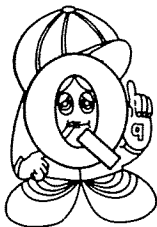
We will send you one more Letter Person. He will be the last letter Person we will send. This Letter Person cannot work in words by himself because he cannot speak. We call him Quiet Mr. Q. We'll be glad to send him to you.

Why do you think the people in Letter People Land call this new Letter Person Quiet Mr. Q?

Why do you think Quiet Mr. Q can't speak?

Let's close our eyes, put our fingers over our mouth, says *shh* and Mr. X will bring Quiet Mr. Q.

Discovering Mr. Q



While the children have their eyes closed place Mr. Q in front of the classroom and have the children introduce themselves and the Letter People to him.

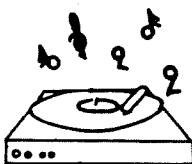
Let's tell our names to Quiet Mr. Q.

Now let's introduce the Letter People to Quiet Mr. Q.

How can we tell by looking at Mr. Q that he is Quiet? (His finger is over his mouth.)

Mr. H says that the Letter People will tell us about Mr. Q because Mr. Q doesn't speak.

Listening To Mr. Q's Music



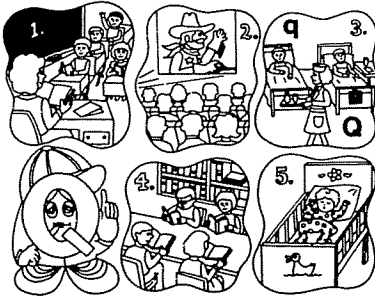
Play Mr. Q's song (record #2, side B, band #7). Discuss the song with the children.

What do the Letter People tell us about Quiet Mr. Q? (e.g., He doesn't make a sound.)

What are some of the things mentioned on the record that do make a sound? (ducks, cow, horns, bells)

What do you think Quiet Mr. Q is thinking?

TALKING ABOUT MR. Q



Show Picture Card 14 to the children.

What are some things you see in this picture? (classroom, movies, hospital, library, sleeping baby)

Why do you think Mr. Q likes these pictures? (They are quiet places.)

Picture Reading

Discuss the importance of being quiet in certain circumstances.

How should people act while a teacher is speaking or reading to them? (listen quietly)

Why should they be quiet? (so they can hear what the teacher says)

Why should people be quiet at the movies or theater or in the auditorium? (so everyone can hear and see what is on the stage)

Why should people be quiet in a hospital? (Sick people need rest and peace.)

How should people act when they are in the library? (quietly)

Why is it important to be quiet in the library? (People are reading and don't want to be disturbed.)

Why should people be quiet while someone is sleeping? (not to waken them)

When else is it important to be quiet?

Mr. Q may be Quiet but that doesn't mean he doesn't want to do things with us. Let's listen to some of the things Quiet Q can do with us.

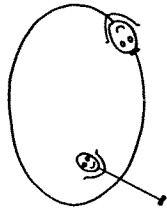
Read the following rhyme to the children:

Quiet Q can not talk,
But we can take him for a walk.
Quiet Q has nothing to say,
But we can show him games to play.
Quiet Q can not speak,
But he can exercise—he's not too weak!
Quiet Q can not make a sound,
It's our job to show him around!

Dramatizing Things To Do With Quiet Q

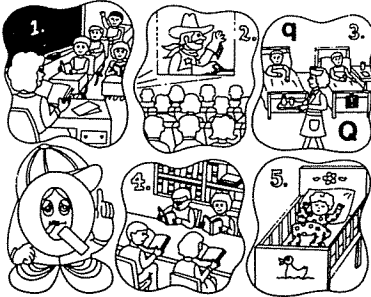
Give several children a chance to do something with Quiet Mr. Q. Remind them to be sure to tell Mr. Q what they are going to do with him. (e.g., Mr. Q, let's take a walk.)

IDENTIFYING THE UPPER AND LOWER CASE LETTER Q



Have the children trace with their fingers the upper and lower case Q. Then they may form groups to make the capital Q with their bodies.

TYING IT TOGETHER



Distribute copies of Alpha Time Master #152. Have the children explain why Mr. Q belongs with the illustrations in the picture. (They are all quiet pictures).

Some children may write an upper or lower case Q next to each quiet picture.

ON THEIR OWN

Children may choose from the following activities:

Letter Tracing

Using Alpha Time Master #71 to trace the upper and lower case Q.

Motor Coordination

Working with Mr. Q's puzzle.

Matching

Including Mr. Q's playing cards in any game described in the Games section.

Music And Dance

Singing along with Mr. Q's song.

Dancing to Mr. Q's music.

Classifying

Making a list of quiet things (e.g., snow, feathers, marshmallows, cat paws).

Optional

Discuss TeamMate School Team Book page 63 and assign Home Team page 64 for homework.

1Q₂

TEACHER OBJECTIVES:

To reinforce the characteristic and sound of Mr. Q.

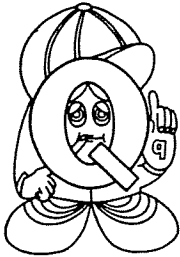
To have children become familiar with the use of the question mark.

PERFORMANCE OBJECTIVES:

The child will identify the symbol representing the question mark.

The child will state a reason for using question marks in sentences.

DEVELOPMENT



Mr. Q cannot tell us about "All About Us" booklets he made because he's called Quiet Mr. Q. We'll find out about them ourselves.

Distribute the booklets.
Read aloud, "All About Us."

*Which Letter Person's picture is on the booklet? (Mr. Q)
Whose picture is next to Mr. Q? (his friend's)
Touch the sentence at the bottom of the booklet.
It says, "Mr. Q has a friend."*

*Look at the picture of Mr. Q.
How can you tell he is quiet? (His finger is placed over his mouth.)
Mr. Q's friend wants to look quiet.
How can we make his friend look quiet?*

Give the children the opportunity to complete the picture.

Have the children open their booklets.
Ask them to touch the first sentence on the left-hand side.
*What picture did Mr. Q put in the first sentence? (a picture to show he's quiet)
Read aloud, "Mr. Q is always quiet."*

Explain that since Mr. Q doesn't have a sound to practice, he keeps himself busy by looking for things.
Draw a question mark on the board.

*This is what Mr. Q found.
It is called a question mark.*

*Mr. Q drew a picture to show us where he found the question mark.
Look at the picture and find the question mark.*

After the children find the question mark in the tree, read aloud, "Mr. Q finds a question mark."

*Mr. Q took this whole page to write about himself.
What two things did we discover about him? (He is always quiet. He found a question mark.)
Mr. Q wants us to use the next page.*

Have the children touch the first dotted line.

Explain that Mr. Q wants each of them to write his or her name on the line.

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

Mr. Q knows the sentence is not finished because it does not tell what Steven is.

Discuss with the children the different words that could complete the sentence. (e.g., happy, excited, noisy, sad)

The children may find or draw a picture to finish the sentence. They may dictate a word.

Help the children complete their sentences.

Select and read several aloud.

Draw the children's attention to the second sentence and the picture.

Explain that Mr. Q wants them to find a question mark in the picture he drew.

Have them circle each question mark.

Have the children turn to the back page of the booklet.

Read aloud, "Let's read a question."

The Letter People don't know what to do with the question marks Mr. Q found.

Mr. Y had an idea.

He said whenever a sentence asks something, a question mark will be put at the end of it.

Mr. Y wrote a sentence.

It said, "Do you like to yawn?"

What did Mr. Y ask?

If a sentence asks something, what will be put at the end? (a question mark)

Follow the same procedure with the sentences. (i.e., Can you wink? Did you go upsy daisy?)

Some sentences ask things.

Each sentence Mr. Q wrote on this page asks something.

Let's listen to the first sentence and find out what it asks.

Read aloud, "Can a flower sing?"

What does the sentence ask?

What did Mr. Q put at the end of the sentence? (a question mark)

When do we put a question mark at the end of a sentence? (when it asks something)

Let the children say the sentence with you.

Have a child answer the question.

Follow the same procedure with the other two sentences on the page. (i.e., Can a fish swing? Can a bird fly?)

Encourage the children to take their booklets home.

Ask them to have members of their family read Mr. Q's sentences.