

# The Letter People

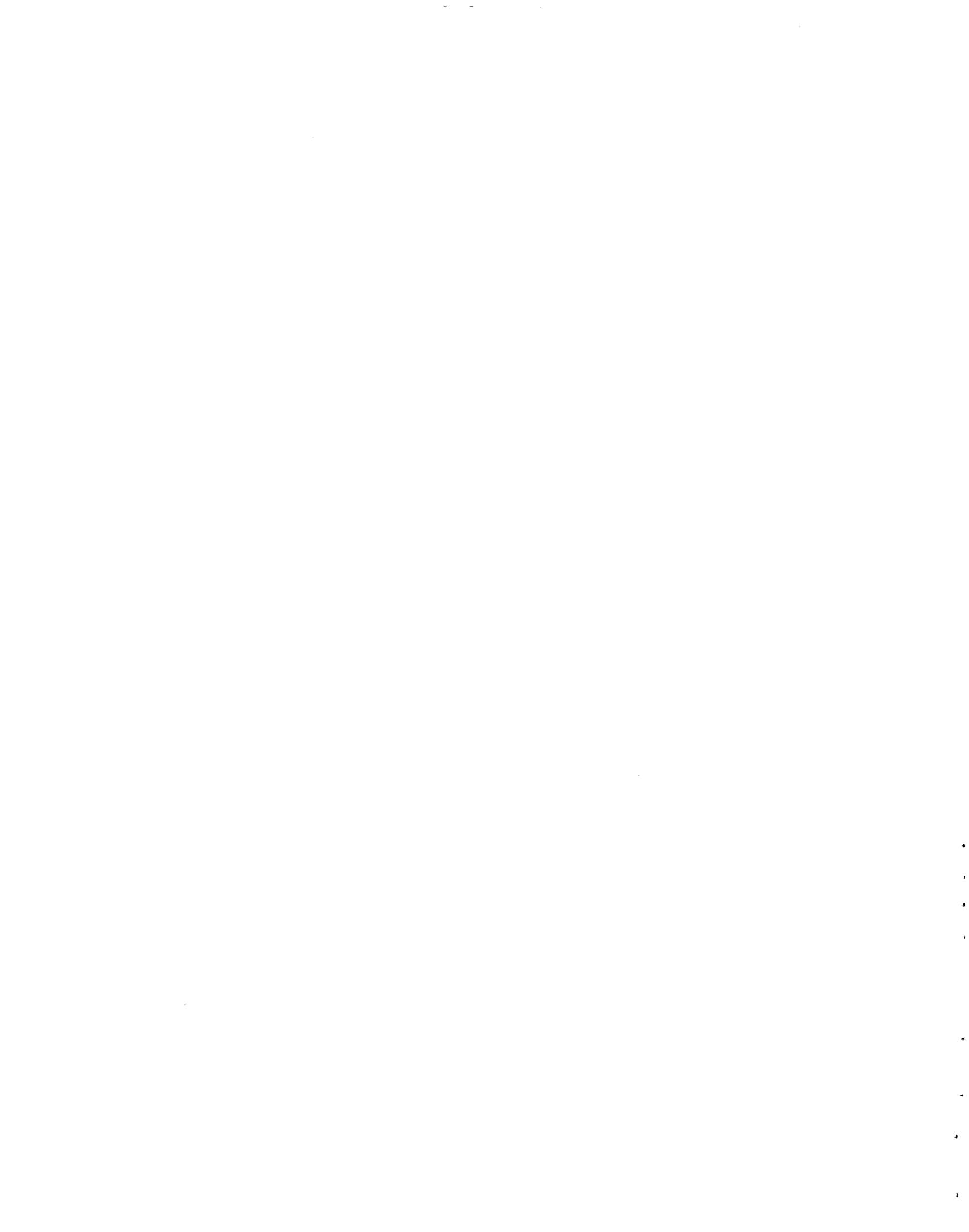
ketc-tv  teacher's guide

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# The Letter People

## teacher's guide



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Dear Teachers:

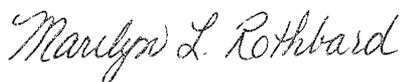
Welcome to the exciting enchanting world of the Letter People, 26 delightful characters, each representing a different letter of the alphabet. The new beginning reading series THE LETTER PEOPLE is based on the nationally acclaimed Alpha One reading curriculum designed by New Dimensions in Education, Inc.

Children discover that *learning* to read can be fun, exciting, and easy. They enjoy happy and successful experiences with beginning reading — first with individual letters, later with encoding and decoding words.

THE LETTER PEOPLE is compatible with the curriculum of almost every existing beginning reading program, for which the series is a supplement, not a replacement. This guide is designed to assist the teacher in planning for each of the 15-minute lessons, providing an overview of each lesson and optional follow-up activities. The ultimate success of the series is dependent upon the teacher and his or her unique methods of instruction. We hope that the activities in this guide will serve as a springboard for other activities created by you and your students. We welcome your comments and suggestions for future editions of this guide; please let us know of your experiences with THE LETTER PEOPLE.

Best wishes for many delightful, productive experiences.

Sincerely,



Marilyn L. Rothbard  
Director of School Services  
KETC-TV, Channel 9  
St. Louis, Missouri

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## INTRODUCTION

### Who Are The Letter People?

The Letter People are 26 delightful characters, each representing a different letter of the alphabet. The Letter Boys are consonants; the Letter Girls are vowels. (Please note that because a vowel must appear in every word, and because consonants outnumber the vowels, the vowels have more than one sound – long, short, and schwa.)

Each Letter Person has a special characteristic and personality of his/her own. For example, Mr. F has Funny Feet, and the sound for Mr. F's letter is the same sound that starts Funny Feet. Mr. S has Super Socks, and Miss U has an Upsy-daisy Umbrella.

In the beginning programs, the children will be introduced to Mr. M, Mr. T, Mr. F, Mr. N, Mr. H – Letter People with special characteristics related to body parts, with which children can readily identify. In later programs, the Letter Persons have special characteristics related to their clothing (Mr. V has a Violet Velvet Vest); to foods (Mr. D has Delicious Doughnuts); and to activities (Mr. K – Kicking).

### How Does It Work?

To enable children to understand and remember phonetic processes, abstract rules are translated into easily recalled stories. To simplify the process of decoding, several devices are used to enable the child to understand the structure of words. Among these are: *Clue Box*, *Catching Clue Box*, *Squoosh Box*, and *Runaway Words*. Each of these – and others – are discussed in detail in the lesson in which they are introduced.

### Why The Letter People?

The core of THE LETTER PEOPLE television series is Alpha One, a reading program developed over a ten-year period by New Dimensions in Education, Inc., and used during the past five years in more than thirty thousand classrooms across the country. It has been rigorously evaluated and field tested, and has received national acclaim from virtually all educational quarters.

In addition to the proven success of Alpha One, it is the belief of educators that this reading curriculum is compatible with most existing reading programs across the United States.



## GENERAL UTILIZATION ACTIVITIES

### A. Objectives

Objectives for lessons are stated in terms of behavior by students, which can be measured by the activities in the guide and those devised by the teacher.

In those programs which introduce a letter person, the following objectives are found in each lesson:

- Meet and recognize Letter Person.
- Recognize (visually and auditorily) the initial sound of the letter in words.
- Associate the Letter Person's characteristic with words that start with his/her letter.
- Differentiate between capital and lower case letters.

### B. Program Synopsis

Brief summary of each lesson will be provided.

Program may be introduced with very brief statement, such as, "Today we are going to meet a new Letter Person," or, "Today we are going to see how the Letter People make words — make their sounds catch."

### C. Optional Activities

#### 1. Questions

Whenever possible, try to elicit responses from the children rather than telling them the answers. Examples of questions which you might ask are:

- What is special about this Letter Person?
- Would you like to meet him/her? Why?/Why not?
- Would you like to be him/her? Why?/ Why not?

#### 2. Prove It Game

*Prove It* is a game which enables children to check their own listening-speak-ing skills by comparing the initial sound of the Letter Person's characteristic with the sounds that start different words. For example: "Munching Mouth — man"; the child listens to and says the words, listening for the sound of each word to make the comparison. The child can then discover for himself/herself whether words begin with the same sound as the sound characteristic for the Letter Person, or whether the sound appears medially within a word. (This is illustrated in The Catching Game, as contestants play the Prove It game to sound out words.)

### C. Optional Activities (Continued)

#### 3. What Am I Thinking Of?

The Prove It game can be expanded into a riddle game, What Am I Thinking Of?. Ask the children a variety of questions such as the following for Mr. V: What am I thinking of that . . .

- is a musical instrument?
- is a machine which can be used to clean carpets and rugs?
- people do when they want to elect someone to be a president or senator or chairperson, etc.?
- is a special heart that is decorated and sent to someone whom you like very much?

#### 4. Find pictures (or draw them) of items that begin with the same sound as the characteristic of the Letter Person. Pictures may be collected and pasted on a large piece of paper, titled, "Mr. M Likes To Munch. . .," or "Mr. V's Valuables."

#### 5. Handwriting

Have the children learn to write the capital and lower case letters, utilizing whatever program of handwriting is included in the curriculum of your school. It is recommended that the children write upper and lower case letters next to each other (on the same line) to compare relative sizes and shapes.

#### 6. Letter Person's Story

Children can complete a short story orally and/or on paper, filling in blanks with words that begin with the same sound that starts the Letter Person's characteristic. Children may add their own sentences and illustrations. Example:

Mr. V travelled to \_\_\_\_\_ in his very small car called a \_\_\_\_\_.  
He took his very favorite valuable possessions including his \_\_\_\_\_,  
\_\_\_\_\_, and his \_\_\_\_\_. He went with his  
very best friend \_\_\_\_\_, who liked to play \_\_\_\_\_.  
They visited \_\_\_\_\_.

#### 7. Creative Activity

Prepare creative art work or other activities related to the sound or personality of the Letter Person. Examples:

- For Mr. S, decorate (or design) very special Super Socks.
- For Mr. B, create "button people" using buttons for faces, or using inexpensive buttons, create an interesting design with washable glue.
- Make a macaroni picture of or for Mr. M.
- Make valentines for a special Mr. V Day.

### C. Optional Activities (Continued)

#### 8. Music

Letter Person's Song may be mimeographed for each child. Children may later illustrate the song, and circle or underline all words beginning with the Letter Person's sound.

#### 9. Scrambled Words

Children love puzzles and guessing games, and unscrambling words not only is fun, but provides reinforcement in sounding out words to locate starting, middle, and ending sounds. Additional clues may be provided orally or through pictures. Examples:

- Mr. T likes to spin his toy \_ \_ \_ (p t o).
- Mr. H wears a funny \_ \_ \_ (a h t) on his head.
- Mr. B hit the ball with his \_ \_ \_ (t b a).

#### 10. Related Curriculum Areas

The personality and activities of a particular Letter Person may present excellent opportunities to introduce activities associated with other curriculum areas.

Examples:

- For Mr. T — discussion on dental health
- For Mr. M — economics, related to his trip to the market
- For Mr. V — importance of not marking up things that belong to other people
- For Miss E — need for physical fitness

### D. Letter Person's Song

**THE LETTER PEOPLE** is based on the *Alpha One* reading program. There are many components available to reinforce **THE LETTER PEOPLE**. These materials include the recorded songs of the Letter People, Letter People Greeting Cards, pictures of the Letter People, Games, Books, and much more.

For information on the above or a description of the *Alpha One* reading program, please write to:

KETC-TV, Channel 9  
Department LP  
6996 Millbrook Boulevard  
St. Louis, Missouri 63130



## LESSON 1: MEET MR. M

### A. Objectives

- Meet and recognize Letter Boy Mr. M and his characteristic MUNCHING MOUTH.
- Recognize visually and auditorily the initial M in words.
- Associate MUNCHING MOUTH with words that start with M.
- Differentiate between capital and lower case M.

### B. Synopsis

Mr. M visits the market and wants to have all the foods that begin with the same sound that starts MUNCHING MOUTH. Melissa, the market manager, is very upset, because Mr. M has created a mess in the market, and, most of all, because Mr. M has no money to pay for the food he has taken.

Two animated characters discuss the difference between capital M and lower case m.

A MAILMAN uses a MAP to deliver MAIL to a MOTHER. While the mother is speaking with the mailman, her little boy is making a MESS with MUD, which the mother later cleans with a MOP.

Mr. M is visited by Sam Gump of "Lucky Day Enterprises" who tells Mr. M that today is his lucky day — he can win a big prize if he can tell whether certain words start with the same sound that starts MUNCHING MOUTH.

### C. Optional Activities

1. Make a colorful chart of food which Mr. M likes to munch, using pictures cut from magazines or drawn by the children.
2. Encourage children to make up imaginative stories using as many words as they can that start with the same sound that starts MUNCHING MOUTH. Suggested topics may include: "The Mysterious Monkey," "The Marvelous Message," and "The Magic Mushroom."
3. Create marvelous masks using paper bags, paper plates, construction paper, and trims of all sorts. Children may wish to tell stories about (or with) their masks.
4. Maps can be made (very simple ones) of the classroom, indicating placement of windows, doors, teacher's area, and child's work area.
5. Munching Party: Children may bring from home inexpensive snacks that begin with the letter M — marshmallows, mints, marmalade, milk, mixes, etc.
6. Simple lesson on economics may focus on use of money as means of exchange.

**D. Mr. M's Song**

I'm Mr. M  
With a Munching Mouth;  
My mouth must munch, munch, munch;  
My mouth has lunch, lunch, lunch;  
I munch from morning to midnight,  
Midnight to morning,  
Munching Mouth.

Meatballs, macaroni, mashed potatoes, I adore;  
Marshmallows, maple syrup, melon, milk,  
There's room for more.

I'm Mr. M  
With a Munching Mouth;  
My mouth must munch, munch, munch;  
My mouth has lunch, lunch, lunch,  
I munch from morning to midnight,  
Midnight to morning,  
Munching Mouth.

Milkshakes, marmelade, mayonaise, I adore;  
Muffins, mushrooms, and molasses,  
More and more and more and more!

I'm Mr. M  
With a Munching Mouth;  
My mouth must munch, munch, munch;  
My mouth has lunch, lunch, lunch;  
I munch from morning to midnight,  
Midnight to morning,  
Munching Mouth.

## LESSON 2: MEET MR. T

### A. Objectives

- Meet and recognize Letter Boy Mr. T and his characteristic TALL TEETH.
- Recognize visually and auditorily the initial T in words.
- Associate TALL TEETH with words that start with T.
- Differentiate between capital and lower case T.

### B. Synopsis

Mr. T introduces himself to Mr. M and tells him tall tales about his terrific adventures with Terrible Tough Tony, a tornado, a tiger, and a two-ton tarantula.

Children dressed in T-shirts play a tune on their instruments – tom-tom, tuba, triangle, trumpet and trombone. The tree walks away, because the tune is terrible!

Mr. T visits the dentist because of a terrible toothache. The dentist suggests a game to take Mr. T's mind off the toothache. He tells Mr. T to tell him whether certain words begin with the same sound that starts TALL TEETH.

Animation: "Tarleton the Tapping Turkey"

### C. Optional Activities

1. Make a chart of all the things Mr. T has in his tent, using pictures cut from magazines or drawn by the children.
2. Construct teepees from paper, which the children can decorate with pictures of objects that start with the letter T.
3. Have a health lesson on dental care. Perhaps the school nurse or dentist could visit with the class to discuss the importance of teeth, and caring for them.
4. Encourage the children to make up their own "tall tales."
5. Discuss the homonyms *tale* and *tail*. Children can draw or find pictures of different tails. A game can be constructed to match the animal with its tail.
6. A simple lesson on the use of the telephone can help children learn the importance of the telephone and how to use it when necessary.

D. Mr. T's Song

Tall – my teeth are so tall,  
Terrifically tall,  
The tallest you'll see;  
I'm called Mr. T.

*(Spoken)*

Mr. T – that's me – TALL TEETH.  
Why, my tall teeth are so tall,  
That it takes my toothbrush 222 turns  
To take a trip  
From the top of the tip,  
To the tip of the top  
Of each tooth;  
And that's the tall truth!

And talk about toothpaste,  
From Tuesday to Tuesday,  
I'll use 2,222 tubes of tasty toothpaste,  
For each tremendous tooth,  
And that's the tall truth, too!

Tall – my teeth are so tall,  
Terrifically tall,  
The tallest you'll see;  
I'm called Mr. T.

## LESSON 3: MEET MR. F

### A. Objectives

- Meet and recognize Letter Boy Mr. F and his characteristic FUNNY FEET.
- Recognize visually and auditorily the initial F in words.
- Associate FUNNY FEET with words that start with F.
- Differentiate between capital and lower case F.

### B. Synopsis

Mr. F introduces himself to Mr. T and Mr. F as the newcomer to Letter People Land.

Mr. F tries (in vain) to buy shoes for his FUNNY FEET, with the stipulation that the type of shoe start with the same sound that starts FUNNY FEET.

Mr. F has forgotten what he wanted to buy at Mr. Ferguson's General Store, except that he recalls that what he wanted to buy smells nice, and, of course, begins with the same sound that starts FUNNY FEET.

Animation: "Fenton"

### C. Optional Activities

1. Make a chart of "Mr. F's Favorite Things" (which start with the letter F, of course).
2. Encourage the children to make up imaginative stories using as many words as they can that start with the same sound that starts FUNNY FEET. Suggested topics may include: "The Furious Fox," "The Funny Farm," "The Fantastic Fortune."
3. Design funny shoes for Mr. F's FUNNY FEET. Try creating funny shoes (FUNNY FEET) by decorating sneakers with construction paper and trims (using removable tape).
4. Discuss the word "family." Have the children draw pictures of themselves with their family.
5. Have the children relate instances when they (like Mr. F) were forgetful. They may be able to express their feelings at these times.

**D. Mr. F's Song**

Mr. M has a MUNCHING MOUTH;  
Mr. T has TALL TEETH;  
But I'm Mr. F —

And I've got FUNNY FEET, FUNNY FEET, FUNNY FEET, FUNNY FEET,  
Mr. F, that is I.  
Feet that flip, feet that flop; flip and flop, never stop;  
Flapadoodle, I can fly,  
Well — I try.

And though I've never found shoes around  
To keep my feet on the ground,  
Fiddlesticks, do I cry?  
Not I!

Give me that free and easy beat,  
For the fanciest, friendliest, fidgety, free-for-all  
FUNNY, FUNNY FEET.

Flapadoodle-do, flapadoodle-dee,  
Fall on your face with me — ee. . . .

## LESSON 4: MEET MR. H

### A. Objectives

- Meet and recognize Letter Boy Mr. H and his characteristic HORRIBLE HAIR.
- Recognize visually and auditorily the initial H in words.
- Associate HORRIBLE HAIR with words that start with H.
- Differentiate between capital and lower case H.

### B. Synopsis

Mr. H explains to Harold that he is afraid to cut his HORRIBLE HAIR, recalling that whenever he has cut his finger, the cut hurts. Harold persuades Mr. H to come with him to Hairless Herbert's Barbershop to see that haircuts are not painful like cut fingers.

Mr. H is visited by Sam Gump (Lucky Day Enterprises — see Mr. M) who tells Mr. H that all he has to do to win a big prize is tell him whether certain words start with the same sound that starts HORRIBLE HAIR.

Animation: "The Happy Hero Homer Hippo"

### C. Optional Activities

1. Have the children draw a large outline of a house — Mr. H's house. Inside the outline, they can paste and/or draw pictures of things Mr. H may have in his house that begin with the letter H.
2. Make "Horrible Hats" (or "Happy Hats") using paper plates, construction paper, wool yarn, straws, and a variety of other trims.
3. Play a game similar to "Simon Says." Give a variety of simple directions to the class. The children must follow directions given only if the directions include a word beginning with the letter H. (Examples: "Touch your HEAD; raise your HANDS; HOP on one foot.") Emphasize the words beginning with the letter H.
4. The children can draw a simple outline of a person (themselves or Mr. H). All parts of the body beginning with the letter H can then be labeled.
5. Encourage creative discussions; possible topics may include: "My Favorite Hobby," "What Makes Me Happy/ What Makes Other People Happy."
6. Have a simple lesson in hygiene related to hair care. Explain that hair has no nerves, and, therefore, does not hurt when cut. Ask the children if they can think of another part of their body that does not hurt when cut (fingernail). Discuss the value of hair — protection and warmth, and care for healthy hair.

D. Mr. H's Song

I'm Mr. H  
Hello, hello;  
How do you do?  
And do you know,  
That I'm so handsome and adorable,  
My happy hair  
Is everywhere;  
And so much hair  
Makes people stare.  
It's HORRIBLE!

I'm Mr. H,  
And can you see,  
That there's more hair,  
Than there is of me.  
Some people may say, "It's unbearable,"  
That tangled kind,  
I hide behind;  
This HORRIBLE HAIR!

It's hairable! —  
I mean, it's terrible! —  
I mean, it's HORRIBLE!

Oh, HORRIBLE HAIR,  
My HORRIBLE HAIR;  
Oh, how I love this  
Crown I wear!  
I'll never stop at any barbershop,  
To cut my glorious,  
HORRIBLE HAIR.  
So, there!

I'm Mr. H  
Goodby, goodby.  
Next time we meet,  
You'll know me by,  
My head so handsome and adorable,  
My HORRIBLE HAIR  
Makes people stare.  
It's HORRIBLE! — Horrible! — Horrible! — Horrible!

## LESSON 5: MEET MR. N

### A. Objectives

- Meet and recognize Letter Boy Mr. N and his characteristic NOISY NOSE.
- Recognize visually and auditorily the initial N in words. (Later children will be able to identify N in the medial and ending position in words.)
- Associate NOISY NOSE with words that start with N.
- Differentiate between capital and lower case N.
- Differentiate between letters N and M, auditorily and visually.

### B. Synopsis

Mr. N visits the library and joins a group listening to the story of "Nancy and the Nanny-goat." Miss Grim, the librarian, has a difficult time getting through the story; every time a word beginning with N appears in the story, Mr. N's NOISY NOSE honks and buzzes.

Animation: Upper and lower case N

Newscaster in Letter People Land reports that a giant Nasty is roaming through Letter People Land scaring everyone. Nardo the detective is on the case and explains that the big Nasty will only be frightened by words that start with the same sound that starts NOISY NOSE. Mr. N agrees to help Nardo by letting him know when words begin with his sound.

Animation: Nellie Noonan

### C. Optional Activities

1. Have the children make their own "newspapers," cutting out (or drawing) pictures of items in the news that begin with the letter N.
2. Make masks with funny "NOISY" NOSES. Children can pretend to make their noses honk/buzz when they hear a word that starts with (or later ends with) the same sound as NOISY NOSE.
3. Play an auditory discrimination game. Have the children close their eyes (to eliminate any distractions); instruct them to concentrate on sounds made by different objects to determine what object is making the specific sound (noise).
4. Have the children discuss what they believe is "the nicest noise."
5. Write the word "nine" and the numeral 9. Have the children find or draw pictures of nine items that have the letter N at the start or end of the word.

**D. Mr. N's Song**

I'm Mr. N with the NOISY NOSE,  
NOISY NOSE, NOISY NOSE.  
That goes "honk, honk, honk, honk."

My NOISY NOSE is a nose that knows,  
Nose that knows, nose that knows,  
How to make a lot of funny different sounds.

I'm a nut;  
Here's my nanny goat;  
Here's a naughty note;  
Here's a nice note;  
Lots of nice notes.

I'm Mr. N whose got fancy clothes,  
Nifty fingers, and nummy toes,  
But my nose, my nose,  
My nobody-else-has-got-nose.

NOISY NOSE,  
NOISY NOSE,  
NOISY NOSE,  
NOISY NOSE,  
NOISY NOSE,  
NOISY NOSE.

## LESSON 6: MEET MR. B

### A. Objectives

- Meet and recognize Letter Boy Mr. B and his characteristic BEAUTIFUL BUTTONS.
- Recognize visually and auditorily the initial B in words.
- Associate BEAUTIFUL BUTTONS with words that start with B.
- Differentiate between capital and lower case B.

### B. Synopsis

It's Mr. B's birthday, and not only did he receive a brand new button from his brother Billy; but Boris, a bulletin board with push buttons proves to be lots of fun.

Mr. B arrives in Letter People Land, and all the Letter Boys greet him with news that they have planned a party for him. At the party, they play a game called "Find the Sound." They blindfold Mr. B, give him different items, and he must tell them whether or not they begin with the same sound that starts BEAUTIFUL BUTTONS.

Animation: "Billy and Beauregard"

### C. Optional Activities

1. Ask the children to name (or draw on a chart) as many things as they can that Mr. B might have received for his birthday. Of course, they should all begin with the letter B.
2. Using heavy construction paper for a base, have the children make "BEAUTIFUL BUTTON Pictures," using buttons wherever "appropriate"; for example – for faces, for wheels, for parts of flowers.
3. Encourage imaginative stories/discussions, using as many words as possible that begin with the letter B. Possible topics may include: "The Big Black Box," "Bob the Bat," "The Beautiful Butterfly."
4. Suggest that among Mr. B's favorite birthday presents were books. This lesson may present a good opportunity to visit the school or neighborhood library, including a discussion of the care and location of books.
5. Have the children sort (classify) buttons into various groups, according to color, size, shape, texture, number of holes. Classifying is an important means of having children learn inductively – discover – relationships, without being told. (Merely ask the children to group the buttons into sets which are similar/the same type.)

**D. Mr. B's Song**

BEAUTIFUL BUTTONS and BEAUTIFUL BUTTONS and BEAUTIFUL BUTTONS,  
What BEAUTIFUL BUTTONS on me – Mr. B.  
Big buttons and bright buttons and brassy buttons,  
All BEAUTIFUL BUTTONS on me – Mr. B.

A bit before breakfast,  
I get out of bed....  
To button me up,  
From my toes to my head.

BEAUTIFUL BUTTONS and BEAUTIFUL BUTTONS and BEAUTIFUL BUTTONS,  
What BEAUTIFUL BUTTONS on me – Mr. B.  
Big buttons and bright buttons and brassy buttons,  
All BEAUTIFUL BUTTONS on me – Mr. B.

By now I'm so bothered,  
I'm bursting to crack....  
I barely can button,  
In back of my back.

I can't reach the BEAUTIFUL BUTTONS and BEAUTIFUL BUTTONS and  
BEAUTIFUL BUTTONS,  
What BEAUTIFUL BUTTONS on me....

## LESSON 7: MEET MISS A

### A. Objectives

- Meet and recognize Letter Girl Miss A and her characteristic A' CHOO.
- Recognize visually and auditorily the short sound for the letter A in the initial and medial positions.
- Associate A' CHOO with words that have the letter A.
- Differentiate between capital and lower case A.
- Identify starting, middle, and ending positions of objects/ letters in a row.

### B. Synopsis

After listening to Miss A's song, Dr. Alice Antler comments on her sneeze, and tries to find ways of getting rid of it. After trying several possible remedies, Dr. Antler finally gives up trying, and tells Miss A to take two aspirin and call her in the morning.

Animation: Capital A and lower case a

Animation: Reinforcement of starting, medial, and ending positions, using geometric shapes (triangle, square, circle)

Miss A is at a carnival and approaches the wheel of fortune booth. The booth man, Alan, explains to Miss A that she can win a prize if she is able to tell whether words at which the pointer stops have her sound (either at the start or middle).

Animation: Alfalfa the Angora Cat

### C. Optional Activities

1. Have the children name and/or make a chart showing those things Miss A might see at the carnival. (All items must have the letter A either at the start or in the middle of the word.)
2. Encourage creative discussions/story telling using as many words as possible that have the letter A. Possible topics include: "If I Were an Astronaut," "Alfred the Alligator," "My Favorite Animals."
3. Create "Fantastic Animals," using combinations of different animals – and a great deal of imagination.
4. Discuss basic rules for good health – how best to prevent sneezes, and what to do if you have a cold.
5. Make "Apple People," using an apple for the body, marshmallows for the head and feet (use toothpicks to attach to apple), and raisins for trims and eyes and mouth.

D. Miss A's Song

Well, I'm so happy to be Miss A,  
And I'm so happy to come and play,  
Oh dear, I almost forgot to say,  
That when I'm happy, I sneeze all day.

All day, I'm sneezing — *aaa' choo*;  
When I get happy — *aaa' choo*;  
Or silly-slappy — *aaa' choo*;  
Give me a hanky, please,  
'Cause I've got to sneeze --  
*A' choo!*

I suppose you've noticed that when I sneeze,  
I don't sneeze sneezes like others sneeze;  
I blow my own kind of special breeze;  
I mean I sneeze in the way I please.

All day, I'm sneezing — *aaa' choo*;  
When I get happy — *aaa' choo*;  
Or silly-slappy — *aaa' choo*;  
Give me a hanky, please,  
'Cause I've got to sneeze --  
*A' choo!*

All day I'm sneezing — *aaa' choo*;  
When I get happy — *aaa' choo*;  
Or silly-slappy — *aaa' choo*;  
All day I'm sneezing — *aaa' choo*;  
When I get happy — *aaa' choo*.

## LESSON 8: WHAT'S THE CATCH?

### A. Objectives

- Demonstrate that the Letter People can join their sounds — “catch” one another’s sounds.
- Review and reinforce starting and ending positions of letters.
- Know that a Letter Girl (vowel) must appear in every sound catch.

### B. Synopsis

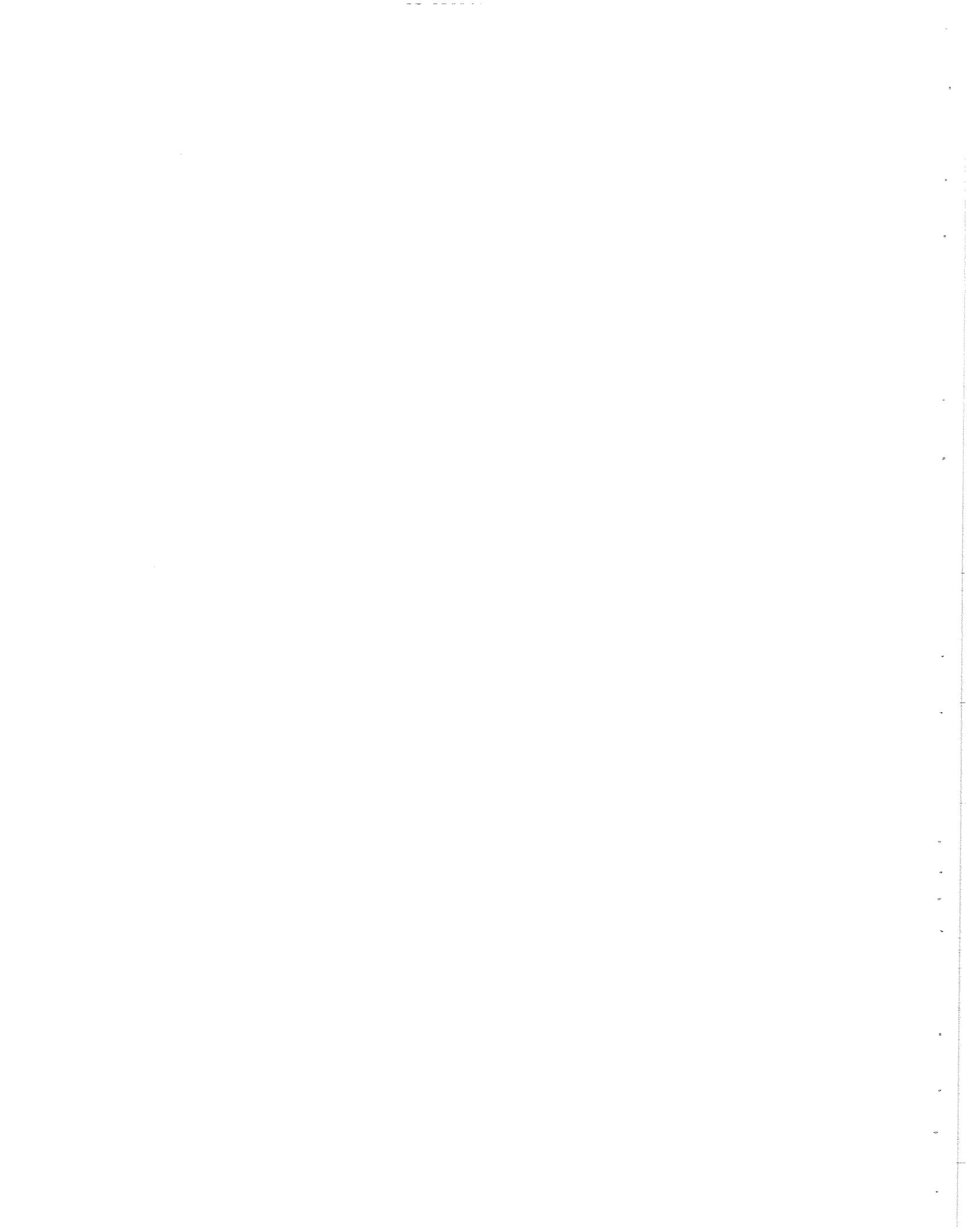
Mr. T, Mr. B, Mr. N, Mr. F, and Miss A are all looking forward to being stars, since a new television station opened in Letter People Land. Mr. H offers to be their agent, although he decides that their individual acts just won’t make it in show business. Mr. H has an idea for the Letter People to combine their sounds — make them right after one another — using the two sounds of Mr. M and Miss A as examples.

Mr. H explains that “catching” each other’s sound is like playing tag; when one Letter Person touches another Letter Person, the two Letter Persons make their sounds almost at the same time, starting with the first Letter Person, followed immediately by the second Letter Person. When Mr. M and Miss A put their sounds together, the result sounds good to the Letter People, who then make other sounds catch.

Miss A becomes angry when Mr. M continues to tease her about her awful jokes, and she leaves the group. The remaining Letter Boys attempt to make the sound catches without Miss A. Mr. B and Mr. N are the first to try sound catches, followed by Mr. N and Mr. F; and finally, Mr. N and Mr. T. They try in vain to make sounds, but their sound catches don’t sound good; and they realize that they need a Letter Girl to make sound catches. The Letter Boys ask Miss A to join them, and it is agreed that Miss A will be in all the sound catches until another Letter Girl comes along.

### C. Optional Activities

1. Make large letter cards (signs) for different children to hold. (These cards may be the Letter People with their letters clearly visible to the group.) Have the children assume the roles of different Letter Persons. (In this role play, girls may be Letter Boys and boys can play Letter Girls.) Have the children take turns making sound catches.
2. Have the children make their own small sets of Letter People cards. They can keep these cards in their desks or work areas to make sound catches. Children can have fun seeing how many different sound catches they can make. The children can write their sound catches on a chart or large piece of paper.



## LESSON 9: THE TRYOUT

### A. Objectives

- Demonstrate that three sounds may join to form a word.
- Know that a word is a group of sounds put together so they have meaning.
- Recognize auditorily and visually the letters that make up words.
- Make "catch" sounds into words.
- Review and reinforce beginning, middle, and ending position of letters in words.

### B. Synopsis

With Mr. H as their talent agent, the Letter People visit the new television station in Letter People Land. They prepare to audition for Monty Swell, who has seen and rejected several different acts. At first, he mistakes the Letter People for a rock music group.

The Letter People demonstrate their sound catches for Monty, who agrees that the sounds are nice, but not enough for an act. He suggests that there be more to their sound catches; and Mr. H works with the Letter People to make three sounds join. The Letter People demonstrate for Monty that they can join three sounds to make the words *fat*, *fan*, *bat*.

Monty Swell agrees that the Letter People have one of the most fun-filled games he has ever seen. They decide to have a game show on television, and call it "The Catching Game."

### C. Optional Activities

(Have the children make words using the materials utilized in Lesson 8.)



## LESSON 10: THE CATCHING GAME

### A. Objectives

- Know that a Letter Girl (vowel) must appear in every word (as in the sound catches).
- Recognize that each letter that makes a sound in a word stands in a "Clue Box," and Letter Girls (vowels) have "Catching Clue Boxes."
- Review auditory and visual recognition of letters that make up words.
- Review and reinforce starting, middle, and ending sounds of words.
- Play "The Catching Game."
- Know that some words that sound the same may mean different things (homonyms).

### B. Synopsis

Miss A, Mr. H and Monty Swell work out the final plans for "The Catching Game," deciding where each of the Letter Persons will stand. Miss A suggests that there be special boxes in which each Letter Person that makes a sound can stand. The first box will be called the "Starting Clue Box," and the Letter Person whose sound starts the word stands in this box. The next box is the "Catching Clue Box" in which the Letter Girl stands. The third box is the "Ending Clue Box" for the ending sound in each word. Miss A also decides that the Catching Clue Box will be the largest Clue Box, since she will be in all the words until another Letter Girl arrives, and to remind everyone that each word has an extra large Clue Box for the Letter Girl (vowel).

Animation: Relative positions of geometric shapes (square, circle, triangle) to reinforce "Starting, Middle, and Ending" positions of letters.

"The Catching Game" premieres with Ruth Alan as the first contestant. Ruth must correctly spell the word *bat* by calling out Letter Persons to stand in the Clue Boxes. Ruth correctly calls, in order, Mr. B, Miss A, and Mr. T. She wins two "beautiful bats" – one made of wood; the other from a faraway cave. In the second round of the Game, the Letter People are already in place: Mr. F, Miss A, and Mr. N are in their respective Clue Boxes. Ruth must tell what word the Letter People are making. Ruth sounds out the word *fan* and the Letter People prove she is correct by making their sounds catch. Ruth wins two "fantastic fans" – one made of sturdy paper; the other, an admirer named Ferdie.

### C. Optional Activities

1. Play "The Catching Game." Draw three large Clue Boxes on the chalkboard, making the middle one – the Catching Clue Box – the largest. Use the large Letter People cards from Lessons 8 and 9 to play "The Catching Game." Have the children take turns spelling words, calling different Letter Persons to stand in the Clue Boxes.



2. Play "Round Two" of "The Catching Game" in which the children sound out words. Arrange three Letter Persons within the Clue Boxes. When children sound out the words, have the Letter Persons catch their sounds to prove whether or not the children are correct.



## LESSON 11: MEET MR. Z

### A. Objectives

- Meet and recognize Letter Boy Mr. Z and his characteristic ZIPPING ZIPPERS.
- Recognize visually and auditorily the initial (and later, the final) Z sound in words.
- Associate ZIPPING ZIPPERS with words that have the letter Z.
- Differentiate between capital and lower case Z.

### B. Synopsis

Mr. Z wants to go to Letter People Land. He seeks out Captain Zemo who can fly Mr. Z in his zeppelin. In his search for Captain Zemo, Mr. Z passes through the Zig Zag Forest and finds Zelda brewing some zucchini. Zelda refuses to allow Mr. Z to pass through the forest unless he gives her some zucchini. Mr. Z offers Zelda several things that begin with Z, since he has no zucchini; however, Zelda turns down his offers. Through some unexplainable magic, after Mr. Z says, "If only I could zap some zucchini. . .," zucchini rains from the sky.

Mr. Z is permitted to pass through the Zig Zag Forest, where he meets Zeke the Zapper, zapping Z's on trees in the forest. Zeke learns that capital and lower case Z's make the same sounds.

Mr. Z finally reaches Captain Zemo, who needs something to start the propeller on his zeppelin. The zeppelin runs on objects that start with the letter Z. Mr. Z tries several objects, and they finally start the zeppelin.

Animation: "Zack the Zipper"

### C. Optional Activities

1. Have the children find or draw pictures of items which Mr. Z would be sure to decorate with zippers — objects that start with the letter Z. (Since these items — zither, zebra, zipper, zero — may be difficult to draw, you may wish to prepare a mimeographed page on which several objects are already drawn. Children must circle those objects which would have a zipper from Mr. Z — those items beginning with the letter Z.)
2. Make creatures for Mr. Z's Zany Zoo. The occupants of the zoo will, of course, have zippers. The names of all the animals can begin with the letter Z — for example, ziraffes, zions, zeals, zonkeys, since this is a very special and zany zoo!
3. Creative art designs can be made using colorful zig-zag patterns to fill a page.
4. Children can make up stories about Mr. Z's Zany Zoo and its zany occupants. Other possible topics for creative stories may include, "Ziggy the Zebra," and "The Zig-Zag Road."
5. A discussion of zithers and other stringed instruments can be a part of a lesson in music appreciation.

D. Mr. Z's Song

Come see my ZIPPING ZIPPERS,  
I'm Mr. Z;  
Zipping my zip-up slippers,  
Coat and hat and dungarees.  
My hip zip flippers  
To float in the sea;  
Zipping on, zipping off;  
ZIPPING ZIPPERS, Mr. Z.

ZIPPING ZIPPERS up;  
Zip ziggity zag;  
ZIPPING ZIPPERS down;  
Zag ziggity zip.  
ZIPPING ZIPPERS left;  
ZIPPING ZIPPERS right;  
ZIPPING ZIPPERS front and back; in and out;  
And everywhere in sight.

I'm zipping off to see the world,  
To see what I can see;  
I'm ZIPPING ZIPPERS in Zanzibar;  
I zipped the Zuider Zee.  
Who me? Who me?  
Of course! I'm Mr. Z.

With a zip zip ziggity;  
Zap zap zum;  
Zippo, bango;  
Here I come!

I'm ZIPPING ZIPPERS in the town,  
'Cause zipping's all I do;  
Zipping up sidewalks;  
Zipping up streets;  
And zebras in the zoo.

Now who? Now who? — Ha, ha;  
I didn't zip up you!  
Hold still; that's it;  
Now turn around, let's see.  
You've just been zipped  
By the zappiest zingiest  
Zipping Mr. Z.

Come see my ZIPPING ZIPPERS,  
I'm Mr. Z;  
Zipping my zip-up slippers,  
Coat and hat and dungarees.  
My hip zip flippers  
To float in the sea;  
Zipping on, zipping off;  
ZIPPING ZIPPERS, Mr. Z.

## LESSON 12: MEET MR. P

### A. Objectives

- Meet and recognize Letter Boy Mr. P and his characteristic POINTY PATCHES.
- Recognize visually and auditorily the initial (and later, the final) P sound in words.
- Associate POINTY PATCHES with words that have the letter P.
- Differentiate between capital and lower case P.

### B. Synopsis

Mr. P recalls for Mr. T his unpleasant experience when the Purple Peekaboo Palookas took him by surprise and demanded that he give them all the food that starts with the same sound that starts POINTY PATCHES – including his prized pizza. Mr. T helps Mr. P plan a trick to get the pizza back by playing the Catching Game with assistance from Miss U and Mr. N.

Animation: "Peeper's Park"

### C. Optional Activities

1. Have children find/draw pictures of items beginning with the letter P, which Mr. P might take to the park.
2. Children can design a hat and/or jacket using colorful paper POINTY PATCHES. (A parade might then be appropriate to show off their colorful attire.)
3. Children can make up creative stories including as many words as possible that begin with the letter P. Possible topics include "Peter's/Paula's Party," "Pat's Pet Pig," or "The Picnic in the Park."
4. Children can have fun making "pointy" puzzles using pictures of objects beginning with the letter P, which they can draw or cut from magazines. These pictures can be glued onto tagboard, then cut up into several pieces that have pointy edges. The pieces can be stored in small envelopes and shared among the children.
5. Have a picnic party! The food items, of course, should begin with the letter P. Make popcorn, too.
6. Children can have fun with the tongue twister: "Peter Piper picked a peck of pickled peppers. If Peter Piper picked a peck of pickled peppers, how many peppers did Peter Piper pick?"

**D. Mr. P's Song**

I've got pointy, POINTY PATCHES  
On my pointy patched-up pants  
I've got pointy, POINTY PATCHES,  
Plain to see.

Sewn up with polka-dotted stitches,  
POINTY PATCHES on my britches,  
I'm as rich as any Letter Boy can be — Mr. P.

Purple patches, yellow patches,  
Red and blue and green;  
Perfect powerful, prettiest patches  
You have ever seen.

I'm like a pretty picture postcard,  
Pasted up with pretty stamps;  
I've a patch from every  
Part of this country.

From Paducah down to Natchez,  
People praise my POINTY PATCHES,  
Pointing out each patch  
That matches patched-up me — Mr. P.

## LESSON 13: MEET MR. S

### A. Objectives

- Meet and recognize Letter Boy Mr. S and his characteristic SUPER SOCKS.
- Recognize visually and auditorily the initial (and later, the final) S sound in words.
- Associate SUPER SOCKS with words that have the letter S.
- Differentiate between capital and lower case S.

### B. Synopsis

Mr. S and his friend Slaw Hammerfill are about to leave for the Catching Game TV show, when Mr. S realizes that his sockmobile will not start because it is missing the starter. Slaw searches for the starter, which he recalls placing near something that starts with the same sound that starts SUPER SOCKS. After Slaw finds the starter next to the sockphone, they fix the sockmobile and leave for the Catching Game. There, they are joined by other Letter People who play the game with them: Miss A, Mr. T, Mr. P, and Mr. N.

### C. Optional Activities

1. Have children draw a simple outline of Mr. S's Sockcave, and paste or draw pictures of items that Mr. S would probably have in his Sockcave, because they start with the letter S.
2. Make sock puppets, using buttons, yarn, and scraps of fabric as decorations.
3. Children can make up stories about Mr. S's adventures in his sockmobile, in his sockcave, with his sockphone. Other topics may include "The Secret," "The Super Sandwich," or "The Silliest Thing I Ever Saw."
4. Lesson on safety can include identification of traffic signs: Stop, Yield, Railroad, Traffic Signals, Caution.
5. Children can design their own "super socks" using paper and fabric scraps. If children are able to bring in old socks, these would be great to decorate!

#### D. Mr. S's Song

I'm Mr. S,  
And sometimes when I go to sleep,  
I'm scared,  
So then I sneak across my room,  
And find my SUPER SOCKS,  
And slip into my SUPER SOCKS,  
And suddenly —

I am a supersonic streak in the sky;  
"Mr. S to the rescue!" they cry.  
"Straight on SUPER SOCKS,  
We've got to stop that train;  
Save that sinking sailboat from the hurricane."

I'm Mr. S,  
And sometimes when they're scolding me,  
I smile;  
As soon as I can sneak away,  
I find my SUPER SOCKS,  
And slip into my SUPER SOCKS,  
And suddenly —

I am a supersonic streak in the sky,  
"Mr. S to the rescue!" they cry.  
"Straight on SUPER SOCKS,  
There's been a robbery;  
Hold it — stop — surrender;  
Don't you mess with me!"

SUPER S-O-C-K-S....

## LESSON 14: MEET MISS E

### A. Objectives

- Meet and recognize Letter Girl Miss E and her characteristic EXERCISE.
- Recognize auditorily and visually the short sound for the letter E in the initial and medial position in words.
- Associate EXERCISE with words that have the letter E.
- Differentiate between capital and lower case E.

### B. Synopsis

Miss E has been exercising with barbells in her apartment, creating much thumping and clanking, and causing great concern to Mr. Z whose ceiling cracks and finally splits. Miss E falls through and comforts Mr. Z, explaining that she'll have it fixed in no time, with all her ENERGY. Miss E proceeds to tell Mr. Z of her adventures in which she demonstrated her strength; for example, when she pulled an elephant from the mud, when she held up an elevator that had a broken cable, when she stopped an engine on a train from hitting an elk.

Miss A asks Miss E to substitute for her on The Catching Game. Miss E, Mr. P, and Mr. N make the word "pen," and, later, with Mr. S and Mr. T, the word "set."

Animation: "The Emerald Emperor"

### C. Optional Activities

1. Have the children draw or find pictures of items beginning with the letter E which Miss E can put into her empty den.
2. Children can create "etchings," using the following technique: First, instruct them to color a piece of paper with crayons, trying to cover as much of the paper with crayon as possible. Next, cover the paper with paint of a medium consistency (thick enough to cover over crayon). Using paper clips (unbent), the children can scratch through the paint, making designs or drawings.
3. Children can create imaginative stories using as many words as possible that begin with the letter E. Suggested topics include: "The Embarrassed Elephant," "Edgar the Elf," or "The Empty Envelope."
4. Exercise can be discussed and demonstrated as a necessary part of good health and physical maintenance. Children can help make up exercise routines to music.
5. Eggs can be decorated as attractive Christmas ornaments or for Easter.
6. Different ways of preparing eggs can be discussed and demonstrated. Children can then sample the different eggs.
7. A discussion of Eskimos may fit into a unit on social studies.

D. Miss E's Song

I feel extremely weak,  
Poor little me, Miss E;  
Too weak to work or speak,  
Poor little me, Miss E.

I've got to EXERCISE, EXERCISE, EXERCISE,  
Jiggle my toes;  
E – E – EXERCISE,  
Wiggle my nose.

Will you help me EXERCISE, everybody?

Wiggle your nose;  
And jiggle your toes.

I've got to EXERCISE, EXERCISE, EXERCISE,  
Twist my lips;  
E – E – EXERCISE,  
Turn my hips.

Everybody, twist your lips,  
And turn your hips.

I'm getting stronger now,  
I'll be a new Miss E;  
Now that I'm learning how,  
You'll see a new Miss E.

I always EXERCISE, EXERCISE, EXERCISE,  
Reach up high;  
E – E – EXERCISE,  
Reach the sky – Stretch!

I've got to EXERCISE, EXERCISE, EXERCISE,  
Jump up and down;  
E – E – EXERCISE,  
Spin around.

Jump up and down, everybody,  
And spin around.

I feel extremely good,  
Look out for me, Miss E.  
Strong as a person should,  
Here comes the real Miss E.

Because I EXERCISE, EXERCISE, EXERCISE,  
When I'm alone,  
There – finished!

## LESSON 15: MEET MISS I

### A. Objectives

- Meet and recognize Miss I and her characteristic ITCHY ITCH.
- Recognize auditorily and visually the short sound for the letter I in words.
- Associate ITCHY ITCH with words that have the short sound I in the initial or medial position.
- Differentiate between capital and lower case I.

### B. Synopsis

Miss I, the owner, manager, and entertainer of the "Itsy Witsy Ice Cream Club," is visited by Nardo the Detective (introduced in "Meet Mr. N"). Nardo asks Miss I to help him locate Ingrid, the "Incredible Indigo Ink Keeper" who has been hoarding all the indigo ink in Letter People Land. Mr. P and Mr. T join Miss I and Nardo in the case. The Catching Game is used as a device to trick Ingrid into revealing the whereabouts of the ink.

Animation: "Ichabod Id"

### C. Optional Activities

1. Children can draw and/or find pictures of objects that might make Miss I itch – objects that begin with the letter I (or have I in the medial position). Examples may include: igloo, Indian, insect, ink, pin.
2. Discuss the words "imagine," "imagination," and "imaginative." Have the children compare and discuss imaginative versus real situations.
3. Children can draw and/or create an "incredible insect" using paper, fabric, clay, pipecleaners, etc. After discussing the meaning of the word, have the children write and/or discuss what makes their insect so incredible. (Discussion of insects may be undertaken to coordinate with science studies.)
4. Children enjoy hearing about and reading about Indians. A social studies unit on Indians can include creative art activities related to Indian homes, clothes, and masks.

**D. Miss I's Song**

I am Miss I;  
I am Miss I;  
I've come to stay all day  
Instead of passing by.

I've got an itch,  
Which makes me twitch;  
Which makes me wiggle,  
Always giggle, never cry.

I'm itching and I'm itching,  
And I'm itching and I'm itching;  
I'm wiggling and I'm jiggling  
All day long.

All day I'm hopping, wiggle-hopping;  
I am never, never stopping;  
I'm Miss I; that's why I  
Sing my itching song.

Oh, what a thrill,  
Oh me, oh my!  
I can't stand still,  
For I'm Miss I.

I'm itching and I'm itching,  
And I'm itching and I'm itching;  
And I'm skipping and I'm dipping  
All day long.

All day I'm skipping and I'm going;  
I am always, always going;  
I'm Miss I; that's why I  
Sing my itching song.

## LESSON 16: MEET MISS O

### A. Objectives

- Meet and recognize Miss O and her characteristic – OBSTINATE.
- Recognize auditorily and visually the short sound for the letter O in words.
- Associate OBSTINATE with words that have the short sound O in the initial or medial position.
- Differentiate between capital and lower case O.

### B. Synopsis

Miss O is preparing to rehearse her opera, "The Ostrich's Olive Omelette," to be staged at Philharmonic Hall in Letter People Land. Miss O shows her character – OBSTINATE – in refusing to accept any suggestions from the other Letter People regarding casting of roles in the opera. Miss O insist that Miss E play the omelette, Miss I, the olive; Miss A, the pot; Mr. B, the butterfly; and Mr. F, Farley the farmer. During the opera, Mr. T, Mr. P, and Mr. H play the Catching Game with Miss O to spell "pot" and "hot."

Animation: "Ocky the Octopus"

### C. Optional Activities

1. Children can draw simple octopus, with each of its eight arms holding a different object having the letter O in the initial or medial position of the word.
2. Discuss the word "opposite." Play a game, having the children give the opposites in response to specific words; for example: stand-sit; on-off; top-bottom; in-out; left-right; up-down.
3. Recreate the opera, "The Ostrich's Olive Omelette."
4. Children can make up stories using as many words as possible that begin with the letter O and/or have O in the medial position. Possible topics include: "Oscar the Ostrich," "The Orange Bottle," and "October."
5. Discuss the word "obstinate." Have the children relate incidents when they were (are) obstinate, as well as how they feel when other people are obstinate.

**D. Miss O's Song**

I'm Miss O – I'm OBSTINATE;  
So OBSTINATE, so OBSTINATE;  
Which is just the opposite  
Of doing what somebody wants you to do when they want you to do it.

In the winter time, I swim  
In a frosty swimming pool;  
If they say, "Stay out," I'm in;  
I don't care if the water's cool.

I'm Miss O – I'm OBSTINATE;  
So OBSTINATE, so OBSTINATE;  
Which is just the opposite  
Of doing what somebody wants you to do when they want you to do it.

When it's time to go to sleep,  
That's when I begin to play;  
If they say, "Stay down," I'm up;  
When it's night, I say, "It's day."

I'm Miss O – I'm OBSTINATE;  
So OBSTINATE, so OBSTINATE;  
Which is just the opposite  
Of doing what somebody wants you to do when they want you to do it.

## LESSON 17: MEET MISS U

### A. Objectives

- Meet and recognize Miss U and her UPSY-DAISY UMBRELLA.
- Recognize auditorily and visually the short sound for the letter U in the initial (and later, the medial) position in words.
- Associate UPSY-DAISY UMBRELLA with words with the letter U.
- Differentiate between capital and lower case U.

### B. Synopsis

Miss U tries to help her Uncle Elmer, the Umpire, find his lost baseball. She decides to seek help from the Unforgettable Underground Uglies. They tell Miss U, however, that they do not know where the lost ball is. When Miss U decides to return home, she is unable to find her way out of the Uglies' underground home. The offer to help her, only after she agrees to play the Catching Game with them, decoding the words "bus" and "nut."

Animation: "Uncle Ulver"

### C. Optional Activities

1. Have the children draw Miss U's UPSY-DAISY UMBRELLA at the top of a piece of paper. They can then draw or paste pictures cut from a magazine of objects that Miss U might have under her umbrella. Of course, they must have the letter U in the initial or medial position of each word.
2. Children can make up stories using as many words as possible that have the letter U in the initial or medial position. Suggested topics include: "Miss U's Unforgettable Trip," "The Unusual Bug," and "I Get Upset When. . ."
3. Create unusual umbrellas, using different colored, patterned, textured fabrics/papers.
4. An interesting study of other cultures and time may be undertaken to have children appreciate that umbrellas (parasols) have been and still are regularly used other than for protection from the rain. (In fact, the word umbrella is derived from "ombre" meaning shade.) Other names for umbrella may be added to the children's oral vocabulary – parasol and bumbershoot.

D. Miss U's Song

I'm with my UMBRELLA;  
We go together, wherever we go.  
I'm under my UMBRELLA;  
Whether it's sunshine, or whether it's snow.

You know who I am;  
I'm little Miss U;  
With my UMBRELLA,  
Whatever I do.  
UPSY-DAISY, we go every place;  
Little Miss U with my UMBRELLA face;  
Little Miss U with my UMBRELLA face.

I'm with my UMBRELLA;  
Apart we are minus, together we're plus.  
I'm with my UMBRELLA;  
Up and away, take a good look at us.

You know who I am;  
I'm little Miss U;  
With my UMBRELLA,  
Whatever I do.  
UPSY-DAISY, we go every place;  
Little Miss U with my UMBRELLA face;  
Little Miss U with my UMBRELLA face.

I'm with my UMBRELLA;  
We are unhappy, unless we can be  
Just like bread and butter;  
That's why you see my UMBRELLA and me.

You know who I am;  
I'm little Miss U;  
With my UMBRELLA,  
Whatever I do.  
UPSY-DAISY, we go every place;  
Little Miss U with my UMBRELLA face;  
Little Miss U with my UMBRELLA face.

I'm with my UMBRELLA . . .  
I'm with my UMBRELLA . . .  
I'm with my UMBRELLA . . . .

## LESSON 18: MEET MR. V

### A. Objectives

- Meet and recognize Letter Boy Mr. V and his VIOLET VELVET VEST.
- Recognize visually and auditorily the initial V sound in words.
- Associate VIOLET VELVET VEST with words that start with V; find and/or draw pictures of objects that start with the same sound that starts VIOLET VELVET VEST.
- Differentiate between capital and lower case V.
- Discriminate auditorily between V and B.

### B. Synopsis

Mr. V and other Letter Boys and Letter Girls are very upset, because Vandy, the very, very villainous vandal, has been putting his mark — V — on everything that begins with the same sound that starts VIOLET VELVET VEST. Mr. V and Mr. B devise a scheme to stop Vandy's villainous deeds. They trick him into putting his mark on something that does not begin with the same sound that starts VIOLET VELVET VEST.

Animation: "Viva Vetch"

### C. Optional Activities

1. Have the children draw or cut pictures from a magazine of things which Mr. V would believe to be "valuable" household possessions, because they start with the same sound that starts VIOLET VELVET VEST. Items may be labeled and pasted onto large paper outline of Mr. V's home.
2. Children can make and decorate their own very special vest, using a large paper bag, and cutting off the folded bottom and cutting two holes for arms to fit through. Discuss the meaning of the word "vain."
3. Children enjoy classifying fabrics of various textures and colors. A discrimination game may be devised in which children try to identify textures of fabrics without looking at the material. (If possible, try to get a small swatch of violet velvet fabric.)
4. Encourage creative stories; the following are possible topics: "The Violet Visitor," "Mr. V's Very Fine Vacation," "The Vanishing Vest."
5. Decorate valentines for a special day for Mr. V.
6. Discuss respect for property belonging to others — the importance of not taking or marking up things belonging to someone else.

**D. Mr. V's Song**

I am Mr. V  
With a very special vest,  
And my very special vest  
Is my very best.

I am Mr. V  
With a very special velvet vest,  
And my very special velvet vest  
Is my very, very best.

I am Mr. V  
With a very special VIOLET VELVET VEST,  
And my very special VIOLET VELVET VEST  
Is my very, very, very best.

I am Mr. V  
With a great variety  
Of very special VIOLET VELVET VESTS;  
And my great variety of very special VIOLET VELVET VESTS  
Is my very, very, very, very best.

## LESSON 19: MEET MR. L

### A. Objectives

- Meet and recognize Mr. L and his LEMON LOLLIPOPS
- Recognize auditorily and visually the initial and final L sound in words.
- Associate LEMON LOLLIPOPS with words that have the letter L.
- Differentiate between capital and lower case L.

### B. Synopsis

Mr. L is delighted with his lovely lemonade stand. When he goes to his locker to get some lemons, however, Lazy Laura is leaning against it. She agrees to leave only if Mr. L will give her some food that starts with the letter L. When Mr. L finally opens his locker, he is confronted by the Lavender Lollapalooza who has taken all of Mr. L's lemons. Mr. H visits Mr. L's lemonade stand, and comes up with a plan to trick the Lollapalooza into returning the lemons.

In exchange for the lemons, Miss A, Mr. P, and Mr. L offer the Lollapalooza other things that begin with the same sound that starts LEMON LOLLIPOPS. However, the Lollapalooza refuses all offers. Finally, through the Catching Game, the Letter People spell out the word "pal" and explain that each of them would like to be a pal to the Lollapalooza, who then returns the lemons.

Animation: "Linda's Friends"

### C. Optional Activities

1. Children can draw or find pictures in magazines of things which Mr. L would especially like — because they begin with the letter L.
2. Have the children discuss what makes them laugh.
3. Write stories using as many words as possible that start with the letter L. Suggested topics include: "Larry the Lizard," "Lee is Lost," "The Lucky Lock (Locket)."
4. Write a letter to someone special — someone you like (perhaps a special Letter Person).
5. Play a listening game. Have children close their eyes (to eliminate any external distractions). Then have them try to identify various sounds (for example: bell, chalk on a board, cutting paper, dropping a pencil, etc.).
6. Make LEMON LOLLIPOPS. Large paper lollipops are fun, especially if there are also real ones for a LOLLIPOP Party.
7. Discuss the meaning of the words "lot" and "little." Children can give examples of "a lot of. . ." (or "lots of. . .") versus "little."

**D. Mr. L's Song**

Lovely, lovely,  
What could be lovelier  
Than licking a lollipop,  
A lovely LEMON LOLLIPOP;  
Delicious – well, you can tell,  
I'm Mr. L.

Lucky, lucky,  
No one could be luckier,  
Than licking a lollipop,  
A large bunch of lollipops,  
A large bunch – oh, what a smell; mmm – hmm, smell that lemon!  
I'm Mr. L.

Love them all – large or little,  
Left or right – or in the middle,  
Delightful – every night full of dreams  
Of lots and lots  
Of lemon, lemon,  
Lemon pops are lovely to know  
I'm partial to LEMON POPS,  
Cause I'm made of LEMON LOLLIPOPS.

When you think of a lollipop,  
Golly stop and see,  
Lovely LEMON LOLLIPOPS,  
Lovely LEMON LOLLIPOPS,  
Oh, Mr. L – that's me.

**LESSON 20: THE STORY OF MR. V  
THE STORY OF MR. S**

**A. Objectives**

- Learn that Mr. V (the letter V) never ends a word.
- Learn that Mr. S (the letter S) sometimes borrows the sound of Mr. Z (the letter Z)

**B. Synopsis**

**"The Story of Mr. V"**

Mr. V has invited Mr. P, Mr. Z, and Mr. B to a party at his very beautiful home, to dine on those food beginning with the letter V. Before dinner, Mr. B suggests that it would be better if Mr. V's VIOLET VELVET VEST could be decorated with BEAUTIFUL BUTTONS. Mr. P adds POINTY PATCHES, and Mr. Z, ZIPPING ZIPPERS. Mr. V, who is very vain, is very sad about his beautiful vest having been ruined, and has the Letter People remove the additions to the vest. In their attempt to remove the buttons, patches, and zippers, the left side of Mr. V's vest is torn, resulting in Mr. V being even more upset.

Mr. V vows that he will never again appear in another word. The Letter People convince him that his sound is very valuable, however, and contributes to the variety of words. Mr. V's solution is that he never end a word — that there always be some other Letter Person there to shield the torn left side of Mr. V's vest.

(Please note that this story will be used in the future to explain the final E of words such as "love" and "move." If desired, children may utilize their letter cards (see Lesson 9) to make the words "have" and "give.")

**"The Story of Mr. S"**

Mr. P, Mr. B, and Mr. Z visit Mr. S in his Sockcave, to try to persuade him that his SUPER SOCKS would be sensational with their additions — POINTY PATCHES, BEAUTIFUL BUTTONS, ZIPPING ZIPPERS. Mr. S is not happy with these additions, however, and insists that the Letter People remove their trims from his socks. Mr. P removes his POINTY PATCHES and Mr. B, his BEAUTIFUL BUTTONS. Mr. Z, however, persuades Mr. S to keep one zipper on his SUPER SOCKS. Mr. Z explains to Mr. S that whenever he wears the ZIPPING ZIPPER and appears in the middle or ending position of a word, Mr. S can use (will use) Mr. Z's sound.

(Please note that this story will be used to explain the Z sound in words such as "rose," "lose," "dogs," and "was." Children may use their letter cards — including a new one with Mr. S with a ZIPPING ZIPPER — to make the words "as," "is," "has," "his.")



## LESSON 21: THE SQUOOSH

### A. Objectives

- Review that only one Letter Person can stand in a clue box at any one time.
- Combine ("squooosh") consonant sounds in the final and initial position of words.
- Recognize and be able to draw a "Squooosh Box."

### B. Synopsis

Mr. V is planning to be on the Catching Game, and visits Monty Swell before the show in order to explain the situation with his torn vest. Mr. V and the other Letter People— Mr. S, Miss E, and Mr. T — make the word "vest" for Monty. Mr. V gets into the starting clue box, Miss E goes into the catching clue box; but Mr. S and Mr. T argue over who will be in the ending clue box. Monty Swell suggests that Mr. S stand in the ending clue box; however, when the Letter People make their sounds catch, the word turns out to be "ves." With Mr. T in the ending clue box, the word is "vet." Miss E finally suggests that since Mr. S and Mr. T must say their sounds close together, they should both be in the ending clue box, making their sounds blend together. With both Letter Boys in the clue box, Mr. S exclaims that he feels "squooshed," to which Monty replies that "squooosh" is an excellent name for the box. ("Squooosh" also describes the action whenever two Letter Boys must say their sounds very close together.) Monty suggests that a zig-zag edged design on the squooosh box will identify it as different from the other clue boxes.

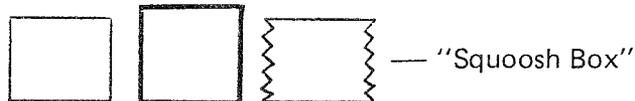
Animation: "Ending Squooosh"

The Letter People spell the word "stop" using a "starting squooosh box."

Animation: "Starting Squooosh"

### C. Optional Activities

1. Play the Catching Game using the new "squooosh box." Draw three large clue boxes on the chalkboard, making the last one the "squooosh box." (Clue boxes may be made from large pieces of paper taped to the wall.) Use the large Letter People cards from Lessons 8, 9, and 10 to play the Catching Game, using words with ending squoooshes. (Words may be selected from "The Squooosh" song on page 48.)



2. Rearrange the clue boxes with the "squooosh box" at the start. Play the Catching Game, selecting words with beginning squoooshes.
3. Children can see how many words they can make with a beginning or ending squooosh.

## D. The Squoosh

Now here's a little something  
That we've learned to do;  
It's called THE SQUOOSH, and it's real fun;  
And you can learn it, too.

We'll SQUOOSH our sounds together,  
Make them almost one;  
Now just for you, an ending SQUOOSH;  
Listen how it's done.

There's *lump* and *pump* and *nest* and *vest*;  
The ends are SQUOOSHING sounds;  
*Bump* and *dump* – *rest* and *best*;  
Did you SQUOOSH the sounds?

Now you've got the ending SQUOOSH;  
You're ready to begin.  
To SQUOOSH a word at the start,  
Come on, let's SQUOOSH again.

There's *step* and *stop* and *snip* and *snap*;  
The starts are SQUOOSHING sounds;  
*Stir* and *spur* and *snug* and *stub*;  
Did you SQUOOSH the sounds?

And now that you have learned to SQUOOSH,  
Start out on your own;  
Try to find some other words  
To SQUOOSH at school or right there in your own home.

Oh, try *fast* and *past* and *bust* and *dust*;  
'N *best* 'n *zest* 'n *pans* 'n *fans*,  
'N *mint* 'n *hint* 'n *step* 'n *stop*  
'N *snip* 'n *snap* 'n *spin* 'n *spun*  
'N *snub* 'n *snob* 'n . . .  
We're all SQUOOSHED out!

## LESSON 22: MEET MR. D

### A. Objectives

- Meet and recognize Letter Boy Mr. D and his characteristic DELICIOUS DOUGHNUTS.
- Recognize visually and auditorily the letter D in words.
- Associate DELICIOUS DOUGHNUTS with words that start with D.
- Differentiate between capital and lower case D.

### B. Synopsis

The Duke and Dutchess are depressed because Dolly, their delightful dancing dragon declared she would never dance again, and then disappeared. She was to dance at their party for Dodi Dundee, the daring deepsea diver. The Duke recalls that Dolly loves doodads that start with the same sound that starts DELICIOUS DOUGHNUTS. On a radio news interview, Dolly declares that she plans to disguise herself in a disguise that starts with the same sound that starts DELICIOUS DOUGHNUTS. Mr. D visits the Duke and Dutchess, and helps them find Dolly.

Dolly declares that her dream is to play in the Catching Game, which she does with the help of Mr. D, Miss I, and Mr. M.

Animation: "Deborah Davis the Dreamer"

### C. Optional Activities

1. Have children find or draw pictures of things which the Duke and Dutchess might have at their dinner party to welcome Dolly home – things which begin with the letter D.
2. Using colored paper and various trims, have the children design some DELICIOUS DOUGHNUTS. It would be fun to follow this activity with a real doughnut party.
3. Using paper, fabric, and trims (which children may bring from home), make fantastic disguises. Disguises may be worn for another class; children may try to guess child who is disguised.
4. Have children make up stories using as many words as possible that start with the letter D. Suggested topics may include: "The Deep-sea Diver," "Dan/Dodi the Dinosaur," "The Dark Dungeon."
5. Discuss dreams (day dreams) – hopes for near and distant future.
6. The fascinating subject of dinosaurs combines science with reading curriculum.

D. Mr. D's Song

Do you like doughnuts?  
DELICIOUS DOUGHNUTS?  
Well, if you do,  
Then, you deserve some doughnuts.

DELICIOUS DOUGHNUTS,  
Some dipped in sugar;  
Some dipped in jelly,  
Dipped by me, — Mr. D.

If you like doughnuts.  
DELICIOUS DOUGHNUTS,  
Don't dilly-dally,  
Have a dozen of my doughnuts.

DELICIOUS DOUGHNUTS,  
They're downright dunky,  
And they are definitely  
    Done by only me —  
Yes, they are deep-fried, dipped and  
    Done by only me.

And, when I deliver,  
My DELICIOUS DOUGHNUTS,  
Well, I do the doughnut dance.  
Don't you want to do  
    The dance, too?

Oh, what a DELICIOUS DOUGHNUT dance!

If you like doughnuts,  
DELICIOUS DOUGHNUTS,  
Don't dilly-dally,  
Have a dozen of my doughnuts.

DELICIOUS DOUGHNUTS,  
They're downright dunky,  
And, they are definitely  
    Done by only me —  
Yes, they are deep-fried, dipped, and  
    Done by Mr. D — Mr. D — Mr. D.

## LESSON 23: MEET MR. G

### A. Objectives

- Meet and recognize Letter Boy Mr. G and his characteristic GOOEY GUM.
- Recognize visually and auditorily the initial G in words.
- Associate GOOEY GUM with words that start with G.
- Differentiate between capital and lower case G.

### B. Synopsis

Mr. M visits Gordon the grocer who is gloomy and grumpy because the ghoulish ghost has taken all of his good green grapes. Miss U and Mr. M decide that they could help Gordon if they only knew the starting sound of "good green grapes." Mr. G introduces himself as the newest arrival in Letter People Land. He suggests that perhaps the greedy ghost would trade the good green grapes for something else that starts with the same sound that starts GOOEY GUM. The Letter People and Gordon go over to a garage on Gondola Street where Godfrey the ghost is staying.

Mr. G gives Godfrey a gift of a capital G and a lower case g; and then offers Godfrey some things that start with the same sound that starts GOOEY GUM if Godfrey will give up the grapes. Godfrey refuses the offer. Miss U finally suggests they play the Catching Game with Godfrey. Godfrey thoroughly enjoys spelling out the word "gum." For his prize, Godfrey is given a goldfish which he names Gwendolyn. He is so delighted with his new friend that he gladly gives up the green grapes.

Animation: "Gort the Gorilla"

### C. Optional Activities

1. Have children draw or collect pictures of things which begin with the letter G, which Mr. G might have in his garage.
2. Have children create stories using as many words as possible that begin with the letter G. Suggested topics might include: "Gordon's Grocery," "The Golden Goose," "Gary the Goat."
3. Play a guessing game. Have the children describe and/or pantomime something (object or activity) which begins with the letter G. Children can try to guess what object or activity is being described/acted out. (Examples include gardening, golfing, grapes, gum, ghost, gloves, glasses, guitar.)
4. Have children describe other things which may be GOOEY. The children can construct sentences with similes, such as: ". . . as goeey as molasses," ". . . as goeey as silly putty."
5. Research the origin of gum.
6. Make special gifts for a special guest — Mr. G.

**D. Mr. G's Song**

I'm grouchy;  
My gorgeous GOOEY GUM  
Is getting stuck all over the place.

Gooley, gummy,  
I am Mr. G.

Golly,  
My GOOEY GUM got stuck  
On the garden gate.

Good – now, I can go again.

Goodness, Gracious,  
I am Mr. G.

Oh, grasshoppers!  
My GOOEY GUM just got stuck  
In the green grass.

Good – now, I can go again.

I am Mr. G.  
I've got GOOEY GUM all over me.

## LESSON 24: MEET MR. C

### A. Objectives

- Meet and recognize Letter Boy Mr. C and his characteristic COTTON CANDY.
- Recognize visually and auditorily the initial C in words.
- Associate COTTON CANDY with words that start with C.
- Differentiate between capital and lower case C.

### B. Synopsis

Mr. B tells Miss U that auditions for a singer will be held at Miss I's Itsy Witsy Ice Cream Club. Just then, they hear a strange musical sound in the distance, and proceed to the area from where it is coming. They discover a carnival with a calliope. Mr. B and Miss U meet Mr. C who appears to be very sad. Mr. C is happy to demonstrate for them that almost everything at the carnival starts with the same sound that starts COTTON CANDY. Mr. C confesses to Mr. T, however, that he would prefer singing to working at the carnival, and Cornelius the carnival operator has not given him a chance to sing. The Letter People agree that playing the Catching Game might cheer up Mr. C, and together with him, they spell the word "cub." The Letter People persuade Mr. C to stay with them in Letter People Land.

Mr. B suggests that Mr. C audition for the singer at Miss I's Itsy Witsy Ice Cream Club. Mr. C is the favorite of the audience, and remains in Letter People Land.

### C. Optional Activities

1. Have the children draw pictures of things Mr. C might have especially liked when he worked at the carnival — things that begin with the letter C.
2. Discuss the origin and uses of cotton. If possible show the class a cotton plant or a picture of one. Discuss cotton candy — from what it is made.
3. Have the children experiment with pieces of cotton (cotton balls) which they can stretch out, twist, fluff, etc. and paste on colored construction paper for interesting effects.
4. Have a cooking party. Simple recipes for cookies and custard can provide worthwhile experiences for children, combining home economics skills with math (measurement and time).
5. Make up stories using as many words as possible that start with the letter C. Suggested topics include: "The Curious Cat," "The Cautious Caterpillar," "The Castle."
6. Make a calendar. Mark special dates for different events including Letter People related events.

D. Mr. C's Song

Well, hello friends,  
Do you know me?  
Well you can call me  
COTTON CANDY – Mr. C.

A candy kid  
Who'll change your luck;  
For if you stick with me,  
You'll find you will be stuck.

A candy kid  
Who's all for you;  
How you can count on me  
There's nothing I wouldn't do – for you.

I'm clever, can't you see  
And cunning as can be;  
And cool as a cucumber  
I am Mr. C.

For you I'd cry,  
And go to bat;  
You can count on me,  
Like you count on an alley cat.

I'm cute and sweet  
Don't you agree;  
I'm just a cloud of  
COTTON CANDY – Mr. C.

Oh, I'm a COTTON CANDY culprit  
Kind of, kind of –  
Cool – cool – cool  
I am cute and sweet  
Don't you agree?

I'm just a cloud of  
COTTON CANDY – Mr. C.  
I'm just a cloud of  
COTTON CANDY – Mr. C.

## LESSON 25: MEET MR. K

### A. Objectives

- Meet and recognize Letter Boy Mr. K and his characteristic KICKING.
- Recognize visually and auditorily the K sound in words.
- Associate KICKING with words that have the letter K.
- Differentiate between capital and lower case K.

### B. Synopsis

King Klong of the Kingdom of Kabob has been kidnapped by Karnak, Keeper of the Keys. The king is to be locked in a room in the Hall of Keys, fitted with a magic lock, able to be opened only with one special key. The king's daughter Karen suggests that Mr. K be summoned to find the key which is hidden in a place that starts with the letter K. Mr. K finds the location of the key through a sound catch with Miss I and Mr. T. The word "kit" is spelled out; the key is in a tool kit.

### C. Optional Activities

1. Have children draw and/or collect pictures of objects beginning with the letter K which Mr. K would love to keep.
2. Have children make up stories using as many words as possible that begin with the letter K. Suggested topics may include "The Kindest Kangaroo," "My Kite."
3. Discuss what it means to be kind. Joan Walsh Anglund's children's books on love and friendship provide beautiful examples. Children can illustrate and write their own version of "Kindness is. . ."
4. Create simple paper kites using colorful tissue paper attached to a paper or plastic straw frame. Attach string for the tail and bridle.

D. Mr. K's Song

Kicking, I'm kicking;  
For Mr. K's my name.

Come on and kick with Mr. K;  
Come on and kick your cares away.  
Come on and kick the ball, kick the can;  
But never ever kick a man!

Oh kicking gives me such a kick,  
This kind of kicking makes me tick.  
Kick up a fuss, kick up the dust,  
With Mr. K, the kicking king;  
But never kick a living thing!

## LESSON 26: THE STORY OF C & K; SOFT C

### A. Objectives

- Recognize that C and K may make the same sound.
- Know that Mr. C has the sound of Mr. K when followed by Miss A, Miss U, and Miss O.
- Know that Mr. K will stand ahead of Miss I and Miss E in words.
- Know that Mr. K never starts a squoosh.
- Know that when Mr. C appears before Miss I or Miss E he uses Mr. S's sound.

### B. Synopsis

Mr. C is very upset, because Mr. K's sound makes the same starting sound as his. Mr. C threatens to leave Letter People Land, although he claims that Mr. K should be the one to leave, since Mr. K came after Mr. C. Mr. C explains that since their sounds are the same, no one will be able to tell if the starting sound in words comes from the same sound that starts COTTON CANDY or KICKING. Mr. K agrees that they have a real problem. Miss A explains that giving Mr. C and Mr. K the same sound was an oversight; she suggests that perhaps the vowels can come up with a solution. Miss A and the other Letter Girls suggest that Mr. C and Mr. K each decide which vowel they wish to stand next to at the start of a word. Once they have made a decision, they must not change their minds.

Mr. C puts his name card in front of Miss A, Miss O, and Miss U. Mr. K is upset because he only stands next to Miss I and Miss E. Miss A suggests playing a word game might serve as a diversion for Mr. K.

Mr. S brings up the problem of squooshing with Mr. K. Mr. K explains that he can't be in a squoosh, because he never ever kicks a person (and, in a squoosh box, he might be unable to avoid kicking). Miss A suggests that Mr. K never start a squoosh, thereby never kick a person, only the squoosh box. The Letter People demonstrate several squooshes with Mr. K.

Mr. C is still upset; he wants to stand in front of Miss E and Miss I. Mr. C persuades Mr. S to let him borrow the S sound whenever he stands before Miss E or Miss I (as in certain, cent, circus, city).

### C. Optional Activities

1. Using the Letter Cards (Lessons 8, 9, 10) have the children reenact the story of Mr. C and Mr. K.
2. Have children collect and list as many words as possible that start with:

ke – (kettle, kept)  
ki – (kit, kid, kin, kill, kiss)  
ca – (cap, cat, can, cast, can't, cab)  
co – (cot, cop, cost, cod, cob)  
cu – (cup, cub, cuff, cut)

**C. Optional Activities (continued)**

3. Use the squoosh box and letter cards to make words with K in the squoosh:

skip  
skin  
skid

desk  
dusk  
task

tusk  
musk

## LESSON 27: MEET MR. W

### A. Objectives

- Meet and recognize Letter Boy Mr. W and his characteristic WONDERFUL WINK.
- Recognize visually and auditorily the initial W in words.
- Associate WONDERFUL WINK with words that start with W.
- Differentiate between capital and lower case W.
- Distinguish auditorily between the sounds of letters R and W.

### B. Synopsis

Mr. W explains to Willard the Wizard that he is very upset, because he has lost his WONDERFUL WINK. Mr. W explains that he came to Letter People Land to help the Letter People make words; but, without his wink, he doesn't feel special. Willard tries his magic wand without success. Miss E suggests that perhaps the wand will work with words that start with the same sound that starts WONDERFUL WINK. Wally enters with a wagon filled with wonderful articles that begin with the letter W. "Wagon" and "watch" are not sufficient to make the wand begin to work. "Ruler" sounds close, but it does not begin like WONDERFUL WINK. When Wally offers Willard a walnut, the wand begins to work, and Mr. W regains his WONDERFUL WINK. Miss E and Mr. B play the Catching Game, with Willard playing Monty Swell. They spell the word "web."

Animation: "Woodrow Walrus"

### C. Optional Activities

1. Find or draw pictures of objects that Wally may have in his wagon that may have helped Willard's wand to work (words that begin with the letter W).
2. Have the children create a story using as many words as possible that begin with the letter W. Suggested topics may include "The Wiggly Worm," "The Winding Road," "The Wonderful Red Wagon."
3. Discuss wishes with the children. Have them try to separate realistic wishes (hopes) from those which are unrealistic (impossible to achieve).
4. Weave paper mats using alternating colored strips of paper.
5. Discuss the season winter and how it affects people in different parts of the country (or world).

\*Please note that in the program, Mr. W sings his song and winks his right eye, and then his left eye (see page 60). Since Mr. W faces the viewer, it was recommended by some curriculum specialists that when Mr. W says he winks his right eye, the eye that winks be on the right side of the screen for the viewer; that is, in reality, Mr. W's left eye. This change may be discussed, along with concepts of relative right and left, if any questions are raised by the children.

D. Mr. W's Song

W – I'm Mr. W  
If my name  
Begins to trouble you,  
Here's a way to help your thinking;  
Won't you watch me when I'm winking?

WONDERFUL WINK  
With my right eye, that's once;  
WONDERFUL WINK  
With my left eye, that's twice.

Two winks are nice;  
They're the double of one;  
Oh, I'm winking double,  
That's how "W" is done.

*(Spoken)*

Wonderful –  
Can you wink two times two?  
Try it –  
Wrinkle up your right eye;  
Keep your left eye open,  
And let's see your WONDERFUL WINK.  
Now, try winking with your left eye.

W – I'm Mr. W  
If my name  
Begins to trouble you,  
Here's a way to help your thinking;  
Won't you watch me when I'm winking?

WONDERFUL WINK  
With my right eye, that's once;  
WONDERFUL WINK  
With my left eye, that's twice.

WONDERFUL WINK  
WONDERFUL WINK  
I'm Mr. W  
With a WONDERFUL WINK,  
WONDERFUL WINK,  
WONDERFUL WINK. . . .

## LESSON 28: LONG SOUNDS

### A. Objectives

- Review that a vowel must appear in every word.
- Review short vowel sounds.
- Know that vowels have long sounds as well as short sounds.
- Know that the vowel's long sound is the same as its name.
- Be able to discriminate auditorily between long and short vowel sounds.
- Know and be able to write symbols for long (—) and short (∪) sound over vowels.

### B. Synopsis

Frantic Freddy, disc jockey at KLPL introduces recording of The Green Gorillas singing "Squoosh Song." Ms. O compliments Miss E on her writing the hit song, and suggests that she write a tune for the vowels. Miss E explains that it won't be easy, because there aren't as many sounds to work with, since there are fewer vowels than consonants. Miss A explains, however, that because there are fewer vowels, the Letter Girls have to be in every word. The vowels agree, however, that they are tired of saying their same sound all the time, and it might be interesting to have another sound. Miss A further explains that it would be easy to remember two sounds if the second sound were the same as their name — a short sound and a long sound.

Miss E composes a song about the vowels' new long sounds, and Go Go Gorilla of The Green Gorillas invites the Letter Girls to sing their new song at Philharmonic Hall. Frantic Freddy asks the Letter Girls how people can tell when they are using the short sound and when they are using the long sound. Miss A explains that they have special signs: whenever the sign "∪" is above a vowel, the sound is short ( $\overset{\cup}{A}$ ,  $\overset{\cup}{a}$ ); whenever the sign "—" is above a vowel, the sound is long ( $\overset{—}{A}$ ,  $\overset{—}{a}$ ).

### C. Optional Activities

Add the two new symbols to the letter cards used in previous lessons. Have the children take turns holding the symbols over the vowel cards, and saying the appropriate sound. Practice decoding and encoding skills.

## D. Long Sounds

Now you know about the vowels;  
you know our names, too.  
There's A and E and I and O,  
and there's also Miss U.  
The short sounds we sing out are  
a, e, i, o, and u, u, u, u.

Now we want to find a new sound  
to make us all stronger;  
Let's stretch out our short sounds,  
to make us all longer.

Just like our names,  
Our long sounds sing  
just like our names  
A, E, I, O, U  
A, E, I, O, U

We had just one sound;  
It made us blue;  
a, e, i, o, and u  
Now we have a long sound;  
That gives us two;  
We have A, E, I, O, and U.

Now that each of us has two sounds  
to sing and to shout;  
Our new sound is something special  
we want to sing about.  
Here are some words that have  
long sounds for you to sing, too:

APE and ATE,  
And EAST, let's EAT;  
IRON and IVY and ICING so sweet;  
OLD and OAK, and OPEN your purse;  
UNION and UNITS and the whole UNIVERSE.

A, E, I, O, U

Long sounds that you can sing, too;  
Long sounds that you can sing, too;  
Long sounds that you can sing, too.

## LESSON 29: COOPERATION AND SILENT E

### A. Objectives

- Learn to use the "cooperation sign" 
- Decode words with cooperation sign.
- Know that if silent E is at the end of a one-syllable word, the vowel in the word is long.
- Know the silent sign (é) .
- Decode words with the final silent E.

### B. Synopsis

Miss I tells Monty of her idea of presenting melodramas at the Itsy Witsy Ice Cream Club. Monty thinks it's a great idea, and the Letter Girls are very excited over the prospects of using both their short and long sounds in the plays. Miss I comments that with all the lines to learn and all the excitement, people may not know which sound they are going to make — long or short. Mr. V suggests that if they all cooperate, they'll come up with a solution. Mr. V further suggests that they use his badge (sheriff's badge) as a "cooperation" sign. Miss I explains that if there is a letter boy in the ending clue box holding up the cooperation sign, people will know that the vowel makes her short sound. (The Letter People demonstrate, spelling the word "kit.") Mr. V and Miss E come up with a silent sign for indicating that the vowel will make her long sound. Miss E offers to stand silently (with her finger up to her lips) at the end of a word as a sign that the vowel will make her long sound. (The Letter People demonstrate spelling the word "kite.")



The show begins, hosted by Monty Swell. The first melodrama is "Cute Cuts," followed by "Mat Mates" and "Hope Hops," with Captain Zemo as the villain. The Letter People demonstrate the cooperation sign and silent E through the Catching Game.

### C. Optional Activities

Add the cooperation sign  and silent e (é)  to the collection of letter cards. Reinforce decoding and encoding skills utilizing activities described in previous lessons.





## LESSON 30: ADJACENT VOWELS

### A. Objectives

- Decode words that have adjacent vowels.
- Spell words that have adjacent vowels.

### B. Optional Activities

Nardo the detective relates the "Case of Poopsie's Surprise." Poopsie (Beauford Van Merglesnert) explains to Nardo that it is his Birthday, but he fears that someone is after him. Poopsie received a note directing him to "go to the boat (or he'll be sorry)." Neither Nardo nor Poopsie, however, can figure out the word "boat." The Letter People are called in on the case. Miss O recalls that when they learned to make words with the "silent e" at the end, the vowel in the catching box made her long sound, and Miss E was silent. Miss O suggests that a similar rule may apply when the two vowels stand next to each other in a word; the first vowel will make her long sound; the second will remain silent. Mr. B, Miss O, Miss A, and Mr. T make their sounds catch, and spell the word "boat."



Nardo and Poopsie go to Poopsie's boat (yacht) where they find other notes leading them to look for clues in the "pail," later in the third of three "pies," and finally in the "steam" room of the ship, where all the Letter People have gathered to surprise Poopsie on his birthday.

### C. Optional Activities

Using the letter cards from previous lessons, have the children spell out words using adjacent vowels. The Catching Game can be played, as well as games in which the letters in words are scrambled and children must rearrange letters to spell words (see "General Utilization Activities," page 5, activity 9).



Appendix

THE LETTER PEOPLE PRODUCTION

Producer-Director  
Thomas K. McDonough

Curriculum Consultant  
Alan Pratt, Ph.D.

Executive Producer  
Don Jeffries

Editorial Supervisor  
Ruth Lerner Perle

Head Puppeteer & Set Designer  
King Hall

Writers  
Thomas K. McDonough  
William Bailey  
Gayle Waxman  
Harry Luecke

Assistant to Head Puppeteer  
Tom Ray

Puppeteers & Voices:

First Puppeteers: King Hall, Tom Ray, Pat Clear, Lynn Cohen,  
John Cothran, Alan Trautman

Additional Puppeteers: Gregg Berger, Don Boevingloh, Cheryl Brown,  
Jane Deeken, Pam Dunn, John Erickson, David Herzog,  
Bert Hinchman, Bob Kramer, Nancy Swet

Voices: Genevieve Bierman, Sally Eaton, Shelley Heeley, Joneal Joplin, Barbara Marantette,  
Nancy Margulies, Thomas K. McDonough, Bob Miller, Jim Scott, Will Shaw,  
Gail Simmons, Dick Teneau, Gayle Waxman

Technical Production  
Peter Bretz  
John Muench

Music:  
*Letter People Songs* –  
Joe René  
Jacquelyn Reinach

Animation  
Filmgrafik International - Sidney, Australia  
Vic Atkinson Productions - Ottawa, Canada  
Computer Image Corp. - Denver  
M-K Inc. - St. Louis

*Theme Song & The Squoosh*  
Clayton Frohman

Puppet Design/Construction  
Tom Tichenor  
King Hall  
Tom Ray

Photography  
Art FitzSimmons

"The Letter People"  
*Based on a concept by* –  
Elayne Reiss &  
Rita Friedman



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