

SMART START *Companion*



JOANNE MOORE

Smart Start Companion by JoAnne Moore

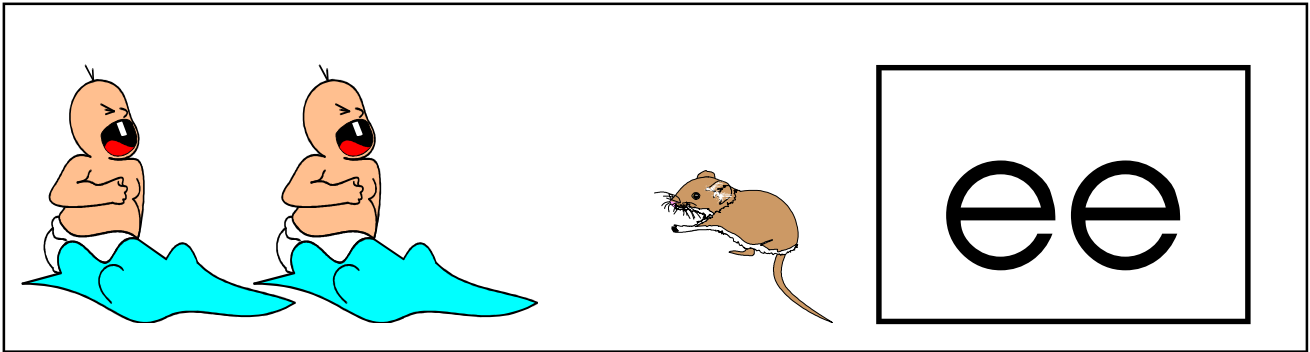
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Day 1: Puppet Show for Introducing the Noisy Twins (ee)



Narrator: Early one spring day the sun poured through the picture window. Mother carried her twin baby boys Josh and Jesse into the living room and set them down on the carpet.

Mother: Look how the sun is shining! It's a beautiful day. Here is a box of your toys. Have fun playing with them while I put some clothes in the washing machine.

Narrator: Mother left the two boys and went downstairs.

Josh: Ga, ga, goo! (picking up a rattle)

Jesse: Brm, brm! (picking a toy car)

Josh: Bang! Bang! (banging the rattle on the floor)

Narrator: Bonk! Josh whacked Jesse on the head with his rattle. Jesse's bottom lip began to quiver and then he hollered "Waaa!" Josh leaned over and grabbed Jesse's car when suddenly he began to shriek....

Josh: Eeeeeee! Eeee! Eeeee! Eeeee!

Narrator: Jesse turned around to see what the matter was and then he began to shriek, too!

Josh and Jesse: Eeeeeee! Eeee! Eeeee! Eeeee!

Narrator: Two beady eyes glittered at the twins! Eeeee! screamed Josh and Jesse even louder than before.

Narrator: Mother flew up the stairs.

Mother: What's the matter?

Josh and Jesse: Eeeeeee! Eeee! Eeeee! Eeeee!

Narrator: Mother looked up, she looked down, and then she looked all around. She found nothing! So, she picked up Josh. Then she looked in his eyes, she looked in his ears and she looked in his mouth. She found nothing! So, she picked up Jesse. Then she looked in his eyes, she looked in his ears and she looked in his mouth. She found nothing!

Mother: Stop being so noisy boys! I can't find anything wrong with either of you. Please play with your toys while I fold some clothes.

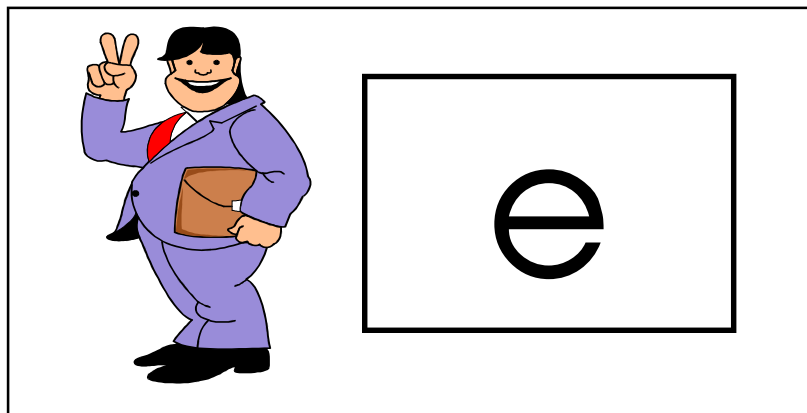
Narrator: Mother went back downstairs. Just then, a furry little body bounded out of the toybox and a wet little nose touched Jesse's hand!

Josh and Jesse: Eeee! Eeeee! Eeeee!

Narrator: It was a mouse hiding in their toy box! Ever after that whenever mother left the twins alone to play with their toy box the little mouse would creep out of his hiding place just to hear them screech "Eeeee!" This is why mother nicknamed her boys the Noisy Twins.

Teacher: Boys and girls when the two "ee"s come together in a word we call them the noisy twins, because they screech "Eeeee!" When your mouth makes this sound it smiles and you have to keep your teeth a little bit apart. Smile big, keep your teeth a little bit apart and squeal "Eeeee!" Look at your neighbor or look in your little mirror and say "ee"! Did you see your neighbor's mouth/your mouth smile? Were your teeth a little bit apart? Great job everyone! We are learning two new words today that have the noisy twins inside them. The first word is "green" and the second word is "see". *Classroom teacher holds up the letters "ee" and the new words and places them on the bulletin board or homeschooler glues them into child's scrapbook. The bulletin board or scrapbook is used for daily review of all concepts.* Let's listen for the noisy twins in these two words. Say them with me, "Greeeeeeen, now try Seeeee! Great job!' Do you remember what your mouth is doing when you make this sound? That's right it's smiling and your teeth are a little bit apart.

Day 2: Puppet Show for Introducing the Happy Letter (e)



Narrator: Swish! Swish! Colourful leaves drifted slowly to the grass forming a beautiful carpet. Kara sat on the front steps pouting. Her bottom lip stuck out and the corners of her mouth turned down.

Mother: Why the long face?

Kara: I've lost my favorite bear, Fuzzy! I've looked everywhere and I'm sure he's lost.

Mother: Did you look behind your toy box?

Kara: Yes, and I even looked in the car to see if I left him there last night.

Mother: Well, don't worry about Fuzzy, he'll turn up. Find something else to play. How about building something with your Lego blocks?

Kara: *Sighs loudly*. I just can't. I miss him too much.

Mother: Well, if you played with your Lego blocks you could make Fuzzy a neat house to live in.

Kara: *Hesitantly*. Well, okay.

Narrator: Kara went downstairs and took her lego blocks up to the kitchen table. Snap! Snap! Snap! went the blocks as she clicked them together. Suddenly she heard a very funny song!

The Happy Letter: If you're happy and you're silly sing "e, e!"
If you're happy and you're silly sing "e, e!"
If you're happy and you're silly then your mouth will really smile,
If you're happy and you're silly sing "e, e!"

Kara: Where's that singing coming from? *Looks all around.*

The Happy Letter: Look out the window!
Continues singing
If you're happy and you're silly sing "e, e!"
If you're happy and you're silly sing "e, e!"
If you're happy and you're silly then your mouth will really smile,
If you're happy and you're silly sing "e, e!"

Kara: Who are you and why are you singing that silly song?

The Happy Letter: I'm the happy letter and a little birdie told me that you're sad today and so I came to cheer you up!

Kara: *Says sadly.*
Oh, well your song can't help me.

The Happy Letter: If you'll try to help me sing my song I'm sure you'll feel better. The special happy sound in my song is "e" and it's made by the letter "e". To make my sound you have to smile and keep your teeth a fingerwidth apart. You try it.

Kara: First I have to smile. Can I stick my finger between my teeth to keep them open the right amount?

The Happy Letter: Sure.

Kara: *Smiles and sticks her finger between her teeth and correctly says "e".*

The Happy Letter: Great job! Now when I sing my song, you make "e"s happy sound in the right place.

The Happy Letter & Kara:

If you're happy and you're silly sing "e, e!"
If you're happy and you're silly sing "e, e!"
If you're happy and you're silly then your mouth will really smile,
If you're happy and you're silly sing "e, e!"

Narrator: Just as Kara finished singing the Happy Letter suddenly pulled out Kara's bear Fuzzy from behind his back.

The Happy Letter: Does this bear belong to you? I found him in the garden.

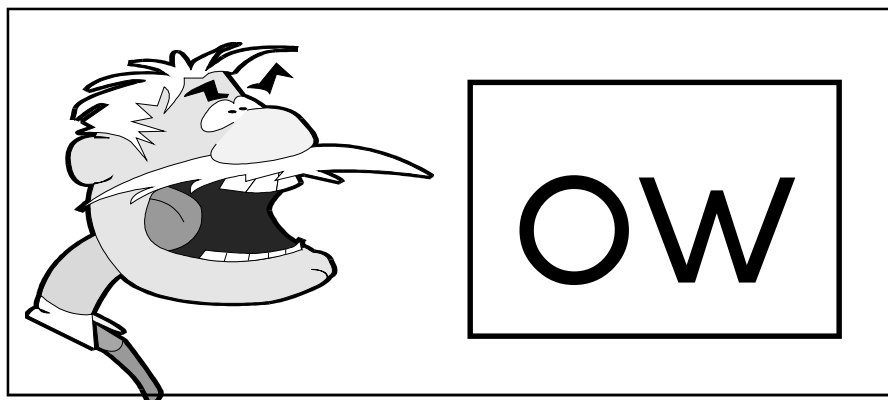
Kara: Oh yes! Thank-you! Thank-you! *Kara hugs her bear and dances around.*

The Happy Letter: Thank-you for helping me sing my song. I just knew it would cheer you up. I hope you'll always remember the happy song and the happy letter "e". Good-bye Kara!

Narrator: Kara gave the Happy Letter a big hug and began dancing around, smiling and making the Happy letter's sound "e e e e e". Then she waved good-bye and watched him go.

Teacher: Boys and girls when one "e" comes in a word it says "e". When your mouth makes this sound it smiles and you have to keep your teeth a fingerwidth apart. Smile big, stick your finger between your front teeth and say "e"! Look at your neighbor or look in your little mirror and say "e"! Did you see your neighbor's mouth/your mouth smile? Were your teeth a fingerwidth apart? Great job everyone! We call "e" the happy letter, because you have to smile to make his sound. We are learning one new word today that has this sound in it. The word is "red". *Classroom teacher holds up the letter "e" and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.* Let's listen for the happy letter in this new word. Say it with me, "Red" Great job!' Do you remember what your mouth is doing when you make this sounds? That's right it's smiling and your teeth are a fingerwidth apart.

Day 3: Puppet Show for Introducing the Pinch Letters (ow)



Narrator: Zoom! Zoom! went Mother's vacuum cleaner as it zipped through the house whisking away dirt. Simeon was having such a wonderful time playing in the family room with his clown puppet that he couldn't even hear the noise.

Simeon: Once upon a time there was a very silly clown who liked to dance and juggle balls. He loved to make people laugh. *Simeon makes the clown dance all around.* I think my clown needs a circus tent.

Narrator: Simeon put his puppet down and took out some brightly coloured construction paper, scissors and markers. He began to cut shapes out of the construction paper. All of a sudden Simeon's eyes bugged out, his mouth dropped and he hollered

Simeon: Ow! Ow! Ow! (*same sound found in brown*) That hurt!

Narrator: Simeon looked up, he looked down, then he looked all around. He couldn't see anything unusual and so he went back to work. Snip! Snip! went his scissors. Suddenly Simeon's face turned red and steam poured out his ears as he shouted

Simeon: Ow! Ow! Ow! That hurt!

Narrator: Simeon looked up, he looked down, then he looked all around. He couldn't see anything so once again he went back to work. Scritch, scritch went his felt markers. Swish! Simeon whipped his head around just in time to see his clown puppet standing behind him. *Clown puppet pinches Simeon again.*

Simeon: Ow! Ow! Ow! That hurt! Why did you do that?

Clown Puppet: I'm the pinch letters and I'm pinching you because it's fun to hear my neat sound.

Simeon: What sound?

Clown puppet pinches Simeon again.

Simeon: Ow! Ow! Ow! DON'T DO THAT!

Clown Puppet: I love the sound of the letters ow! They're in my name you know.

Simeon: What do you mean?

Clown Puppet: Cl—OW—n. Can't you hear it? Whenever I pinch someone he says the "ow" sound so clearly it sounds neat. I also like watching his mouth because it changes shape when he says "ow".

Simeon: It does?

Clown Puppet: Yes. Watch what happens when I pinch your teacher and she says "ow".

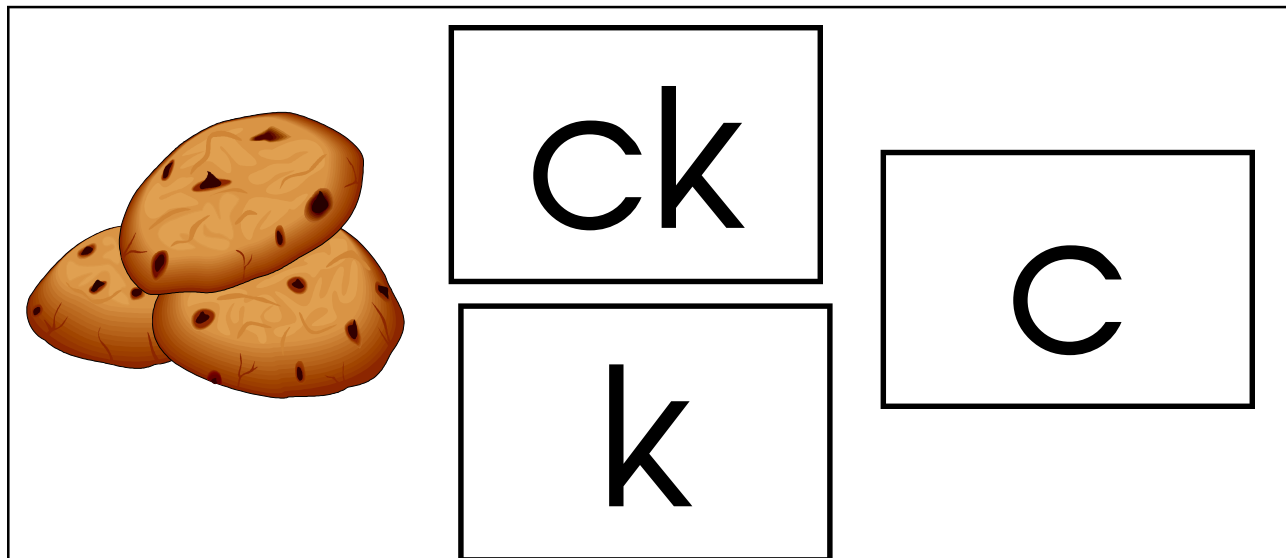
Teacher: Ow! Ow! Ow! *Mouth changes shape to make the sound.*

Simeon: That *is* neat! Cl—OW—n if you promise not to pinch me anymore I'll make your "ow" sound whenever you ask.

Clown Puppet: It's a deal!

Teacher: Boys and girls when "ow" comes in a word it says "ou" as in "cow". When your mouth makes this sound it changes shape. Look at your neighbor or look in your little mirror and say "ow"! Did you see your neighbor's mouth/your mouth change shape? Great job everyone! We call "ow" the pinch letters, because you say "ow" when you get pinched. We are learning one new word today that has this sound in it. The word is "brown". *Classroom teacher holds up the letters "ow" and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.* Let's listen for the pinch letters in this new word. Say it with me, "Br—ow—n! Great job!" Do you remember what your mouth is doing when you make the "ow" sound? That's right, it's changing shape.

Day 4: Puppet Show for Introducing the Cookie Letters (ck, k, c)



Narrator: Caleb loved cookies. Sugar cookies, Oreo cookies, ginger snaps, shortbread cookies, peanut butter cookies, but most of all he loved chocolate chip cookies. He liked the way they munched and crunched while cookie crumbs flew everywhere. One day the doorbell rang. Ding! Dong! Caleb rushed to the door and flung it wide open. There stood a deliveryman.

Deliveryman: I have a package for Caleb. Does he live here?

Caleb: I'm Caleb!

Narrator: Caleb bounced up and down as the deliveryman handed him a brown package tied up with string. Click! As soon as the door closed he plopped down and began to tear his parcel open. Caleb's eyes shone. There inside the package were a dozen giant home-made chocolate chip cookies. A note read: Dear Caleb, I was thinking about you today and decided to send you some cookies. Hope you enjoy them! If you would like to make more I've included the recipe. Love, Grandma. Caleb stuck the recipe in the pocket of his jeans. Crunch, crunch! Munch, munch! Cookies crumbs flew everywhere! Three cookies later Caleb's face and fingers were covered in chocolate. Slurp! Slurp! Slurp! He licked off all his fingers. Then he brushed himself off, took his cookies and hid them under his bed. Early the next morning Caleb got up and reached under his bed to have another one. His eyes widened and his chin fell.

Caleb: Where did all my cookies go?

Narrator: Caleb's lips quivered. He searched high and low. He emptied his drawers, his closet, his toybox and even his backpack. No cookies! Where could they be? He opened the door to his room and noticed some cookie crumbs. The trail led him outside on the deck. Just then Caleb heard a funny noise... Ck! Ck! Ck! The crumbs led him behind a tall fir tree in the backyard. The smell of chocolate chip cookies grew stronger. There sat a fuzzy critter stuffing cookies into his mouth.

Caleb: Who are you and exactly what do you think you are doing with my cookies?

Fuzzy Critter: Ck! Ck! Ck! I'm the cookie letters and I'm cccrazy about ccccookies! I'm busy eating some right this very minute. Ccccome bacckckc later and talkkkk to me when I've run out!

Narrator: Caleb snatched the box of cookies from the fuzzy critter. Tears filled his eyes. It was empty.

Fuzzy Critter: Whatcha crying for?

Caleb: You ate all my wonderful cookies.

Fuzzy Critter: That's right. They were YUMMY in my TUMMY! Got anymore?

Caleb: NO! Those didn't belong to you. Why did you take them?

Fuzzy Critter: Ck! Ck! Ck! is my favorite sound and it comes from the letters ck, k, or c. You can hear it in COOKIES! I make the "ck" sound best when I'm munching on them. I smelled your delicious cookies and couldn't resist. I promise not to take anymore of your cookies if you'll make my favorite sound ck, ck, ck!

Caleb: Okay, I'll try. G-g-g-g!

Fuzzy Critter: No, that noise is down in your throat. You have to make this noise up in your mouth and you should be able to feel your tongue touch the back sides of your gums.

Caleb: Ck, ck, ck! I did it! I did it! I even felt my tongue touching the back sides of my gums.

Fuzzy Critter: That was *wonderful!* I just LOVE that sound. Hey, I've got a great idea! Could you teach me how to make cookies so that I don't have to take cookies?

Caleb: Yeah! That's a terrific idea! Come to think of it my grandma even sent me her very own recipe:

World's Greatest Chocolate Chip Cookies

Blend together:

1 cup butter (not margarine)
1 egg
1/2 cup white sugar
1/2 cup brown sugar
1 tsp. vanilla
1 tsp. baking soda
1 tsp. cream of tartar

Mix in:

2 cups of flour
Add as many chocolate chips as you think necessary. I like to mix the chocolate chips with baker's m & m's.

Bake for 12 minutes at 350 ° F. Mmmm!

Narrator: And so Caleb learned from the Fuzzy Critter that ck, c and k say "ck" and the Fuzzy Critter learned how to make yummy chocolate chip cookies.

Teacher: Boys and girls when "ck", "k", and "c" come in a word they all say "k". When you makes this sound it is made up in your mouth and your tongue touches the back sides of your gums. Look at your neighbor or look in your little mirror and say "ck"! Did you feel the sound in your mouth and your tongue touching the back sides of your gums? Great job everyone! We call "ck" the cookie letters, because the "ck" sound comes at the beginning of the word "cookie". We are learning one new word today that has this sound in it. The word is "black". *Classroom teacher holds up the letters "k, c, ck" and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.* Let's listen for the cookie letters in this new word. Say it with me, "Bla—ck! Great job!" Do you remember what your mouth is doing when you make the "ck" sound? That's right, your tongue is touching the back sides of your gums and the sound is made in your mouth and not your throat.

Day 5: Puppet Show Introducing the Surprise Letters (ow)



Narrator: Cheep! Cheep! The robins twittered merrily in the branches of the huge poplar tree and the sun sent its beams cascading everywhere. Natalie sat on the back deck looking at one of her favorite picture books. When suddenly she saw two big eyes peeking at her over the pages.....

Natalie: Aaaaaah! What are you?

Surprise: I'm a little cuddly animal. Sorry I scared you. Is your name Natalie?

Natalie: Yes. What's your name?

Surprise: My name's Surprise. Do you like surprises?

Natalie: Of course.

Surprise: Well, I have a wonderful surprise for you if you'll play my game.

Natalie: I'd love to. How do you play?

Surprise: Well, I have a list of things for you to find. If you find them you will get a great surprise.

Natalie: Wow! That sounds great. Do you think the boys and girls could help me?
(Optional: Teacher may hide items in the classroom and have one child at a time find the hidden item or just have the puppet find the items as the children watch)
What's the first thing I have to find?

Surprise: Can you find me some milk?

Narrator: Natalie looked under her chair. She looked on top of the lawnmower. At last she went inside and looked in the fridge.

Natalie: Here it is!

Narrator: She handed the milk to Surprise. He grinned.

Surprise: Next, you need to find some dish detergent.

Natalie: Natalie looked on top of the lawn mower. She looked under her bike. At last she went inside and looked under the sink in the kitchen.

Natalie: Here is some!

Narrator: She handed the dish detergent to Surprise. He smiled.

Surprise: Finally, you need to find some red, yellow and blue food colouring.

Natalie: Natalie looked on top of the picnic table. She looked under the garden hose. At last she looked in the kitchen cupboards.

Natalie: Here they are!

Narrator: She handed the bottles of food colouring to Surprise. He beamed.

Surprise: Now, you are ready to see your surprise.

Teacher needs to help puppet demonstrate the surprise by following the directions carefully.

Narrator: Surprise poured the milk into a rectangular pyrex dish. Next, in the center of the dish he squirted one big drop of yellow food colouring, beside it (but not touching the yellow) he squirted one big drop of blue food colouring, and beside the blue drop (but not touching it) he squirted one big drop of red food colouring. At last he squirted about one teaspoon of dish detergent down the side of the glass pyrex dish.

Surprise: Watch Natalie! You are about to get a wonderful surprise!

Natalie: Ow! Ow! Ow! (*sounds like Oh, oh, oh*)

Narrator: The dish detergent created a current in the milk causing the food colouring drops to blend together creating many new colours.

Surprise: Do you like your rainbow surprise?

Narrator: All that Natalie could do was say

Natalie: Ow, ow, ow!

Surprise: I'm so happy.

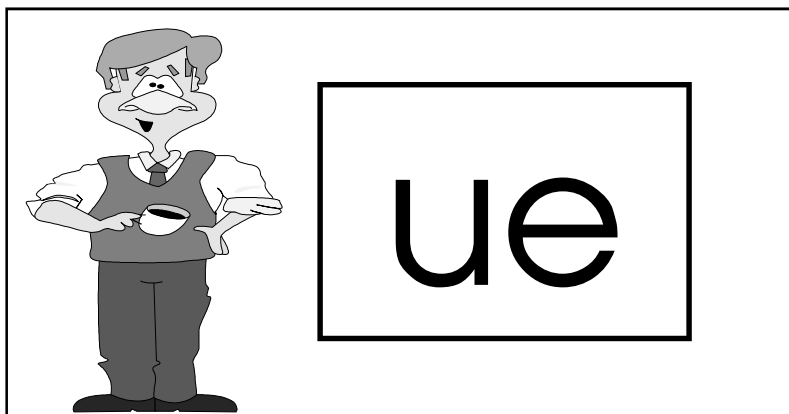
Natalie: So am I. THANK-YOU for the wonderful surprise! How come you're so happy?

Surprise: Because you made my favorite sound. My name is Surprise because I like to give surprises so that I can hear the surprise sound "ow". Did you know that the letters "ow" can make two sounds? They can say the pinch sound "ow" like in cow or they can make my favorite surprise sound "ow" as in "rainbow".

Natalie: Ow, that's so neat! I like the surprise letters! Thank-you Surprise for teaching me all about them.

Teacher: Boys and girls the letters "ow" can make two different sounds. They can make the pinch letters "ow" sound or they can make the surprise letters "ow" sound. When you makes the surprise sound "ow" as in the word "rainbow" you make a circle with your lips. Look at your neighbor or look in your little mirror and say "ow"! Can you see your lips making a circle shape. Great job everyone! We call "ow" the surprise letters because when we get a surprise we say "ow". We are learning one new word today that has this sound in it. The word is "yellow". *Classroom teacher holds up the letters "ow" and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.* Let's listen for the surprise letters in this new word. Say it with me, "Yell—ow! Great job!" Do you remember what your mouth is doing when you make the "ow" sound? That's right, your lips make a circle shape.

Day 6: Puppet Show Introducing the Scary Letters (ue)



Narrator: The wind howled as it rocked the trees outside Isaac's window. Isaac pulled the covers up over his head and curled into a little ball and closed his eyes to go to sleep. Suddenly the hair on the back of his neck rose as he heard....

Scary Puppet: UE! UE! UE! (make a long drawn out sound of "ue" as in "clue")

Narrator: Isaac shivered, sat up, and stared into the dark.

Scary Puppet: UE! UE! UE! (make a long drawn out sound of "ue" as in "clue")

Narrator: Isaac looked up, he looked down, he looked under his bed but, he didn't see anything. Then, once again he heard....

Scary Puppet: UE! UE! UE! (make a long drawn out sound of "ue" as in "clue")

Narrator: Squeak! Isaac's closet doors moved.

Issac: Aaaaaah! What's inside my closet?

Narrator: Isaac flicked on the light and opened his closet doors. There sat a little bunny (*change character to suit you*).

Isaac: Who are you and what do you think you're doing?

Scary Puppet: My name's Boo and I'm just having some fun scaring you with my favorite sound UE! UE! UE!

Isaac: Aaaaaah!

Narrator: Isaac shouted, jumped back into his bed and pulled the covers over his head.

Scary Puppet: Wait! Don't run away. I'm not trying to really scare you, I just wanted to have some fun with you and teach you my sound.

Narrator: Isaac poked his head out of the covers,

Isaac: Really?

Scary Puppet: Really. If you stick out your lips in a circle shape you can make the sound of the letters "UE", too. When "UE" come together they say the sound "OO" as in "clue".

Narrator: Isaac stuck out his lips in a circle shape and said...

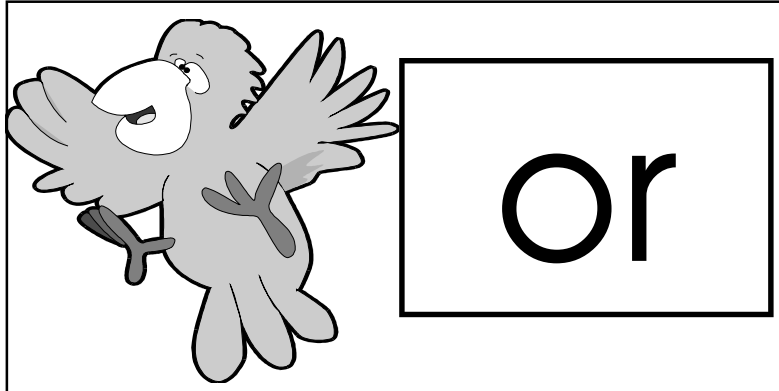
Isaac: UE! UE! UE! Wow! I can really do it! That's fun!

Scary Puppet: Hee! Hee! Your lips look so funny when you stick them out and you sound scary! Let's do it together.

Narrator: So Isaac and the funny little bunny giggled together all night as they practiced making the scary letters "UE! UE! UE!"

Teacher: Boys and girls when "ue" come in a word they work together to make one sound. They say "oo". To make this sound you have to stick your lips out a little bit and make them form a circle. Look at your neighbor or look in your little mirror and say "ue"! Did you see your lips sticking out a bit to form a circle? Great job everyone! We call "ue" the scary letters, because they sound a little bit scary when it says "oo". We are learning one new word today that has this sound in it. The word is "blue". *Classroom teacher holds up the letters "ue" and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.* Let's listen for the scary letters in this new word. Say it with me, "Bl—ue! Great job!" Do you remember what your lips are doing when you make the "ue" sound? That's right, your lips are forming a circle and sticking out just a little bit.

Day 7: Puppet Show Introducing the Parrot Letters (ue)



Narrator: Sweat trickled down Jared's forehead as he trudged down the overgrown jungle path. Monkeys chattered noisily swinging from vine to vine.

Jared: I've just got to find the treasure. The map says it's buried under a large orange rock. *Jared rattles a paper map.* Let's see. Three kilometers this way and then a right turn. Aaaaaaaaah!

Narrator: Jared leapt backwards. Two beady eyes glittered. A forked tongue darted in and out. Jared sucked in his breath and waited. Moments later the snake dropped to the ground and slithered out of sight.

Jared: Whew! That was close.

Narrator: Jared continued his trek through the jungle singing at the top of his lungs.

Jared: Beside the sea, where the giant snakes glow, back to my ship, I cannot go. For if I do, my pals will say, Have you ever watched a scaredy cat running from a pirate's hat? Beside the sea.

Narrator: Three kilometers later Jared made a right turn and saw the large orange rock.

Jared: Yippee! I've found it! The pirate's treasure should be buried beneath this rock.

Narrator: Jared got out his shovel and began to dig when suddenly....

Parrot: Or! Or! Or!

Jared: Wwwwwhat's that?

Parrot: Or! Or! Or!

Narrator: A dark shadow swooped over Jared's head calling....

Parrot: Or! Or! Or!

Narrator: Jared ducked and lay shaking on the ground.

Jared: Who's making that noise?

Parrot: I am.

Narrator: The parrot settled on the orange rock, cocked his head to one side and called....

Parrot: Or! Or! Or!

Jared: *sighs with relief* Ooooh, why it's only a parrot. Why do you keep making that noise?

Parrot: Because "or" is my favorite sound and it comes at the beginning of "orange". Since this is the only "orange" rock on the island I like to stay near it. *Sadly.* None of the animals can make my sound because none of them can talk.

Jared: Cheer up Parrot, there's a treasure hidden under your beautiful orange rock. If you help me find it, I'll take you with me and we can sing the "or" sound together and I'll give you orange food to eat called carrots.

Parrot: Or, or, or! I'd be hon—OR—ed to help!

Narrator: Jared and the parrot took the shovel and dug and dug and dug, until.....

Jared: Eureka! We've found the gold! (*chocolate money in gold foil*)

Parrot: Yippee! Now will you make my sound? The letters "or" say "or"!

Narrator: Jared winked at the parrot, opened his mouth and called

Jared: Or! Or! Or! *Singing* Beside the sea, where the giant snakes glow, back to my home, I will now go. For when I do, my pals will say, Have you ever watched a parrot chewing an or—ange carrot? Beside the sea. Or! Or! Or!

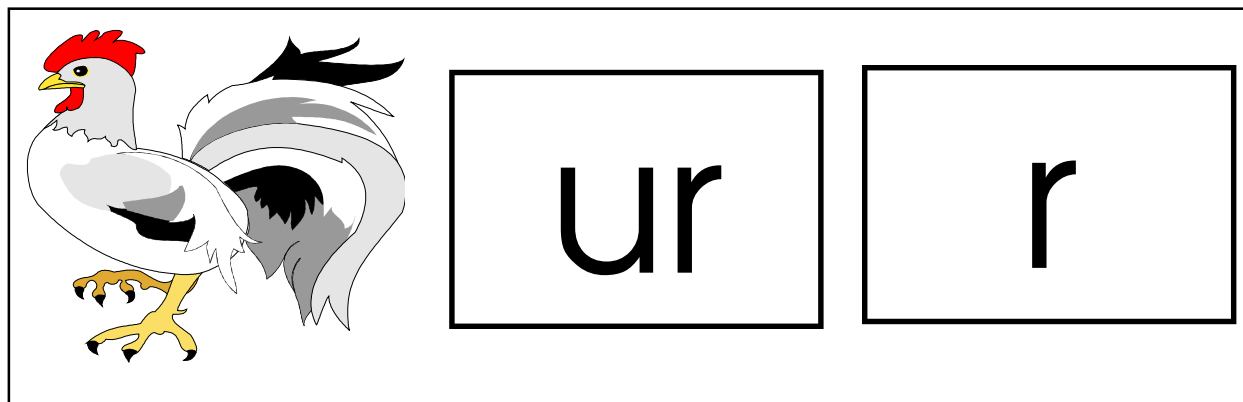
Narrator: Then he tossed the gold coins high into the air! Jared took the parrot to live with him and each night as he tucked the Parrot into bed he said “Or, or, or!” and sang “Beside the sea, where the giant snakes glow, back to my home, I will now go. For when I do, my pals will say, Have you ever watched a parrot chewing an or—ange carrot? Beside the sea. Or! Or! Or!” Jared and the Parrot lived happily ever after. Jared had found the pirate’s gold and the Parrot had someone to share his favorite sound with.

Teacher: Boys and girls when “or” come in a word they work together to make the sound “or” as in “orange”. We call “or” the parrot letters, because they sound like a parrot talking . We are learning one new word today that has this sound in it. The word is “orange”. *Classroom teacher holds up the letters “or” and the new word and places them on the bulletin board or homeschooler glues them into child’s scrapbook.* Let’s listen for the “or” letters in this new word. Say it with me, “Or—ange! Great job!”

*Teacher hands out the chocolate money in gold foil for the children to share as a special treat. Make sure to have the children say “Or, or, or!” as they share Jared’s treasure.



Day 8: Puppet Show Introducing the Rooster Letters (ur & r)



Narrator: Noah was so excited that he couldn't stop bouncing up and down. He had never been to a farm before and now he was going to have two sleepovers at his Grandpa's farm! Rumble, rumble! Grumble, grumble! Went Dad's truck as it bumped over the gravel roads. Soon they pulled up the road and came to a stop right in front of the old farmhouse.

Noah: Yippee! We're here! I am so excited that I just can't wait to see Grandpa!

Grandpa: Well, hello Noah! How was your trip?

Noah: Great! Can you show me the barn?

Narrator: Grandpa gave Noah a big hug and then took him for a walk to visit the barn. As they got closer Noah pinched his nose.

Grandpa: What's the matter Noah?

Noah: Something stinks! (*still holding his nose*)

Grandpa: (*Laughs*) Oh, that's just the smell of barnyard animals.

Narrator: Noah soon forgot about the smells when he saw the cows, pigs and chickens. After visiting the barn it was time for supper. Butter ran down Noah's chin as he munched on a delicious cob of corn.

Grandpa: Looks like you're enjoying your supper, Noah. (*Grandpa chuckles*)

Noah: Sure am, Grandpa.

Narrator: After supper Grandpa read Noah a story and tucked him into bed.

Grandpa: Good night, Noah. I'm sure glad you've come for a visit.

Noah: Grandpa?

Grandpa: Yes, Noah.

Noah: I like to sleep late in the morning so please don't wake me up early.

Grandpa: Okay, Noah. You can sleep in, but I'll be getting up. Got to feed the animals you know.

Narrator: Noah curled up and went straight to sleep. Early the next morning the sun poked its head over the horizon. Suddenly right outside Noah's window there was a noisy.....Rrr—r—rrrr! Rrr—r—rrrr! Rrr—r—rrrr! (*sounds like a rooster crowing*) Noah rubbed his eyes and rolled over.

Noah: (*Muttering*) You promised not to wake me up early. Go away.

Narrator: But the racket continued. Rrr—r—rrrr! Rrr—r—rrrr! Rrr—r—rrrr! This time Noah sat straight up in bed.

Noah: Wwwwwhat's that noise?

Rooster: Rrr—r—rrrr! Rrr—r—rrrr! Rrr—r—rrrr!

Narrator: Noah crawled over to the window and peeked over the windowsill. Two black button eyes snapped and a pair of wings flapped as a large bird cock-a-doodled..... Rrr—r—rrrr! Rrr—r—rrrr! Rrr—r—rrrr!

Noah: Ooohh! It's only a rooster. Why did you wake me up?

Rooster: Rrr—r—rrrr! Rrr—r—rrrr! Rrr—r—rrrr! It's time to wake up! The sun is shining, the birds are singing, and there's work to be done on the farm.

Get out of bed you lazybones!

Noah: (*yelling*) BE QUIET! I'M TRYING TO SLEEP!

Rooster: Rrr—r—rrrr! Rrr—r—rrrr! Rrr—r—rrrr!

Noah: Why won't you quit that racket?

Rooster: Because... Rrr—r—rrrr! Rrr—r—rrrr! Rrr—r—rrrr! is my favorite sound and I only get to make it in the morning. It's my job to wake everyone up so that they can get to work! There are a million things to be done on a farm and no one can afford to sleep the day away. So....Rrr—r—rrrr! Rrr—r—rrrr! Rrr—r—rrrr! Get out of bed you lazybones!

Noah: Rrr—r—rrrr! Rrr—r—rrrr! Rrr—r—rrrr! to you!

Rooster: Hey, that was great! I've never had anyone make my sound before. You did a wonderful job! How would you like to help me wake everyone up tomorrow morning?

Noah: Well.....usually I like to sleep in, but that kinda sounds like fun.

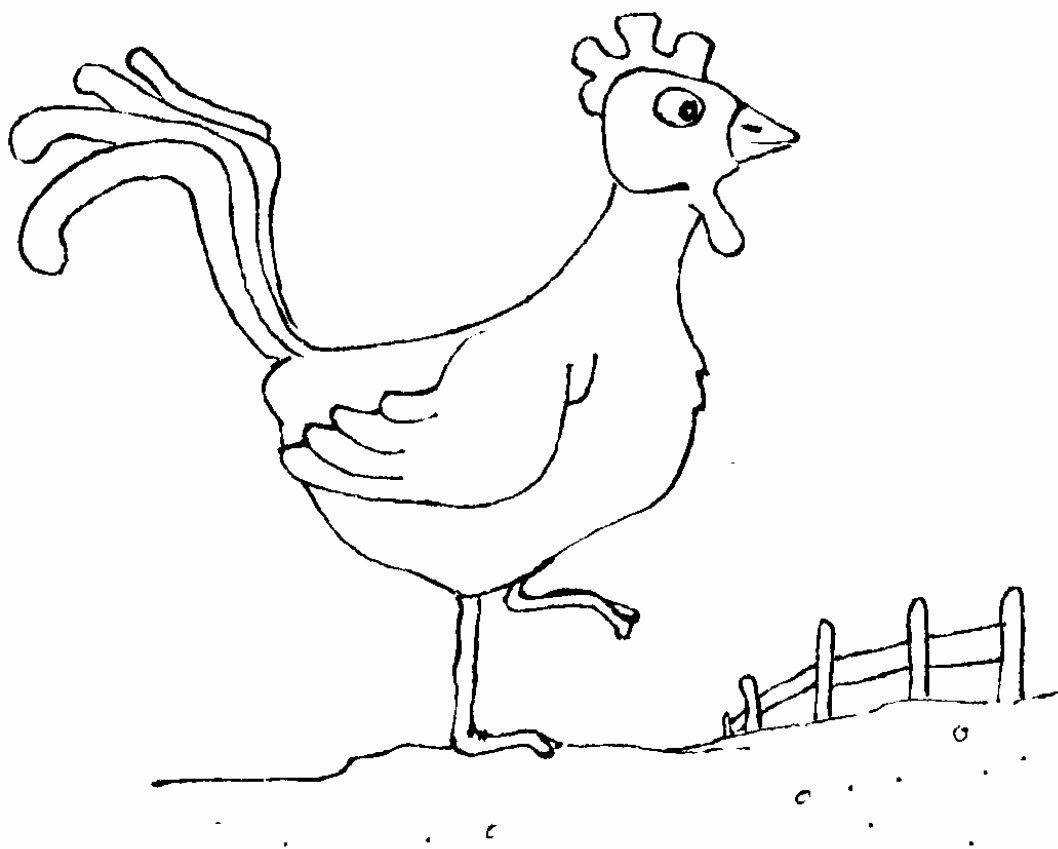
Narrator: Early the next morning when the sun poked its head over the horizon, Noah crept out of the house and joined the rooster in the branches of the huge poplar tree. Outside Grandpa's window they cock-a-doodled together....Rrr—r—rrrr! Rrr—r—rrrr! Rrr—r—rrrr! Grandpa rolled out of bed and stuck his head out the window.

Grandpa: So that's why it's so noisy out here! There are two of you making that confounded racket! You sure look funny, Noah, crowing like a rooster and flapping your arms! Hee, hee, hee!

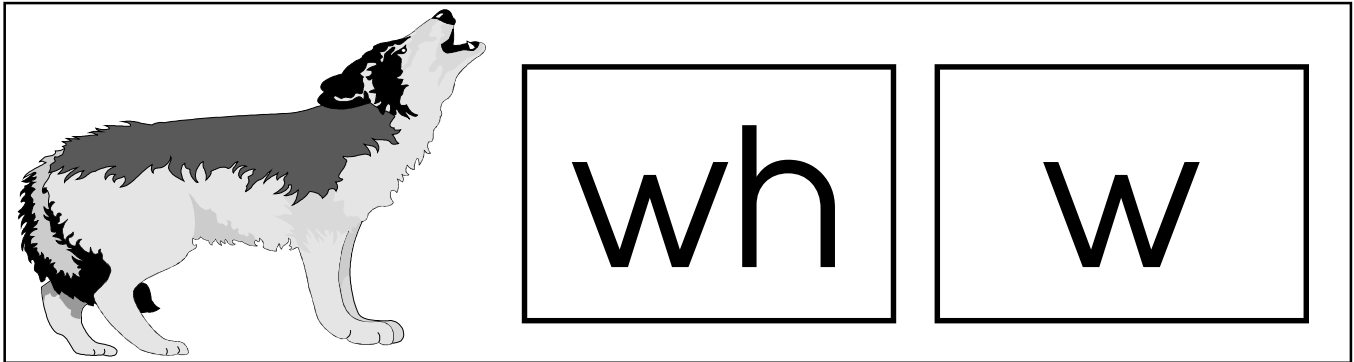
Narrator: Ever after when Noah visited he was the first one out of bed to help old Mr. Rooster wake up the farm.

Teacher: Boys and girls when "ur" come in a word they work together to make the sound "r" as in "purple". The letter "r" can come by itself at the beginning of words. It also makes the sound "r". We call "ur" and "r" the rooster letters, because they sound like a rooster cock-a-doodle-dooing .

Let's all pretend we're roosters by flapping our arms and making the sound of the letters "ur" and "r" together. Rrrr—r—rrr! That was fun. Today we are learning one new word that has this sound in it. The word is "purple". *Classroom teacher holds up the letters "r, ur" and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.* Let's listen for the "ur" letters in this new word. Say it with me, "p—UR—ple!" Great job! When the "r" sound comes at the beginning of a word it will usually be the letter "r" by itself as in the word "run". *(Write this word on a flashcard or the chalkboard)* When the sound "r" comes in the middle or at the end of a word it will often be the letters "ur" working together like in the words "b—UR—n" or "f—UR". The word "burn" has the "ur" letters in the middle, and the word "fur" has the "ur" letters at the end. *(Write these words on flashcards or the chalkboard)*



Day 9: Puppet Show Introducing the White Wolf Letters (Wh & W)



Narrator: One wintry night the wind was howling as Simeon cuddled up in his bed. He was just about asleep when he heard the sound “W! W! W!” Simeon sat and up, the hair on the back of his neck tingled, and he shivered.

Simeon: Wwwwhhhat was that?

White Wolf: Wwwwwww!

Narrator: Simeon pulled his blind up, pressed his face against the window pane and peeked out. Two grey eyes glinted in the moonlight. It was a white wolf. The wolf threw back its neck and howled once again.

White Wolf: Wwwwwww!

Narrator: Simeon snuck out of his bedroom, zipped up his jacket, slipped on his boots and opened the back door. The wolf leapt at him. Simeon took off crashing through the snow as fast as his two little legs would carry him. The wolf followed right on his heels snapping his sharp teeth and howling...

White Wolf: Wwwwwww!

Narrator: The chase continued until suddenly Simeon caught the toe of his boot on a stump. Flump! He landed face down in a snowbank. The wolf began to sniff him.

White Wolf: Sniff, sniff, sniff. What kind of strange two-legged deer are you?

Simeon: I’m not a deer.

Simeon: I'm a boy.

White Wolf: Oooohh! You're a man.

Narrator: The white wolf took a few steps backwards.

Simeon: Why did you chase me?

White Wolf: Because I'm a wolf and that's what wolves do. Besides, my favorite letter is "w". Wolf starts with "w" you know. It makes the sound "Wwww!" and I make this sound best when I'm chasing. Sooooo, you better get running. Wwwwwww!

Simeon: Wait! Please don't chase me. I like your sound and if you stop chasing me I'll help you make it.

White Wolf: You will?

Simeon: Sure.

Narrator: So for the rest of the night Simeon sat with the white wolf howling "Wwww!" at the moon.

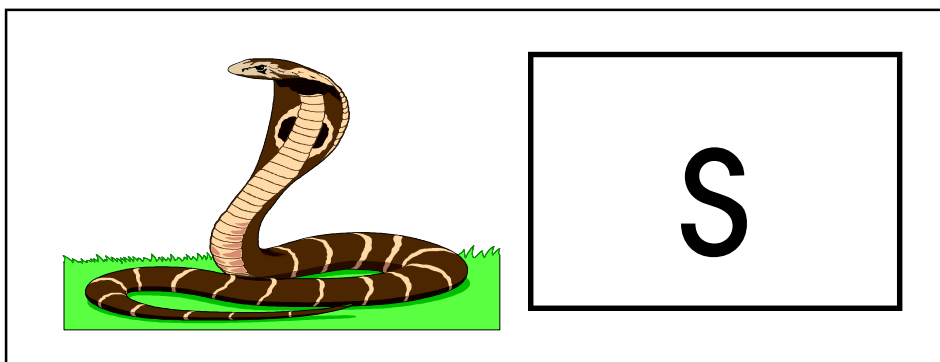
Hand out tissues to all the children.

Teacher: Boys and girls we're going to use our tissues to see the difference between the sounds of the letter "w" and the letters "wh". Put your tissue on your lap and listen carefully. When "w" comes in a word it says "W!". Watch what happens when I make this sound and hold my tissue in front of my mouth. "W!" Did the tissue move? No, it didn't. That's because this sound is whispered and no air is blown out when you make it. Now, hold up your tissue in front of your mouth and make the "W" sound. What did your tissue do? When "wh" comes in a word it usually comes at the beginning of the word and it says "Wh!". Watch what happens when I make this sound and hold my tissue in front of my mouth. "Wh!" Did you see the tissue move?" That's because "wh" is a windy sound and your mouth blows air when you make it. Now, hold up your tissue in front of your mouth and make the "Wh" sound. What did your tissue do? We are learning one new word today that has the "w" sound in it. The word is "work". We are

learning one new word today that has the “wh” sound in it. The word is “white”. *Classroom teacher holds up the letters “w, wh” and the new words and places them on the bulletin board or homeschooler glues them into child’s scrapbook.* Let’s listen for the “w” letter in the new word “work”. Say it with me, “W—ork! Great job!” Next, let’s listen for the “wh” letters in the new word “white”. Say it with me, “Wh—ite! Great job!”



Day 10: Puppet Show Introducing the Snake Letter (s)



Narrator: The sun blazed down into the garden as Solomon Snake slithered up on a large rock for his afternoon nap. He curled his long tail into several coils and yawned. This heat was simply delicious. Solomon closed his eyes and slept for several hours. When he awoke his tongue was glued to the roof of his mouth.

Solomon: I'm so thirsty I think I'll die if I don't get a drink.

Narrator: Solomon slipped off the rock and went searching through the garden for a puddle. He looked under the bushes, in the garden shed, and on top of the playhouse. No puddles in sight! At last he spotted a large green watering can. Solomon slithered up the side and peeked inside. Yes! There was some water left in the bottom. Plop! In he went.

Solomon: Aaah! This feels great and it tastes even better! Slurp! Slurp! Slurp!

Narrator: Solomon drank and floated for several hours in the bottom of the watering can.

Solomon: Well, I think it's time to be going. I'm getting rather hungry.

Narrator: Solomon lifted his head and began to climb up the slide of the watering can. Splash! He fell back into the water.

Solomon: Wow! This watering can is slippery now that I'm all wet!

Narrator: Solomon tried and tried to climb the sides of the watering can, but each time he fell back into the water. Finally he gave up.

Solomon: It's no use! I'm stuck! S-s-s-s-s-s-s! Oh, what will I do? S-s-s-s-s-s-s!

Narrator: An hour went by. Solomon lay in the bottom of the watering can crying...

Solomon: S-s-s-s-s-s-s! S-s-s-s-s-s-s! S-s-s-s-s-s-s!

Narrator: Suddenly he heard a voice.

Natalie: What's that strange sound coming from the watering can?

Narrator: A little girl, named Natalie, looked inside.

Natalie: Aaaahh! It's a snake! *SCREAMING AND JUMPING BACK*

Solomon: S-s-s-s-s-s-s! I'm sssso sssad! I'm ssstuck in thisss watering can and it's so ssslippery that I can't get out. Pleassse don't run away. Help me!

Narrator: Natalie leaned over the watering can and peeked in again.

Natalie: You sound very scary. You keep saying s-s-s-s-s! Are you really stuck or are you going to bite me?

Solomon: I'm a snake and I start with the letter "S". I say "S-s-s-s-s" because that's the sound of the letter "s" and that's just how snakes talk. I am really and truly stuck and I promise not to bite you if you'll let me out.

Narrator: Natalie took the watering can and tipped it over. Solomon slithered out.

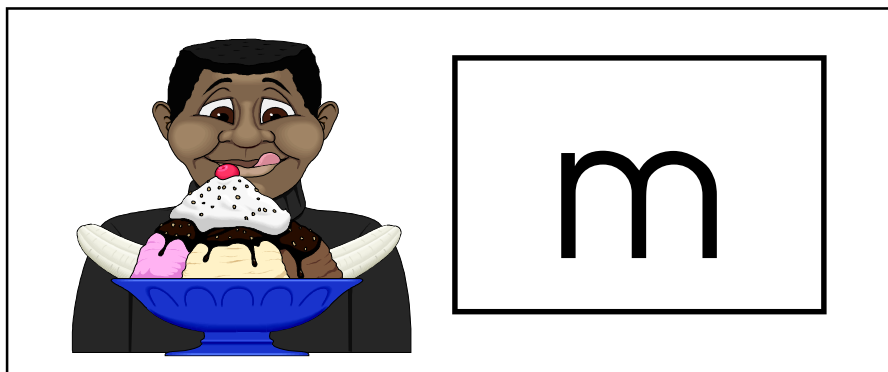
Solomon: Sssssssuper! I'm sssso glad to be free! Thanksssss sssso much! I am so excited that I just have to make my sound. S-s-s-s-s-s-s! Will you do the sound of the letter "s" with me?

Narrator: Natalie laughed and nodded. Then the two of them hissed "S-s-s-s-s!" together. Natalie waved as Solomon zipped through the grass and disappeared into the garden. After that Solomon never again crawled into a watering can to get a drink.

Teacher: Boys and girls today we learned that the snake letter is “s”. When your mouth makes this sound it smiles, you keep your teeth close together, your tongue stays behind your top teeth and you push out a little stream of air. Smile, keep your teeth close together and keep your tongue behind your top teeth. Now, let’s say “s” together! Look at your neighbor or look in your little mirror and say “s”! Did you see your neighbor’s mouth/your mouth smile? Were your teeth close together? Did you remember to keep your tongue behind your top teeth? Great job everyone! Now, let’s do it again and see how long we can hold the “s” sound. Stand up and we’ll begin together. As you run out of air sink to the floor. Ready, one, two, three, go! S-s-s-s-s-s-s-s-s-s! That was fun! We call “s” the snake letter, because the word “snake” starts with “s” and snakes say “Ssssss!” when they are hissing. Our new sight word is “a” .*Classroom teacher holds up this sound and the sight word and places them on the bulletin board or homeschooler glues them into child’s scrapbook.*



Day 11: Puppet Show Introducing the Hungry Letter (m)



Narrator: Michael loved to eat. He liked french fries, hamburgers, pizza, spaghetti, cookies, popsicles and cake. But, most of all he loved ice cream. He liked how creamy it was. He liked how smooth it was and he loved the way it melted on his tongue. Michael enjoyed ice cream so much that he would have eaten it for breakfast if he had been allowed.

Michael: Mmm, mmm! I love ice cream!

Narrator: One warm evening Michael was sitting on the back porch with a big bowl of chocolate ice cream. He was just about to dig in when he realized that he had forgotten to get a spoon. He set his bowl down on the step and went inside to find one. When he came back.....

Michael: Oh no! My bowl is empty! Did it melt? No. Did I eat it already? I don't think so. Well, what could have happened to my ice cream?

Narrator: Michael shook his head and went back inside to get some more. When he finally sat down on the step again he realized that he had left his spoon on the counter. He went inside to get it. When he came back....

Michael: Oh no! My bowl is empty again! It couldn't have melted and I know I didn't eat it. What ever could have happened to it?

Narrator: Michael looked under the step. He looked behind the flowers. He even looked inside the mailbox. At last he went back inside to get one more bowl of chocolate ice cream. This time he was careful to remember to bring his spoon with him. He plunked himself down on the step, took a big scoop and was just about to take a bite when he heard.....

Monkey: Mm! Mm! Mm!

Narrator: Michael looked up and he looked down. He looked all around. Nothing there! He was just about to take a bite when he heard it again....

Monkey: Mm! Mm! Mm!

Narrator: This time Michael noticed a little face peeking out at him from behind a bush.

Michael: Who are you?

Monkey: I'm hungry. Mm! Mm! Mm!

Michael: That's a funny name.

Monkey: That's not my name! My name is Monkey and I'm hungry all the time so I say m, m, m. Could I *please* have your ice cream? It looks m, m, m good!

Michael: I already lost two bowls of ice cream tonight and I'm hungry all the time, too. Hey, wait a minute. Did you eat my last two bowls of ice cream?

Monkey: Mm, mm, mm! How could I resist?

Narrator: Suddenly Monkey leaped at Michael and tried to grab his bowl of ice cream. Michael held tight and Monkey crashed to the ground.

Monkey: Mm, mm, mm! My head doesn't feel so good.

Michael: Hey, Monkey! How would you like your own bowl of ice cream?

Narrator: Monkey nodded and began to dance around the yard. Michael went in the house and soon returned with another bowl of chocolate ice cream. Michael and Monkey sat side by side and began to devour their ice cream. Their faces were soon covered. Michael looked at Monkey and began to laugh. Then at exactly the same time they both cried "M, m, m!" Michael and Monkey became good friends and whenever they had snacks together they always chanted m, m, m!

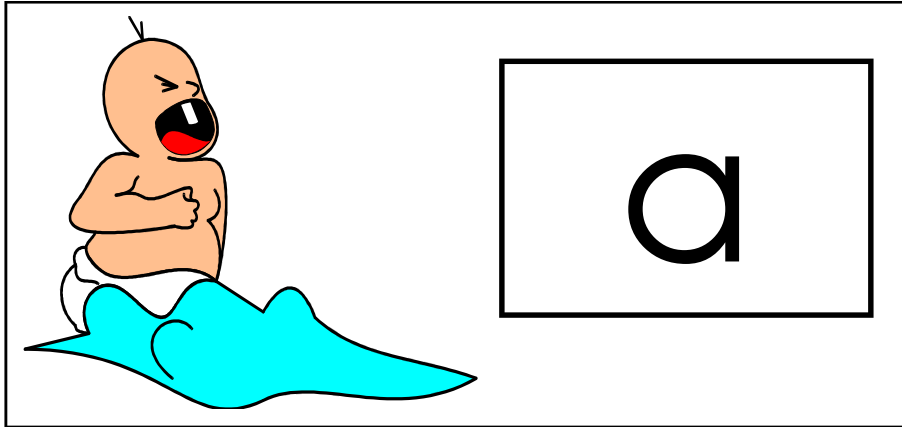
Teacher: Boys and girls today we learned that the hungry letter is “m”. When you make this sound you close your lips and feel the sound come out your nose. “M!” Now, watch me make the sound again only this time I will pinch my nose. “—” It doesn’t work when I plug my nose. Now, let’s say “m” together! Look at your neighbor or look in your little mirror and say “m”! Now, pinch your nose and try to say “m” again. Did it work? Did you see if your neighbor’s mouth/your mouth was shut? Great job everyone! We call “m” the hungry letter, because when you say “Mmm!” you sound hungry. Our new sight word is “is”.

Classroom teacher holds up this sound and the sight word and places them on the bulletin board or homeschooler glues them into child’s scrapbook.

Ice Cream Party

All children receive ice cream as a treat and with every bite they make the sound of the letter “m”. Mmmm!

Day 12: Puppet Show Introducing the Cry Baby Letter (a)



Narrator: Amy was a wonderful little girl. She could draw amazing pictures, tell the most interesting stories and think up very imaginative games. She only had one fault—but, it was a big one—Amy was a copycat. She often drove her sister and friends crazy!

Julie: Hi, Amy! Did you find your hat?

Amy: Hi, Amy! Did you find your hat?

Julie: Stop copying me!

Amy: Stop copying me!

Julie: I'll tell Mom!

Amy: I'll tell Mom!

Narrator: Julie quit talking and stomped away. Amy stomped after her. Then, Amy sat down and laughed. A few minutes later Mom came to talk to Amy.

Mom: Julie told me that you've been copying her again. You know that really bothers her. *Amy laughs*. It's not funny. Some day you might copy someone and not be able to quit. Maybe when that happens you'll learn your lesson.

Narrator: Amy just looked at her Mom, but she didn't say anything at all. She didn't believe her. Several weeks later, Amy was in the store with her Mom when she saw a baby. The baby was crying "Aaaa! Aaaa!"

Amy just couldn't resist copying the baby. She looked at him and she said:

Amy: Aaaa! Aaaa!

Baby: Aaaa! Aaaa!

Amy: Aaaa! Aaaa!

Baby: Aaaa! Aaaa!

Narrator: The baby's mother took him and left the store. Amy turned to find her Mom.

Mom: Where were you, Amy?

Amy: Aaaa! Aaaa!

Mom: Quit that nonsense. I said, where were you?

Amy: Aaaa! Aaaa!

Mom: Amy this isn't funny. Stop that right now and tell me where you were.

Amy: Aaaa! Aaaa!

Narrator: Tears began to roll down Amy's cheeks as she realized that she couldn't say anything else.

Mom: Can't you say anything else?

Narrator: Amy shook her head.

Mom: Were you copying someone?

Narrator: Amy nodded.

Mom: Was it a baby?

Amy: *Nods head.* Aaaa! Aaaa! Aaaa!

Mom: Well, you've really done it this time. You're stuck being a copycat and a cry baby!

Narrator: Poor Amy! She was stuck as a cry baby for a very long time! Then one day at school she met another copycat.

Amy: Aaaa! Aaaa! Aaaa!

Buster: You baby! Aaa! Aaa! Aaa!

Amy: Oh, thank goodness I can talk again!

Buster: Aaa! Aaa! Aaa!

Amy: I'll never copy anyone again as long as I live.

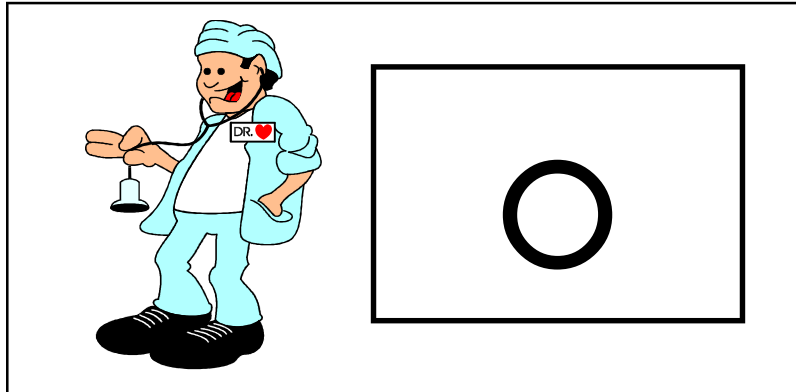
Buster: Aaa! Aaa! Aaa!

Amy: Sorry, Buster! You'll just have to find another copycat to help you out.

Narrator: Poor Buster! He had just become the new cry baby. Amy learned her lesson. She never copied anyone else ever again!

Teacher: Boys and girls today we learned about the cry baby letter. His name is "A" and his sound is "a". When you make this sound you smile and keep your teeth far enough apart that you can stick your finger in and not touch your top or bottom teeth. Now, let's say "a" together! Look at your neighbor or look in your little mirror and say "a"! Stick your finger between your teeth as you say it. Did your teeth touch your finger? Did you smile? Great job! We call "a" the cry baby letter, because when you say "Aaaa!" it sounds like a baby crying. Our new sight word is "you". *Classroom teacher holds up this sound and the sight word and places them on the bulletin board or homeschooler glues them into child's scrapbook.*

Day 13: Puppet Show Introducing the Doctor Letter (o)



Narrator: One morning Simeon woke up with a sore throat. He rolled over and over trying to get comfortable.

Simeon: I don't feel so good. Mommy! Mommy!

Narrator: Mom opened the door and peeked in at Simeon.

Simeon: What's the matter Simeon?

Simeon: I have a really sore throat. It hurts a lot.

Mom: Well, I guess we'll just have to go see Dr. Oh and find out what the matter is.

Narrator: A few hours later Simeon found himself waiting in Dr. Oh's office. The office door opened ...

Dr. Oh: Hi, Simeon! What seems to be the matter?

Simeon: I've got a terrible sore throat. It's really hurting me.

Dr. Oh: Well, let's take a look.

Narrator: Dr. Oh got out a tongue depressor.

Dr. Oh: Okay, open up and say "O" (*short vowel sound*)

Simeon: Wwhat's that stick and what are you going to do to me?

Dr. Oh: That's called a tongue depressor and I use it to push down your tongue so that I can get a better look inside your mouth. I want you to say "O" because it helps you to keep your mouth open.

Narrator: Simeon opened up and Dr. Oh put the tongue depressor on his tongue.

Simeon: Oooooo! (*Aw sound of the short vowel o*)

Dr. Oh: Aw! You look so cute with your tongue sticking out and and your mouth wide open.

Narrator: Simeon started to giggle.

Dr. Oh: Well, you can close your mouth now. Do you want the good news or the bad news first?

Simeon: The bad news.

Dr. Oh: Well, the bad news is your tonsils are infected and the good news is that with a little bit of medicine they should get better quickly. You were such a great patient that I'd be happy to give you a tongue depressor of your very own.

Simeon: Wow! Now, what's that sound I have to make when I open up?

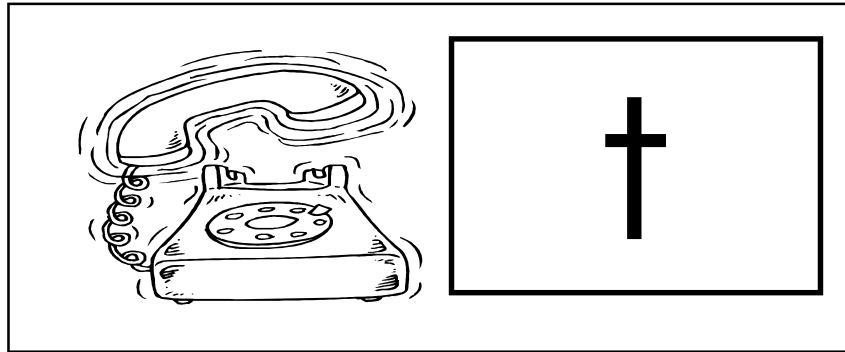
Dr. Oh: It's the sound made by the letter "o" and it sounds like this "aw!" Make your mouth into an oval shape just like the letter when you do it.

Simeon: O!

Narrator: Simeon went home, took his medicine and had lots of fun playing doctor with his tongue depressor and making everyone say "o".

Teacher: Boys and girls today we learned about the doctor letter. His name is "O" and his sound is "o". When you make this sound you open up your mouth and make it into an oval shape. Now, let's say "o" together! Look at your neighbor or look in your little mirror and say "o"! Did your mouth make an oval shape? Great job everyone! We call the letter "o" the doctor letter because when you go to the doctor and he looks in your mouth you have to open up and say "aw!" Our new sight word is "to". *Classroom teacher holds up this sound and the sight word and places them on the bulletin board or homeschooler glues them into child's scrapbook. For fun, give the students popsicle sticks to use as tongue depressors.*

Day 14: Puppet Show Introducing the Telephone Letter (t)



Narrator: Fluffy was a little puppy who was very gentle and shy. One spring morning she went outside in the backyard to play. First, she found a butterfly and chased it all over. When it flew away, she sniffed and found some old bones in the garden to dig up. Then, she curled up by the fence for a nap in the sun. She was having a lovely rest when all of a sudden she heard....

Telephone Wire: Ttttt!

Narrator: Fluffy covered her eyes with her paws and shook.

Fluffy: Wwwwwhat's the noise?

Telephone Wire: Ttttt!

Narrator: Fluffy looked through the boards in the fence, but she didn't see anything. Then, she looked under the hedge, but she still didn't see anything. At last she looked up in the sky and then she heard....

Telephone Wire: Ttttt!

Fluffy: Aaaaa! The sky's talking!

Narrator: Fluffy started barking and bounding all over the backyard.

Telephone Wire: Ttttt!

Narrator: Fluffy stopped when she heard the strange sound again. This time she looked up carefully and saw a pole and a line running from it through the back alley. The sound seemed to be coming from the line. Fluffy listened carefully.

Telephone Wire: Tttttt!

Fluffy: It is the line! I'm sure of it! Hello, up there! Are you a talking line?

Telephone Wire: Are you speaking to me?

Fluffy: I think so. Are you making that "Tttttt" sound?

Telephone Wire: Yes, I am. But, I'm not a talking line, I'm a telephone wire. I make that sound when people are busy talking to each other on the telephone and their signals travel through my wire.

Fluffy: Cool! Do you think I could make that neat sound too?

Telephone Wire: Sure, it's fun to do it. Tap your tongue on the inside of your top front teeth and make the sound in your mouth instead of your throat.

Fluffy: Okay, I'll try tapping my tongue on the inside of my top front teeth and making the sound in my mouth. Let's see.... ttttt! That's fun!

Telephone Wire: You did a tttttterrific job! Way to go!

Narrator: After that Fluffy had fun every morning making the sound of the letter t with his new friend the telephone wire.

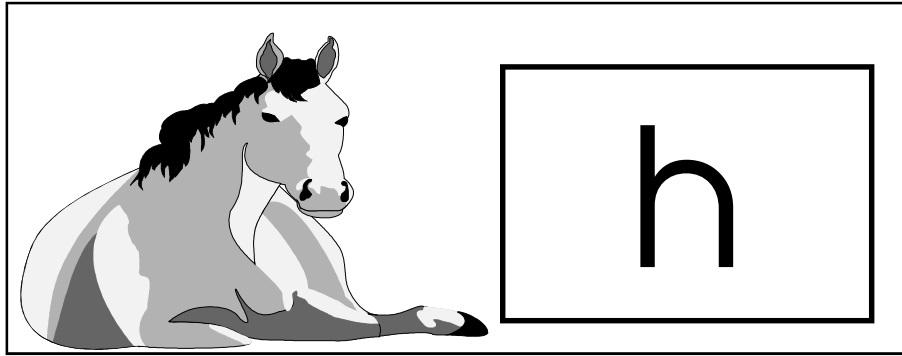
Teacher: Boys and girls today we learned about the telephone letter. His name is "T" and his sound is "t". When you make this sound you tap your tongue on the inside of your top front teeth and make the sound in your mouth instead of your throat. Now, let's say "t" together! Look at your neighbor or look in your little mirror and say "t"! Could you see your tongue tapping? Great job! We call "t" the telephone letter, because when you say "Ttttt!" it sounds like a telephone talking. Our new sight word is "we". *Classroom teacher holds up this sound and the sight word and places them on the bulletin board or homeschooler glues them into child's scrapbook.*

Fun Activities:

*Run a string between tin cans and practice being the telephone wire by saying "tttt" and seeing if your partner can hear you.

*Play telephone by whispering "Talking telephones tell terrific tales!" to the first child and having them pass it on. Continue this around the circle and have the last child stand up and recite what they heard. Was the message accurate?

Day 15: Puppet Show Introducing the Tired Horse Letter (h)



Narrator: Seth loved living on a ranch. There were so many interesting things to do. It was fun to play in the hay loft, feed the pigs, milk the cows, and collect eggs. The only thing he didn't like doing was playing in the fields. That's because Seth had a little problem. He was a scaredy-cat. One day Seth's dog Buddy got loose in one of the big fields. Even though Seth was scared of playing in the fields he went running to find his dog.

Seth: Buddy! Buddy! Where are you?

Narrator: Seth looked up. He looked down. Then he looked all around—but he did not see Buddy anywhere.

Seth: Buddy! Buddy! Where are you?

Narrator: Seth saw a big hill and started running up it. Suddenly he heard.....

Horse: Hhhhh!

Narrator: The hair on the back of Seth's neck rose. He shivered and started running even faster. Then he heard it again....

Horse: Hhhhh!

Seth: Aaaaa! There's a monster after me! Buddy! Buddy! Where are you? Somebody help me!

Horse: Hhhhh!

Narrator: Seth crested the top of the hill and plunked down exhausted. Just then...

Horse: Hhhhh!

Narrator: Seth turned around slowly. He saw a long brown muzzle and wavy tail.

Seth: Ooooooh, it's only Harry the Horse.

Horse: Hhhhhhh! Why were you running so fast?

Seth: I heard this scary noise that sounded like "Hhhhh!" and I thought a monster was chasing me.

Horse: Hhhhh! I'm not a monster. I make that noise when I get tired of running. It's called panting. Anyway I was trying to catch up with you.

Seth: Why?

Horse: I found Buddy. He's stuck in a badger hole and he needs your help. Climb on my back and I'll take you to him.

Narrator: Harry raced back down the hill with Seth.

Horse: Hhhhh! Here's Buddy!

Narrator: Seth slid off the horse's back onto the ground. Buddy looked up at him with pleading eyes from the large hole in the ground. Seth reached inside and gently lifted Buddy out. Then he turned...

Seth: Thank-you for helping me find Buddy. Do you think you could give us a ride to the house?

Narrator: Harry nodded. Seth climbed on his back holding Buddy. The horse galloped to the house. When they got there, Seth slid off.

Seth: Thank-you so much, Harry!

Horse: Hhhhh! You're welcome! I hhhhope you won't be scared of me ever again.

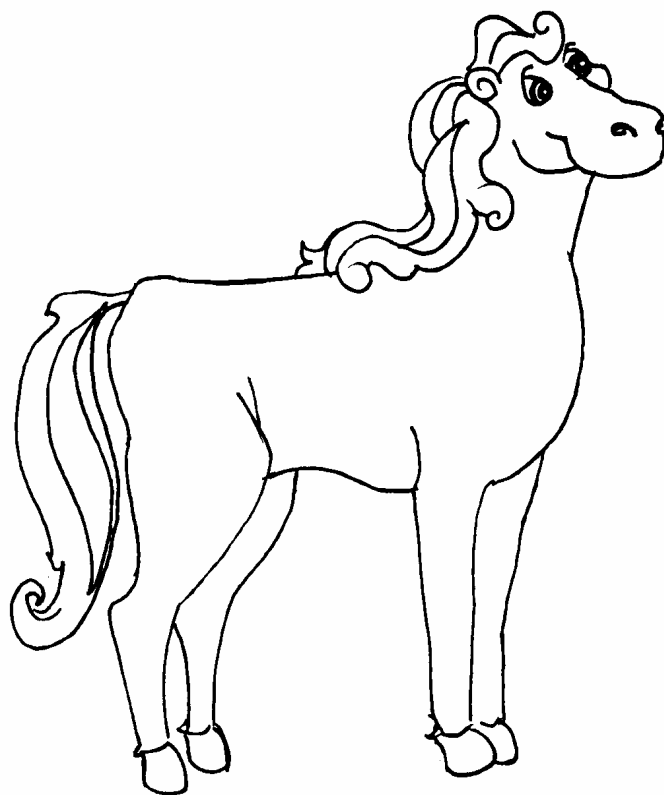
Seth: I won't.

Narrator: As things turned out Buddy wasn't hurt. Seth gave him supper and he had a good night's sleep. The next day Buddy was just fine. The other great thing that happened was Seth discovered he wasn't a scaredy-cat after all. He had fun playing in the fields from then on with his new friend, Harry.

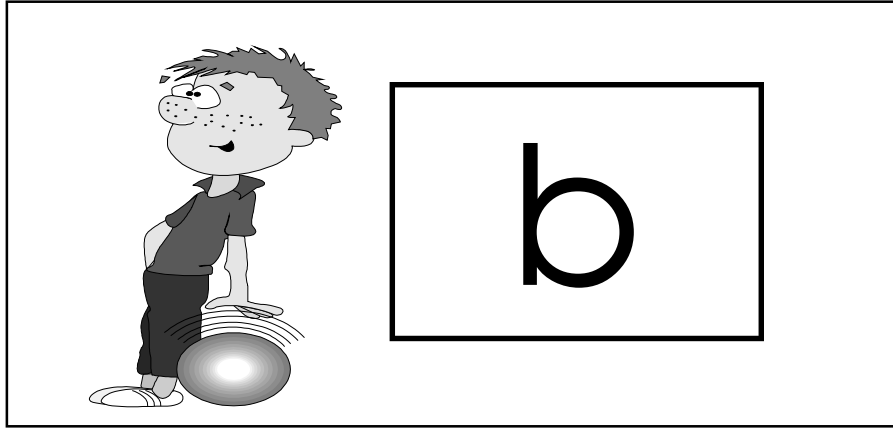
Teacher: Boys and girls today we learned about the tired horse letter. His name is "H" and his sound is "h". When you make this sound, air is blown out of your mouth! *Hand out tissues.* Hold the tissue in front of your mouth and watch it move when you make the sound "h!". Now, let's say "h" together! Look at your neighbor or look in your little mirror and say "h!". Could you see your tissue moving? That's because air was blowing out of your mouth when you made that sound. Great job! We call "h" the tired horse letter, because when he gets tired of exercising he pants "Hhhhh!". Our new sight word is "that". *Classroom teacher holds up this sound and the sight word and places them on the bulletin board or homeschooler glues them into child's scrapbook.*

Game:

Pretend you are Harry the horse. Run on the spot until you are tired. See if you can pant "Hhhhh!" like the horse did when he was tired.



Day 16: Puppet Show Introducing the Bouncing Ball Letter (b)



Narrator: Kristy was a quiet girl. She liked to draw, colour and read books. She enjoyed setting puzzles and doing word searches. One day she was colouring when she heard “Bbbbbb!” coming from out the window.

Kristy: I wonder what is making that funny noise?

Narrator: Kristy went outside to find out. She opened the door and listened. “Bbbb!” There it went again. She looked up the street and down the street. When she crossed the street she saw a little boy.

Kristy: I’m Kristy. What’s your name?

Caleb: My name’s Caleb.

Kristy: I heard a funny noise that sounded like “Bbbbbb!” Were you making that sound?

Caleb: Yes, I was just bouncing my ball just like this “Bbbbbb!”. *Caleb bounces ball.*

Kristy: Cool! Can I try?

Caleb: Sure.

Narrator: Caleb gave Kristy the ball and she bounced it. “Bbbbbb!” went the bouncing ball. Caleb and Kristy were soon taking turns bouncing the ball.

Kristy: I never knew it was so much fun playing with balls before. Thanks Caleb!

Caleb: You're welcome!

Narrator: Kristy and Caleb became good friends and they had lots of fun playing with Caleb's bouncing ball.

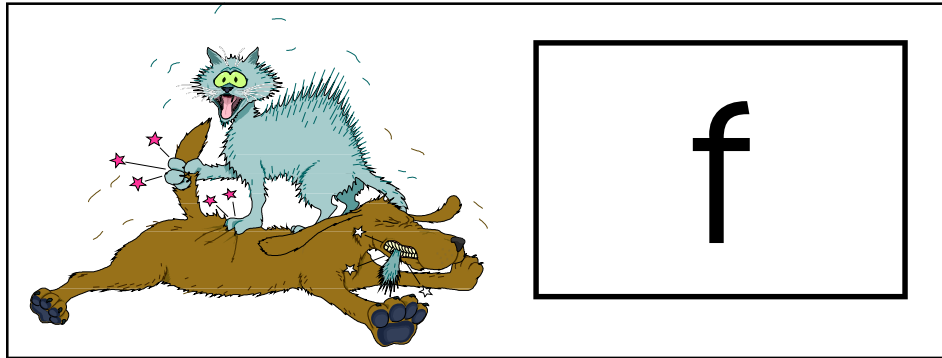
Teacher: Boys and girls today we learned about the bouncing ball letter. His name is "B" and his sound is "b". When you make this sound your lips pop out and your throat makes a buzzing sound. Hold your hand over your throat, make your lips pop out and say "B!". Did you feel your throat buzz? Did you see your lips pop out? Now, do it again. Only this time look at your neighbor or look in your little mirror and say "b!". Great job! We call "b" the bouncing ball letter, because when he bounces he says "Bbbbb!". Our new sight word is "in".

Classroom teacher holds up this sound and the sight word and places them on the bulletin board or homeschooler glues them into child's scrapbook.

Game:

Stand in a circle. One child is "it". Place that child in the middle of the circle and give them a red bouncing ball. Have them say "B!" as they bounce the ball to anyone they choose. The child catching the ball must say "B!" when he receives it or he has to switch places with the child bouncing the ball in the middle.

Day 17: Puppet Show Introducing the Cross Cat Letter (f)



Narrator: Buddy was a great dog. He was always cheerful and happy. Wherever he went he wagged his tail and barked. One day as he was wandering through the barnyard beside an old wooden fence he noticed two green eyes glittering at him. On the top of the fence perched a cat. “Someone new to play with!” thought Buddy.

Buddy: Ruff! Ruff!

Narrator: The cat arched its back and hissed “F! F! F!” Buddy jumped up on the fence, wagged his tail, and barked again.

Buddy: Ruff! Ruff!

Cat: F! F! F! Leave me alone!

Buddy: Do ya want to be pals?

Cat: No! Now get lost! F! F! F!

Narrator: When Buddy realized that the cat was such an old grump he just had to have the last say. He grabbed a hold of the cat’s tail and yanked it hard!

Cat: Yeeouch!

Narrator: Buddy hightailed it across the yard as fast as his four legs would carry him. The cat sprang off the fence and streaked after him like a flash of lightning. A few seconds later it pounced on Buddy’s back claws fully extended.

Cat: F! F! F!

Buddy: Yeeouch!

Narrator: Buddy whipped his back from side to side. The cat's claws remained firmly embedded in Buddy's fur. It continued spitting and hissing...

Cat: F! F! F! This'll teach you to bug poor cats!

Narrator: Suddenly Buddy got an idea! He rolled over. The cat let go.

Cat: F! F! F! Get off me you big lug!

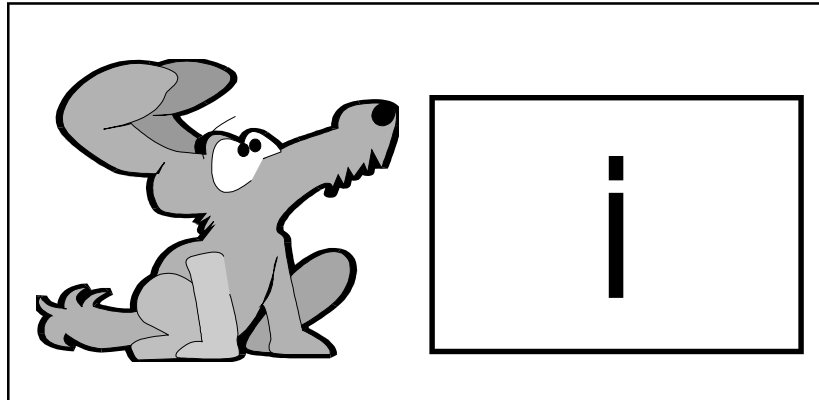
Buddy: I will if you promise to quit scratching and leave me alone.

Cat: F! F! F! I promise. Hurry up! I'm squished under here!

Narrator: And that was how Buddy discovered what most other dogs already knew. Dogs and cats just don't get along. Buddy finally let the cat go and never bothered it again.

Teacher: Boys and girls today we learned about the cross cat letter. His name is "F" and his sound is "f". When you make this sound you place your top teeth on your bottom lip and blow air. Make sure your throat doesn't buzz. Now, let's do it together. Place your top teeth on your bottom lip and blow air. "F!" Look at your neighbor or look in your little mirror and say "f!". Great job! We call "f" the cross cat letter, because when anyone comes to close he hisses "Fffffff!". Our new sight word is "for". Did you notice it ends with "or" the parrot letters? *Classroom teacher holds up this sound and the sight word and places them on the bulletin board or homeschooler glues them into child's scrapbook.*

Day 18: Puppet Show Introducing the Sick Puppy Dog Letter (i)



Narrator: Isaac loved his puppy dog Buddy more than anything. Buddy was like a best friend. The two of them played all day together and at night they even cuddled up together! One morning when Isaac woke up he heard a funny noise.

Buddy: I-i-i-i!

Narrator: Isaac looked under his pillow and in the closet.

Buddy: I-i-i-i!

Narrator: At last he looked under the covers.

Buddy: I-i-i-i!

Isaac: What's the matter Buddy?

Buddy: I-i-i-i!

Narrator: Isaac picked Buddy up. He was burning hot!

Isaac: Oh no, Buddy! You've got a terrible fever!

Buddy: I-i-i-i!

Narrator: Isaac cuddled Buddy all morning but he didn't get any better. That afternoon he took Buddy to the vet. A vet is a doctor for animals.

Vet: Let's see...oh my Buddy's temperature is 42° C!

Buddy: I-i-i-i!

Vet: Well, no wonder you're crying you poor little puppy. Let's give you some medicine to bring your fever down.

Narrator: Isaac gave Buddy his medicine and took him home. He held him all afternoon, but Buddy continued to cry.

Buddy: I-i-i-i!

Isaac: Oh, Buddy! Please get better! I love you so much!

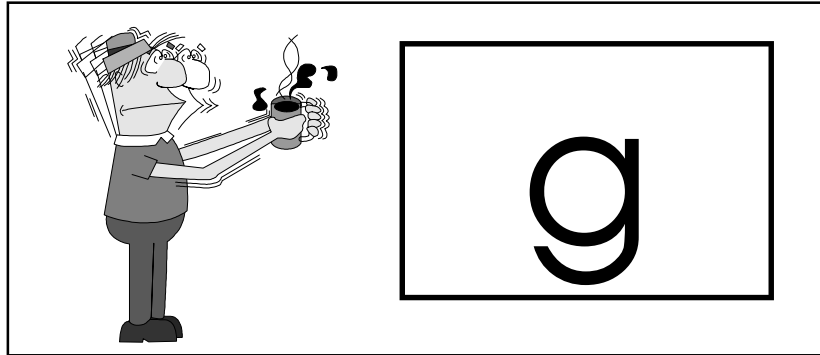
Narrator: Buddy shook and lay whimpering in Isaac's arms.

Buddy: I-i-i-i!

Narrator: Finally at supper time, Buddy's fever broke and he began to get better. Isaac was so happy that he did a little dance. Ever after that when Buddy cried "Iiiii!" Isaac was quick to take him to the vet, because he knew Buddy only made that sound when he was really sick.

Teacher: Boys and girls today we learned about the sick puppy dog letter. His name is "I" and his sound is "i". When you make this sound smile and open your teeth a fingernail width apart. Now, let's do it together. Smile, stick your fingernail between your teeth and say "i!" Do it again and look at your neighbor or in your little mirror and say "i!". Great job! We call "i" the sick puppy dog letter, because when a puppy is sick it cries "Iiiii!". Our new sight word is "at". *Classroom teacher holds up this sound and the sight word and places them on the bulletin board or homeschooler glues them into child's scrapbook.*

Day 19: Puppet Show Introducing the Gargle Man Letter (g)



Narrator: Josh was a fun boy. He liked to play soccer, climb trees, catch frogs and play jokes. Everyone liked him. He had only one problem and it was a big one. One day Josh was playing his Jared his good friend. Jared tried to help Josh tie up his shoelaces when it happened.

Jared: Ew! Gross! You stink! Don't you ever brush your teeth?

Josh: I do! Honest. I brush them three times a day, but it doesn't seem to help. I'm sorry!

Jared: I can't be around you! You stink! See you later Josh.

Narrator: Josh sat down on his back steps and cried. Tears rolled down his cheeks. Would this problem ever go away? Suddenly he heard.....

Gargle Man: Dum de da dum! I am here to help!

Narrator: There stood a very funny looking man wearing a green cape!

Josh: Who are you?

Gargle Man: I am gargle man!

Josh: Goggle man? What's that?

Gargle Man: I said gargle man and I'm here to solve your problem.

Josh: What problem?

Gargle man: You know, your stinky problem.

Josh: Who told you about that?

Gargle man: No one told me. I could smell you from over here.

Josh: You could? Oh no. It's getting way worse.

Narrator: More tears ran down Josh's cheeks.

Gargle man: Don't worry mate. Your problems are over! That's why I'm here.

Josh: How could you possibly help me? I already brush my teeth three times a day.

Gargle man: I'm going to teach you how to gargle with mouthwash and your stinky breath will disappear. Now, watch me. Take a little bit of this mouthwash, slosh it around in your mouth and gargle like this "Gggggggg!"

Narrator: Josh sipped some mouthwash, swished it around in his mouth and went...

Josh: Ggggggg! Ggggggg!

Gargle man: Now, spit it out.

Narrator: Josh spit the mouthwash on the ground and turned to look at gargle man.

Gargle man: Blow at me!

Josh: No way! I stink, remember?

Gargle man: Blow anyway!

Josh: Okay!

Narrator: Josh took a deep breath and blew at the gargle man.

Gargle man: Mmmm, mmm! Fresh as a daisy you smell, my mate!

Josh: I do? Really?

Gargle man: You do. Now, remember all you have to do is gargle with this mouthwash three times a day and your problems are all over. Remember: Gggggg!

Josh: Wow! You're amazing! Thanks so much! I'll never forget you Gargle man!

Narrator: The next day Josh gargled "Gggggg!" and then he went to find Jared.

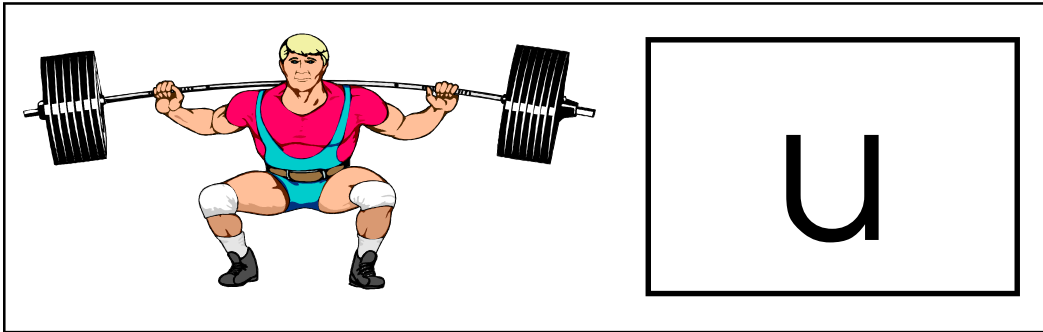
Josh: Can you come out and play?

Jared: Hey, you don't have stinky breath anymore! Sure, I'd love to play.

Narrator: Josh gargled every day and after that all his stinky breath problems disappeared.

Teacher: Boys and girls the gargle man letter is "g" and it says "g". When you make this sound it is made down in your throat and your tongue touches the back sides of your gums. Place one hand over your throat. Now, look at your neighbor or look in your little mirror and say "g"! Did you feel the sound buzz in your throat and your tongue touch the back sides of your gums? Great job everyone! We call "g" the gargle man letter, because when you gargle with mouthwash it sounds like the "g" sound. Our new sight word today is "with". *Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.* Do you remember what your mouth is doing when you make the "g" sound? That's right, your tongue is touching the back sides of your gums and the sound is made in your throat.

Day 20: Puppet Show Introducing the Muscle Man Letter (u)



Narrator: Simeon had been lifting heavy weights every day for two years. At last the day of the championship weight lifting competition was here. The three strongest men in the world were going to line up in just a few minutes to see if one of them could lift the five hundred pound weight and set a new world record. The first lifter to go up was a huge man named Gorilla with bulging muscles.

Gorilla: I'm amazing, stupendous, terrific. I'm going to smash the old record right before your eyes by lifting this weight! One, two three... uuuuuu!

Narrator: Gorilla heaved and grunted. He grunted and heaved, but nothing happened. The weight just wouldn't budge. Boo! Boo! jeered the crowd and Gorilla gave up. Next, on the program was a giant man with a shiny bald head called Samson.

Samson: I'm invincible, unbelievable, and astounding. I'm going to lift this weight with only one arm. One, two, three...uuuuuu!

Narrator: Samson heaved. He hoed. He grunted. Then he heaved, hoed, and grunted with both arms. The enormous weight moved slightly. Yeah! The crowd cheered. Finally, Samson gave up. At last it was Simeon's turn. Simeon took his place before the weight and looked into the crowd. He didn't say a word. He grabbed the weight with two hands, planted his feet wide apart and began to grunt.....

Simeon: Uuuuuu!

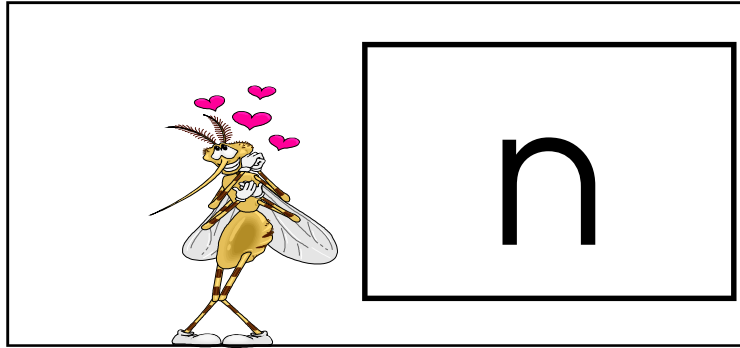
Narrator: The weight budged and lifted inches off the ground. Yeah! Yeah! The crowd went wild. Suddenly, Simeon jerked and the huge weight was lifted above his head! When he set the weight down the crowd gave him a standing ovation. Simeon had broken the world record! He was the new world champion weight lifter!

Teacher: Boys and girls the muscle man letter is “u” and it says “u”. When you make this sound you smile a little bit, and open your teeth about a fingerwidth apart. Where do muscle men lift their weights? That’s right, they lift them up. When you make the the sound of the letter “u” pretend that you are going to say “up” only leave off the sound of the letter “p”. Let’s all smile a little bit with our teeth open and pretend that we are trying to lift up heavy weights. Now, one, two, three say “U!” Great job everyone! We call “u” the muscle man letter, because when you lift a heavy weight it makes you grunt the “u” sound as you try to lift it up. Our new sight word today is “it”. Did you notice that “it” starts with the sick puppy dog letter “i” and ends with the telephone letter “t”? *Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child’s scrapbook.*

Fun Activity:

Bring five pound weights to school and let the kids take turns lifting them and saying “Uuuu!” Use paper towel rolls to make pretend weights and have a mock weight lifting contest of your own to practice saying “Uuuu!”

Day 21: Puppet Show Introducing the Mosquito Letter (n)



Narrator: Kara loved summer, because she enjoyed being outside in the warm weather. She liked to skip, play hopscotch, draw pictures on the sidewalk and ride her bike. There was only one problem with summer.

Kara: Bugs! I can't stand bugs! They are creepy, crawly and just plain ugly. They can tickle your neck, crawl down your shirt and even bite. Bugs are soooooo gross.

Narrator: One day Kara was playing on the slide at the park.

Kara: Wheeeee! Slides are **so** fun!

Narrator: Suddenly she heard a little noise in her ear. It sounded just like this, "Nnnn!"

Kara: What's that noise?

Mosquito: Nnnnn! It's me!

Kara: Who are you?

Mosquito: Nnnn! I'm a little mosquito!

Kara: Aaaaaa! There's a bug in my ear!

Narrator: Kara started running around, slapping her ears and trying to get away from the bug! But, it was no use!

Mosquito: Nnnn! I like you! You're so cute! Nnnnn! I'm sticking with you!

Kara: I don't like you! You're driving me crazy! Leave me alone! Aaaaaa!

Narrator: The mosquito chased Kara all through the park and continued to buzz "Nnnn!" in her ear. Then she ran straight home to get her bug house.

Kara: Come here little mosquito and see a little house just for you!

Mosquito: Nnnn! That looks neat!

Narrator: The mosquito flew into the bug house and Kara shut the door!

Mosquito: Nnnnn! You tricked me! Nnnn! Oh no! I'm stuck in here!

Kara: I'll let you out if you promise to go away and stop bothering me.

Mosquito: Nnnn! If I have to.

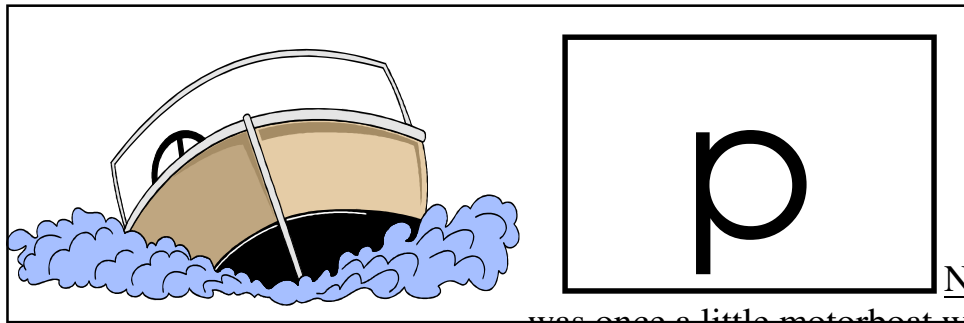
Kara: You do, or you'll be locked in there forever! I can't STAND BUGS!

Mosquito: Nnnnn! Pleeeeease! I promise I won't bother you anymore! Let me OUT!

Narrator: Finally, Kara let the mosquito go. It flew far away and never bothered her again.

Teacher: Boys and girls the mosquito letter is "n" and it says "n". When you make this sound you press your tongue against the back of your front top teeth. Listen as the sound comes out your nose! Let's say "N!" together. Place your tongue against the back of your front top teeth and say "N!". Feel your nose. Is it buzzing a little bit? Now, do it again and pinch your nose. What happened? Did the sound stop? Mine did, too. Great job everyone! We call "n" the mosquito letter, because when mosquitos buzz near your ear it sounds like they are saying "Nnnnn!". Our new sight word today is "on". Did you notice that "on" starts with the doctor letter "o" and ends with the mosquito letter "n"? *Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.*

Day 22: Puppet Show Introducing the Motorboat Letter (p)



There ~~was once a little motorboat who sat in~~ a store waiting to be bought. Three summers went by. Lots of big boats came and went. Each time the little motorboat made a boat friend he was soon sold and the little motorboat was left all alone again.

Motorboat: I'm so lonely. I wish someone would buy me.

Narrator: One day a man came in with his little girl to look at all the boats. The young girl ran straight over to the motorboat and stroked its shiny sides. Then she peeked inside.

Jenna: I like you, little motorboat! I want you to belong to us! Daddy! Daddy!

Narrator: The girl's father took a careful look at the little motorboat. Soon he smiled and nodded. The little motorboat's heart soared.

Motorboat: Someone is finally going to buy me! Yes! I can hardly believe it!

Jenna: We're going to be great friends little Motorboat. I'm going to call you Puffer.

Narrator: So Jenna and her dad bought the little motorboat and drove it out to the lake. Jenna helped her dad lower it into the water. Puffer beamed!

Motorboat: I'm going to swim in the water at last!

Jenna: Yeah! We have our very own little motorboat!

Narrator: Dad started up Puffer's motor. Ppppppp!

Motorboat: Ppppppp!

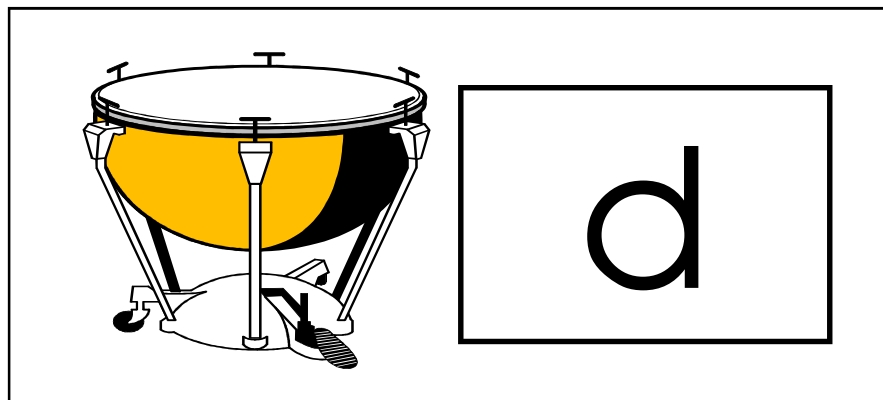
Narrator: The little motorboat sounded great! Soon Jenna was having a wonderful ride. Puffer was so happy he started to sing!

Motorboat: Pppppp! I'm a happy little motorboat who loves to swim and sing a song. Pppppp! Why don't you sing with me and come right along! Ppppp!

Narrator: Soon Jenna and the little motorboat were both singing. Pppppp! I'm a happy little motorboat who loves to swim and sing a song. Pppppp! Why don't you sing with me and come right along! Ppppp! The little motorboat lived happily ever after on the lake. He loved summers the best because that was when his special friend Jenna could go for rides with him.

Teacher: Boys and girls the little motorboat letter is "p" and it says "p". When you make this sound you pop your lips out and the sound is made in your mouth. Let's say "P!" together. Pop your lips out and say "P!". Do it again and feel your throat. Was your throat quiet? Mine was. Look in your little mirror and see if you can see your lips pop out when you say "P!" this time. Great job everyone! We call "p" the little motorboat letter, because his motor says "Pppppp!" as it runs in the water. Our new sight word today is "put". Did you notice that "put" starts with the motorboat letter "p" and ends with the telephone letter "t"? *Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook*

Day 23: Puppet Show Introducing the Drum Letter (d)



Narrator: Caleb loved music. He liked to sing and he liked to dance. He even liked to make up very silly songs. One of his favorite made up songs went like this...

Caleb: I like to sing, I like to dance,
Even if ants don't live in France.
I like to dance, I like to sing,
Even if slugs don't know how to swing.

Narrator: One day Caleb was playing when the doorbell rang. Ding! Dong! He opened up the door and saw a big box lying on the step. The card said "To Caleb, Hope you have lots of fun making up new songs! Love, Grandma and Grandpa." Caleb opened the box.

Caleb: A drum! Cool! I always wanted a drum.

Narrator: While Caleb was taking the box apart he heard a funny sound...

Drum: D—dd—d—dd—d!

Caleb: Wwwwwhat's making that noise?

Drum: Dd—d—dd—d!

Caleb: Are you alive?

Drum: Yes! I love to make music just like you! I'm here to play along with you.

Caleb: All right! A talking drum that plays itself. This is great!

Narrator: It didn't take Caleb very long to make up his next song. As you might have guessed it was about drums.

Caleb: I have a drum it keeps the beat,

D—dd—d—dd—d—dd—d,

Listening to it gives me itchy feet,

D—dd—d—dd—d—dd—d,

It makes me want to dance all day,

D—dd—d—dd—d—dd—d.

And sing silly songs while I play, play, play!

Boys and girls can you sing and tap along with me? Let's do it again!

I have a drum it keeps the beat,

D—dd—d—dd—d—dd—d,

Listening to it gives me itchy feet,

D—dd—d—dd—d—dd—d,

It makes me want to dance all day,

D—dd—d—dd—d—dd—d.

And sing silly songs while I play, play, play!

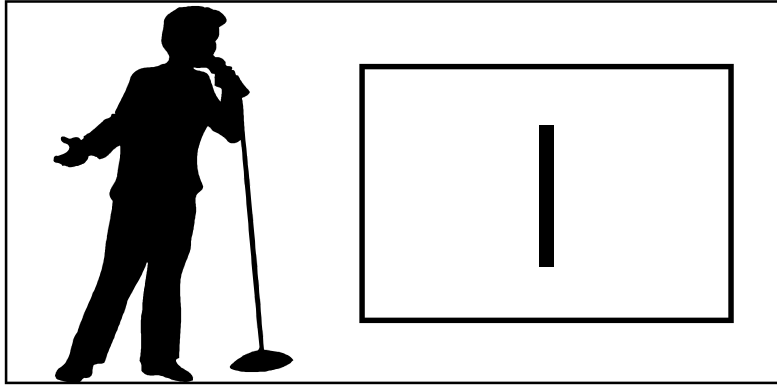
Narrator: Caleb and his drum became very good friends and made up lots of fun songs. When Caleb grew up they got to play together in a band with lots of other kids who liked to sing and dance, too.

Teacher: Boys and girls the drum letter is “d” and it says “d”. When you make this sound you tap your tongue on the inside of your top front teeth and make the sound buzz in your throat. Place your hand on your throat and let's say “d” together! Did you feel your tongue tap and your throat buzz? Well done! Do it again and this time look at your neighbor or look in your little mirror and say “d”! Could you see your tongue tapping? Great job! We call “d” the drum letter, because when you say “Dddd!” it sounds like a drum tapping. Our new sight word is “are”. Great job everyone! *Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook*

Fun Activity:

Have children help you make up a silly chant which includes the “d” sound.

Day 24: Puppet Show Introducing the Singing Letter (I)



Narrator: CJSI was a radio station that held a singing contest every year. The winner got a chance to make a CD with a professional music company. The disc jockey in charge of the competition was very excited. There were some wonderful singers coming. The morning of the contest finally came.

Disc Jockey: I can't wait to hear so many wonderful singers. A lady was waiting. You're first. Come right up to the microphone and get started.

Lady # 1: (*country and western nasal twang*)

Ooooooh, Give me a roof,
Where the goat's a goof,
Where the cows and the horses stay,
Where seldom is said,
Time to head off to bed,
And the roof doesn't leak when it rains.

Disc Jockey: Uh, that was very, um, very interesting! Next, please! A young man came up to the microphone.

Man # 1: (*rap*)

Boom, chuga, boom, chuga, boom, chuga, boom,
You got to feel the beat in your bones,
And forget about the telephones,
Boom, chuga, boom, chuga, boom, chuga, boom,
It don't take long until you're in the groove,
And you quickly learn just how to move,
Boom, chuga, boom, chuga, boom, chuga, boom,
And now although rapping is so much fun,
My song is over and my time's all done!

Disc Jockey: Uh, that was a very inspiring rap! Could I have the next contestant?
A young lady came up to the microphone.

Lady # 2: (*rock and roll*)

He said yeah, yeah, yeah,
She said yeah, yeah, yeah,
They said yeah, yeah, yeah,
Let's go!
He was cool, cool, cool,
She was cool, cool, cool,
They were cool, cool, cool,
In the pool!

Disc Jockey: That was quite a performance! I'm simply speechless. Please, send out the next performer. A very thin, tall young man stepped forward.

Man # 2: (*opera style singing a scale from low C to high C back down to low C*)

Llllllll (*up the scale*)—Llllllll (*back down the scale*)
Love is in the air, (tune: cccc)
Llllllll (*up the scale*)—Llllllll (*back down the scale*)
Life will never be the same, (tune: cdedccc)
Since your sparkling light came, (tune: cdedcc)
Llllllll (*up the scale*)—Llllllll (*back down the scale*)
Love is in the air. (tune: ccccc)

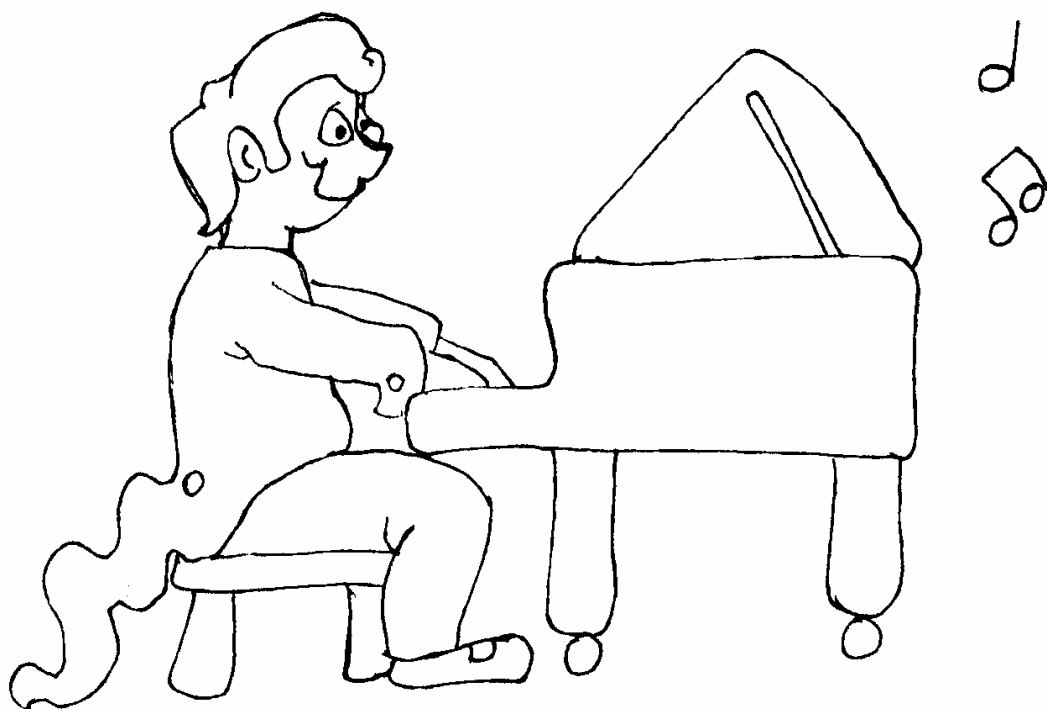
Disc Jockey: Bravo! Bravo! At last a true musician. You have won the contest my friend! What is your name?

Man # 2: My name is Louis.

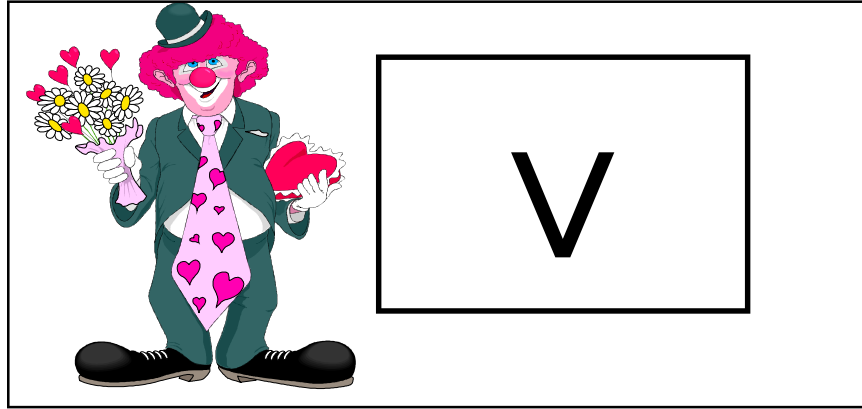
Narrator: Louis was a wonderful opera singer and he made a CD with a record company and became a very famous man.

Teacher: Boys and girls the singer letter is “I” and it says “I”. When you make this sound you lift your tongue to touch the roof of your mouth. Let’s say “I” together. Well done! Do it again and this time look at your neighbor or look in your little mirror! Could you see your tongue lift? Great job! We call “I” the singer letter, because when you say “Llll!” it sounds like someone singing.

Our new sight word is “of”. *Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child’s scrapbook*



Day 25: Puppet Show Introducing the Valentine Letter (v)



Narrator: Tippy was a fun little monkey who liked to play tricks. One day he went to school in a very bad mood.

Teacher: Good morning Tippy! How are you today?

Tippy: Terrible!

Teacher: Why? It's a beautiful day! The sun is shining and it's Valentine's Day.

Tippy: I hate Valentine's Day!

Teacher: Why, Tippy?

Tippy: You'll see.

Teacher: Oh, look here comes Fox! Good morning, Fox! How are you today?

Fox: Wonderful! Look what I have!

Teacher: That's a beautiful valentine! Who's it for?

Tippy: Is that for me? Please! Please!

Fox: Are you kidding? I would never give you a valentine!

Teacher: Why not?

Fox: Do you see my tail? (*It's been cut off*) Tippy cut it off in art class.

Teacher: Tippy! How could you?

Tippy: I was bored.

Teacher: Well, I'm beginning to see why you don't like Valentine's Day. Who is your valentine for, Fox?

Fox: It's for you!

Teacher: Wow, thank-you Fox! Please put it on my desk. Hey, look! It's Panda and he's got a beautiful Valentine in his paws. Hi, Panda!

Tippy: Is that Valentine for me?

Panda: I wouldn't give you a Valentine if you were the last monkey in the jungle!

Tippy: Why not?

Panda: Last week during art you took your black felt marker and put stripes on the back of my head. Then you kept calling me zebra head! It took my mom two hours to get that marker off!

Tippy: Oh, yeah. I forgot about that.

Teacher: Poor Panda. Why on earth would you do such a thing, Tippy? Never mind! Who is your valentine for, Panda?

Panda: It's for you, teacher!

Teacher: Wow, thank-you Panda! Please put it on my desk. Well, Tippy now I understand why you don't like Valentine's day.

Narrator: Sure enough, Tippy didn't get any valentines that morning. At recess time he had to sit alone on the hill. While he was sitting there he suddenly heard...

Valentine Bug: Vvvvv!

Tippy: What was that?

Valentine Bug: Vvvvv!

Narrator: Tippy looked all around and suddenly he spotted a beautiful red bug holding a gorgeous valentine.

Tippy: Who are you?

Valentine Bug: I'm the Valentine Bug and I've brought you a valentine!

Tippy: Wow! Thanks! Give it to me! Give it to me!

Valentine Bug: Well, you can have it as soon as you make my sound.

Tippy: Make your sound? I knew there was a catch.

Valentine Bug: It's not a catch. It's fun. I came to teach you that the letter "v" says "v". Now, put your top teeth on your bottom lip and try it.

Tippy: That's easy. Top teeth on my bottom lip. Fffff!

Valentine Bug: Not exactly. That's the letter "f". I forgot to tell you to buzz.

Tippy: Buzz?

Valentine Bug: Yeah, buzz. You know, bugs buzz. So, put your top teeth on your bottom lip and make your lip buzz.

Tippy: Okay. I'll put my top teeth on my bottom lip and buzz. Vvvv! I did it! I did it!

Valentine Bug: You did! Now, here's your valentine and don't forget how to make the sound of the valentine letter "v"!

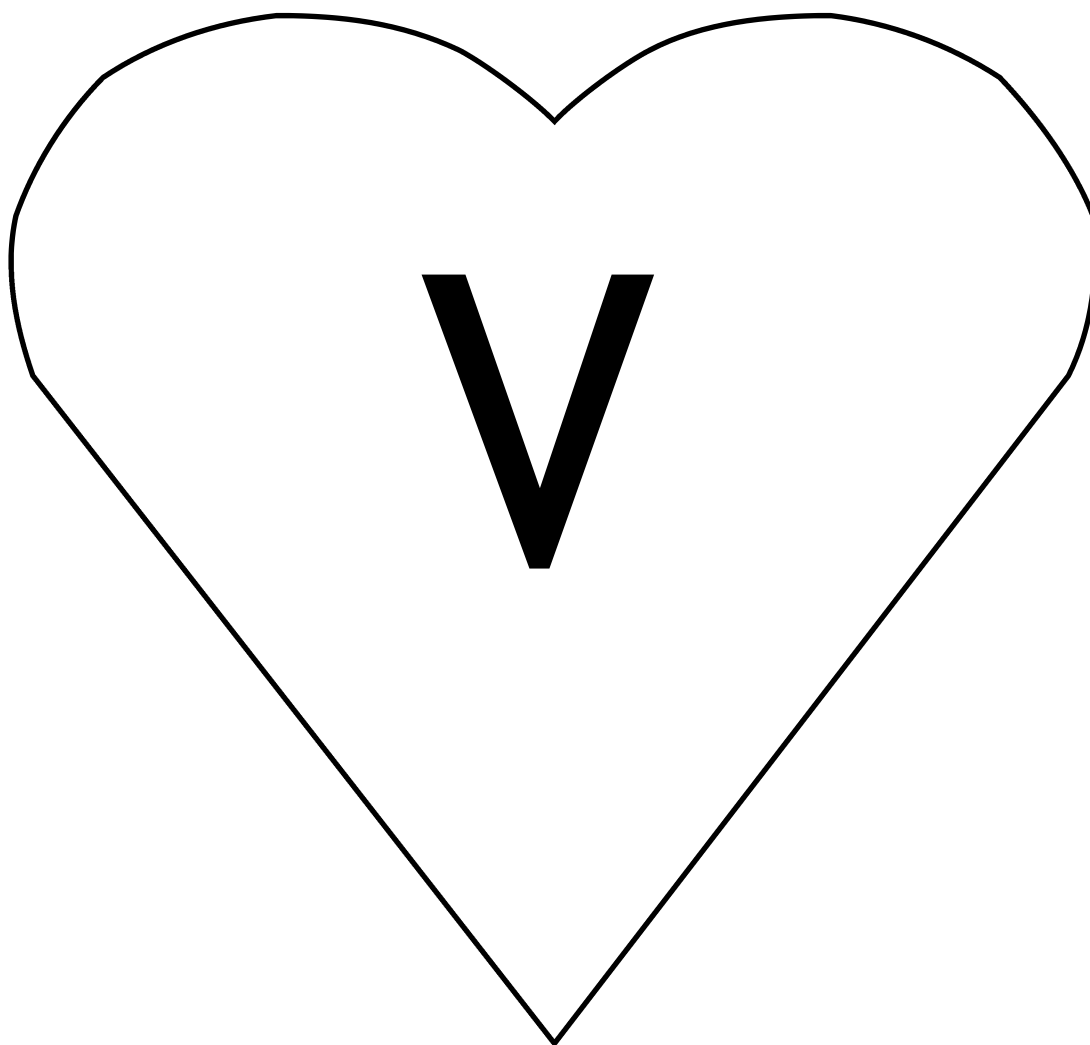
Narrator: Tippy loved his valentine so much he stopped bothering the other animals and the rest of his day was wonderful. He never forgot the Valentine Bug or what the sound the letter "v" makes.

Teacher: Boys and girls the valentine letter is “v” and it says “v”. When you make this sound you put your top teeth on your bottom lip and make it buzz. Let’s say “v” together. Well done! Do it again and this time look at your neighbor or look in your little mirror! Could you see your top teeth on your bottom lip? Could you feel your bottom lip buzz? Great job! We call “v” the valentine letter, because valentine starts with “v”.

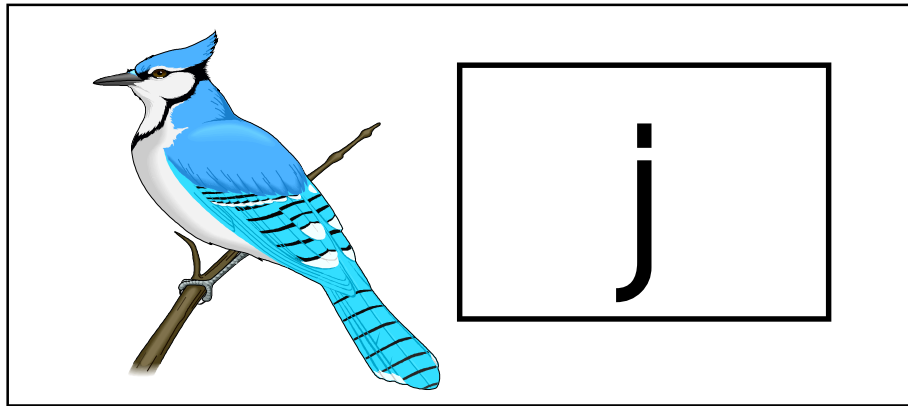
Our new sight word is “this”. *Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child’s scrapbook.*

Fun Activity:

Have the students make a special valentine for their parents.



Day 26: Puppet Show Introducing the Jaybird Letter (j)



Narrator: Natalie enjoyed being outdoors. She had a secret hiding spot she went to when her brothers were driving her crazy. It was up in the branches of a very large poplar tree. Natalie had fun there, because she could see all over the yard and yet no one could see her. One day Natalie was sitting up in the tree when she heard this angry sound.

Jaybird: Jjjjjj! (*scolding tone*)

Natalie: What could be making that strange sound?

Jaybird: Jjjjjj! (*scolding tone*)

Narrator: Natalie scooted down the branch a ways and looked. Nothing there. She hopped down out of the tree, but didn't find anything so she climbed back up. Then, she heard it again.

Jaybird: Jjjjjj! (*scolding tone*)

Narrator: This time she looked up and caught a glimpse of blue feathers hanging down.

Natalie: Are you making that Jjjjj sound?

Jaybird: Yes! Jjjjjj! (*scolding tone*)

Natalie: You sound upset!

Jaybird: I am. Jjjjjj! This is my tree and you need to get OUT!

Natalie: I've been climbing this tree long before you were ever here. It's big enough to share and I'm NOT getting out.

Jaybird: Jjjjjj! Well, we simply can't share it! This is just disastrous! Oh, what will I do? Boo hoo hoo! Boo hoo hoo! Jjjjjj!

Natalie: What's the matter?

Jaybird: I'm in so much trouble! Boo hoo hoo! Jjjjj! You're so big that you'll attract lots of attention. Boo hoo hoo! Then everyone will discover where my nest is and my babies won't survive!

Natalie: Ooooh! You have a nest of babies? Now, I understand. Don't cry Jaybird!

I won't climb this tree again until your babies are grown.

Jaybird: Jjjjjj! You won't? Thank-you so much! Jjjjj! Would you like to see my babies before you climb down?

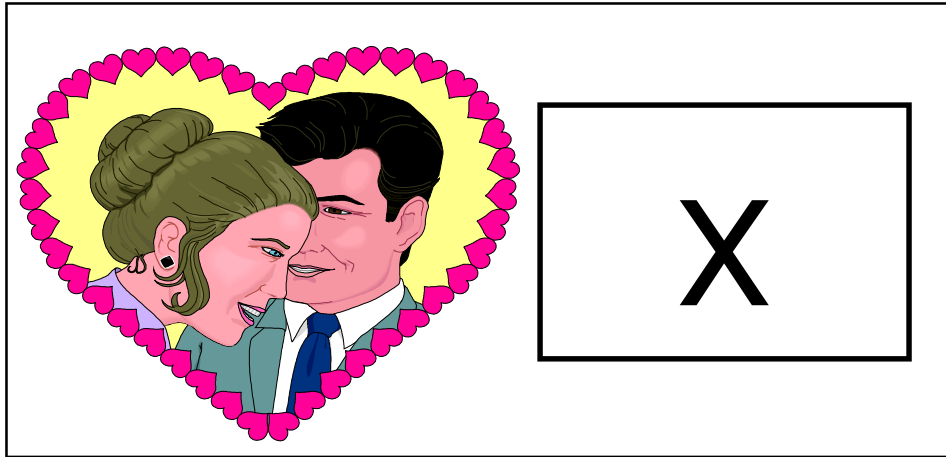
Natalie: I'd love to!

Narrator: The jaybird showed Natalie how to climb up the next branch and there she saw three darling baby birds. Then she climbed down the tree to wait until the baby birds grew up. And that's the story of how Natalie met and became friends with a jaybird.

Teacher: Boys and girls the jaybird letter is "j" and it says "j". When you make this sound you push out a little burst of air. Put your hand in front of your mouth and let's say "j" together. Well done! Did you feel a short burst of air? Do it again and this time look at your neighbor or look in your little mirror! Great job! We call "j" the jaybird letter, because "j" sounds like a jaybird talking..

Our new sight word is "your". *Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.*

Day 27: Puppet Show Introducing the Kissing Letter (x)



Narrator: Kara liked to give and receive hugs, but she really didn't like to give or receive kisses. One day she was having lots of fun bouncing on her trampoline. Boing! Boing!

Kara: Whee! I love playing on the trampoline! It's so much fun!

Narrator: Suddenly Kara felt something warm and wet on her cheek and she heard...

Kissing Letter: Ks! Ks!

Kara: Ew! Yuck! What was that?

Narrator: Kara wiped her face off. Then she looked up in the sky and peeked under the trampoline, but she didn't see anything. She started bouncing again. Boing! Boing! Boing! Then she felt it again. Something warm and wet on her cheek and she heard....

Kissing Letter: Ks! Ks!

Kara: Yuck! Who kissed me?

Kissing Letter: It's me! It's me! You have such cute little cheeks I just had to kiss them.

Kara: Who are you and where are you hiding?

Kissing Letter: My name's X and I'm floating above your head! What's your name?

Narrator: When Kara looked up she saw the letter X hanging in midair above her head. She could hardly believe her eyes. It was alive! Then she told it....

Kara: I'm Kara and I REALLY dislike kisses!

Kissing Letter: Well, I love to kiss and when I do it makes my favorite sound "ks!" Hold on! Ks! Ks! Ks! (*The kissing letter kisses Kara*)

Kara: Yuck! I've been slimed again! I thought I told you NO MORE KISSES!

Kissing Letter: Well, I'm afraid you're stuck with me because I think you are the cutest little girl I ever got to kiss and I'm not going to stop.

Narrator: Kara threw her hands up in frustration and then suddenly she got a great idea. She ran into the house and rubbed something all over her cheeks. When she got back the kissing letter asked...

Kissing Letter: Where did you go? I missed you...ks! Ks! Ks! Phew! Yuck! You taste awful!

Kara: No, I don't! That's how I usually taste.

Kissing Letter: What is that stuff on your face?

Kara: That's soap and I leave it on most of the time.

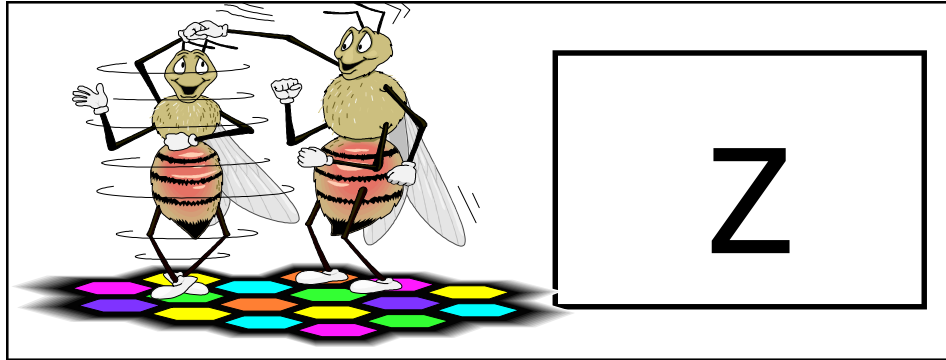
Kissing Letter: That's disgusting! I can't kiss you anymore!

Narrator: Then the Kissing Letter X flew away and never bothered Kara again.

Teacher: Boys and girls the kissing letter is "x" and it says "ks". When you make this sound you join the sounds of the letters "k" and "s" together. Let's say "x" together. Well done! Do it again and this time look at your neighbor or look in your little mirror! Great job! We call "x" the kissing letter, because "x" sounds like someone giving a kiss.

Our new sight word is "as". *Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.*

Day 28: Puppet Show Introducing the Buzzing Bee Letter (z)



Narrator: Isaac loved honey. He liked how sweet and sticky it was and the way it dripped onto his toast. It was yummy!

Issac: I wish I had my very own beehive and then I could have honey whenever I wanted. It's so yummy!

Narrator: One day Isaac went to visit his Grandpa's farm. Moo! Moo! the cows greeted him. The sun shone down on Isaac warming his face and the fields of grain waved in the breeze. As he was wandering through the yard he noticed something very unusual hiding in the corner of an old abandoned building.

Isaac: I wonder what that could be?

Narrator: Zzzz! Zzzz!

Isaac: What's that funny sound?

Narrator: Isaac moved close enough to see a funny little house with a small door on it. He was just about to open it when he heard it again... Zzzz! Zzzz!

Isaac: Who are you?

Bee: I'm Fuzzybuzzy, one of the honeybees that live in this house.

Isaac: Ooooh! Do you make honey? I love honey!

Bee: Why, yes I do!

Isaac: Is there honey in this funny little house?

Bee: Yes!

Isaac: Terrific! I'm going to get some right now!

Bee: No, you're not! That honey is NOT for you!

Narrator: Isaac reached out to open the door to the funny little house when...
Zzz! Zzzz! The bee began to buzz all around Isaac.

Bee: You better not open that door or I'll sting you!

Isaac: Yes I will! I LOVE honey!

Bee: Zzzz! Zzzz! Zzzz! I'm going to sting you!

Narrator: The bee flew right in front of Isaac's nose. Isaac turned around and began to run. The little bee Fuzzybuzzy zipped right behind him.

Isaac: Help Grandpa! Help!

Narrator: Isaac ran straight into Grandpa.

Grandpa: Slow down there, Isaac! What's the matter?

Isaac: I was just trying to get some honey from that funny little house when I met a little honeybee that tried to sting me!

Grandpa: That honey belongs to the bees, Isaac. I only collect what they don't need for their hive. I have lots of honey in the house. Would you like some?

Isaac: Yes, Grandpa. I sure would.

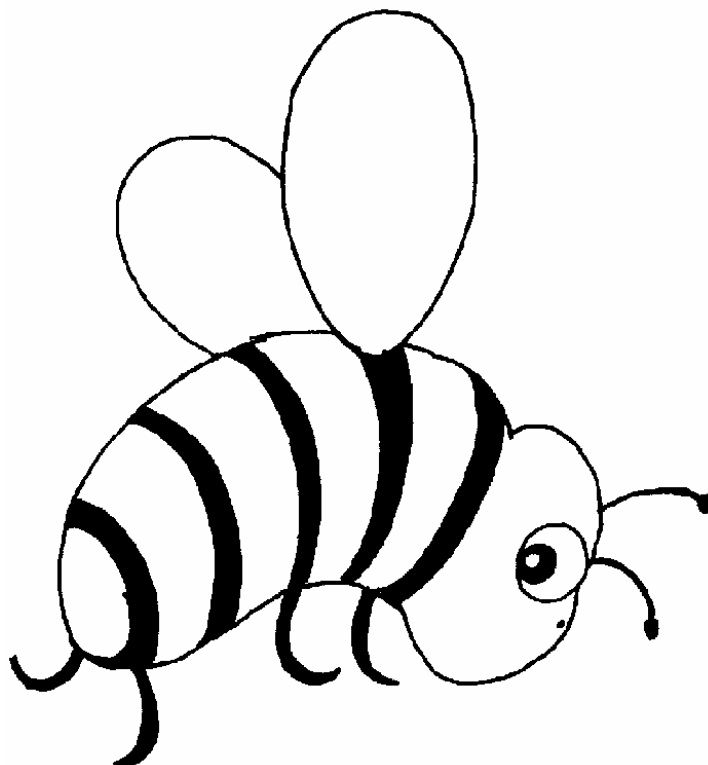
Narrator: Grandpa took Isaac inside and gave him some fresh honey and toast.

Narrator: Grandpa took Isaac inside and gave him some fresh honey and toast. Isaac smacked his lips.

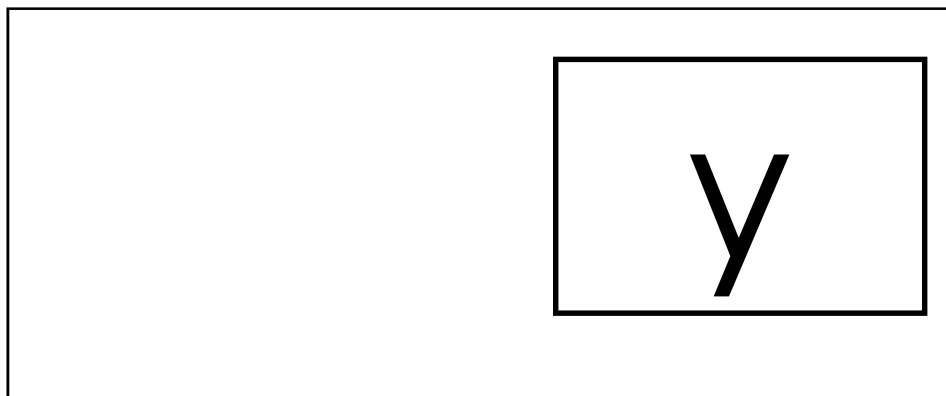
Isaac: This honey is dee—licious!

Narrator: After that Isaac never bothered the beehive again and he learned not to take things that didn't belong to him. From then on he got his honey directly from Grandpa.

Teacher: Boys and girls the buzzing bee letter is “z” and it says “z”. When making this sound you keep the tip of your tongue touching the roof of your mouth behind your top teeth, push out a little stream of air and buzz. Put your hand on your throat and let's say “z” together. Can you feel your throat buzz? Great job! Place you hand in front of you mouth and say “z” again. Hold the sound as long as you can. Were you able to feel the little stream of air coming out? Now, look in your little mirror and say “Z”. Did you keep your tongue behind your top front teeth? Well done! We call the letter “z” the buzzing bee letter because when it says “z” it sounds like a little bee buzzing. Our new sight word today is “but”. *Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.*



Day 29: Puppet Show Introducing the Yo yo Letter (y)



Narrator: One day Jenna was digging through an old box in the basement when she found a very interesting looking object.

Jenna: I wonder what this could be?

Yo yo: You mean to tell me that you don't know what I am?

Jenna: Aaaah! It can talk!

Yo yo: Of course I can talk. I'm very special. I am a yo yo.

Jenna: Wwwwwhat's a yo yo?

Yo yo: A yo yo is a toy that has a string which goes around your finger. As you move your hand up and down the string winds and unwinds causing me to go up and down.

Jenna: That sounds like fun!

Yo yo: Of course! Why don't you try me out?

Narrator: Jenna picked up the yo yo and put its string around her finger. The yo yo began to go up and down, up and down. Y-y-y-y!

Jenna: Is that you making that funny sound?

Yo Yo: Yyyup! Yo yo starts with Y and when I go up and down I say Y, y, y!

Jenna: That's cool! Why don't we go outside?

Narrator: Jenna took her yo yo into the backyard. They were having a wonderful time when suddenly the yo yo got stuck in a bush.

Yo yo: Oh no! I'm caught!

Jenna: Don't worry yo yo! I'll help you!

Narrator: Jenna tugged and tugged, but her yo yo didn't budge. Tears filled her eyes.

Jenna: I don't know what to do!

Narrator: Jenna sat down on the ground to think. Just then a beautiful ladybug flew into sight.

Ladybug: I think I can help you!

Jenna: You can?

Narrator: The ladybug flew into the bush and began to untangle the string. Then it picked up the little yo yo and gave it back to Jenna.

Jenna: Oh thank-you little ladybug! Thank-you so much!

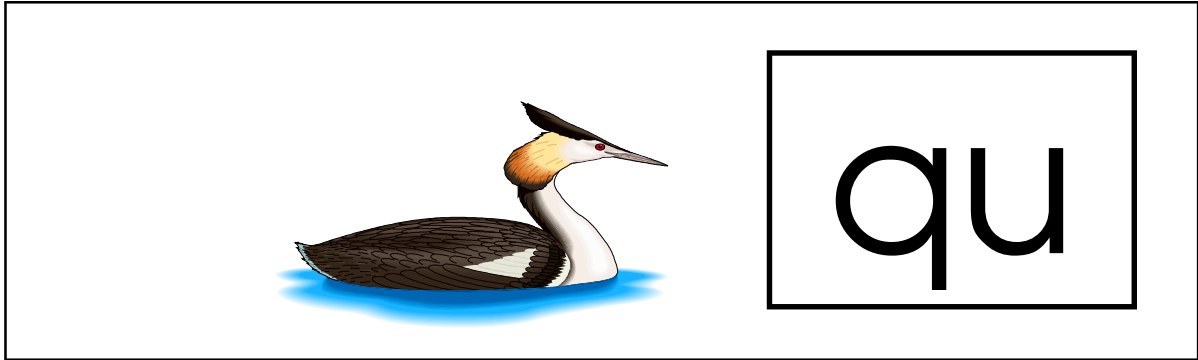
Narrator: Soon Jenna and her yo yo were happily playing again. The yo yo sang "yyy!" as Jenna made it go up and down, up and down.

Teacher: Boys and girls the yo yo letter is "y" and it says "eei". When making this sound you smile and join the sound of a long e into a short i. Now, it's your turn. Great job! The letter "y" is called a borrower letter, because it borrows the sounds of long e and short i. We call the letter "y" the yo yo letter because as it says "eei"

it sounds like a yo yo going up and down. Our new sight word today is "be".

Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.

Day 30: Puppet Show Introducing the Little Duck Letters (qu)



Narrator: Chirp! Chirp! sang the robins early one morning. Little Duck crept out of the nest as quietly as he could and snuck down to the stream for an early morning swim.

Little Duck: I just love swimming!

Narrator: Swoosh! The water rolled past him sparkling in the sunlight. Little Duck stood on the edge of the bank and watched for just a moment. Then he jumped and slid down the bank into the water. Kersplash!

Little Duck: Whee! This is so much fun!

Narrator: Little Duck splashed and spun circles in the stream as the current began to carry him downstream.

Little Duck: I think I'll get out now and slide down the bank again.

Narrator: Little Duck began to paddle his feet. Swish! Swish!

Little Duck: Oh no! I can't get back to the bank and I'm floating further and further away.

Narrator: Little Duck paddled harder and harder but the stream was growing larger and he could not reach the edge. The roar of the river drowned out his wee voice.

Little Duck: Oh dear! Please somebody, help me! HELP!

Narrator: Just then Little Duck saw a fallen log hanging over the water. He reached out and grabbed a hold of it. The water rushed and swirled all around splashing over his beak.

Little Duck: Please, somebody HELP me! Oh, dear! Whatever am I going to do?

Little Friend Duck: Up here!

Little Duck: Where?

Little Friend Duck: Look up here!

Narrator: Little Duck turned and gazed upwards. There sitting on the log was another little duck.

Little Friend Duck: Give me your wing and I'll pull you out.

Narrator: Little Duck stretched out his wing. The other little duck grabbed a hold and hauled him out of the water and onto the log. For a moment Little Duck just sat there quivering.

Little Duck: Th-th-thank-you so much! I had no idea that little stream could flow so fast. What's your name?

Little Friend Duck: I'm Little Quack! Did you know that you're never supposed to go swimming alone?

Narrator: Little Duck hung his head and whispered "Yeah."

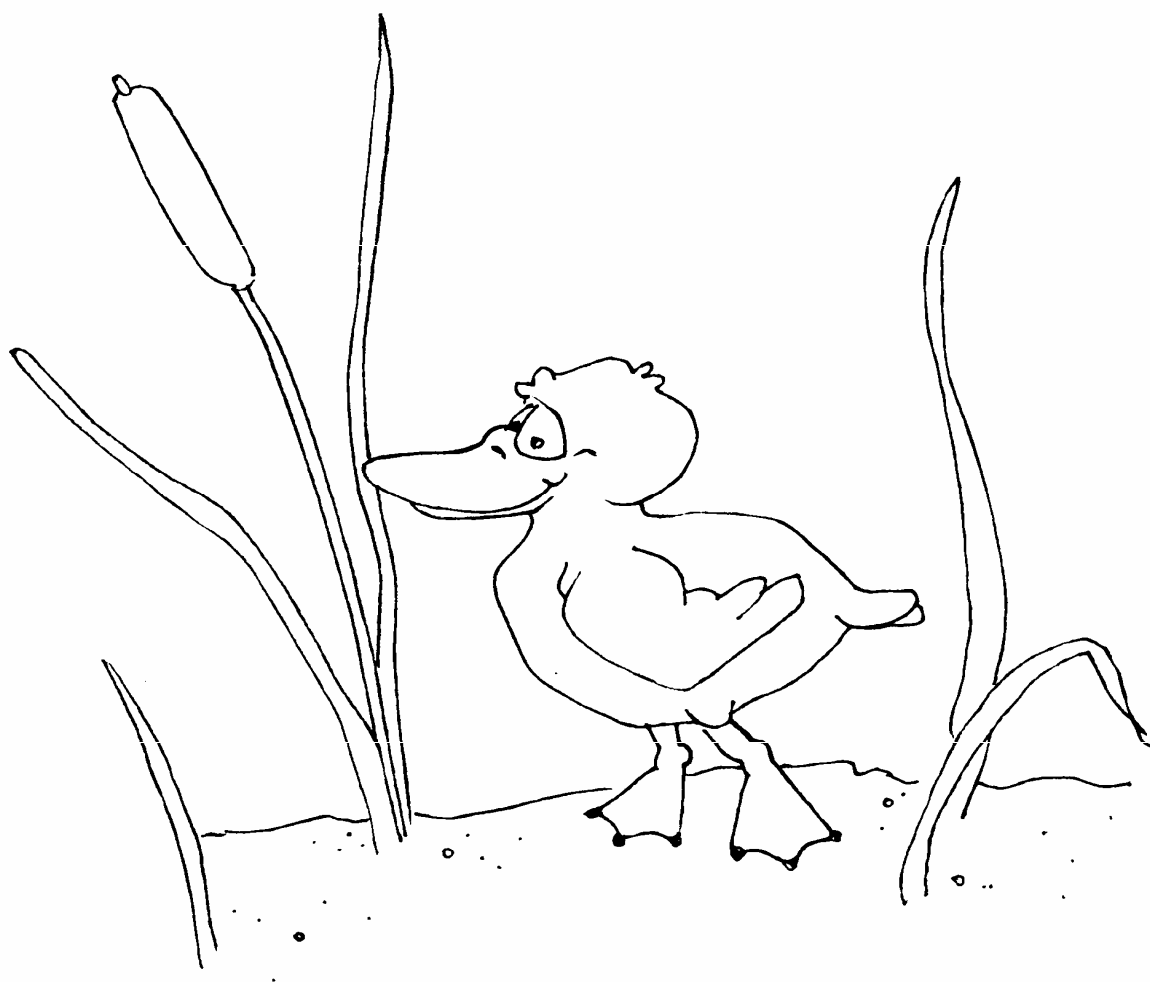
Little Friend Duck: I would like to be your friend, Little Duck. Would you like to be my swimming partner?

Little Duck: I'd love to, Little Quack! That way I'll always have someone to help me if I get into trouble.

Narrator: Little Duck and Little Quack flew over to a quiet pond. Qu! Qu! Qu! they chattered happily as they splished and splashed circles in the water together. From that day on Little Duck never went swimming alone again.

Teacher: Boys and girls the little duck letters are “qu” and they say “kw”. When making this sound you join the sound of the letter “k” with the sound of the letter “w”. Now, it’s your turn. Great job! The letters “qu” are called borrower letters, because they borrow the sounds of “k” and “w”. We call the letters “qu” the little duck letters because they sound like ducks quacking when they say “kw”. Another way to help you remember is that “q” always takes his friend “u” because you should never go swimming alone. Our new sight word today is “have”.

Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child’s scrapbook.



Day 31: Puppet Show Introducing the Quiet Letters (sh)



Narrator: Jenna loved to read books. She liked stories about animals, stories about kids, but best of all she liked to read adventure stories. One day when she was six years old her mother took her to the library for the first time.

Jenna: Wow! I've never seen so many books in my entire life! How will I ever decide which ones to bring home?

Mom: That's easy Jenna. Just pick a book from the shelf that looks interesting to you and read the summary in the book jacket. If you like what you've read keep the book. If it doesn't sound like something you're interested in put it back on the shelf where you got it from. In an hour we'll sign out the books you would like to borrow for this week. I'm going to find some books too, and we'll meet up later.

Narrator: Jenna wandered through the aisles browsing through books. At last she took five books and sat down at a big table to read. The first book she picked up was about an adventure with a knight and a dragon.

Jenna: (*Gradually speaking louder and louder*) Suddenly, the knight heard the flapping of two giant wings and saw the dark shadow of a dragon. Bones were falling from the sky! Aaaah!

Librarian: Shhhhhh!

Narrator: Jenna slammed the book shut.

Jenna: (Loudly) I can't stand the suspense! What if he gets eaten?

Librarian: I said shhhh!

Narrator: Jenna flipped open the book to the spot where she had left off.

Jenna: Swish! A giant scaly tail slashed threw the air knocking the knight to the ground. Two green eyes glittered as it hissed, “What do you want?” Aaaaaah!

Narrator: Jenna jumped straight out of her chair.

Librarian: Shhhh! Little girl, why are you yelling?

Jenna: (*Yelling*) The dragon is going catch him!

Librarian: Shhhh! This is a library and it is a place where people come to look at books and enjoy some quiet time reading.

Jenna: How can anyone be quiet when so many exciting things are happening?

Librarian: The adventures are happening in your imagination and so because it is all in your mind it is possible to be very quiet.

Jenna: Oooh! You mean I have to be quiet when I’m reading about all these exciting events?

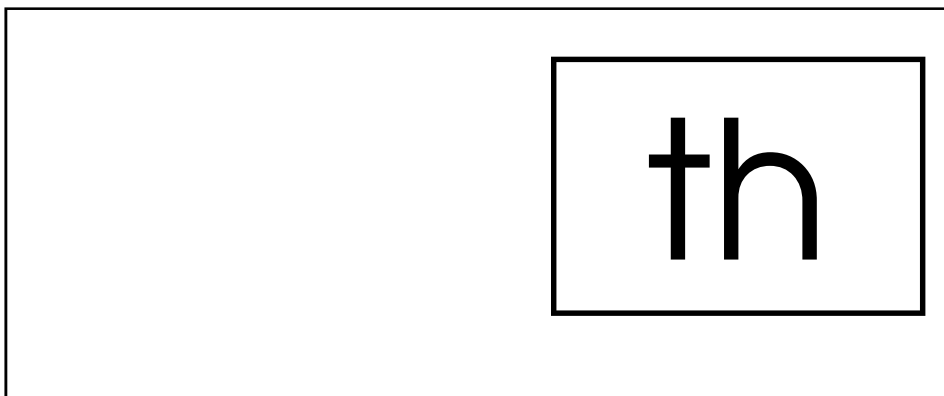
Librarian: That’s right. When you get home you can tell your mom all about what you learned, but when you are visiting the library you need to remember to be very quiet so that everyone else can enjoy reading their books.

Jenna: Well, I’ll try, but it’s going to very tricky because these stories are very exciting.

Narrator: From then on Jenna tried very hard to be quiet when she read in the library. But, if she was at home reading in her bedroom she still yelled during the exciting parts of her books.

Teacher: Boys and girls the quiet letters are “sh” and they say “sh”. When making this sound you push a stream of air out. Now, it’s your turn. Hold a tissue in front of your mouth and say “sh!” How long can you hold it? Did you see your tissue move? Great job! The letters “sh” are called the quiet letters, because when we want someone to be quiet we say “sh!” Our new sight word today is “he”.
Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child’s scrapbook.

Day 32: Puppet Show Introducing the Naughty Letters (th)



Narrator: Cuddles loved to go to school, because every day she got to learn something new. One morning when she got to school she plunked herself down in her desk and looked up to see her teacher, Miss Frog, sticking her tongue out between her teeth!

Cuddles: Oh, Miss Frog, whatever are you doing?

Miss Frog: I'm being very naughty!

Cuddles: You are? But you're the teacher! You can't be naughty!

Miss Frog: Oh yes, I can! (sticking her tongue out a little bit between her teeth)

Narrator: Cuddles began to giggle.

Cuddles: Why are you sticking your tongue out?

Miss Frog: I was hoping you'd ask. I know that you aren't supposed to be naughty in school, but today I'm going to teach you about two alphabet letters that are always naughty when they come together in words.

Cuddles: Wow! I didn't know that alphabet letters can be naughty!

Miss Frog: Yes, they can. The letters "th" are very naughty. Whenever they come together in a word you have to stick your tongue out a little bit between your teeth. "Th" has two sounds. One is a quiet sound as heard in the word "with" and one is a noisy sound as heard in the word "that". Listen as I stick my tongue out and make the quiet sound of "th". "Th!" Now, I'll stick my tongue out and make the noisy sound of "th". "Th!"

Often the noisy sound of “th” comes at the beginning of words like you heard in the word “that” and the quiet sound of “th” often comes at the end of words like you heard in the word “with”. Now, Cuddles, it’s your one chance to be naughty in school. Stick out your tongue and say the quiet sound of “th”!

Cuddles: Th!

Miss Frog: Great job! Now, stick out your tongue again and say the noisy sound of “th”!

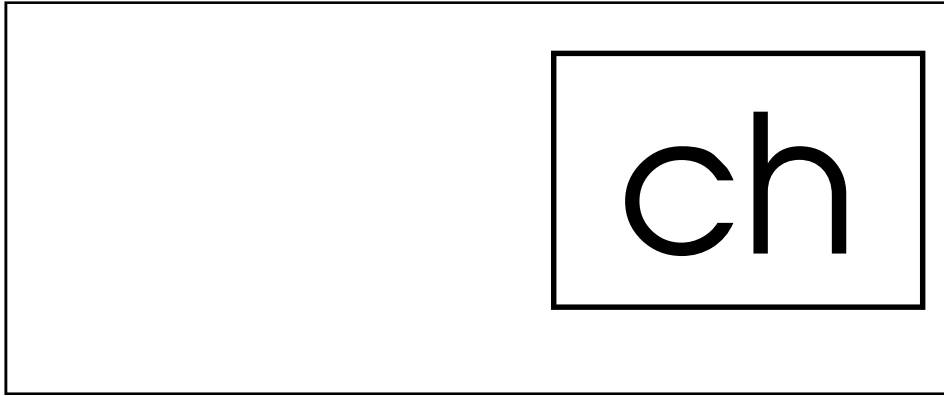
Cuddles: Th!

Miss Frog: Wonderful job, Cuddles!

Narrator: Cuddles had lots of fun making the two sounds of “th” and she never forgot the day when her teacher Miss Frog was naughty in school.

Teacher: Boys and girls the naughty letters are “th” and they make two sounds. One sound is a quiet “th” and the other sound is a noisy “th” which makes your tongue and throat buzz.. When making this sound you stick your tongue out between your teeth a little bit. Now, it’s your turn. Stick your tongue out between your teeth a little bit and make the quiet sound of “th”. Great job! Now, stick your tongue out between your teeth a little bit and make the noisy sound of “th”. Wonderful job! The letters “th” are called the naughty letters, because when you make their sounds you have to stick out your tongue a little bit! Our new sight word today is “they”. *Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child’s scrapbook.*

Day 33: Puppet Show Introducing the Choo Choo Train Letters (ch)



Narrator: Charlie was a hard-working little choo choo train. Every day he had to clatter up the mountain to a little town and deliver its groceries. As he chugged along he liked to sing this song:

I'm a little choo choo train, choo choo train, choo choo train,

I'm a little choo choo train chugging up and down!

I like to sing ch, ch, ch! Ch, ch, ch! Ch, ch, ch!

I like to sing ch, ch, ch! As I climb up and down!

The daily trip up the mountains was beautiful and Charlie should have been very happy, but one day as he click clacked along the track he realized something was wrong.

Charlie: Ch, ch, ch! I'm so lonely! I wish I had a special friend to ride with.

Blue jay: Me, too!

Charlie: Who said that?

Blue jay: I did. My name's Blue and I get tired and lonely flying up and down the mountainside. I've been looking for a friend, too. Do you think you could give me a ride?

Charlie: Sure! Ch, ch, ch! I'd love to!

Narrator: Blue swooped down and alighted gently on the back of the little choo choo train. Ch, ch, ch! Charlie started to click, clack along the track.

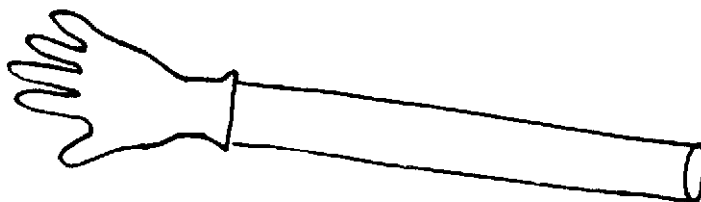
Blue jay: I really liked the song you were singing. Do you think you could teach it to me?

Charlie: Sure! I'd love to! Here it goes...
I'm a little choo choo train, choo choo train, choo choo train,
I'm a little choo choo train chugging up and down!
I like to sing ch, ch, ch! Ch, ch, ch! Ch, ch, ch!
I like to sing ch, ch, ch! As I climb up and down!

Narrator: Soon Charlie and Blue were singing together at the top of their lungs as Charlie clattered up the tracks. Charlie, the little choo choo train and Blue Jay became best friends and Charlie was never lonely again.

Teacher: Boys and girls the choo choo train letters are "ch" and they say "ch". When making this sound you stick out your lips a little bit and push out a small burst of air. Now, it's your turn. Stick your lips out and say "ch". Great job! The letters "ch" are called the choo choo train letters, because when you make their sound "ch" it sounds like a train chugging down the track. Our new sight word today is "one". *Classroom teacher holds up the new letter and the new word and places them on the bulletin board or homeschooler glues them into child's scrapbook.*

Puppet Show for Introducing Bumper Words



Narrator: One sunny afternoon, wind was dancing through the trees as the four vowel pals a, o, i and u enjoyed relaxing in the park.

Short Vowel A: What a peaceful afternoon!

Short Vowel O: You can say that again!

Short Vowel I: I told you it was E!

Short Vowel U: Yup! You were right. Most of the time, he's lots of fun, but when he comes at the end of a word—WATCH OUT!

Short Vowel O: Yes, I've seen him sit perfectly silent just waiting to play his trick!

Short Vowel I: That arm of his is just long enough to reach over one letter! If he reaches over that one letter and discovers one of us vowel pals sitting there — BONK! Before we even know he's there, we've been bumped on the head. .

Short Vowel U: And we all know what that means!

Short Vowel A: Yeah, getting bumped on the head always tricks us into saying our names! E never even gets caught, because he sits so perfectly quiet at the end of words.

Short Vowel O: Uh, oh! Here comes E now!

Short Vowel E: Hey fellas! Whatcha up to?

Short Vowels: We were just discussing that naughty trick you like to play on us when you come at the end of words!

Short Vowel e :_ You mean, when I get to bump you and make you say your names? That's so fun! How else would we get to make new words! We're the luckiest letters in the alphabet you know! We appear in almost every single word and we get to make TWO different sounds.

Short Vowel i: When you aren't at the end of words, we make our regular sound.

Short Vowel u: But, when you bump us E, we get tricked into saying our names.

Short Vowel e: That's right! And because of my bumping trick, all of us five vowel pals a, i, o, u, and e get to help make a whole batch of brand new words! Why don't we show the boys and girls how it works right now!

Short Vowel o: Is that just so you can get another chance to BONK us?

Short Vowel e: Don't be silly! We've got to teach the boys and girls another important part of learning to read! Now, somebody bring in some consonants and let's get lined up! Which of my pals wants to get bumped first?

Short Vowel a: Well, I guess I might as well go first! After all A is the first letter in the alphabet.

Short Vowel e: Places everyone!

NARRATOR: S-A-M-E (e bumps a)

Short Vowel e: Great job A! That was soooo much fun hearing your name!

Short Vowel a (rubbing his head): Yeah, same as always! Fun for you and bumps for me!

Short Vowel e: Whoo's next?

Short Vowel i: How about me?

Short Vowel e: Sounds great I! Send in the consonants and we'll try out a word with you!

NARRATOR: B-I-K-E (e bumps i)

Short Vowel e: Nice work I! I-I-I-I love the way you sound! Let's hear from O!

Short vowel I rubs his head and exits.

Short Vowel o: Here I come!

NARRATOR: R-O-P-E (e bumps o)

Short Vowel e: Hey O! Wasn't that sooooo great?

Short Vowel o: See you later e! I'll send you U! Get it? You U?

Short Vowel e groans: There's a goofy one in every crowd!

Short Vowel u: I heard YOU called?

Short Vowel e: Oh yes! It's your turn to shine!

NARRATOR: M-U-L-E (e bumps u)

Short Vowel u: Not again!

Short Vowel e: You did a terrific job U! Thanks so much! Together us vowel pals shown how my bumping trick works to create new words!

Narrator: Hello boys and girls! Today you heard the story of the five vowel pals – a, e, i, o, u and what happens when e sits at the end of a word and plays his bumping trick! Remember: that arm of his is just long enough to reach over one letter! If he reaches over that one letter and discovers one of the vowels a, i, o, u, sitting there —BONK! He bumps them and they say their names. This is how a bumper word is created. When you see a word that has tricky e at the end, look to see if he can reach over one letter and bump one of his vowel pals. If he can, it will make a bumper word and when you sound it out, the vowel will say its name. Let's practice sounding out four bumper words together:

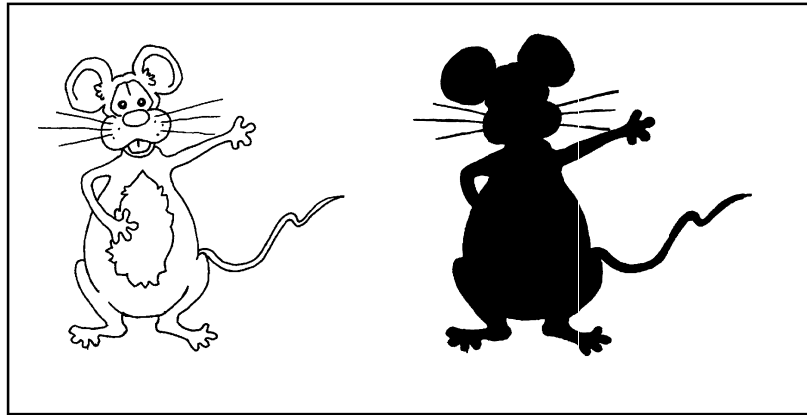
L-A-T-E

D-I-M-E

P-O-L-E

C-U-B-E

Day 2 Puppet Show for Long Vowels with 2 vowels together



Narrator: One day a cute, grey mouse zipped down the street.

Mouse: Eek! Eek! Help! Help!

Tippy: What's the matter with you?

Mouse: Someone is following me.

Tippy: Who?

Mouse: Him! *Points to mouse shadow*

Tippy: Well, of course he's following you. That's your shadow!

Mouse: My shadow?

Tippy: Yes, you're the leader and he's the follower. There are a two things you should know about shadows. First of all, they are always silent, and secondly they follow their owners everywhere.

Mouse: Well, that explains why I haven't been able to shake him and why he hasn't answered a single question!

Tippy: Did you know that there is a leader and shadow reading rule?

Mouse: What do you mean?

Tippy: When the vowel pals a, e, i, o, and u come sided by side inside a word, the first vowel is the leader and says his name and the second vowel is like his shadow and remains silent. Would you like to see how it works?

Mouse: Sure!

Tippy: How about you go get the letter a and give your shadow the letter i? I'll round up some consonants and we'll try it out.

Narrator: Soon there were the letters
P-A-I-L

Tippy: I'm going to read the word. (PAIL) Did you notice in P-A-I-L that A was the leader and said his name? I was the shadow and said nothing!

Mouse: Wow! That is so neat! I never knew a mouse and his shadow could help me read words!

Tippy: Let's try it again with a different pair of vowels. How about ea?

Narrator: Soon there were the letters
R-E-A-D

Tippy: Remember E is the leader and will say his name. What will A do?

Mouse: A is the shadow and doesn't say anything!

Tippy: That's correct. When e says his name and a is silent this word says READ.

Mouse: Wow! That's a pretty important rule to remember!

Tippy: It sure is. Now, you go find the vowels o and a.

Narrator: Soon there were the letters
B-O-A-T

Tippy: When the leader vowel o says his name and the shadow vowel a is silent we can read the word. It says BOAT

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Tippy: It sure is. Now, you go find the vowels o and a.

Narrator: Soon there were the letters
B-O-A-T

Tippy: When the leader vowel o says his name and the shadow vowel a is silent
we can read the word. It says BOAT

Mouse: Hey! That just gave me another thought! Does that mean that the noisy
twins ee are also mouse and his shadow vowels?

Tippy: Exactly! Why don't we try one out? You go find two e's and I'll round up
some consonants.

Narrator: Soon there were the letters
S-E-E-D

Tippy: When the leader vowel e says his name and the shadow vowel e is silent
we can read the word. It says SEED Great job!

Mouse: Wow! Am I ever glad we met today. I've learned so much about vowels
today!

Tippy: Yes, when two vowels sit side by side in a word the first one is the leader
vowel and says its name and the second one is the shadow vowel and is silent.

Narrator: Hello boys and girls! Today you heard the story of the five vowel pals – a,e,i,o, u and what happens when two vowels come together. The first vowel is the leader and says his name. The second vowel is his shadow and remains silent.

Let's practice sounding out four mouse words together:

TAIL

MEAL

COAT

WEED

Great job everyone! Talk to you later!