



Teacher's Guide



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INTRODUCTION

Letter TV's primary objective is phonemic awareness, but its careful design allows you to cover much more. This guide shows you how to link the introduction of letters and sounds to a variety of other curriculum areas and activities. Its suggestions span a range of subjects and skill levels, so not every idea will apply to your situation. Choose what works best for your students. And, of course, have fun!

LETTER TV'S APPROACH

In real life, learning doesn't happen in segmented time slots, such as reading, science, and math. Instead, every experience integrates many different kinds of information. That's what Letter TV does.

- It combines phonemic awareness with a whole language approach that presents letters in the context of words and words in the ways they are used in real life: to tell stories, convey information, share feelings, make people laugh, and more.
- It uses a narrative framework to enhance comprehension, recall, and retention. By associating each letter with a character, a story, and a song, the show activates multiple intelligences and serves a variety of learning styles.
- It uses humor and silliness to engage students and spark their sense of wonder and play.
- It exposes students to many versions of each letter, much as they would encounter them in the real world. Background signs carefully highlight the featured letter using color, size, and font.
- It is based on familiar TV genres (such as news, sports, and game shows), giving students an opportunity to learn to distinguish between program types. It takes advantage of program constructions that are already familiar to children so that they are free to concentrate on content rather

than being distracted by having to make sense of the format. And children are drawn to animation.

- It encourages language development by combining simple and familiar words with more sophisticated or specialized vocabulary.
- It is designed with state standards in mind. To find correlations between program content and your state's standards, go to www.lettertv.net/pages/curriculum_standards.htm .

USING TV TO TEACH

To use television or video as an effective teaching tool, we need to help students develop viewing habits that include participation and full attention (things we generally don't do when we watch just for entertainment). Here's how.

- **Pause.** Each program is designed with natural pause points between sections or when reporters ask questions. Use these moments to stop the tape and let children answer the question, predict action, discuss how they would solve a problem, or invent their own ending.
- **Interact.** Encourage students to “talk back” to the set, sing along, and ask questions. Run the opening graphic with the sound turned down and let your students be the chorus. You say, “Today's featured letter is . . .” and let them shout the answer as it comes on the screen.
- **Rewind.** You can rerun episodes to review, check comprehension, or emphasize an alternate learning goal. For example, you could focus on the featured letter the first time through and a mathematics concept during the second or third viewing.
- **Use segments.** For example, if you only want to sing the song or review the rhymes in a poem, you need not view the entire program.

GENERAL ACTIVITY IDEAS

In addition to suggestions contained in the episode descriptions, the following will extend the learning of any episode.

- To help students master letters and their sounds, let children make letters in a variety of ways, such as sculpting clay, drawing in a tray of sand, spraying whipped cream, or by posing their bodies. This variety allows children to use a variety of intelligences and learning styles, thus maximizing learning.
- Encourage students to practice observation skills by assigning them to look for particular things during an episode (for example, ask them to list all the foods they see). Rewind the tape and play the episode again to check their lists for accuracy. In addition, nearly every episode includes



things in the background that begin with the featured letter but are not named in the dialogue. See if your students can spot these items.

- Letter TV tells stories using lots of words that begin with the same letter. Using the program as a model, have children invent similar stories using the first letter of their (or a classmate's) name.
- Use Letter TV to practice listening skills by asking students to listen for particular items (for example, ask, "How many different animals were mentioned?").
- Use Letter TV to practice sequencing by having students re-tell each episode's story.

As you use the series, you'll probably discover lots of your own ideas. Share them with us (and other teachers) via our Web site: www.lettertv.net

Here is what you'll find in the description of each episode of Letter TV.

- **The Featured Letter**
- **Featured Words:** Every episode contains a few sight words that flash as they are said.
- **Word Wall:** In each show, the featured letter and its sound is introduced on the "Word Wall." To expose students to a variety of reading strategies, episodes vary the way words and letters are presented.

You can reinforce program content and help students connect what they see on the screen to what they do in class by making your own "Word Wall" on a portion of your bulletin board. Each time you show a new episode, post the "Word Wall" words on the board as a reminder.

- **Additional Words:** This first part of this section provides a list of all the episode's spoken words that are not highlighted as featured words. Those words occurring in the song only are marked with a musical note. The list can help you introduce or review vocabulary, choose spelling words, or serve as a reference for listening activities.

For some episodes there is also a second list of words that use the featured letter in their middle or end.

- **Story Summary:** This section gives a brief review of the episode's narrative.
- **Features:** Some programs have inserts, such as commercials or poems. This section lets you know if the episode has an insert and, where applicable, provides a brief description.
- **Reading in Context:** By modeling real life examples of reading, Letter TV not only helps students learn how to read; it also shows children why they might want to read. This section lists the examples of reading shown, such as checking a book for information, reading news copy, or following directions on a map. It also notes examples of words appearing



on screen in real-life contexts, such as name tags, street signs, or menu items.

In addition to the things specifically listed in this section, nearly every show uses graphic titles for program segments and features. You'll also notice the letters "LTV" on the reporters' microphones, and you'll see lots of print in the background, making the set of Letter TV a print-rich environment.

- **Letter Music Song:** Music is a great way to aid memory, so each program contains an original, easy-to-learn song that emphasizes the featured letter. This section provides the lyrics. You'll also notice that the songs are written in a variety of music styles.
- **Additional Language Arts Opportunities:** This section suggests language arts topics (beyond letter recognition) supported by elements of the episode. These topics are especially useful for teachers using differentiated learning. They provide ideas for tasks that might be assigned to students who are more advanced.
- **Cross-Curricular Connections:** In addition to introducing letters, the stories on Letter TV are carefully designed to reinforce lessons from other subject areas commonly included in elementary level state curriculum frameworks and standards. This section summarizes opportunities in the following areas: art, health, life skills, mathematics, media literacy, music, social skills, social studies, and science.

Following up on topics featured in this section can help students connect what they see to their own experiences as well as to class work beyond reading time.





STORY SUMMARY

Letter Sports takes us to a bubble blowing contest where Baby Brother surprises everyone by blowing a bigger bubble than his big brother.

Break: “A Poem by Mark Question”

A boy bashed some broccoli with a bat.

“Did it break the bat’s wing?”

No, not like that!

A wooden bat he did swing.

Reading in Context

Mark recites his poem, the anchors have nameplates, the brothers’ shirts say “baby” and “big,” and a sign identifies “Bob’s Bakery”.

LETTER MUSIC SONG

To be or not to be?

I think, therefore I am, you see.

Just sitting in this tree, happy as can be.

I think, therefore I am, you see.

Two bees or not two bees?

A question for both you and me.

Two bees up in the sky.

Two bees go buzzing by.

Two bees or not two bees?

FEATURED WORDS

bee
bat
bell

**the letter B is
compared with
a buzzing bee**

ADDITIONAL WORDS

baby	begin	bother
back	believe	boring
bagels	best	boy(s)
bakery	better	break
bashed	big, bigger, biggest	broccoli
batch	Bloomington, IN	brother
be	blow, blowing	bubble
because	Bob	burst
before	<i>bon jour</i>	buzz

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES:

onomatopoeia—buzz

superlatives—big/bigger/biggest; better/best

homophones—bee/be/B; to be and two bees; also different meanings for bat

vocabulary extension—What is a bakery?

literature—The song plays on lines like “To be or not to be” and “I think, therefore I am.”

CROSS-CURRICULAR CONNECTIONS

Mathematics

size—big, bigger, biggest

Social Studies

geography—Bloomington, IN (the home of the Letter TV producer and distributor, AIT)

Social Skills

self-confidence—Baby Brother blows the biggest bubble, even though everyone tells him he is too small to beat his big brother

Life Skills

family—big brother and baby brother

Science

prediction—People incorrectly predict that Baby Brother’s bubble will be smaller because he is smaller. As a follow-up, have students of different sizes blow up balloons of different sizes. Ask them to figure out what determines which balloons will be bigger before bursting—the size of the blower or the size of the balloon.





STORY SUMMARY

Clive the cool cat is performing at Cesar's coffee-house, but it is only when he cooperates with the Cactus Cowboys that his music is cool.

Break: "A Poem by Mark Question"

A chef's cake got stuck on the ceiling.

It really hurt his feelings.

He cried, "I'll never cook again!"

And wiped the icing off his chin.

When the circus came to town,
He looked like such a clown.

Reading in Context

The coffeehouse wall signs feature lots of C words. We also see a price sign on the cake, Co-co's name tag, "chef" written on the chef's hat, and "Cactus Cowboys" written on the group's drums.

FEATURED WORD

cat

LETTER MUSIC SONG

Come on and circle dance with me.

Come on and circle dance with me.

Well, some might like to do the square,

But it's got an S up there.

And if you want to dance with me,

You've got to have a C.

Come on and circle dance with me.

Come on and circle dance with me.

Circle starts with C!

**cat, circle, and
Co-co show that the
letter C can sound
like "k" or "s"**



ADDITIONAL WORDS

cactus	ching	come
cake	chocolate	Comma
came	circle	commentator
can	circus	concert
ceiling	clank	cook
cents	clapping, clap	cool
Cesar	Clive	cooperate
chef	clown 🎵	cowboys
cheer	Co-co	cried
chin	coffeehouse	cup
icing	music	second

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES:

same letter-different sound—cat and circle

onomatopoeia—clank, ching, clap

multiple meanings—cool

“oo” letter combination—cool

rhymes—Some of the rhymes in Mark’s poem work better than others. Can your students identify which is an exact rhyme and which is not?

CROSS-CURRICULAR CONNECTIONS

Mathematics and Music

rhythm—Copy the rhythms of Clive’s clapping.

Social Studies and Health

movement—Try the Cactus Cowboys’ circle dance.

Social Skills

cooperation—The music sounds better when everyone cooperates.





STORY SUMMARY

The Letter TV news team reports on the efforts of Don the Detective to determine who is responsible for the day's disasters. The doors of Doug's Downtown Deli and Dot's daises have been destroyed, and Dana dropped a dollar into a drain. The mystery is solved when we see that a dog chasing a duck with a donut is responsible for the mayhem.

Break: "Foreign News"

Peri reports on Australian wild dogs called dingoes.

Reading in Context

There are signs on the deli, doctor's office, and dentist's office. Dot's apron bears her name. "Australia" is labeled on the globe and street sign.

FEATURED WORDS

Don
door
duck
dog
day

LETTER MUSIC SONG

Ding Dong . . . Open up the door!

Ding Dong . . . Open up the door!

*There's a duck with a doughnut
and I*

Don't know what for.

Ding Dong . . . Open up the door!

Ding Dong . . . Open up the door!

Ding Dong . . . Open up the door!



ADDITIONAL WORDS

dad	detective, detect	don't
daffodils	determined	donut
daisies	dig	Dot
Dana	dill	doubt
dark	ding dong 🎵	Doug
D.C. (District of Columbia)	dingoes	down
Deb	dirt, dirty	downtown
decay	disasters	dragged
deli	discover	dragon
delicious	disposal	drizzle
delivery	divide	dropped
dentist	doctor	dug
desert	dollar	duo
destroyed	donkey	
garden, gardener	today	word

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES:

past tense—Because the news is reporting on events that have already occurred, the characters frequently speak in the past tense.

contractions—The word don't occurs several times.

alliteration—Doug's Downtown Deli, Don the Detective, etc.

CROSS-CURRICULAR CONNECTIONS

Mathematics

fractions—dividing the donut in half

Social Studies

geography—Australia; Washington, D.C.; map of U.S. in weather segment

climate—desert

symbols—the sign on the doctor's office includes a red cross

Health

dental hygiene—a dentist brushes a dragon's teeth to prevent tooth decay

Social Skills

sharing—May Point suggests that the dog and the duck share by dividing the donut.





STORY SUMMARY

Co-co and Comma venture out into the field in search of F animals (“fanimals”). They find flamingos, a fox, fish, and a very pesky frog.

Break: “A Poem by Mark Question”

I have a fine dog named Fred.

Four fleas fell onto his head.

For five long years,

They feasted on his ears,

But they found his feet tastier, they said.

Reading in Context

Co-co carries a box labeled “food” and she opens a bird book that labels a “finch” and a “flamingo.” Fred’s dog house is identified by his name over the door.

FEATURED WORDS

fun
find
fog
fine

LETTER MUSIC SONG

Freddie the Dog,

He’s got fleas.

Flamingos flying ‘round,

Freddie starts to sneeze.

Oh, poor Freddie!

Freddie the Dog has fleas.

Freddie starts to twitch and itch

I believe that Freddie’s gonna . . .

(Freddie) ACHOO!

fat fox fangs
become
bat box bangs

ADDITIONAL WORDS

fabulous	fins	fork
fan	fish	four
fangs	five	fox
fantastic	flamingo	Fran
far	fleas	France, French
fat	flies	Frank
fathoms	flippers	Fred
fearless	flow	Friday
feasted	flowers	friend
feathers	fly, flying	frog
feel	following	<i>fromage</i>
feet	food	found
field	for	furry
final	forest	fuzzy
finch	forget	
fine	forgive	

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES:

foreign language—We learn that *fromage* is French for cheese and *bon jour* is hello

rhymes—Mark Question’s poem provides several rhymes; the song includes “fleas/sneeze” and “twitch/itch”

literature—Though the story does not make explicit reference, we see the fox looking up longingly at grapes hanging from a tree, as in Aesop’s famed fable

CROSS-CURRICULAR CONNECTIONS

Mathematics

measurement—fathoms (two fathoms is about twelve feet)

counting/numbers—four fleas

Health

safety—Comma reminds viewers not to touch wild animals

Science

biology—identifying correct features and habitats: fish have fins; flamingos fly; frogs don’t have fur, feathers, or fins

problem solving—matching: finding animals with both fur and four legs

weather—What is fog?





STORY SUMMARY

On Letter TV Story Time, Peri Od tells the story of three German giants. Two were greedy and one was giving. In the end, the generous giant gets the gold (from the goose he helped, who, as in many good fairy tales, lays golden eggs).

Reading in Context

Peri reads the story from a book. The giants in the story wear name tags. Gregor covers the “or” in his name tag with his hand when he says, “. . . you can call me ‘Greg.’” This shows how parts of words can still be words.

LETTER MUSIC SONG

Gary likes to watch the green plants grow.

Gregor, have you found any gold?

“No.”

FEATURED WORDS

gold
giants

**different G
sounds in gold
and giants**

ADDITIONAL WORDS

gaggle	glass	grass
ganders	go	grateful
garden, gardening	goal	gray
Gary	goat	greedy
geese, goose	God	green
generous	going	Gregor
Germany, German	golden	grow
get	goslings	Gunther
giant, giants	got	<i>guten tag</i>
gift	grand	
give	grapes	

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES:

prediction—The story follows a pattern. See if your students can predict the action using that pattern.

literature—Have your students encountered geese or giants in any other folk or fairy tales?

same letter, different sound—Compare the sound of the letter G in giant and gold. What other letters can have more than one sound?

foreign language—German: *guten tag* = good day, hello

vocabulary expansion—geese, gander, gosling

syllables—Gregor shortens his name to Greg, demonstrating that longer words are made up of shorter syllables. What nicknames do your students use that do the same?

CROSS-CURRICULAR CONNECTIONS

Mathematics

size—What makes a giant, a giant?

Social Studies

geography—Locate Germany.

Science

birds—Where do geese live?

real vs. pretend—Can geese actually lay golden eggs?

Social Skills

sharing—The giants learn that generosity, not greed, pays off.





STORY SUMMARY

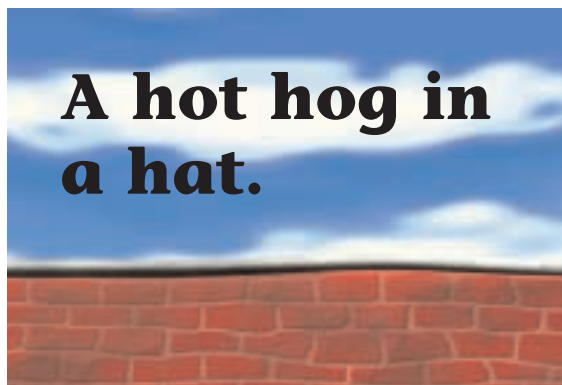
Letter News profiles Hannah, who becomes a hero by helping people. A hog who calls for help even when he doesn't need it learns that false alarms can mean that help isn't available when you really do need it. And reporter Mark Question learns that you don't need superpowers to be a superhero.

Reading in Context

Hannah has an H on her helmet and she puts a "danger" sign near a hole. Signs also identify the Hopscotch Hotel and Honolulu, Hawaii.

FEATURED WORDS

hot
hog
hat
help



LETTER MUSIC SONG

We're the Hippo and Horse,

Comin' at you with force!

We've got a dance for you.

We'll tell you what to do.

When we say "H," wave your hands in the air!

"H"

When we say "H," shake your heels everywhere!

"H"

When we say "H," move your head and your hair!

"H"

"H—Hands!"

"H—Heels!"

"H—Head!"

"H—Hair!"

"H . . . Peace and harmony!"

ADDITIONAL WORDS

hair [🎵]	hedgehog	holler
hamburger	heels [🎵]	Honolulu
hand(s)	hello	hopscotch
Hannah	helmet	horse [🎵]
happens	here	hotel
hard	hero	how
harm	hey	however
harmony [🎵]	hi	hula
have	hippo	hungry
Hawaii	hockey	hurt
head	hold	hypnotize
hear	hole	

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES:

literature—Compare this program with the story of “The Boy Who Cried Wolf.”

interview—Mark interviews Hannah. What questions does he ask? What questions would your students ask?

accents—The hog speaks with an Australian accent.

CROSS-CURRICULAR CONNECTIONS

Social Studies

geography—Locate Honolulu, Hawaii, and ask students what they learn from the show’s images about its climate and topography.

culture—hula

Social Skills

helping & telling the truth—Hannah demonstrates that helping people makes one a hero and the hog learns not to call for help until it’s really needed.

Health

safety—Hannah marks a hole with a “danger” sign. The hippo explains the difference between a hat and a helmet.

body parts—The song mentions hands, heels, head, and hair.

movement—Try a hula or dance along with the horse and hippo.





STORY SUMMARY

Letter Sports presents a jigsaw puzzle juggling contest in Japan. While contestants Jill and Jon are busy playing jokes on each other (and jeopardizing their chances to win), Jane the janitor “cleans up” and walks away the winner.

Reading in Context

Everyone wears name tags and we see labels on the jar of jam, Jane’s junk dumpster, the microphones, and the juice cart.

LETTER MUSIC SONG

*J bird, J bird, I saw a J bird!
Looked just like the letter J.*

*J bird, J bird, I saw a J bird
Flying across the sky today.*

*Little ones, big ones, over my
head.*

*So I asked them where they were
going.*

“To the jungle,” they said.

FEATURED WORDS

jar
jam
jet



ADDITIONAL WORDS

jaguars	Jill	juice
Jane	join	jump
janitor	joke	June
Japan	Jon	Juneau
jazz	judge	jungle
jigsaw	juggle, juggling, juggler	just

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

alliteration—jar of jam, Jane the Janitor, jigsaw juggling in Japan

interview—Co-co interviews the contestants. What would your students ask each of the characters?

CROSS-CURRICULAR CONNECTIONS

Mathematics

number value—Jill and Jon each earn 2 points for their performance. Who should win? Let students invent their own contests and scoring systems. They can practice numbers by taking turns being judge.

puzzles—Doing puzzles can help students develop spatial and reasoning skills.

Social Studies

geography—Locate Japan and Juneau.

Social Skills

jokes—Jill and Jon learn that jokes are only funny if they are fun for everyone, not just fun for them.

fairness—Was the contest fair? Did each contestant have an equal chance to do their best? If not, what would your students change?

Media Literacy

What is a replay? What is it used for?





STORY SUMMARY

Mark Question, who has made lots of kites from heavy things like keys and kitchen tools, learns what it really takes to make a kite that will fly.

Reading in Context

Mark takes notes on his clipboard; his kites and ketchup bottle are labeled.

LETTER MUSIC SONG

That kitten's flying a kite.

That kitten's doing it right.

That kite's in flight, way up out of sight.

That kitten's doing it right.

FEATURED WORD

king



ADDITIONAL WORDS

kazoos	kick	kitten
keep	kids	kiwi
Kenya	kilt	knows
ketchup	kitchen	koala
keys	kite	
break	pick	stick
Mark		

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

“ck” combination—pick, stick

other letters that make the K sound—Question, call, can’t, careful, carry, cool, coming

silent K—knows

review different “i” sounds—king and kites

opposites—light and heavy

CROSS-CURRICULAR CONNECTIONS

Science

weight—heavy and light. Let students find heavy and light objects in your classroom. Or hold up two objects and let them predict which is heavier. Then let them test their guess by holding the objects.

problem solving—How do you make a kite so it can fly? Try making and flying your own kites.

lift and wind—Wind and air keep kites aloft.

Health

safety—We learn to keep kites away from trees and power lines.

Social Studies

geography—Kenya

cultures—A koala wears a kilt. Do kilts and koalas come from the same country?





STORY SUMMARY

Letter TV News takes us to Italy, where little lizards are loose at the Leaning Tower of Pisa. It seems like leaping linguini save the day when they lasso the lizards—that is, until the linguini overrun the city. Larry the Lobster finally lures them all into a lake by playing music on his lyre.

Reading in Context

We see nameplates on the news desk, signs designating different kinds of pasta, a sign on the truck, signs labeling the Tower and lagoon, the LTV logo on Comma's microphone, and program graphics on the TV screen.

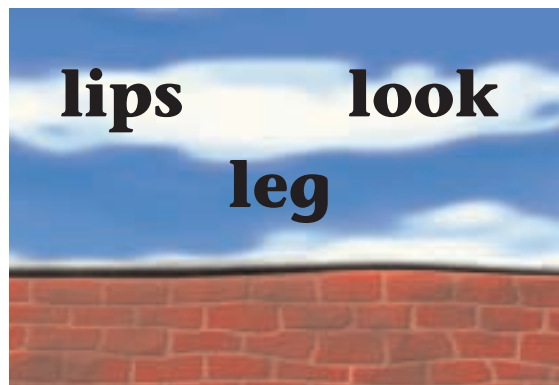
LETTER MUSIC SONG

*Little lizards lying around,
Licking lollipops till the sun goes
down.*

*Little lizards lying around,
Licking lollipops till the sun goes
down.*

FEATURED WORD

lots



ADDITIONAL WORDS

lagoon	let, let's	lollipop
lake	letter	long
land	licking	longhorns
large	like	looks, looked
Larry	line	looping
lasagna	linguini	loose
lasso	litter	lovely
last	little	loves
leaning	living	luckily
leaping	lizards	lullaby
least	loads	lying [🎵]
left	lobster	lyre
leftover	local	
concludes	following	welcome
eleven	Italy	we'll

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

vocabulary expansion—lasso, linguini, lyre

double consonants—lasso, letter, litter, little, lollipop, Larry

literature—Compare Larry the Lobster and his lyre to the Pied Piper story.

CROSS-CURRICULAR CONNECTIONS

Mathematics

size—*little* lizards, *large* mess

estimation & quantity—There are *lots* of lizards. Ask students to estimate how many lizards there are. Test their estimate by pausing the video on a freeze frame and counting all the lizards in the picture.

Social Studies

geography—Italy and the Leaning Tower of Pisa; lake and lagoon

food—Point out the difference between linguini, spaghetti, and lasagna. What other kinds of pasta do your students know?

Science

problem solving—How can they get rid of the lizards *and* the linguini?

environment—litter

Music

Larry plays a lullaby. Ask students to identify the major characteristics of a lullaby (e.g., it's soothing and slow). What is the purpose of a lullaby?





STORY SUMMARY

In a talk show format, May Point interviews movie maker Mark Question about his monster movies, only to find out that none of his zany ideas have actually been filmed.

Break: “Commercial”

The “**mess maker**” mop—a mop that makes a mess instead of cleaning it up.

Reading in Context

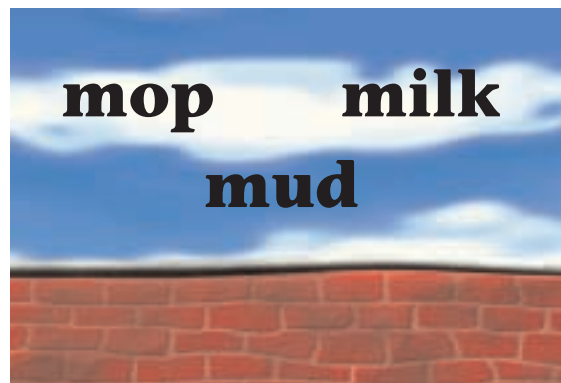
We see a movie script, names on the backs of directors’ chairs, labels on the milk carton, program segment graphics, and the monkey’s name on his T-shirt.

LETTER MUSIC SONG

*Ice monsters,
They’re melting.
Dancing mummies
Show their tummies.
The ice monsters,
They keep on melting,
While each mummy
Eats something yummy.*

FEATURED WORDS

mud
May



ADDITIONAL WORDS

make, making	messages	monster
maker, made	middle	month
Mark	Mike	moose
Martian	missed	more
matter	missiles	most
mean	mistake	mothmen
measly	mixed	motion
meet	mommy	movies
mega-	Monday	mummy
Melissa	money	my
melted	mongo-	
mess	monkey	

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES:

double consonants—mummy, mommy, tummy, yummy; also, message, mess, middle, missile, Melissa, matter

rhymes—mummy, tummy*, yummy*

past tense—Mark describes the movies he has made.

interview—Mark is being interviewed. What questions would your students ask him?

sequencing and listening skills—Which movie did Mark try to make first? Next? Last?

CROSS-CURRICULAR CONNECTIONS

Mathematics

size—Mike, the supposedly mongo-mega-monkey, turns out to be measly.

Social Studies

mummies

Science

melting—What makes Mark’s ice monster melt?

seasons—Mark’s ice monster movie was filmed in May. What season was that? What is the weather like in May where you live?

Media Literacy

program genres—This episode contains a commercial. What is the difference between a commercial and other kinds of programs?





STORY SUMMARY

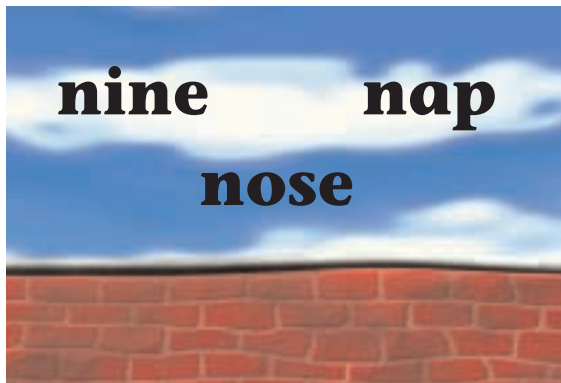
In “Nifty Ways to Go North,” Peri Od and his nephew Norton are navigating north in a car made out of noodles. When newts nibble the noodles, they switch to a car made of nuts.

Reading in Context

We see names on Peri’s picture frames. Norton reads a map and road signs. There are signs on buildings in the city.

FEATURED WORDS

nine
nap
nose



LETTER MUSIC SONG

Female singer: He’s wearing nine neckties.

Norton: Ouch.

Female singer: He’s got nineteen names.

Norton (mumbles): They call me Ned, Nat, Nelson, Nate . . .

Female singer: He’s wearing nine neckties.

Norton: Ouch!

Female singer: He’s got nineteen names.

Norton (mumbles): They call me Nestor, Norton, Nuther, Nick . . .

Mother (shouting from window): You’re late for dinner, Norton Nuther Nick . . . [trails off]

Norton: Oh, everybody’s always nagging me!

ADDITIONAL WORDS

nagging	nephew	nips
name	never	noise
nana	new	noodles
Nancy	newspapers	noon
narrow	newts	North
navigated	next	Norton
near, nearing, nearly	nibbling	nothing
neck	nice	nursing
necktie	niece	nuts
needed	nifty	
neighborhood	nineteen	
can	in	linguini
concludes	going	listen

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

alliteration—newts nibbling noodles, leaping linguini, nineteen names

nouns—After watching the program, see how many nouns your students can list.

CROSS-CURRICULAR CONNECTIONS

Mathematics

counting—Norton has 19 names and 9 neckties

Social Studies

geography—North Pole; compass directions; Norton reads a map

Life Skills

families—Peri mentions his niece, his nephew, and his nana. What are other words for nana (for example, grandmother and grandma)?

Science

weather—It gets colder as they head north. Are their clothes appropriate for where they are headed?

problem solving—Do noodles make good cars? How about nuts or newspapers? What are real cars made of? Why?

animals—Where do newts live? What do they really eat?





STORY SUMMARY

Letter Sports takes us to a “Putter Pole Vaulting” contest. When contestants can’t make it over a pond, they look for smaller items to vault. They end up with a pot of pudding, which is so easy to jump over that all the contestants win and share the prize—a pepperoni and pineapple pizza!

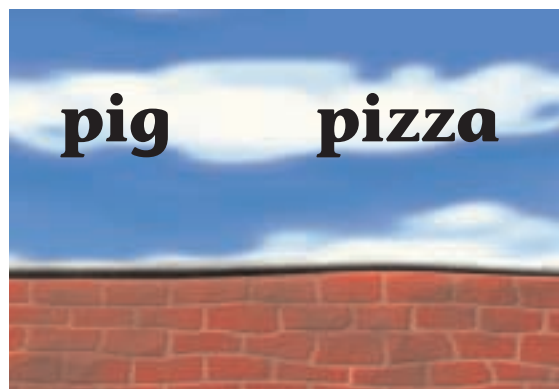
LETTER MUSIC SONG
Pink Poodle Polka! (repeats)

Break: “A Poem by Mark Question”

If you play with a polar bear,
Don’t pour paint in his hair.
It makes a big mess,
And I’ve heard them profess
That they really can’t stand
To look like a pand . . . a. The End.

Reading in Context

Pizza and popcorn packages are labeled and Mark reads his poem. We also see the title of the contest (which changes with each modification of the rules) and the word “replay” flash on the video frame when Letter Sports reviews the action.



FEATURED WORDS

pizza
pig



ADDITIONAL WORDS

paint	Pittsburgh	pot
panda	pizza	pour
Paris	play, played, player	pout
pass	please, pleased	practicing
penguin	plop	prefer
Pennsylvania	polar	present
pepperoni	pole	pretty
Peri Od	police	prize
Pete	polka 🎵	profess
piano	pond	proud
pick	poodle 🎵	pudding
pineapple	pool	purple
pink 🎵	popcorn	putter
replay	sports	

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

rhyming and poetry—Mark Question has trouble with rhyming.

onomatopoeia—plop

prefix “re”—replay

CROSS-CURRICULAR CONNECTIONS

Mathematics

relative size, problem solving, and prediction—Compare the size of the pond, the pool, and the pot of pudding. Will the contestants make it over the pool? How about the pot? Why is the polar bear’s plop bigger than the pig’s plop? Is the putter long enough to vault over a pond? How long is the pole used by real pole vaulters?

Social Studies

geography—Locate Pittsburgh, Pennsylvania, and Paris, France.

sports—What sports do your students know? How do different kinds of sports develop? What kinds of silly games can your students invent?

Science

animals—We learn that penguins can’t fly and that polar bears and penguins like cold water.

Media Literacy

Can your students identify what a replay is? What kinds of programs typically contain replays?





STORY SUMMARY

Letter News takes us to a quilting contest in Queens, where one contestant, supposedly a quail, insists that he's a duck. His quack changes when they announce that they need more filling for the prize—a queen-sized mattress stuffed with duck feathers!

Reading in Context

The anchors have nameplates and the contest site is filled with signs.

FEATURED WORD

quack

**“Qu” becomes
quick, quack,
and quiet**

LETTER MUSIC SONG

- 1. I've got a quality question.*
- 2. A quiz?*
- 1. No . . . a quality question.*
- 2. Well, what is it?*
- 1. Okay . . . What's quite quick and begins with a Q?*
- 2. I don't know.*
- 1. Oh, come on . . .*
- 1. I said, what's quite quick, and begins with a Q?*
- 2. Oh, I know . . .*
- 1. What?*
- 2. A quail?*
- 1. Oh, yeah . . . a quail!*
- 2. I knew that! I knew that!*

ADDITIONAL WORDS

quail
quality 🎵
quarrel
queen-sized

Queens
question
quick
quiet

quilting, quilter
quit
quite
quiz 🎵

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

onomatopoeia—quack

letter combinations—“qu”

similar sounds—review how Q sounds like K or C

CROSS-CURRICULAR CONNECTIONS

Mathematics and Art

geometry—Quilts are made from geometric shapes. Have students make their own quilts.

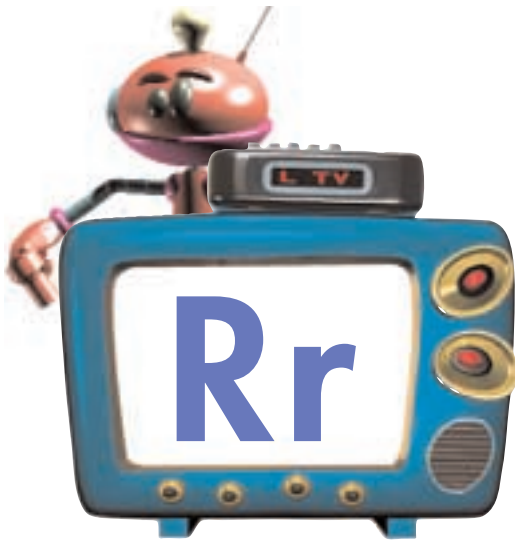
Social Studies

geography—Find Queens, NY, on a map of New York City.

Science

animals—Compare a duck and a quail. What’s the same? What’s different?





STORY SUMMARY

Peri Od reads a story in which Rosa the Rhino has accidentally flown off with Robby the Robot's famous red ruby ratchet. When she realizes what happened, she searches for the ratchet's owner, hoping to find the robot that made such fine repairs to her rocket. As in Cinderella, lots of robots line up to try the ratchet and collect the reward for repairing Rosa's rocket. But only Robby knows how to use the ratchet. When Robby finally hears about the contest and takes his turn, he is an instant hero. The other robots are jealous until Robby announces that he will share his reward (a feast of radishes, rice, and roast) and teach everyone how to use the ruby ratchet.

LETTER MUSIC SONG

*R is for rock,
R is for roll.
Rock and roll!*

Reading in Context

Peri is reading the story from a book. During the story we see Rosa's name on her rocket and a sign marking the winner's circle. During Letter Music, we see the band's name on their drum and a sign on the bowling alley.

FEATURED WORD

red



ADDITIONAL WORDS

raccoon	relax	roast
racing, raced	repair, repaired	Robby the robot
radio	repay	rock 'n' roll 🎸
radishes	rhino	rocket(s)
rain	rice	rocks
ran, run	Ricky	roof
ratchet	right	Rosa
reaches	rings	rose
really	roar	ruby
around	friends	Peri
break	more	story
dinner	never	trying
far	other	work, worked

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

letter combinations—br (break); fr (friends); tr (trying)

other “r” letter sounds—See list above.

literature—Compare this story with Cinderella.

alliteration—Red ruby ratchet; Rosa the Rhino; Robby the Robot

sequencing—Ask students to retell Robby’s tale in proper sequence, explaining what happens in the beginning, middle, and end.

CROSS-CURRICULAR CONNECTIONS

Social Skills

jealousy & sharing—Why are the other robots jealous of Robby? What does he do to make friends with them?

feelings—How does Robby feel when he loses his ratchet? What does he do to feel better?

Science

space—Saturn’s rings are made of rock

Mathematics

engineering/geometry—Let children use a ratchet. See if they can figure out how it works. Identify the shapes and count the sides of various nuts and bolts. Avoid choking hazards.





STORY SUMMARY

May and Co-co star as scientists in “Sisters in Space.” On their way to Saturn, their spaceship (S.S. Sidney) runs out of energy. Mark Question answers their distress call, but he treats them as if they were in a sailboat instead of in a spaceship. Knowing that Mark will be of little help, May solves the ship’s problem with energy from solar panels.

Reading in Context

May and Co-co read important messages and diagrams flashed on view screens inside the ship; May holds up a book labeled “science,” which she refers to as the source of her knowledge about solar energy.

FEATURED WORDS

sit
sun

LETTER MUSIC SONG

Spaceship, spaceship.

Soaring through space in a spaceship.

Spaceship.

Speeding through the sky in a spaceship.

Spaceship, spaceship.

Sailing past Saturn in a spaceship.

Spaceship.

Soaring through space in a spaceship.

**sit and sun
change to
bit and bun**



ADDITIONAL WORDS

said/says	set	solved
sail/sailing	sharks	sort
satellite	she	space
Saturn	ship	spaceship
save/saved	show	speeding [🎵]
science	shut	stars
scientist	sick	start
scream	Sidney	stop/stopped
scuba divers	signal	strap
sea	silly	stuck
sea horses	sinking	study/studied
seals	sisters	stuff
seasick	slime	submarines
seconds	slug	sun
see	smart	sure
seems	so	swim
send	soaring [🎵]	swimsuit
service	solar	switch
days	this	words
is/isn't	use	

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

compound words—spaceship, seasick, swimsuit, sailboat, seahorse

consonant combinations—sh, sl, st (see word list above)

plurals—sisters, panels, starts, days, words, etc.

-ing words—sailing, sinking, soaring, etc.

verbs and listening skills—There are lots of action words in this episode (for example, send, sit, says, swim, solve, scream, and save). See how many verbs your students hear.

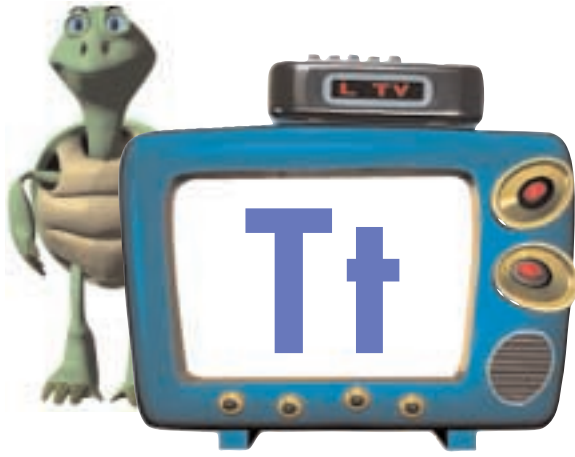
CROSS-CURRICULAR CONNECTIONS

Science

space—We learn that there is no wind in space and that once something stops, it cannot get going again without energy (inertia). Explain that solar energy comes from light being converted into electrical power.

same and different/observation skills—Compare sailing ships and spaceships. What's the same and what's different? What are ships made of?





STORY SUMMARY

In another edition of Letter TV's Story Time, May Point tells the tale of "The Town's Tall Tower." A turtle named Todd decides that his town (just outside of Toledo) needs a tall tower. With a lot of teamwork, the town builds a tower made of things that begin with T.

Reading in Context

May reads a story. Her book, a taxi, and a box of tacks are all labeled; Todd draws up a blueprint for the tower that everyone must follow.

LETTER MUSIC SONG

It's time for tea on the tabletop.

"It's time for tea," says the tick-tock clock.

Eat some toast, then brush your teeth,

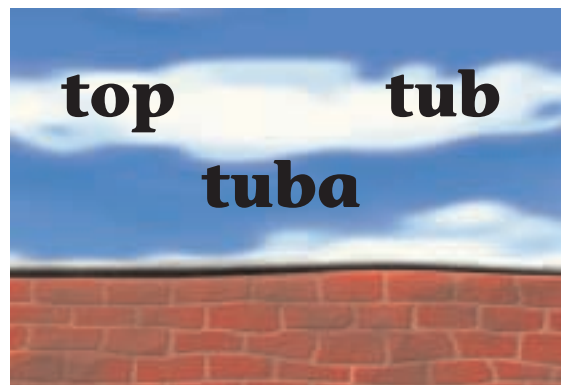
Tidy up and get some sleep.

Tired toes tap to the beat.

Today was such a treat.

FEATURED WORD

tall



ADDITIONAL WORDS

tables	telling	toes [♪]
tack	terrific	together
tail	terrifying	Toledo
tale	tick [♪]	took
tap [♪]	tidy [♪]	top
tape	time	tower
taxi	title	town
tea [♪]	to	triangles
teacher	toast [♪]	trick
team	tock [♪]	tuba
teasing	today	turkey
teeth [♪]	Todd	turtle
		TV
after	it	point
built	letter	right
but	next	story
center	out	until

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

literature—Compare the people in this town with the people in the story “Stone Soup.”

letter sounds in the middle or at the end of words—See list above.

adjectives—Challenge students to list all the words they know that mean the same thing as “tremendous” or “terrifying” or “terrific.”

homophones—tail/tale

CROSS-CURRICULAR CONNECTIONS

Mathematics

shapes—triangles

Science

physics & engineering—Build towers out of a variety of materials and discuss how each tower is different.

Social Studies

geography—Find Toledo on maps of the U.S. and Spain.

Media Literacy

What technique is used to show that Todd is thinking?





STORY SUMMARY

Mark Question is making a video about vegetables, but May, who thinks the video is about cooking vegetables, starts slicing the cast members. Mark tries to hide the veggies from May so he can finish his movie.

Break: “Commercial”

This public service announcement reminds viewers to be careful of vacuum cleaners because they can suck up unintended objects.

Reading in Context

We see segment titles, a sign on the side of the vegetable van, lots of signs on Mark’s set, and a sign for the Village Inn during the LTV Music video.

FEATURED WORDS

van
vat

LETTER MUSIC SONG

Gotta visualize watching videos.

Turn the volume up, turn it way up high.

Take a vacation at the Village Inn

And play your violin.

Very, very V!

Talkin’ ‘bout the letter V.

Very, very V!

Talkin’ ‘bout the letter

(You know we mean the letter)

Talkin’ ‘bout the letter V!



ADDITIONAL WORDS

vacation [♪]	veggies	vinegar
vacuum	very	violin [♪]
vanilla	video	visualize [♪]
vase	village [♪]	voice
vegetables	vine	
delivering	move	

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

letter sounds in the middle of words—delivering; move

vocabulary expansion—vanilla; vinegar

storytelling—Mark wants to tell a story using vegetables as the characters. Encourage your students to tell an “I am” story as if they were their favorite vegetable.

CROSS-CURRICULAR CONNECTIONS

Health

nutrition—Vegetables are a food group. How many different vegetables can your students name? Try making vegetable soup or a salad.

safety—We learn that it is important to be careful with vacuum cleaners.

Science

plants—We learn that cucumbers grow on vines. What other vegetables grow on vines?

Media Literacy

Have students make their own veggies video or help you develop a storyboard and script for a video.





STORY SUMMARY

On Letter Sports, a whale and a walrus use some dubious tactics to win a series of very silly contests, including tail wagging and whistling. When they find out that the last contest is drinking Worcestershire sauce, they agree that winning isn't everything and they declare a tie.

LETTER MUSIC SONG

Old Mr. Walrus

Whistles while he waddles along,

*Watching the whales wagging
their tails*

To the beat of the W song.

Break: "Letter News"

Comma Commentator warns viewers that water is wet and slippery.

Reading in Context

We see the competitors' corners labeled "Whale" and "Walrus." Peri scans a program to see what's coming next. Each contest and segment begins with a graphic. There are labels on the bottles of Worcestershire sauce. The LTV call letters are on the microphone.

FEATURED WORDS

win
wet



ADDITIONAL WORDS

waddles [♪]	we'll	why
wag/wagging	well	wiggle
wager	we're	will
wait	West Virginia	wily
walrus	whale	winner/winning
want/wanted	what	with
warn	whatever	wonder
watch/watching	wheelbarrow	won't
waving	when	Worcestershire sauce
way	whiff	world
we	while	worried
weasel	whine	wouldn't
week	whistle/whistling	wow
weird	white	wrong

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

“wh” combination—see word list above

contractions—won't, wouldn't, we'll, we're

-ing words—winning, wagging, waving, wiggling, whistling, watching

double consonants—wall, well, will, wheelbarrow, winner, wiggle

CROSS-CURRICULAR CONNECTIONS

SOCIAL STUDIES

food—What is Worcestershire sauce and where does it come from? What does it taste like? What is it used for?

Science

biology—We find out the Walrus has tusks, not teeth. What's the difference? What kinds of animals have tails? What are the similarities and differences between walruses and whales?

physics—What makes water slippery?

problem solving—Predict who will win. How do you know?

Social Skills

competition—Was the whale cheating when she gave the walrus crackers? How important is winning?

Health

safety—Comma Commentator warns viewers that water is slippery.





STORY SUMMARY

Co-co is assigned to tell a story using X words. She protests because she knows that there aren't many words beginning with X. But when she realizes she can use words with X in the middle or end of a word as well as at the beginning, she has no trouble coming up with a story about a fox who loves to fix things. The fox is trying to figure out how to fix a box, but he can't seem to open it. He finally cuts a hole in the side. Out crawls a lizard who thanks him for fixing the box. It turned out that what the box needed was an exit!

LETTER MUSIC SONG

*This fox plays the saxophone.
This fox plays the saxophone.
He's not an expert.
He's definitely not an expert.
But this fox plays the sax,
And it's exactly what he wants to do!
It's exactly what he wants to do!*

Reading in Context

We see the fox's name on his mailbox and he reads a note attached to the box. Co-co looks in a dictionary to find X words, the dynamite is labeled "explosive," and the lizard writes "exit" next to the hole in his box.

FEATURED WORDS

X ray
exit
box
fox



ADDITIONAL WORDS

ax
exactly 🎵
excited
expert

explode
explore
fix/fixing/fixed
saxophone/sax 🎵

six
xylophone

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

storytelling—Co-co makes up a story.

opposites—open/closed; exit/entrance

accents—The fox speaks with a French accent.

CROSS-CURRICULAR CONNECTIONS

Mathematics

geometry—The box has six sides.

Science

problem solving—How can the fox open the box without destroying it?

technology—What does an X-ray machine do?

Music

instruments—saxophone

Media Literacy

voice-overs—Can students explain who the off-camera voices belong to?

lighting and color—Help students see how lighting and color are used to indicate the end of the story.





STORY SUMMARY

Letter TV's Comma Commentator visits an artshow entitled, "Yellow, Yellow, Yellow." Here we meet Mark Question, who is showing off some of his artwork. Each work is yellow and is supposed to look like a yak, but because Mark uses yolks from an egg and yellow yogurt, the sculptures don't look like yaks at all. Finally, his final sculpture made of yellow yarn looks a lot like a yak, which is not surprising because Mark has covered an actual yak in the yarn!

LETTER MUSIC SONG

*[yodeling]: Yode Yohoo Yode Yohoo
Yode Yo*

*Yesterday, you yodeled, you
yodeled yesterday.*

*I said yesterday, you yodeled, you
yodeled yesterday.*

*Yode Yohoo Yode Yohoo Yode Yo
Yode Yohoo Yode Yohoo Yode Yo*

Reading in Context

Each sculpture has a title plaque.

FEATURED WORDS

yo-yo
yuck



ADDITIONAL WORDS

yak	yes	yolk
yard	yesterday	you
yarn	yikes	your
yawn	yodel 🎵	you're
year	yoga	yucky
yellow	yogurt	
enjoy	really	

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

alliteration—Check the sculpture titles: Yellow Yak Doing Yoga; Yak in Yard; Yak of Yarn.

adjectives—Color is an adjective. Besides yellow, what other colors do students see?

past tense—The song in this episode is “Yesterday You Yodeled.” Have students listen for other examples of past tense.

homophones—Can students identify the difference between your and you're?

CROSS-CURRICULAR CONNECTIONS

Science

nutrition—Egg yolks are from the protein group and yogurt is from the dairy group.

Science

animals—Where do yaks live? Would covering one with yarn be a good idea?

chemistry—What is producing the odor coming from Mark's egg yolk sculpture?

Art

sculpture—abstract and realistic

paintings—See if you can identify famous paintings in the background.

color—yellow

Social Skills

persistence—When Mark's first sculpture isn't successful, he keeps trying.





STORY SUMMARY

Comma is searching for Z animals at the zoo, which, despite May Point's efforts to correct him, he thinks is a country. Their exchange is interrupted by a bizarre noise. Comma searches for the sound's source, only to discover that it is Mark Question. Mark is crying because Z is the last letter of the alphabet. He thinks this means that no one will watch them any more.

Reading in Context

We see signs at the zoo pointing the way to animals that include "z" in their names.

FEATURED WORD

zoo

LETTER MUSIC SONG

Zebras at the zoo, running in zig-zags.

All they want to do is run in zig-zags!

Zebras at the zoo, running in zig-zags.

All they want to do is run in zig-zags!

Zee zee zee zee (etc.)



ADDITIONAL WORDS

bizarre	puzzle	zig
buzz	zag	zillion
lizards	zebra	zoom

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

alphabet—Z is identified as the last letter of alphabet. Let students recite the alphabet to confirm this fact.

S makes Z sound—noise

singular/plural and listening skills—After viewing the program, see if your students can make a list of all the animals that Mark encounters at the zoo, using both the singular and plural for each animal. Don't forget to include animals that you see on screen but that aren't included in the dialogue. Then review the program together and let children check their lists.

prefix "re"—rerun

CROSS-CURRICULAR CONNECTIONS

Social Studies

geography—What's the definition of country?

map skills—Arrows point the way at the zoo. What do they mean on street signs or on a map?

Mathematics

Mark discovers that viewers can watch each LTV show a zillion times in reruns. How many is a zillion?

Science

problem solving—What is making the sound that Comma hears? What sounds do animals (zebras, lizards, bees) make?

Media Literacy

The program defines rerun. Can your students identify when they have seen a rerun on TV? Can they give an example?





STORY SUMMARY

Comma, who is on an African adventure, runs into Norton the archeologist, who is trying to find the animal that swiped his apple. After ruling out an ape, a crocodile (which he thinks is an alligator), and some ants, the skeptical Norton finds out that an alien ate his apple! The alien tries to make up for eating Norton's apple by offering him some asparagus.

LETTER MUSIC SONG

Apes and ants do a dance.

An alien eats an apple.

A, what can I say?

A, what can I say?

Reading in Context

The ant's shirt says "army."

FEATURED WORD

apple



ADDITIONAL WORDS

adventure	Amy	archeologist
Africa/African	an	are
after	and	army
Al	animals	ask
alien	ants	asparagus
alligator	ape	ate
dance 🎵	say	what
eat	today	
nature	want	

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

long and short vowel sounds—Compare ape and apple.

nouns and listening skills—Name the things that Norton thought ate his apple.

CROSS-CURRICULAR CONNECTIONS

Social Studies

geography—Locate the continent of Africa. Review the difference between a continent and a country.

foods—apple, asparagus

careers—What is an archeologist?

Science

animals—What is the difference between an alligator and a crocodile?

problem solving—What kinds of animals would want an apple?

Social Skills

accusations—Al the crocodile and Amy the ant object to being blamed for something they didn't do.

helping—How did the ape help Norton? How did the ant help the ape?

apologizing—How did the alien try to make up for eating Norton's apple?





STORY SUMMARY

Mark Question has mistakenly featured a turtle in his movie about eggs until he learns that not everything that has a shell is an egg. Then he tries to film a light bulb, only to learn that not everything that has a bright yellow center is an egg.

Reading in Context

The video frame flashes the word “recording” and we see lots of signs on the set (including “The End”). Mark reads Peri’s book, *Eggs, Eggs, Eggs!*, to find out more about eggs (although when we leave him, he’s holding the book upside down!).

LETTER MUSIC SONG

*Eight enormous elephants
Eating eggplants.
Everyone is watching them,
Enjoying their dance.
Electric eels and earthworms
Play with eensy-weensy ants.*

FEATURED WORD

eggs



ADDITIONAL WORDS

earthworms 🎵
easily
easy
eat
eels 🎵
eensy-weensy 🎵

eggplants 🎵
electric 🎵
elephants
end
enjoying 🎵
enormous 🎵

even
evening
exactly
exciting
excuse
exit

center
letter
make

movie
set
shell(s)

take
them
yellow

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

silent “e”—take, make

long and short “e”—See word lists above.

sequencing—What does Mark try first? Second? Third?

CROSS-CURRICULAR CONNECTIONS

Science

problem solving—compare the similarities and differences among an egg, a turtle, and a light bulb.

biology—Mark asks, “What exactly does an egg do?” We learn that eggs have yellow centers and hard but fragile shells.

Media Literacy

Mark is making a movie and yells “action!” What job does he have?





STORY SUMMARY

As host of “Incredible Eating,” Peri Od encounters some strange restaurants.

Break: “Letter News”

Comma’s report on the pending arrival of insect ice hockey is a little too late.

Reading in Context

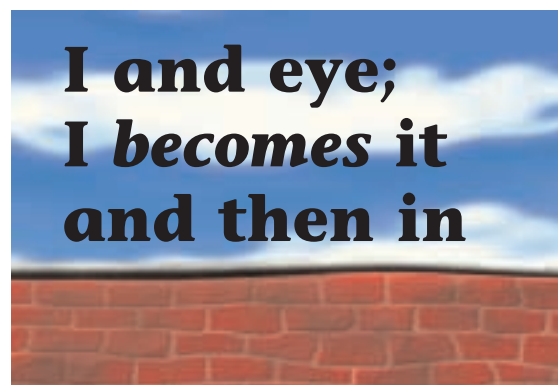
Peri reads menus, and each restaurant has a sign and flyers on the wall. Comma is identified by his nameplate and he waves an “Insects” pennant.

LETTER MUSIC SONG

*Mr. I and Mrs. It,
Made for each other, a perfect fit!
Well, he’s long and lean,
And she’s short and small.
But they dance mighty fine at the
evening ball.
Yeah, yeah, yeah. Ooh, ooh, ooh.*

FEATURED WORD

ice



ADDITIONAL WORDS

I, I'd, I'll, I'm	incredible	invited
ice cream	ingredient	iron
igloo	Inkie's	Irving
iguana	insect	is
ill	inspector	it
imagine	interesting	Italian
in	into	item
coming	fit	time
eating	things	while
episode	think	
find	this	

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

contractions with I—I'd, I'll, I'm

-ing words—See list above.

long and short I sounds—See list above.

vocabulary expansion—igloo

tense—There are lots of examples of future tense in restaurant settings (for example, “I will have . . .”). See how many instances of future tense your students can identify.

homophones—I and eye

CROSS-CURRICULAR CONNECTIONS

Mathematics

Review money values by looking at prices on the menus.

Science

physics—Why does the ice monster on the island melt? What does ice become when it melts?





STORY SUMMARY

Peri introduces Coco to a new game show, “Od’s Opposites,” in which contestants have to find opposites that use the letter O in order to keep Bob the Octopus from being dunked in the dunking booth. Bob hopes they fail.

Reading in Context

The game show participants have nameplates, and opposites are labeled (e.g., on/off switch; the game board; stairs go up and down).

LETTER MUSIC SONG

O, like a circle you are round.

O, like a hole in the ground.

Round as the moon or a birthday balloon.

O, how I like the way you look.

O, lots of food we’ll cook.

We’ll put it here on this plate,

Like an O it is shaped.

I said O!

FEATURED WORD

out



ADDITIONAL WORDS

ocean	octopus	oh
octagon	off	opposites
around	found	moon 🎵
balloon 🎵	ground 🎵	no
Bob	hello	round 🎵
Coco	hole 🎵	so
cook 🎵	how	those
down	job	
dropped	look 🎵	

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

opposites—The program defines the term and gives examples: off/on, out/in, up/down.

riddle—Why does the octopus prefer the ocean over water?

long and short O sounds—See list above.

letter combinations—oo, ou, ow

rhymes—around/found/ground/round; look/cook; balloon/moon

vocabulary expansion—“oct” as a prefix for things with eight (an octopus has eight arms; an octagon has eight sides)

CROSS-CURRICULAR CONNECTIONS

Mathematics

shapes—octagon; O is in the shape of a circle. Ask students to hunt for octagons and circles in your classroom and neighborhood.

numbers—eight

Science

animals—Why is the octopus disappointed when Coco gets the answer right?

Media Literacy

This episode is designed as a game show. What other game shows do your students know? What distinguishes game shows from other genres of television programs?





STORY SUMMARY

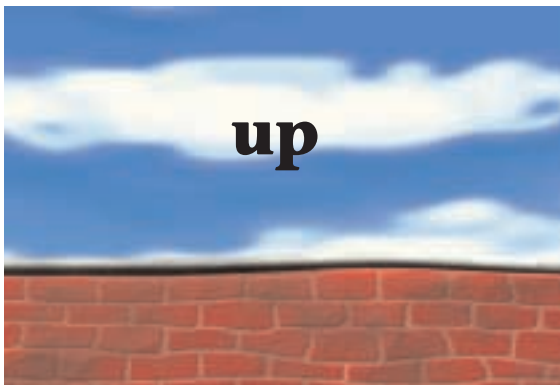
It seems that everything reporter Mark Question touches turns into underwear. When Dr. Ulysses from Ukraine University investigates this unusual phenomenon, Mark accidentally turns him into underwear, too!

Reading in Context

There are lots of things to read at the university, including signs, blackboards, and books.

FEATURED WORD

up



LETTER MUSIC SONG

There's a unicorn

[Unicorn:] I'm a unicorn!

Living underground.

[Unicorn:] I live underground.

Doesn't need an umbrella.

[Unicorn:] It never rains.

He just plays his ukelele.

[Unicorn:] With the utmost care.

He's a unique, up-to-date, unusual unicorn.

[Unicorn:] I'm a unicorn.

He's a unicorn.

[Unicorn:] I'm a unicorn.

He's a unicorn.

ADDITIONAL WORDS

ugly	underground 🎵	university
ukelele	understand	unlucky
Ukraine	underwear	until
Ulysses	undo	unusual
um	unfortunate	up-to-date 🎵
umbrella	unicorn 🎵	use/used
unbelievable	unicycle	utmost 🎵
under	unique 🎵	
could	our	turn/turned
jumped	question	you
just	touch/touches	your

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

literature—Compare this story with the King Midas myth.

prefix “un”—Means “not”: unbelievable, unfortunate, unusual, unlucky

letter combination—“ou” (see list above); “qu” - question (also see Q episode)

CROSS-CURRICULAR CONNECTIONS

Social Studies

geography—Locate Ukraine.

Science

real & pretend—Are there really unicorns?

experiments—Can people really turn things into underwear? How would your students test someone who made that claim to see if it was true?

thinking skills—What are the advantages and disadvantages of Mark’s unique ability?

Media Literacy

point of view—See if your students can spot shots that are from Mark’s point of view.

Art

patterns—Because everything Mark touches turns into underwear, we see some boxer shorts with some pretty strange patterns. What patterns would your students make?

