



Letter TV II

Consonant Combinations

Teacher's Guide



DESTINY
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INTRODUCTION

Letter TV II'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 letter combinations 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 II'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 II* does.

- It combines phonemic awareness with a whole language approach that presents letter combinations 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 combination 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 typeface and font, much as they would encounter them in the real world. Background signs carefully highlight the featured letter combination 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 to promote "active" viewing:

- **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 pair 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 pair 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 letter combinations and their sounds, let children make letter combinations 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 combination but are not named in the dialogue. See if your students can spot these items.

- Use *Letter TV II* to practice listening skills by asking students to listen for particular items (for example, ask, “How many different animals were mentioned?”).
- Use *Letter TV II* to practice sequencing by having students re-tell each episode’s story. Use the *Letter TV II* feltboard patterns found at www.lettertv.net to facilitate storytelling.

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 II*.

- **Featured Letter Combination**
- **Story Summary:** This section gives a brief review of the episode’s narrative.
- **Reading in Context:** By modeling real life examples of reading, *Letter TV II* 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 II* a print-rich environment.

- **Breaks:** 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.
- **Featured Words:** Every episode contains a few sight words that flash as they are said.
- **Brick Wall:** In each show, the featured letter combination and its sound is introduced on the “Brick 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 “Brick Wall” on a portion of your bulletin board. Each time you show a new episode, post the “Brick Wall” words on the board as a reminder.



- **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 combination. This section provides the lyrics. You'll also notice that the songs are written in a variety of music styles.
- **Media Literacy:** Use *Letter TV II* to encourage students to develop media literacy skills by conducting an informal discussion of the media literacy skill stressed in an episode. For example, when May Point teaches Mark Question about trick photography in the CH episode, ask your students to describe movies or TV programs they've seen that contained trick photography, such as stories about space ships, dinosaurs, or superheroes. Ask them to explain how they think the "tricks" might have been done.
- **Additional Words:** 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 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.

The Additional Words list sometimes contains words in which the letters are found in the middle or at the end of the word.

- **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 letter combinations, the stories on *Letter TV II* 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

Comma Commentator reports on the annual slug and sloth race in Sleepyville. Mark Question, Peri Od, and May Point discuss the race as Mark watches the event on TV and Peri reads about it in the newspaper.

Reading in Context

Peri reads information about the contest in the newspaper, Co-Co reads a fan mail letter, signs at the contest site include "Sleepyville Population 2 1/2" and "Slow and Steady Wins the Race."

FEATURED WORDS

sled
slow

LETTER MUSIC SONG

The slithering sloth

(the slithering sloth)

And the slimy slug

(slimy slug)

Had a race on the slopes of Sleepyville

(of Sleepyville).

The sloth was slow

(the sloth was slow)

The slug was slaphappy

(the slug was slaphappy)

Slippin' and slidin' around.



MEDIA LITERACY

replay—Can your students identify what a replay is? What is it used for? What kinds of programs usually contain replays?

media comparison—In this episode, Mark is watching TV and Peri is reading the newspaper. Each kind of media provides the information in different ways. Describe some of the ways a newspaper gives better information, and some ways the TV is better.

ADDITIONAL WORDS

asleep	slimy	slowpokes
slaphappy	slipped	slug
sled	slippery	slump
Sleepyville	slipping 🎵	slurp
slew	slithering 🎵	slurping
slide	slopes	slushy
sliding 🎵	sloth	
slim	slow	

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

literature—Compare this story with “The Tortoise and the Hare.”

adjectives—Slippery and Slimy Slugs, Slow-n-Steady Sloths

letter writing—Have your students write a letter to Destoons like Mark Question did in this episode.

CROSS-CURRICULAR CONNECTIONS

Social Studies

population—What does *population* mean? How can you measure it?

Science

animals—Compare slugs and sloths. How are they alike? How are they different?



STORY SUMMARY

Mark Question is confused. He thinks the chicken he sees on TV is huge, when it's really only a small chick. May Point explains that things aren't always as they appear on TV. She shows Mark that by using different camera angles and zooming in and out, we can change the way something looks.

Reading in Context

Various signs in the background throughout—Chapel Church sign, cheese, chip, and chess signs during Chop Chop Theatre, and Chop Chop Theatre sign. Also, the word “cooler” is written on a cooler.

Break

Co-Co Lynn presents Chop Chop Theatre. In this segment, Co-Co chops things that have the /ch/ sound: a chip, a chess set, and cheese.

FEATURED WORDS

chick
chips

LETTER MUSIC SONG

*Chompin' on chicken,
Chewin' on cheddar cheese.
Chuckle at the dancing
chimpanzees at the Chop
Chop Theatre.*

*Chewin' on cherries,
And chunky chocolate chips.
Chuckle at the dancing
chimpanzees at the Chop
Chop Theatre.*

**chip, chick,
and chase
are shown**

MEDIA LITERACY

trick photography—May Point makes the chicken look small and large just by adjusting the camera.

ADDITIONAL WORDS

chance	chewy	chomping
change	chick	chop
channel	chicken	chuckle
chase	chief	chunks
cheddar	chilling	chunky🎵
cheese	chimpanzees🎵	church
cherries	chips	
chewing	chocolate	

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

alliteration—chicks like chunks of cheddar cheese more than chocolate chips, not to chase chickens or change the channel, etc.

simile—Mark tells May to “run like the wind.”

fact and fiction—May explains to Mark several times that things aren’t always as they appear on TV.

CROSS-CURRICULAR CONNECTIONS

Social Studies

globe—What is a globe? Show your students a globe and locate where they live.

Science

chickens—What do chickens really eat?

Health

movement—Dance with the chimpanzees during the Letter TV song.





STORY SUMMARY

Deputy Comma Commentator and Sheriff Peri Od help stop a stagecoach and stampede of steers started by a stranger named Stinky.

Reading in Context

Comma reads a book labeled “Stomb Stone Book of the Law” and the town is filled with signs. Comma uses a stop sign to try to stop the stampede.

FEATURED WORDS

stop
stew

MEDIA LITERACY

zoom in and zoom out—The beginning of this episode focuses on close-ups and wide shots.

Point out dialect, clothing, set, and props.

LETTER MUSIC SONG

*Standin' at the station,
Starin' at the stars in the sky
(yee haw).*

*Standin' at the station,
Starin' at the stars in the sky
(oh yeah).*

*Standin' at the station,
Hope the stagecoach stops to pick
me up tonight.*

stare and stack
change to
snare and snack

ADDITIONAL WORDS

stable	state	stirrup
stagecoach	station 🎵	stole
stallions	steady	stolen
stampede	steaks	Stomb Stone
standing	stealing	stomach
standoff	steers	stove
stars	stepped	stranger
started	stew	strap
startled	Stinky	stuck
starved	stir	stump

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

alliteration—stolen stagecoach started the stampede, stopping the stagecoach by wrapping his stallion stirrup strap around a stump, etc.

vocabulary extension—standoff

appropriate words—Is it all right to use the word “ain’t” in a cowboy movie?

CROSS-CURRICULAR CONNECTIONS

Social Studies

careers—sheriff and deputy

Social Skills

apologizing—Stinky apologizes for starting the stampede.

standoff and compromise—Sheriff Peri and Stinky have a disagreement about whether to eat steak or stew. May Point offers a compromise. Help students understand what a compromise is and how making steak stew solved the problem.

Science

experiments—Can people really get stuck to a stagecoach on a piece of gum?



STORY SUMMARY

Shifty Captain Peri, first mate Co-Co, and Comma all look for golden treasure as they sail on the Shush ship along with some pirate sheep that need to be sheared.

Reading in Context

The pirate ship is labeled "Shush," Peri looks at a map, another boat is labeled "Showboat," and Comma reads map directions to find the treasure.

FEATURED WORDS

ship
shell

LETTER MUSIC SONG

*You gotta shake your shoes.
Shake 'em, you got nothing to lose.
You can shimmy,
You can shake.
Don't be sheepish,
You're gonna be great!
Shine above, then shimmy on down.
You can do it all,
Just shake it around!
You gotta shake your shoes.
Shake 'em, you got nothing to lose.*

**ship and shin
change to
chip and chin**

MEDIA LITERACY

past, present, future—Look at the clothing and props to discover the time in which a story is set.

ADDITIONAL WORDS

shaggy	sheep	ship
shallow	sheepish 🎵	shiver
shame	shell	shore
shampoo	sherbet	shouldn't
shamrock	shifty	shove
shaped	shimmering	shovel
sharks	shimmy 🎵	shoveling
shave	shin	shush
shear	shine 🎵	

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

vocabulary—What does *shallow* mean?

double consonants—shallow, shimmy, and shimmering

CROSS-CURRICULAR CONNECTIONS

Science

animals—Why do people shear sheep? What are some things made from wool?

Social Studies

map skills—Peri uses a map to help find the golden treasure. Have your students make a map from their classroom to the gym, playground, or another area of the school.



STORY SUMMARY

Co-Co begins to read a story for Letter TV Story Time called “The Brave Cowboy and the Brown Bronco.” She is interrupted by the announcer and is encouraged to browse the set. She browses to see Comma painting a bronco brown and Mark Question helping Peri Od become a brave cowboy.

Reading in Context

Co-Co reads from a story-book. There are several books on bookshelves, the words “brown paint” written on a paint can, a wet paint sign, and various other signs throughout the Letter TV song.

Break

May reports that workers in Braxton make a bridge out of bread. The bread bridge broke and fell into the Peanut Butter River below.

FEATURED WORDS

brown
brave

LETTER MUSIC SONG

Let's break for brunch.

Let's break for brunch.

Brilliant idea,

Mixing breakfast with our lunch!

I'll bring the breakfast,

'Cause you brought the lunch.

We'll all eat together,

And call it a brunch.

Let's break for brunch.

Let's break for brunch.

Brilliant idea,

Mixing breakfast with our lunch!

Let's break for brunch!

**brown and brave
change to
crown and crave**

MEDIA LITERACY

set—When people act on a stage, TV show, or movie, there are different sets or background scenes. Notice the different sets in this episode. In the beginning, we see May Point in a chair, reading a book. We see her walk to the next set, which is a Wild West background. What other sets can your students find in this episode?

ADDITIONAL WORDS

bracelet	breakfast 🎵	brother
brag	breed	brought 🎵
brain	bridge	brown
brand	brief	browse
brave	brilliant	brunch 🎵
bravo	broccoli	brush
Braxton	broke	brushing
bread	bronco	brute
break	broth	

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

adjectives—white bronco, brown bronco, brave cowboy, brief break, etc.

word meanings—Discuss the different meanings of the word “set.”

portmanteau words—brunch

CROSS-CURRICULAR CONNECTIONS

Mathematics

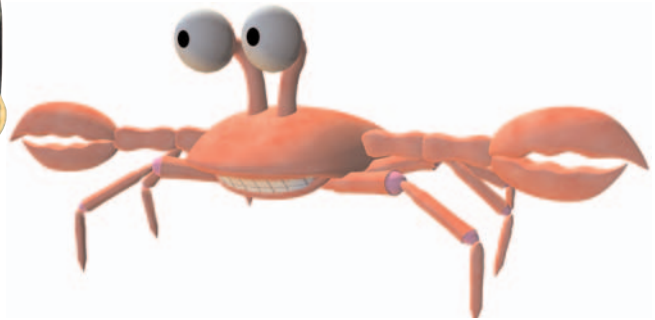
time—Ask your students what time they think someone would eat brunch. If brunch is sometime between breakfast and lunch, what time would that be? Would it be in the A.M. or P.M.?

Social Studies

geography—The Letter News break comes from Braxton, Mississippi. Can your students find Mississippi on the map of the United States? Can your students find Braxton?

Health

nutrition—Broccoli is a vegetable. How many different vegetables can your students name?



STORY SUMMARY

Letter News takes you to Crazy Critter's Crab House, where Mark Question makes a misleading commercial about his crab and crawfish restaurant. Crows and cranes are angry that Mark wants to sell them croissants instead of crab and crawfish.

Reading in Context

Comma Commentator and May Point have nameplates in front of them at the news desk, Comma stands in front of the sign "Crazy Critter's Crab House," someone holds a "Free the Crabs" sign in the background, and another sign advertises crabs and croissants.

LETTER MUSIC SONG

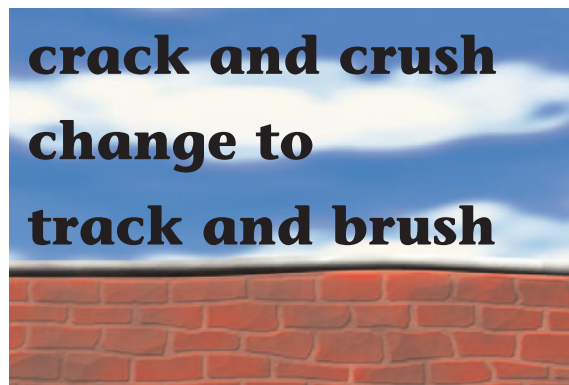
*At the Crispy Critters Crab House.
At the Crispy Critters Crab House.
We'll be eatin' crawfish
At the Crispy Critters Crab House.
We'll be eatin' crispy crabs
At the Crispy Critters Crab House.
Come on down
To the Crispy Critters Crab House.*

FEATURED WORDS

crab
crow
crane

MEDIA LITERACY

truth in advertising—Students get an explanation of the importance of being truthful when telling people about a business.



ADDITIONAL WORDS

crabby
crabs
cranes
cranky
crate
crave
craving
crawfish

crazy
creepy
crisp
crispy 🎵
critters
crocodile
croissants
crook

cross
crowd
crows
cruel
crumb
crunch
cry

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

vocabulary extension—Describe a croissant.

alliteration—crave crisp crabs and crawfish, Crazy Critter’s Crab House, etc.

vocabulary—How are the words *crack* and *crush* alike? How are they different?

CROSS-CURRICULAR CONNECTIONS

Mathematics

story problem—Write this problem on the board for you students: Mark sold 1 crate of crabs and crawfish to the crocodile for \$5.00. He was able to buy 2 crates of croissants for \$4.25. How much money did he have left?

Science

animals—Discuss with your students the similarities and differences between crows and cranes.





STORY SUMMARY

Co-Co and Comma are Spectacular Spies who have found out the Earth is in danger. The Spider is using a special ray to pull two giant meteors from space. The meteors will spatter Spain if Co-Co and Comma don't stop them.

LETTER MUSIC SONG

*Spiraling down,
Round and round,
The spy spins to the ground.*

Reading in Context

Spaniel School is written on the board, Spectacular Spies is written inside the globe, "The Spider" and "Have A Good Day" are written as they discuss The Spider, and thought bubbles with names of different villains pop up as Comma thinks of the different villains he would rather deal with instead of The Spider.

FEATURED WORDS

spatter
speak

MEDIA LITERACY

special effects—Peri points out to Mark that May didn't really jump out of an airplane. This is called a special effect. It looks like May jumped out of an airplane, but she didn't. Can your students think of TV shows or movies that have special effects?

**spear and spot
change to
smear and slot**

ADDITIONAL WORDS

space	special	spiral
spaghetti	specks	spiraling [🎵]
Spain	spectacular	spoken
spaniel	sped	sponge
spare	speed	spooky
spark	spider	spoon
sparkler	spies	spot
sparrow	spins [🎵]	spring
spatter	spinach	spy
speak	spinning	

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

alliteration—Spectacular Spies, spatter Spain, spiral down at a spectacular speed, special spyglasses, etc.

verbs—speak, see, spatter, stop, spring

sequencing—What happens in the beginning, middle, and end of the Spectacular Spy story?

CROSS-CURRICULAR CONNECTIONS

Social Skills

etiquette—Peri requests Mark to speak softly in a movie theater.

Science

animals—spiders

meteors—Show students pictures of meteors and discuss how most meteors burn up as they speed through the air.

Social Studies

geography—Co-Co and Comma are afraid the giant meteors in the story will spatter Spain.





STORY SUMMARY

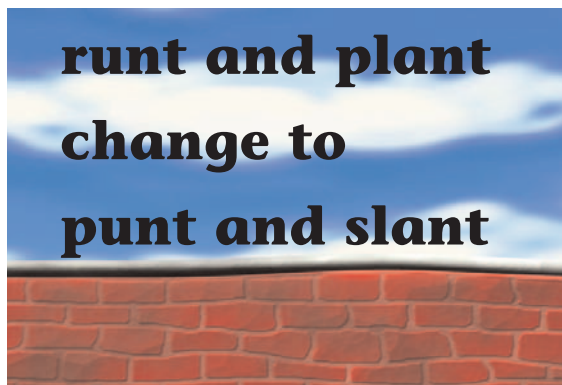
Mark Question can't find any words in the English language that begin with NT, so he wants to do the show in Ntulcan (a made-up language in which all words start with NT). May Point suggests doing her play, called "The Little Plant Who Could." Peri Od likes that idea better.

Reading in Context

Mark picks up an open English dictionary, Peri holds up a magazine ad called "Rent a tent for fifty cents," and May places a script called "The Little Plant Who Could" on Peri's magazine.

FEATURED WORDS

want
bent



LETTER MUSIC SONG

*I wouldn't, 'cause I shouldn't,
But I can't anyway.*

No I haven't and I mustn't.

Didn't I tell you already?

No I don't!

*And I won't, 'cause I couldn't,
There's no way.*

No there isn't!

*And there mustn't be more
wouldn'ts I would say.*

No there can't!

*And there won't be more
wouldn'ts people say.*

No more wouldn'ts!

*'Cause there shouldn't be
more wouldn'ts anyway.*

MEDIA LITERACY

TV show versus play—Mark wants to do a TV show. May and Peri decide to do a play. Discuss how a TV show and a play are different. How are they the same?

special effects—Mark’s space show uses special effects.

scripts—May has a script for the play that shows exactly what the actors are going to say.

ADDITIONAL WORDS

ant

bent

can’t

cents

couldn’t

didn’t

haven’t

mustn’t

patient

plant

presents

rent

runt

shouldn’t

silent

slanted

tent

want

wouldn’t

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

rhyme—runt/punt and slant/plant

literature—fairy tales

CROSS-CURRICULAR CONNECTIONS

Mathematics

money—Ask your students to name different ways to make fifty cents. (50 pennies, 2 quarters, 5 dimes, etc.)

Science

seeds—Discuss with your students what seeds need in order to grow.

Health

nutrition—Have students compare what they need in order to grow with what a seed needs in order to grow.





STORY SUMMARY

Letter TV News takes you to Clifton Beach, where Peri Od reports about a clam that is clinging to the cliff. Clive the Cool Cat, Clifford the Lobster, and many others help to rescue the clam.

Reading in Context

Comma Commentator and May Point have nameplates in front of them at the news desk.

FEATURED WORDS

clam
clip

MEDIA LITERACY

news clips—May explains that a clip is something that is recorded and then played later.

LETTER MUSIC SONG

*Climbing up, close to the top.
Clawing up, clinging to the rock.
Climbing up, up into the clouds,
Clinging to the cliff.
It's a long way down.
Climb. Climb. Climb.
Don't look at the clock.
Climb. Climb. Climb.
Clinging to the rock.
Climb. Climb. Climb.*

**clock and clap
change to
flock and flap**

ADDITIONAL WORDS

clam	clerk	clocks
clamped	cliff	clogging
clan	Cliffon	clouds
clap	Cliffod	clover
Clara	climate	clown
claw	climb 🎵	club
clawing 🎵	climbing 🎵	clumps
clay	clinging	clumsy
clean	clip	cluster
clear	Clive	clutching

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

alliteration—clam clinging to the cliff, clan of clogging clocks, etc.

foreign language—What does Peri’s greeting, “*Bonjour*,” mean?

CROSS-CURRICULAR CONNECTIONS

Mathematics

counting—How many creatures helped to save the clam?

Health

safety—Comma reminds viewers that putting yourself in danger—even if it’s to help someone—usually just causes more trouble. Making emergency phone calls to 911 or the operator is safer.

Social Studies

climate—Peri says that the climate is perfect at Cliffon Beach. What is *climate*?





STORY SUMMARY

Skip is a mink who likes to skate. He skates and bonks his head, then looks for someone to blame. First he blames a skink, then a skunk, and then some chicks. In the end, he finds out that it's all his own fault.

Reading in Context

Skelly's Skating Rink sign is shown, a statue that says "SKIP—Greatest Skater Seen," May Point shows a skink in a big book about animals, the skunk's truck is labeled "Skunky Skisker-Lunk," and a fudge bar is labeled.

LETTER MUSIC SONG

*Skate and Ski,
Ski and skate.*

*Don't take risks,
don't be late.*

*Please don't ask,
Just stay on task.*

FEATURED WORDS

skid
skunk

MEDIA LITERACY

narrator—A narrator reads the main poem in this Letter TV segment. Explain that a narrator is someone in a TV show or movie

skid and skunk are "sk" words that are shown.

scale and scare are "sc" words that make the /sk/ sound.

whom you hear but don't see, such as the narrator of the Letter Wall segments in Letter TV.

ADDITIONAL WORDS

ask 🎵	skid	Skisker-Lunk
risks 🎵	skidded	skull
skated	skink	skunk
skating	skip	Skunky
ski 🎵	Skippie	task 🎵

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

rhyme—SK is a poem that rhymes. What are some rhyming words in this poem?

same sounds—The letters SK and SC sometimes make the same sound.

CROSS-CURRICULAR CONNECTIONS

Mathematics

telling time—The skunk has trouble telling time. Practice telling time with your students.

Science

animals—May finds a skink in a book. Where else could she find out what a skink is (computer, ask a parent, teacher, zookeeper)?

Social Skills

nicknames—Skip has a couple of nicknames in the poem. Have your students listen for the different nicknames for Skip (Skating Skip, Skipkie).





STORY SUMMARY

Co-Co Lynn and Peri Od bring us Letter TV Sports. Mark Question reports on Racing around Saturn's Rings. Mark interviews a duckling with a broken wing in a sling. The duckling speaks slang. He is racing a ship called "The Sting."

Reading in Context

Peri Od and Co-Co Lynn have nameplates at the Letter TV Sports desk, "Racing around Saturn's Rings" logo is shown, "Sting" is painted on the duckling's ship, many signs are shown throughout race, and Peri holds a program for the race.

LETTER MUSIC SONG

*In the jungle amongst the tangled trees,
I found a running spring,
A watering kind of thing.
It made me want to sing.
I sang an exciting song,
And the flamingos, they sang along.*

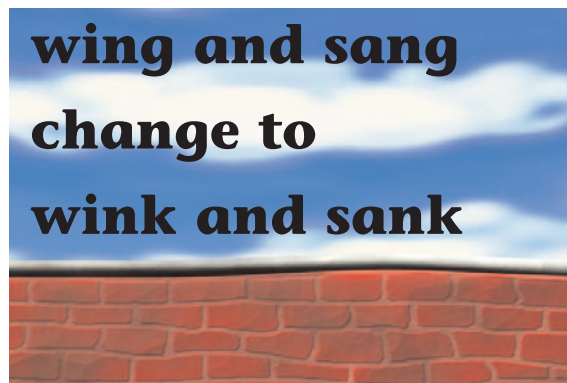
*Amongst the shading trees,
A sparkling spring had sprung.
I sang an exciting song,
And the flamingos, they sang along.*

FEATURED WORDS

ring
wing

MEDIA LITERACY

sports/racing program format—Compare this format



to other show formats (news, documentary, drama, etc.). Mention that this format follows a pattern. The hosts introduce the racers, report on the race, and then interview the racer.

live action versus replay—Discuss the difference between action being shown as it happens and action shown as a replay.

ADDITIONAL WORDS

along🎵	lightning	thing
amongst🎵	racing	traveling
anything	rings	watching
bang	running🎵	waving
clanging	sing🎵	wing
clinging	singing	winning
duckling	slang	yang
everything	sling	ying
flamingos🎵	song🎵	zagging
flinging	speaking	zigging
gaining	spring🎵	zing
hatchling	starting	Zing-Zang
jungle🎵	sting	Zung
laughing	tangled🎵	

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

slang—What are some examples of slang?

rhyme—Ask your students which words rhyme in this sentence: The duckling with a broken wing in a sling will be flying “The Sting.”

foreign language—What does “*numero uno*” mean?

CROSS-CURRICULAR CONNECTIONS

Mathematics

score—In the background as the race is about to start, we see a scoreboard. Ask your students to explain how they would keep score of this race.

Social Skills

persistence—The duckling keeps on going, even though others are laughing. He gets a little discouraged when he loses the race, but Co-Co reminds him that he did his best.

Science

space—We learn that Saturn has rings. What other planets have rings?





STORY SUMMARY

Letter News reports that Team Thunder helped Clive the Cool Cat remove a thorn from his paw. A thirsty thief is on the loose, thieving drinks, especially Thistle Juice. Team Thunder is called to the rescue again. Will they find the thirsty thief drinking Thistle Juice?

Reading in Context

Comma Commentator and May Point have nameplates at the news desk, a Thistle Juice can is shown many times, Comma is shown in front of a weather map, TH words scroll across a screen as the weather map is shown, and Mark Question is in front of Theodore's Theater.

Break

Letter TV is brought to you by Thistle Juice.

LETTER MUSIC SONG

There are thousands of things to think about,

When the thought of camping enters my mind.

A Thermos when I'm thirsty,

Filled with milkshakes thick and thin.

Seems like every time I'm camping,

Threatening thunderclouds roll in.

There's a thousand things to think about,

When I'm headin' for the woods.

Think I'll bring along my raincoat,

Yes, that thought is sounding good.

Thank you!

thorn and three

change to

torn and tree

when you remove the "h"

FEATURED WORDS

think
thanks

MEDIA LITERACY

point-of-view—When the thirsty thief runs up to Co-Co, the camera shows what he sees as if he were wearing the camera as glasses.

program genres—This episode contains a commercial. Have your students come up with something silly—like Thistle Juice—that they want to sell. Encourage them to make a commercial to sell their product.

flashback sequence—The duck tells the story about the thirsty thief trying to take his Thistle Juice while a scene shows how it happened.

ADDITIONAL WORDS

thank 🎵
thankful
the
theater
their
Theodore
there
thermometer
Thermos 🎵
thick

thief
thieving
thin 🎵
think 🎵
thirsty
thistle
thorn
thoroughly
thought 🎵
thoughtful

thousands 🎵
threaten
threatening 🎵
three
thunder
thunderclouds 🎵
thundershowers
thunderstruck
weather
with

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

homophones—their, there, and they're

CROSS-CURRICULAR CONNECTIONS

Mathematics

reading a thermometer—Comma says to “keep your eye on the thermometer—it’s going to be hot today.”

Science

weather—thunderstorm safety

environment—Peri throws his empty juice can into a recycling container.





STORY SUMMARY

Mark Question does Letter Sports while Peri is at the Whistling Whittlers Convention. Mark reports on whales with wheels as Co-Co argues that whales don't have wheels.

Reading in Context

Mark Question switches the nameplate on the desk from Peri to Mark, Mark holds up a brochure from the Whistling Whittlers Convention and a sign that says "Whales with Wheels," and May reads from a book about whales.

FEATURED WORDS

why
what

**whir and whine
change to
stir and shine**

LETTER MUSIC SONG

*(Whoa! That's whacked out!
Look over there! Oh! Look at
that!)*

*I see a whale poppin' a wheelie.
(Who?)*

*A whale poppin' a wheelie.
(What?)*

*A whale poppin' a wheelie.
(Where?)*

*A whale poppin' a wheelie.
(Why?)*

*Whales pop wheelies 'cause
they think they're fun,*

*While riding their bikes in the
mid-day sun.*

ADDITIONAL WORDS

whacked[♪]
whales
wham
what[♪]
wheelbarrow
wheelchair
wheelie[♪]
wheelies
wheels

where[♪]
while
whimper
whimsical
whining
whistling
white
whittlers
whittling

who[♪]
whoa
whoop
whoopee
whoosh
whooshed
whopper
why

ADDITIONAL LANGUAGE ARTS OPPORTUNITIES

literal comprehension questions—who, what, when, where, why

comic strip words—whoosh, whoomp, wham, whoa, whoopee

auditory discrimination—/wh/ versus /w/—whale/wail, whine/wine, where/wear, whether/weather

CROSS-CURRICULAR CONNECTIONS

Mathematics

calculator—Mark Question uses a calculator to solve a whale/wheelchair equation.

Science

animals—Viewers learn that whales have fins and tails to help them whoosh in the water.

