



**TRIAD**  
Educational Systems  
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## **THE LETTER FRIENDS™ PROGRAM**

**A multi-sensory letter identification experience**

Dear Teachers,

The Letter Friends™ Program was designed with you in mind. My desire is that you will find this program easy to use and helpful in your classroom as you meet the needs of many different learning styles and levels of your students.

Letter Friends™ will introduce the line segments (vertical, horizontal, diagonal, and curved) presented as personalities. The story and modeled practices will enable the students to FEEL, HEAR, and SEE how to make lines and letters. Each student will learn how the letters are formed in a fun and practical way. Students will practice writing all upper and lower case letters, as well as hearing the sound each letter makes. The program incorporates many required state and district standards for literacy.

The assembly of each unit is designed to be quick and easy.

Unit One: The CD-ROM is easy to follow, even for the first time computer user. The program includes classroom masters to assist in follow up activities to support the line and/or letter that was selected on the CD-ROM.

The method of introduction of each letter will encourage practice, memory skills, and concepts that will be easy for the child to recall in many different applications.

Thank you for choosing Letter Friends™. I am confident that your students will enjoy it!

Sincerely,

Carol A. Collum  
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## The Letter Friends™ Program: Unit One

### Program Materials

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#### Interactive Letter Friends™ CD-ROM

- ♦ Interactive story, The Lines Who Became ABC Letter Friends
- ♦ Modeled practice for line segments
- ♦ Modeled practice for the Letter Formation Booklet
- ♦ Modeled practice of making the sounds for each letter

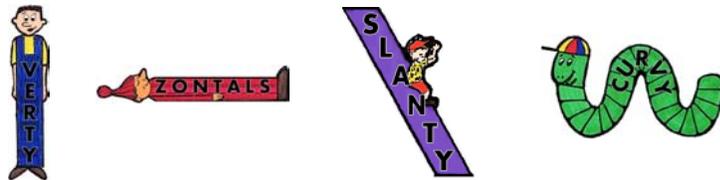
#### Letter Formation Booklet

- ♦ Practice pages for line segment personalities
- ♦ Practice pages for all upper and lower case letters as supplement to modeled lessons on the CD-Rom

### Visual Features of Print

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The interactive Letter Friends™ CD-ROM introduces the student to line segments (vertical, horizontal, diagonal, curved) presented as personalities. These personalities are first introduced in the short story, The Lines Who Became ABC Letter Friends.



These line personalities draw the student's attention to the visual features of print. When Unit One is presented in proper scope and sequence, the student will be able to FEEL, HEAR, and SEE how to make lines and form letters. The student will have the opportunities to :

- ♦ Label line segments using personalities from the story.
- ♦ Identify and describe line segments in environment, clothing, and letters.
- ♦ Reproduce line segments
- ♦ Use line segments to describe and form letters.

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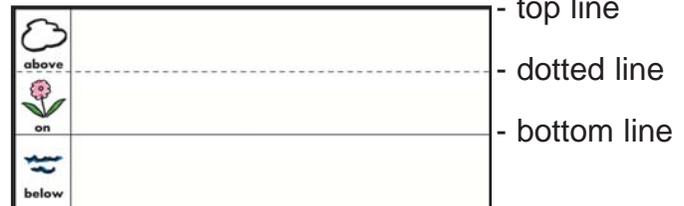
## The Letter Friends™ Lesson Plan

1. In order to be successful with the interactive CD-ROM, the teacher must guide the students through the first section. The teacher prescribes the order of lessons (example: Lesson on Vertical Lines or Letter A). The practice writing lessons on line personalities are recommended first.
2. The teacher will provide instruction for the use of the Letter Formation pages located in the Letter Formation Booklet as necessary.
3. The students learn to identify the positioning using pictures and line locations

cloud: up above the  
earth

flower: on the ground

water: down below  
the ground



4. The students will first listen and interact with the story on the CD-ROM and then select the practice lesson in the Letter Formation Booklet. These lessons give the student many opportunities to label, identify, describe, and reproduce line segments and letters using the materials. The teacher will determine the order and amount of time to be allowed with each lesson.
5. The students carefully practice using the Letter Formation Booklet along with the modeled lesson on the CD-ROM.
6. The teacher monitors the progress and number of lessons each student is allowed to practice in the Letter Formation Booklet.

### **Extended Activities**

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1. The teacher may introduce line personalities Verty, Zontals, Slanty, and Curvy to the class. Students may color and cut out the personality and tape it to an appropriate line in the environment. (Example: Verty on a vertical side of a door frame, table leg, or side of chalkboard).
2. Attention can be drawn to the lines in student's clothing. The students find lines somewhere in their clothing and sing the personality songs with movements from the story on CD-ROM.
3. Students reproduce lines with their bodies and sing songs from the CD-ROM.

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## TEKS Correlation

The Letter Friends™ Program links with T.E.K.S. (Texas Essential Knowledge and Skills) in the following subchapters.

### **§110.2 English Language Arts and Reading, Kindergarten**

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#### TEKS

- (5) Reading/print awareness. The Student demonstrates knowledge of concepts of print. The student is expected to:
  - (B) know that print moves left-to-right across the page and top-to-bottom (K-1)
  - (E) know the difference between capital and lowercase letters (K-1)
  
- (7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:
  - (A) name and identify each letter of the alphabet (K-1)
  - (C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1)
  
- (10) Reading/literary response The students respond to various texts. The student is expected to:
  - (A) listen to stories being read aloud (K-1)
  - (B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1)
  - (C) respond through talk, movement, music, art, drama, and writing to variety of stories and poems in ways that reflect understanding and interpretations (K-1)
  - (D) describe how illustrations contribute to the text (K-1)
  
- (14) Writing/spelling/penmanship. The student develops the foundation of writing. The student is expected to:
  - (B) write each letter of the alphabet, both capital and lowercase (K)
  - (D) write messages that move left-to-right and top-to-bottom on the page (K-1)
  - (E) gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke (K).

### **§126.2 Technology Applications**

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- (b) Knowledge and skills.
  - (1) Foundations. The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:
    - (A) use technology terminology appropriate to the task
    - (B) start and exit programs as well as create, names, and save files



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## TEKS Correlation (cont.)

### Prekindergarten Guidelines - Technology Applications

Children learn the basic functions of the computer and related technologies. They develop techniques for handling and controlling various input devices, and become increasingly confident and independent users of age-appropriate software programs. The child:

- ◆ Starts, uses, and exits software programs
- ◆ Uses a variety of input devices, such as mouse, keyboard, etc.
- ◆ Begins to use technical terminology, such as "mouse," "keyboard," etc.
- ◆ Follows basic oral or pictorial cues for operating programs successfully
- ◆ Enjoys listening to and interacting with storybooks and information texts in electronic form
- ◆ Uses a variety of software packages with audio, video, and graphics to enhance learning experience (e.g., improving vocabulary, increasing phonological awareness).

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