

**EXERCISE 1 Actions – Prepositions****1. Let's see how fast we can do some actions.****a. Everybody, hold your hand on your knee.**

(Hold your hand on your knee. Signal.)

b. (Point to a boy.) Look at him. What is he**doing? (Signal.) Holding his hand on his knee.****Say the whole thing about what he is doing. (Signal.) He is holding his hand on his knee.****c. Look at me. What am I doing? (Signal.)****Holding your hand on your knee.****Say the whole thing about what I am doing.**

(Signal.) You are holding your hand on your knee.

d. What are you doing? (Signal.)**Holding my hand on my knee.****Say the whole thing about what you are doing. (Signal.) I am holding my hand on my knee.****e. (Repeat steps a through d until all children's responses are firm.)****2. Let's do some more.****a. Everybody, hold your hand over your knee.**

(Signal. Hold your hand over your knee.)

What are you doing? (Signal.) Holding my hand over my knee.**Say the whole thing about what you are doing. (Signal.) I am holding my hand over my knee.****b. (Point to a girl.) Look at her. What is she doing? (Signal.) Holding her hand over her knee.****Say the whole thing about what she is doing. (Signal.) She is holding her hand over her knee.****c. Look at me. What am I doing? (Signal.) Holding your hand over your knee.****Say the whole thing about what I am doing. (Signal.) You are holding your hand over your knee.****3. (Repeat part 2 until all children's responses are firm.)****d. Again. (Signal. Respond with children.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.****2. All by yourselves.****a. Say the days of the week. (Signal. Do not respond with children.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.****b. (Repeat step a until all children can say the days.)****Individual Turns**

(Repeat part 2, calling on different children.)

**EXERCISE 2 Information – Days of the Week****1. Let's do the days of the week.****a. Everybody, how many days are there in a week? (Signal.) Seven.****b. My turn. I'll say the days of the week.****Listen. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.****I said the days of the week.****c. Listen. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.****Say all the days of the week with me.****(Signal. Respond with children.) Sunday,****Monday, Tuesday, Wednesday, Thursday,****Friday, Saturday.**

1. Look at these pictures.

- a. (Point to a.) What is this? (Touch.) A man.
- b. (Point to b.) What is this? (Touch.) A woman.
- c. (Point to c.) What is this? (Touch.) A boy.
- d. (Point to d.) What is this? (Touch.) A girl.

2. Now we're going to talk about what they are doing. Some of them are clapping.

- (Point to a.) What is he doing? (Touch.) Clapping.
- (Point to b.) What is she doing? (Touch.) Clapping.
- (Point to d.) What is she doing? (Touch.) Clapping.

3. (Touch a, b, and d.) What are they doing?

(Touch.) Clapping.

Say the whole thing. (Touch.) They are clapping.

- Again. (Touch.) They are clapping.

(Repeat until all children's responses are firm.)

4. (Point to c.) What is he doing? (Touch.)

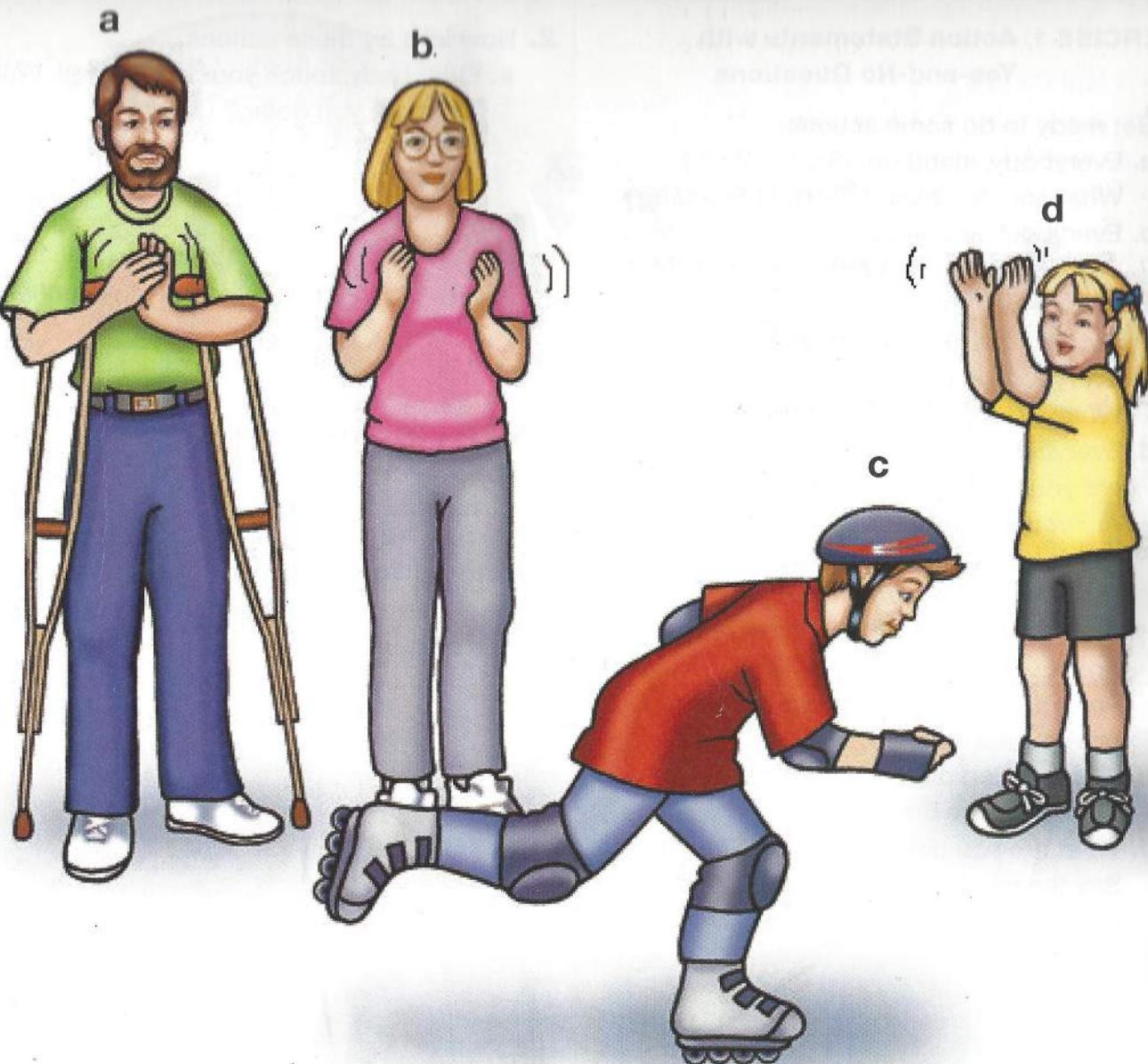
Rollerblading.

Say the whole thing. (Touch.) He is rollerblading.

5. (Repeat parts 3 and 4 until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children to answer questions.)



EXERCISE 4 Opposites Big/Not Big

1. Look at these balls. Let's find the balls that are big.

- a. (Point to a.) Is this ball big? (Touch.) Yes.
- b. (Point to b.) Is this ball big? (Touch.) No.
- c. (Point to c.) Is this ball big? (Touch.) Yes.
- d. (Point to d.) Is this ball big? (Touch.) No.

(Repeat until all children's responses are firm.)

2. Let's talk about these balls.

- a. (Point to a.) Is this ball big? (Touch.) Yes.
Say the whole thing. (Touch.) *This ball is big.*

- b. (Point to b.) Is this ball big? (Touch.) No.
Say the whole thing. (Touch.) *This ball is not big.*

- c. (Point to c.) Is this ball big? (Touch.) Yes.
Say the whole thing. (Touch.) *This ball is big.*

- d. (Point to d.) Is this ball big? (Touch.) No.
Say the whole thing. (Touch.) *This ball is not big.*

3. (Repeat part 2 until all children's responses are firm.)

Individual Turns

(Repeat part 2, calling on different children for each step.)



a



b



a



EXERCISE 3 Opposites – Full/Empty

1. Some of these bowls are full. Some of these bowls are empty.

I'll point to each bowl. Say full if it is full. Say empty if it is empty.

a. (Point to a. Touch.) **Full.**

b. (Point to b. Touch.) **Empty.**

c. (Point to c. Touch.) **Full.**

d. (Point to d. Touch.) **Empty.**

(Repeat steps a through d until all children's responses are firm.)

2. (Point to b.) Listen.

• Is this bowl full? (Touch.) **No.**

Say the whole thing. (Touch.) *This bowl is not full.*

• Is this bowl empty? (Touch.) **Yes.**

Say the whole thing. (Touch.) *This bowl is empty.*

(Repeat part 2 until all children's responses are firm.)

3. (Point to c.) Listen.

• Is this bowl full? (Touch.) **Yes.**

Say the whole thing. (Touch.) *This bowl is full.*

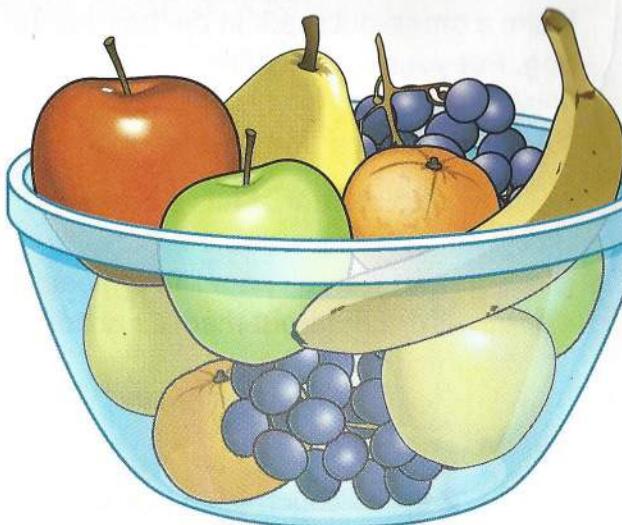
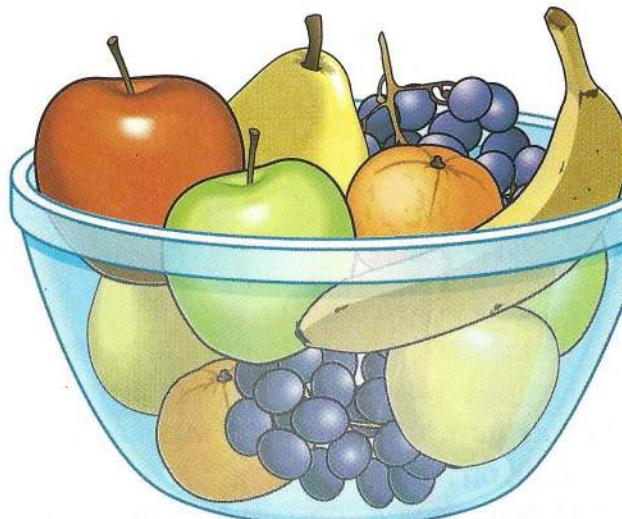
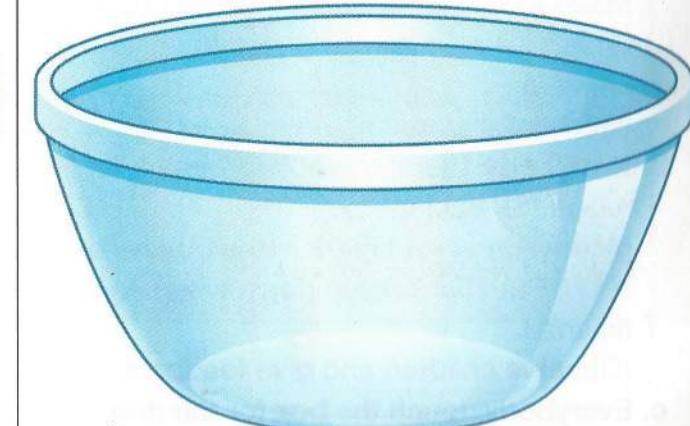
• Is this bowl empty? (Touch.) **No.**

Say the whole thing. (Touch.) *This bowl is not empty.*

4. (Repeat part 3 until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)

**a****b****c****d**

1. You learned the parts of an elephant.

- a. (Circle the elephant with your finger.)
Everybody, what is this? (Touch.)
An elephant.
- b. (Point to the tusks.) **These are tusks. What are these?** (Touch.) *Tusks.*
 (Point to the ears.) **These are ears. What are these?** (Touch.) *Ears.*
 (Repeat until all children's responses are firm.)

2. Get ready to tell me the parts of the elephant.

- a. (Point to the tail.) **What is this part?**
 (Touch.) *A tail.*
 (Point to the legs.) **What are these parts?**
 (Touch.) *Legs.*
 (Point to the head.) **What is this part?**
 (Touch.) *A head.*
 (Point to the trunk.) **What is this part?**
 (Touch.) *A trunk.*
 (Point to the body.) **What is this part?**
 (Touch.) *A body.*
 (Point to an ear.) **What is this part? (Touch.)**
An ear.
 (Point to a tusk.) **What is this part? (Touch.)**
A tusk.
- b. (Repeat step a until all children's responses are firm.)

3. Get ready to say the whole thing about what an elephant has.

- a. (Point to the legs. Pause. Touch.)
An elephant has legs.
 (Point to the trunk. Pause. Touch.)
An elephant has a trunk.
 (Point to the head. Pause. Touch.)
An elephant has a head.
 (Point to the body. Pause. Touch.)
An elephant has a body.
 (Point to the tail. Pause. Touch.)



(Point to the ears. Pause. Touch.)

An elephant has ears.

(Point to the tusks. Pause. Touch.)

b. (Circle the elephant.) **And what's the whole object called? (Touch.)** *An elephant.*

c. (Repeat steps a and b until all children's



EXERCISE 7 Review

1. Look at the picture. (Do not touch the objects.)

a. One of these dogs is on the car. What is that dog doing? (Signal.) *Sleeping.*

Yes, sleeping.

b. One of these dogs is in front of the car. What is that dog doing? (Signal.) *Eating.*

Yes, eating.

c. One of these dogs is sitting at the table. What is that dog doing? (Signal.) *Reading a book.*

Yes, reading a book.

2. Listen to me.

a. My turn. Which dog is sleeping? The dog on the car.

Your turn. Which dog is sleeping? (Signal.)
The dog on the car.

b. My turn. Which dog is eating? The dog in front of the car.

Your turn. Which dog is eating? (Signal.)
The dog in front of the car.

(Repeat part 2 until all children's responses are firm.)

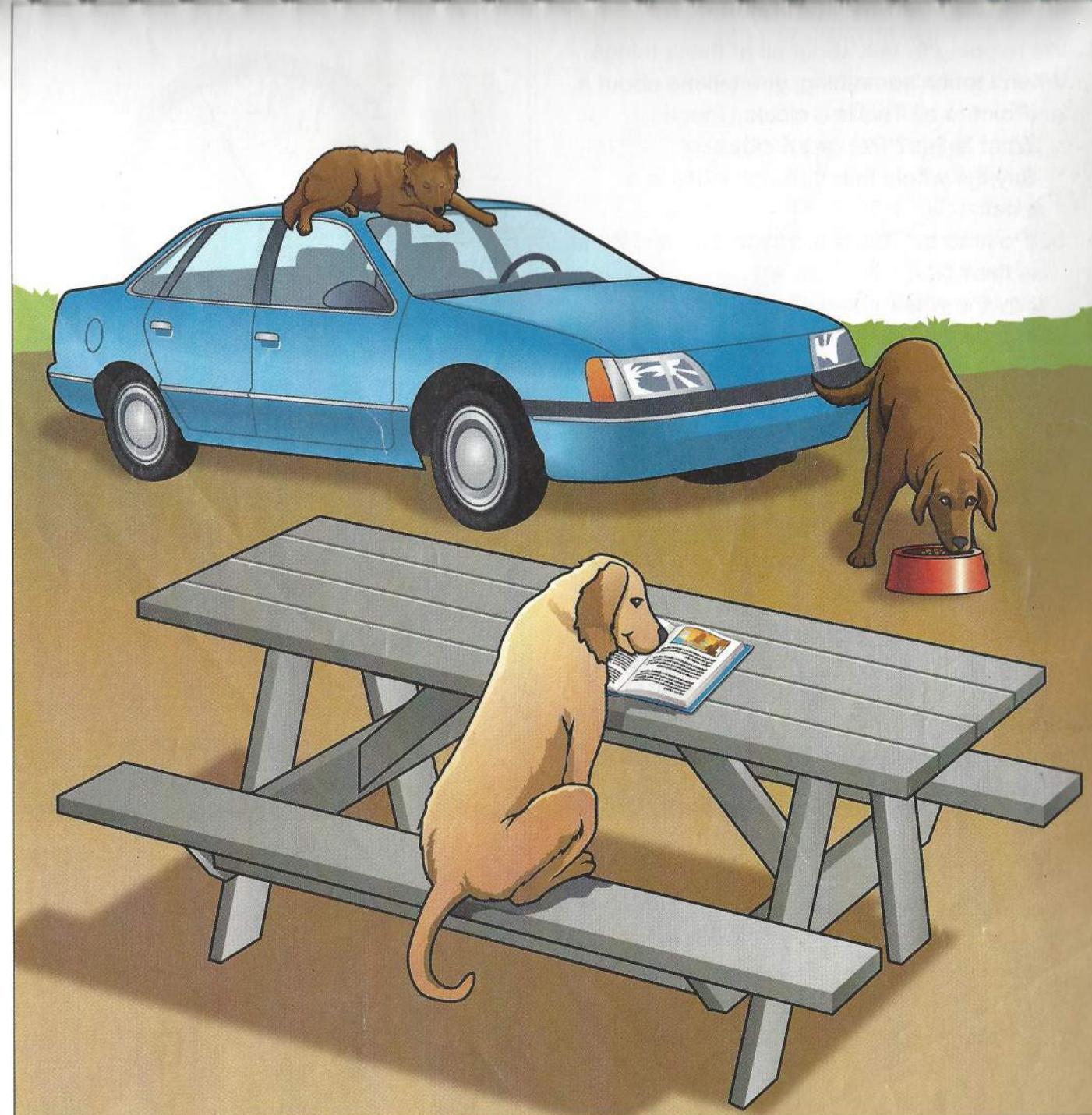
3. (Call on different children to answer the following questions.)

Have you ever seen a dog read a book?

How would you tell the dog on the car to wake up?

What would you tell the dog in front of the car to do?

(Praise all reasonable responses.)



EXERCISE 5 Review

1. Look at the picture. (Do not touch the objects.)
 - a. One of these girls is on the horse. Where is the girl? (Signal.) *On the horse.*
Yes, on the horse.
 - b. One of these girls is in front of the horse. Where is that girl? (Signal.) *In front of the horse.*
Yes, in front of the horse.
 - c. One of these girls is reading a book. That girl is on the grass. Where is that girl? (Signal.) *On the grass.*
Yes, on the grass.
2. We're going to talk about the girls again.
 - a. My turn. Which girl is reading a book? *The girl on the grass.*
Your turn. Which girl is reading a book? (Signal.) *The girl on the grass.*
 - b. My turn. Which girl is standing? *The girl in front of the horse.*
Your turn. Which girl is standing? (Signal.) *The girl in front of the horse.*
 - c. My turn. Which girl is sitting? *The girl on the horse.*
Your turn. Which girl is sitting? (Signal.) *The girl on the horse.*
 - d. Which girl is reading a book? (Signal.) *The girl on the grass.*
Which girl is standing? (Signal.) *The girl in front of the horse.*
Which girl is sitting? (Signal.) *The girl on the horse.*
3. (Repeat part 2 until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children to answer questions.)



★ EXERCISE 1 Actions—Pronouns

1. It's time for some actions.
 - a. Everybody, touch your arm. (Signal. Wait.)
What are you doing? (Signal.) *Touching my arm.*
 - b. Everybody, hold your hand in front of your chin. (Signal. Wait.)
What are you doing? (Signal.) *Holding my hand in front of my chin.*
 - c. Everybody, touch your hair. (Signal. Wait.)
What are you doing? (Signal.) *Touching my hair.*
 - d. Everybody, touch your elbow. (Signal. Wait.)
What are you doing? (Signal.) *Touching my elbow.*
 - e. Everybody, touch your wrist. (Signal. Wait.)
What are you doing? (Signal.) *Touching my wrist.*
2. (Repeat part 1 until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)

★ EXERCISE 2 Information—Days of the Week

1. Let's do the days of the week.
 - a. Everybody, how many days are there in a week? (Signal.) Seven.
Say the whole thing. (Signal.) *There are seven days in a week.*
 - b. Again. (Signal.) *There are seven days in a week.*
(Repeat step b until all children's responses are firm.)
 - c. Get ready to say all the days of the week.
(Signal. Do not respond with children.)
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
2. (Repeat part 1 until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children to answer questions.)

★ EXERCISE 3 Concept Application

1. We're going to solve a problem about dogs. Only one dog will run. You're going to figure out which dog will run.
 - a. Listen. The black dog will run. Listen again. The black dog will run. Everybody, say the rule about the black dog. (Signal.) *The black dog will run.*
 - b. Again. (Signal.) *The black dog will run.*
(Repeat step b until all children can say the sentence.)
 - c. Let's use the rule. Remember, only one of these dogs will run. Which dog will run?
(Signal.) *The black dog.*
Yes, the black dog will run.
(Turn the page quickly.)

2. Remember, only one dog will run. Which dog will run? (Signal.) *The black dog.*

Yes, the black dog.

a. (Point to a.) Is this dog black? (Touch.) No.
So will this dog run? (Touch.) No. ●

b. (Point to b.) Is this dog black? (Touch.) Yes.
So will this dog run? (Touch.) Yes.
This dog is black, so it will run.

c. (Point to c.) Is this dog black? (Touch.) No.
So will this dog run? (Touch.) No.

3. Let's talk some more about these dogs.

• (Point to dog b.) This dog is black. So,
what else do you know about this dog?
(Touch.) *This dog will run.*
Yes, this dog will run.

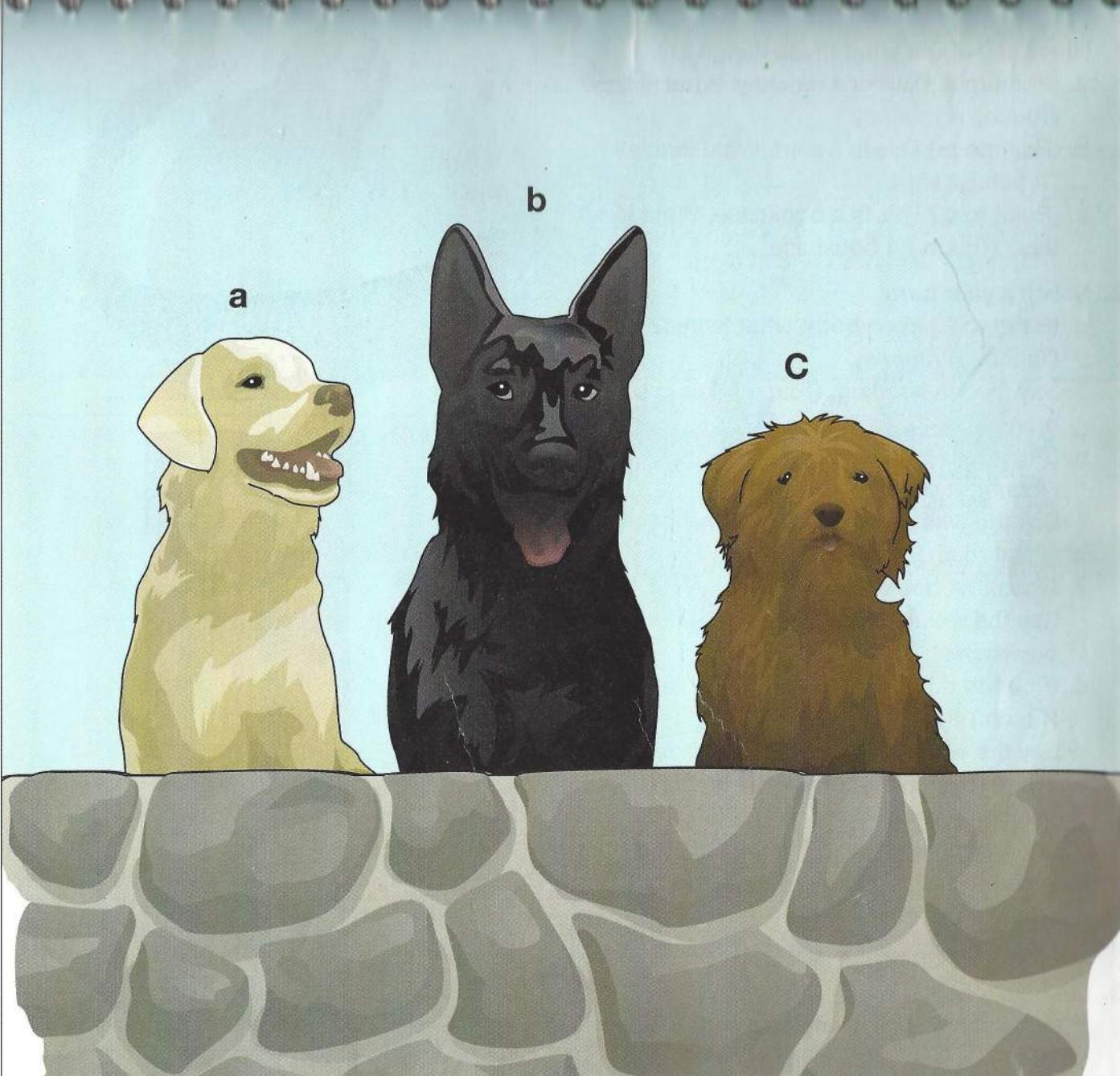
• (Point to dog a.) This dog is not black. So,
what else do you know about this dog?
(Touch.) *This dog will not run.*
Yes, this dog will not run.

• (Point to dog c.) This dog is not black. So,
what else do you know about this dog?
(Touch.) *This dog will not run.*
Yes, this dog will not run.

4. We'll do some more.

a. (Call on a child.) Show me the dog that will run. (The child should point to the black dog.)

b. Let's see if you are right.
(Turn the page quickly.)



CORRECTIONS

EXERCISE 3

● Error

(Children say Yes.)

Correction

Remember the rule: The black dog will run.
(Point to dog a.) Is this a black dog? (Touch.) No.

This dog is not black, so it won't run.
(Repeat part 2 of the exercise.)

EXERCISE 5 Concept Application
(cont.)

5. (Do not point to the picture.)

- Everybody, look at the picture. Tell me which dog is running. (Signal.) *The black dog.*
- Say the whole thing. (Signal.) *The black dog is running.*

6. Listen.

a. (Point to a.) Is this dog running? (Touch.)

No.

b. (Point to b.) Is this dog running? (Touch.)

Yes.

c. (Point to c.) Is this dog running? (Touch.)

No.

7. Listen again.

• (Point to dog a.) What is this dog doing?
(Touch.) *Sleeping.*

Say the whole thing. (Touch.) *This dog is sleeping.*

• (Point to c.) What is this dog doing?
(Touch.) *Eating.*

Say the whole thing. (Touch.) *This dog is eating.*

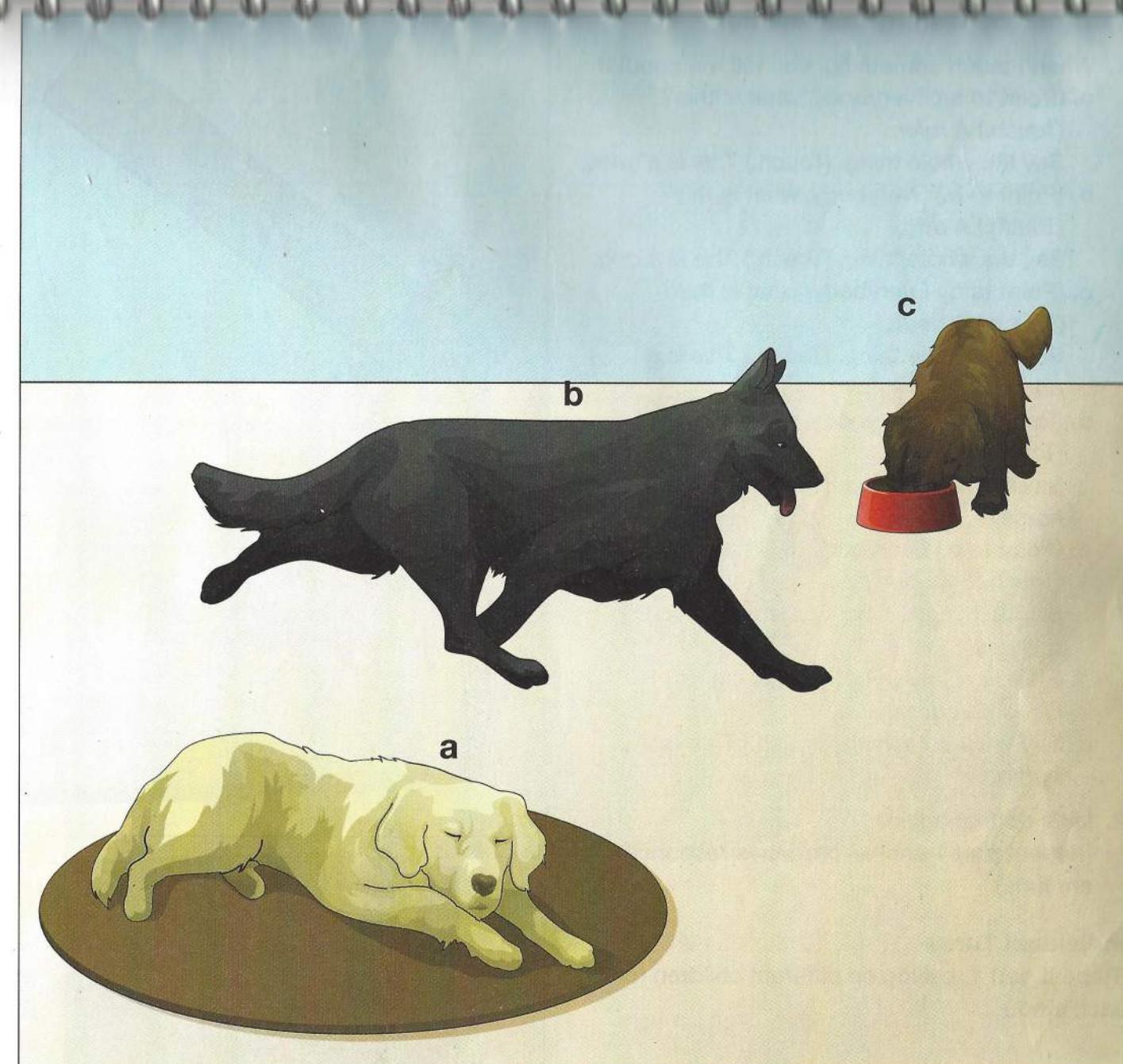
8. (Call on different children.)

• Do you like dogs?

• What kind of trick would you teach a dog?
(Praise reasonable responses.)

Individual Turns

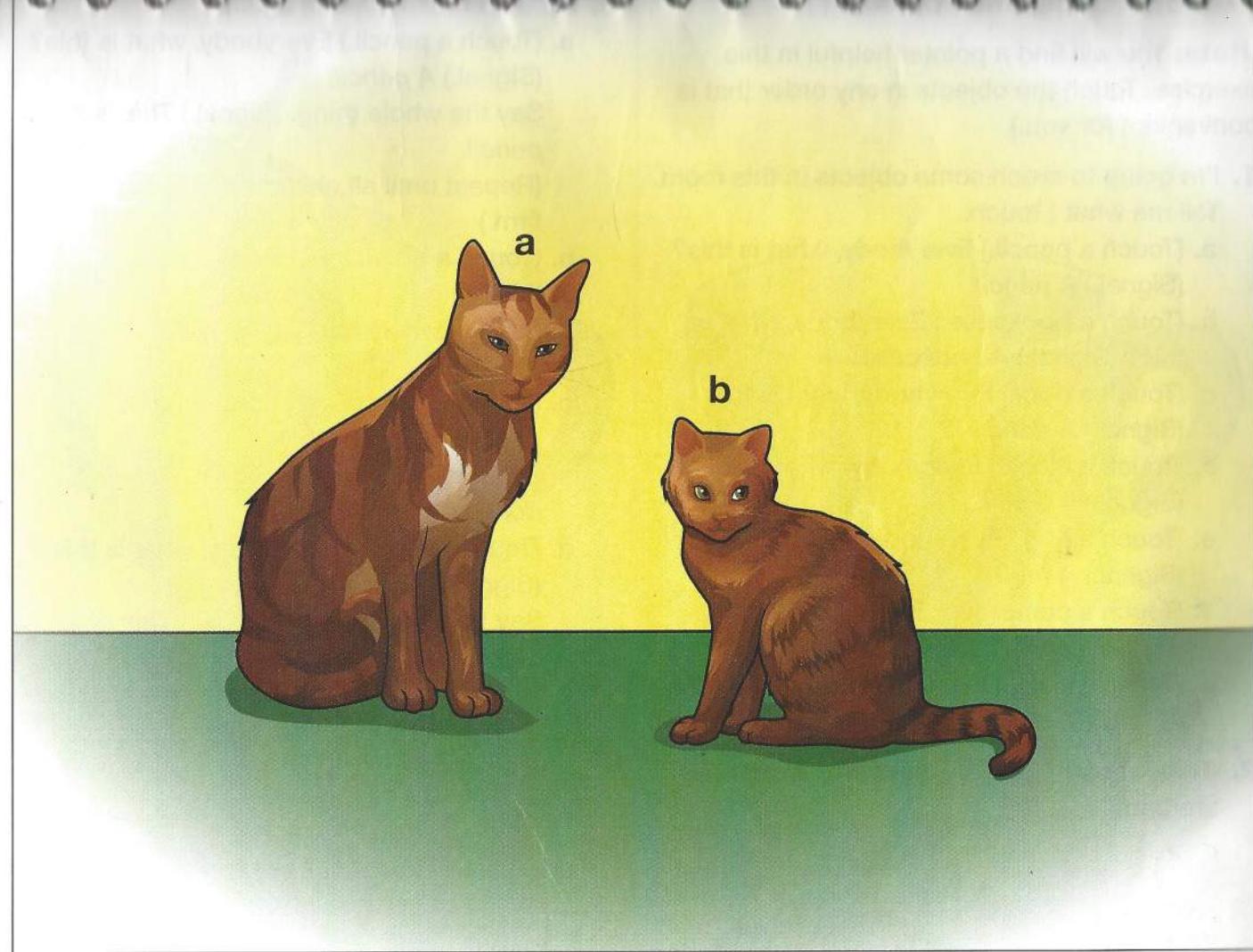
(Repeat parts 5 through 7, calling on different children for each question.)



1. We're going to talk about big and small.
 - a. (Point to a.) Is this cat big? (Touch.) Yes.
Say the whole thing about this cat. (Touch.)
This cat is big.
 - b. (Point to b.) Is this cat big? (Touch.) No.
So this cat is small. Say the whole thing
about this cat. (Touch.) *This cat is small.*
2. I'll point to each cat. Say **big** if it is big. Say **small** if it is small.
What are you going to say if it is big? (Touch.)
Big.
What are you going to say if it is small?
(Touch.) *Small.*
 - a. (Point to a. Touch.) *Big.*
 - b. (Point to b. Touch.) *Small.*
(Repeat steps a and b until all children's responses are firm.)
3. Let's talk about these cats some more.
 - a. (Point to a.) Is this cat big? (Touch.) Yes.
 - b. (Point to b.) Is this cat big? (Touch.) No.
So this cat is small.
Say the whole thing about this cat. (Touch.)
This cat is small.
4. (Repeat part 3 until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)



1. Some of these cups are full. Some of these cups are empty.

I'll point to each cup. Say *full* if it is full.

Say *empty* if it is empty.

a. (Point to a. Touch.) *Full*.

b. (Point to b. Touch.) *Empty*.

c. (Point to c. Touch.) *Empty*.

d. (Point to d. Touch.) *Full*.

(Repeat steps a through d until all children's responses are firm.)

2. (Point to b.) Listen.

- Is this cup full? (Touch.) No.

Say the whole thing. (Touch.) *This cup is not full*.

- Is this cup empty? (Touch.) Yes.

Say the whole thing. (Touch.) *This cup is empty*.

- (Repeat until all children's responses are firm.)

3. (Point to d.) Listen.

- Is this cup full? (Touch.) Yes.

Say the whole thing. (Touch.) *This cup is full*.

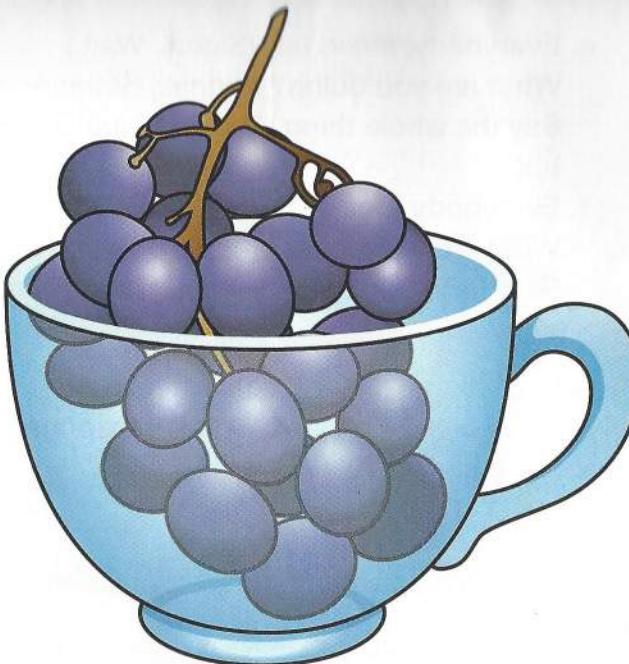
- Is this cup empty? (Touch.) No.

Say the whole thing. (Touch.) *This cup is not empty*.

- (Repeat until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)



a

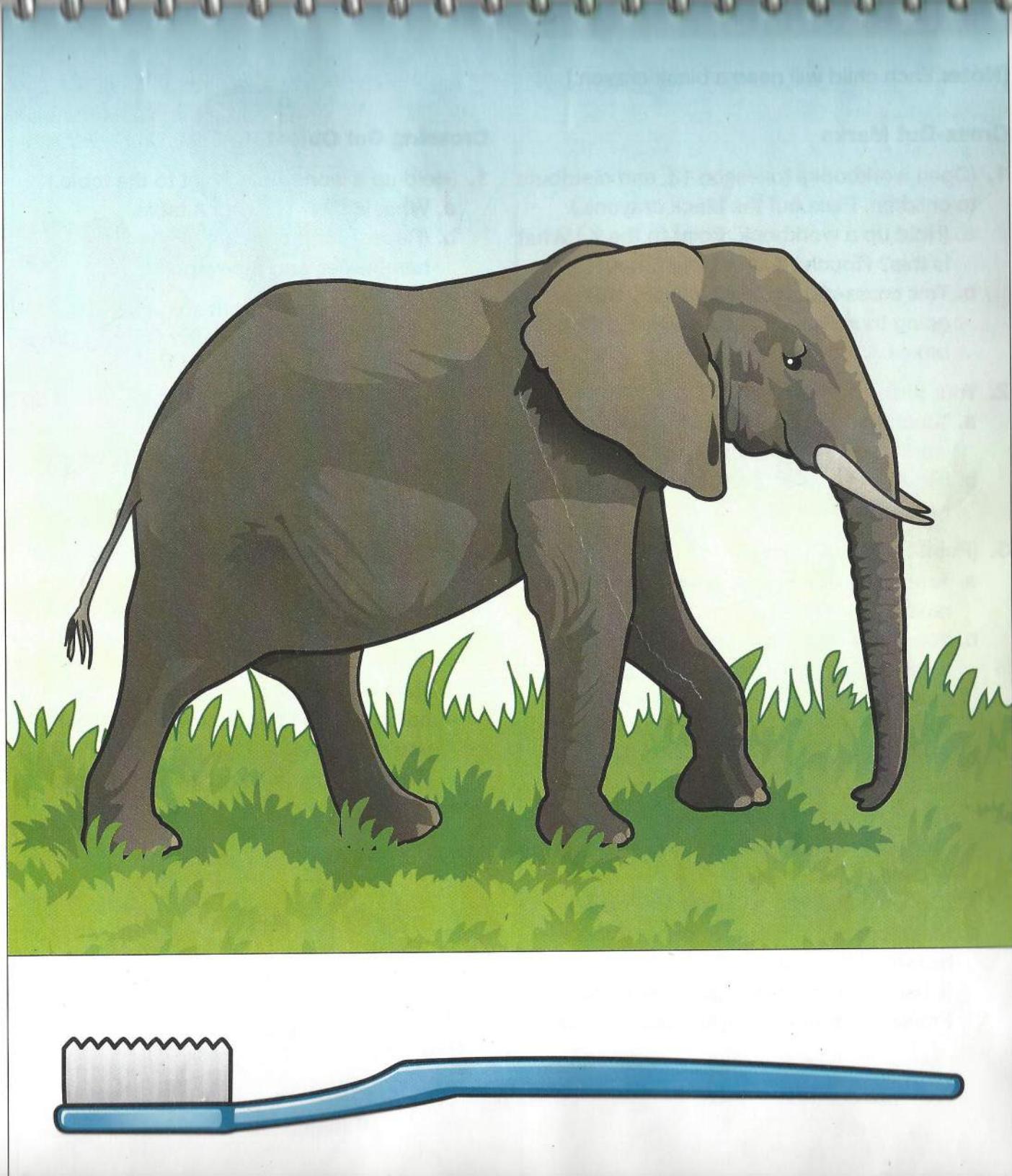


b



Toothbrush

1. Let's see if you remember the parts of these objects.
2. Get ready to say the whole thing about the parts of an elephant.
 - a. (Point to the head. Pause. Touch.)
An elephant has a head.
(Point to the trunk. Pause. Touch.)
An elephant has a trunk.
(Point to the body. Pause. Touch.)
An elephant has a body.
(Point to the ears. Pause. Touch.)
An elephant has ears.
(Point to the tusks. Pause. Touch.)
An elephant has tusks.
(Point to the tail. Pause. Touch.)
An elephant has a tail.
(Point to the legs. Pause. Touch.)
An elephant has legs.
 - b. (Repeat step a until all children's responses are firm.)
 - c. (Circle the elephant.) **And what do you call the whole object? (Touch.)** *An elephant.*
3. Get ready to say the whole thing about the parts of a toothbrush.
 - a. (Point to the handle. Pause. Touch.)
A toothbrush has a handle.
 - b. (Point to the bristles. Pause. Touch.)
A toothbrush has bristles.
 - c. (Repeat steps a and b until all children's responses are firm.)
 - d. (Circle the toothbrush with your finger.)
And what do you call the whole object? (Touch.) *A toothbrush.*
 - e. **And what do we usually do with a toothbrush? (Praise reasonable responses.)**



1. Look at these pictures.

- (Point to a.) What is this? (Touch.) A boy.
 (Point to b.) What is this? (Touch.) A girl.
 (Point to c.) What is this? (Touch.) A man.

2. Now we're going to talk about what these people are doing.

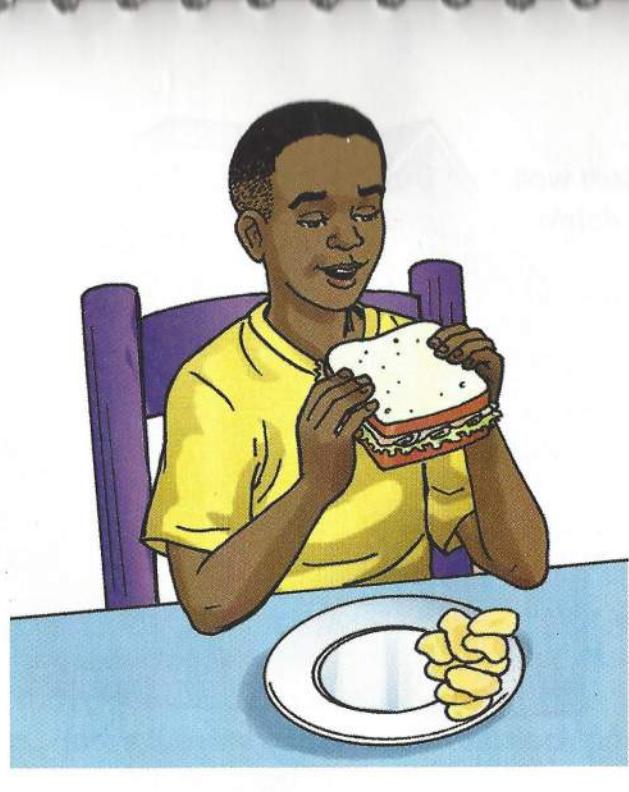
- (Point to a.) What is he doing? (Touch.)
Eating.
 (Point to b.) What is she doing? (Touch.)
Eating.
 (Point to c.) What is he doing? (Touch.)
Clapping.

3. (Circle a and b with your finger.)

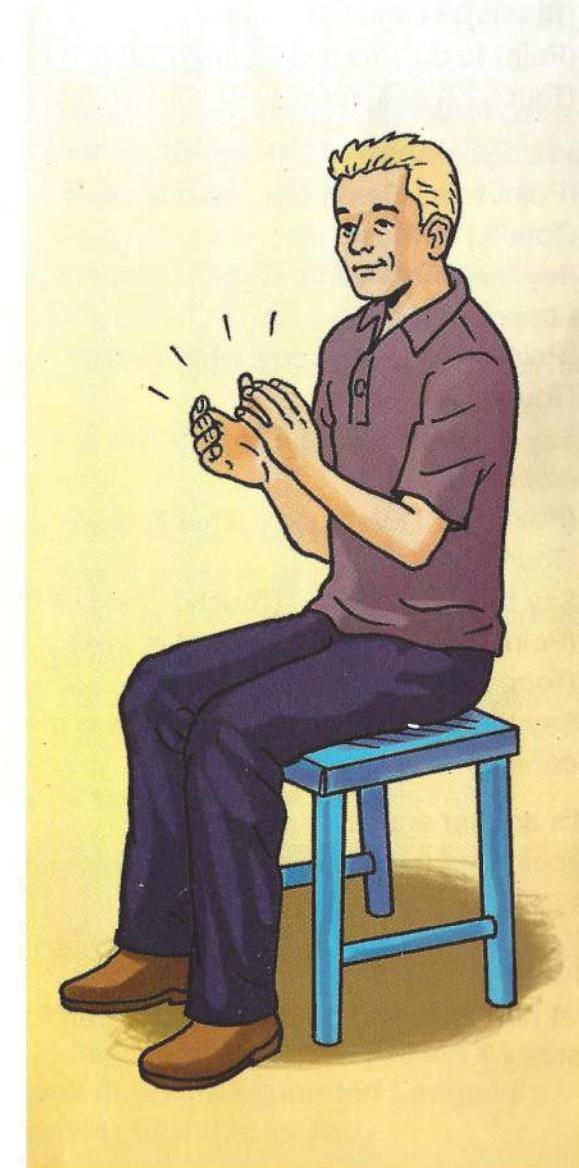
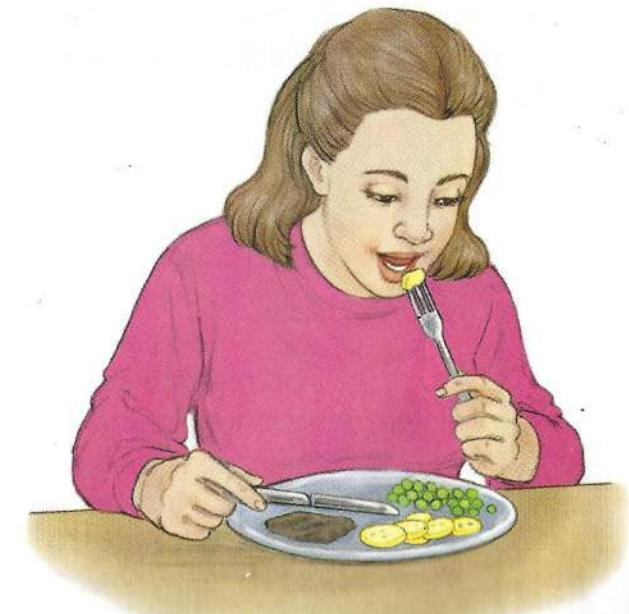
- What are they doing? (Touch.) *Eating.*
Say the whole thing. (Signal.) They are
eating.
- Again. (Touch.) *They are eating.*
 (Repeat until all children's responses are
 firm.)
- (Point to c.) What is he doing? (Touch.)
Clapping.
Say the whole thing. (Touch.) *He is
 clapping.*

4. (Repeat part 3 until all children's responses
 are firm.)**Individual Turns**

(Repeat the exercise, calling on different children
 to answer questions.)



a



LESSON 44



EXERCISE 1 Actions – Pronouns

1. I'm going to ask two children to do an action.
 - a. (Ask two children to stand up.) Everybody, what are they doing? (Signal.) Standing up. Say the whole thing about what they are doing. (Signal.) They are standing up.
 - b. (Ask the two children to sit down.) Everybody, what are they doing? (Signal.) Sitting down. Say the whole thing about what they are doing. (Signal.) They are sitting down.
 - c. (Repeat steps a and b until all children's responses are firm.)
2. Now we're all going to do that.
 - a. Everybody, let's all stand up. (Signal.) Stand up with children.)
 - b. Everybody, what are you doing? (Signal.) Standing up. Say the whole thing. (Signal.) I am standing up.
 - c. What are we doing? (Signal.) Standing up. Say the whole thing. (Signal.) We are standing up.
 - d. What am I doing? (Signal.) Standing up. Say the whole thing. (Signal.) You are standing up.
3. (Point to a boy.) Look at him.
 - a. What is he doing? (Signal.) Standing up.
 - b. Say the whole thing. (Signal.) He is standing up.

4. (Point to a girl.) Look at her.

- a. What is she doing? (Signal.) Standing up.
 - b. Say the whole thing. (Signal.) She is standing up.

5. (Point to two children.) Look at them.

- a. What are they doing? (Signal.) Standing up.
 - b. Say the whole thing. (Signal.) They are standing up.
 - c. (Repeat steps a and b until all children's responses are firm.)



EXERCISE 2 Information – Days of the Week

1. Let's do the days of the week.

- a. Everybody, how many days are there in a week? (Signal.) Seven. Say the whole thing. (Signal.) There are seven days in a week.

- b. Again. (Signal.) There are seven days in a week. (Repeat step b until all children's responses are firm.)

- c. Get ready to say all the days of the week. (Signal. Do not respond with children.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

2. (Repeat part 1 until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)

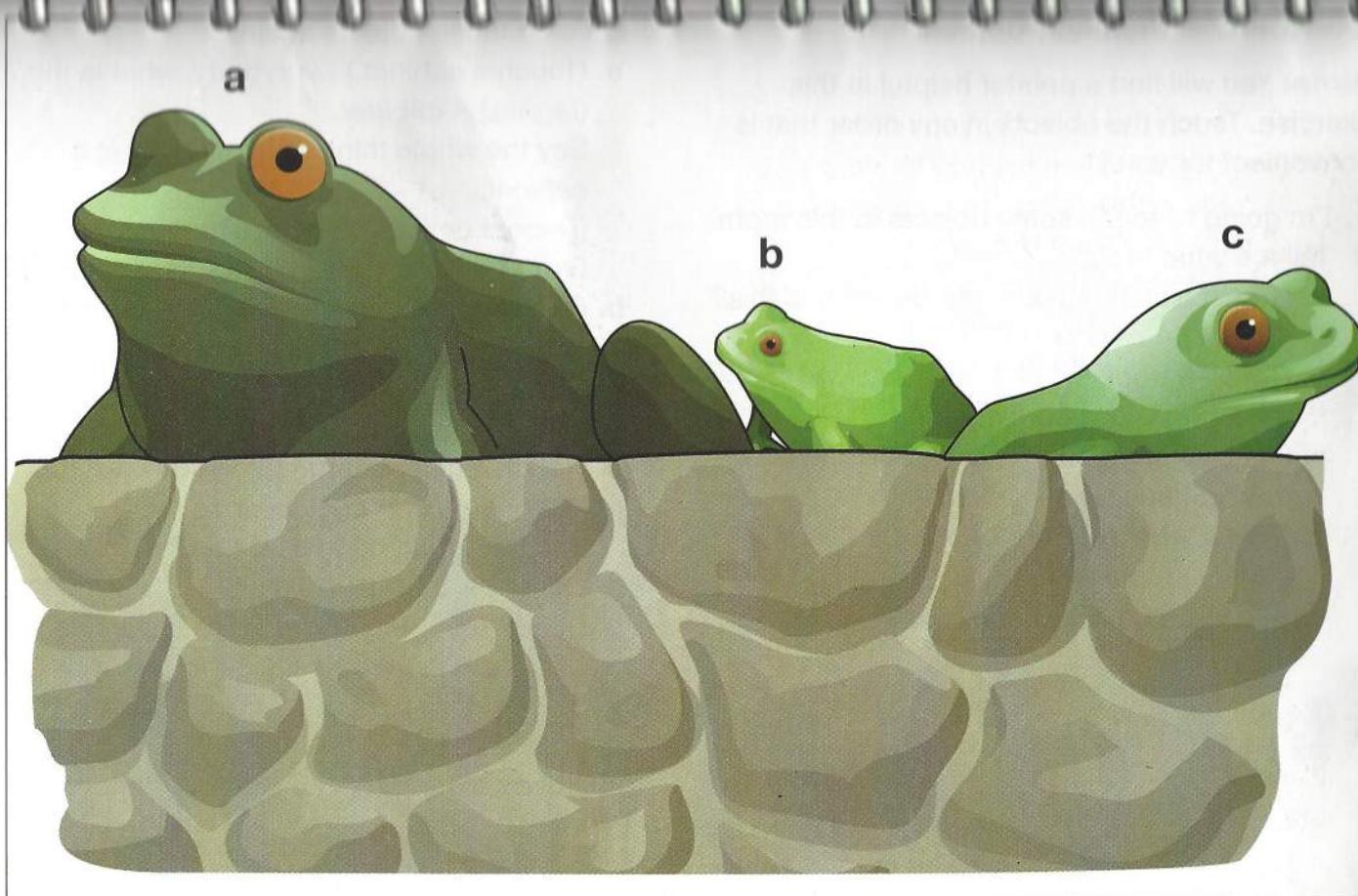


EXERCISE 3 Concept Application

1. We're going to figure out which frog will jump. Only one frog will jump.
 - a. Listen to the rule. The big frog will jump. Listen again. The big frog will jump. Everybody, say the rule about the big frog. (Signal.) The big frog will jump.
 - b. Again. (Signal.) The big frog will jump. (Repeat step b until all children can say the rule.) Remember that rule. (Turn the page quickly.)

EXERCISE Concept Application
(cont.)

2. Remember, only one of these frogs will jump. Which frog will jump? (Signal.) *The big frog.* Yes, the big frog.
- a. (Point to a.) Is this frog big? (Touch.) Yes.
So will this frog jump? (Touch.) Yes.
- b. (Point to b.) Is this frog big? (Touch.) No.
So will this frog jump? (Touch.) No.
- c. (Point to c.) Is this frog big? (Touch.) No.
So will this frog jump? (Touch.) No.
3. We're going to talk more about the frogs.
- a. (Point to a.) Is this frog big? (Touch.) Yes.
So, what else do you know about this frog?
(Touch.) *This frog will jump.*
- b. (Point to b.) Is this frog big? (Touch.) No.
So, what else do you know about this frog?
(Touch.) *This frog will not jump.*
Right, this frog will not jump.
- c. (Point to c.) Is this frog big? (Touch.) No.
So, what else do you know about this frog?
(Touch.) *This frog will not jump.*
Right, this frog will not jump.
4. (Call on a child.) Show me the frog that will jump. (The child should point to the big frog.)
Let's see if you are right.
(Turn the page quickly.)



(cont.)

5. (Do not point to the picture.)

- Tell me which frog is jumping. (Signal.) *The big frog.*
- Say the whole thing about what the big frog is doing. (Signal.) *The big frog is jumping.*

6. Listen.

- a. (Point to a.) Is this frog jumping? (Touch.) Yes.
- b. (Point to b.) Is this frog jumping? (Touch.) No.
- c. (Point to c.) Is this frog jumping? (Touch.) No.

7. Listen again.

- (Point to b.) What is this frog doing? (Touch.) *Swimming.*
Say the whole thing. (Touch.) *This frog is swimming.*
- (Point to c.) What is this frog doing? (Touch.) *Sitting.*
Say the whole thing. (Touch.) *This frog is sitting.*

8. Let's talk about frogs. (Call on different children.)

- What would you do if a frog jumped on you?
- Would you like to go swimming with the frog?
- Do you like frogs?
(Praise all acceptable responses.)

Individual Turns

(Repeat parts 5 through 7, calling on different children for each question.)



1. Some of these bowls are big. Some of these bowls are small.

- a. (Touch a.) Is this bowl big? (Signal.) No.
This bowl is small. What is this bowl?
(Touch.) *Small*.
- b. (Touch b.) Is this bowl big? (Signal.) Yes.

2. I'll point to each bowl. Say **big** if it is big. Say **small** if it is small.

- What are you going to say if it is big?
(Touch.) *Big*.
What are you going to say if it is small?
(Touch.) *Small*.
- (Point to each bowl. Children are to say *big* or *small*.)
(Repeat until all children's responses are firm.)

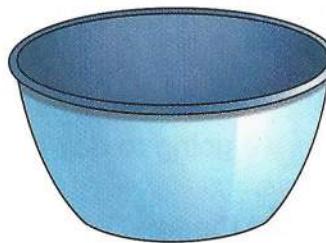
3. (Point to each bowl, and ask:) Is this bowl big?
(Children are to answer yes or no.)

4. (Point to a.)
Is this bowl big? (Touch.) No.
So, this bowl is small.
Say the whole thing about this bowl. (Touch.)
This bowl is small.

5. (Point to c.)
Is this bowl big? (Touch.) Yes.
Say the whole thing. (Touch.) *This bowl is big*.

6. (Point to d.)
Is this bowl big? (Touch.) No.
Say the whole thing. (Touch.) *This bowl is not big*.

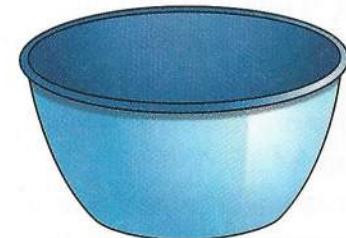
7. (Repeat parts 4 through 6 until all children's responses are firm.)



a



b



Individual Turns

(Repeat the exercise, calling on different children for each step.)

EXERCISE 5 Part/Whole – Wagon

1. You're going to learn the parts of a wagon.
 - a. (Circle the top wagon with your finger.)
Everybody, what is this? (Touch.) A wagon.
Say the whole thing. (Touch.) This is a wagon.
 - b. (Point to the bottom wagon.) Here's a wagon that is in parts. I'll name the parts.
(Point to the body.) This is a body.
(Point to the wheels.) These are wheels.
(Point to the frame.) This is a frame.
(Point to the handle.) This is a handle.

2. Let's see if you can name the parts.
 - a. (Point to the body of the bottom wagon.)
What is this part called? (Pause. Touch.)
A body.
(Point to the wheels.) What are these parts called? (Pause. Touch.) Wheels.
(Point to the frame.) What is this part called? (Pause. Touch.) A frame.
(Point to the handle.) What is this part called? (Pause. Touch.) A handle.
 - b. (Circle the wagon with your finger.) Body, wheels, frame, and handle are parts of . . . (touch) a wagon.
 - c. (Repeat steps a and b until all children's responses are firm.)

3. Listen.
 - a. (Point to the body of the top wagon.)
A wagon has . . . (touch) a body.
(Point to the wheels.) A wagon has . . . (touch) wheels.
(Point to the frame.) A wagon has . . . (touch) a frame.
(Point to the handle.) A wagon has . . . (touch) a handle.
 - b. (Circle the wagon.) And what's the whole object called? (Touch.) A wagon.



- c. (Repeat steps a and b until all children's responses are firm.)

Individual Turns

(Repeat parts 2 and 3, calling on different children for each step.)

On, Over

1. One of these frogs is in front of the owl.

- (Point to each frog, and ask:) **Is this frog in front of the owl?** (Children are to answer yes or no.)

(Repeat until all children's responses are firm.)

- (Point to c.) **Listen. What is this?** (Touch.) *A frog.*

Where is this frog? (Touch.) *In front of the owl.*

Say the whole thing about where this frog is. (Touch.) *This frog is in front of the owl.*

(Repeat part 1 until all children's responses are firm.)

2. One of these frogs is over the owl.

- (Point to each frog and ask:) **Is this frog over the owl?** (Children are to answer yes or no.)

(Repeat until all children's responses are firm.)

- (Point to a.) **Listen. What is this?** (Touch.) *A frog.*

Where is this frog? (Touch.) *Over the owl.*

Say the whole thing about where this frog is. (Touch.) *This frog is over the owl.*

(Repeat part 2 until all children's responses are firm.)

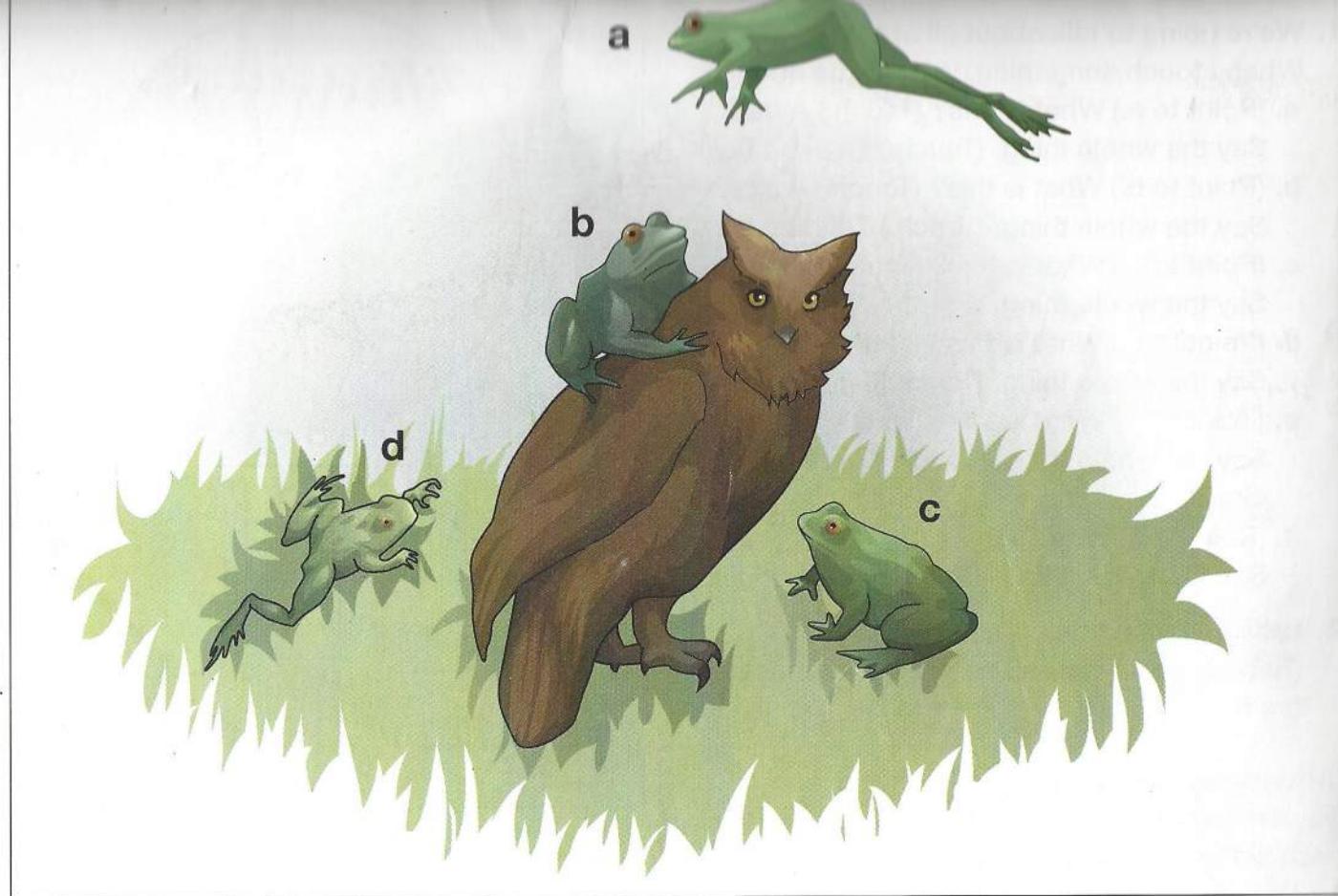
3. One of these frogs is on the owl.

- (Point to each frog and ask:) **Is this frog on the owl?** (Children are to answer yes or no.)
- (Repeat until all children's responses are firm.)

- (Point to b.) **Listen. What is this?** (Touch.) *A frog.*

Where is this frog? (Touch.) *On the owl.*

Say the whole thing about where this frog is. (Touch.) *This frog is on the owl.*



(Repeat part 3 until all children's responses are firm.)

4. Let's talk about the owl and the frogs one more time.

- a. (Point to a.) **Everybody, where is this frog?** (Touch.) *Over the owl.*

Say the whole thing. (Touch.) *This frog is over the owl.*

- b. (Point to b.) **Everybody, where is this frog?** (Touch.) *On the owl.*

Say the whole thing. (Touch.) *This frog is on the owl.*

- c. (Point to c.) **Everybody, where is this frog?** (Touch.) *In front of the owl.*

Say the whole thing. (Touch.) *This frog is in front of the owl.*

- d. (Repeat steps a through c until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)

[Note: Do not point to the picture.]

1. Look at these girls. One of these girls is wearing a hat. One of these girls is wearing shoes.

a. What is the big girl wearing? (Signal.)

A hat.

What is the little girl wearing? (Signal.)

Shoes.

b. My turn. Which girl is big? The girl wearing a hat.

Your turn. Which girl is big? (Signal.)

The girl wearing a hat.

Yes, the girl wearing a hat.

c. My turn to say the whole thing about the girl wearing a hat. The girl wearing a hat is big.

Your turn. Say the whole thing about the girl wearing a hat. (Signal.) The girl wearing a hat is big.

2. Let's talk some more about these girls.

a. My turn. Which girl is small? The girl wearing shoes.

Your turn. Which girl is small? (Signal.) The girl wearing shoes.

Yes, the girl wearing shoes.

b. My turn to say the whole thing about the girl wearing shoes. The girl wearing shoes is small.

Your turn. Say the whole thing about the girl wearing shoes. (Signal.) The girl wearing shoes is small.

3. Listen.

a. Your turn. Say the whole thing about the girl wearing a hat. (Signal.) The girl wearing a hat is big.

b. Your turn to say the whole thing about the girl wearing shoes. (Signal.) The girl wearing shoes is small.



(Repeat part 3 until all children's responses are firm.)

Individual Turns

(Repeat part 3, calling on different children for each step.)

**EXERCISE 1 Actions – Pronouns**

1. I'm going to ask three children to do an action.
 - a. (Ask three children to stand up.)
Everybody, what are they doing? (Signal.)
Standing up.
Say the whole thing about what they are doing. (Signal.) *They are standing up.*
 - b. (Ask the three children to sit down.)
Everybody, what are they doing? (Signal.)
Sitting down.
Say the whole thing about what they are doing. (Signal.) *They are sitting down.*
 - c. (Repeat steps a and b until all children's responses are firm.)

2. Now we're all going to do that.
 - a. Everybody, let's all stand up. (Signal.)
Stand up with children.
 - b. Everybody, what am I doing? (Signal.)
Standing up.
Say the whole thing. (Signal.) *You are standing up.*
 - c. What are you doing? (Signal.)
Standing up.
Say the whole thing. (Signal.) *I am standing up.*
 - d. What are we doing? (Signal.)
Standing up.
Say the whole thing. (Signal.) *We are standing up.*
 - e. (Point to a girl.) Look at her. What is she doing? (Signal.) *Standing up.*
Say the whole thing. (Signal.) *She is standing up.*
- f. (Point to a boy.) Look at him. What is he doing? (Signal.) *Standing up.*
Say the whole thing. (Signal.) *He is standing up.*
- g. (Point to three children.) Look at them. What are they doing? (Signal.) *Standing up.*
Say the whole thing. (Signal.) *They are standing up.*
- h. (Repeat part 2 until all children's responses are firm.)

**EXERCISE 2 Concept Application**

1. We're going to figure out which cat will sleep. Only one cat will sleep.
 - a. Listen to the rule. The cat on the table will sleep. Listen again. The cat on the table will sleep.
Everybody, say the rule about the cat. (Signal.) *The cat on the table will sleep.*
 - b. Again. (Signal.) *The cat on the table will sleep.*
 - c. (Repeat step b until all children can say the rule.)
(Turn the page quickly.)

EXERCISE 2 Concept Application
(cont.)

2. Look at the picture. Remember, only one of these cats will sleep.

Which cat will sleep? (Signal.) *The cat on the table.*

Yes, the cat on the table.

- a. (Point to a.) Is this cat on the table?
(Touch.) No.

So will this cat sleep? (Touch.) No. ●

- b. (Point to b.) Is this cat on the table?
(Touch.) Yes.

So will this cat sleep? (Touch.) Yes.

- c. (Point to c.) Is this cat on the table?
(Touch.) No.

So will this cat sleep? (Touch.) No.

3. Here are some more questions.

- a. (Point to a.) Is this cat on the table?
(Touch.) No.

So, what else do you know about this cat?
(Touch.) *This cat will not sleep.*

- b. (Point to b.) Is this cat on the table?
(Touch.) Yes.

So, what else do you know about this cat?
(Touch.) *This cat will sleep.*

- c. (Point to c.) Is this cat on the table?
(Touch.) No.

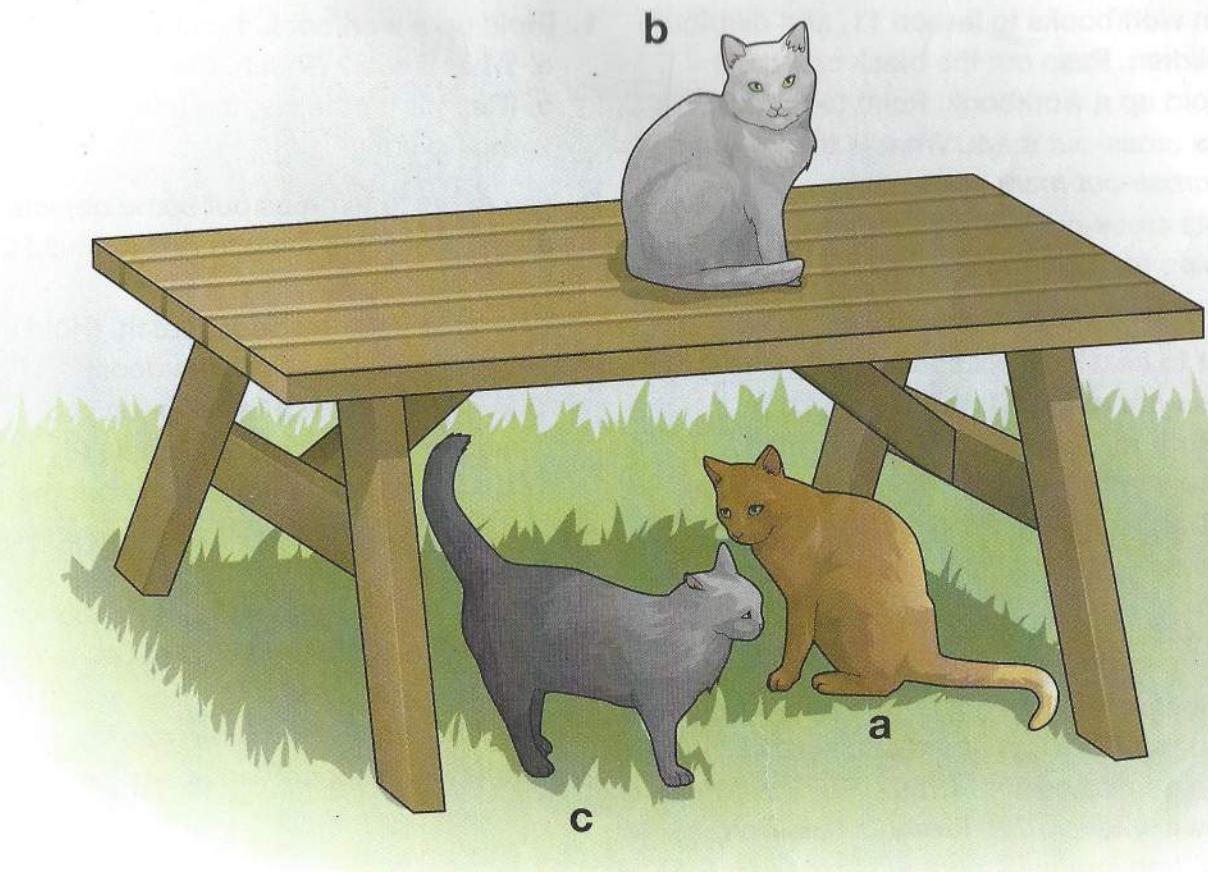
So, what else do you know about this cat?
(Touch.) *This cat will not sleep.*

Right, this cat will not sleep.

4. (Call on a child.) Show me the cat that will sleep. (The child points to the cat on the table.)

Let's see if you are right.

(Turn the page quickly.)



CORRECTIONS

EXERCISE 2

● Error

(Children say Yes.)

Correction

Remember the rule: *The cat on the table will sleep.* (Point to cat a.) Is this cat on the table?
(Touch.) No.
The cat is not on the table, so it will not sleep.
(Return to part 2 of the exercise.)

5. (Do not point to the picture.)

- Everybody, look at the picture. Tell me which cat is sleeping. (Signal.) *The cat on the table.*
- Say the whole thing about what the cat on the table is doing. (Signal.) *The cat on the table is sleeping.*

6. Listen.

- a. (Point to a.) Is this cat sleeping? (Touch.)

No.

- b. (Point to b.) Is this cat sleeping? (Touch.)

Yes.

- c. (Point to c.) Is this cat sleeping? (Touch.)

No.

7. Let's talk some more about these cats.

- (Point to a.) What is this cat doing?

(Touch.) *Climbing a tree.*

Say the whole thing. (Touch.) *This cat is climbing a tree.*

- (Point to c.) What is this cat doing?

(Touch.) *Eating.*

Say the whole thing. (Touch.) *This cat is eating.*

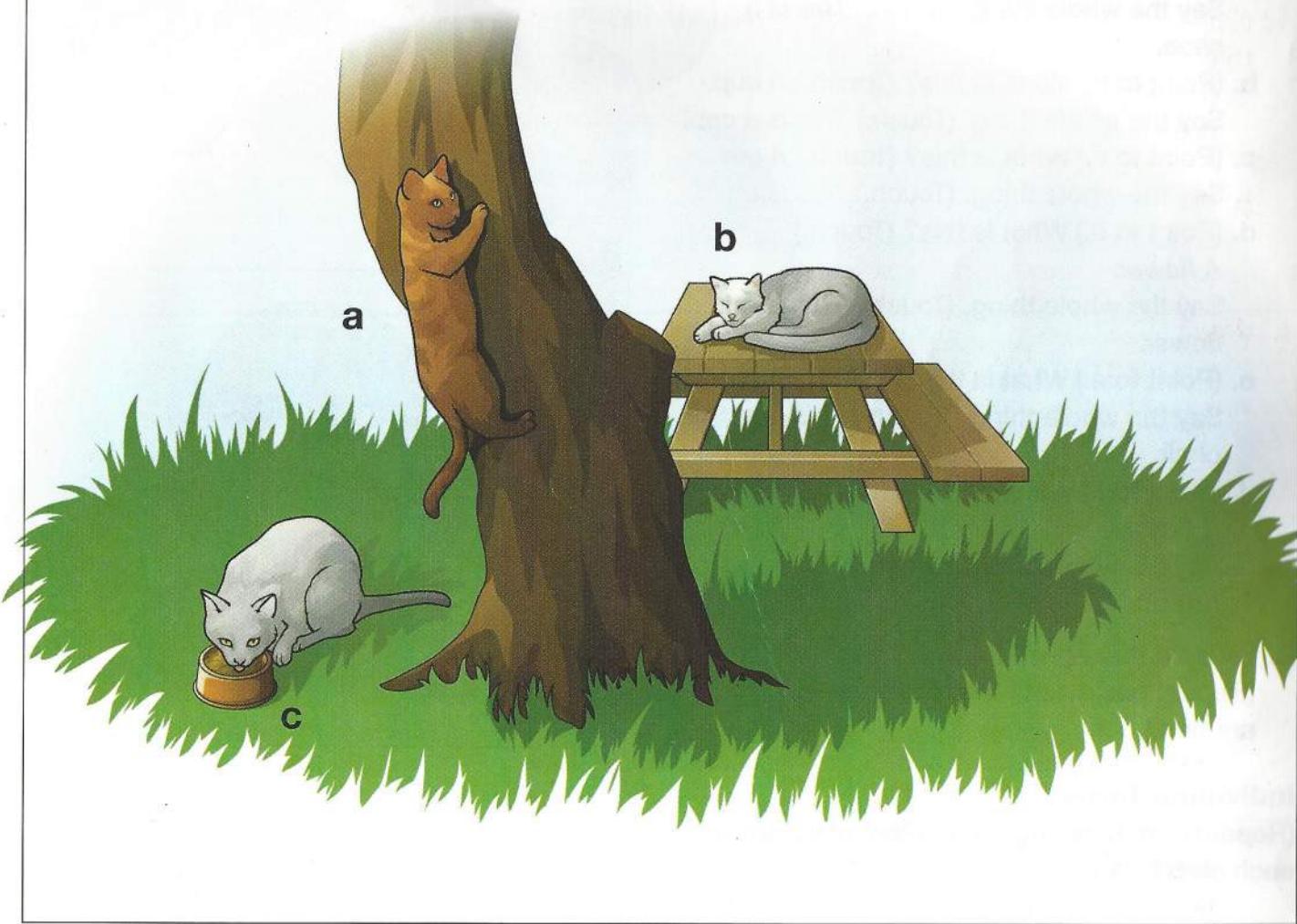
8. (Call on different children to answer these questions.)

- Do you have a cat?

- What do you think the cat climbing the tree will find?

- Do you think the cat that is sleeping is dreaming?

(Praise reasonable responses.)



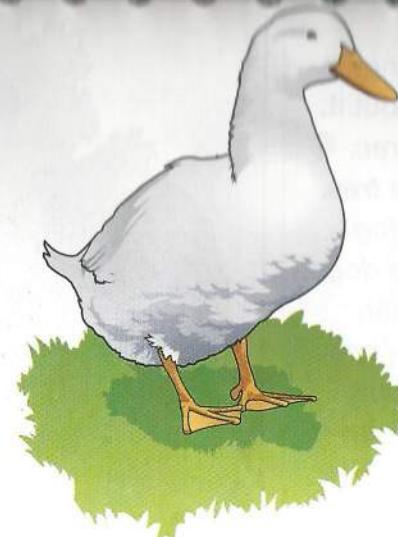
Individual Turns

(Repeat parts 5 and 6, calling on different children for each question.)

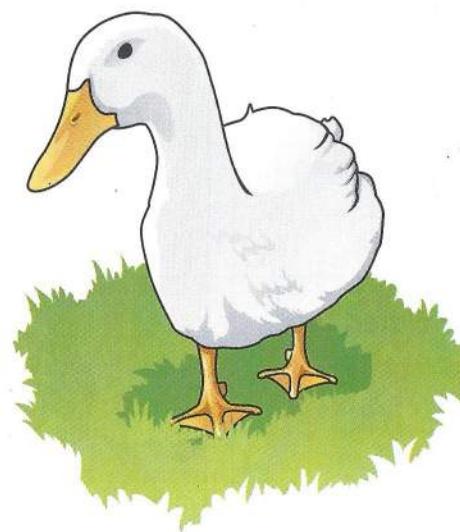
1. We're going to talk about wet and dry.
 - a. (Point to a.) Is this duck wet? (Touch.) No. So this duck is dry.
 - b. (Point to b.) Is this duck wet? (Touch.) No. So this duck is dry. Say the whole thing about this duck. (Touch.) *This duck is dry.*
 - c. (Point to c.) Is this duck wet? (Touch.) Yes.
2. I'll point to each duck. Say wet if it is wet. Say dry if it is dry.
What are you going to say if it is wet? (Touch.) Wet.
What are you going to say if it is dry? (Touch.) Dry.
 - a. (Point to a. Pause. Touch.) Dry.
 - b. (Point to b. Pause. Touch.) Dry.
 - c. (Point to c. Pause. Touch.) Wet.
3. One more time.
 - a. (Point to a.) Is this duck dry? (Touch.) Yes. Say the whole thing. (Touch.) *This duck is dry.*
 - b. (Point to b.) Is this duck dry? (Touch.) Yes. Say the whole thing. (Touch.) *This duck is dry.*
 - c. (Point to c.) Is this duck wet? (Touch.) Yes. Say the whole thing. (Touch.) *This duck is wet.*
4. (Repeat the exercise until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)



a



b



EXERCISE 4 Opposites – Wet/Dry

1. We're going to talk about wet and dry.

- a. (Point to a.) Is this dog wet? (Touch.) No.
So this dog is dry.

b. (Point to b.) Is this dog wet? (Touch.) Yes.

c. (Point to c.) Is this dog wet? (Touch.) No.

d. (Point to d.) Is this dog wet? (Touch.) Yes.

This dog is wet. Say the whole thing about this dog. (Touch.) This dog is wet.

2. I'll point to each dog. Say wet if it is wet.

Say dry if it is dry.

What are you going to say if it is wet? (Touch.)

Wet.

What are you going to say if it is dry? (Touch.)

Dry.

- a. (Point to a. Pause. Touch.) Dry.

- b. (Point to b. Pause. Touch.) Wet.

- c. (Point to c. Pause. Touch.) Dry.

- d. (Point to d. Pause. Touch.) Wet.

3. (Repeat part 2 until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)



EXERCISE 5 Part/Whole—Wagon

1. You're going to name the parts of a wagon again.
 - a. (Circle the wagon with your finger.)
Everybody, what is this? (Touch.)
A wagon.
 - b. Get ready to tell me the parts of a wagon.
(Point to the body.) What is this part called? (Touch.) *A body.*
(Point to the wheels.) What are these parts called? (Touch.) *Wheels.*
(Point to the handle.) What is this part called? (Touch.) *A handle.*
(Point to the frame.) What is this part called? (Touch.) *A frame.*
 - c. (Repeat steps a and b until all children's responses are firm.)

2. Listen. We'll say it another way.

- a. (Point to the handle.) A wagon has . . .
(touch) *a handle.*
(Point to the body.) A wagon has . . .
(touch) *a body.*
(Point to the wheels.) A wagon has . . .
(touch) *wheels.*
(Point to the frame.) A wagon has . . .
(touch) *a frame.*
 - b. (Circle the wagon.) And what's the whole object called? (Touch.) *A wagon.*
 - c. (Repeat steps a and b until all children's responses are firm.)

3. Get ready to say the whole thing about the parts of a wagon.

- a. (Point to the handle. Pause. Touch.)

A wagon has a handle.

- (Point to the body. Pause. Touch.)

A wagon has a body.

- (Point to the wheels. Pause. Touch.)

A wagon has wheels.

- (Point to the frame. Pause. Touch.)



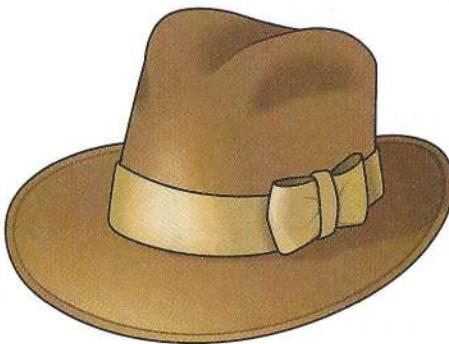
- b. (Circle the wagon.) And what's the whole object called? (Touch.) *A wagon.*

- c. (Repeat steps a and b until all children's

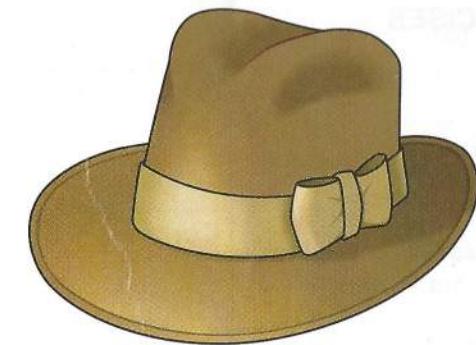
- d. (Call on different children.) What do we usually do with a wagon? (Praise reasonable responses.)

EXERCISE 6 Opposites—Big/Small

1. We're going to talk about big and small.
I'll point to each hat. Say **big** if it is big.
Say small if it is small.
 - a. (Point to a. Pause. Touch.) **Small.**
 - b. (Point to b. Pause. Touch.) **Small.**
 - c. (Point to c. Pause. Touch.) **Big.**
 - d. (Point to d. Pause. Touch.) **Big.**
(Repeat until all children's responses are firm.)



2. Listen. (Point to b.)
 - Is this hat **big?** (Touch.) **No.**
Say the whole thing. (Touch.) *This hat is not big.*
 - Is this hat **small?** (Touch.) **Yes.**
Say the whole thing. (Touch.) *This hat is small.*
 - (Repeat part 2 until all children's responses are firm.)



3. Listen. (Point to c.)
 - Is this hat **big?** (Touch.) **Yes.**
Say the whole thing. (Touch.) *This hat is big.*
 - Is this hat **small?** (Touch.) **No.**
Say the whole thing. (Touch.) *This hat is not small.*
 - (Repeat part 3 until all children's responses are firm.)

a

b



Individual Turns

(Repeat the exercise, calling on different children for each step.)

1. Look at these pictures.

- a. (Point to a.) What is this? (Touch.) A boy.
- b. (Point to b.) What is this? (Touch.) A girl.
- c. (Point to c.) What is this? (Touch.) A man.

2. Now we'll talk about each picture.

- a. (Point to a.) What is he doing? (Touch.) *Eating.*
- b. (Point to b.) What is she doing? (Touch.) *Eating.*
- c. (Point to c.) What is he doing? (Touch.) *Touching his knees.*

3. (Circle pictures a and b with your finger.)

What are they doing? (Touch.) *Eating.*

Say the whole thing. (Touch.) *They are eating.*

Again. (Touch.) *They are eating.*

(Repeat until all children's responses are firm.)

4. (Point to a.) What is he doing? (Touch.)

Eating.

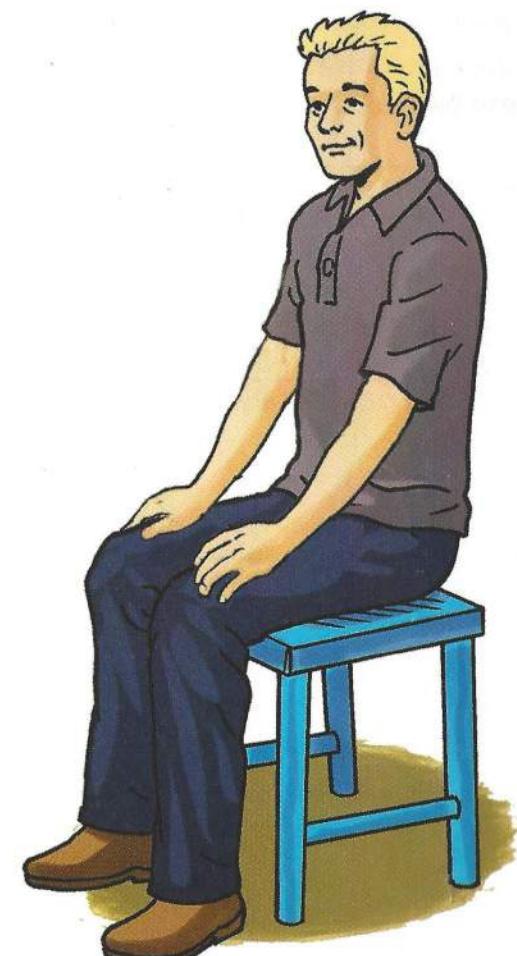
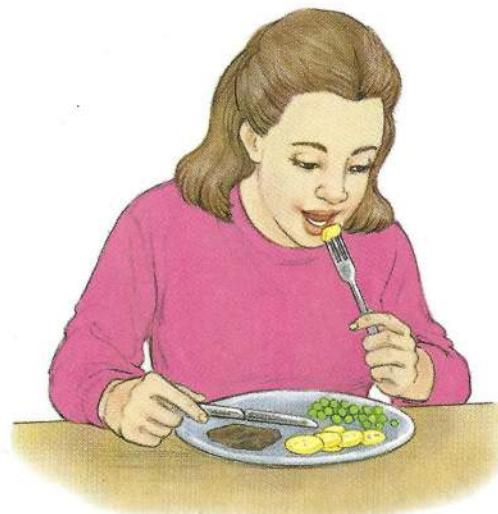
Say the whole thing. (Touch.) *He is eating.*

Individual Turns

(Repeat the exercise, calling on different children for each step.)



a



**EXERCISE 1 Actions—Pronouns****1. I'm going to ask four of you to do something.**

- a. (Put a chair in front of you. Ask four children to touch the chair and to keep touching it.)

Everybody, what are they doing? (Signal.) *Touching the chair.*

Say the whole thing about what they are doing. (Signal.) *They are touching the chair.*

- b. (Ask the four children to touch the floor.)
Everybody, what are they doing? (Signal.) *Touching the floor.*

Say the whole thing about what they are doing. (Signal.) *They are touching the floor.*

- c. (Repeat steps a and b until all children's responses are firm.)

2. Now we're all going to do that.

- a. **Everybody, let's all touch a chair.** (Signal.)
Touch a chair with the children.

- b. (Point to a boy.) **Look at him. What is he doing?** (Signal.) *Touching a chair.*

Say the whole thing. (Signal.) *He is touching a chair.*

- c. (Point to a girl.) **Look at her. What is she doing?** (Signal.) *Touching a chair.*

Say the whole thing. (Signal.) *She is touching a chair.*

- d. **What am I doing?** (Signal.) *Touching a chair.*

Say the whole thing. (Signal.) *You are touching a chair.*

- e. **What are you doing?** (Signal.) *Touching a chair.*

Say the whole thing. (Signal.) *I am touching a chair.*

- f. **What are we doing?** (Signal.) *Touching a chair.*

Say the whole thing. (Signal.) *We are touching a chair.*

- g. (Point to four children.) **Look at them.**

What are they doing? (Signal.) *Touching a chair.*

Say the whole thing. (Signal.) *They are touching a chair.*

3. (Repeat part 2 until all children's responses are firm.)

EXERCISE 2 Actions—Prepositions: In

[Note: You will need a pencil and a wastebasket for this exercise.]

1. **We're going to talk about a pencil and a wastebasket.**

- a. (Hold up the pencil.) **What is this?** (Signal.) *A pencil.*

- b. (Point to the wastebasket.) **What is this?** (Signal.) *A wastebasket.*

2. **My turn. I'll tell you if I hold the pencil in the wastebasket.**

- a. (Hold the pencil on the wastebasket.) **Is the pencil in the wastebasket? No.**

- b. (Hold the pencil in the wastebasket.) **Is the pencil in the wastebasket? Yes.**

- c. (Hold the pencil over the wastebasket.) **Is the pencil in the wastebasket? No.**

- d. (Hold the pencil on the wastebasket.) **Is the pencil in the wastebasket? No.**

3. **Your turn. Now you tell me if the pencil is in the wastebasket.**

(Repeat part 2, with children answering the questions.)

4. **Now you're going to say the whole thing.**

- a. **Watch.** (Hold the pencil in the wastebasket.) **Is the pencil in the wastebasket? (Signal.) Yes.**

Say the whole thing about where the pencil is. (Signal.) *The pencil is in the wastebasket.*

- b. **Again.**

(Repeat step a until all children can make the statement.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)

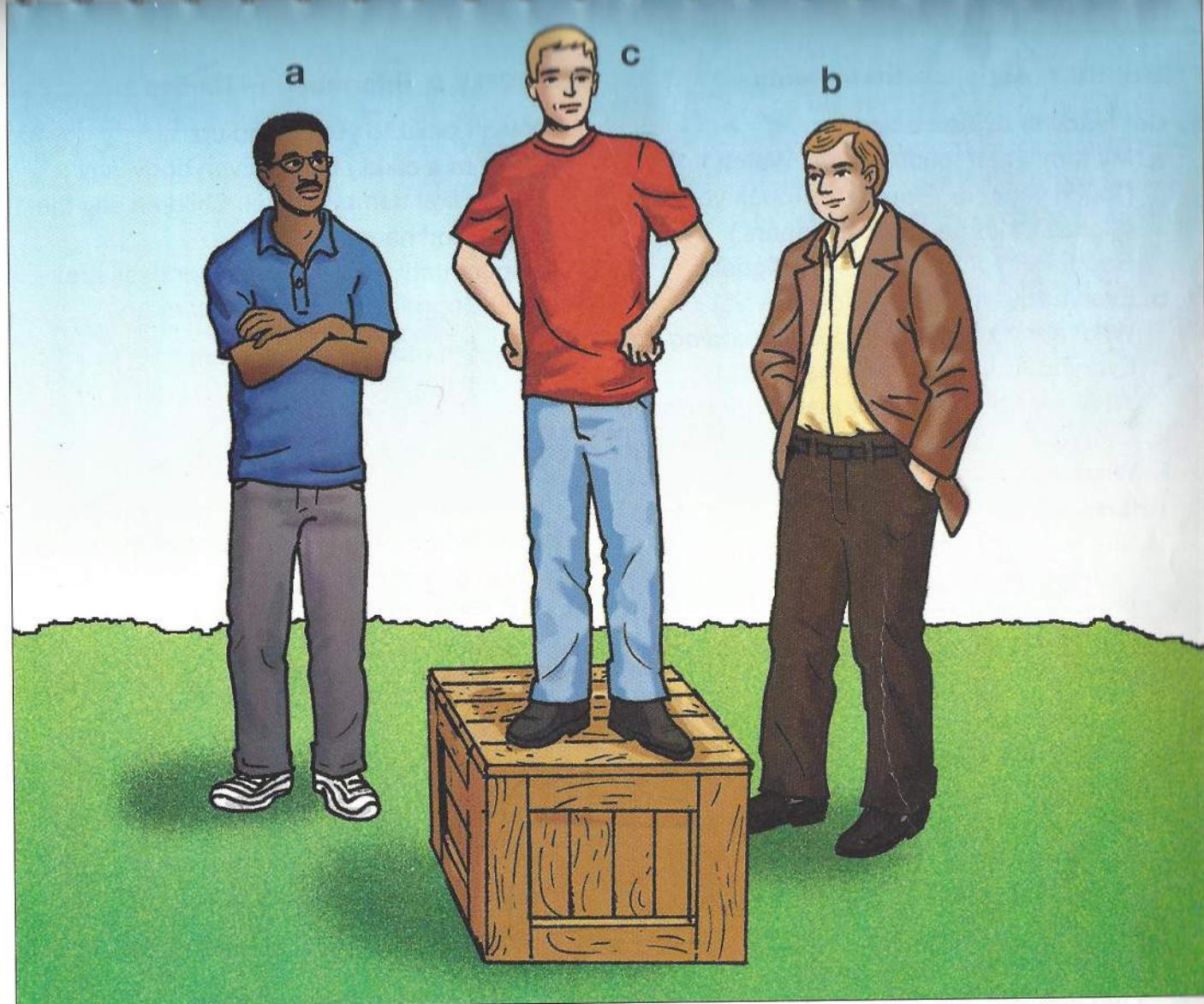
- You're going to figure out which man will laugh.
 - Listen to the rule. The man on the box will laugh. Listen again. The man on the box will laugh.
Everybody, say the rule about the man on the box. (Signal.) *The man on the box will laugh.*
 - Again. (Signal.) *The man on the box will laugh.*
(Repeat until all children can say the rule.) Remember, the man on the box is the only one who will laugh.

- Let's use the rule.

- (Point to a.) Is this man on the box?
(Touch.) No.
So will this man laugh? (Touch.) No. ●
- (Point to b.) Is this man on the box?
(Touch.) No.
So will this man laugh? (Touch.) No.
- (Point to c.) Is this man on the box?
(Touch.) Yes.
So will this man laugh? (Touch.) Yes.

- Here are some more questions.

- (Point to a.) Is this man on the box?
(Touch.) No.
So, what else do you know about this man? (Touch.) *This man will not laugh.*
- (Point to b.) Is this man on the box?
(Touch.) No.
So, what else do you know about this man? (Touch.) *This man will not laugh.*
- (Point to c.) Is this man on the box?
(Touch.) Yes.
So, what else do you know about this man? (Touch.) *This man will laugh.*
Right, this man will laugh.



- (Call on a child.) Show me the man who will laugh. (The child points to the man on the box.)
Let's see if that man will laugh.
(Turn the page quickly.)

CORRECTIONS

EXERCISE 3

- Error
(Children say Yes.)

Correction

Remember the rule: The man on the box will laugh.

(Point to a.) Is this man on the box? (Touch.) No.

The man is not on the box, so the man will not laugh.

5. Everybody, tell me which man is laughing.

(Signal.) *The man on the box.*

Say the whole thing about what the man on the box is doing. (Signal.) *The man on the box is laughing.*

a. (Point to a.) Is this man laughing? (Touch.)

No.

b. (Point to b.) Is this man laughing? (Touch.)

No.

c. (Point to c.) Is this man laughing? (Touch.)

Yes.

6. Let's talk some more about what these men are doing.

- (Point to b.) What is this man doing?

(Touch.) *Sleeping.*

Say the whole thing. (Touch.) *This man is sleeping.*

- (Point to a.) What is this man doing?

(Touch.) *Running.*

Say the whole thing. (Touch.) *This man is running.*

7. (Call on individual children to answer the following questions.)

- Why do you think the man on the box is laughing?

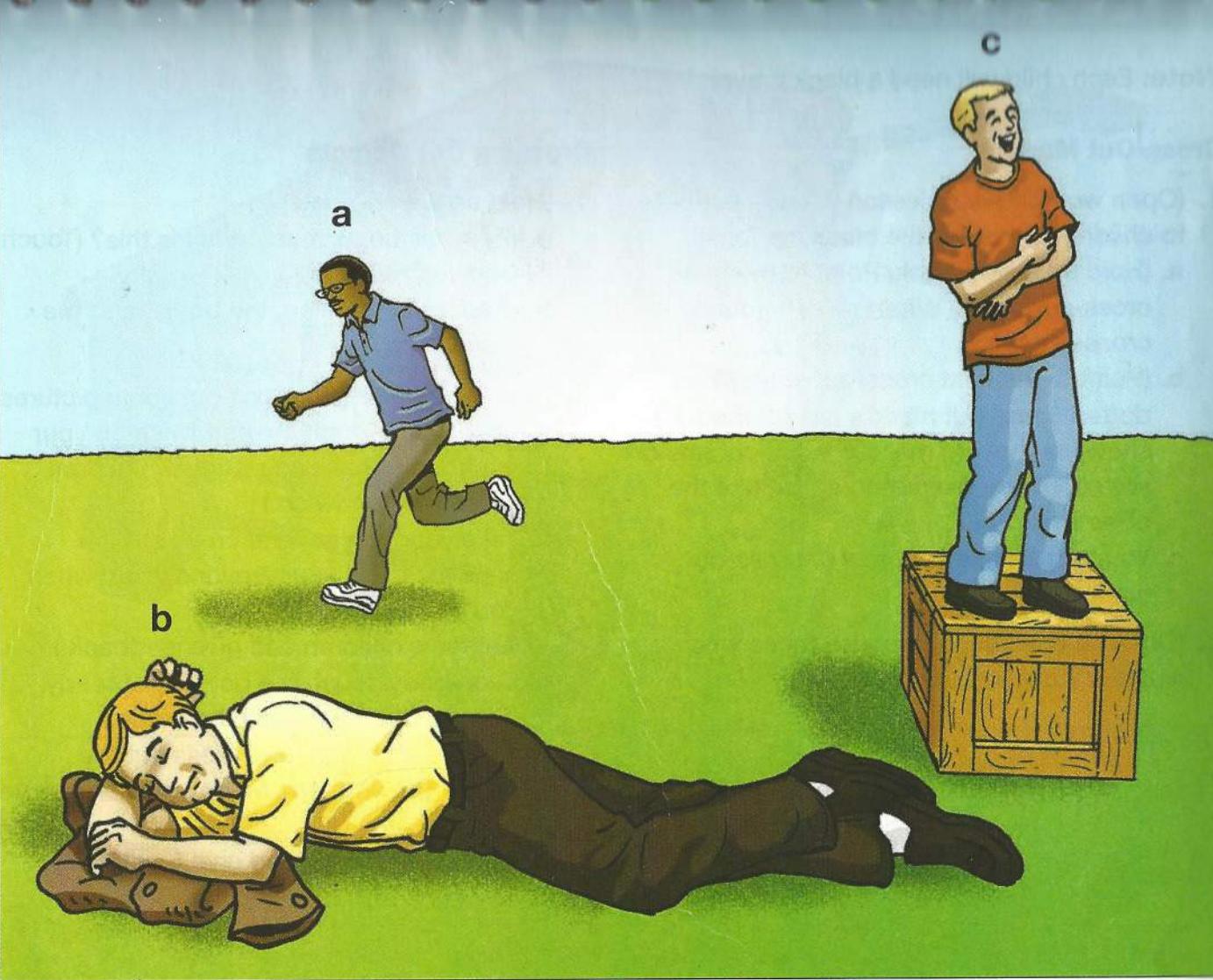
- Where do you think the man is running?

- What do you think the man who is sleeping is dreaming about?

(Praise all reasonable responses.)

Individual Turns

(Repeat parts 5 and 6, calling on different children for each step.)



EXERCISE 4 Part/Whole—Wagon

1. You're going to name the parts of a wagon again.
 - a. (Circle the wagon with your finger.)
Everybody, what is this? (Touch.)
A wagon.
 - b. Get ready to tell me the parts of a wagon.
(Point to the body.) What is this part called? (Touch.) *A body.*
(Point to the wheels.) What are these parts called? (Touch.) *Wheels.*
(Point to the handle.) What is this part called? (Touch.) *A handle.*
(Point to the frame.) What is this part called? (Touch.) *A frame.*
 - c. (Repeat steps a and b until all children's responses are firm.)

2. Get ready to say the whole thing about the parts of a wagon.

- a. (Point to the handle. Pause. Touch.)
A wagon has a handle.
(Point to the body. Pause. Touch.)
A wagon has a body.
(Point to the wheels. Pause. Touch.)
A wagon has wheels.
(Point to the frame. Pause. Touch.)
A wagon has a frame.
(Circle the wagon.) And what's the whole object called? (Touch.) *A wagon.*

- b. (Repeat step a until all children's responses are firm.)
- c. (Call on different children.) What do we usually do with a wagon? (Praise reasonable responses.)



EXERCISE 5 Opposites—Full/Empty

1. Some of these drawers are full. Some of these drawers are empty.

I'll point to each drawer. Say full if it is full.

Say empty if it is empty.

a. (Point to a. Touch.) *Empty*.

b. (Point to b. Touch.) *Empty*.

c. (Point to c. Touch.) *Full*.

d. (Point to d. Touch.) *Full*.

(Repeat steps a through d until all children's responses are firm.)

2. (Point to a.) Listen.

- Is this drawer full? (Touch.) No.

Say the whole thing. (Touch.) *This drawer is not full*.

- Is this drawer empty? (Touch.) Yes.

Say the whole thing. (Touch.) *This drawer is empty*.

(Repeat until all children's responses are firm.)

3. (Point to c.) Listen.

- Is this drawer full? (Touch.) Yes.

Say the whole thing. (Touch.) *This drawer is full*.

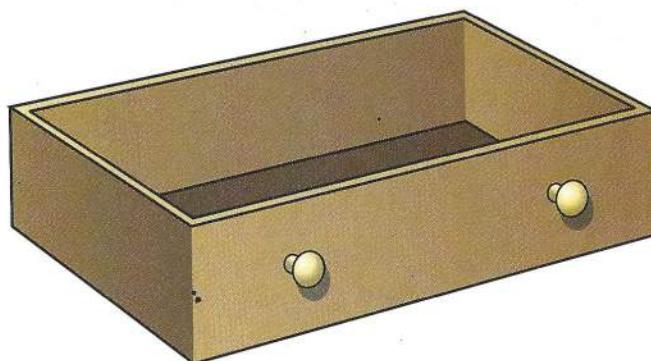
- Is this drawer empty? (Touch.) No.

Say the whole thing. (Touch.) *This drawer is not empty*.

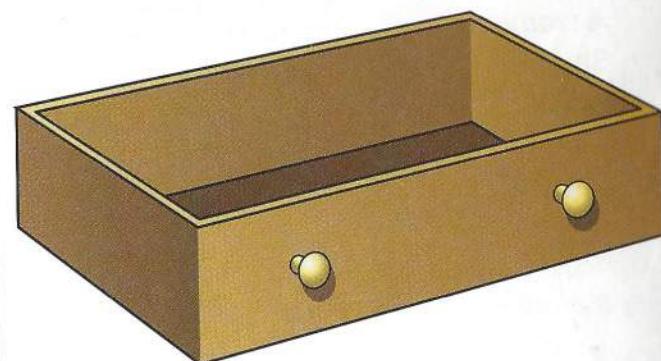
(Repeat until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)



a



b



EXERCISE 6 Opposites – Wet/Dry

1. We're going to talk about wet and dry.

- a. (Point to a.) Is this car wet? (Touch.) Yes.
- b. (Point to b.) Is this car wet? (Touch.) Yes.
- c. (Point to c.) Is this car wet? (Touch.) No.
- d. (Point to d.) Is this car wet? (Touch.) No.

So this car is dry. Say the whole thing about this car. (Touch.) *This car is dry.*

2. I'll point to each car. Say **wet** if it is wet.

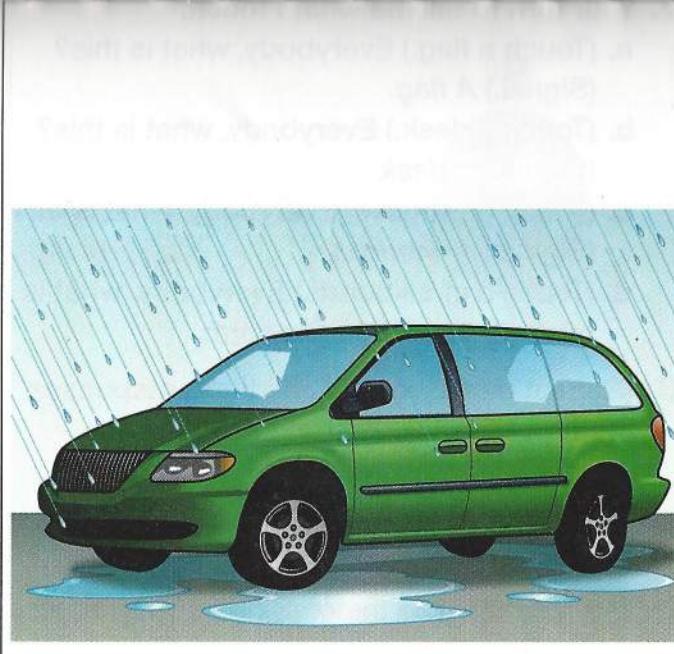
Say **dry** if it is dry.

- What are you going to say if it is wet? (Touch.) *Wet.*
- What are you going to say if it is dry? (Touch.) *Dry.*
- (Point to each car. Children are to say **wet** or **dry**.)

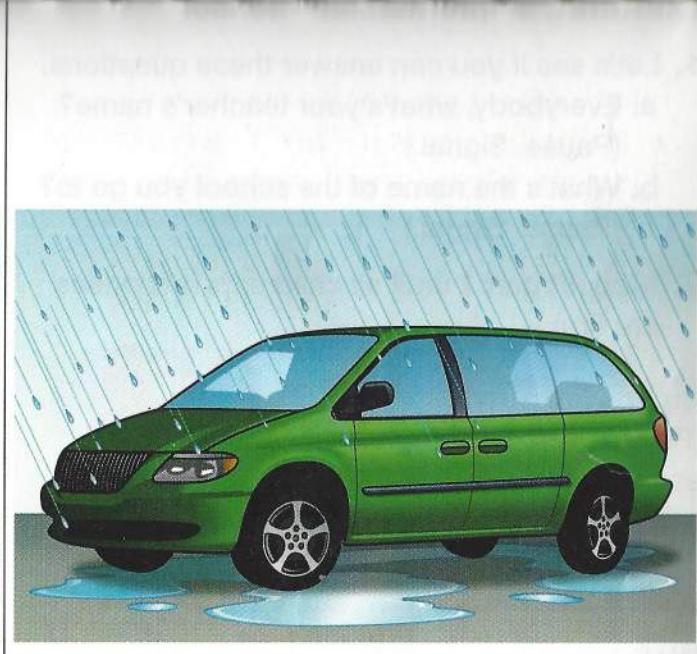
3. (Repeat part 2 until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)



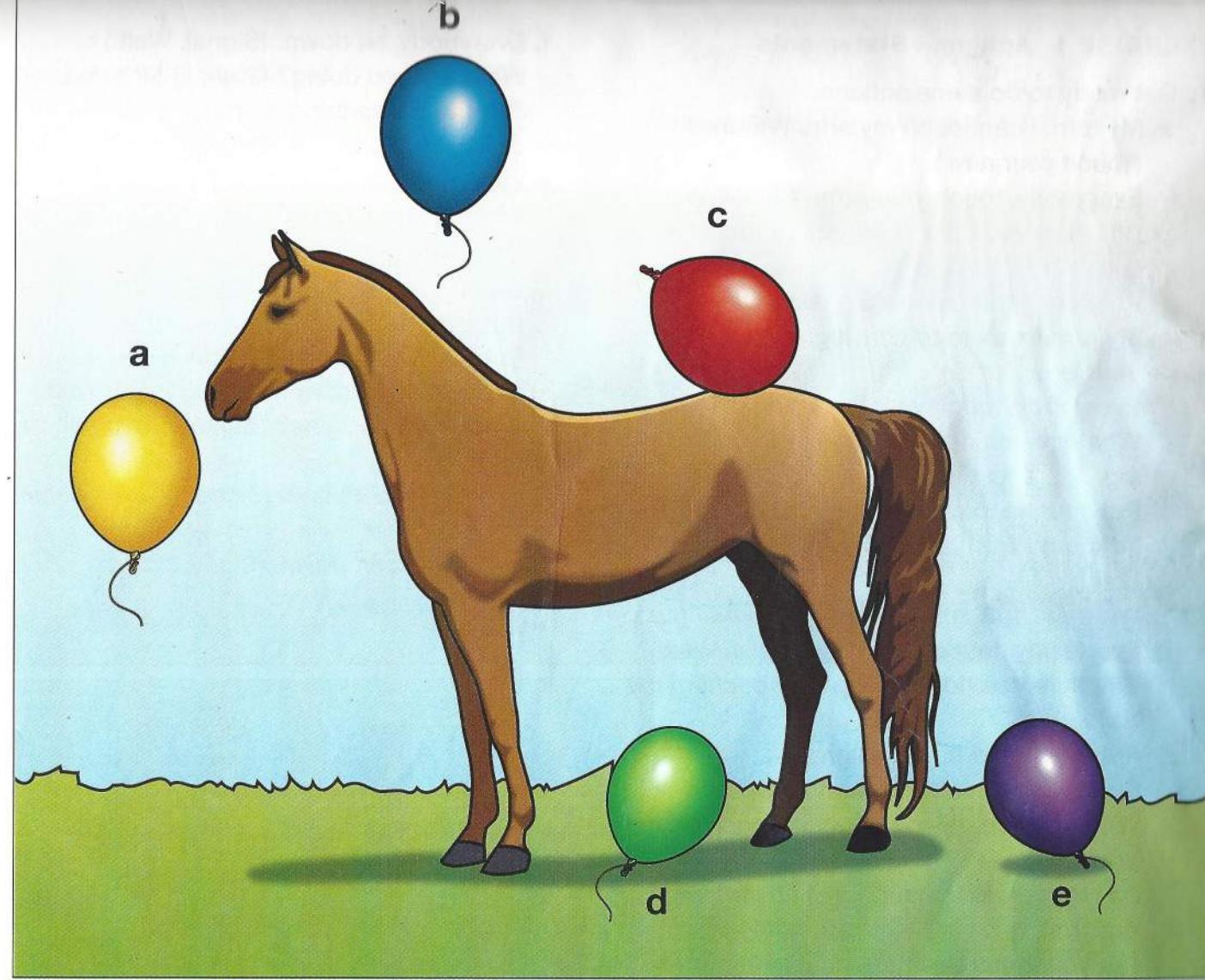
a



b



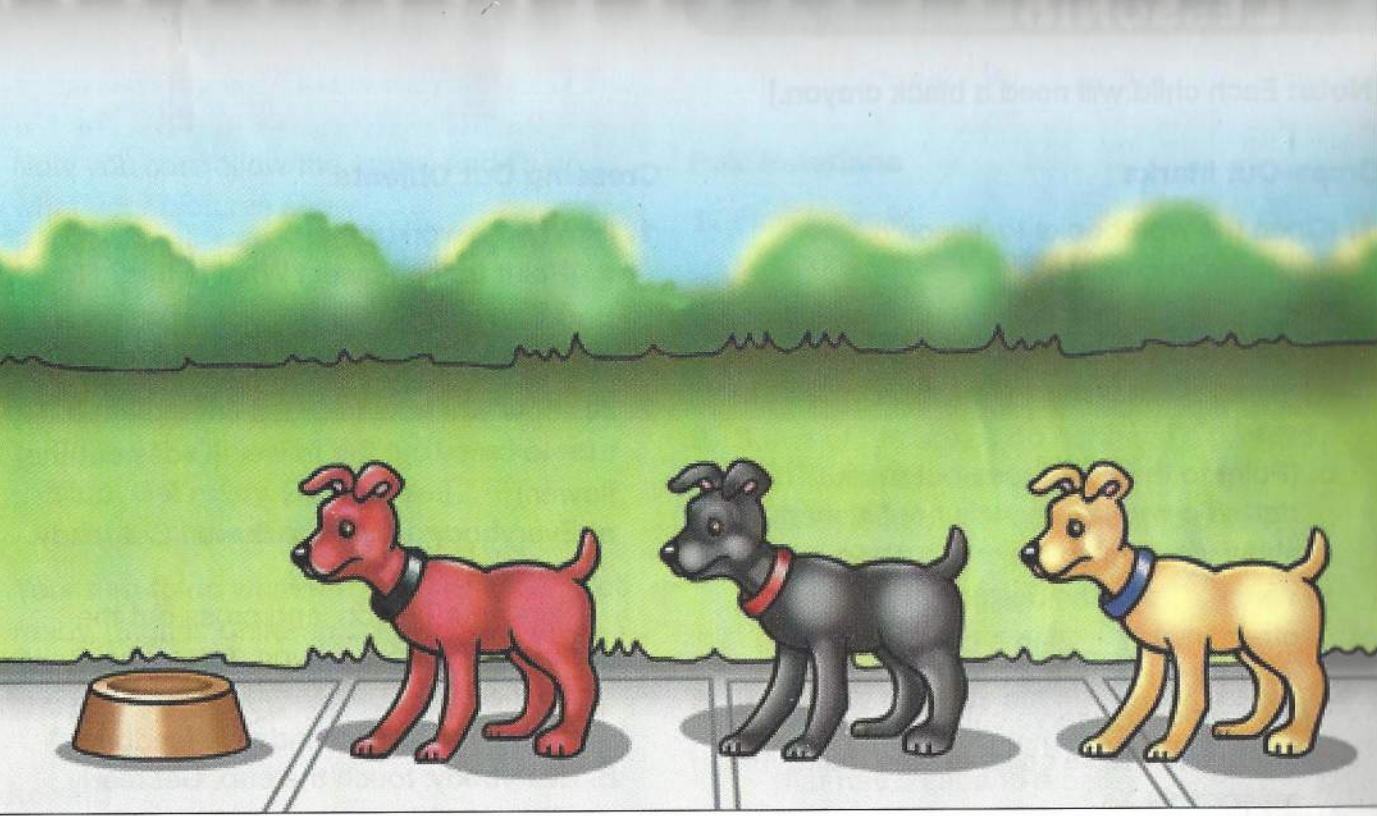
- 1.** One of these balloons is on the horse.
• (Point to each balloon, and ask:) Is this balloon on the horse? (Children are to answer yes or no.)
- (Point to c.) Listen. What is this? (Touch.) A balloon.
Where is this balloon? (Touch.) On the horse.
Say the whole thing about where this balloon is. (Touch.) This balloon is on the horse.
- 2.** One of these balloons is in front of the horse.
a. (Point to a.) Is this balloon in front of the horse? (Signal.) Yes.
b. (Point to b.) Is this balloon in front of the horse? (Signal.) No.
c. (Point to c.) Is this balloon in front of the horse? (Signal.) No.
- 3.** (Point to a.) Listen.
What is this? (Touch.) A balloon.
Where is this balloon? (Touch.) In front of the horse.
Say the whole thing about where this balloon is. (Touch.) This balloon is in front of the horse.
- 4.** One of these balloons is over the horse.
a. (Point to a.) Is this balloon over the horse? (Signal.) No.
b. (Point to b.) Is this balloon over the horse? (Signal.) Yes.
c. (Point to c.) Is this balloon over the horse? (Signal.) No.
- 5.** (Point to b.) Listen. What is this? (Touch.) A balloon.
Where is this balloon? (Touch.) Over the horse.
Say the whole thing about where this balloon is. (Touch.) This balloon is over the horse.



- 6.** Let's talk about the horse and the balloons one more time.
a. (Point to a.) Everybody, where is this balloon? (Touch.) In front of the horse.
Say the whole thing. (Touch.) This balloon is in front of the horse.
- b. (Point to b.) Everybody, where is this balloon? (Touch.) Over the horse.
Say the whole thing. (Touch.) This balloon is over the horse.
- c. (Point to c.) Everybody, where is this balloon? (Touch.) On the horse.
Say the whole thing. (Touch.) This balloon is on the horse.
- 7.** (Repeat part 6 until all children's responses are firm.)

EXERCISE 3 Spatial First, Next, Last

1. Look at the dogs. These dogs are walking in a line. The dog that will get to the bowl first is the dog that is first in line.
- (Point to the red dog.) This is the dog that will get to the bowl first. So this dog is first in line. What color is the dog that is first in line? (Signal.) *Red*.
 - (Point to the black dog.) This dog is next in line.
(Point to the yellow dog.) This dog is last in line.
 - (Do not point to the dogs.) What's the color of the dog that is first in line? (Signal.) *Red*. What's the color of the dog that is next in line? (Signal.) *Black*. What's the color of the dog that is last in line? (Signal.) *Yellow*.
2. (Repeat part 1 until all children's responses are firm.)
3. Look at the people. These people are walking in a line. The person who is first in line will get to the fence first.
- (Do not point to the people.) Will the man get to the fence first? (Signal.) *No*. So the man is not first in line.
 - Which person is first in line? (Signal.) *The girl*.
Which person is next in line? (Signal.) *The woman*.
Which person is last in line? (Signal.) *The man*.
4. (Repeat part 3 until all children's responses are firm.)

**Individual Turns**

(Repeat the exercise, calling on different children for each step.)

**EXERCISE 1 Actions – Pronouns****1.** It's time for some actions.

- a. Everybody, touch your finger. (Signal. Wait.)
What are you doing? (Signal.) *Touching my finger.*
- b. Everybody, touch your wrist. (Signal. Wait.)
What are you doing? (Signal.) *Touching my wrist.*
- c. Everybody, touch your shoulder. (Signal. Wait.)
What are you doing? (Signal.) *Touching my shoulder.*
- d. Everybody, touch your chin. (Signal. Wait.)
What are you doing? (Signal.) *Touching my chin.*
- e. Everybody, hold your hand on your shoe. (Signal. Wait.)
What are you doing? (Signal.) *Holding my hand on my shoe.*
- f. (Repeat steps a through e until all children's responses are firm.)

2. Here are some more actions.

- a. Everybody, hold your hand in front of your chin. (Signal. Wait.)
What are you doing? (Signal.) *Holding my hand in front of my chin.*
Say the whole thing. (Signal.) *I am holding my hand in front of my chin.*
- b. Everybody, touch your shoulder. (Signal. Wait.)
What are you doing? (Signal.) *Touching my shoulder.*
Say the whole thing. (Signal.) *I am touching my shoulder.*

c. Everybody, touch your wrist. (Signal. Wait.)

What are you doing? (Signal.) *Touching my wrist.*

Say the whole thing. (Signal.) *I am touching my wrist.*

d. Everybody, touch your finger. (Signal. Wait.)

What are you doing? (Signal.) *Touching my finger.*

Say the whole thing. (Signal.) *I am touching my finger.*

Are you touching your leg? (Signal.) No.

Say the whole thing. (Signal.) *I am not touching my leg.*

3. (Repeat part 2 until all children's responses are firm.)**Individual Turns**

(Repeat the exercise, calling on different children for each step.)

EXERCISE 2 Actions – Prepositions: In

[Note: You will need a piece of chalk and a drinking glass for this exercise.]

1. We're going to talk about chalk and a glass.

- a. (Hold up the piece of chalk.) What is this? (Signal.) *Chalk.*

- b. (Hold up the glass.) What is this? (Signal.) *A glass.*

2. My turn. I'll tell you if the chalk is in the glass.

- a. (Hold the chalk in the glass.) Is the chalk in the glass? Yes.
(Hold the chalk on the glass.) Is the chalk in the glass? No.
(Hold the chalk over the glass.) Is the chalk in the glass? No.
(Hold the chalk in the glass.) Is the chalk in the glass? Yes.
- b. Your turn. Tell me if the chalk is in the glass.
(Repeat step a, with children answering the questions.)

3. Now you're going to say the whole thing.

- a. Watch. (Hold the chalk in the glass.) Is the chalk in the glass? (Signal.) Yes.
Say the whole thing about where the chalk is. (Signal.) *The chalk is in the glass.*
- b. Again.
(Repeat step a until all children can make the statement.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)

EXERCISE 3 Part/Whole—Head

1. Let's say some parts of the head.
 - a. Watch. (Touch both your ears.) These parts are called ears. What are these parts called? (Signal.) **Ears.**
Everybody, touch your ears. (Signal. The children respond.)
 - b. Everybody, touch your mouth. (Signal. Wait.)
Everybody, touch your nose. (Signal. Wait.)
Everybody, touch your ears. (Signal. Wait.)
Everybody, touch your eyes. (Signal. Wait.)
Everybody, put your hand down. (Signal.)
 - c. (Repeat step b until all children's responses are firm.)
 2. This time I'll touch the parts of my head. You tell me about the parts I touch.
- a. (Point to your ears.) A head has . . . (touch) ears.
(Point to your eyes.) A head has . . . (touch) eyes.
(Point to your mouth.) A head has . . . (touch) a *mouth*.
(Point to your nose.) A head has . . . (touch) a *nose*.
 - b. (Repeat step a until all children's responses are firm.)
- Individual Turns**
(Repeat part 2, calling on different children for each step.)
-  **EXERCISE 4** Information—Days of the Week
1. Let's do the days of the week.
 - a. Everybody, how many days are there in a week? (Signal.) **Seven.**

D. Everybody, say the days of the week.

- (Signal.) **Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.**
- c. Again. (Signal.) **Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.**
(Repeat step c until all children's responses are firm.)

2. Everybody, I'll say some days of the week.

- When I stop, tell me the day that comes next.
- a. Listen. **Sunday, Monday, Tuesday.** (Pause. Signal.) **Wednesday.** ●
 - b. Listen. **Sunday, Monday, Tuesday, Wednesday, Thursday.** (Pause. Signal.) **Friday.**
 - c. Listen. **Sunday, Monday.** (Pause. Signal.) **Tuesday.**
(Repeat step b until all children's responses are firm.)

Individual Turns

(Repeat part 2, calling on different children.)

CORRECTIONS

EXERCISE 4

● Error

(Children don't say *Wednesday*.)

Correction

1. My turn. **Sunday, Monday, Tuesday.**
(Pause.) **Wednesday.** I said the day that comes next.

2. Your turn. **Sunday, Monday, Tuesday.**

(Pause. Signal.) **Wednesday.**
You said the day that comes next.

3. (Repeat step 2a of the exercise.)

1. You're going to figure out which pot is full.

- Listen to the rule. The pot on the table is full.
- Listen again. The pot on the table is full.
Everybody, say the rule about the pot on the table. (Signal.) *The pot on the table is full.*
- Again. (Signal.) *The pot on the table is full.* (Repeat until all children can say the rule.) Remember, the pot on the table is the only pot that is full.

2. Let's use the rule.

- a. (Point to a.) Is this pot on the table?
(Touch.) No.
So is this pot full? (Touch.) No.
- b. (Point to b.) Is this pot on the table?
(Touch.) No.
So is this pot full? (Touch.) No.
- c. (Point to c.) Is this pot on the table?
(Touch.) Yes.
So is this pot full? (Touch.) Yes.

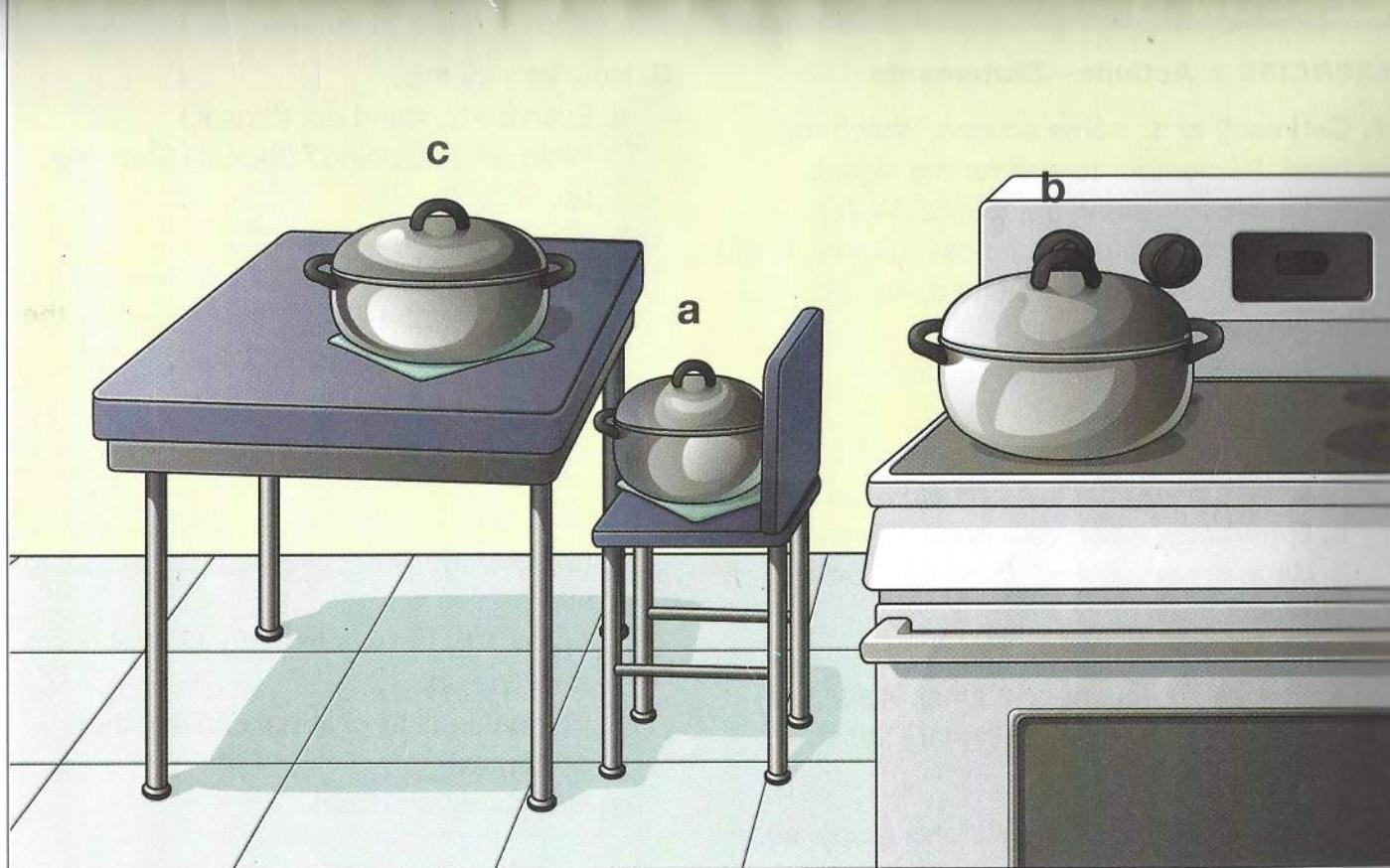
3. Here are some more questions.

- a. (Point to a.) Is this pot on the table?
(Touch.) No.
So, what else do you know about this pot?
(Touch.) This pot is not full.
- b. (Point to b.) Is this pot on the table?
(Touch.) No.
So, what else do you know about this pot?
(Touch.) This pot is not full.
- c. (Point to c.) Is this pot on the table?
(Touch.) Yes.
So, what else do you know about this pot?
(Touch.) This pot is full.

4. (Call on a child.) Show me the pot that is full. (The child should point to the pot on the table.)

Let's see if you are right.

(Turn the page quickly.)



EXERCISE 5 Concept Application
(cont.)

5. Everybody, tell me which pot is full. (Signal.)

The pot on the table.

Say the whole thing about the pot on the table. (Signal.) *The pot on the table is full.*

(Repeat part 5 until all children can say the statement.)

6. Let's talk about the other pots.

a. (Point to a.) Where is this pot? (Touch.)

On the chair.

Say the whole thing. (Touch.) *This pot is on the chair.*

Is this pot full? (Touch.) *No.*

b. (Point to b.) Where is this pot? (Touch.)

On the stove.

Say the whole thing. (Touch.) *This pot is on the stove.*

Is this pot full? (Touch.) *No.*

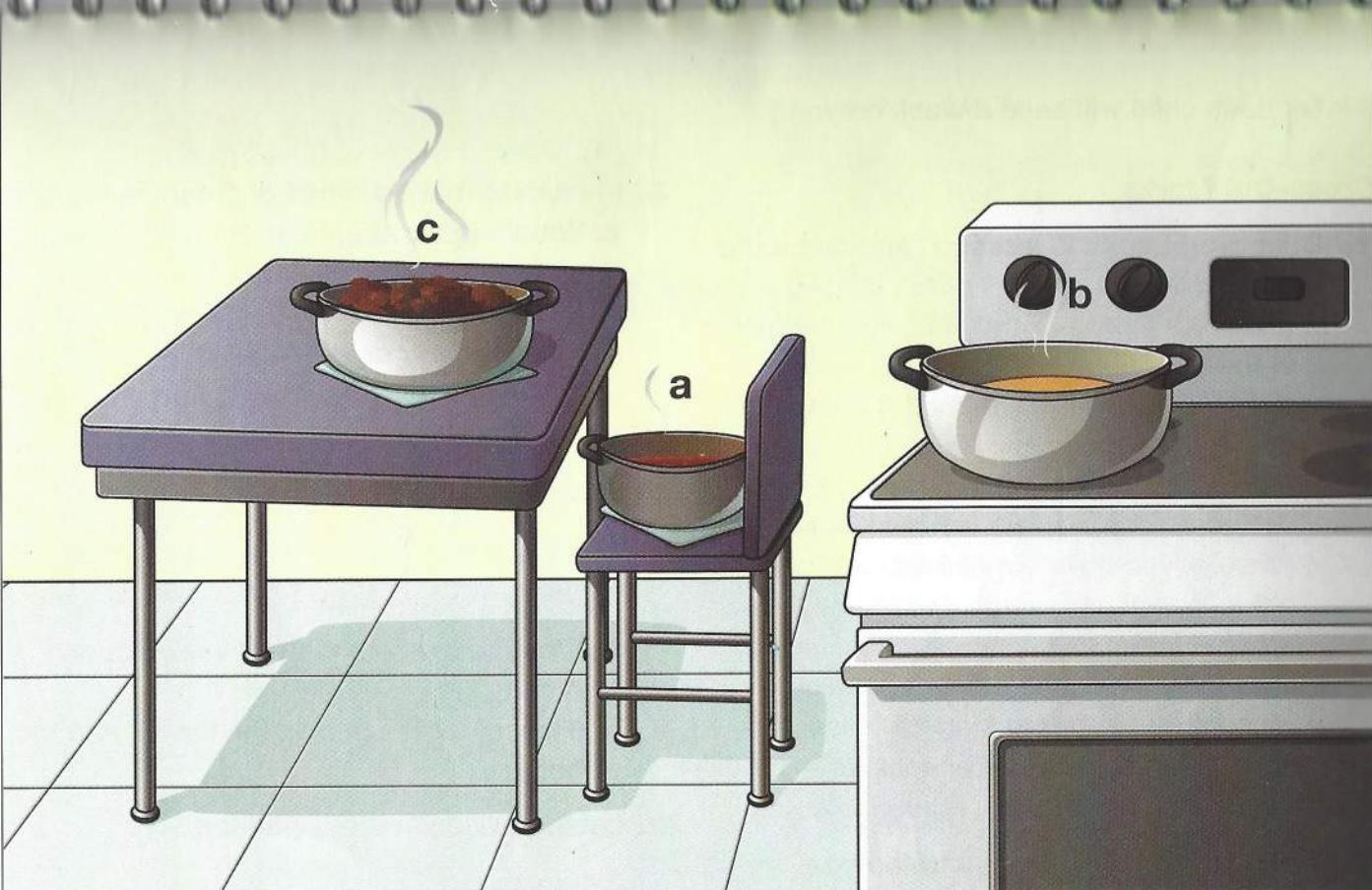
7. (Call on different children to answer these questions.)

- What do you think is in the pot that is full?
- What do you think is in the pot that is on the chair?
- What do you think is in the pot that is on the stove?

(Praise reasonable responses.)

Individual Turns

(Repeat parts 5 and 6, calling on different children for each question.).

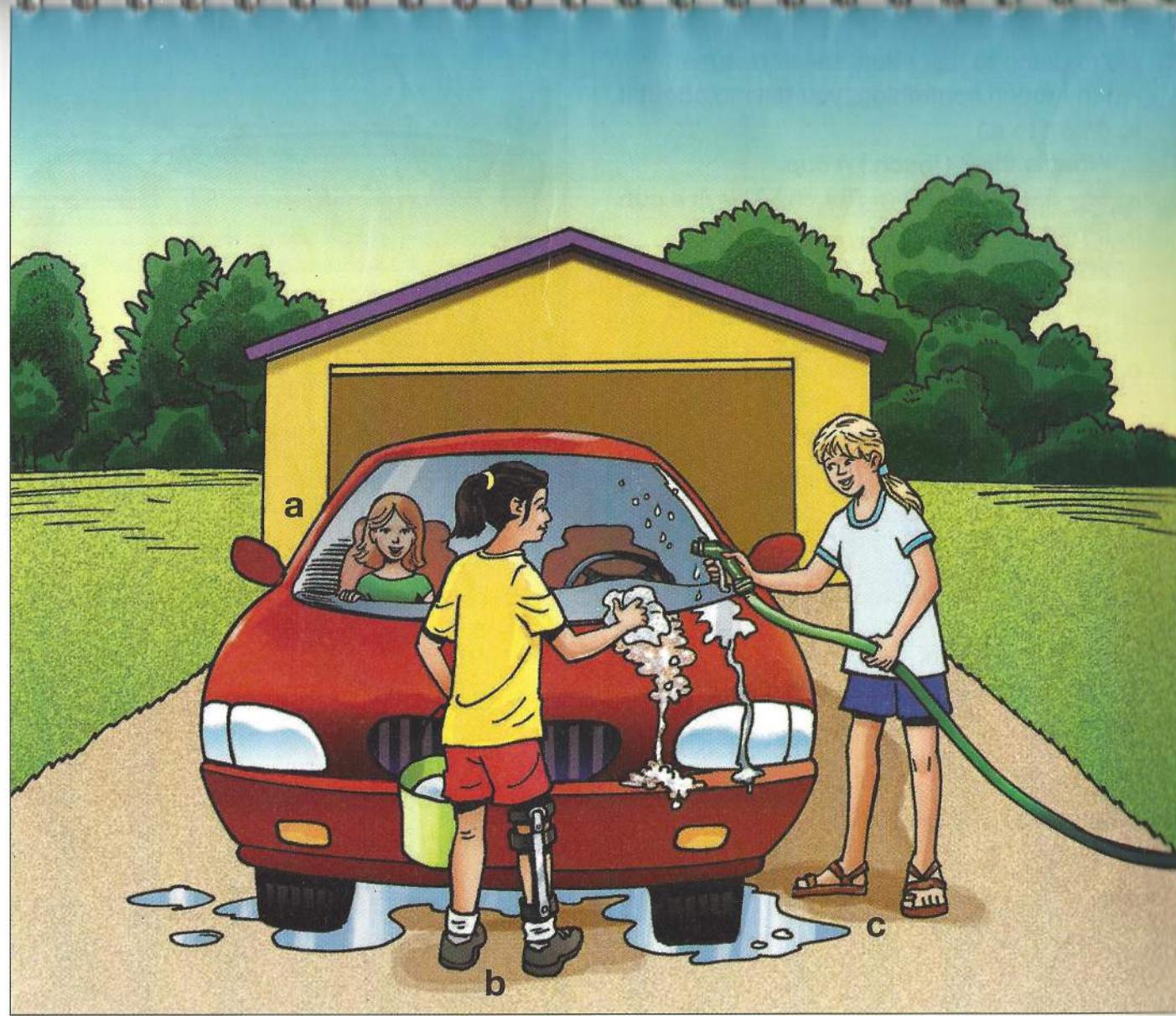


EXERCISE 6 Prepositions—In Front Of, In

1. One of these girls is in front of the car. One of these girls is in the car.
 - a. (Point to a.) Is this girl in front of the car? (Signal.) No.
 - b. (Point to b.) Is this girl in front of the car? (Signal.) Yes.
 - c. (Point to c.) Is this girl in front of the car? (Signal.) No.(Repeat until all children's responses are firm.)
2. (Point to b.) Listen.
 - Is this girl in front of the car? (Touch.) Yes.
 - Where is the girl? (Touch.) *In front of the car.*
 - Say the whole thing about where the girl is. (Touch.) *The girl is in front of the car.* ●
3. (Point to a.) Listen.
Is this girl in front of the car? (Touch.) No.
Where is the girl? (Touch.) *In the car.*
Say the whole thing about where the girl is.
(Touch.) *The girl is in the car.*
4. (Repeat parts 2 and 3 until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)



CORRECTIONS

EXERCISE 6

● Error

(Children give the wrong answer.)

Correction

1. Show me the front of the car.
2. Now show me what's in front of the car.

EXERCISE 7 Opposites – Wet/Dry

1. Some of these cars are wet. Some of these cars are dry.

I'll point to each car. Say **wet** if it is wet.

Say **dry** if it is dry.

(Point to a. Touch.) **Wet**.

(Point to b. Touch.) **Dry**.

(Point to c. Touch.) **Dry**.

(Point to d. Touch.) **Dry**.

(Repeat until all children's responses are firm.)

2. Listen. (Point to a.)

- Is this car wet? (Touch.) Yes.

Say the whole thing. (Touch.) *This car is wet.*

- Is this car dry? (Touch.) No.

Say the whole thing. (Touch.) *This car is not dry.*

(Repeat until all children's responses are firm.)

3. Listen. (Point to c.)

- Is this car wet? (Touch.) No.

Say the whole thing. (Touch.) *This car is not wet.*

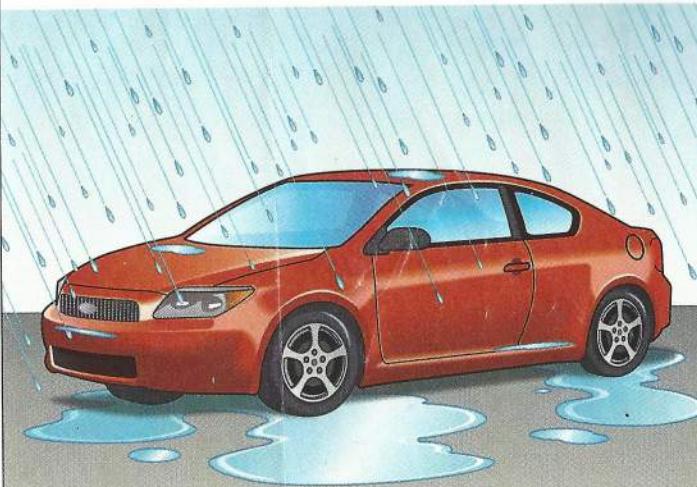
- Is this car dry? (Touch.) Yes.

Say the whole thing. (Touch.) *This car is dry.*

(Repeat until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)



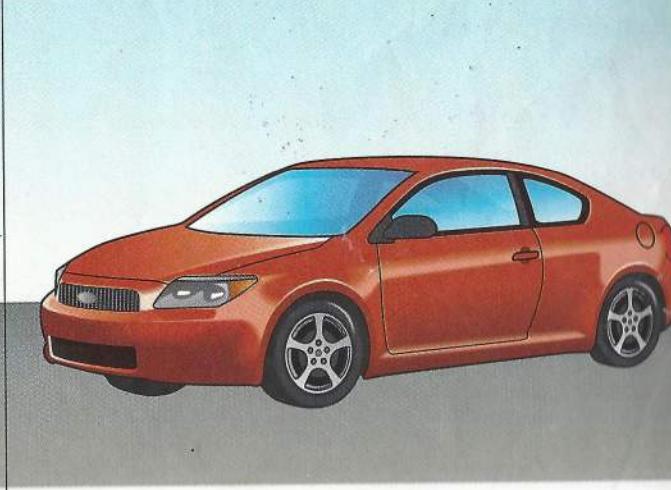
a



b



a



b

EXERCISE 9 Opposites—Wet/Dry

1. Some of these turtles are wet. Some of these turtles are dry.

I'll point to each turtle. Say *wet* if it is wet.

Say *dry* if it is dry.

(Point to a. Touch.) *Wet*.

(Point to b. Touch.) *Wet*.

(Point to c. Touch.) *Dry*.

(Point to d. Touch.) *Dry*.

(Repeat part 1 until all children's responses are firm.)

2. Listen. (Point to a.)

• Is this turtle *wet*? (Touch.) Yes.

Say the whole thing. (Touch.) *This turtle is wet*.

• Is this turtle *dry*? (Touch.) No.

Say the whole thing. (Touch.) *This turtle is not dry*.

• (Repeat part 2 until all children's responses are firm.)

3. Listen. (Point to c.)

• Is this turtle *wet*? (Touch.) No.

Say the whole thing. (Touch.) *This turtle is not wet*.

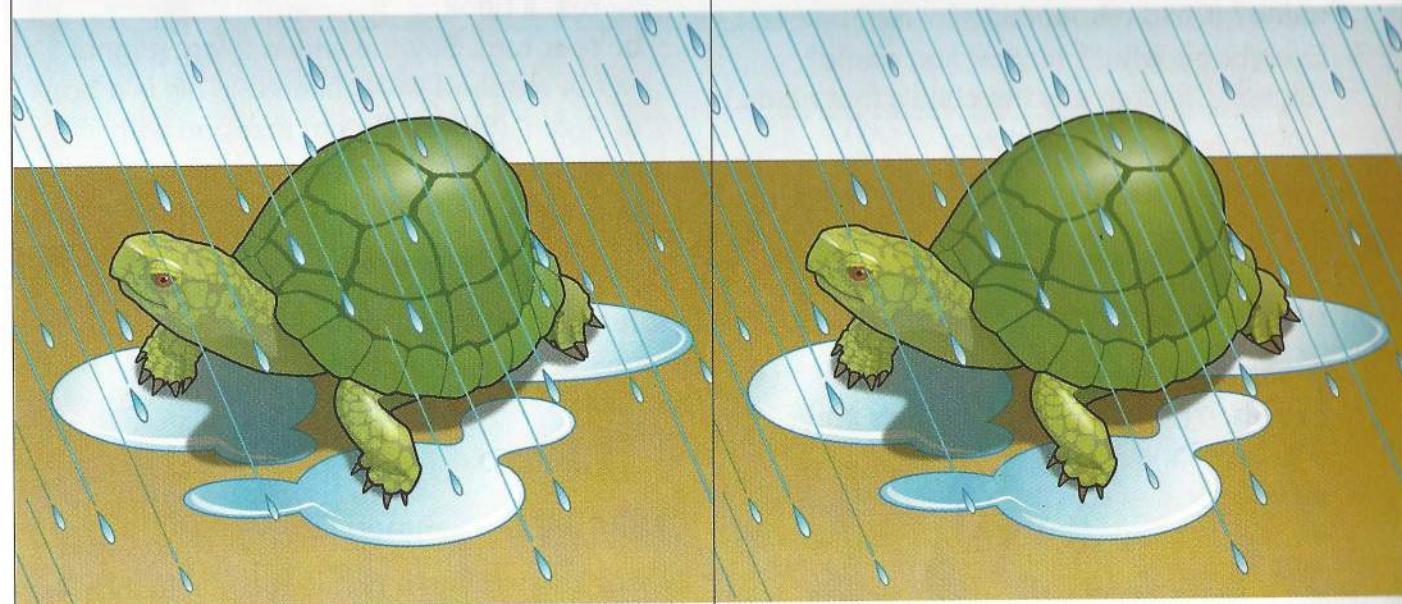
• Is this turtle *dry*? (Touch.) Yes.

Say the whole thing. (Touch.) *This turtle is dry*.

• (Repeat part 3 until all children's responses are firm.)

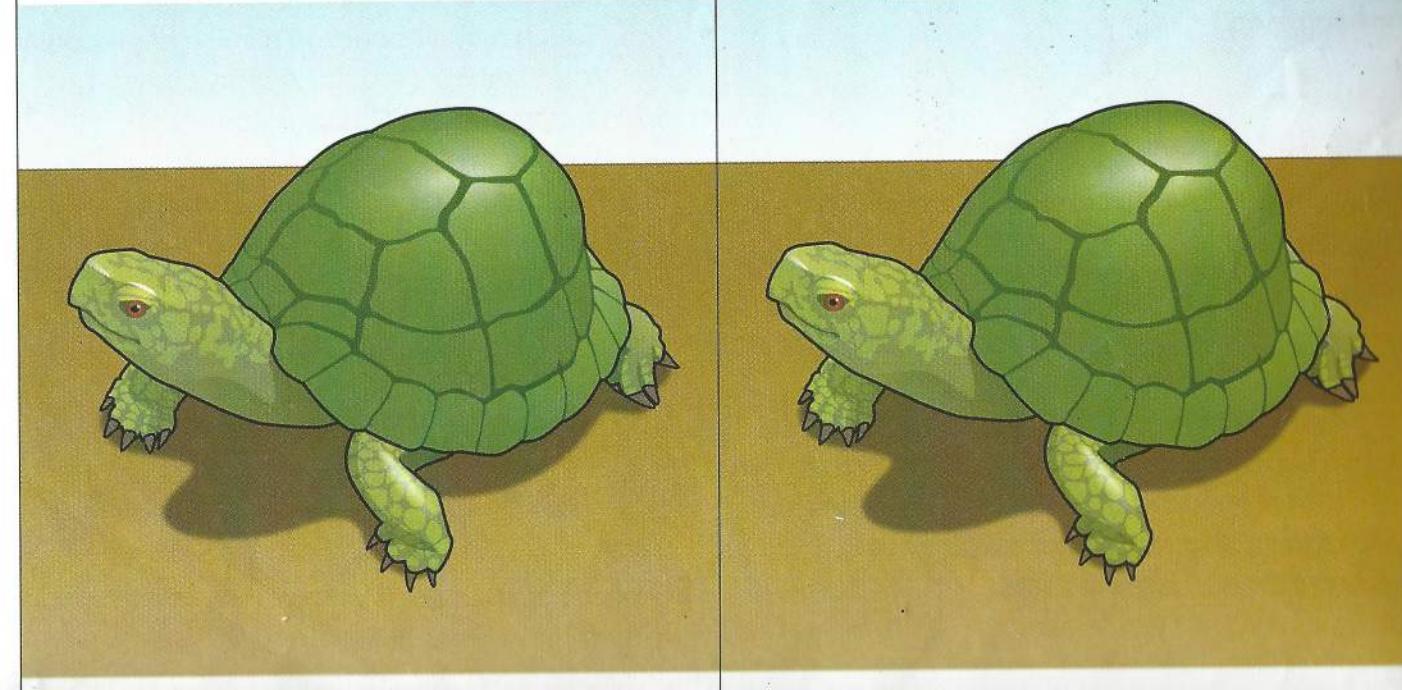
Individual Turns

(Repeat the exercise, calling on different children for each step.)



a

b



[Note: Do not point to the dogs.]

1. Now we will talk about the dogs.

These dogs are walking in a line. One of the dogs will get to the door first. That is the dog that is first in line.

- a. What's the color of the dog that is first in line? (Signal.) *Yellow.*
- b. What's the color of the dog that is next? (Signal.) *Black.*
- c. What's the color of the dog that is last? (Signal.) *Red.*

2. Now we'll talk about the people. These people are walking in a line. One of the people will get to the cat first. That's the person who is first in line.

- a. (Do not point to the people.) *Everybody*, is the girl first in line? (Signal.) *No.*
- b. Who is first in line? (Signal.) *The man.*
Who is next in line? (Signal.) *The girl.*
Who is last in line? (Signal.) *The woman.*

3. (Repeat part 2 until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)



LESSON 48



EXERCISE 1 Actions – Pronouns

1. Let's see how fast we can do some actions.
 - a. Everybody, hold your hand in front of your nose. (Signal. Hold your hand in front of your nose.)
Say the whole thing about what she is doing. (Signal.) She is holding her hand in front of her nose.
 - b. (Point to a girl.) Look at her. What is she doing? (Signal.) Holding her hand in front of her nose.
Say the whole thing about what she is doing. (Signal.) She is holding her hand in front of her nose.
 - c. What are you doing? (Signal.) Holding my hand in front of my nose.
Say the whole thing about what you are doing. (Signal.) I am holding my hand in front of my nose.
 - d. Look at me. What am I doing? (Signal.) Holding your hand in front of your nose.
Say the whole thing about what I am doing. (Signal.) You are holding your hand in front of your nose.
(Repeat steps a through d until all children's responses are firm.)
2. Here are some more.
 - a. Everybody, hold your hand over your head. (Signal. Hold your hand over your head.)
b. Look at me. What am I doing? (Signal.) Holding your hand over your head.
Say the whole thing about what I am doing. (Signal.) You are holding your hand over your head.

- c. What are you doing? (Signal.) Holding my hand over my head.
Say the whole thing about what you are doing. (Signal.) I am holding my hand over my head.
 - d. (Point to a girl.) What is she doing? (Signal.) Holding her hand over her head.
Say the whole thing about what she is doing. (Signal.) She is holding her hand over her head.
 - e. (Point to a boy.) What is he doing? (Signal.) Holding his hand over his head.
Say the whole thing about what he is doing. (Signal.) He is holding his hand over his head.
(Repeat steps a through e until all children's responses are firm.)
3. Let's do a few more actions.
 - a. Everybody, touch your wrist. (Signal. Touch your wrist. Keep touching it.)
b. (Point to a boy.) What is he doing? (Signal.) Touching his wrist.
Say the whole thing about what he is doing. (Signal.) He is touching his wrist.
 - c. What are you doing? (Signal.) Touching my wrist.
Say the whole thing about what you are doing. (Signal.) I am touching my wrist.
(Repeat steps a through c until all children's responses are firm.)
 4. We're almost finished.
 - a. Everybody, touch your arm. (Signal. Touch your arm. Keep touching it.)
b. (Point to a girl.) What is she doing? (Signal.) Touching her arm.
Say the whole thing about what she is doing. (Signal.) She is touching her arm.
 - c. What am I doing? (Signal.) Touching your arm.
Say the whole thing about what I am doing. (Signal.) You are touching your arm.
 - d. (Repeat steps a through c until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)

[Note: You will need an eraser and a wastebasket for this exercise.]

1. We're going to talk about an eraser and a wastebasket.

a. (Hold up the eraser.) **What is this?** (Signal.)
An eraser.

b. (Point to the wastebasket.) **What is this?** (Signal.) *A wastebasket.*

2. Your turn. Tell me if I hold the eraser in the wastebasket.

a. (Hold the eraser in the wastebasket.)
Is the eraser in the wastebasket?

(Signal.) Yes.

(Hold the eraser on the wastebasket.)
Is the eraser in the wastebasket?

(Signal.) No.

(Hold the eraser in the wastebasket.)
Is the eraser in the wastebasket?

(Signal.) Yes.

(Hold the eraser over the wastebasket.)
Is the eraser in the wastebasket?

(Signal.) No.

b. (Hold the eraser in the wastebasket.)
Say the whole thing about where the eraser is. (Signal.) *The eraser is in the wastebasket.*

c. **Again.**

(Repeat step b until all children can make the statement.)

Individual Turns

(Repeat part 2, calling on different children for each step.)

[Note: You will need a pencil for this exercise.]

1. Let's see if you remember the parts of the head. (Call on a boy in the group.)

a. **Everybody, get ready to say the whole thing about what a head has.**

(Point to the eyes. Signal.) *A head has eyes.*

(Point to the mouth. Signal.) *A head has a mouth.*

(Point to the ears. Signal.) *A head has ears.*

(Point to the nose. Signal.) *A head has a nose.*

(Point to the hair. Signal.) *A head has hair.*

b. (Repeat step a until all children's responses are firm.)

c. **And what do you call the whole object?**

(Signal.) *A head.*

2. Listen. (Hold up a pencil.)

a. (Point to the point.) **A pencil has . . .**
(touch) *a point.*

(Point to the eraser.) **A pencil has . . .**
(touch) *an eraser.*

(Point to the shaft.) **A pencil has . . .**
(touch) *a shaft.*

(Circle the pencil.) **And what's the whole object called?** (Touch.) *A pencil.*

b. (Repeat step a until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)

1. Let's do the days of the week.

a. **Everybody, how many days are there in a week?** (Signal.) Seven.

b. **Everybody, say the days of the week.**
(Signal.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

c. **Again.** (Signal.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
(Repeat step c until all children's responses are firm.)

d. **Everybody, I'll say some days of the week.**
When I stop, tell me the day that comes next. Listen. Sunday, Monday, Tuesday, Wednesday. (Pause. Signal.) Thursday. ●

e. **Listen.** Sunday, Monday. (Pause. Signal.) Tuesday.

Listen. Wednesday, Thursday, Friday.
(Pause. Signal.) Saturday.

f. (Repeat step e until all children's responses are firm.)

CORRECTIONS

EXERCISE 4

● **Error**

(Children don't say Thursday.)

Correction

1. **My turn.** Sunday, Monday, Tuesday, Wednesday. (Pause.) Thursday. I said the day that comes next.

2. **Your turn.** Sunday, Monday, Tuesday, Wednesday. (Pause. Signal.) Thursday.
You said the day that comes next.

★ EXERCISE 5 Concept Application

1. You're going to figure out which boy is big.

- Listen to the rule. The boy wearing a hat is big. Listen again. The boy wearing a hat is big. Everybody, say the rule about the boy wearing a hat. (Signal.) *The boy wearing a hat is big.*
- Again. (Signal.) *The boy wearing a hat is big.*
(Repeat until all children can say the rule.) Remember, the boy wearing a hat is the only boy that is big.

2. Let's use the rule.

a. (Point to a.) Is this boy wearing a hat?

(Touch.) Yes.

So is this boy big? (Touch.) Yes.

b. (Point to b.) Is this boy wearing a hat?

(Touch.) No.

So is this boy big? (Touch.) No.

c. (Point to c.) Is this boy wearing a hat?

(Touch.) No.

So is this boy big? (Touch.) No.

3. Here are some more questions.

a. (Point to a.) Is this boy wearing a hat?

(Touch.) Yes.

So, what else do you know about this boy?

(Touch.) *This boy is big.*

b. (Point to b.) Is this boy wearing a hat?

(Touch.) No.

So, what else do you know about this boy?

(Touch.) *This boy is not big.*

c. (Point to c.) Is this boy wearing a hat?

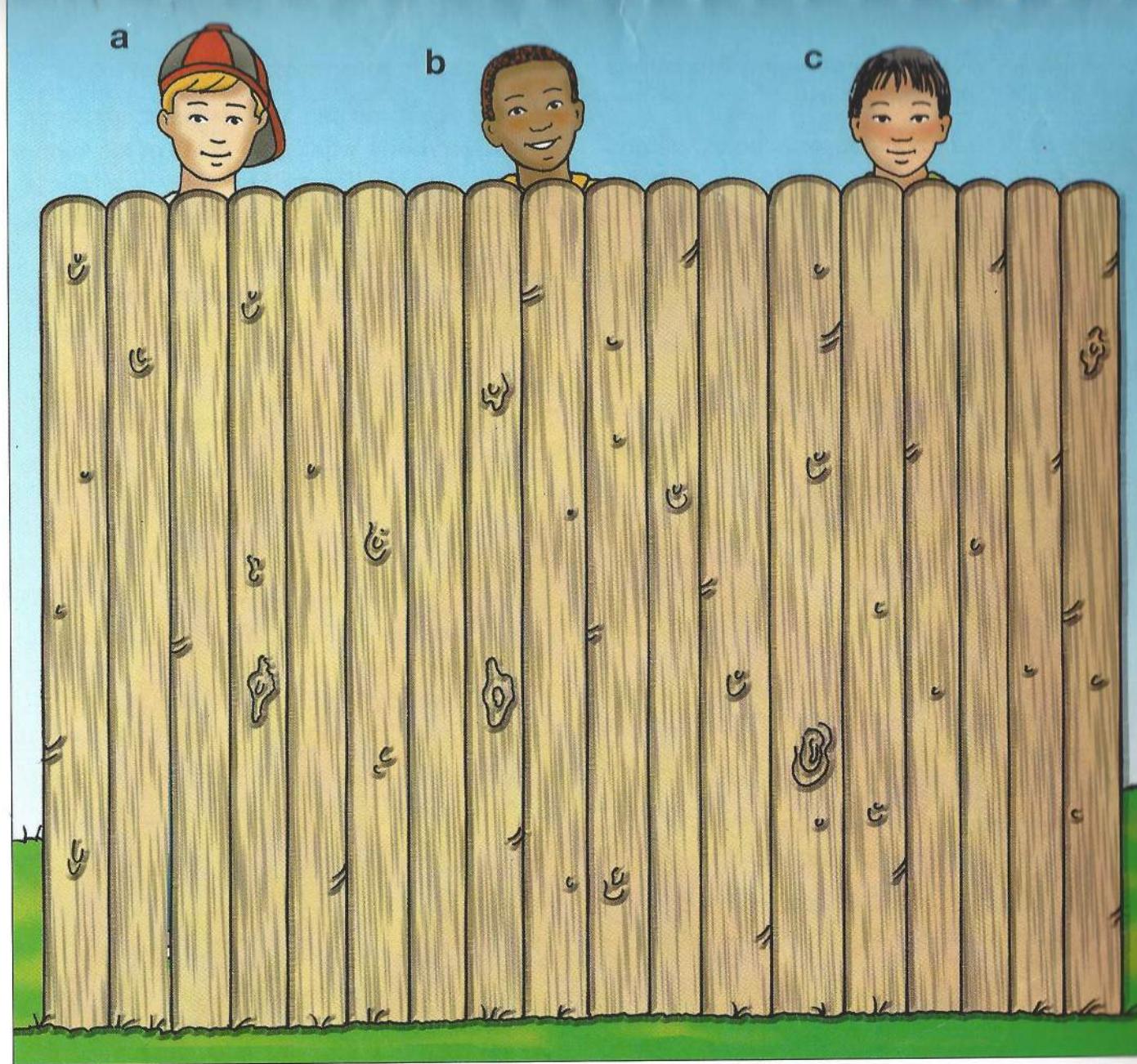
(Touch.) No.

So, what else do you know about this boy?

(Touch.) *This boy is not big.*

4. (Call on two children.) Show me the boy who is big. (Wait.) Let's see if you are right.

(Turn the page quickly.)



EXERCISE 5 Concept Application
(cont.)

5. Everybody, tell me which boy is big. (Signal.)

The boy wearing a hat.

Say the whole thing about what the big boy is wearing. (Signal.) The big boy is wearing a hat.

(Repeat part 5 until all children can say the statement.)

6. Let's talk some more about these boys.

- (Point to boy b.) What is this boy standing on? (Touch.) A stool.

Say the whole thing. (Touch.) This boy is standing on a stool.

- (Point to boy c.) What is this boy standing on? (Touch.) A box.

Say the whole thing. (Touch.) This boy is standing on a box.

7. (Call on different children to answer these questions.)

Have you ever stood on a box?

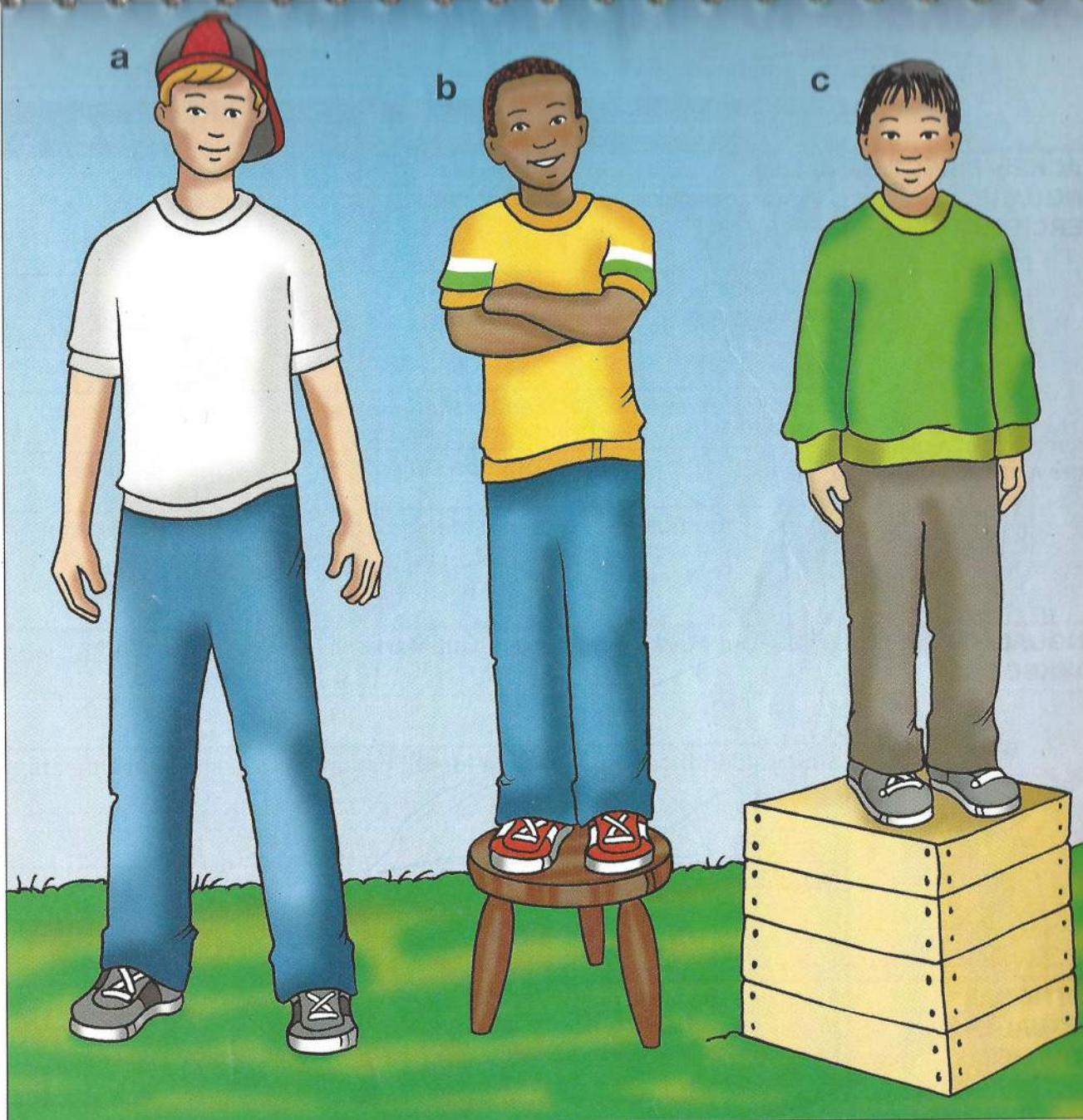
Have you ever stood on a stool?

Do you think that boy on the box will fall?

(Praise reasonable responses.)

Individual Turns

(Repeat parts 5 and 6, calling on different children for each question.)



EXERCISE 6 Opposites—Full/Empty

1. Some of these jars are full. Some of these jars are empty.

I'll point to each jar. Say *full* if it is full.

Say *empty* if it is empty.

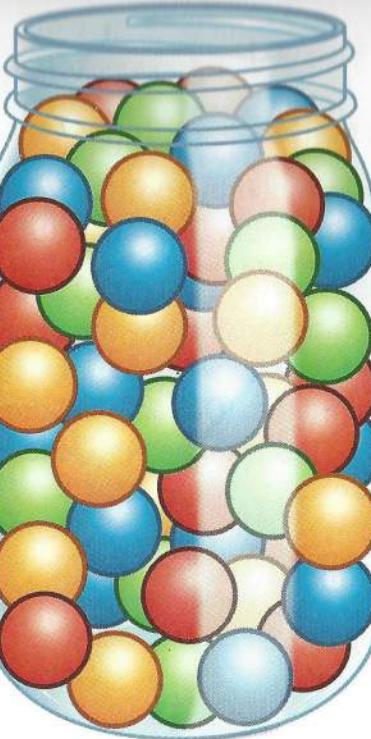
a. (Point to a. Pause. Touch.) *Full*.

b. (Point to b. Pause. Touch.) *Full*.

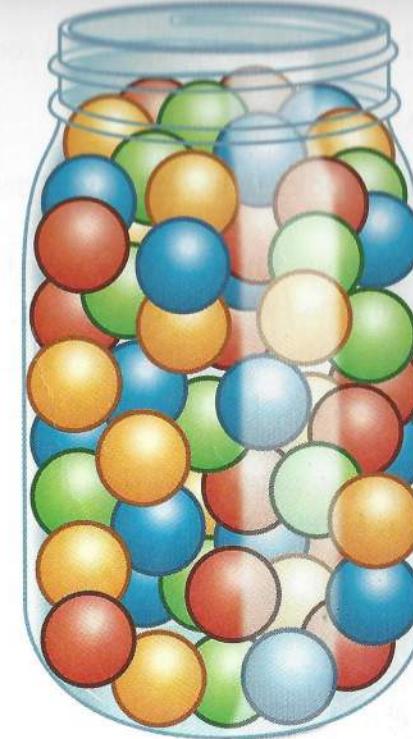
c. (Point to c. Pause. Touch.) *Full*.

d. (Point to d. Pause. Touch.) *Empty*.

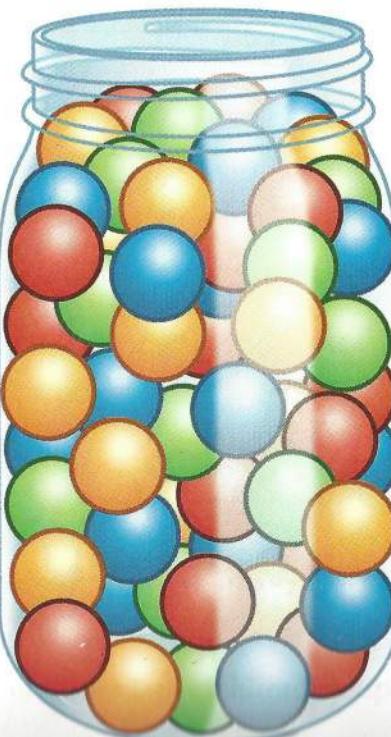
(Repeat part 1 until all children's responses are firm.)



a



b



2. Listen.

- (Point to a.) Is this jar full? (Touch.) Yes. Say the whole thing. (Touch.) *This jar is full*.

- Is this jar empty? (Touch.) No. Say the whole thing. (Touch.) *This jar is not empty*.

(Repeat part 2 until all children's responses are firm.)

3. Listen.

- (Point to c.) Is this jar full? (Touch.) Yes. Say the whole thing. (Touch.) *This jar is full*.

- Is this jar empty? (Touch.) No. Say the whole thing. (Touch.) *This jar is not empty*.

(Repeat part 3 until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)