

4. Look at the children.

- Are all of the children swimming? (Signal.)

No.

Are some of the children swimming?

(Signal.) Yes.

- Which children are swimming? (Signal.)

The girls.

Are all of the girls swimming? (Signal.) Yes.

Say the whole thing about all of the girls.

(Signal.) All of the girls are swimming.

- (Point to the boys.)

What are the boys doing? (Signal.)

Jumping rope.

Say the whole thing about all of the boys.

(Signal.) All of the boys are jumping rope.

5. (Ask different children the following questions.)

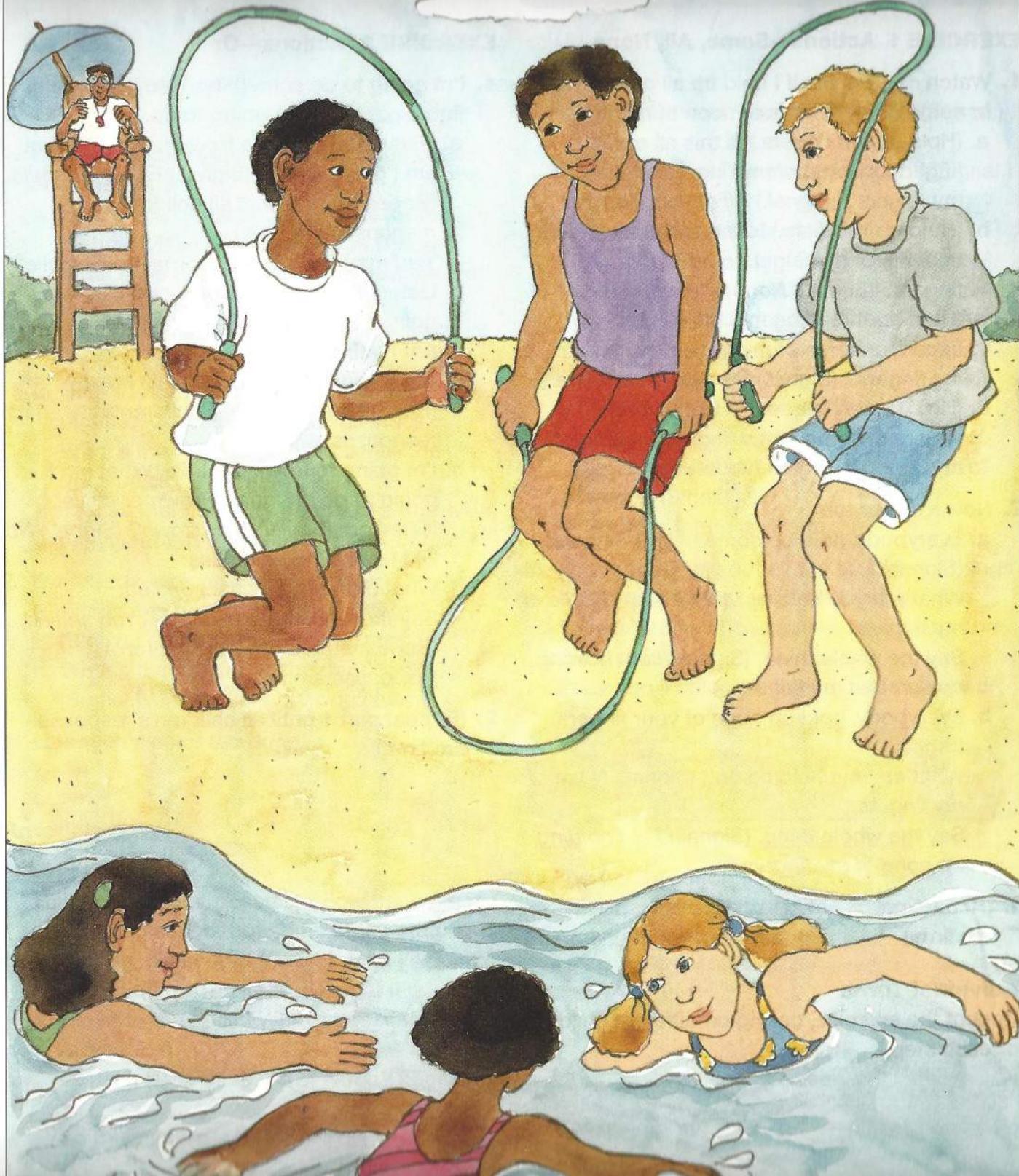
Do you like to swim in cold water? Tell why.

Do you like to jump rope? Tell why.

Would you rather jump rope or swim? Tell why.

Individual Turns

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



EXERCISE 1 Actions—All, None

1. It's time for some actions.

- a. Everybody, hold up all of your fingers.
(Signal.)

What are you holding up? (Signal.) All of my fingers.

Say the whole thing. (Signal.) I am holding up all of my fingers.

- b. Everybody, hold up none of your fingers.
(Signal.)

What are you holding up? (Signal.) None of my fingers.

Say the whole thing. (Signal.) I am holding up none of my fingers.

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 Actions—Or

1. I'm going to do something. See if you can figure out what I'm going to do. (Stand up.)

- a. Listen. I'm going to sit down or jump or smile. What am I going to do? (Signal.) Sit down or jump or smile.

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

- b. Yes, I'm going to sit down or jump or smile. Am I going to sit down? (Signal.) Maybe.

Am I going to jump? (Signal.) Maybe. Am I going to run? (Signal.) No.

Am I going to smile? (Signal.) Maybe.

- c. I'm going to sit down or jump or smile. What am I going to do? (Signal.) Sit down or jump or smile.

Here I go. (Jump.) Did I sit down? (Signal.) No.

Did I jump? (Signal.) Yes.

Did I smile? (Signal.) No.

- d. What did I do? (Signal.) Jumped.

Say the whole thing. (Signal.) You jumped.

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

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

EXERCISE 3 Opposites Review

1. We're going to play a word game.

- a. Listen. I'm thinking about a canoe that is not short. It's the opposite of short. So what do you know about it? (Pause. Signal.) It's long.

- b. Listen. I'm thinking about an elephant that is not old. It's the opposite of old. So what do you know about it? (Pause. Signal.) It's young.

- c. Listen. I'm thinking about plates that are not dry. They're the opposite of dry. So what do you know about them? (Pause. Signal.) They're wet.

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

Individual Turns

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

EXERCISE 4 Information—Days, Months

We're going to talk about days and months.

- a. Everybody, how many days are in a week?

(Signal.) Seven.

Say the whole thing. (Signal.) There are seven days in a week.

- b. Everybody, say the days of the week. Get ready. (Signal.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. (Repeat step b until all children's responses are firm.)

- c. How many months in a year? (Signal.) Twelve.

Say the whole thing. (Signal.) There are twelve months in a year.

- d. Say the months of the year through December. (Signal.) January, February, March, April, May, June, July, August, September, October, November, December.

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

Individual Turns

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

EXERCISE 5 Same

[Note: In this exercise it is important to acknowledge any correct answers children give.]

1. I'm going to name some things. You see these things in the same place. See if you can think of the place you see them.

a. Listen. An airplane and a bird. You see them both in the same place. (Pause.) Everybody, what place is that? (Signal.) The sky.

Yes, you see them in the sky.

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

b. Listen. A cow and a pig. You see them both in the same place. (Pause.) Everybody, what place is that? (Signal.) A farm.

Yes, you see them on a farm.

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

c. Listen. A chair and a chalkboard. You see them both in the same place. (Pause.) Everybody, what place is that? (Signal.) A school.

Yes, you see them in a school.

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

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

3. We'll do those again.

a. Everybody, an airplane and a bird. Where would you see them? (Signal.) In the sky. So, why are an airplane and a bird the same? (Signal.) Because you see them in the sky.

Say the whole thing about an airplane and a bird. (Signal.) An airplane and a bird are the same because you see them in the sky. (Repeat until all children's responses are firm.)

- b. Everybody, a cow and a pig. Where would you see them? (Signal.) On a farm.

So, why are a cow and a pig the same? (Signal.) Because you see them on a farm.

Say the whole thing about a cow and a pig. (Signal.) A cow and a pig are the same because you see them on a farm.

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

- c. Everybody, a chalkboard and a desk.

Where would you see them? (Signal.) In a school.

So, why are a chalkboard and a desk the same? (Signal.) Because you see them in a school.

Say the whole thing about a chalkboard and a desk. (Signal.) A chalkboard and a desk are the same because you see them in a school.

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

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

Individual Turns

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

EXERCISE 6 Common Information

1. Let's see how much information you remember.
 - a. What do we call a place where you buy things? (Signal.) A store.
Say the whole thing about a store. (Signal.)
A store is a place where you buy things.
 - b. What do we call the place with the sun and clouds? (Signal.) The sky.
Say the whole thing about the sky. (Signal.)
The sky is the place with the sun and clouds.
 - c. Everybody, what do we call a place with lots of fruit trees? (Signal.) An orchard.
Say the whole thing about an orchard.
(Signal.) *An orchard is a place with lots of fruit trees.*
 - d. What do we call a place where food is grown? (Signal.) A farm.
Say the whole thing about a farm. (Signal.)
A farm is a place where food is grown.
2. (Repeat part 1 until all children can make the statements.)

Individual Turns

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

EXERCISE 7 Actions—First, Before, After

1. It's time for some actions.
 - a. Listen. First you're going to touch your chest. Then you're going to touch your cheek. What are you going to do first? (Signal.) *Touch my chest.*
What are you going to do after you touch your chest? (Signal.) *Touch my cheek.*
(Repeat until all children's responses are firm.)
 - b. Everybody, show me what you do first. (Signal. Children respond.)
What are you doing? (Signal.) *Touching my chest.*
 - c. What are you going to do after you touch your chest? (Signal.) *Touch my cheek.*
Do it. (Signal. Children respond.)
What are you doing? (Signal.) *Touching my cheek.*
 - d. Listen. What did you do before you touched your cheek? (Signal.) *Touched my chest.*
Yes, you touched your chest.
(Repeat until all children's responses are firm.)
2. (Repeat part 1 until all children's responses are firm.)
3. Let's do another one.
 - a. Listen. First you're going to touch the floor. Then you're going to touch your chair. Then you're going to touch your head.
b. What are you going to do first? (Signal.) *Touch the floor.*
What are you going to do after you touch the floor? (Signal.) *Touch my chair.*
What are you going to do after you touch your chair? (Signal.) *Touch my head.*
(Repeat until all children's responses are firm.)
 - c. Everybody, show me what you do first. (Signal. Each child is to touch the floor.)
What are you doing? (Signal.) *Touching the floor.*
 - d. What are you going to do after you touch the floor? (Signal.) *Touch my chair.*
Do it. (Children respond.)
What are you doing now? (Signal.) *Touching my chair.*
Listen. What did you do before you touched your chair? (Signal.) *Touched the floor.*
 - e. Listen. What are you going to do after you touch your chair? (Signal.) *Touch my head.*
Do it. (Children respond.)
What are you doing now? (Signal.) *Touching my head.*
4. (Repeat part 3 until all children's responses are firm.)

Individual Turns

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

Concept Application

1. We're going to use a rule to solve this problem.

- Here's the rule for this picture. Listen.
Every boy is smiling. Everybody, say the rule. (Signal.) *Every boy is smiling.*
(Have children repeat the rule until they can all say it.)
- What do you know about every boy?
(Signal.) *Every boy is smiling.*

2. We'll talk about each child.

a. (Point to a.)

Is this a boy? (Touch.) Yes.

So does the rule tell you about this child?

(Touch.) Yes.

What does the rule tell you about this child? (Call on a child. Idea: *He is smiling.*)

b. (Point to b.)

Is this a boy? (Touch.) Yes.

So does the rule tell you about this child?

(Touch.) Yes.

What does the rule tell you about this child? (Call on a child. Idea: *He is smiling.*)

c. (Point to c.)

Is this a boy? (Touch.) No.

So does the rule tell you about this child?

(Touch.) No.

d. (Point to d.)

Is this a boy? (Touch.) Yes.

So does the rule tell you about this child?

(Touch.) Yes.

What does the rule tell you about this child? (Call on a child. Idea: *He is smiling.*)

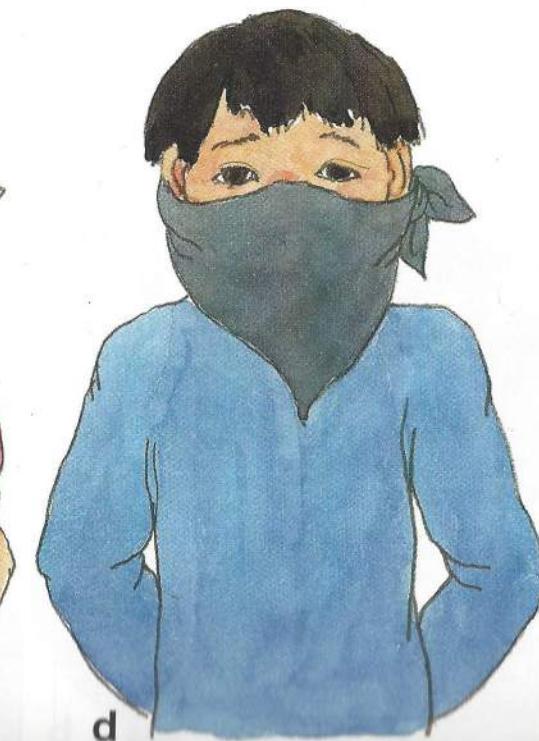
3. (Repeat part 2 until all children's responses are firm.)

4. What's the rule about every boy? (Signal.)

Every boy is smiling.

Let's see if you're right.

(Turn the page quickly.)



EXERCISE 8 Concept Application (cont.)

5. Look at the picture.

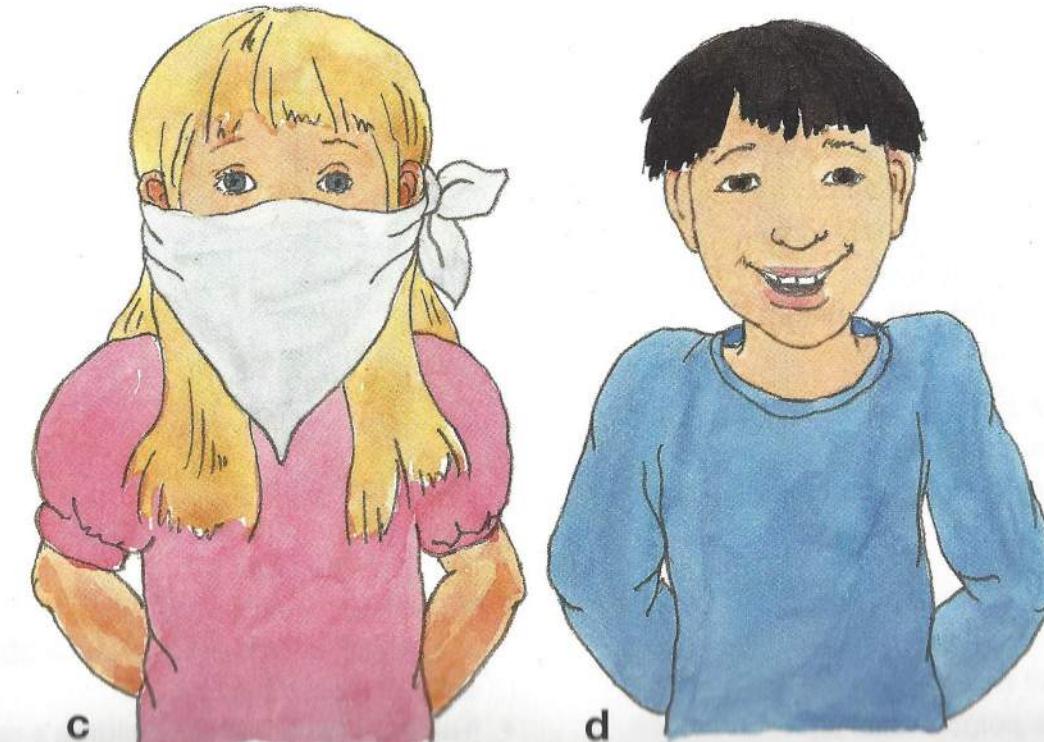
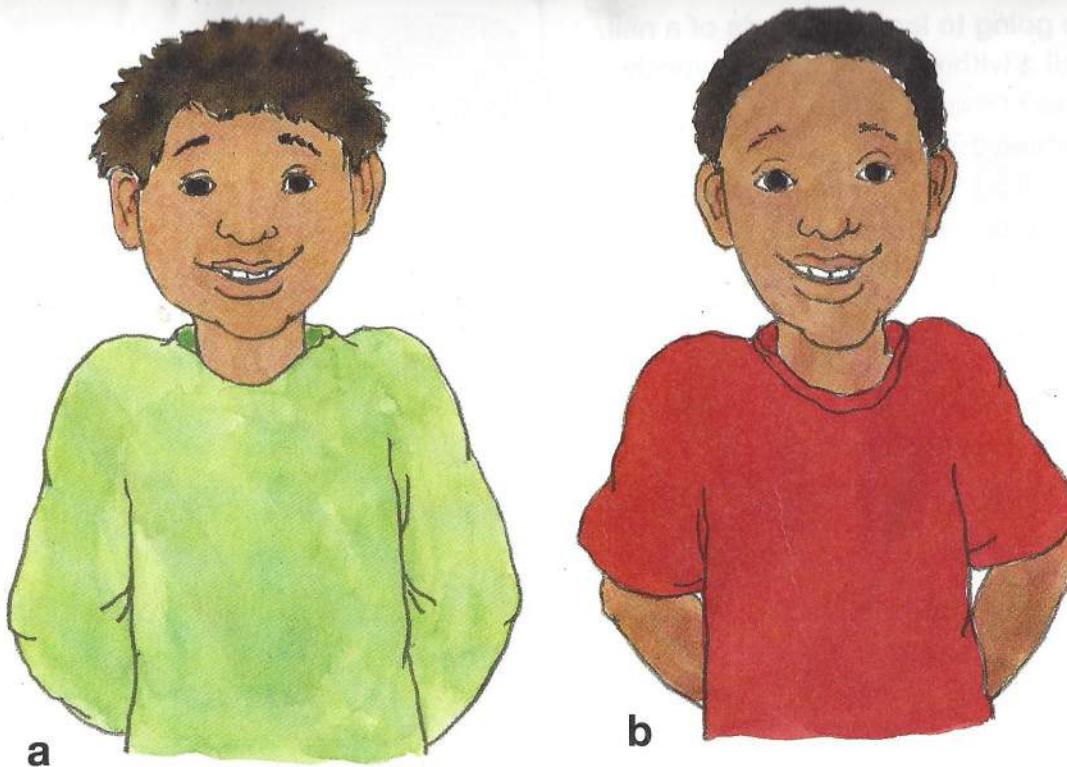
- Everybody, what's the rule about every boy? (Signal.) *Every boy is smiling.*
What is every boy doing? (Signal.) *Smiling.*
That's what the rule says.
- Look at the girl. Is she smiling? (Signal.) *Maybe.*
The rule doesn't say.
- (Point to all the boys.)
Do these boys look happy? (Touch.) Yes.
Say the whole thing. (Touch.) *These boys look happy.*

6. (Ask different children the following questions.)

- Do you smile when you are happy?
Do you smile when you are sad?
What makes you happy?
What could make the boys so happy?**

Individual Turns

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



EXERCISE 9 Part/Whole

1. Let's see if you remember the parts of these objects. (Point to the coat.) What is this object? (Touch.) A coat.
2. Get ready to tell me the parts of a coat. Say the whole thing.
 - (Point to the front. Pause. Touch.) A coat has a front.
(Point to the buttons. Pause. Touch.) A coat has buttons.
(Point to the collar. Pause. Touch.) A coat has a collar.
(Point to the back. Pause. Touch.) A coat has a back.
(Point to the pockets. Pause. Touch.) A coat has pockets.
(Point to the sleeves. Pause. Touch.) A coat has sleeves.
 - (Repeat part 2 until all children's responses are firm.)
 - (Circle the coat.) What's the whole object called? (Touch.) A coat.
 - (Call on individual children.) What do we usually do with a coat? (Praise reasonable responses.)
3. (Point to the shoe.) What is this object?
(Touch.) A shoe.
4. Get ready to tell me the parts of a shoe. Say the whole thing.
(Point to the heel. Pause. Touch.) A shoe has a heel.
(Point to the sole. Pause. Touch.) A shoe has a sole.
(Point to the tongue. Pause. Touch.) A shoe has a tongue.
(Point to the lace. Pause. Touch.) A shoe has a lace.
(Point to the top. Pause. Touch.) A shoe has a top.



5. (Repeat part 4 until all children's responses are firm.)
6. (Circle the shoe.) What's the whole object called? (Touch.) A shoe.
(Call on individual children.) What do we usually do with a shoe? (Praise reasonable responses.)

EXERCISE 10 Materials and Part/Whole

1. Look at this umbrella. Name the parts of the umbrella when I touch each part.
(Point to the covering.) Get ready. (Touch.) *The covering.*
(Point to the frame.) Get ready. (Touch.) *The frame.*
(Point to the handle.) Get ready. (Touch.) *The handle.*

2. Think hard.

- (Point to the covering.) Name two things this covering could be made of. (Call on different children. Praise children who say *cloth* or *plastic*.)
Listen. The covering could be made of cloth or plastic. Everybody, say the whole thing. (Touch.) *The covering could be made of cloth or plastic.*
- (Point to the frame.) Everybody, name one thing this frame could be made of. (Touch. Praise children who say *metal*.)
Listen. The frame could be made of metal. Everybody, say the whole thing. (Touch.) *The frame could be made of metal.*
- (Point to the handle.) Name three things this handle could be made of. (Call on different children. Praise children who say *plastic*, *wood*, or *metal*.)
Listen. The handle could be made of plastic, wood, or metal. Everybody, say the whole thing. (Touch.) *The handle could be made of plastic, wood, or metal.*

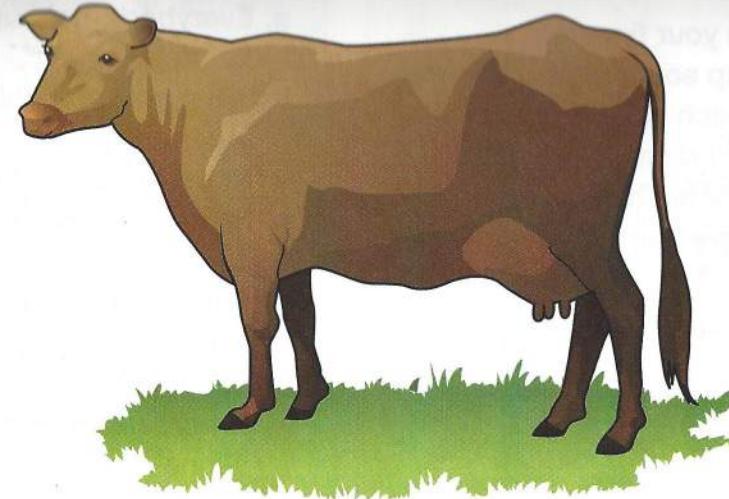
Individual Turns

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

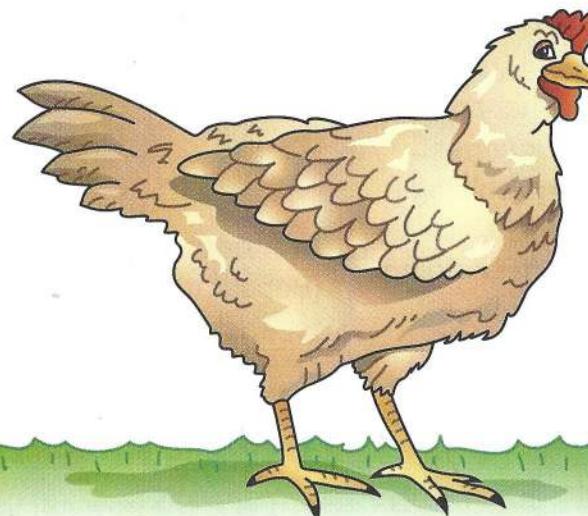


Exercise 17. Classification

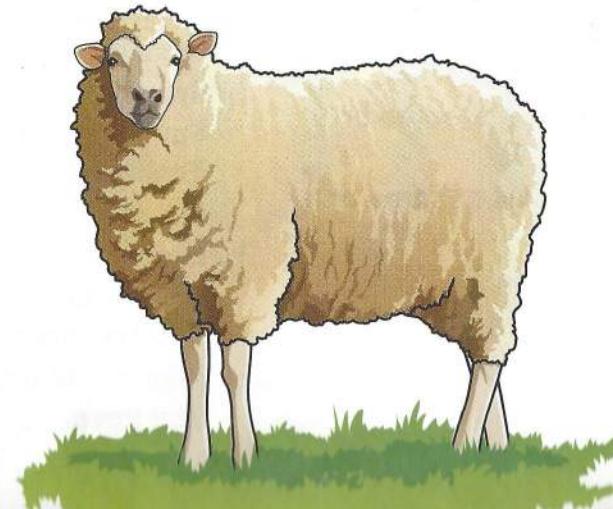
1. Here are some animals that live on a farm.
(Point to each animal, and ask:) What kind of animal is this? (Touch. Children are to identify each animal: a cow, a chicken, a sheep.)
2. Animals that live on a farm do something for us.
 - a. (Point to a.) What do we get from a cow?
(Touch.) Milk.
 - b. (Point to b.) What do we get from a chicken?
(Touch.) Eggs.
 - c. (Point to c.) What do we get from a sheep?
(Touch.) Wool.
 - Where do these animals live? (Signal.) On a farm.
 - (Repeat part 2 until all children's responses are firm.)
3. (Ask different children to do the following.)
Tell me something else cows give us.
Tell me something else sheep give us.
Tell me something else chickens give us.
(Praise good responses.)
4. Now we'll look at some more animals.
(Turn the page quickly.)



a



b



c

EXERCISE 11 Classification (cont.)

5. Some of these animals live on a farm. Some of these animals do not live on a farm.
- a. (Point to a.) What kind of animal is this? (Touch.) *A monkey.*
Does a monkey live on a farm? (Touch.) No.
- b. (Point to b.) What kind of animal is this? (Touch.) *A lion.*
Does a lion live on a farm? (Touch.) No.
- c. (Point to c.) What kind of animal is this? (Touch.) *A sheep.*
Does a sheep live on a farm? (Touch.) Yes.
What do we get from a sheep? (Touch. Accept correct responses.)
- d. (Point to d.) What kind of animal is this? (Touch.) *A cow.*
Does a cow live on a farm? (Touch.) Yes.
What do we get from a cow? (Accept correct responses.)

6. (Repeat part 5 until all children's responses are firm.)

Individual Turns

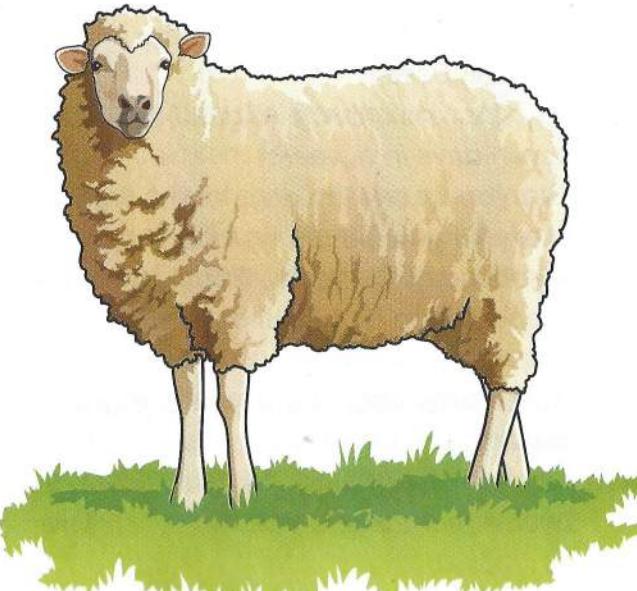
(Repeat the exercise, calling on different children for each step.)



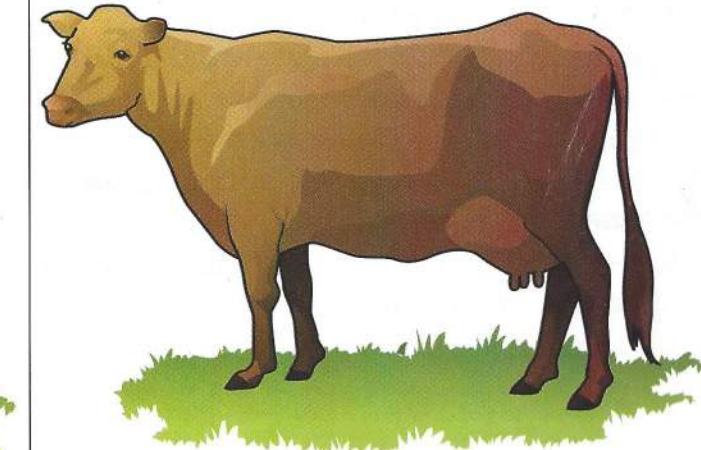
a



b



a



b

EXERCISE 1 Actions—Or

1. I'm going to do something. See if you can figure out what I'm going to do.
 - a. Listen. I'm going to touch my wrist or touch my ear or clap. What am I going to do? (Signal.) *Touch your wrist or touch your ear or clap.*
(Repeat until all children's responses are firm.)
 - b. Yes, I'm going to touch my wrist or touch my ear or clap.
Am I going to touch my wrist? (Signal.) *Maybe.*
Am I going to run around the room?
(Signal.) *No.*
Am I going to touch my ear? (Signal.) *Maybe.*
Am I going to clap? (Signal.) *Maybe.*
 - c. I'm going to touch my wrist or touch my ear or clap. What am I going to do?
(Signal.) *Touch your wrist or touch your ear or clap.*
Here I go. (Touch your wrist.) Did I touch my ear? (Signal.) *No.*
Did I clap? (Signal.) *No.*
Did I touch my wrist? (Signal.) *Yes.*
 - d. What did I do? (Signal.) *Touched your wrist.*
Say the whole thing. (Signal.) *You touched your wrist.*
(Repeat until all children's responses are firm.)
2. (Repeat part 1 until all children's responses are firm.)

**EXERCISE 2 Actions—First, Before, After**

1. It's time for some more actions.
 - a. Listen. First you're going to touch your head. Then you're going to touch your chin. Then you're going to touch the floor. What are you going to do first? (Signal.) *Touch my head.*
What are you going to do after you touch your head? (Signal.) *Touch my chin.*
What are you going to do after you touch your chin? (Signal.) *Touch the floor.*
(Repeat until all children's responses are firm.)
 - b. Everybody, show me what you do first.
(Signal. Children respond.)
What are you doing? (Signal.) *Touching my head.*
 - c. What are you going to do after you touch your head? (Signal.) *Touch my chin.*
Do it. (Children respond.)
What are you doing now? (Signal.) *Touching my chin.*
 - d. Listen. What are you going to do after you touch your chin? (Signal.) *Touch the floor.*
Do it. (Children respond.)
What are you doing now? (Signal.) *Touching the floor.*
- e. Listen. What did you do just before you touched the floor? (Signal.) *Touched my chin.*
Listen. What did you do just before you touched your chin? (Signal.) *Touched my head.*
(Repeat until all children give the correct answers.)
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 Information—Days, Months

We're going to talk about days and months.

- a. How many months in a year? (Signal.)

Twelve.

Say the whole thing. (Signal.) *There are twelve months in a year.*

- b. Say the months of the year through December. (Signal.) *January, February, March, April, May, June, July, August, September, October, November, December.*

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

- c. Everybody, how many days are in a week? (Signal.) Seven.

Say the whole thing. (Signal.) *There are seven days in a week.*

- d. Everybody, say the days of the week. Get ready. (Signal.) *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.*
- (Repeat until all children's responses are firm.)

Individual Turns

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

EXERCISE 4 Same

[Note: In this exercise it is important to acknowledge any correct answers children give.]

1. I'm going to name some things. You see these things in the same place. See if you can think of the place you see them.

- a. Listen. A fish and a ship. You see them both in the same place. (Pause.) Everybody, what place is that? (Signal.) *The water.*

Yes, you see them in the water.

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

- b. Listen. The sun and the moon. You see them both in the same place. (Pause.) Everybody, what place is that? (Signal.) *The sky.*

Yes, you see them in the sky.

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

- c. Listen. A cow and a pig. You see them both in the same place. (Pause.) Everybody, what place is that? (Signal.) *A farm.*

Yes, you see them on a farm.

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

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

3. We'll do those again.

- a. Everybody, a fish and a ship. Where would you see them? (Signal.) *In the water.* So, why are a fish and a ship the same? (Signal.) *Because you see them in the water.*

- Say the whole thing about a fish and a ship. (Signal.) *A fish and a ship are the same because you see them in the water.* (Repeat until all children's responses are firm.)

- b. Everybody, the sun and the moon. Where would you see them? (Signal.) *In the sky.* So, why are the sun and the moon the same? (Signal.) *Because you see them in the sky.*

- Say the whole thing about the sun and the moon. (Signal.) *The sun and the moon are the same because you see them in the sky.* (Repeat until all children's responses are firm.)

- c. Everybody, a cow and a pig. Where would you see them? (Signal.) *On a farm.*

- So, why are a cow and a pig the same? (Signal.) *Because you see them on a farm.* Say the whole thing about a cow and a pig. (Signal.) *A cow and a pig are the same because you see them on a farm.*

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

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

Individual Turns

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

EXERCISE 5 Part/Whole—Chair

[Note: You will need a real chair for part 6.]

1. Today we're going to learn the parts of a chair.

a. (Circle chair a with your finger.) **Everybody, what is this?** (Touch.) *A chair.*

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

b. (Point to chair b.) Here's a chair that is in parts. I'll name the parts.

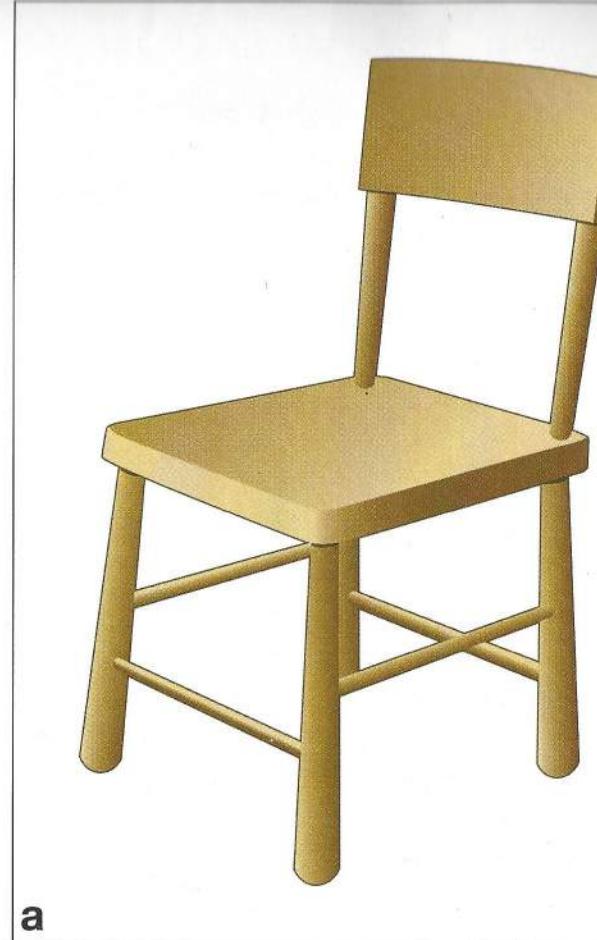
- (Point to the legs.) These are legs.
- (Point to the back.) This is a back.
- (Point to the seat.) This is a seat.
- (Point to the rungs.) These are rungs.

2. Your turn to tell me the parts.

- (Point to the legs.) **What are these parts called?** (Touch.) *Legs.*
- (Point to the back.) **What is this part called?** (Touch.) *A back.*
- (Point to the seat.) **What is this part called?** (Touch.) *A seat.*
- (Point to the rungs.) **What are these parts called?** (Touch.) *Rungs.*
- (Repeat part 2 until all children's responses are firm.)

3. Let's see if you can name the parts of the other chair.

- (Point to the seat on chair a.) **What is this part called?** (Touch.) *A seat.*
- (Point to the legs.) **What are these parts called?** (Touch.) *Legs.*
- (Point to the back.) **What is this part called?** (Touch.) *A back.*
- (Point to the rungs.) **What are these parts called?** (Touch.) *Rungs.*
- (Circle chair a.) **Legs, a back, a seat, and rungs are parts of . . . (touch) a chair.**
Yes. What's the whole object called?



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

5. Listen.

- (Point to the rungs on chair a.)
A chair has . . . (touch) rungs.
- (Point to the seat.)
A chair has . . . (touch) a seat.
- (Point to the legs.)
A chair has . . . (touch) legs.
- (Point to the back.)
A chair has . . . (touch) a back.
- (Circle chair a.) **What's the whole object called?** (Touch.) *A chair.*
- (Repeat part 5 until all children's responses are firm.)

6. (Point to a chair in the room.) Now let's name the parts of this chair. (Children are to name each part as you point to it.)

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

7. (Ask children the following questions.)
Where do you see a chair?
Do you have a chair in your home?

Individual Turns

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

1. We're going to use a rule to solve this problem.

- Here's the rule for every dog. Listen. Every dog is wearing a sweater. Everybody, say the rule. (Signal.) *Every dog is wearing a sweater.*
- (Have children repeat the rule until they can all say it.)
- What do you know about every dog? (Signal.) *Every dog is wearing a sweater.*

2. We'll talk some more about the picture.

a. (Point to a.)

Is this a dog? (Touch.) Yes.

So does the rule tell about this dog?
(Touch.) Yes.

What does the rule tell about this dog?
(Touch.) *This dog is wearing a sweater.*

b. (Point to b.)

Is this a dog? (Touch.) No.

So does the rule tell about him? (Touch.)
No.

c. (Point to c.)

Is this a dog? (Touch.) Yes.

So does the rule tell about this dog?
(Touch.) Yes.

What does the rule tell about this dog?
(Touch.) *This dog is wearing a sweater.*

d. (Point to d.)

Is this a dog? (Touch.) No.

So does the rule tell about him? (Touch.)
No.

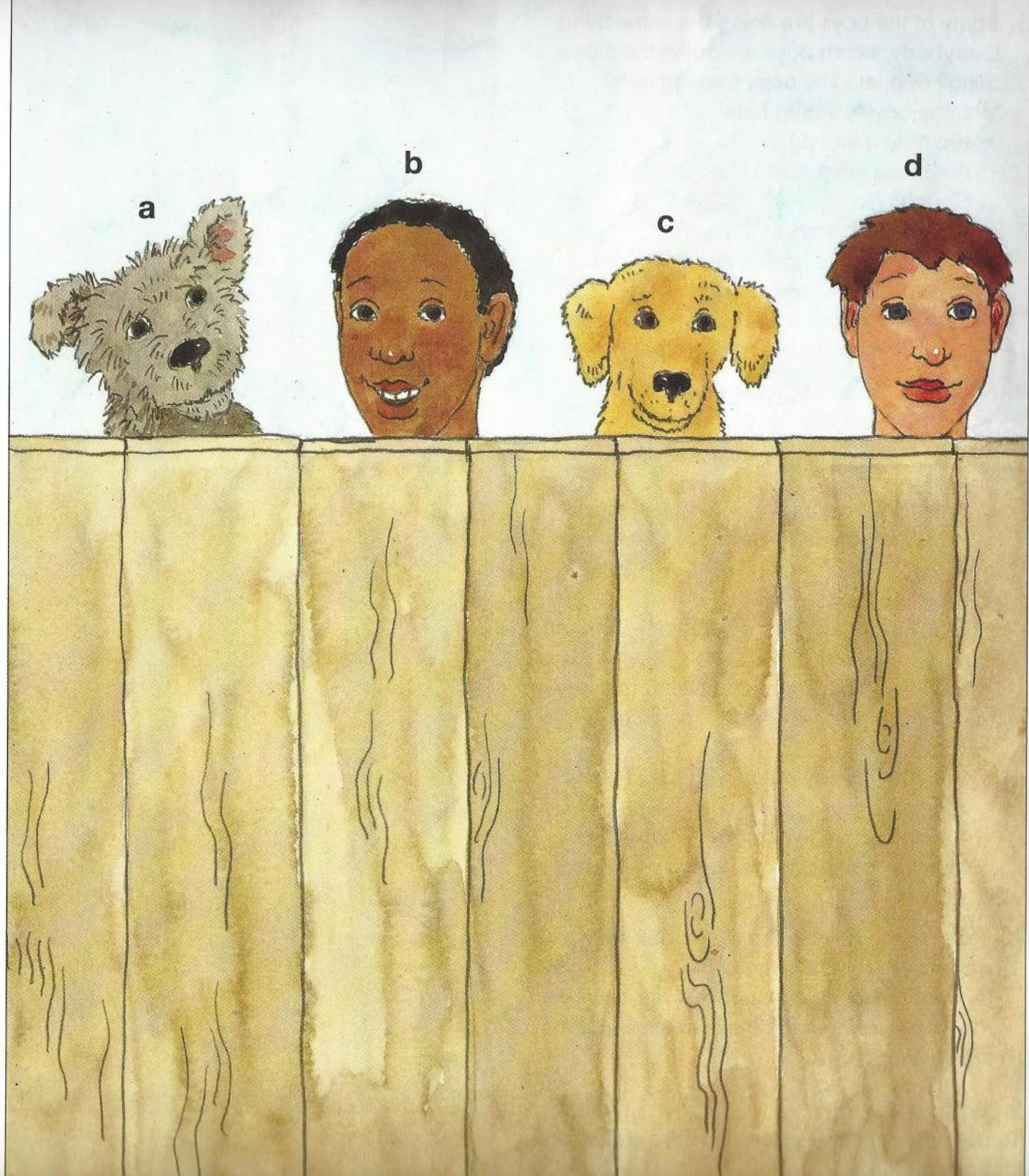
3. (Repeat part 2 until all children's responses are firm.)

4. What's the rule about every dog? (Signal.)

Every dog is wearing a sweater.

Let's see if you're right.

(Turn the page quickly.)



EXERCISE 6 Concept Application (cont.)

5. Look at the picture.

Everybody, what's the rule about every dog?

(Signal.) Every dog is wearing a sweater.

What is every dog wearing? (Signal.)

A sweater.

That's what the rule says.

6. Look at the boys.

• Are they wearing a sweater? (Signal.)

Maybe.

The rule doesn't say.

• (Point to a.)

What else is this dog wearing? (Touch.)

A flower.

Say the whole thing. (Touch.) This dog is wearing a flower.

• (Point to c.)

What else is this dog wearing? (Touch.)

A tie.

Say the whole thing. (Touch.) This dog is wearing a tie.

7. (Ask different children the following questions.)

Why do you think the dog likes to wear a tie?

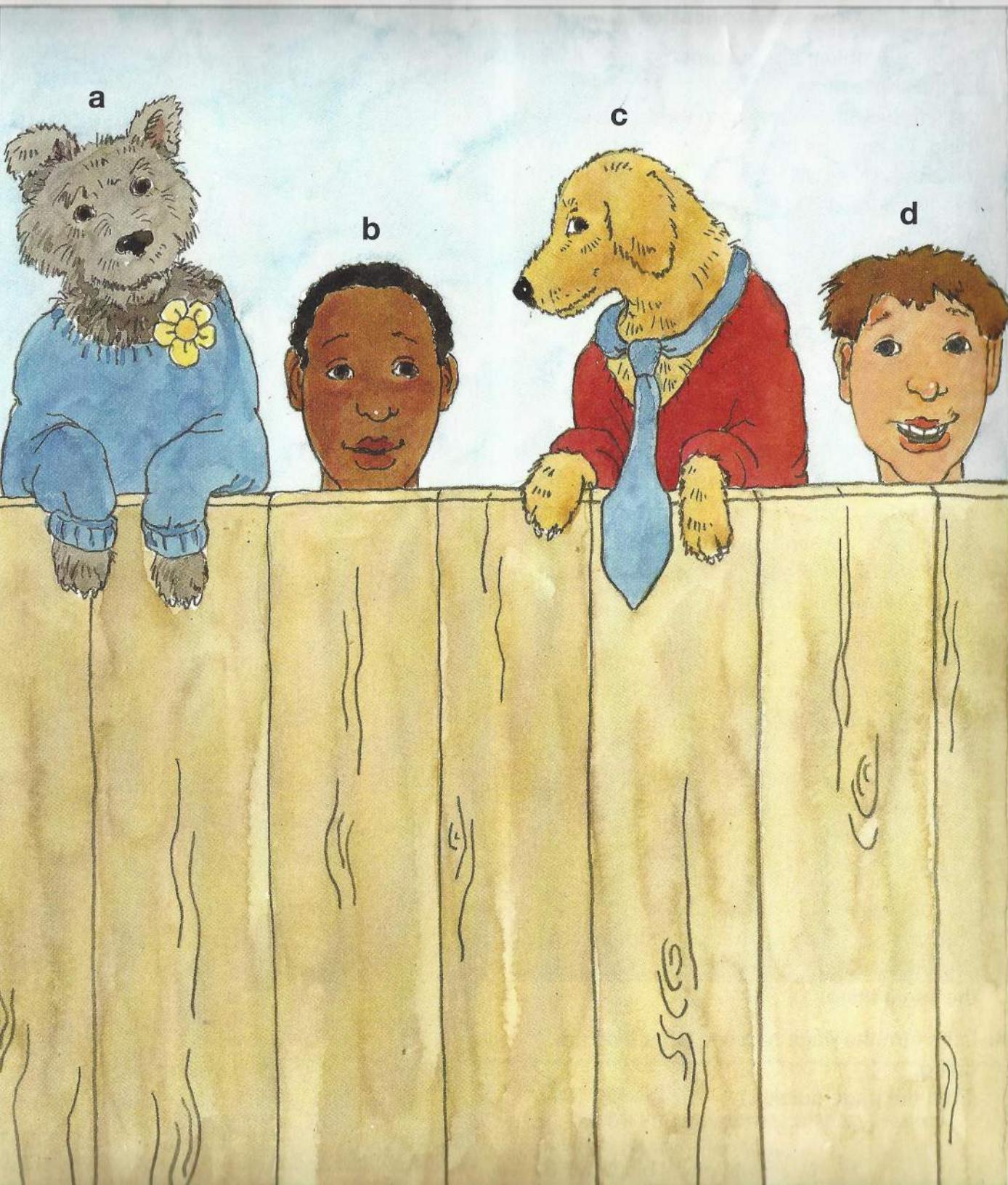
Would you like to wear a tie?

Do you like to smell flowers?

Why do you think dogs like to smell flowers?

Individual Turns

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



EXERCISE 7 After

1. These pictures tell a story about what a man did.

a. (Point to a.)

First the man got out of the car. What did he do? (Touch.) Got out of the car.

b. (Point to b.)

Then he changed the tire. What did he do?

(Touch.) Changed the tire.

c. (Point to c.)

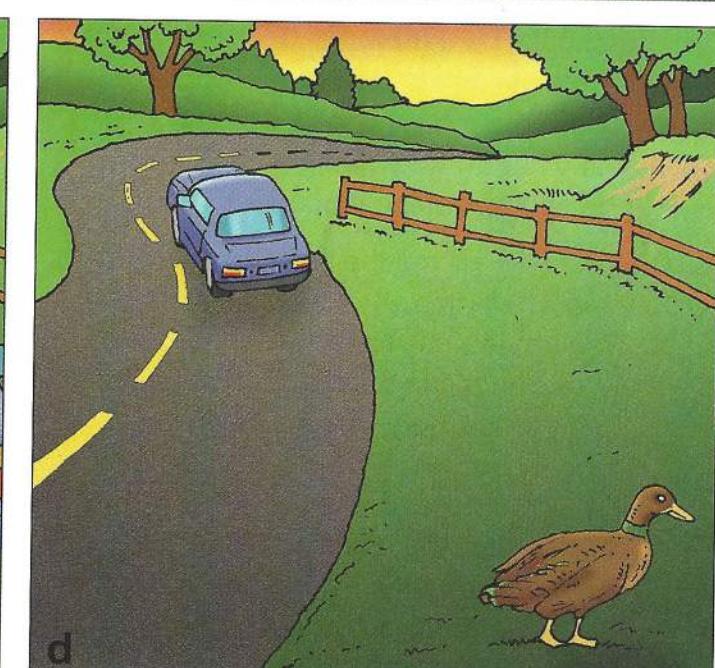
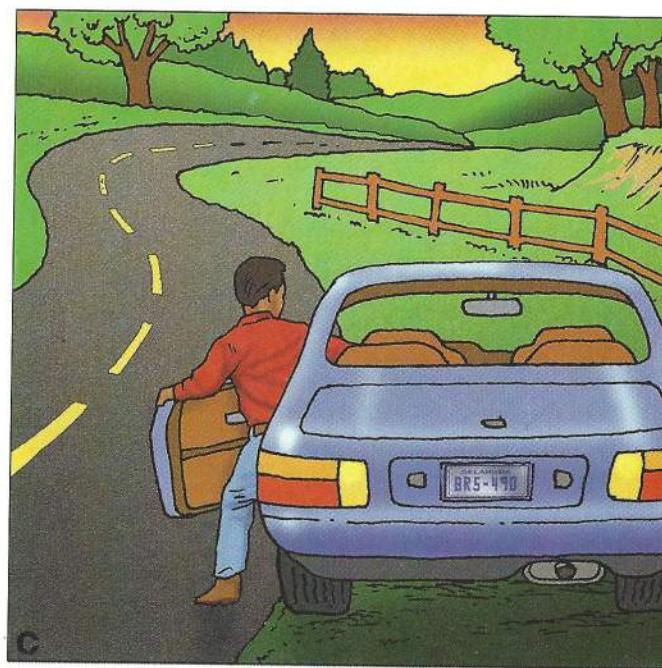
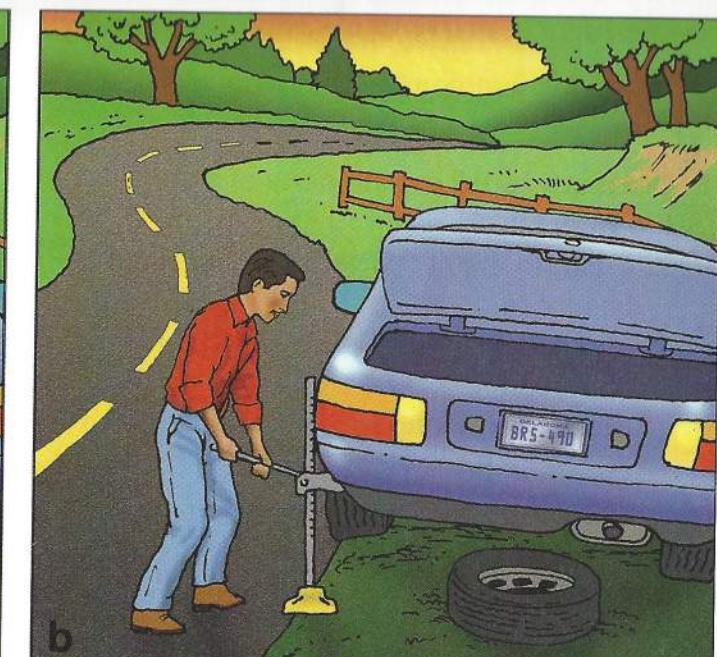
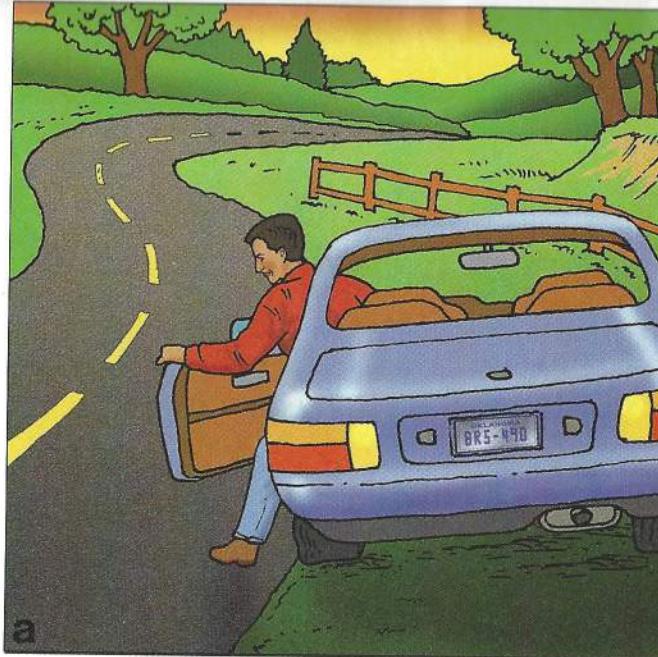
Then he got in the car. What did he do?

(Touch.) Got in the car.

d. (Point to d.)

Then he drove away. What did he do?

(Touch.) Drove away.



CORRECTIONS

EXERCISE 7

● Error

(Use the following correction for any error

Correction

1. (Touch the appropriate picture.) Here's what he did after he ...

2. What did he do after ...

5. (Repeat part 4 until all children's responses

1. Look at these giraffes.

(Point to each giraffe, and ask:) **Is this giraffe tall?** (Children are to answer yes or no.)

2. We'll talk about each giraffe.

a. (Point to a.)

Is this giraffe tall? (Touch.) **No.**

Say the whole thing. (Touch.) *This giraffe is not tall.*

b. (Point to b.)

Is this giraffe tall? (Touch.) **Yes.**

Say the whole thing. (Touch.) *This giraffe is tall.*

c. (Point to c.)

Is this giraffe tall? (Touch.) **Yes.**

Say the whole thing. (Touch.) *This giraffe is tall.*

d. (Point to d.)

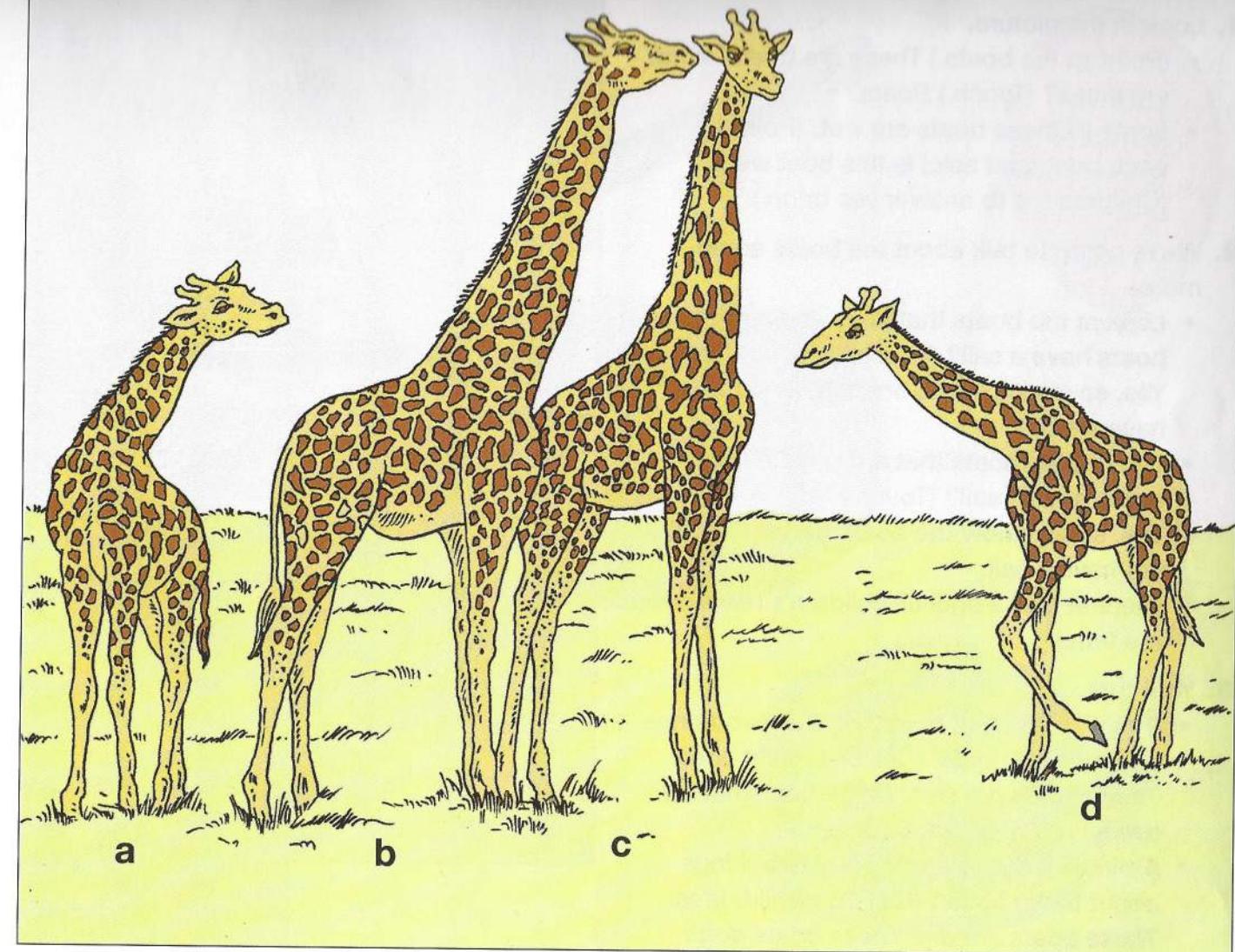
Is this giraffe tall? (Touch.) **No.**

Say the whole thing. (Touch.) *This giraffe is not tall.*

3. I'll point to each giraffe. You tell me if it is tall or short.

- (Point to each giraffe, and ask:) **Is this giraffe tall or short?** (Children are to answer *tall* or *short*.)

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



Individual Turns

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

EXERCISE 9 Materials

1. Look at the objects in this picture. All of these objects are made of rubber.
When I touch each object, you name it. (Point to each object. Children are to respond *a ball, a tire, a boot, a hose, an eraser, a balloon.*)
2. Take a good look at the objects, and see how many you can remember. (Let children look at the book for about ten seconds.)
3. (Remove the picture from children's view.) See if you can name at least three things in the picture that are made of rubber. (Call on three or four children to name objects made of rubber. Each child should name at least three things.)
4. Can anyone think of anything else made of rubber? (Accept all good answers.)



LESSON 107



EXERCISE 1 Actions—Prepositions

1. It's time for an action game.

a. Everybody, hold your hand **on** your chin.

(Signal. Wait.)

Where is your hand? (Signal.) *On my chin.*

b. Everybody, hold your hand **under** your chin.

(Signal. Wait.)

Where is your hand now? (Signal.) *Under my chin.*

c. Listen carefully. Where **was** your hand?

(Signal.) *On my chin.*

Say the whole thing about where your hand **was**. (Signal.) *My hand was on my chin.*

Again. (Signal.) *My hand was on my chin.*

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

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

3. Let's do another one.

a. Everybody, put your hand **under** your nose.

(Signal. Wait.)

Where is your hand? (Signal.) *Under my nose.*

b. Everybody, put your hand **on** your nose.

(Signal. Wait.)

Where is your hand now? (Signal.) *On my nose.*

Keep it there.

c. Listen carefully. Where **was** your hand?

(Signal.) *Under my nose.*

Say the whole thing. (Signal.) *My hand was under my nose.*

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

Individual Turns

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

EXERCISE 2 Actions—Or

1. I'm going to do something. See if you can figure out what I'm going to do. (Stand up.)

a. Listen. I'm going to touch my foot or sit down. **What am I going to do?** (Signal.) *Touch your foot or sit down.*

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

b. Yes, I'm going to touch my foot or sit down. Am I going to touch my foot? (Signal.) *Maybe.*

Am I going to eat a pickle? (Signal.) *No.* Am I going to sit down? (Signal.) *Maybe.*

c. I'm going to touch my foot or sit down. **What am I going to do?** (Signal.) *Touch your foot or sit down.*

Listen. I am **not** going to sit down. So what am I going to do? (Signal.) *Touch your foot.*

d. Here I go. (Touch your foot.) **Did I sit down?** (Signal.) *No.*

Did I touch my foot? (Signal.) *Yes.*

e. **What did I do?** (Signal.) *Touched your foot.* Say the whole thing. (Signal.) *You touched your foot.*

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

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

EXERCISE 3 Opposites Review

1. We're going to play a word game.

a. Listen. I'm thinking about a television set that is not big. It's the opposite of big. So what do you know about it? (Pause. Signal.) *It's small.*

b. Listen. I'm thinking about frogs that are not young. They're the opposite of young. So what do you know about them? (Pause. Signal.) *They're old.*

c. Listen. I'm thinking about a window that is not dry. It's the opposite of dry. So what do you know about it? (Pause. Signal.) *It's wet.*

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

Individual Turns

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

EXERCISE 4 Same

[Note: In this exercise it is important to acknowledge any correct answers children give.]

1. I'm going to name some things that do the same thing. See if you can tell me what they do that is the same.

a. Listen. A boat and a motorcycle. (Pause.) What do they do that's the same? (Signal.) Take you places.

Yes, they take you places.

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

b. Listen. A fork and a spoon. (Pause.) What do they do that's the same? (Signal.) Pick up food.

Yes, they pick up food.

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

c. Listen. A pocket and a box. (Pause.) What do they do that's the same? (Signal.) Hold things.

Yes, they hold things.

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

d. Listen. A bathtub and a glass. (Pause.) What do they hold that's the same? (Signal.) Water.

Yes, they hold water.

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

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

Individual Turns

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

EXERCISE 5 Common Information

1. Get ready for some new information.

a. Listen. A doctor is a person who helps people get well. What do we call a person who helps people get well? (Signal.) A doctor.

Say the whole thing about a doctor. (Signal.) A doctor is a person who helps people get well.

b. Everybody, what do we call a person who builds things out of wood? (Signal.) A carpenter.

Say the whole thing about a carpenter. (Signal.) A carpenter is a person who builds things out of wood.

c. What do we call a person who helps people get well? (Signal.) A doctor. Say the whole thing about a doctor. (Signal.) A doctor is a person who helps people get well.

2. (Repeat part 1 until all children can make the statements.)

3. I'll turn the page, and we'll see a picture of a doctor.

(Turn the page quickly.)

EXERCISE 5 Common Information (cont.)

4. (Show the picture to children.)

What place do you see in this picture?

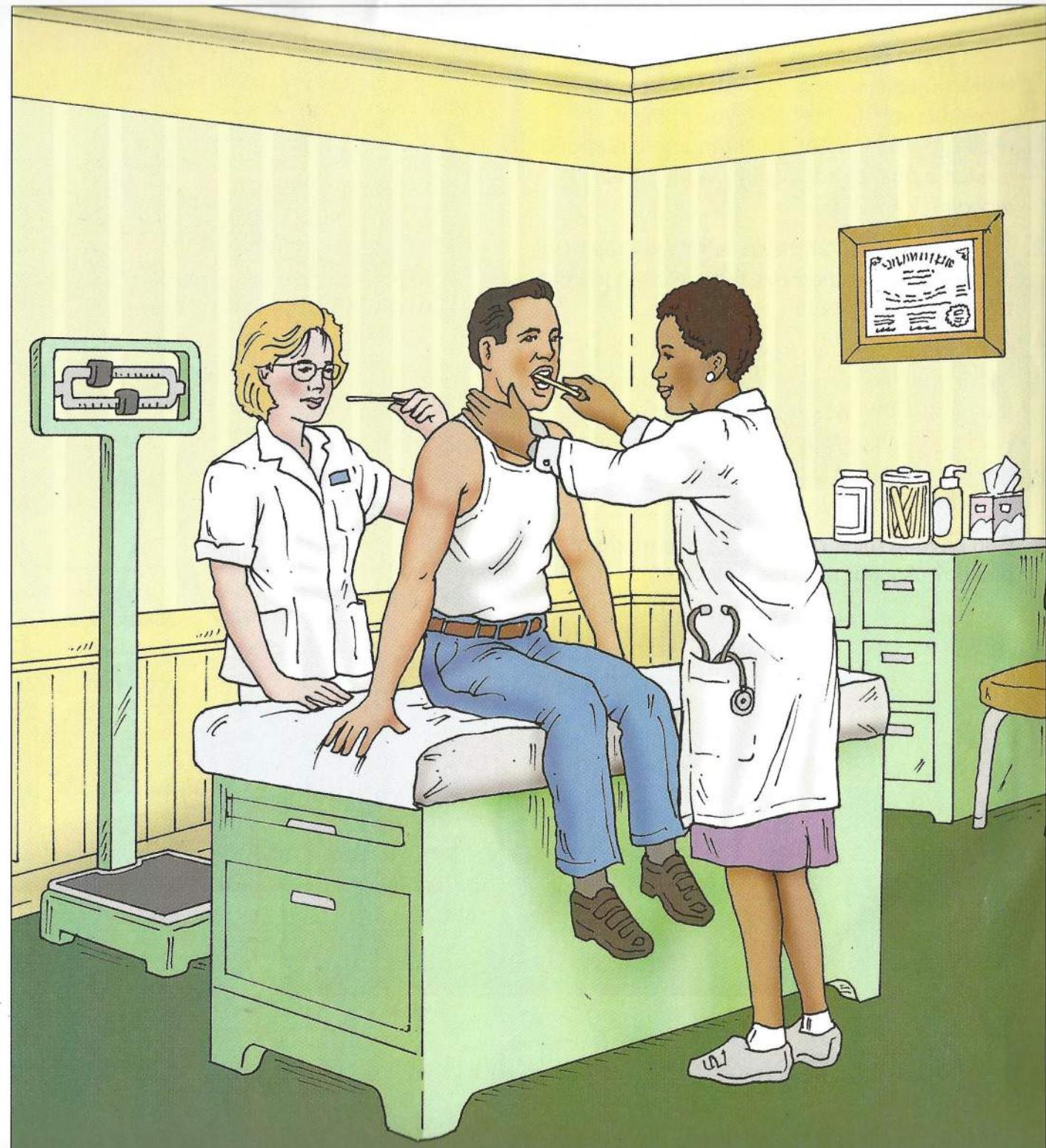
What do you think the doctor is doing?

What do you think the nurse is doing?

What is in the doctor's pocket?

What will the man stand on to weigh himself?

(Praise good responses.)



EXERCISE 6 Before

1. These pictures tell a story about what a woman did.

a. (Point to a.)

First the woman washed the motorcycle.

What did she do? (Touch.) Washed the motorcycle.

b. (Point to b.)

Then she got on the motorcycle. What did she do? (Touch.) Got on the motorcycle.

c. (Point to c.)

Then she rode the motorcycle. What did she do? (Touch.) Rode the motorcycle.

2. Look at the pictures. ●

• (Point to c.)

What is the woman doing in this picture?
(Touch c.) Riding the motorcycle.

• (Point to b.)

What did she do before she rode the motorcycle? (Touch b.) Got on the motorcycle.

• (Point to a.)

What did she do before she got on the motorcycle? (Touch a.) Washed the motorcycle.

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

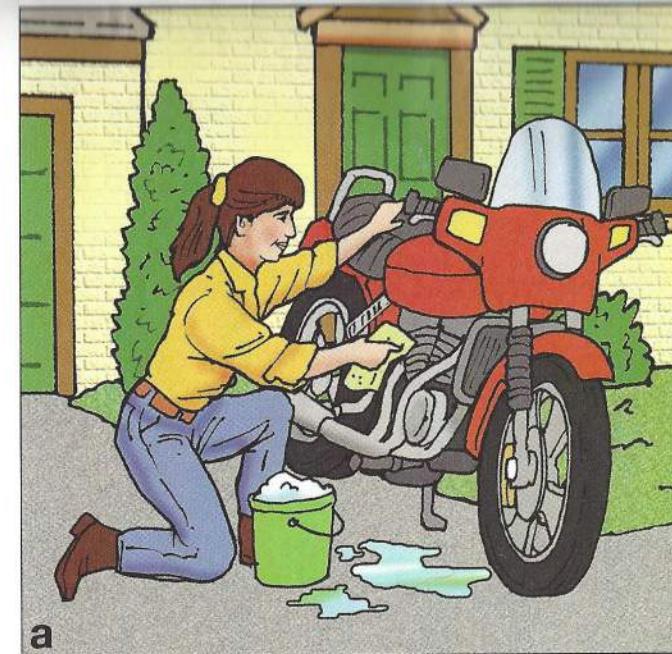
3. Let's do it again.

• (Point to c.)

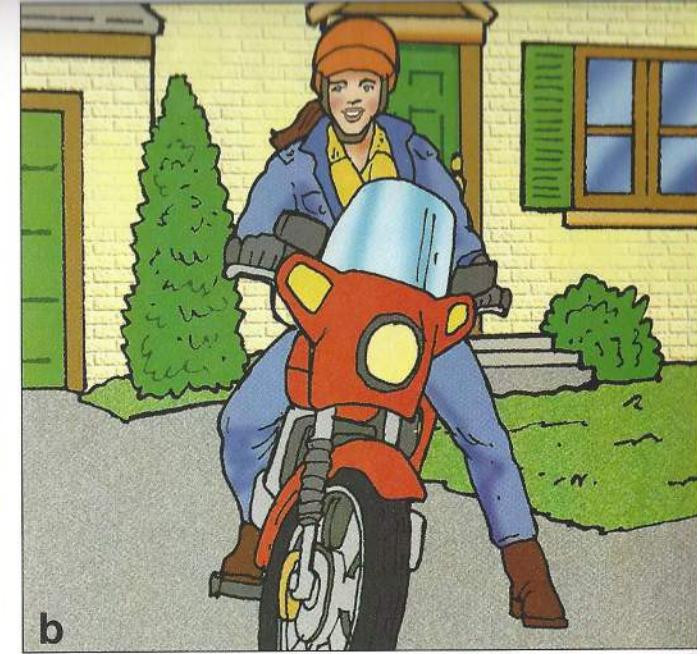
What is the woman doing in this picture?
(Touch.) Riding the motorcycle.

• Now think hard. This time I'm not going to point to the pictures. What did she do before she rode the motorcycle? (Signal.) Got on the motorcycle.

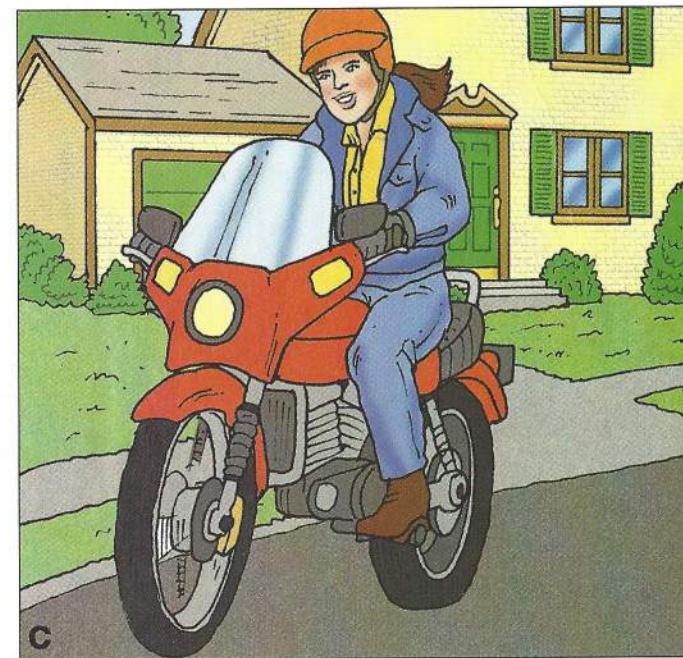
• What did she do before she got on the motorcycle? (Signal.) Washed the motorcycle.



a



b



c

CORRECTIONS

EXERCISE 6

● Error

(Use the following correction for any error children make in part 2.)

Correction

1. (Touch the appropriate picture.) Here's what she did before she ...

2. What did she do before ... ?

3. (Repeat part 2 of the exercise.)

EXERCISE 7 After

1. These pictures tell a story about what a boy did.

a. (Point to a.)

First the boy got on the bus. What did he do? (Touch.) Got on the bus.

b. (Point to b.)

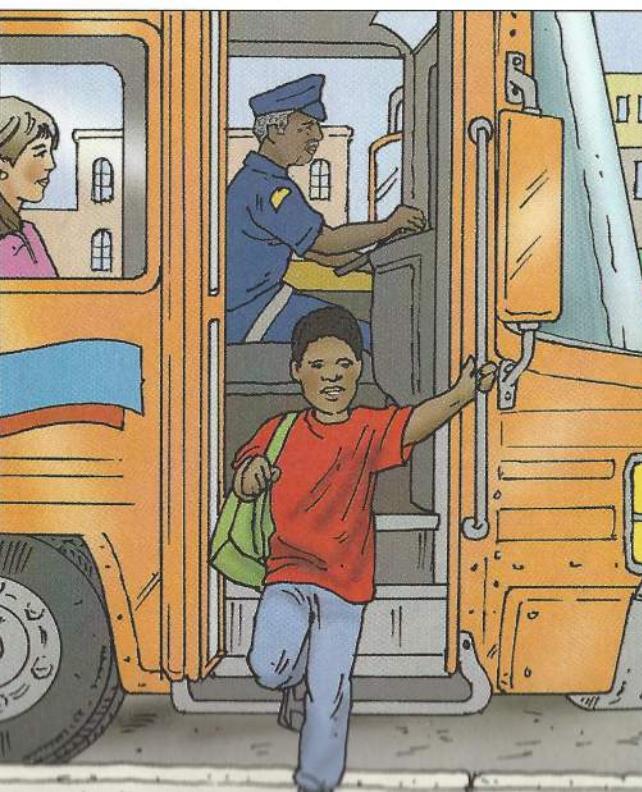
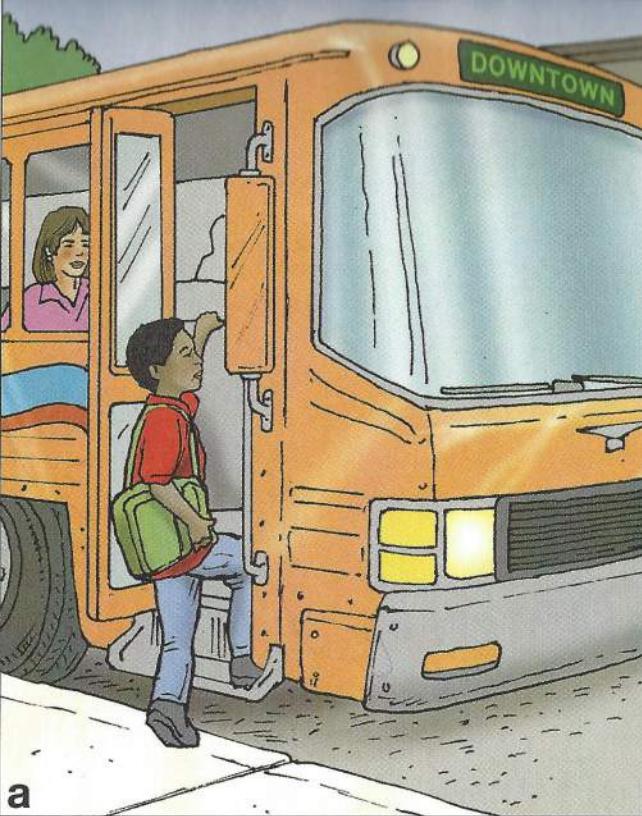
Then he rode on the bus. What did he do? (Touch.) Rode on the bus.

c. (Point to c.)

Then he got off the bus. What did he do? (Touch.) Got off the bus.

d. (Point to d.)

Then he went swimming. What did he do? (Touch.) Went swimming.



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

4. Let's do it again. This time I'm not going to point to the pictures.

• What did the boy do first? (Signal.) Got on the bus.

• What did he do after he got on the bus? (Signal.) Rode on the bus.

• What did he do after he rode on the bus? (Signal.) Got off the bus.

• What did he do after he got off the bus? (Signal.) Went swimming.

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

EXERCISE 6 Opposites

1. Look at these chimneys. Some of the chimneys are tall.

a. (Point to a.)

Is this chimney tall? (Touch.) No.

Say the whole thing. (Touch.) This chimney is not tall.

b. (Point to b.)

Is this chimney tall? (Touch.) Yes.

Say the whole thing. (Touch.) This chimney is tall.

c. (Point to c.)

Is this chimney tall? (Touch.) No.

Say the whole thing. (Touch.) This chimney is not tall.

d. (Point to d.)

Is this chimney tall? (Touch.) Yes.

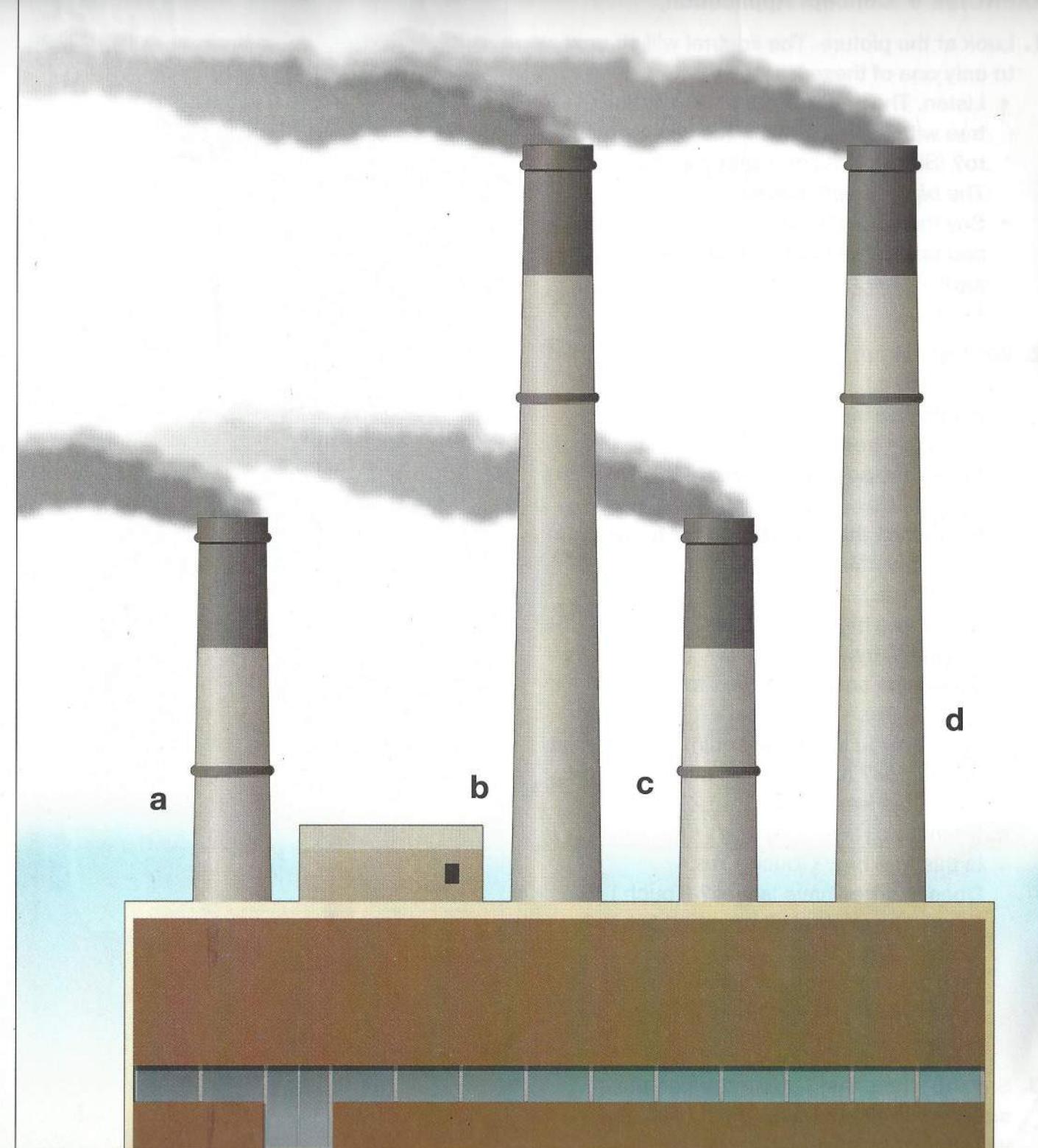
Say the whole thing. (Touch.) This chimney is tall.

2. I'll point to each chimney. You tell me if it is tall or short.

- (Point to each chimney, and ask:) Is this chimney tall or short? (Children are to answer tall or short.)
- (Repeat part 2 until all children's responses are firm.)

Individual Turns

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



EXERCISE 9 Part/Whole—Chair

1. Today we're going to do the parts of a chair again.

(Circle the chair.) Everybody, what is this?

(Touch.) A chair.

2. Get ready to tell me the parts of a chair.

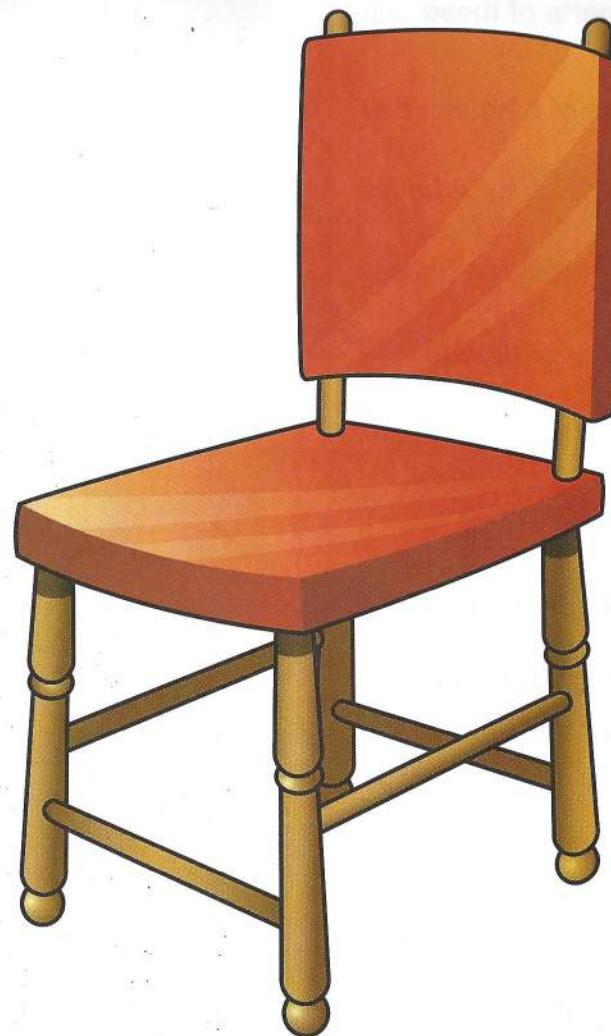
- (Point to the legs.) What are these parts called? (Touch.) Legs.
- (Point to the back.) What is this part called? (Touch.) A back.
- (Point to the seat.) What is this part called? (Touch.) A seat.
- (Point to the rungs.) What are these parts called? (Touch.) Rungs.
- (Repeat part 2 until all children's responses are firm.)

3. Listen.

- (Point to the seat.)
A chair has . . . (touch) a seat.
- (Point to the legs.)
A chair has . . . (touch) legs.
- (Point to the rungs.)
A chair has . . . (touch) rungs.
- (Point to the back.)
A chair has . . . (touch) a back.
- (Circle the chair.) And what's the whole object called? (Touch.) A chair.
- (Repeat part 3 until all children's responses are firm.)

4. Get ready to tell me the parts of a chair. Say the whole thing.

- (Point to the rungs. Pause. Touch.) A chair has rungs.
- (Point to the back. Pause. Touch.) A chair has a back.
- (Point to the seat. Pause. Touch.) A chair has a seat.
- (Point to the legs. Pause. Touch.) A chair



- (Circle the chair.) What's the whole object called? (Touch.) A chair.

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

5. (Call on different children.)

What do we usually do with a chair?

(Praise reasonable responses.)

Individual Turns

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

1. Some of these objects are buildings. Some of them are vehicles.

- (Point to each object, and ask:) **Is this a building?** (Children are to answer yes or no.)
- (Point to each object, and ask:) **Is this a vehicle?** (Children are to answer yes or no.)

2. Now we'll talk some more about these objects.

a. (Point to a.) Tell me. Building or vehicle.
(Touch.) **Vehicle.**

What kind of vehicle? (Touch.) **A boat.**
Say the whole thing about this vehicle.
(Touch.) **This vehicle is a boat.**

b. (Point to b.) Tell me. Building or vehicle.
(Touch.) **Building.**

What kind of building? (Touch.) **A church.**
Say the whole thing about this building.
(Touch.) **This building is a church.**

c. (Point to c.) Tell me. Building or vehicle.
(Touch.) **Building.**

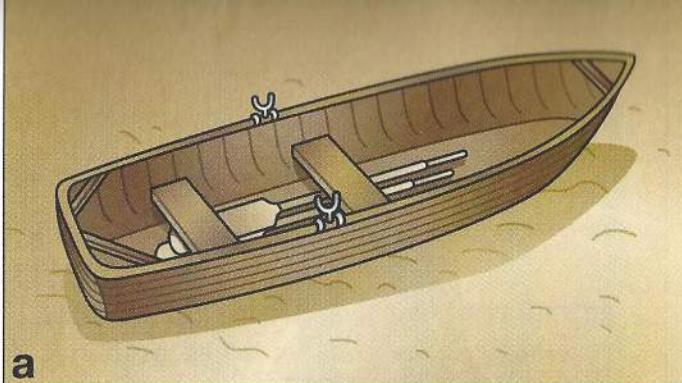
What kind of building? (Touch.) **A store.**
Say the whole thing about this building.
(Touch.) **This building is a store.**

d. (Point to d.) Tell me. Building or vehicle.
(Touch.) **Vehicle.**

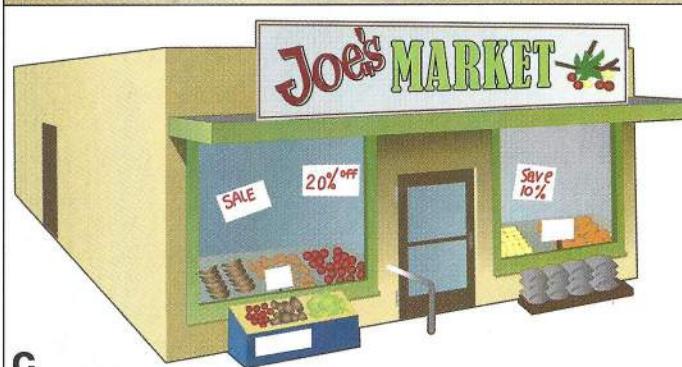
What kind of vehicle? (Touch.) **A train.**
Say the whole thing about this vehicle.
(Touch.) **This vehicle is a train.**

e. (Point to e.) Tell me. Building or vehicle.
(Touch.) **Building.**

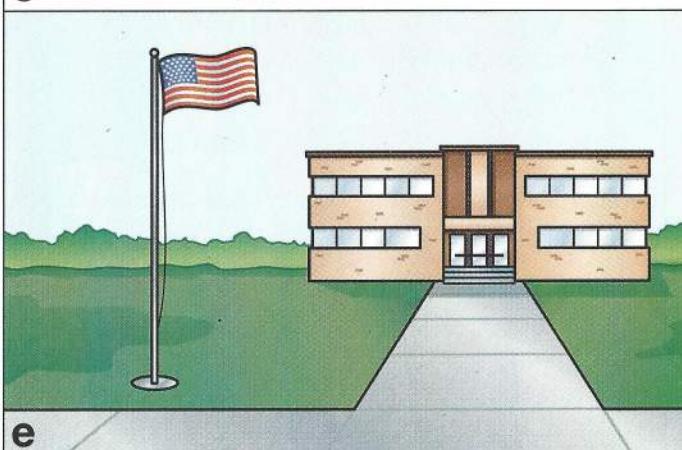
What kind of building? (Touch.) **A school.**
Say the whole thing about this building.
(Touch.) **This building is a school.**



a



c



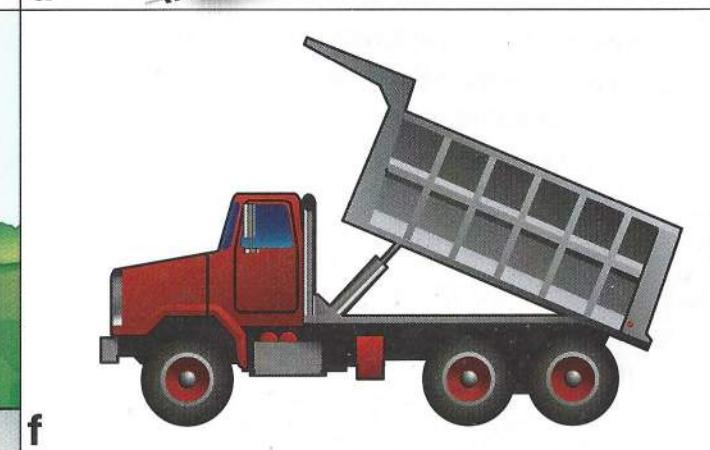
e



b



d



f

f. (Point to f.) Tell me. Building or vehicle.
(Touch.) **Vehicle.**

What kind of vehicle? (Touch.) **A truck.**
Say the whole thing about this vehicle.
(Touch.) **This vehicle is a truck.**

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

Individual Turns

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

LESSON 108



EXERCISE 1 Actions—Before

1. Here's the first game.

a. Watch me. (Clap your hands.) What am I doing? (Signal.) Clapping.

(Touch your knees, and keep touching them.) What am I doing now? (Signal.) Touching your knees.

b. What did I do before I touched my knees? (Signal.) Clapped.

Yes, I clapped.

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

c. Let's say the whole thing about what I did before I touched my knees. (Signal. Respond with children.) You clapped before you touched your knees.

d. All by yourselves. Say the whole thing about what I did before I touched my knees. (Signal. Do not respond with children.) You clapped before you touched your knees.

e. (Repeat steps c and d until all children can make the statement.)

f. What am I doing now? (Signal.)

Touching your knees.

Say the whole thing about what I am doing. (Signal.) You are touching your knees.

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

2. Here's a new one.

a. Watch me. (Touch your elbow. Keep touching it.) What am I doing? (Signal.)

Touching your elbow.

(Stop touching your elbow. Touch your head, and keep touching it.) What am I doing now? (Signal.) Touching your head.

b. What did I do before I touched my head?

(Signal.) Touched your elbow.

Yes, I touched my elbow.

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

c. Say the whole thing about what I did before I touched my head.

(Signal. Do not respond with children.) You touched your elbow before you touched your head.

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

d. What am I doing now?

(Signal.) Touching your head.

Say the whole thing about what I am doing.

(Signal.) You are touching your head.

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

b. Yes, I'm going to whisper or snap my fingers or sing.

Am I going to whisper? (Signal.) Maybe.

Am I going to sit down? (Signal.) No.

Am I going to snap my fingers? (Signal.) Maybe.

Am I going to sing? (Signal.) Maybe.

c. I'm going to whisper or snap my fingers or sing. What am I going to do? (Signal.) Whisper or snap your fingers or sing.

d. Listen. I am not going to whisper. So what am I going to do? (Signal.) Snap your fingers or sing.

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

e. Here I go. (Snap your fingers.) Did I sing? (Signal.) No.

Did I snap my fingers? (Signal.) Yes.

Did I whisper? (Signal.) No.

f. What did I do? (Signal.) Snapped your fingers.

Say the whole thing. (Signal.) You snapped your fingers.

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

Individual Turns

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

EXERCISE 2 Actions—Or

1. I'm going to do something. See if you can figure out what I'm going to do. (Stand up.)

a. Listen. I'm going to whisper or snap my fingers or sing. What am I going to do? (Signal.) Whisper or snap your fingers or sing.

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

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



EXERCISE 3 Opposites Review

1. We're going to play a word game.
 - a. Listen. I'm thinking about a man who is not old. He's the opposite of old. So what do you know about him? (Pause. Signal.) *He's young.*
 - b. Listen. I'm thinking about ladders that are not tall. They're the opposite of tall. So what do you know about them? (Pause. Signal.) *They're short.*
 - c. Listen. I'm thinking about a bridge that is not dry. It's the opposite of dry. So what do you know about it? (Pause. Signal.) *It's wet.*
2. (Repeat part 1 until all children's responses are firm.)

Individual Turns

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

EXERCISE 4 Same-Class

1. I'm going to name some things that are in the same class. You're going to tell me the class.
 - a. Listen. Salad, potato, meat. They're in the same class. Everybody, what class are they in? (Signal.) *Food.*
 - b. Listen. Tricycle, motorboat, motorcycle. They're in the same class. Everybody, what class are they in? (Signal.) *Vehicles.*
 - c. Listen. Cup, cabinet, jar. They're in the same class. Everybody, what class are they in? (Signal.) *Containers.*
 - d. Listen. Factory, skyscraper, house. They're in the same class. Everybody, what class are they in? (Signal.) *Buildings.*
 - e. Listen. Horse, seal, alligator. They're in the same class. Everybody, what class are they in? (Signal.) *Animals.*
2. (Repeat part 1 until all children's responses are firm.)

Individual Turns

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

EXERCISE 5 Information—Days, Months

We're going to talk about days and months.

- a. How many months in a year? (Signal.) *Twelve.*
Say the whole thing. (Signal.) *There are twelve months in a year.*
- b. Say the months of the year through December. (Signal.) *January, February, March, April, May, June, July, August, September, October, November, December.*
(Repeat until all children's responses are firm.)
- c. Everybody, how many days are in a week? (Signal.) *Seven.*
Say the whole thing. (Signal.) *There are seven days in a week.*
- d. Everybody, say the days of the week. Get ready. (Signal.) *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.*
(Repeat until all children's responses are firm.)

Individual Turns

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

EXERCISE 6 Materials

1. Think of things that are made of rubber.
 - Let's see who can name at least three things made of rubber. (Call on different children to name objects made of rubber. Each child should name at least three things.)
2. Think of things that are made of metal.
 - Let's see who can name at least three things made of metal. (Call on different children to name objects made of metal. Each child should name at least three things.)
3. Think of things that are made of cloth.
 - Let's see who can name at least three things made of cloth. (Call on different children to name objects made of cloth. Each child should name at least three things.)

EXERCISE 7 Common Information

1. Let's see how much information you remember.
 - a. What do we call a person who helps people get well? (Signal.) A doctor. Say the whole thing about a doctor. (Signal.) A doctor is a person who helps people get well.
 - b. Everybody, what do we call a person who builds things out of wood? (Signal.) A carpenter. Say the whole thing about a carpenter. (Signal.) A carpenter is a person who builds things out of wood.
 2. (Repeat part 1 until all children can make the statements.)
3. Get ready for some new information.
 - a. Listen. A nurse is a person who helps a doctor. What do we call a person who helps a doctor? (Signal.) A nurse. Say the whole thing about a nurse. (Signal.) A nurse is a person who helps a doctor.
 - b. Everybody, what do we call a place with lots of fruit trees? (Signal.) An orchard. Say the whole thing about an orchard. (Signal.) An orchard is a place with lots of fruit trees.
 - c. What do we call a person who helps a doctor? (Signal.) A nurse. Say the whole thing about a nurse. (Signal.) A nurse is a person who helps a doctor.
 4. (Repeat part 3 until all children can make the statements.)
 5. I'll turn the page, and we'll see a picture of a nurse.
(Turn the page quickly.)

EXERCISE 7 Common Information (cont.)

6. (Show the picture to children.)

What is the nurse doing?

Do you think the boy likes the shot?

Have you ever had a shot?

(Praise good responses.)



★ EXERCISE 8 Before

1. These pictures tell a story about what a dog named Oscar did.

a. (Point to a.)

First Oscar slept. What did he do? (Touch.)

Slept.

b. (Point to b.)

Then he got up. What did he do? (Touch.)

Got up.

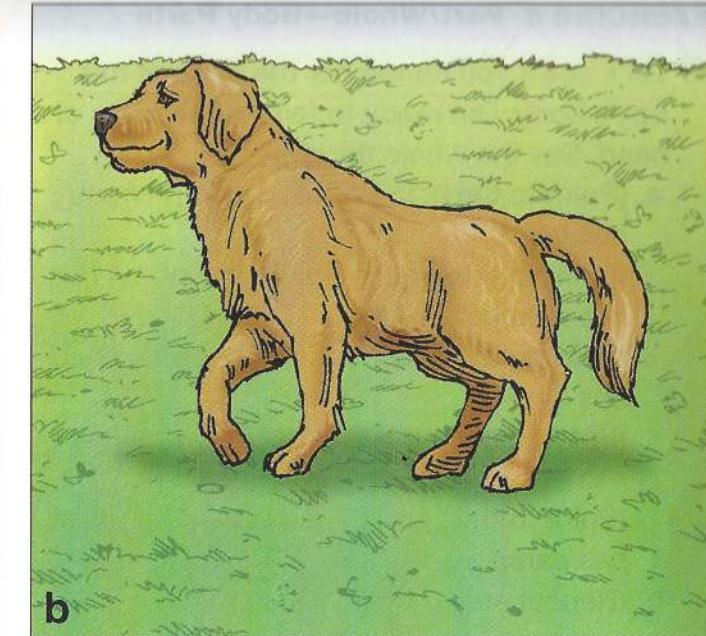
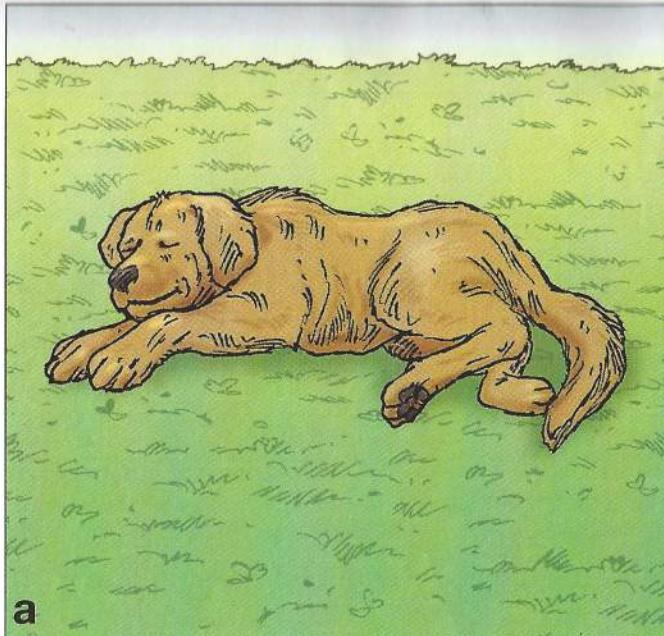
c. (Point to c.)

Then he chased a squirrel. What did he do? (Touch.) Chased a squirrel.

d. (Point to d.)

Then he chased a frog. What did he do?

(Touch.) Chased a frog.



2. Let's make it a little harder. Look at the pictures.

• (Point to d.)

What is Oscar doing in this picture?
(Touch.) Chasing a frog.

• (Point to c.)

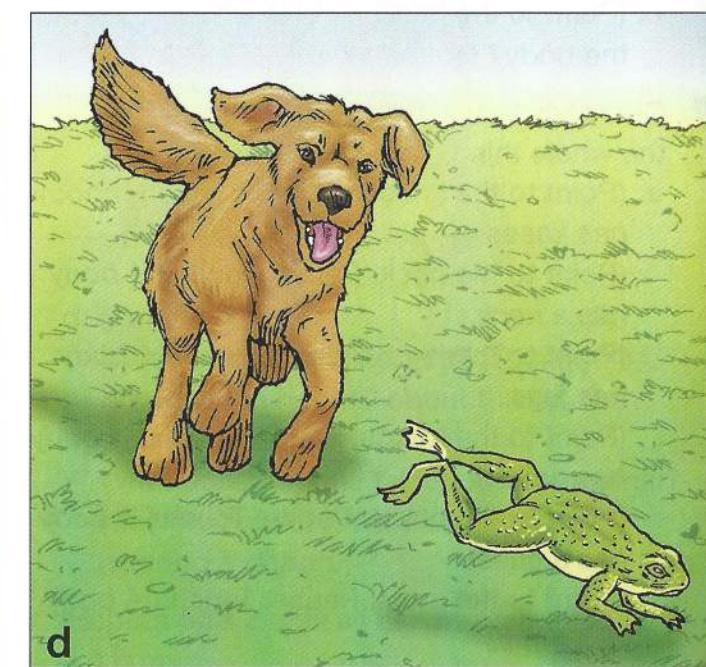
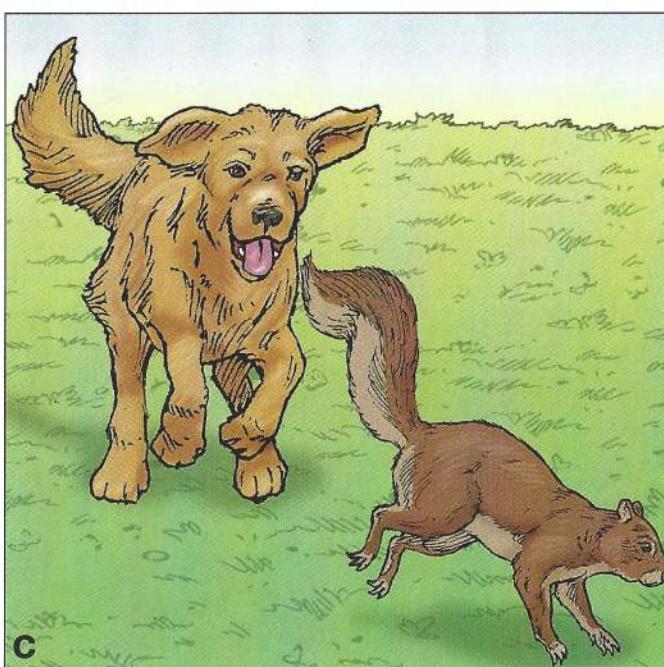
Here is what he did just before he chased the frog. He chased a squirrel. What did he do before he chased a frog? (Touch.) Chased a squirrel.

• (Point to b.)

Here is what he did just before he chased a squirrel. He got up. What did he do before he chased a squirrel? (Touch.) Got up.

• (Point to a.)

Here is what he did before he got up. He slept. What did he do before he got up?
(Touch.) Slept.



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

4. Let's do it again.

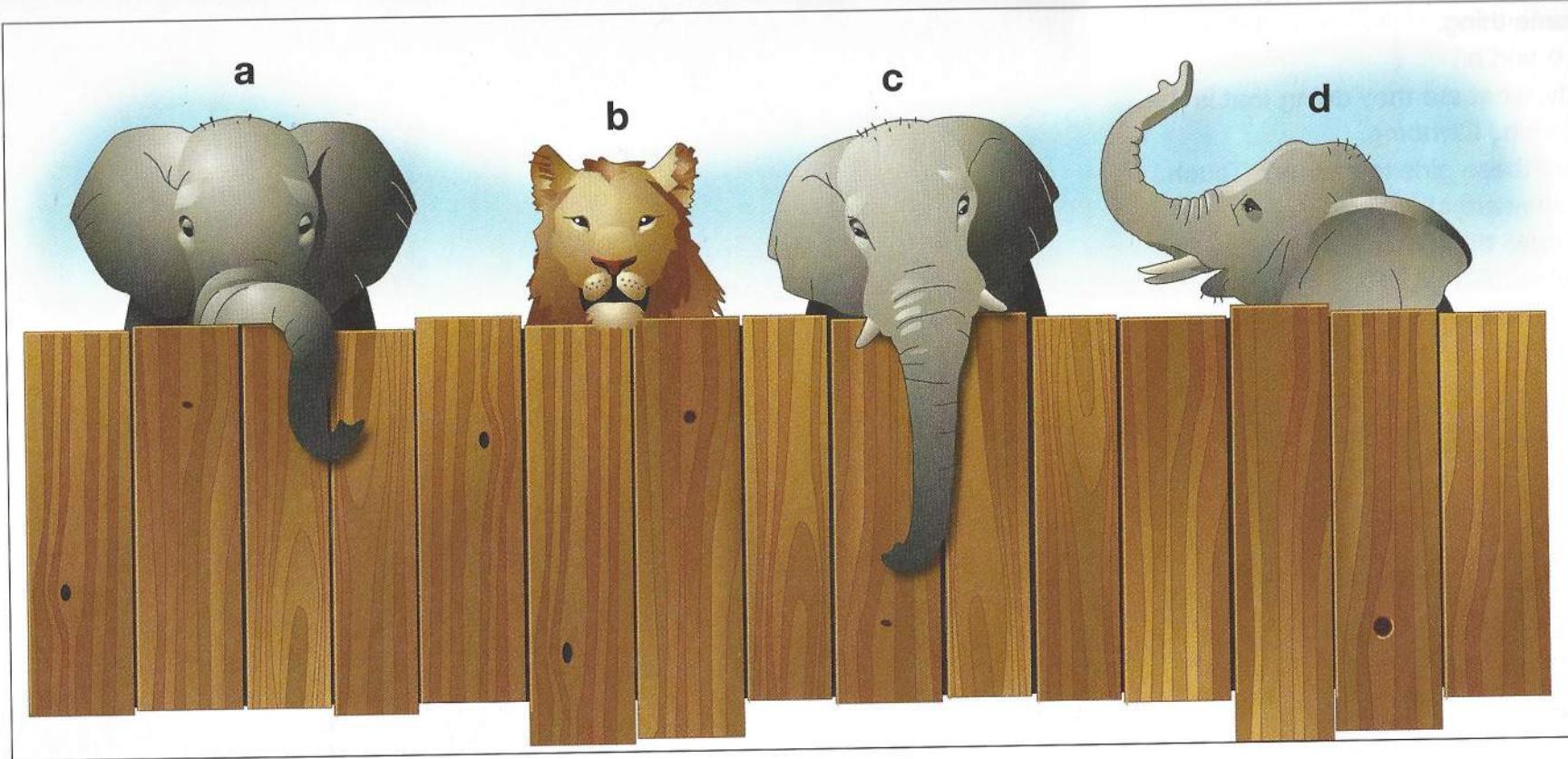
• (Point to d.)

What is Oscar doing in this picture?

- Now think hard. This time I'm not going to point to the pictures. What did he do just before he chased a frog? (Signal.) Chased a squirrel.
- What did he do just before he chased a

- What did he do just before he got up? (Signal.) Slept.

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



1. We're going to use a rule to solve this problem.

- Here's the rule for every elephant. Listen.
Every elephant is wearing a ribbon.
Everybody, say the rule. (Signal.) *Every elephant is wearing a ribbon.*
- (Have children repeat the rule until they can all say it.)
- **What do you know about every elephant?**
(Signal.) *Every elephant is wearing a ribbon.*

2. We'll talk about each animal.

- a. (Point to a.)
Is this animal an elephant? (Touch.) Yes.
So does the rule tell about this animal?
(Touch.) Yes.

What does the rule tell about this animal?

(Call on a child. Idea: *This animal is wearing a ribbon.*)

b. (Point to b.)

Is this animal an elephant? (Touch.) No.
So does the rule tell about this animal?
(Touch.) No.

c. (Point to c.)

Is this animal an elephant? (Touch.) Yes.
So does the rule tell about this animal?
(Touch.) Yes.

What does the rule tell about this animal?
(Call on a child. Idea: *This animal is wearing a ribbon.*)

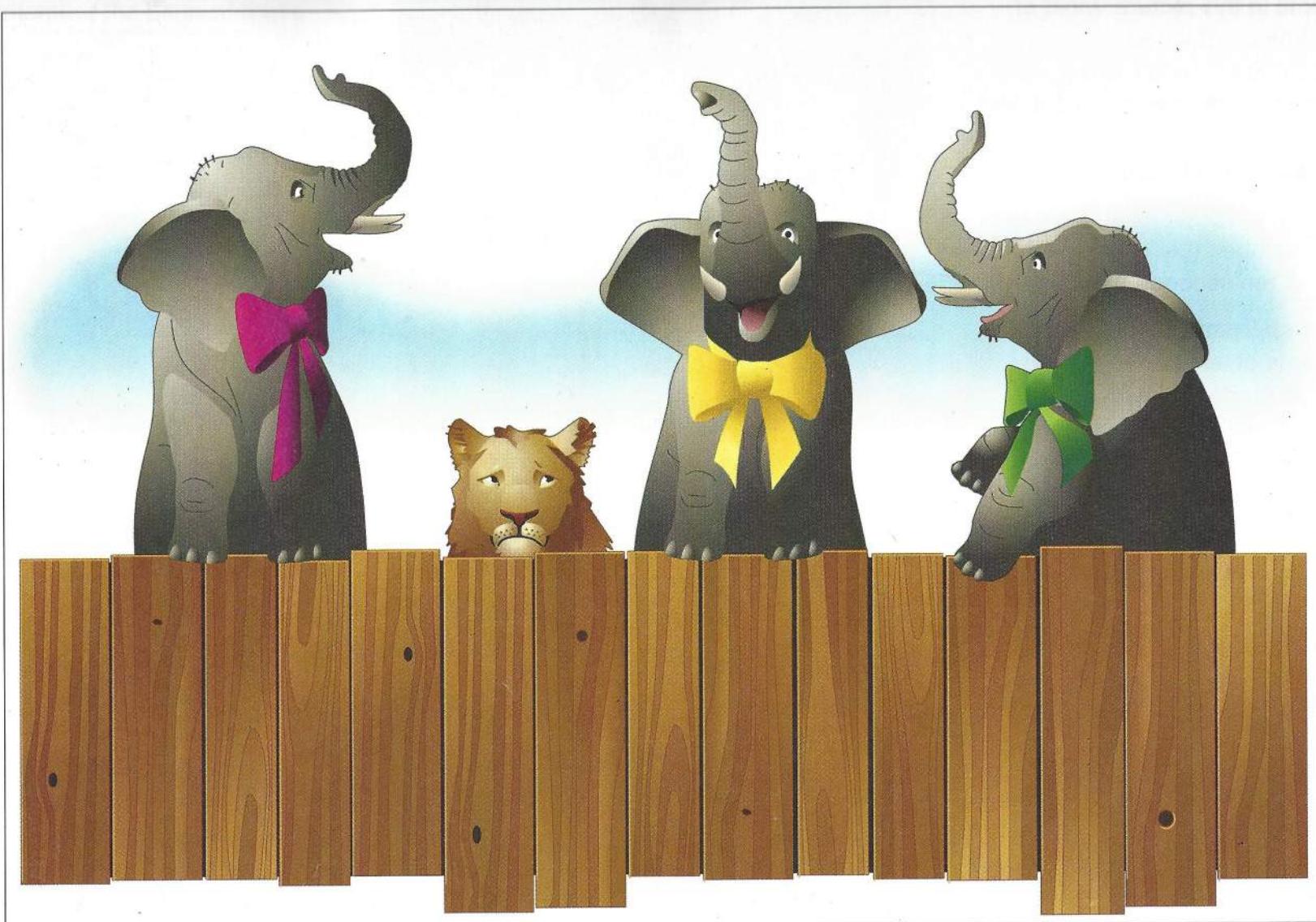
d. (Point to d.)

Is this animal an elephant? (Touch.) Yes.
So does the rule tell about this animal?
(Touch.) Yes.

What does the rule tell about this animal?
(Call on a child. Idea: *This animal is wearing a ribbon.*)

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

4. **What's the rule about every elephant?**
(Signal.) *Every elephant is wearing a ribbon.*
Let's see if you're right.
(Turn the page quickly.)



5. Look at the picture.

- Everybody, what's the rule about every elephant? (Signal.) *Every elephant is wearing a ribbon.*
- What is every elephant wearing? (Signal.) *A ribbon.*
That's what the rule says.

6. Look at the lion. Is the lion wearing a ribbon?
(Signal.) *Maybe.*

- (Point to the elephants.)
Do these elephants look happy? (Touch.) Yes.
Say the whole thing. (Touch.) *These elephants look happy.*
- (Point to the lion.)
Does this lion look happy? (Touch.) No.
Say the whole thing. (Touch.) *This lion does not look happy.*

7. (Ask different children the following questions.)
Why do you think the elephants are happy?
Why do you think the lion is not happy?
What makes you happy?

Individual Turns

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

EXERCISE 10 Part/Whole

Let's see if you remember the parts of these objects.

1. (Point to the tree.) What is this object?

(Touch.) A tree.

2. Get ready to tell me the parts of a tree. Say the whole thing.

- (Point to the branches. Pause. Touch.) A tree has branches.
- (Point to the leaves. Pause. Touch.) A tree has leaves.
- (Point to the trunk. Pause. Touch.) A tree has a trunk.
- (Point to the roots. Pause. Touch.) A tree has roots.
- (Repeat part 2 until all children's responses are firm.)

3. (Circle the tree.) And what do you call the whole object? (Touch.) A tree.

4. (Call on individual children.) And what do we usually do with a tree? (Praise reasonable responses.)

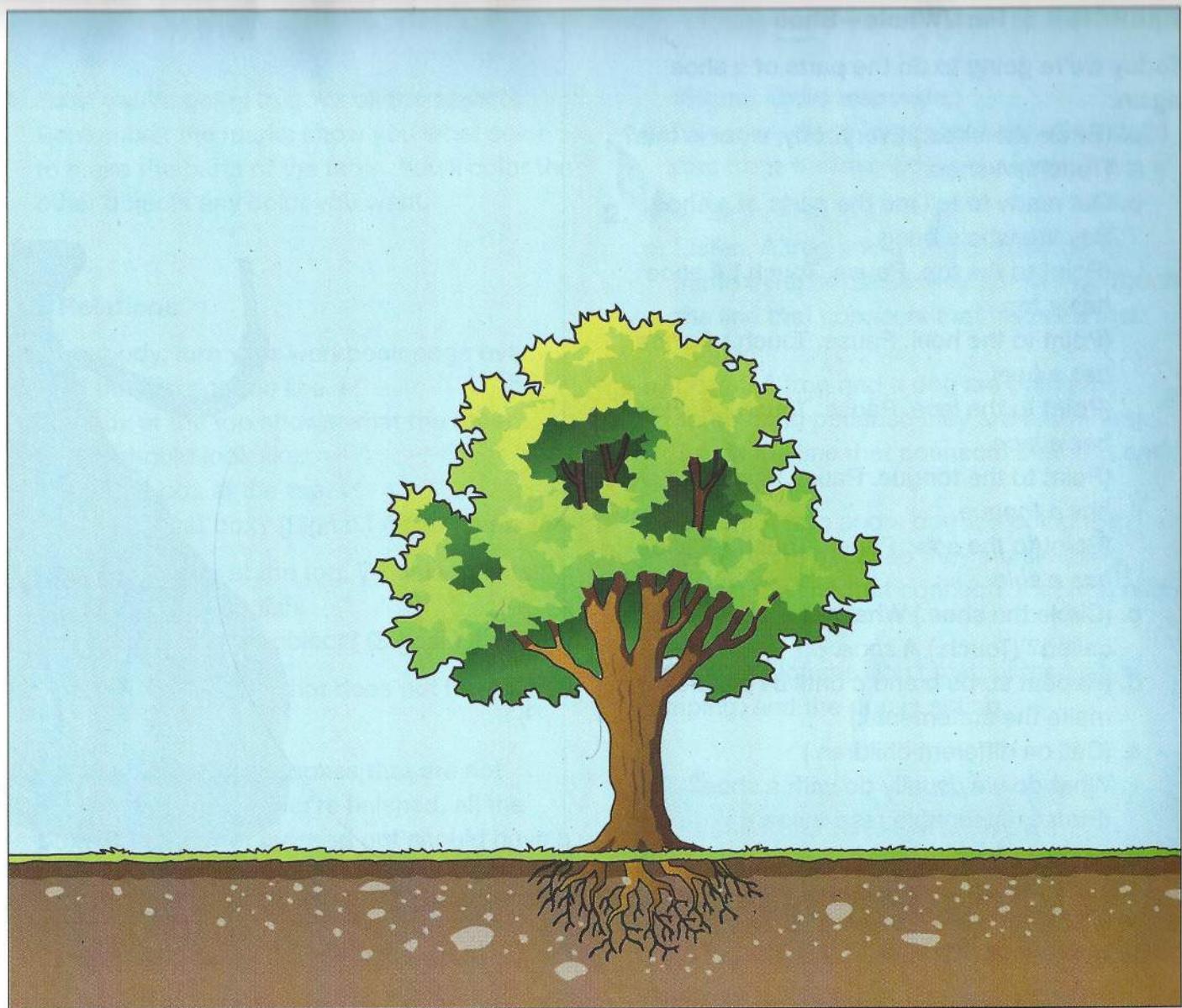
5. (Point to the nail.) What is this object? (Touch.) A nail.

6. Get ready to tell me the parts of a nail. Say the whole thing.

- (Point to the shaft. Pause. Touch.) A nail has a shaft.
- (Point to the point. Pause. Touch.) A nail has a point.
- (Point to the head. Pause. Touch.) A nail has a head.
- (Repeat part 6 until all children's responses are firm.)

7. (Circle the nail.) And what do we call the whole object? (Touch.) A nail.

8. (Call on individual children.) And what do we



LESSON 109

EXERCISE 1 Actions—And

1. It's time for some actions.

a. Everybody, get ready to touch your cheek and hold up your hand. Get ready.

(Signal.)

What are you doing? (Signal.) Touching my cheek and holding up my hand.

Say the whole thing. (Signal.) I am touching my cheek and holding up my hand.

(Repeat until all children can make the statement.)

b. Everybody, get ready to stand up and touch your chin. Get ready. (Signal.)

What are you doing? (Signal.) Standing up and touching my chin.

Say the whole thing. (Signal.) I am standing up and touching my chin.

(Repeat until all children can make the statement.)

c. Everybody, get ready to sit down and touch your hair. Get ready. (Signal.)

What are you doing? (Signal.) Sitting down and touching my hair.

Say the whole thing. (Signal.) I am sitting down and touching my hair.

(Repeat until all children can make the statement.)

d. Everybody, get ready to touch your hair and touch your cheek. Get ready. (Signal.)

What are you doing? (Signal.) Touching my hair and touching my cheek.

Say the whole thing. (Signal.) I am touching my hair and touching my cheek.

(Repeat until all children can make the statement.)

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 Actions—Before

1. Here's the first game.

a. Watch me. (Touch your foot. Keep touching it.) What am I doing? (Signal.) Touching your foot.

(Stop touching your foot. Touch your hair, and keep touching it.) What am I doing now? (Signal.) Touching your hair.
What did I do before I touched my hair? (Signal.) Touched your foot.

Yes, I touched my foot.

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

b. Let's say the whole thing about what I did before I touched my hair. (Signal. Respond with children.) You touched your foot before you touched your hair.

c. All by yourselves. Say the whole thing about what I did before I touched my hair. (Signal. Do not respond with children.) You touched your foot before you touched your hair.

(Repeat until all children can make the statement.)

d. What am I doing now? (Signal.) Touching your hair.

Say the whole thing about what I am doing. (Signal.) You are touching your hair.
(Repeat until all children's responses are firm.)

2. Here's another game.

a. Watch me. (Touch your nose. Keep touching it.) What am I doing? (Signal.) Touching your nose.

(Stop touching your nose. Touch your ear, and keep touching it.) What am I doing now? (Signal.) Touching your ear.

b. What did I do before I touched my ear? (Signal.) Touched your nose.

Yes, I touched my nose.

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

c. Say the whole thing about what I did before I touched my ear. (Signal. Do not respond with children.) You touched your nose before you touched your ear.

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

d. What am I doing now? (Signal.) Touching your ear.

Say the whole thing about what I am doing. (Signal.) You are touching your ear.

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

Individual Turns

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



EXERCISE 3 Same—Class

1. I'm going to name some things that are in the same class. You're going to tell me the class.
 - a. Listen. Restaurant, gas station, apartment.
They're in the same class. Everybody, what class are they in? (Signal.) *Buildings.*
 - b. Listen. Lettuce, ice cream, popcorn.
They're in the same class. Everybody, what class are they in? (Signal.) *Food.*
 - c. Listen. Jar, bowl, drawer. They're in the same class. Everybody, what class are they in? (Signal.) *Containers.*
 - d. Listen. Whale, deer, duck. They're in the same class. Everybody, what class are they in? (Signal.) *Animals.*
 - e. Listen. Canoe, ship, truck. They're in the same class. Everybody, what class are they in? (Signal.) *Vehicles.*
2. (Repeat part 1 until all children's responses are firm.)

Individual Turns

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



EXERCISE 4 Opposites Review

1. We're going to play a word game.
 - a. Listen. I'm thinking about a woman who is not old. She's the opposite of old. So what do you know about her? (Pause. Signal.) *She's young.*
 - b. Listen. I'm thinking about a canoe that is not wet. It's the opposite of wet. So what do you know about it? (Pause. Signal.) *It's dry.*
2. (Repeat part 1 until all children's responses are firm.)

Individual Turns

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



EXERCISE 5 Common Information

1. Get ready for some new information.
 - a. Listen. A patient is a person who goes to a doctor. What do we call a person who goes to a doctor? (Signal.) *A patient.*
Say the whole thing about a patient.
(Signal.) *A patient is a person who goes to a doctor.*
 - b. What do we call a person who helps a doctor? (Signal.) *A nurse.*
Say the whole thing about a nurse. (Signal.)
A nurse is a person who helps a doctor.
 - c. What do we call a person who helps people get well? (Signal.) *A doctor.*
Say the whole thing about a doctor.
(Signal.) *A doctor is a person who helps people get well.*
 - d. Everybody, what do we call a person who builds things out of wood? (Signal.)
A carpenter.
Say the whole thing about a carpenter.
(Signal.) *A carpenter is a person who builds things out of wood.*
 - e. What do we call a person who goes to a doctor? (Signal.) *A patient.*
Say the whole thing about a patient.
(Signal.) *A patient is a person who goes to a doctor.*
2. (Repeat part 1 until all children can make the statements.)
3. I'll turn the page, and we'll see a picture of a patient.
(Turn the page quickly.)

EXERCISE 5 Common Information (cont.)

4. The picture shows a man, a woman, and a boy.
- Which person is the doctor?
- Which person is the nurse?
- Which person is the patient?
- Why do you think the patient came to see the doctor?
- How do you think the patient feels?
- (Praise good responses.)



EXERCISE 6 After

1. These pictures tell a story about what a girl did.

a. (Point to a.)

First the girl got on the bike. What did she do? (Touch.) Got on the bike.

b. (Point to b.)

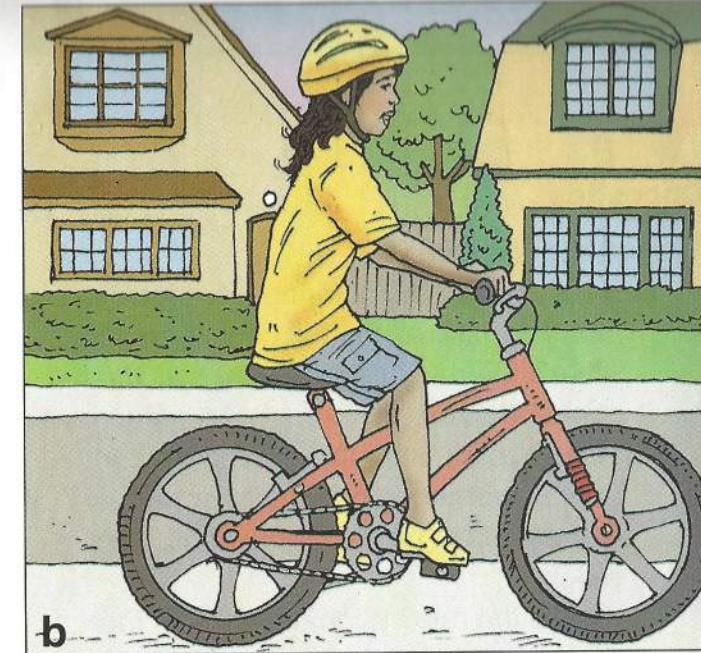
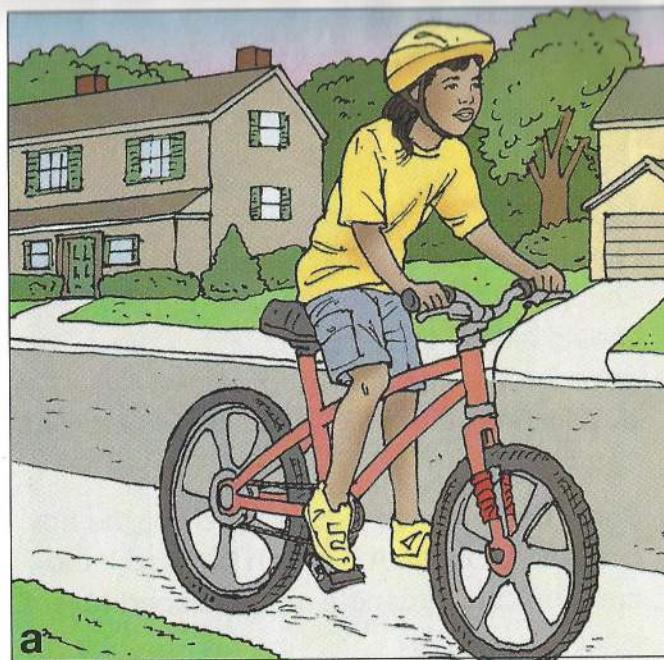
Then she rode on the bike. What did she do? (Touch.) Rode on the bike.

c. (Point to c.)

Then she got off the bike. What did she do? (Touch.) Got off the bike.

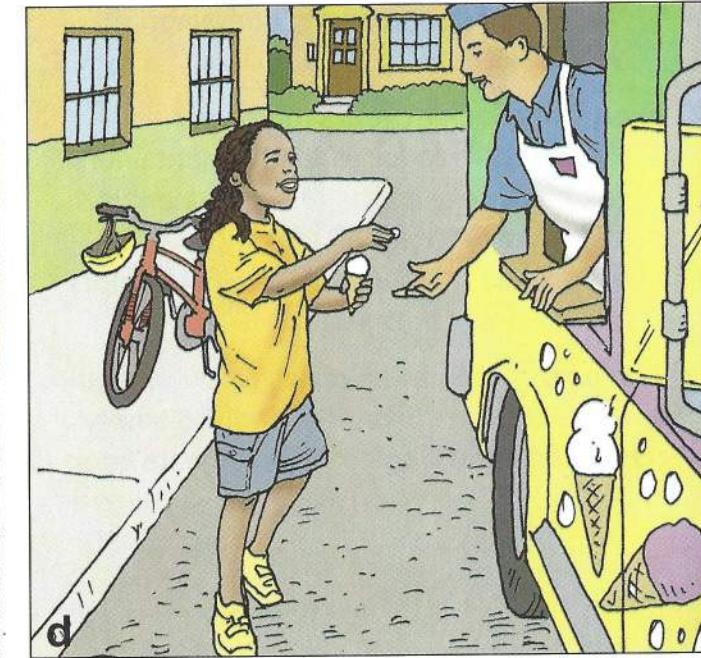
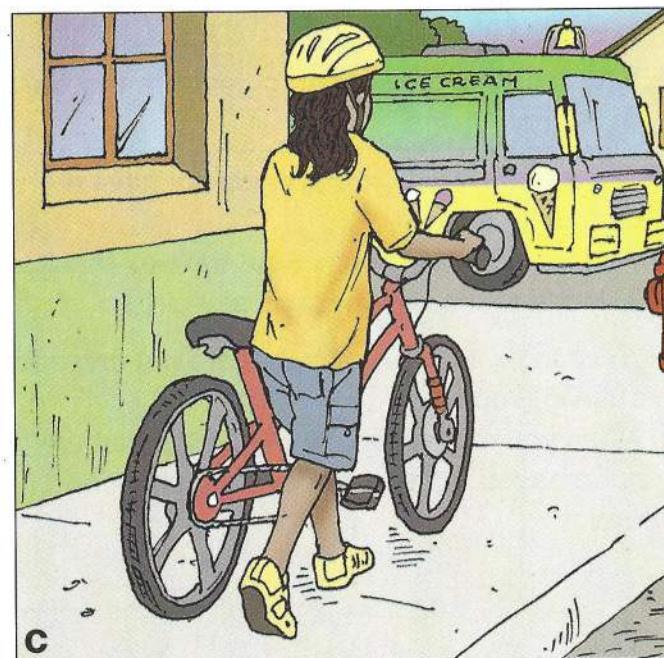
d. (Point to d.)

Then she bought an ice-cream cone. What did she do? (Touch.) Bought an ice-cream cone.



2. Let's make it a little harder. Look at the pictures.

- What did the girl do first? (Touch a.) Got on the bike.
- What did she do after she got on the bike? (Touch b.) Rode on the bike.
- What did she do after she rode on the bike? (Touch c.) Got off the bike.
- What did she do after she got off the bike? (Touch d.) Bought an ice-cream cone.
- (Repeat part 2 until all children's responses are firm.)



3. Let's do it again. This time I'm not going to point to the pictures.

- What did the girl do first? (Signal.) Got on the bike.
- What did she do after she got on the bike? (Signal.) Rode on the bike.
- What did she do after she rode on the bike? (Signal.) Got off the bike.
- What did she do after she got off the bike? (Signal.) Bought an ice-cream cone.

EXERCISE 7 Concept Application

1. Figure out this problem, and I'll show you the picture on the next page.
 - a. The woman will put some of the dishes on the table. What will the woman do? (Signal.) *Put some of the dishes on the table.*
Say the whole thing. (Signal.) *The woman will put some of the dishes on the table.*
Will the woman put all of the dishes on the table? (Signal.) *No.*
 - b. Listen. The woman will put all of the bowls on the table.
(Point to each stack of dishes, and ask:) **Are these dishes bowls?** (Wait. Children are to answer yes or no.)
So will the woman put these dishes on the table? (Wait. Children are to answer yes or no.)
 - c. **Will the woman put all of the dishes on the table?** (Signal.) *No.*
Will the woman put some of the dishes on the table? (Signal.) *Yes.*
 - d. **Which dishes will the woman put on the table?** (Signal.) *The bowls.*
2. (Repeat part 1 until all children's responses are firm.)
3. **Let's see if you're right.**
(Turn the page quickly.)



EXERCISE 7 Concept Application (cont.)

4. Look at the picture.

- Did the woman put some of the dishes on the table? (Signal.) Yes.
Did the woman put all of the dishes on the table? (Signal.) No.
- Which dishes did she put on the table? (Signal.) *The bowls.*
Did she put all of the bowls on the table? (Signal.) Yes.
Say the whole thing about what the woman did. (Signal.) *The woman put all of the bowls on the table.*

5. Let's talk about the other dishes.

- (Point to the plates.)
Where are the plates? (Touch.) *On the shelf.*
Say the whole thing about where the plates are. (Signal.) *The plates are on the shelf.*
- (Point to the cups.)
Where are the cups? (Touch.) *On the shelf.*
Say the whole thing about where the cups are. (Signal.) *The cups are on the shelf.*

6. (Ask different children the following questions.)

- What do you eat from a bowl?
What do you eat from a plate?
What do you drink from cups?
Do you put dishes on the table at home?

Individual Turns

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



1. (Point to the chair.) **What is this object?**
(Touch.) *A chair.*
2. Get ready to tell me the parts of a chair.
 - (Point to the legs.) **What are these parts called?** (Touch.) *Legs.*
 - (Point to the back.) **What is this part called?** (Touch.) *A back.*
 - (Point to the seat.) **What is this part called?** (Touch.) *A seat.*
 - (Point to the rungs.) **What are these parts called?** (Touch.) *Rungs.*
 - (Repeat part 2 until all children's responses are firm.)

3. Listen.

- (Point to the seat.)
A chair has . . . (touch) a seat.
- (Point to the legs.)
A chair has . . . (touch) legs.
- (Point to the rungs.)
A chair has . . . (touch) rungs.
- (Point to the back.)
A chair has . . . (touch) a back.
- (Circle the chair.) **And what's the whole object called?** (Touch.) *A chair.*
- (Repeat part 3 until all children's responses are firm.)

Individual Turns

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



EXERCISE 9 Materials and Part/Whole

1. Look at this window. Name the parts of the window when I touch each part.

- (Point to the pane.) Get ready. (Touch.)
The pane.
(Point to the frame.) Get ready. (Touch.)
The frame.
(Point to the handle.) Get ready. (Touch.)
The handle.
• (Point to the lock.) Get ready. (Touch.)
The lock.

2. Think hard.

- (Point to the frame.) Name two things this frame could be made of. (Call on different children. Praise children who say *wood* or *metal*.)

Yes, the frame could be made of wood or metal. Everybody, say the whole thing.
(Touch.) *The frame could be made of wood or metal.*

- (Point to the handle and the lock.) Name one thing the handle and the lock could be made of. (Call on different children. Praise children who say *metal*.)

Yes, the handle and the lock could be made of metal. Everybody, say the whole thing. (Touch.) *The handle and the lock could be made of metal.*

- (Point to the pane.) Everybody, name one thing this pane could be made of. (Touch. Praise children who say *glass*.)

Yes, the pane could be made of glass.
Everybody, say the whole thing. (Touch.)
The pane could be made of glass.

Individual Turns

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



LESSON 110

EXERCISE 1 Actions—Tense, Plurals

1. It's time for an action game.

a. Everybody, point to a window. (Signal. Wait.)

What are you doing? (Signal.) *Pointing to a window.*

b. Everybody, point to a wall. (Signal. Wait.)

What are you doing? (Signal.) *Pointing to a wall.*

c. What were you doing? (Signal.) *Pointing to a window.*

Say the whole thing. (Signal.) *I was pointing to a window.*

d. What are you doing? (Signal.) *Pointing to a wall.*

Say the whole thing. (Signal.) *I am pointing to a wall.*

e. Everybody, point to a window. (Signal. Wait.)

What are you doing? (Signal.) *Pointing to a window.*

Say the whole thing. (Signal.) *I am pointing to a window.*

f. What were you doing? (Signal.) *Pointing to a wall.*

Say the whole thing. (Signal.) *I was pointing to a wall.*

Put your hands down.

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

3. I'm going to call on three children.

a. (Call on three children.) _____, _____, and _____, point to a window. Everybody, what are they doing? (Signal.) *Pointing to a window.*

Say the whole thing about what they are doing. (Signal.) *They are pointing to a window.*

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

EXERCISE 2 Actions—Or

1. I'm going to do something. See if you can figure out what I'm going to do.

a. Listen. I'm going to smile or touch my knee or whistle. What am I going to do? (Signal.) *Smile or touch your knee or whistle.* (Repeat until all children's responses are firm.)

b. Yes, I'm going to smile or touch my knee or whistle.

Am I going to smile? (Signal.) *Maybe.*

Am I going to touch my knee? (Signal.)

Maybe.

Am I going to whistle? (Signal.) *Maybe.*

Am I going to paint a picture? (Signal.) *No.*

c. I'm going to smile or touch my knee or whistle. What am I going to do? (Signal.) *Smile or touch your knee or whistle.*

d. Here I go. (Smile.) Did I whistle? (Signal.) *No.*

Did I touch my knee? (Signal.) *No.*

Did I smile? (Signal.) *Yes.*

e. What did I do? (Signal.) *Smiled.*

Say the whole thing. (Signal.) *You smiled.* (Repeat until all children's responses are firm.)

2. (Repeat steps c through e until all children's responses are firm.)

EXERCISE 3 Materials

1. Think of things that are made of rubber.

Let's see who can name at least three things made of rubber. (Call on different children to name objects made of rubber. Each child should name at least three things.)

2. Think of things that are made of cloth.

Let's see who can name at least three things made of cloth. (Call on different children to name objects made of cloth. Each child should name at least three things.)

EXERCISE 4 Common Information

- 1.** Let's see how much information you remember.
 - a. What do we call a person who helps people get well? (Signal.) A *doctor*. Say the whole thing about a doctor. (Signal.) A *doctor* is a person who helps people get well.
 - b. Everybody, what do we call a place with lots of fruit trees? (Signal.) An *orchard*. Say the whole thing about an orchard. (Signal.) An *orchard* is a place with lots of fruit trees.
 - c. What do we call a person who helps a doctor? (Signal.) A *nurse*. Say the whole thing about a nurse. (Signal.) A *nurse* is a person who helps a doctor.
 - d. Everybody, what do we call a person who builds things out of wood? (Signal.) A *carpenter*. Say the whole thing about a carpenter. (Signal.) A *carpenter* is a person who builds things out of wood.
 - e. What do we call a person who goes to a doctor? (Signal.) A *patient*. Say the whole thing about a patient. (Signal.) A *patient* is a person who goes to a doctor.
- 2.** (Repeat part 1 until all children can make the statements.)

EXERCISE 5 Information—Days, Months

- We're going to talk about days and months.
- a. How many months in a year? (Signal.) Twelve. Say the whole thing. (Signal.) There are twelve months in a year.
 - b. Say the months of the year through December. (Signal.) January, February, March, April, May, June, July, August, September, October, November, December.
(Repeat until all children's responses are firm.)
 - c. Everybody, how many days are in a week? (Signal.) Seven. Say the whole thing. (Signal.) There are seven days in a week.
 - d. Everybody, say the days of the week. Get ready. (Signal.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
(Repeat until all children's responses are firm.)

Individual Turns

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

EXERCISE 6 Same

Get ready to tell me why the things I name are the same.

- a. Listen. Scissors and a knife. Think of them. Why are they the same? (Call on different children. Praise and repeat all reasonable responses. For example: They cut; you can hold them.)
- b. Listen. One way scissors and a knife are the same is because they both cut things. Everybody, why are they the same? (Signal.) Because they both cut things. (Repeat until all children's responses are firm.)
- c. Listen. A bird and an airplane. Think of them. Why are they the same? (Call on different children. Praise and repeat all reasonable responses. For example: They fly; they have wings.)
- d. Listen. One way a bird and an airplane are the same is because they both fly. Everybody, why are they the same? (Signal.) Because they both fly. (Repeat until all children's responses are firm.)

Exercise 7 Game

[Note: In this exercise it is important to acknowledge any correct answers children give.]

1. I'm going to name some things. You see these things in the same place. See if you can think of the place you see them.

a. Listen. A chalkboard and a desk. You see them both in the same place. (Pause.) Everybody, what place is that? (Signal.) A school.

Yes, you see them in a school.

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

b. Listen. Doors and windows. You see them both in the same place. (Pause.)

Everybody, what place is that? (Signal.) A building.

Yes, you see them in a building.

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

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

3. We'll do these again.

a. Everybody, a chalkboard and a desk. Where would you see them? (Signal.) *In a school.*

So, why are a chalkboard and a desk the same? (Signal.) *Because you see them in a school.*

Say the whole thing about a chalkboard and a desk. (Signal.) *A chalkboard and a desk are the same because you see them in a school.*

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

b. Everybody, doors and windows. Where would you see them? (Signal.) *In a building.*

So, why are doors and windows the same? (Signal.) *Because you see them in a building.*

Say the whole thing about doors and windows. (Signal.) *Doors and windows are the same because you see them in a building.*

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

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

Individual Turns

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

EXERCISE 8 Concept Application

1. Let's figure out which monkeys will do the same thing. Listen. The monkeys wearing hats will do the same thing. Which monkeys will do the same thing? (Signal.) *The monkeys wearing hats.*

2. We'll talk about each monkey.

a. (Point to a.)

Is this monkey wearing a hat? (Touch.) Yes.
So will it do the same thing as another monkey? (Touch.) Yes.

b. (Point to b.)

Is this monkey wearing a hat? (Touch.) No.
So will it do the same thing as another monkey? (Touch.) No.

c. (Point to c.)

Is this monkey wearing a hat? (Touch.) No.
So will it do the same thing as another monkey? (Touch.) No.

d. (Point to d.)

Is this monkey wearing a hat? (Touch.) No.
So will it do the same thing as another monkey? (Touch.) No.

e. (Point to e.)

Is this monkey wearing a hat? (Touch.) Yes.
So will it do the same thing as another monkey? (Touch.) Yes.

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

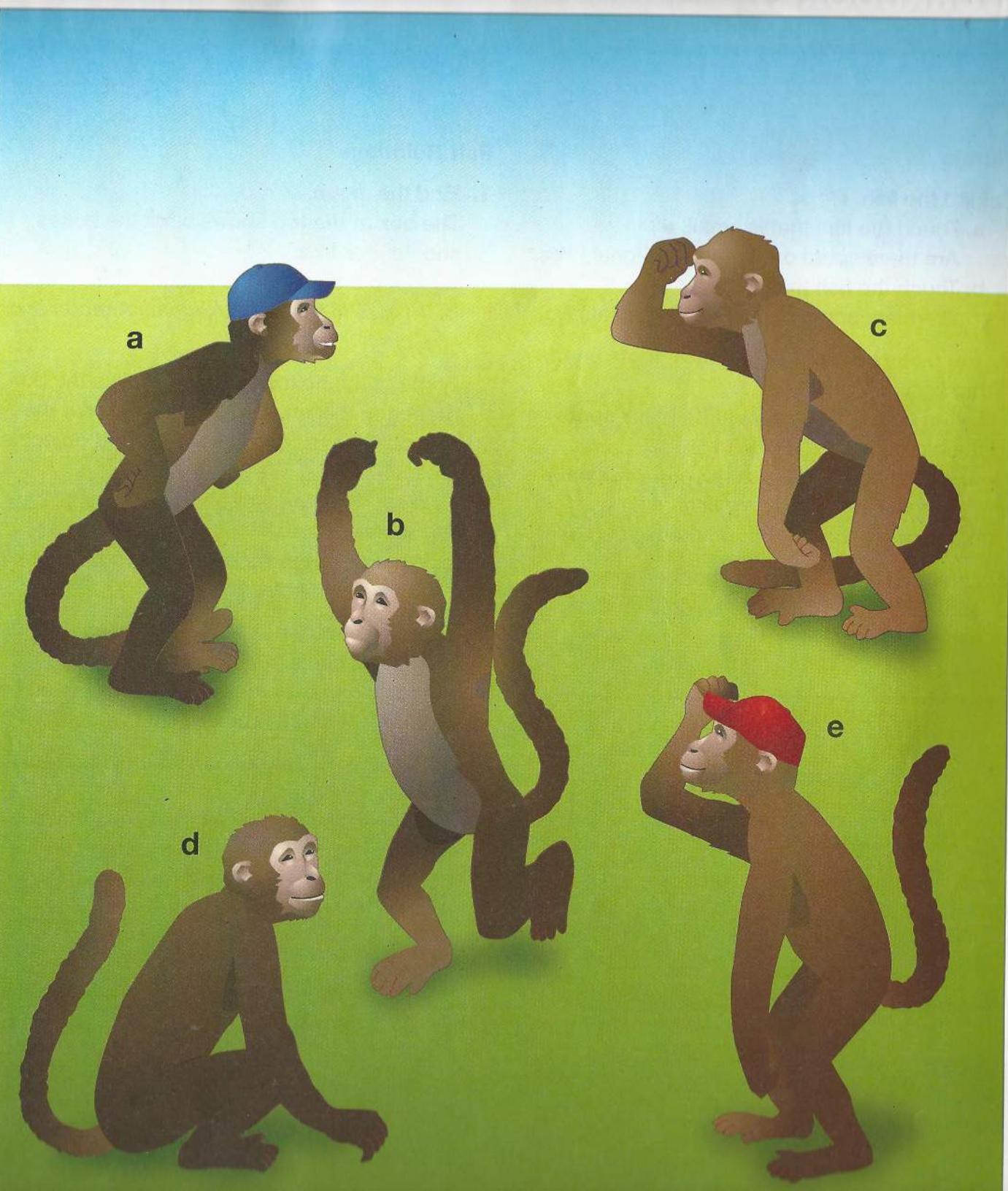
4. Which monkeys will do the same thing?

(Signal.) *The monkeys wearing hats.*

Yes, the monkeys wearing hats. We don't know what they will do, but we do know they will do the same thing.

5. Let's turn the page and see what they are doing.

(Turn the page quickly.)



EXERCISE 8 Concept Application (cont.)

6. Some of the monkeys are doing the same thing. Everybody, which monkeys are doing the same thing? (Signal.) *The monkeys wearing hats.*

Yes, the monkeys wearing hats.

7. Now answer these questions.

- (Point to the monkeys not wearing hats.) *Are these monkeys doing the same thing?* (Touch.) *No.*

- (Point to the monkeys wearing hats.) *What are these monkeys doing that is the same?* (Touch.) *Flying kites.*

Yes. So why are they the same? (Touch.) *Because they are flying kites.*

- (Point to the monkey with the ball.) *What is this monkey doing?* (Touch.) *Throwing a ball.*

Say the whole thing about what this monkey is doing. (Touch.) *This monkey is throwing a ball.*

- (Point to the monkey with the doll.) *What is this monkey doing?* (Touch.) *Holding a doll.*

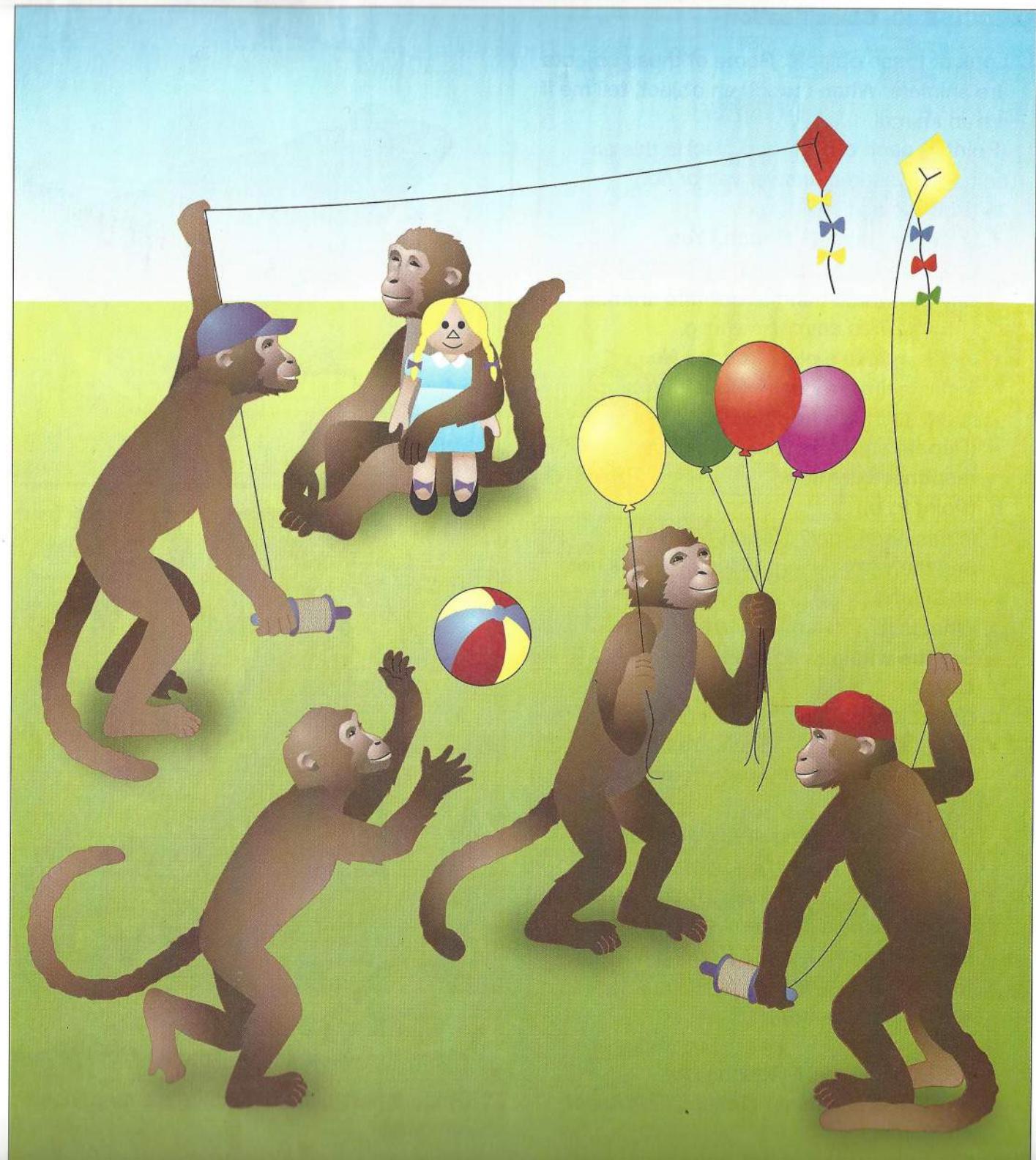
Say the whole thing about what this monkey is doing. (Touch.) *This monkey is holding a doll.*

8. (Point to the monkeys not wearing hats.)

Tell me some other ways these monkeys are the same. (Call on different children. Accept reasonable responses.)

Individual Turns

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



EXERCISE 9 Before/After

1. These pictures tell a story about what a boy did.

a. (Point to a.)

First the boy fixed the wagon. What did he do? (Touch a.) *Fixed the wagon.*

b. What did he do after he fixed the wagon?

(Touch b.) *Washed the wagon.*

c. What did he do after he washed the wagon? (Touch c.) *Pulled the wagon.*

d. What did he do after he pulled the wagon? (Touch d.) *Put bottles in the wagon.*

2. Let's do it again. This time I'm not going to point to the pictures.

- What did he do first? (Signal.) *Fixed the wagon.*

- What did he do after he fixed the wagon? (Signal.) *Washed the wagon.*

- What did he do after he washed the wagon? (Signal.) *Pulled the wagon.*

- What did he do after he pulled the wagon? (Signal.) *Put bottles in the wagon.*

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

3. Let's do it one more time.

- (Point to d.)

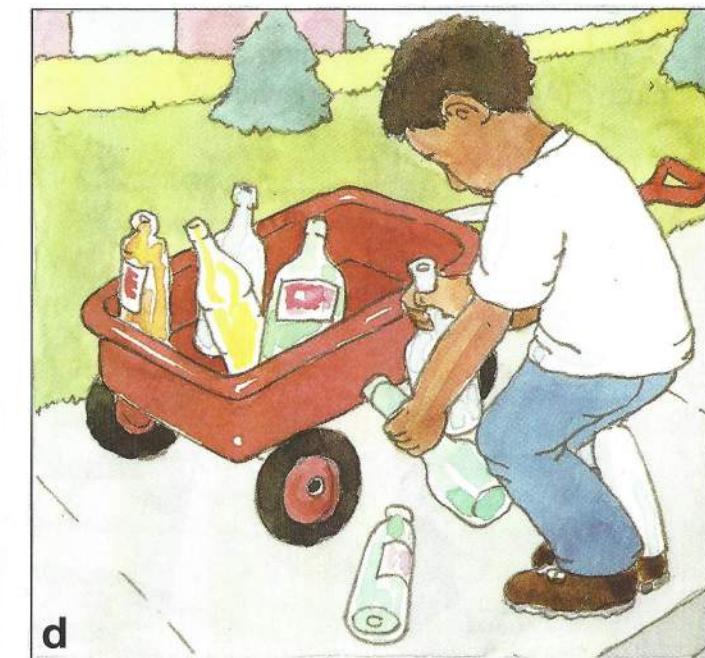
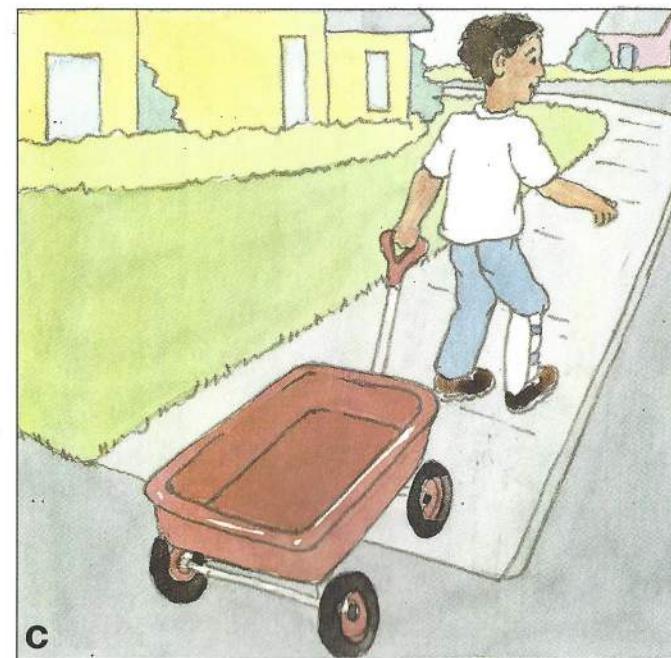
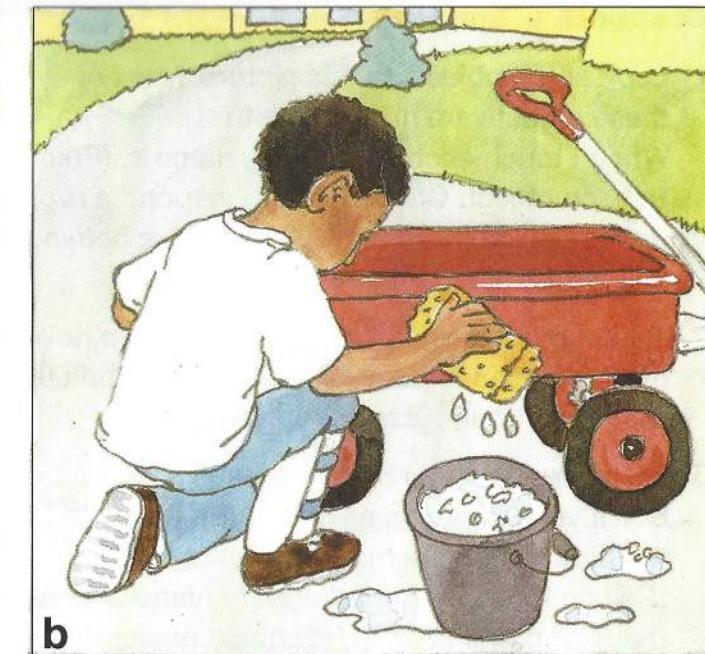
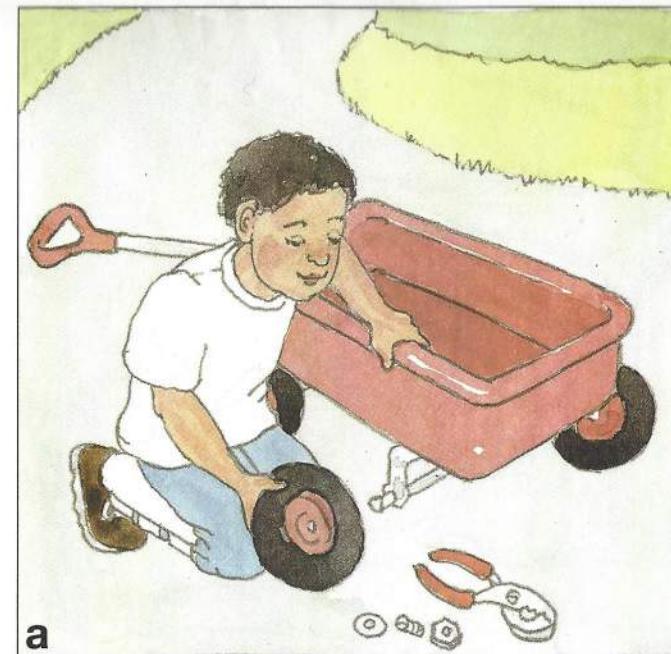
What is the boy doing in this picture?

(Touch.) *Putting bottles in the wagon.*

- Now think hard. This time I'm not going to point to the pictures. What did he do just before he put bottles in the wagon? (Signal.) *Pulled the wagon.*

- What did he do just before he pulled the wagon? (Signal.) *Washed the wagon.*

- What did he do just before he washed the wagon? (Signal.) *Fixed the wagon.*



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

EXERCISE 10 Opposites

Some of these ladders are tall. Some of these ladders are short.

1. I'll point to each ladder. Say **tall** if it is tall. Say **short** if it's short.

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

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

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

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

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

2. Listen. (Point to a.)

- Is this ladder tall? (Touch.) Yes.

Say the whole thing. (Touch.) **This ladder is tall**.

- Is this ladder short? (Touch.) No.

Say the whole thing. (Touch.) **This ladder is not short**.

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

3. Listen. (Point to b.)

- Is this ladder tall? (Touch.) No.

Say the whole thing. (Touch.) **This ladder is not tall**.

- Is this ladder short? (Touch.) Yes.

Say the whole thing. (Touch.) **This ladder is short**.

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

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.)



EXERCISE 11 Before

1. These pictures tell a story about what a boy did.

a. (Point to a.)

First the boy bought a tree. What did he do? (Touch.) Bought a tree.

b. (Point to b.)

Then he dug a hole. What did he do?

(Touch.) Dug a hole.

c. (Point to c.)

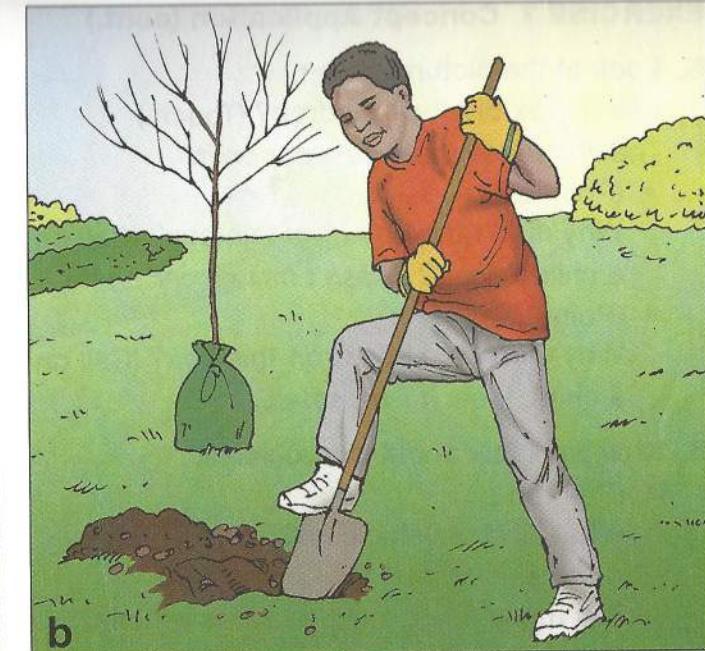
Then he planted the tree. What did he do?

(Touch.) Planted the tree.

d. (Point to d.)

Then he watered the tree. What did he do?

(Touch.) Watered the tree.



2. Let's make it a little harder. Look at the pictures.

• (Point to d.)

What is the boy doing in this picture?

(Touch.) Watering the tree.

• (Point to c.)

Here is what he did before he watered the tree. He planted the tree. What did he do just before he watered the tree? (Touch.)

Planted the tree.

• (Point to b.)

Here is what he did before he planted the tree. He dug a hole. What did he do just before he planted the tree? (Touch.) Dug a hole.

• (Point to a.)

Here is what he did before he dug a hole. He bought a tree. What did he do just before he dug a hole? (Touch.) Bought a tree.

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

- (Point to d.)
What is the boy doing in this picture?
(Touch.) Watering the tree.
- Now think hard. This time I'm not going to point to the pictures. What did he do

- What did he do just before he planted the tree? (Signal.) Dug a hole.
- What did he do just before he dug a hole? (Signal.) Bought a tree.

4. (Repeat part 3 until all children's

3. Let's do it again.

EXERCISE 12 Part/Whole

Let's see if you remember the parts of these objects.

1. (Point to the toothbrush.) What is this object?

(Touch.) A toothbrush.

2. Get ready to tell me the parts of a toothbrush.

Say the whole thing.

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

A toothbrush has a handle.

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

A toothbrush has bristles.

- (Circle the toothbrush.) And what do you call the whole object? (Touch.)

A toothbrush.

- (Call on individual children.) And what do we usually do with a toothbrush? (Praise reasonable responses.)

3. (Point to the wagon.) What is this object?

(Touch.) A wagon.

4. Get ready to tell me the parts of a wagon. Say the whole thing.

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

A wagon has a frame.

- (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.

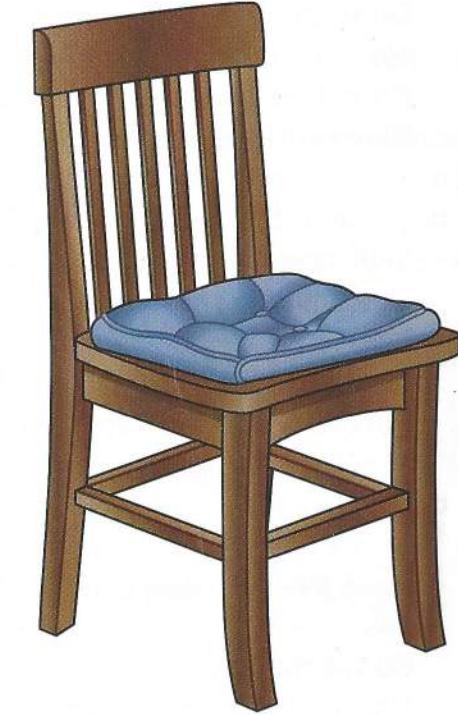
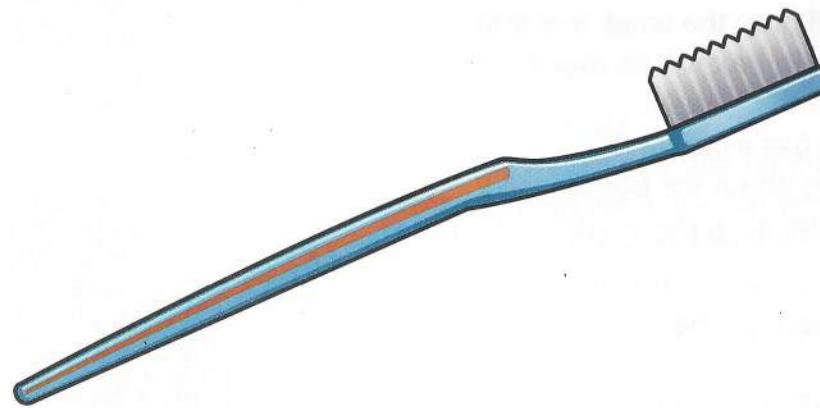
- (Circle the wagon.) And what do you call the whole object? (Touch.) A wagon.

- (Call on individual children.) And what do we usually do with a wagon? (Praise reasonable responses.)

5. (Point to the chair.) What is this object?

(Touch.) A chair.

6. Get ready to tell me the parts of a chair. Say the whole thing.



- (Point to the back. Pause. Touch.) A chair has a back.

- (Point to the seat. Pause. Touch.) A chair has a seat.

- (Point to the rungs. Pause. Touch.) A chair has rungs.

- (Point to the legs. Pause. Touch.) A chair has legs.

- (Circle the chair.) And what do you call the whole object? (Touch.) A chair.

- (Call on individual children.) And what do we usually do with a chair? (Praise reasonable responses.)

LESSON 111

EXERCISE 1 Actions—Or

1. I'm going to do something. See if you can figure out what I'm going to do.
 - a. Listen. I'm going to sing or whistle or yell. What am I going to do? (Signal.) *Sing or whistle or yell.*
(Repeat until all children's responses are firm.)
 - b. Yes, I'm going to sing or whistle or yell. Am I going to sing? (Signal.) *Maybe.*
Am I going to eat a candy bar? (Signal.) *No.*
Am I going to whistle? (Signal.) *Maybe.*
Am I going to yell? (Signal.) *Maybe.*
 - c. I'm going to sing or whistle or yell. What am I going to do? (Signal.) *Sing or whistle or yell.*
 - d. Here I go. (Sing.)
Did I whistle? (Signal.) *No.*
Did I yell? (Signal.) *No.*
Did I sing? (Signal.) *Yes.*
I sang.
 - e. What did I do? (Signal.) *Sang.*
Say the whole thing. (Signal.) *You sang.*
(Repeat step e until all children's responses are firm.)
2. (Repeat steps c through e until all children's responses are firm.)

EXERCISE 2 Information—Days, Months

- We're going to talk about days and months.
- a. How many months in a year? (Signal.) *Twelve.*
Say the whole thing. (Signal.) *There are twelve months in a year.*
 - b. Name the twelve months of the year.
(Signal.) *January, February, March, April, May, June, July, August, September, October, November, December.*
(Repeat step b until all children's responses are firm.)
 - c. Everybody, how many days are in a week?
(Signal.) *Seven.*
Say the whole thing. (Signal.) *There are seven days in a week.*
 - d. Everybody, say the days of the week. Get ready. (Signal.) *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.*
(Repeat step d until all children's responses are firm.)

Individual Turns

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

EXERCISE 3 Same—Class

- I'm going to name some things that are in the same class. You're going to tell me the class.
- a. Listen. School, church, factory. They're in the same class. Everybody, what class are they in? (Signal.) *Buildings.*
(Repeat until all children's responses are firm.)
 - b. Listen. Boots, dress, shirt. They're in the same class. Everybody, what class? (Signal.) *Clothing.*
(Repeat until all children's responses are firm.)
 - c. Listen. Cabinet, bottle, package. They're in the same class. Everybody, what class? (Signal.) *Containers.*
(Repeat until all children's responses are firm.)
 - d. Listen. Airplane, sailboat, motorboat. They're in the same class. Everybody, what class? (Signal.) *Vehicles.*
(Repeat until all children's responses are firm.)
 - e. Listen. Meat, ice cream, orange. They're in the same class. Everybody, what class? (Signal.) *Food.*
(Repeat until all children's responses are firm.)

Individual Turns

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



EXERCISE 4 Same

1. Get ready to tell me why the things I name are the same. Listen. A pocket and a box. Think of them.
 - a. Why are they the same? (Call on different children. Praise and repeat all reasonable responses. For example: *They hold things; you can put things in them.*)
 - b. Here is one way a pocket and a box are the same: They both hold things.
Everybody, why are they the same?
(Signal.) *They both hold things.*
(Repeat until all children's responses are firm.)
2. Listen. A boat and a fish. Think of them.
 - a. Why are they the same? (Call on different children. Praise and repeat all reasonable responses. For example: *They go in the water; they float.*)
 - b. Here is one way a boat and a fish are the same: They both go in the water.
Everybody, why are they the same?
(Signal.) *They both go in the water.*
(Repeat until all children's responses are firm.)

3. Listen. Scissors and a knife. Think of them.
 - a. Why are they the same? (Call on different children. Praise and repeat all reasonable responses. For example: *They cut; you can hold them.*)
 - b. Here is one way scissors and a knife are the same: They both cut things.
Everybody, why are they the same?
(Signal.) *They both cut things.*
(Repeat until all children's responses are firm.)
4. Now let's see if you can answer these questions. (Call on different children.)
 - a. Why are a pocket and a box the same?
(Accept reasonable responses.)
 - b. Why are a boat and a fish the same?
(Accept reasonable responses.)
 - c. Why are scissors and a knife the same?
(Accept reasonable responses.)



EXERCISE 5 Concept Application

1. Figure out this problem, and I'll show you the picture on the next page.
 - Listen. This problem is about a rabbit. The rabbit will eat a potato or eat a carrot. What will the rabbit do? (Signal.) Eat a potato or eat a carrot.
 - Say the whole thing about what the rabbit will do. (Signal.) *The rabbit will eat a potato or eat a carrot.*
(Repeat until all children can make the statement.)
2. Let's see if you can answer these questions.
 - Will the rabbit eat a carrot? (Signal.) Maybe.
 - Will the rabbit go fishing? (Signal.) No.
 - Will the rabbit eat an ice-cream cone? (Signal.) No.
Will the rabbit eat a potato? (Signal.) Maybe.
3. (Repeat part 2 until all children's responses are firm.)
4. I'll tell you something else about the rabbit. Listen carefully. The food it will eat is long and orange—long and orange.
 - Will it eat a potato? (Signal.) No.
 - Will it eat a carrot? (Signal.) Yes.
5. Let's see if you are right.
(Turn the page quickly.)

EXERCISE 5 Concept Application (cont.)

6. Look at the animals.

a. (Point to a.)

What is the rabbit eating? (Touch.) A carrot.

b. (Point to b.)

What is the cat eating? (Touch.) A banana.

c. (Point to c.)

What is the goat eating? (Touch.)

A newspaper.

d. (Point to d.)

What is the horse eating? (Touch.)

An apple.

(Repeat part 6 until all children's responses are firm.)

7. (Point to the rabbit.)

Is the rabbit eating a potato? (Touch.) No.

Is the rabbit eating a carrot? (Touch.) Yes.

8. Now answer these questions.

- What is eating a newspaper? (Signal.) The goat.

Say the whole thing. (Signal.) The goat is eating a newspaper.

- What is eating a banana? (Signal.) The cat.

Say the whole thing. (Signal.) The cat is eating a banana.

- What is eating an apple? (Signal.) The horse.

Say the whole thing. (Signal.) The horse is eating an apple.

- What is eating a carrot? (Signal.) The rabbit.

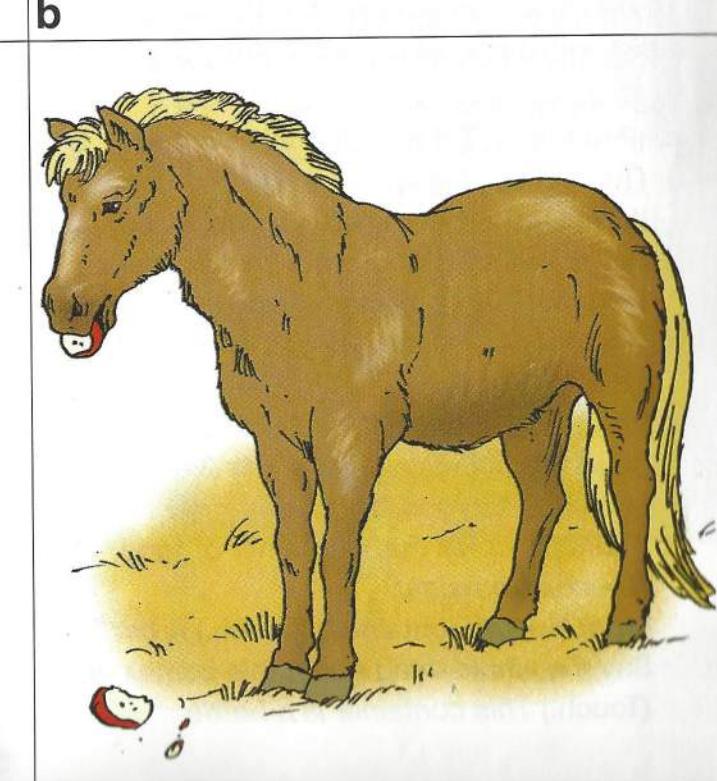
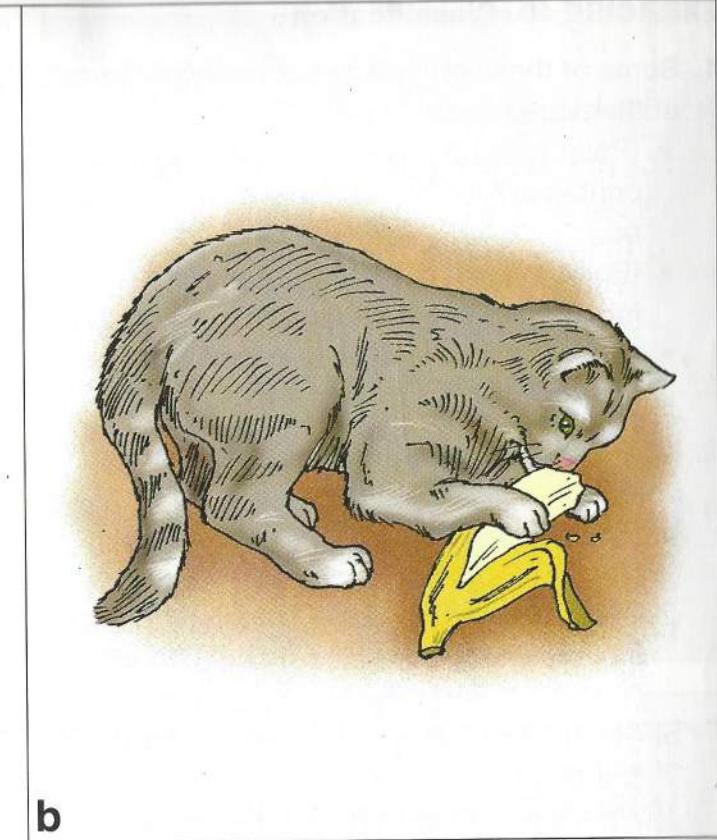
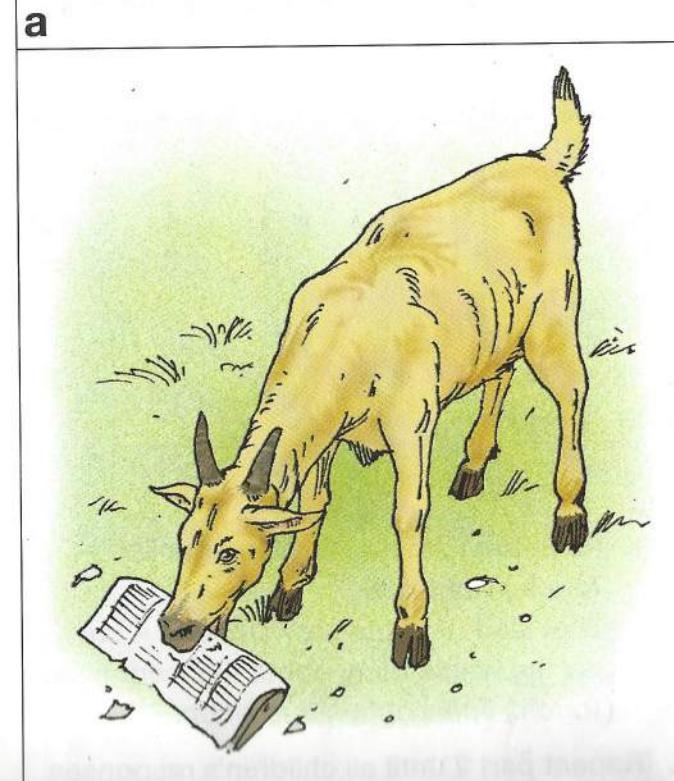
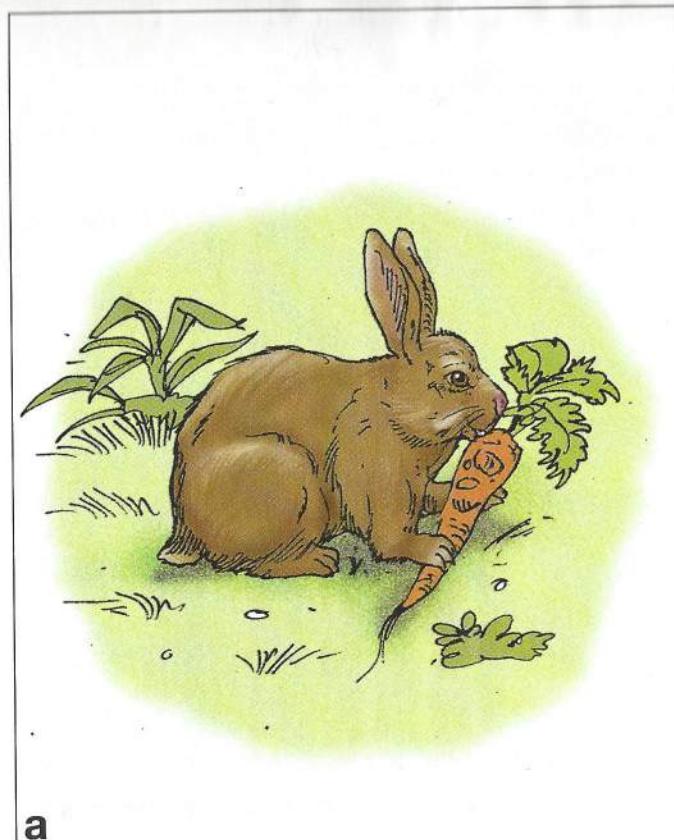
Say the whole thing. (Signal.) The rabbit is eating a carrot.

9. (Ask different children the following questions.)

Would you rather eat a potato or eat a carrot?

Would you rather eat a carrot or go fishing?

Would you rather eat a carrot or eat an ice-

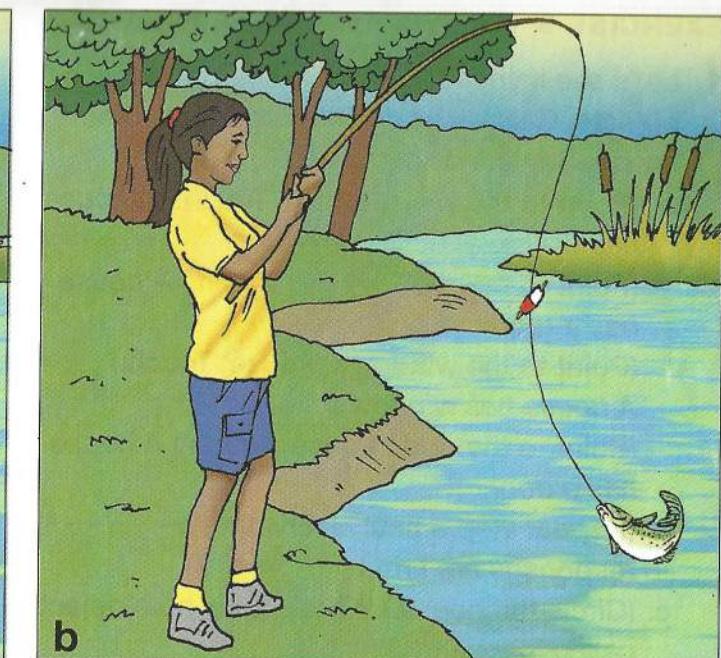
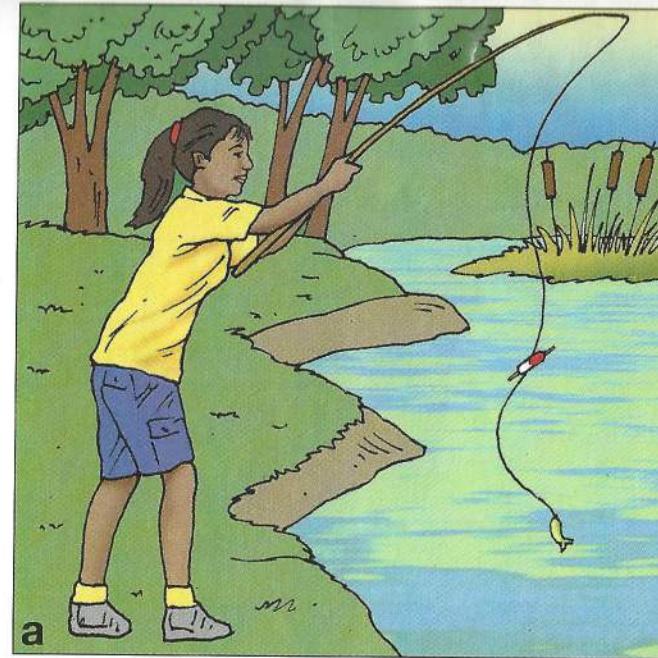


EXERCISE 6 Before/After

[Children's responses will vary. Accept all reasonable responses.]

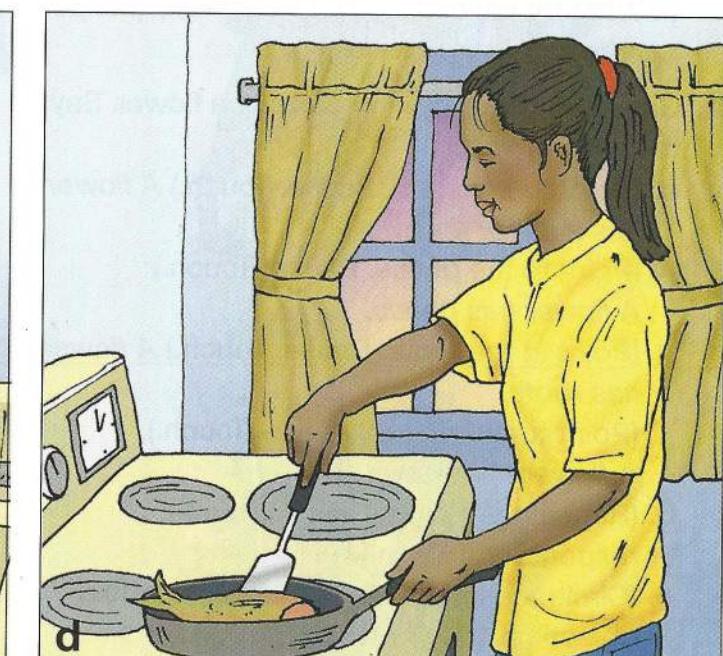
1. These pictures tell a story about what a woman did.

- a. (Point to a.) First the woman threw in her line.
- b. (Point to b.) What did she do after she threw in her line? (Touch.) Caught a fish.
Yes, caught a fish.
- c. (Point to c.) What did she do after she caught a fish? (Touch.) Washed the fish.
Yes, washed the fish.
- d. (Point to d.) What did she do after she washed the fish? (Touch.) Cooked the fish.
Yes, cooked the fish.



2. Let's do it again. This time I'm not going to point to the pictures.

- What did the woman do first? (Signal.) Threw in her line.
- What did she do after she threw in her line? (Signal.) Caught a fish.
- What did she do after she caught a fish? (Signal.) Washed the fish.
- What did she do after she washed the fish? (Signal.) Cooked the fish.
(Repeat until all children's responses are firm.)



3. (Point to d.) What is the woman doing in this picture? (Touch.) Cooking the fish.

4. Now think hard. I'm not going to point to the pictures.

- What did she do just before she cooked the fish? (Signal.) Washed the fish.
- What did she do just before she washed the fish? (Signal.) Caught the fish.
- What did she do before she caught the fish? (Signal.) Threw in her line.



EXERCISE 7 Classification—Plants

1. We're going to talk about plants.

- a. (Point to a.) This is a plant.
- b. (Point to b.) This is a plant.
- c. (Point to c.) This is not a plant.
- d. (Point to d.) This is not a plant.
- e. (Point to e.) This is a plant.
- f. (Point to f.) This is a plant.

2. Get ready to tell me which objects are plants.

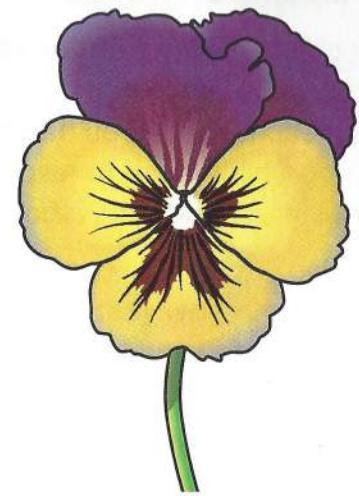
(Point to each object, and ask:) Is this a plant? (Children answer yes or no.) ●

3. Now let's look at some more plants.

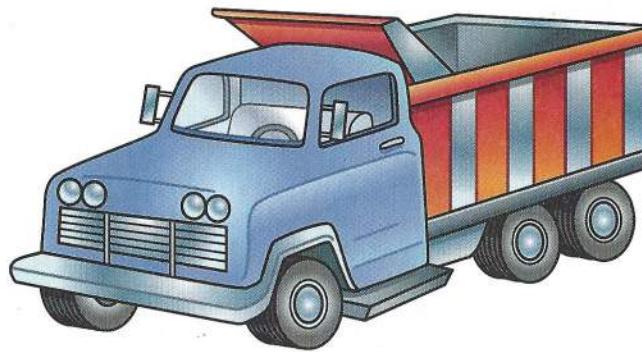
(Turn the page quickly.)



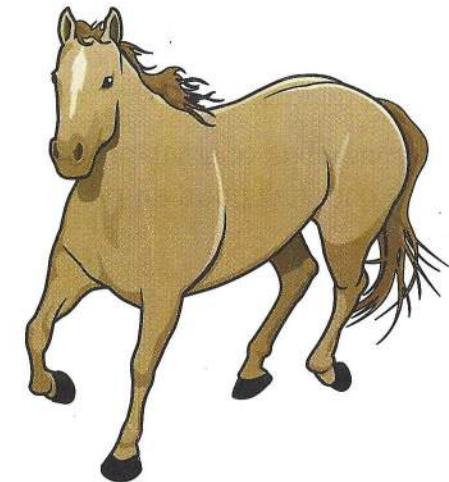
a



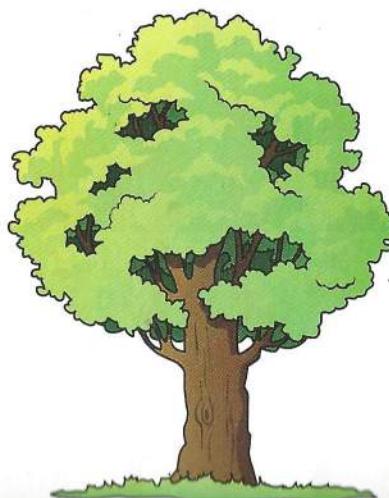
b



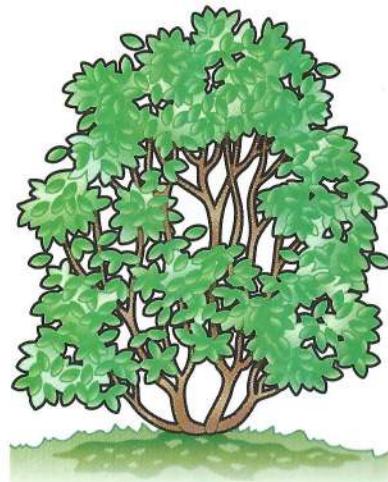
c



d



e



f

CORRECTIONS

EXERCISE 7



Error

(Children name the object.)

Correction

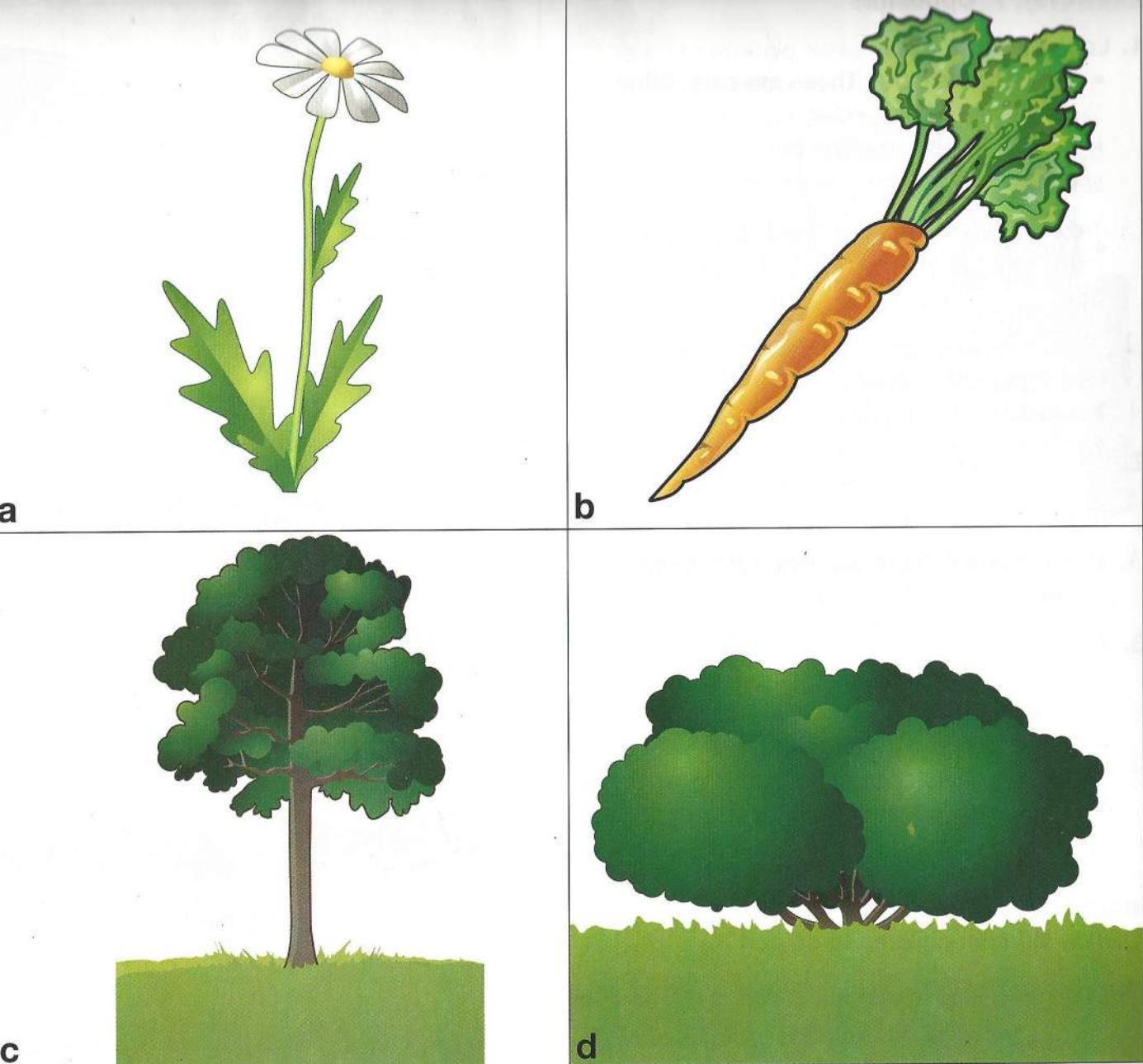
1. You're right. It is a (name of object).

But it's also a plant or

But it's not a plant.

EXERCISE 7 Classification (cont.)

4. (Point to each plant, and say:) **This is a plant.**
5. Now we'll say some more about each picture.
- a. (Point to a.)
- Is this a plant? (Touch.) Yes.
Say the whole thing. (Touch.) **This is a plant.**
 - What kind of plant is this? (Touch.)
A flower.
Yes, this plant is a flower.
 - Say the whole thing about this plant.
(Touch.) **This plant is a flower.**
- b. (Point to b.)
- Is this a plant? (Touch.) Yes.
Say the whole thing. (Touch.) **This is a plant.**
 - What kind of plant is this? (Touch.)
A carrot.
Yes, this plant is a carrot.
 - Say the whole thing about this plant.
(Touch.) **This plant is a carrot.**
- c. (Point to c.)
- Is this a plant? (Touch.) Yes.
Say the whole thing. (Touch.) **This is a plant.**
 - What kind of plant is this? (Touch.) **A tree.**
Yes, this plant is a tree.
 - Say the whole thing about this plant.
(Touch.) **This plant is a tree.**
- d. (Point to d.)
- Is this a plant? (Touch.) Yes.
Say the whole thing. (Touch.) **This is a plant.**
 - What kind of plant is this? (Touch.) **A bush.**
Yes, this plant is a bush.
 - Say the whole thing about this plant.
(Touch.) **This plant is a bush.**



6. (Repeat part 5 until all children's responses

1. Today we're going to learn the parts of a cabinet.

- a. (Circle cabinet a with your finger.)

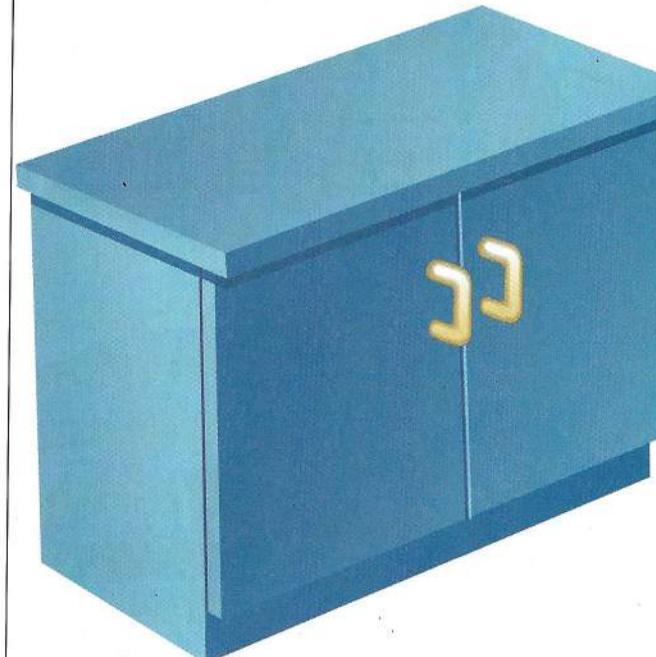
Everybody, what is this? (Touch.) A cabinet.
Say the whole thing. (Touch.) This is a cabinet.

- b. (Point to cabinet b.) Here's a cabinet that is in parts. I'll name the parts.

(Point to the countertop.) This is a countertop.

(Point to the doors.) These are doors.

(Point to the handles.) These are handles.



a



b

2. Your turn to tell me the parts.

- (Point to the countertop on cabinet b.)

What is this part called? (Pause. Touch.)
A countertop.

- (Point to the doors.)

What are these parts called? (Pause.
Touch.) Doors.

- (Point to the handles.)

What are these parts called? (Pause.
Touch.) Handles.

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

3. Let's see if you can name the parts of the other cabinet.

- (Point to the doors on cabinet a.) What are these parts called? (Touch.) Doors.

(Point to the handles.) What are these parts called? (Touch.) Handles.

(Point to the countertop.) What is this part called? (Touch.) A countertop.

- (Circle cabinet a.) A countertop, doors, and handles are parts of ... (touch) a cabinet.

Yes. What's the whole object called?
(Touch.) A cabinet.

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

4. Listen.

- (Point to the handles on cabinet a.)

A cabinet has ... (touch) handles.

(Point to the countertop.)

A cabinet has ... (touch) a countertop.

(Point to the doors.)

A cabinet has ... (touch) doors.

- (Circle cabinet a.) What's the whole object called? (Touch.) A cabinet.

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

5. (Ask different children the following questions.)

What do we keep in cabinets?

Do you have a cabinet in your home?

What do you keep in your cabinets?

Individual Turns

(Repeat part 4, calling on different children for each step.)

EXERCISE 9 Opposites

1. Some of these bottles are tall. Some of the bottles are short. I'll point to each bottle. Say tall if it is tall. Say short if it is short.

- a. (Point to a. Pause. Touch.) Short.
- b. (Point to b. Pause. Touch.) Tall.
- c. (Point to c. Pause. Touch.) Short.
- d. (Point to d. Pause. Touch.) Tall.

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

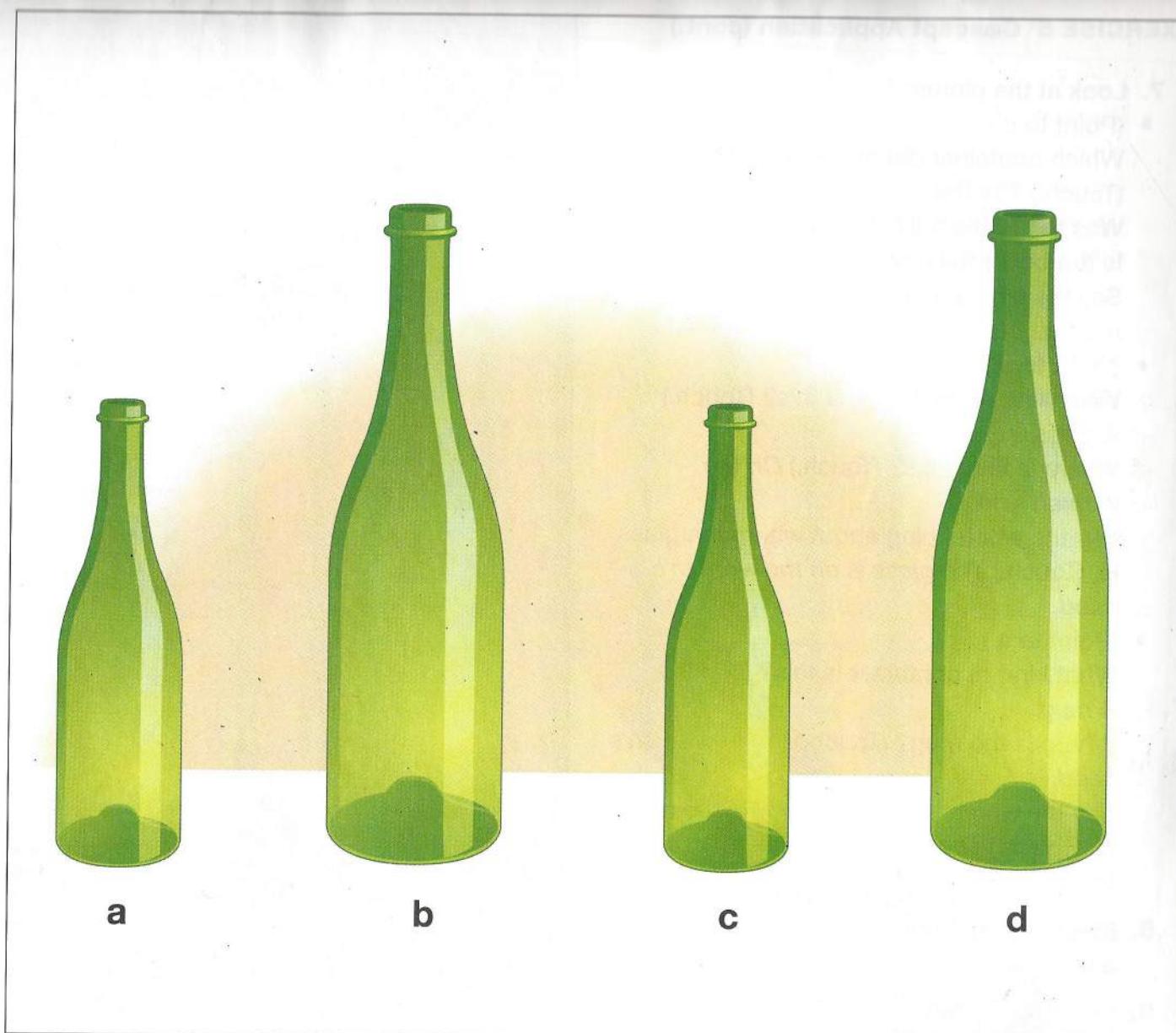
3. Listen.

- (Point to a.)
Is this bottle tall? (Touch.) No.
Say the whole thing. (Touch.) *This bottle is not tall.*
- Is this bottle short? (Touch.) Yes.
Say the whole thing. (Touch.) *This bottle is short.*

4. Listen.

- (Point to d.)
Is this bottle tall? (Touch.) Yes.
Say the whole thing. (Touch.) *This bottle is tall.*
- Is this bottle short? (Touch.) No.
Say the whole thing. (Touch.) *This bottle is not short.*

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



Individual Turns

(Repeat parts 3 and 4, calling on different children for each step.)

1. Look at this hammer. I'll name the parts of the hammer.

- a. (Touch a.) A hammer has a handle.
- b. (Touch b.) A hammer has a head.
- c. (Touch c.) A hammer has a claw.

2. Now you name the parts of the hammer.

- a. (Point to a.) A hammer has . . . (touch) a handle.
- b. (Point to b.) A hammer has . . . (touch) a head.
- c. (Point to c.) A hammer has . . . (touch) a claw.

3. (Point to the handle.)

- Name three things this handle could be made of. (Call on different children. Praise children who say *wood*, *metal*, or *plastic*.)
- Yes, the handle could be made of wood, metal, or plastic. Everybody, say the whole thing. (Touch.) *The handle could be made of wood, metal, or plastic.*

4. (Point to the head.)

- Everybody, name one thing this head could be made of. (Touch. Praise children who say *metal*.)
- Yes, the head could be made of metal. Everybody, say the whole thing. (Touch.) *The head could be made of metal.*

5. (Point to the claw.)

- Name one thing this claw could be made of. (Call on different children. Praise children who say *metal*.)
- Yes, the claw could be made of metal. Everybody, say the whole thing. (Touch.) *The claw could be made of metal.*



LESSON 112

EXERCISE 1 Actions—Pronouns

1. Here's the first action for today.

a. Everybody, let's all stand up. (Signal. Wait.
You stand up.)

b. (Point to a girl.) Look at her.
What is she doing? (Signal.) Standing up.
Say the whole thing. (Signal.) She is
standing up.

c. (Point to everybody.)
What are we doing? (Signal.) Standing up.
Say the whole thing. (Signal.) We are
standing up.

d. (Point to a boy.) Look at him.

What is he doing? (Signal.) Standing up.
Say the whole thing. (Signal.) He is
standing up.

e. (Point to three children.) Look at them.

What are they doing? (Signal.) Standing up.
Say the whole thing. (Signal.) They are
standing up.

f. Look at me.

What am I doing? (Signal.) Standing up.
Say the whole thing. (Signal.) You are
standing up.
Sit down.

2. Here's the next action.

a. Everybody, touch your chin. (Signal. Wait.
You touch your chin.)
Keep on touching it.

b. What are you doing? (Signal.) Touching my
chin.
Say the whole thing. (Signal.) I am touching
my chin.

c. Look at me. What am I doing? (Signal.)
Touching your chin.
Say the whole thing. (Signal.) You are
touching your chin.

d. (Point to a girl.) Look at her.
What is she doing? (Signal.) Touching her
chin.

Say the whole thing. (Signal.) She is
touching her chin.

e. (Point to a boy.) Look at him.

What is he doing? (Signal.) Touching his
chin.

Say the whole thing. (Signal.) He is
touching his chin.

Individual Turns

(Repeat parts 1 and 2, calling on different
children for each step.)

EXERCISE 2 Actions—Or

1. I'm going to do something. See if you can
figure out what I'm going to do. (Stand up.)

a. Listen. I'm going to walk or hop or stamp
my foot. What am I going to do? (Signal.)
Walk or hop or stamp your foot.
(Repeat until all children's responses are
firm.)

b. Yes, I'm going to walk or hop or stamp my
foot.
Am I going to walk? (Signal.) Maybe.
Am I going to hold a pencil? (Signal.) No.
Am I going to hop? (Signal.) Maybe.
Am I going to stamp my foot? (Signal.)
Maybe.

c. I'm going to walk or hop or stamp my foot.
What am I going to do? (Signal.) Walk or
hop or stamp your foot.

d. Here I go. (Stamp your foot.)
Did I walk? (Signal.) No.
Did I hop? (Signal.) No.
Did I stamp my foot? (Signal.) Yes.

e. What did I do? (Signal.) Stamped your foot.
Say the whole thing. (Signal.) You stamped
your foot.
(Repeat until all children's responses are
firm.)

2. (Repeat steps c through e until all children's
responses are firm.)

EXERCISE 3 Same

1. Get ready to tell me why the things I name are the same. Listen. A boot and a hat. Think of them.

a. Why are they the same? (Call on different children. Praise and repeat all reasonable responses. For example: *You can wear them; they keep you warm.*)

b. Here is one way a boot and a hat are the same: You can wear them. Everybody, why are they the same? (Signal.) *You can wear them.*

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

2. Listen. A bird and an airplane. Think of them.

a. Why are they the same? (Call on different children. Praise and repeat all reasonable responses. For example: *They fly; they have wings.*)

b. Here is one way a bird and an airplane are the same: They both fly. Everybody, why are they the same? (Signal.) *They both fly.*

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

3. Listen. A chalkboard and paper. Think of them.

a. Why are they the same? (Call on different children. Praise and repeat all reasonable responses. For example: *You can write on them; you use them in school.*)

b. Here is one way a chalkboard and paper are the same: You can write on them. Everybody, why are they the same? (Signal.) *You can write on them.*

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

4. Now let's see if you can answer these questions. (Call on different children.)
- a. Why are a boot and a hat the same? (Accept reasonable responses.)
 - b. Why are a bird and an airplane the same? (Accept reasonable responses.)
 - c. Why are a chalkboard and paper the same? (Accept reasonable responses.)



EXERCISE 4 Common Information

1. Let's see how much information you remember.

a. What do we call a person who goes to a doctor? (Signal.) *A patient.*
Say the whole thing about a patient.
(Signal.) *A patient is a person who goes to a doctor.*

b. What do we call a person who builds things out of wood? (Signal.) *A carpenter.*
Say the whole thing about a carpenter.
(Signal.) *A carpenter is a person who builds things out of wood.*

c. What do we call a person who helps a doctor? (Signal.) *A nurse.*
Say the whole thing about a nurse. (Signal.)
A nurse is a person who helps a doctor.

d. What do we call a person who helps people get well? (Signal.) *A doctor.*
Say the whole thing about a doctor.
(Signal.) *A doctor is a person who helps people get well.*

2. (Repeat part 1 until all children can make the statements.)

3. Get ready for some new information.

a. Listen. Medicine is something you take to get well. What do we call something you take to get well? (Signal.) *Medicine.*
Say the whole thing about medicine.
(Signal.) *Medicine is something you take to get well.*

b. Everybody, what do we call a person who builds things out of wood? (Signal.)
A carpenter.

Say the whole thing about a carpenter.
(Signal.) *A carpenter is a person who builds things out of wood.*

c. What do we call something you take to get well? (Signal.) *Medicine.*
Say the whole thing about medicine.
(Signal.) *Medicine is something you take to get well.*

4. (Repeat part 3 until all children can make the statements.)



EXERCISE 5 Materials

1. Look at the objects in this picture. Most of these objects are made of glass.
When I touch each object, you name it. (Point to each object. Children are to respond a *window, a glass, a vase, a plate, a cup, a jar.*)

2. Take a good look at the objects, and see how many you can remember. (Let children look at the book for about ten seconds.)

3. (Remove the picture from children's view.) See if you can name at least three things in the picture that are made of glass.
(Call on three or four children to name objects made of glass. Each child should name at least three things.)

4. Can anyone think of anything else made of glass? (Accept all good answers.)



EXERCISE 6 Concept Application

1. We're going to solve a problem.

- (Point to the containers.) These objects are all in the same class. Think carefully. What class are they in? (Signal.) *Containers*.
- (Point to each container, and ask:) **What kind of container is this?** (Touch. Children are to answer *a bowl, a glass, a can*.)

2. Listen. The rabbit will jump into the can or the bowl.

- **Say that.** (Signal.) *The rabbit will jump into the can or the bowl.*
- (Have children repeat the statement until they can say it.)

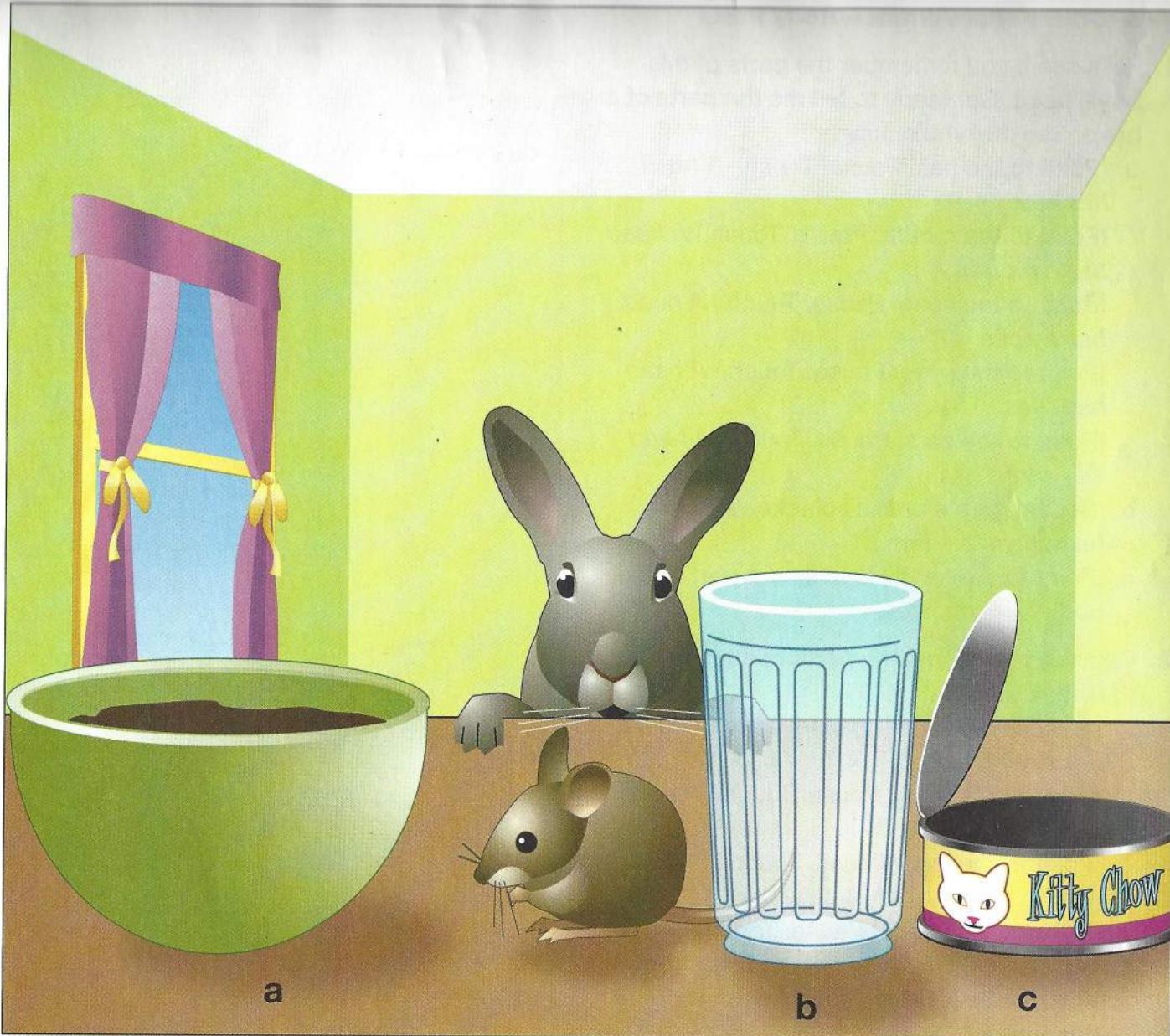
3. Now answer these questions.

- Will it jump into the bowl? (Signal.) *Maybe.*
- Will it jump into the can? (Signal.) *Maybe.*
- Will it jump into the glass? (Signal.) *No.*
- (Repeat until all children's responses are firm.)

4. Remember—the rabbit will jump into the can or the bowl.

- (Point to a.) **Will it jump into this container?** (Touch.) *Maybe.*
- (Point to b.) **Will it jump into this container?** (Touch.) *No.*
- (Point to c.) **Will it jump into this container?** (Touch.) *Maybe.*

5. (Point to the can and the bowl.) We know the rabbit will jump into the can or the bowl. What do we know? (Call on a child. Idea: *The rabbit will jump into the can or the bowl.*)



- I'll tell you something about the container it will jump into. Listen. The rabbit will jump into the container that has a lid. Everybody, tell me which container it will jump into. (Signal.) *The can.*

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

EXERCISE 6 Concept Application (cont.)

8. Listen.

- Which container did the rabbit jump into? (Signal.) *The can.*
- Say the whole thing about what the rabbit did. (Signal.) *The rabbit jumped into the can.*
- Again. Say what the rabbit did. (Signal.) *The rabbit jumped into the can.*

9. (Point to the bowl.)

Did anything jump into the bowl? (Touch.)

No.

- (Point to the glass.)

Did the mouse jump into the glass?

(Touch.) No.

10. No one jumped into the bowl or the glass.

- Say that. (Signal.) *No one jumped into the bowl or the glass.*
- Again. (Signal.) *No one jumped into the bowl or the glass.*

Individual Turns

(Repeat parts 8 through 10, calling on different children for each task.)





EXERCISE 7 Classification—Plants

1. We're going to talk about plants.

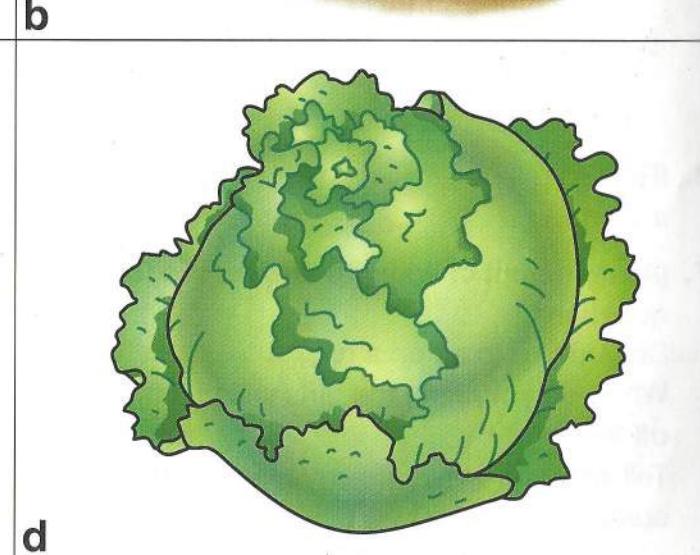
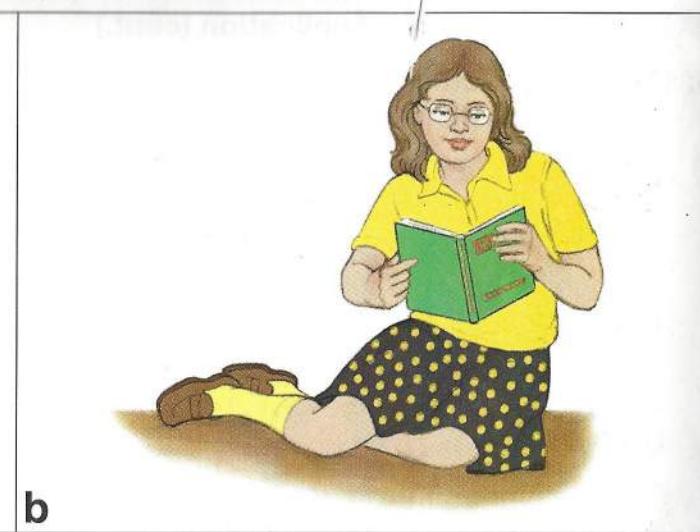
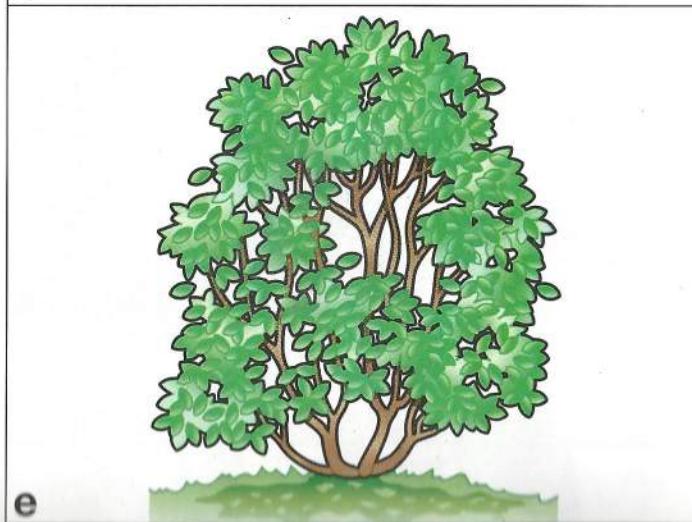
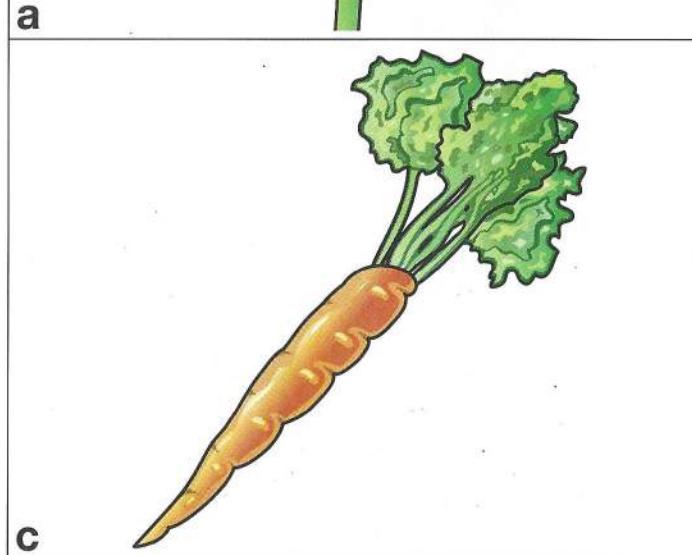
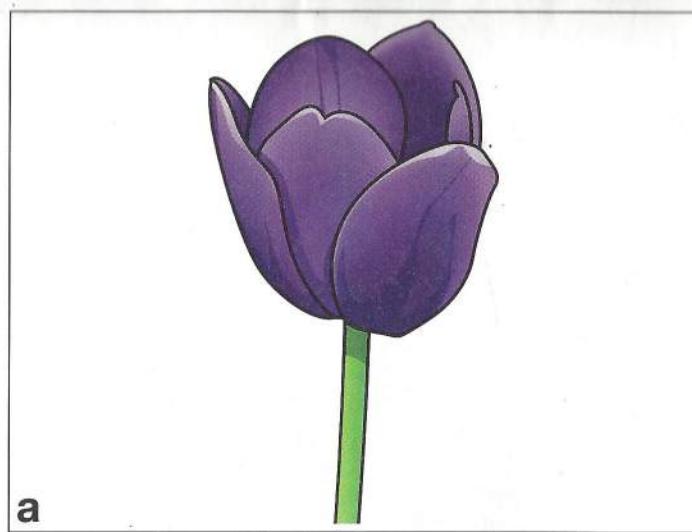
- a. (Point to a.) This is a plant.
- b. (Point to b.) This is not a plant.
- c. (Point to c.) This is a plant.
- d. (Point to d.) This is a plant.
- e. (Point to e.) This is a plant.
- f. (Point to f.) This is not a plant.

2. Get ready to tell me which pictures are plants.

(Point to each picture, and ask:) Is this a plant? (Children answer yes or no.) ●

3. Now let's look at some more plants.

(Turn the page quickly.)



CORRECTIONS

EXERCISE 7

● Error

(Children name the picture.)

Correction

1. You're right. It is a (name of picture).

But it's also a plant or

EXERCISE 7 Classification—Plants (cont.)

4. (Point to each plant, and say:) **This is a plant.**
5. Now we'll talk some more about each picture.

a. (Point to a.)

- Is this a plant? (Touch.) Yes.
Say the whole thing. (Touch.) *This is a plant.*
- What kind of plant is this? (Touch.) Grass.
Yes, this plant is grass.
- Say the whole thing about this plant.
(Touch.) *This plant is grass.*

b. (Point to b.)

- Is this a plant? (Touch.) Yes.
Say the whole thing. (Touch.) *This is a plant.*
- What kind of plant is this? (Touch.) Cabbage.
Yes, this plant is cabbage.
- Say the whole thing about this plant.
(Touch.) *This plant is cabbage.*

c. (Point to c.)

- Is this a plant? (Touch.) Yes.
Say the whole thing. (Touch.) *This is a plant.*
- What kind of plant is this? (Touch.) A flower.
Yes, this plant is a flower.
- Say the whole thing about this plant.
(Touch.) *This plant is a flower.*

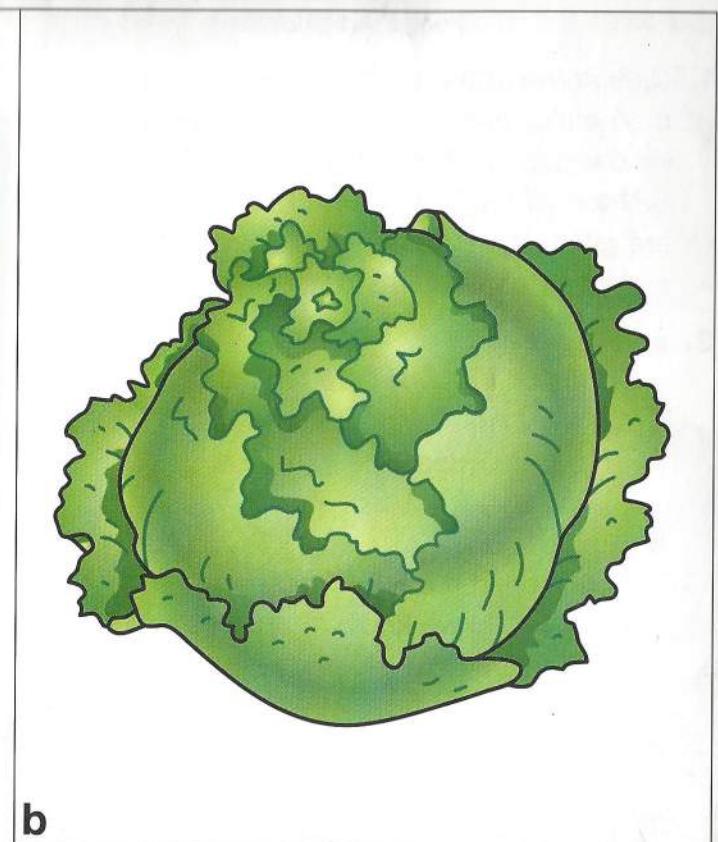
d. (Point to d.)

- Is this a plant? (Touch.) Yes.
Say the whole thing. (Touch.) *This is a plant.*
- What kind of plant is this? (Touch.) A tree.
Yes, this plant is a tree.
- Say the whole thing about this plant.
(Touch.) *This plant is a tree.*

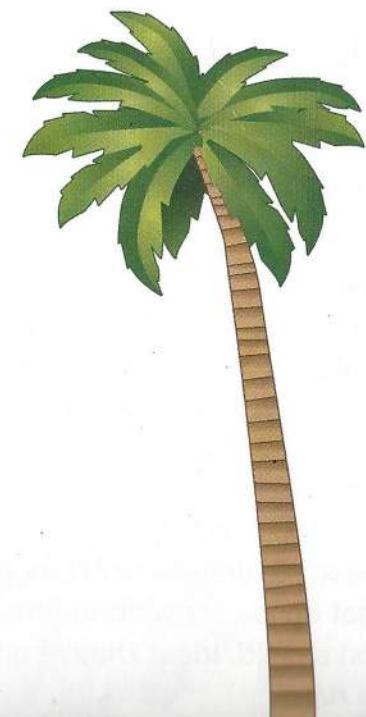
6. (Repeat part 5 until all children's responses



a



b



EXERCISE 8 Before/After

1. These pictures tell a story about what a boy did.

- a. (Point to a.) First the boy got off his bike.
- b. What did he do after he got off his bike?

(Touch b.) *Picked up the newspaper.*

Yes, picked up the newspaper.

- c. What did he do after he picked up the newspaper? (Touch c.) *Threw the newspaper.*

Yes, threw the newspaper.

- d. What did he do after he threw the newspaper? (Touch d.) *Got on his bike.*

Yes, got on his bike.

2. Let's do it again. This time I'm not going to point to the pictures.

- What did the boy do first? (Signal.) Got off his bike.

- What did he do after he got off his bike? (Signal.) *Picked up the newspaper.*

- What did he do after he picked up the newspaper? (Signal.) *Threw the newspaper.*

- What did he do after he threw the newspaper? (Signal.) *Got on his bike.*

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

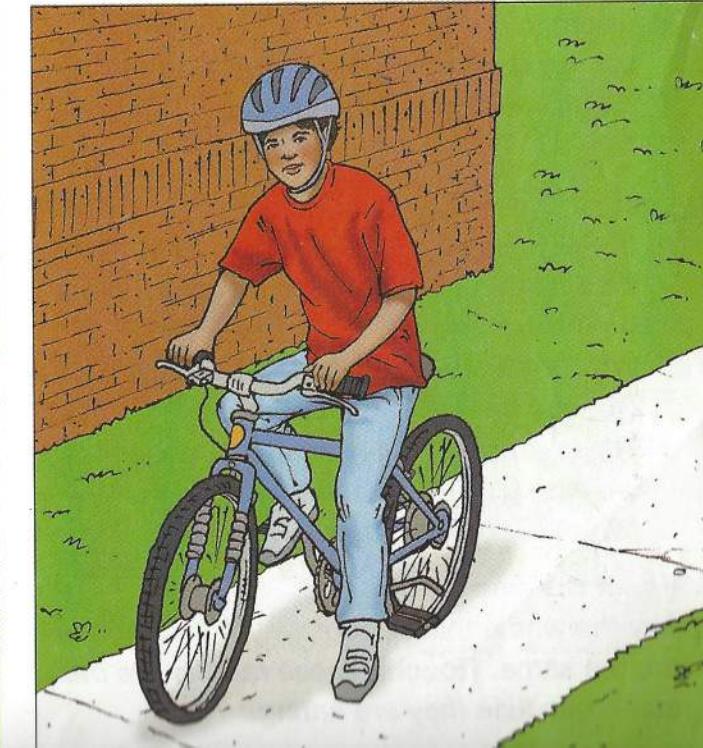
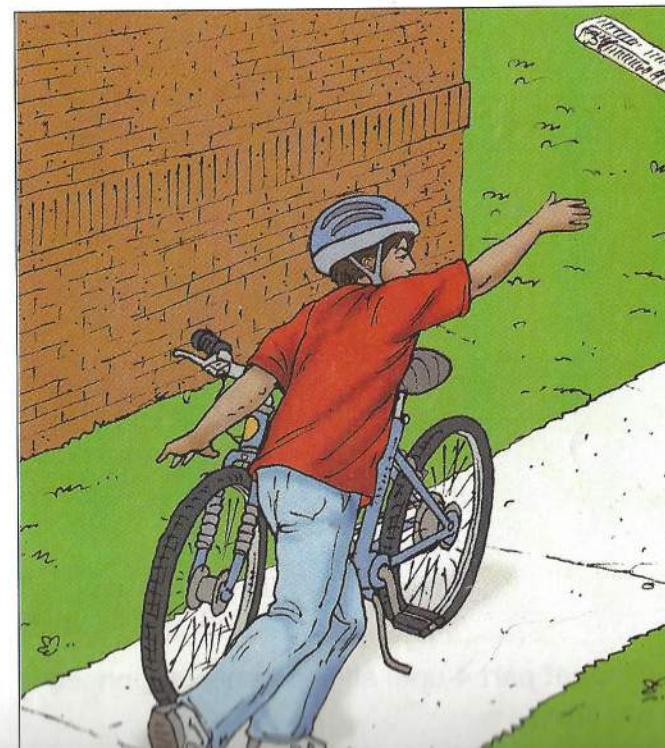
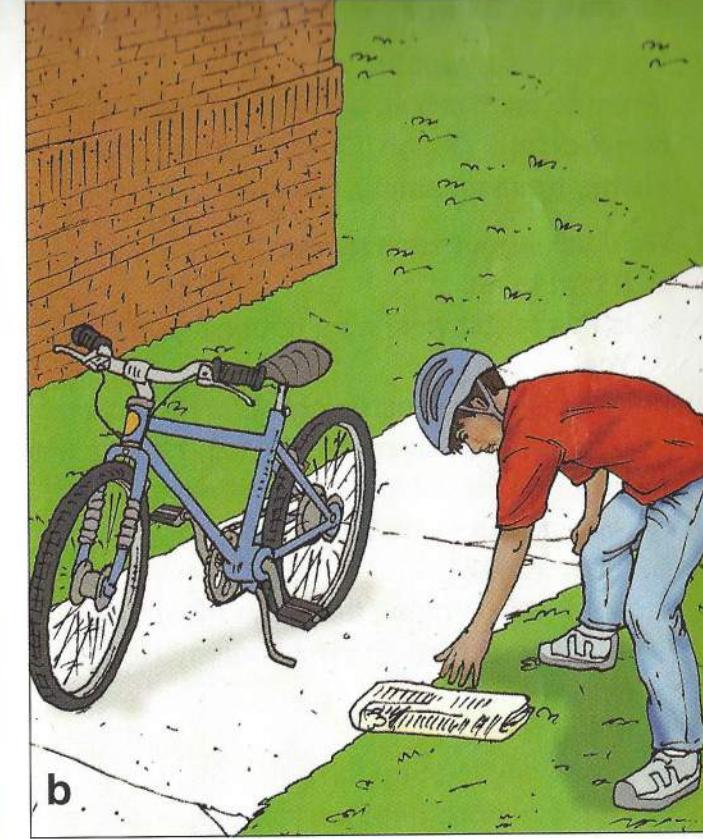
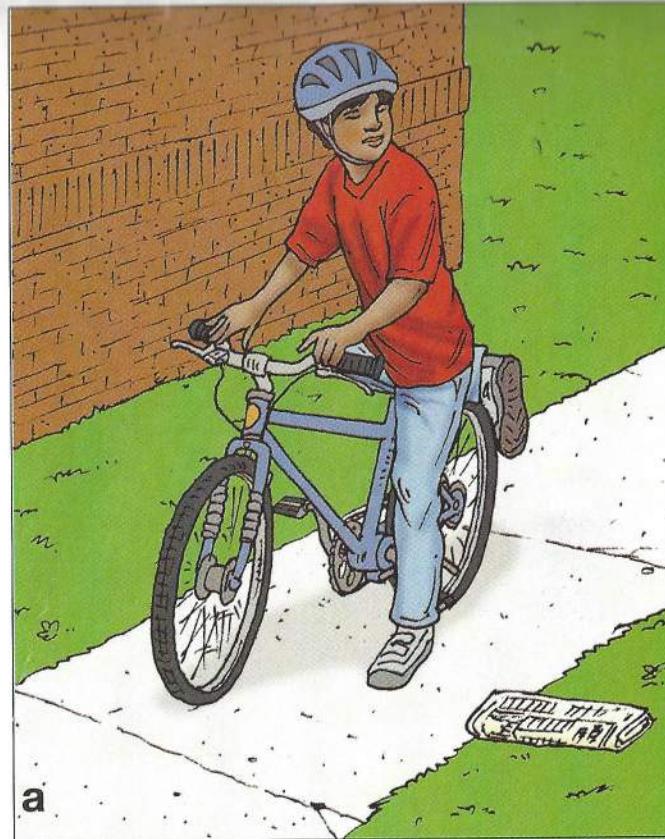
3. (Point to d.) What is the boy doing in this picture? (Touch.) *Getting on his bike.*

4. Now think hard. I'm not going to point to the pictures.

- What did he do just before he got on his bike? (Signal.) *Threw the newspaper.*

- What did he do just before he threw the newspaper? (Signal.) *Picked up the newspaper.*

- What did he do before he picked up the newspaper? (Signal.) *Got off his bike.*



EXERCISE 9 Opposites

1. Some of these boys are tall. Some of the boys are short. I'll point to each boy. Say *tall* if he is tall. Say *short* if he is short.

- a. (Point to a. Pause. Touch.) *Tall*.
- b. (Point to b. Pause. Touch.) *Tall*.
- c. (Point to c. Pause. Touch.) *Short*.
- d. (Point to d. Pause. Touch.) *Short*.
- e. (Repeat part 1 until all children's responses are firm.)

2. Listen.

- (Point to a.)

Is this boy tall? (Touch.) Yes.

Say the whole thing. (Touch.) *This boy is tall.*

- *Is this boy short?* (Touch.) No.

Say the whole thing. (Touch.) *This boy is not short.*

3. Listen.

- (Point to c.)

Is this boy tall? (Touch.) No.

Say the whole thing. (Touch.) *This boy is not tall.*

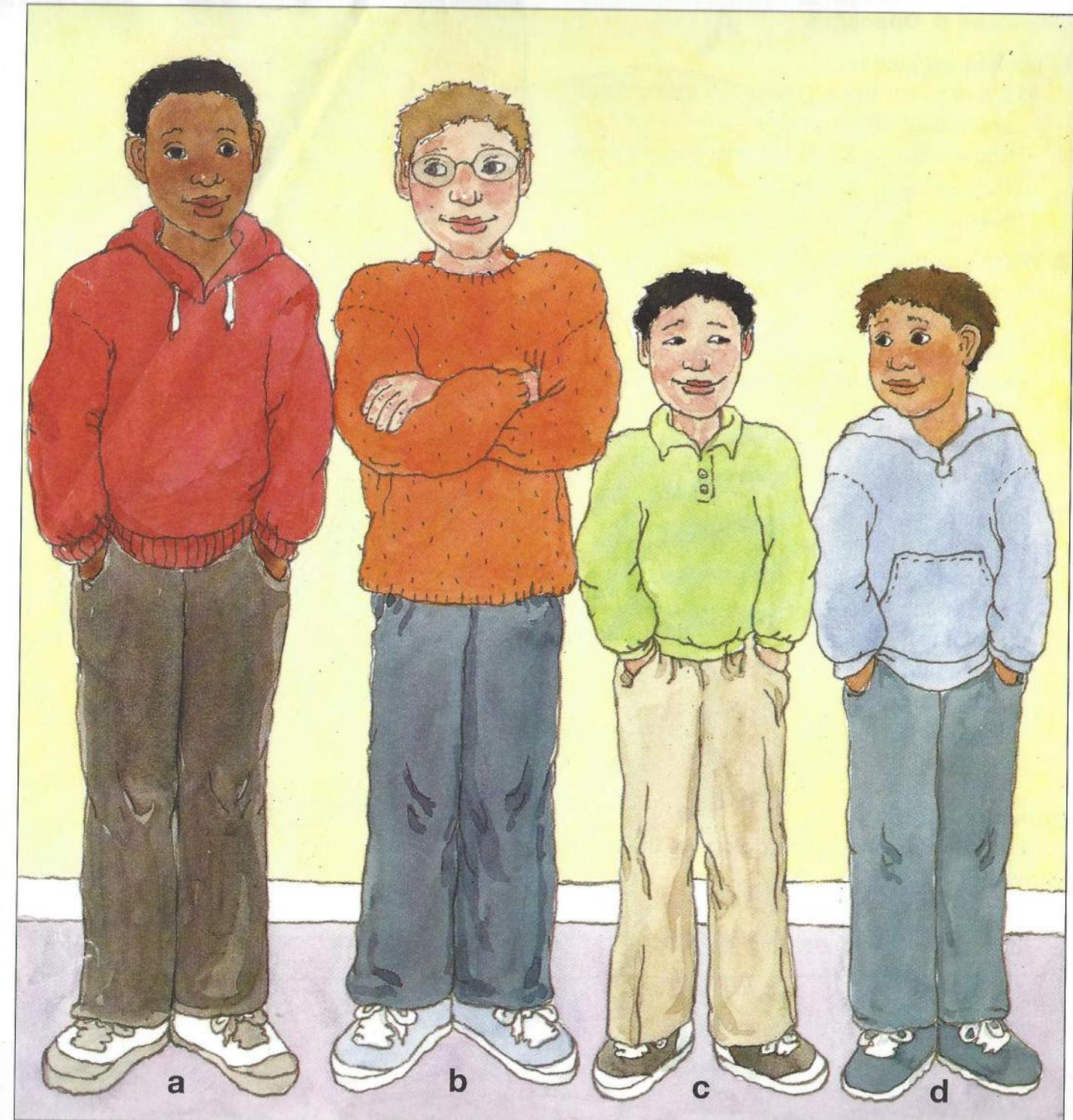
- *Is this boy short?* (Touch.) Yes.

Say the whole thing. (Touch.) *This boy is short.*

4. (Repeat parts 2 and 3 until all children's responses are firm.)

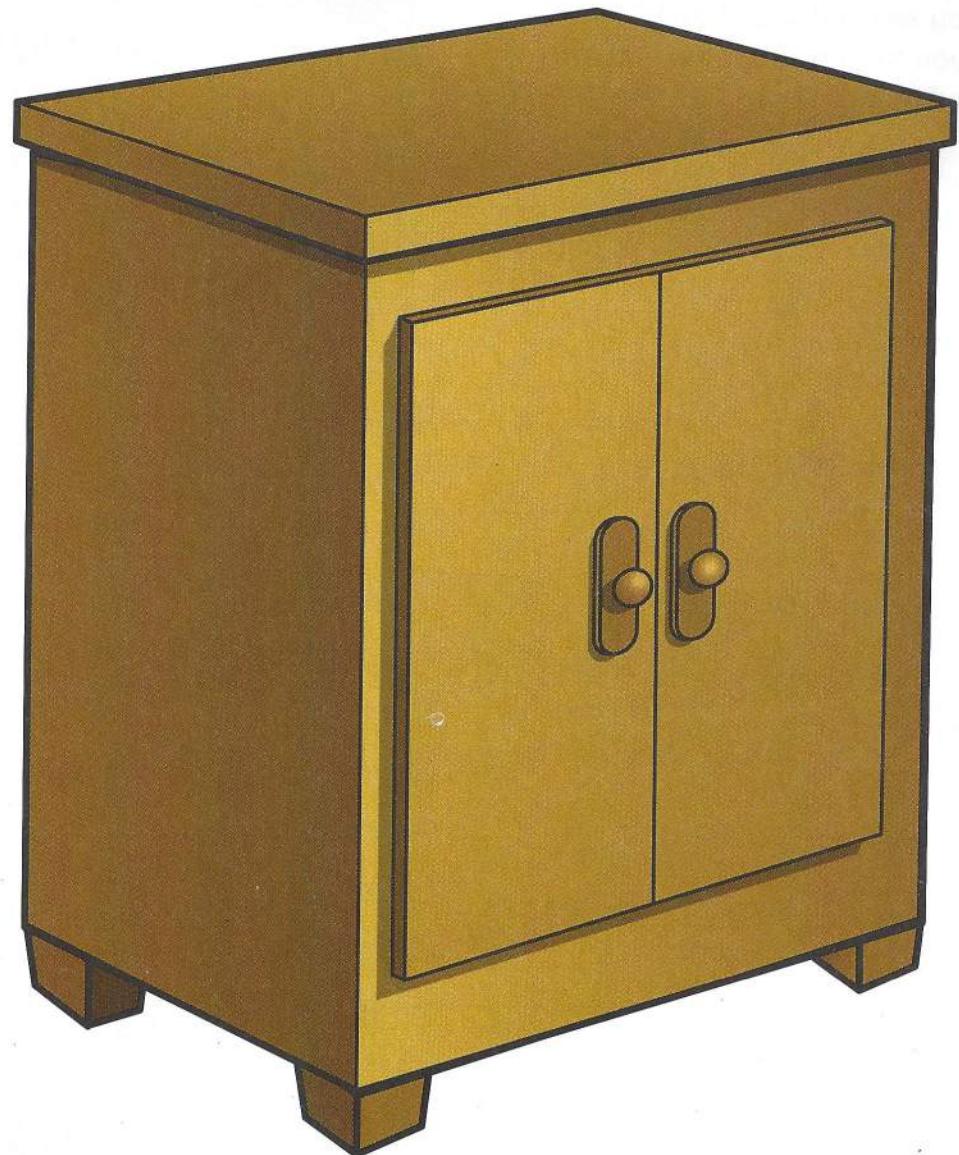
Individual Turns

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



EXERCISE 10 Part/Whole

1. Today we're going to do the parts of a cabinet again.
 - a. (Circle the cabinet.) Everybody, what is this? (Touch.) *A cabinet.*
 - b. Get ready to tell me the parts of the cabinet.
(Point to the countertop.) What is this part called? (Touch.) *A countertop.*
(Point to the doors.) What are these parts called? (Touch.) *Doors.*
(Point to the handles.) What are these parts called? (Touch.) *Handles.*
(Repeat until all children's responses are firm.)
2. Get ready to tell me the parts of a cabinet. Say the whole thing.
 - a. (Point to the handles. Pause. Touch.)
A cabinet has handles.
(Point to the doors. Pause. Touch.)
A cabinet has doors.
(Point to the countertop. Pause. Touch.)
A cabinet has a countertop.
(Repeat until all children's responses are firm.)
 - b. (Circle the cabinet.) What's the whole object called? (Touch.) *A cabinet.*
3. (Call on different children.) What do we usually do with a cabinet? (Praise reasonable responses.)



EXERCISE 11 Part/Whole—Saw

1. Today we're going to learn the parts of a saw.

- a. (Circle saw a with your finger.) **Everybody, what is this? (Touch.) A saw. Say the whole thing. (Touch.) This is a saw.**

- b. (Point to saw b.) **Here's a saw that is in parts. I'll name the parts.**

(Point to the blade.) **This is a blade.**

(Point to the teeth.) **The sharp points on the blade are teeth. What are the points called? (Signal.) Teeth.**

(Point to the handle.) **This is a handle.**

2. Your turn to tell me the parts.

- (Point to the blade on saw b.) **What's this part called? (Pause. Touch.) A blade.**

- (Point to the teeth.) **What are these called? (Pause. Touch.) Teeth.**

- (Point to the handle.) **What's this part called? (Pause. Touch.) A handle.**

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

3. Let's see if you can name the parts of the other saw.

- (Point to the blade on saw a.) **What's this part called? (Touch.) A blade.**

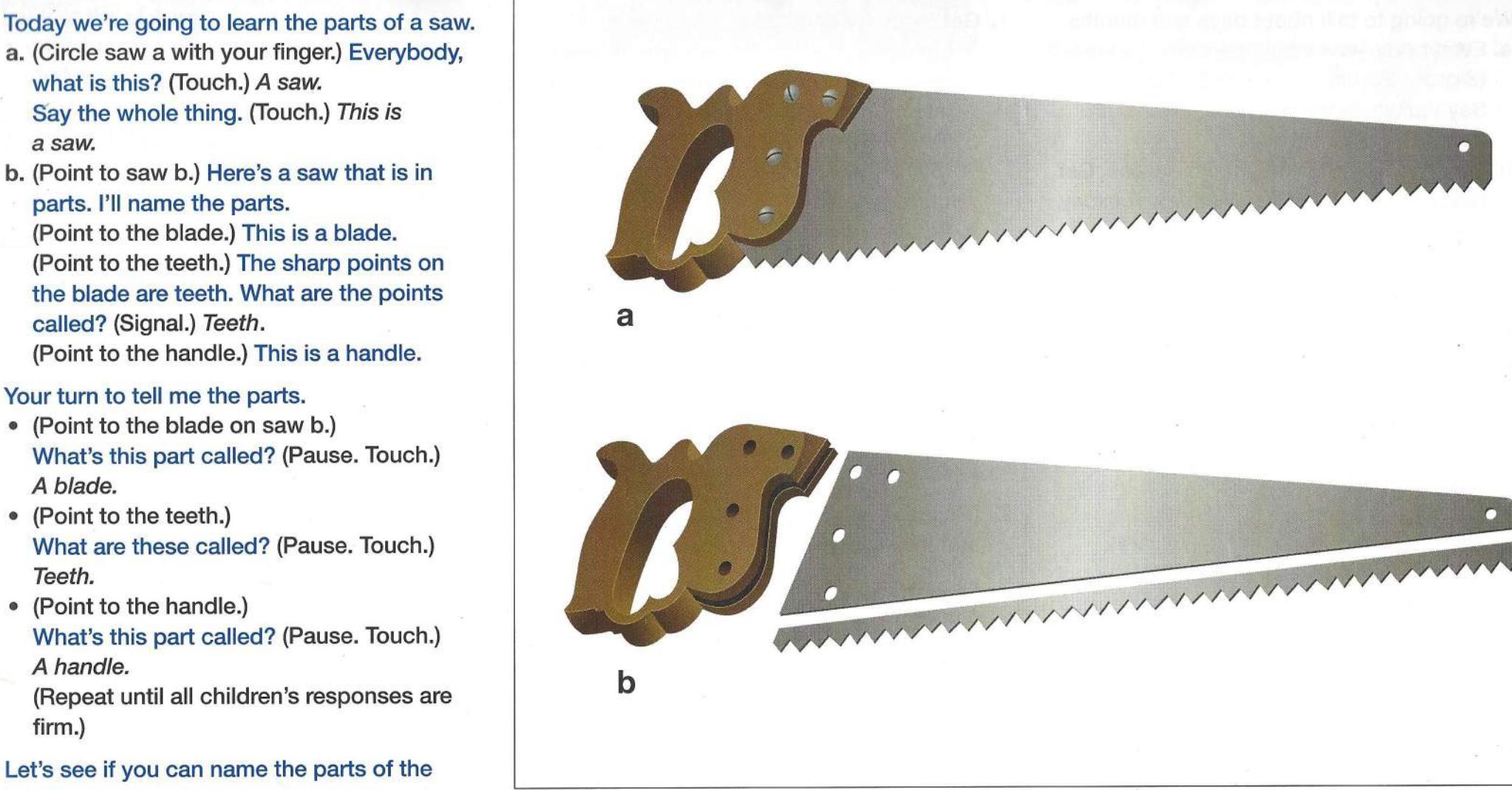
- (Point to the teeth on saw a.) **What are these called? (Touch.) Teeth.**

(Point to the handle on saw a.) **What's this part called? (Touch.) A handle.**

- (Circle saw a.) **A blade, teeth, and a handle are parts of . . . (touch) a saw.**

Yes. What's the whole object called? (Touch.) A saw.

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



4. Listen.

- (Point to the blade on saw a.) **A saw has . . . (touch) a blade.**
- (Point to the teeth.) **A saw has . . . (touch) teeth.**
- (Point to the handles.) **A saw has . . . (touch) a handle.**
- (Circle saw a.) **What's the whole object called? (Touch.) A saw.**
- (Repeat until all children's responses are firm.)

5. (Ask individual children the following questions.)

What do you do with a saw?

Do you have a saw at home?

Have you ever used a saw?

Individual Turns

(Repeat part 4, calling on different children for each step.)

1. Look at the picture.

- (Point to the umbrellas.) **These are umbrellas.** What are these? (Touch.) **Umbrellas.**
- **Some of these umbrellas are wet.** (Point to each umbrella, and ask:) Is this umbrella wet? (Children are to answer yes or no.)

2. Listen.

- **What color are the umbrellas that are wet?** (Touch.) **Red.**
- (Point to umbrellas b, c, and d.) I'll say two things about these umbrellas. These umbrellas are wet and red.
- **Your turn.** Say two things about these umbrellas. (Signal.) **These umbrellas are wet and red.** (Repeat until all children's responses are firm.)

3. Listen.

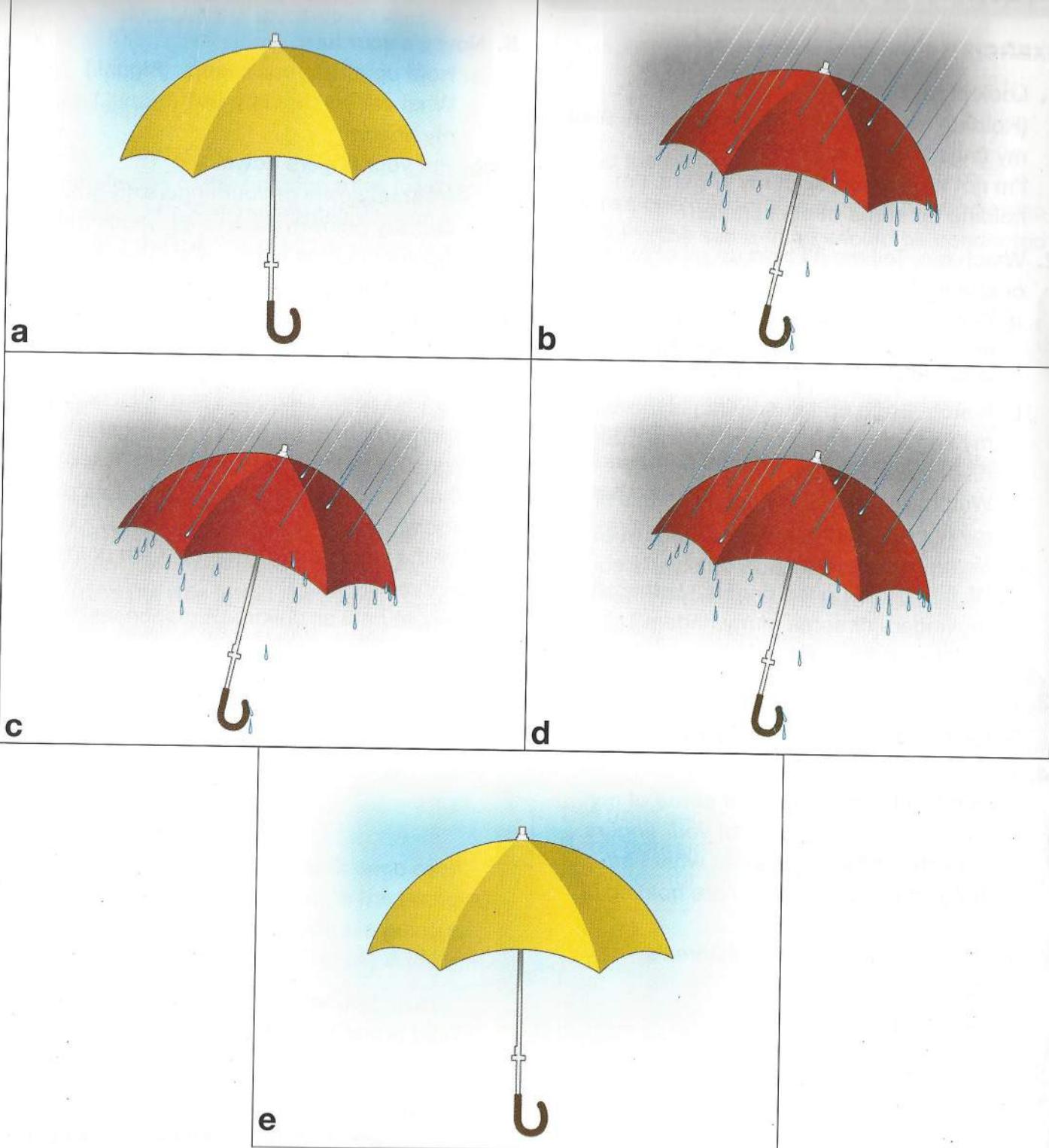
- **What color are the umbrellas that are dry?** (Touch.) **Yellow.**
- **Your turn.** (Point to umbrellas a and e.) Say two things about these umbrellas. (Signal.) **These umbrellas are dry and yellow.** (Repeat until all children's responses are firm.)

4. Listen carefully.

- I'm thinking of an umbrella that is dry. What else do you know about it? (Signal.) **It's yellow.**
- I'm thinking of an umbrella that is red. What else do you know about it? (Signal.) **It's wet.**
- (Repeat until all children's responses are firm.)

Individual Turns

(Call on different children to do one of the steps above.)



LESSON 113



EXERCISE 1 Actions—Different

1. Listen. If I don't do the same thing you do, I'll do something that is different.
 - a. Your turn. Touch your head, and keep touching it.
 - My turn to do the same thing you are doing. Watch. (Touch your head.)
 - My turn to do something that is different. Watch. (Touch your nose.)
 - b. Keep touching your head. I'll do some things. Tell me if they are the same as you are doing or something different.
 - (Touch your head.) Same or different? (Signal.) *Same*.
 - (Touch your elbow.) Same or different? (Signal.) *Different*.
 - (Touch your knees.) Same or different? (Signal.) *Different*.
 - Everybody, put your hands down.
 - c. My turn to do something. (Touch your elbow, and keep touching it.)
 - Everybody, do the same thing I am doing. ✓
 - Everybody, do something different. ✓
 - d. Listen. What am I doing? (Signal.) *Touching your elbow*.
Are you doing the same thing or something different? (Signal.) *Something different*.
2. (Repeat steps c and d until all children's responses are firm.)

EXERCISE 2 Information—Days, Months

We're going to talk about days and months.

- a. How many months in a year? (Signal.) *Twelve*.
Say the whole thing. (Signal.) *There are twelve months in a year*.
- b. Name the twelve months of the year.
(Signal.) *January, February, March, April, May, June, July, August, September, October, November, December*.
(Repeat until all children's responses are firm.)
- c. Everybody, how many days are in a week?
(Signal.) *Seven*.
Say the whole thing. (Signal.) *There are seven days in a week*.
- d. Everybody, say the days of the week. Get ready. (Signal.) *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*.
(Repeat until all children's responses are firm.)

Individual Turns

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



EXERCISE 3 Concept Application

1. Figure out this problem, and I'll show you the picture on the next page.
 - Listen. This problem is about a girl. The girl will paint the garbage can or paint the fence. What will the girl do? (Signal.) *Paint the garbage can or paint the fence*.
 - Say the whole thing about what the girl will do. (Signal.) *The girl will paint the garbage can or paint the fence*.
(Repeat until all children can make the statement.)
2. Let's see if you can answer these questions.
 - Will the girl paint the sidewalk? (Signal.) *No*.
 - Will the girl paint the fence? (Signal.) *Maybe*.
 - Will the girl paint the garbage can? (Signal.) *Maybe*.
 - Will the girl wash the dishes? (Signal.) *No*.
3. (Repeat part 2 until all children's responses are firm.)
4. I'll tell you something else about the girl. Listen carefully. She will paint a container.
 - Will she paint the fence? (Signal.) *No*.
 - Will she paint the garbage can? (Signal.) *Yes*.
5. Let's see if you are right.
(Turn the page quickly.)

6. Look at the picture.

- (Point to the girl.)

What is the girl doing? (Touch.) Painting the garbage can.

- (Point to the boy.)

What is the boy doing? (Touch.) Painting the sidewalk.

- (Point to the man.)

What is the man doing? (Touch.) Painting the fence.

- (Point to the dog.)

What is the dog doing? (Touch.) Sitting.

7. (Repeat part 6 until all children's responses are firm.)

8. Now answer these questions.

- (Point to the girl.)

Is the girl painting the fence? (Touch.) No.

- **Is the girl painting the garbage can?**

(Touch.) Yes.

9. Here are some more questions.

- **Who is painting the garbage can? (Signal.) The girl.**

Say the whole thing. (Signal.) The girl is painting the garbage can.

- **Who is painting the fence? (Signal.) The man.**

Say the whole thing. (Signal.) The man is painting the fence.

- **Who is sitting? (Signal.) The dog.**

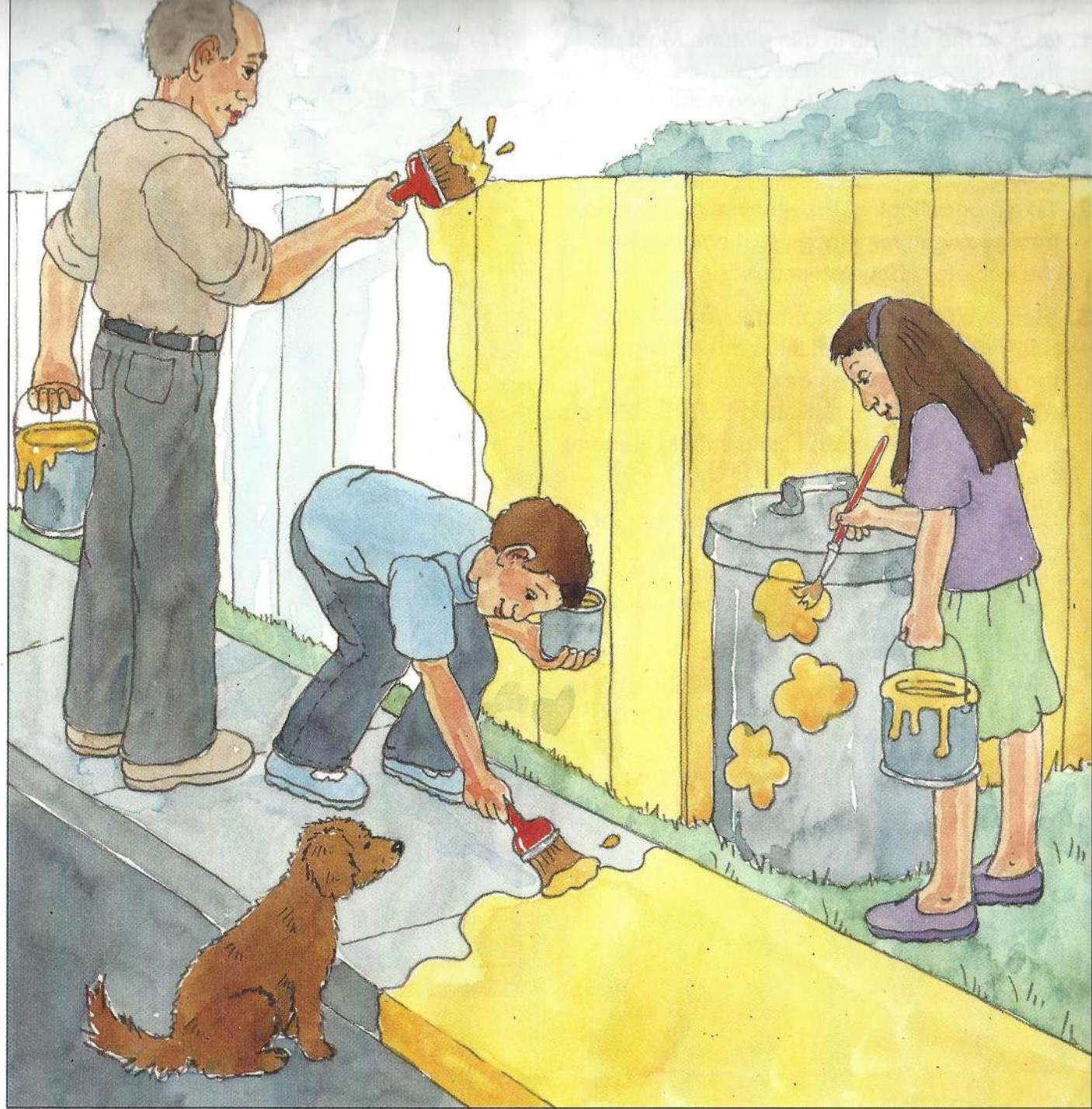
Say the whole thing. (Signal.) The dog is sitting.

- **Who is painting the sidewalk? (Signal.) The boy.**

Say the whole thing. (Signal.) The boy is painting the sidewalk.

10. (Ask different children the following question.)

Would you rather paint the sidewalk, the



EXERCISE 4 Same

[Note: In this exercise it is important to acknowledge any correct answers children give.]

1. I'm going to name some things. You see these things on the same object. See if you can think of the object.

a. Listen. Paper and a pencil. You see them both on the same object. What object is that? (Call on a child. Response: A desk; a table.)

Yes, you see them on a desk or a table.

b. Listen. A shoe and a sock. You see them both on the same object. What object is that? (Call on a child. Response: A foot.) Yes, you see them on a foot.

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



EXERCISE 5 Common Information

1. Let's see how much information you remember.
 - a. What do we call a person who helps people get well? (Signal.) A doctor. Say the whole thing about a doctor. (Signal.) A doctor is a person who helps people get well.
 - b. What do we call a person who helps a doctor? (Signal.) A nurse. Say the whole thing about a nurse. (Signal.) A nurse is a person who helps a doctor.
 - c. What do we call something you take to get well? (Signal.) Medicine. Say the whole thing about medicine. (Signal.) Medicine is something you take to get well.
 - d. What do we call a person who goes to a doctor? (Signal.) A patient. Say the whole thing about a patient. (Signal.) A patient is a person who goes to a doctor.
 - e. (Repeat steps a through d until all children can make the statements.)

2. Get ready for some new information.

a. Listen. A police officer is a person who helps keep people safe. What do we call a person who helps keep people safe? (Signal.) A police officer.

Say the whole thing about a police officer. (Signal.) A police officer is a person who helps keep people safe.

b. What do we call a person who helps people get well? (Signal.) A doctor. Say the whole thing about a doctor. (Signal.) A doctor is a person who helps people get well.

c. What do we call a person who helps keep people safe? (Signal.) A police officer. Say the whole thing about a police officer. (Signal.) A police officer is a person who helps keep people safe.

3. (Repeat part 2 until all children can make the statements.)

4. I'll turn the page, and we'll see a picture of a police officer.
(Turn the page quickly.)

EXERCISE 5 Common information (cont.)

5. (Show the picture to children.)

What place do you see in this picture?

What is the police officer doing?

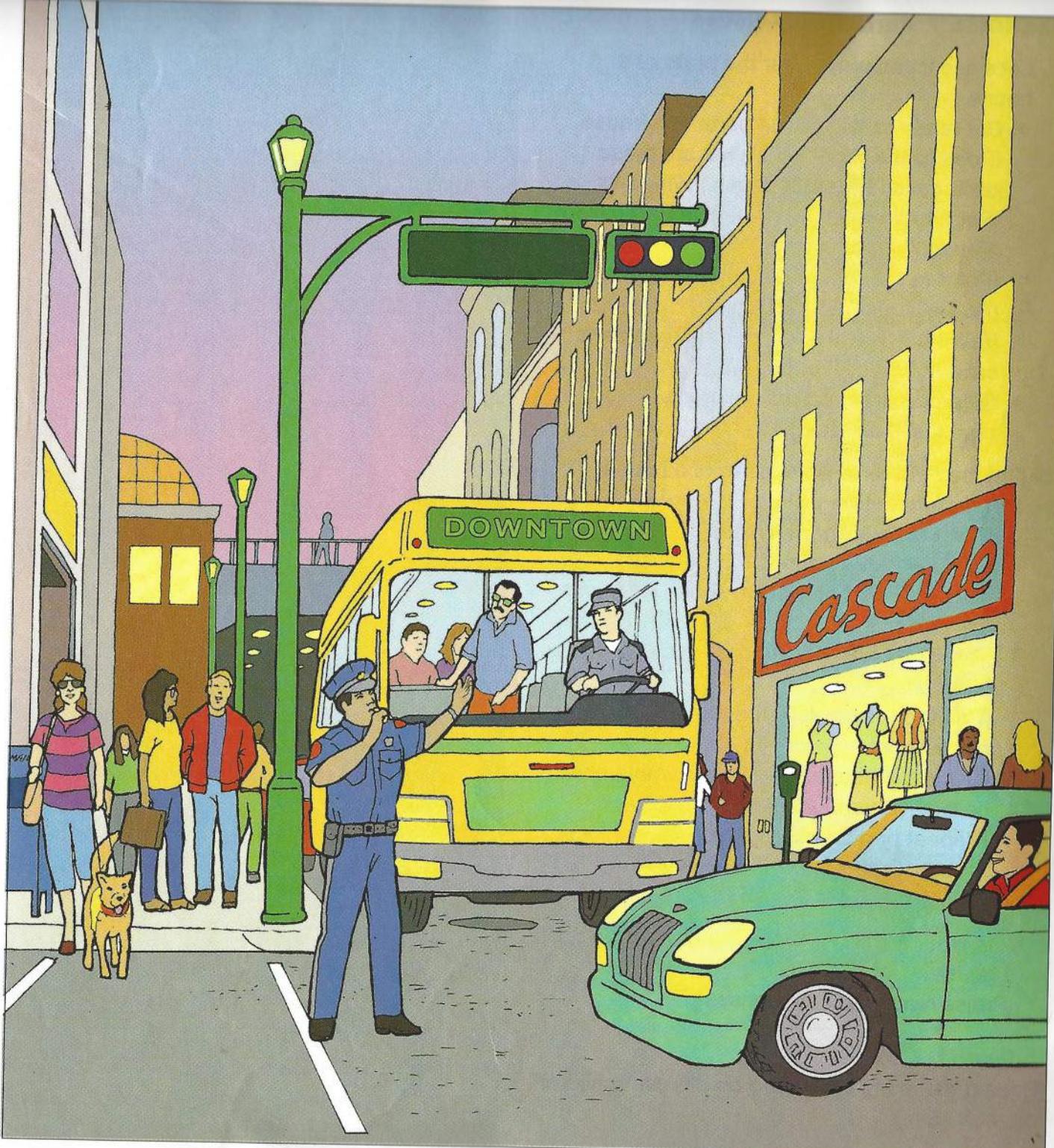
What else do you see in the picture?

(Call on different children.)

Touch a tall building.

Touch a vehicle.

(Praise good responses.)



EXERCISE 6 Classification—Plants

1. We're going to talk about plants.

(Point to each plant, and say:) **This is a plant.**

2. We'll talk about each picture.

a. (Point to a.)

• Is this a plant? (Touch.) Yes.

Say the whole thing. (Touch.) **This is a plant.**

• What kind of plant is this? (Touch.)

A carrot.

Yes, this plant is a carrot.

• Say the whole thing about this plant.

(Touch.) **This plant is a carrot.**

b. (Point to b.)

• Is this a plant? (Touch.) Yes.

Say the whole thing. (Touch.) **This is a plant.**

• What kind of plant is this? (Touch.) A tree.

Yes, this plant is a tree.

• Say the whole thing about this plant.

(Touch.) **This plant is a tree.**

c. (Point to c.)

• Is this a plant? (Touch.) Yes.

Say the whole thing. (Touch.) **This is a plant.**

• What kind of plant is this? (Touch.) A bush.

Yes, this plant is a bush.

• Say the whole thing about this plant.

(Touch.) **This plant is a bush.**

d. (Point to d.)

• Is this a plant? (Touch.) Yes.

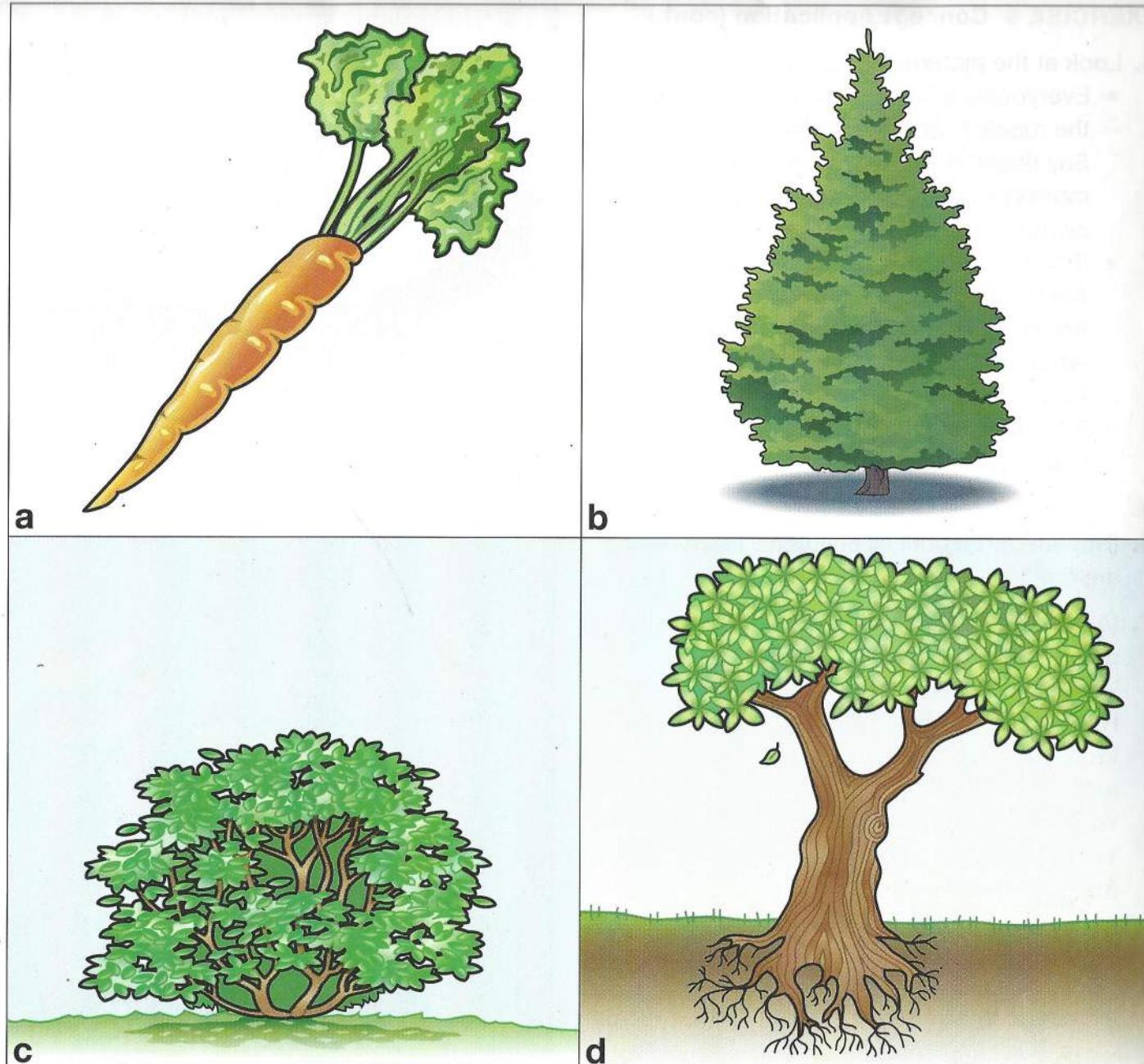
Say the whole thing. (Touch.) **This is a plant.**

• What kind of plant is this? (Touch.) A tree.

Yes, this plant is a tree.

• Say the whole thing about this plant.

(Touch.) **This plant is a tree.**



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

EXERCISE 7 Classification—Plants

1. Look at these objects. Some of these objects are plants. When I touch an object, tell me if it's a plant.

(Point to each object, and ask:) **Is this a plant?**

(Children answer yes or no.)

2. We'll talk about each picture.

a. (Point to a.)

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



a

b. (Point to b.)

- **Is this a plant? (Touch.) Yes.**
What kind of plant is this? (Touch.)
A flower.
Say the whole thing about this plant.
(Touch.) *This plant is a flower.*



b

- **Is this plant a vine? (Touch.) No.**
Is this plant a weed? (Touch.) No.
Is this plant a flower? (Touch.) Yes.

c. (Point to c.)

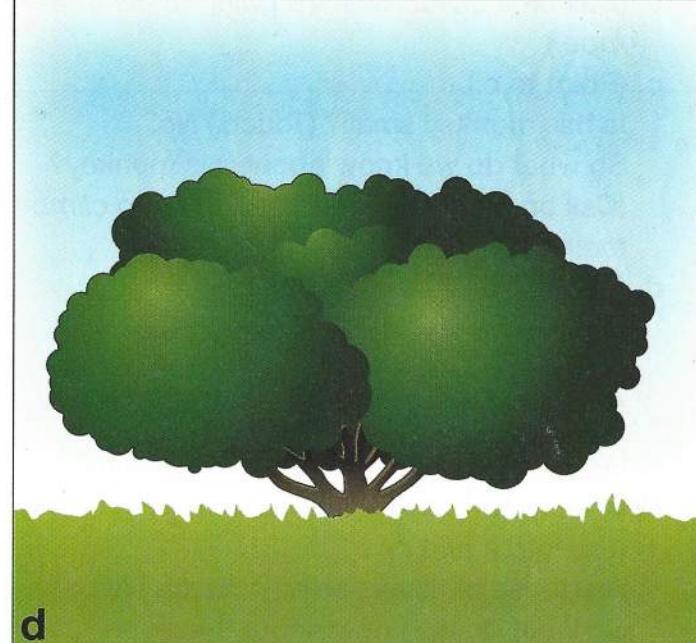
- **Is this a plant? (Touch.) No.**
Say the whole thing. (Touch.) *This is not a plant.*
What is this? (Touch.) A bottle.
Say the whole thing. (Touch.) This is a bottle.



c

d. (Point to d.)

- **Is this a plant? (Touch.) Yes.**
What kind of plant is this? (Touch.) *A bush.*
Say the whole thing about this plant.
(Touch.) *This plant is a bush.*
- **Is this plant cabbage? (Touch.) No.**
Is this plant a bush? (Touch.) Yes.



d

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

Individual Turns

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

★ EXERCISE 8 Part/Whole—Saw

1. Look at this saw. Name the parts of the saw when I touch each part.

- (Point to the blade.) Get ready. (Signal.)
The blade.
- (Point to the teeth.) Get ready. (Signal.)
The teeth.
- (Point to the handle.) Get ready. (Signal.)
The handle.

2. (Point to the blade.)

- Everybody, name one thing this blade could be made of. (Touch. Praise children who say *metal*.)
Yes, the blade could be made of metal.
- Everybody, say the whole thing. (Touch.)
The blade could be made of metal.

3. (Point to the handle.)

- Name two things this handle could be made of. (Call on different children. Praise children who say *wood* or *plastic*.)
Yes, the handle could be made of wood or plastic.
- Everybody, say the whole thing. (Touch.)
The handle could be made of wood or plastic.

4. Why wouldn't we want a saw blade that's made of glass? (Call on several children.

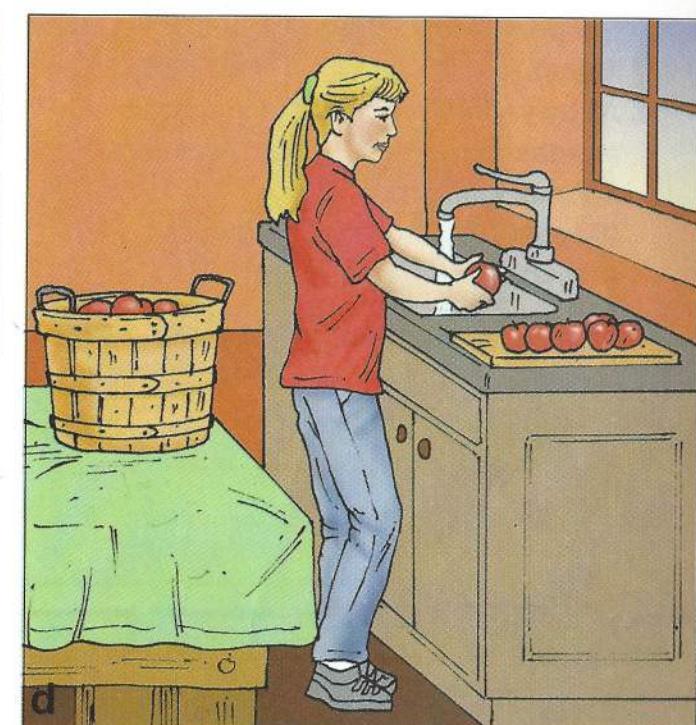
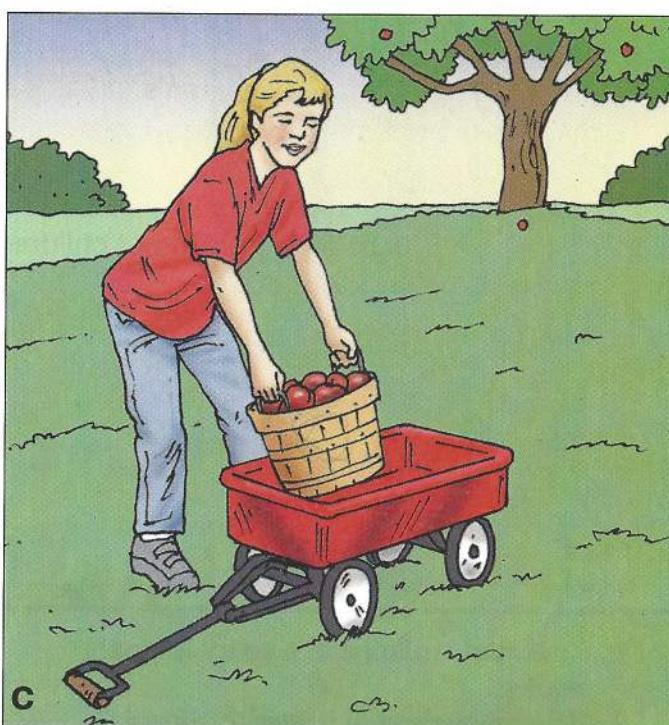
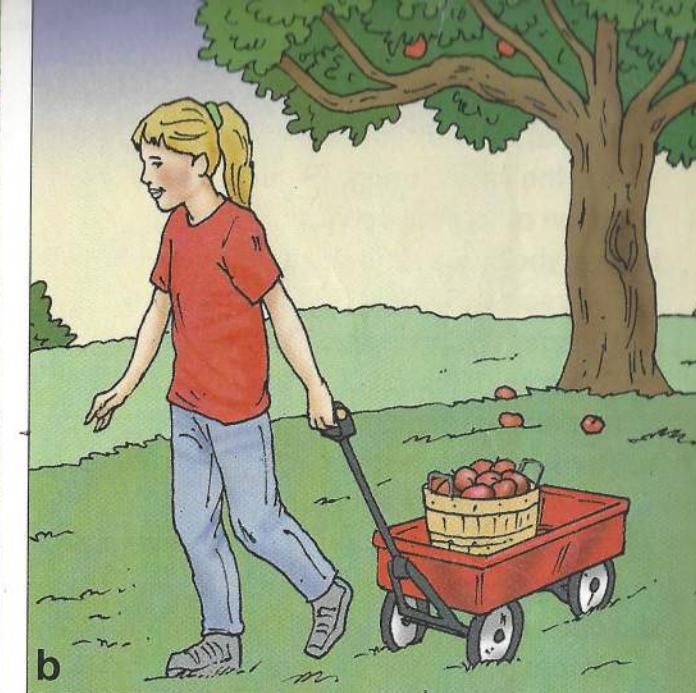
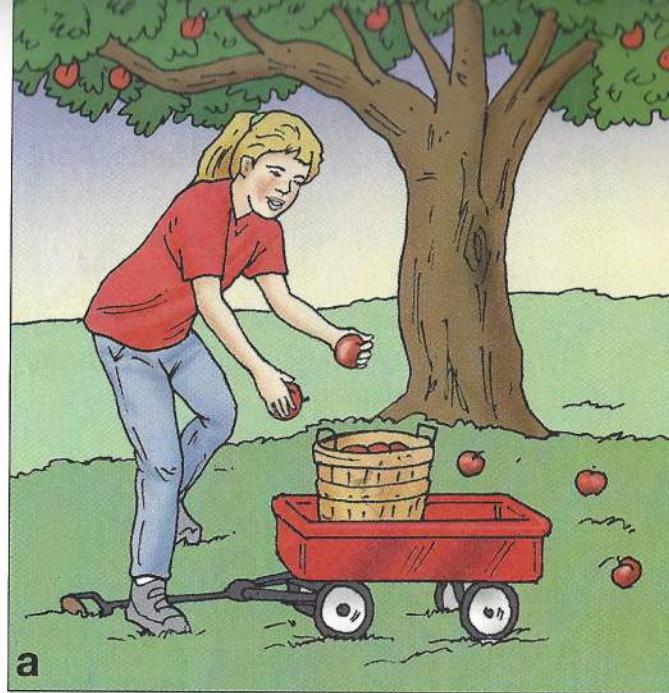
Praise good answers such as *The blade would break.*)

5. Why wouldn't we want a handle made of cloth? (Call on several children. Praise good answers such as *The handle would move around.*)



1. These pictures tell a story about what a girl did.

- a. (Point to a.) First the girl put the apples in a basket.
- b. (Point to b.) What did she do after she put the apples in a basket? (Touch.) Pulled the wagon.
Yes, pulled the wagon.
- c. (Point to c.) What did she do after she pulled the wagon? (Touch.) Took the basket out of the wagon.
Yes, took the basket out of the wagon.
- d. (Point to d.) What did she do after she took the basket out of the wagon? (Touch.) Washed the apples.
Yes, washed the apples.



2. Once more. This time I'm not going to point to the pictures.

- What did the girl do first? (Signal.) Put the apples in a basket.
- What did she do after she put the apples in a basket? (Signal.) Pulled the wagon.
- What did she do after she pulled the wagon? (Signal.) Took the basket out of the wagon.
- What did she do after she took the basket out of the wagon? (Signal.) Washed the apples.
- (Repeat part 2 until all children's responses are firm.)

3. (Point to d.) What is the girl doing in this picture? (Touch.) Washing the apples.

4. Now think hard. I'm not going to point to the pictures.

- What did she do just before she washed the apples? (Signal.) Took the basket out of the wagon.

- What did she do just before she took the basket out of the wagon? (Signal.) Pulled the wagon.

- What did she do before she pulled the wagon? (Signal.) Put the apples in a basket.
- (Repeat part 4 until all children's