

(cont.)

3. We'll talk about each picture.

a. (Point to a.) Do you put things in this?

(Touch.) No.

So what do we know about a rope?

(Touch.) It's not a container.

Say the whole thing about a rope. (Touch.)

A rope is not a container.

b. (Point to b.) Do you put things in this?

(Touch.) Yes.

So what do we know about a cup? (Touch.)

It's a container.

• What kind of container is it? (Touch.)

A cup.

Say the whole thing about this container.

(Touch.) This container is a cup.

c. (Point to c.) Do you put things in this?

(Touch.) Yes.

So what do we know about a bottle?

(Touch.) It's a container.

• What kind of container is it? (Touch.)

A bottle.

Say the whole thing about this container.

(Touch.) This container is a bottle.

d. (Point to d.) Do you put things in this?

(Touch.) No.

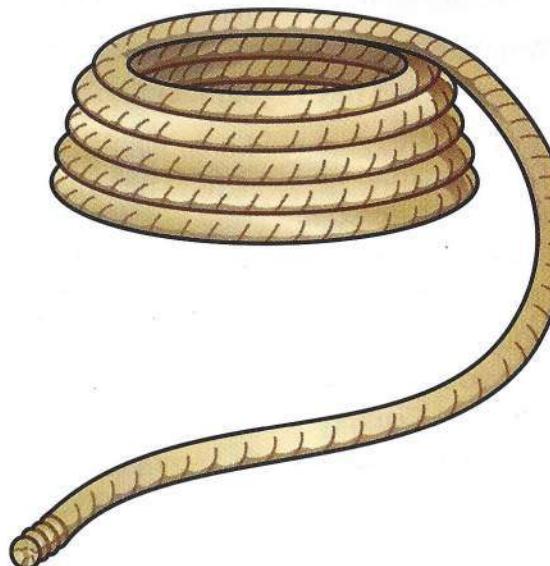
So what do we know about lettuce?

(Touch.) It's not a container.

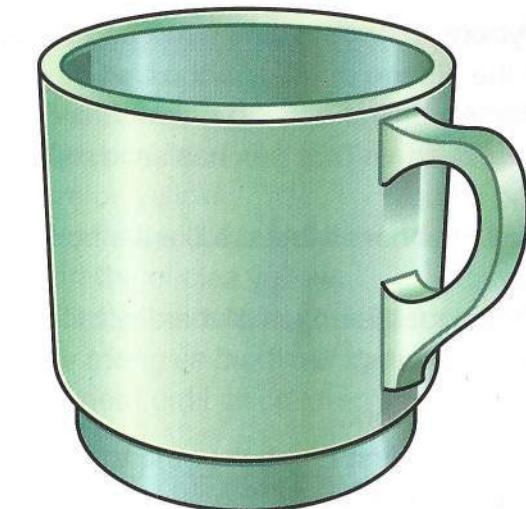
Say the whole thing about lettuce. (Touch.)

Lettuce is not a container.

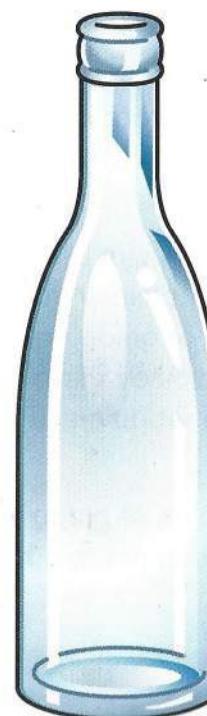
4. (Repeat part 3 until all children's responses are firm.)



a



b



c



d

**EXERCISE 1** Actions—Verb Tense/And**1.** It's time for some actions.

- a. Everybody, touch your eyebrow. (Signal. Wait.)

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

- b. Everybody, touch your eyebrows. (Signal. Wait.)

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

- c. Everybody, touch your eyebrow and touch your nose. (Signal. Wait.)

What are you doing? (Signal.) *Touching my eyebrow and touching my nose.*

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

- e. Everybody, touch your eyebrows. (Signal. Wait.)

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

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

- f. Everybody, touch your eyebrow and touch your nose. (Signal. Wait.)

What are you doing? (Signal.) *Touching my eyebrow and touching my nose.*

Say the whole thing. (Signal.) *I am touching my eyebrow and touching my nose.*

- g. Everybody, touch your eyebrows. (Signal. Wait.)

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

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

- h. (Repeat steps e through g until all children's responses are firm.)

2. Let's try something harder.

- a. Everybody, point to a desk. (Signal. Wait.)
What are you doing? (Signal.) *Pointing to a desk.*

Everybody, point to a chair. (Signal. Wait.)
What are you doing? (Signal.) *Pointing to a chair.*

- b. **What were you doing?** (Signal.) *Pointing to a desk.*

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

- c. **What are you doing?** (Signal.) *Pointing to a chair.*

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

- d. Everybody, point to a desk. (Signal. Wait.)
What are you doing? (Signal.) *Pointing to a desk.*

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

- e. **What were you doing?** (Signal.)
Pointing to a chair.

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

3. (Repeat part 2 until all children's responses are firm.)**4.** Now we're all going to do something.

- a. Everybody, point to a chair. (Signal. Wait.)
What are we doing? (Signal.) *Pointing to a chair.*

Everybody, point to a desk. (Signal. Wait.)
What are we doing? (Signal.) *Pointing to a desk.*

- b. **Are we pointing to a chair?** (Signal.) No.
Were we pointing to a chair? (Signal.) Yes.

Say the whole thing about what we were doing. (Signal.) *We were pointing to a chair.*
Say the whole thing about what we are doing. (Signal.) *We are pointing to a desk.*

Individual Turns

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

**EXERCISE 2** Materials**1.** Think of things that are made of wood.

Let's see who can name at least three things made of wood.

(Call on different children to name objects made of wood. Each child should name at least three things. Things made of wood that have not been presented may be named.)

2. Think of things that are made of plastic.

Let's see who can name at least three things made of plastic.

(Call on different children to name objects made of plastic. Each child should name at least three things. Things made of plastic that have not been presented may be named.)

DISCUSSION: RULES

1. Let's see if you remember the different rules we've learned.
 - a. What's the rule about food? (Signal.) If you can eat it, it's food.
 - What's the rule about clothing? (Signal.) If you can wear it, it's clothing.
 - What's the rule about vehicles? (Signal.) If it's made to take you places, it's a vehicle.
 - What's the rule about containers? (Signal.) If you put things in it, it's a container.
 - b. (Repeat step a until all children's responses are firm.)

2. Listen. We're going to play a game about foods. I'm going to name some foods, but don't let me fool you.

- a. If I name something that is a food, you say yes.
If I name something that is not a food, you say not a food.
 - b. What are you going to say if it is a food? (Signal.) Yes.
What are you going to say if it is not a food? (Signal.) Not a food.

3. Remember, I'm going to name some foods, but I may fool you.

- a. Listen. (Pause.) Peanut. (Signal.) Yes.
Cheese. (Signal.) Yes.
Boy. (Signal.) Not a food.
Why did you say not a food? (Signal.) Because a boy is not food.
 - b. Listen. (Pause.) Egg. (Signal.) Yes.
Lettuce. (Signal.) Yes.
Popcorn. (Signal.) Yes.
Hammer. (Signal.) Not a food.
Why did you say not a food? (Signal.) Because a hammer is not a food.



EXERCISE 4 Common Information

1. Let's see how much information you remember.
 - a. What do we call a place with lots of people? (Signal.) A city.
Say the whole thing about a city. (Signal.) A city is a place with lots of people.
 - 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. 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.
 - d. 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.
 - e. (Repeat steps a through d until all children's responses are firm.)

2. Get ready for some new information.
 - a. Listen. A firefighter is a person who puts out fires. What do we call a person who puts out fires? (Signal.) A firefighter.
Say the whole thing about a firefighter. (Signal.) A firefighter is a person who puts out fires.
 - b. Again. (Signal.) A firefighter is a person who puts out fires.
(Repeat step b until all children can make the statement.)
 - c. What do we call a place with lots of people? (Signal.) A city.
Say the whole thing about a city. (Signal.) A city is a place with lots of people.
 - d. What do we call a person who puts out fires? (Signal.) A firefighter.
Say the whole thing about a firefighter. (Signal.) A firefighter is a person who puts out fires.
 - e. (Repeat steps c and d until all children can make the statements.)
3. I'll turn the page, and we'll see a picture of some firefighters.
(Turn the page quickly.)

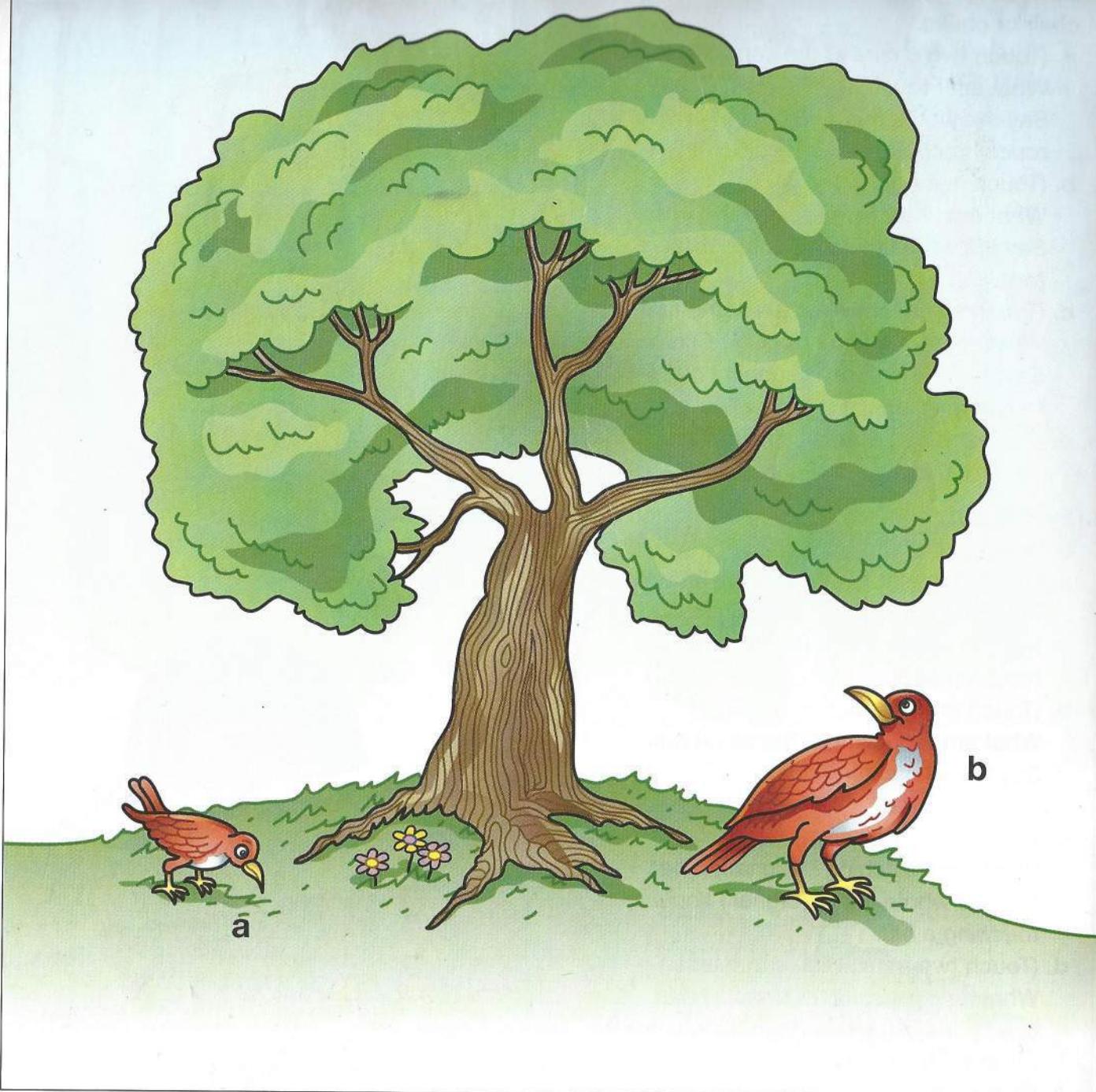
EXERCISE 7 Common Information (cont.)

4. (Show the picture to children. Call on different children.)

- Who do you see in this picture?
- Where do the firefighters get the water?
- What do you think the firefighter on the ladder will do?
- What do you see burning in this picture?
(Praise all good responses.)



1. We're going to figure out a problem about a bird and a tree.
I'll touch the parts of this tree. When I touch a part, you name it.
(Point to the branches. Pause. Touch.)
Branches.
(Point to the leaves. Pause. Touch.) *Leaves.*
(Point to the trunk. Pause. Touch.) *Trunk.*
(Point to the roots. Pause. Touch.) *Roots.*
2. Listen.
(Point to the birds.) **What are these?** (Touch.)
Birds.
Say the whole thing. (Touch.) *These are birds.*
3. Only one of these birds will sit on a branch of the tree. And here's the rule about that bird:
The big bird will sit on a branch.
4. **Say the rule.** (Signal.) *The big bird will sit on a branch.*
(Point to a.) **Is this bird big?** (Touch.) *No.*
So will this bird sit on a branch? (Touch.) *No.*
This bird is not big. So what do you know about this bird? (Touch.) *This bird will not sit on a branch.*
5. **Say the rule.** (Signal.) *The big bird will sit on a branch.*
(Point to b.) **Is this bird big?** (Touch.) *Yes.*
So will this bird sit on a branch? (Touch.) *Yes.*
This bird is big. So what do you know about this bird? (Touch.) *This bird will sit on a branch.*
6. (Repeat parts 3 through 5 until all children's responses are firm.)
7. (Call on two children.)
 - **Show me the bird that will sit on a branch.**
(Wait.)
 - **Let's see if you're right.**
(Turn the page quickly.)



8. Look at the picture.

- Tell me about the bird sitting on a branch. (Touch.) *It's big.*
- What is the big bird doing? (Touch.) *Sitting on a branch.*
- Say the whole thing about what the big bird is doing. (Touch.) *The big bird is sitting on a branch.*
- Again. (Touch.) *The big bird is sitting on a branch.*
- (Repeat part 8 until all children say the rule.)

9. Look at the other bird.

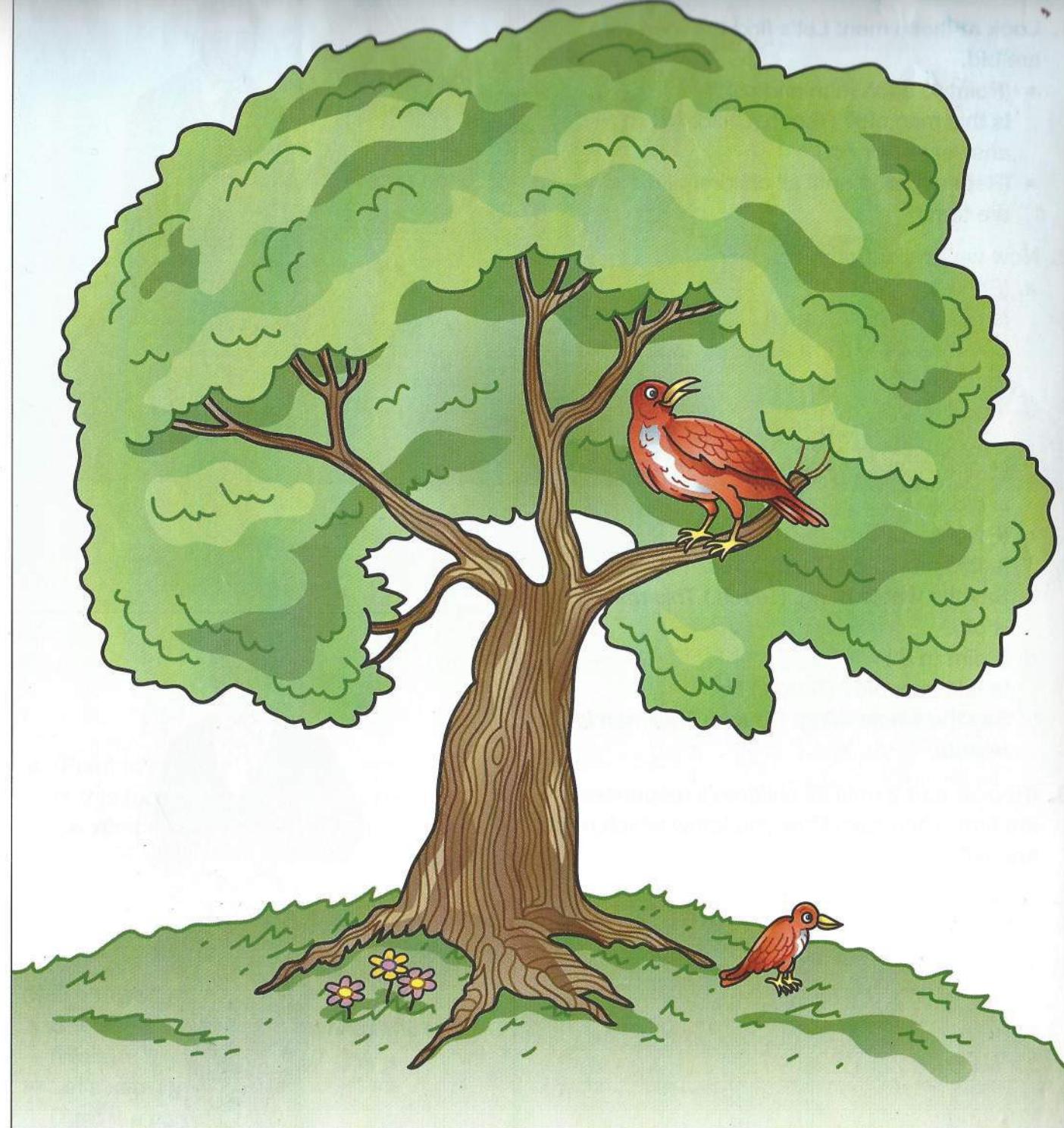
- (Point to the other bird.) Is this bird big? (Touch.) No.
- Where is this bird sitting? (Touch.) *On the ground.*
- Say the whole thing about what this bird is doing. (Touch.) *This bird is sitting on the ground.*
- (Repeat until all children's responses are firm.)

10. (Call on different children.)

- Where would you like to sit?
- Have you ever climbed a tree?
- When did you see a big bird in a tree?

Individual Turns

(Repeat parts 8 and 9, calling on different children for each step.)



EXERCISE 6 Concept Application

1. We're going to figure out a problem.

- (Point to each kind of food, and ask:) **What is this?** (Touch.) Children are to answer *cookies, peanuts, popcorn.*
These objects are all in the same class.
What class is that? (Signal.) *Food.*
- (Point to each container, and ask:) **What is this?** (Children are to answer *bowl, bag, pan.*)
What class is that? (Signal.) *Containers.*
- (Repeat part 1 until all children's responses are firm.)

2. The monkey will eat the food from one of the containers. Here's the rule: The monkey will eat the food in a bag.

- **Say the rule.** (Signal.) *The monkey will eat the food in a bag.*
- (Repeat part 2 until all children can say the rule.)

3. Remember, the monkey will eat only the food in the bag.

Look at the picture.

a. (Point to a.)

Is this food in a bag? (Touch.) *No.*

So what do you know about this food?

(Call on a child. Idea: *The monkey won't eat it.*)

You're right. The monkey won't eat this food.

b. (Point to b.)

Is this food in a bag? (Touch.) *Yes.*

So what do you know about this food?

(Call on a child. Idea: *The monkey will eat it.*)

You're right. The monkey will eat this food.



c. (Point to c.)

Is this food in a bag? (Touch.) *No.*

So what do you know about this food?

(Call on a child. Idea: *The monkey won't eat it.*)

You're right. The monkey won't eat this food.

4. (Call on two children.)

- Show me the food the monkey will eat.
(Wait.)
- Let's see if you're right.
(Turn the page quickly.)

5. Look at the picture.

a. (Point to a.)

- Is this food in a bag? (Touch.) No.
Is the monkey eating this food? (Touch.) No.
- Who is eating this food? (Touch.)
The bear.
- What kind of food is the bear eating?
(Touch.) Cookies.
- Say the whole thing about what the bear is eating. (Touch.) *The bear is eating cookies.*

b. (Point to b.)

- Is this food in a bag? (Touch.) Yes.
Who is eating this food? (Touch.)
The monkey.
- What kind of food is the monkey eating?
(Touch.) Peanuts.
- Say the whole thing about what the monkey is eating. (Touch.) *The monkey is eating peanuts.*

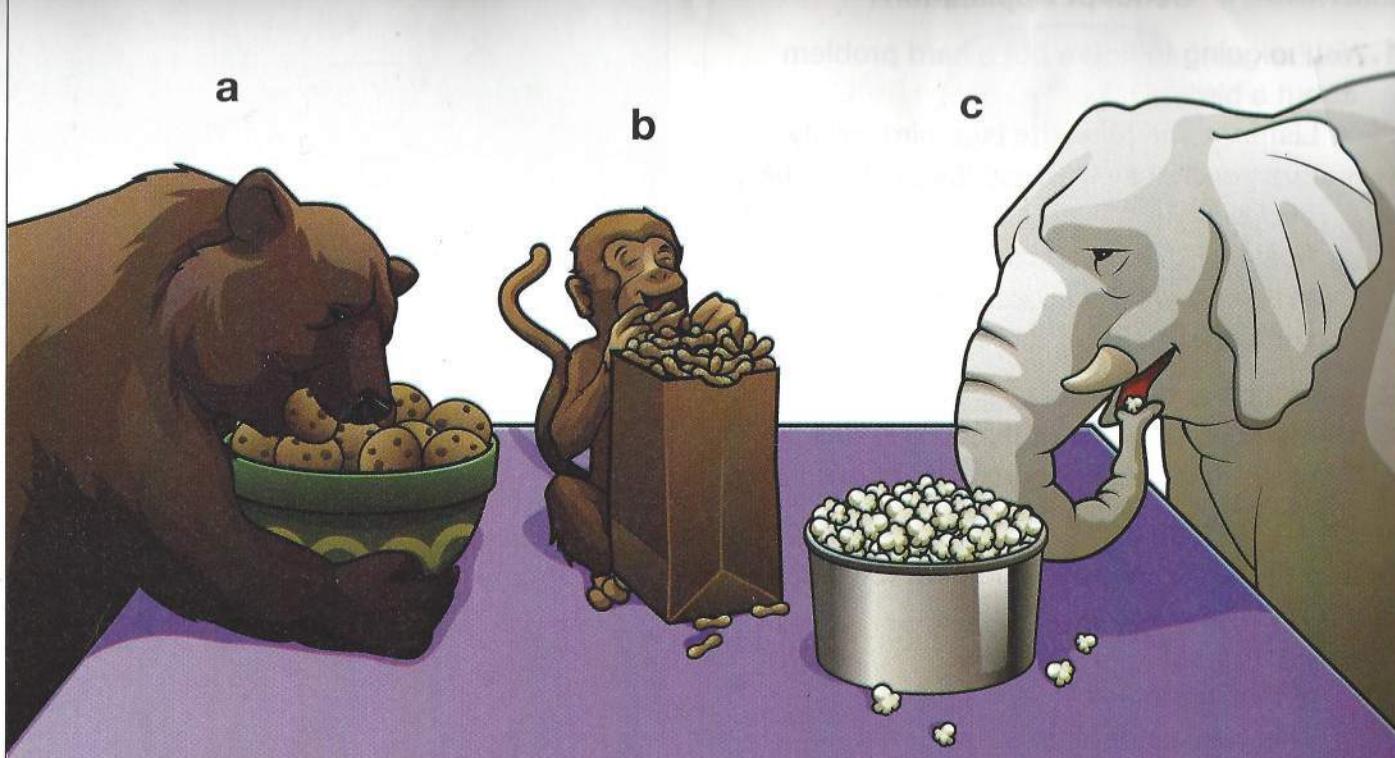
c. (Point to c.)

- Is this food in a bag? (Touch.) No.
Is the monkey eating this food? (Touch.) No.
- Who is eating this food? (Touch.)
The elephant.
- What kind of food is the elephant eating?
(Touch.) Popcorn.
- Say the whole thing about what the elephant is eating. (Touch.) *The elephant is eating popcorn.*

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

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

- Do you think those animals like that food?
- When do you like to eat cookies?



- When do you like to eat popcorn?
- When do you like to eat peanuts?

Individual Turns

(Repeat part 5, calling on different children for each step.)

1. We're going to use the rule about clothing.
(Point to each article of clothing, and ask:
**What kind of clothing is this? (Touch. Children
are to answer a coat, a hat, socks, gloves.)**

2. Here's the rule about all clothing.
a. Listen. If you can wear it, it's clothing.
Listen again. If you can wear it, it's
clothing.
Everybody, say the rule. (Signal.) *If you can
wear it, it's clothing.*
b. Again. (Signal.) *If you can wear it, it's
clothing.*
**c. (Repeat step b until all children can say the
rule.)**

**3. Now let's look at the objects on the next
page.**
(Turn the page quickly.)



4. Look at these objects.

a. (Point to a.) Can you wear this? (Touch.)

Yes.

If you can wear it, it's . . . (touch) *clothing*.

You can wear this dress. So what do you know about a dress? (Touch.) *It's clothing*.

- Again. What do you know about a dress? (Touch.) *It's clothing*.

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

b. (Point to b.) Can you wear this? (Touch.)

No.

You cannot wear an apple. So what do you know about an apple? (Touch.) *It's not clothing*.

- Again. What do you know about an apple? (Touch.) *It's not clothing*.

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

c. (Point to c.) Can you wear this? (Touch.)

No.

You cannot wear a bottle. So what do you know about a bottle? (Touch.) *It's not clothing*.

- Again. What do you know about a bottle? (Touch.) *It's not clothing*.

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

d. (Point to d.) Can you wear this? (Touch.)

Yes.

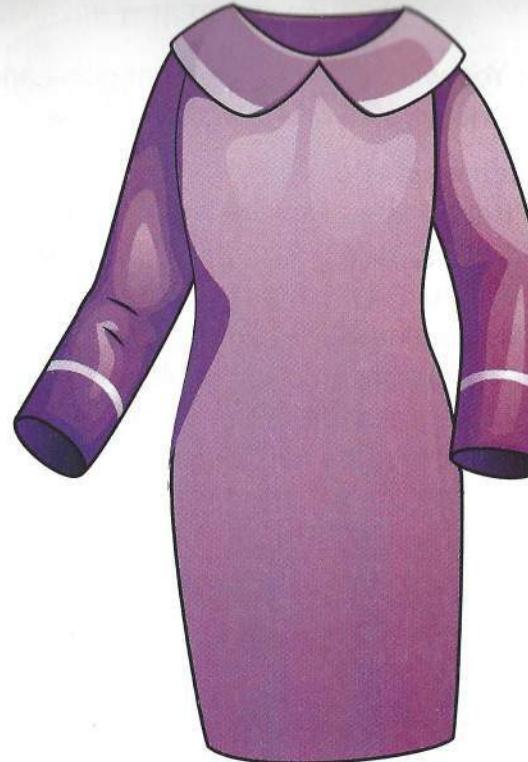
If you can wear it, it's . . . (touch) *clothing*.

You can wear a hat. So what do you know about a hat? (Touch.) *It's clothing*.

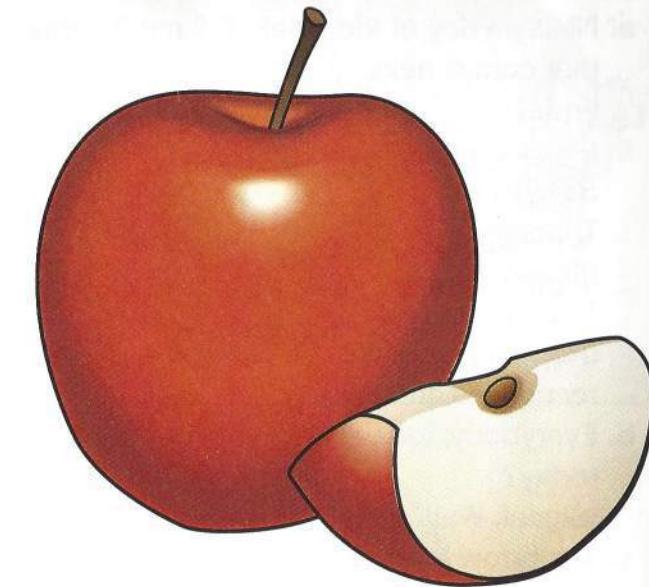
- Again. What do you know about a hat? (Touch.) *It's clothing*.

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

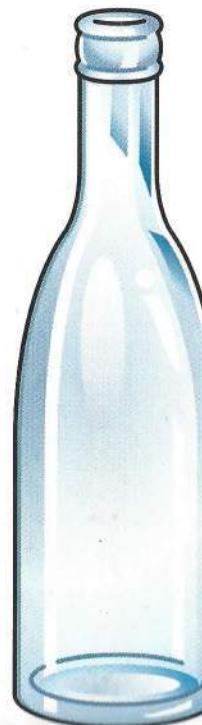
5. (Repeat part 4 until all children's responses are firm.)



a



b



d

EXERCISE 8 Classification—Review

1. Some of these objects are containers. Some of them are food.
- (Point to each object, and ask:) **Is this a container?** (Touch. Children are to answer yes or no.)
 - (Point to each object, and ask:) **Is this food?** (Children are to answer yes or no.)
 - (Repeat part 1 until all children's responses are firm.)

2. This time when I point to each object you'll say container or food.

a. (Point to a.) Tell me. Container or food.
(Touch.) **Container.**
Say the whole thing about this container.
(Touch.) **This container is a cup.**

b. (Point to b.) Tell me. Container or food.
(Touch.) **Food.**

Say the whole thing about this food.
(Touch.) **This food is a hamburger.**

c. (Point to c.) Tell me. Container or food.
(Touch.) **Food.**

Say the whole thing about this food.
(Touch.) **This food is an ice-cream cone.**

d. (Point to d.) Tell me. Container or food.
(Touch.) **Food.**

Say the whole thing about this food.
(Touch.) **This food is an orange.**

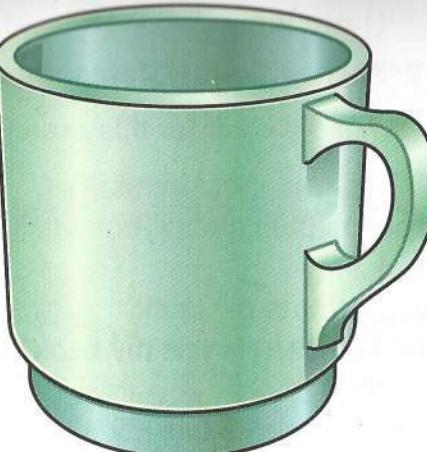
e. (Point to e.) Tell me. Container or food.
(Touch.) **Container.**

Say the whole thing about this container.
(Touch.) **This container is a bag.**

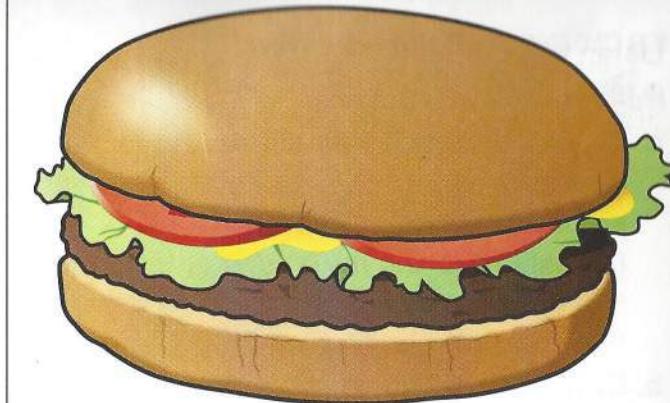
f. (Point to f.) Tell me. Container or food.
(Touch.) **Container.**

Say the whole thing about this container.
(Touch.) **This container is a bottle.**

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



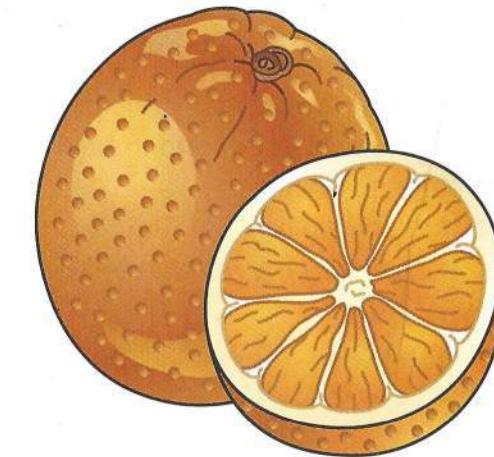
a



b



c



d



e



f

EXERCISE 9 Plurals—On, Over

1. Some of these birds are **on** the roof.
 - a. (Point to each bird and ask:) Is this bird **on the roof?** (Children are to answer yes or no.)
 - b. (Repeat step a until all children's responses are firm.)

2. (Point to the birds **on** the roof.)

a. Listen. What are these? (Touch.) *Birds.* Where are these birds? (Touch.) *On the roof.*
Say the whole thing. (Touch.) *These birds are on the roof.*

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

3. (Point to the birds **over** the roof.)

a. Where are these birds? (Touch.) *Over the roof.*
Say the whole thing. (Touch.) *These birds are over the roof.*

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

- c. (Point to the birds **on** the roof.)

Where are these birds? (Touch.) *On the roof.*
Say the whole thing. (Touch.) *These birds are on the roof.*

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

4. Let's talk about the roof and the birds one more time.

a. (Point to the birds that are **on** the roof.) Where are these birds? (Touch.) *On the roof.*
Say the whole thing. (Touch.) *These birds are on the roof.*

b. (Point to the birds **over** the roof.) Where are these birds? (Touch.) *Over the roof.*



Say the whole thing. (Touch.) *These birds are over the roof.*

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

Individual Turns

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

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

 - a. (Circle the coat with your finger.)
Everybody, what is this? (Touch.) A coat.
Say the whole thing. (Touch.) This is a coat.
 - b. I'll name some parts of a coat.
(Point to the back.) This is the back.
(Point to the front.) This is the front.
 - c. Your turn to tell me the parts.
(Point to the back.) What is this part called? (Pause. Touch.) The back.
(Point to the front.) What is this part called?
(Pause. Touch.) The front.
 - d. (Repeat step c until all children's responses are firm.)
2. I'll name some more parts of a coat.

 - a. (Point to the collar.) This is the collar.
(Point to the sleeves.) These are the sleeves.
 - b. Your turn to tell me the parts.
(Point to the collar.) What is this part called? (Pause. Touch.) The collar.
(Point to the sleeves.) What are these parts called? (Pause. Touch.) Sleeves.
 - c. (Repeat step b until all children's responses are firm.)
3. Your turn to name the parts of a coat.

 - a. (Point to the back.) What is this part called? (Pause. Touch.) The back.
(Point to the front.) What is this part called?
(Pause. Touch.) The front.
(Point to the sleeves.) What are these parts called? (Pause. Touch.) Sleeves.
(Point to the collar.) What is this part called? (Pause. Touch.) The collar.
 - b. (Repeat step a until all children's responses are firm.)



- c. (Circle the coat.) Front, back, collar, and sleeves are parts of . . . (touch) a coat.
And what's the whole object called?
(Touch.) A coat.

EXERCISE 1 Actions—Review

1. It's time for an action game.

- a. (Touch your forehead.) I am touching my forehead.

Everybody, touch your forehead. (Signal. Wait.)

What are you doing? (Signal.) Touching my forehead.

- b. Everybody, touch your eyebrows. (Signal. Wait.)

What are you doing? (Signal.) Touching my eyebrows.

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

- c. Everybody, hold up your thumb. (Signal. Wait.)

What are you doing? (Signal.) Holding up my thumb.

Say the whole thing. (Signal.) I am holding up my thumb.

- d. Everybody, touch your forehead. (Signal. Wait.)

What are you doing? (Signal.) Touching my forehead.

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

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

2. Here's the next game.

- a. Everybody, hold your hand on your knee. (Signal. Wait.)

Where is your hand? (Signal.) On my knee.

- b. Hold your hand over your knee. (Signal. Wait.)

Where is your hand now? (Signal.) Over my knee.

Keep it there.

- c. Listen carefully. Where was your hand?

(Signal.) On my knee.

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

Again. (Signal.) My hand was on my knee.

- d. Say the whole thing about where your hand is now. (Signal.) My hand is over my knee.

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

3. Let's do another one.

- a. Everybody, put your hand under your knee. (Signal. Wait.)

Where is your hand? (Signal.) Under my knee.

Say the whole thing. (Signal.) My hand is under my knee.

- b. Everybody, put your hand over your knee. (Signal. Wait.)

Where is your hand now? (Signal.) Over my knee.

Keep it there.

- c. Listen. Where was your hand? (Signal.) Under my knee.

Say the whole thing about where your hand was. (Signal.) My hand was under my knee.

- d. Say the whole thing about where your hand is now. (Signal.) My hand is over my knee.

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

EXERCISE 2 Opposites Review

We're going to play a word game.

- a. Listen. I'm thinking about a tree that is not wet. It's not wet. So what do you know about it? (Pause. Signal.) It's dry.

- b. Listen. I'm thinking of a girl who is not big. She's not big. So what do you know about her? (Pause. Signal.) She's small.

- c. Listen. I'm thinking of a dog that is not young. It's not young. So what do you know about it? (Pause. Signal.) It's old.

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

Individual Turns

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

Individual Turns

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

EXERCISE 3 Common Information

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

a. 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.*

b. What do we call a person who fixes teeth? (Signal.) *A dentist.*

Say the whole thing about a dentist.

(Signal.) *A dentist is a person who fixes teeth.*

c. 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.*

d. What do we call a person who puts out fires? (Signal.) *A firefighter.*

Say the whole thing about a firefighter.

(Signal.) *A firefighter is a person who puts out fires.*

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

2. Get ready for some new information.

a. Listen. A person who teaches children is a teacher. What do we call a person who teaches children? (Signal.) *A teacher.*
Say the whole thing about a teacher.
(Signal.) *A teacher is a person who teaches children.*

b. Again. (Signal.) *A teacher is a person who teaches children.*
(Repeat step b until all children can make the statement.)

EXERCISE 4 Classification

c. What do we call a person who fixes teeth? (Signal.) *A dentist.*

Say the whole thing about a dentist.

(Signal.) *A dentist is a person who fixes teeth.*

d. What do we call a person who teaches children? (Signal.) *A teacher.*

Say the whole thing about a teacher.

(Signal.) *A teacher is a person who teaches children.*

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

Individual Turns

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

EXERCISE 4 Classification

1. Let's see if you remember the different rules we've learned.

a. What's the rule about food? (Signal.) *If you can eat it, it's food.*

What's the rule about containers? (Signal.) If you put things in it, it's a container.

What's the rule about clothing? (Signal.) If you can wear it, it's clothing.

What's the rule about vehicles? (Signal.) If it's made to take you places, it's a vehicle.

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

2. Listen. We're going to play a game about foods. I'm going to name some foods, but don't let me fool you.

a. If I name something that is a food, you say yes.

If I name something that is not a food, you say not a food.

b. What are you going to say if it is a food? (Signal.) Yes.

What are you going to say if it is not a food? (Signal.) Not a food.

3. Remember, I'm going to name some foods, but I may fool you.

a. Listen. (Pause.) Orange. (Signal.) Yes. Coat. (Signal.) Not a food.

Why did you say not a food? (Signal.) Because a coat is not a food.

b. Listen. (Pause.) Pancakes. (Signal.) Yes. Cabinet. (Signal.) Not a food.

Why did you say not a food? (Signal.) Because a cabinet is not a food.

c. Listen. (Pause.) Egg. (Signal.) Yes. Carrot. (Signal.) Yes.

Banana. (Signal.) Yes. Peanut. (Signal.) Yes.

Pie. (Signal.) Yes. Car. (Signal.) Not a food.

Why did you say not a food? (Signal.) Because a car is not a food.

d. Listen. (Pause.) Salad. (Signal.) Yes. Lettuce. (Signal.) Yes.

Milk. (Signal.) Yes. Meat. (Signal.) Yes.

Kite. (Signal.) Not a food.

Why did you say not a food? (Signal.) Because a kite is not a food.

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

1. These pictures show what the boy did.

- a. (Point to a.) What is the boy doing in this picture? (Touch.) *Touching his knee.*
Yes, the boy is touching his knee.
- Say the whole thing. (Touch.) *The boy is touching his knee.*
- b. (Point to b.) Now look at what the boy is doing. What is he doing? (Touch.) *Waving.*
Yes, the boy is waving.
- Say the whole thing. (Touch.) *The boy is waving.*

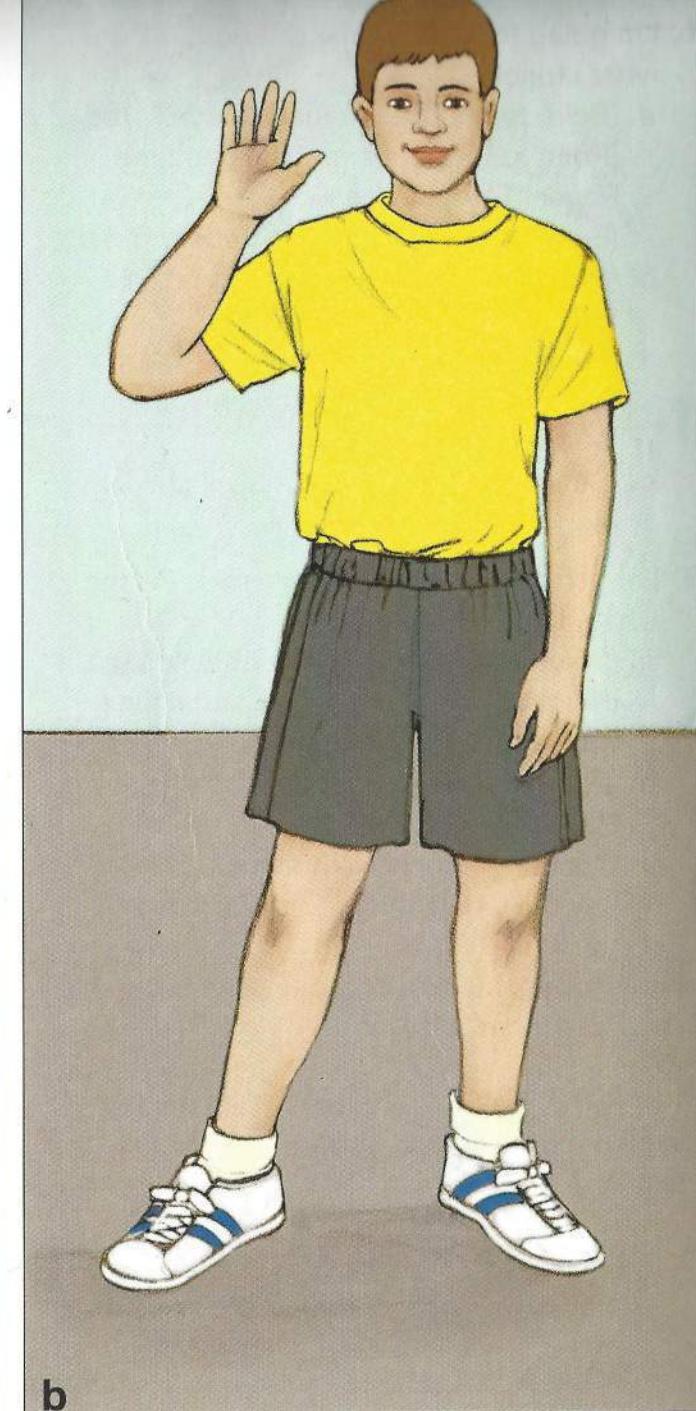
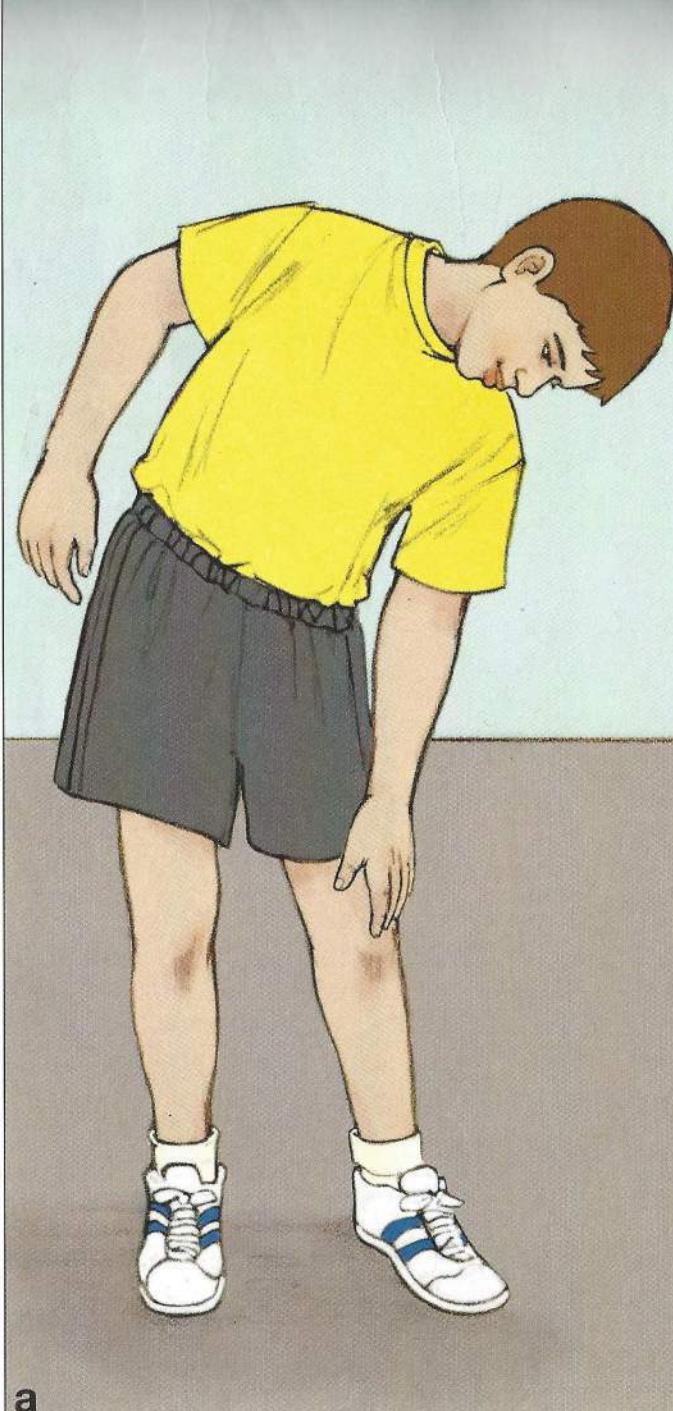
2. Listen.

- What did the boy do before he waved? (Signal. Do not touch the picture.) *Touched his knee.*
Yes, he touched his knee.
- Say the whole thing about what the boy did. (Touch.) *The boy touched his knee.*
- (Point to b.) Now say the whole thing about what he is doing in this picture. (Touch.) *He is waving.*

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

Individual Turns

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



EXERCISE 6 Concept Application

1. We're going to figure out a problem about a girl and a tree.

- I'll touch the parts of this tree. When I touch a part, you name it.
(Point to the branches. Pause. Touch.) *Branches.*
(Point to the leaves. Pause. Touch.) *Leaves.*
(Point to the trunk. Pause. Touch.) *Trunk.*
(Point to the roots. Pause. Touch.) *Roots.*
- (Repeat part 1 until all children can name the parts of a tree.)

2. (Point to the girls.)

- What are these? (Touch.) *Girls.*
Say the whole thing. (Touch.) *These are girls.*
- And here's the rule about the girl: The dry girl will wash the trunk.
Say the rule. (Signal.) *The dry girl will wash the trunk.*

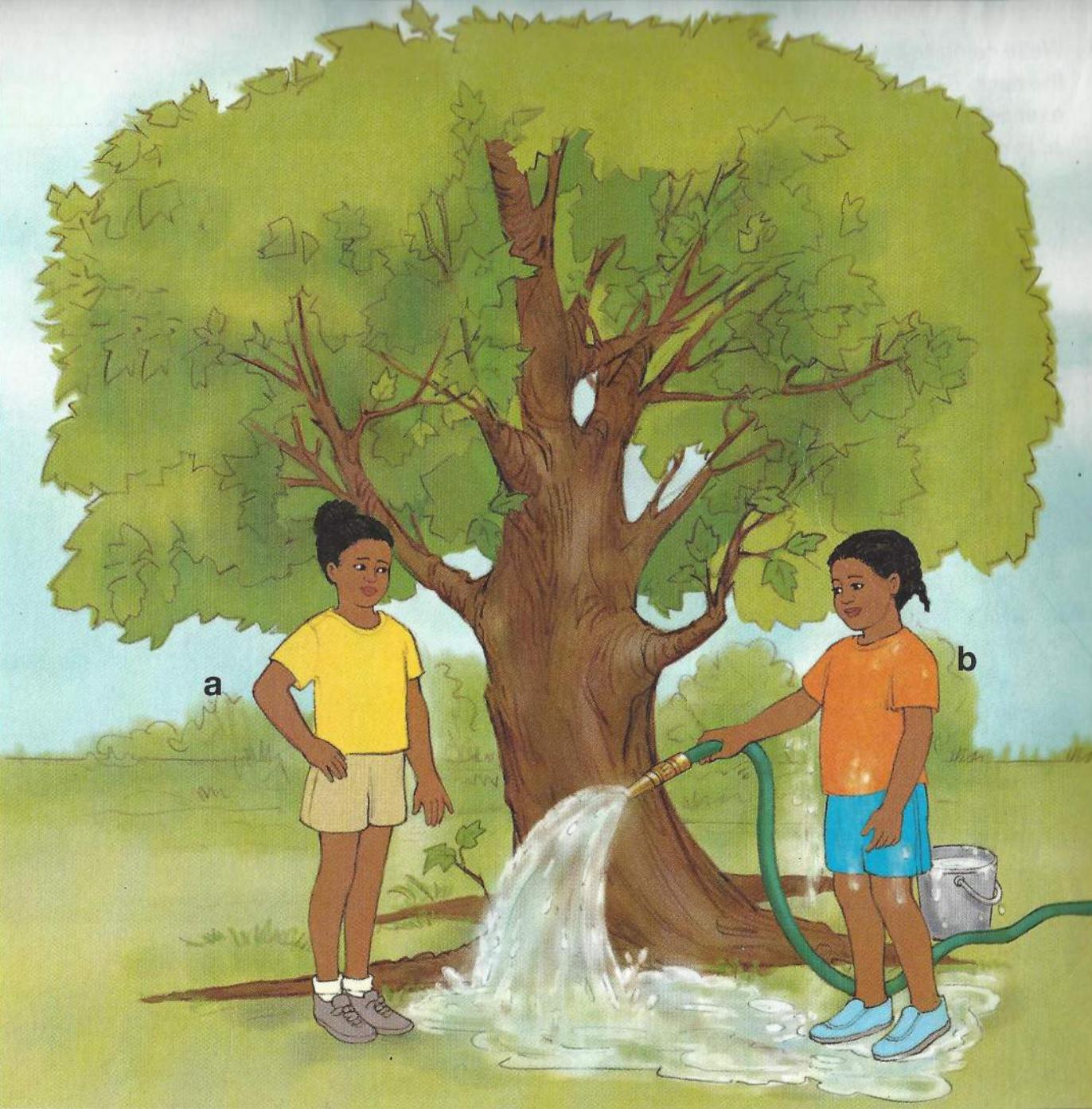
3. Remember, only one of these girls will wash the trunk of the tree.

- a. (Point to a.) Is this girl dry? (Touch.) Yes.
So will this girl wash the trunk? (Touch.) Yes.
This girl is dry. So what do you know about this girl? (Call on a child. Idea: *She will wash the trunk.*)
You're right. The dry girl will wash the trunk.
- (Repeat step a until all children's responses are firm.)

b. (Point to b.) Is this girl dry? (Touch.) No.

So will this girl wash the trunk? (Touch.) No.

This girl is not dry. So what do you know about this girl? (Call on a child. Idea: *She won't wash the trunk.*)



You're right. This girl will not wash the trunk.

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

4. (Call on two children.)

- Show me the girl who will wash the trunk.
(Wait.)
- Let's see if you're right.
(Turn the page quickly.)

EXERCISE 6 Concept Application (cont.)

5. Look at the picture.

- Tell me about the girl washing the trunk.
(Touch.) *She's dry.*
What is the dry girl doing? (Touch.)
Washing the trunk.
- Say the whole thing about what the dry girl is doing. (Touch.) *The dry girl is washing the trunk.*
- Again. (Touch.) *The dry girl is washing the trunk.*

6. (Point to the other girl.)

- Is this girl dry? (Touch.) No.
What is this girl doing? (Touch.) *Washing a branch.*
- Say the whole thing about what this girl is doing. (Touch.) *This girl is washing a branch.*
- Again. (Touch.) *This girl is washing a branch.*

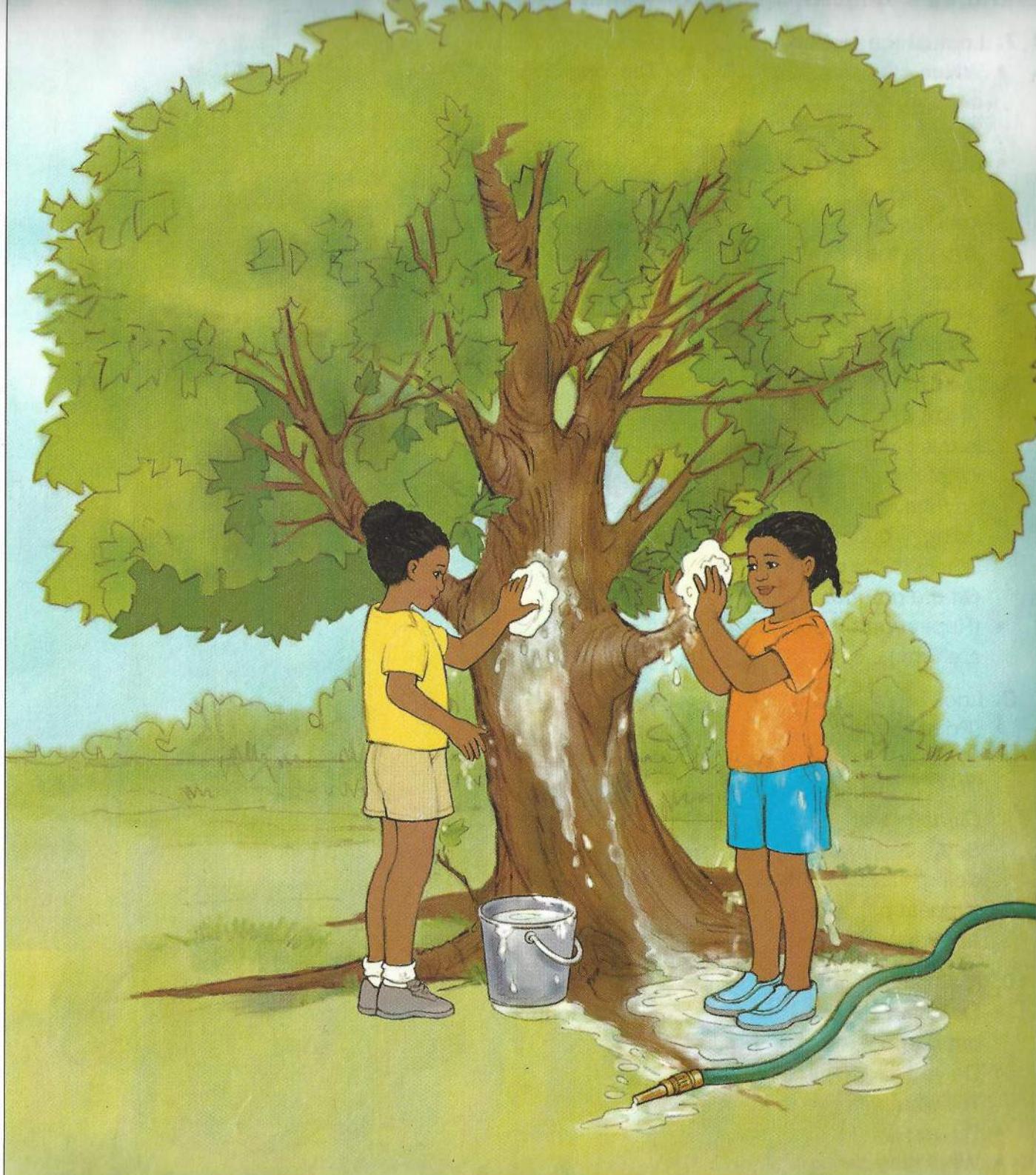
7. (Repeat parts 5 and 6 until all children's responses are firm.)

8. (Call on different children.)

- Would you like to wash a tree?
- What part would you like to wash?
- Would you like to be wet?
- How do you think the girl got wet?

Individual Turns

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

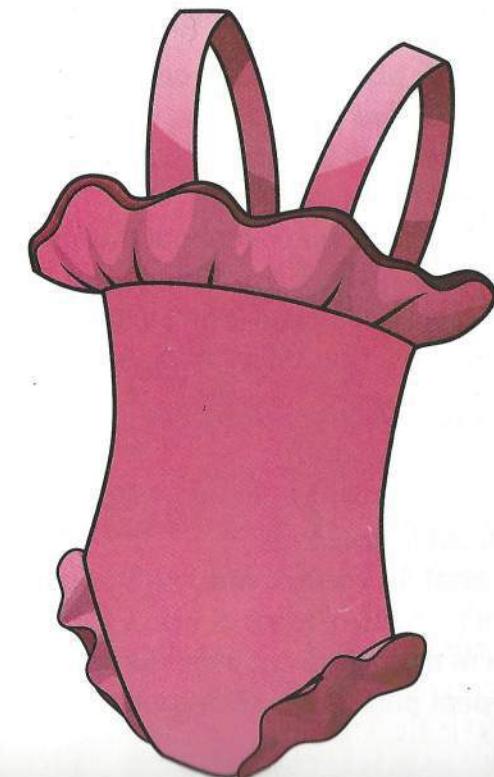
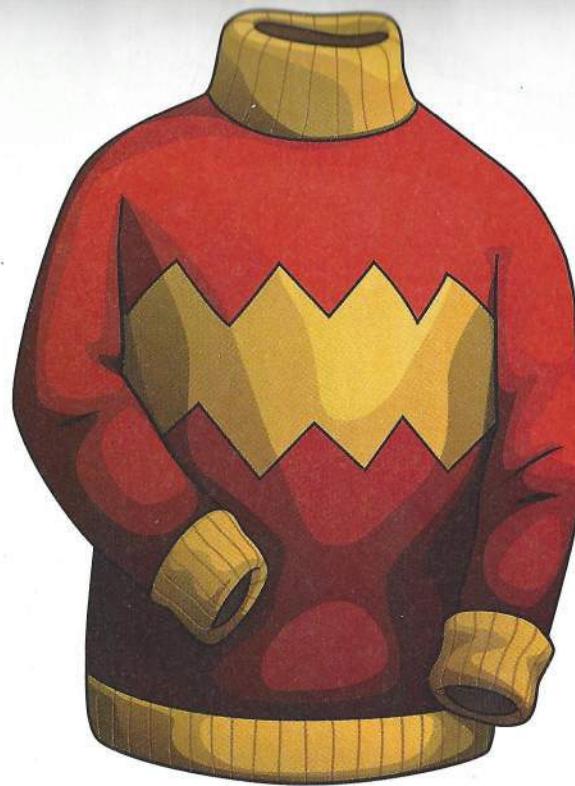


1. Look at the objects on this page.

- (Point to each article of clothing, and ask:) All of these objects are in the same class. What class is that? (Touch.) Clothing.
- (Point to each article of clothing, and ask:) What kind of clothing is this? (Touch. Children are to answer a sweater, a dress, a coat, a bathing suit.)
- Everybody, what's the rule about clothing? (Signal.) If you can wear it, it's clothing.

2. Now let's look at the objects on the next page.

(Turn the page quickly.)



3. Look at these objects.

a. (Point to a.)

- Can you wear this? (Touch.) No.
So what do you know about a bush?
(Touch.) It's not clothing.

• Say the whole thing about a bush. (Touch.)

A bush is not clothing.

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

b. (Point to b.)

• Can you wear this? (Touch.) Yes.

So what do you know about a pair of pants? (Touch.) It's clothing.

What kind of clothing is it? (Touch.) A pair of pants.

• Say the whole thing about this clothing.
(Touch.) This clothing is a pair of pants.

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

c. (Point to c.)

• Can you wear this? (Touch.) No.
So what do you know about a wastebasket? (Touch.) It's not clothing.

• Say the whole thing about a wastebasket.
(Touch.) A wastebasket is not clothing.

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

d. (Point to d.)

• Can you wear this? (Touch.) Yes.

So what do you know about a shoe?
(Touch.) It's clothing.

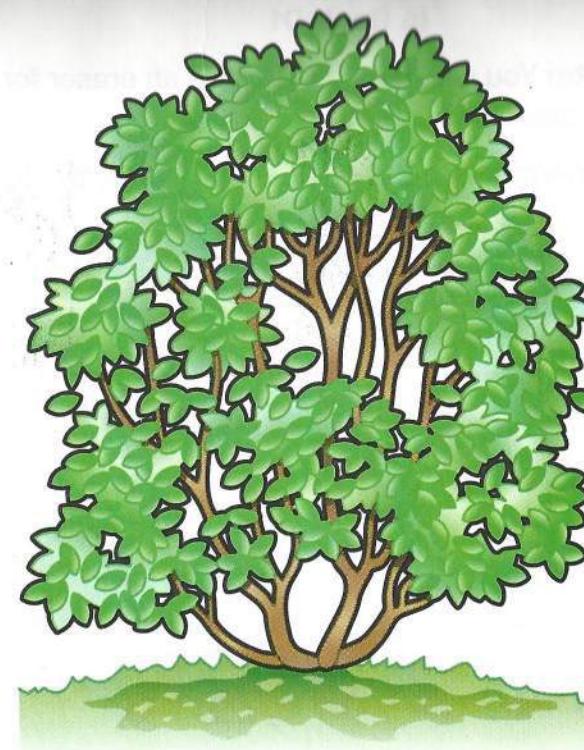
What kind of clothing is it? (Touch.)

A shoe.

• Say the whole thing about this clothing.
(Touch.) This clothing is a shoe.

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

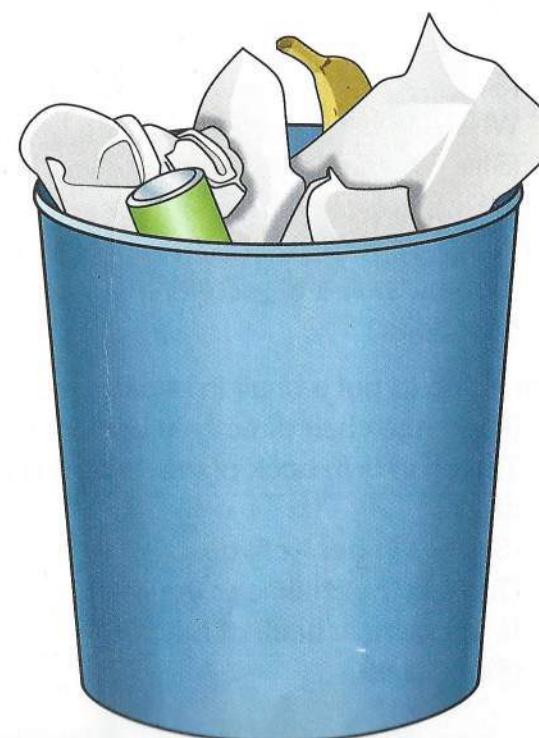
4. (Repeat part 3 until all children's responses are firm.)



a



b



c



d

EXERCISE 8 Part/Whole – Coat

1. Today we're going to talk about the parts of a coat again.
 - a. (Circle the coat with your finger.)
Everybody, what is this? (Touch.) A coat.
Say the whole thing. (Touch.) This is a coat.
 - b. I'll name some parts of a coat.
(Point to the back.) This is the back.
(Point to the front.) This is the front.
(Point to the collar.) This is the collar.
(Point to the sleeves.) These are the sleeves.
(Point to the pockets.) These are the pockets.
2. Your turn to name all the parts.
 - a. (Point to the back.) What is this part called? (Pause. Touch.) The back.
(Point to the front.) What is this part called?
(Pause. Touch.) The front.
(Point to the sleeves.) What are these parts called? (Pause. Touch.) The sleeves.
(Point to the collar.) What is this part called? (Pause. Touch.) The collar.
(Point to the pockets.) What are these parts called? (Pause. Touch.) The pockets.
 - b. (Repeat step a until all children's responses are firm.)
 - c. (Circle the coat.) Front, back, collar, pockets, and sleeves are parts of . . .
(touch) a coat.
And what's the whole object called?
(Touch.) A coat.



Individual Turns

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

EXERCISE 1 Actions—Prepositions/Verb Tense

1. It's time for an action game.

- a. Everybody, hold your finger under your wrist. (Signal. Wait.)
Where is your finger? (Signal.) Under my wrist.
- b. Hold your finger over your wrist.
(Signal. Wait.)
Where is your finger now? (Signal.) Over my wrist.
Keep it there.
- c. Listen. Where was your finger? (Signal.) Under my wrist.
Say the whole thing about where your finger was. (Signal.) My finger was under my wrist.
Again. (Signal.) My finger was under my wrist.
- d. (Repeat part 1 until all children's responses are firm.)

2. Let's do another one.

- a. Everybody, hold your hand on the floor.
(Signal. Wait.)
Where is your hand? (Signal.) On the floor.
Say the whole thing. (Signal.) My hand is on the floor.
- b. Everybody, hold your hand over the floor.
(Signal. Wait.)
Where is your hand now? (Signal.) Over the floor.
Keep it there.
- c. Listen. Where was your hand? (Signal.) On the floor.
Say the whole thing about where your hand was. (Signal.) My hand was on the floor.
- d. Say the whole thing about where your hand is now. (Signal.) My hand is over the

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

EXERCISE 2 Common Information

- 1. Let's see how much information you remember.
 - a. What do we call a person who puts out fires? (Signal.) A firefighter.
Say the whole thing about a firefighter.
(Signal.) A firefighter is a person who puts out fires.
 - b. What do we call a person who teaches children? (Signal.) A teacher.
Say the whole thing about a teacher.
(Signal.) A teacher is a person who teaches children.
 - c. 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.
 - d. What do we call a place with lots of people? (Signal.) A city.
Say the whole thing about a city. (Signal.) A city is a place with lots of people.
- 2. (Repeat part 1 until all children can make the statements.)

EXERCISE 3 Materials

- 1. I am going to call on one child.
 - a. _____, touch your socks.
Everybody, what is he/she touching?
(Signal.) His/Her socks.
Say the whole thing about what he/she is doing. (Signal.) He/She is touching his/her socks.
 - b. Everybody, look at the color of his/her

(Signal. Children name the color.)

Yes, his/her socks are _____.

Say the whole thing about the color of his/her socks. (Signal.) His/Her socks are _____.

- c. Everybody, look at what his/her socks are made of. What are his/her socks made of? (Signal.) Cloth.

Yes, his/her socks are made of cloth.

Say the whole thing about what his/her socks are made of. (Signal.) His/Her socks are made of cloth.

2. I am going to call on another child.

- a. _____, touch your chair.
Everybody, what is he/she touching?
(Signal.) His/Her chair.
Say the whole thing about what he/she is doing. (Signal.) He/She is touching his/her chair.
- b. Everybody, look at the color of his/her chair. What color is his/her chair? (Signal.) Children name the color.
Yes, his/her chair is _____.
Say the whole thing about the color of his/her chair. (Signal.) His/Her chair is _____.

- c. Everybody, look at what his/her chair is made of.

What is his/her chair made of? (Signal.) Children name the material.)

Yes, his/her chair is made of _____.
Say the whole thing about what his/her chair is made of. (Signal.) His/Her chair is made of _____.

EXERCISE 4 Information and Days of the Week

1. Let's see how much you know.

a. How many days are there in a week?

(Signal.) Seven.

Say the days of the week. (Signal.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

b. What day is today? (Pause. Signal. Wait.)

So what day will tomorrow be? (Pause.

Signal. Wait.)

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

c. What's the name of the state you live in?

(Signal. Wait.)

What's the name of the city you live in?

(Signal. Wait.)

What's the name of the school you go to?

(Signal. Wait.)

(Repeat step c 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 Classification—Food

1. We're going to play a game about food.

a. Tell me the rule about food. Get ready.

(Signal.) If you can eat it, it's food.

b. Listen. I'm going to name some foods, but don't let me fool you. If I name something that is a food, you say yes. If I name something that is not a food, you say not a food.

c. What are you going to say if it is a food?

(Signal.) Yes.

What are you going to say if it is not a food? (Signal.) Not a food.

2. Don't let me fool you.

a. Listen. (Pause.) Apple. (Signal.) Yes.

Bread. (Signal.) Yes.

Carrot. (Signal.) Yes.

Dress. (Signal.) Not a food.

Why did you say not a food? (Signal.)

Because a dress is not a food.

b. Listen. (Pause.) Cheese. (Signal.) Yes.

Cookie. (Signal.) Yes.

Ice cream. (Signal.) Yes.

Pie. (Signal.) Yes.

Bus. (Signal.) Not a food.

Why did you say not a food? (Signal.)

Because a bus is not a food.

c. Listen. (Pause.) Popcorn. (Signal.) Yes.

Toast. (Signal.) Yes.

Kite. (Signal.) Not a food.

Why did you say not a food? (Signal.)

Because a kite is not a food.

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

Individual Turns

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

EXERCISE 6 Opposites—Review

We're going to play a word game.

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

b. Listen. I'm thinking of a woman who is not old. She's not old. So what do you know about her? (Pause. Signal.) She's young.

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

Individual Turns

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

★ EXERCISE 7 Concept Application

Look at the picture. The turtle will push only one of these logs.

1. Listen. The turtle will push the log that is big and wet. Which log will it push? (Signal. Respond with the children.) *The log that is big and wet.*

Say the whole thing about the log the turtle will push. (Signal.) *The turtle will push the log that is big and wet.*

2. We'll talk about each log.

a. (Point to a.)

Is this log big? (Touch.) Yes.

Is this log wet? (Touch.) Yes.

- So will the turtle push this log? (Touch.) Yes.

How do you know the turtle will push this log? (Call on a child. Idea: *It's big and wet.*)

You're right. (Touch.) This log is big and wet.

b. (Point to b.)

Is this log big? (Touch.) No.

Is this log wet? (Touch.) No.

So will the turtle push this log? (Touch.) No.

- Why won't the turtle push this log? (Call on a child. Idea: *It's not big, and it's not wet.*)

You're right. This log is not big and wet.

c. (Point to c.)

Is this log big? (Touch.) Yes.

Is this log wet? (Touch.) No.

So will the turtle push this log? (Touch.) No.

- Why won't the turtle push this log? (Call on a child. Idea: *It isn't wet.*)

You're right. This log is not wet.

3. Everybody, say the whole thing about what the turtle will do. (Signal.) *The turtle will push the log that is big and wet.*

Let's see if you are right.



4. Look at the picture. (Point.)

- Which log is the turtle pushing? (Call on a child. Idea: *The log that is big and wet.*)
You're right. The log that is big and wet.
- (Point to b.)
Why didn't the turtle push this log? (Call on a child. Idea: *It's not big, and it's not wet.*)
You're right. This log is not big, and it's not wet.
(Point to c.)
- Why didn't the turtle push this log? (Call on a child. Idea: *It's not wet.*)
You're right. This log is not wet.
- (Repeat part 4 until all children's responses are firm.)

5. We'll talk about the other logs.

- (Point to b.) Who is pushing this log?
(Touch.) *The bear.*
Say the whole thing about what the bear is doing. (Touch.) *The bear is pushing this log.*
- (Point to c.) Who is pushing this log?
(Touch.) *The goat.*
Say the whole thing about what the goat is doing. (Touch.) *The goat is pushing this log.*
- (Repeat part 5 until all children's responses are firm.)

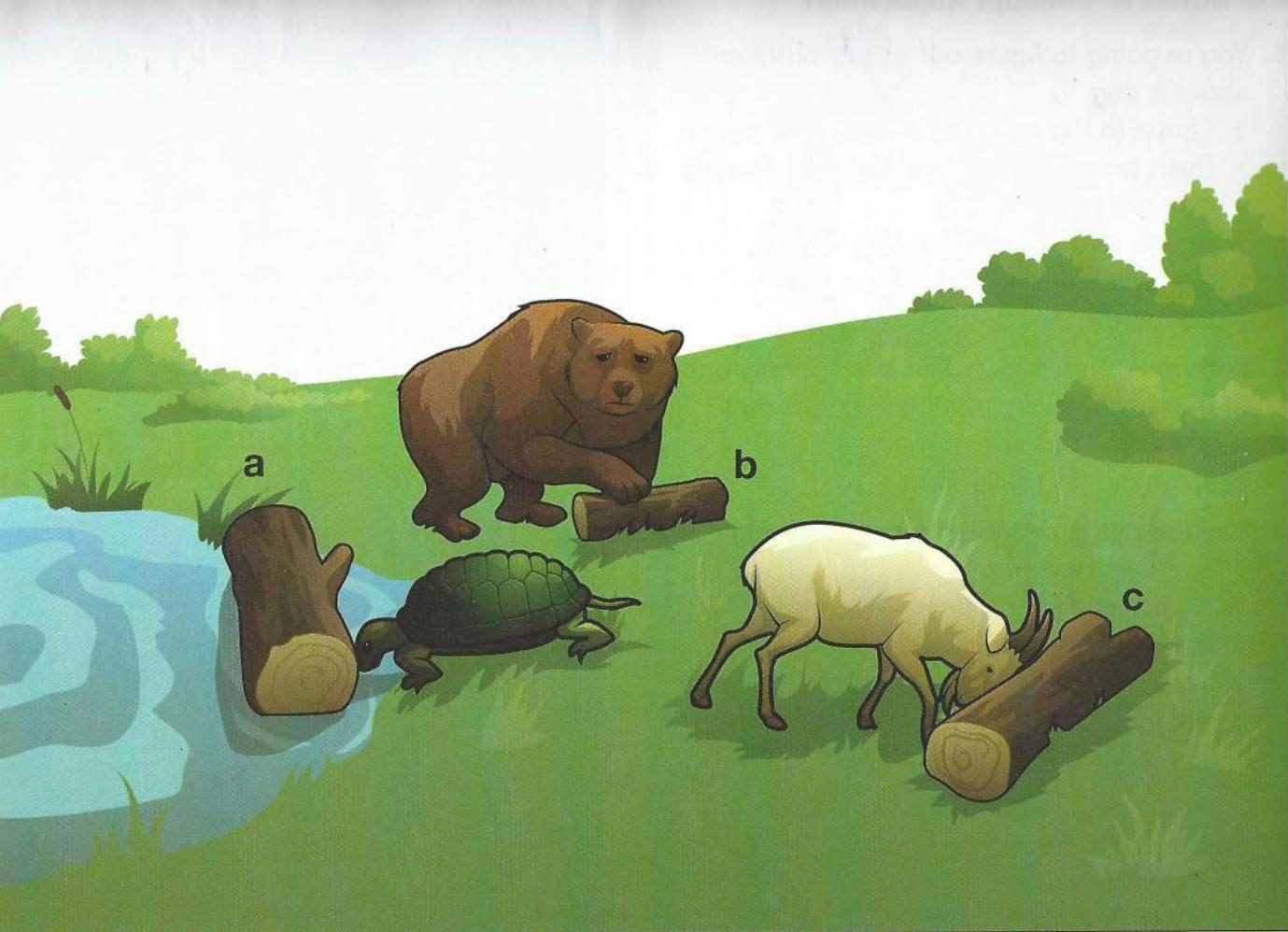
6. (Ask different children to answer the following questions.)

Do you think it is hard for the turtle to push its log? Tell why.

Do you think it is hard for the bear to push its log? Tell why.

Would it be hard for you to push a log? Tell why.

Would you use your head to push a log?

**Individual Turns**

(Repeat parts 4 and 5, calling on different children for each question.)

EXERCISE 8 Tense—Pictures

1. These pictures show what a girl did.

a. (Point to a.) What is the girl touching in this picture? (Touch.) *Her ankle.*

Say the whole thing about what she is touching. (Touch.) *She is touching her ankle.*

b. (Point to b.)

Look at what the girl is doing now. Is she touching her ankle? (Touch.) *No.*

What is she doing? (Touch.) *Waving.*

Yes, she is waving.

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

3. Listen.

- What did she do before she waved?

(Signal. Do not touch the picture.) *Touched her ankle.*

Yes, she touched her ankle.

Say the whole thing about what she did.

(Touch.) *She touched her ankle.*

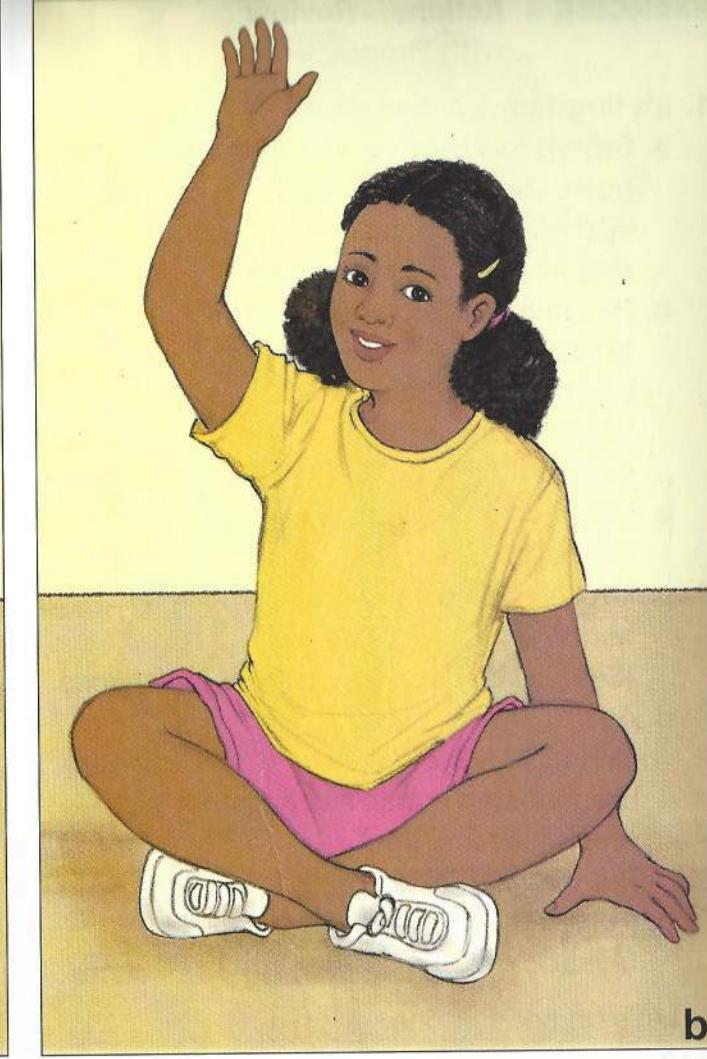
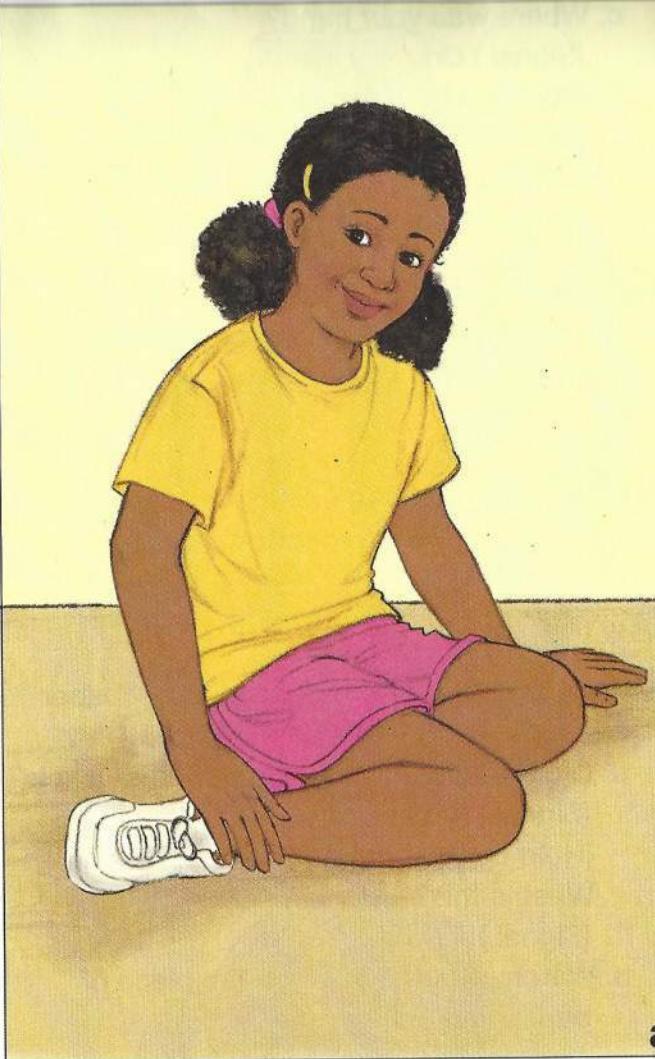
- (Point to b.)

Now say the whole thing about what she is doing in this picture. (Touch.) *She is waving.*

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

Individual Turns

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



EXERCISE 9 Classification – Clothing

1. Look at the objects on this page.

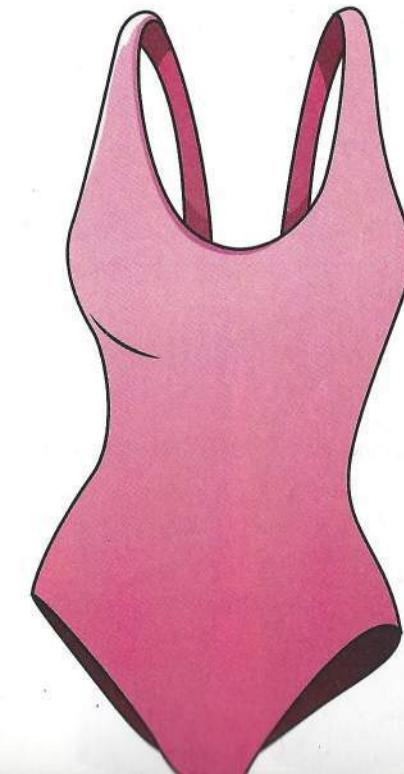
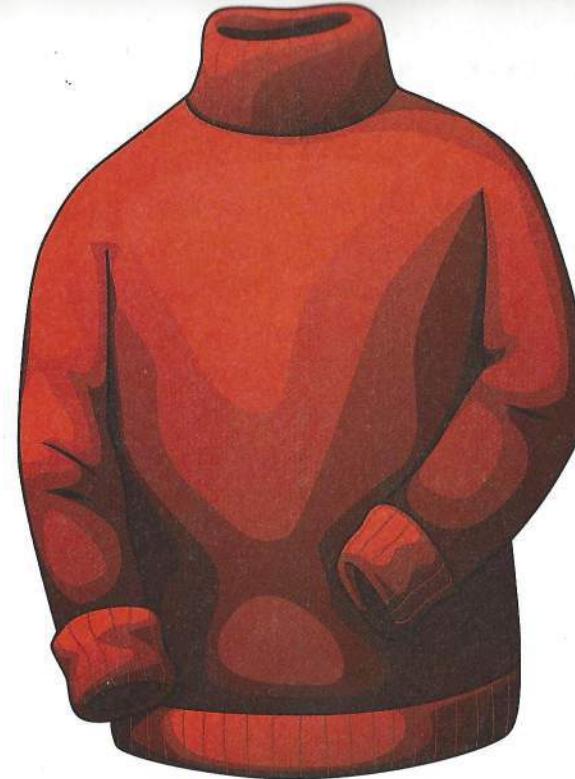
- (Point to the objects.) All of these objects are in the same class. What class is that? (Touch.) **Clothing**.
- (Point to each object and ask:) **What kind of clothing is this?** (Touch. Children are to answer a sweater, a dress, a coat, a bathing suit.)

2. Everybody, what's the rule about clothing?

(Signal.) If you can wear it, it's clothing.

3. Now let's look at the objects on the next page.

(Turn the page quickly.)



EXERCISE 9 Classification – Clothing (cont.)

4. We're going to talk about these objects.

a. (Point to a.)

- Can you wear this? (Touch.) Yes.
So what do you know about a shirt?
(Touch.) It's clothing.

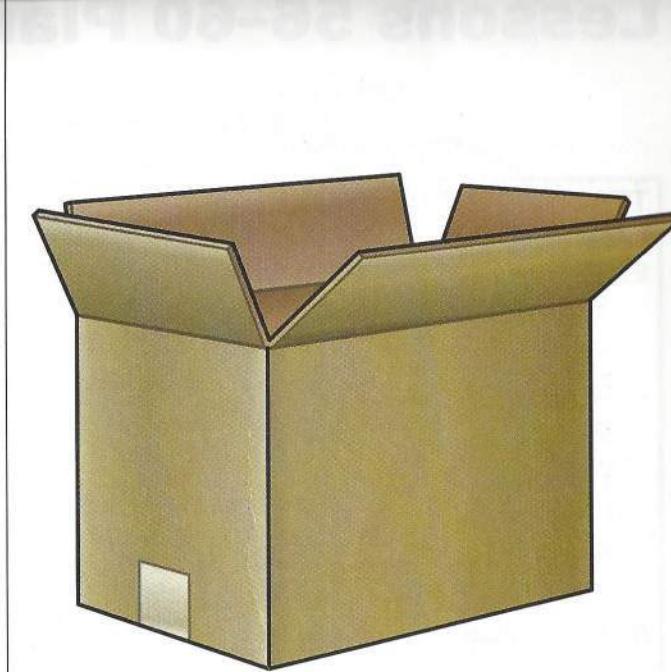


a

- What kind of clothing is it? (Touch.) A shirt.
Say the whole thing about this clothing.
(Touch.) This clothing is a shirt.

b. (Point to b.)

- Can you wear this? (Touch.) No.
So what do you know about a box?
(Touch.) It's not clothing.



b

- Say the whole thing about a box. (Touch.)
A box is not clothing.

c. (Point to c.)

- Can you wear this? (Touch.) No.
So what do you know about a book?
(Touch.) It's not clothing.



a

d. (Point to d.)

- Can you wear this? (Touch.) Yes.
So what do you know about a pair of
pants? (Touch.) It's clothing.

- What kind of clothing is it? (Touch.) A pair
of pants.
Say the whole thing about this clothing.
(Touch.) This clothing is a pair of pants.

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



EXERCISE 10 Part/Whole – Coat

[Note: You will need to hold up a coat in part 3, step c.]

1. Today we're going to learn some more parts of a coat.

a. (Circle the coat with your finger.)

Everybody, what is this? (Touch.) A coat.

Say the whole thing. (Touch.) This is a coat.

b. Your turn. See if you can remember these parts.

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

(Point to the front.) What is this part called?

(Pause. Touch.) A front.

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

(Point to the sleeves.) What are these parts called? (Pause. Touch.) Sleeves.

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

2. My turn. I'll name some more parts of a coat.

a. (Circle the coat with your finger.)

Everybody, what is this? (Touch.) A coat.

(Point to the pockets.) These are pockets.

(Point to the buttons.) These are buttons.

b. Your turn to tell me those parts.

(Point to the buttons.) What are these parts called? (Pause. Touch.) Buttons.

(Point to the pockets.) What are these parts called? (Pause. Touch.) Pockets.

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

3. Your turn. Name all the parts.

a. (Point to the sleeves.) What are these parts called? (Pause. Touch.) Sleeves.

(Point to the collar.) What is this part called? (Pause. Touch.) The collar.

(Point to the pockets.) What are these parts called? (Pause. Touch.) Pockets.



(Point to the front.) What is this part called?

(Pause. Touch.) The front.

(Point to the back.) What is this part called? (Pause. Touch.) The back.

(Point to the buttons.) What are these parts called? (Pause. Touch.) Buttons.

b. Sleeves, collar, pockets, front, back, and buttons are parts of . . . (touch) a coat.

Yes. And what's the whole object called?

c. (Hold up a coat.) Now let's name the parts of this coat. (Children are to name each part as you point to it.)

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

Individual Turns

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

LESSON 82

EXERCISE 1 Actions—Verb Tense/ Prepositions

1. It's time for an action game.

- a. Everybody, hold your hand **on** the floor.
(Signal. Wait.)

Where is your hand? (Signal.) *On the floor.*

- b. Hold your hand **over** the floor. (Signal.
Wait.)

Where is your hand now? (Signal.) *Over the
floor.*

Keep it there.

- c. Listen carefully. Where was your hand?
(Signal.) *On the floor.*

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

Again. (Signal.) *My hand was on the floor.*

- d. Say the whole thing about where your
hand is now. (Signal.) *My hand is over the
floor.*

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

2. Let's do another one.

- a. Everybody, put your hand **in** back of your
chair. (Signal. Wait.)

Where is your hand? (Signal.) *In back of my
chair.*

Say the whole thing. (Signal.) *My hand is in
back of my chair.*

- b. Everybody, put your hand **in** front of your
chair. (Signal. Wait.)

Where is your hand now? (Signal.) *In front
of my chair.*

Keep it there.

- c. Listen. Where was your hand? (Signal.) *In
back of my chair.*

Say the whole thing about where your

- d. Say the whole thing about where your
hand is now. (Signal.) *My hand is in front of
my chair.*
- e. (Repeat part 2 until all children's responses
are firm.)

Individual Turns

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

EXERCISE 2 Common Information

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

- a. What do we call a person who puts out
fires? (Signal.) *A firefighter.*

Say the whole thing about a firefighter.
(Signal.) *A firefighter is a person who puts
out fires.*

- b. 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.

- c. 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.

- d. What do we call a place with lots of
people? (Signal.) *A city.*

Say the whole thing about a city. (Signal.)
A city is a place with lots of people.

- e. 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.*

- f. What do we call a person who teaches
children? (Signal.) *A teacher.*
Say the whole thing about a teacher.
(Signal.) *A teacher is a person who teaches
children.*

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

Individual Turns

(Repeat part 1, calling on different children for
each step.)

EXERCISE 3 Materials

1. Think of things that are made of wood. Let's see who can name at least three things made of wood.

(Call on different children to name objects
made of wood. 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.)

3. Think of things that are made of plastic. Let's see who can name at least three things made of plastic.

(Call on different children to name objects
made of plastic. Each child should name at
least three things.)

EXERCISE 4 Opposites—Review

We're going to play a word game.

- a. Listen. I'm thinking about an alligator that is not young. It's not young. So what do you know about it? (Pause. Signal.) *It's old.*
- b. Listen. I'm thinking of umbrellas that are not dry. They're not dry. So what do you know about them? (Pause. Signal.) *They're wet.*
- c. Listen. I'm thinking of a glass that is not full. It's not full. So what do you know about it? (Pause. Signal.) *It's empty.*
- d. (Repeat the exercise until all children's responses are firm.)

Individual Turns

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

EXERCISE 5 Actions—And

1. It's time for some actions.

- a. Everybody, stand up, and touch your chest. Get ready. (Signal. Wait.) *What are you doing?* (Signal.) *Standing up and touching my chest.*
- b. Say the whole thing. (Signal.) *I am standing up and touching my chest.* (Repeat step b until all children's responses are firm.)
- c. Everybody, sit down, and hold up your thumb. Get ready. (Signal. Wait.) *What are you doing?* (Signal.) *Sitting down and holding up my thumb.*
- d. Say the whole thing. (Signal.) *I am sitting down and holding up my thumb.* (Repeat step d 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 6 Classification—Containers

1. We're going to play a game about containers.

- a. Tell me the rule about containers. Get ready. (Signal.) *If you put things in it, it's a container.*
- b. Listen. I'm going to name some containers, but don't let me fool you. If I name something that is a container, you say yes. If I name something that is not a container, you say not a container.
- c. What are you going to say if it is a container? (Signal.) Yes. What are you going to say if it is not a container? (Signal.) Not a container.

2. Don't let me fool you.

- a. Listen. (Pause.) Basket. (Signal.) Yes. Bowl. (Signal.) Yes. Cup. (Signal.) Yes. Pancakes. (Signal.) Not a container. Why did you say not a container? (Signal.) Because pancakes are not containers.
 - b. Listen. (Pause.) Pitcher. (Signal.) Yes. Jar. (Signal.) Yes. Book. (Signal.) Not a container. Why did you say not a container? (Signal.) Because a book is not a container.
 - c. Listen. (Pause.) Drawer. (Signal.) Yes. Glass. (Signal.) Yes. Package. (Signal.) Yes. Door. (Signal.) No. Why did you say not a container? (Signal.) Because a door is not a container.
 - d. Listen. (Pause.) Basket. (Signal.) Yes. Box. (Signal.) Yes. Lion. (Signal.) Not a container. Why did you say not a container? (Signal.) Because a lion is not a container.
3. (Repeat part 2 until all children's responses are firm.)

EXERCISE 7 Concept Application

Look at the picture. Only one of these women will lift the rug.

1. Listen. The woman wearing glasses and pants will lift the rug. Which woman will lift the rug? (Signal. Respond with children.) *The woman wearing glasses and pants.*

Say the whole thing about the woman wearing glasses and pants. (Signal.) *The woman wearing glasses and pants will lift the rug.* (Repeat part 1 until children can make the statement.)

2. We'll talk about each woman.

- a. (Point to a.)

Is this woman wearing pants? (Touch.) No.
Is this woman wearing glasses? (Touch.)
No.

- So will this woman lift the rug? (Touch.) No.
Why won't this woman lift the rug? (Call on a child. Idea: *She is not wearing glasses and pants.*)

You're right. This woman is not wearing glasses and pants.

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

- b. (Point to b.)

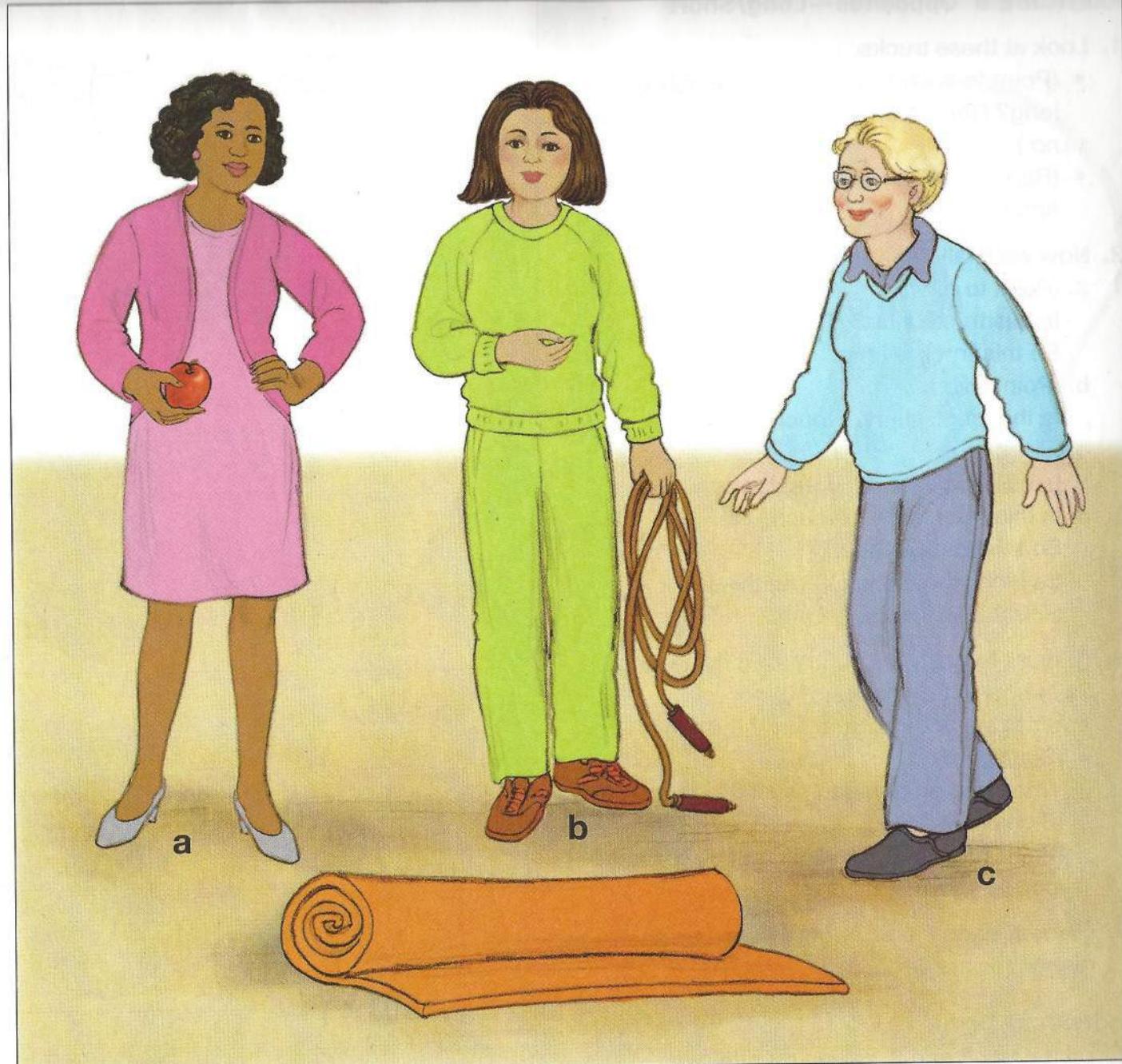
Is this woman wearing pants? (Touch.) Yes.
Is this woman wearing glasses? (Touch.)
No.

- So will this woman lift the rug? (Touch.) No.
Why won't this woman lift the rug? (Call on a child. Idea: *She is not wearing glasses.*)
You're right. This woman is not wearing glasses.

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

- c. (Point to c.)

Is this woman wearing pants? (Touch.) Yes.
Is this woman wearing glasses? (Touch.)



- So will this woman lift the rug? (Touch.)
Yes.

How do you know this woman will lift the rug? (Call on a child. Idea: *She is wearing glasses and pants.*)

You're right. This woman is wearing glasses and pants.

3. Everybody, say the whole thing about the woman wearing glasses and pants. (Signal.) *The woman who is wearing glasses and pants will lift the rug.*

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

4. Look at the picture. (Point.)

- Which woman lifted the rug? (Call on a child. Idea: *The woman wearing glasses and pants.*)

You're right. The woman wearing glasses and pants lifted the rug.

- (Point to a.)

Why didn't this woman lift the rug? (Call on a child. Idea: *She is not wearing glasses. She is not wearing pants.*)

You're right. This woman is not wearing glasses, and she is not wearing pants.

- (Point to b.)

Why didn't this woman lift the rug? (Call on a child. Idea: *She is not wearing glasses.*)

You're right. This woman is not wearing glasses.

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

5. We'll talk some more about the women.

- (Point to a.) What is this woman doing? (Touch.) *Eating an apple.*

Say the whole thing about what this woman is doing. (Touch.) *This woman is eating an apple.*

- (Point to b.) What is this woman doing? (Touch.) *Jumping rope.*

Say the whole thing about what this woman is doing. (Touch.) *This woman is jumping rope.*

6. (Ask different children to answer the following questions.)

Can you pick up a rug?

When do you like to jump rope?

Do you think the woman jumping rope is having fun?

When do you like to eat an apple?



Individual Turns

(Repeat parts 4 and 5, calling on different

EXERCISE 8 Tense—Pictures

1. These pictures show what a man did.

- a. (Point to a.) What is the man pointing to in this picture? (Touch.) *A baby.*
Say the whole thing about what he is doing. (Touch.) *He is pointing to a baby.*

b. (Point to b.)

Look at what the man is doing now. Is he pointing to the baby? (Touch.) *No.*
What is he doing? (Touch.) *Pointing to the chair.*
Yes, he is pointing to the chair.

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

3. Listen.

- What did he do before he pointed to the chair? (Signal. Do not touch the picture.)
Pointed to the baby.

Yes, he pointed to the baby.

Say the whole thing about what he did.
(Touch.) *He pointed to the baby.*

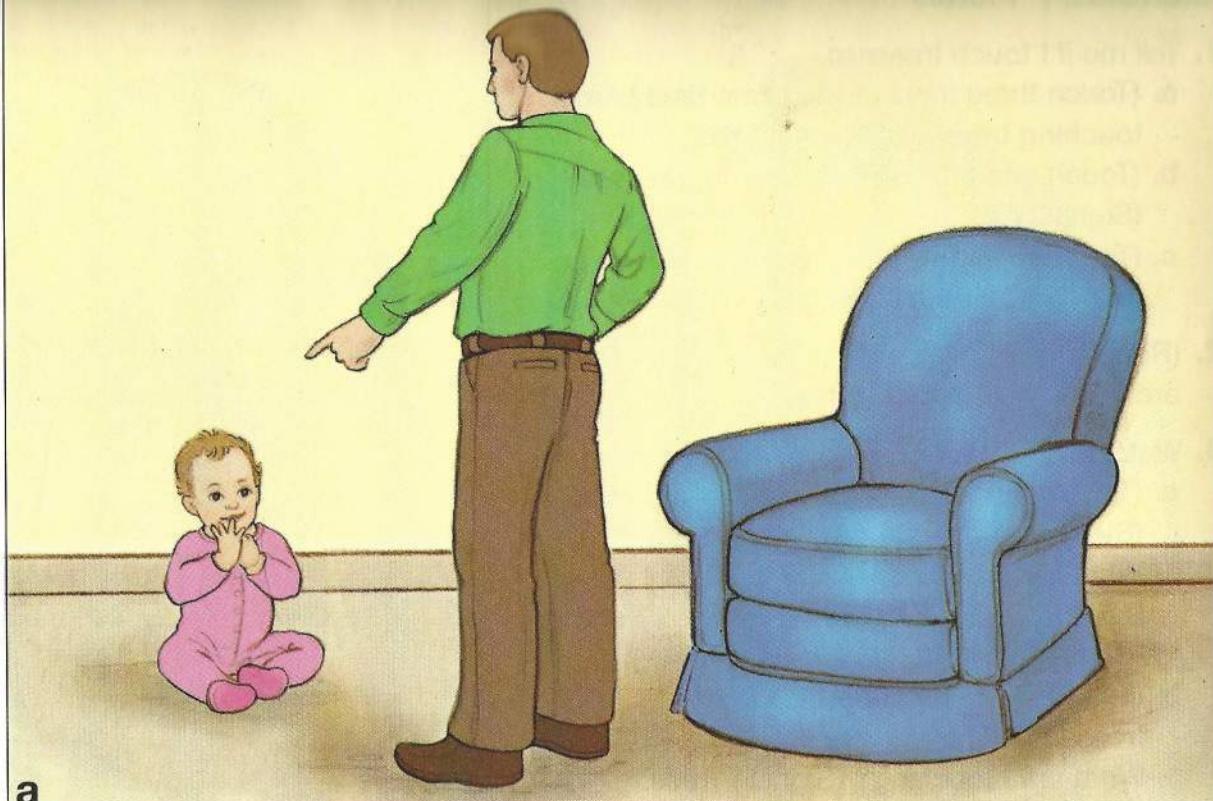
- (Point to b.)

Now say the whole thing about what he is doing in this picture. (Touch.) *He is pointing to the chair.*

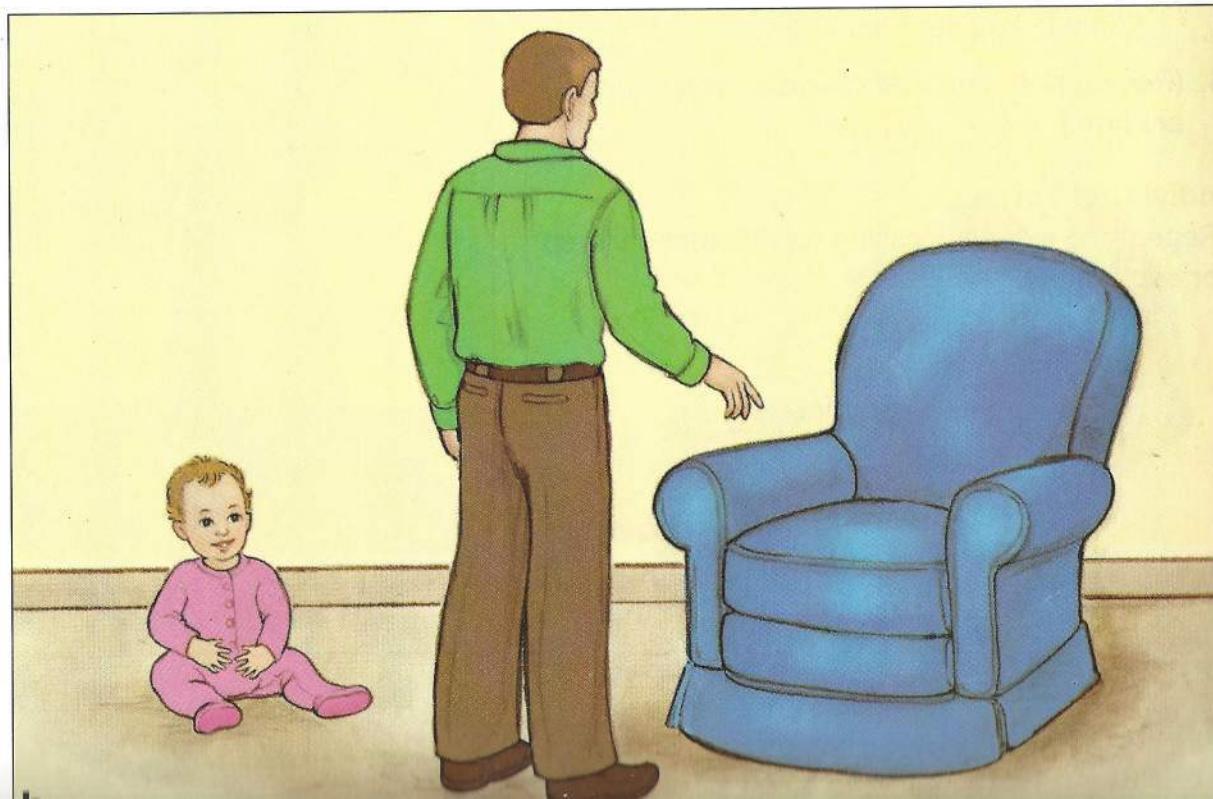
4. (Repeat part 3 until all children's responses are firm.)

Individual Turns

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



a



EXERCISE 3 Classification—Clothing

1. Look at the objects on this page.

- (Point to the objects.) All of these objects are in the same class. What class is that? (Touch.) *Clothing*.
- (Point to each object, and ask:) What kind of clothing is this? (Touch. Children are to answer *a coat*, *a sweater*, *a hat*, *a shoe*.)

2. Everybody, what's the rule about clothing?

(Signal.) If you can wear it, it's clothing.

3. Now let's look at the objects on the next page.

(Turn the page quickly.)



EXERCISE 9 Classification – Clothing (cont.)

4. We're going to talk about these objects.

a. (Point to a.)

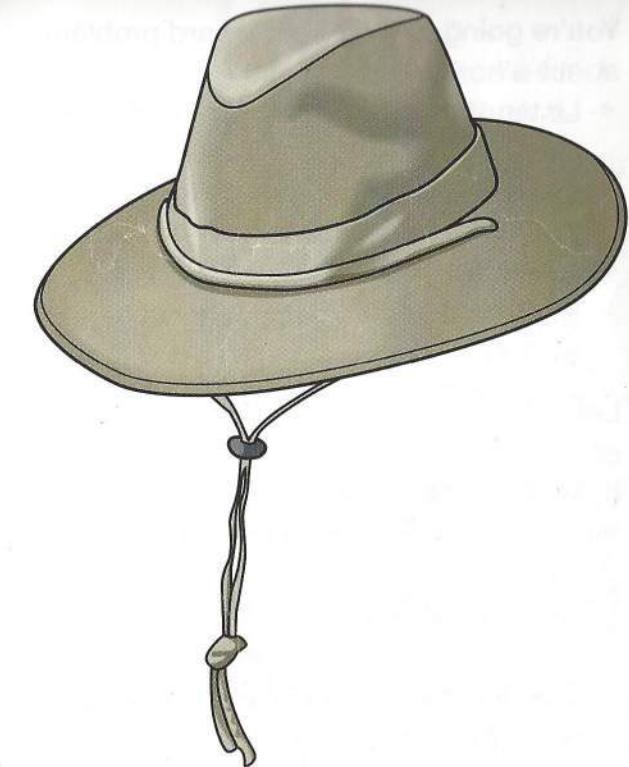
- Can you wear this? (Touch.) No.
So what do you know about a table?
(Touch.) It's not clothing.



a

b. (Point to b.)

- Can you wear this? (Touch.) Yes.
So what do you know about a hat? (Touch.)
It's clothing.



b

c. (Point to c.)

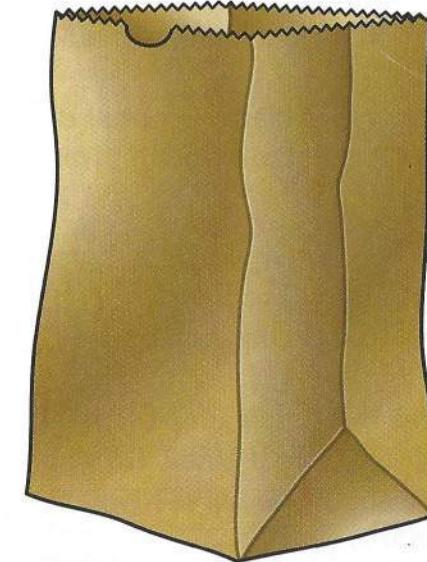
- Can you wear this? (Touch.) Yes.
So what do you know about a dress?
(Touch.) It's clothing.
- What kind of clothing is it? (Touch.)
A dress.
Say the whole thing about this clothing.
(Touch.) This clothing is a dress.



a

d. (Point to d.)

- Can you can wear this? (Touch.) No.
So what do you know about a bag?
(Touch.) It's not clothing.
- Say the whole thing about a bag. (Touch.)
A bag is not clothing.
- (Repeat step d until all children's
responses are firm.)



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

EXERCISE 10 Part/Whole—Coat

1. Today we're going to do the parts of a coat again.
 - a. (Circle the coat with your finger.)
Everybody, what is this? (Touch.) A coat.
 - b. Get ready to tell me the parts of a coat.
(Point to the front.) What is this part called?
(Pause. Touch.) A front.
(Point to the buttons.) What are these parts called? (Pause. Touch.) Buttons.
(Point to the collar.) What is this part called? (Pause. Touch.) A collar.
(Point to the back.) What is this part called? (Pause. Touch.) A back.
(Point to the pockets.) What are these parts called? (Pause. Touch.) Pockets.
(Point to the sleeves.) What are these parts called? (Pause. Touch.) Sleeves.
 - c. (Repeat step b until all children's responses are firm.)
2. Listen.
 - a. (Point to the front.) A coat has . . .
(touch) a front.
(Point to the buttons.) A coat has . . .
(touch) buttons.
(Point to the collar.) A coat has . . .
(touch) a collar.
(Point to the back.) A coat has . . .
(touch) a back.
(Point to the pockets.) A coat has . . .
(touch) pockets.
(Point to the sleeves.) A coat has . . .
(touch) sleeves.
 - b. (Circle the coat.) What's the whole object called? (Touch.) A coat.
c. (Repeat part 3 until all children's responses are firm.)
3. Get ready to tell me the parts of a coat. Say the whole thing.



- a. (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.)
- b. (Circle the coat.) What's the whole object called? (Touch.) A coat.
c. (Repeat part 3 until all children's responses are firm.)
4. (Call on different children.) What do we usually do with a coat? (Touch. Praise reasonable responses.)

Individual Turns

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

**EXERCISE 1 Actions—Review****1.** It's time for an action game.

- a. Everybody, touch your elbows. (Signal.)

Wait.)

What are you doing? (Signal.) Touching my elbows.

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

- b. Everybody, touch your elbow. (Signal.)

Wait.)

What are you doing? (Signal.) Touching my elbow.

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

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

2. Let's do another one.

- a. (Call on two children.) _____ and _____, touch a chair.

Everybody, what are they doing? (Signal.)

Touching a chair.

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

- b. _____ and _____, touch the floor.

Keep touching it.

Everybody, what are they doing? (Signal.)

Touching the floor.

- c. Everybody, what were they doing? (Signal.)

Touching a chair.

Say the whole thing about what they were doing. (Signal.) They were touching a chair.

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

EXERCISE 2 Information and Days of the Week**1.** Let's see how much you know.

- a. What's the name of the school you go to? (Signal. Wait.)

What's the name of the city you live in?

(Signal. Wait.)

What's the name of the state you live in?

(Signal. Wait.)

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

- b. How many days are there in a week?

(Signal.) Seven.

Say the days of the week. (Signal.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

- c. Everybody, today is _____.

What day is today? (Pause. Signal. Wait.)

So what day will tomorrow be? (Pause. Signal. Wait.)

- 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 Common Information****1.** Let's see how much information you remember.

- a. 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.

- b. What do we call a person who puts out fires? (Signal.) A firefighter.

Say the whole thing about a firefighter.

(Signal.) A firefighter is a person who puts out fires.

- c. What do we call a person who fixes teeth? (Signal.) A dentist.

Say the whole thing about a dentist.

(Signal.) A dentist is a person who fixes teeth.

2. (Repeat part 1 until all children can make the statements.)**3.** Get ready for some new information.

- a. Listen: Earth is the planet we live on. What do we call the planet we live on? (Signal.) Earth.

Say the whole thing about Earth. (Signal.) Earth is the planet we live on.

- b. (Repeat step a until all children can make the statement. Then say:) I'll turn the page, and we'll see a picture that shows part of planet Earth.

(Turn the page quickly.)

Individual Turns

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

4. (Show the picture to children.)

- a. This picture is what the planet we live on looks like from far, far away. Earth is round, like a ball. What shape is Earth? (Signal.)

Round.

- b. Part of Earth is dry land. Part of Earth is covered with water. That part is the ocean. (Call on a child.) Which part of Earth do we live on, the land or the ocean?



Look at the picture. The boy will ride only one of these horses.

1. Listen. The boy will ride the horse with long ears and a long tail. Which horse will the boy ride? (Signal. Respond with children.) *The horse with long ears and a long tail.*

Say the whole thing about the horse the boy will ride. (Signal.) *The boy will ride the horse with long ears and a long tail.*

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

2. We'll talk about each horse.

a. (Point to a.)

Does this horse have long ears? (Touch.)

Yes.

Does this horse have a long tail? (Touch.)

No.

- So will the boy ride this horse? (Touch.) No. Why won't the boy ride this horse? (Call on a child. Idea: *It doesn't have a long tail.*) You're right. This horse doesn't have a long tail.

b. (Point to b.)

Does this horse have long ears? (Touch.)

No.

Does this horse have a long tail? (Touch.)

Yes.

- So will the boy ride this horse? (Touch.) No. Why won't the boy ride this horse? (Call on a child. Idea: *It doesn't have long ears.*) You're right. This horse doesn't have long ears.

c. (Point to c.)

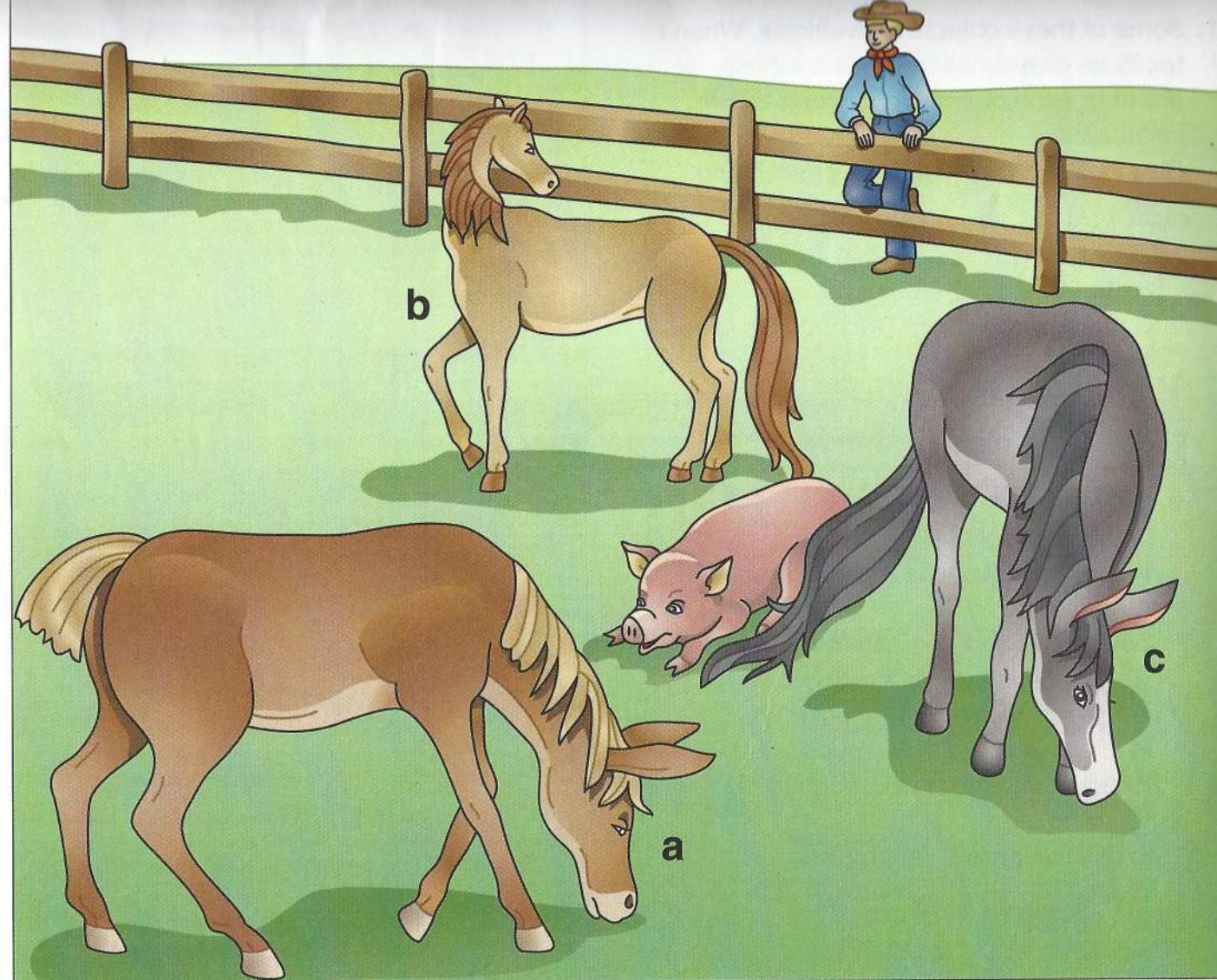
Does this horse have long ears? (Touch.)

Yes.

Does this horse have a long tail? (Touch.)

Yes.

- So will the boy ride this horse? (Touch.) Yes.



How do you know the boy will ride this horse? (Call on a child. Idea: *It has long ears and a long tail.*)

You're right. This horse has long ears and a long tail.

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

4. Everybody, say the whole thing about the horse the boy will ride. (Signal.) *The boy will ride the horse with long ears and a long tail.* Let's see if you are right. (Turn the page quickly.)

5. Look at the picture. (Point.)

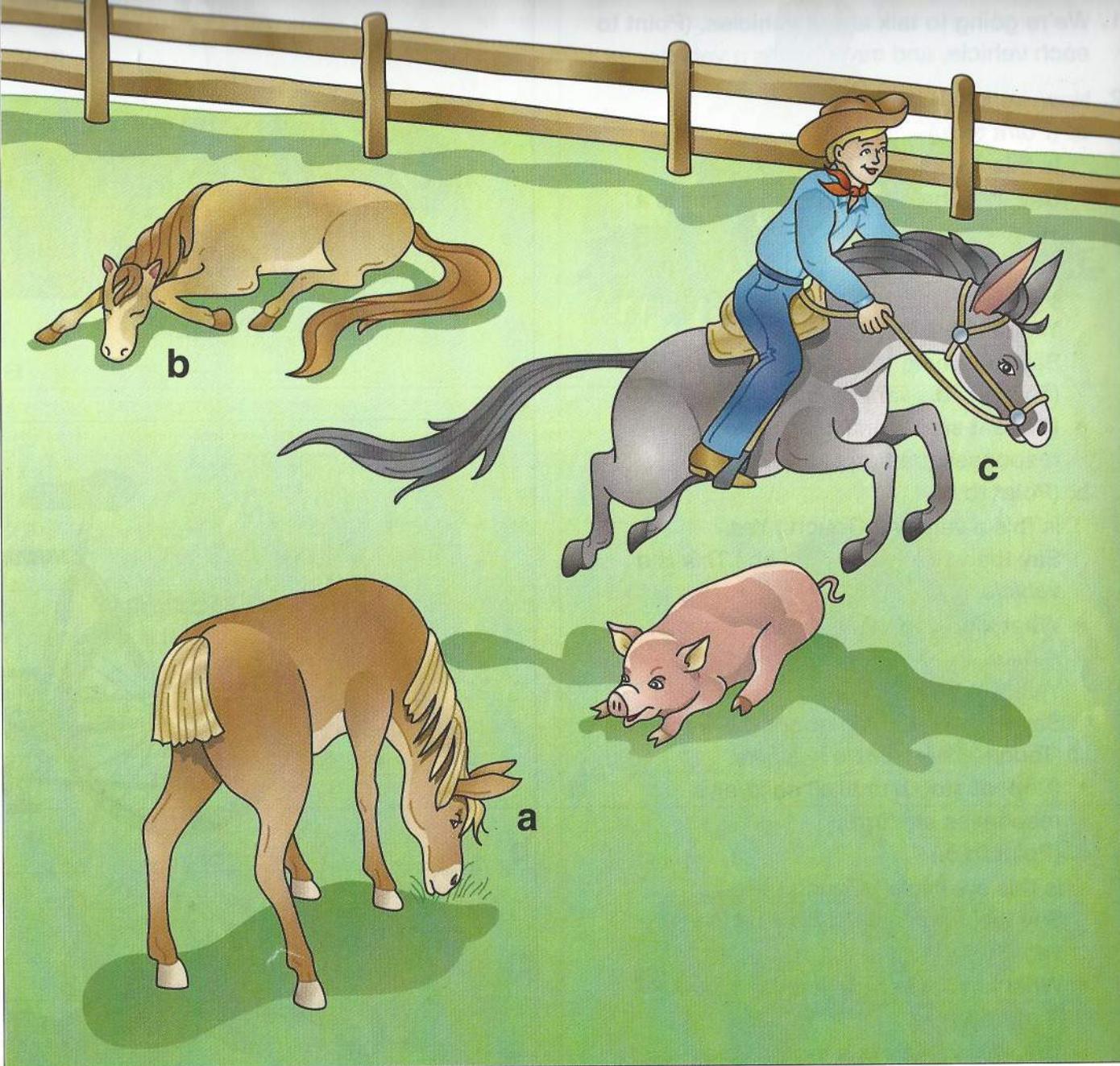
- Which horse is the boy riding? (Call on a child. Idea: *The horse with long ears and a long tail.*)
- (Point to a.) Why isn't the boy riding this horse? (Call on a child. Idea: *It doesn't have a long tail.*) (Point to b.)
- Why isn't the boy riding this horse? (Call on a child. Idea: *It doesn't have long ears.*)
- (Repeat part 5 until all children's responses are firm.)

6. We'll talk some more about these horses.

- (Point to a.) What is this horse doing? (Touch.) *Eating grass.*
Say the whole thing about what this horse is doing. (Touch.) *This horse is eating grass.*
- (Point to c.) What is this horse jumping over? (Touch.) *A pig.*
Say the whole thing about what this horse is doing. (Touch.) *This horse is jumping over a pig.*
- (Point to b.) What is this horse doing? (Touch.) *Sleeping.*
Say the whole thing about what this horse is doing. (Touch.) *This horse is sleeping.*

7. (Ask different children to answer the following questions.)

- Which horse would you like to ride?
Do you think the pig is afraid? Tell why.
Do you think the boy likes riding the horse?
Would you like to ride the pig? Tell why.
Do you think the pig would like you to ride on him?



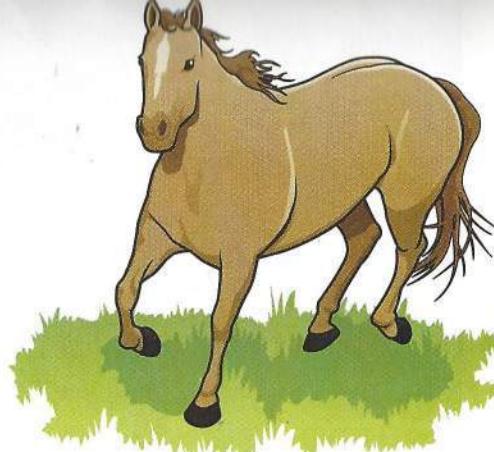
Individual Turns

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

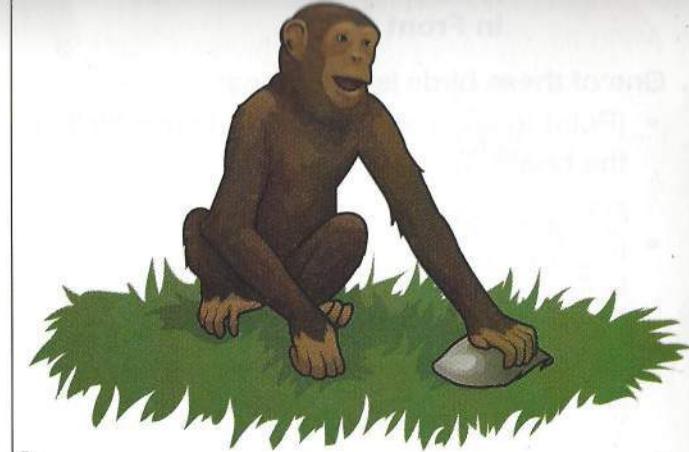
1. We're going to talk about animals.
- (Point to a.) This is an animal.
 - (Point to b.) This is an animal.
 - (Point to c.) This is not an animal.
 - (Point to d.) This is an animal.
 - (Point to e.) This is an animal.
 - (Point to f.) This is an animal.

2. Get ready to tell me which objects are animals. (Point to each object and ask:) Is this an animal? (Touch. Children answer yes or no.)

3. Now let's look at some more animals.
(Turn the page quickly.)



a



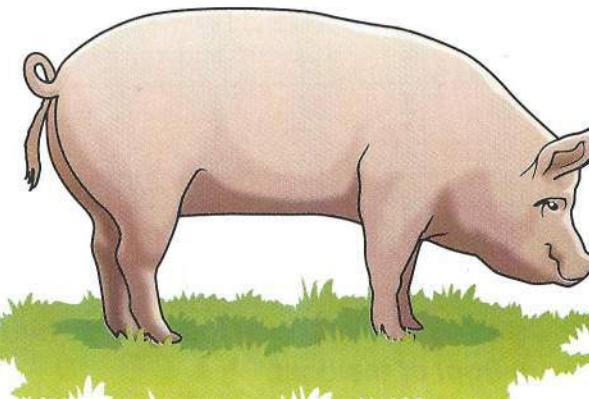
b



c



d



e



f

CORRECTIONS

EXERCISE 5

Error

(Children name the animal.)

Correction

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

But it's also an animal or

But it's not an animal.

2. (Repeat parts 1 and 2 of the exercise.)

4. (Point to each animal, and say:) This is an animal.

a. (Point to a.)

• Is this an animal? (Touch.) Yes.

Say the whole thing. (Touch.) *This is an animal.*

• What kind of animal is it? (Touch.)

A sheep.

Yes, this animal is a sheep.

• Say the whole thing about this animal.

(Touch.) *This animal is a sheep.*

b. (Point to b.)

• Is this an animal? (Touch.) Yes.

Say the whole thing. (Touch.) *This is an animal.*

• What kind of animal is it? (Touch.) *A rabbit.*

Yes, this animal is a rabbit.

• Say the whole thing about this animal.

(Touch.) *This animal is a rabbit.*

c. (Point to c.)

• Is this an animal? (Touch.) Yes.

Say the whole thing. (Touch.) *This is an animal.*

• What kind of animal is it? (Touch.) *A tiger.*

Yes, this animal is a tiger.

• Say the whole thing about this animal.

(Touch.) *This animal is a tiger.*

d. (Point to d.)

• Is this an animal? (Touch.) Yes.

Say the whole thing. (Touch.) *This is an animal.*

• What kind of animal is it? (Touch.)

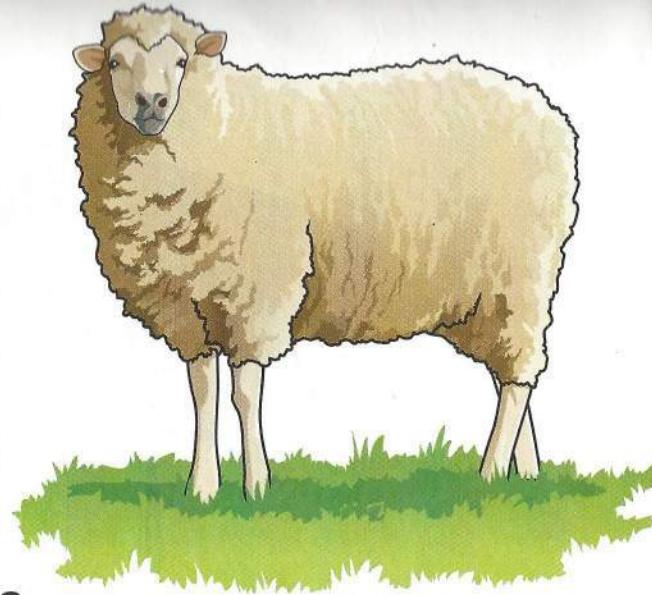
An elephant.

Yes, this animal is an elephant.

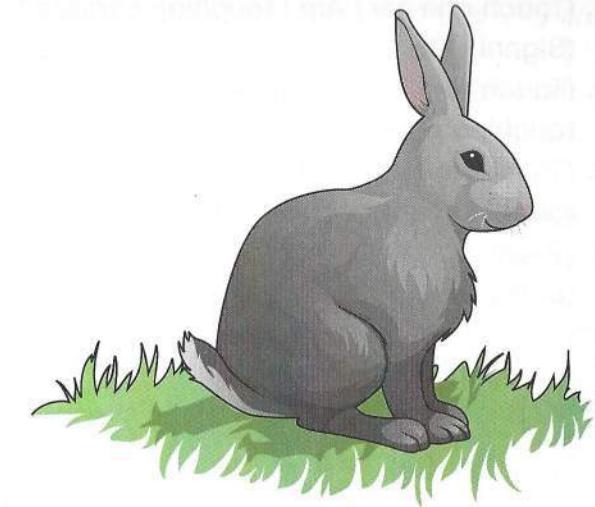
• Say the whole thing about this animal.

(Touch.) *This animal is an elephant.*

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



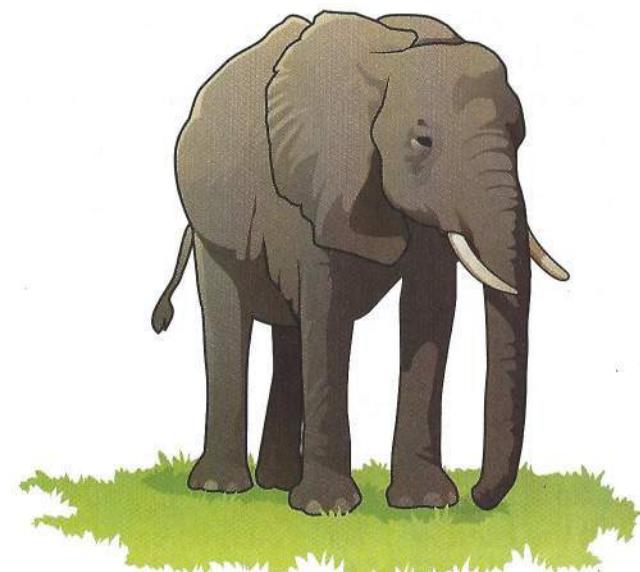
a



b



c



d

EXERCISE 6 Tense—Pictures

1. These pictures show what a boy did.

a. (Point to a.)

What is the boy washing in this picture?

(Touch.) The dog.

Say the whole thing about what he is doing. (Touch.) He is washing the dog.

b. (Point to b.)

Look at what the boy is doing now.

Is he washing the dog? (Touch.) No.

What is he doing? (Touch.) Washing the floor.

Yes, he is washing the floor.

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

3. Listen.

- What did he do before he washed the floor? (Signal. Do not touch the picture.)

Washed the dog.

Yes, he washed the dog.

Say the whole thing about what he did.

(Touch.) He washed the dog.

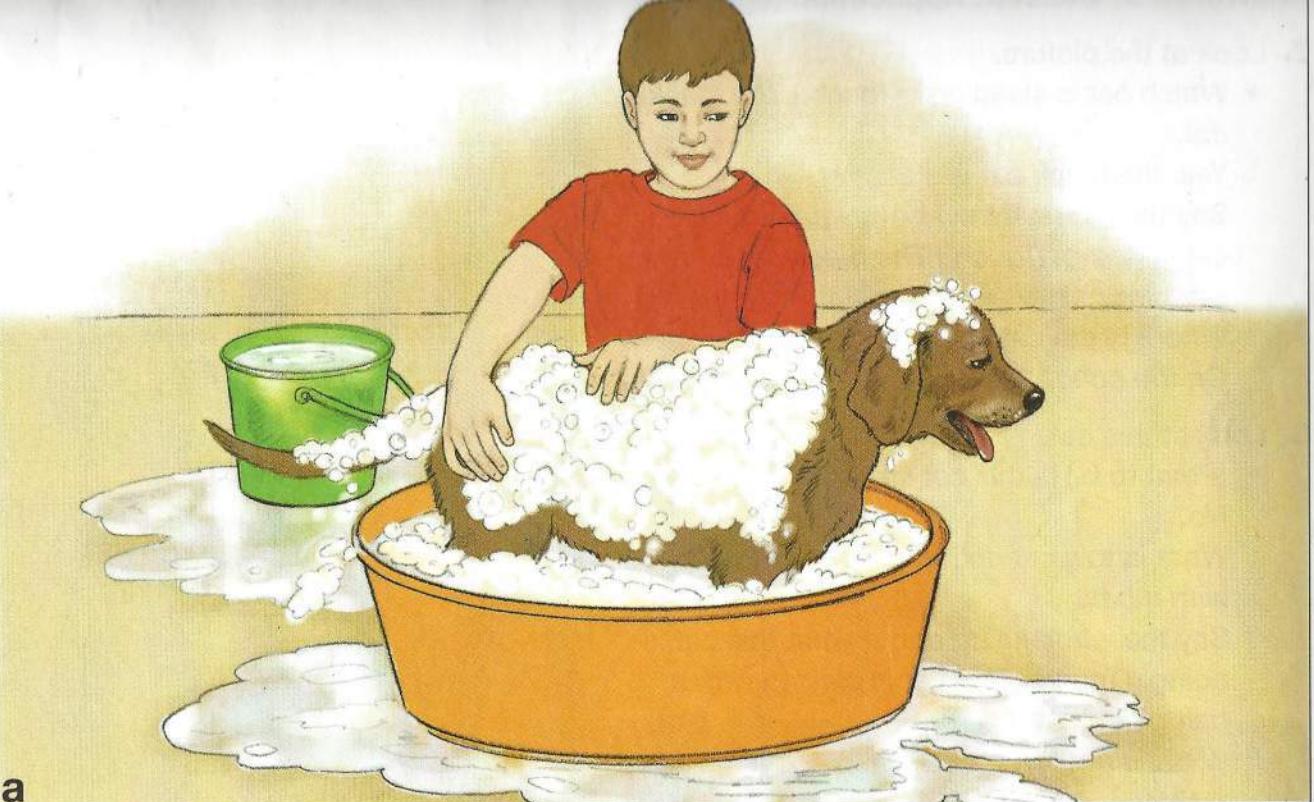
• (Point to b.)

Now say the whole thing about what he is doing in this picture. (Touch.) He is washing the floor.

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

Individual Turns

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



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

1. Get ready to tell me the parts of a flower. Say the whole thing.

a. (Point to the stem. Pause. Touch.) A flower has a stem.

(Point to the petals. Pause. Touch.)

A flower has petals.

(Point to the roots. Pause. Touch.) A flower has roots.

(Point to the leaves. Pause. Touch.)

A flower has leaves.

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

c. (Circle the flower.) And what's the whole object called? (Touch.) A flower.

d. What do we usually do with a flower?

(Touch. Praise reasonable responses.)

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

a. (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.

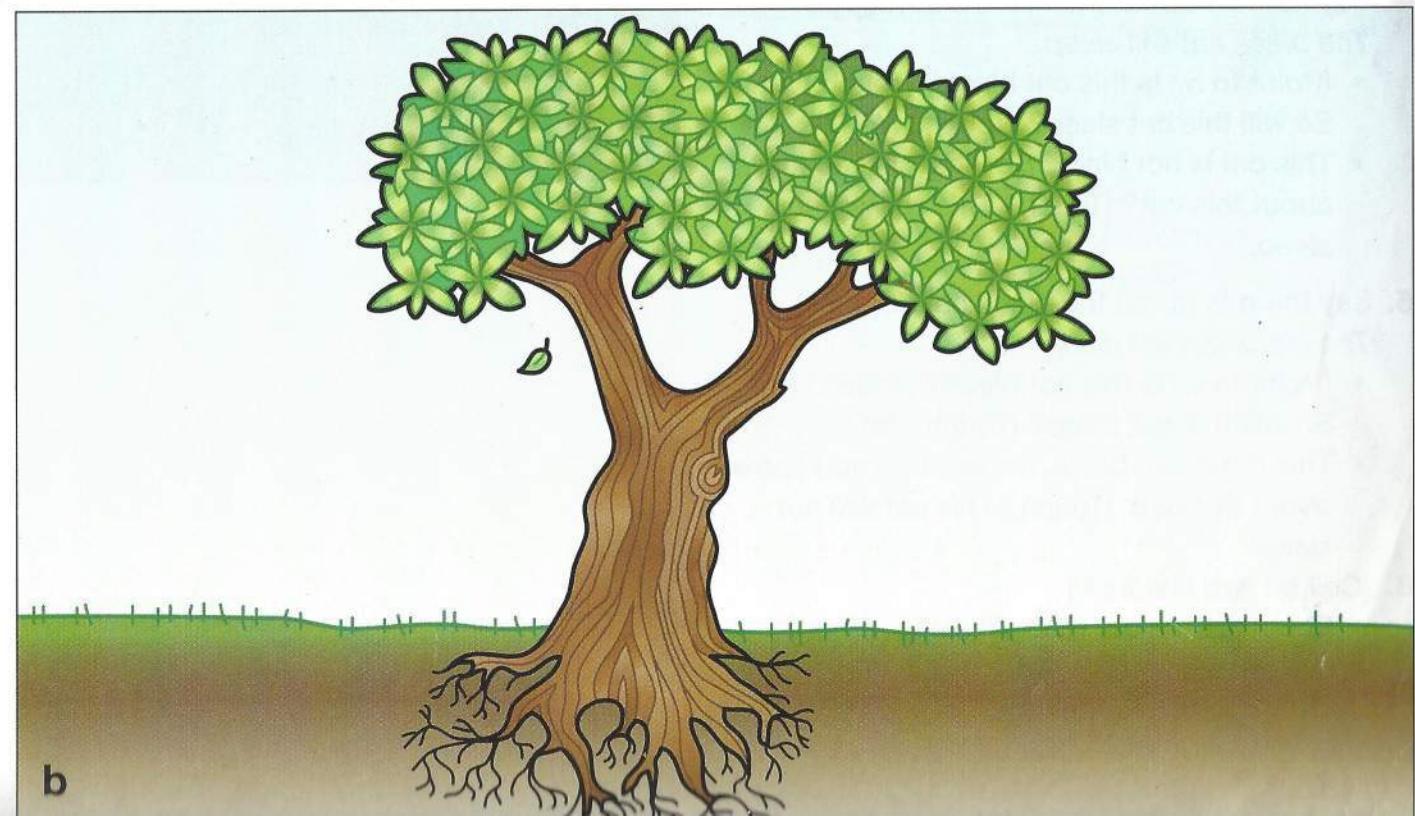
(Point to the roots. Pause. Touch.) A tree has roots.

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

c. (Circle the tree.) And what's the whole object called? (Touch.) A tree.

Individual Turns

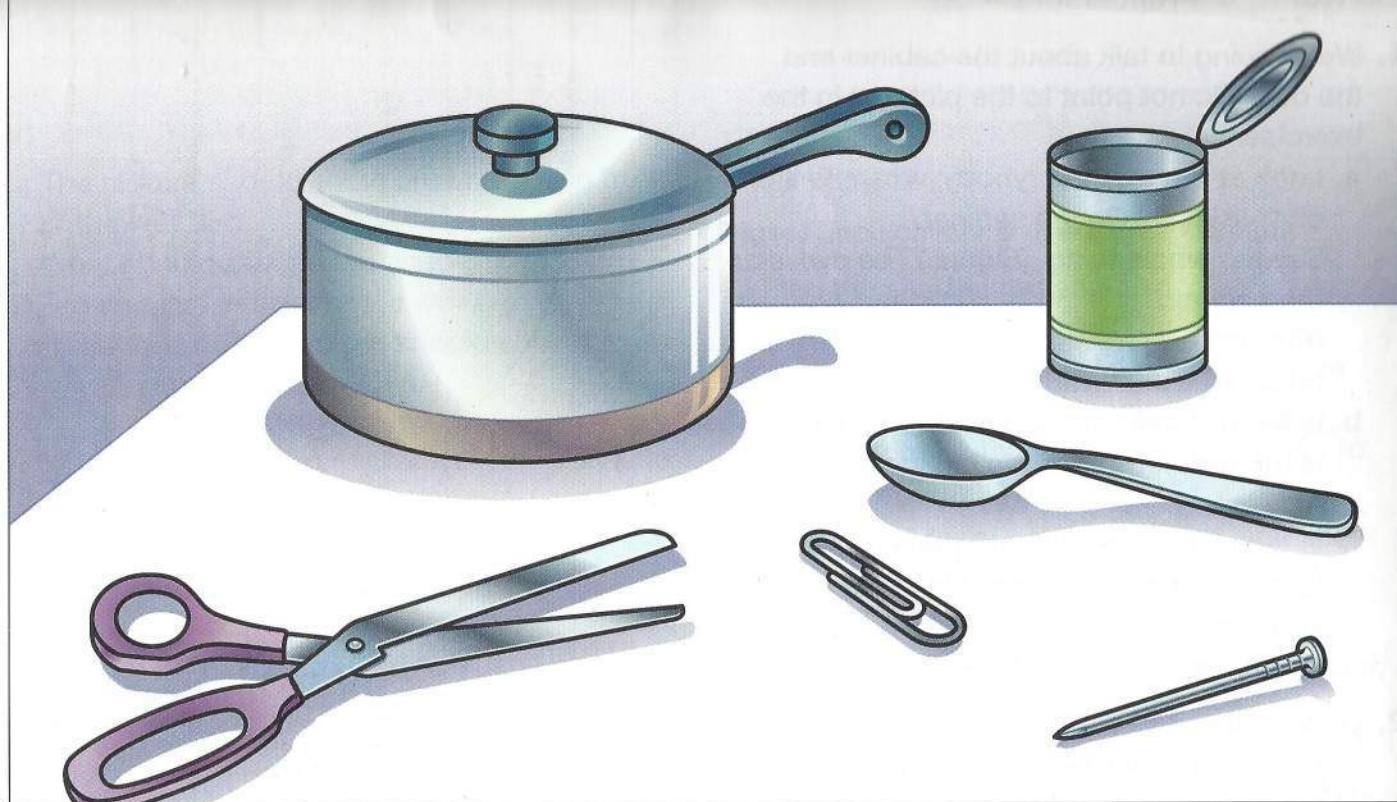
(Repeat the exercise, calling on different children for each step.)



EXERCISE 8 Materials—Metal

Look at the objects in this picture. All of these objects are made of metal.

1. When I touch each object, you name it.
(Point to each object. Children are to respond a pot, a can, scissors, a paper clip, a spoon, a nail.)
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 metal.
(Call on three or four children to name objects made of metal. Each child should name at least three things.)
4. Can anyone think of anything else made of metal? (Accept all good answers.)



**EXERCISE 1 Actions—Verb Tense****1. It's time for an action game.**

a. Everybody, smile. (Signal. Wait.)

What are you doing? (Signal.) *Smiling.*Say the whole thing. (Signal.) *I am smiling.*

b. Everybody, frown. (Signal. Wait.)

What are you doing? (Signal.) *Frowning.*Say the whole thing. (Signal.) *I am frowning.*

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

2. Let's try a harder one.

a. Everybody, we are going to stand up. Get ready. (Signal. You stand up with children.)

What are we doing? (Signal.) *Standing up.*

b. Everybody, sit down. (Signal. You sit down with children.)

What are we doing? (Signal.) *Sitting down.*

c. Are we standing up? (Signal.) No.

Were we standing up? (Signal.) Yes.

Say the whole thing about what we were doing. (Signal.) *We were standing up.* ●**3. Let's do another one.**

a. Everybody, what are we doing? (Signal.)

Sitting down.

b. Everybody, stand up. Get ready. (Signal.)

You stand up with children.)

What are we doing? (Signal.) *Standing up.*c. What were we doing? (Signal.) *Sitting down.*

Say the whole thing about what we were doing.

(Signal.) *We were sitting down.*d. Say the whole thing about what we are doing. (Signal.) *We are standing up.*

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

**EXERCISE 2 Opposites—Review**

We're going to play a word game.

a. Listen. I'm thinking about a tail that is not long. It's not long. So what do you know about it? (Pause. Signal.) *It's short.*b. Listen. I'm thinking of grass that is not wet. It's not wet. So what do you know about it? (Pause. Signal.) *It's dry.*c. Listen. I'm thinking of chickens that are not young. They're not young. So what do you know about them? (Pause. Signal.) *They're old.*

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

Individual Turns

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

CORRECTIONS**EXERCISE 1****Error**(Children say, *We was standing up.*)**Correction**

1. (Say the statement with children three or four times.)

2. (Have them say it by themselves three or four times.)

3. (Repeat part 2.)

EXERCISE 3 Common Information

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

a. What do we call a person who puts out fires? (Signal.) A *firefighter*.

Say the whole thing about a firefighter.
(Signal.) A *firefighter* is a person who puts out fires.

b. What do we call a person who teaches children? (Signal.) A *teacher*.

Say the whole thing about a teacher.
(Signal.) A *teacher* is a person who teaches children.

c. 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.

EXERCISE 4 Materials

1. Think of things that are made of wood.

Let's see who can name at least three things made of wood.

(Call on different children to name objects made of wood. 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.)

Individual Turns

(Repeat part 1, calling on different children for each step.)

EXERCISE 5 Materials—Metal

1. Look at the objects in this picture. All of these objects are made of metal.

When I touch each object, you name it.

(Point to each object. Children are to respond *a car, a refrigerator, a garbage can, a coin, a wrench, a wagon.*)

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 metal.

(Call on three or four children to name objects made of metal. Each child should name at least three things.)

4. Can anyone think of anything else made of metal?

(Accept all good answers.)



EXERCISE 6 Tense—Pictures

1. These pictures show what a girl did.

a. (Point to a.) What is the girl doing in this picture? (Touch.) *Touching her head.*

Say the whole thing about what she is doing. (Touch.) *She is touching her head.*

b. (Point to b.)

Look at what the girl is doing now. Is she touching her head? (Touch.) No.

What is she doing? (Touch.) *Touching her nose.*

Yes, she is touching her nose.

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

3. Listen.

- What did she do before she touched her nose? (Signal. Do not touch the picture.) *Touched her head.*

Yes, she touched her head.

Say the whole thing about what she did. (Touch.) *She touched her head.*

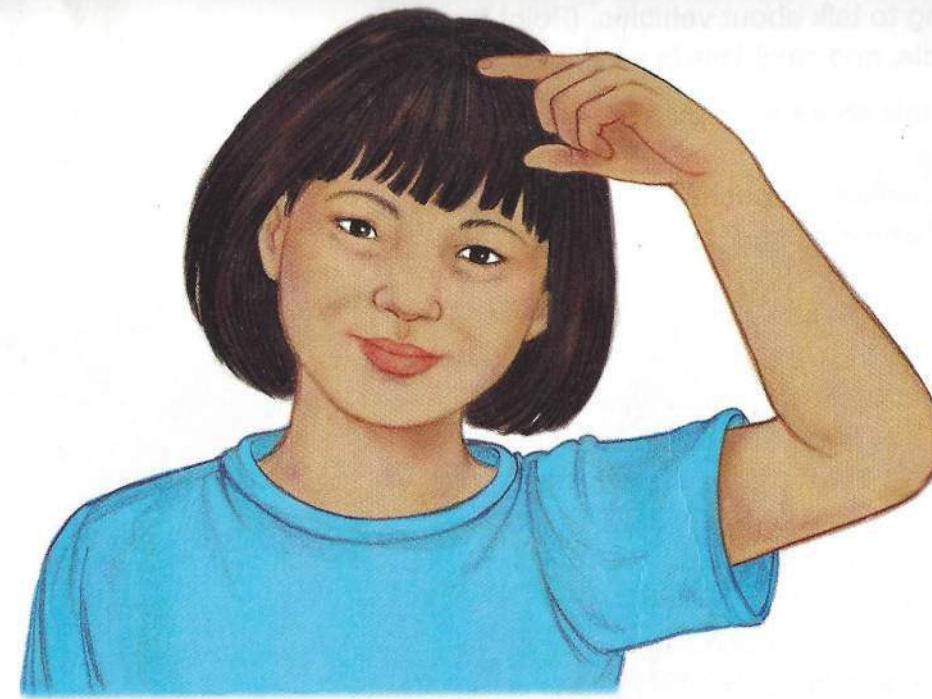
- (Point to b.)

Now say the whole thing about what she is doing in this picture. (Touch.) *She is touching her nose.*

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

Individual Turns

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



a



b