

1. Look at these objects. Some of these objects are containers. When I touch an object, tell me if it's a container. (Point to each object and ask:) Is this a container? (Touch. Children are to answer yes or no.)

2. Now answer these questions.

a. (Point to a.) Is this a container? (Touch.)

Yes.

What kind of container is this? (Touch.)

A bag.

Say the whole thing about this container.

(Touch.) This container is a bag.

• Is this container a box? (Touch.) No.

Is this container a bag? (Touch.) Yes.

Is this container a bottle? (Touch.) No.

b. (Point to b.) Is this a container? (Touch.)

No.

Say the whole thing. (Touch.) This is not a container.

• What is this? (Touch.) A knife.

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

c. (Point to c.) Is this a container? (Touch.)

No.

Say the whole thing. (Touch.) This is not a container.

• What is this? (Touch.) A rope.

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

d. (Point to d.) Is this a container? (Touch.)

Yes.

What kind of container is this? (Touch.)

A jar.

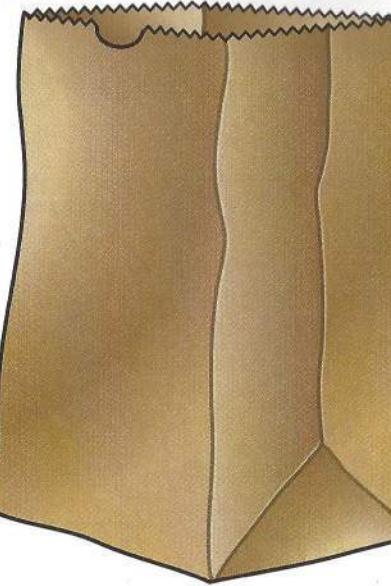
Say the whole thing about this container.

(Touch.) This container is a jar.

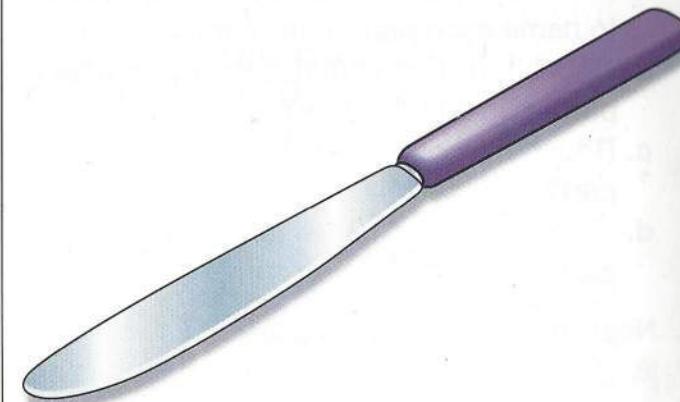
• Is this container a glass? (Touch.) No.

Is this container a jar? (Touch.) Yes.

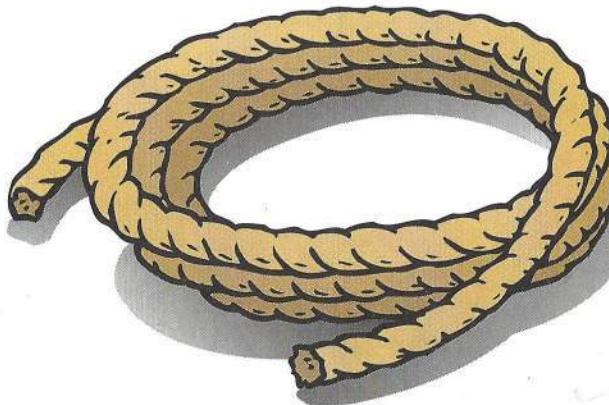
3. (Repeat the exercise until all children's responses are firm.)



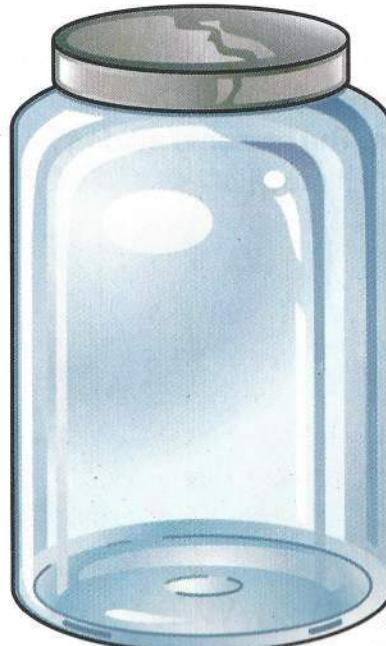
a



b



c



d

1. Look at these pictures. They show where the pigs are.

- a. (Point to a.) Where are the pigs in this picture? (Touch.) *On the truck.*
Yes, the pigs are on the truck.
- Say the whole thing. (Touch.) *The pigs are on the truck.*
- b. (Point to b.) Now look at where the pigs are. Where are they? (Touch.) *In front of the truck.*
Yes, the pigs are in front of the truck.
- Say the whole thing. (Touch.) *The pigs are in front of the truck.*

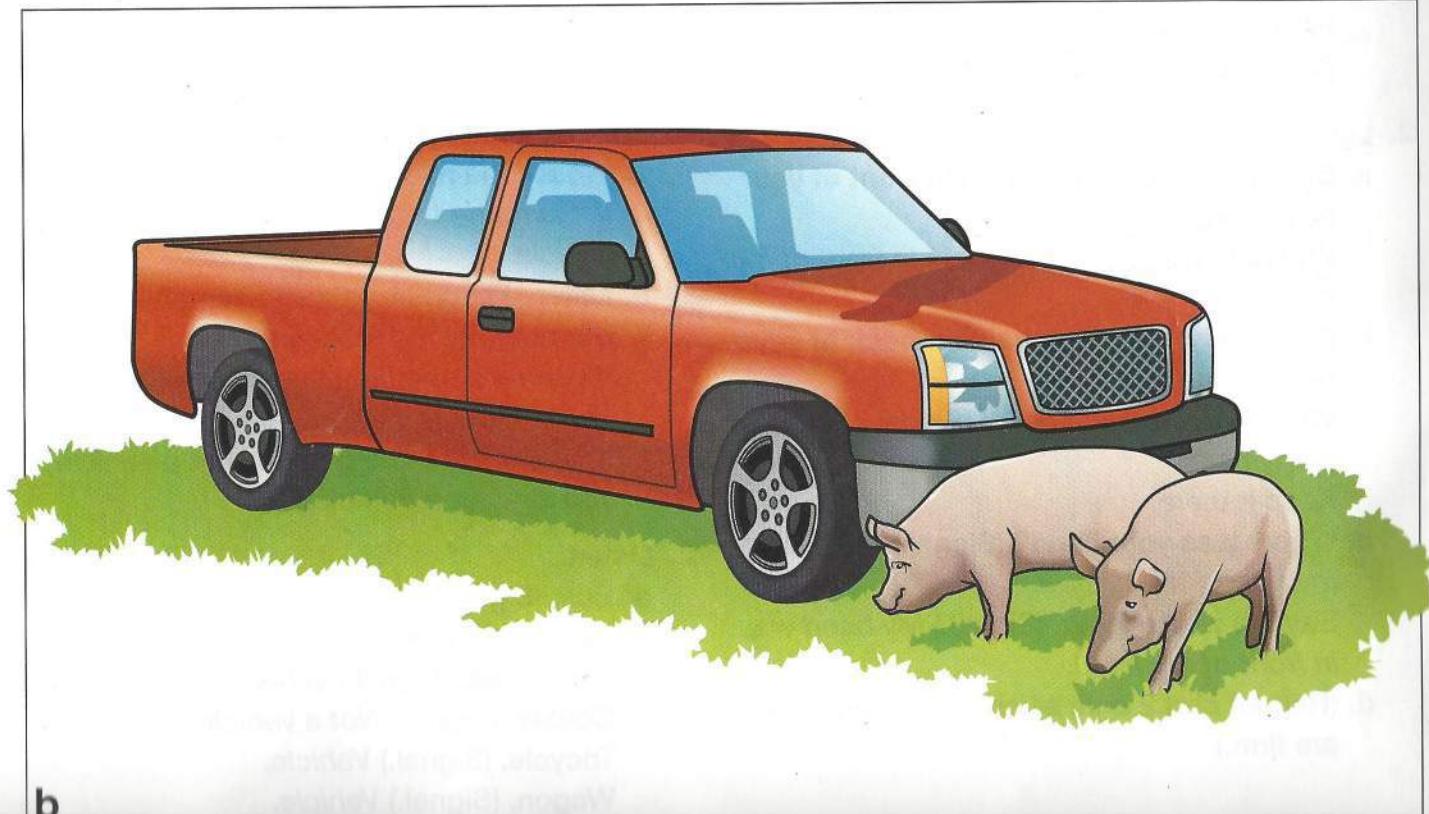
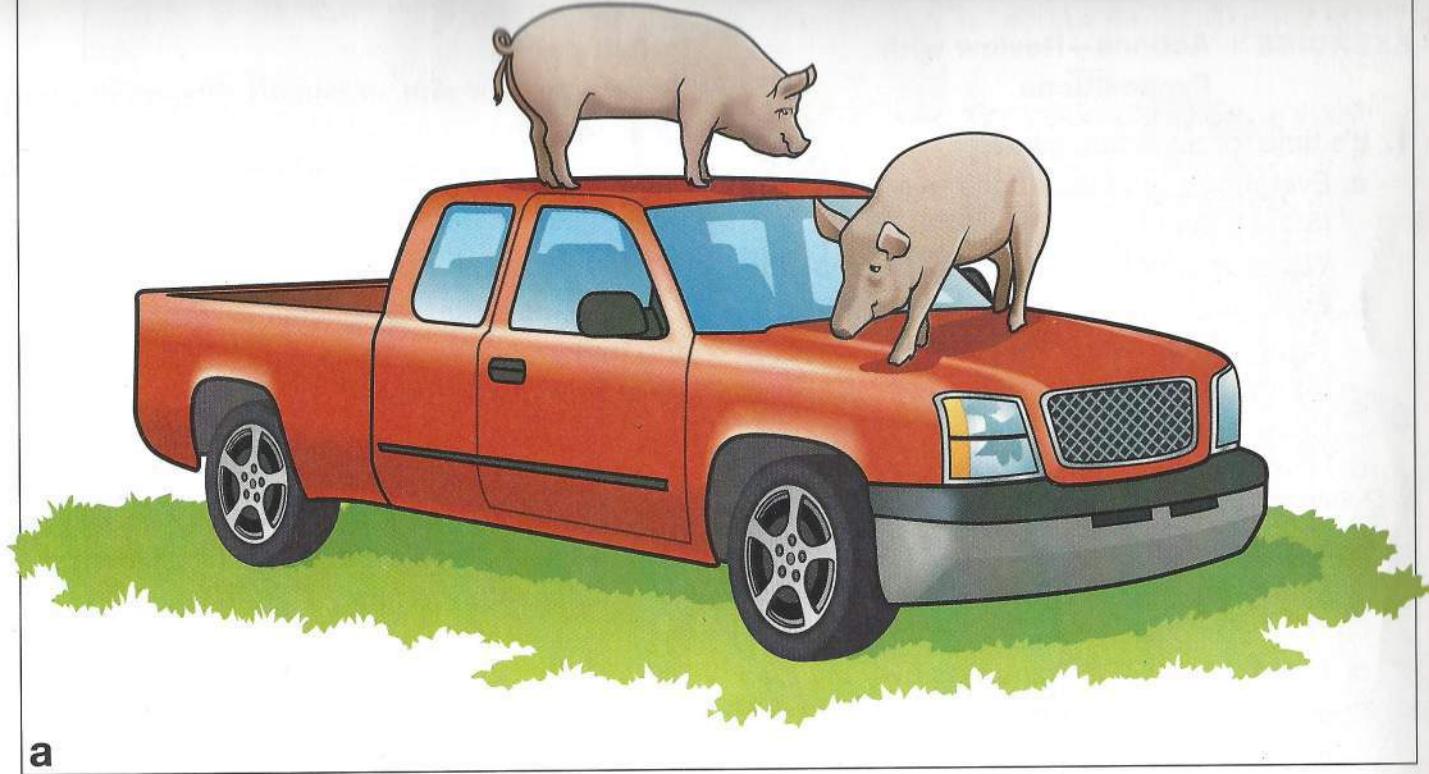
2. Listen.

- Where were the pigs before they got in front of the truck? (Signal. Do not touch the picture.) *On the truck.*
- Say the whole thing about where the pigs were. (Touch.) *The pigs were on the truck.*

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

Individual Turns

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



1. Look at the girls.

a. (Point to all the girls.) **What** are these girls **doing**? (Touch.) *Eating sandwiches.*

Say the whole thing. (Touch.) *These girls are eating sandwiches.*

b. **Again.** (Touch.) *These girls are eating sandwiches.*

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

2. Listen.

a. **Are these girls standing on their heads?** (Touch.) **No.**

Say the whole thing. (Touch.) *These girls are not standing on their heads.*

b. **Again.** (Touch.) *These girls are not standing on their heads.*

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

Individual Turns

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



EXERCISE 7 Concept Application

1. You're going to figure out a problem about some goats and a log.

- Only some of these goats will jump. Here's the rule: The goats wearing glasses will jump over the log.

Everybody, say the rule. (Signal.) *The goats wearing glasses will jump over the log.*

- Again. (Signal.) *The goats wearing glasses will jump over the log.*

(Repeat until all children can say the rule.)

2. Now answer these questions.

- a. (Point to a.) Is this goat wearing glasses? (Touch.) Yes.

So what do you know about this goat?

(Call on a child. Idea: *It will jump over the log.*)

You're right. This goat will jump over the log.

- b. (Point to b.) Is this goat wearing glasses? (Touch.) Yes.

So what do you know about this goat?

(Call on a child. Idea: *It will jump over the log.*)

You're right. This goat will jump over the log.

- c. (Point to c.) Is this goat wearing glasses? (Touch.) Yes.

So what do you know about this goat?

(Call on a child. Idea: *It will jump over the log.*)

You're right. This goat will jump over the log.

- d. (Point to d.) Is this goat wearing glasses? (Touch.) No.

So what do you know about this goat?

(Call on a child. Idea: *It will not jump over the log.*)

You're right. This goat will not jump over the log.

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



3. Everybody, what's the rule? (Signal.) *The goats wearing glasses will jump over the log.*

- (Point to a, b, and c.) Are these goats wearing glasses? (Touch.) Yes.

So what do you know about these goats?

(Call on a child. Idea: *These goats will jump over the log.*)

You're right. These goats will jump over the log.

4. (Call on two children.)

- Show me the goats that will jump over the log. (Wait.)

- Let's see if you're right.

(Turn the page quickly.)

5. (Point to a, b, and c.)

- Are these goats wearing glasses? (Touch.)

Yes.

What are these goats doing? (Call on a child. Idea: *Jumping over the log.*)

Yes. Everybody, say the whole thing about what these goats are doing. (Touch.) These goats are jumping over the log.

- (Point to d.) Is this goat wearing glasses?

(Touch.) No.

What is this goat doing? (Touch.) *Jumping over a rock.*

Say the whole thing about what this goat is doing. (Touch.) *This goat is jumping over a rock.*

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

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

- Would you like to see a goat jump over a log?
- Can you jump over a log?
- Can you jump over a rock?

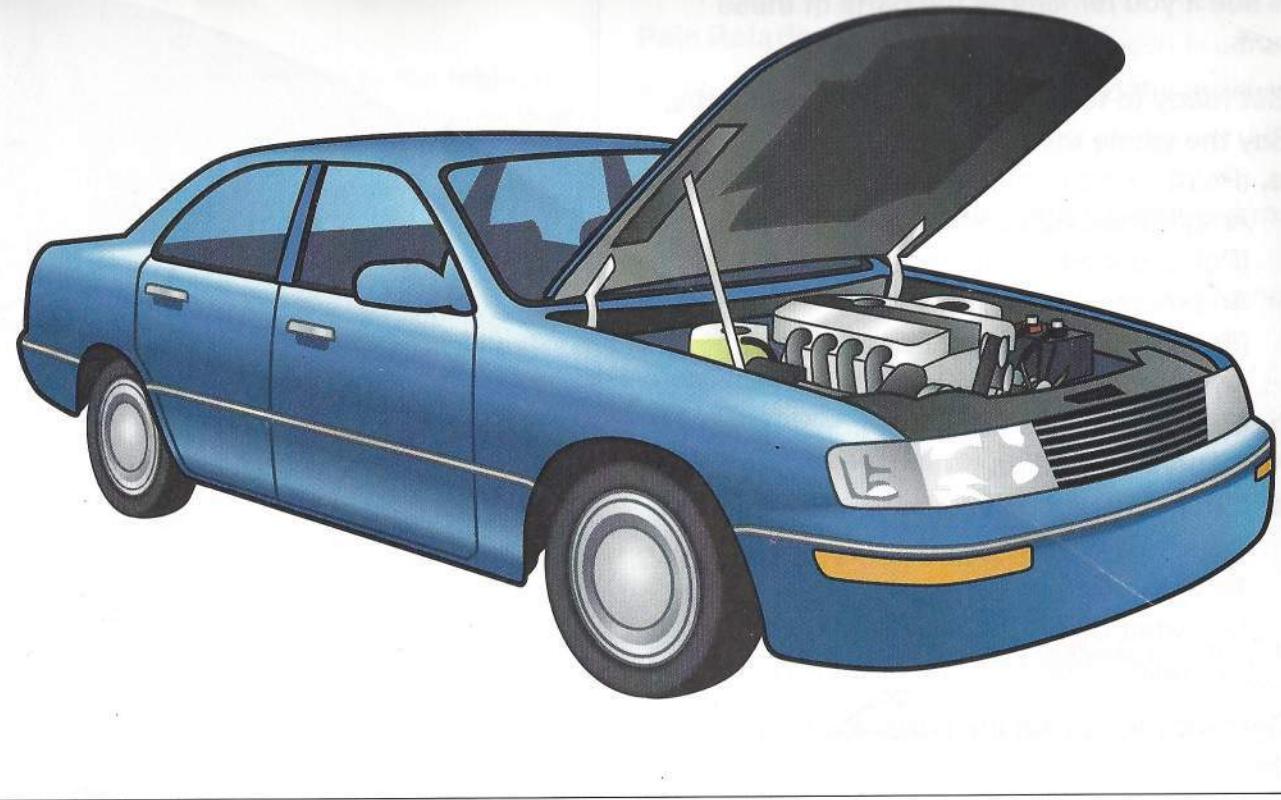
Individual Turns

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



EXERCISE 8 Part/Whole – Car

1. Today we're going to do the parts of a car.
 - a. (Circle the car.) Everybody, what is this? (Touch.) A car.
 - b. Get ready to tell me the parts of a car. (Point to the bumper.) What is this part called? (Touch.) A bumper. (Point to the hood.) What is this part called? (Touch.) A hood. (Point to a door.) What is this part called? (Touch.) A door. (Point to the wheels.) What are these called? (Touch.) Wheels. (Point to the roof.) What is this part called? (Touch.) A roof. (Point to the windshield.) What is this part called? (Touch.) A windshield. (Point to the engine.) What is this part called? (Touch.) An engine.
 - c. (Repeat step b until all children's responses are firm.)
 - d. (Circle the car.) What's the whole object called? (Touch.) A car.
2. Get ready to tell me the parts of a car again. Say the whole thing.
 - a. (Point to the bumper. Pause. Touch.) A car has a bumper.
 - (Point to the hood. Pause. Touch.) A car has a hood.
 - (Point to a door. Pause. Touch.) A car has a door.
 - (Point to the roof. Pause. Touch.) A car has a roof.
 - (Point to the wheels. Pause. Touch.) A car has wheels.



- (Point to the engine. Pause. Touch.) A car has an engine.
- (Point to the windshield. Pause. Touch.) A car has a windshield.
3. (Call on different children.) What do we usually do with a car? (Praise reasonable responses.)
 - b. (Repeat step a until all children's responses are firm.)
 - c. What's the whole object called? (Touch.) A car.

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

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

What are you doing? (Signal.) Waving.

Everybody, clap. (Signal. Wait.)

What are you doing? (Signal.) Clapping.

b. What were you doing? (Signal.) Waving.

Say the whole thing. (Signal.) I was waving.

What are you doing? (Signal.) Clapping.

Say the whole thing. (Signal.) I am clapping.

c. Everybody, wave. (Signal. Wait.)

What are you doing? (Signal.) Waving.

Say the whole thing. (Signal.) I am waving.

What were you doing? (Signal.) Clapping.

Say the whole thing. (Signal.) I was clapping.

(Have children stop waving.)

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

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

a. (Call on three children.) _____, _____, and _____, wave.

Everybody, what are they doing? (Signal.)

Waving.

Say the whole thing about what they are doing. (Signal.) They are waving.

b. _____, _____, and _____, clap.

Everybody, what are they doing? (Signal.)

Clapping.

What were they doing? (Signal.) Waving.

Say the whole thing about what they were doing. (Signal.) They were waving.

(Have children stop clapping.)

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

Individual Turns

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

EXERCISE 2 Information—Days of the Week**1. Let's 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'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 until all children's responses are firm.)

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 a place where food is grown? (Signal.) A farm.

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

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

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

2. Now it will be harder.

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 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 food is grown? (Signal.) A farm.

Say the whole thing about a farm. (Signal.) A farm is a place where food is grown.

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

3. Get ready for some new information.

a. Listen. A store is a place where you buy things. 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. Again. (Signal.) A store is a place where you buy things.

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

4. I'll turn the page, and we'll see a picture of a store.

(Turn the page quickly.)



EXERCISE 3 Common Information (cont.)

5. (Show the picture to children. Ask different children the following questions.)

- What place do you see in this picture?
- What kind of store is this?
- What would you like to buy in this store?
(Praise good responses.)



1. You're going to figure out a problem about a bucket and a table.

- Listen to the rule: The bucket under the table is empty.

Everybody, say the rule. (Signal.) *The bucket under the table is empty.*

- Again. Say the rule. (Signal.) *The bucket under the table is empty.*

2. Remember, only one of these buckets is empty. Which bucket is that? (Call on a child.)

Idea: *The bucket under the table.*)

Everybody, say the rule about the bucket under the table. (Signal.) *The bucket under the table is empty.*

3. Now answer these questions.

- a. (Point to a.) Is this bucket under the table?
(Touch.) No.

This bucket is not under the table. So what do you know about this bucket? (Call on a child. Idea: *It is not empty.*)

You're right. This bucket is not empty.

- b. (Point to b.) Is this bucket under the table?
(Touch.) No.

This bucket is not under the table. So what do you know about this bucket? (Call on a child. Idea: *It is not empty.*)

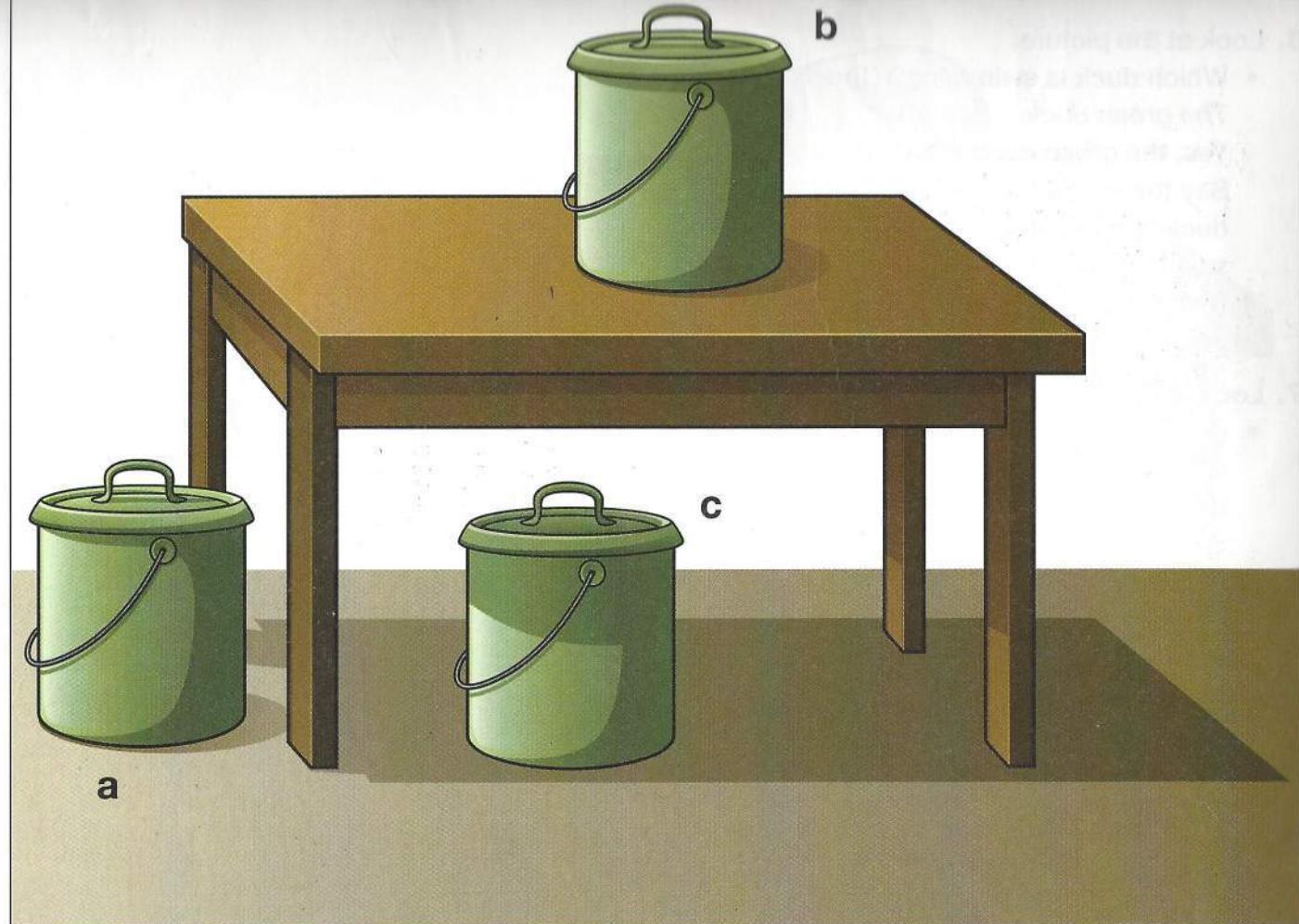
You're right. This bucket is not empty.

- c. (Point to c.) Is this bucket under the table?
(Touch.) Yes.

This bucket is under the table. So what do you know about this bucket? (Call on a child. Idea: *It is empty.*)

You're right. This bucket is empty.

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



5. (Call on a child.)

- Show me the bucket that is empty.
(Wait.)
- Let's see if you're right.
(Turn the page quickly.)

6. Look at the picture.

- a. Tell me about the bucket under the table.
(Call on a child. Idea: *It is empty.*)
Yes, the bucket under the table is empty.
- b. Everybody, say the whole thing. (Touch.)
The bucket under the table is empty.

7. a. (Point to a.)

Where is this bucket? (Touch.) Next to the table.

Is this bucket empty? (Touch.) No.

What's in this bucket? (Touch.) Corn.

b. (Point to b.)

Where is this bucket? (Touch.) On the table.

Is this bucket empty? (Touch.) No.

What's in this bucket? (Touch.) Tomatoes.

c. (Point to c.)

Where is this bucket? (Touch.) Under the table.

Is this bucket empty? (Touch.) Yes.

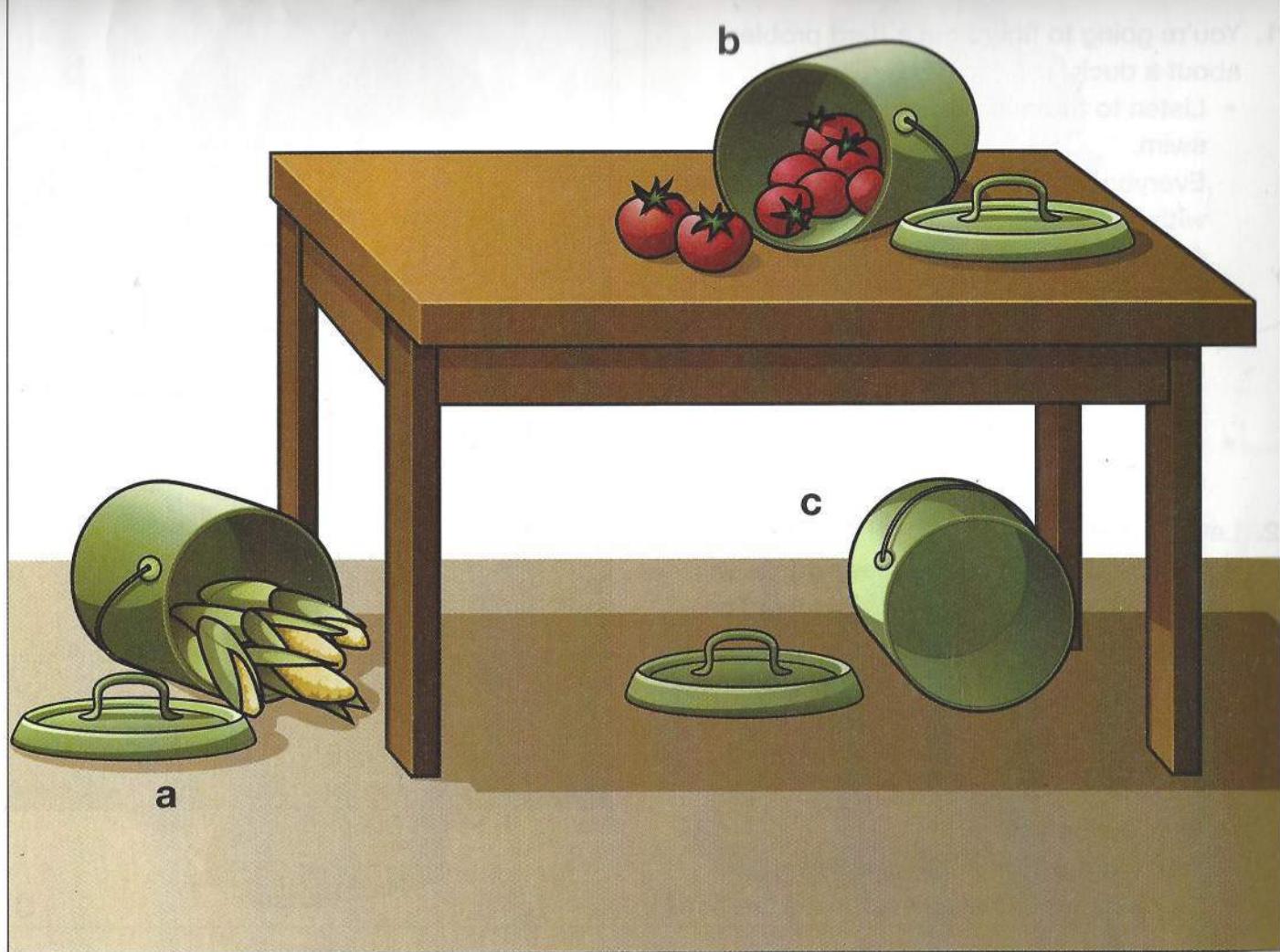
8. (Repeat part 7 until all children's responses are firm.)

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

- Would you like the bucket with the tomatoes in it? What would you do with the tomatoes?
- Would you like the bucket with the corn in it? What would you do with the corn?
- What would you put in the empty bucket?

Individual Turns

(Repeat part 7, calling on different children for each step.)



EXERCISE 5 Classification—Clothing

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

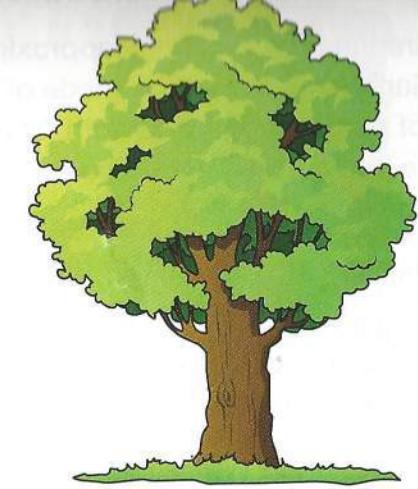
2. Get ready to tell me which objects are clothing.

(Point to each object and ask:) Is this clothing? (Touch. Children answer yes or no.) ●

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



a



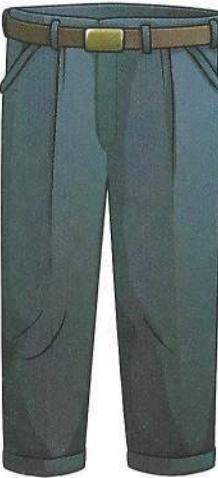
b



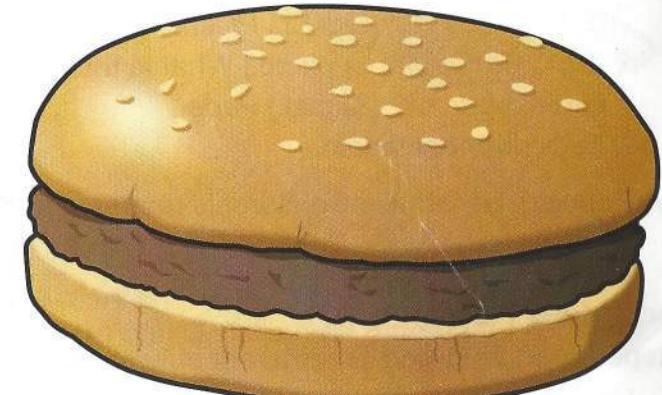
c



d



e



f

CORRECTIONS

EXERCISE 5

Error

(Children name the object.)

Correction

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

But it's also clothing or

But it's not clothing.

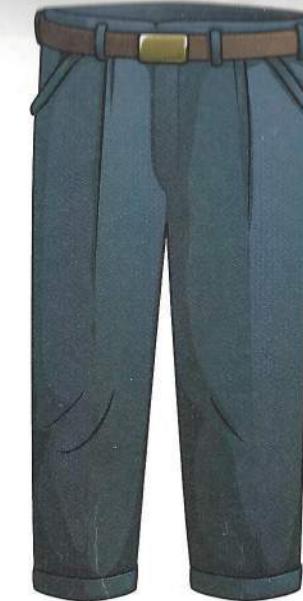
2. (Repeat parts 1 and 2 of the exercise.)

EXERCISE 5 Classification – Clothing (cont.)

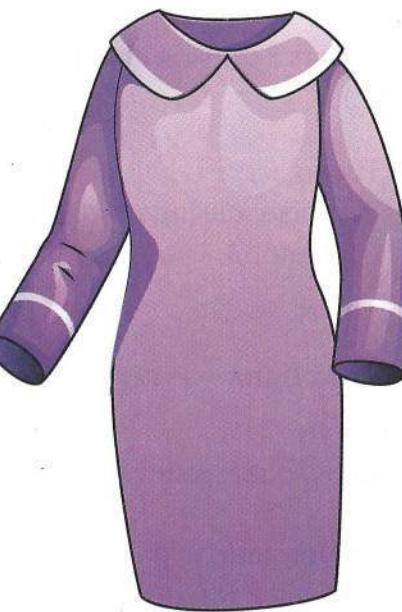
4. (Point to each article of clothing, and say:
This is clothing.
5. Now answer these questions.
- a. (Point to a.) Is this clothing? (Touch.) Yes.
Say the whole thing. (Touch.) *This is clothing.*
 - What kind of clothing is this? (Touch.)
A coat.
Yes, this clothing is a coat.
 - Say the whole thing about this clothing.
(Touch.) *This clothing is a coat.*
 - b. (Point to b.) Is this clothing? (Touch.) Yes.
Say the whole thing. (Touch.) *This is clothing.*
 - What kind of clothing is this? (Touch.)
A pair of pants.
Yes, this clothing is a pair of pants.
 - Say the whole thing about this clothing.
(Touch.) *This clothing is a pair of pants.*
 - c. (Point to c.) Is this clothing? (Touch.) Yes.
Say the whole thing. (Touch.) *This is clothing.*
 - What kind of clothing is this? (Touch.)
A dress.
Yes, this clothing is a dress.
 - Say the whole thing about this clothing.
(Touch.) *This clothing is a dress.*
 - d. (Point to d.) Is this clothing? (Touch.) Yes.
Say the whole thing. (Touch.) *This is clothing.*
 - What kind of clothing is this? (Touch.)
A hat.
Yes, this clothing is a hat.
 - Say the whole thing about this clothing.
(Touch.) *This clothing is a hat.*



a



b



c



d

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

Individual Turns

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

EXERCISE 6 Classification: Containers

1. Look at these objects. Some of these objects are containers. When I touch an object, tell me if it's a container. (Point to each object and ask:) **Is this a container?** (Touch. Children are to answer yes or no.)

2. Now answer these questions.

a. (Point to a.) **Is this a container?** (Touch.)

No.

Say the whole thing. (Touch.) *This is not a container.*

• **What is this?** (Touch.) *An oar.*

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

b. (Point to b.) **Is this a container?** (Touch.)

Yes.

What kind of container is this? (Touch.)

A drawer.

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

• **Is this container a suitcase?** (Touch.) No.

Is this container a drawer? (Touch.) Yes.

Is this container a bowl? (Touch.) No.

c. (Point to c.) **Is this a container?** (Touch.)

No.

Say the whole thing. (Touch.) *This is not a container.*

• **What is this?** (Touch.) *An ax.*

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

d. (Point to d.) **Is this a container?** (Touch.)

Yes.

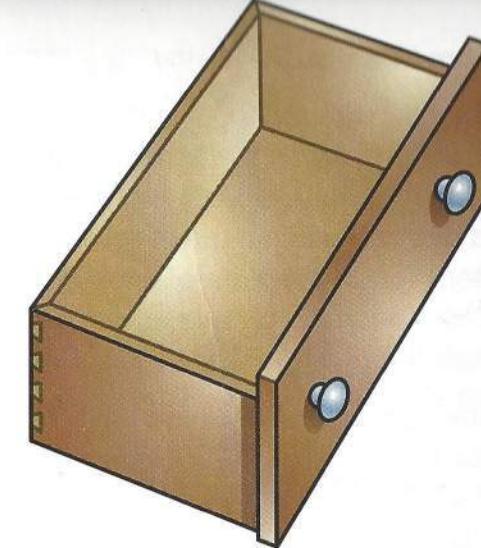
What kind of container is this? (Touch.)

A cup.

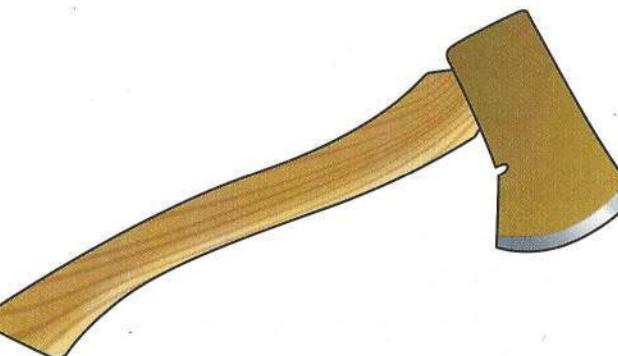
Say the whole thing about this container. (Touch.) *This container is a cup.*



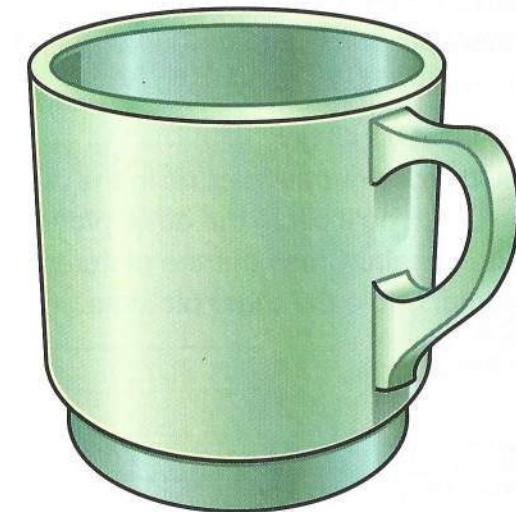
a



b



c



d

- **Is this container a basket?** (Touch.) No.
 - Is this container a bottle?** (Touch.) No.
 - Is this container a cup?** (Touch.) Yes.
- (Repeat step d until all children's responses are firm.)

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

Individual Turns

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

1. Look at these pictures. They show what the girls did.
- a. (Point to a.) What are the girls doing in this picture? (Touch.) *Painting the house.*
Yes, the girls are painting the house.
 - Say the whole thing. (Touch.) *The girls are painting the house.*
 - b. (Point to b.) Now look at what the girls are doing. What are they doing? (Touch.) *Washing the windows.*
Yes, the girls are washing the windows.
 - Say the whole thing. (Touch.) *The girls are washing the windows.*

2. Listen.

- What were the girls doing before they washed the windows? (Signal. Do not touch the picture.) *Painting the house.*
- Say the whole thing about what the girls were doing. (Touch.) *The girls were painting the house.*

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

Individual Turns

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



EXERCISE 1 Actions—Verb Tense/Pronouns

1. It's time for some actions.

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

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

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

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

b. What were you doing? (Signal.) *Pointing to the wall.*

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

(Have children stop pointing to the window.)

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

2. 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. _____, _____, and _____, point to a wall.

Everybody, what are they doing? (Signal.) *Pointing to a wall.*

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

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

(Have children stop pointing to a wall.)

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

3. Let's do another one.

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

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

Everybody, point to the wall. (Signal. Wait.)

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

b. What were you doing? (Signal.) *Pointing to the window.*

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

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

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

(Have children stop pointing to the wall.)

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

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

EXERCISE 3 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 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.*

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.*

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 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

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

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

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

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

(Turn the page quickly.)



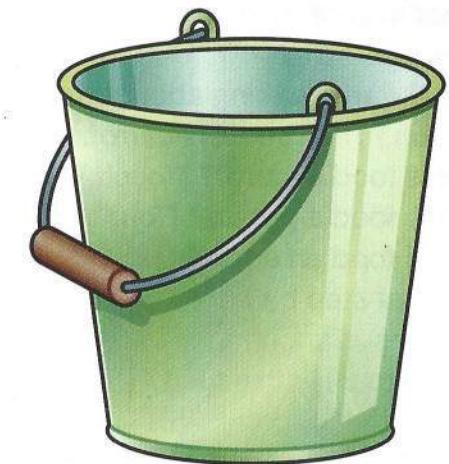
a



b



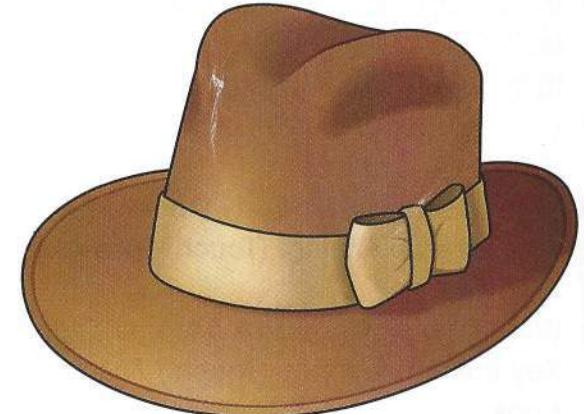
c



d



e



f

CORRECTIONS

EXERCISE 4

● Error

(Children name the object.)

Correction

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

But it's also clothing. or

But it's not clothing.

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

4. (Point to each article of clothing, and say:)

This is clothing.

a. (Point to a.)

Is this clothing? (Touch.) Yes.

Say the whole thing. (Touch.) This is clothing.

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

A sock.

Yes, this clothing is a sock.

Say the whole thing about this clothing.

(Touch.) This clothing is a sock.

b. (Point to b.)

Is this clothing? (Touch.) Yes.

Say the whole thing. (Touch.) This is clothing.

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

A shirt.

Yes, this clothing is a shirt.

Say the whole thing about this clothing.

(Touch.) This clothing is a shirt.

c. (Point to c.)

Is this clothing? (Touch.) Yes.

Say the whole thing. (Touch.) This is clothing.

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

A sweater.

Yes, this clothing is a sweater.

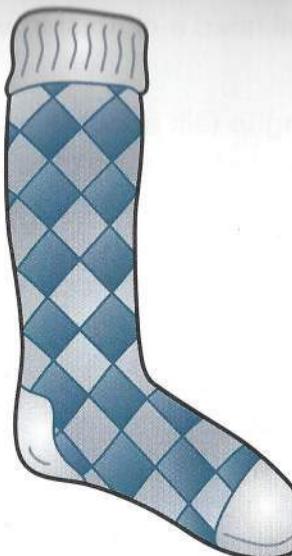
Say the whole thing about this clothing.

(Touch.) This clothing is a sweater.

d. (Point to d.)

Is this clothing? (Touch.) Yes.

Say the whole thing. (Touch.) This is clothing.



a



b



c



d

• What kind of clothing is this? (Touch.)
A shoe.

Yes, this clothing is a shoe.

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

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

Individual Turns

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

EXERCISE 3 Common Information

1. Look at the picture. It shows the land and the sky. I'll touch parts of the picture. Tell me if I touch things on land or in the sky.
 - a. (Touch the sky.) Am I touching the land or the sky? (Touch.) *The sky.*
 - b. (Touch the land.) Am I touching the land or the sky? (Touch.) *The land.*
 - c. (Repeat steps a and b until all children's responses are firm.)
2. Watch.
 - a. (Touch the clouds.) What am I touching in the sky? (Touch.) *Clouds.*
Yes, clouds are in the sky.
 - b. (Touch the sun.) What am I touching?
(Touch.) *The sun.*
Yes, the sun is in the sky.
 - c. (Repeat steps a and b until all children's responses are firm.)
3. Watch.
 - a. (Touch the trees.) What am I touching on the land? (Touch.) *Trees.*
Yes, trees grow on the land.
 - b. (Touch the river.) What am I touching?
(Touch.) *A river.*
Yes, rivers are on the land.
 - c. (Repeat steps a and b until all children's responses are firm.)
4. One more time. I'll touch things in the picture. You tell me if they are on the land or in the sky.
 - a. (Touch each object, and ask:) Do you find this on the land or in the sky? (Children are to answer *land* or *sky*.)
 - b. (Repeat step a until all children's responses are firm.)



1. You're going to figure out a problem about a goat and some flowers.

The goat will jump over only some of these flowers. Here's the rule: The goat will jump over the flowers with leaves.

Everybody, say the rule. (Signal.) *The goat will jump over the flowers with leaves.*

Again. (Signal.) *The goat will jump over the flowers with leaves.*

(Repeat until all children can say the rule.)

2. Now answer these questions.

a. (Point to a.) Do these flowers have leaves?
(Touch.) Yes.

So what do you know about these flowers?

(Call on a child. Idea: *The goat will jump over these flowers.*)

You're right. The goat will jump over the flowers with leaves.

b. (Point to b.) Do these flowers have leaves?
(Touch.) No.

So what do you know about these flowers?

(Call on a child. Idea: *The goat won't jump over these flowers.*)

You're right. The goat won't jump over these flowers.

3. Everybody, what's the rule? (Signal.) *The goat will jump over the flowers with leaves.*

a. (Point to a.) Do these flowers have leaves?
(Touch.) Yes.

So what do you know about these flowers?

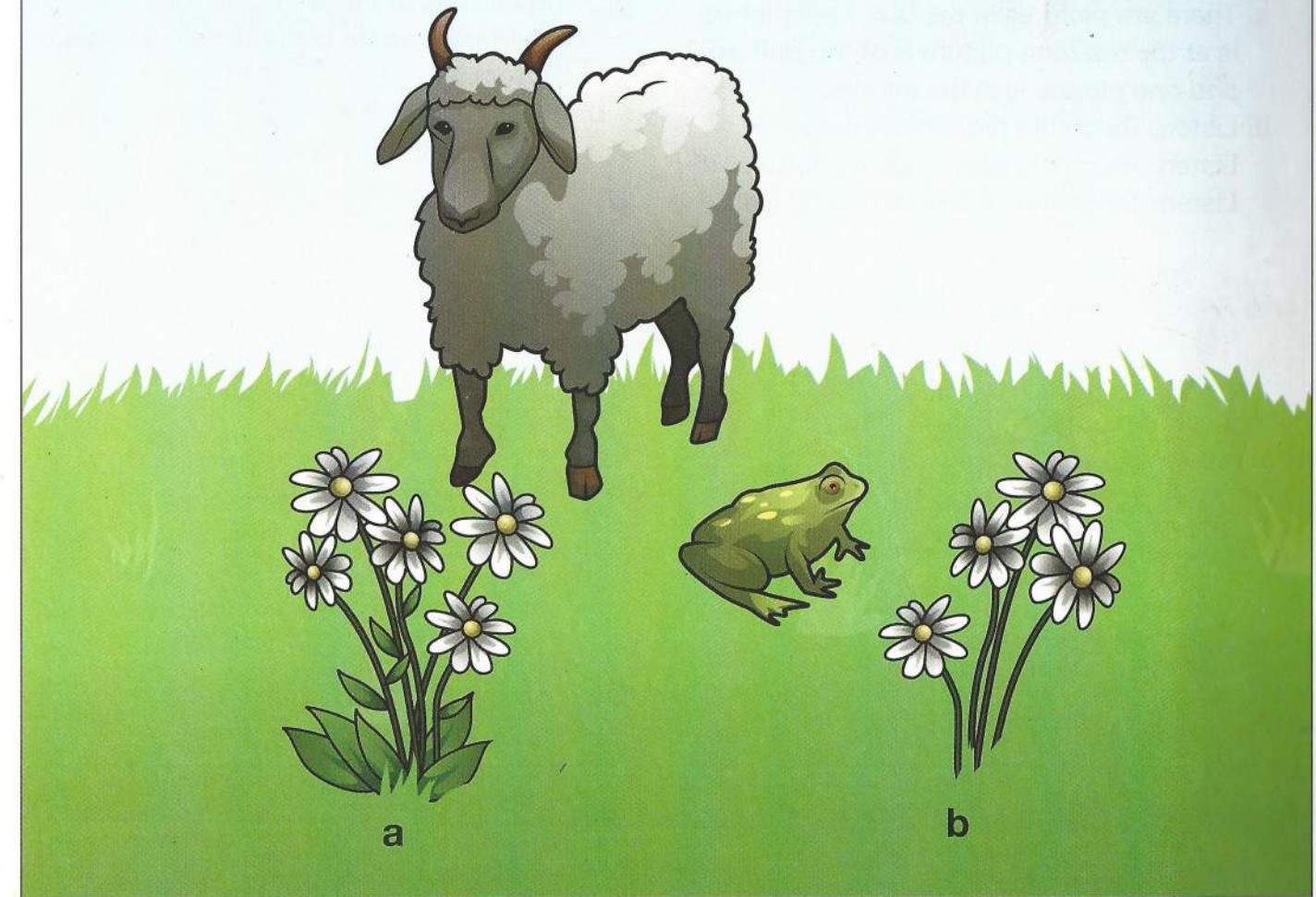
(Call on a child. Idea: *The goat will jump over these flowers.*)

You're right. The goat will jump over these flowers.

b. (Point to b.) Do these flowers have leaves?
(Touch.) No.

So what do you know about these flowers?

(Call on a child. Idea: *The goat won't jump over these flowers.*)



You're right. The goat won't jump over these flowers.

4. (Call on two children.)

- Show me the flowers that the goat will jump over. (Wait.)
- Let's see if you're right.
(Turn the page quickly.)

5. Answer these questions.

a. (Point to a.) Do these flowers have leaves?

(Touch.) Yes.

What is the goat doing? (Call on a child.)

Idea: *Jumping over the flowers with leaves.*)

You're right. The goat is jumping over the flowers with leaves.

Everybody, say the whole thing about what the goat is doing. (Touch.) *The goat is jumping over the flowers with leaves.*

b. (Point to b.) Do these flowers have leaves?

(Touch.) No.

Is the goat jumping over these flowers?

(Touch.) No.

What is jumping over these flowers?

(Touch.) A frog.

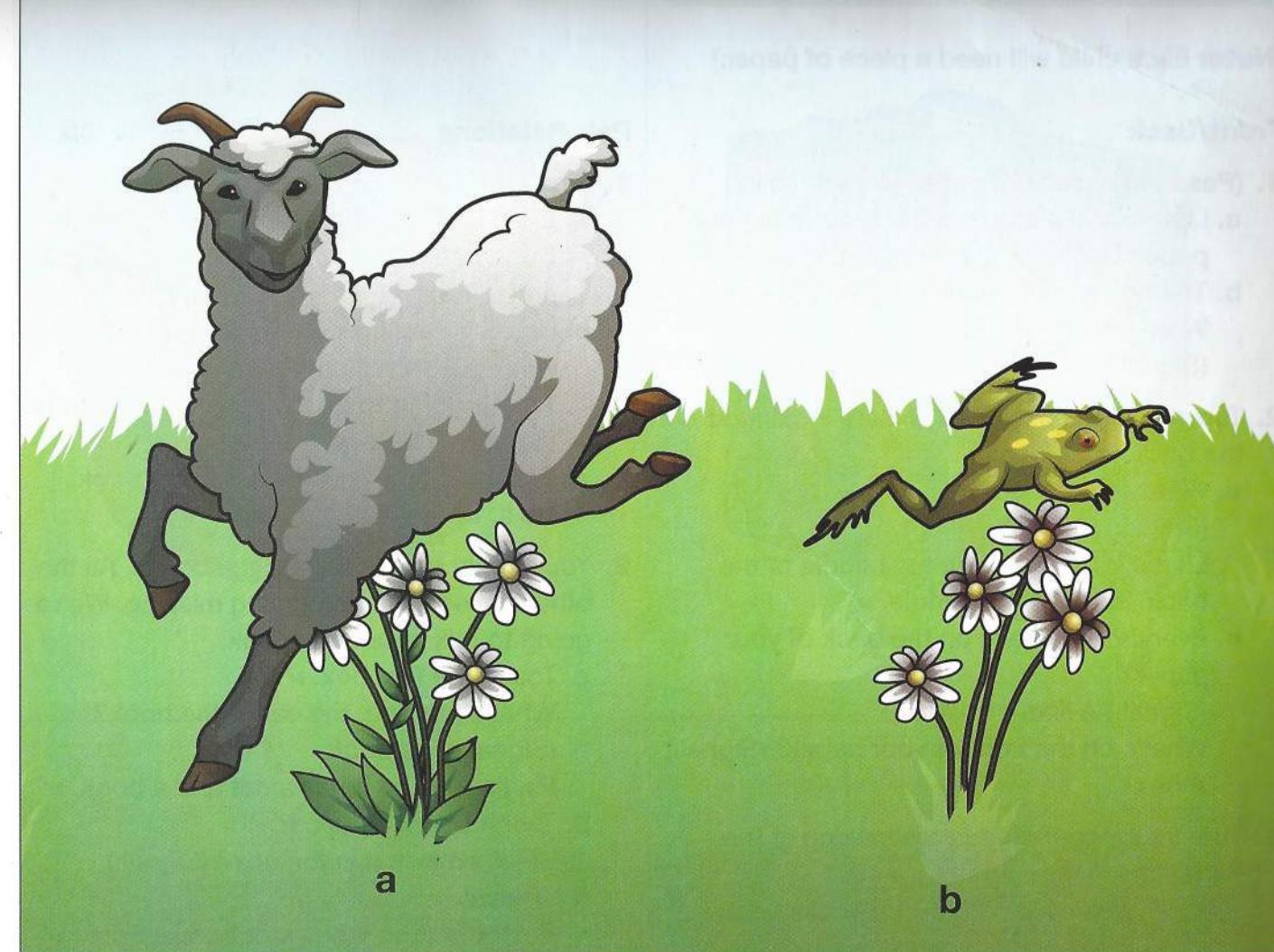
c. (Repeat part 5 until all children's responses are firm.)

6. (Call on different children.)

- **Why do you think the goat and the frog look happy?**
- **Which flowers do you think the goat would like to eat?**
- **Which animal do you think can jump the highest? Why?**

Individual Turns

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



1. We're going to learn a rule about containers.
(Point to each container, and ask:) **What kind of container is this?** (Touch. Children are to answer a *basket*, a *suitcase*, a *wastebasket*, a *box*.)

2. Here's the rule about all containers.

a. Listen. If you put things in it, it's a container. Listen again. If you put things in it, it's a container.

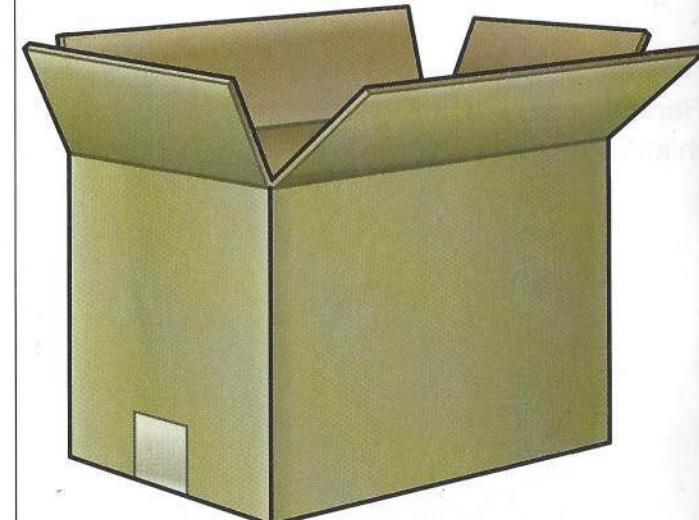
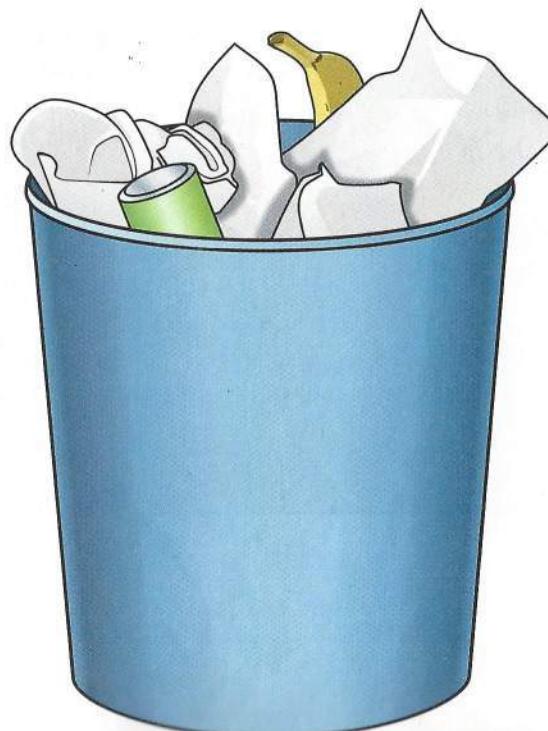
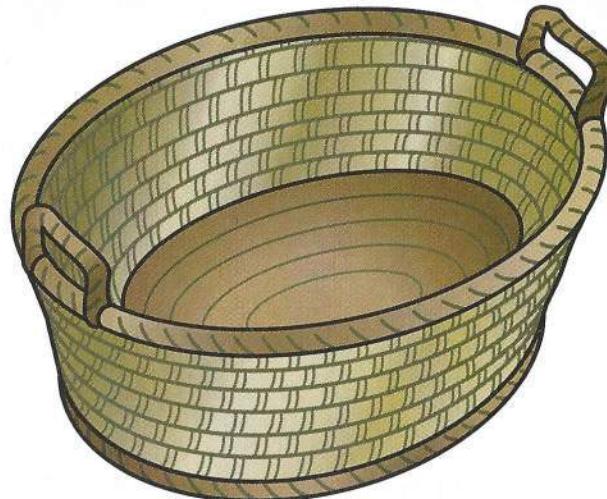
Everybody, say the rule. (Signal.) *If you put things in it, it's a container.*

b. Again. (Signal.) *If you put things in it, it's a container.*

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.)



(cont.)

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

(Touch.) Yes.

If you put things in it, it's a . . . (touch) container.

You put things in a bag. So what do you know about a bag? (Touch.) It's a container.

• Again. What do you know about a bag?

(Touch.) It's a container.

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

(Touch.) No.

You cannot put things in a ball. So what do you know about a ball? (Touch.) It's not a container.

• Again. What do you know about a ball?

(Touch.) It's not a container.

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

(Touch.) No.

You cannot put things in a flower. So what do you know about a flower? (Touch.) It's not a container.

• Again. What do you know about a flower?

(Touch.) It's not a container.

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

(Touch.) Yes.

If you put things in it, it's a . . . (touch) container.

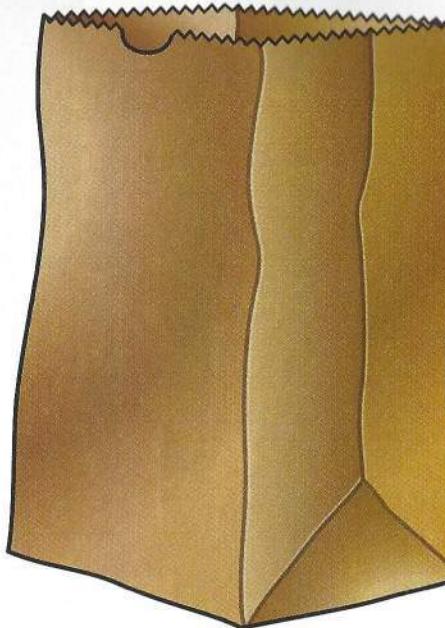
You put things in a wastebasket. So what do you know about a wastebasket?

(Touch.) It's a container.

• Again. What do you know about a wastebasket? (Touch.) It's a container.

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

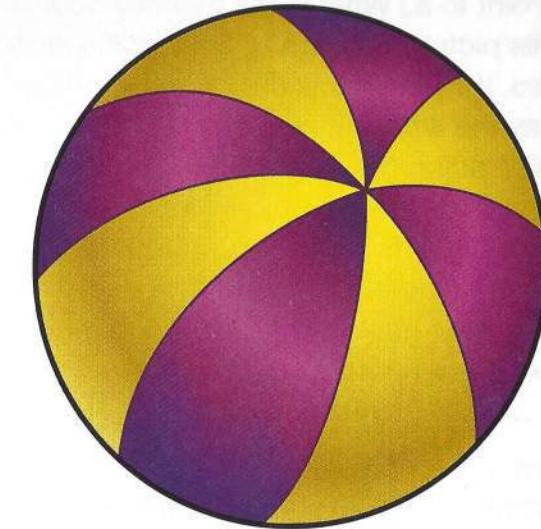
5. (Repeat part 4 until all children's responses are firm.)



a



c



b



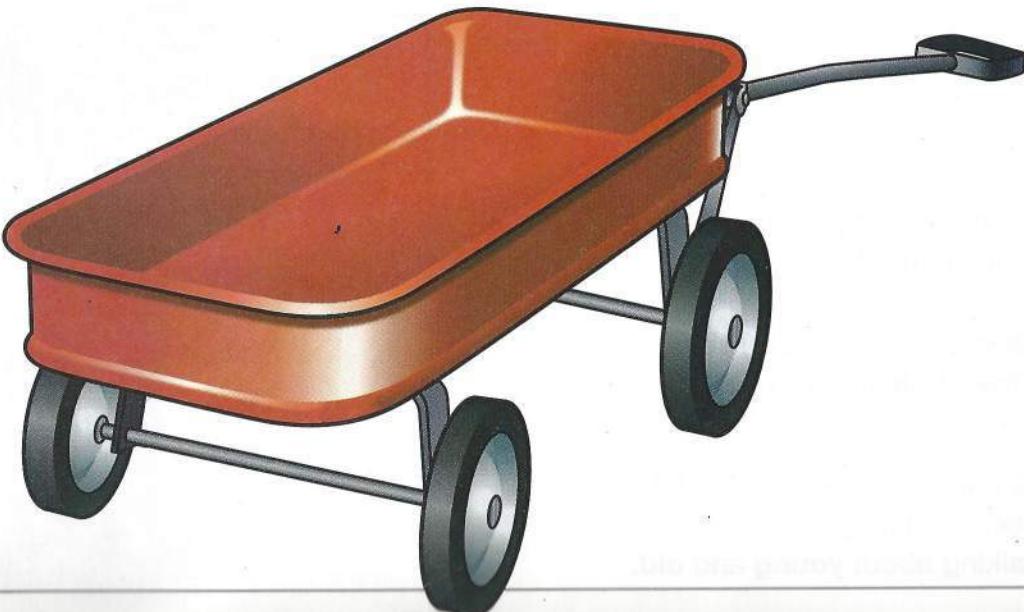
d

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

1. Get ready to tell me the parts of an umbrella.
Say the whole thing.
 - a. (Point to the frame. Pause. Touch.)
An umbrella has a frame.
(Point to the handle. Pause. Touch.)
An umbrella has a handle.
(Point to the covering. Pause. Touch.)
An umbrella has a covering.
 - b. (Repeat step a until all children's responses are firm.)
 - c. (Circle the umbrella.) And what do you call the whole object? (Pause. Touch.)
An umbrella.
And what do we usually do with an umbrella? (Touch. Praise reasonable responses.)
2. Get ready to tell me the parts of a wagon. Say the whole thing.
 - a. (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.
 - b. (Repeat step a until all children's responses are firm.)
 - c. (Circle the wagon.) And what do you call the whole object? (Touch.) A wagon.
And what do we usually do with a wagon?
(Touch. Praise reasonable responses.)

Individual Turns

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





EXERCISE 1 Actions—Verb Tense/ Pronouns

1. It's time for an action game.

- Everybody, touch the floor. (Signal. Wait. You touch the floor.) What are we doing? (Signal.) *Touching the floor.*
- Everybody, touch a chair. (Signal. Wait. You touch a chair.) What are we doing? (Signal.) *Touching a chair.*
- Are we touching the floor? (Signal.) No. Were we touching the floor? Yes. Say the whole thing about what we were doing. (Signal.) *We were touching the floor.*

2. Let's do another one.

- (Call on two children.) _____ and _____, touch a chair. (Signal.)
- Everybody, what are they doing? (Signal.) *They are touching a chair.*
- _____ and _____, touch the floor. (Signal.) Everybody, what are they doing? *Touching the floor.*
- What were they doing? (Signal.) *Touching a chair.*
Say the whole thing about what they were doing. (Signal.) *They were touching a chair.*
- (Repeat until all children's responses are firm.)

Individual Turns

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



EXERCISE 2 Prepositions—Actions: On, Next To

1. Look at my hand.

- My turn. (Hold your hand on your knee.)
- My hand is **on** my knee. Where is my hand? (Signal.) *On your knee.*
 - Watch. (Hold your hand next to your knee.) Now my hand is **next to** my knee. Where is my hand? (Signal.) *Next to your knee.*
 - (Repeat steps a and b until all children's responses are firm.)

2. Your turn.

- Everybody, hold your hand **on** your knee. (Signal. Wait.) Where is your hand? (Signal.) *On my knee.*
- Everybody, hold your hand **next to** your knee. (Signal. Wait.) Where is your hand? (Signal.) *Next to my knee.*
- (Repeat steps a and b until all children's responses are firm.)

3. Let's do it again.

- Everybody, hold your hand next to your knee. (Signal. Wait.) Where is your hand? (Signal.) *Next to my knee.*
Say the whole thing. (Signal.) *My hand is next to my knee.*
(Repeat until all children can make the statement.)
- Everybody, hold your hand **on** your knee. (Signal. Wait.) Where is your hand? (Signal.) *On my knee.*
Say the whole thing. (Signal.) *My hand is on my knee.*
- (Repeat steps a and b until all children can make both statements.)

Individual Turns

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



EXERCISE 3 Materials

We're going to talk about your chair.

- Everybody, touch your chair. (Signal. Wait.)
- When I call on you, tell me the color of your chair. (Call on two or three children.) What color is your chair? (Praise good answers.)
- When I call on you, tell me what your chair is made of. (Call on two or three children.) What is your chair made of? (Praise good answers.)

EXERCISE 4 Tense—Pictures

1. Look at these pictures. They show what the man did.
 - a. (Point to a.) What is the man doing in this picture? (Touch.) *Washing the dishes.*
Yes, the man is washing the dishes.
 - Say the whole thing. (Touch.) *The man is washing the dishes.*
- b. (Point to b.) Now look at what the man is doing. What is he doing? (Touch.)
Sweeping the floor.
Yes, the man is sweeping the floor.
- Say the whole thing. (Touch.) *The man is sweeping the floor.*

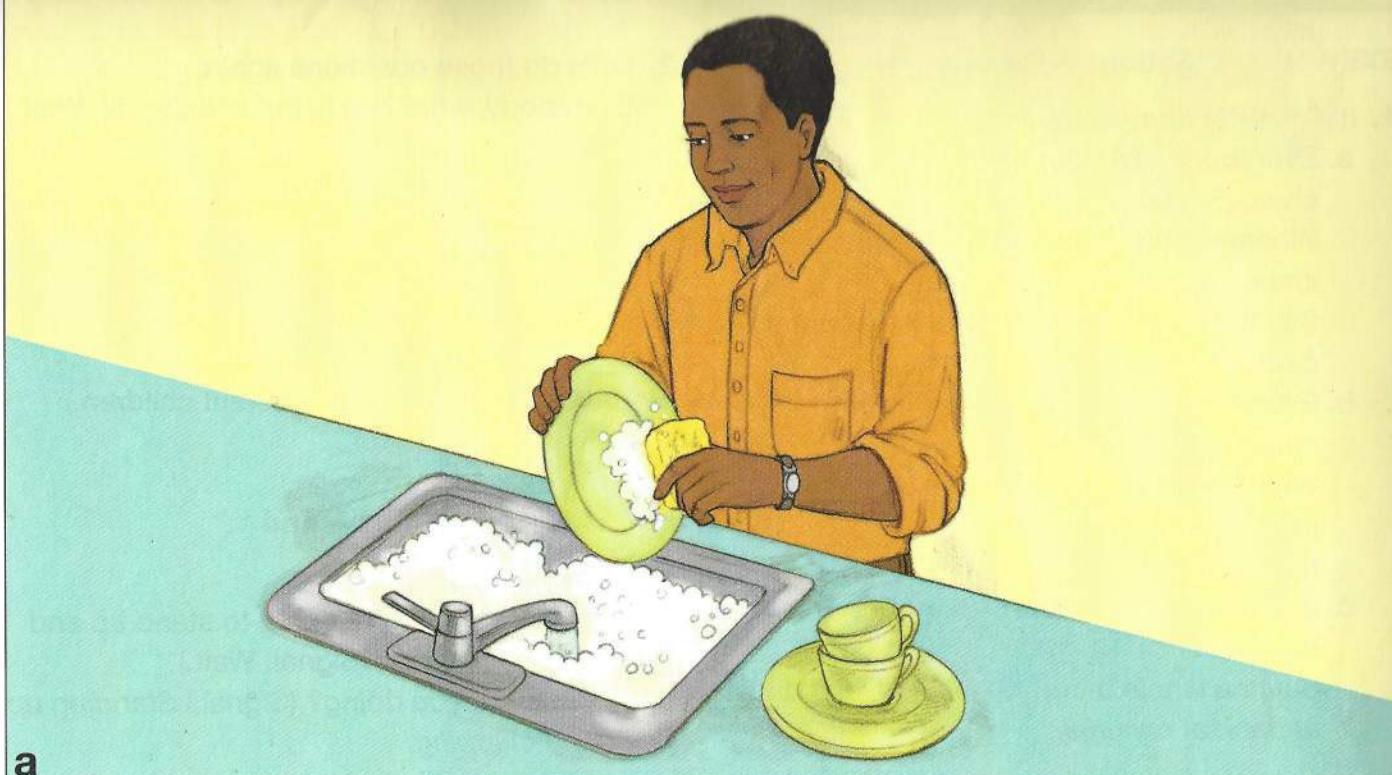
2. Listen.

- What was the man doing before he swept the floor? (Signal. Do not touch the picture.) *Washing the dishes.*
- Say the whole thing about what the man was doing. (Touch.) *The man was washing the dishes.*

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

Individual Turns

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



EXERCISE 5 Tense—Pictures

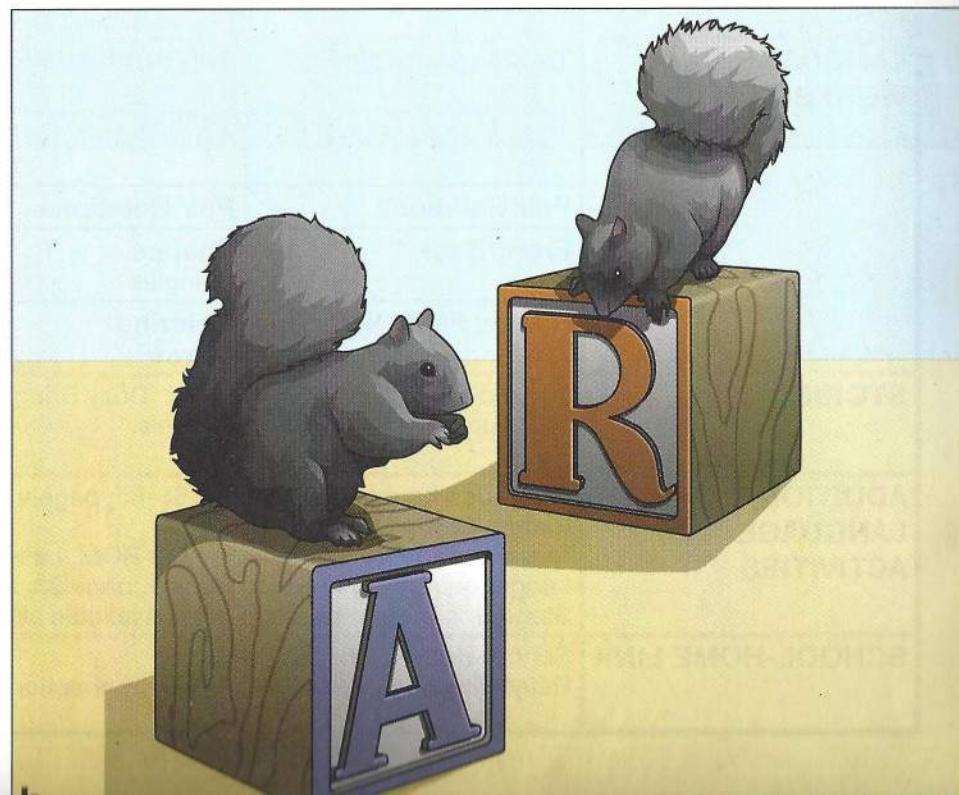
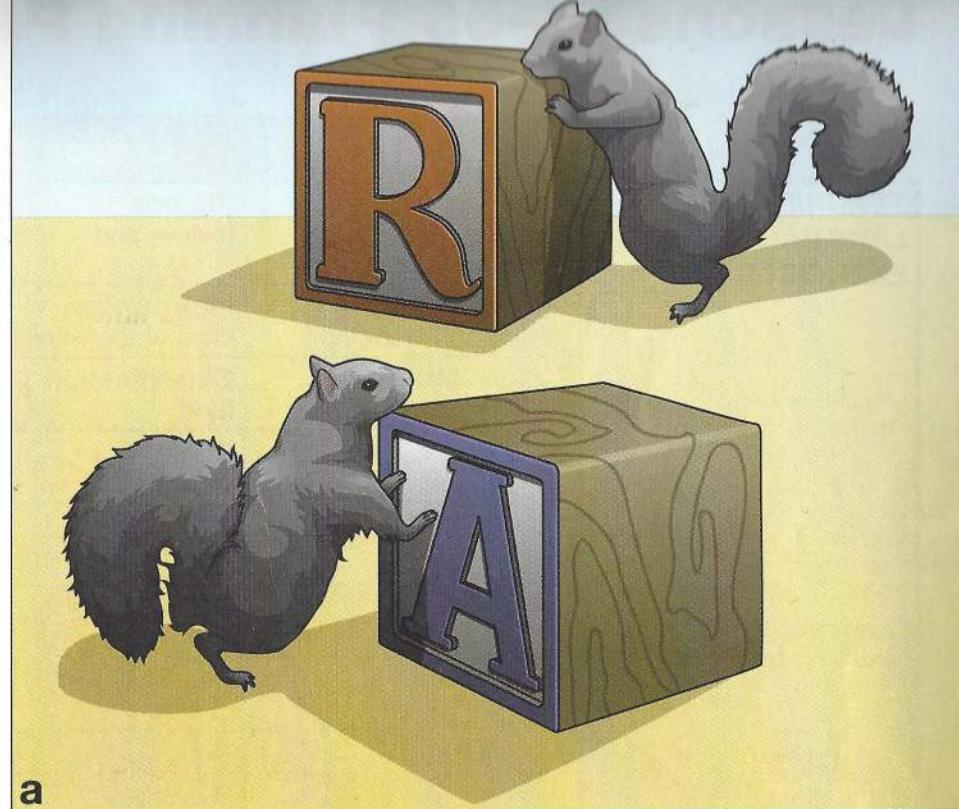
1. Look at these pictures. They show what the squirrels did.
 - a. (Point to a.) What are the squirrels pushing in this picture? (Touch.) *The blocks.*
Yes, the squirrels are pushing the blocks.
 - Say the whole thing. (Touch.) *The squirrels are pushing the blocks.*
 - b. (Point to b.) Now look at what the squirrels are doing. What are they doing? (Touch.) *Sitting on the blocks.*
Yes, the squirrels are sitting on the blocks.
 - Say the whole thing. (Touch.) *The squirrels are sitting on the blocks.*

2. Listen.
 - What were the squirrels doing before they sat on the blocks? (Signal. Do not touch the picture.) *Pushing the blocks.*
 - Say the whole thing about what the squirrels were doing. (Touch.) *The squirrels were pushing the blocks.*

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

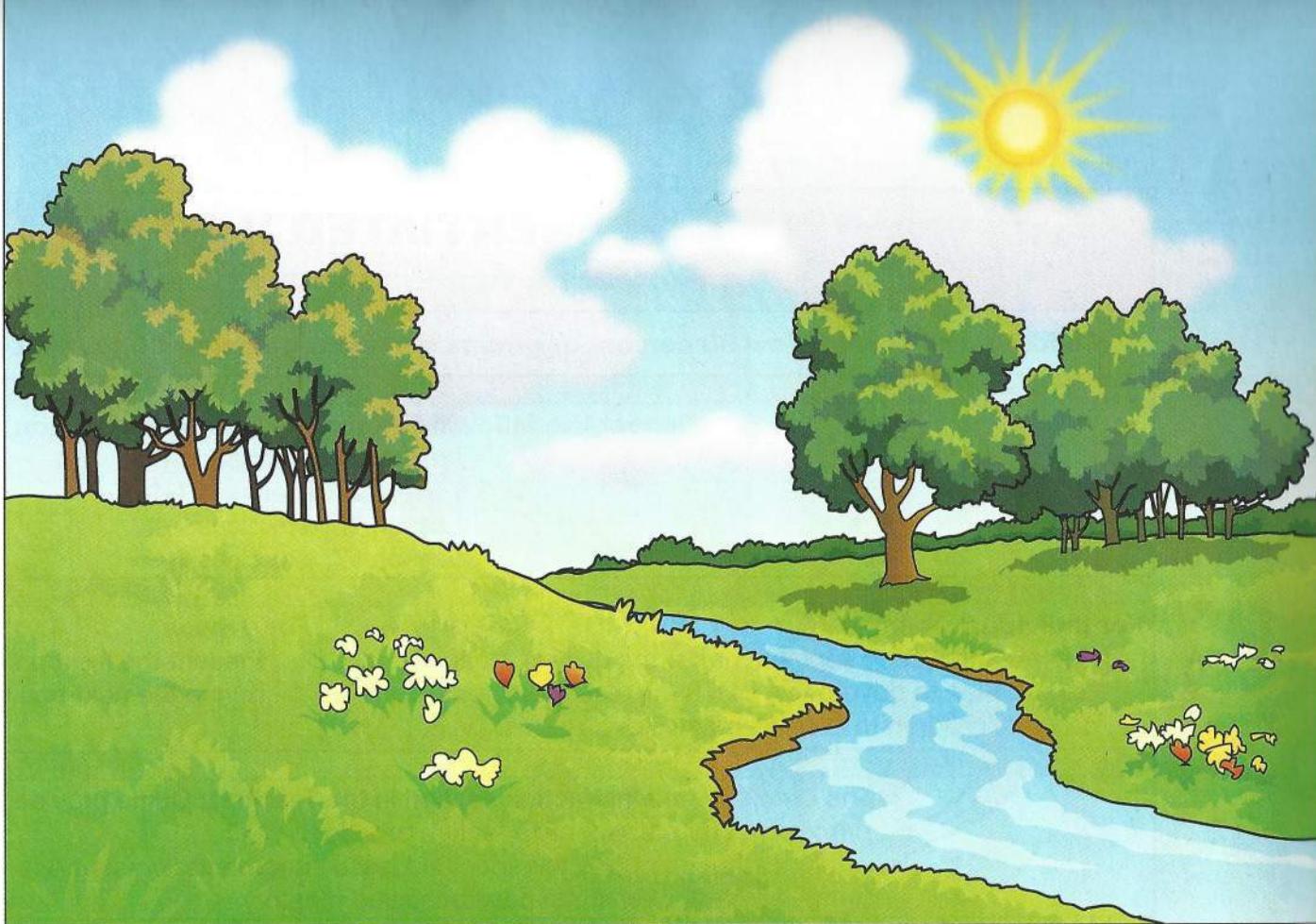
Individual Turns

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



EXERCISE 6 Common Information

1. Look at the picture. It shows the land and the sky. I'll touch parts of the picture. Tell me if I touch things on land or in the sky.
 - a. (Point to each object, and ask:) Do you find this on the land or in the sky? (Children are to answer *land* or *sky*.)
 - (Repeat step a until all children's responses are firm.)
 - b. (Call on different children.)
Tell me something you see in the sky.
Tell me something you see on the land.
(Praise good responses.)
2. Let's see how much information you remember.
 - a. What do we call a place with lots of people? (Signal.) A city.
What do we call a person who fixes teeth? (Signal.) A dentist.
What do we call a place where you buy things? (Signal.) A store.
What do we call a place where food is grown? (Signal.) A farm.
 - b. (Repeat part 2 until all children's responses are firm.)



Individual Turns

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

EXERCISE 7 Part, Whole – Flower

1. Today we're going to do the parts of a flower again.
 - a. (Circle the flower.) Everybody, what is this? (Touch.) *A flower.*
 - b. Get ready to tell me the parts of a flower. (Point to the stem.) What is this part called? (Touch.) *A stem.* (Point to the petals.) What are these parts called? (Touch.) *Petals.* (Point to the roots.) What are these parts called? (Touch.) *Roots.* (Point to the leaves.) What are these parts called? (Touch.) *Leaves.*

- 2. Watch my finger.**

- a. (Point to the leaves.) *A flower has . . .* (touch) *leaves.* (Point to the roots.) *A flower has . . .* (touch) *roots.* (Point to the petals.) *A flower has . . .* (touch) *petals.* (Point to the stem.) *A flower has . . .* (touch) *a stem.*
 - b. (Circle the flower.) **And what's the whole object called?** (Touch.) *A flower.*

- 3. Get ready to tell me the parts of a flower again. Say the whole thing.**

- a. (Point to the leaves. Pause. Touch.) *A flower has leaves.* (Point to the roots. Pause. Touch.) *A flower has roots.* (Point to the petals. Pause. Touch.) *A flower has petals.* (Point to the stem. Pause. Touch.) *A flower has a stem.*
 - b. (Circle the flower.) **And what's the whole object called?** (Touch.) *A flower.*

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



- 5. (Call on different children.)**

What do we usually do with a flower? (Touch. Praise reasonable responses.)

Individual Turns

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

1. Some of these cats are in the tree.

- (Point to each cat, and ask:) **Is this cat in the tree?** (Children are to answer yes or no.)
- (Repeat step a until all children's responses are firm.)

2. We're going to talk about this picture some more.

- (Point to the cats in the tree.) **Listen. What are these? (Touch.) Cats. Where are these cats? (Touch.) In the tree. Say the whole thing. (Touch.) These cats are in the tree.**
- (Point to the cats under the tree.) **Listen. What are these? (Touch.) Cats. Where are these cats? (Touch.) Under the tree. Say the whole thing. (Touch.) These cats are under the tree.**

3. Let's talk about the tree and the cats one more time.

- (Point to the cats that are in the tree.) **Where are these cats? (Touch.) In the tree. Say the whole thing. (Touch.) These cats are in the tree.**
- (Point to the cats under the tree.) **Where are these cats? (Touch.) Under the tree. Say the whole thing. (Touch.) These cats are under the tree.**

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

Individual Turns

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



Exercise 3 Classification - Containers

1. We're going to learn a rule about containers.
(Point to each container, and ask:) What kind of container is this? (Touch. Children are to answer a *wastebasket*, a *bottle*, a *bucket*, a *suitcase*, a *drawer*, a *box*.)

2. Here's the rule about all containers.

- Listen. If you put things in it, it's a container. Listen again. If you put things in it, it's a container.

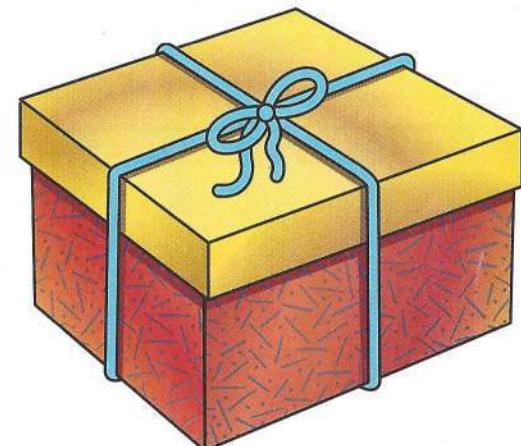
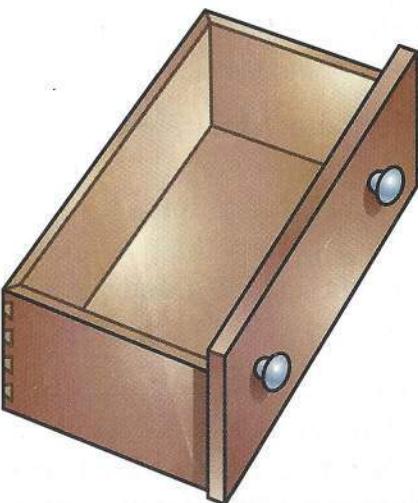
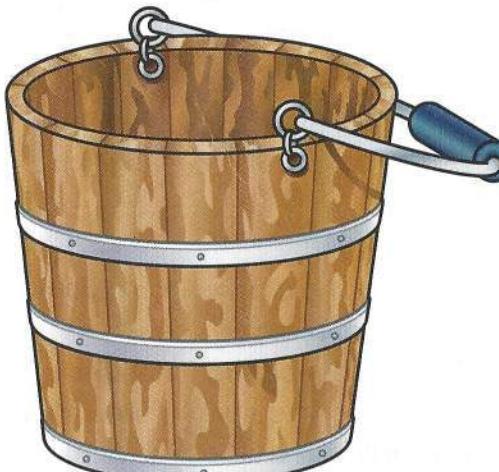
Everybody, say the rule. (Signal.) *If you put things in it, it's a container.*

- Again. (Signal.) *If you put things in it, it's a container.*

- (Repeat until all children can say the rule.)

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

(Turn the page quickly.)



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

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

(Touch.) Yes.

If you put things in it, it's a . . . (touch) container.

You put things in a box. So what do you know about a box? (Touch.) It's a container.

• Again. What do you know about a box?

(Touch.) It's a container.

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

(Touch.) Yes.

If you put things in it, it's a . . . (touch) container.

You put things in a bucket. So what do you know about a bucket? (Touch.) It's a container.

• Again. What do you know about a bucket?

(Touch.) It's a container.

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

(Touch.) No.

You cannot put things in an apple. So what do you know about an apple? (Touch.) It's not a container.

• Again. What do you know about an apple?

(Touch.) It's not a container.

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

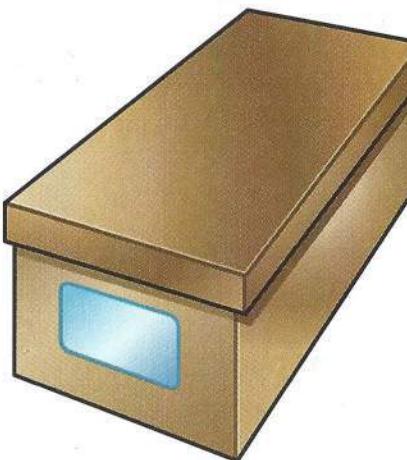
(Touch.) No.

You cannot put things in a nail. So what do you know about a nail? (Touch.) It's not a container.

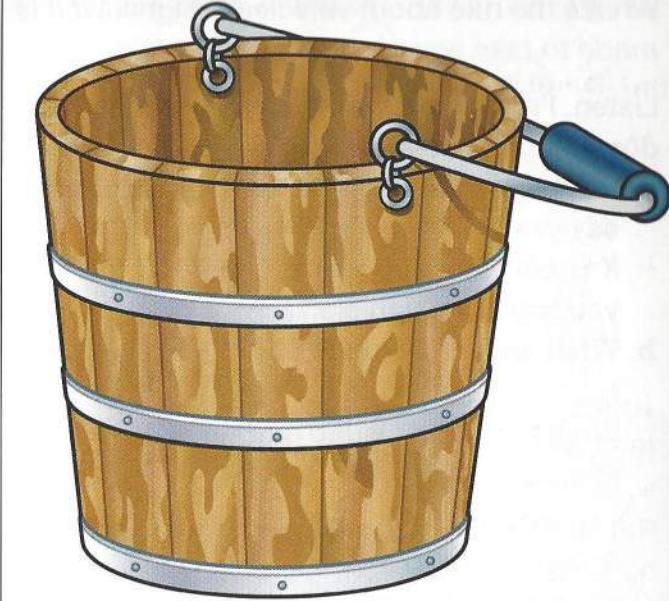
• Again. What do you know about a nail?

(Touch.) It's not a container.

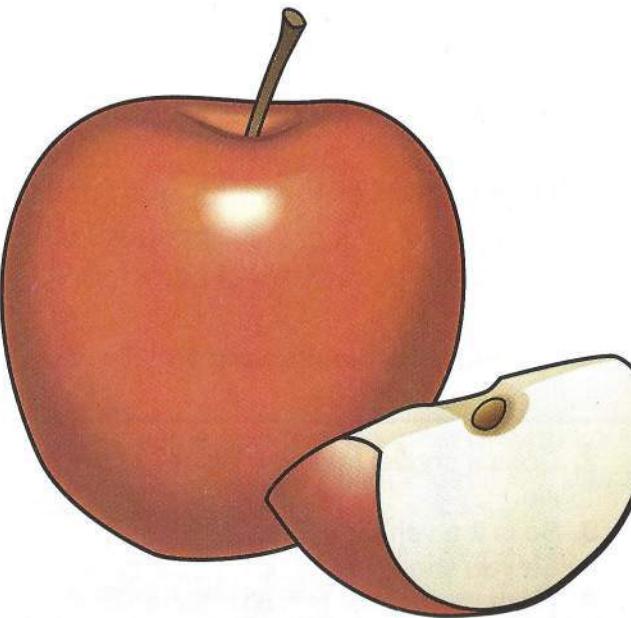
5. (Repeat part 4 until all children's responses are firm.)



a



b



c



d

1. We're going to figure out a problem about a bear and a wagon.

- I'll touch the parts of this wagon. When I touch a part, you name it.

(Point to the body. Pause. Touch.) *Body.*

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

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

- (Repeat part 1 until all children can name the parts of a wagon.)

2. Now answer this question.

(Point to the bears.) *What are these?* (Touch.)
Bears.

Say the whole thing. (Touch.) *These are bears.*

3. Only one of these bears will paint the handle of the wagon. And here's the rule: The spotted bear will paint the handle.

4. Say the rule. (Signal.) *The spotted bear will paint the handle.*

(Point to a.) *Is this bear spotted?* (Touch.) *No.*
So will this bear paint the handle? (Touch.)

No.

*This bear is not spotted. So what do you know about it? (Call on a child. Idea: *It won't paint the handle.*)*

You're right. This bear will not paint the handle.

5. Say the rule. (Signal.) *The spotted bear will paint the handle.*

- (Point to b.) *Is this bear spotted?* (Touch.)
Yes.

So will this bear paint the handle? (Touch.)
Yes.

*This bear is spotted. So what do you know about it? (Call on a child. Idea: *It will paint the handle.*)*

You're right. This bear will paint the handle.

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



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

7. (Call on two children.)

- Show me the bear that will paint the handle. (Wait.)
- Let's see if you're right.
(Turn the page quickly.)

8. Listen.

- Which bear is painting the handle? (Call on a child. Idea: *The spotted bear.*)
You're right. The spotted bear.
Everybody, what is the spotted bear doing? (Touch.) *Painting the handle.*
Say the whole thing about what the spotted bear is doing. (Touch.) *The spotted bear is painting the handle.*
- Again. (Touch.) *The spotted bear is painting the handle.*
- (Repeat part 8 until all children say the statement.)

9. Now we'll talk about the other bear.

- (Point to a.) Is this bear spotted? (Touch.)
No.
What part is this bear painting? (Touch.)
The body.
Say the whole thing about what this bear is doing. (Touch.) *This bear is painting the body.*
- (Repeat part 9 until all children's responses are firm.)

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

- *Would you like to paint a wagon? Tell why.*
- *What part would you like to paint? Tell why.*
- *Would you like to sit in the wagon the bears have just painted? Tell why.*
- *Would you like to pull the wagon? Tell why.*



LESSON 77

EXERCISE 1 Actions—Verb Tense/ Prepositions

1. It's time for some actions.

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.

Keep it there.

c. Listen. Where was your hand? (Signal.) On
my chin.

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

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

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

2. Let's do another one.

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

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

Say the whole thing. (Signal.) My hand is
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. Where was your hand? (Signal.) Under my
nose.

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

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.)

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.)

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

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

(Signal. Wait.)

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

(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 Materials

1. 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.)

2. Think of things that are made of glass.

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

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

3. 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.)

Individual Turns

(Repeat the exercise, calling on different children

1. Let's talk about the land and the sky.

a. (Call on different children.)

Tell me something you see in the sky.

(Praise good responses.)

b. (Call on different children.)

Tell me something you see on the land.

(Praise good responses.)

c. **Listen. The sky is the place with the sun**

and clouds. 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. **Again. (Signal.) The sky is the place with**
the sun and clouds.

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

e. **The land is the place with trees and rivers.**

What do we call the place with trees and
rivers? (Signal.) The land.

Say the whole thing about the land.

(Signal.) The land is the place with trees
and rivers.

f. **Again. (Signal.) The land is the place with**
trees and rivers.

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

2. Let's see what else we know.

a. **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.

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 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.

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

Individual Turns

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

EXERCISE 3 Classification – Clothing

We're going to talk about clothing. (Point to each article of clothing, and say:) **This is clothing.**

- a. (Point to a.) **Is this clothing?** (Touch.) Yes.
Say the whole thing. (Touch.) *This is clothing.*
- **What kind of clothing is this?** (Touch.)
A hat.
Yes, this clothing is a hat.
Say the whole thing about this clothing.
(Touch.) *This clothing is a hat.*
- b. (Point to b.) **Is this clothing?** (Touch.) Yes.
Say the whole thing. (Touch.) *This is clothing.*
- **What kind of clothing is this?** (Touch.)
A shoe.
Yes, this clothing is a shoe.
Say the whole thing about this clothing.
(Touch.) *This clothing is a shoe.*
- c. (Point to c.) **Is this clothing?** (Touch.) Yes.
Say the whole thing. (Touch.) *This is clothing.*
- **What kind of clothing is this?** (Touch.)
A shirt.
Yes, this clothing is a shirt.
Say the whole thing about this clothing.
(Touch.) *This clothing is a shirt.*
- d. (Point to d.) **Is this clothing?** (Touch.) Yes.
Say the whole thing. (Touch.) *This is clothing.*
- **What kind of clothing is this?** (Touch.)
A coat.
Yes, this clothing is a coat.
Say the whole thing about this clothing.
(Touch.) *This clothing is a coat.*



a



b



c



d

Individual Turns

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

1. Look at these objects. Some of these objects are clothing. When I touch an object, tell me if it's clothing. (Point to each object, and ask:) Is this clothing? (Touch. Children are to answer yes or no.)

2. We'll talk some more about these objects.

a. (Point to a.) Is this clothing? (Touch.) Yes. What kind of clothing is this? (Touch.)

A hat.

Say the whole thing about this clothing.

(Touch.) This clothing is a hat.

• Is this clothing a hat? (Touch.) Yes. Is this clothing a pair of pants? (Touch.) No.

• Is this clothing a shirt? (Touch.) No.

b. (Point to b.) Is this clothing? (Touch.) No.

Say the whole thing. (Touch.) This is not clothing.

• What is this? (Touch.) A pie.

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

c. (Point to c.) Is this clothing? (Touch.) Yes.

What kind of clothing is this? (Touch.)

A shoe.

Say the whole thing about this clothing.

(Touch.) This clothing is a shoe.

• Is this clothing a sock? (Touch.) No.

Is this clothing a coat? (Touch.) No.

Is this clothing a shoe? (Touch.) Yes.

d. (Point to d.) Is this clothing? (Touch.) No.

Say the whole thing. (Touch.) This is not clothing.

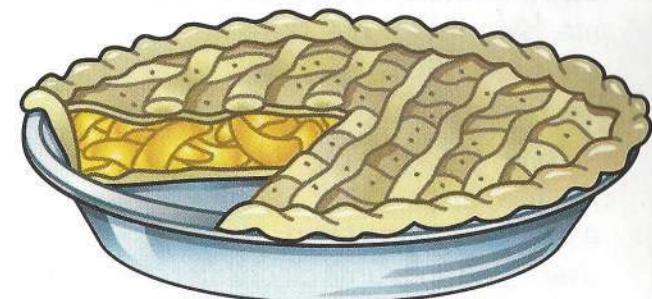
• What is this? (Touch.) A suitcase.

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

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



a



b



c



d

Individual Turns

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

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

- (Point to each kind of food, and ask:) **What is this?** (Children are to answer *lettuce, tomatoes, carrot.*)
- These objects are all in the same class.**
- What class is that?** (Signal.) *Food.*
- (Repeat part 1 until all children's responses are firm.)

2. The rabbit will eat only the food that is on the plate.

- (Point to the plate.) **What is this?** (Touch.) *A plate.*
- (Point to the basket.) **Is this a plate?** (Touch.) *No.*
- What is this?** (Touch.) *A basket.*
- (Point to the bowl.) **Is this a plate?** (Touch.) *No.*
- What is this?** (Touch.) *A bowl.*

3. Here's the rule: The rabbit will eat only the food that is on the plate.

- **Say the rule.** (Signal.) *The rabbit will eat only the food that is on the plate.*

4. Now answer these questions.

a. (Point to a.)

Is this food on the plate? (Touch.) *No.*
So what do you know about this food?
(Call on a child. Idea: *The rabbit won't eat it.*)

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

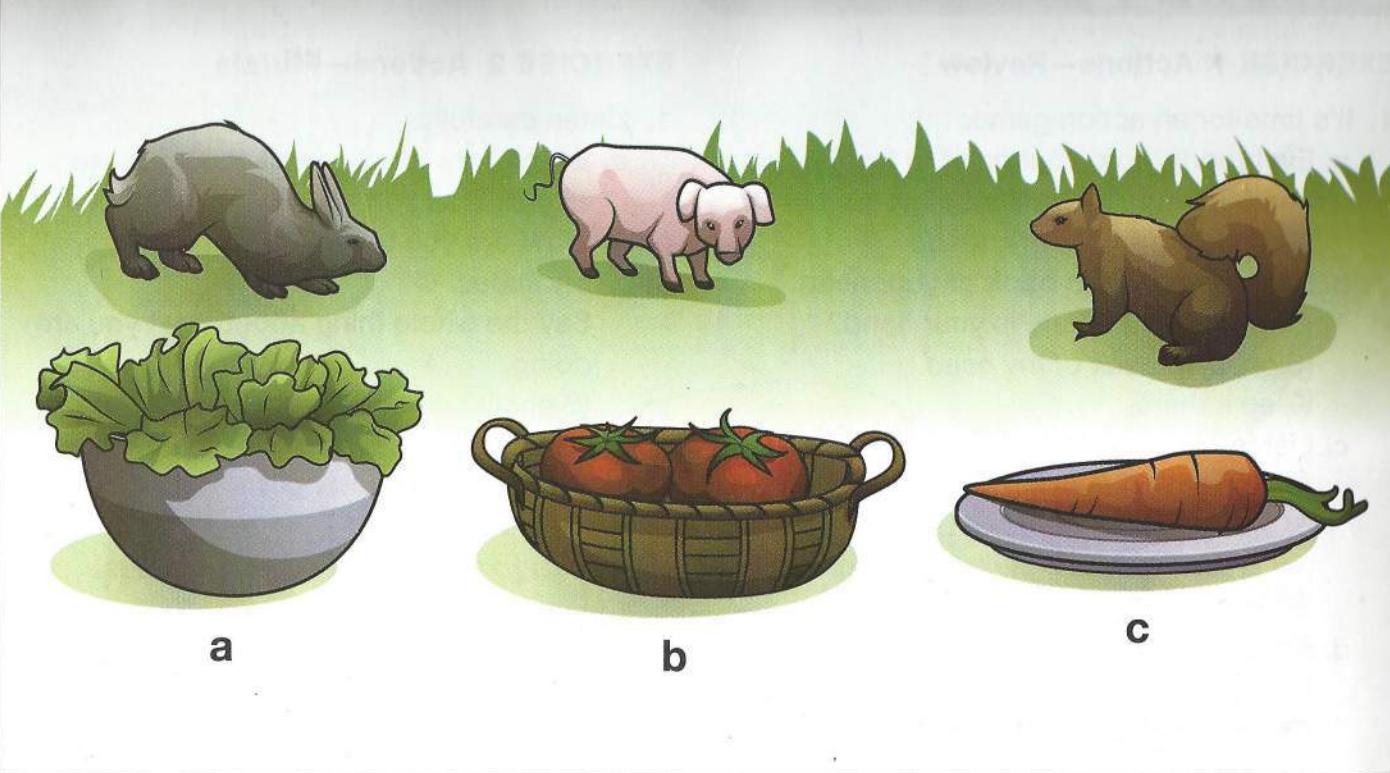
b. (Point to b.)

Is this food on the plate? (Touch.) *No.*
So what do you know about this food?
(Call on a child. Idea: *The rabbit won't eat it.*)

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

c. (Point to c.)

Is this food on the plate? (Touch.) *Yes.*



So what do you know about this food?

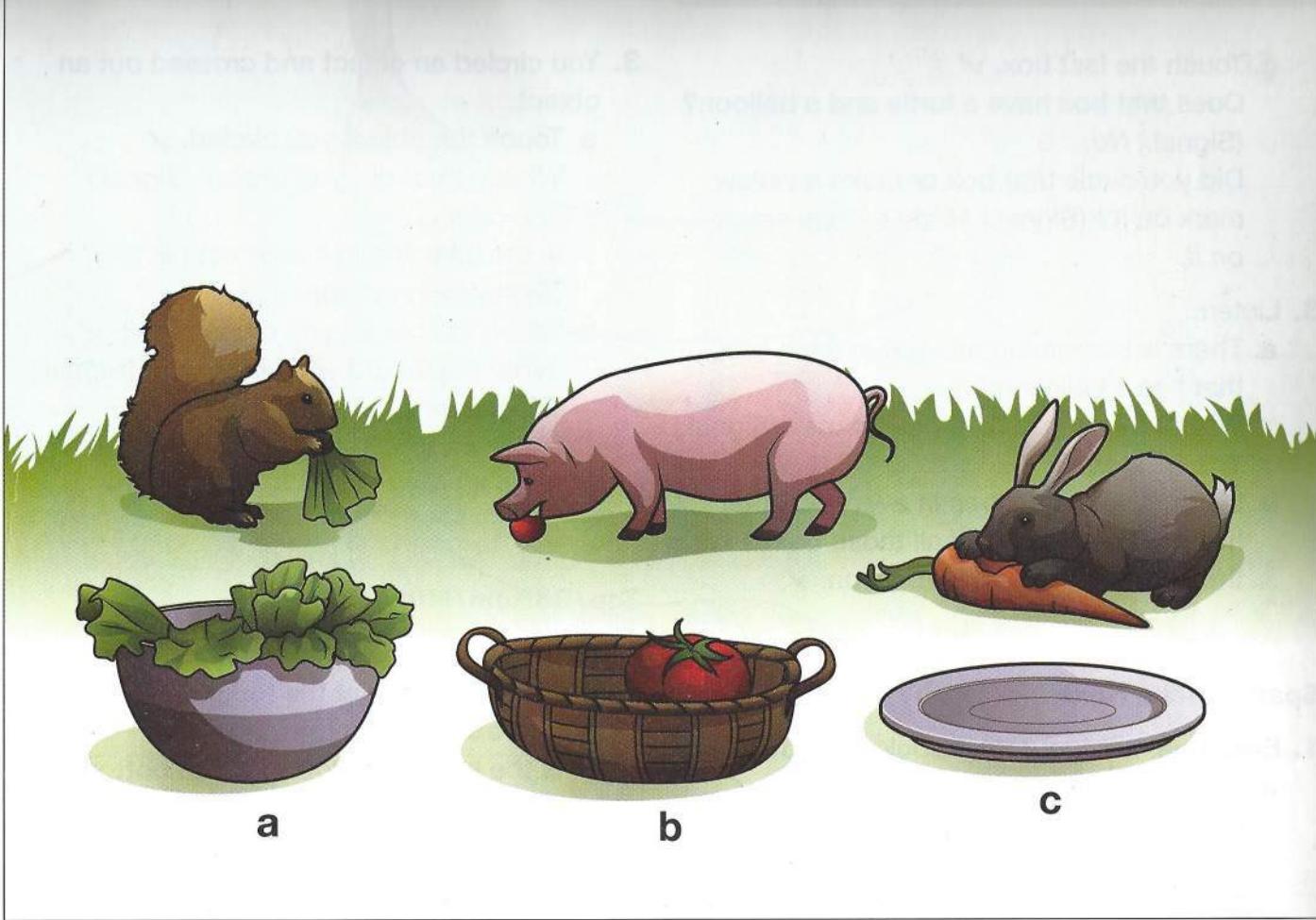
(Call on a child. Idea: *The rabbit will eat it.*)

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

5. (Call on two children.)

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

6. a. (Point to c.) Is this a plate? (Touch.) Yes.
Is the rabbit eating the food that was on
this plate? (Touch.) Yes.
- What is the rabbit eating? (Touch.)
A carrot.
Say the whole thing about what the rabbit
is eating. (Touch.) *The rabbit is eating a
carrot.*
- b. (Point to b.) Is this a plate? (Touch.) No.
Is the rabbit eating this food? (Touch.) No.
- What kind of animal is eating this food?
(Touch.) A pig.
What is the pig eating? (Touch.) A tomato.
Say the whole thing about what the pig is
eating. (Touch.) *The pig is eating a tomato.*
- c. (Point to a.) Is this a plate? (Touch.) No.
Is the rabbit eating this food? (Touch.) No.
- What kind of animal is eating this food?
(Touch.) A squirrel.
What is the squirrel eating? (Touch.)
Lettuce.
Say the whole thing about what the
squirrel is eating. (Touch.) *The squirrel is
eating lettuce.*
7. (Repeat part 6 until all children's responses
are firm.)
8. (Call on different children.)
- Do you think the rabbit likes the carrot?
 - Would you like to eat a carrot for
breakfast?
 - Do you think the pig likes the tomato?
 - Would you like to eat a tomato for lunch?
 - Do you think the squirrel likes the lettuce?
 - Would you like to eat some lettuce for
dinner?



Individual Turns

(Repeat part 6, calling on different children
for each step.)

1. Some of these bananas are short.

Some of these bananas are long.

I'll point to each banana. Say **short** if it is short. Say **long** if it is long.

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

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

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

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

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

2. Listen.

• (Point to b.)

Is this banana short? (Touch.) Yes.

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

Is this banana long? (Touch.) No.

Say the whole thing. (Touch.) *This banana is not long.*

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

3. Listen.

• (Point to d.)

Is this banana short? (Touch.) No.

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

Is this banana long? (Touch.) Yes.

Say the whole thing. (Touch.) *This banana is long.*

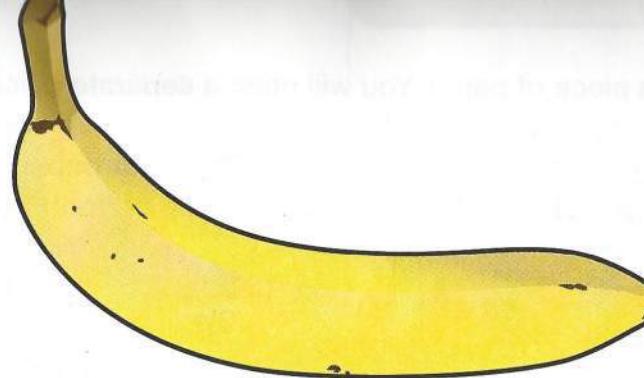
• (Repeat part 3 until all children's responses are firm.)

4. (Repeat parts 1 through 3 until all children's responses are firm.)

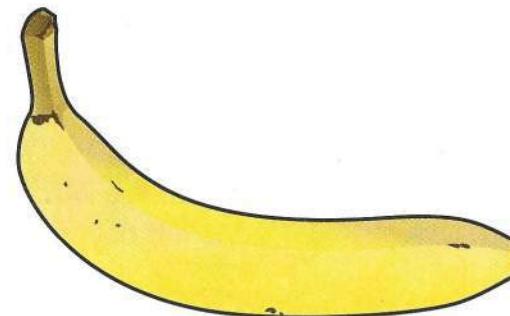
Individual Turns

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

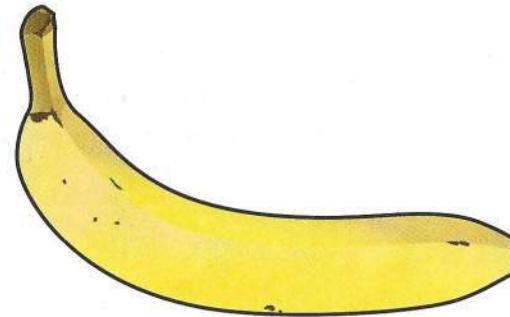
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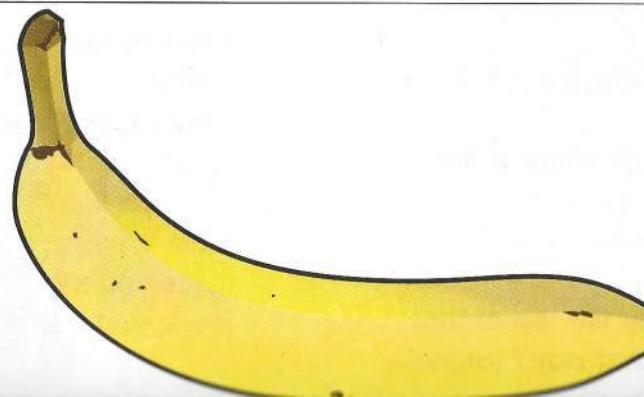
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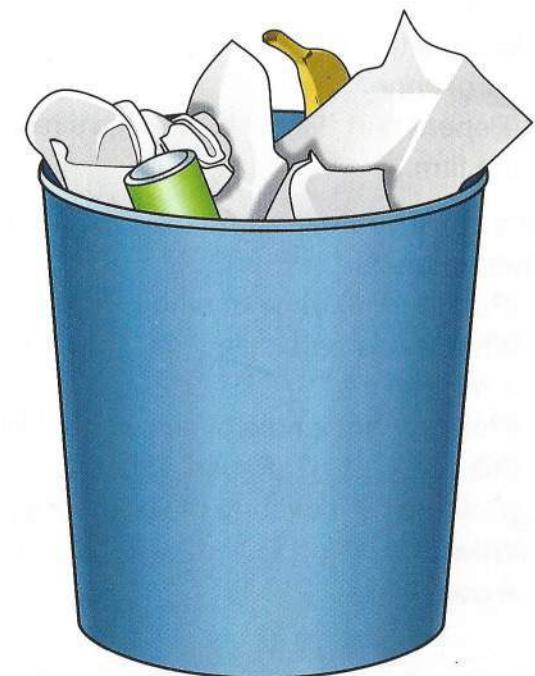
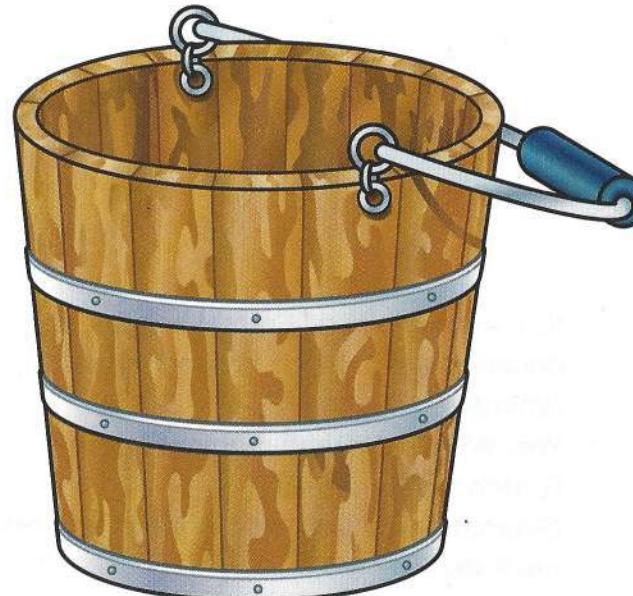
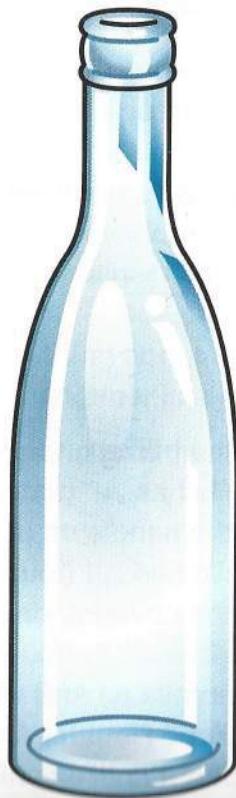
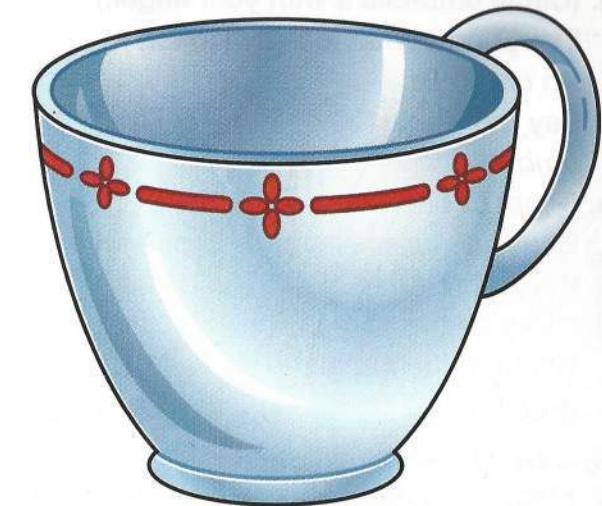
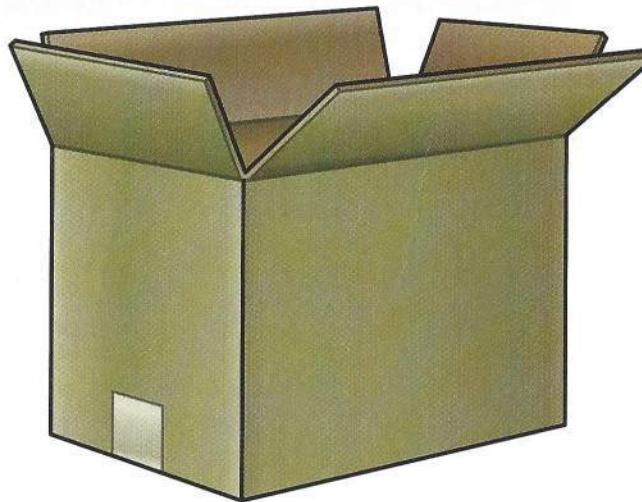


1. Look at these objects on this page.

- (Point to each container.) All of these objects are in the same class. What class is that? (Touch.) **Containers.**
- (Point to each container, and ask:) What kind of container is this? (Touch. Children are to answer *a box*, *a cup*, *a bottle*, *a bucket*, *a wastebasket*.)
- **Everybody, what's the rule about containers?** (Touch.) If you put things in it, it's a container.

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

(Turn the page quickly.)

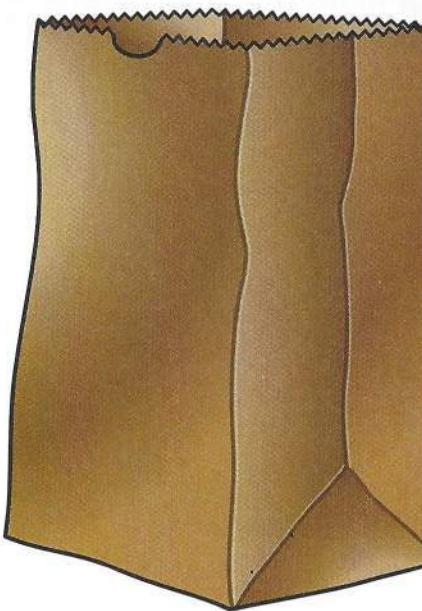


EXERCISE 5 Classification—Containers
(cont.)

3. We'll talk about these pictures.

- a. (Point to a.) Do you put things in this?
(Touch.) Yes.
So what do we know about a bag? (Touch.)
It's a container.
• What kind of container is it? (Touch.)
A bag.
Say the whole thing about this container.
(Touch.) *This container is a bag.*
- b. (Point to b.) Do you put things in this?
(Touch.) No.
So what do we know about a rock?
(Touch.) *It's not a container.*
Say the whole thing about a rock. (Touch.)
A rock is not a container.
- c. (Point to c.) Do you put things in this?
(Touch.) No.
So what do we know about a broom?
(Touch.) *It's not a container.*
Say the whole thing about a broom.
(Touch.) *A broom is not a container.*
- d. (Point to d.) Do you put things in this?
(Touch.) Yes.
So what do we know about a glass?
(Touch.) *It's a container.*
• What kind of container is it? (Touch.)
A glass.
Say the whole thing about this container.
(Touch.) *This container is a glass.*

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



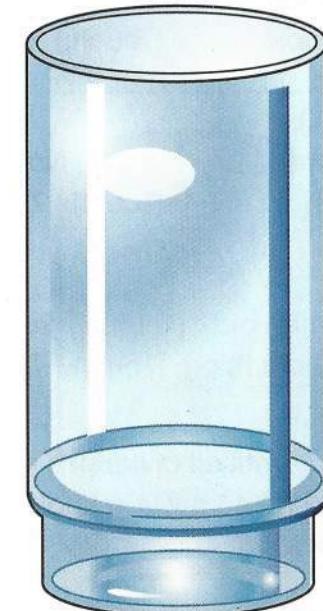
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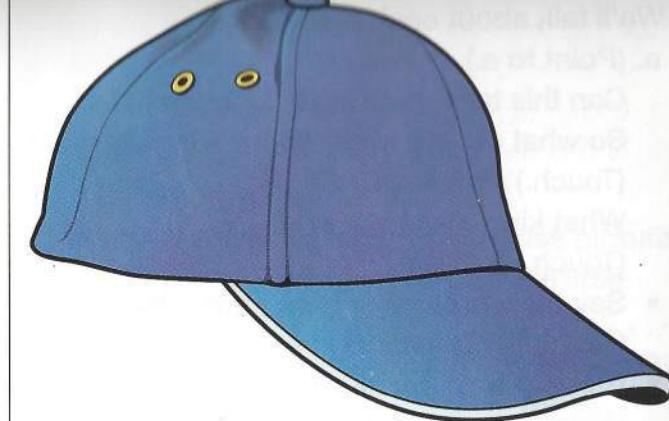
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Clothing

1. Some of these objects are containers. Some of them are clothing.
 - (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 clothing?** (Touch. 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 **clothing**.
 - a. (Point to a.) Tell me. Container or clothing. (Touch.) **Container.**
Say the whole thing about this container.
(Touch.) **This container is a cup.**
 - b. (Point to b.) Tell me. Container or clothing. (Touch.) **Clothing.**
Say the whole thing about this clothing.
(Touch.) **This clothing is a hat.**
 - c. (Point to c.) Tell me. Container or clothing. (Touch.) **Clothing.**
Say the whole thing about this clothing.
(Touch.) **This clothing is a shoe.**
 - d. (Point to d.) Tell me. Container or clothing. (Touch.) **Clothing.**
Say the whole thing about this clothing.
(Touch.) **This clothing is a shirt.**
 - e. (Point to e.) Tell me. Container or clothing. (Touch.) **Container.**
Say the whole thing about this container.
(Touch.) **This container is a bag.**
 - f. (Point to f.) Tell me. Container or clothing. (Touch.) **Container.**
Say the whole thing about this container.
(Touch.) **This container is a jar.**
3. (Repeat part 2 until all children's responses are firm.)



a



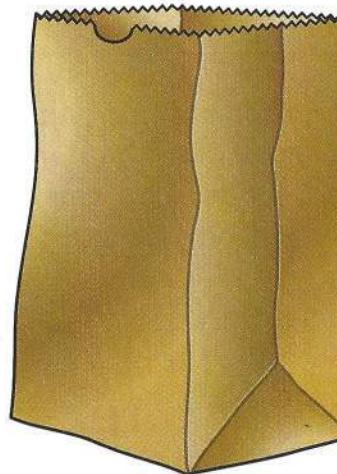
b



c



d



e



f

**EXERCISE 1 Actions—Parts of the Body**

It's time for some actions.

- Everybody, rub your cheek, and rub your knee.** (Signal. Wait.)
What are you doing? (Signal.) *Rubbing my cheek and rubbing my knee.*
- Everybody, touch your hips.** (Signal. Wait.)
What are you doing? (Signal.) *Touching my hips.*
- Everybody, touch your ears.** (Signal. Wait.)
What are you doing? (Signal.) *Touching my ears.*
- Everybody, touch your hips.** (Signal. Wait.)
What are you doing? (Signal.) *Touching my hips.*
Say the whole thing. (Signal.) *I am touching my hips.*
- Everybody, touch your ears.** (Signal. Wait.)
What are you doing? (Signal.) *Touching my ears.*
Say the whole thing. (Signal.) *I am touching my ears.*
- (Repeat the exercise until all children's responses are firm.)

Individual Turns

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

**EXERCISE 2 Materials**

We're going to talk about your socks.

- Everybody, touch your socks.** (Signal. Wait.)
- When I call on you, tell me the color of your socks.** (Call on three or four children.)
What color are your socks? (Praise good answers.)
- When I call on you, tell me what your socks are made of.** (Call on three or four children.)
What are your socks made of? (Praise good answers.)

**EXERCISE 3 Common Information**

Let's see how much information you remember.

- 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.*
- 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.*
- 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.*
- 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.*
- What do we call a place with rivers and trees?** (Signal.) *The land.*
Say the whole thing about the land. (Signal.) *The land is the place with rivers and trees.*
- (Repeat steps a through e 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. **And what do we usually do with a flower?** (Touch. Praise reasonable responses.)

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

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

(Point to the eraser. Pause. Touch.)

A pencil has an eraser.

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

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

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

d. **And what do we usually do with a pencil?** (Touch. Praise reasonable responses.)

Individual Turns

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



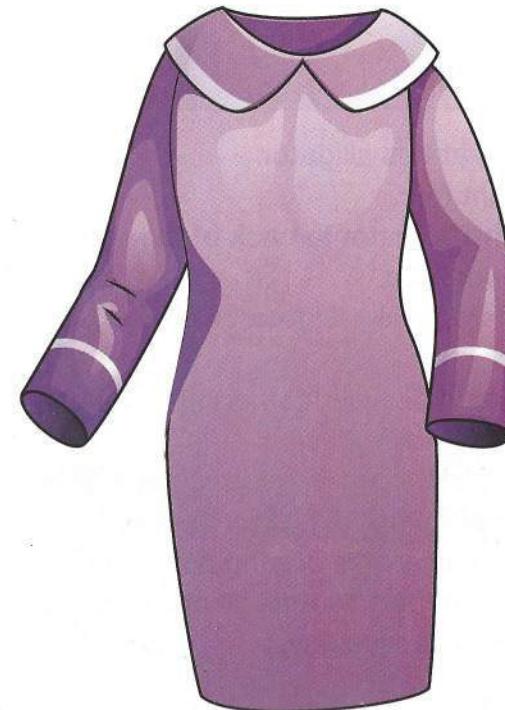
1. We're going to learn a rule about clothing.
(Point to each article of clothing, and ask:) **What kind of clothing is this?** (Touch. Children are to answer pants, shoes, a dress, a shirt.)

2. Here's the rule about all clothing.

- 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.*
- Again. (Signal.) *If you can wear it, it's clothing.*
- (Repeat until all children can say the rule.)

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

(Turn the page quickly.)



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

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

No.

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

• Again. What do you know about a clock?

(Touch.) *It's not clothing.*

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

Yes.

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

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

Again. What do you know about a coat?

(Touch.) *It's clothing.*

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

No.

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

• Again. What do you know about a ship?

(Touch.) *It's not clothing.*

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

Yes.

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

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

Again. What do you know about a shoe?

(Touch.) *It's clothing.*

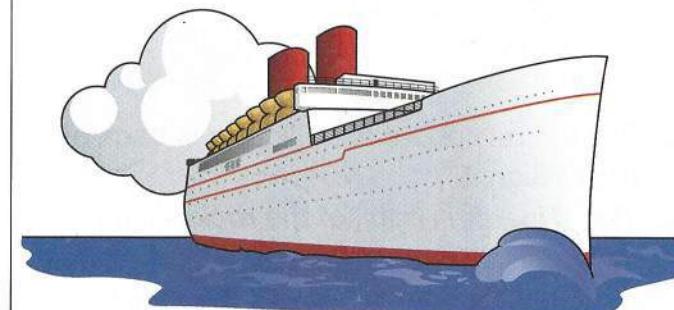
5. (Repeat part 4 until all children's responses are firm.)



a



b



c



d

1. Look at these pictures. They show where the birds are.

- a. (Point to a.) Where are the birds in this picture? (Touch.) Over the cloud.
Yes, the birds are over the cloud.
- Say the whole thing. (Touch.) *The birds are over the cloud.*
- b. (Point to b.) Now look at where the birds are. Where are they? (Touch.) Over the tree.
Yes, the birds are over the tree.
- Say the whole thing. (Touch.) *The birds are over the tree.*

2. Listen.

- Where were the birds before they flew over the tree? (Signal. Do not touch the picture.)
Over the cloud.
- Say the whole thing about where the birds were. (Touch.) *The birds were over the cloud.*

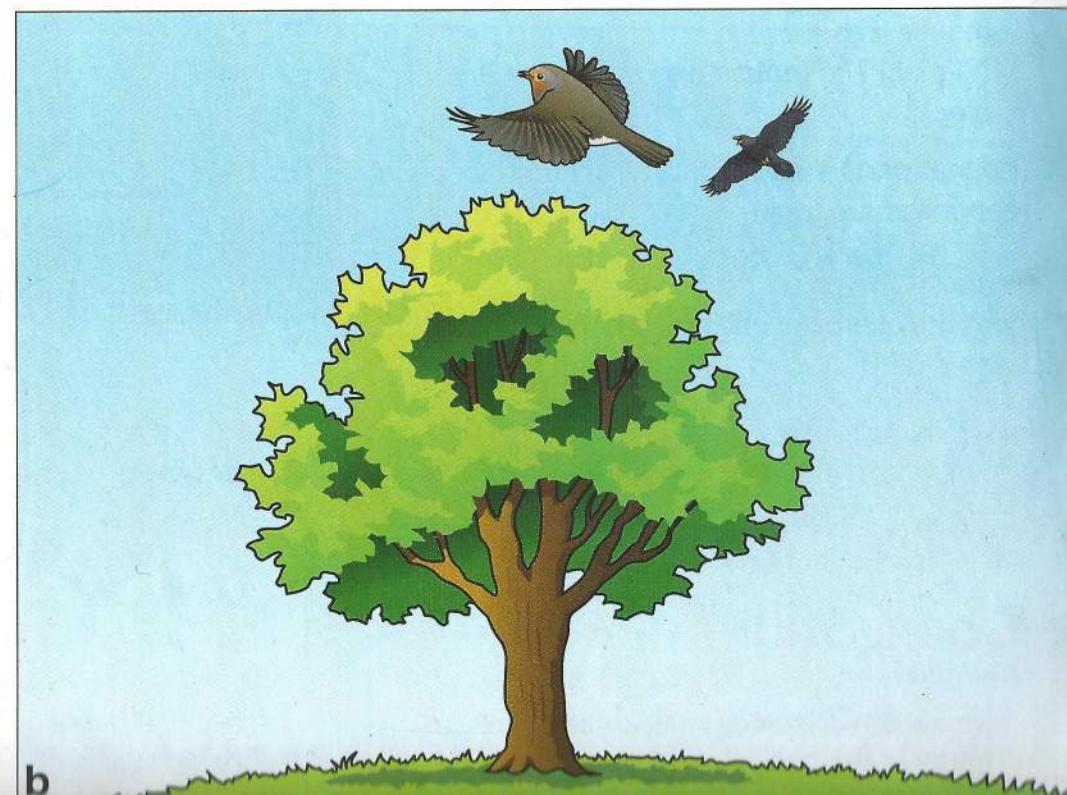
3. (Repeat the exercise until all children's responses are firm.)

Individual Turns

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



a

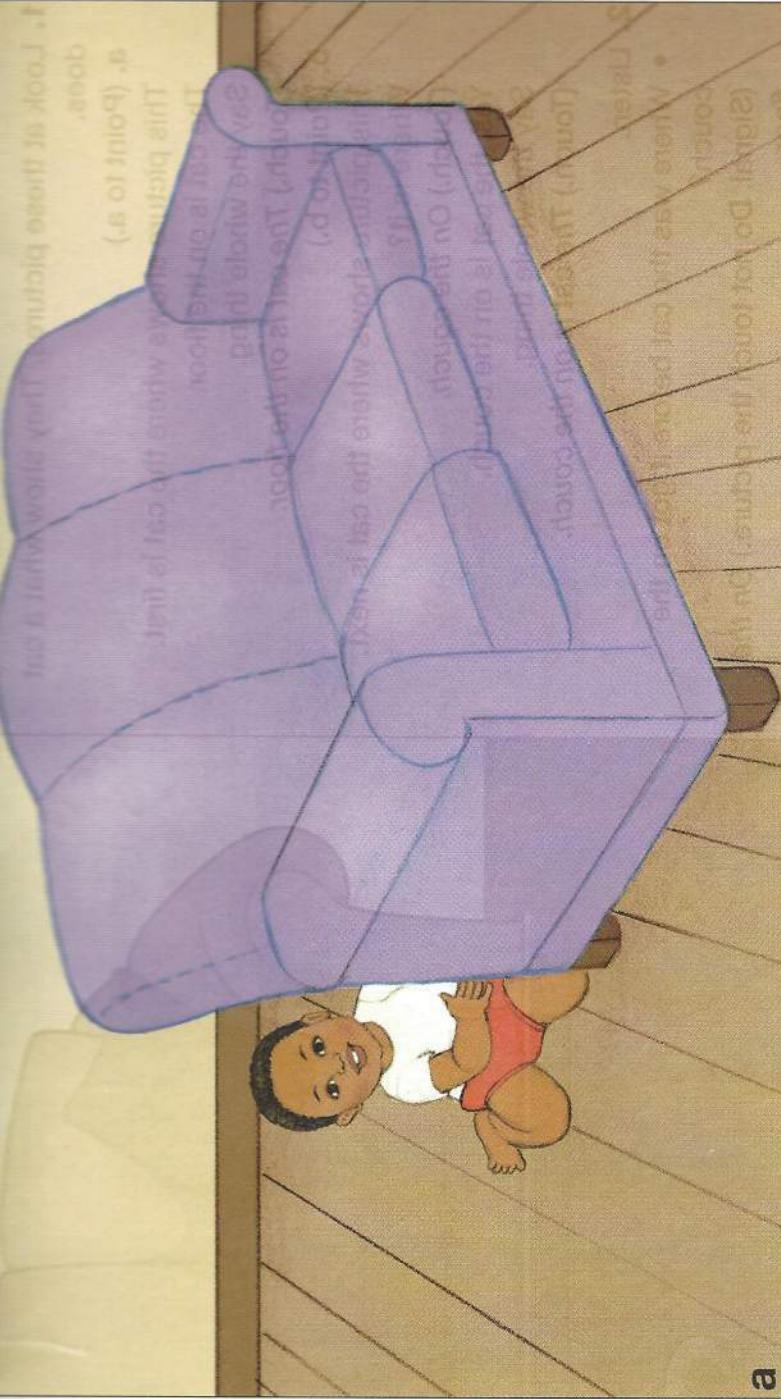


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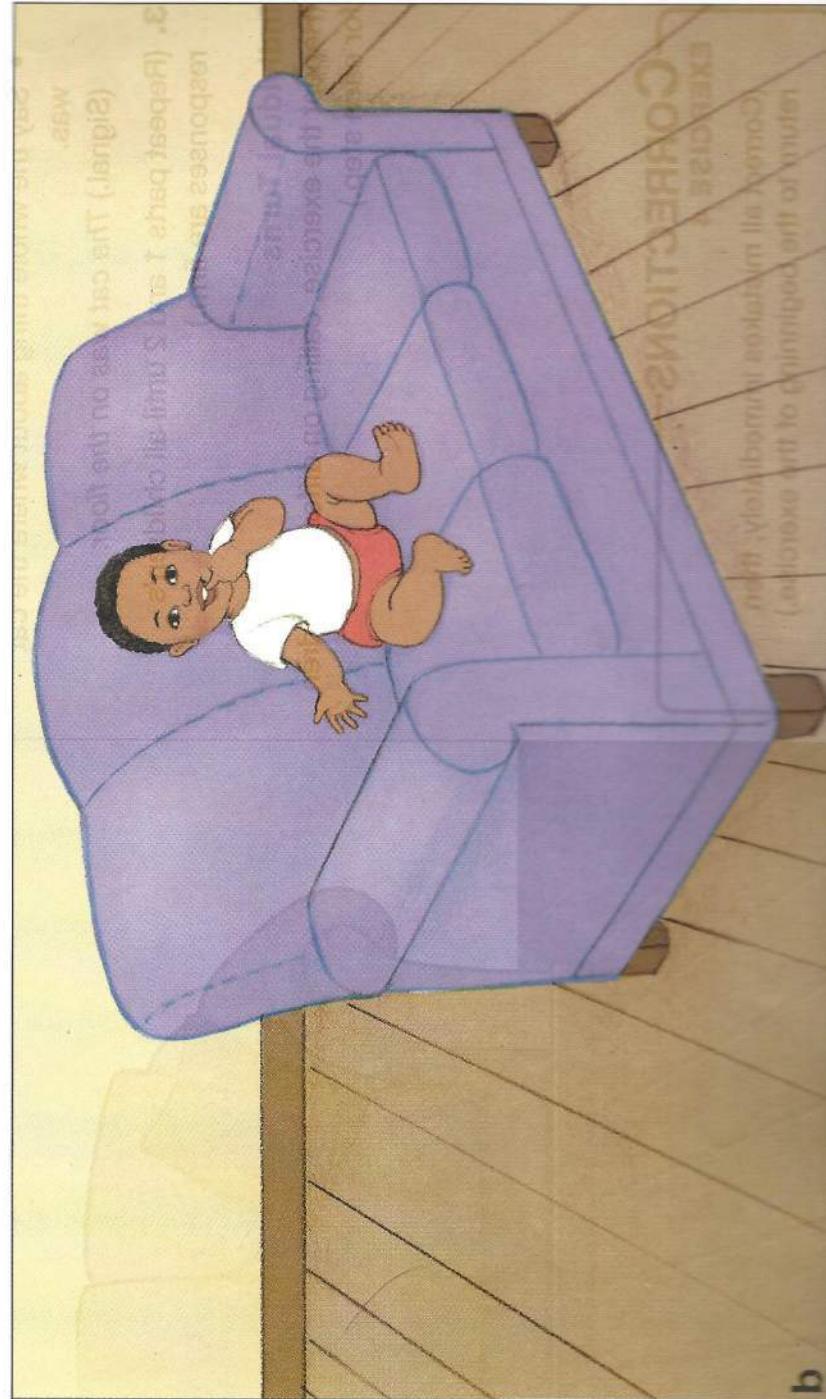
1. Look at these pictures. They show where the baby is.

a. (Point to a.) Where is the baby in this picture? (Touch.) ***In back of the couch.***
Yes, the baby is in back of the couch.
• Say the whole thing. (Touch.) ***The baby is in back of the couch.***

- b. (Point to b.) Now look at where the baby is. Where is he? (Touch.) ***On the couch.***
Yes, the baby is on the couch.
• Say the whole thing. (Touch.) ***The baby is on the couch.***
- 2.** Listen.
- Where was the baby before he was on the couch? (Signal. Do not touch the picture.)
In back of the couch.
 - Say the whole thing about where the baby was. (Touch.) ***The baby was in back of the couch.***



a



b

Individual Turns

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

1. Look at these objects on this page.

- (Point to each container.) All of these objects are in the same class. What class is that? (Touch.) **Containers**.
- (Point to each container, and ask:) What kind of container is this? (Touch. Children are to answer *a cup, a pot, a bottle, a bowl, a glass*.)
- **Everybody, what's the rule about containers?** (Touch.) *If you put things in it, it's a container.*

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

(Turn the page quickly.)

