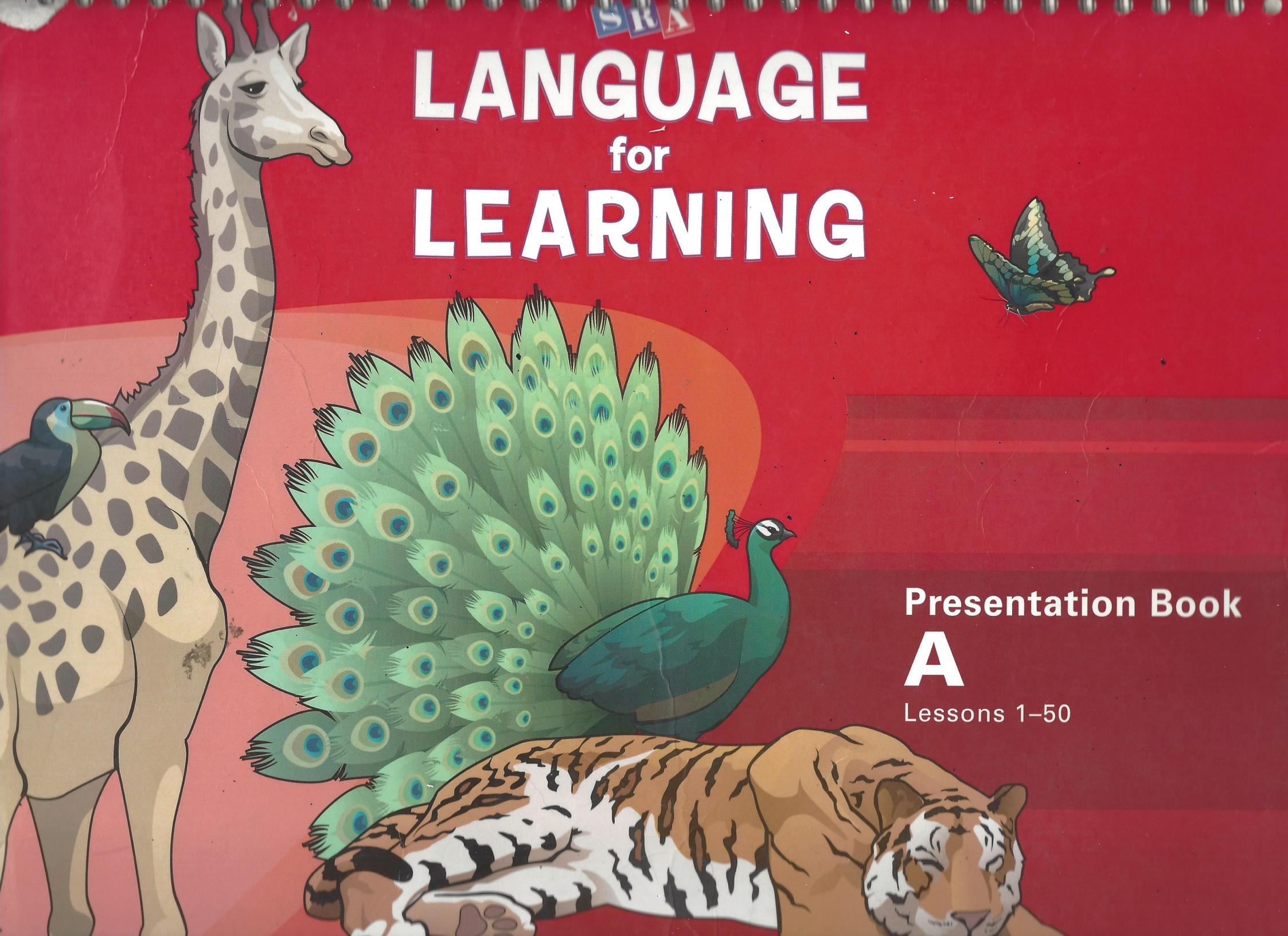


SRA

LANGUAGE for LEARNING



Presentation Book
A

Lessons 1-50

LESSON 1

EXERCISE 1 Actions—Following Directions

1. Get ready to do some actions. Watch my hand. Remember to wait for the signal.
 - a. Everybody, stand up. (Signal. Children are to stand up.)
Everybody, sit down. (Signal. Children are to sit down.) ●◆
 - b. (Repeat step a until all children respond to your signal.)
2. Let's do those actions again.
 - a. Everybody, stand up. (Signal.)
My turn. What are you doing?
Standing up.
Your turn. What are you doing? (Signal.)
Standing up. ▲
 - b. Everybody, sit down. (Signal.) What are you doing? (Signal.) Sitting down. ■
3. Let's do those actions some more.
(Repeat part 2 until all children can perform the actions and say what they are doing.)

CORRECTIONS

EXERCISE 1

● Error

(Children respond before you signal.)

Correction

1. You have to wait for my signal.
2. Let's try it again.
3. (Repeat part 1a until all children respond.)

◆ Error

(Children respond late.)

Correction

1. You have to do it as soon as I signal.
2. Let's try it again.

EXERCISE 2 Information—Names

1. We're going to learn names.
 - a. (Ask one child to stand up. Say child's whole name—John Jones, for example.)
_____, stand up. Your first name is _____. What's your first name? (Child responds.)
 - b. Everybody, what's his/her first name? (Signal. Children say the child's first name.) Good. _____, sit down.
2. (Repeat part 1 with several children.)

EXERCISE 3 Information—School

1. Here are some things you should know.
 - a. Listen. I'm your teacher. My name is _____. Everybody, what's your teacher's name? (Pause. Signal. Children say the teacher's name.)
 - b. (Repeat step a until all children's responses are firm.)

- c. Listen. You go to _____ School.

Everybody, what's the name of the school you go to? (Pause. Signal. Children say the name of their school.)

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

2. Let's try those questions again.

- a. Everybody, what's your teacher's name? (Pause. Signal.)
- b. What's the name of the school you go to? (Pause. Signal.)

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

Individual Turns

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

▲ Error

(Children don't say Standing up.)

Correction

1. Standing up. Say it with me. (Signal. Respond with children.) Standing up.
2. Again. (Signal. Respond with children.) Standing up.
3. All by yourselves. Say it. (Signal. Do not respond with children.) Standing up.
4. (Have children sit down.)
5. (Repeat part 2a.)

■ Error

(Children don't say Sitting down.)

Correction

1. Sitting down. Say it with me. (Signal. Respond with children.) Sitting down.
2. Again. (Signal. Respond with children.) Sitting down.
3. All by yourselves. Say it. (Signal. Do not respond with children.) Sitting down.
4. (Have children stand up.)
5. (Repeat part 2b.)

EXERCISE 4 Object Identification

1. I'll tell you about these pictures.

- a. (Point to a.) A tree.
- b. (Point to b.) A shoe.
- c. (Point to c.) A dog.
- d. (Point to d.) A cat.

2. Again. (Repeat part 1.)

3. Now it's your turn.

- a. (Point to a.) What is this? (Touch.) A tree.



- b. (Point to b.) What is this? (Touch.) A shoe.
- c. (Point to c.) What is this? (Touch.) A dog.
- d. (Point to d.) What is this? (Touch.) A cat.

4. Let's name these things again. When I touch something, tell me the name.

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

Individual Turns

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



a



c



b



d

CORRECTIONS

EXERCISE 4

Error

(Children give the wrong answers or no answers.)

Correction

- 1. (Tell children the name of the object.)
- 2. (Repeat part 3a.)

Error

(Children respond before you touch the picture.)

2. Watch. (Point to the picture.) What is this? (Touch. Respond with children.) A tree.

3. Let's do that again. (Respond with children.)

4. Now do it by yourselves. (Repeat part 3a. Do not respond with children.)

Error

(Children respond late.)

Correction

- 1. You have to tell me the name as soon as I touch it.

3. Let's do that again. (Respond with children.)

4. Now do it by yourselves. (Repeat part 3a. Do not respond with children.)

Error

(Children omit the word a.)

Correction

- 1. Yes, a tree.
- 2. Say it with me. (Signal. Respond with children.) A tree.
- 3. Let's do that again. (Respond with children.)

1. I'll tell you about these pictures.

- a. (Point to a.) **A boy.**
- b. (Point to b.) **A girl.**
- c. (Point to c.) **A cat.**
- d. (Point to d.) **A dog.**

2. Again. (Repeat part 1.)

3. Now it's your turn.

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

A boy.

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

A girl.

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

A cat.

- d. (Point to d.) **What is this? (Touch.)**

A dog.

4. Let's name these things again.

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

5. Now let's do something else.

- a. (Ask a girl in the group to stand up.)

Everybody, what is this? (Signal.) A girl.

- b. (Ask a boy in the group to stand up.)

Everybody, what is this? (Signal.) A boy.

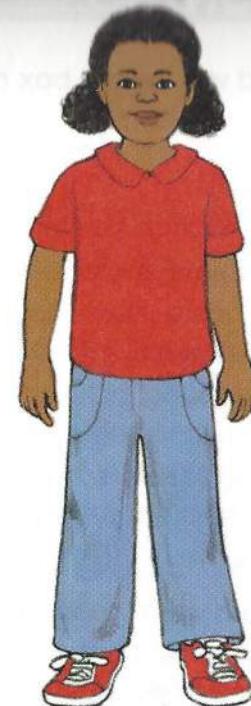
6. (Repeat part 5 until all children's responses are firm.)

Individual Turns

(Repeat parts 3 and 5, calling on different children for each step.)



a



b



LESSON 2

EXERCISE 1 Actions – Following Directions

1. Get ready to do some actions. Watch my hand. Remember to wait for the signal.
 - a. Everybody, stand up. (Signal. Children are to stand up.) ●◆
 - b. Everybody, sit down. (Signal. Children are to sit down.)
 - c. (Repeat steps a and b until all children respond to your signal.)
2. Let's do those actions again.
 - a. Everybody, stand up. (Signal.) What are you doing? (Signal.) Standing up. ▲
 - b. Everybody, sit down. (Signal.) What are you doing? (Signal.) Sitting down. ■
3. Let's do those actions some more.
(Repeat part 2 until all children can perform the actions and say what they are doing.)

EXERCISE 2 Information – Names

1. We're going to learn names.
 - a. (Ask one child to stand up. Say the child's whole name—John Jones, for example.)
_____, stand up. Your first name is _____. What's your first name? (Child responds.)
 - b. Everybody, what's his/her first name? (Signal. Children say the child's first name.) Good. _____, sit down.
2. (Repeat part 1 with several children.)

EXERCISE 3 Information – School

1. Here are some things you should know.
 - a. Listen. I'm your teacher. My name is _____. Everybody, what's your teacher's name? (Pause. Signal. Children respond.)
 - b. (Repeat step a until all children's responses are firm.)

- c. Listen. You go to _____ School. Everybody, what's the name of the school you go to? (Pause. Signal. Children say the name of their school.)
- d. (Repeat step c until all children's responses are firm.)
2. Let's try those questions again.
 - a. Everybody, what's your teacher's name? (Pause. Signal.)
 - b. What's the name of the school you go to? (Pause. Signal.)
3. (Repeat part 2 until all children's responses are firm.)

Individual Turns

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

CORRECTIONS

EXERCISE 1

● Error

(Children respond before you signal.)

Correction

1. You have to wait for my signal.
2. Let's try it again. (Have children stand up.)
3. (Repeat part 1a until all children respond to your signal.)

◆ Error

(Children respond late.)

Correction

1. You have to do it as soon as I signal.

2. Let's try it again. (Have children stand up.)
3. (Repeat part 1a until all children respond to your signal.)

▲ Error

(Children don't say Standing up.)

Correction

1. Standing up. Say it with me. (Signal. Respond with children.) Standing up.
2. Again. (Signal. Respond with children.) Standing up.
3. All by yourselves. Say it. (Signal. Do not respond with children.) Standing up.
4. (Have children sit down.)

5. (Repeat part 2a.)

■ Error

(Children don't say Sitting down.)

Correction

1. Sitting down. Say it with me. (Signal. Respond with children.) Sitting down.
2. Again. (Signal. Respond with children.) Sitting down.
3. All by yourselves. Say it. (Signal. Do not respond with children.) Sitting down.
4. (Have children stand up.)
5. (Repeat part 2b.)

EXERCISE 4 Object Identification

1. Look at these pictures.

(Point to a.) I'll tell you what this is.

A table.



a

2. See if you can tell me the names for all the things on this page. Watch my signal. When I touch something, tell me the name.

a. (Point to a.) What is this? (Touch.) A table.



b. (Point to b.) What is this? (Touch.) A boy.

c. (Point to c.) What is this? (Touch.) A dog.

d. (Point to d.) What is this? (Touch.) A cat.



b

3. Let's name these things again. When I touch something, tell me the name.

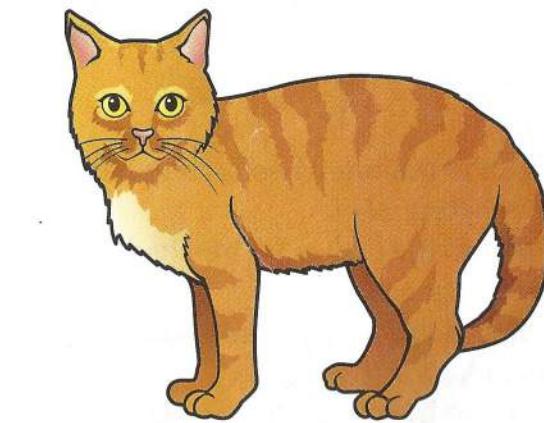
(Repeat part 2 until all children's responses are firm.)

Individual Turns

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



c



d

CORRECTIONS

EXERCISE 4

● Error

(Children respond before you touch the picture.)

Correction

1. You have to wait until I touch it.

2. Watch. (Point to picture.) What is this? (Touch. Respond with children.) A table.

3. Let's do that again. (Respond with children.)

4. Now do it by yourselves. (Repeat part 2a. Do not respond with children.)

▲ Error

(Children respond late.)

Correction

1. You have to tell me the name as soon as I touch it.

2. Watch. (Point to picture.) What is this? (Touch. Respond with children.) A table.

3. Let's do that again. (Respond with children.)

4. Now do it by yourselves. (Repeat part 2a. Do not respond with children.)

Correction

1. (Tell children the name of the object.)

2. (Repeat part 2a. Do not respond with children.)

■ Error

(Children omit the word a.)

Correction

1. Yes, a table.

2. Say it with me. (Signal. Respond with children.) A table.

3. Let's do that again. (Respond with children.)

EXERCISE 5 Object Identification

1. Look at these pictures.

(Point to the hat.) I'll tell you what this is.

A hat.

2. See if you can tell me the names for all the things on this page. Watch my signal. When I touch something, tell me the name.

- a. (Point to a.) What is this? (Touch.) A hat.
- b. (Point to b.) What is this? (Touch.) A table.
- c. (Point to c.) What is this? (Touch.) A shoe.
- d. (Point to d.) What is this? (Touch.) A girl.

3. Let's name these things again. When I point to something, tell me the name.

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

4. Now let's do something else.

- a. (Ask a boy in the group to stand up.) Everybody, what is this? (Signal.) A boy.

Everybody, what is this? (Signal.) A girl.

- b. (Ask a girl in the group to stand up.) Everybody, what is this? (Signal.) A girl.

Everybody, what is this? (Signal.) A shoe.

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

Individual Turns

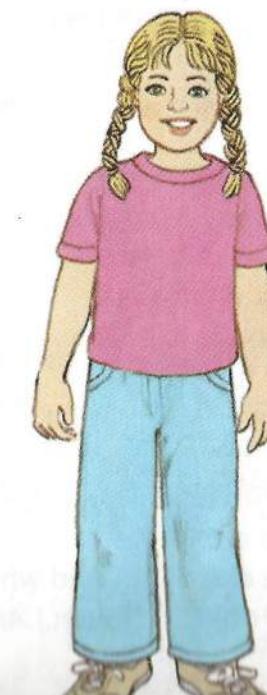
(Call on different children to respond to each step in parts 2 and 4.)



a



b

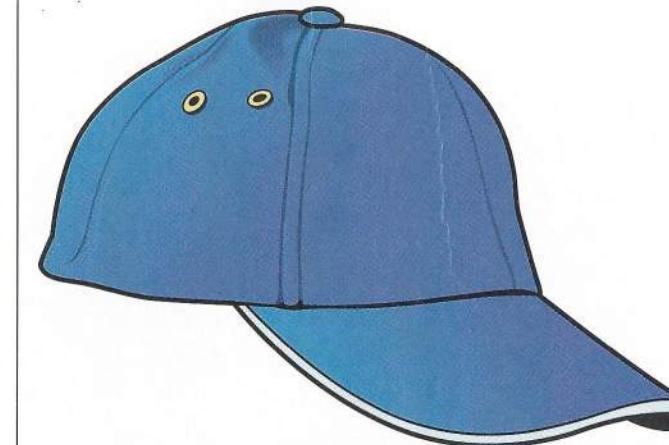


ENGLISH Object Identification

1. See if you can tell me the names for all of the things on this page. Watch for my signal. When I touch something, tell me the name.
 - a. (Point to a.) What is this? (Touch.) A hat.
 - b. (Point to b.) What is this? (Touch.) A dog.
 - c. (Point to c.) What is this? (Touch.) A shoe.
 - d. (Point to d.) What is this? (Touch.) A tree.
2. Let's name these things again. When I point to something, tell me the name.
3. (Repeat part 2 until all children's responses are firm.)

Individual Turns

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



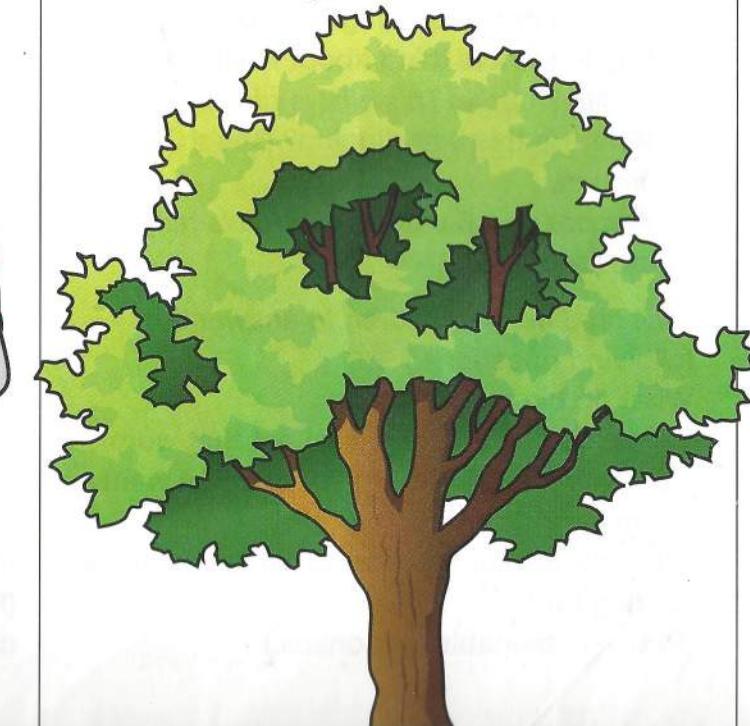
a



b



a



LESSON 3

EXERCISE 1 Actions – Following Directions

1. Get ready to do some actions. Watch my hand. Remember to wait for the signal.
 - a. Everybody, stand up. (Signal. Children are to stand up.)
Everybody, sit down. (Signal. Children are to sit down.)
 - b. (Repeat step a until all children respond to your signal.)
2. Let's do those actions again.
 - a. Everybody, stand up. (Signal.) What are you doing? (Signal.) Standing up.
 - b. Everybody, sit down. (Signal.) What are you doing? (Signal.) Sitting down.
3. Let's do those actions some more.
(Repeat part 2 until all children can perform the actions and say what they are doing.)

EXERCISE 2 Identity Statements

1. We're going to talk about a boy.
 - a. (Ask a boy in the group to stand up.)
Everybody, what is this? (Signal.) A boy.
Yes, a boy.
 - b. My turn. I can say the whole thing. This is a boy. Listen again. This is a boy.
 - c. Say the whole thing with me. (Signal. Respond with children.) *This is a boy.*

CORRECTIONS

EXERCISE 2

Error

(Children do not make the entire statement.)

Correction

1. Let's say the whole thing. (Signal.

- d. Again. (Signal. Respond with children.) *This is a boy.*
(Repeat step d until all children are making the statement with you.)
2. Your turn.
 - a. All by yourselves. Say the whole thing.
(Signal. Do not respond with children.) *This is a boy.* ●
 - b. (Repeat step a until all children can make the statement.)

Individual Turns

(Repeat part 2, calling on different children to make the statement.)

EXERCISE 3 Information – Names

1. We're going to learn names.
 - a. (Ask one child to stand up. Say the child's whole name—John Jones, for example.)
_____, stand up. Your first name is _____. What is your first name? (Child responds.)
 - b. Everybody, what's his/her first name?
(Signal. Children say the child's first name.) Good. _____, sit down.
2. (Repeat part 1 with several children.)

- (Repeat until all children's responses are firm.)
3. Again. (Say only the first word with children.) *This . . .* (signal) *is a boy.*
(Repeat until all children's responses are firm.)

EXERCISE 4 Information – School

1. Here are some things you should know.
 - a. Listen. I'm your teacher. My name is _____. Everybody, what's your teacher's name? (Pause. Signal. Children say the teacher's name.)
 - b. (Repeat step a until all children's responses are firm.)
 - c. Listen. You go to _____ School. Everybody, what's the name of the school you go to? (Pause. Signal. Children say the name of their school.)
 - d. (Repeat step c until all children's responses are firm.)

2. Let's try those questions again.
 - a. Everybody, what's your teacher's name?
(Pause. Signal.)
 - b. What's the name of the school you go to?
(Pause. Signal.)

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

Individual Turns

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

EXERCISE 5 Object identification

1. I'll tell you about these pictures.

- a. (Point to a.) A hamburger.
- b. (Point to b.) A fish.

2. See if you can tell me the names for all these things. Watch my signal. When I touch something, tell me the name.

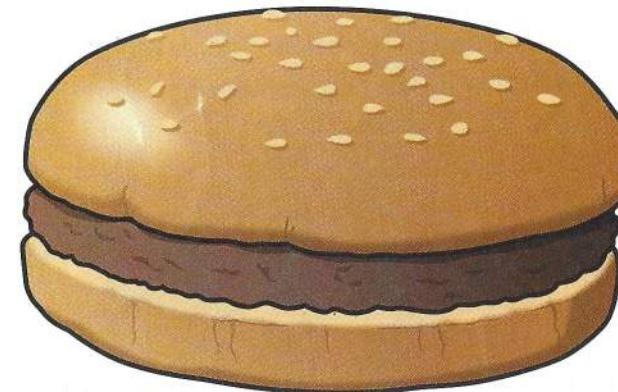
- a. (Point to a.) What is this? (Touch.) A hamburger.
- b. (Point to b.) What is this? (Touch.) A fish.
- c. (Point to c.) What is this? (Touch.) A boy.
- d. (Point to d.) What is this? (Touch.) A table.

3. Let's name these things again. When I touch something, tell me the name.

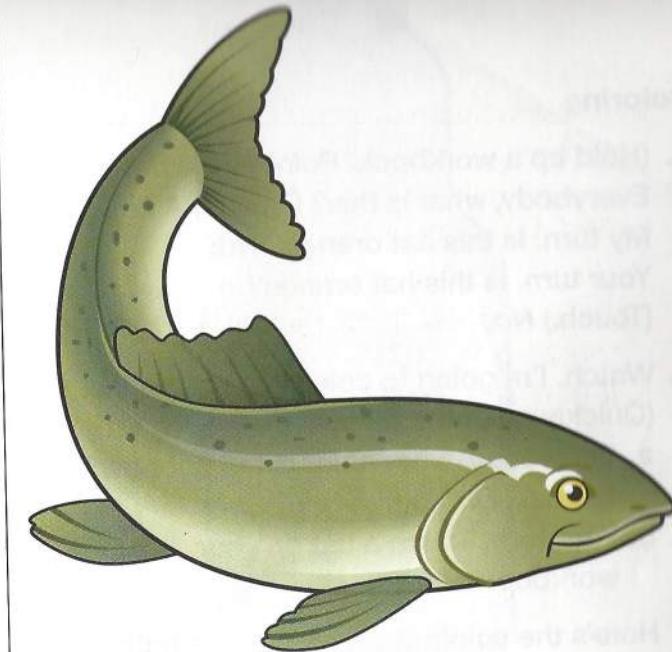
(Repeat part 2 until all children's responses are firm.)

Individual Turns

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



a



b



EXERCISE 6 Object identification

1. I'll tell you about these pictures.

- a. (Point to a.) **A ball.**
- b. (Point to b.) **A bottle.**

2. Now see if you can tell me the names for all the things on this page. Watch my signal. When I touch something, tell me the name.

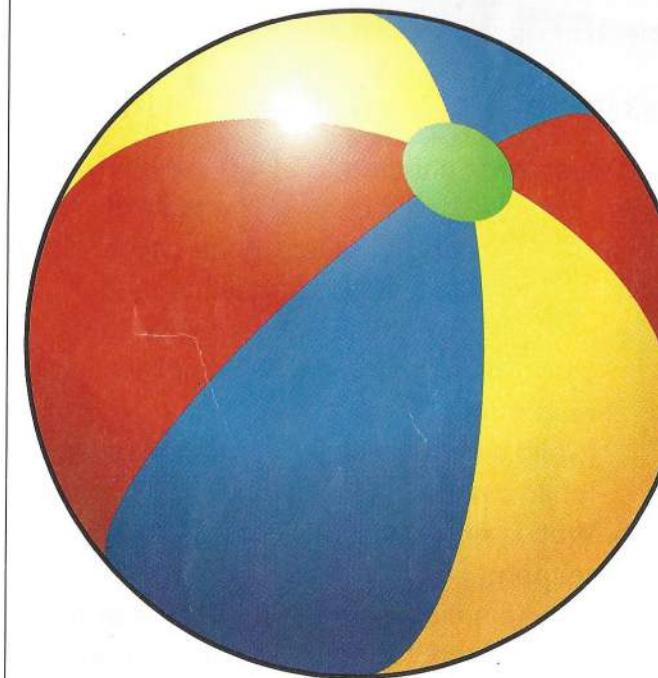
- a. (Point to a.) **What is this? (Touch.) A ball.**
- b. (Point to b.) **What is this? (Touch.) A bottle.**
- c. (Point to c.) **What is this? (Touch.) A tree.**
- d. (Point to d.) **What is this? (Touch.) A shoe.**

3. Let's name these things again. When I touch something, tell me the name.

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

Individual Turns

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



a



b



a



EXERCISE 7 Object Identification

1. Now see if you can tell me the names for all the things on this page. Watch my signal. When I touch something, tell me the name.

- a. (Point to a.) What is this? (Touch.) A *table*.
- b. (Point to b.) What is this? (Touch.) A *hat*.
- c. (Point to c.) What is this? (Touch.) A *fish*.
- d. (Point to d.) What is this? (Touch.) A *dog*.

2. Let's name these things again.
(Repeat part 1 until all children's responses are firm.)

Individual Turns

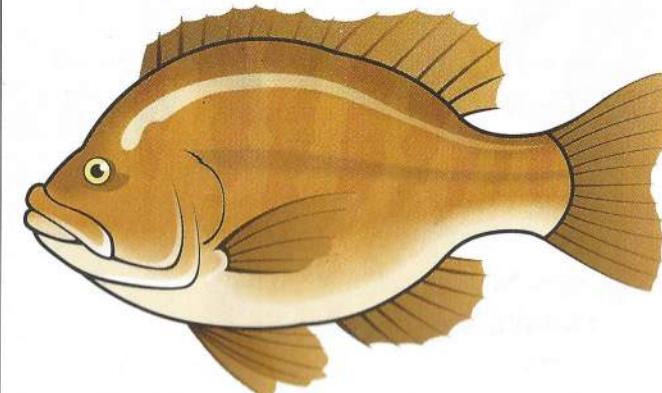
(Repeat part 1, calling on different children for each step.)



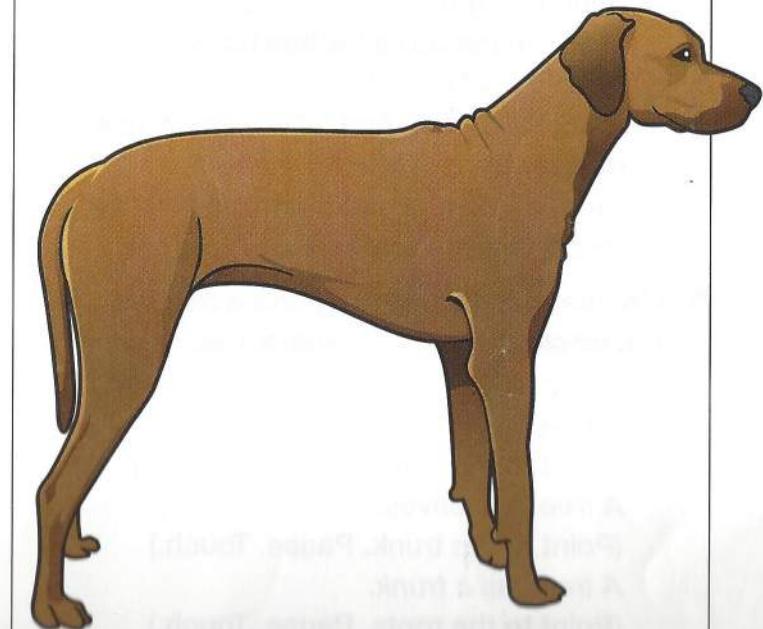
a



b



a



b

and Body Parts

1. My turn. I can touch my nose. Watch. (Touch your nose.)
I can touch my head. Watch. (Touch your head.)
 - a. Everybody, stand up. (Signal. Children are to stand up.)
Everybody, touch your head. (Signal. Wait.) ●
Everybody, sit down. (Signal. Wait.)
Everybody, touch your nose. (Signal. Wait.)
Everybody, put your hand down. (Signal.)
b. (Repeat step a until all children respond to your signal.)

- a. Everybody, stand up. (Signal.) What are you doing? (Signal.) Standing up.
 - b. Everybody, touch your head. (Signal.) What are you doing? (Signal.) Touching my head. ▲
Everybody, put your hand down. (Signal.)
 - c. Everybody, sit down. (Signal.) What are you doing? (Signal.) Sitting down.
 - d. Everybody, touch your nose. (Signal.) What are you doing? (Signal.) Touching my nose.
Everybody, put your hand down. (Signal.)
3. Let's do those actions one more time.
(Repeat part 2 until all children can perform the actions and say what they are doing.)

1. When I point to you, stand up.
 - a. (Point to a child. Child stands up.) Good.
What's your first name? (Child responds.)
 - b. Everybody, what's his/her first name?
(Signal. Children say the child's first name.)
Good. _____, sit down.

2. (Repeat part 1 with several children.)

CORRECTIONS

EXERCISE 1

- Error
(Children don't touch their heads.)
- Correction**
 1. Look at me. (Touch your head.)
 2. Your turn. Touch your head.
 3. Good. Sit down.
 4. (Repeat part 1a.)

▲ Error

(Children don't say *Touching my head.*)

Correction

1. Touching my head. Say it with me. (Signal. Respond with children.) *Touching my head.*
2. Again. (Signal. Respond with children.) *Touching my head.*

3. All by yourselves. Say it. (Signal. Do not respond with children.) *Touching my head.*
4. (Repeat part 2b until all children's responses are firm.)

1. Here are some things you should know.
 - a. Listen. I'm your teacher. Everybody, what's your teacher's name? (Pause. Signal.) ●
 - b. (Repeat step a until all children's responses are firm.)
 - c. Everybody, what's the name of the school you go to? (Pause. Signal.) ▲
 - d. (Repeat step c until all children's responses are firm.)

2. Let's try those questions again.
 - a. Everybody, what's your teacher's name? (Pause. Signal.)
 - b. What's the name of the school you go to? (Pause. Signal.)

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

1. We're going to talk about a girl.

- a. (Point to a girl in the group.) Everybody, what is this? (Signal.) A girl.
Yes, a girl.
- b. My turn. I can say the whole thing. This is a girl. Listen again. This is a girl.
- c. Say the whole thing with me. (Signal. Respond with children.) *This is a girl.*
- d. Again. (Signal. Respond with children.) *This is a girl.*
- e. (Repeat step d until all children can make the statement with you.)

a. All by yourselves. Say the whole thing.

- (Signal. Do not respond with children.) *This is a girl.* ■
- b. (Repeat step a until all children can make the statement.)

CORRECTIONS

EXERCISE 3

● Error

(Children don't say the teacher's name.)

Correction

1. Listen. Your teacher's name is _____. What is your teacher's name? (Signal.)
2. (Repeat part 1a until all children's responses are firm.)

▲ Error

(Children don't say the name of the school.)

Correction

1. The name of your school is _____. What is the name of your school? (Signal.)
2. (Repeat part 1c until all children's responses are firm.)

EXERCISE 4

■ Error

(Children do not make the entire statement.)

Correction

1. Let's say the whole thing. (Signal. Respond with children.) *This is a girl.*
2. Again. (Say only the first two words with children.) *This is* (Signal) . . . a girl. (Repeat until all children's responses are firm.)
3. Again. (Say only the first word with children.) *This* . . . (Signal) *is a girl.* (Repeat until all children's responses are firm.)
4. (Repeat part 2a. Do not respond with children.)

EXERCISE 5 Object Identification

1. I'll tell you about these pictures.

- a. (Point to a.) **A flower.**
- b. (Point to b.) **A chair.**

2. Now it's your turn.

- a. (Point to a.) **What is this? (Touch.)**
A flower.
- b. (Point to b.) **What is this? (Touch.)**
A chair.
- c. (Point to c.) **What is this? (Touch.)**
A hamburger.
- d. (Point to d.) **What is this? (Touch.)**
A bottle.

3. Let's name these things again.

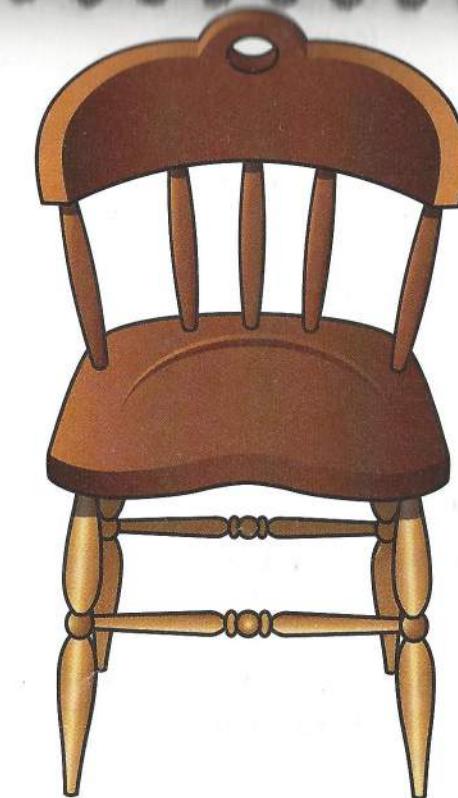
(Repeat part 2 until all children's responses are firm.)

Individual Turns

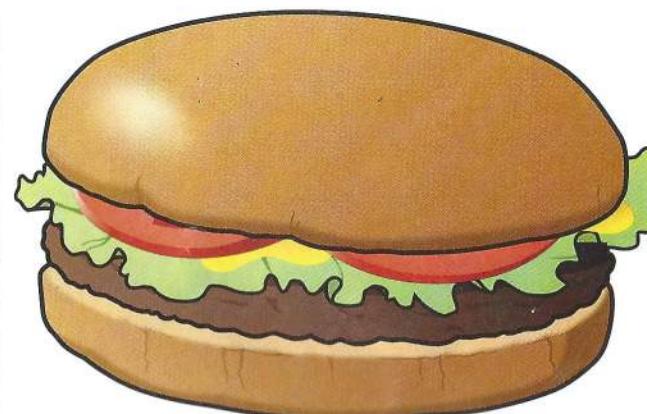
(Repeat part 2, calling on different children for each step.)



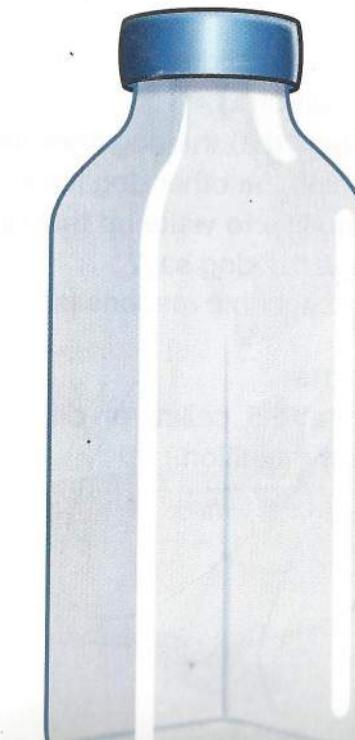
a



b



a



b

1. Let's talk about these pictures.

- a. (Point to a.) **What is this? (Touch.)**
A chair.
- b. (Point to b.) **What is this? (Touch.)**
A bottle.
- c. (Point to c.) **What is this? (Touch.)**
A hamburger.
- d. (Point to d.) **What is this? (Touch.)**
A fish.

2. Let's name these things again.

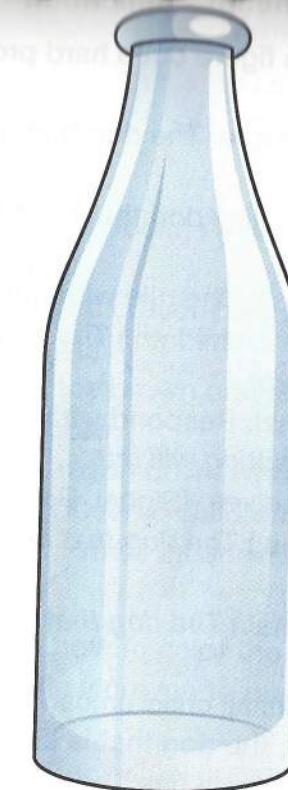
(Repeat part 1 until all children's responses are firm.)

Individual Turns

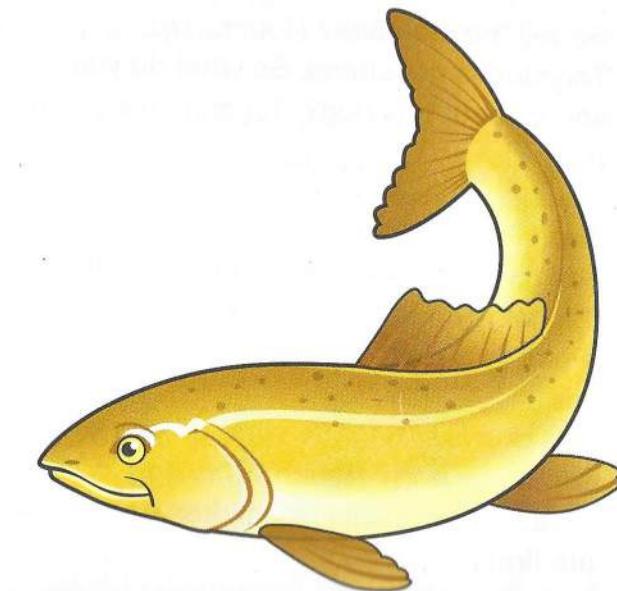
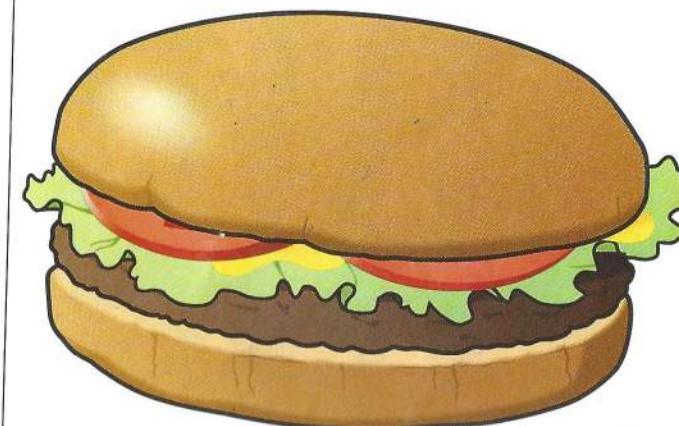
(Repeat part 1, calling on different children for each step.)



a



b



EXERCISE 1 Actions — Following Directions and Body Parts

1. Get ready to do some actions. Watch my hand. Remember to wait for the signal.

- a. Everybody, stand up. (Signal. Children are to stand up.)
- b. Everybody, touch your nose. (Signal. Wait.)
- c. Everybody, sit down. (Signal. Wait.)
- d. Everybody, touch your hand. (Signal. Wait.)
- e. Everybody, put your hand down. (Signal.)
- f. (Repeat steps a through e until all children respond to your signal.)

2. Now let's talk more about those actions.

- a. Everybody, stand up. (Signal.) **What are you doing?** (Signal.) *Standing up.*
- b. Everybody, touch your nose. (Signal.) **What are you doing?** (Signal.) *Touching my nose.*
- c. Everybody, sit down. (Signal.) **What are you doing?** (Signal.) *Sitting down.*
- d. Everybody, touch your hand. (Signal.) **What are you doing?** (Signal.) *Touching my hand.* Everybody, put your hand down. (Signal.)

3. Let's do that again.

(Repeat part 2 until all children can perform the actions and say what they are doing.)

EXERCISE 2 Identity Statements**1. We're going to talk about a girl.**

- a. (Ask a girl in the group to stand up.)
Everybody, **what is this?** (Signal.) *A girl.*
Yes, a girl.

- b. My turn. I can say the whole thing. This is a girl. Listen again. This is a girl.

- c. Say the whole thing with me. (Signal. Respond with children.) *This is a girl.*

- d. Again. (Signal. Respond with children.) *This is a girl.*

- e. (Repeat step d until all children are making the statement with you.)

- f. Your turn. All by yourselves. Say the whole thing. (Signal. Do not respond with children.) *This is a girl.*

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

2. We're going to talk about a boy.

- a. (Ask a boy in the group to stand up.)
Everybody, **what is this?** (Signal.) *A boy.*
Yes, a boy.

- b. My turn. I can say the whole thing. This is a boy. Listen again. This is a boy.

- c. Say the whole thing with me. (Signal. Respond with children.) *This is a boy.*

- d. Again. (Signal. Respond with children.) *This is a boy.*

- e. (Repeat step d until all children are making the statement with you.)

- f. Now it's your turn. All by yourselves. Say the whole thing. (Signal. Do not respond with children.) *This is a boy.*

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

Individual Turns

(Call on different children to make the statements.)

EXERCISE 3 Information — Names**1. When I point to you, stand up.**

- a. (Point to a child.) Good. What's your first name? (Child responds.)

b. Everybody, what's his/her first name?

- (Signal. Children say the child's first name.)
Good. _____, sit down.

2. (Repeat part 1 with several children.)**CORRECTIONS****EXERCISE 1****Error**

(Children don't say *Touching my nose.*)

Correction

- 1. Touching my nose. Say it with me. (Signal.)

- 2. Again. (Signal. Respond with children.) *Touching my nose.*

- 3. All by yourselves. Say it. (Signal. Do not respond with children.) *Touching my nose.*

- 4. (Have children put their hands down.)

- 5. (Repeat part 2b.)

1. Let's see if you can answer these questions.
 - a. Everybody, what's your teacher's name?
(Pause. Signal.)
 - b. What's the name of the school you go to?
(Pause. Signal.)
2. (Repeat part 1 until all children's responses are firm.)

Individual Turns

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

EXERCISE 5 Object Identification

1. I'll tell you about these pictures.
 - a. (Point to a.) This is a cup.
 - b. (Point to b.) This is a broom.
 - c. (Point to c.) This is a book.
 - d. (Point to d.) This is a hamburger.

2. Now it's your turn.

- a. (Point to a.) What is this? (Touch.)
A cup.
- b. (Point to b.) What is this? (Touch.)
A broom.
- c. (Point to c.) What is this? (Touch.)
A book.
- d. (Point to d.) What is this? (Touch.)
A hamburger.

3. Let's name these things again.

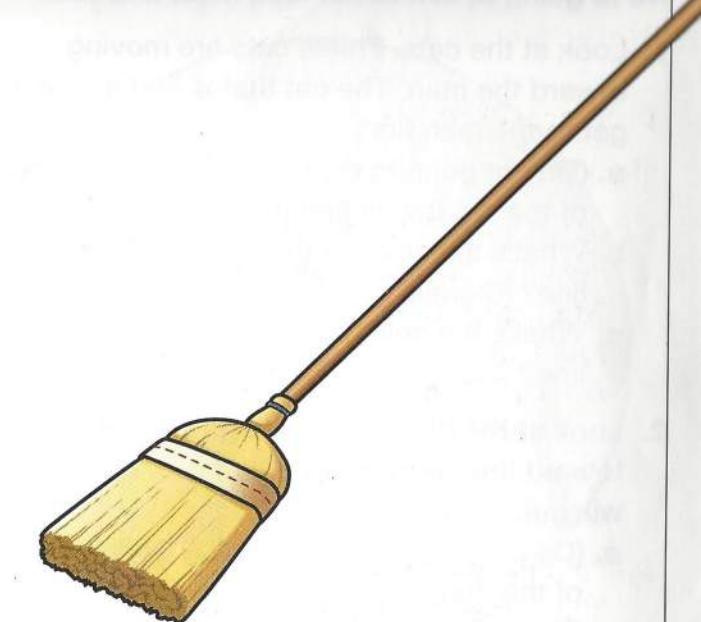
(Repeat part 2 until all children's responses are firm.)

Individual Turns

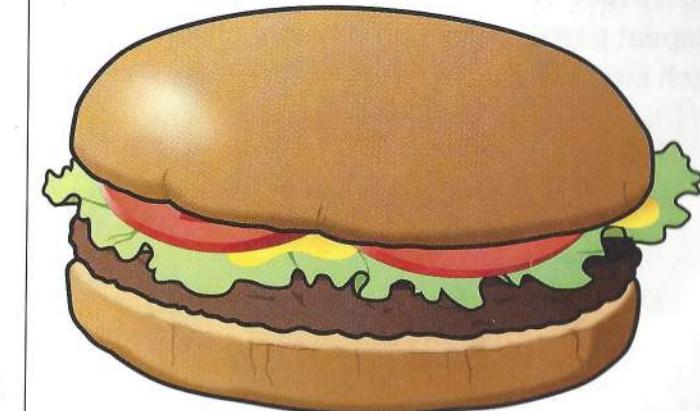
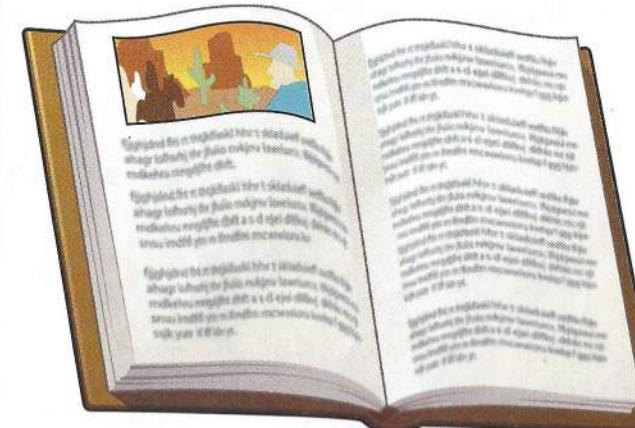
(Repeat part 2, calling on different children for each step.)



a



b



EXERCISE 6 Object Identification

1. Let's talk about these pictures.

a. (Point to a.) What is this? (Touch.)

A hamburger.

b. (Point to b.) What is this? (Touch.) A ball.

c. (Point to c.) What is this? (Touch.) A book.

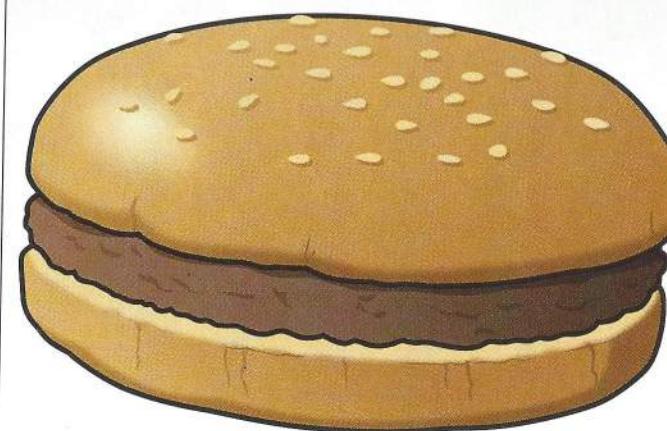
d. (Point to d.) What is this? (Touch.) A fish.

2. Let's name these things again.

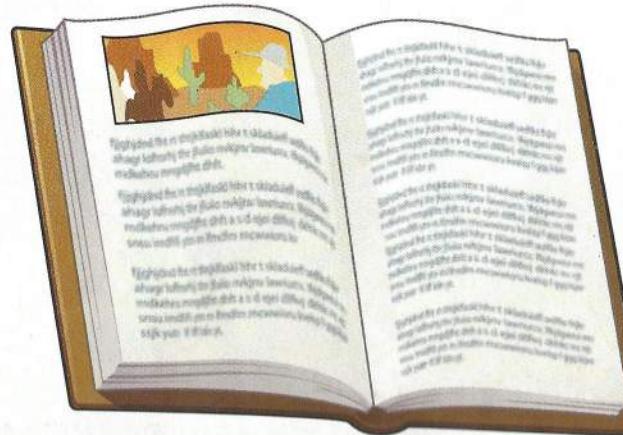
(Repeat part 1 until all children's responses are firm.)

Individual Turns

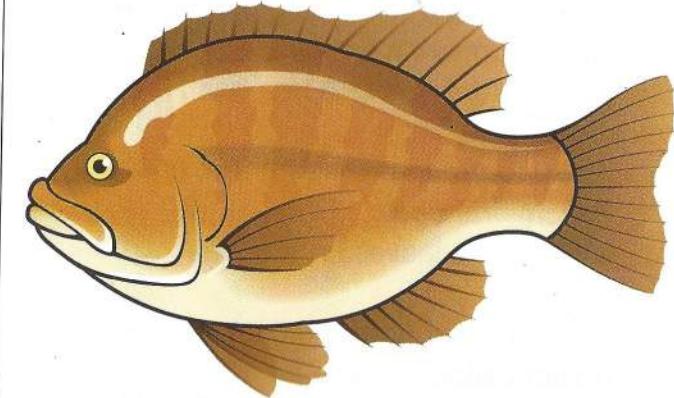
(Repeat part 1, calling on different children for each step.)



a



b



1. We're going to talk about a dog. When I touch it, you tell me about it.

a. (Point to the dog.) Everybody, what is this?

(Touch.) A dog.

Yes, a dog.

b. My turn. I can say the whole thing. This is a dog. Listen again. This is a dog. Say the whole thing with me. (Touch. Respond with children.) This is a dog.

c. Again. (Touch. Respond with children.) This is a dog.

(Repeat until all children can make the statement with you.)

d. Your turn. All by yourselves. Say the whole thing. (Touch. Do not respond with children.) This is a dog.

Again. (Touch. Do not respond with children.) This is a dog.



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

3. We're going to talk about a cat. When I touch it, you tell me about it.

a. (Point to the cat.) Everybody, what is this? (Touch.) A cat.

Yes, a cat.

b. My turn. I can say the whole thing. This is a cat. Listen again. This is a cat. Say the whole thing with me. (Touch. Respond with children.) This is a cat.

c. Again. (Touch. Respond with children.) This is a cat.

(Repeat until all children are making the statement with you.)

d. Your turn. All by yourselves. Say the whole thing. (Touch. Do not respond with children.) This is a cat.

e. Again. (Touch. Do not respond with children.) This is a cat.

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

Individual Turns

(Call on different children to say the whole thing about each picture.)

EXERCISE 1 Actions—Following Directions and Body Parts

- Get ready to do some more actions. Watch my hand. Remember to wait for the signal.
- a. Everybody, stand up. (Signal. Wait.)
Everybody, touch your nose. (Signal. Wait.)
Everybody, touch your head. (Signal. Wait.)
Put your hand down. (Signal.)
Everybody, sit down. (Signal. Children sit down.)
- b. (Repeat step a until all children respond to your signal.)

Let's do those actions again.

- a. Everybody, stand up. (Signal. Wait.)
What are you doing? (Signal.) *Standing up.*
- b. Everybody, touch your nose. (Signal. Wait.)
What are you doing? (Signal.) *Touching my nose.*
- c. Everybody, touch your head. (Signal. Wait.)
What are you doing? (Signal.) *Touching my head.*
Put your hand down. (Signal.)
- d. Everybody, sit down. (Signal. Wait.)
What are you doing? (Signal.) *Sitting down.*

(Repeat part 2 until all children can perform the actions and say what they are doing.)

EXERCISE 2 Information—School

1. Let's see if you can answer these questions.
 - a. Everybody, what's the name of the school you go to? (Pause. Signal.)
 - b. Everybody, what's your teacher's name? (Pause. Signal.)
2. (Repeat part 1 until all children's responses are firm.)

Individual Turns

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

EXERCISE 3 Information—Names

1. When I point to you, stand up.
 - a. (Point to a child.) Good. What's your first name? (Child responds.)
 - b. Everybody, what's his/her first name? (Signal. Children say the child's first name.) Good. _____, sit down.
2. (Repeat part 1 with several children.)

EXERCISE 4 Identity Statements

1. (Ask a girl in the group to stand up.)
 - a. Everybody, what is this? (Signal.) *A girl.*
Yes, a girl.
 - b. Listen. I can say the whole thing. This is a girl. Say the whole thing with me. (Signal. Respond with children.) *This is a girl.*
 - c. Again. (Signal. Respond with children.) *This is a girl.*
(Repeat until all children are making the statement with you.)

d. Your turn. Say the whole thing. (Signal. Do not respond with children.) *This is a girl.*

e. Again. (Signal. Do not respond with children.) *This is a girl.*

(Repeat until all children can make the statement.)

2. Now we're going to look at a picture. (Point to the picture of a ball.)

a. Everybody, what is this? (Signal.) *A ball.*
Yes, a ball.

b. Listen. This is a ball. Say the whole thing with me. (Signal. Respond with children.) *This is a ball.*

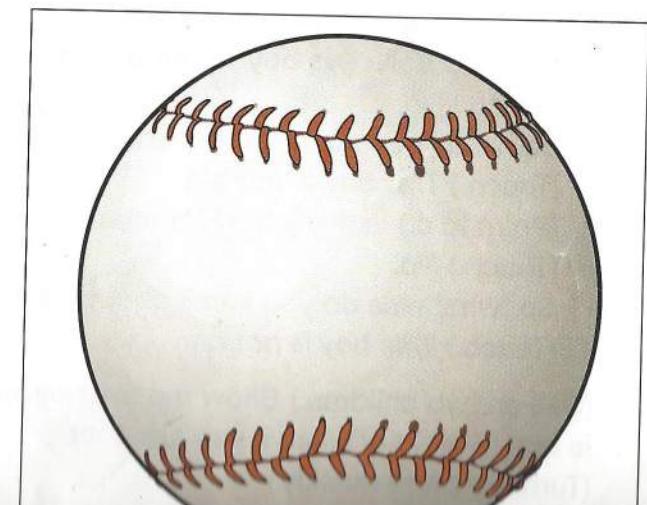
c. Again. (Signal. Respond with children.) *This is a ball.*

(Repeat until all children are making the statement with you.)

d. Your turn. Say the whole thing. (Signal. Do not respond with children.) *This is a ball.*

e. Again. (Signal. Do not respond with children.) *This is a ball.*

(Repeat until all children can make the statement.)



1. I'll tell you about these pictures.

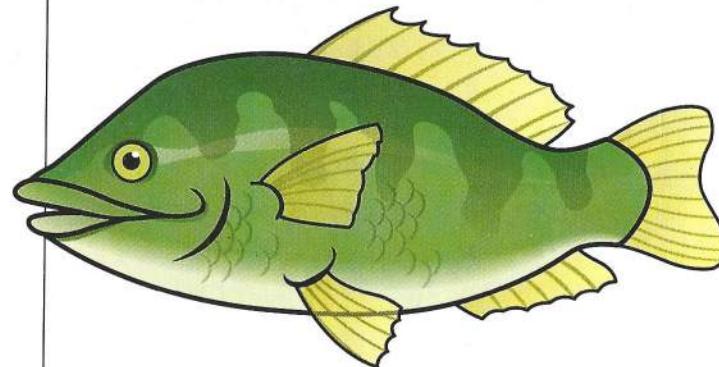
- (Point to b.) This is a pencil.
- (Point to d.) This is a ruler.

2. Now it's your turn.

- (Point to a.) What is this? (Touch.) A fish.
- (Point to b.) What is this? (Touch.) A pencil.
- (Point to c.) What is this? (Touch.) A bottle.
- (Point to d.) What is this? (Touch.) A ruler.

3. Let's name these things again.

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



Individual Turns

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

1. Let's talk about these pictures.

- a. (Point to a.) What is this? (Touch.)
A cup.
- b. (Point to b.) What is this? (Touch.)
A ruler.
- c. (Point to c.) What is this? (Touch.)
A flower.
- d. (Point to d.) What is this? (Touch.)
A broom.

2. Let's name these things again.

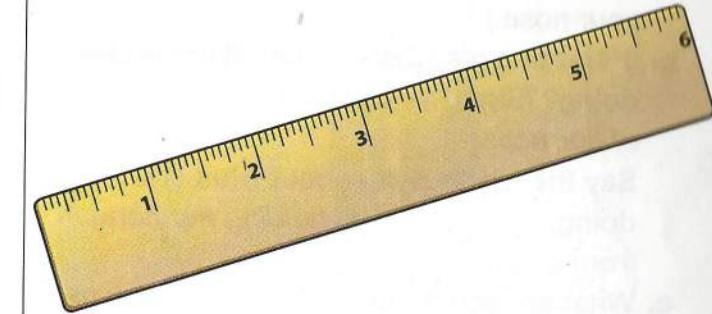
(Repeat part 1 until all children's responses are firm.)

Individual Turns

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



a



b



1. We're going to talk about a table and a book.

a. (Point to the table.) Everybody, what is this? (Touch.) A table.

Yes, a table.

b. I can say the whole thing. Listen. This is a table. Say the whole thing with me. (Touch. Respond with children.) *This is a table*.

c. Again. (Touch. Respond with children.) *This is a table*.

(Repeat until all children can make the statement with you.)

d. Your turn. Say the whole thing. (Touch. Do not respond with children.) *This is a table*.

e. Again. (Touch. Do not respond with children.) *This is a table*.

(Repeat until all children can make the statement.)

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

a. (Point to the book.) Everybody, what is this? (Touch.) A book.

Yes, a book.

b. I can say the whole thing. Listen. This is a book. Say the whole thing with me. (Touch. Respond with children.) *This is a book*.

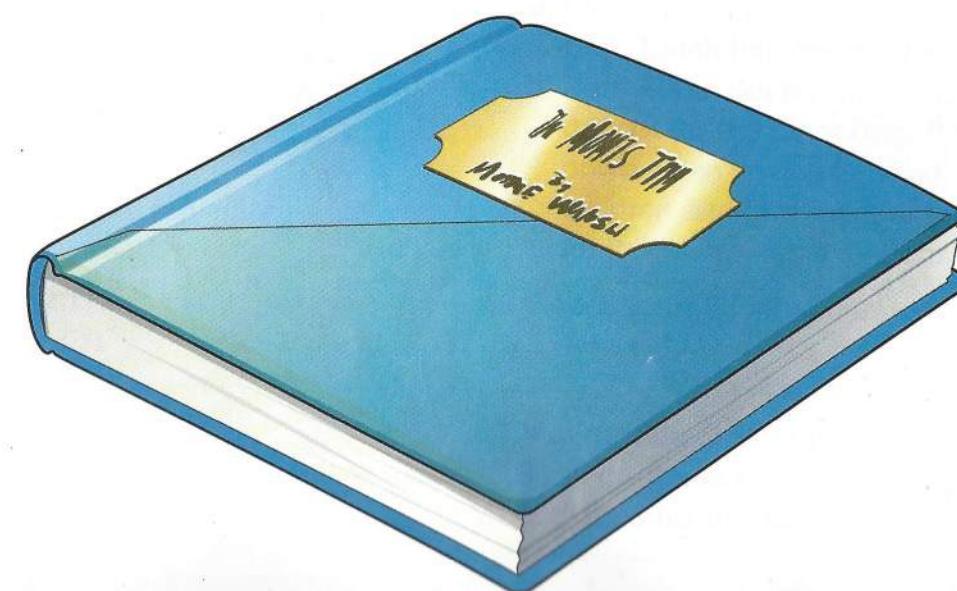
c. Again. (Touch. Respond with children.) *This is a book*.

(Repeat until all children can make the statement with you.)

d. Your turn. Say the whole thing. (Touch. Do not respond with children.) *This is a book*.

e. Again. (Touch. Do not respond with children.) *This is a book*.

(Repeat until all children can make the statement.)



LESSON 7

EXERCISE 1 Actions—Statements

1. Get ready to do some actions. Watch my hand. Remember to wait for the signal.

a. Everybody, stand up. (Signal. Wait.)
Everybody, sit down. (Signal. Wait.)

Everybody, touch your head. (Signal. Wait.)
Put your hand down. (Signal. Wait.)

Everybody, touch your head. (Signal. Wait.)
Put your hand down. (Signal. Wait.)

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

c. Everybody, stand up. (Signal. Wait.)
What are you doing? (Signal.) *Standing up.*

Everybody, sit down. (Signal. Wait.)
What are you doing? (Signal.) *Sitting down.*

Everybody, touch your head. (Signal. Wait.)
What are you doing? (Signal.) *Touching my head.*

Put your hand down. (Signal.)
Put your hand down. (Signal.)

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

2. Now let's try this.

a. Everybody, touch your head. (Signal. Wait.)
What are you doing? (Signal.) *Touching my head.* ●

b. Watch me. (Touch your head. Keep touching it.) I'll say the whole thing. I am touching my head.

c. Let's all say the whole thing. (Signal.
Respond with children.) *I am touching my head.*

d. Again. (Repeat the sentence with children until they can all say it with you.)

e. Your turn. Say the whole thing. (Signal. Do not respond with children.) *I am touching my head.*

f. Again. (Signal.) *I am touching my head.*

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

Everybody, put your hand down. (Signal.)

3. Let's go a little faster.

a. Everybody, touch your head. (Signal. Wait.)
What are you doing? (Signal.) *Touching my head.*

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

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

Put your hand down. (Signal.)

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

Individual Turns

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

CORRECTIONS

EXERCISE 1

● Error

(Children say the entire sentence when you ask, *What are you doing?*)

Correction

2. Your turn. What are you doing? (Signal.)
Touching my head.

3. Now say the whole thing. (Signal.) *I am touching my head.*

4. (Repeat part 2a until all children answer correctly.)

- EXERCISE 1** Information—Names
1. When I point to you, stand up.
 - a. (Point to a child.) Good. What's your first name? (Child responds.)
 - b. Everybody, what's his/her first name? (Signal. Children say the child's first name. Good. _____, sit down.)
 2. (Repeat steps a and b with several children.)
- EXERCISE 3** Information—School
1. Let's see if you can answer these questions.
 - a. Everybody, what's your teacher's name? (Pause. Signal.)
 - b. What's the name of the school you go to? (Pause. Signal.)
 2. (Repeat steps a and b until all children's responses are firm.)
- Individual Turns**
(Repeat the exercise, calling on different children for each step.)
- EXERCISE 4** Identity Statements
- [Note: You will need a shoe and a book for this exercise.]
1. We're going to talk about a shoe.
 - a. (Point to a shoe.) Everybody, what is this? (Touch.) A shoe.
Yes, a shoe.
 - b. Your turn. Say the whole thing. (Signal. Do not respond with children.) This is a shoe.
 - c. Again. (Signal. Do not respond with children.) This is a shoe.
- Now we're going to talk about a book.**
- a. (Point to a book.) Everybody, what is this? (Signal.) A book.
Yes, a book.
 - b. Your turn. Say the whole thing. (Signal. Do not respond with children.) This is a book.
 - c. Again. (Signal. Do not respond with children.) This is a book.
 - d. (Repeat until all children can make the statement.)
- Individual Turns**
(Repeat the exercise, calling on different children for each step.)
- EXERCISE 5** Common Objects
- [Note: You will find a pointer helpful in this exercise. Touch the objects in any order that is convenient for you.]
1. I'm going to touch some objects in this room and tell you what they are.
 - a. (Touch a chalkboard.) This is a chalkboard.
What is this? (Touch.) A chalkboard.
 - b. (Touch a door.) This is a door.
What is this? (Touch.) A door.
 - c. (Touch a window.) This is a window.
What is this? (Touch.) A window.
- Tell me what I touch.**
- a. (Touch a chalkboard.) Everybody, what is this? (Signal.) A chalkboard.
 - b. (Touch a door.) Everybody, what is this? (Signal.) A door.
 - c. (Touch a window.) Everybody, what is this? (Signal.) A window.
3. (Repeat part 2 until all children's responses are firm.)
 4. Let's do those objects again.
 - a. (Touch a chalkboard.) Everybody, what is this? (Signal.) A chalkboard.
Say the whole thing. (Signal.) This is a chalkboard.
 - b. (Repeat step a until all children's responses are firm.)
 - c. (Touch a door.) Everybody, what is this? (Signal.) A door.
Say the whole thing. (Signal.) This is a door.
 - d. (Touch a window.) Everybody, what is this? (Signal.) A window.
Say the whole thing. (Signal.) This is a window.
 5. (Repeat part 4 until all children's responses are firm.)
- Individual Turns**
(Repeat part 4, calling on different children for each step.)

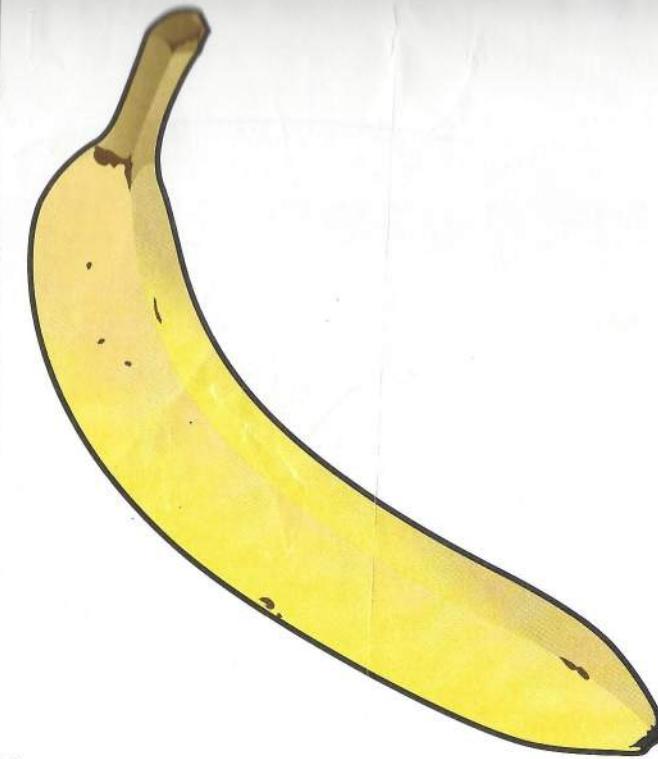
EXERCISE 6 Object Identification

1. I'll tell you about these pictures.
 - a. (Point to a.) This is a banana.
 - b. (Point to b.) This is a sandwich.
2. Now it's your turn.
 - a. (Point to a.) What is this? (Touch.)
A banana.
 - b. (Point to b.) What is this? (Touch.)
A sandwich.
 - c. (Point to c.) What is this? (Touch.) A ruler.
 - d. (Point to d.) What is this? (Touch.) A cup.

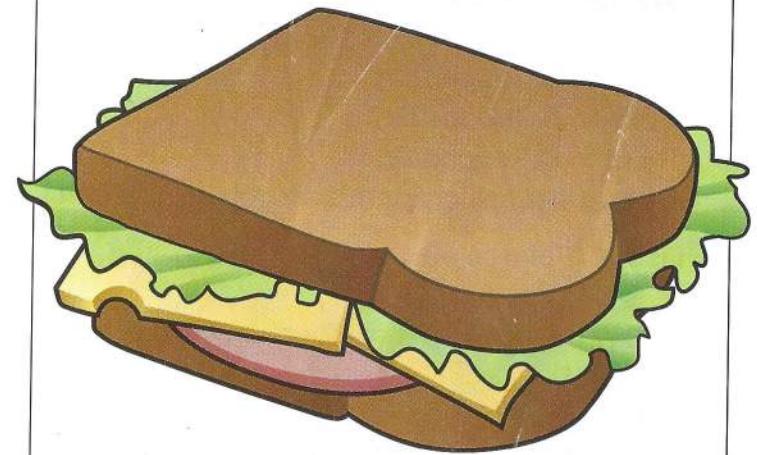
3. Let's name these things again.
(Repeat part 2 until all children's responses are firm.)

Individual Turns

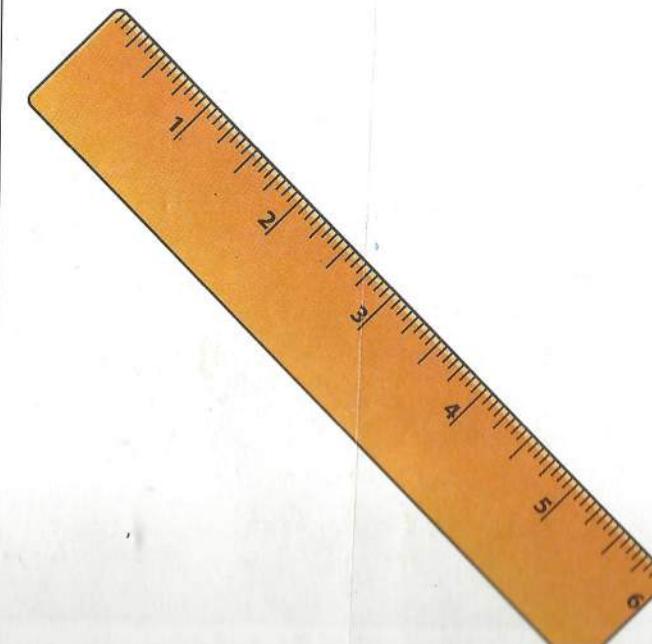
(Repeat part 2, calling on different children for each step.)



a



b



We're going to talk about these pictures.

When I touch something, you tell me about it.

a. (Point to a.)

What is this? (Touch.) A cup.

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

b. (Point to b.)

What is this? (Touch.) A banana.

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

c. (Point to c.)

What is this? (Touch.) A hamburger.

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

d. (Point to d.)

What is this? (Touch.) A sandwich.

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

2. Let's do that again.

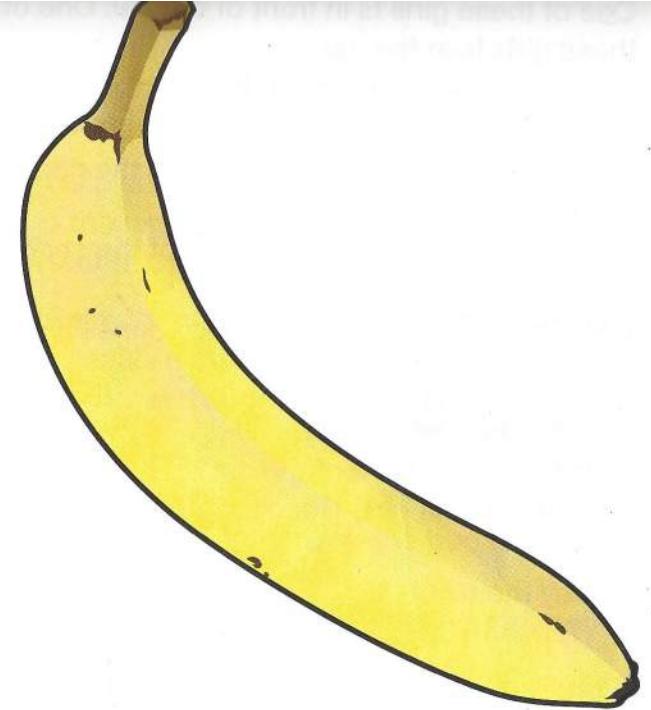
(Repeat part 1 until all children's responses are firm.)

Individual Turns

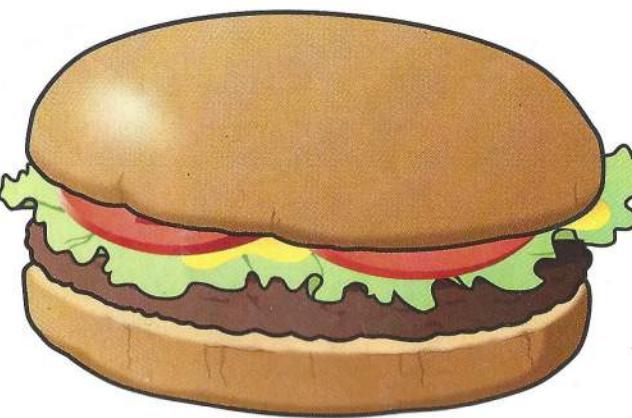
(Repeat part 1, calling on different children for each step.)



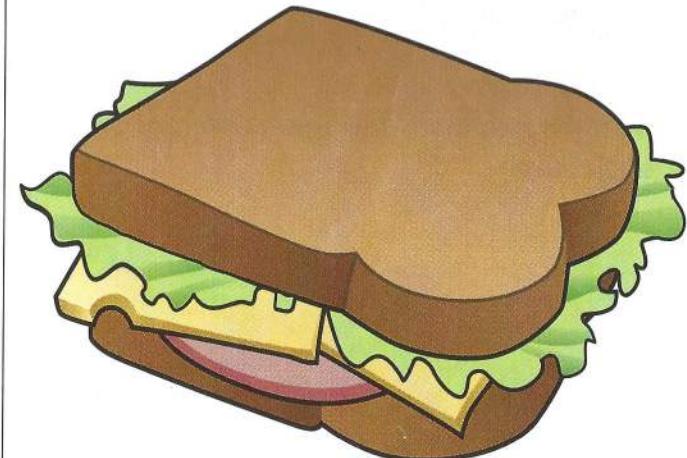
a



b



c



d

EXERCISE 1 Actions – Statements

1. Get ready to do some actions. Watch my hand. Remember to wait for the signal.
 - a. Everybody, stand up. (Signal. Wait.)
Everybody, touch your nose. (Signal. Wait.)
Everybody, put your hand down. (Signal.)
Everybody, sit down. (Signal.)
(Repeat step a until all children's responses are firm.)
 - b. Everybody, stand up. (Signal. Wait.)
What are you doing? (Signal.) Standing up.
 - c. Everybody, touch your nose. (Signal. Wait.)
What are you doing? (Signal.) Touching my nose.
Put your hand down. (Signal.)
 - d. Everybody, sit down. (Signal. Wait.)
What are you doing? (Signal.) Sitting down.
2. (Repeat part 1 until all children's responses are firm.)

3. Now let's try this.

- a. Everybody, stand up. (Signal.)
What are you doing? (Signal.) Standing up. ●
- b. Watch me. (You stand up.)
I'll say the whole thing. I am standing up.
- c. Let's all say the whole thing. (Signal.)
Respond with children.) I am standing up.
- d. Again. (Repeat the sentence with children until they can say it with you.)
- e. Your turn. Say the whole thing. (Signal. Do not respond with children.) I am standing up.
- f. Again. Say the whole thing. (Signal.) I am standing up.
(Repeat until all children can say the sentence.)
- g. Everybody, sit down.

4. Let's go a little faster.

- a. Everybody, stand up. (Signal.)
What are you doing? (Signal.) Standing up.
 - b. Say the whole thing. (Signal.)
I am standing up.
(Repeat until all children can make the statement.)
Sit down.
5. (Repeat part 4 until all children's responses are firm.)

Individual Turns

(Repeat part 4, calling on different children.)

CORRECTIONS

EXERCISE 1

● Error

(Children say the entire sentence.)

Correction

1. Stop. My turn. Listen. What are you doing? Standing up.
2. Your turn. What are you doing? (Signal.) Standing up.

3. Now say the whole thing. (Signal.) I am standing up.
4. (Repeat part 3a until all children answer correctly.)

- When I point to you, stand up.
(Point to a child.) Good. Everybody, say his/her first name. (Signal. Children say the child's first name.)
(Repeat until all children's responses are firm.) Good. _____, sit down.

- (Repeat part 1 with several children.)

EXERCISE 3 Information—School

- Let's see if you can answer these questions.
 - Everybody, what's the name of the school you go to? (Pause. Signal.)
 - What's your teacher's name? (Pause. Signal.)
- (Repeat part 1 until all children's responses are firm.)

Individual Turns

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

EXERCISE 4 Identity Statements

- We're going to talk about a girl.
 - (Point to a girl in the group.) Everybody, what is this? (Signal.) A girl.
Yes, a girl.
 - Say the whole thing. (Signal. Do not respond with children.) This is a girl.
 - Again. (Signal. Do not respond with children.) This is a girl.
- (Repeat part 1 until all children can make the statement.)

- (Point to a boy in the group.) Everybody, what is this? (Signal.) A boy.
Yes, a boy.
 - Say the whole thing. (Signal. Do not respond with children.) This is a boy.
 - Again. (Signal. Do not respond with children.) This is a boy.
- (Repeat part 3 until all children can make the statement.)

Individual Turns

(Repeat the exercise, calling on different children to make the statements.)

EXERCISE 5 Common Objects

[Note: You will find a pointer helpful in this exercise. Touch the objects in any order that is convenient for you.]

- I'm going to touch something in this room and tell you what I touch. (Touch a desk.)
This is a desk. What is this? (Touch.) A desk.
- Your turn to tell me what I touch.
 - (Touch a door.) Everybody, what is this?
(Signal.) A door.
 - (Touch a chalkboard.) Everybody, what is this? (Signal.) A chalkboard.
 - (Touch a window.) Everybody, what is this?
(Signal.) A window.
 - (Touch a desk.) Everybody, what is this?
(Signal.) A desk.
- (Repeat part 2 until all children's responses are firm.)

- (Touch a door.) Everybody, what is this?
(Signal.) A door.
Say the whole thing. (Signal.) This is a door.
(Repeat step a until all children's responses are firm.)
 - (Touch a chalkboard.) Everybody, what is this? (Signal.) A chalkboard.
Say the whole thing. (Signal.) This is a chalkboard.
 - (Touch a window.) Everybody, what is this?
(Signal.) A window.
Say the whole thing. (Signal.) This is a window.
 - (Touch a desk.) Everybody, what is this?
(Signal.) A desk.
Say the whole thing. (Signal.) This is a desk.
- (Repeat part 4 until all children's responses are firm.)

Individual Turns

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

EXERCISE 6 Object Identification

1. I'll tell you about these pictures.
a. (Point to a.) This is a man.
b. (Point to b.) This is a woman.

2. Now it's your turn.

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

3. Let's name these things again.

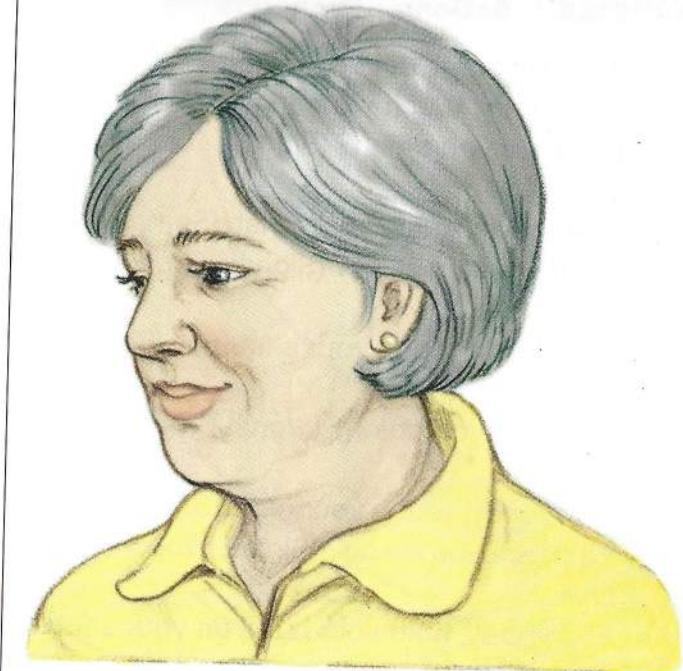
(Repeat part 2 until all children's responses are firm.)

Individual Turns

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



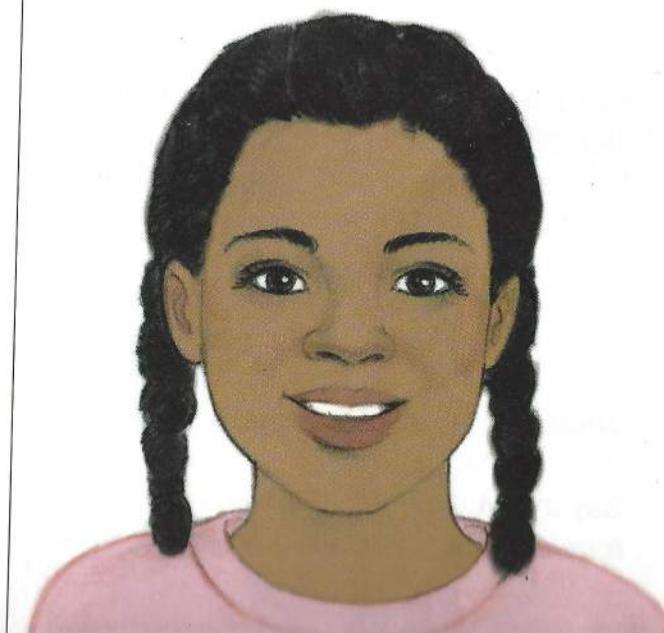
a



b



a



b

1. We're going to talk about these things. When I touch something, you tell me about it.

a. (Point to a.) What is this? (Touch.)

A ball. ●

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

b. (Point to b.) What is this? (Touch.)

A banana.

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

c. (Point to c.) What is this? (Touch.)

A flower.

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

d. (Point to d.) What is this? (Touch.) A tree.

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

2. Let's do that again.

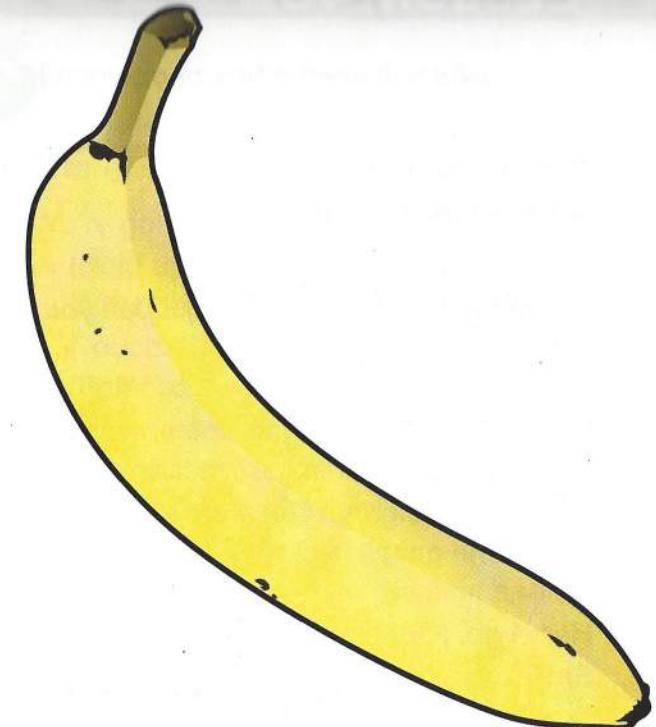
(Repeat part 1 until all children's responses are firm.)

Individual Turns

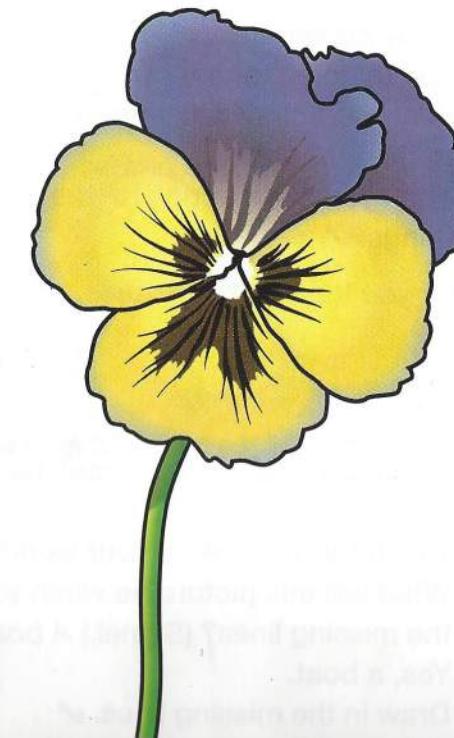
(Repeat part 1, calling on different children for each step.)



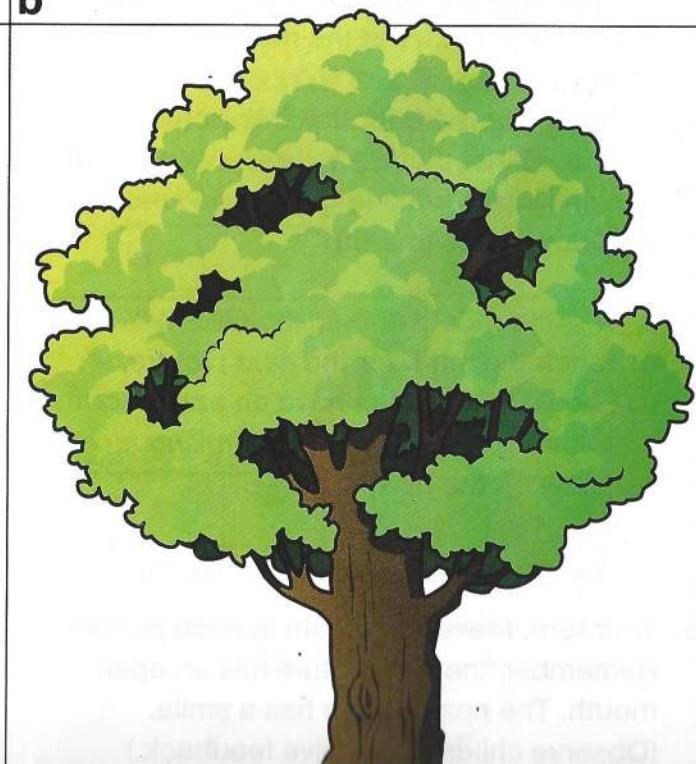
a



b



a



CORRECTIONS

EXERCISE 7

Error

(Children say the entire sentence.)

Correction

1. Stop. My turn. What is this? (Touch.)

A ball.

2. Your turn. What is this? (Touch.) A ball.

3. Now say the whole thing. (Touch.) *This is a ball.*

LESSON 9

EXERCISE 1 Actions—Statements

1. Get ready to do some actions.

a. My turn. I can touch my arm. Watch.

(Touch your arm.)

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

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

Put your hand down. (Signal.)

b. My turn. I can touch my leg. Watch. (Touch your leg.)

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

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

Put your hand down. (Signal.)

c. Your turn. Everybody, stand up. (Signal. Wait.)

What are you doing? (Signal.) Standing up.

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

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

Put your hand down. (Signal.)

e. Everybody, touch your arm. (Signal. Wait.)

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

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

Put your hand down. (Signal.)

f. Everybody, sit down. (Signal. Wait.)

What are you doing? (Signal.) Sitting down.

Say the whole thing. (Signal.) I am sitting down.

g. Everybody, touch your leg. (Signal. Wait.)

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

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

Put your hand down. (Signal.)

h. Everybody, touch your ear. (Signal. Wait.)

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

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

Put your hand down. (Signal.)

2. Let's do those actions again.

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

Individual Turns

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

EXERCISE 2 Information—Names

1. When I point to you, stand up.

a. (Point to a child.) Good. Everybody, say his/her first name. (Signal. Children say the child's first name.)

b. (Repeat until all children's responses are firm.) Good. _____, sit down.

2. (Repeat part 1 with several children.)

EXERCISE 3 Information—School

1. Let's see if you can answer these questions.
 - a. Everybody, what's your teacher's name?
(Pause. Signal.)
 - b. What's the name of the school you go to?
(Pause. Signal.)
2. (Repeat part 1 until all children's responses are firm.)

Individual Turns

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

EXERCISE 4 Common Objects

[Note: You will find a pointer helpful in this exercise. Touch the objects in any order that is convenient for you.]

1. I'm going to touch something in this room and tell you what I touch.
(Touch a flag.) This is a flag. What is this?
(Touch.) A flag.

2. Your turn to tell me what I touch.
 - a. (Touch a flag.) Everybody, what is this?
(Signal.) A flag.
 - b. (Touch a desk.) Everybody, what is this?
(Signal.) A desk.
 - c. (Touch a window.) Everybody, what is this?
(Signal.) A window.
 - d. (Touch a chalkboard.) Everybody, what is this?
(Signal.) A chalkboard.
3. (Repeat part 2 until all children's responses are firm.)
4. Let's do those objects again.
 - a. (Touch a flag.) Everybody, what is this?
(Signal.) A flag.
Say the whole thing. (Signal.) This is a flag.
(Repeat step a until all children's responses are firm.)
5. (Repeat part 4 until all children's responses are firm.)

- b. (Touch a window.) Everybody, what is this?
(Signal.) A window.
Say the whole thing. (Signal.) This is a window.
- c. (Touch a desk.) Everybody, what is this?
(Signal.) A desk.
Say the whole thing. (Signal.) This is a desk.
- d. (Touch a chalkboard.) Everybody, what is this?
(Signal.) A chalkboard.
Say the whole thing. (Signal.) This is a chalkboard.

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

Individual Turns

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

EXERCISE 5 Identity Statements

1. We're going to talk about these things. When I touch something, you tell me about it.
 - a. (Point to a.) What is this? (Touch.) A man.
Say the whole thing. (Touch.) *This is a man.*
 - b. (Point to b.) What is this? (Touch.)
A woman.
Say the whole thing. (Touch.) *This is a woman.*
 - c. (Point to c.) What is this? (Touch.) *A chair.*
Say the whole thing. (Touch.) *This is a chair.*
 - d. (Point to d.) What is this? (Touch.) *A fish.*
Say the whole thing. (Touch.) *This is a fish.*

2. Let's do that again.

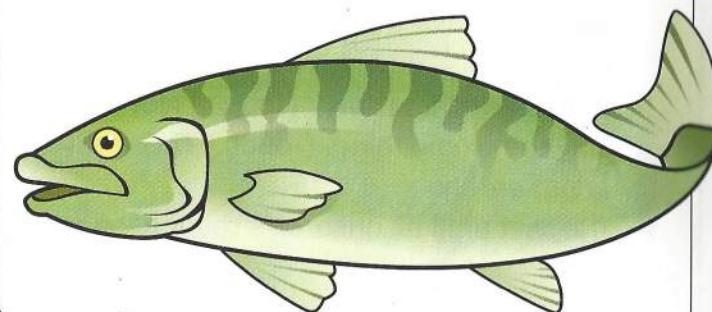
(Repeat part 1 until all children's responses are firm.)

Individual Turns

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



a



EXERCISE 6 Identity Statements

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

When I touch something, you tell me about it.

a. (Point to a.) What is this? (Touch.) A banana.

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

b. (Point to b.) What is this? (Touch.) A sandwich.

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

c. (Point to c.) What is this? (Touch.) A ruler.

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

d. (Point to d.) What is this? (Touch.) A broom.

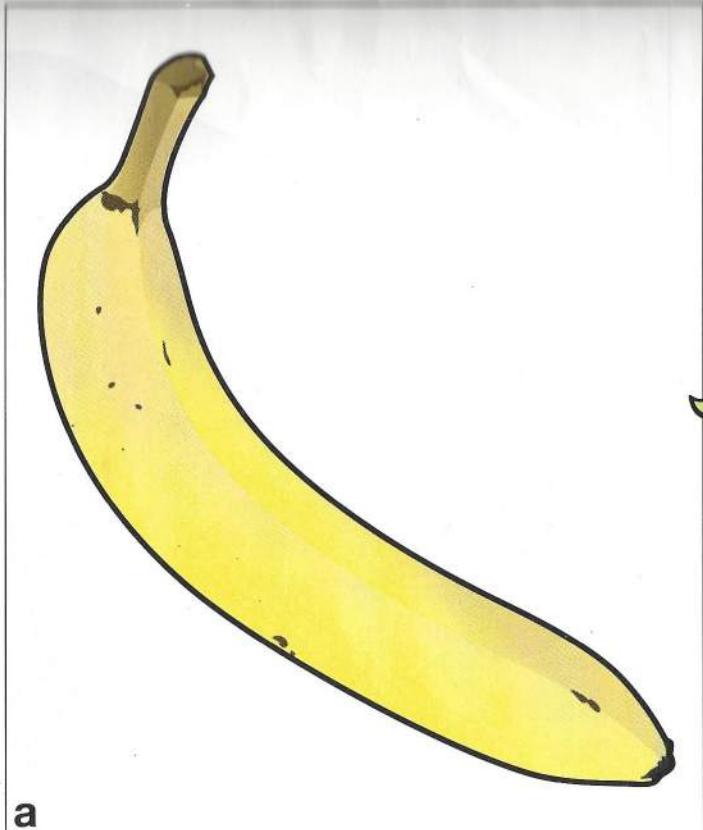
Say the whole thing. (Touch.) *This is a broom.*

2. Let's do that again.

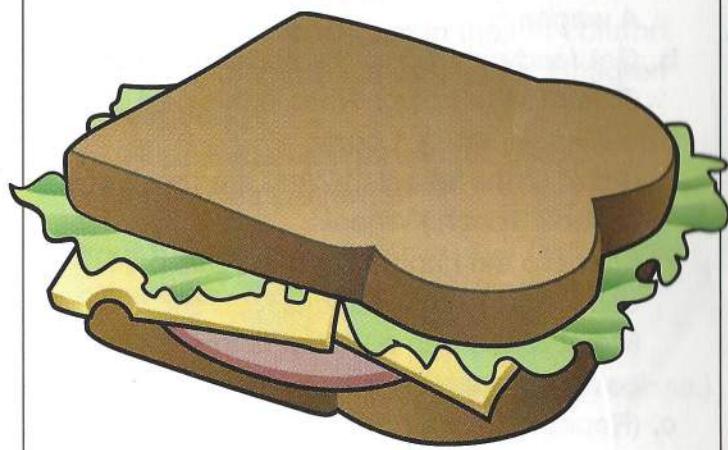
(Repeat part 1 until all children's responses are firm.)

Individual Turns

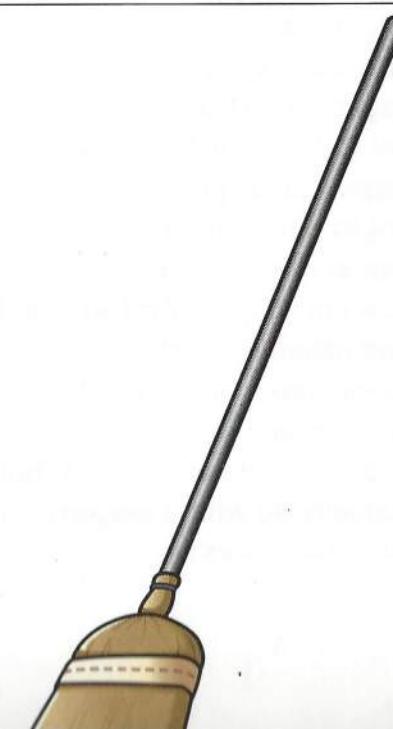
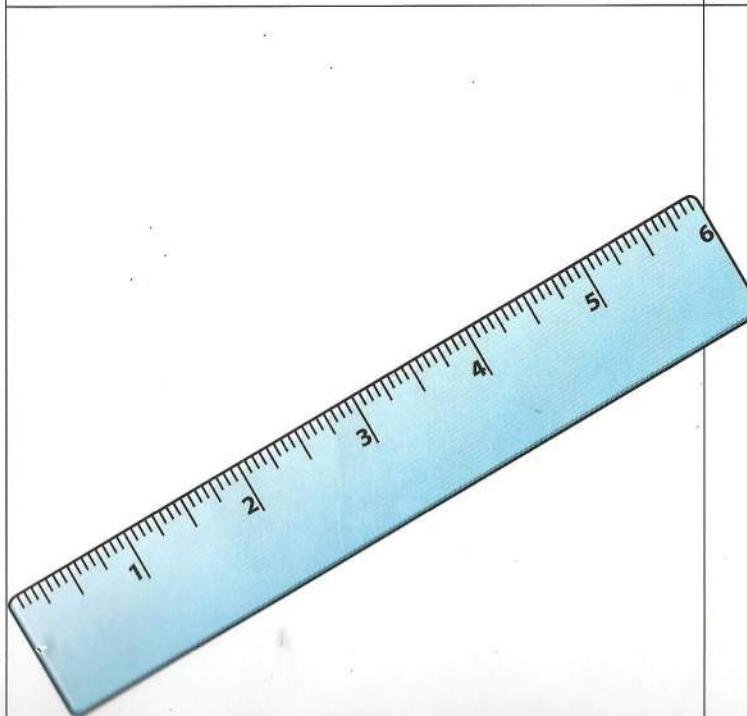
(Repeat part 1, calling on different children for each step.)



a



b



LESSON 10

EXERCISE 1 Actions—Statements

1. Get ready to do some actions.

a. My turn. I can touch my ear. Watch.

(Touch your ear.) Your turn. Touch your ear.

(Signal. Children touch their ears.)

Good. Put your hand down. (Signal.)

b. Everybody, stand up. (Signal. Wait.)

What are you doing? (Signal.) Standing up.

Everybody, sit down. (Signal. Wait.)

What are you doing? (Signal.) Sitting down.

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

What are you doing? (Signal.) Touching my

nose.

Say the whole thing. (Signal.)

I am touching my nose.

Put your hand down. (Signal.)

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

What are you doing? (Signal.)

Touching my head.

Say the whole thing. (Signal.)

I am touching my head.

Put your hand down. (Signal.)

e. Everybody, touch your ear. (Signal. Wait.)

What are you doing? (Signal.) Touching my

ear.

Say the whole thing. (Signal.)

I am touching my ear.

Put your hand down. (Signal.)

2. Let's do those actions again.

(Repeat part 1 until all children's responses

are firm.)

Individual Turns

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

EXERCISE 2 Information—Names

1. When I point to you, stand up.

(Point to a child.) Good. Everybody, say his/her first name. (Signal. Children say the child's first name.)

(Repeat until all children's responses are firm.) Good. _____, sit down.

2. (Repeat with several children.)

EXERCISE 3 Information—School

1. Let's see if you can answer these questions.

a. Everybody, what's the name of the school you go to? (Pause. Signal.)

b. What's your teacher's name? (Pause. Signal.)

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

Individual Turns

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

EXERCISE 4 Common Objects

[Note: You will find a pointer helpful in this exercise. Touch the objects in any order that is convenient for you.]

1. I'm going to touch something in this room and tell you what it is. (Touch a cabinet.) This is a cabinet. What is this? (Touch.) A cabinet.

2. Your turn to tell me what I touch.

a. (Touch a chalkboard.) Everybody, what is this? (Signal.) A chalkboard.

b. (Touch a cabinet.) Everybody, what is this? (Signal.) A cabinet.

c. (Touch a flag.) Everybody, what is this? (Signal.) A flag.

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

4. Let's do those objects again.

a. (Touch a chalkboard.) Everybody, what is this? (Signal.) A chalkboard.

Say the whole thing. (Signal.) This is a chalkboard.

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

b. (Touch a cabinet.) Everybody, what is this? (Signal.) A cabinet.

Say the whole thing. (Signal.) This is a cabinet.

c. (Touch a flag.) Everybody, what is this? (Signal.) A flag.

Say the whole thing. (Signal.) This is a flag.

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

Individual Turns

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

EXERCISE 5 Identity Statements

1. Let's talk about these things.

a. (Point to a.) This is a car. What is this?
(Touch.) A car.

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

b. (Point to b.) What is this? (Touch.) A fish.
Say the whole thing. (Touch.) *This is a fish.*

c. (Point to c.) What is this? (Touch.) A sandwich.
Say the whole thing. (Touch.) *This is a sandwich.*

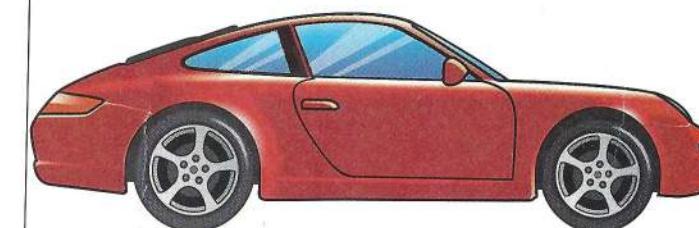
d. (Point to d.) What is this? (Touch.) A ruler.
Say the whole thing. (Touch.) *This is a ruler.*

2. Let's do that again.

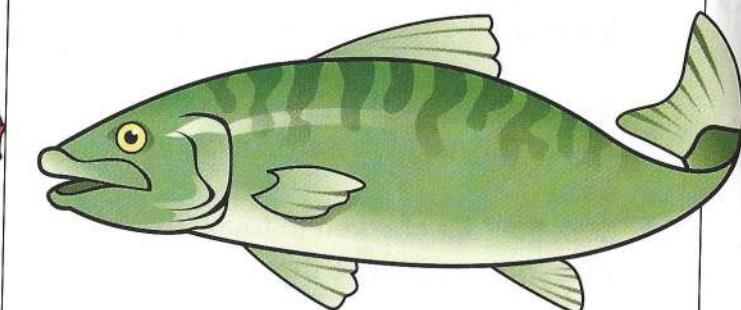
(Repeat part 1 until all children's responses are firm.)

Individual Turns

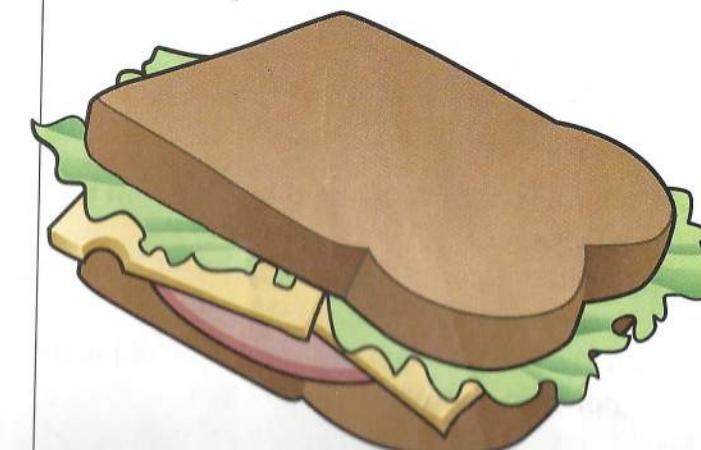
(Repeat part 1, calling on different children for each step.)



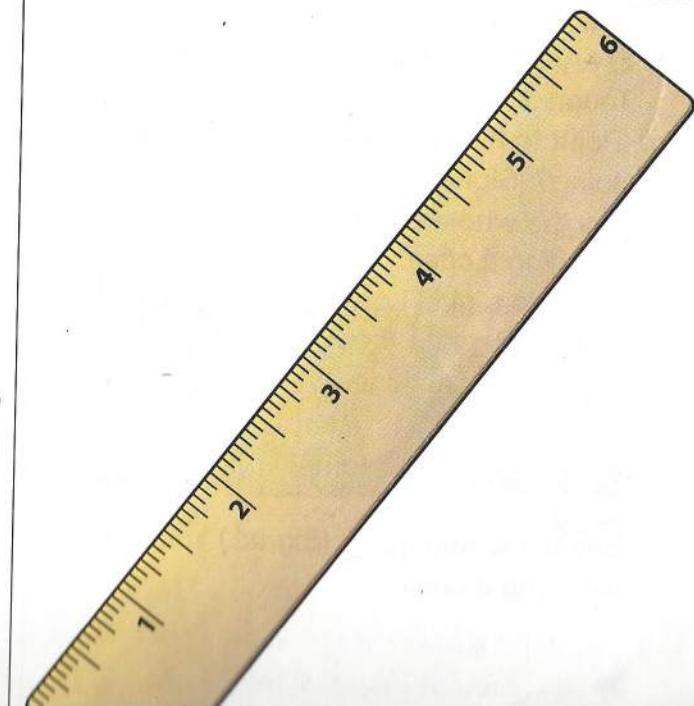
a



b



a



b

EXERCISE 6 Identity statements

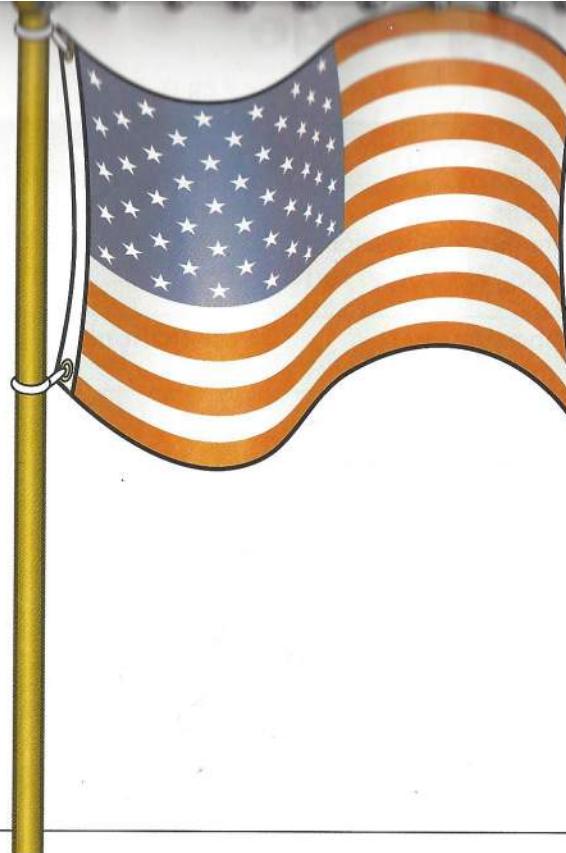
1. Now we're going to talk about these pictures.
 - a. (Point to a.) This is a flag. What is this?
(Touch.) *A flag.*
Say the whole thing. (Touch.) *This is a flag.*
 - b. (Point to b.) What is this? (Touch.) *A flower.*
Say the whole thing. (Touch.) *This is a flower.*
 - c. (Point to c.) What is this? (Touch.) *A cup.*
Say the whole thing. (Touch.) *This is a cup.*
 - d. (Point to d.) What is this? (Touch.) *A car.*
Say the whole thing. (Touch.) *This is a car.*

2. Let's do that again.

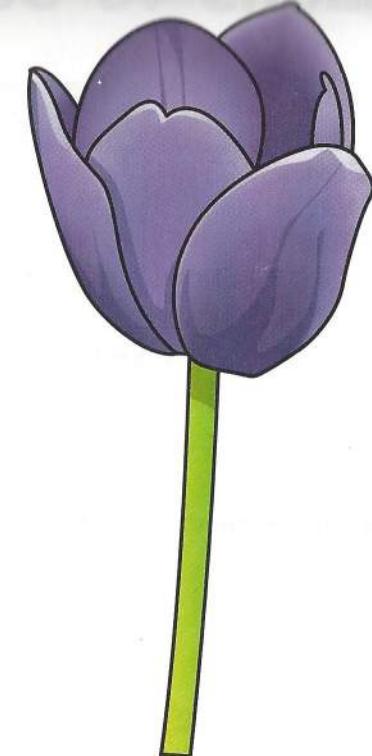
(Repeat part 1 until all children's responses are firm.)

Individual Turns

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



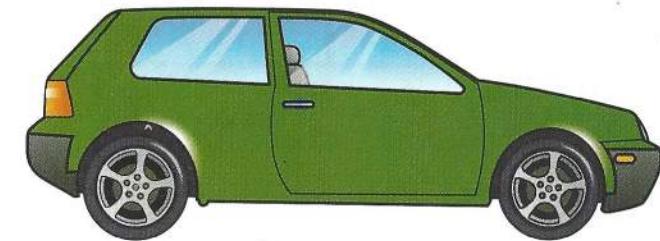
a



b



a



b

EXERCISE 1 Actions – Statements

1. Get ready to do some actions.

a. I can touch my ear. Watch. (Touch your ear.)

Your turn. Touch your ear. (Signal. Wait.)

Put your hand down. (Signal.)

b. I can touch my arm. Watch. (Touch your arm.) Your turn. Touch your arm. (Signal. Wait.)

2. Let's do some more actions.

a. Everybody, touch your head. (Signal. Wait.) What are you doing? (Signal.) Touching my head. ●

Put your hand down. (Signal.)

b. Everybody, touch your arm. (Signal. Wait.) What are you doing? (Signal.) Touching my arm.

Put your hand down. (Signal.)

c. Everybody, stand up. (Signal. Wait.) What are you doing? (Signal.) Standing up.

Say the whole thing. (Signal.) I am standing up.

d. Everybody, sit down. (Signal. Wait.) What are you doing? (Signal.) Sitting down.

Say the whole thing. (Signal.) I am sitting down.

e. Everybody, touch your ear. (Signal. Wait.)

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

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

Put your hand down. (Signal.)

f. Everybody, touch your arm. (Signal. Wait.) What are you doing? (Signal.) Touching my arm.

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

Put your hand down. (Signal.)

3. Let's do those actions again.

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

Individual Turns

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

EXERCISE 2 Information – Names

1. When I point to you, stand up.

a. (Point to a child.) Good. Everybody, say his/her first name. (Signal. Children say the child's first name.)

b. (Repeat until all children's responses are firm.) Good. _____, sit down.

2. (Repeat part 1 with several children.)

EXERCISE 3 Information – School

1. Let's see if you can answer these questions.

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

b. Everybody, what's your teacher's name? (Pause. Signal.)

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

Individual Turns

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

CORRECTIONS

EXERCISE 1

Error

(Children say the entire sentence when you ask, *What are you doing?*)

Correction

1. Stop. My turn. Listen. What are you doing? Touching my head.

2. Your turn. What are you doing? (Signal.) Touching my head.

3. Now say the whole thing. (Signal.) I am touching my head.

4. (Repeat part 2a until all children can answer correctly.)

EXERCISE 4 Common Objects

[Note: You will find a pointer helpful in this exercise. Touch the objects in any order that is convenient for you.]

1. I'm going to touch some objects in this room and tell you what they are.

(Touch a book.) This is a book. What is this?

(Touch.) A book.

(Touch a pencil.) This is a pencil. What is this?

(Touch.) A pencil.

2. Your turn to tell me what I touch.

a. (Touch a cabinet.) Everybody, what is this?
(Signal.) A cabinet.

b. (Touch a pencil.) Everybody, what is this?
(Signal.) A pencil.

c. (Touch a window.) Everybody, what is this?
(Signal.) A window.

d. (Touch a book.) Everybody, what is this?
(Signal.) A book.

e. (Touch a flag.) Everybody, what is this?
(Signal.) A flag.

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

4. Let's do those objects again.

a. (Touch a cabinet.) Everybody, what is this?
(Signal.) A cabinet.
Say the whole thing. (Signal.) *This is a cabinet.*
(Repeat until all children's responses are firm.)

b. (Touch a pencil.) Everybody, what is this?
(Signal.) A pencil.
Say the whole thing. (Signal.) *This is a pencil.*

c. (Touch a window.) Everybody, what is this?
(Signal.) A window.
Say the whole thing. (Signal.) *This is a window.*

d. (Touch a book.) Everybody, what is this?
(Signal.) A book.
Say the whole thing. (Signal.) *This is a book.*

e. (Touch a flag.) Everybody, what is this? (Signal.) A flag. Say the whole thing. (Signal.) *This is a flag.*

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

Individual Turns

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

EXERCISE 5 Identity Statements

1. We're going to talk about all of these things.
When I touch something, you tell me about it.
- a. (Point to a.) What is this? (Touch.) A tree. ●
Say the whole thing. (Touch.) *This is a tree.*
 - b. (Point to b.) What is this? (Touch.) A dog.
Say the whole thing. (Touch.) *This is a dog.*
 - c. (Point to c.) What is this? (Touch.) A cat.
Say the whole thing. (Touch.) *This is a cat.*
 - d. (Point to d.) What is this? (Touch.) A boy.
Say the whole thing. (Touch.) *This is a boy.*
 - e. (Point to e.) What is this? (Touch.) A table.
Say the whole thing. (Touch.) *This is a table.*
 - f. (Point to f.) What is this? (Touch.) A ball.
Say the whole thing. (Touch.) *This is a ball.*

2. Let's do that again.

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

Individual Turns

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

CORRECTIONS

EXERCISE 5

Error

(Children say the entire sentence.)

Correction

1. Stop. My turn. Listen. What is this?

A tree.

2. Your turn. What is this? (Signal.) A tree.

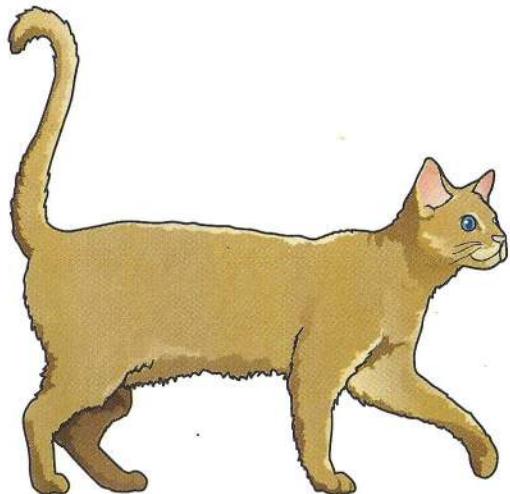
3. Now say the whole thing. (Signal.) *This is*



a



b



c



d



e



f

EXERCISE 6 Identity statements

1. We're going to talk about all of the things on this page. When I touch something, you tell me about it.

a. (Point to a.) What is this? (Touch.) A shoe.
Say the whole thing. (Touch.) *This is a shoe.*

b. (Point to b.) What is this? (Touch.) A cup.
Say the whole thing. (Touch.) *This is a cup.*

c. (Point to c.) What is this? (Touch.) A girl.
Say the whole thing. (Touch.) *This is a girl.*

d. (Point to d.) What is this? (Touch.)
A flower.

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

e. (Point to e.) What is this? (Touch.) A chair.
Say the whole thing. (Touch.) *This is a chair.*

f. (Point to f.) What is this? (Touch.)
A broom.

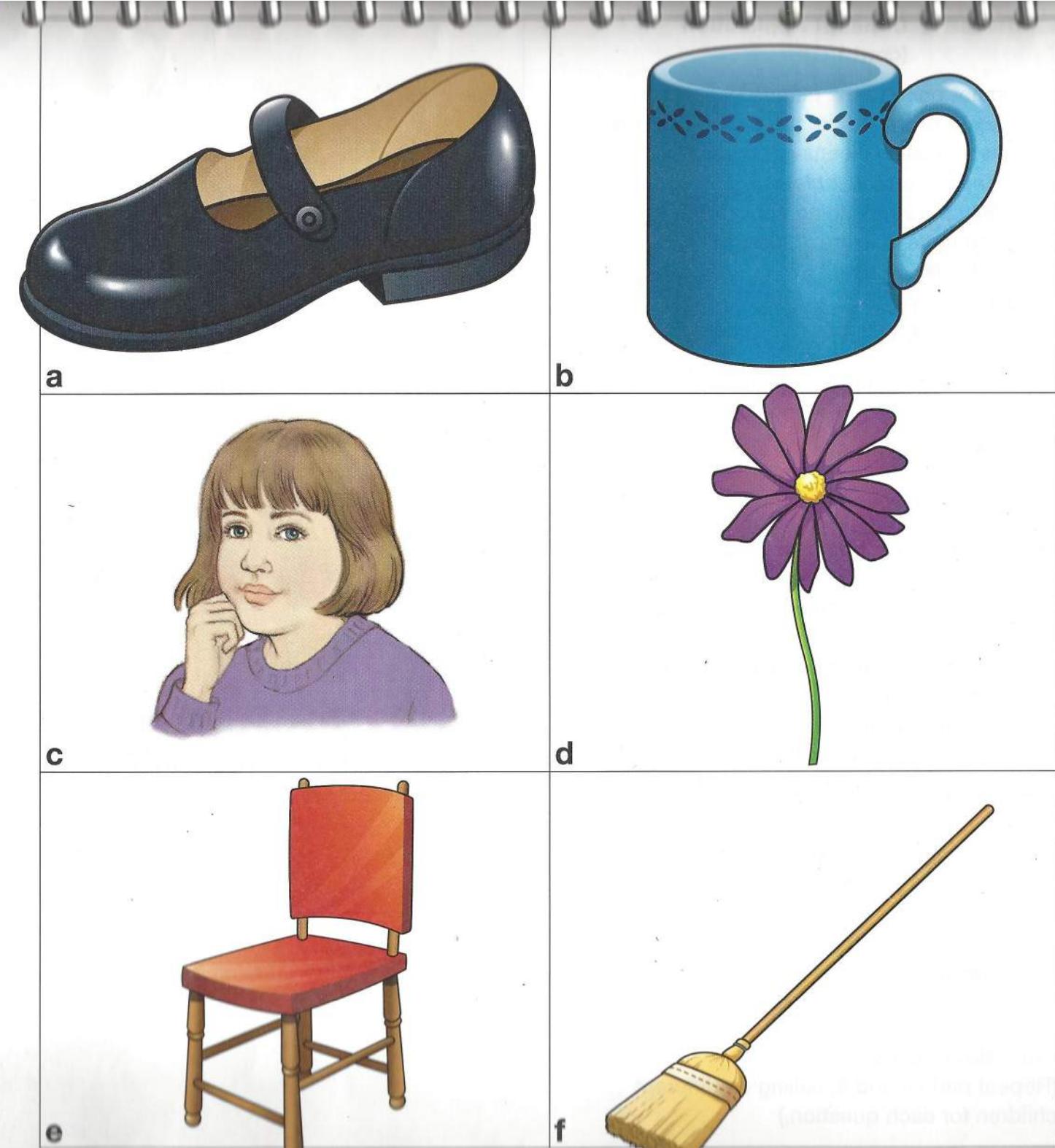
Say the whole thing. (Touch.) *This is a broom.*

2. Let's do that again.

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

Individual Turns

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



LESSON 12

EXERCISE 1 Actions – Statements

1. Let's do some actions.

a. My turn. I can touch my leg. Watch. (Touch your leg.)

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

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

b. Your turn. Everybody, stand up. (Signal. Wait.)

What are you doing? (Signal.) Standing up.

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

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

Put your hand down. (Signal.)

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

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

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

Put your hand down. (Signal.)

e. Everybody, sit down. (Signal. Wait.)

What are you doing? (Signal.) Sitting down.

Say the whole thing. (Signal.) I am sitting down.

f. Everybody, touch your leg. (Signal. Wait.)

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

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

Put your hand down. (Signal.)

g. Everybody, touch your ear. (Signal. Wait.)

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

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

Put your hand down. (Signal.)

2. Let's do those actions again.

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

Individual Turns

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

EXERCISE 2 Information – Names

1. When I point to you, stand up.

a. (Point to a child.) Good.

Everybody, say his/her first name. (Signal. Children say the child's first name.)

b. (Repeat until all children's responses are firm.) Good. _____, sit down.

2. (Repeat part 1 with several children.)

EXERCISE 3 Information – School

1. Let's see if you can answer these questions.

a. Everybody, what's your teacher's name? (Pause. Signal.)

b. What's the name of the school you go to? (Pause. Signal.)

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

Individual Turns

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

EXERCISE 4 Common Objects

[Note: You will find a pointer helpful in this exercise. Touch the objects in any order.]

1. I'm going to touch some objects in this room and tell you what they are.

(Touch a bookcase.) **This is a bookcase. What is this?** (Touch.) *A bookcase.*

(Touch a computer.) **This is a computer. What is this?** (Touch.) *A computer.*

2. Your turn to tell me what I touch.

a. (Touch a computer.) **Everybody, what is this?** (Signal.) *A computer.*

b. (Touch a bookcase.) **Everybody, what is this?** (Signal.) *A bookcase.*

c. (Touch a door.) **Everybody, what is this?** (Signal.) *A door.*

d. (Touch a pencil.) **Everybody, what is this?** (Signal.) *A pencil.*

e. (Touch a flag.) **Everybody, what is this?** (Signal.) *A flag.*

f. (Touch a desk.) **Everybody, what is this?** (Signal.) *A desk.*

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

4. Let's do those objects again.

a. (Touch a computer.) **Everybody, what is this?** (Signal.) *A computer.*

Say the whole thing. (Signal.) *This is a computer.*

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

b. (Touch a bookcase.) **Everybody, what is this?** (Signal.) *A bookcase.*

Say the whole thing. (Signal.) *This is a bookcase.*

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

c. (Touch a door.) **Everybody, what is this?** (Signal.) *A door.*

Say the whole thing. (Signal.) *This is a door.*

d. (Touch a pencil.) **Everybody, what is this?** (Signal.) *A pencil.*

Say the whole thing. (Signal.) *This is a pencil.*

e. (Touch a flag.) **Everybody, what is this?** (Signal.) *A flag.*

Say the whole thing. (Signal.) *This is a flag.*

f. (Touch a desk.) **Everybody, what is this?** (Signal.) *A desk.*

Say the whole thing. (Signal.) *This is a desk.*

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

Individual Turns

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

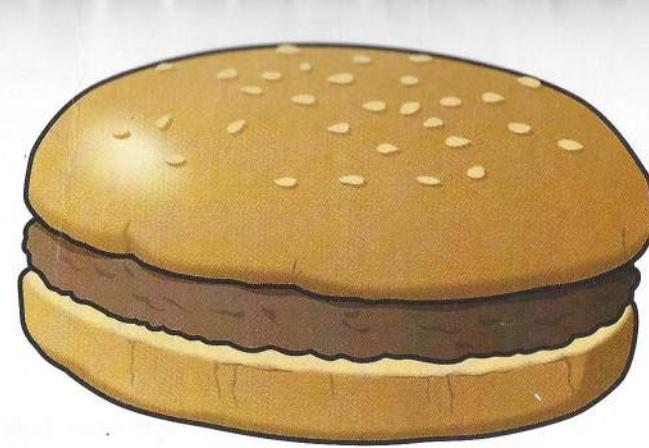
1. We're going to talk about all of these things.
When I touch something, you tell me about it.
- a. (Point to a.) What is this? (Touch.)
A hamburger.
Say the whole thing. (Touch.) *This is a hamburger.*
- b. (Point to b.) What is this? (Touch.) A cup.
Say the whole thing. (Touch.) *This is a cup.*
- c. (Point to c.) What is this? (Touch.) A bottle.
Say the whole thing. (Touch.) *This is a bottle.*
- d. (Point to d.) What is this? (Touch.) A book.
Say the whole thing. (Touch.) *This is a book.*
- e. (Point to e.) What is this? (Touch.) A table.
Say the whole thing. (Touch.) *This is a table.*
- f. (Point to f.) What is this? (Touch.) A fish.
Say the whole thing. (Touch.) *This is a fish.*

2. Let's do that again.

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

Individual Turns

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



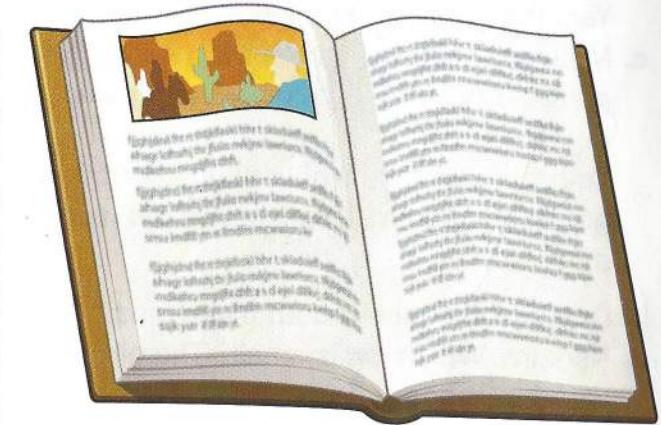
a



b



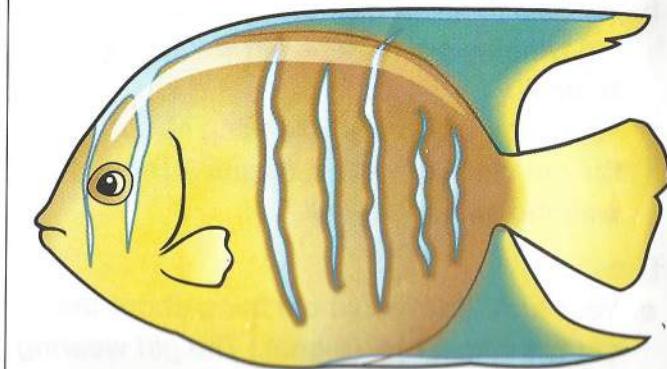
c



d



e



f

EXERCISE 6 Identity statements

1. We're going to talk about all of these things.
When I touch something, you tell me about it.
- a. (Point to a.) What is this? (Touch.) A ball.
Say the whole thing. (Touch.) *This is a ball.*
 - b. (Point to b.) What is this? (Touch.) A tree.
Say the whole thing. (Touch.) *This is a tree.*
 - c. (Point to c.) What is this? (Touch.) A car.
Say the whole thing. (Touch.) *This is a car.*
 - d. (Point to d.) What is this? (Touch.) A flag.
Say the whole thing. (Touch.) *This is a flag.*
 - e. (Point to e.) What is this? (Touch.) A chair.
Say the whole thing. (Touch.) *This is a chair.*
 - f. (Point to f.) What is this? (Touch.) A girl.
Say the whole thing. (Touch.) *This is a girl.*

2. Let's do that again.

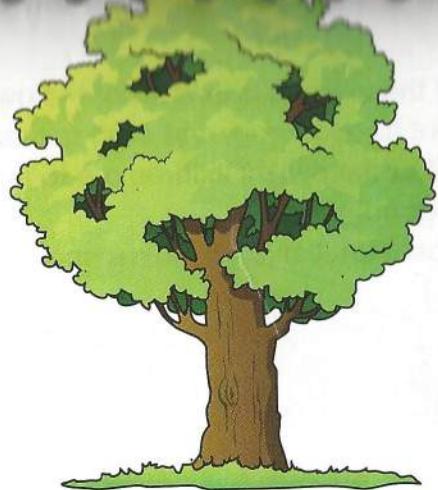
(Repeat part 1 until all children's responses are firm.)

Individual Turns

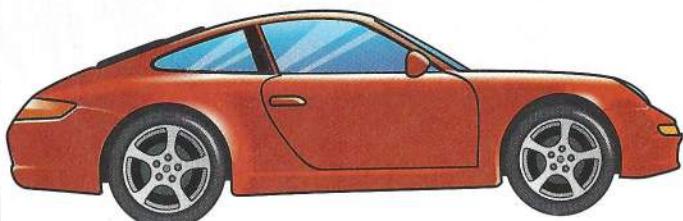
(Repeat part 1, calling on different children for each step.)



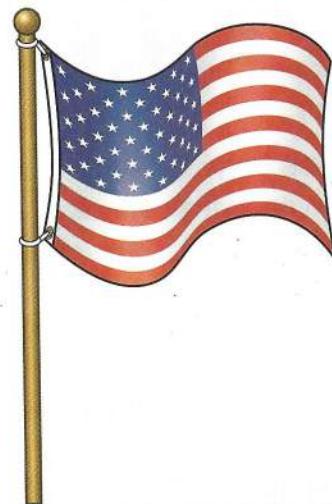
a



b



c



d



e



f

EXERCISE 7 Identity statements

1. I'll tell you what these things are.

- a. (Point to a.) This is a window. What is this?
(Touch.) A window.
- b. (Point to b.) This is a bus. What is this?
(Touch.) A bus.
- c. (Point to c.) This is a horse. What is this?
(Touch.) A horse.
- d. (Point to d.) This is a bike. What is this?
(Touch.) A bike.

2. When I touch something, you tell me about it.

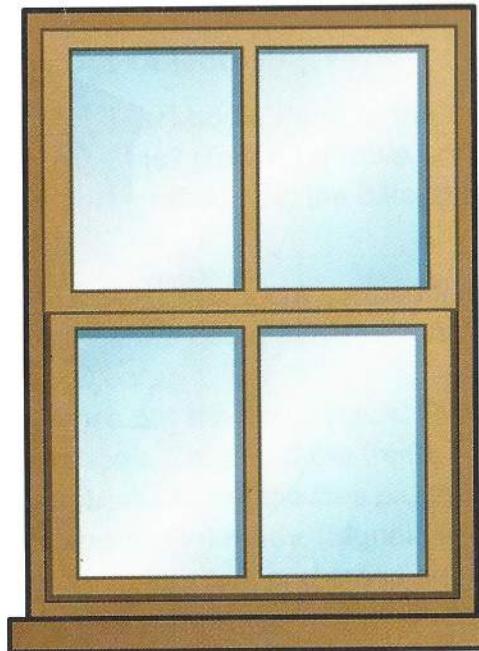
- a. (Point to a.) Everybody, what is this?
(Touch.) A window.
Say the whole thing. (Touch.) This is a window.
- b. (Point to b.) Everybody, what is this?
(Touch.) A bus.
Say the whole thing. (Touch.) This is a bus.
- c. (Point to c.) Everybody, what is this?
(Touch.) A horse.
Say the whole thing. (Touch.) This is a horse.
- d. (Point to d.) Everybody, what is this?
(Touch.) A bike.
Say the whole thing. (Touch.) This is a bike.

3. Let's do that again.

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

Individual Turns

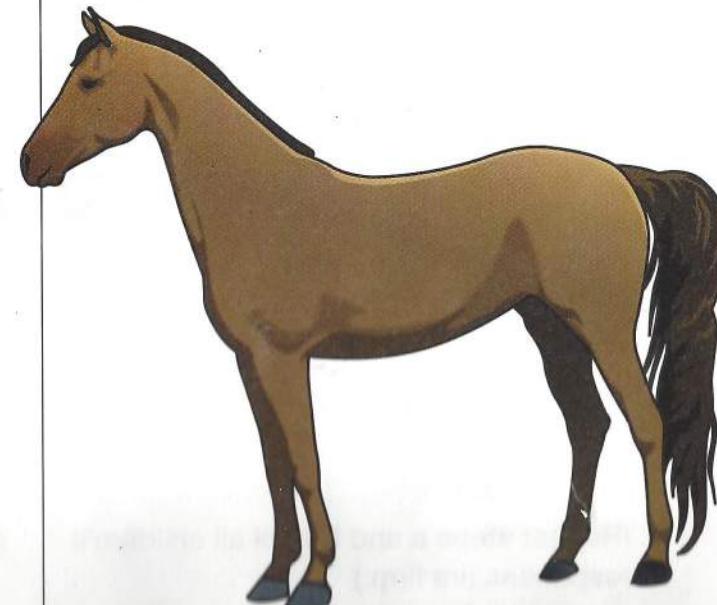
(Repeat part 2, calling on different children for each step.)



a



b



LESSON 13

EXERCISE 1 Actions – Body Parts

1. Get ready to do some actions.

a. Everybody, touch your hand. (Signal. Wait.)
What are you doing? (Signal.) *Touching my hand.*

Put your hand down. (Signal.)

b. Everybody, touch your head. (Signal. Wait.)
What are you doing? (Signal.) *Touching my head.*

Put your hand down. (Signal.)

c. Everybody, touch your nose. (Signal. Wait.)
What are you doing? (Signal.) *Touching my nose.*

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

Put your hand down. (Signal.)

d. Everybody, touch your ear. (Signal. Wait.)
What are you doing? (Signal.) *Touching my ear.*

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

Put your hand down. (Signal.)

e. Everybody, touch your leg. (Signal. Wait.)
What are you doing? (Signal.) *Touching my leg.*

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

Put your hand down. (Signal.)

2. Let's do those actions again.

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

Individual Turns

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

EXERCISE 2 Information – Names

1. When I point to you, stand up.

a. (Point to a child.) Good. Everybody, say his/her first name. (Signal. Children say the child's first name.)
b. (Repeat until all children's responses are firm.) Good. _____, sit down.

2. (Repeat part 1 with several children.)

EXERCISE 3 Information – School

1. Let's see if you can answer these questions.

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

b. Everybody, what's your teacher's name?
(Pause. Signal.)

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

Individual Turns

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

EXERCISE 4 Common Objects

[Note: You will find a pointer helpful in this exercise. Touch the objects in any order that is convenient for you.]

1. I'm going to touch some objects in this room.

Tell me what I touch.

a. (Touch a cabinet.) Everybody, what is this?

(Signal.) A cabinet.

b. (Touch a bookcase.) Everybody, what is this? (Signal.) A bookcase.

c. (Touch a chalkboard.) Everybody, what is this? (Signal.) A chalkboard.

d. (Touch a book.) Everybody, what is this? (Signal.) A book.

e. (Touch a computer.) Everybody, what is this? (Signal.) A computer.

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

are firm.)

3. Let's do those objects again.

a. (Touch a cabinet.) Everybody, what is this?

(Signal.) A cabinet.

Say the whole thing. (Signal.) *This is a cabinet.*

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

b. (Touch a bookcase.) Everybody, what is this? (Signal.) A bookcase.

Say the whole thing. (Signal.) *This is a bookcase.*

c. (Touch a chalkboard.) Everybody, what is this? (Signal.) A chalkboard.

Say the whole thing. (Signal.) *This is a chalkboard.*

d. (Touch a book.) Everybody, what is this? (Signal.) A book.

Say the whole thing. (Signal.) *This is a book.*

e. (Touch a computer.) Everybody, what is this? (Signal.) A computer.

Say the whole thing. (Signal.) *This is a computer.*

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

Individual Turns

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