

**EXERCISE 1 Actions — Pronouns**

1. It's time for some actions.

a. Everybody, let's all touch our hips. (Signal.) You touch your hips.) **Keep touching them.**

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

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

c. **What are we doing?** (Signal.)

Touching our hips.

Say the whole thing. (Signal.) *We are touching our hips.*

d. **Look at me. What am I doing?** (Signal.)

Touching your hips.

Say the whole thing. (Signal.) *You are touching your hips.*

e. (Point to a boy.) **What is he doing?** (Signal.)

Touching his hips.

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

2. Let's do that again and see how fast we can go.

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

Individual Turns

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

EXERCISE 2 Actions — Plurals

[Note: Pronounce **ssss** as **zzzz**.]

1. Let's find out if you can really listen.

a. My turn. I'll tell you if I hold up fingerssss or a finger. Listen carefully.

b. (Hold up two fingers.) **Fingerssss.**

(Hold up three fingers.) **Fingerssss.**

(Hold up your index finger.) **Finger.**

(Hold up four fingers.) **Fingerssss.**

(Hold up your little finger.) **Finger.**

2. Your turn. Tell me if I hold up fingerssss or a finger.

a. (Hold up three fingers.) **Is this fingerssss or finger?** (Signal.) **Fingers.**

b. (Hold up two fingers.) **Is this fingerssss or finger?** (Signal.) **Fingers.**

c. (Hold up one finger.) **Is this fingerssss or finger?** (Signal.) **Finger.**

d. (Hold up four fingers.) **Is this fingerssss or finger?** (Signal.) **Fingers.**

e. (Hold up one finger.) **Is this fingerssss or finger?** (Signal.) **Finger.**

Individual Turns

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

CORRECTIONS**EXERCISE 2****Error**

(Children give the wrong response.)

Correction

1. (Tell the correct answer.)

2. (Have children say the answer with you.)

3. (Repeat the step.)

EXERCISE 3 Concept Application (cont.)

4. Look at the picture.

- Tell me about the girl wearing a ribbon.
(Call on a child. Idea: *She has wet feet.*)
Yes, the girl wearing a ribbon has wet feet.
- Everybody, say the rule. (Touch.) *The girl wearing a ribbon has wet feet.*

5. Now we'll talk about each girl.

- a. (Point to a.) Is this girl wearing a ribbon?
(Touch.) No.
Does she have wet feet? (Touch.) No.
What is she standing on? (Touch.) A stool.
- b. (Point to b.) Is this girl wearing a ribbon?
(Touch.) No.
Does she have wet feet? (Touch.) No.
What is she standing on? (Touch.) A box.
- c. (Point to c.) Is this girl wearing a ribbon?
(Touch.) Yes.
Does she have wet feet? (Touch.) Yes.
What is she standing in? (Touch.)
A bucket.

6. (Call on different children.)

- How do you think the girl wearing a ribbon feels?
- Tell about a time you got wet.

Individual Turns

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



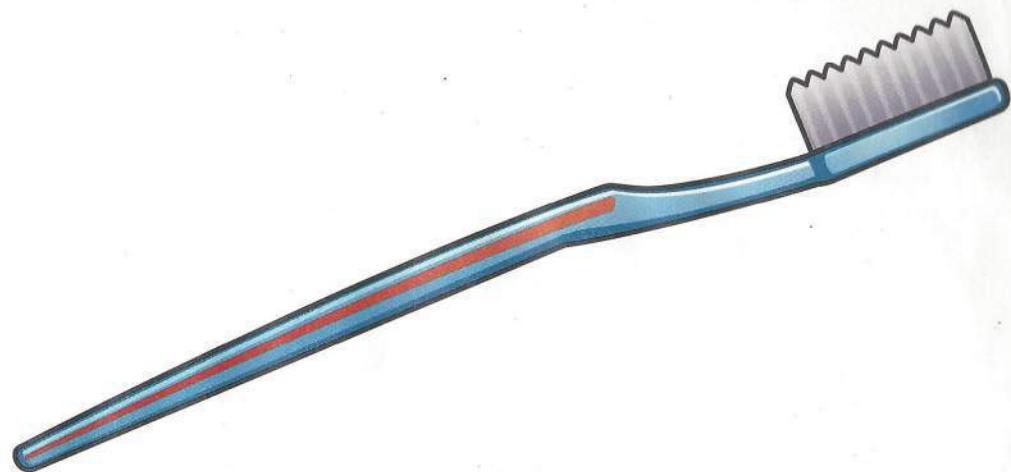
EXERCISE 4 Part/Whole—Toothbrush,
Table

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

2. Get ready to tell me the parts of a table. **Say the whole thing.**
 - a. (Point to the legs. Touch.) *A table has legs.*
(Point to the top. Touch.) *A table has a top.*
 - b. (Repeat step a until all children's responses are firm.)
 - c. (Circle the table.)
And what do you call the whole object? (Touch.) *A table.*
And what do we usually do with a table? (Praise reasonable responses.)

Individual Turns

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



EXERCISE 5 Prepositions – On, Over, In

1. One of these birds is over the cage.

- (Point to each bird, and ask:) Is this bird over the cage?

(Children are to answer yes or no.)

- (Point to a.)

Listen. What is this? (Touch.) A bird.

Where is this bird? (Touch.) Over the cage.

Say the whole thing about where this bird is. (Touch.) This bird is over the cage.

2. One of these birds is on the cage.

- (Point to each bird, and ask:) Is this bird on the cage?

(Children are to answer yes or no.)

- (Point to b.)

Listen. What is this? (Touch.) A bird.

Where is this bird? (Touch.) On the cage.

Say the whole thing about where this bird is. (Touch.) This bird is on the cage.

3. One of these birds is in the cage.

- (Point to each bird, and ask:) Is this bird in the cage?

(Children are to answer yes or no.)

- (Point to c.)

Listen. What is this? (Touch.) A bird.

Where is this bird? (Touch.) In the cage.

Say the whole thing about where this bird is. (Touch.) This bird is in the cage.

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

- (Point to b.) Everybody, where is this bird? (Touch.) On the cage.

Say the whole thing. (Touch.)

This bird is on the cage.

- (Point to c.) Everybody, where is this bird? (Touch.) In the cage.



Say the whole thing. (Touch.)

This bird is in the cage.

- (Point to a.) Everybody, where is this bird?

(Touch.)

Over the cage.

Say the whole thing. (Touch.) This bird is over the cage.

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

Individual Turns

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

EXERCISE 6 Classification—Vehicles

1. We're going to talk about vehicles.

(Point to a.) This is a vehicle.

(Point to b.) This is not a vehicle.

(Point to c.) This is not a vehicle.

(Point to d.) This is a vehicle.

(Point to e.) This is a vehicle.

(Point to f.) This is a vehicle.

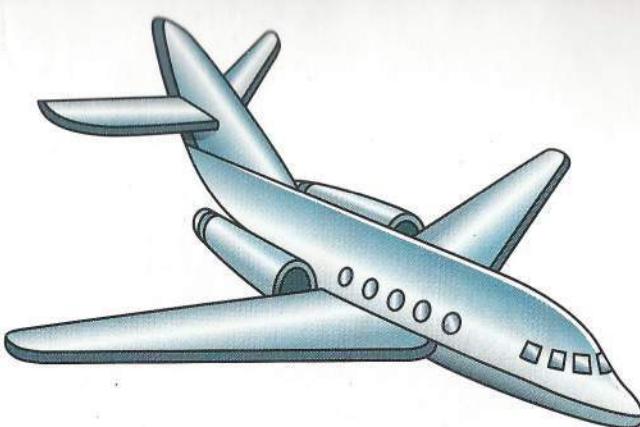
2. Get ready to tell me which objects are vehicles.

(Point to each object, and ask:) Is this a vehicle?

(Touch. Children answer yes or no.) ●

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

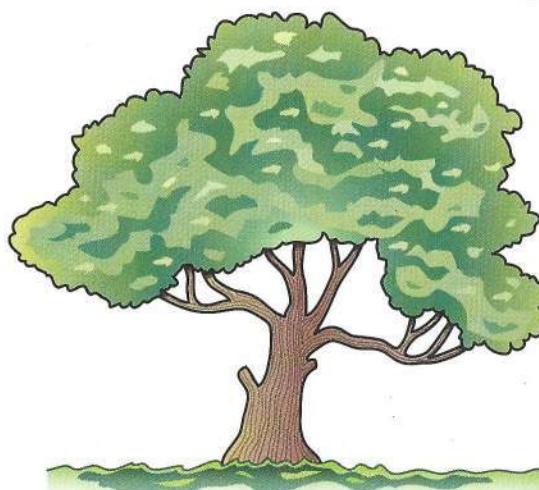
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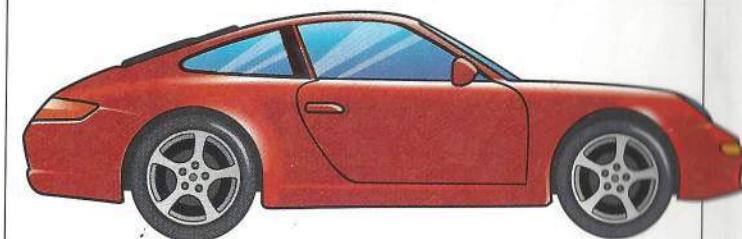
a



b



c



d



e



f

CORRECTIONS

EXERCISE 6

● Error

(Children name the object.)

Correction

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

But it is also a vehicle or

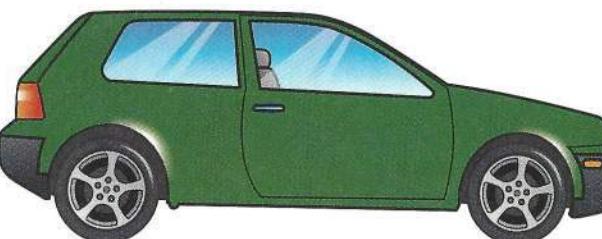
But it is not a vehicle.

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

EXERCISE 6 Classification (cont.)

4. Let's talk about these pictures.

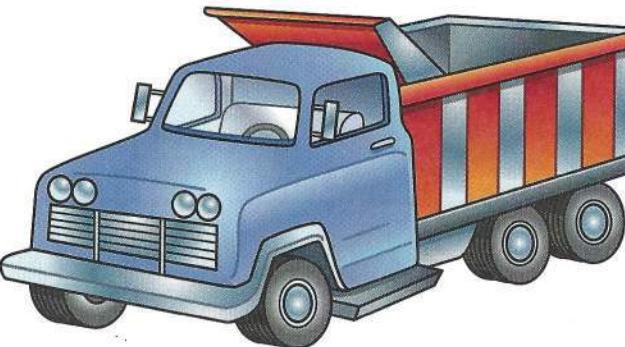
- a. (Point to a.) Is this a vehicle? (Touch.) Yes.
Say the whole thing. (Touch.) *This is a vehicle.*
- What kind of vehicle is this? (Touch.)
A car.
Yes, this vehicle is a car.
Say the whole thing about this vehicle.
(Touch.) *This vehicle is a car.*
- (Repeat step a until all children's responses are firm.)
- b. (Point to b.) Is this a vehicle? (Touch.) Yes.
Say the whole thing. (Touch.) *This is a vehicle.*
- What kind of vehicle is this? (Touch.)
A bike.
Yes, this vehicle is a bike.
Say the whole thing about this vehicle.
(Touch.) *This vehicle is a bike.*
- (Repeat step b until all children's responses are firm.)
- c. (Point to c.) Is this a vehicle? (Touch.) Yes.
Say the whole thing. (Touch.) *This is a vehicle.*
- What kind of vehicle is this? (Touch.)
A truck.
Yes, this vehicle is a truck.
Say the whole thing about this vehicle.
(Touch.) *This vehicle is a truck.*
- (Repeat step c until all children's responses are firm.)
- d. (Point to d.) Is this a vehicle? (Touch.) Yes.
Say the whole thing. (Touch.) *This is a vehicle.*
- What kind of vehicle is this? (Touch.)
An airplane.
Yes, this vehicle is an airplane.
Say the whole thing about this vehicle.
(Touch.) *This vehicle is an airplane.*



a



b



c



d

- (Repeat step d until all children's responses are firm.)
- 5. (Call on different children to answer this question.)
 - These are all vehicles. Which vehicle would you like to be in?

Individual Turns

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

EXERCISE 7 Opposites – Long/Not Long

1. Let's find the lines that are long.

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

a

2. Now we'll talk about each line.

a. (Point to a.)

Is this line long? (Touch.) **No.**

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

b. (Point to b.)

Is this line long? (Touch.) **Yes.**

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

b

c. (Point to c.)

Is this line long? (Touch.) **No.**

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

d. (Point to d.)

Is this line long? (Touch.) **Yes.**

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

c

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

Individual Turns

(Call on different children.)

- Touch a line that is long.
- Touch a line that is not long.

d

LESSON 52

EXERCISE 1 Actions—Pronouns

1. It's time for some actions.
 - a. Everybody, let's all stand up. (Signal. You stand with children.)
 - b. (Point to a girl.) Look at her.
What is she doing? (Signal.) Standing up.
Say the whole thing. (Signal.) She is standing up.
 - c. What are we doing? (Signal.) Standing up.
Say the whole thing. (Signal.) We are standing up.
 - d. (Point to a boy.) What is he doing? (Signal.) Standing up.
Say the whole thing. (Signal.) He is standing up.
 - e. (Point to three children.) What are they doing? (Signal.) Standing up.
Say the whole thing. (Signal.) They are standing up.
 - f. Look at me. What am I doing? (Signal.) Standing up.
Say the whole thing. (Signal.) You are standing up.
2. Let's do that again and see how fast we can go.
(Repeat part 1 until all children's responses are firm.)

Individual Turns

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

EXERCISE 2 Actions—Plurals

[Note: Pronounce sssss as zzzz.]

1. My turn. I'll tell you if I hold up my hand or my hands.
(Hold up one hand.) Hand.
(Hold up the other hand.) Hand.
(Hold up both hands.) Handssss.
(Hold up both hands.) Handssss.
2. Your turn. Tell me if I hold up my hand or my hands.
 - a. (Hold up both hands.) Tell me. (Signal.) Hands.
 - b. (Hold up one hand.) Tell me. (Signal.) Hand.
 - c. (Hold up both hands.) Tell me. (Signal.) Hands.
 - d. (Hold up one hand.) Tell me. (Signal.) Hand.
 - e. (Hold up the other hand.) Tell me. (Signal.) Hand.
3. (Repeat part 2 until all children's responses are firm.)

Individual Turns

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

EXERCISE 3 Information—Days of the Week

1. Let's do the days of the week.
 - a. Everybody, how many days are there in a week? (Signal.) Seven.
 - b. Everybody, say the days of the week.
(Signal.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
 - c. Again. (Signal.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
2. (Repeat step c until all children's responses are firm.)

Individual Turns

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

EXERCISE 4 Part/Whole—Pencil

1. Look at the pencil.

- a. (Circle the pencil.) Everybody, what is this?
(Touch.) A pencil.
- b. Get ready to tell me the parts of a pencil.
(Point to the point.) What is this part called? (Touch.) The point.
(Point to the shaft.) What is this part called? (Touch.) The shaft.
(Point to the eraser.) What is this part called?
(Touch.) The eraser.

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

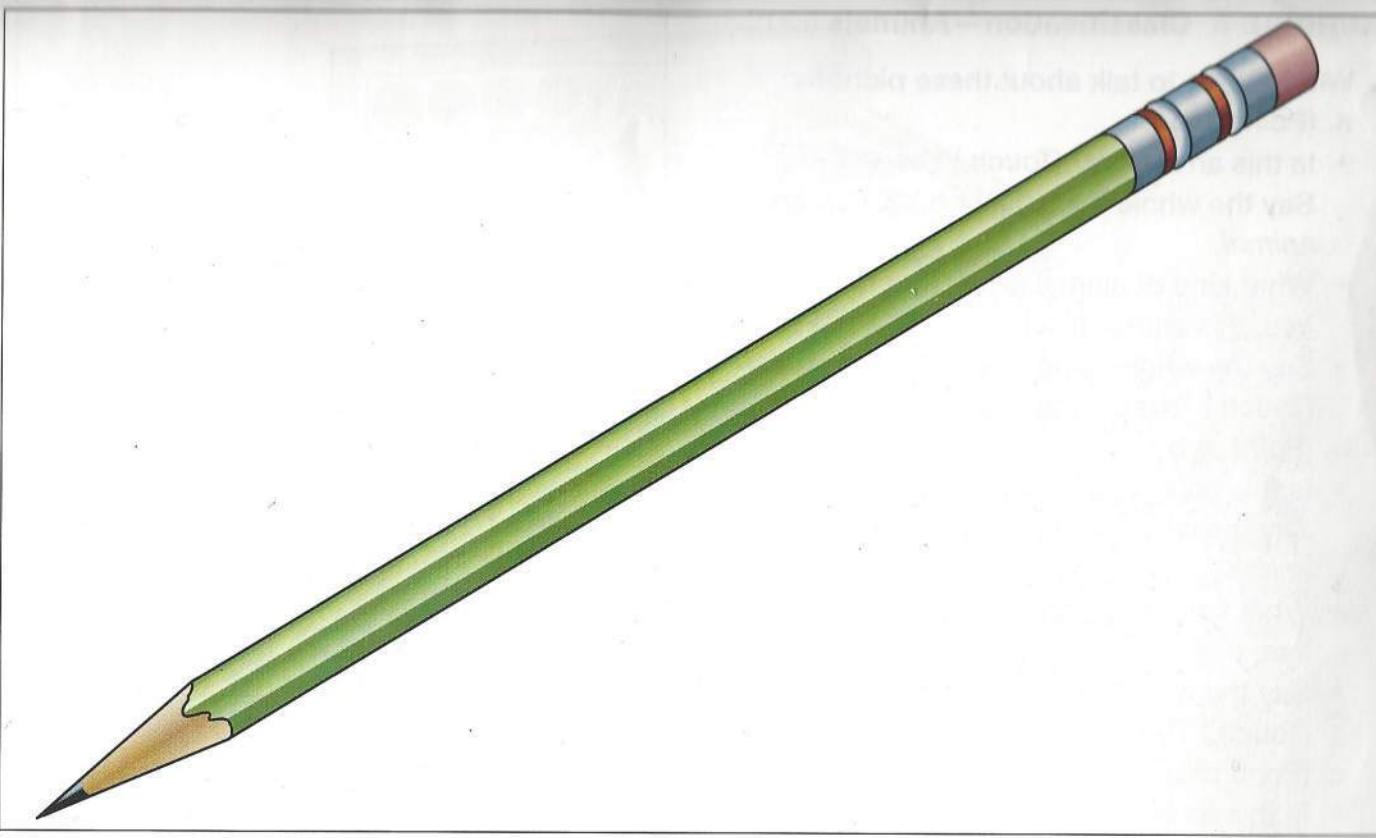
3. Here are some more questions.

- a. (Point to the point.) What do we do with the point? (Signal.) Write.
- b. (Point to the shaft.) What do we do with the shaft? (Signal.) Hold it.
- c. (Point to the eraser.) What do we do with the eraser? (Signal.) Erase.

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

Individual Turns

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



EXERCISE 5 Prepositions—In, On, In Front Of

1. One of these cakes is **on** the stove.

- (Point to each cake, one at a time.) Is this cake **on** the stove?

(Children are to answer yes or no.)

- (Point to a.)

Listen. What is this? (Touch.) A cake.

Where is this cake? (Touch.) **On** the stove.

Say the whole thing about where this cake is. (Touch.) **This cake is on the stove.**

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

2. One of these cakes is **in** the stove.

- (Point to each cake, one at a time.) Is this cake **in** the stove?

(Children are to answer yes or no.)

- (Point to b.)

Listen. What is this? (Touch.) A cake.

Where is this cake? (Touch.) **In** the stove.

Say the whole thing about where this cake is. (Touch.) **This cake is in the stove.**

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

3. One of these cakes is **in front of** the stove.

- (Point to each cake, and ask:) Is this cake **in front of** the stove?

(Children are to answer yes or no.)

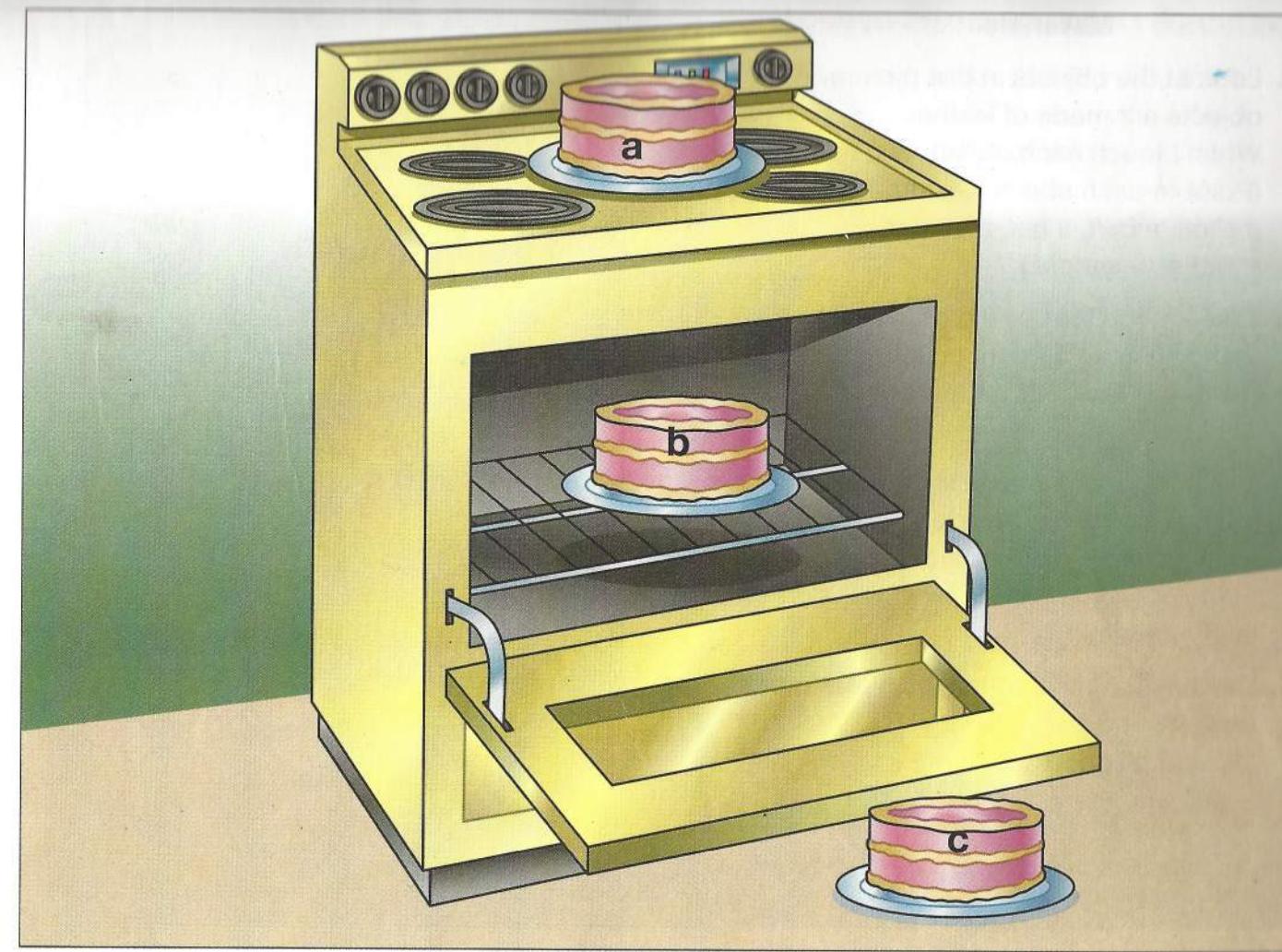
- (Point to c.)

Listen. What is this? (Touch.) A cake.

Where is this cake? (Touch.) **In front of** the stove.

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

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



4. Let's talk about the stove and the cakes one more time.

- (Point to c.)

Everybody, where is this cake? (Touch.) **In front of the stove.**

Say the whole thing. (Touch.) **This cake is in front of the stove.**

- (Point to b.)

Everybody, where is this cake? (Touch.) **In the stove.**

Say the whole thing. (Touch.) **This cake is in the stove.**

- (Point to a.)

Everybody, where is this cake? (Touch.) **On the stove.**

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

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

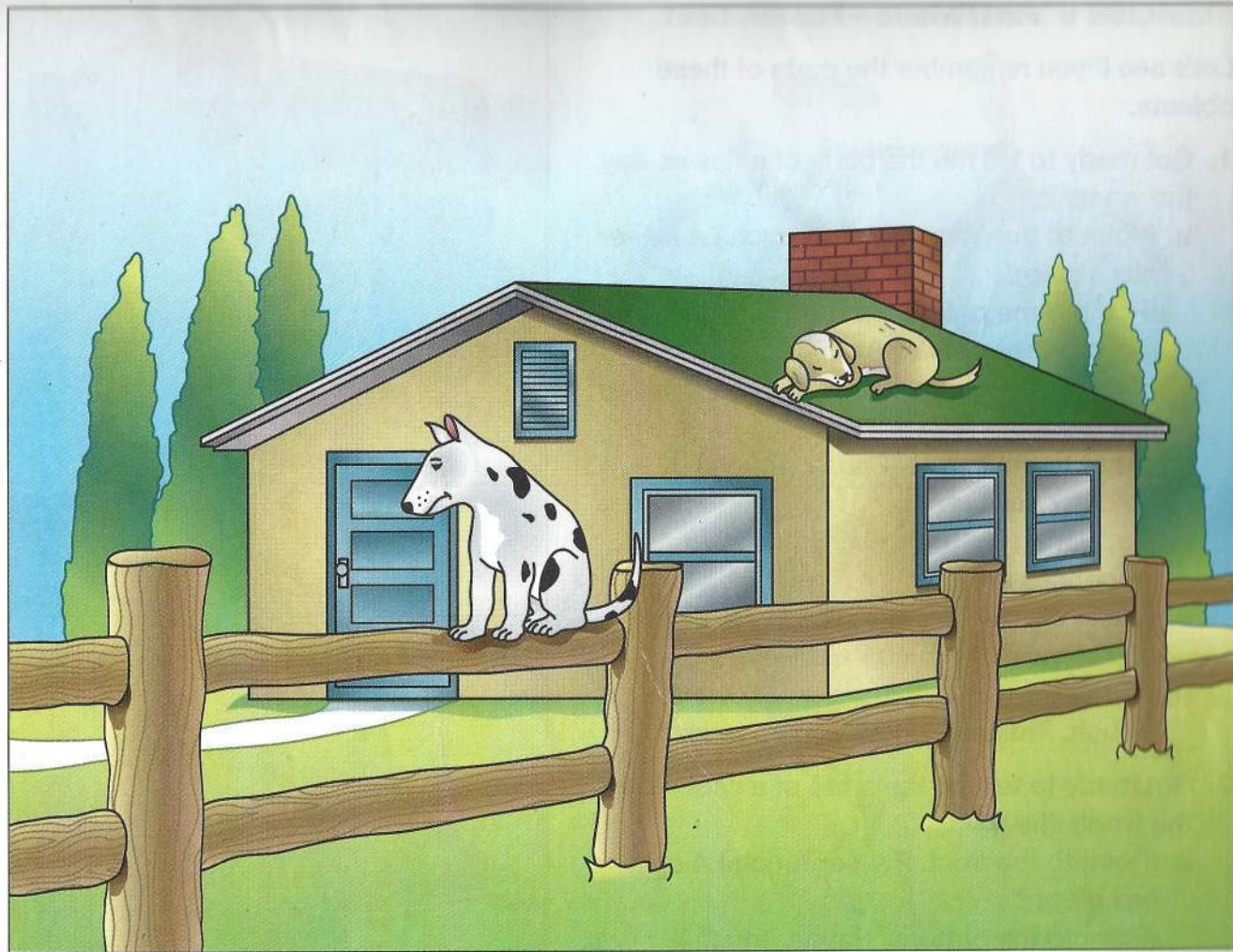


EXERCISE 6 Review

1. Look at the dogs. (Do not point to the pictures.)
 - a. Where is the dog that is sleeping? (Signal.)
On the house.
 - b. Where is the dog that is sitting? (Signal.)
On the fence.
2. Listen.
 - a. What is the dog on the fence doing? (Signal.) Sitting.
Yes, sitting.
 - b. Listen. The dog on the fence (pause) is sitting. Your turn. Say the whole thing about the dog on the fence. (Signal.) The dog on the fence is sitting.
3. Listen.
 - a. What is the dog on the house doing? (Signal.) Sleeping.
Yes, sleeping.
 - b. Listen. The dog on the house (pause) is sleeping. Your turn. Say the whole thing about the dog on the house. (Signal.) The dog on the house is sleeping.
4. (Call on different children.)
 - Tell me about a dog you know.
 - What do you think the dog that is sleeping will do when it wakes up?
 - What do you think the dog that is sitting is thinking about?
(Praise reasonable responses.)

Individual Turns

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



EXERCISE 7 Classification—Vehicles

1. We're going to talk about vehicles.

(Point to a.) This is a vehicle.

(Point to b.) This is a vehicle.

(Point to c.) This is not a vehicle.

(Point to d.) This is not a vehicle.

(Point to e.) This is a vehicle.

(Point to f.) This is not a vehicle.

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

(Point to each object, one at a time.) Is this a vehicle?

(Touch. Children answer yes or no.) ●

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

(Turn the page quickly.)



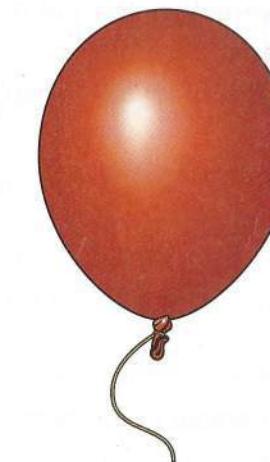
a



b



c



d



e



f

CORRECTIONS EXERCISE 7

Error

(Children name the object.)

Correction

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

But it is also a vehicle. or

But it is not a vehicle.

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

EXERCISE 7 Classification (cont.)

4. Let's talk about these pictures.

a. (Point to a.)

Is this a vehicle? (Touch.) Yes.

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

• What kind of vehicle is this? (Touch.) *A train.*

Yes, this vehicle is a train.

Say the whole thing about this vehicle.

(Touch.) *This vehicle is a train.*

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

b. (Point to b.)

Is this a vehicle? (Touch.) Yes.

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

• What kind of vehicle is this? (Touch.) *A boat.*

Yes, this vehicle is a boat.

Say the whole thing about this vehicle.

(Touch.) *This vehicle is a boat.*

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

c. (Point to c.)

Is this a vehicle? (Touch.) Yes.

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

• What kind of vehicle is this? (Touch.) *A bike.*

Yes, this vehicle is a bike.

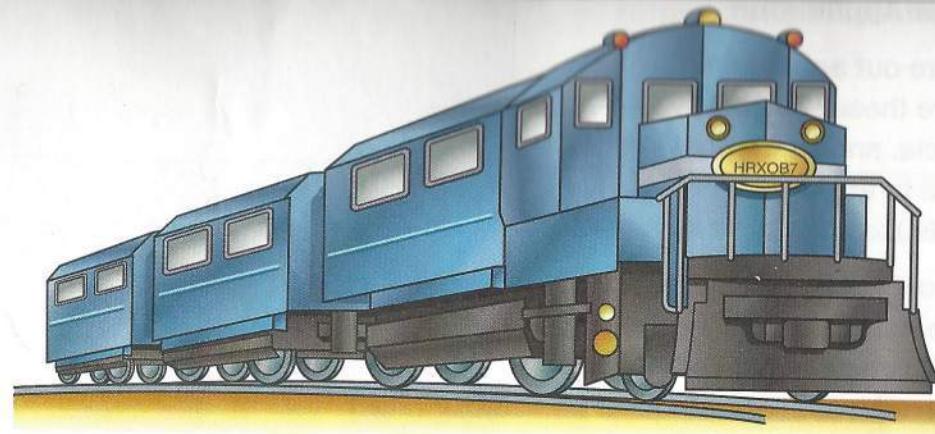
Say the whole thing about this vehicle.

(Touch.) *This vehicle is a bike.*

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

5. (Call on different children to answer the question.)

- These are all vehicles. Which vehicle would you like to be on?



a



b



c

Individual Turns

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

EXERCISE 8 Opposites—Long/Not Long

1. Look at these pencils. Let's find the pencils that are long.
 - (Point to each pencil, one at a time.) Is this pencil long? (Children are to answer yes or no.)
 - (Repeat until all children's responses are firm.)

2. Now we'll talk about each pencil.

- a. (Point to a.)

Is this pencil long? (Touch.) Yes.

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

- b. (Point to b.)

Is this pencil long? (Touch.) No.

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

- c. (Point to c.)

Is this pencil long? (Touch.) No.

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

- d. (Point to d.)

Is this pencil long? (Touch.) Yes.

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

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

Individual Turns

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



a



b



c



LESSON 53

EXERCISE 1 Actions—Review

1. It's time for some actions.

a. Everybody, touch your thumb. (Signal. Wait.)

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

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

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

What are you doing? (Signal.) Smiling.

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

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

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

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

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

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

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

e. Everybody, hold your hand in front of your mouth. (Signal. Wait.)

What are you doing? (Signal.) Holding my hand in front of my mouth.

Say the whole thing. (Signal.) I am holding my hand in front of my mouth.

f. Are you touching your wrist? (Signal.) No.

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

g. What are you doing? (Signal.) Holding my hand in front of my mouth.

Say the whole thing. (Signal.) I am holding my hand in front of my mouth.

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

EXERCISE 2 Information—Days of the Week

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

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

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

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

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

When I stop, tell me the day that comes next.

a. Listen. Saturday, Sunday, Monday. (Pause. Signal.) Tuesday.

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

c. Listen. Monday, Tuesday. (Pause. Signal.) Wednesday.

d. Listen. Wednesday. (Pause. Signal.) Thursday.

e. Listen. Monday. (Pause. Signal.) Tuesday.

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

Individual Turns

(Repeat part 2, calling on different children.)

EXERCISE 3 Actions—Plurals

[Note: Pronounce ssss as zzzz.]

1. Let's find out if you can really listen.

a. My turn. I'll tell you if I touch my ear or earssss. Listen carefully.

b. (Touch one ear.) Ear. (Touch both ears.) Earssss.

2. Your turn. Tell me if I touch my ear or my earssss. ●

a. (Touch both ears.) Tell me. (Signal.) Ears. (Put your hands down.)

b. (Touch both ears.) Tell me. (Signal.) Ears. (Put your hands down.)

c. (Touch one ear.) Tell me. (Signal.) Ear. (Put your hand down.)

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 3

● Error

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

Correction

1. (Tell the correct answer.)

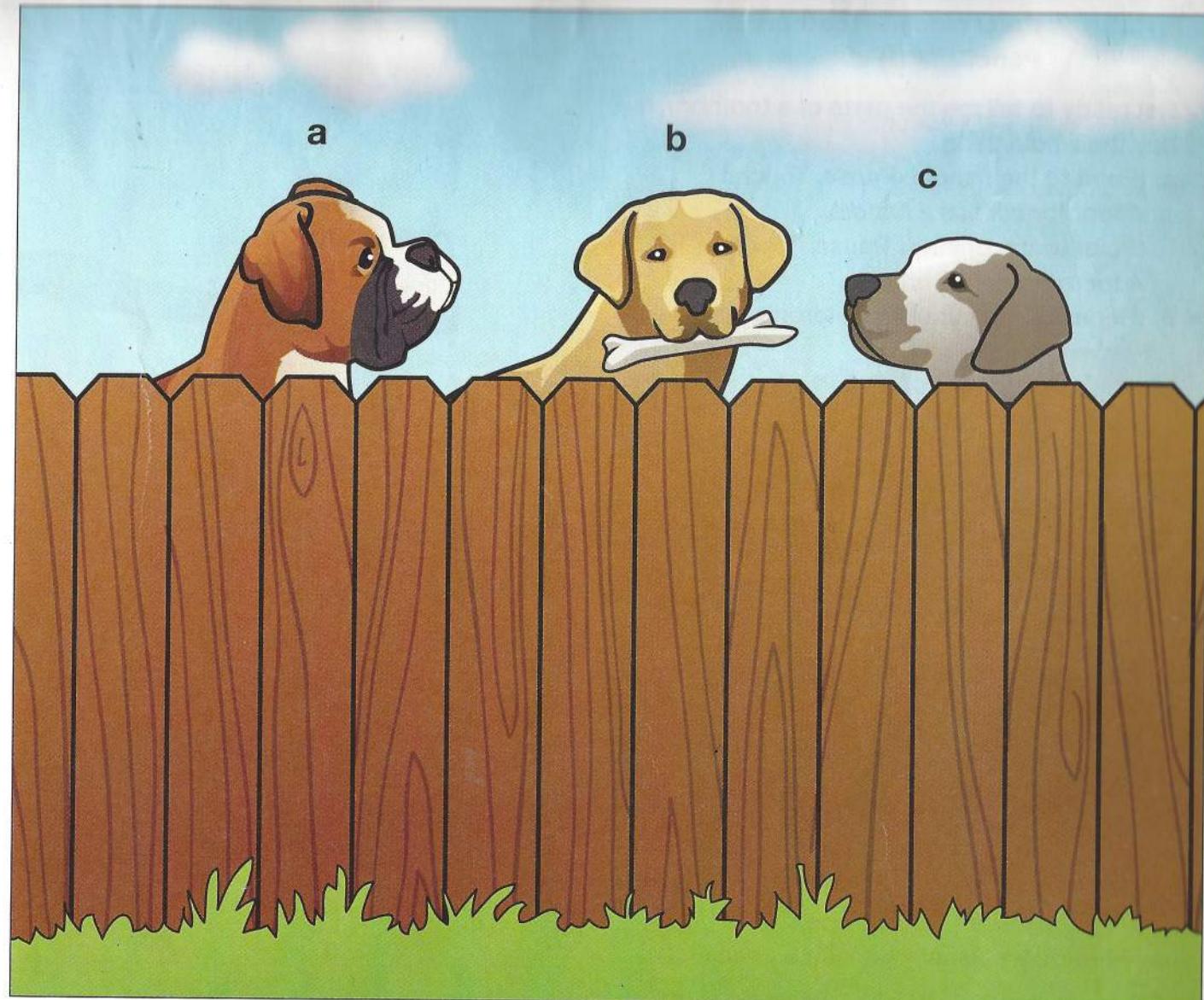
2. (Have children say it with you.)

EXERCISE 4 Concept Application

1. You're going to figure out a hard problem about a dog and a bone.
 - Listen to the rule. The dog with the bone is wet.
Everybody, say the rule. (Signal.) *The dog with the bone is wet.*
 - Again. (Signal.) *The dog with the bone is wet.*
(Repeat until all children can say the rule.)

2. Let's look at the dogs. Remember, only one of these dogs is wet. Which dog is that?
(Signal.) *The dog with the bone.*
 - Say the rule about the dog with the bone.
(Signal.) *The dog with the bone is wet.*
 - (Point to a.) Does this dog have a bone?
(Touch.) *No.*
So is this dog wet? (Touch.) *No.*
 - This dog does not have a bone. So what do you know about this dog? (Touch.) *This dog is not wet.*
 - (Repeat part 2 until all children's responses are firm.)

3. Say the rule about the dog with the bone.
(Signal.) *The dog with the bone is wet.*
 - (Point to b.) Does this dog have a bone?
(Touch.) *Yes.*
So is this dog wet? (Touch.) *Yes.*
 - This dog has a bone. So what do you know about this dog? (Touch.) *This dog is wet.*
 - (Repeat part 3 until all children's responses are firm.)



4. Say the rule about the dog with the bone.
(Signal.) *The dog with the bone is wet.*
 - (Point to c.) Does this dog have a bone?
(Touch.) *No.*
So is this dog wet? (Touch.) *No.*
 - This dog does not have a bone. So what do you know about this dog? (Touch.) *This dog is not wet.*
 - (Repeat part 4 until all responses are firm.)

5. (Call on two children.)
 - Show me the dog that is wet. (Wait.)
 - Let's see if you're right.
(Turn the page quickly.)

EXERCISE 4 Concept Application (cont.)

6. Look at the picture.

- Tell me about the dog with the bone. (Call on a child. Idea: *It's wet.*)

Yes, the dog with the bone is wet.

Everybody, say the rule. (Touch.) *The dog with the bone is wet.*

a. (Point to a.)

Is this dog wet? (Touch.) No.

Does this dog have a bone? (Touch.) No.

What does this dog have? (Touch.)

A shoe.

Say the whole thing about what this dog has. (Touch.) *This dog has a shoe.*

b. (Point to b.)

Is this dog wet? (Touch.) Yes.

What is this dog doing? (Call on a child.

Idea: *Chewing a bone.*)

Everybody, say the whole thing about what this dog is doing. (Touch.) *This dog is chewing a bone.*

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

Does this dog have a bone? (Touch.) No.

What does this dog have? (Touch.) A stick.

Say the whole thing about what this dog has. (Touch.) *This dog has a stick.*

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

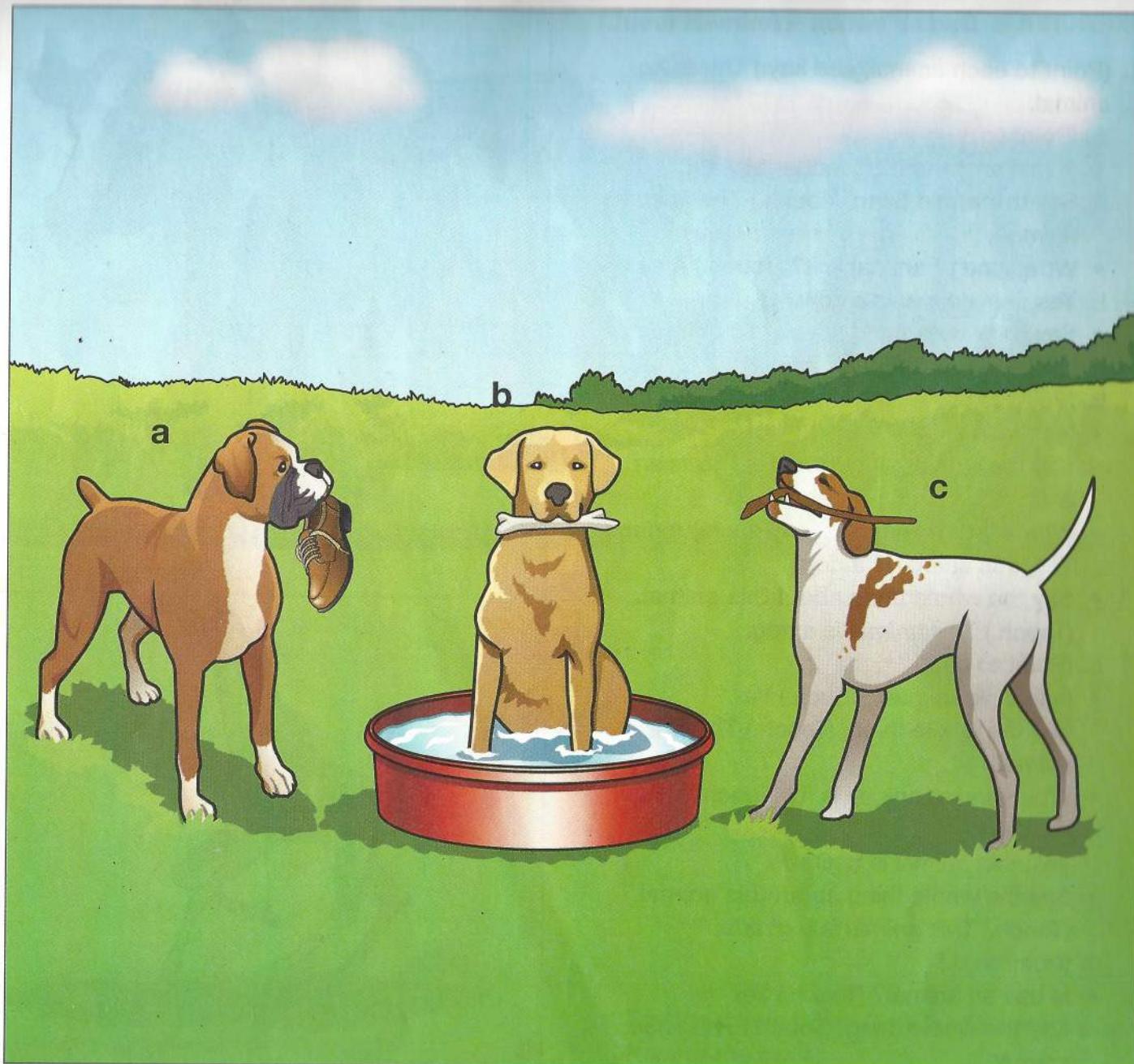
8. (Call on different children.)

- How do you think the dog with the bone feels?

Tell about a time you got wet.

Individual Turns

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



EXERCISE 5 Prepositions – In, On, In Front Of

1. One of these men is **in front of** the truck.

- (Point to each man, and ask:) **Is this man in front of the truck?**

(Children are to answer yes or no.)

- (Point to a.)

**Listen. What is this? (Touch.) A man.
Where is this man? (Touch.) In front of the truck.**

Say the whole thing about where this man is. (Touch.) This man is in front of the truck.

2. One of these men is **on** the truck.

- (Point to each man, and ask:) **Is this man on the truck?**

(Children are to answer yes or no.)

- (Point to b.)

**Listen. What is this? (Touch.) A man.
Where is this man? (Touch.) On the truck.
Say the whole thing about where this man is. (Touch.) This man is on the truck.**

3. One of these men is **in** the truck.

- (Point to each man, and ask:) **Is this man in the truck?**

(Children are to answer yes or no.)

- (Point to c.)

**Listen. What is this? (Touch.) A man.
Where is this man? (Touch.) In the truck.
Say the whole thing about where this man is. (Touch.) This man is in the truck.**

4. Let's talk about the truck and the men one more time.

- (Point to c.)

Everybody, where is this man? (Touch.) In the truck.

Say the whole thing. (Touch.) This man is in the truck.



- (Point to b.)

Everybody, where is this man?

(Touch.) On the truck.

Say the whole thing. (Touch.) This man is on the truck.

- (Point to a.)

Everybody, where is this man? (Touch.) In front of the truck.

• Say the whole thing. (Touch.) This man is in front of the truck.

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

Individual Turns

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

EXERCISE 6 Opposites – Long/Short

1. Look at these logs. We're going to talk about long and short.

- (Point to each log and ask:) Is this log long? (Touch. Children are to answer yes or no.)
- (Repeat until all children's responses are firm.)

2. Now we'll talk about each log.

a. (Point to a.)

Is this log long? (Touch.) No.
So this log is short.

b. (Point to b.)

Is this log long? (Touch.) Yes.

c. (Point to c.)

Is this log long? (Touch.) No.
So this log is short.

Say the whole thing about this log.
(Touch.) This log is short.

d. (Point to d.)

Is this log long? (Touch.) No.
So this log is short.

Say the whole thing about this log.
(Touch.) This log is short.

e. (Point to e.)

Is this log long? (Touch.) Yes.

3. I'll point to each log. Say long if it is long. Say short if it is short.

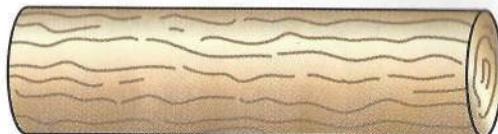
- What are you going to say if it is short?
(Signal.) Short.

What are you going to say if it is long?
(Signal.) Long.

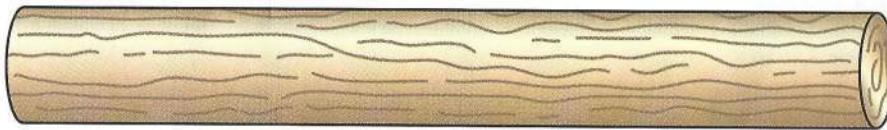
- (Point to each log. Children are to say long or short.)

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

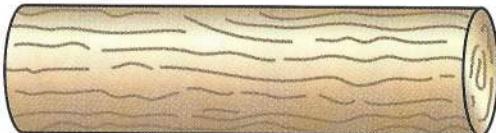
a



b



c



d



e



EXERCISE 7 Part/Whole—Wagon

1. 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.)

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

What do we usually do with a wagon?

(Praise reasonable responses.)

Individual Turns

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



EXERCISE 8 Classification—Vehicles

1. We're going to talk about vehicles. (Point to each vehicle, and say:) *This is a vehicle.*

2. Now we'll talk about each picture.

a. (Point to a.)

Is this a vehicle? (Touch.) Yes.

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

• What kind of vehicle is this? (Touch.) *A motorcycle.*

Yes, this vehicle is a motorcycle.

• Say the whole thing about this vehicle. (Touch.) *This vehicle is a motorcycle.*

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

b. (Point to b.)

Is this a vehicle? (Touch.) Yes.

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

• What kind of vehicle is this? (Touch.) *A truck.*

Yes, this vehicle is a truck.

Say the whole thing about this vehicle. (Touch.) *This vehicle is a truck.*

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

c. (Point to c.)

Is this a vehicle? (Touch.) Yes.

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

• What kind of vehicle is this? (Touch.) *A ship.*

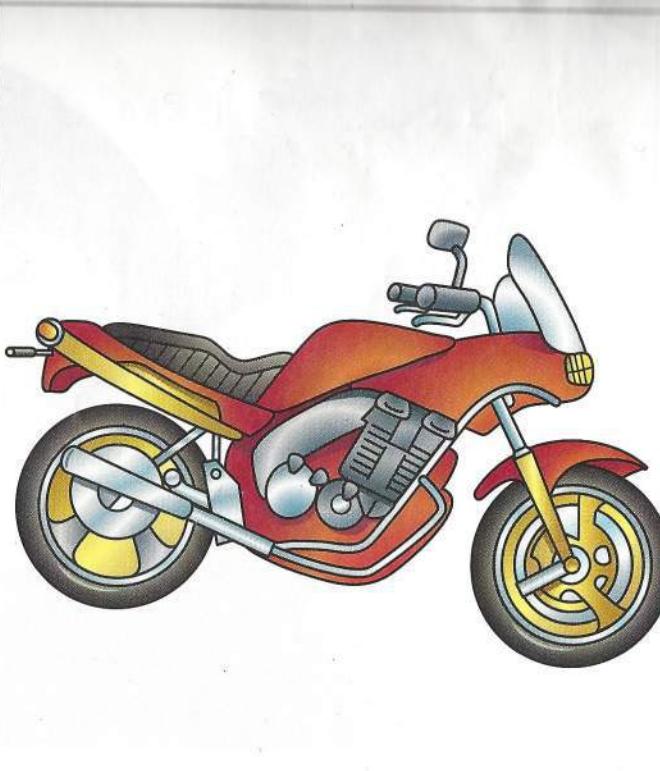
Yes, this vehicle is a ship.

Say the whole thing about this vehicle. (Touch.) *This vehicle is a ship.*

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

3. (Call on different children.)

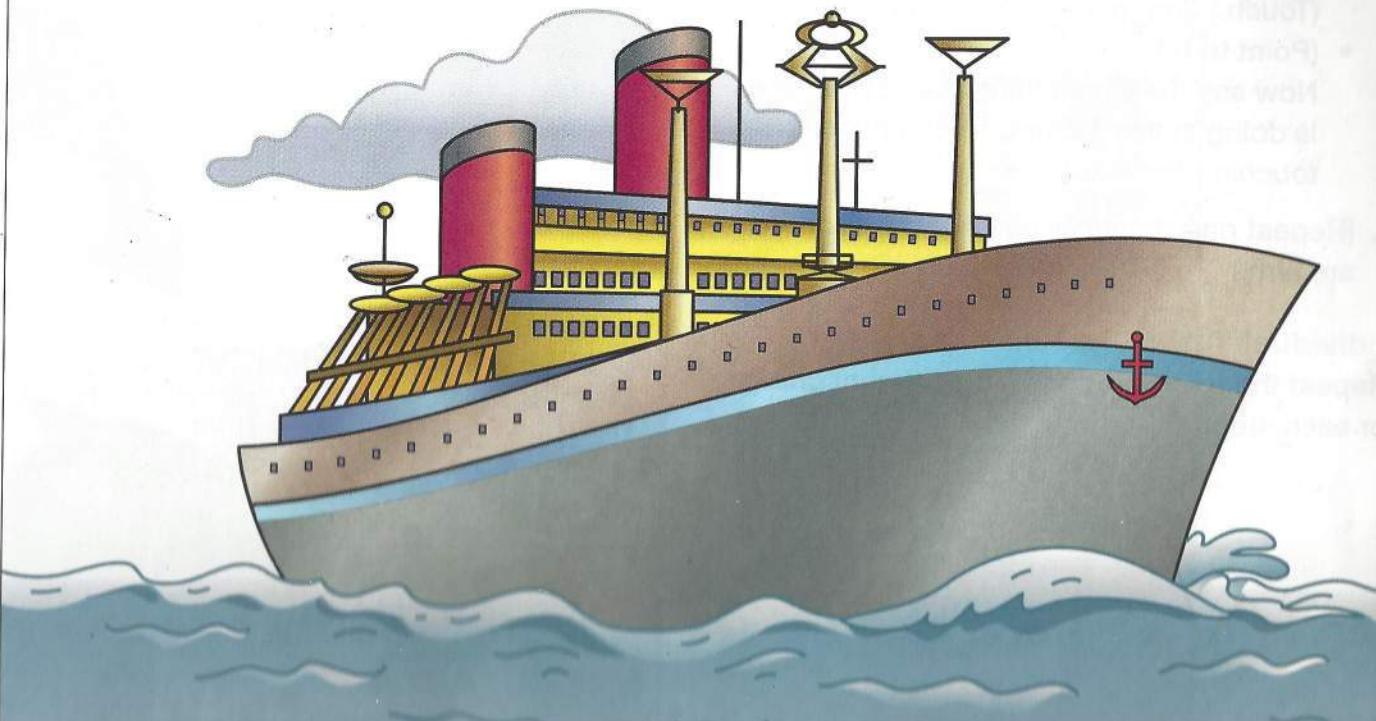
Which vehicle would you like to have?



a



b



EXERCISE 9 Classification—Vehicles

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

2. Now we'll talk about each picture.

a. (Point to a.)

Is this a vehicle? (Touch.) No.

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

• What is this? (Touch.) A tree.

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

b. (Point to b.)

Is this a vehicle? (Touch.) Yes.

What kind of vehicle is this? (Touch.)

A ship.

Say the whole thing about this vehicle.

(Touch.) *This vehicle is a ship.*

• Is this vehicle an airplane? (Touch.) No.

Is this vehicle a bus? (Touch.) No.

Is this vehicle a ship? (Touch.) Yes.

c. (Point to c.)

Is this a vehicle? (Touch.) Yes.

What kind of vehicle is this? (Touch.)

A motorcycle.

Say the whole thing about this vehicle.

(Touch.) *This vehicle is a motorcycle.*

• Is this vehicle a bike? (Touch.) No.

Is this vehicle a motorcycle? (Touch.) Yes.

Is this vehicle a boat? (Touch.) No.

d. (Point to d.)

Is this a vehicle? (Touch.) No.

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

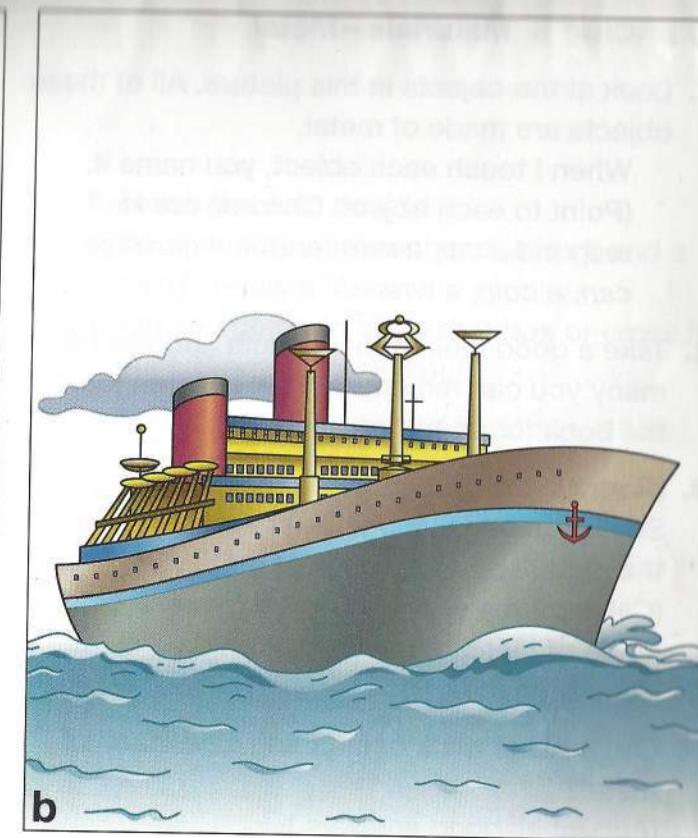
• What is this? (Touch.) A door.

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

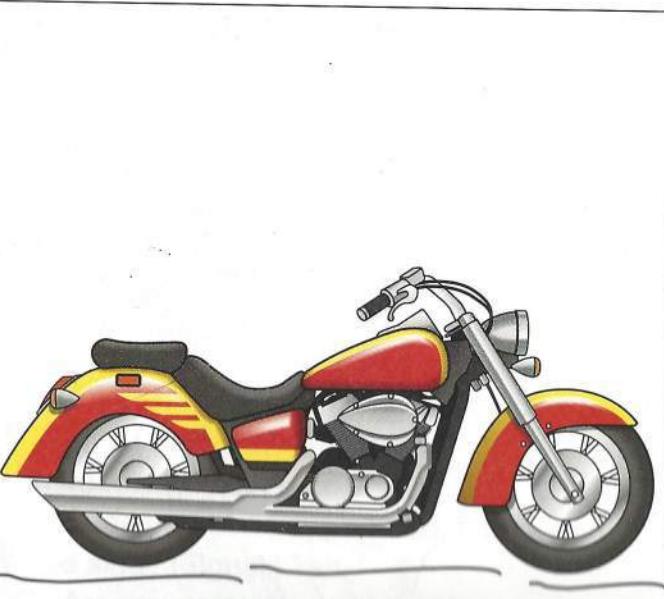
3. (Repeat part 2 until all children's responses are firm.)



a



b



LESSON 54

EXERCISE 1 Actions—Review

1. It's time for some actions.

a. Everybody, touch your hair.
(Signal. Wait.)

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

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

b. Everybody, touch your chair.
(Signal. Wait.)

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

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

c. Everybody, hold your hand in front of your eye.
(Signal. Wait.)

What are you doing?
(Signal.) Holding my hand in front of my eye.

Say the whole thing.
(Signal.) I am holding my hand in front of my eye.

d. Everybody, hold your hand over the floor.
(Signal. Wait.)

What are you doing?
(Signal.) Holding my hand over the floor.

Say the whole thing.
(Signal.) I am holding my hand over the floor.

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

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

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

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

Individual Turns

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

EXERCISE 2 Actions—Plurals

[Note: Pronounce sssss as zzzz.]

1. Let's find out if you can really listen.

Your turn. Tell me if I hold up handsss or hand.

a. (Hold up one hand.) Tell me.

(Signal.) Hand.

(Hold up both hands.) Tell me.

(Signal.) Hands.

(Hold up both hands.) Tell me.

(Signal.) Hands.

(Hold up one hand.) Tell me.

(Signal.) Hand.

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

2. Your turn. Tell me if I point to eye or eyessss.

a. (Point to both eyes.) Tell me.

(Signal.) Eyes.

(Point to one eye.) Tell me.

(Signal.) Eye.

(Point to one eye.) Tell me.

(Signal.) Eye.

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

EXERCISE 3 Information—Days of the Week

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

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

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

c. Again.
(Signal.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

2. Everybody, I'll say a day of the week. You tell me the day that comes next.

a. Listen. Tuesday.
(Pause. Signal.) Wednesday.

b. Listen. Friday.
(Pause. Signal.) Saturday.

c. Listen. Sunday.
(Pause. Signal.) Monday.

d. Listen. Wednesday.
(Pause. Signal.) Thursday.

e. Listen. Thursday.
(Pause. Signal.) Friday.

Individual Turns

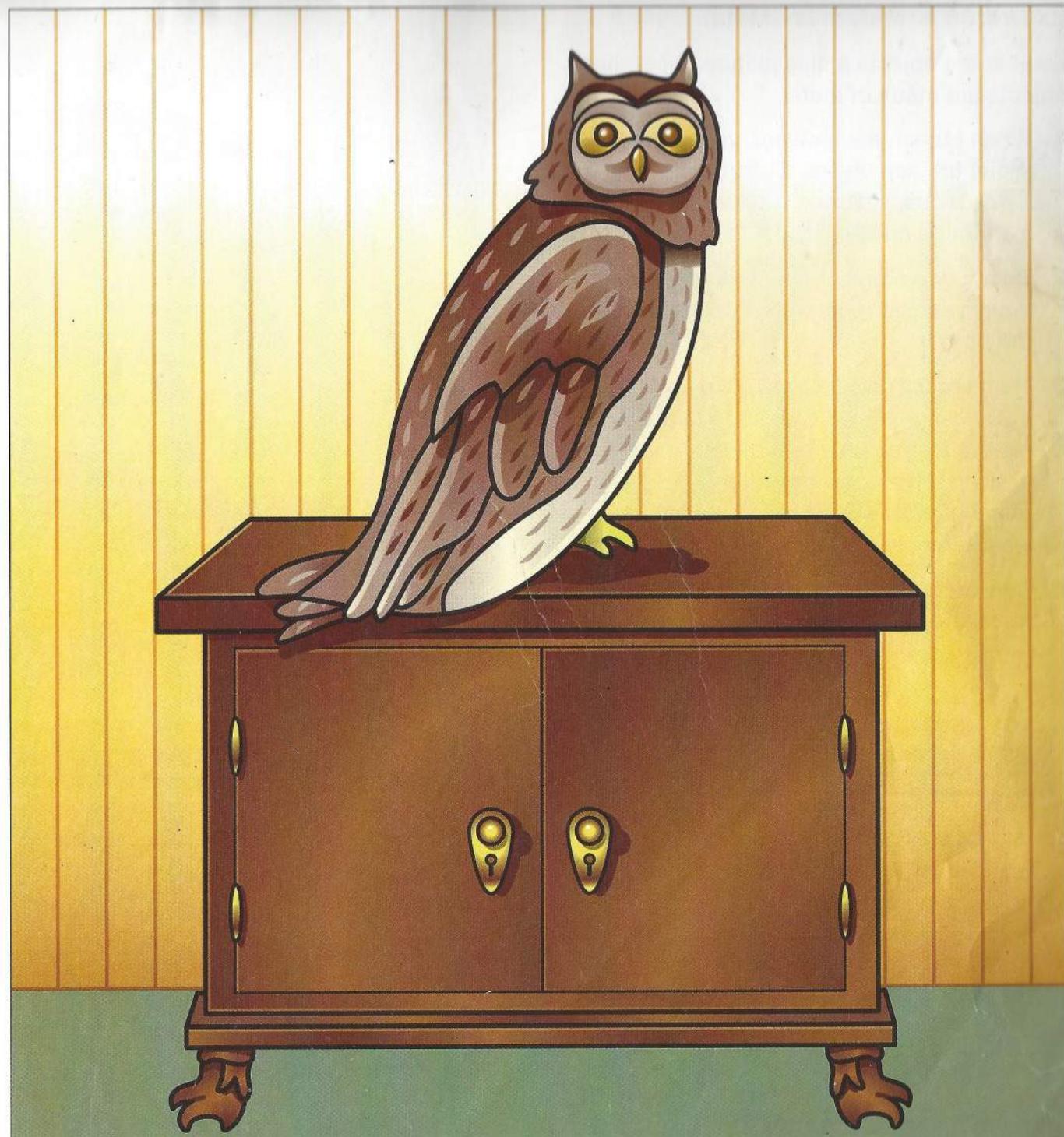
(Repeat part 2, calling on different children.)

EXERCISE 4 Prepositions — On

1. We're going to talk about the cabinet and the owl. (Do not point to the pictures in the exercise.)
 - a. Look at the owl. Everybody, where is the owl? (Signal.) *On the cabinet.*
Say the whole thing. (Signal.) *The owl is on the cabinet.*
(Repeat step a until all children's responses are firm.)
 - b. Is the owl over the cabinet? (Signal.) No.
Is the owl in front of the cabinet? (Signal.) No.
Is the owl in the cabinet? (Signal.) No.
Is the owl on the cabinet? (Signal.) Yes.
(Repeat step b until all children's responses are firm.)
2. Once more.
 - a. Look at the owl. Where is the owl? (Signal.) *On the cabinet.*
Say the whole thing. (Signal.) *The owl is on the cabinet.*
 - b. Is the owl over the cabinet? (Signal.) No.
Say the whole thing. (Signal.) *The owl is not over the cabinet.*
Again. (Signal.) *The owl is not over the cabinet.*
3. (Repeat part 2 until all children's responses are firm.)

Individual Turns

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



EXERCISE 5 Concept Application

- 1. You're going to figure out a hard problem about a cat.
 - Listen to the rule. The black cat will sleep. Everybody, say the rule. (Signal.) *The black cat will sleep.*
 - Again. (Signal.) *The black cat will sleep.* (Repeat until all children can say the sentence.)
2. Let's look at the cats. Remember, only one of these cats will sleep. Which cat is that? (Signal.) *The black cat.*
Yes, the black cat will sleep.
3. Say the rule about the black cat. (Signal.)
The black cat will sleep.
 - (Point to a.) Is this cat black? (Touch.) Yes. So will this cat sleep? (Touch.) Yes.
 - This cat is black. So what do you know about this cat? (Touch.) *This cat will sleep.*
4. Say the rule about the black cat. (Signal.)
The black cat will sleep.
 - (Point to b.) Is this cat black? (Touch.) No. So will this cat sleep? (Touch.) No.
 - This cat is not black. So what do you know about this cat? (Touch.) *This cat will not sleep.*
5. Say the rule about the black cat. (Signal.)
The black cat will sleep.
 - (Point to c.) Is this cat black? (Touch.) No. So will this cat sleep? (Touch.) No.
 - This cat is not black. So what do you know about this cat? (Touch.) *This cat will not sleep.*
6. (Call on two children.)
 - Show me the cat that will sleep. (Wait.)
 - Let's see if you're right. (Turn the page quickly.)



EXERCISE 5 Concept Application (cont.)

7. Look at the picture.

- Which cat is sleeping? (Touch.) *The black cat.*

Yes, the black cat is sleeping.

Say the whole thing about what the black cat is doing. (Touch.) *The black cat is sleeping.*

Where is the cat sleeping? (Touch.)

On the couch.

8. Look at this cat.

- (Point to b.) Is this cat sleeping? (Touch.) *No.*

What is this cat doing? (Touch.) *Playing with a ball.*

Say the whole thing about what this cat is doing. (Touch.) *This cat is playing with a ball.*

What is this cat playing with? (Touch.)

A ball.

9. Look at this cat.

- (Point to c.) Is this cat sleeping? (Touch.) *No.*

What is this cat doing? (Touch.) *Eating.*

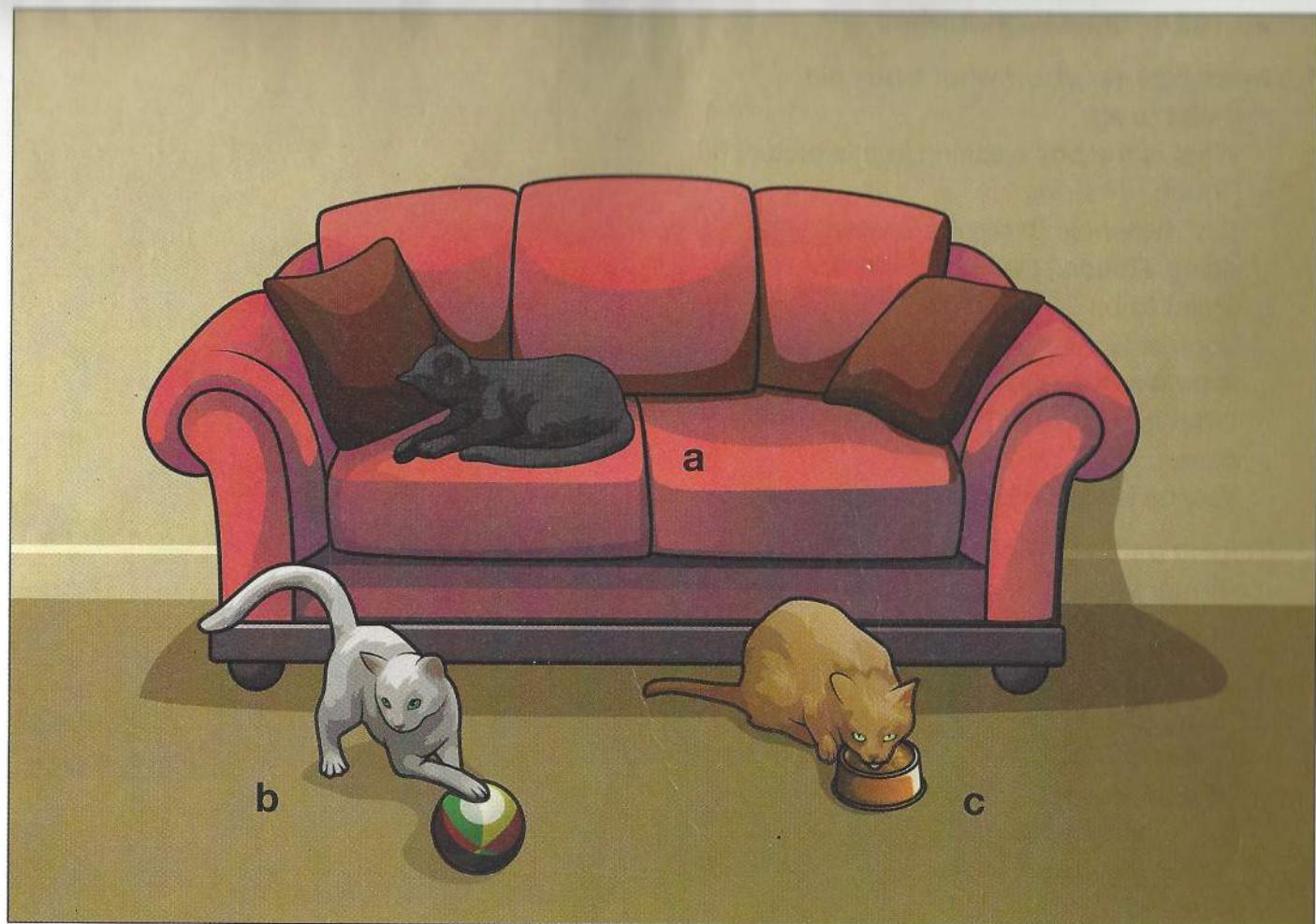
Say the whole thing about what this cat is doing. (Touch.) *This cat is eating.*

Where is the cat? (Touch.) *In front of the couch.*

10. (Repeat parts 7 through 9 until all children's responses are firm.)

11. (Call on different children.)

- Do you think a cat is supposed to sleep on the couch?
- What do you think the cat is eating?
- Would you like to play with a cat? Tell why.
- What does a cat say?



Individual Turns

(Repeat parts 7 through 9, calling on different children for each step.)

EXERCISE 6 Plurals

1. Tell me if I touch carsss.

- a. (Touch one car.) Am I touching carsss?
(Signal.) No.
- b. (Touch two cars at the same time.) Am I touching carsss? (Signal.) Yes.
- c. (Touch three cars at the same time.) Am I touching carsss? (Signal.) Yes.
- d. (Touch one car.) Am I touching carsss?
(Signal.) No.
- e. (Touch two cars at the same time.) Am I touching carsss? (Signal.) Yes.
- f. (Repeat part 1 until all children's responses are firm.)

2. Watch.

- a. (Touch one car.) Am I touching carsss?
(Signal.) No.
What am I touching? (Signal.) A car.
Say the whole thing about what I am doing.
(Signal.) You are touching a car.
- b. (Touch two cars.) Am I touching carsss?
(Signal.) Yes.
What am I touching? (Signal.) Cars.
Say the whole thing about what I am doing.
(Signal.) You are touching cars.
- c. (Repeat part 2 until all children's responses are firm.)

Individual Turns

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

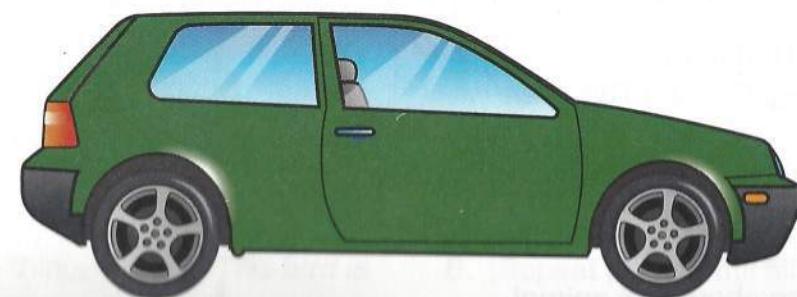
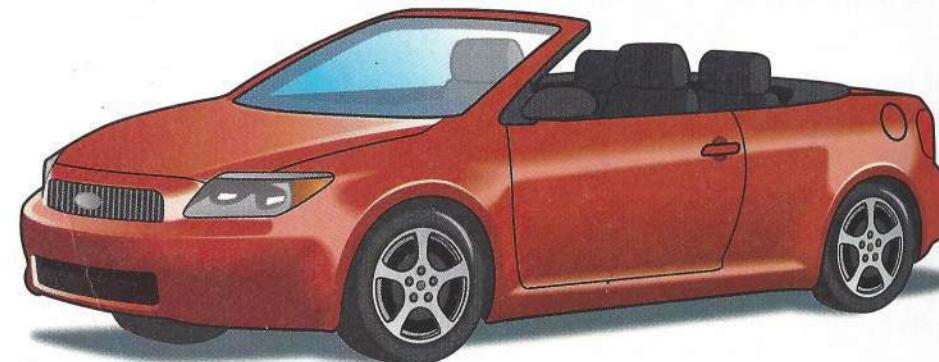
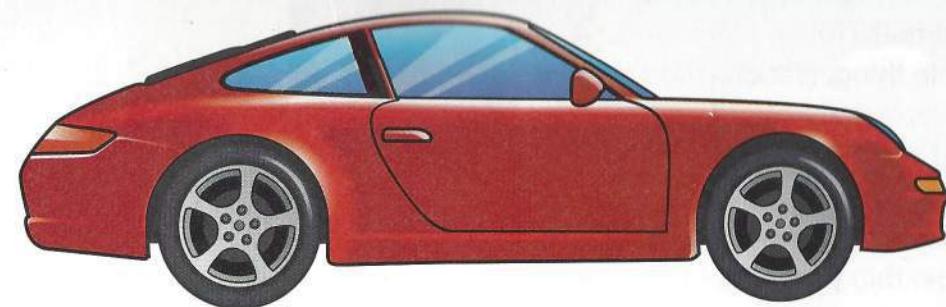
CORRECTIONS

EXERCISE 6

[Note: Use this correction for all wrong responses.]

Correction

1. (Tell the correct answer.)
2. (Have children say it with you.)





EXERCISE 7 Prepositions – In, Over, In Front Of

1. One of these birds is **in** the boat.

- (Point to each bird, and ask:) **Is this bird in the boat?** (Touch. Children are to answer yes or no.)

- (Point to a.)

Listen. What is this? (Touch.) **A bird.**

Where is this bird? (Touch.) **In the boat.**

Say the whole thing about where this bird is. (Touch.) **This bird is in the boat.**

2. One of these birds is **over** the boat.

- (Point to each bird, and ask:) **Is this bird over the boat?**

(Children are to answer yes or no.)

- (Point to b.)

Listen. What is this? (Touch.) **A bird.**

Where is this bird? (Touch.) **Over the boat.**

Say the whole thing about where this bird is. (Touch.) **This bird is over the boat.**

3. One of these birds is **in front of** the boat.

- (Point to each bird, and ask:) **Is this bird in front of the boat?**

(Children are to answer yes or no.)

- (Point to c.)

Listen. What is this? (Touch.) **A bird.**

Where is this bird? (Touch.) **In front of the boat.**

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

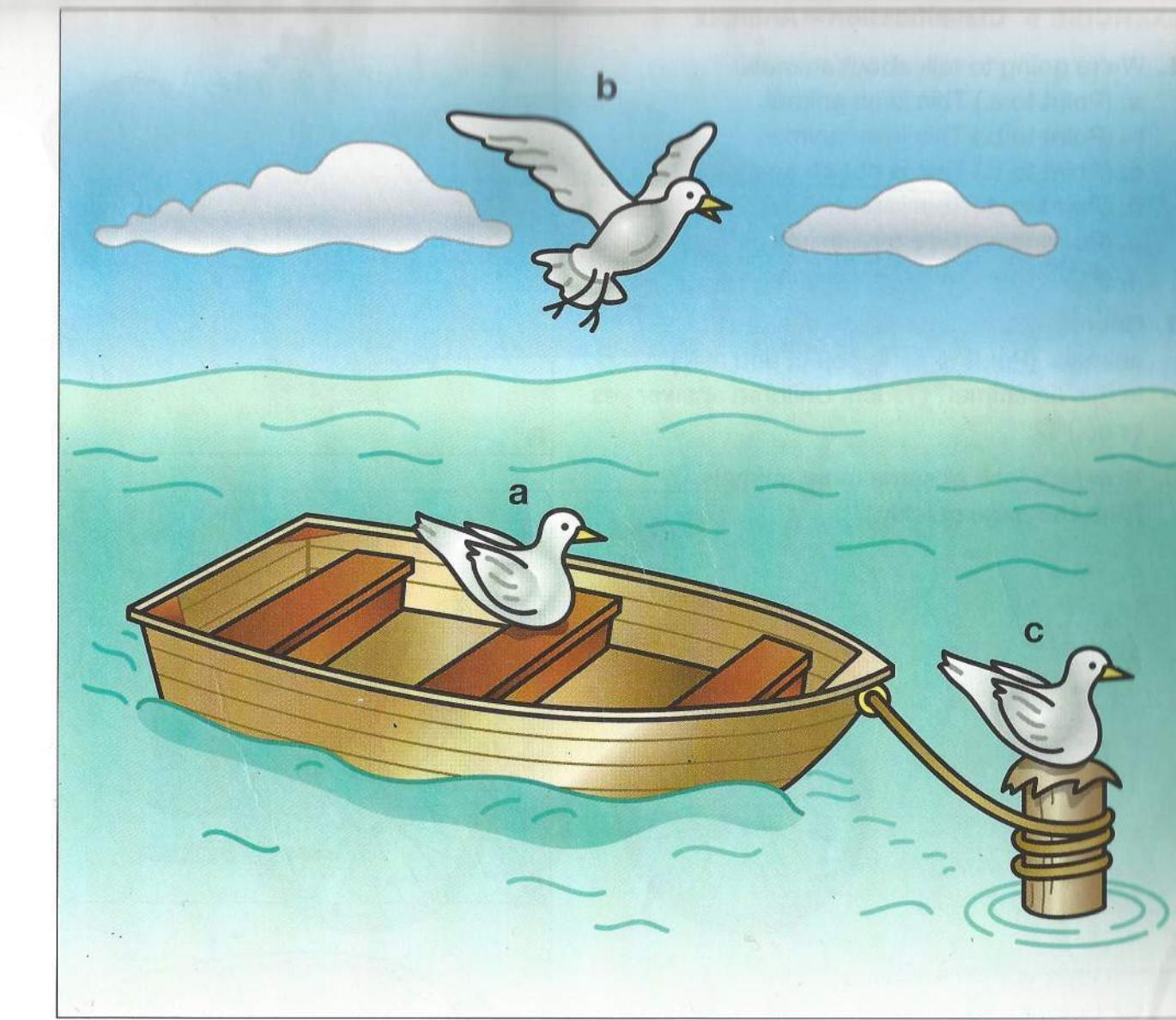
4. Let's talk about the boat and the birds one more time.

- (Point to a.)

Everybody, where is this bird? (Touch.) **In the boat.**

Say the whole thing. (Touch.) **This bird is in the boat.**

- (Point to c.)



Say the whole thing. (Touch.) **This bird is in front of the boat.**

- (Point to b.)

Everybody, where is this bird? (Touch.) **Over the boat.**

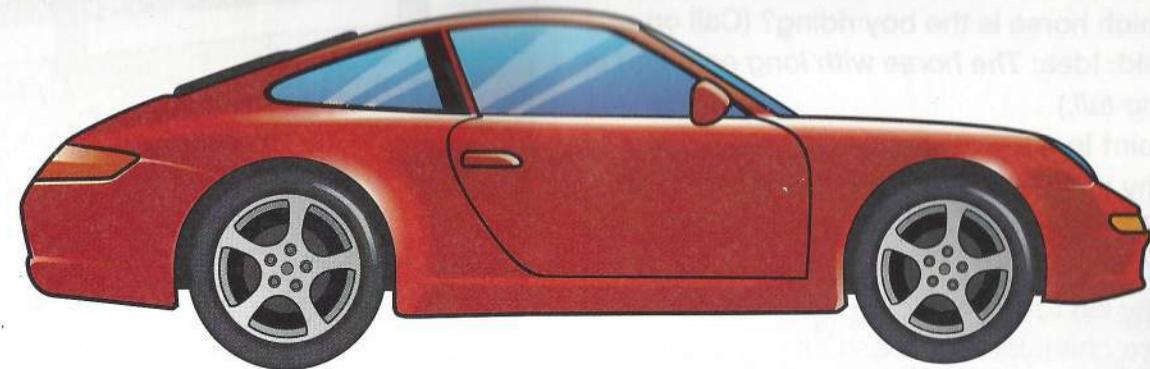
5. (Repeat part 4 until all children can make the statements.)

Individual Turns

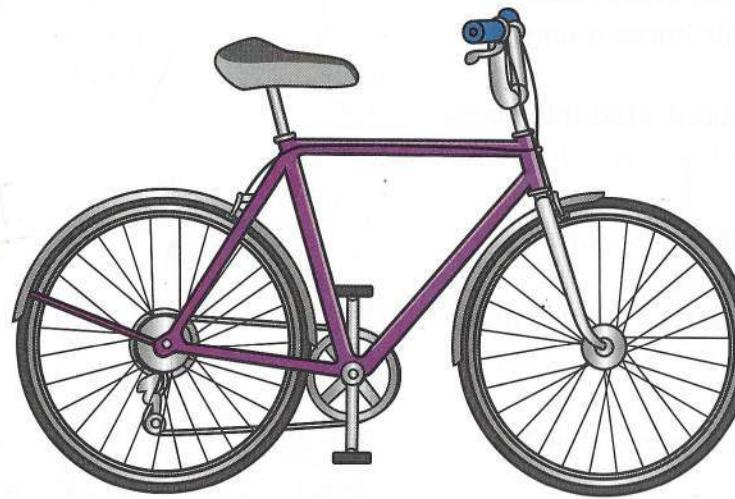
(Repeat part 4, calling on different children for

EXERCISE 8 Classification—Vehicles

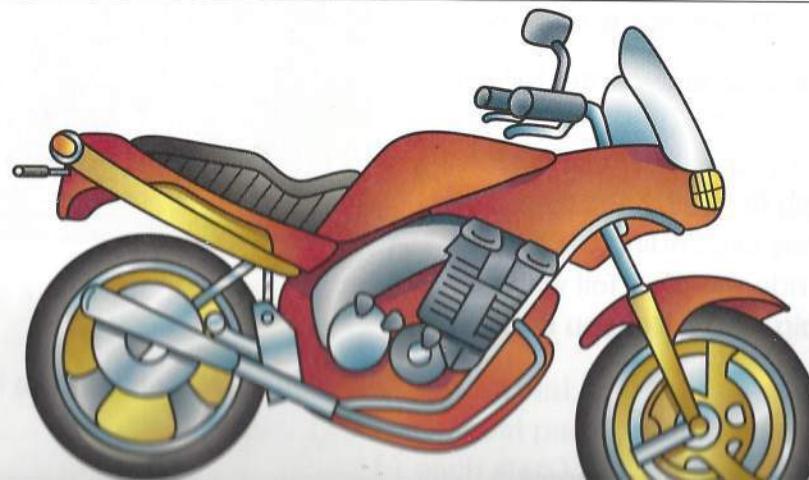
- 1. We're going to talk about vehicles. (Point to each vehicle, and say:) *This is a vehicle.*
- 2. Now we'll talk about each picture.
 - a. (Point to a.)
Is this a vehicle? (Touch.) Yes.
Say the whole thing. (Touch.) *This is a vehicle.*
• What kind of vehicle is this? (Touch.)
A car.
Yes, this vehicle is a car.
Say the whole thing about this vehicle.
(Touch.) *This vehicle is a car.*
• (Repeat step a until all children's responses are firm.)
 - b. (Point to b.)
Is this a vehicle? (Touch.) Yes.
Say the whole thing. (Touch.) *This is a vehicle.*
• What kind of vehicle is this? (Touch.)
A bike.
Yes, this vehicle is a bike.
Say the whole thing about this vehicle.
(Touch.) *This vehicle is a bike.*
• (Repeat step b until all children's responses are firm.)
 - c. (Point to c.)
Is this a vehicle? (Touch.) Yes.
Say the whole thing. (Touch.) *This is a vehicle.*
• What kind of vehicle is this? (Touch.)
A motorcycle.
Yes, this vehicle is a motorcycle.
Say the whole thing about this vehicle.
(Touch.) *This vehicle is a motorcycle.*
• (Repeat step c until all children's responses are firm.)



a



b



EXERCISE 9 Classification

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

- Now we'll talk about each picture.

a. (Point to a.)

Is this a vehicle? (Touch.) No.

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

• What is this? (Touch.) *A couch.*

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

b. (Point to b.)

Is this a vehicle? (Touch.) Yes.

What kind of vehicle is this? (Touch.)

A boat.

Say the whole thing about this vehicle.

(Touch.) *This vehicle is a boat.*

• Is this vehicle a truck? (Touch.) No.

Is this vehicle a bike? (Touch.) No.

Is this vehicle a boat? (Touch.) Yes.

c. (Point to c.)

Is this a vehicle? (Touch.) Yes.

What kind of vehicle is this? (Touch.)

A bus.

Say the whole thing about this vehicle.

(Touch.) *This vehicle is a bus.*

• Is this vehicle an airplane? (Touch.) No.

Is this vehicle a bike? (Touch.) No.

Is this vehicle a bus? (Touch.) Yes.

d. (Point to d.)

Is this a vehicle? (Touch.) No.

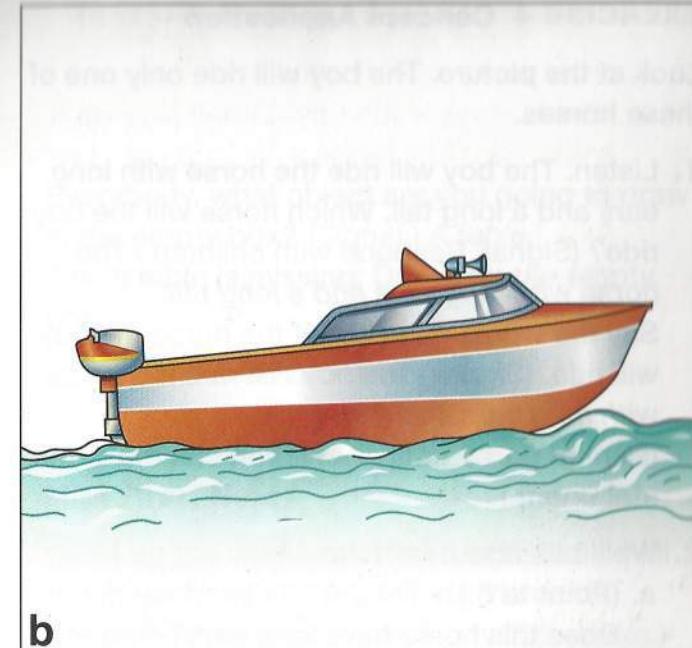
Say the whole thing. (Touch.) *This is not a vehicle.*

• What is this? (Touch.) *A door.*

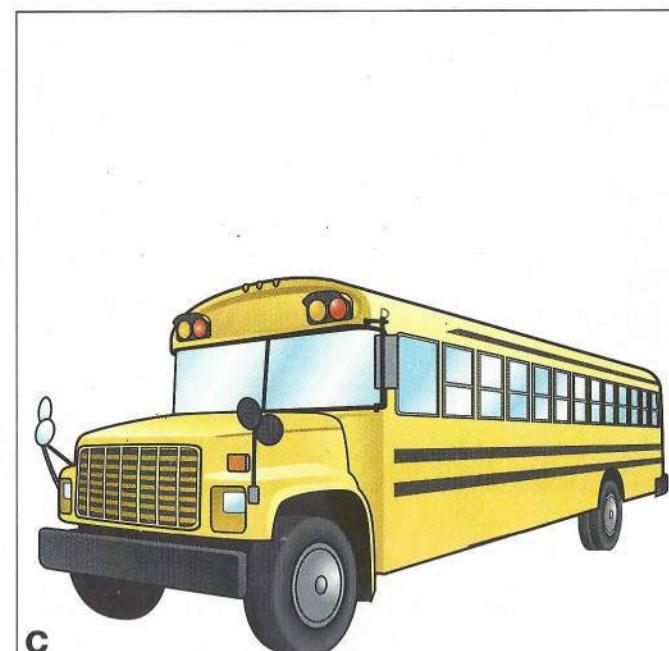
Say the whole thing. (Touch.) *This is a door.*



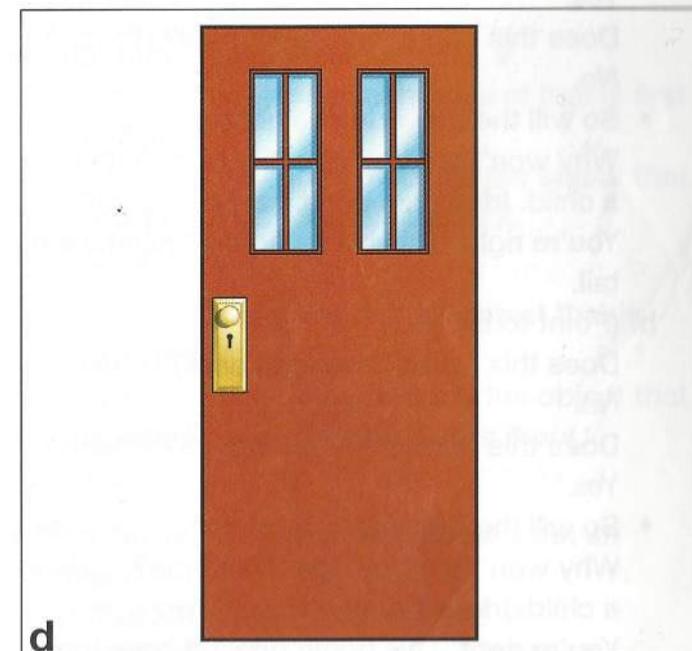
a



b



c



d

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

Individual Turns

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

LESSON 55



EXERCISE 1 Actions – Review

1. It's time for some actions.

a. Everybody, hold your hand over your shoulder.

(Signal. Wait.)

What are you doing?

(Signal.) Holding my hand over my shoulder.

Say the whole thing.

(Signal.) I am holding my hand over my shoulder.

b. Everybody, hold your hand on your shoulder.

(Signal. Wait.)

What are you doing?

(Signal.) Holding my hand on my shoulder.

Say the whole thing.

(Signal.) I am holding my hand on my shoulder.

c. Everybody, hold your hand in front of your neck.

(Signal. Wait.)

What are you doing?

(Signal.) Holding my hand in front of my neck.

Say the whole thing.

(Signal.) I am holding my hand in front of my neck.

d. Everybody, touch your hips.

(Signal. Wait.)

What are you doing?

(Signal.) Touching my hips.

Say the whole thing.

(Signal.) I am touching my hips.

e. Everybody, hold your hand in front of your eye.

(Signal. Wait.)

What are you doing?

(Signal.) Holding my hand in front of my eye.

Say the whole thing.

(Signal.) I am holding my hand in front of my eye.

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

Individual Turns

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

EXERCISE 3 Actions – Plurals

1. Listen. I'm going to tell you what to do. Let's see if I can fool you. Listen carefully.

a. Hold up your hands.

(Pause. Signal. Wait.) ●

Put your hands down.

b. Hold up your hand.

(Pause. Signal. Wait.) ▲

Put your hand down.

c. Hold up your hand.

(Pause. Signal. Wait.)

Put your hand down.

d. Hold up your hands.

(Pause. Signal. Wait.)

Put your hands down.

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

CORRECTIONS

EXERCISE 3

● Error

(Children hold up only one hand.)

Correction

1. (You hold up both hands and say "both hands.")

2. (Repeat step a.)

▲ Error

(Children hold up both hands.)

Correction

1. (You hold up your hand and say "just one.")

EXERCISE 4 Actions – Tense (Demonstration)

[Note: You will need a pencil and a cup.]

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

a. (Hold up the pencil.)

What is this? (Signal.) A pencil.

(Hold up the cup.)

What is this? (Signal.) A cup.

b. Watch. (Put the pencil in the cup and point to the pencil.)

Where is the pencil? (Signal.) In the cup.

c. Now watch. (Hold the pencil over the cup.)

Listen. My turn. Is the pencil in the cup?

No.

Was the pencil in the cup? Yes.

d. Listen. Your turn.

Is the pencil in the cup? (Signal.) No.

Was the pencil in the cup? (Signal.) Yes.

Where was the pencil? (Signal.)

In the cup. ●

2. Let's do it again.

a. (Put the pencil in the cup.)

Where is the pencil? (Signal.) In the cup.

Say the whole thing. (Signal.) The pencil is in the cup.

b. (Hold the pencil over the cup.)

Listen. Where was the pencil? (Signal.)

In the cup.

Say the whole thing. (Signal.) The pencil was in the cup.

CORRECTIONS

EXERCISE 4

● Error

(Children say Over the cup.)

Correction

1. The pencil is over the cup. I asked where was the pencil.

2. Let's do it again.

c. Again. Say the whole thing. (Signal.)

The pencil was in the cup.

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

Individual Turns

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

d. (Point to the glass.)

Is this glass full? (Signal.) No.

Say the whole thing. (Signal.) This glass is not full.

e. (Repeat steps c and d until all children's responses are firm.)

That's the end of that game.

2. Let's play a new game. Watch what I do with the glass.

a. (Place the glass on the floor.)

Is this glass on the floor? (Signal.) Yes.

b. (Hold the glass over the floor.)

Is this glass on the floor now? (Signal.) No.

Was the glass on the floor? (Signal.) Yes.

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

c. (Point to the glass.)

Say the whole thing about where this glass was. (Signal.) This glass was on the floor.

Again. (Signal.) This glass was on the floor.

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

d. (Point to the glass.)

Is this glass on the floor? (Signal.) No.

Say the whole thing. (Signal.) This glass is not on the floor.

e. (Repeat steps c and d until all children's responses are firm.)

Individual Turns

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

EXERCISE 5

▲ Error

(Children say No.)

Correction

1. Yes, this glass was full.

2. This glass is not full now, but it was full.

3. Let's do it again.



EXERCISE 6 Concept Application

1. You're going to figure out a hard problem about a horse.

- Listen to the rule. The black horse will jump.

Everybody, say the rule. (Signal.)

The black horse will jump.

- Again. (Signal.) *The black horse will jump.* (Repeat until all children can say the sentence.)

2. Let's look at the horses. Remember, only one of these horses will jump. Which horse is that? (Signal.) *The black horse.*

Yes, the black horse will jump.

3. Say the rule about the black horse. (Signal.)

The black horse will jump.

- (Point to a.) Is this horse black? (Touch.) No.
- This horse is not black. So what do you know about this horse? (Touch.) *This horse will not jump.*

4. Say the rule about the black horse. (Signal.)

The black horse will jump.

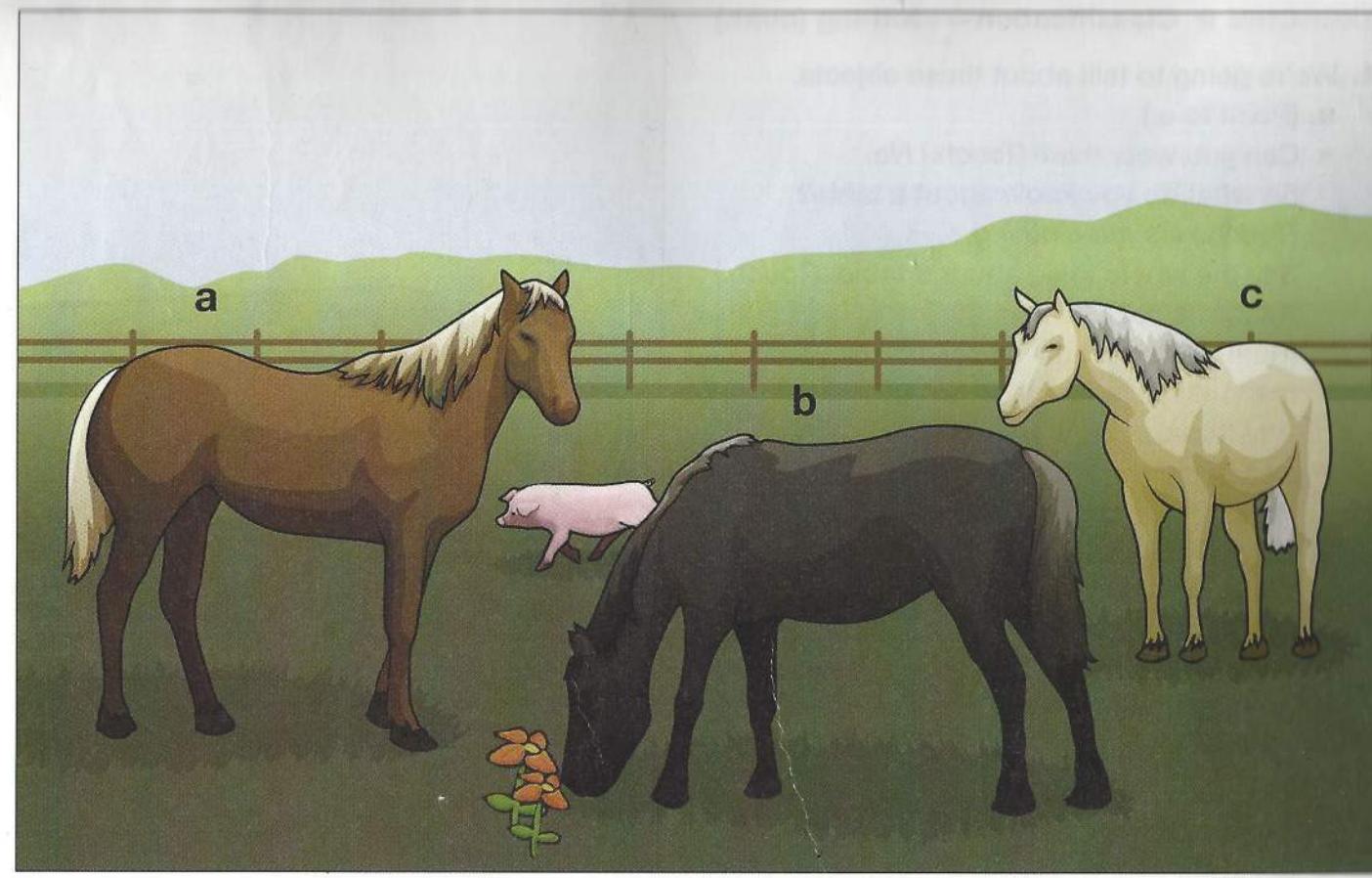
- (Point to b.) Is this horse black? (Touch.) Yes.
- This horse is black. So what do you know about this horse? (Touch.) *This horse will jump.*

5. Say the rule about the black horse. (Signal.)

The black horse will jump.

- (Point to c.) Is this horse black? (Touch.) No.
- So will this horse jump? (Touch.) No.
- This horse is not black. So what do you know about this horse? (Touch.) *This horse will not jump.*

6. (Repeat parts 3 through 5 until all children's



7. (Call on two children.)

- Show me the horse that will jump. (Wait.)
- Let's see if you're right.

EXERCISE 6 Concept Application (cont.)

8. Look at the picture.

- Which horse is jumping? (Touch.) *The black horse.*

Yes, the black horse is jumping.

Say the whole thing about what the black horse is doing. (Touch.) *The black horse is jumping.*

- What is the black horse jumping over?

(Touch.) *A pig.*

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

9. Look at this horse.

- (Point to a.) Is this horse jumping? (Touch.) *No.*

What is this horse doing? (Touch.) *Eating a flower.*

Say the whole thing about what this horse is doing. (Touch.) *This horse is eating a flower.*

What is this horse eating? (Touch.)

A flower.

- (Repeat part 9 until all children's responses are firm.)

10. Look at this horse.

- (Point to c.) Is this horse jumping? (Touch.) *No.*

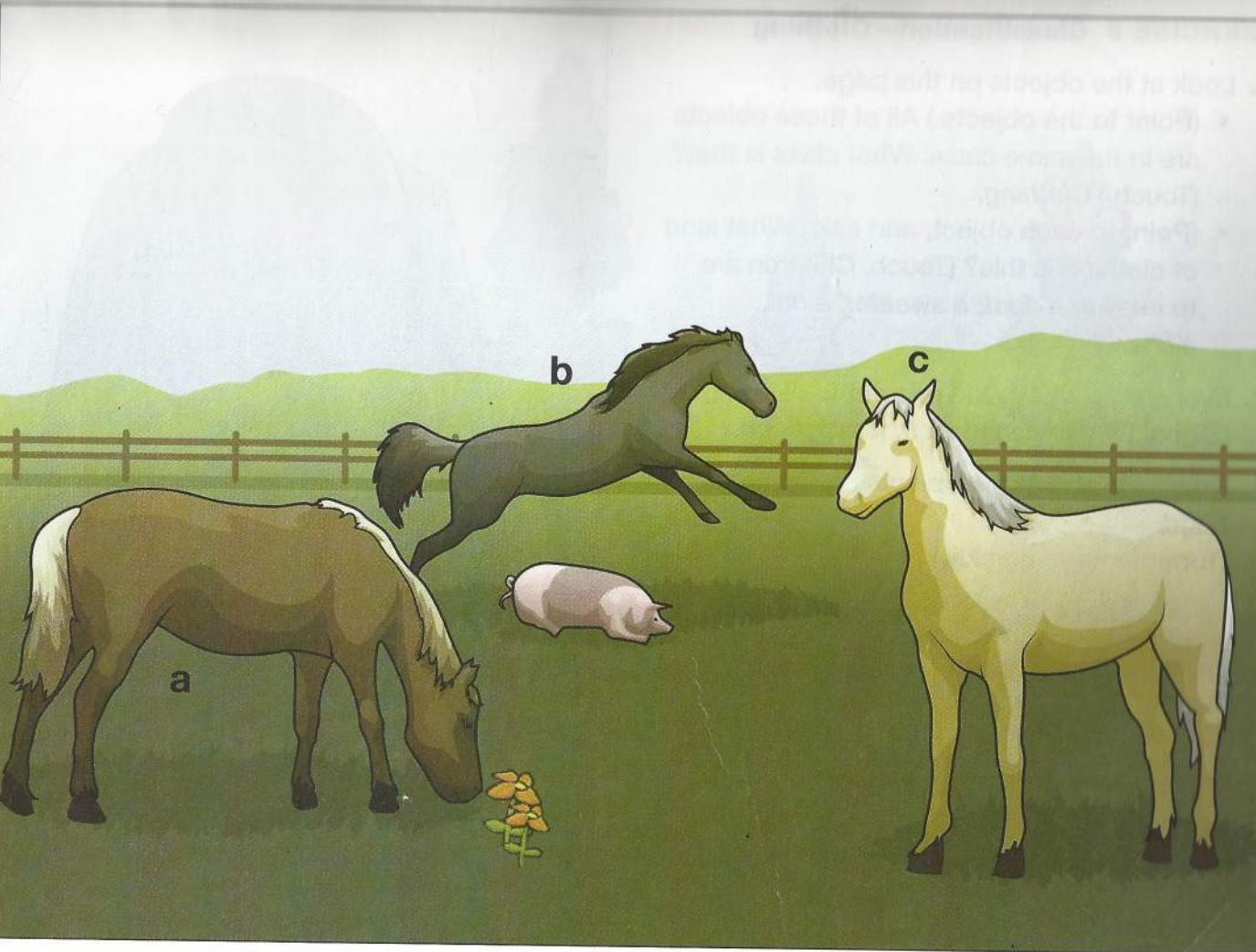
What is this horse doing? (Touch.) *Standing.*

Say the whole thing about what this horse is doing. (Touch.) *This horse is standing.*

- (Repeat part 10 until all children's responses are firm.)

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

- Why do you think the pig looks happy?
- Do you think horses like flowers?
- What does a pig say?



EXERCISE 7 Plurals

1. Tell me if I touch treessss.

- a. (Touch three trees at the same time.) Am I touching treessss? (Signal.) Yes.
- b. (Touch one tree.) Am I touching treessss? (Signal.) No.
- c. (Touch two trees at the same time.) Am I touching treessss? (Signal.) Yes.

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

3. Watch.

- a. (Touch one tree.) Am I touching treessss? (Signal.) No.
What am I touching? (Signal.) A tree.
Say the whole thing about what I am doing.
(Signal.) You are touching a tree.
- b. (Touch three trees.) Am I touching treessss? (Signal.) Yes.
What am I touching? (Signal.) Trees.
Say the whole thing about what I am doing.
(Signal.) You are touching trees.

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

Individual Turns

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



EXERCISE 6 Prepositions – In

1. We're going to talk about the box and the cat.
(Do not point to the pictures in this exercise.)
 - a. Look at the cat. Everybody, where is the cat? (Signal.) *In the box.*
Say the whole thing. (Signal.) *The cat is in the box.*
(Repeat step a until all children's responses are firm.)
 - b. Is the cat *in* the box? (Signal.) Yes.
Is the cat *over* the box? (Signal.) No.
Is the cat *in back of* the box? (Signal.) No.
Is the cat *in front of* the box? (Signal.) No.
(Repeat step b until all children's responses are firm.)
2. Once more.
 - a. Look at the cat. Where is the cat?
(Signal.) *In the box.*
Say the whole thing. (Signal.) *The cat is in the box.*
 - b. Is the cat *over* the box? (Signal.) No.
Say the whole thing. (Signal.) *The cat is not over the box.*
 - c. Again. (Signal.) *The cat is not over the box.*
(Repeat step c until all children's responses are firm.)
3. (Repeat part 2 until all children's responses are firm.)

Individual Turns

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



EXERCISE 9 Opposites – Long/Short

1. Look at these trucks.

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

2. Now we'll talk about each picture.

a. (Point to a.)

Is this truck short? (Touch.) No.

So this truck is long.

b. (Point to b.)

Is this truck short? (Touch.) Yes.

c. (Point to c.)

Is this truck short? (Touch.) Yes.

d. **Is this truck short?** (Touch.) No.

So this truck is long.

Say the whole thing about this truck.

(Touch.) *This truck is long.*

3. I'll point to each truck. Say **long** if it is long.

Say short if it is short.

• **What are you going to say if it is long?**

(Signal.) *Long.*

What are you going to say if it is short?

(Signal.) *Short.*

• (Point to each truck. Children are to say

long or short.)

4. (Repeat parts 2 and 3 until all children's

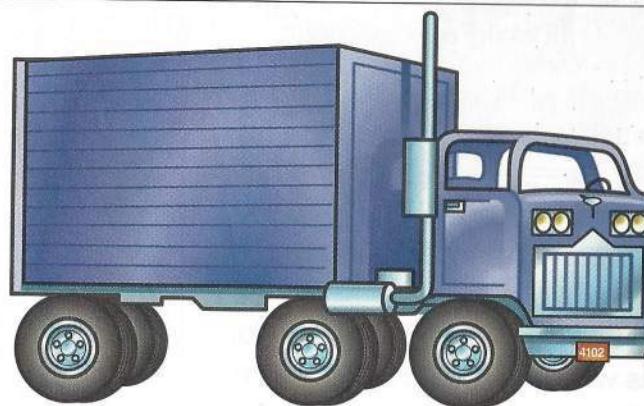
responses are firm.)

Individual Turns

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



a



b



c



EXERCISE 10 Classification—Vehicles

1. We're going to learn a rule about vehicles.
(Point to each vehicle, and ask:) What kind of vehicle is this?
(Touch. Children are to answer a truck, a motorcycle, a bike, a bus.)

2. Here's a rule about all vehicles.

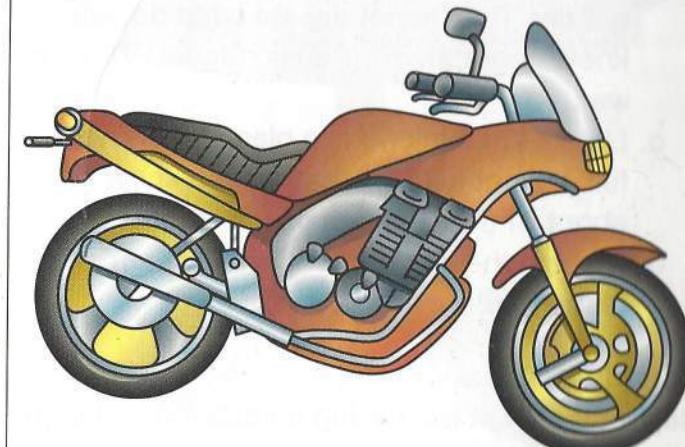
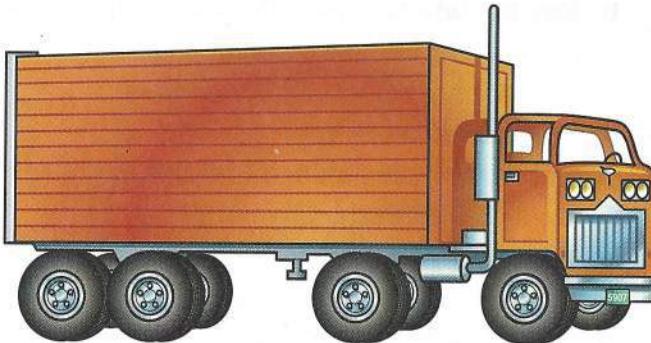
- a. Listen. If it is made to take you places, it is a vehicle.
Listen again. If it is made to take you places, it is a vehicle.
b. Everybody, say the rule with me. (Signal.
Respond with children.) *If it is made to take you places, it is a vehicle.*
c. Again. (Signal. Respond with children.) *If it is made to take you places, it is a vehicle.*
d. (Repeat step c until all children's responses are firm.)

3. All by yourself.

Say the rule about vehicles. (Signal.) *If it is made to take you places, it is a vehicle.*
Again. (Signal.) *If it is made to take you places, it is a vehicle.*

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

(Turn the page quickly.)



EXERCISE 10 Classification—Vehicles (cont.)

5. We're going to talk about each picture.

a. (Point to a.)

Can this take you places? (Touch.) Yes.
If it is made to take you places, it's a . . .
(touch) vehicle.

• A bus can take you places.

So what do you know about a bus?
(Touch.) It's a vehicle.

Again. What do you know about a bus?
(Touch.) It's a vehicle.

b. (Point to b.)

Can this take you places? (Touch.) No.

• A table can not take you places.

So what do you know about a table?
(Touch.) It's not a vehicle.

Again. What do you know about a table?
(Touch.) It's not a vehicle.

c. (Point to c.)

Can this take you places? (Touch.) No.

• A fence can not take you places.

So what do you know about a fence?
(Touch.) It's not a vehicle.

Again. What do you know about a fence?
(Touch.) It's not a vehicle.

d. (Point to d.)

Can this take you places? (Touch.) Yes.

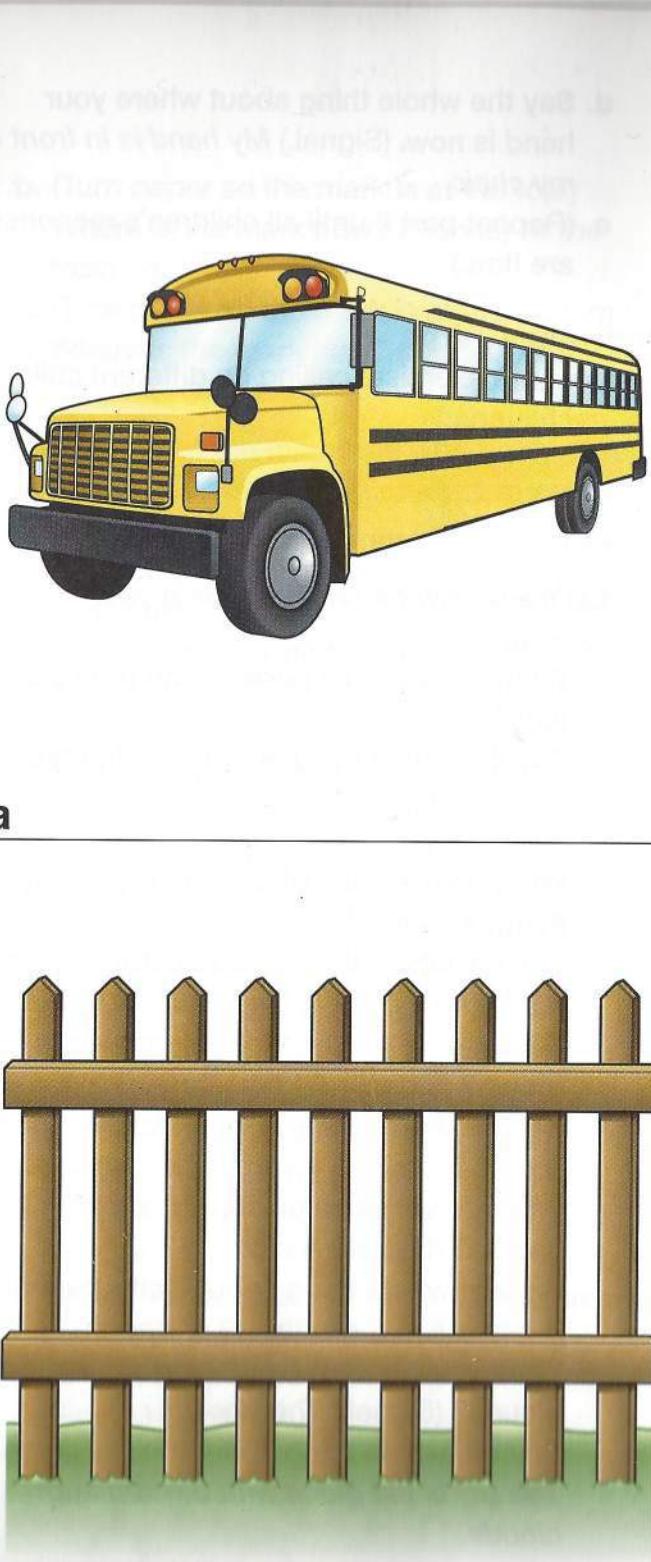
If it is made to take you places, it's a . . .
(touch) vehicle.

• A truck can take you places.

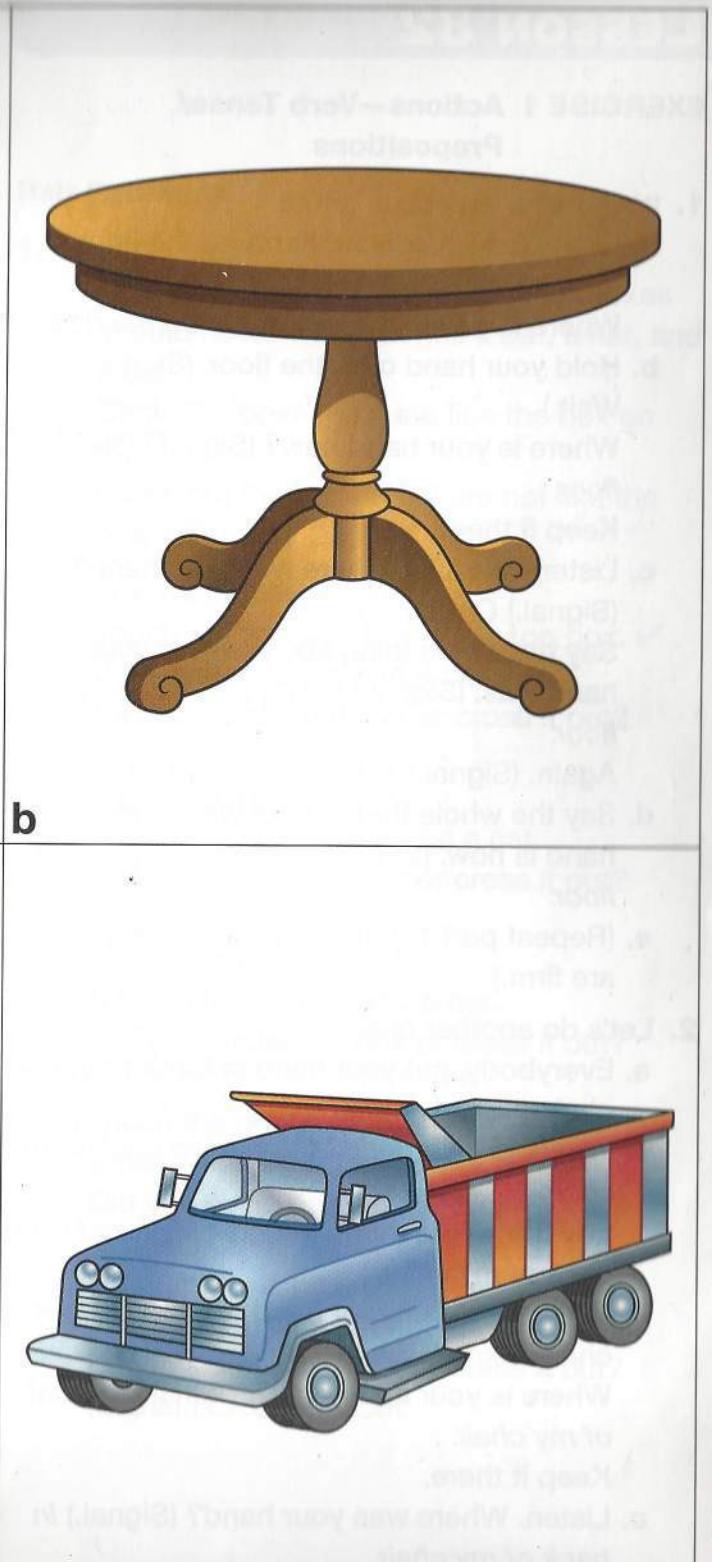
So what do you know about a truck?
(Touch.) It's a vehicle.

Again. What do you know about a truck?
(Touch.) It's a vehicle.

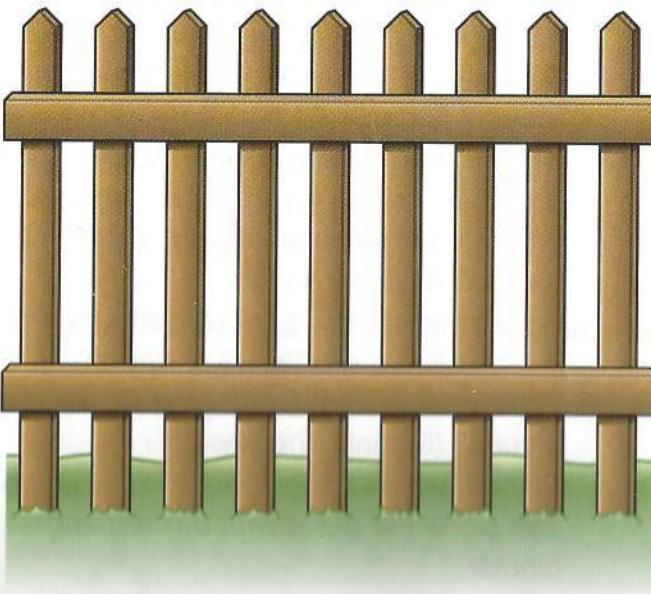
6. (Repeat part 5 until all children's responses are firm.)



a



b



Coloring**1. When I tap, hold up your blue crayon.**

(Pause.) Get ready. (Tap.) ✓

Everybody, touch the cup. ✓

You're going to color the cup blue.

Everybody, put a little blue mark on the cup. ✓

Everybody, what color did you mark on the cup? (Signal.) Blue.

2. When I tap, hold up your yellow crayon.

(Pause.) Get ready. (Tap.) ✓

Everybody, touch the fish. ✓

You're going to color the fish yellow.

Everybody, put a little yellow mark on the fish. ✓

3. When I tap, hold up your orange crayon.

(Pause.) Get ready. (Tap.) ✓

You're going to color the bottle orange.

Everybody, put a little orange mark on the bottle. ✓

Good. Later you'll color the cup blue, the fish yellow, and the bottle orange.

Top/Bottom**1. (Present a piece of paper with X at the top.)****a. You've learned about top and bottom.**

(Turn paper so the mark is at the bottom.)

Is the mark at the top or the bottom?

(Signal.) At the bottom.

b. (Turn paper so the mark is at the top.)**Where is the mark now? (Signal.) At the top.****c. (Turn paper so the mark is at the bottom.)****Where is the mark now? (Signal.) At the bottom.****2. A picture is at the top of the workbook page.****a. Everybody, touch the picture at the top of page. ✓****What does the picture at the top of the page show? (Signal.) A flag.****b. There is another picture at the bottom of the page.****Everybody, touch the picture that is at the bottom of the page. ✓****What does the picture at the bottom of the page show? (Signal.) A bird.****3. (Repeat part 2 until all children's responses are firm.)****4. Here's what you are going to do:****a. You're going to cross out the picture that is at the bottom of the page.****What are you going to do with the picture at the bottom of the page? (Signal.) Cross it out.****Do it. ✓****b. Listen. You're going to circle the picture at the top of the page. What are you going to do with the picture at the top of the page? (Signal.) Circle it.****Do it. ✓****Pair Relations****1. Find the bat. ✓****a. The top box shows what the other boxes should have. That box has a bat, a hat, and a cat.****b. Circle the boxes that are like the box on top.****Cross out the boxes that are not like the box at the top. Do it. ✓****2. Check your work.****a. Touch the first box below the top box. ✓****It has a bat, a hat, and a cat.****Did you circle that box or cross it out? (Signal.) Circled it.****b. Touch the next box. ✓****It has a mouse, a hat, and a cat.****Did you circle that box or cross it out? (Signal.) Crossed it out.****c. Touch the next box. ✓****It has a bat, a mat, and a cat.****Did you circle that box or cross it out? (Signal.) Crossed it out.****d. Touch the next box. ✓****It has a bat, a hat, and a cat.****Did you circle that box or cross it out? (Signal.) Circled it.****e. Touch the last box. ✓****It has a mouse, a hat and a cat.****Did you circle that box or cross it out? (Signal.) Crossed it out.**

LESSON 56



EXERCISE 1 Actions — Review

1. It's time for some actions.

- 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 shoulder. (Signal. Wait.)
What are you doing? (Signal.) *Touching my shoulder.*
Say the whole thing. (Signal.) *I am touching my shoulder.*
- Everybody, touch your elbow. (Signal. Wait.)
What are you doing? (Signal.) *Touching my elbow.*
Say the whole thing. (Signal.) *I am touching my elbow.*
- Everybody, touch your wrist. (Signal. Wait.)
What are you doing? (Signal.) *Touching my wrist.*
Say the whole thing. (Signal.) *I am touching my wrist.*
- Everybody, touch your chest. (Signal. Wait.)
What are you doing? (Signal.) *Touching my chest.*
Say the whole thing. (Signal.) *I am touching my chest.*

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

Individual Turns

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

EXERCISE 2 Actions — Plurals

- Watch what I do. Let's see if I can fool you. Listen carefully.
 - Hold up your hands. (Pause. Signal. Wait.) Put your hands down.
 - Hold up your hand. (Pause. Signal. Wait.) Put your hand down.
 - Hold up your hand. (Pause. Signal. Wait.) Put your hand down.
 - Hold up your hands. (Pause. Signal. Wait.) Put your hands down.
- (Repeat part 1 until all children's responses are firm.)
- Watch me again. See if I can fool you. Listen carefully.
 - Touch your ears. (Pause. Signal. Wait.) Put your hands down.
 - Touch your ears. (Pause. Signal. Wait.) Put your hands down.
 - Touch your ear. (Pause. Signal. Wait.) Put your hand down.
- (Repeat part 3 until all children's responses are firm.)

Individual Turns

(Repeat parts 1 and 3, calling on different children for each step.)

EXERCISE 3 Information — Days of the Week

- Let's do the days of the week.
 - Everybody, how many days are there in a week? (Signal.) Seven.
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
 - Everybody, say the days of the week. (Signal.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
- Everybody, I'll say a day of the week. You tell me the day that comes next.
 - Listen. Wednesday. (Pause. Signal.) Thursday.
 - Listen. Monday. (Pause. Signal.) Tuesday.
 - Listen. Saturday. (Pause. Signal.) Sunday.
 - Listen. Friday. (Pause. Signal.) Saturday.
 - Listen. Sunday. (Pause. Signal.) Monday.

Individual Turns

(Repeat part 2, calling on different children.)

EXERCISE 4 Actions—Review with Prepositions

1. It's time for an action game.

a. Everybody, hold your hand in front of your nose. (Signal. Wait.)

Where is your hand?

(Signal.) *In front of my nose.*

b. Put your hand on your nose.

(Signal. Wait.)

Where is your hand now?

(Signal.) *On my nose.*

Keep it there.

c. Listen carefully. Where was your hand?

(Signal.) *In front of my nose.*

Say the whole thing about where your hand was.

(Signal.) *My hand was in front of my nose.*

d. Again.

(Signal.) *My hand was in front of my nose.*

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

Put your hands down.

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

2. Let's do another one.

a. Everybody, put 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.*

b. Everybody, hold your hand over your knee.

(Signal. Wait.)

Where is your hand now?

(Signal.) *Over my knee.*

Keep it there.

c. Where was your hand?

(Signal.) *On my knee.*

Say the whole thing.

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

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

Individual Turns

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



EXERCISE 5 Actions—Tense (Demonstration)

[Note: You will need a piece of paper and a book.]

1. We're going to talk about a piece of paper and a book.

a. (Hold up the piece of paper.) What is this?

(Signal.) *A piece of paper.*

(Hold up the book.)

What is this?

(Signal.) *A book.*

b. Watch. (Put the book on the piece of paper, and point to the book.)

Where is the book?

(Signal.) *On the paper.*

c. Now watch. (Hold the book over the piece of paper, and point to the book.)

Where was the book?

(Signal.) *On the paper.* ●

2. Let's do it again.

a. (Put the book on the paper and point to it.)

Where is the book?

(Signal.) *On the paper.*

Say the whole thing.

(Signal.) *The book is on the paper.*

b. (Hold the book over the paper.)

Listen. Where was the book? (Signal.)
On the paper.

Say the whole thing. (Signal.) *The book was on the paper.*

c. Is the book on the paper?

(Signal.) No.

Was the book on the paper?

(Signal.) Yes.

Say the whole thing.

(Signal.) *The book was on the paper.*

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

Individual Turns

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

CORRECTIONS

EXERCISE 5

● Error

(Children say: Over the paper.)

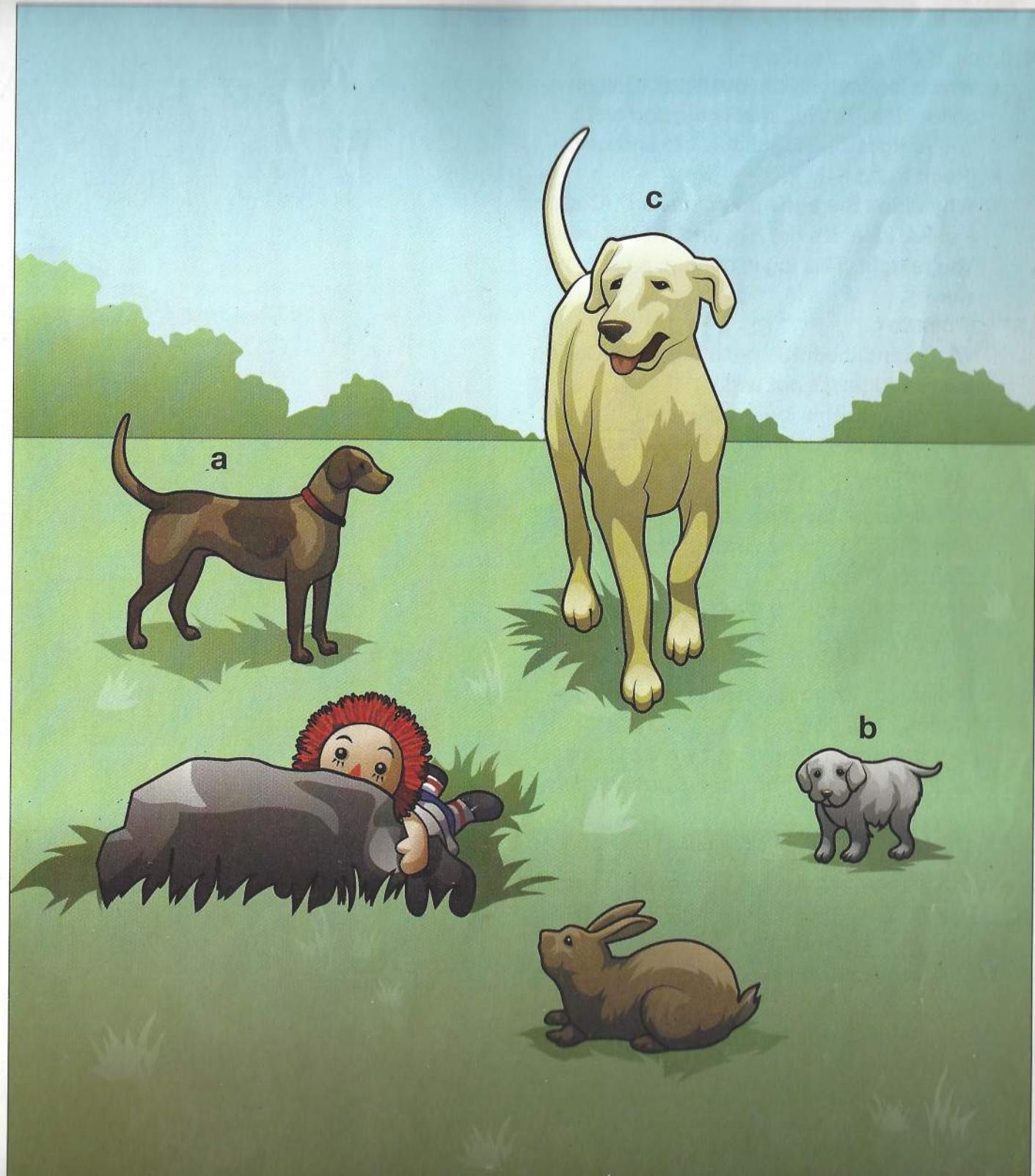
Correction

1. The book is over the paper. I asked where was the book.

2. Let's do it again.

EXERCISE 6 Concept Application

1. You're going to figure out a hard problem about a dog.
 - Listen to the rule. The big dog will run. Everybody, say the rule. (Signal.) *The big dog will run.*
 - Again. (Signal.) *The big dog will run.* (Repeat until all children can say the sentence.)
2. Let's look at the dogs. Remember, only one of these dogs will run. Which dog is that? (Signal.) *The big dog.*
Yes, the big dog will run.
3. Say the rule about the big dog. (Signal.)
The big dog will run.
 - (Point to a.)
Is this dog big? (Touch.) No.
 - This dog is not big. So what do you know about this dog? (Touch.) *This dog won't run.*
4. Say the rule about the big dog. (Signal.)
The big dog will run.
 - (Point to b.)
Is this dog big? (Touch.) No.
 - This dog is not big. So what do you know about this dog? (Touch.) *This dog will not run.*
5. Say the rule about the big dog. (Signal.)
The big dog will run.
 - (Point to c.)
Is this dog big? (Touch.) Yes.
 - This dog is big. So what do you know about this dog? (Touch.) *This dog will run.*
6. (Repeat parts 3 through 5 until all children's responses are firm.)
7. (Call on two children.)
 - Show me the dog that will run. (Wait.)



EXERCISE 6 Concept Application (cont.)

8. Look at the picture.

- Which dog is running? (Touch.) *The big dog.*

Yes, the big dog is running.

Say the whole thing about what the big dog is doing. (Touch.) *The big dog is running.*

What is the dog running after? (Touch.)
A rabbit.

9. Look at this dog.

- (Point to a.)

Is this dog running? (Touch.) *No.*

What is this dog doing? (Touch.) *Sitting.*
Say the whole thing about what this dog is doing. (Touch.) *This dog is sitting.*

Where is this dog sitting? (Touch.) *On a rock.*

10. Look at this dog.

- (Point to b.)

Is this dog running? (Touch.) *No.*

What is this dog doing? (Touch.) *Playing with a doll.*

Say the whole thing about what this dog is doing. (Touch.) *This dog is playing with a doll.*

What is this dog playing with? (Touch.)
A doll.

11. (Repeat parts 8 through 10 until all children's responses are firm.)

12. (Call on different children.)

- Do you think the dog will catch the rabbit?
Tell why.
- Would you like to play with that doll?
- Would you like to pet one of those dogs?
- What does a dog say?



Individual Turns

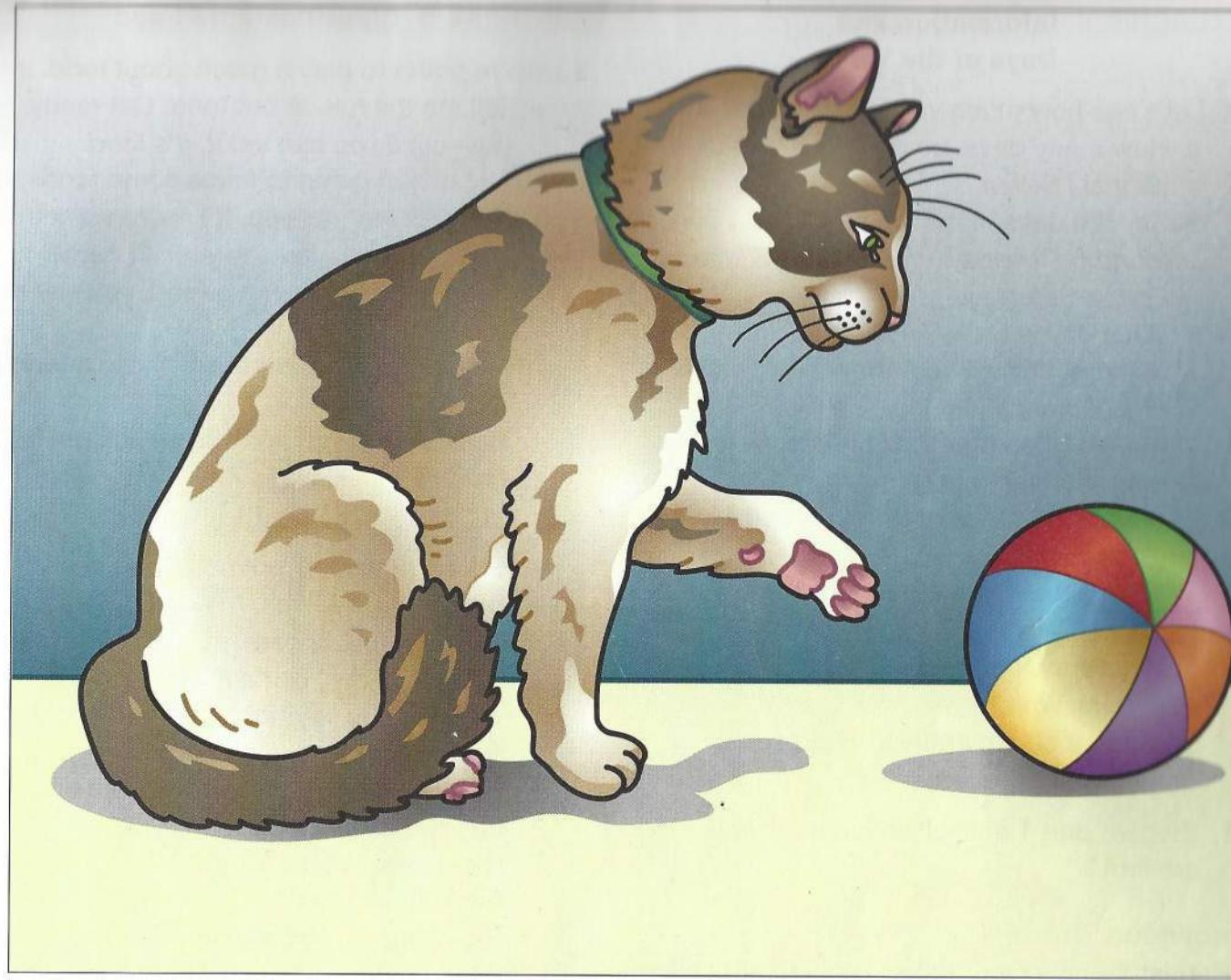
(Repeat parts 8 through 10, calling on different children.)

★ EXERCISE 7 Prepositions—In Front Of

1. We're going to talk about the ball and the cat.
(Do not point to the pictures in this exercise.)
 - a. Look at the ball. Everybody, where is the ball? (Signal.) *In front of the cat.*
Say the whole thing. (Signal.) *The ball is in front of the cat.*
(Repeat step a until all children's responses are firm.)
 - b. Is the ball in back of the cat? (Signal.) No.
Is the ball in the cat? (Signal.) No.
Is the ball in front of the cat? (Signal.) Yes.
Is the ball over the cat? (Signal.) No:
(Repeat step b until all children's responses are firm.)
2. Once more.
 - a. Look at the ball. Where is the ball? (Signal.)
In front of the cat.
Say the whole thing. (Signal.) *The ball is in front of the cat.*
 - b. Is the ball over the cat? (Signal.) No.
Say the whole thing. (Signal.) *The ball is not over the cat.*
 - c. Again. (Signal.) *The ball is not over the cat.*
(Repeat step c until all children's responses are firm.)
3. (Repeat part 2 until all children's responses are firm.)

Individual Turns

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



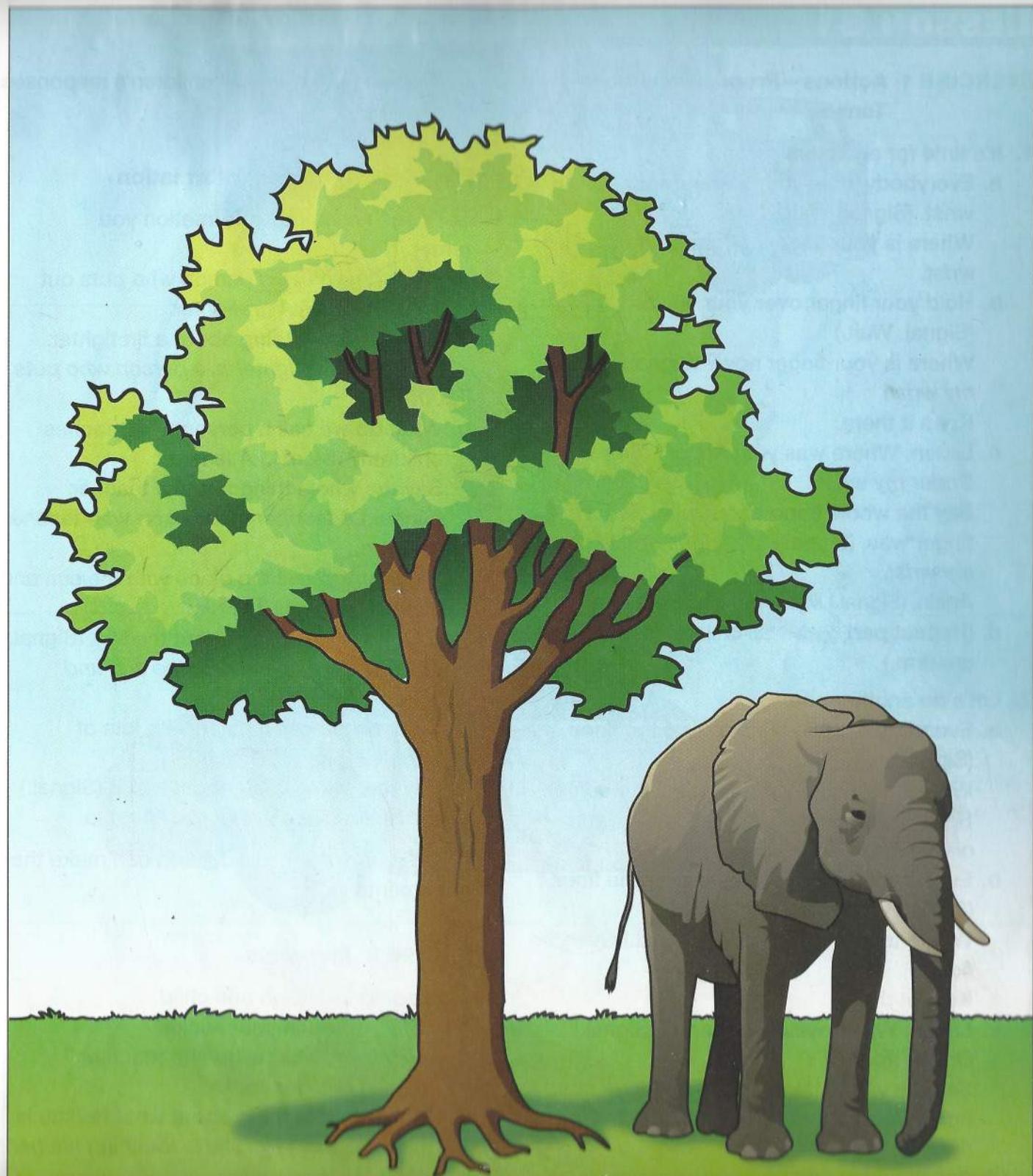
EXERCISE 8 Part/Whole—Elephant, Tree

1. Get ready to tell me the parts of an elephant. Say the whole thing.
 - a. (Point to the tail. Pause. Touch.)
An elephant has a tail.
(Point to the legs. Pause. Touch.)
An elephant has legs.
(Point to the head. Pause. Touch.)
An elephant has a head.
(Point to the trunk. Pause. Touch.)
An elephant has a trunk.
(Point to the body. Pause. Touch.)
An elephant has a body.
 - b. (Repeat step a until all children's responses are firm.)
 - c. (Circle the elephant.) And what do you call the whole object? (Touch.) *An elephant.*

2. Get ready to tell me the parts a tree has. Say the whole thing about what a tree has.
 - a. (Point to the branches. Pause. Touch.)
A tree has branches.
(Point to the leaves. Pause. Touch.) *A tree has leaves.*
(Point to the trunk. Pause. Touch.) *A tree has a trunk.*
(Point to the roots. Pause. Touch.) *A tree has roots.*
 - b. (Repeat step a until all children's responses are firm.)
 - c. (Circle the tree.) And what's the whole object called? (Touch.) *A tree.*

Individual Turns

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



EXERCISE 9 Classification—Vehicles

1. We're going to learn a rule about vehicles.

(Point to each vehicle and ask:)

What kind of vehicle is this? (Touch. Children are to answer *a truck, an airplane, a car, a canoe.*)

2. Here's a rule about all vehicles.

- a. Listen. If it is made to take you places, it is a vehicle.

Listen again. If it is made to take you places, it is a vehicle.

- b. Everybody, say the rule with me. (Signal. Respond with children.) *If it is made to take you places, it is a vehicle.*

- c. Again. (Signal. Respond with children.) *If it is made to take you places, it is a vehicle.*

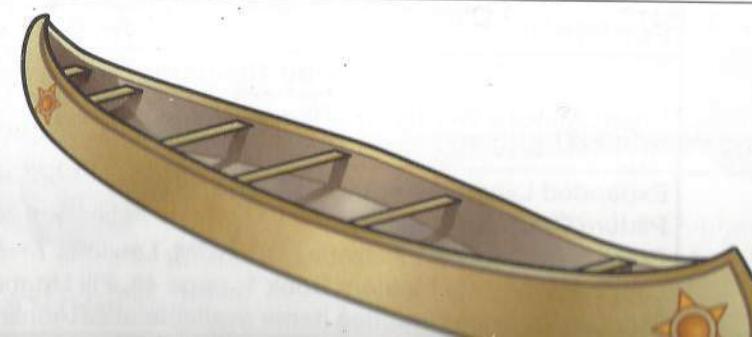
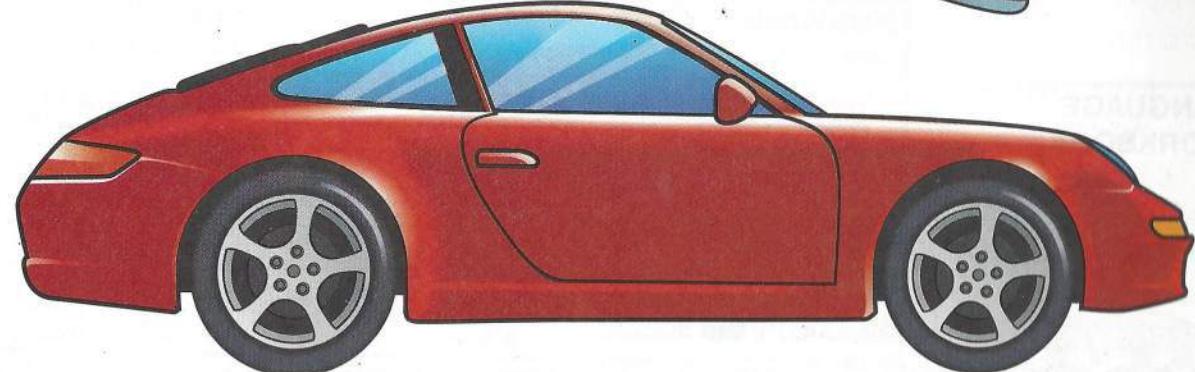
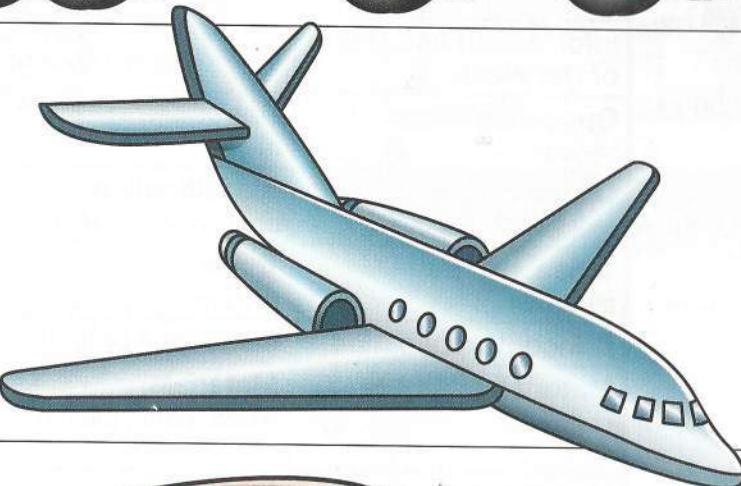
- d. (Repeat step c until all children's responses are firm.)

3. All by yourselves.

- Say the rule about vehicles. (Signal.) *If it is made to take you places, it is a vehicle.*
- Again. (Signal.) *If it is made to take you places, it is a vehicle.*

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

(Turn the page quickly.)



EXERCISE 9 Classification—Vehicles (cont.)

5. We'll talk about these pictures.

a. (Point to a.)

Can this take you places? (Touch.) No.

- A tree can not take you places. So what do you know about a tree? (Touch.) *It's not a vehicle.*

Again. What do you know about a tree?

(Touch.) *It's not a vehicle.*

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

b. (Point to b.)

Can this take you places? (Touch.) Yes.

If it is made to take you places, it's a . . . (touch) *vehicle.*

- A boat can take you places. So what do you know about a boat? (Touch.) *It's a vehicle.*

Again. What do you know about a boat?

(Touch.) *It's a vehicle.*

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

c. (Point to c.)

Can this take you places? (Touch.) Yes.

If it is made to take you places, it's a . . . (touch) *vehicle.*

- A taxi can take you places. So what do you know about a taxi? (Touch.) *It's a vehicle.*

Again. What do you know about a taxi?

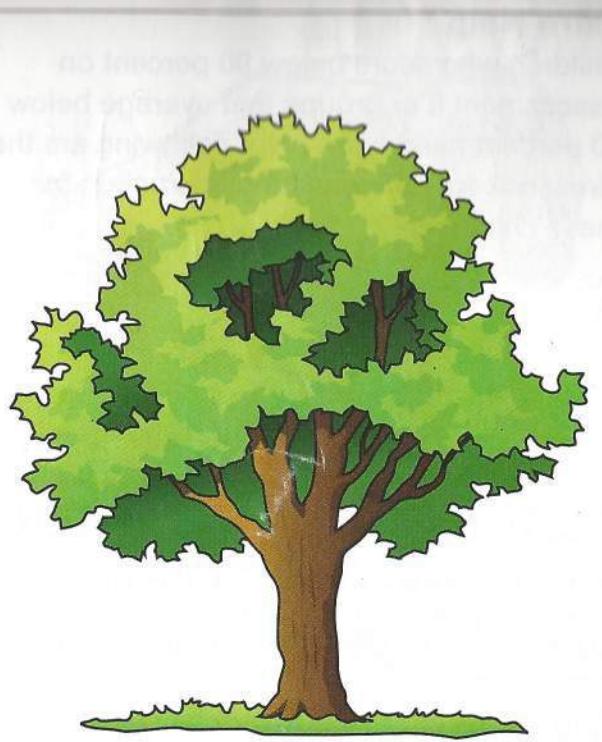
(Touch.) *It's a vehicle.*

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

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

Individual Turns

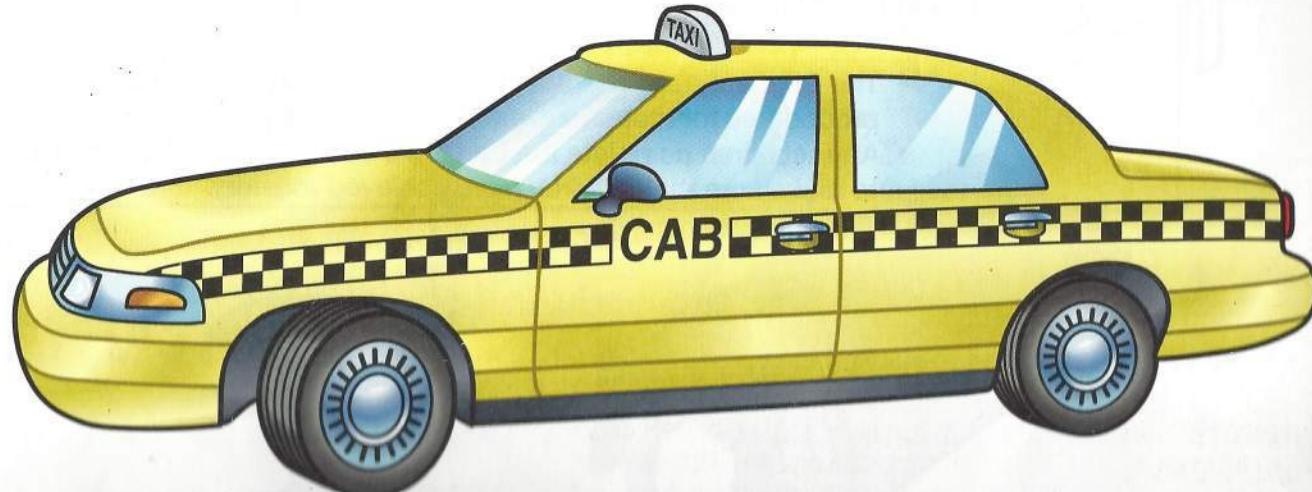
(Repeat part 5, calling on different children for each step.)



a



b



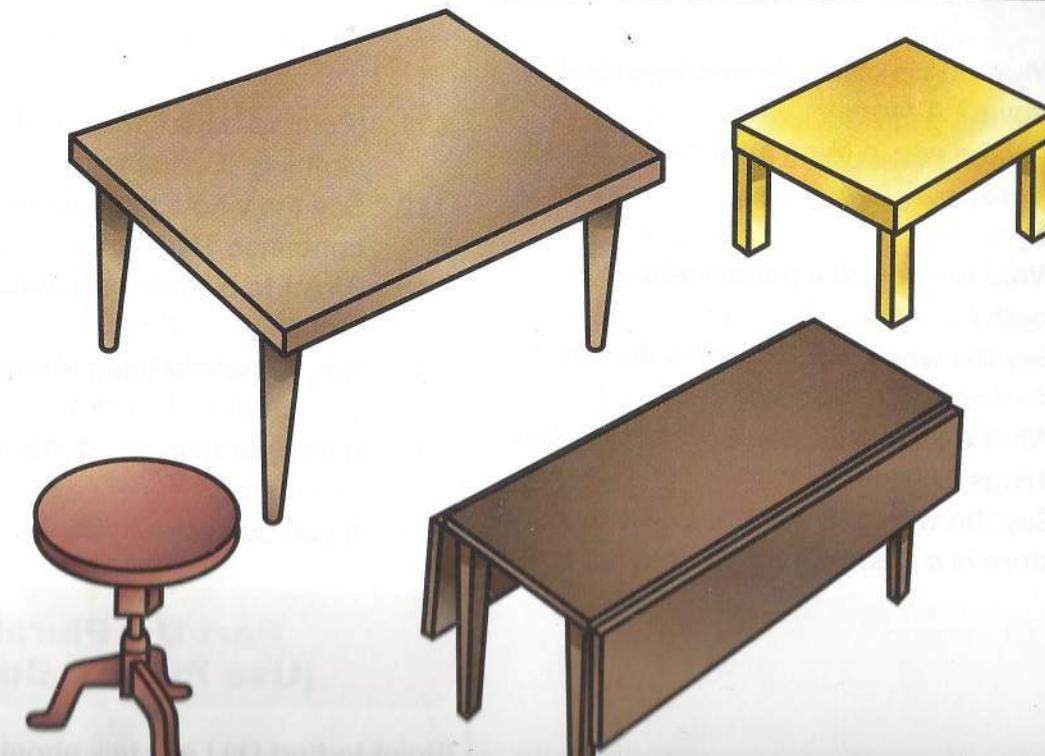
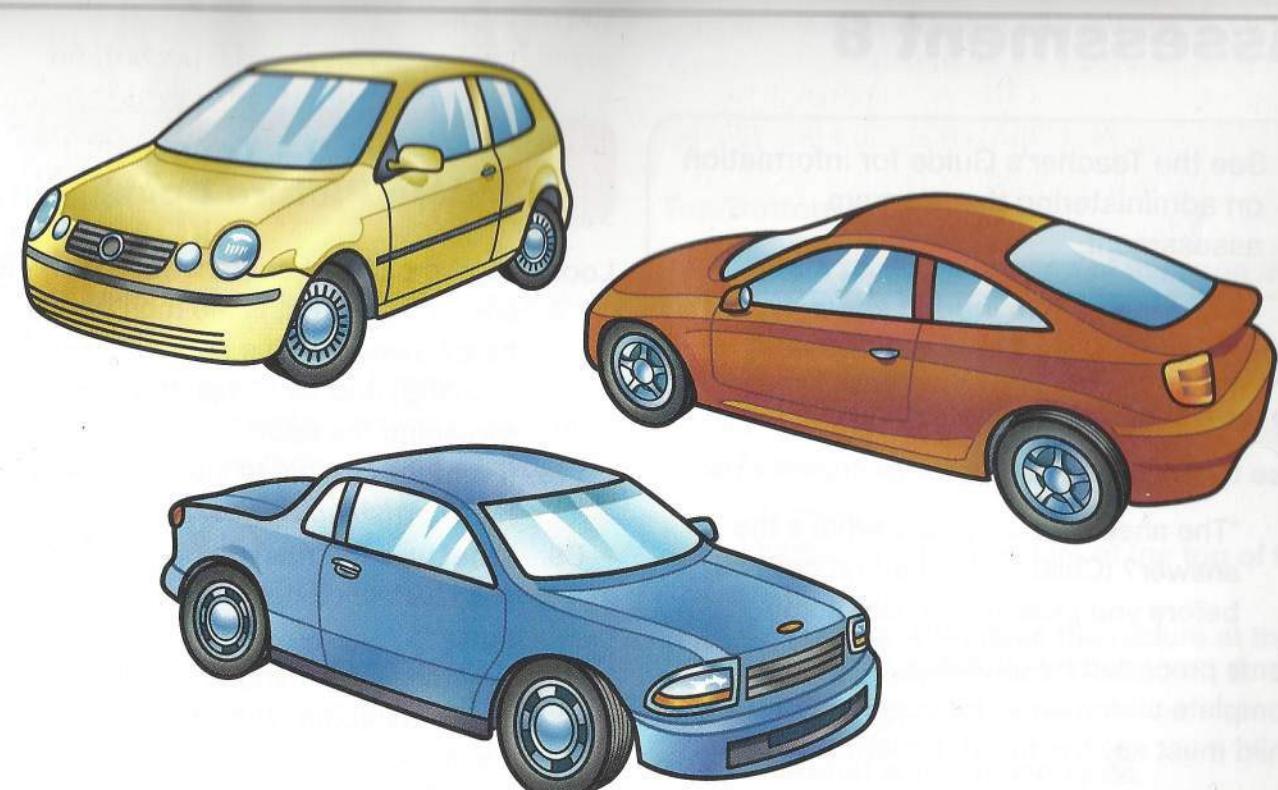
EXERCISE 10 Plurals

1. I'm going to touch a car or cars. Tell me what I touch.
 - a. (Point to one car. Pause. Touch.) Car.
(Point to three cars at the same time.
Pause. Touch.) Cars.
(Point to one car. Pause. Touch.) Car.
 - b. (Point to two cars at the same time. Pause.
Touch.) Cars.
What am I touching? (Signal.) Cars.
**Say the whole thing. (Signal.) You are
touching cars.**
 - c. (Repeat part 1 until all children's responses
are firm.)

2. I'm going to touch a table or tables. Tell me
what I touch.
 - a. (Point to two tables at the same time.
Pause. Touch.) Tables.
(Point to one table. Pause. Touch.) Table.
 - b. (Point to three tables at the same time.
Pause. Touch.) Tables.
What am I touching? (Signal.) Tables.
**Say the whole thing. (Signal.) You are
touching tables.**
 - c. (Repeat part 2 until all children's responses
are firm.)

Individual Turns

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



LESSON 57



EXERCISE 1 Actions—Tense (Demonstration)

1. We're going to talk about my hand and my head.

a. (Hold up your hand.)

What is this?

(Signal.) Your hand.

(Touch your head.)

What is this?

(Signal.) Your head.

b. Watch. (Hold your hand over your head.)

Where is my hand?

(Signal.) Over your head.

c. Now watch. (Hold your hand on your head.)

Is my hand over my head?

(Signal.) No.

Was my hand over my head?

(Signal.) Yes.

d. Listen. Where was my hand?

(Signal.) Over your head. ●

2. Let's do it again.

a. (Hold your hand over your head.) Where is my hand?

(Signal.) Over your head.

Say the whole thing.

(Signal.) Your hand is over your head.

b. (Hold your hand on your head.) Listen.

Where was my hand?

(Signal.) Over your head.

Say the whole thing.

(Signal.) Your hand was over your head.

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

Individual Turns

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

EXERCISE 2 Information—Days of the Week

1. Listen to this.

a. I'll say a day of the week. Tell me the day that comes next.

Friday.

(Pause. Signal.) Saturday.

Tuesday.

(Pause. Signal.) Wednesday.

Say today's day.

(Pause. Signal. Wait.)

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

b. Everybody, today is _____. What day is today?

(Signal. Wait.)

c. Tomorrow is the day that comes next.

Today is _____. What is the day that comes next?

(Pause. Signal. Wait.)

d. Today is _____. So what day will tomorrow be?

(Pause. Signal. Wait.)

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

2. Let's do those questions again.

a. Everybody, what day is today?

(Signal. Wait.)

b. Tomorrow is the day that comes next.

Today is _____. What is the day that comes next?

(Pause. Signal. Wait.)

c. Today is _____. So what day will tomorrow be?

(Pause. Signal. Wait.)

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 say *On your head*.)

Correction

1. My hand is on my head. I asked where was my hand.

2. Let's do it again.

(Repeat steps b and c.)