

EXERCISE 3 Actions – Plurals

1. I'm going to tell you what to do. Let's see if I can fool you. Listen carefully.
 - a. Touch your knees.
(Pause. Signal. Wait.)
Hands up.
 - b. Touch your knees.
(Pause. Signal. Wait.)
Hands up.
 - c. Touch your knee.
(Pause. Signal. Wait.)
Hand up.
 - d. Touch your knees.
(Pause. Signal. Wait.)
Hands up.
 - e. Touch your knee.
(Pause. Signal. Wait.)
Hand up.
2. Listen again. 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.)
Hand down.
 - c. Hold up your hand.
(Pause. Signal. Wait.)
Hand down.
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 4 Actions – Prepositions: In Back Of

[Note: You will need a chair and an eraser for this exercise.]

1. We're going to learn about **in back of**.
 - a. (Stand so children are to your right. Touch your back.)
Everybody, this is my back.
(Touch your front.) **Is this my back?**
(Signal.) No.
(Touch your back.) **Is this my back?**
(Signal.) Yes.
(Repeat step a until all children's responses are firm.)
 - b. (Touch your back.) **What part is this?**
(Signal.) **Your back.**
(Repeat steps a and b until all children's responses are firm.)
2. Now watch what I do.
(Stand so your back is to the chalkboard.)
 - a. **My turn. I'll tell you what's in back of me.**
What's in back of me? The chalkboard.
(Stand so a window is in back of you.)
What's in back of me now? The window.
(Stand so a door is in back of you.)
What's in back of me now? The door.
 - b. **Your turn. Tell me what's in back of me.**
(Repeat step a with children answering the questions.)
3. I'm going to put a chair in back of me.
 - a. (Place the chair directly in back of you.)
The chair is in back of me. Where is the chair?
(Signal.) **In back of you.**
 - b. (Turn so the chair is to your left.)
Is the chair in back of me now?
(Signal.) No.

c. (Turn so that you face the chair.)
Is the chair in back of me now?

(Signal.) No.

d. (Turn so the chair is directly in back of you.)
Is the chair in back of me now?
(Signal.) Yes.
Where is the chair now?
(Signal.) **In back of you.**
(Repeat steps a through d until all children's responses are firm.)

4. Let's do something harder.

- a. (Turn so children are to your right. Call on a child.)
Stand in back of me. In back of me.
(After child stands directly in back of you, say:)
Everybody, where is (child's name)?
(Signal.) **In back of you.**
Say the whole thing.
(Signal.) **(Child's name) is in back of you.**
- b. (Turn so children are in front of you. Call on a child.)
Put an eraser in back of me.
(After child places the eraser in back of you, say:)
Everybody, where is the eraser?
(Signal.) **In back of you.**
Say the whole thing.
(Signal.) **The eraser is in back of you.**
(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 5 Concept Application

1. You're going to figure out a hard problem about a cat.
 - Listen to the rule. The long cat will jump. Everybody, say the rule. (Signal.) *The long cat will jump.*
 - Again. (Signal.) *The long cat will jump.* (Repeat until all children can say the sentence.)

2. Let's look at the cats.

Remember, only one of these cats will jump. Which cat is that? (Signal.) *The long cat.* Yes, the long cat will jump.

3. Say the rule about the long cat. (Signal.)

The long cat will jump.

- (Point to a.) Is this cat long? (Touch.) Yes.
- This cat is long.
So what do you know about this cat?
(Call on a child. Idea: *It will jump.*)
You're right. This cat will jump.
- (Repeat part 3 until all responses are firm.)

4. Say the rule about the long cat. (Signal.)

The long cat will jump.

- (Point to b.) Is this cat long? (Touch.) No.
- This cat is not long.
So what do you know about this cat?
(Call on a child. Idea: *It won't jump.*)
You're right. This cat won't jump.
- (Repeat part 4 until all responses are firm.)

5. Say the rule about the long cat. (Signal.)

The long cat will jump.

- (Point to c.) Is this cat long? (Touch.) No.
- This cat is not long.
So what do you know about this cat?
(Call on a child. Idea: *It won't jump.*)
You're right. This cat won't jump.
- (Repeat part 5 until all responses are firm.)



6. (Call on two children.)

- Show me the cat that will jump. (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 jumping? (Touch.) *The long cat.*

Yes, the long cat is jumping.

- Say the whole thing about what the long cat is doing. (Touch.) *The long cat is jumping.*

What is the cat jumping over? (Touch.)

A cat.

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

8. Look at this cat.

- (Point to b.)

Is this cat jumping? (Touch.) No.

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

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

Where is the cat sleeping? (Touch.)

On the ground.

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

9. Look at this cat.

- (Point to c.)

Is this cat jumping? (Touch.) No.

What is this cat doing? (Touch.)

Climbing a tree.

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

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

10. (Call on different children.)

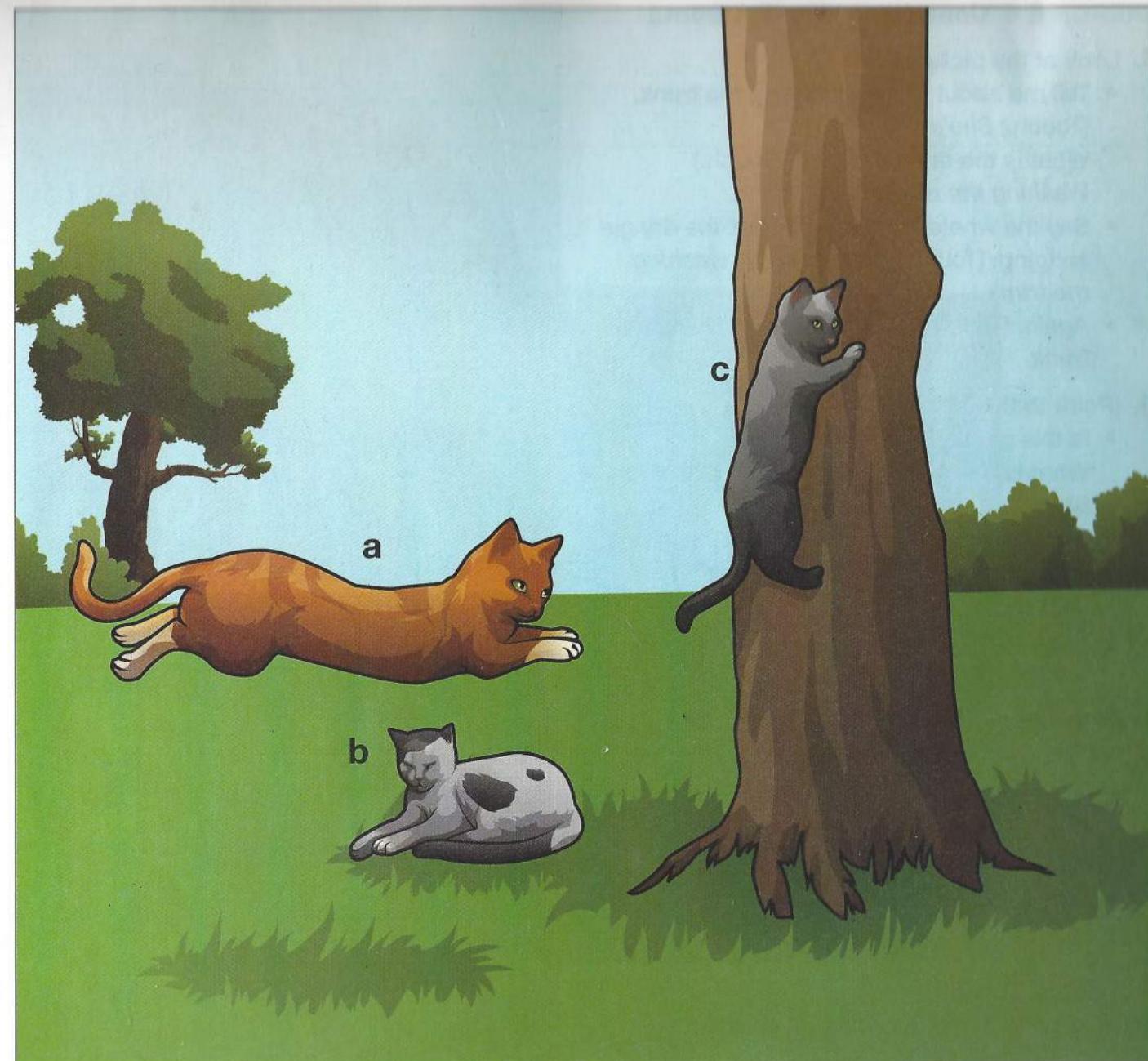
- Does the cat that is sleeping know the long cat is jumping over it?

- Do you like to jump?

Tell what you like to jump over.

- Do you like to climb trees?

- What else can you climb?



EXERCISE 6 Prepositions – In

1. We're going to talk about the cabinet and the duck. (Do not point to the pictures in this exercise.)

a. Look at the duck. Everybody, where is the duck? (Signal.) *In the cabinet.*

Say the whole thing. (Signal.) *The duck is in the cabinet.*

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

b. Is the duck in the cabinet? (Signal.) Yes.

Is the duck over the cabinet? (Signal.) No.

Is the duck on the cabinet? (Signal.) No.

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

2. Once more.

a. Look at the duck. Where is the duck?

(Signal.) *In the cabinet.*

Say the whole thing. (Signal.) *The duck is in the cabinet.*

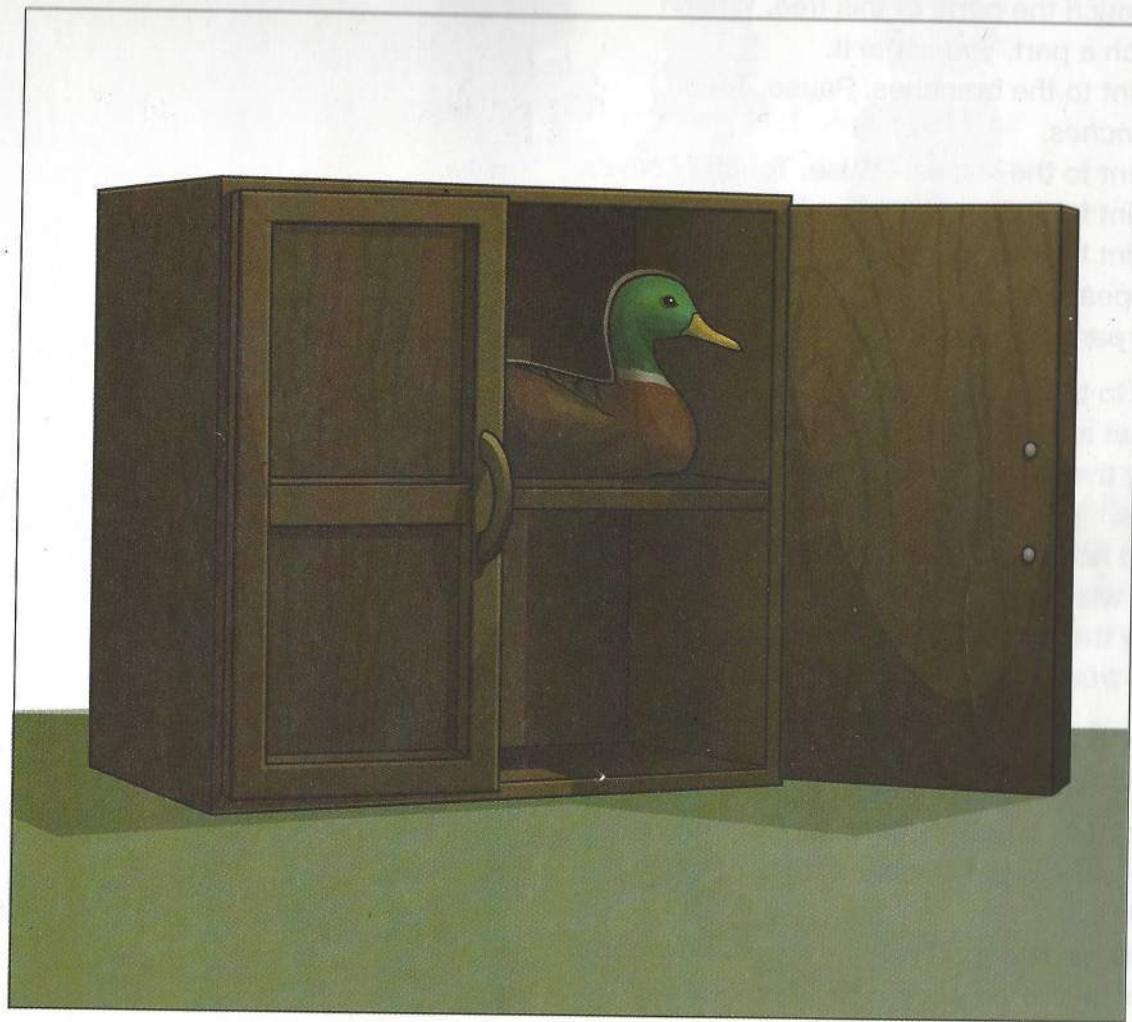
b. Is the duck on the cabinet? (Signal.) No.

Say the whole thing. (Signal.) *The duck is not on the cabinet.*

c. Again. (Signal.) *The duck is not on the cabinet.*

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

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



Individual Turns

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

EXERCISE 7 Plurals

1. I'm going to touch a tree or trees. Tell me what I touch.
 - a. (Point to one tree. Pause. Touch.) *Tree.*
(Point to four trees at the same time.
Pause. Touch.) *Trees.*
(Point to one tree. Pause. Touch.) *Tree.*
 - b. (Point to three trees at the same time.
Pause. Touch.) *Trees.*
What am I touching? (Signal.) *Trees.*
Say the whole thing. (Signal.) *You are touching trees.*
 - c. (Repeat steps a and b until all children's responses are firm.)

2. I'm going to touch a bird or birds. Tell me what I touch.
 - a. (Point to one bird. Pause. Touch.) *Bird.*
(Point to three birds at the same time.
Pause. Touch.) *Birds.*
 - b. (Point to five birds at the same time.
Pause. Touch.) *Birds.*
What am I touching? (Signal.) *Birds.*
Say the whole thing. (Signal.) *You are touching birds.*
 - c. (Repeat steps a and b until all children's responses are firm.)

Individual Turns

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



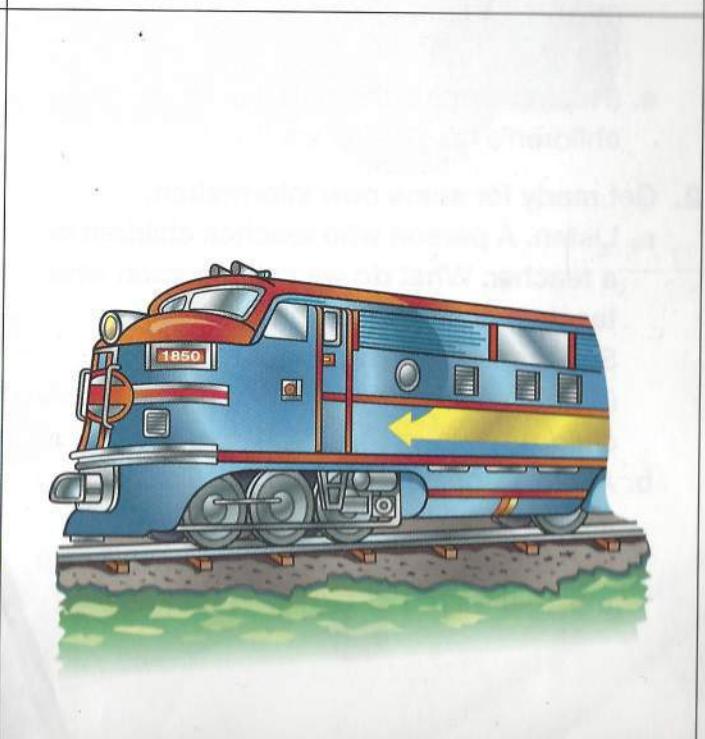
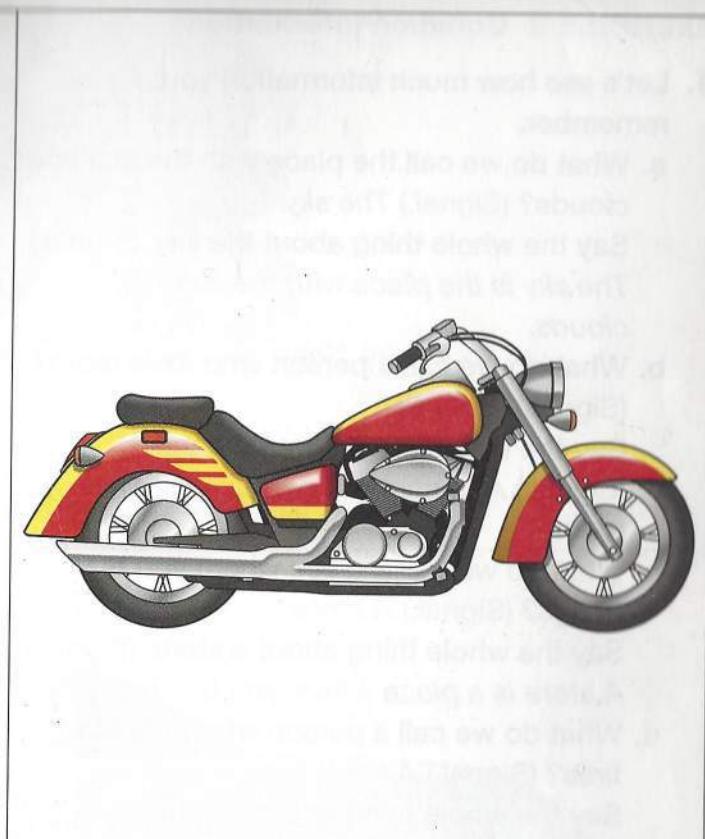
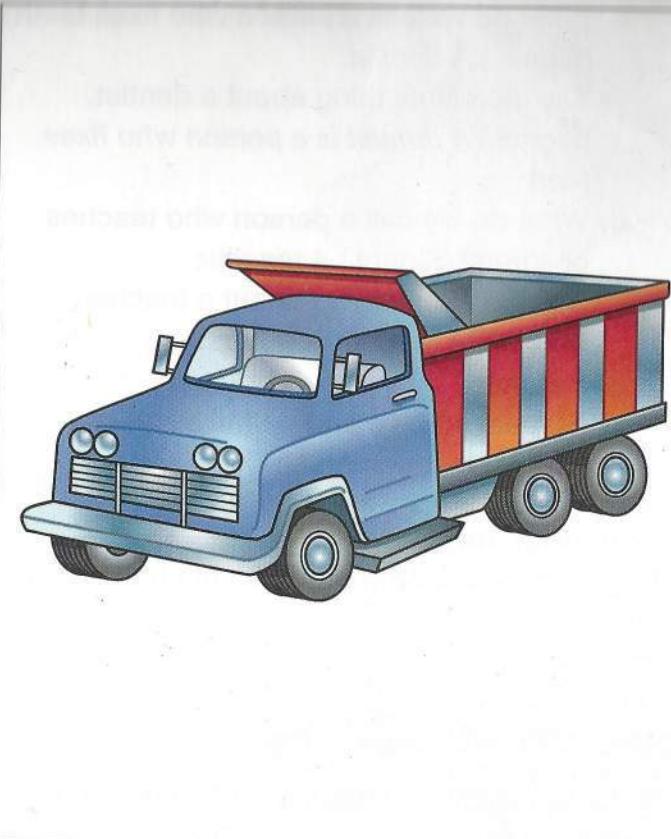
EXERCISE 8 Classification—Vehicles

1. Look at the objects on this page.

- All of these objects are in the same class.
What class is that?
(Touch.) **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 *train*.)
- **Everybody, what's the rule about vehicles?**
(Touch.) *If it is made to take you places, it is a vehicle.*

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

(Turn the page quickly.)



EXERCISE 8 Classification (cont.)

- 3. We'll talk about these pictures.

a. (Point to a.)

Can this take you places? (Touch.) No.
So what do you know about a tree?
(Touch.) A tree is not a vehicle.

- Say the whole thing about a tree. (Touch.)
A tree is not a vehicle.
- (Repeat step a until all children's responses are firm.)

b. (Point to b.)

Can this take you places? (Touch.) Yes.
So what do you know about a car? (Touch.)
A car is a vehicle.

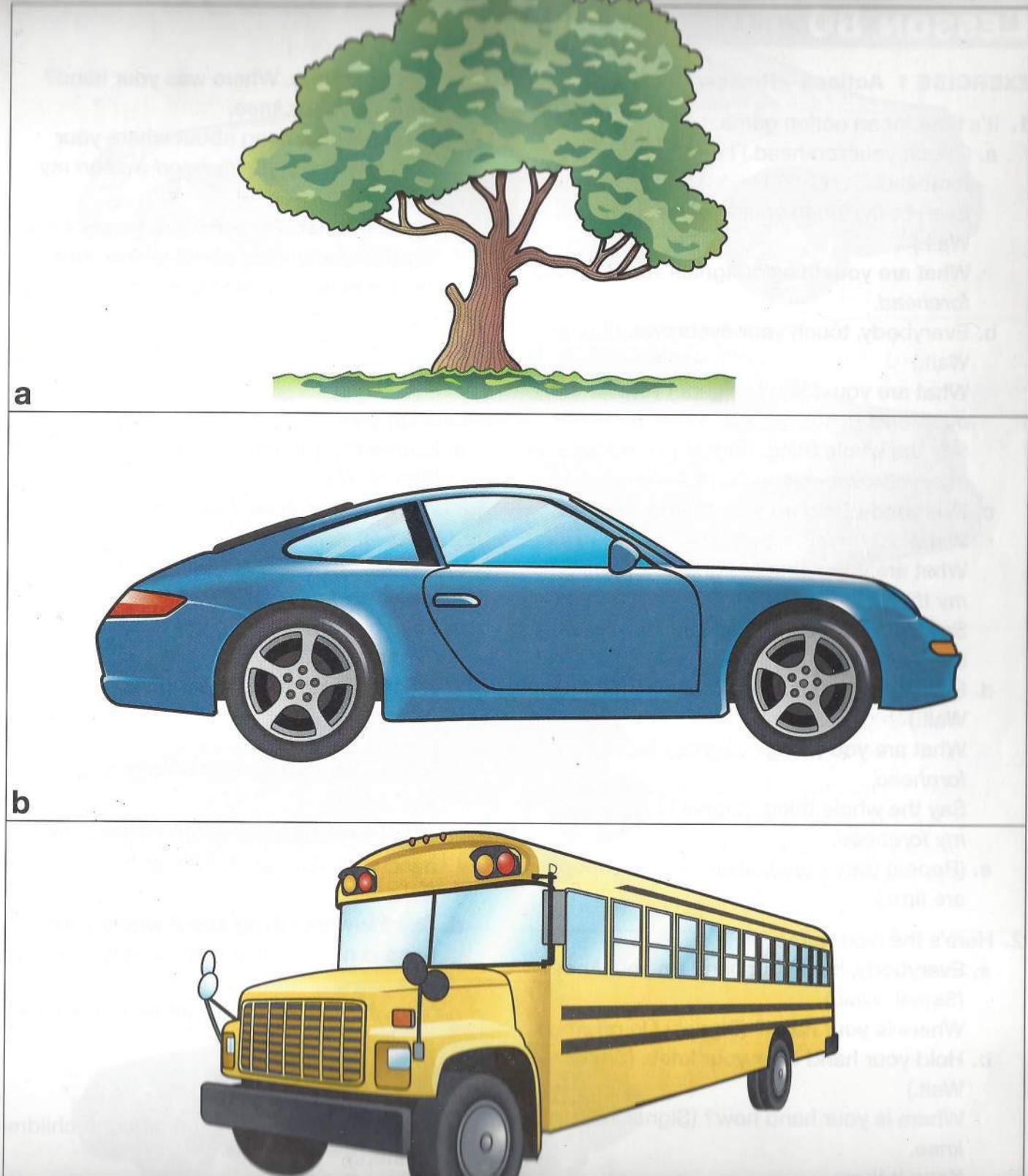
- What kind of vehicle is it? (Touch.) A car.
- Say the whole thing about this vehicle.
(Touch.) This vehicle is a car.
- (Repeat step b until all children's responses are firm.)

c. (Point to c.)

Can this take you places? (Touch.) Yes.
So what do you know about a bus?
(Touch.) A bus is a vehicle.

- What kind of vehicle is it? (Touch.) A bus.
- Say the whole thing about this vehicle.
(Touch.) This vehicle is a bus.
- (Repeat step c until all children's responses are firm.)

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



EXERCISE 9 Opposites—Long/Short

• Some of these cars are long.

Some of these cars are short.

1. I'll point to each car. Say **long** if it is long.

Say **short** if it is short.

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

(Point to b. Touch.) **Long**.

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

(Point to d. Touch.) **Short**.

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

2. (Point to a.)

Listen. Is this car **long**? (Touch.) Yes.

Say the whole thing. (Signal.) *This car is long*.

• Is this car **short**? (Touch.) No.

Say the whole thing. (Signal.) *This car is not short*.

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

3. (Point to c.)

Listen. Is this car **long**? (Touch.) No.

Say the whole thing. (Signal.) *This car is not long*.

• Is this car **short**? (Touch.) Yes.

Say the whole thing. (Signal.) *This car is short*.

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

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

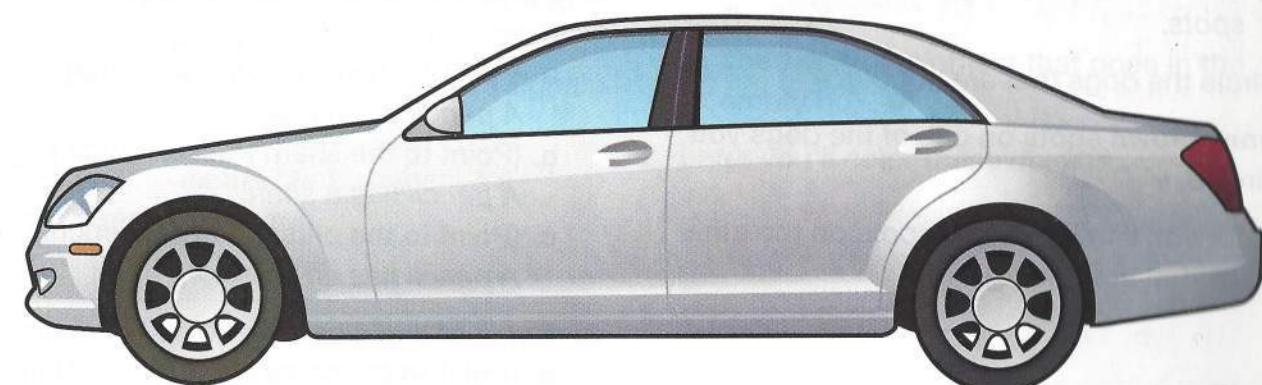
responses are firm.)

Individual Turns

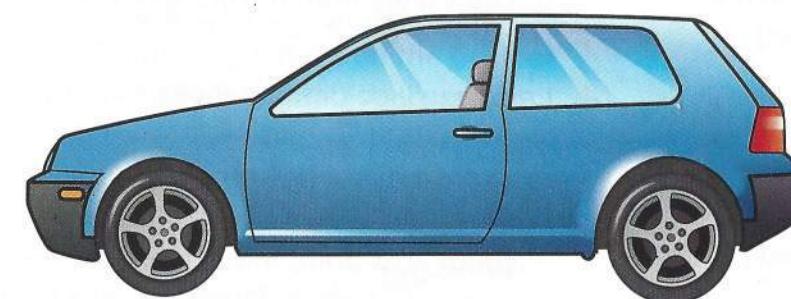
(Repeat the exercise, calling on different children for each step.)



a



b



c



d

LESSON 58



EXERCISE 1 Actions — Review

1. It's time for some actions.

a. Everybody, touch your elbow.

(Signal. Wait.)

What are you doing?

(Signal.) Touching my elbow.

Say the whole thing.

(Signal.) I am touching my elbow.

b. Everybody, touch your shoulder.

(Signal. Wait.)

What are you doing?

(Signal.) Touching my shoulder.

Say the whole thing.

(Signal.) I am touching my shoulder.

c. Everybody, hold your hand in back of your

foot. (Signal. Wait.)

What are you doing?

(Signal.) Holding my hand in back of my foot.

Say the whole thing.

(Signal.) I am holding my hand in back of my foot.

d. Everybody, hold your hand in front of your foot.

(Signal. Wait.)

What are you doing?

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

Say the whole thing.

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

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 Prepositions — Demonstration

[Note: You will need a chair for this exercise.]

1. We're going to talk about in back of.

a. (Stand so children are to your left. Touch your back.)

Everybody, this is my back.

(Touch your nose.) Is this my back?

(Signal.) No.

b. (Touch your back.) Is this my back?

(Signal.) Yes.

What part is this?

(Signal.) Your back.

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

2. Watch carefully.

a. (Stand so your back is to the window.)

What's in back of me?

(Signal.) The window.

b. (Stand so a door is in back of you.)

What's in back of me now?

(Signal.) The door.

c. (Stand so a table is in back of you.)

What's in back of me now?

(Signal.) The table.

3. Now we'll do something with a chair.

a. I'm going to put a chair in back of me.

(Place the chair directly in back of you.)

The chair is in back of me. Where is the chair?

(Signal.) In back of you.

b. (Turn so the chair is to your left.)

Is the chair in back of me now?

(Signal.) No.

(Turn so the chair is in front of you.)

Is the chair in back of me now?

(Signal.) No.

c. (Turn so the chair is directly in back of you.)

Is the chair in back of me now?

(Signal.) Yes.

Where is the chair now?

(Signal.) In back of you.

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

4. Let's do something harder.

a. (Turn so children are to your left. Call on a child.)

Stand in back of me. In back of me.

Everybody, where is (child's name)?

(Signal.) In back of you.

Say the whole thing. (Signal.) (Child's name) is in back of you.

b. (Turn so children are to your right. Call on a child.)

Put the chair in back of me.

(After child places the chair in back of you, say:) Everybody, where is the chair?

(Signal.) In back of you.

Say the whole thing.

(Signal.) The chair is in back of you.

c. (Turn so the chair is in front of you. Call on a child.)

Put the chair in back of me.

(After child places the chair in back of you, say:) Everybody, where is the chair?

(Signal.) In back of you.

Say the whole thing.

(Signal.) The chair is in back of you.

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

Individual Turns

(Repeat parts 3 and 4, calling on different

EXERCISE 3 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.

Thursday.

(Pause. Signal.)

Friday.

(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 _____. So what day will tomorrow be?

(Pause. Signal. Wait.)

(Repeat step c 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.)

EXERCISE 4 Actions—Tense (Demonstration)

[Note: You will need a transparent glass and a small container full of water.]

1. Watch what I do.

- a. (Hold up the glass.) What is this? (Signal.)

A glass.

- b. Watch. (Fill the glass with water.)

Is this glass full? (Signal.) Yes.

- c. Now watch. (Empty the glass.)

Is this glass full? (Signal.) No.

Was this glass full? (Signal.) Yes. ●

2. Let's do it again.

- a. (Fill the glass with water and point to it.)

Is this glass full? (Signal.) Yes.

Say the whole thing. (Signal.) The glass is full.

- b. (Empty the glass.) Listen.

Was this glass full? (Signal.) Yes.

Say the whole thing. (Signal.) The glass was full.

- c. Again.

Was this glass full? (Signal.) Yes.

Say the whole thing. (Signal.) The glass was full.

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

Individual Turns

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

CORRECTIONS

EXERCISE 4



Error

(Children say No.)

Correction

1. The glass is not full now, but I asked was the glass full.

2. Let's do it again.



EXERCISE 5 Actions—Tense (Demonstration)

[Note: You will need a chalkboard eraser and a chair for this exercise.]

1. We're going to play a game.

a. (Hold up the eraser.)

What is this? (Touch.) An eraser.

(Point to the chair.)

What is this? (Touch.) A chair.

b. Watch. (Put the eraser on the chair.)

Look at the eraser.

Now watch. (Hold the eraser over the chair.)

Look at the eraser now. Tell me where the eraser was.

Don't tell me where it is. Tell me where it was.

(Pause. Signal.) On the chair. ●

c. Say the whole thing about where the eraser was.

(Signal.) The eraser was on the chair.

d. Again. (Signal.) The eraser was on the chair.

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

2. Let's play a new game.

a. Watch. (Hold the eraser over the chair.)

Look at the eraser.

Now watch. (Put the eraser in front of the chair.)

Look at the eraser now. Tell me where the eraser was.

Don't tell me where it is. Tell me where it was.

(Pause. Signal.) Over the chair.

b. Say the whole thing about where the eraser was.

(Signal.) The eraser was over the chair.

c. Again. (Signal.) The eraser was over the chair.

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

3. Let's play a new game.

a. Watch. (Put the eraser on the chair.)

Look at the eraser.

Now watch. (Put the eraser in front of the chair.)

Look at the eraser now. Tell me where the eraser was.

Don't tell me where it is. Tell me where it was. (Pause. Signal.) On the chair.

b. Say the whole thing about where the eraser was. (Signal.) The eraser was on the chair.

c. Again. (Signal.) The eraser was on the chair.

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

That's the end of that game.

CORRECTIONS

EXERCISE 5

● Error

(Children say Over the chair.)

Correction

1. The eraser is over the chair, but it was on the chair.
I asked where was the eraser.

2. Let's do it again.



EXERCISE 6 Concept Application

1. You're going to figure out a hard problem about a bird.
 - Listen to the rule. The blue bird will fly.
Everybody, say the rule. (Signal.) *The blue bird will fly.*
 - Again. (Signal.) *The blue bird will fly.*
(Repeat until all children can say the sentence.)

2. Let's look at the birds.

Remember, only one of these birds will fly.
Which bird is that? (Signal.) *The blue bird.*
Yes, the blue bird will fly.

3. Say the rule about the blue bird. (Signal.)

The blue bird will fly.

- (Point to a.)
Is this bird blue? (Touch.) No.

- This bird is not blue.
So what do you know about this bird?
(Call on a child. Idea: *It will not fly.*)

You're right. This bird will not fly.

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

4. Say the rule about the blue bird. (Signal.)

The blue bird will fly.

- (Point to b.)
Is this bird blue? (Touch.) Yes.

- This bird is blue.
So what do you know about this bird?
(Call on a child. Idea: *It will fly.*)

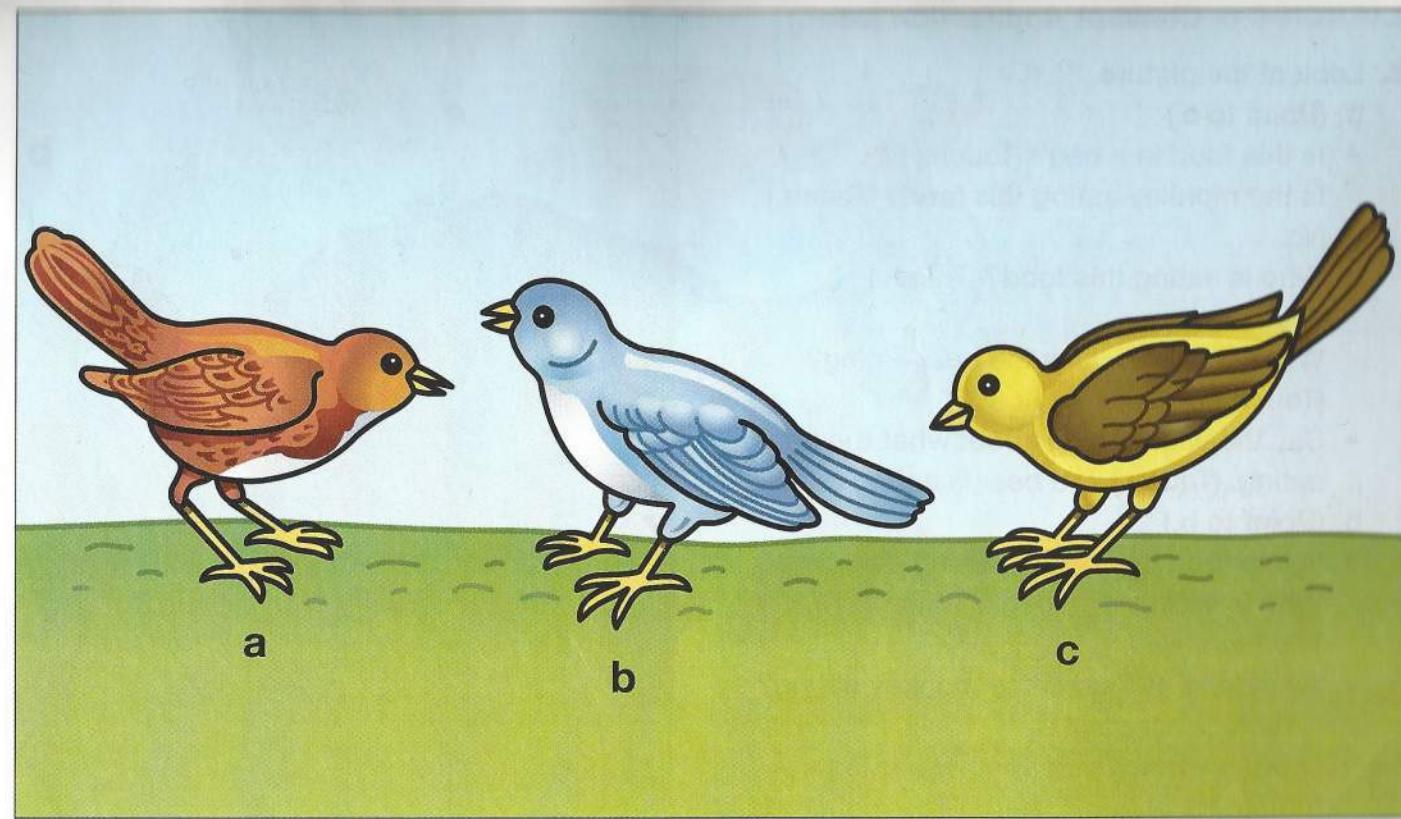
You're right. This bird will fly.

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

5. Say the rule about the blue bird. (Signal.)

The blue bird will fly.

- (Point to c.)
Is this bird blue? (Touch.) No.



(Call on a child. Idea: *It will not fly.*)

You're right. This bird will not fly.

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

6. (Call on two children.)

- Show me the bird that will fly. (Wait.)

- Let's see if you're right.

EXERCISE 6 Concept Application (cont.)

7. Look at the picture.

- Which bird is flying? (Touch.) *The blue bird.*
Yes, the blue bird is flying.
- Say the whole thing about what the blue bird is doing. (Touch.) *The blue bird is flying.*
- (Repeat part 7 until all children's responses are firm.)

8. Look at this bird.

- (Point to a.)

Is this bird flying? (Touch.) *No.*

What is this bird doing? (Touch.) *Digging.*

- Say the whole thing about what this bird is doing. (Touch.) *This bird is digging.*
- (Repeat part 8 until all children's responses are firm.)

9. Look at this bird.

- (Point to c.)

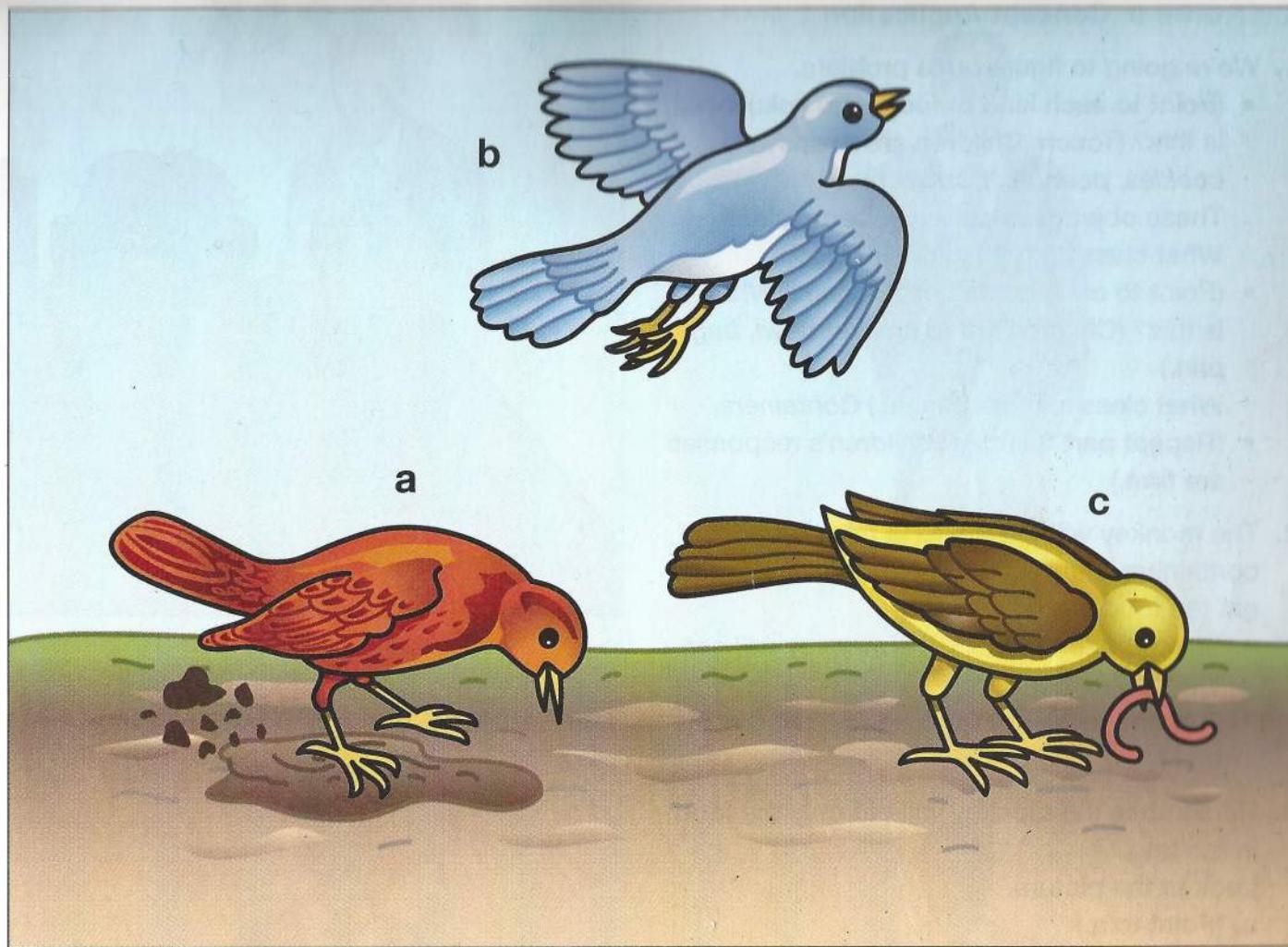
Is this bird flying? (Touch.) *No.*

What is this bird doing? (Touch.) *Eating a worm.*

- Say the whole thing about what this bird is doing. (Touch.) *This bird is eating a worm.*
- What is this bird eating? (Touch.) *A worm.*
- (Repeat part 9 until all children's responses are firm.)

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

- Where do you think the bird that is flying is going?
- What do you think the bird that is digging will find?
- Would you like to see worms?
- What do birds say?





EXERCISE 7 Opposites—Old/Not Old

1. Look at these men. Let's find the men who are old.

- (Point to each man and ask:
Is this man old? (Touch. Children are to answer yes or no.)
- (Repeat part 1 until all children's responses are firm.)

2. Now we'll talk about each man.

- a. (Point to a.)

Is this man old? (Touch.) No.

Say the whole thing. (Touch.) *This man is not old.*

- b. (Point to b.)

Is this man old? (Touch.) Yes.

Say the whole thing. (Touch.) *This man is old.*

- c. (Point to c.)

Is this man old? (Touch.) Yes.

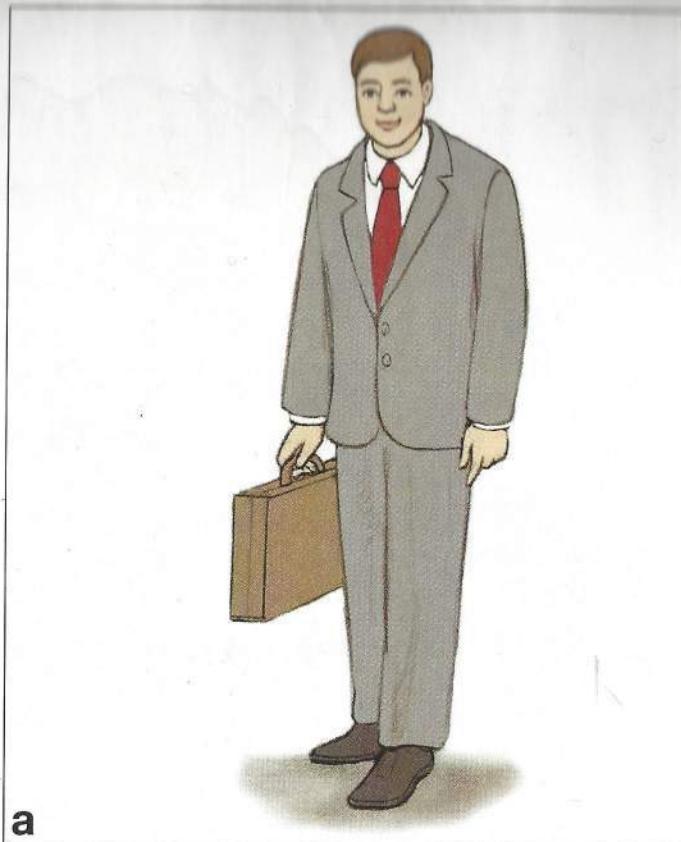
Say the whole thing. (Touch.) *This man is old.*

- d. (Point to d.)

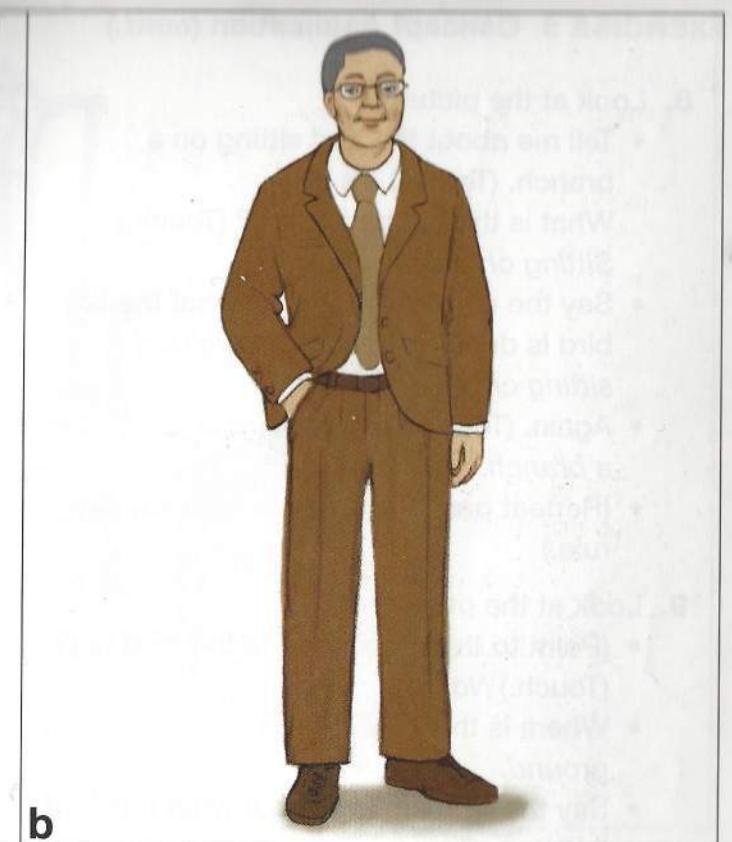
Is this man old? (Touch.) No.

Say the whole thing. (Touch.) *This man is not old.*

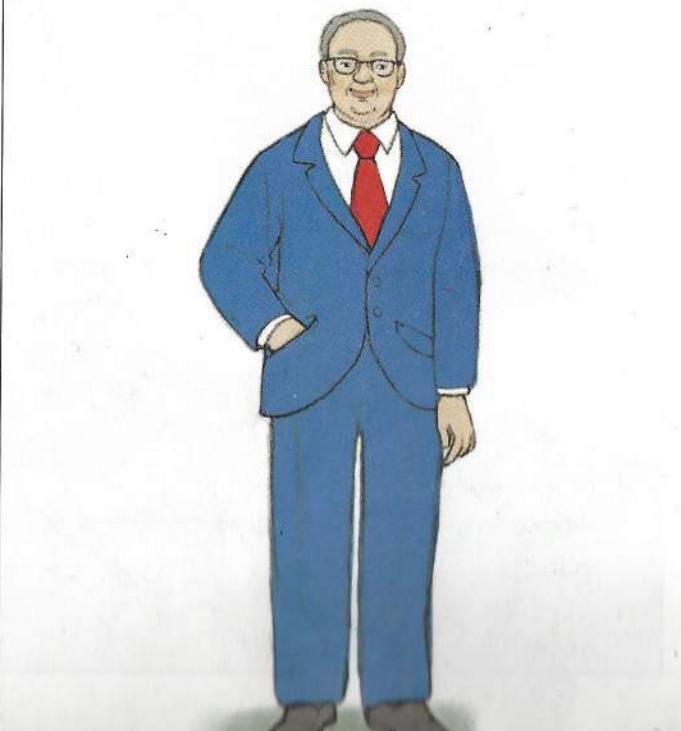
3. (Repeat part 2 until all children's responses are firm. Then say:) **Now you know which men are old.**



a



b



a



b

EXERCISE 8 Plurals

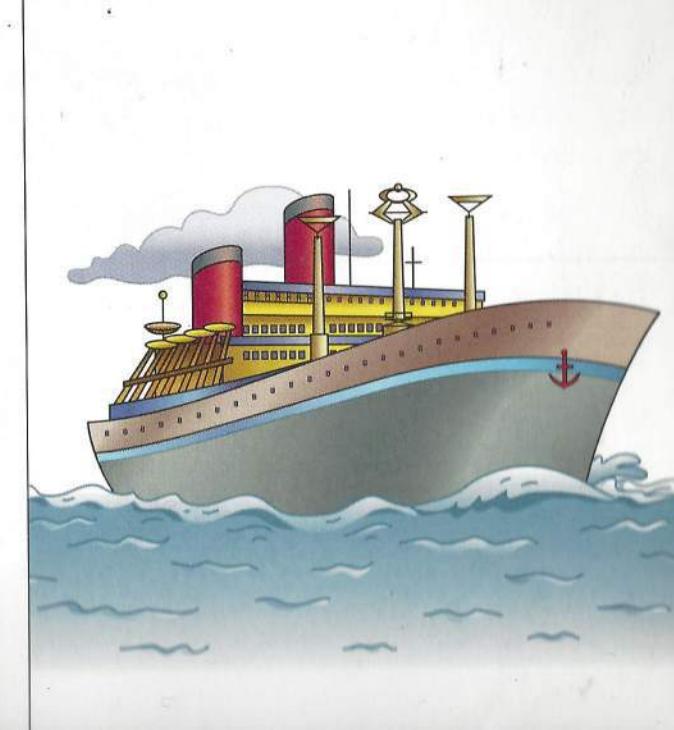
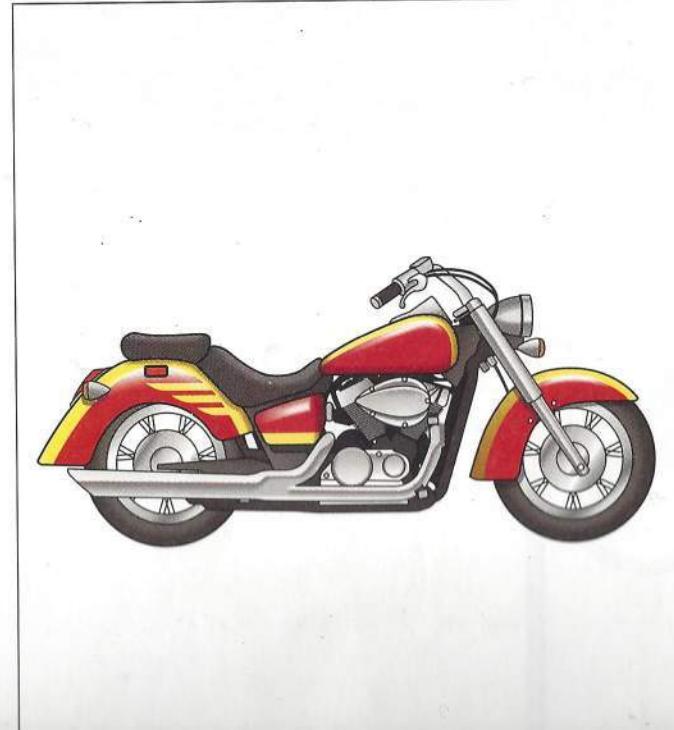
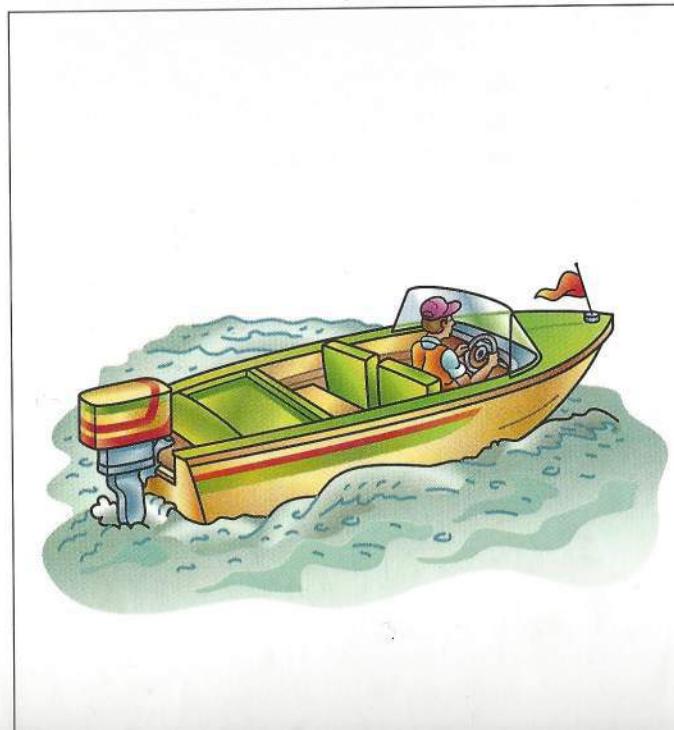
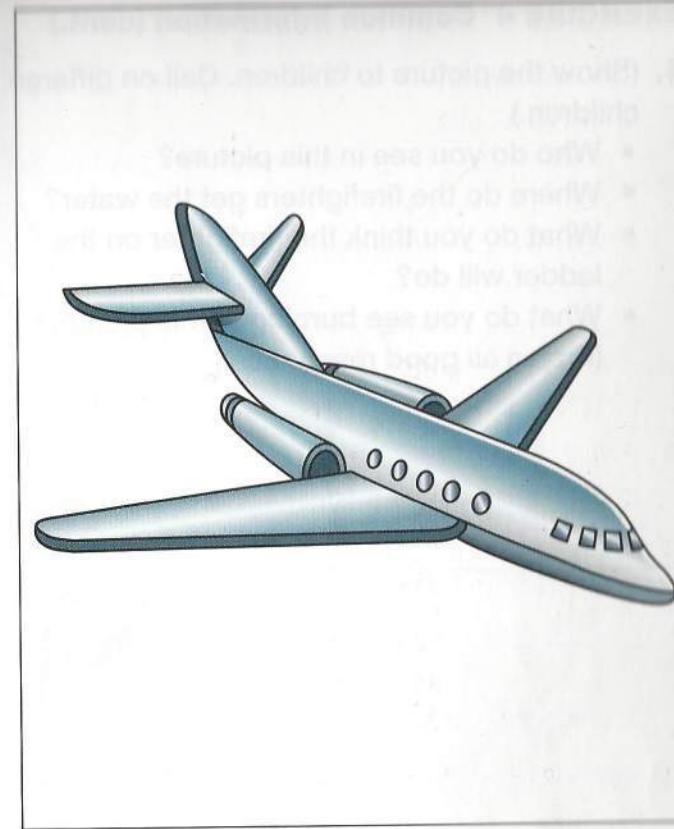
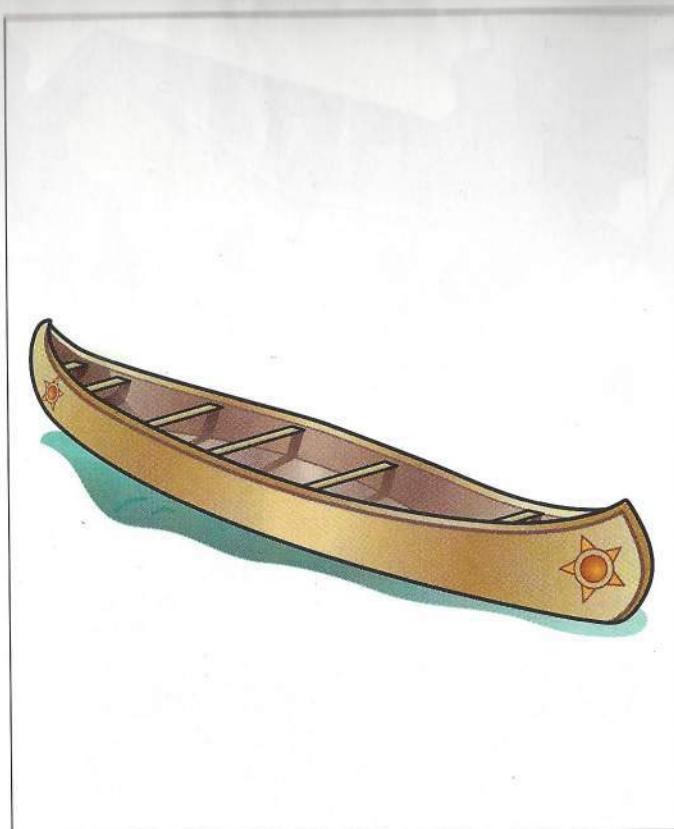
1. Everybody, get ready to tell me if I touch a chair or chairs.
 - a. (Touch two chairs at the same time.)
What am I touching? (Signal.) Chairs.
Say the whole thing. (Signal.) You are touching chairs.
 - b. (Touch one chair.)
What am I touching? (Signal.) A chair.
Say the whole thing. (Signal.) You are touching a chair.
 - c. (Touch all the chairs at the same time.)
What am I touching? (Signal.) Chairs.
Say the whole thing. (Signal.) You are touching chairs.
 - d. (Repeat part 1 until all children's responses are firm.)

2. Everybody, get ready to tell me if I touch a hat or hats.
 - a. (Touch three hats at the same time.)
What am I touching? (Signal.) Hats.
Say the whole thing. (Signal.) You are touching hats.
 - b. (Touch one hat.)
What am I touching? (Signal.) A hat.
Say the whole thing. (Signal.) You are touching a hat.
 - c. (Touch one hat.)
What am I touching? (Signal.) A hat.
Say the whole thing. (Signal.) You are touching a hat.
 - d. (Touch two hats at the same time.)
What am I touching? (Signal.) Hats.
Say the whole thing. (Signal.) You are touching hats.
 - e. (Repeat part 2 until all children's responses are firm.)



EXERCISE 9 Classification—Vehicles

1. Look at these pictures. (Point to the vehicles.)
 - a. All of these objects are in the same class.
What class is that? (Touch.) *Vehicles*.
 - b. (Point to each vehicle, and ask:)
What kind of vehicle is this? (Touch.)
Children are to answer *a canoe, an airplane, a motorboat, a motorcycle, a ship.*)
 - c. **Everybody**, what's the rule about vehicles?
(Touch.) *If it is made to take you places, it is a vehicle.*
2. Now let's look at the objects on the next page.
(Turn the page quickly.)



EXERCISE 9 Classification (cont.)

- 3. We're going to talk about each picture.

a. (Point to a.)

Can this take you places? (Touch.) Yes.
So what do you know about a sailboat?
(Touch.) *It's a vehicle.*

What kind of vehicle is it? (Touch.)

A sailboat.

• Say the whole thing about this vehicle.

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

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

b. (Point to b.)

Can this take you places? (Touch.) Yes.
So what do you know about a tricycle?
(Touch.) *It's a vehicle.*

What kind of vehicle is it? (Touch.)

A tricycle.

• Say the whole thing about this vehicle.

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

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

c. (Point to c.)

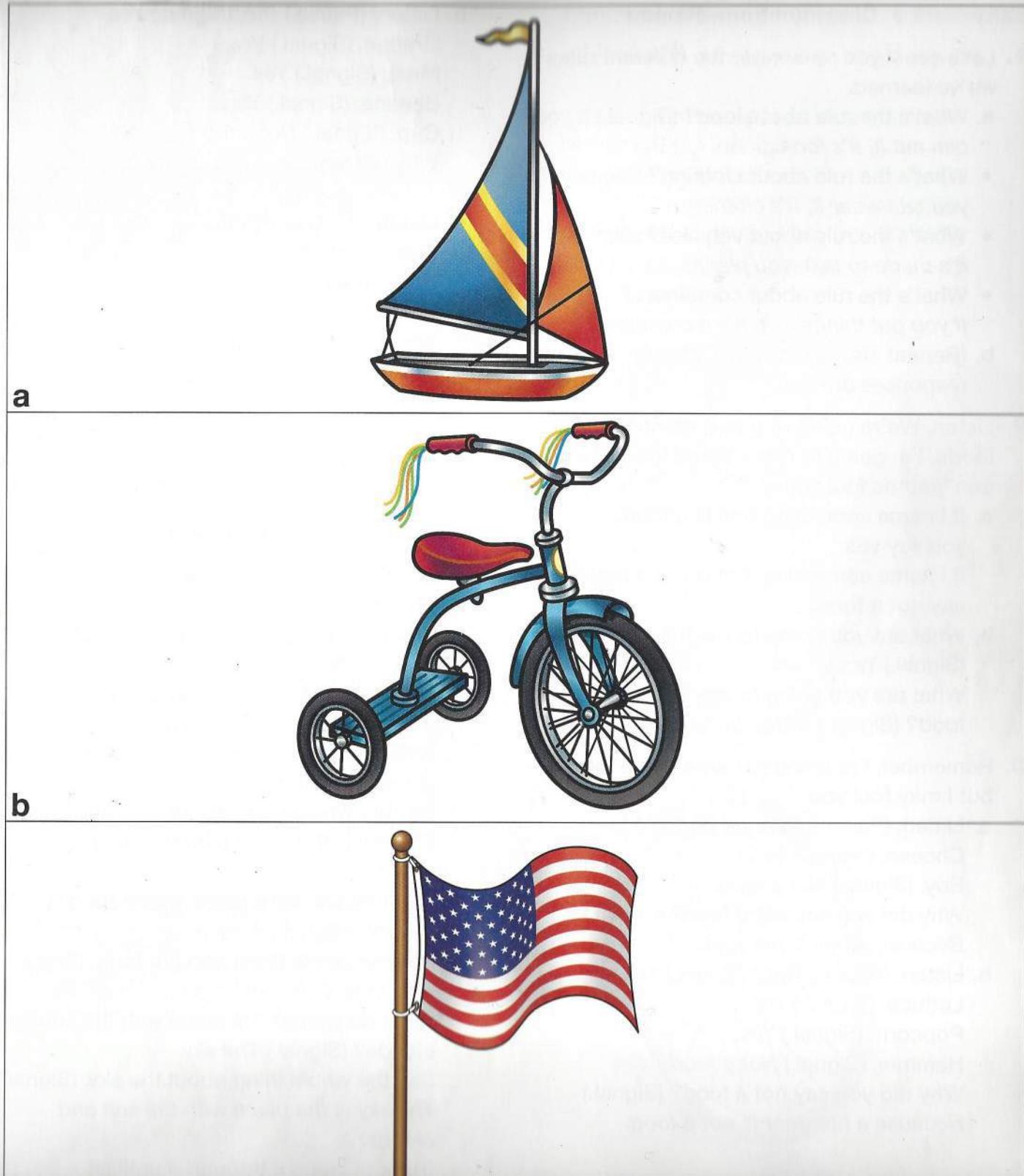
Can this take you places? (Touch.) No.
So what do you know about a flag?
(Touch.) *It's not a vehicle.*

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

A flag is not a vehicle.

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

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



EXERCISE 10 Prepositions – Over

1. We're going to talk about the bike and the kite. (Do not point to the pictures in this exercise.)

a. Look at the kite.

Everybody, where is the kite? (Signal.) Over the bike.

Say the whole thing. (Signal.) *The kite is over the bike.*

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

b. Is the kite on the bike? (Signal.) No.

Is the kite in back of the bike? (Signal.) No.

Is the kite over the bike? (Signal.) Yes.

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

2. Once more.

a. Look at the kite.

Where is the kite? (Signal.) Over the bike.

Say the whole thing. (Signal.) *The kite is over the bike.*

b. Is the kite on the bike? (Signal.) No.

Say the whole thing. (Signal.) *The kite is not on the bike.*

c. Again. (Signal.) *The kite is not on the bike.*

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

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

Individual Turns

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



LESSON 59

EXERCISE 1 Actions—Review

1. It's time for an action game.

a. Everybody, hold your hand on your head.

(Signal. Wait.) Where is your hand?

(Signal.) On my head.

b. Hold your hand over your head.

(Signal. Wait.) Where is your hand now?

(Signal.) Over my head.

Keep it there.

c. Listen carefully.

Where was your hand? (Signal.) On my head.

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

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

(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 the floor.

(Signal. Wait.) Where is your hand? (Signal.)

On the floor.

Say the whole thing.

(Signal.) My hand is on the floor.

b. Everybody, put your hand over the floor.

(Signal. Wait.) Where is your hand now?

(Signal.) Over the floor.

Keep it there.

c. Where was your hand?

(Signal.) On the floor.

Say the whole thing.

(Signal.) My hand was on the floor.

d. (Repeat steps a through c until all

Individual Turns

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

EXERCISE 2 Actions—Plurals

1. See if I can fool you. Listen carefully.

a. Point to your eye.

(Pause. Signal. Wait.)

Put your hand down.

• Point to your hand.

(Pause. Signal. Wait.)

Put your hand down.

• Point to your eyes.

(Pause. Signal. Wait.)

Put your hands down.

b. Touch your knees.

(Pause. Signal. Wait.)

Hands up.

• Touch your shoe.

(Pause. Signal. Wait.)

Hand up.

• Touch your knee.

(Pause. Signal. Wait.)

Hand up.

• Touch your shoes.

(Pause. Signal. Wait.)

Hands up.

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

Individual Turns

(Repeat the exercise, calling on different children.)

EXERCISE 3 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.

Thursday.

(Pause. Signal.) Friday.

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



EXERCISE 4 Tense—Pictures

1. Look at these pictures. They show what a cat does.

a. (Point to a.)

This picture shows where the cat is first.

The cat is on the floor.

Say the whole thing.

(Touch.) *The cat is on the floor.*

b. (Point to b.)

This picture shows where the cat is next.

Where is it?

(Touch.) *On the couch.*

Yes, the cat is on the couch.

Say the whole thing.

(Touch.) *The cat is on the couch.*

2. Listen.

- Where was the cat before it got on the couch?

(Signal. Do not touch the picture.) *On the floor.*

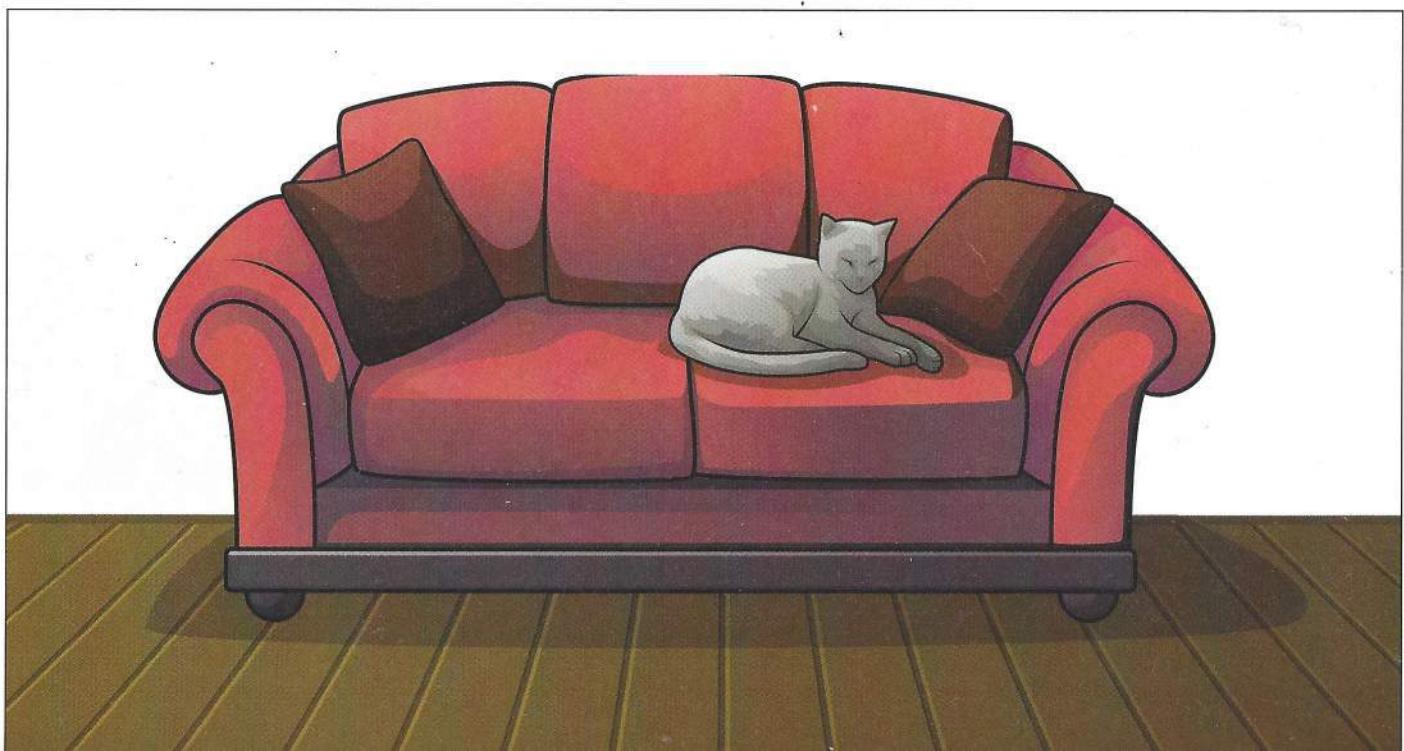
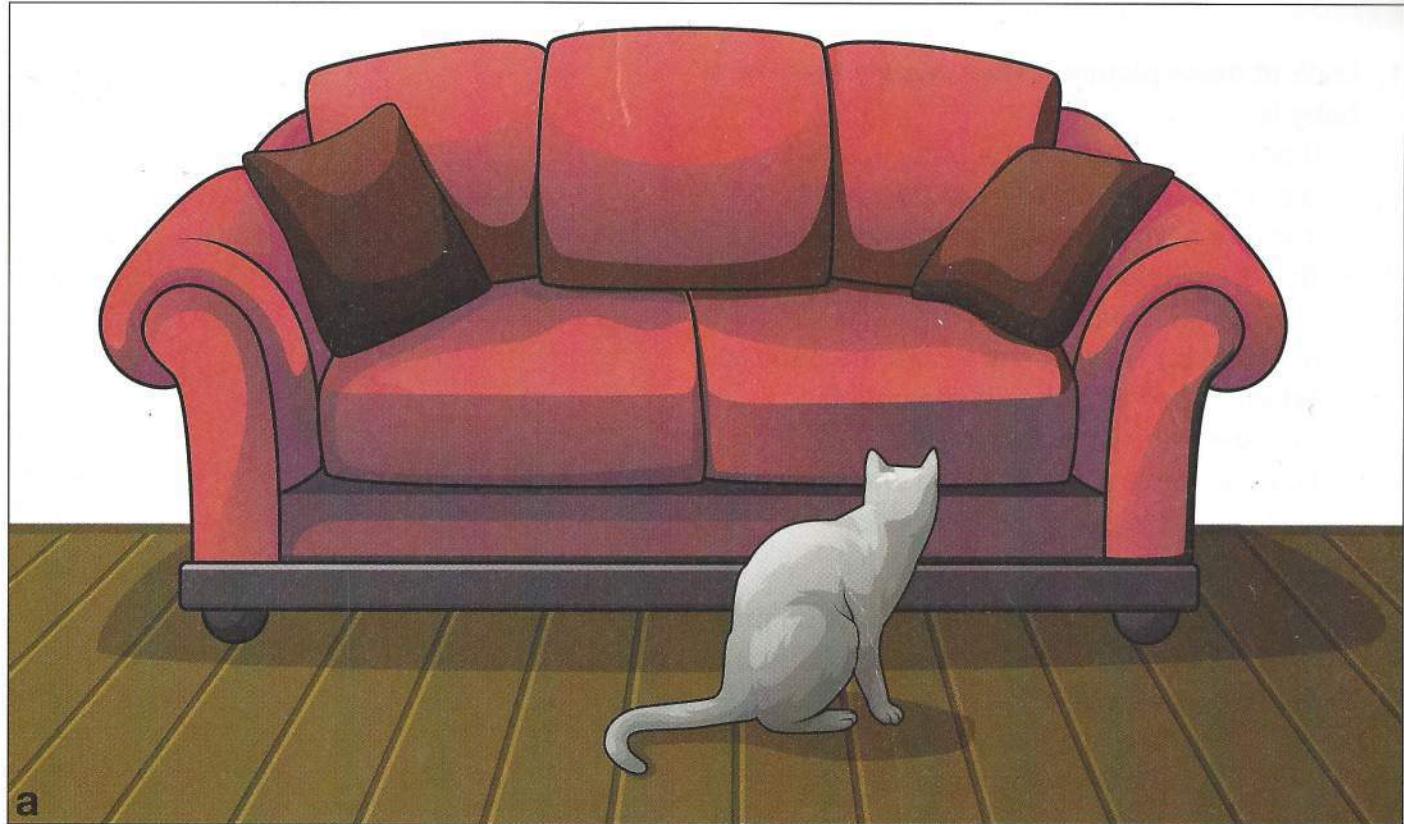
- Say the whole thing about where the cat was.

(Signal.) *The cat was on the floor.*

3. (Repeat parts 1 and 2 until all children's responses are firm.)

Individual Turns

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



CORRECTIONS

EXERCISE 4

(Correct all mistakes immediately; then

EXERCISE 5 Tense—Pictures

1. Look at these pictures. They show what a mouse does.

a. (Point to a.)

What is the mouse in front of? (Touch.)

The clock.

Yes, the mouse is in front of the clock.

Say the whole thing. (Touch.)

The mouse is in front of the clock.

b. (Point to b.)

Now look at where the mouse is. Where is it?

(Touch.) On the clock.

Yes, the mouse is on the clock.

Say the whole thing.

(Touch.) The mouse is on the clock.

2. Listen.

- Where was the mouse before it got on the clock? (Signal. Do not touch the picture.)

In front of the clock.

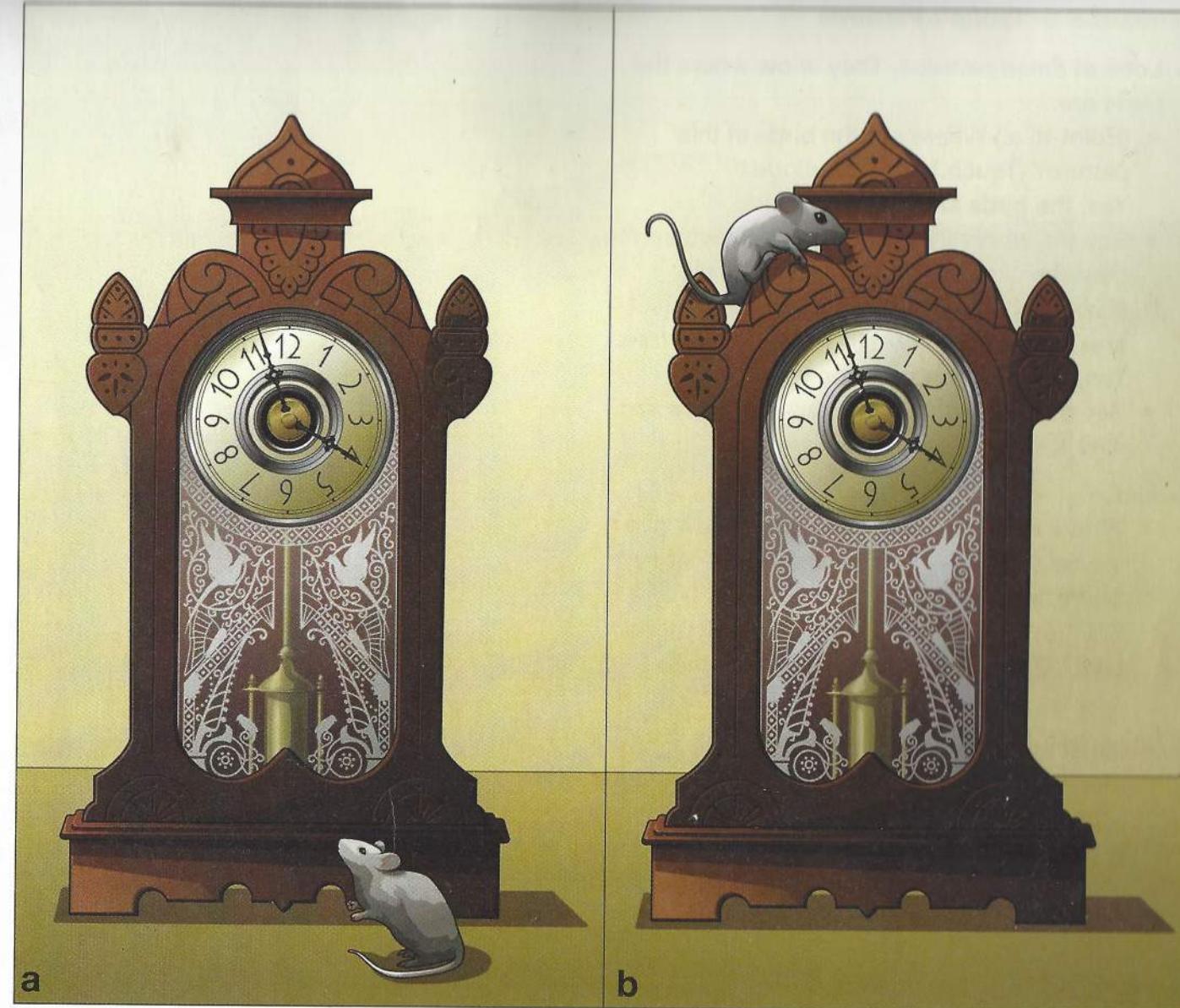
- Say the whole thing about where the mouse was.

(Signal.) The mouse was in front of the clock.

3. (Repeat parts 1 and 2 until all children's responses are firm.)

Individual Turns

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



CORRECTIONS

EXERCISE 5

(Correct all mistakes immediately; then

EXERCISE 6 Concept Application

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

- Listen to the rule. The alligator in back of the rock is long.

Everybody, say the rule. (Signal.)

The alligator in back of the rock is long.

- Again. (Signal.) *The alligator in back of the rock is long.*

(Repeat until all children can say the sentence.)

2. Let's look at the alligators. Remember, only one of these alligators is long. Which alligator is that? (Call on a child. Idea: *The alligator in back of the rock.*)

Yes, the alligator in back of the rock is long.

3. Say the rule about the alligator in back of the rock. (Signal.)

The alligator in back of the rock is long.

- (Point to a.)

Is this alligator in back of the rock?

(Touch.) Yes.

- This alligator is in back of the rock.

So what do you know about this alligator?

(Call on a child. Idea: *It is long.*)

You're right. This alligator is long.

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

4. Say the rule about the alligator in back of the rock. (Signal.)

The alligator in back of the rock is long.

- (Point to b.)

Is this alligator in back of the rock?

(Touch.) No.

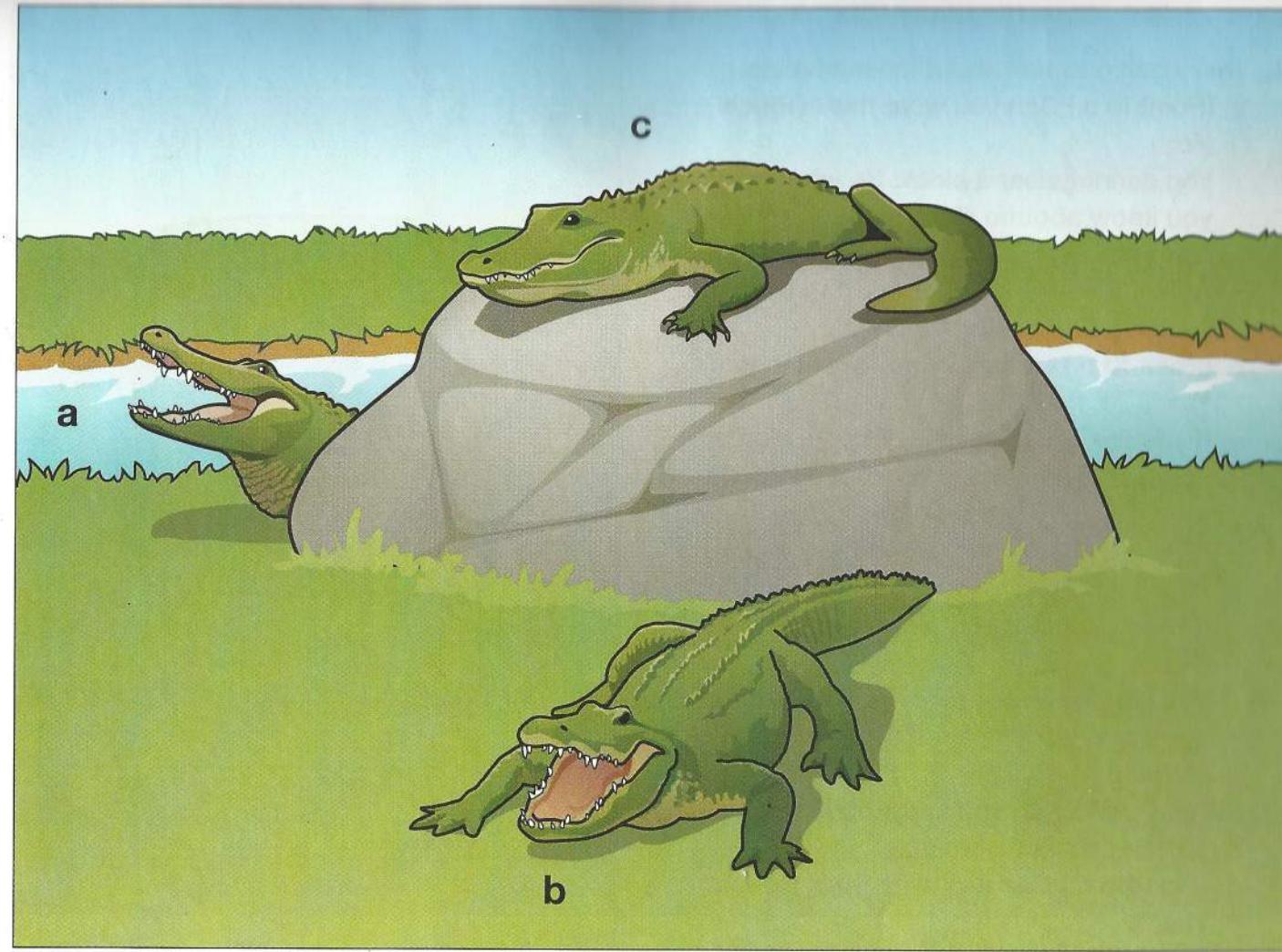
- This alligator is not in back of the rock.

So what do you know about this alligator?

(Call on a child. Idea: *It is not long.*)

You're right. This alligator is not long.

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



5. Say the rule about the alligator in back of the rock. (Signal.)

The alligator in back of the rock is long.

- (Point to c.)

Is this alligator in back of the rock?

(Touch.) No.

- This alligator is not in back of the rock.

So what do you know about this alligator?

(Call on a child. Idea: *It is not long.*)

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

6. (Call on two children.)

- Show me the alligator that is in back of the rock. (Wait.)

- Do you think that alligator is long? (Wait.)

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

EXERCISE 6 Concept Application (cont.)

7. Look at the picture.

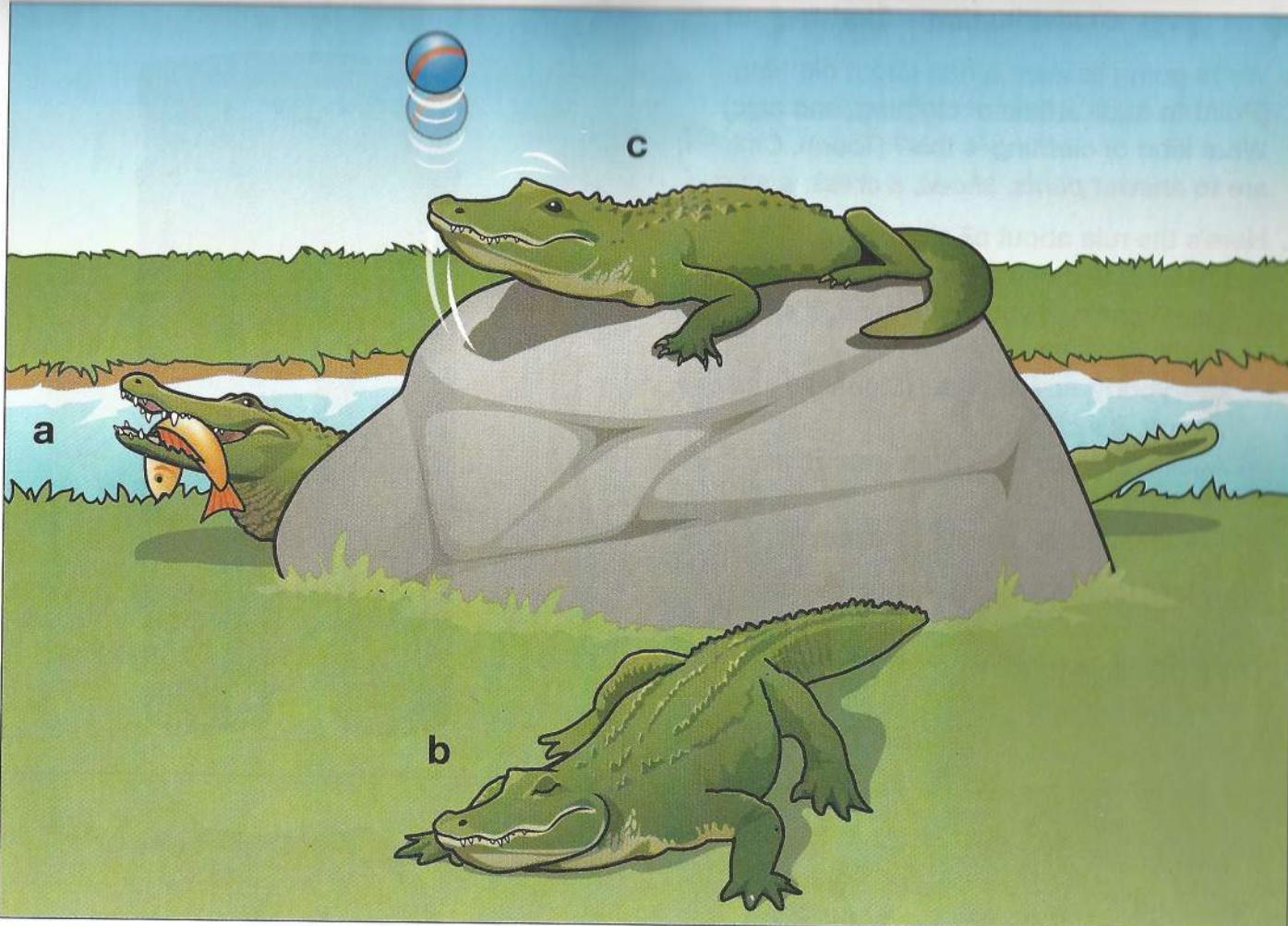
- Where is the alligator that is long?
(Call on a child. Idea: *In back of the rock.*)
Yes, the alligator in back of the rock is long.
Everybody, say the rule. (Touch.)
The alligator in back of the rock is long.
- (Repeat part 7 until all children's responses are firm.)

8. Look at this alligator.

- (Point to a.)
Is this alligator in back of the rock?
(Touch.) Yes.
Where is this alligator? (Touch.)
In back of the rock.
- What is this alligator doing? (Touch.)
Eating a fish.
Say the whole thing about what this alligator is doing. (Touch.)
This alligator is eating a fish.
- (Repeat part 8 until all children's responses are firm.)

9. Look at this alligator.

- (Point to b.)
Is this alligator in back of the rock?
(Touch.) No.
Where is this alligator? (Touch.) *In front of the rock.*
- What is this alligator doing? (Touch.)
Sleeping.
Say the whole thing about what this alligator is doing. (Touch.) *This alligator is sleeping.*
- (Repeat part 9 until all children's responses are firm.)



10. Look at this alligator.

- (Point to c.)
Is this alligator in back of the rock?
(Touch.) No.
Where is this alligator? (Touch.) *On the rock.*
- What is this alligator doing? (Touch.)
Playing with a ball.
Say the whole thing about what this alligator is doing. (Touch.)
This alligator is playing with a ball.
- (Repeat part 10 until all children's responses are firm.)

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

- Do you think alligators like to eat fish?
- Do you like fish?
- Do you think alligators like to play?
- What would you do if you saw an alligator?

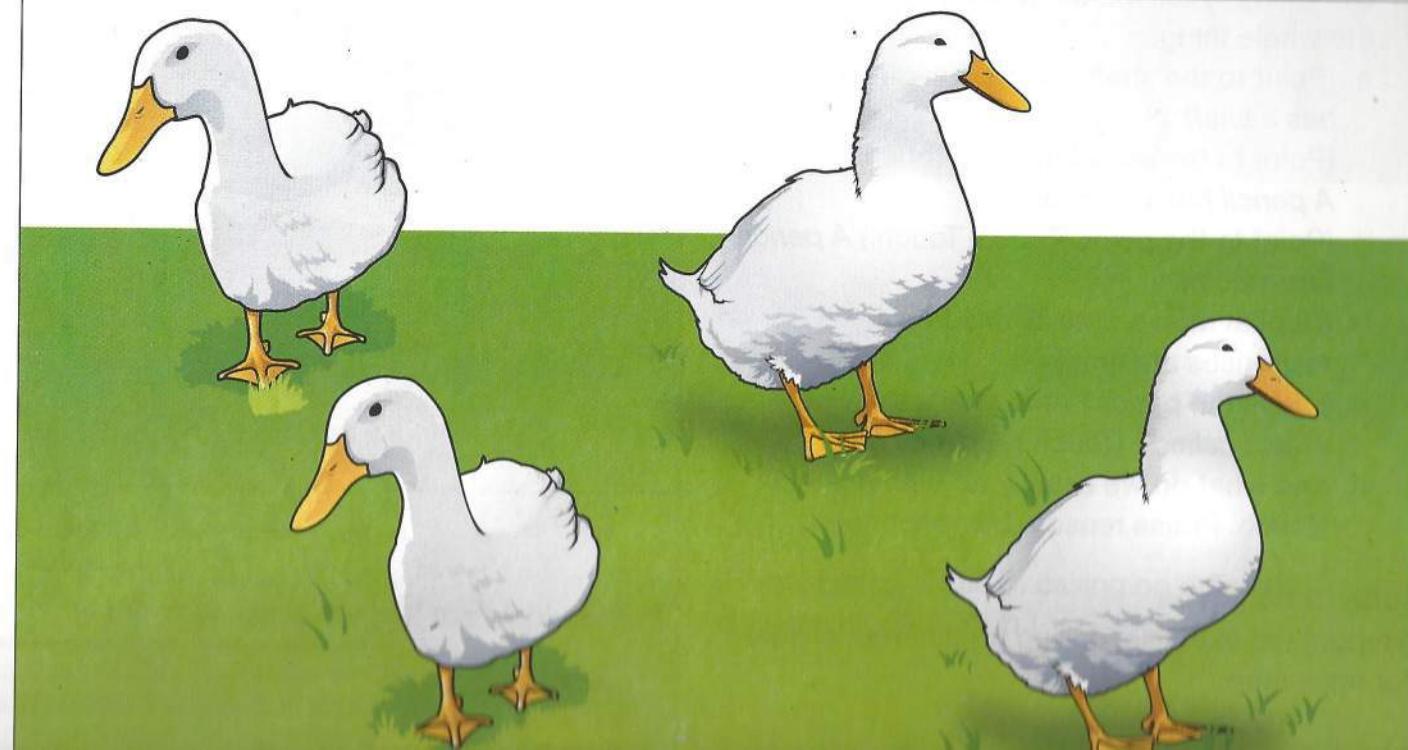
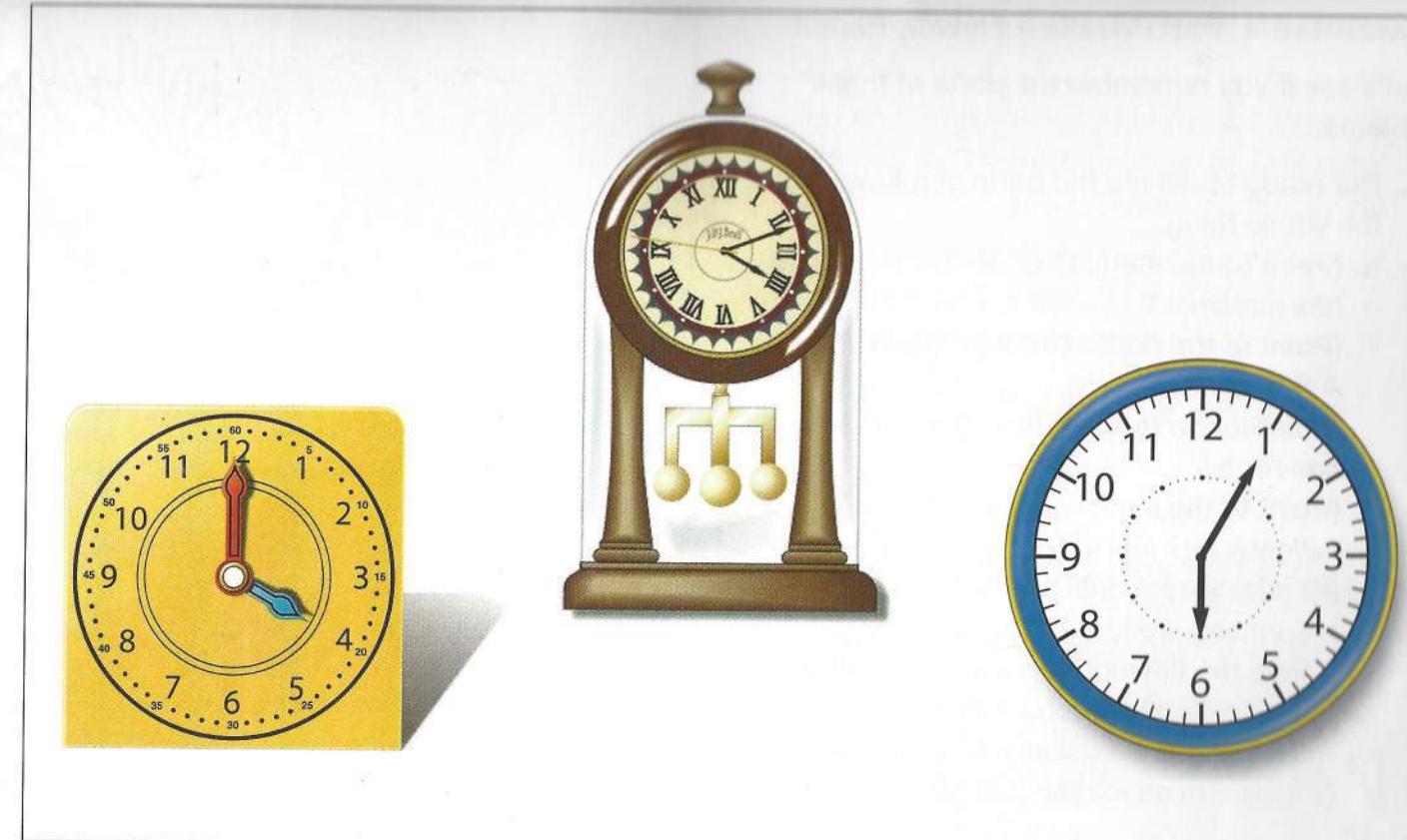
Individual Turns

(Repeat parts 7 through 10, calling on different children for each step.)

EXERCISE 7 Plurals

1. Everybody, get ready to tell me if I touch a clock or clocks.
 - a. (Touch all the clocks at the same time.)
What am I touching? (Signal.) Clocks.
Say the whole thing. (Signal.) You are touching clocks.
 - b. (Touch two clocks at the same time.)
What am I touching? (Signal.) Clocks.
Say the whole thing. (Signal.) You are touching clocks.
 - c. (Touch one clock.)
What am I touching? (Signal.) A clock.
Say the whole thing. (Signal.) You are touching a clock.
Am I touching a duck? (Signal.) No.
Say the whole thing. (Signal.) You are not touching a duck.
 - d. (Repeat steps a through c until all children's responses are firm.)

2. Everybody, get ready to tell me if I touch a duck or ducks.
 - a. (Touch all the ducks at the same time.)
What am I touching? (Signal.) Ducks.
Say the whole thing. (Signal.) You are touching ducks.
 - b. (Touch one duck.)
What am I touching? (Signal.) A duck.
Say the whole thing. (Signal.) You are touching a duck.
Am I touching a clock? (Signal.) No.
Say the whole thing. (Signal.) You are not touching a clock.
 - c. (Repeat steps a and b until all children's responses are firm.)



Individual Turns

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

EXERCISE 8 Prepositions—In Back Of, On, In Front Of

1. One of these monkeys is **in back of** the elephant.

One of these monkeys is **on** the elephant.

One of these monkeys is **in front of** the elephant.

- (Point to each monkey, and ask:
Is this monkey in back of the elephant?
(Touch. Children are to answer yes or no.)

2. Now we'll talk about each monkey.

a. (Point to a.)

What is this? (Touch.) A monkey.

Where is this monkey? (Touch.) **In back of the elephant.**

- Say the whole thing about where this monkey is.
(Touch.) **This monkey is in back of the elephant.**
- (Repeat step a until all children can make the statement.)

b. (Point to b.)

What is this? (Touch.) A monkey.

Where is this monkey? (Touch.) **On the elephant.**

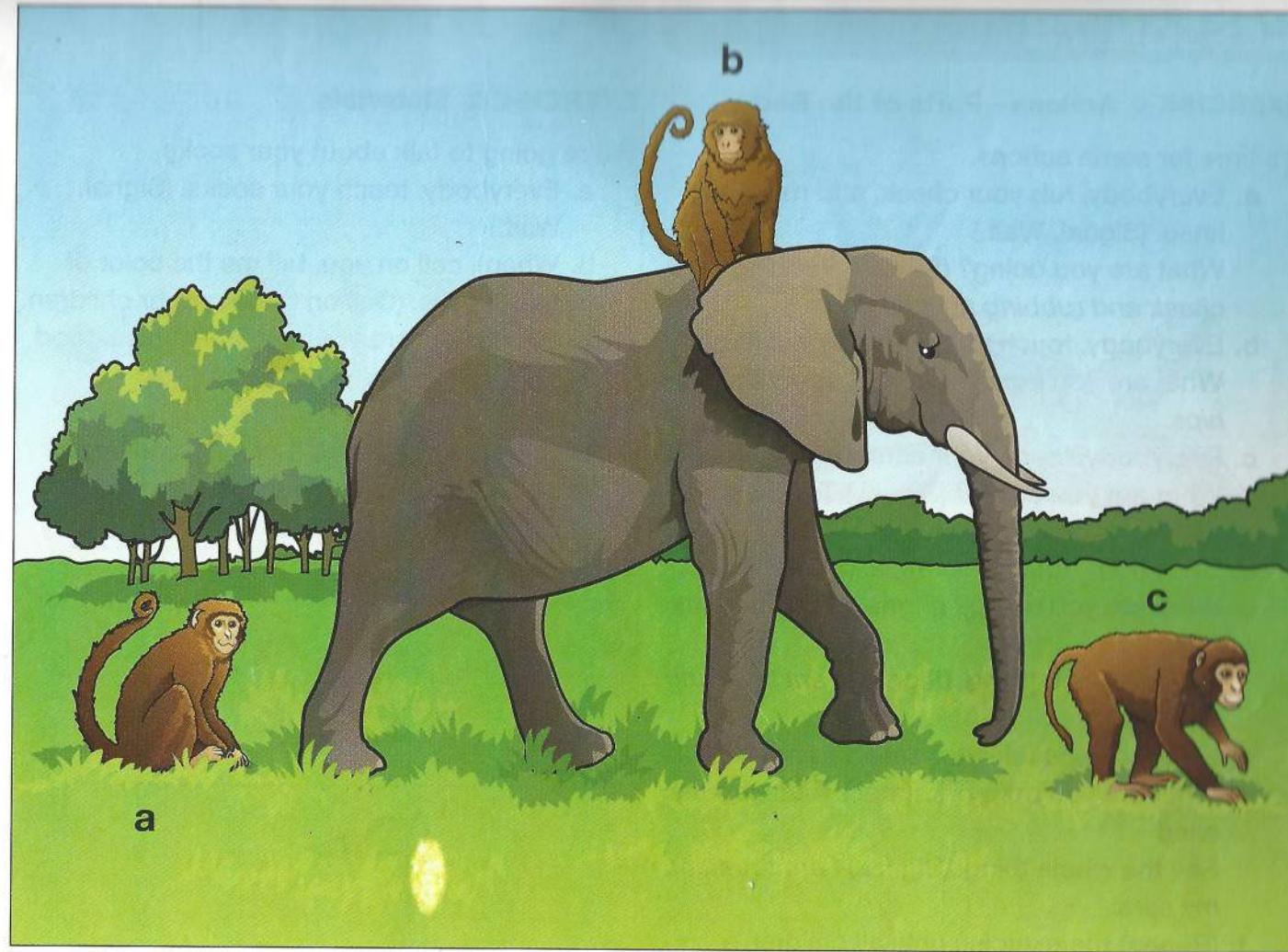
- Say the whole thing about where this monkey is.
(Touch.) **This monkey is on the elephant.**
- (Repeat step b until all children can make the statement.)

c. (Point to c.)

What is this? (Touch.) A monkey.

Where is this monkey? (Touch.) **In front of the elephant.**

- Say the whole thing about where this monkey is.
(Touch.) **This monkey is in front of the elephant.**
- (Repeat step c until all children can make the statement.)



3. Look at this monkey again.

- (Point to c.)
Is this monkey in back of the elephant?
(Touch.) No.
- **Say the whole thing.** (Touch.) **This monkey is not in back of the elephant.**

Individual Turns

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

EXERCISE 9 Classification—Vehicles

1. (Point to vehicles.)

a. All of these objects are in the same class.

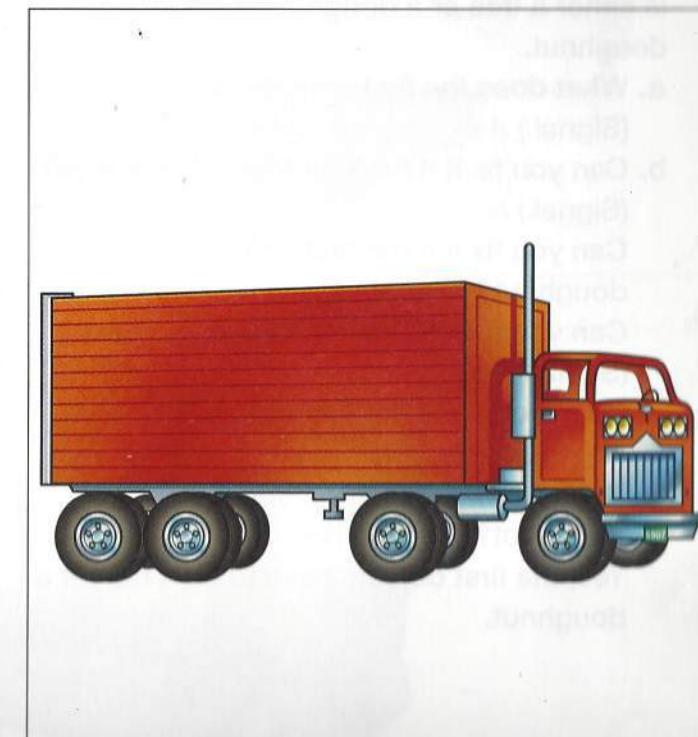
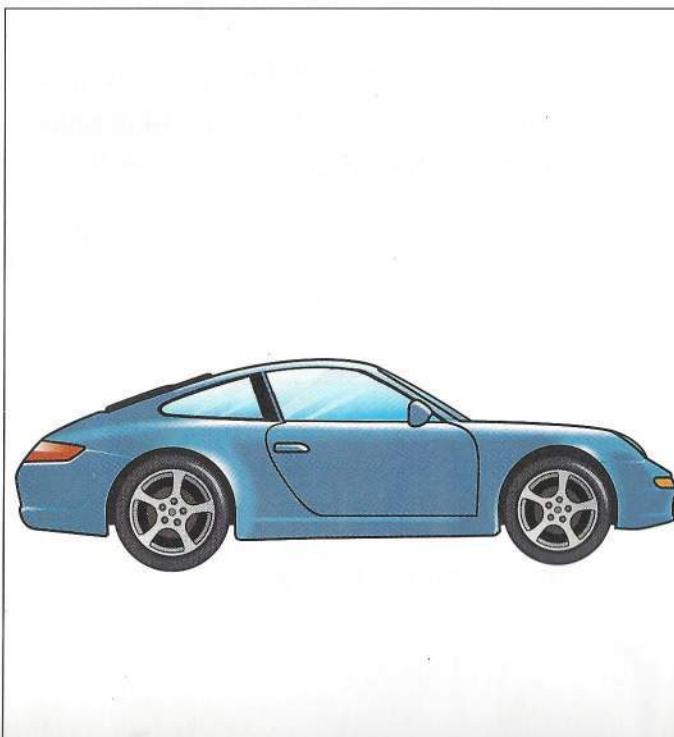
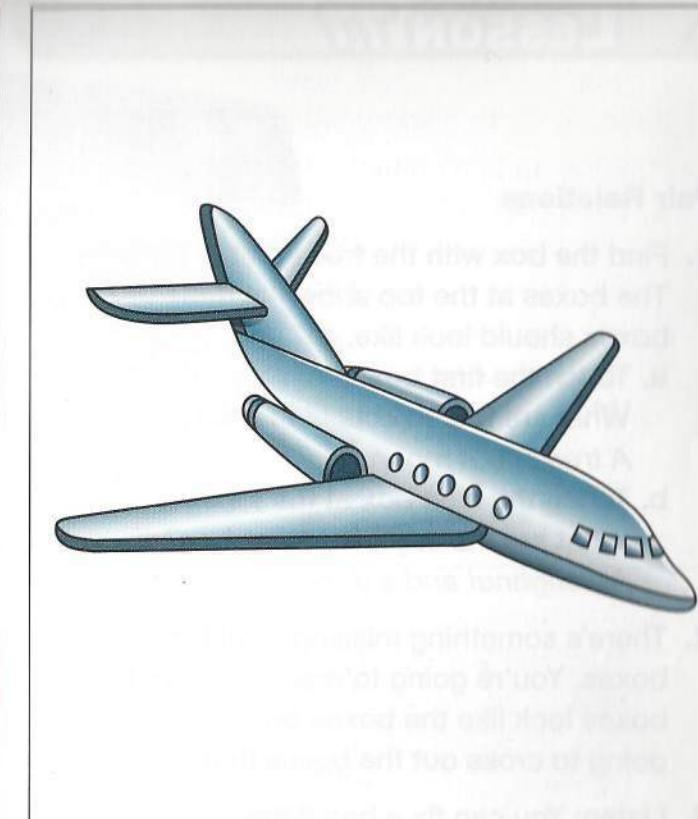
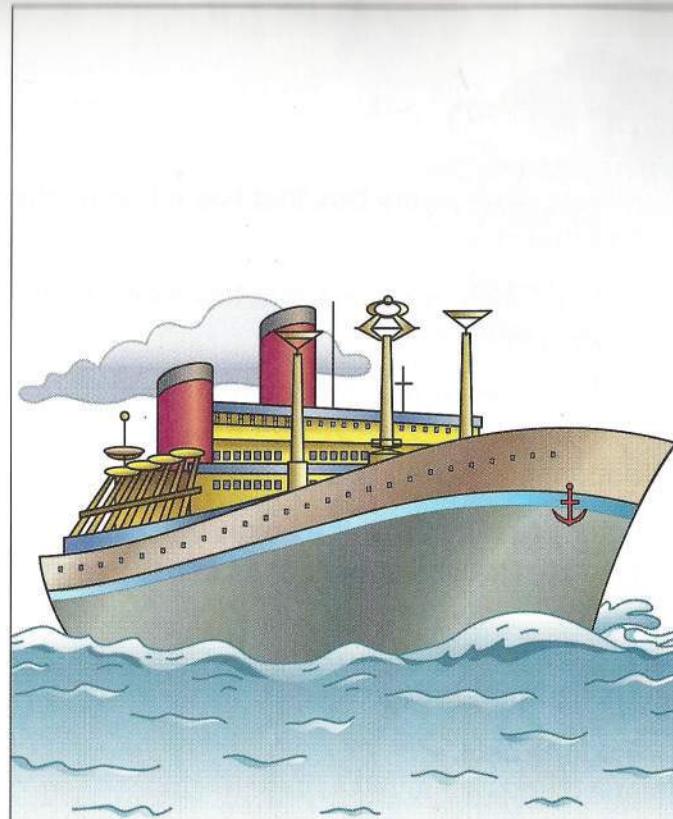
What class is that? (Touch.) Vehicles.

b. (Point to each vehicle, and ask:) What kind of vehicle is this? (Touch. Children are to answer *a ship, an airplane, a car, a sailboat, a truck.*)

c. Everybody, what's the rule about vehicles?

(Touch.) If it is made to take you places, it is a vehicle.

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



EXERCISE 9 Classification (cont.)

- 3. We'll talk about each picture.

a. (Point to a.)

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

So what do you know about a train?

(Touch.) It's a vehicle.

What kind of vehicle is it?

(Touch.) 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.)

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

So what do you know about a ship?

(Touch.) It's a vehicle.

What kind of vehicle is it?

(Touch.) A ship.

- Say the whole thing about this vehicle.

(Touch.) This vehicle is a ship.

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

c. (Point to c.)

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

So what do you know about a couch?

(Touch.) It's not a vehicle.

- Say the whole thing about a couch.

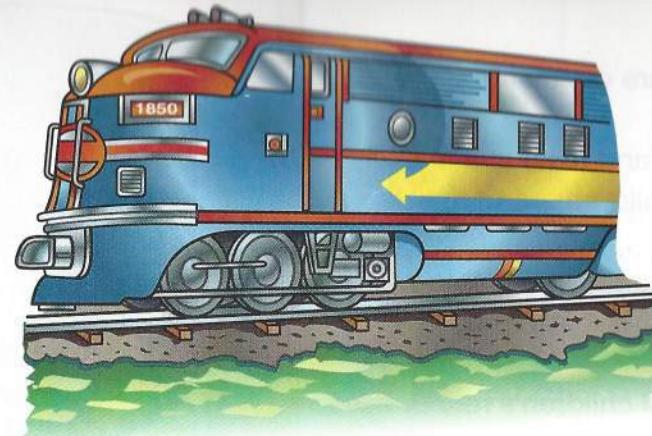
(Touch.) A couch is not a vehicle.

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

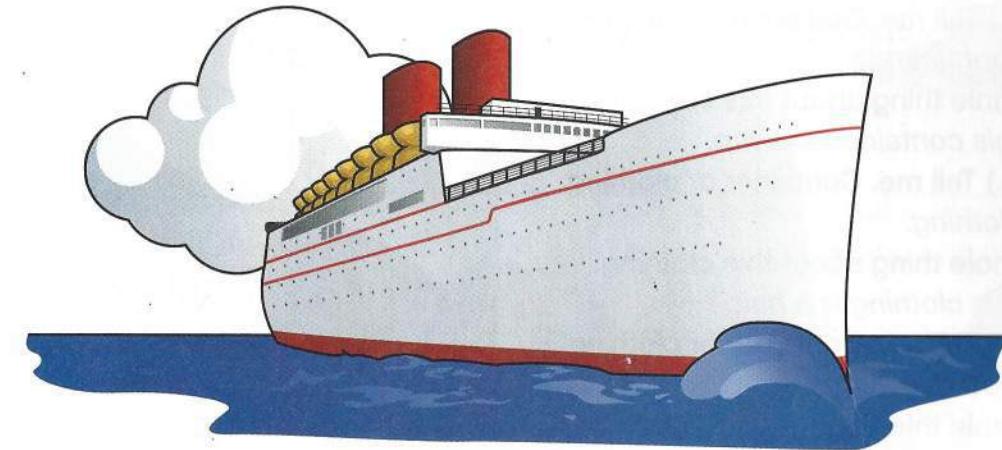
- 4. (Repeat part 3 until all children's responses are firm.)

Individual Turns

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



a



b



EXERCISE 10 Opposites—Old/Not Old

1. Look at these women. Let's find the women who are old.
 - (Point to each woman, and ask:) **Is this woman old?** (Touch. Children are to answer yes or no.)
 - (Repeat part 1 until all children's responses are firm.)

2. We'll talk about each woman.

- a. (Point to a.)

Is this woman old? (Touch.) Yes.

Say the whole thing. (Touch.) *This woman is old.*

- b. (Point to b.)

Is this woman old? (Touch.) Yes.

Say the whole thing. (Touch.) *This woman is old.*

- c. (Point to c.)

Is this woman old? (Touch.) No.

Say the whole thing. (Touch.) *This woman is not old.*

- d. (Point to d.)

Is this woman old? (Touch.) No.

Say the whole thing. (Touch.) *This woman is not old.*

- e. (Point to e.)

Is this woman old? (Touch.) No.

Say the whole thing. (Touch.) *This woman is not old.*

- f. (Point to f.)

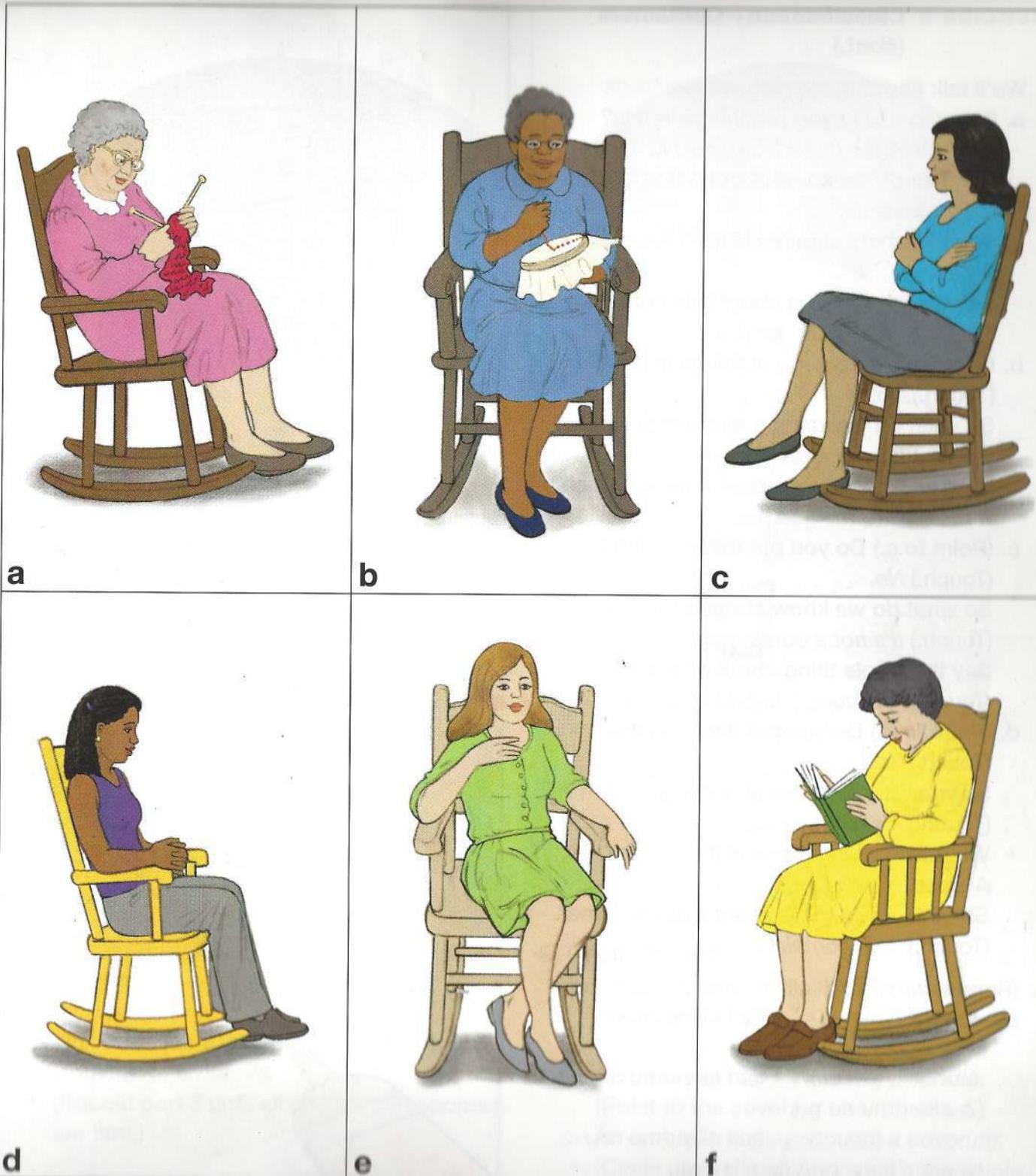
Is this woman old? (Touch.) Yes.

Say the whole thing. (Touch.) *This woman is old.*

3. (Repeat part 2 until all children's responses are firm. Then say: **Now you know which women are old.**)

Individual Turns

(Repeat part 2, calling on different children for



EXERCISE 11 Part/Whole—Umbrella

1. Today we're going to learn the parts of an umbrella.

a. (Circle umbrella a with your finger.)

Everybody, what is this? (Touch.)

An umbrella.

Say the whole thing. (Touch.) This is an umbrella.

b. (Point to umbrella b.)

Here's an umbrella that's in parts. I'll name the parts.

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

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

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

2. Your turn to tell me the parts.

• (Point to the frame of umbrella b.)

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

A frame.

(Point to the handle of umbrella b.)

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

A handle.

(Point to the covering of umbrella b.)

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

A covering.

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

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

• (Point to the frame of umbrella a.)

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

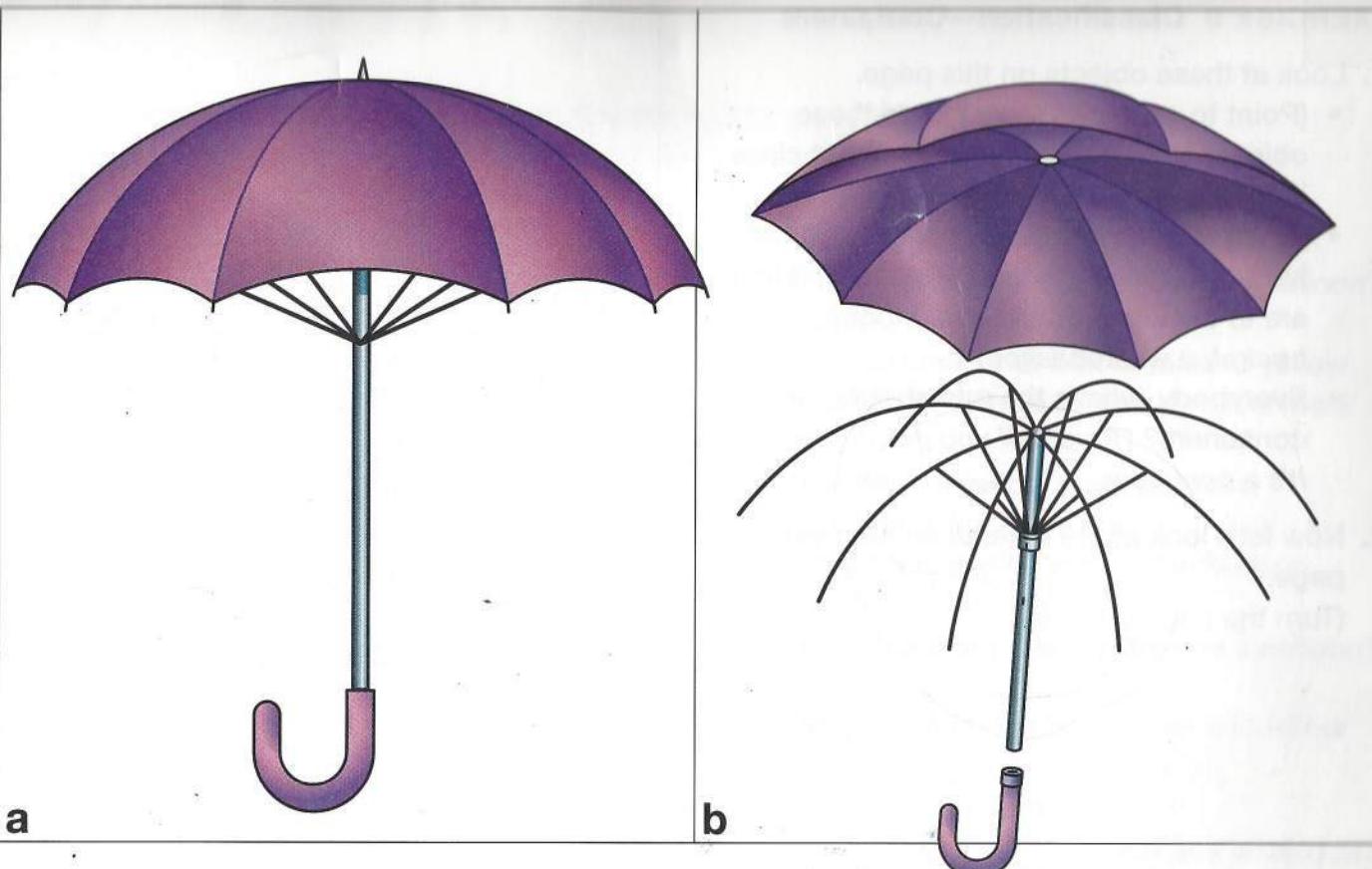
A frame.

(Point to the handle of umbrella a.) What is this part called? (Pause. Touch.) A handle.

(Point to the covering of umbrella a.)

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

A covering.



• (Circle umbrella a.) Frame, handle, and covering are parts of . . . (touch) an umbrella.

Yes. What's the whole object called?

(Touch.) An umbrella.

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

4. Listen.

• (Point to the frame on umbrella a.) An umbrella has . . . (touch) a frame.

(Point to the handle on umbrella a.)

An umbrella has . . . (touch) a handle.

(Point to the covering on umbrella a.)

An umbrella has . . . (touch) a covering.

• (Circle umbrella a.) And what's the whole object called? (Touch.) An umbrella.

LESSON 60



EXERCISE 1 Actions—Review

1. It's time for an action game.

- Everybody, hold your hand in front of your head. (Signal. Wait.) Where is your hand? (Signal.) *In front of my head.*
- Hold your hand in back of your head. (Signal. Wait.) Where is your hand? (Signal.) *In back of my head.*
Keep it there.
- Listen carefully. Where was your hand? (Signal.) *In front of my head.*
Say the whole thing about where your hand was. (Signal.) *My hand was in front of my head.*
- Again. (Signal.) *My hand was in front of my head.*
(Repeat step d until all children's responses are firm.)
Hands down.
- (Repeat steps a through d until all children's responses are firm.)

2. Let's do another one.

- Everybody, put your hand over your knee. (Signal. Wait.) Where is your hand? (Signal.) *Over my knee.*
Say the whole thing. (Signal.) *My hand is over my knee.*
- Everybody, put your hand on your knee. (Signal. Wait.) Where is your hand now? (Signal.) *On my knee.*
Keep it there.
- Where was your hand? (Signal.) *Over my knee.*
Say the whole thing.
(Signal.) *My hand was over my knee.*
- (Repeat steps a through c until all children's responses are firm.)

EXERCISE 2 Actions—Plurals

1. Listen carefully.

- Everybody, touch your knees. (Pause. Signal. Wait.)
What are you touching? (Signal.)
My knees. ●
Say the whole thing about what you are doing.
(Signal.) *I am touching my knees.*
- Again. (Signal.) *I am touching my knees.*
(Repeat step b until all children's responses are firm.)
- Everybody, touch your knee. (Pause. Signal. Wait.)
What are you touching? (Signal.) *My knee.*
Say the whole thing. (Signal.) *I am touching my knee.*
- Everybody, touch your knees. (Pause. Signal. Wait.) What are you touching?
(Signal.) *My knees.*
Say the whole thing. (Signal.) *I am touching my knees.*
- Everybody, touch your shoes. (Pause. Signal. Wait.) What are you touching?
(Signal.) *My shoes.*
Say the whole thing. (Signal.) *I am touching my shoes.*

f. Everybody, touch your shoe. (Pause. Signal. Wait.)

What are you touching? (Signal.) *My shoe.*
Say the whole thing. (Signal.) *I am touching my shoe.*

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

CORRECTIONS

EXERCISE 2

● Error

(Children say knee.)

Correction

- Say it with me. (Signal. Respond with children.) *My knee.*

- All by yourselves. Say it. (Signal. Do not respond with children.) *My knees.*
Again. (Signal.) *My knees.*

- (Repeat step 1a.)

EXERCISE 3 Actions—And

1. It's time for some actions.

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

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

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

Sit down.

b. Everybody, stand up and touch your head.

Get ready. (Signal. Wait.)

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

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

c. Say the whole thing with me. (Signal.)

Respond with children.)

I am standing up and touching my head.

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

d. All by yourselves. Say the whole thing.

(Signal. Do not respond with children.)

I am standing up and touching my head.

e. Again. (Signal.) *I am standing up and touching my head.*

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

Sit down.

2. Let's do that again.

a. Everybody, stand up and touch your head.

Get ready. (Signal. Wait.)

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

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

3. Here's another one.

a. Everybody, sit down and touch your nose.

Get ready. (Signal. Wait.)

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

b. Say the whole thing. (Signal.) *I am sitting down and touching my nose.*

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

EXERCISE 4 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.

Wednesday.

(Pause. Signal.) Thursday.

Saturday.

(Pause. Signal.) Sunday.

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?

(Pause. Signal. Wait.)

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

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

2. Let's do those questions again.

Everybody, what day is today?

(Signal. Wait.)

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.)

EXERCISE 5 Tense—Pictures

1. Look at these pictures. They show what a bird does.

a. (Point to a.)

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

Yes, the bird is in the cage.

Say the whole thing. (Touch.) *The bird is in the cage.*

b. (Point to b.)

Now look at where the bird is.

Where is it? (Touch.) *On the cage.*

Yes, the bird is on the cage. Say the whole thing. (Touch.) *The bird is on the cage.*

2. Listen. Where was the bird before it got on the cage? (Signal. Do not touch the picture.)

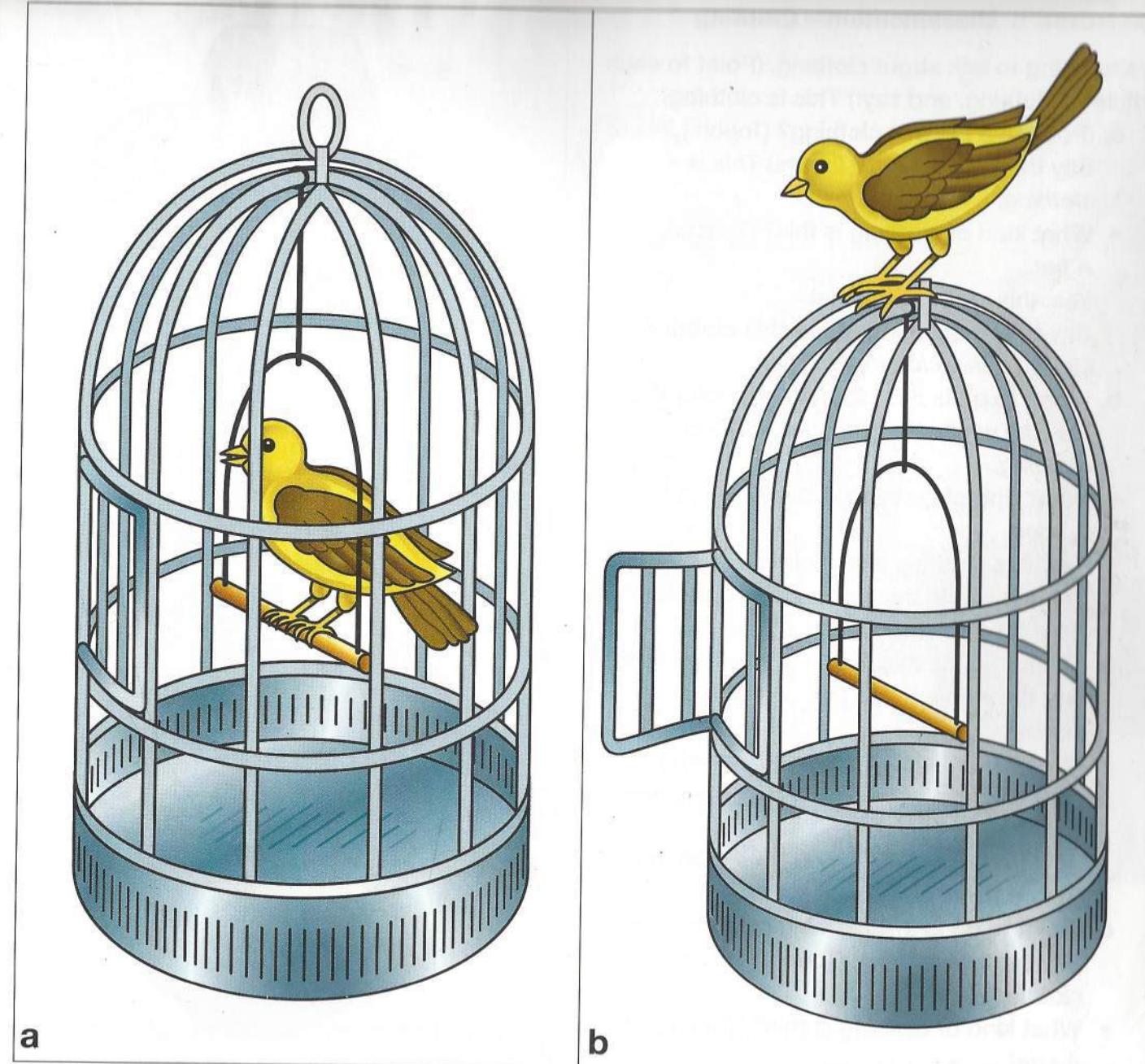
In the cage.

Say the whole thing about where the bird was. (Touch.) *The bird was in the cage.*

3. (Repeat parts 1 and 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

(Correct all mistakes immediately; then



EXERCISE 6 Concept Application

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

- Listen to the rule. The boy in a coat will wash his hands.

Everybody, say the rule. (Signal.) *The boy in a coat will wash his hands.*

- Again. (Signal.) *The boy in a coat will wash his hands.*

- (Repeat part 1 until all children can say the sentence.)

2. Let's look at the boys. Remember, only one of these boys will wash his hands. Which boy is that? (Signal.) *The boy in a coat.*

Yes, the boy in a coat will wash his hands.

3. Say the rule about the boy in a coat. (Signal.)

The boy in a coat will wash his hands.

- (Point to a.) Is this boy in a coat? (Touch.) No.

- This boy is not in a coat. So what do you know about this boy? (Call on a child. Idea: *He won't wash his hands.*)

You're right. This boy won't wash his hands.

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

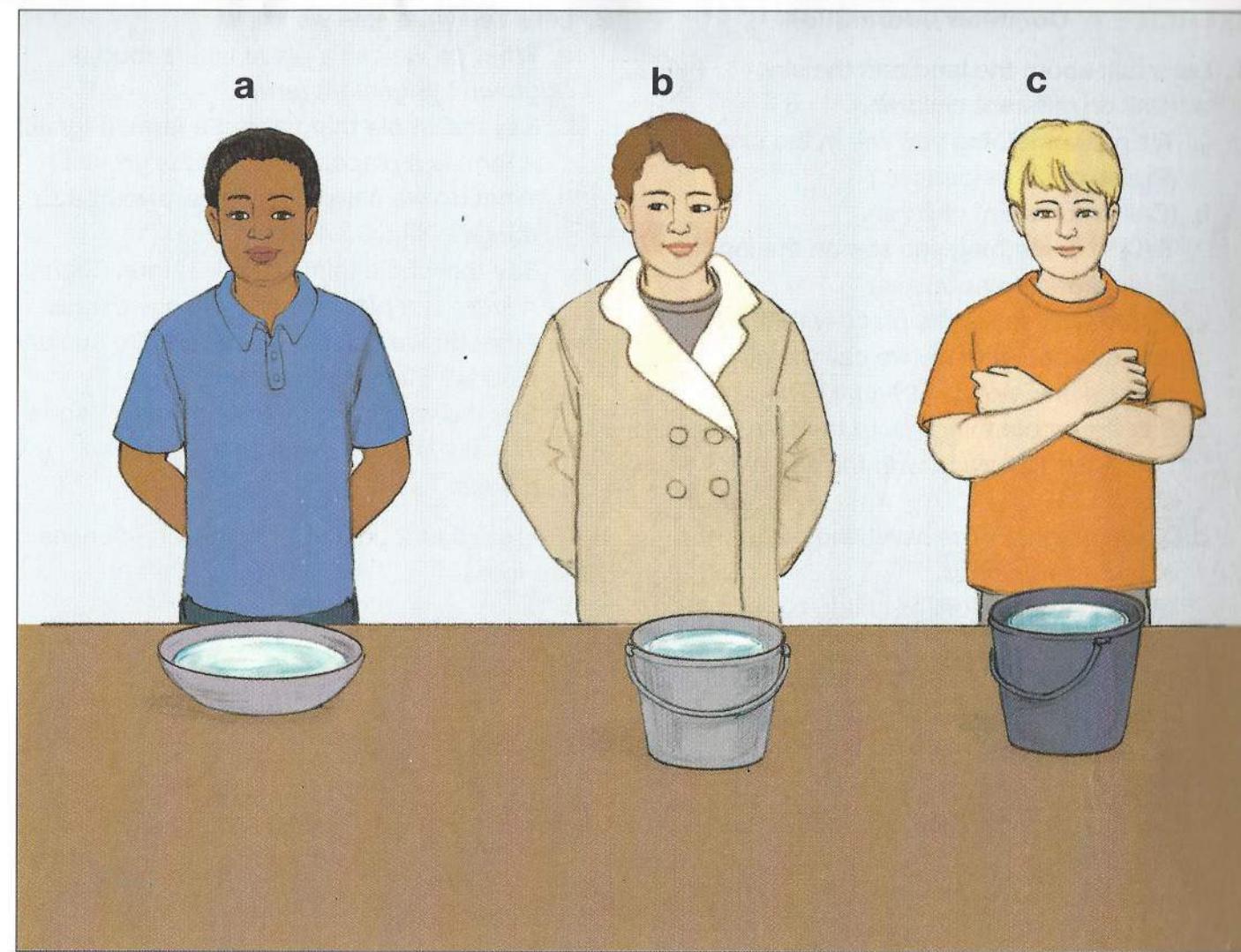
4. Everybody, say the rule about the boy in a coat. (Signal.) *The boy in a coat will wash his hands.*

- (Point to b.) Is this boy in a coat? (Touch.) Yes.

- This boy is in a coat. So what do you know about this boy? (Call on a child. Idea: *He will wash his hands.*)

You're right. This boy will wash his hands.

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



5. Everybody, say the rule about the boy in a coat. (Signal.) *The boy in a coat will wash his hands.*

- (Point to c.) Is this boy in a coat? (Touch.) No.

- This boy is not in a coat. So what do you know about this boy? (Call on a child. Idea: *He won't wash his hands.*)

You're right. This boy won't wash his hands.

6. (Call on two children.)

- Show me the boy who will wash his hands. (Wait.)

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

EXERCISE 6 Concept Application (cont.)

7. Look at the picture.

- Which boy is washing his hands? (Call on a child. Idea: *The boy in the coat.*)

Yes, the boy in a coat is washing his hands.

Everybody, say the whole thing about what the boy in a coat is doing. (Touch.) *The boy in a coat is washing his hands.*

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

8. Look at this boy.

- (Point to a.)

Is this boy washing his hands? (Touch.) No.

- What is this boy washing? (Touch.)

His face.

Say the whole thing about what this boy is doing. (Touch.) *This boy is washing his face.*

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

9. Look at this boy.

- (Point to c.)

Is this boy washing his hands? (Touch.) No.

- What is this boy washing? (Touch.)

His knee.

Say the whole thing about what this boy is doing. (Touch.) *This boy is washing his knee.*

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

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

- Why do you think the boy in the coat is washing his hands?

- Do you ever wash your hands with your coat on?



EXERCISE 7 Plurals

1. Everybody, get ready to tell me if I touch a frog or frogs.

a. (Touch one frog.)

What am I touching? (Signal.) A frog.

Say the whole thing. (Signal.) You are touching a frog.

b. (Touch three frogs at the same time.)

What am I touching? (Signal.) Frogs.

Say the whole thing. (Signal.) You are touching frogs.

c. (Touch two frogs at the same time.)

What am I touching? (Signal.) Frogs.

Say the whole thing. (Signal.) You are touching frogs.

Am I touching a bird? (Signal.) No.

Say the whole thing. (Signal.) You are not touching a bird.

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

2. Everybody, get ready to tell me if I touch a bird or birds.

a. (Touch one bird.)

What am I touching? (Signal.) A bird.

Say the whole thing. (Signal.) You are touching a bird.

b. (Touch three birds at the same time.)

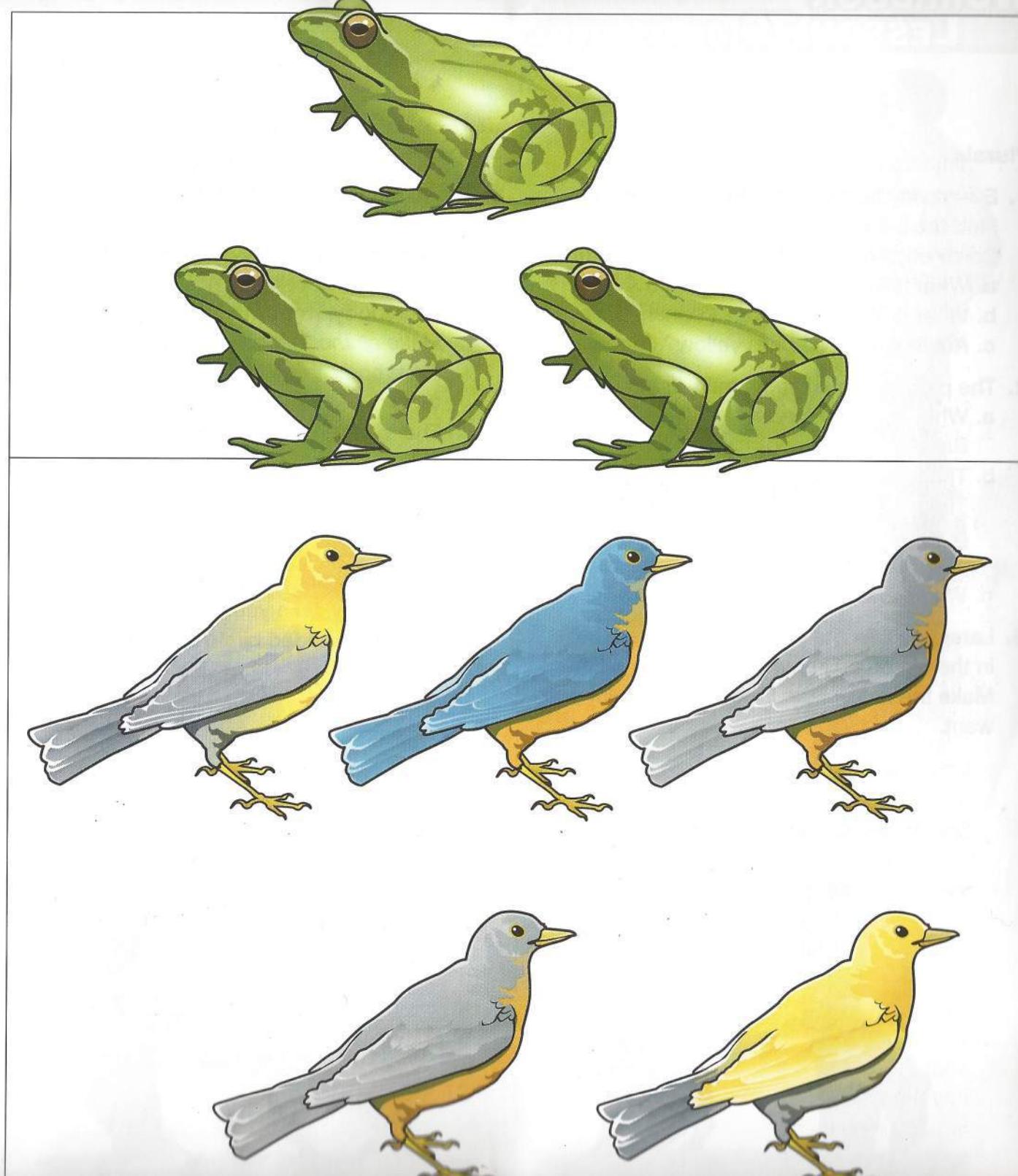
What am I touching? (Signal.) Birds.

Say the whole thing. (Signal.) You are touching birds.

Am I touching frogs? (Signal.) No.

Say the whole thing. (Signal.) You are not touching frogs.

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.)

EXERCISE 8 Opposites—Old/Young

1. We're going to talk about old and young.
- (Point to each dog and ask:) Is this dog old? (Touch.) Children are to answer yes or no.)
 - (Repeat until all children's responses are firm.)

2. We're going to talk about each dog.

a. (Point to a.)

Is this dog old? (Touch.) No.

So this dog is young.

b. (Point to b.)

Is this dog old? (Touch.) Yes.

c. (Point to c.)

Is this dog old? (Touch.) Yes.

d. (Point to d.)

Is this dog old? (Touch.) No.

So this dog is young. Say the whole thing.

(Touch.) This dog is young.

3. I'll point to each dog. Say old if it is old. Say young if it is young.

• What are you going to say if it is old?

(Signal.) Old.

What are you going to say if it is young?

(Signal.) Young.

• (Point to each dog. Children are to answer old or young.)

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

4. Some men are old. Some men are young. I'll point to each man. Say young if he is young. Say old if he is old.

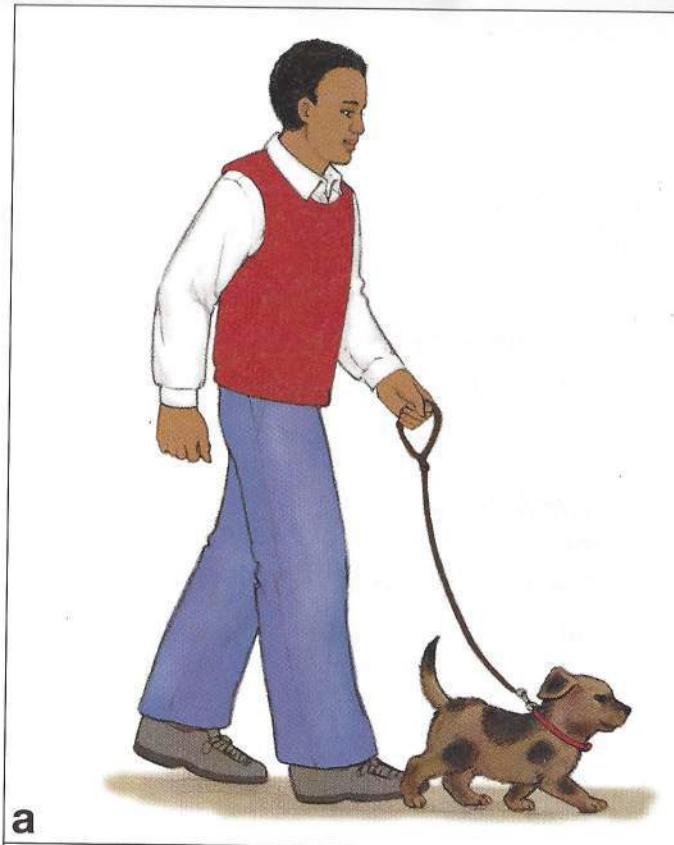
• What are you going to say if he is old?

(Signal.) Old.

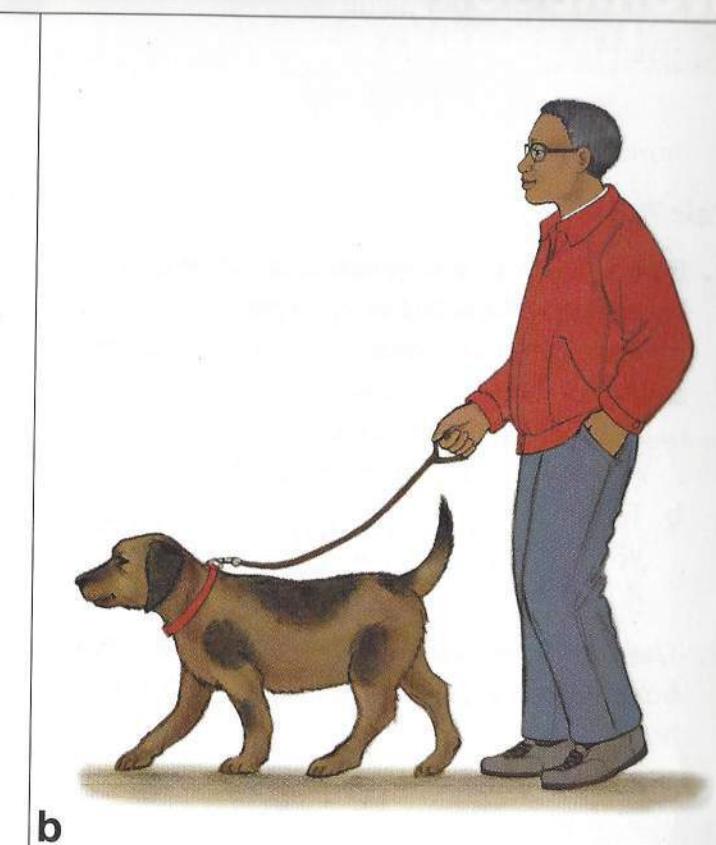
What are you going to say if he is young?

(Signal.) Young.

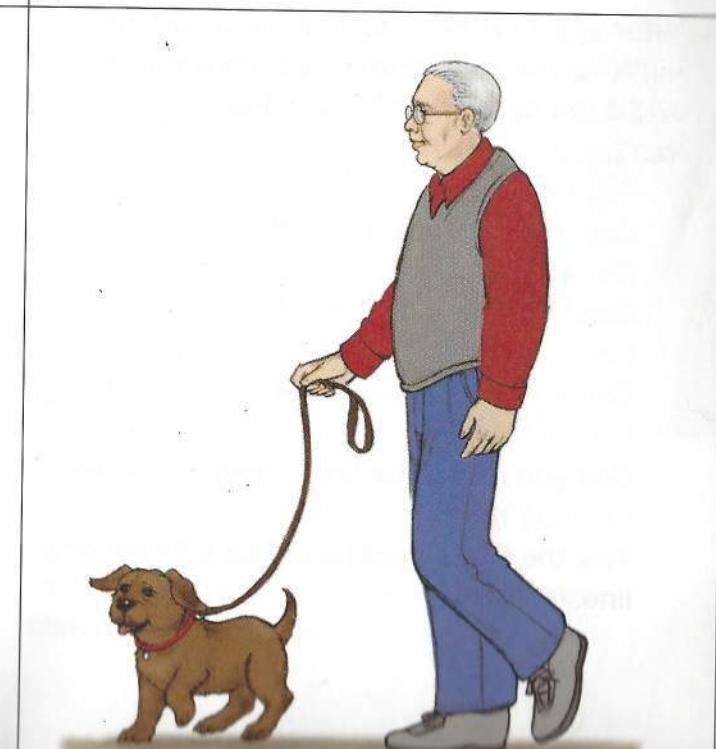
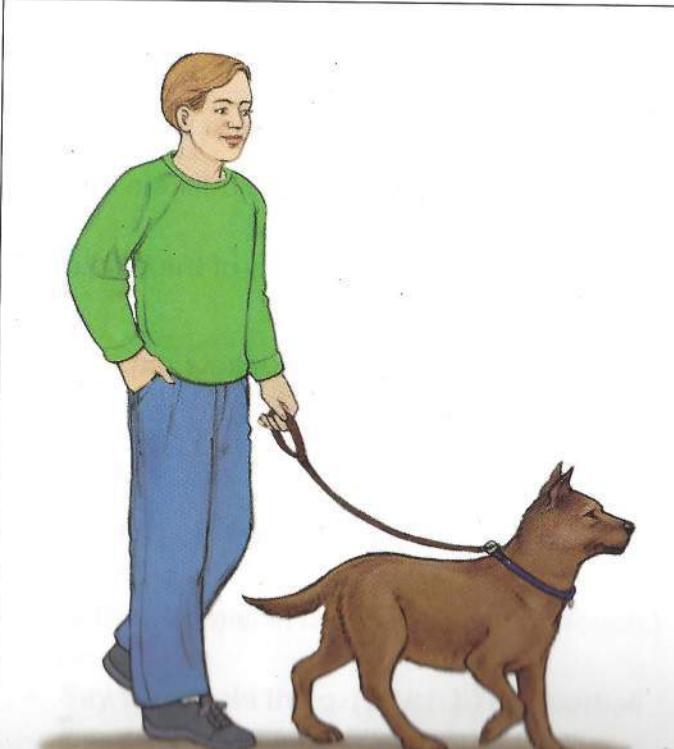
• (Point to each man. Children are to answer old or young.)



a



b



EXERCISE 9 Prepositions—In Back Of, Over, On

1. One of these footballs is **in back of** the bike.

One of these footballs is **over** the bike.

One of these footballs is **on** the bike.

- (Point to each football, and ask:)

Is this football in back of the bike?

(Touch. Children are to answer yes or no.)

2. We'll talk about each football.

a. (Point to a.)

What is this? (Touch.) A football.

Where is this football? (Touch.) Over the bike.

- **Say the whole thing about where this football is. (Touch.) This football is over the bike.**

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

b. (Point to b.)

What is this? (Touch.) A football.

Where is this football? (Touch.) In back of the bike.

- **Say the whole thing about where this football is. (Touch.) This football is in back of the bike.**

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

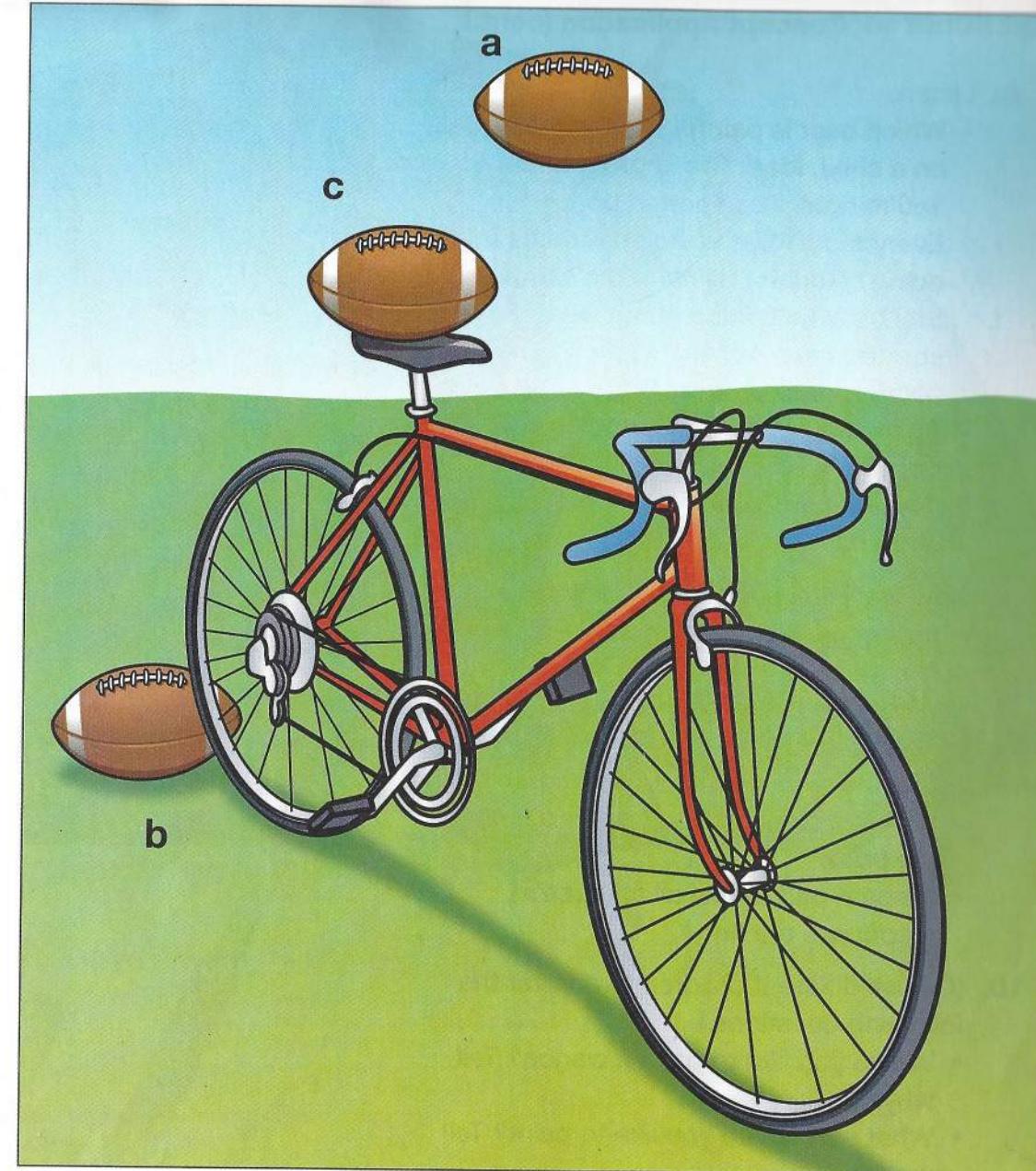
c. (Point to c.)

What is this? (Touch.) A football.

Where is this football? (Touch.) On the bike.

- **Say the whole thing about where this football is. (Touch.) This football is on the bike.**

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



3. Look at this football again.

- (Point to c.)

Is this football in back of the bike? (Touch.) No.

- **Say the whole thing. (Touch.) This football is not in back of the bike.**

Individual Turns

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



EXERCISE 10 Part/Whole—Umbrella

1. Today we're going to do the parts of an umbrella again.
 - a. (Circle the umbrella.) Everybody, what is this? (Touch.) *An umbrella.*
 - b. Get ready to tell me the parts of an umbrella.
(Point to the frame.) What is this part called? (Touch.) *A frame.*
(Point to the handle.) What is this part called? (Touch.) *A handle.*
(Point to the covering.) What is this part called? (Touch.) *A covering.*
 - c. (Repeat step b until all children's responses are firm.)
2. Listen.
 - a. (Point to the handle.) An umbrella has . . .
(touch) *a handle.*
(Point to the covering.) An umbrella has . . .
(touch) *a covering.*
(Point to the frame.) An umbrella has . . .
(touch) *a frame.*
(Circle the umbrella.) And what's the whole object called? (Touch.) *An umbrella.*
 - b. (Repeat step a until all children's responses are firm.)
 - c. Get ready to tell me the parts of an umbrella. Say the whole thing.
(Point to the handle. Pause. Touch.)
An umbrella has a handle.
(Point to the covering. Pause. Touch.)
An umbrella has a covering.
(Point to the frame. Pause. Touch.)
An umbrella has a frame.
 - d. (Repeat step c until all children can make the statements.)



3. (Circle the umbrella.) And what's the whole object called? (Touch.) *An umbrella.*
What do we usually do with an umbrella?
(Praise reasonable responses.)

EXERCISE 11 Classification—Vehicles

1. We're going to play a game about vehicles.
What's the rule about vehicles? (Signal.) *If it is made to take you places, it is a vehicle.*
2. Listen. I'm going to name some vehicles, but don't let me fool you.
 - a. If I name something that is a vehicle, you say yes.
If I name something that is **not** a vehicle, you say **not a vehicle**.
 - b. What are you going to say if it is a vehicle? (Signal.) Yes.
What are you going to say if it is not a vehicle? (Signal.) **Not a vehicle**.
3. Remember, I'm going to name some vehicles, but I may fool you.
 - a. Listen. (Pause.) Airplane. (Signal.) Yes.
Bus. (Signal.) Yes.
Canoe. (Signal.) Yes.
Shovel. (Signal.) **Not a vehicle.** ●
Why did you say **not a vehicle**? (Signal.)
Because a shovel is not a vehicle.

- b. Listen. (Pause.) Ship. (Signal.) Yes.
Truck. (Signal.) Yes.
Motorboat. (Signal.) Yes.
Taxi. (Signal.) Yes.
Cat. (Signal.) **Not a vehicle.**
Why did you say **not a vehicle**? (Signal.)
Because a cat is not a vehicle.
 - c. Listen. (Pause.) Sailboat. (Signal.) Yes.
Car. (Signal.) Yes.
Motorcycle. (Signal.) Yes.
Bike. (Signal.) Yes.
Table. (Signal.) **Not a vehicle.**
Why did you say **not a vehicle**? (Signal.)
Because a table is not a vehicle.
 - d. Listen. (Pause.) Tricycle. (Signal.) Yes.
Rowboat. (Signal.) Yes.
Hat. (Signal.) **Not a vehicle.**
Why did you say **not a vehicle**? (Signal.)
Because a hat is not a vehicle.
4. (Repeat part 3 until all children's responses are firm.)

Individual Turns

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

CORRECTIONS

EXERCISE 11

● Error

(Children don't say **Not a vehicle**.)

Correction

1. What's the rule about vehicles? (Signal.)

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

2. Does a shovel take you places? (Signal.) No.
3. So is it a vehicle? (Signal.) No.
4. So you should have said **not a vehicle**.
5. (Repeat step 3a until all children's responses are firm.)

Assessment 6

See the Teacher's Guide for information on administering the program assessments. The Teacher's Guide also contains blackline masters for Individual Score Sheets, Individual Profile Charts, and the Group Summary Chart.

NOTES: Items preceded by the letter C must be corrected before presenting the next item. Use the following format for all corrections:

*The answer is _____. What's the answer? (Child must respond correctly before you present the next item.)

Items preceded by quotation marks require complete statements. To receive credit, the child must say the full statement as written.

Part A • Information

1. How many days are there in a week?
Seven.

"2." Say the days of the week. Sunday,
Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday.

I'll say some days of the week. When I stop,
tell me the day that comes next.

3. Listen. Wednesday, Thursday. (Pause.)
Friday.
4. Listen. Sunday, Monday. (Pause.)
Tuesday.

100% correct

Part B • Classification (Use Picture Book)

(Point to part B.) These objects are in the same class.

5. What class is that? Vehicles.
- C6. (Point to a.) What kind of vehicle is this?
A truck.*
- "7." Say the whole thing about this vehicle.
This vehicle is a truck.
8. (Point to b.) What kind of vehicle is this?
A boat.
- "9." What's the rule about vehicles? If it is
made to take you places, it is a vehicle.

Part C • Plurals

[Note: Pronounce ssss as zzzz.]

Tell me if I hold up handssss or hand.

10. (Hold up both hands.) Tell me. Hands.
11. (Hold up one hand.) Tell me. Hand.
12. (Hold up both hands.) Tell me. Hands.

Part D • Tense

[Note: You will need an eraser and a cup.]

We're going to talk about an eraser and a cup.

13. (Hold up the eraser.) What is this? An eraser.
14. (Hold up the cup.) What is this? A cup.
15. Watch. (Put the eraser in the cup.)
Where is the eraser? In the cup.
16. Now watch. (Hold the eraser over the
cup.) Is the eraser in the cup? No.
- C17. Was the eraser in the cup? Yes.*
- "18." Say the whole thing. The eraser was in
the cup.

Part E • Concept Application (Use Picture Book)

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

"19." Listen to the rule. The long cat will jump. Say the rule. The long cat will jump.

Look at the cats.

20. Remember, only one of these cats will jump. Which cat is that? The long cat.
21. (Point to a.) Is this cat long? Yes.
22. So what do you know about this cat?
This cat will jump.
23. (Point to b.) Is this cat long? No.
24. So what do you know about this cat?
This cat won't jump.
25. Show me the cat that will jump. (Child points to the long cat.)

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

Look at the picture.

C26. Which cat is jumping? The long cat.*

"27." Say the whole thing. The long cat is jumping.

Extra Help

Children who score below 90 percent on Assessment 6 or groups that average below 80 percent need extra help. Turn to the next page to see directions for differentiating instruction for these children.

100% correct

100% correct

100% correct

100% correct

DIFFERENTIATED INSTRUCTION

Following Assessment 6 (Lessons 51-60)

Children who score below 90 percent or groups that average below 80 percent on Assessment 6 need extra help.

Repeat the following exercises from Presentation Book B:

Lesson 51, exercises 1-7

Lesson 54, exercises 1-9

Lesson 55, exercises 1-10

Lesson 57, exercises 1-9

For individual children

Present the lesson segments after the daily language period. Plan to devote five to ten minutes a day for several days for children to achieve mastery.

For groups

Present the lesson segments to all members of the group during the next one or two regularly scheduled periods.

- The Differentiated Instruction section in the Teacher's Guide provides additional procedures for statement-repetition practice.
- After children complete the specified lesson segments, present Assessment 6 again to make sure that children have achieved mastery.

LESSON 61



EXERCISE 1 Actions — Review

1. It's time for some actions.

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

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

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

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

Where is your hand now? (Signal.)

In front of my chair.

Keep it there.

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

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

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 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. *Tuesday.* (Pause. Signal.) *Wednesday.*

Sunday. (Pause. Signal.) *Monday.*

- b. Everybody, today is _____. What day is today? (Pause. Signal. Wait.)
Say today's day. (Pause. Signal. Wait.)
Today is _____. So what day will tomorrow be? (Pause. Signal. Wait.)

2. Let's do those questions again.

Everybody, what day is today? (Signal. Wait.)
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.)

EXERCISE 3 Actions — And

1. It's time for some actions.

- a. Everybody, you're going to stand up and clap. Get ready. (Signal. Wait.)
What are you doing? (Signal.) *Standing up and clapping.*

(Repeat until all children can make the response.)

- b. Listen to me say the whole thing. (Signal.)

I am standing up and clapping.

- c. Your turn. Say the whole thing. (Signal. Do not respond with children.) *I am standing up and clapping.*

- d. Again. (Signal.) *I am standing up and clapping.*

Sit down.

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

2. Let's do that again.

a. Everybody, you're going to stand up and clap. What are you going to do? (Signal.) *Stand up and clap.*

Get ready. (Signal. Wait.)

b. What are you doing? (Signal.) *Standing up and clapping.*

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

3. Here's another one.

a. Everybody, sit down and touch your cheek. Get ready. (Signal. Wait.)
What are you doing? (Signal.) *Sitting down and touching my cheek.*

b. Say the whole thing. (Signal.) *I am sitting down and touching my cheek.*

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

EXERCISE 4 Actions—Plurals

1. Listen carefully.

a. Everybody, touch your ears. (Pause. Signal.)

What are you touching? (Signal.)

My ears. ●

b. Say the whole thing about what you are doing. (Signal.) I am touching my ears. Again. (Signal.) I am touching my ears. (Repeat step b until all children's responses are firm.)

2. Now, listen some more.

a. Everybody, touch your ear. (Pause. Signal.)

What are you touching? (Signal.) My ear.

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

b. Everybody, point to your eye. (Pause. Signal.)

What are you pointing to? (Signal.)

My eye.

Say the whole thing. (Signal.) I am pointing to my eye.

c. Everybody, point to your eyes. (Pause. Signal.)

What are you pointing to? (Signal.)

My eyes.

Say the whole thing. (Signal.) I am pointing to my eyes.

d. Everybody, touch your ears. (Pause. Signal.)

What are you touching? (Signal.)

My ears.

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

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

EXERCISE 5 Classification—Vehicles

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

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

2. Listen. I'm going to name some vehicles, but don't let me fool you.

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

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

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

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

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

a. Listen. (Pause.) Bike. (Signal.) Yes. Bus. (Signal.) Yes.

Hamburger. (Signal.) Not a vehicle.

Why did you say not a vehicle? (Signal.) Because a hamburger is not a vehicle.

b. Listen. (Pause.) Train. (Signal.) Yes. Airplane. (Signal.) Yes.

Taxi. (Signal.) Yes.

Bucket. (Signal.) Not a vehicle.

Why did you say not a vehicle? (Signal.) Because a bucket is not a vehicle.

c. Listen. (Pause.) Car. (Signal.) Yes. Motorcycle. (Signal.) Yes.

Bus. (Signal.) Yes.

Sailboat. (Signal.) Yes.

Tree. (Signal.) Not a vehicle.

Why did you say not a vehicle? (Signal.) Because a tree is not a vehicle.

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 4**

● Error

(Children say ear.)

Correction

1. Say it with me. (Signal. Respond with children.) My earssss.

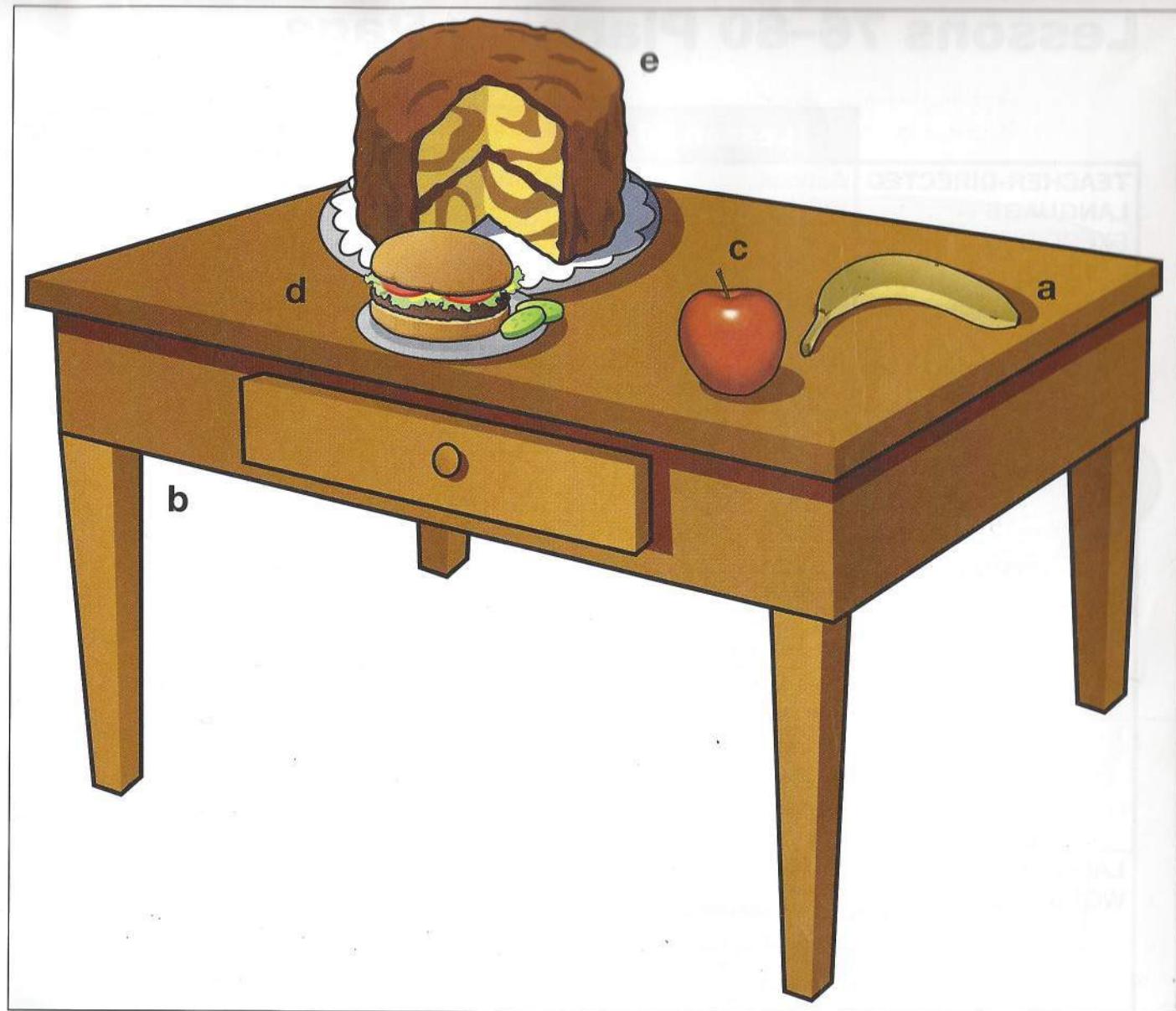
2. All by yourselves. Say it. (Signal.) My ears. Again. (Signal.) My ears.

3. (Repeat step 1a.)



EXERCISE 6 Classification – Food

1. We're going to talk about food.
 - a. (Point to a.) This is food.
 - b. (Point to b.) This is not food.
 - c. (Point to c.) This is food.
 - d. (Point to d.) This is food.
 - e. (Point to e.) This is food.
2. Get ready to tell me which objects are food.
(Point to each object and ask:) Is this food?
(Touch. Children are to answer yes or no.) ●
3. Now let's look at some more food.
(Turn the page quickly.)



CORRECTIONS

EXERCISE 6

● Error

(Children name the object.)

Correction

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

But it is also food or

But it is not food.

EXERCISE 6 Classification – Food (cont.)

4. Look at these pictures.

a. (Point to a.) Is this food? (Touch.) Yes.
Say the whole thing. (Touch.) *This is food.*

• What kind of food is this? (Touch.)
An apple.

Yes, this food is an apple.

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

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

b. (Point to b.) Is this food? (Touch.) Yes.
Say the whole thing. (Touch.) *This is food.*

• What kind of food is this? (Touch.) *Cake.*
Yes, this food is cake.

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

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

c. (Point to c.) Is this food? (Touch.) Yes.
Say the whole thing. (Touch.) *This is food.*

• What kind of food is this? (Touch.) *Bread.*
Yes, this food is bread.

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

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

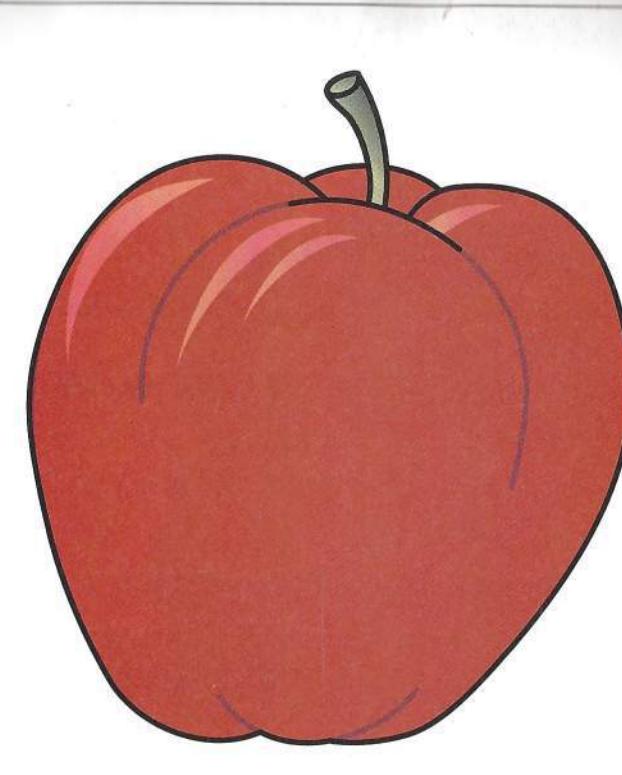
d. (Point to d.) Is this food? (Touch.) Yes.
Say the whole thing. (Touch.) *This is food.*

• What kind of food is this? (Touch.)
A banana.

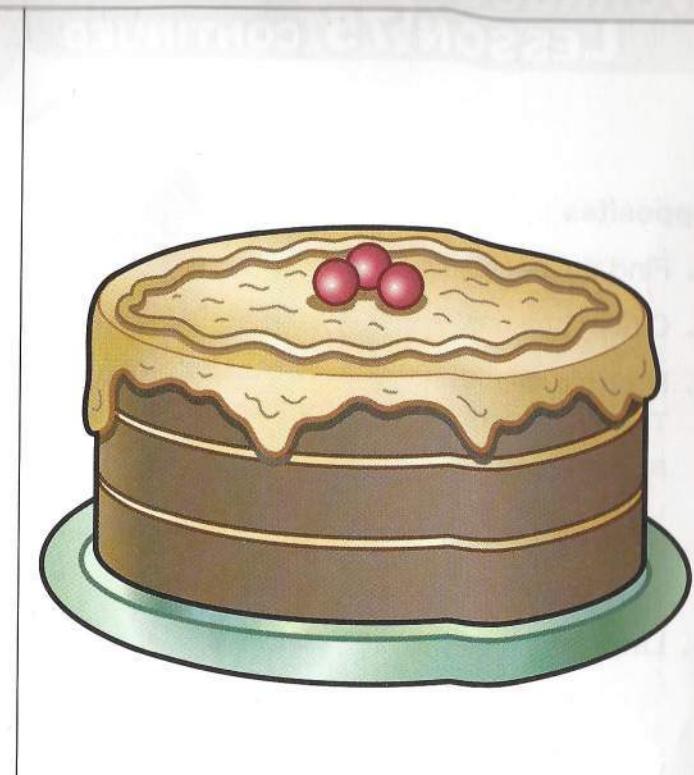
Yes, this food is a banana.

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

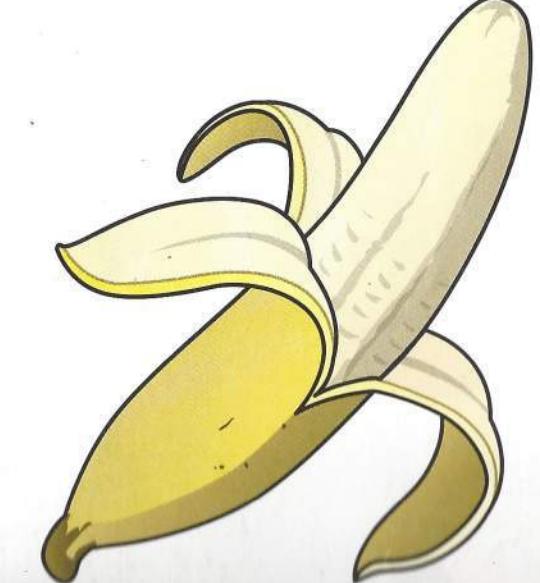
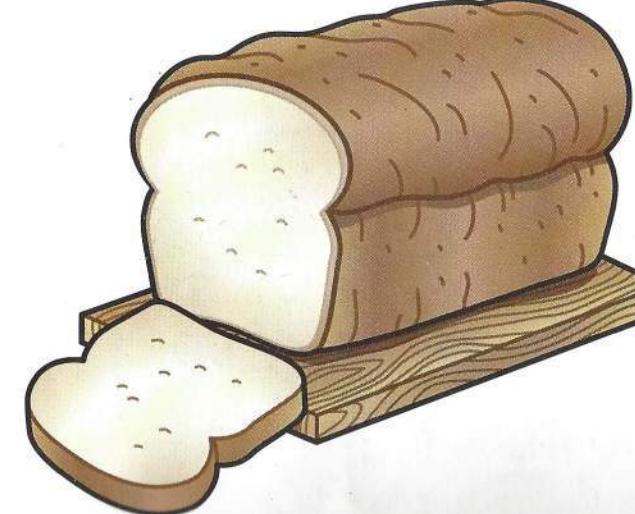
• (Repeat step d until all children's
responses are firm.)



a



b



Individual Turns

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

★ EXERCISE 7 Tense—Pictures

1. Look at these pictures. They show what a frog did.
 - a. (Point to a.) Where is the frog in this picture? (Touch.) *On the rock.*
Yes, the frog is on the rock.
 - Say the whole thing. (Touch.) *The frog is on the rock.*
 - b. (Point to b.) Now look at where the frog is. Where is it? (Touch.) *In the water.*
Yes, the frog is in the water.
 - Say the whole thing. (Touch.) *The frog is in the water.*
2. Listen.
 - Where was the frog before it got in the water? (Signal. Do not touch the picture.) *On the rock.*
 - Say the whole thing about where the frog was. (Touch.) *The frog was on the rock.*

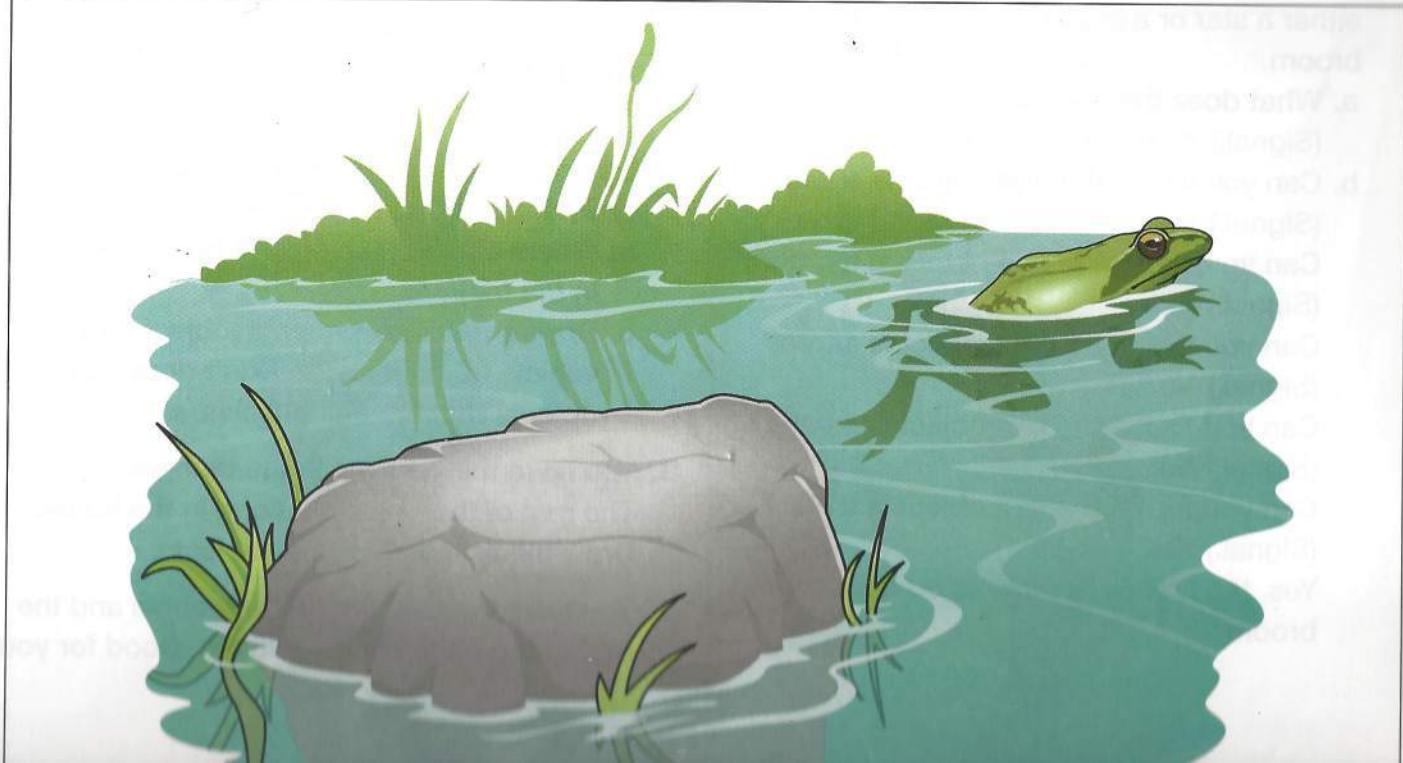
3. (Repeat parts 1 and 2 until all children's responses are firm.)

Individual Turns

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



a



EXERCISE 8 Opposites—Old/Young

1. Some of these men are **old**. Some of these men are **young**.
- (Point to a.) Is this man old? (Touch.) Yes.
 - (Point to b.) Is this man old? (Touch.) No.
 - (Point to c.) Is this man old? (Touch.) Yes.
 - (Point to d.) Is this man old? (Touch.) No.
- (Repeat part 1 until all children's responses are firm.)

2. I'll point to each man. Say **old** if he is old. Say **young** if he is young.

- (Point to a. Touch. Pause.) **Old**.
 - (Point to b. Touch. Pause.) **Young**.
 - (Point to c. Touch. Pause.) **Old**.
 - (Point to d. Touch. Pause.) **Young**.
- (Repeat part 2 until all children's responses are firm.)

3. Listen.

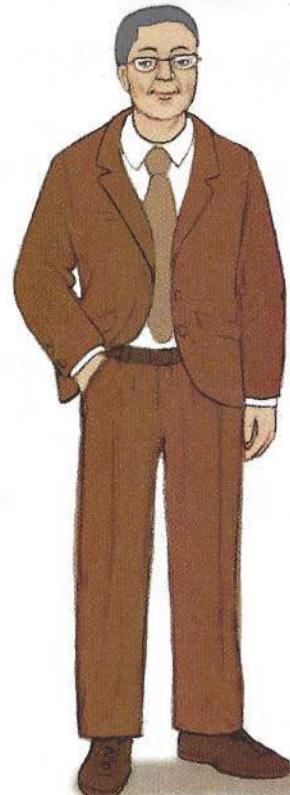
- (Point to b.)
Is this man old? (Touch.) **No**.
Say the whole thing. (Touch.) *This man is not old*.
 - Is this man young? (Touch.) **Yes**.
Say the whole thing. (Touch.) *This man is young*.
- (Repeat part 3 until all children's responses are firm.)

4. Listen.

- (Point to c.)
Is this man young? (Touch.) **No**.
Say the whole thing. (Touch.) *This man is not young*.
- Is this man old? (Touch.) **Yes**.
Say the whole thing. (Touch.) *This man is old*.

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

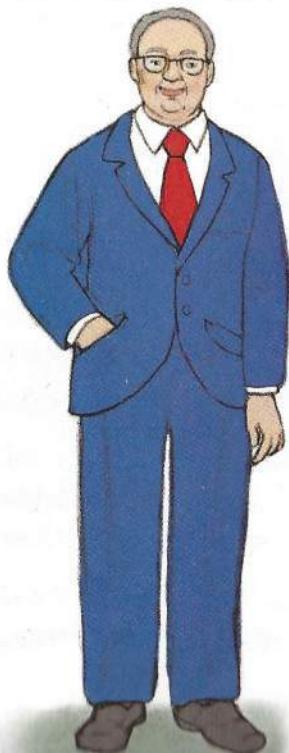
Good talking about **young** and **old**.



a



b



EXERCISE 9 Tense—Pictures

1. Look at these pictures. They show what a monkey did.
 - a. (Point to a.) What is the monkey doing in this picture? (Touch.) *Climbing the ladder.* Yes, the monkey is climbing the ladder.
 - Say the whole thing. (Touch.) *The monkey is climbing the ladder.*
 - b. (Point to b.) Now look at what the monkey is doing. What is it doing? (Touch.) *Sitting on the ladder.* Yes, the monkey is sitting on the ladder.
 - Say the whole thing. (Touch.) *The monkey is sitting on the ladder.*

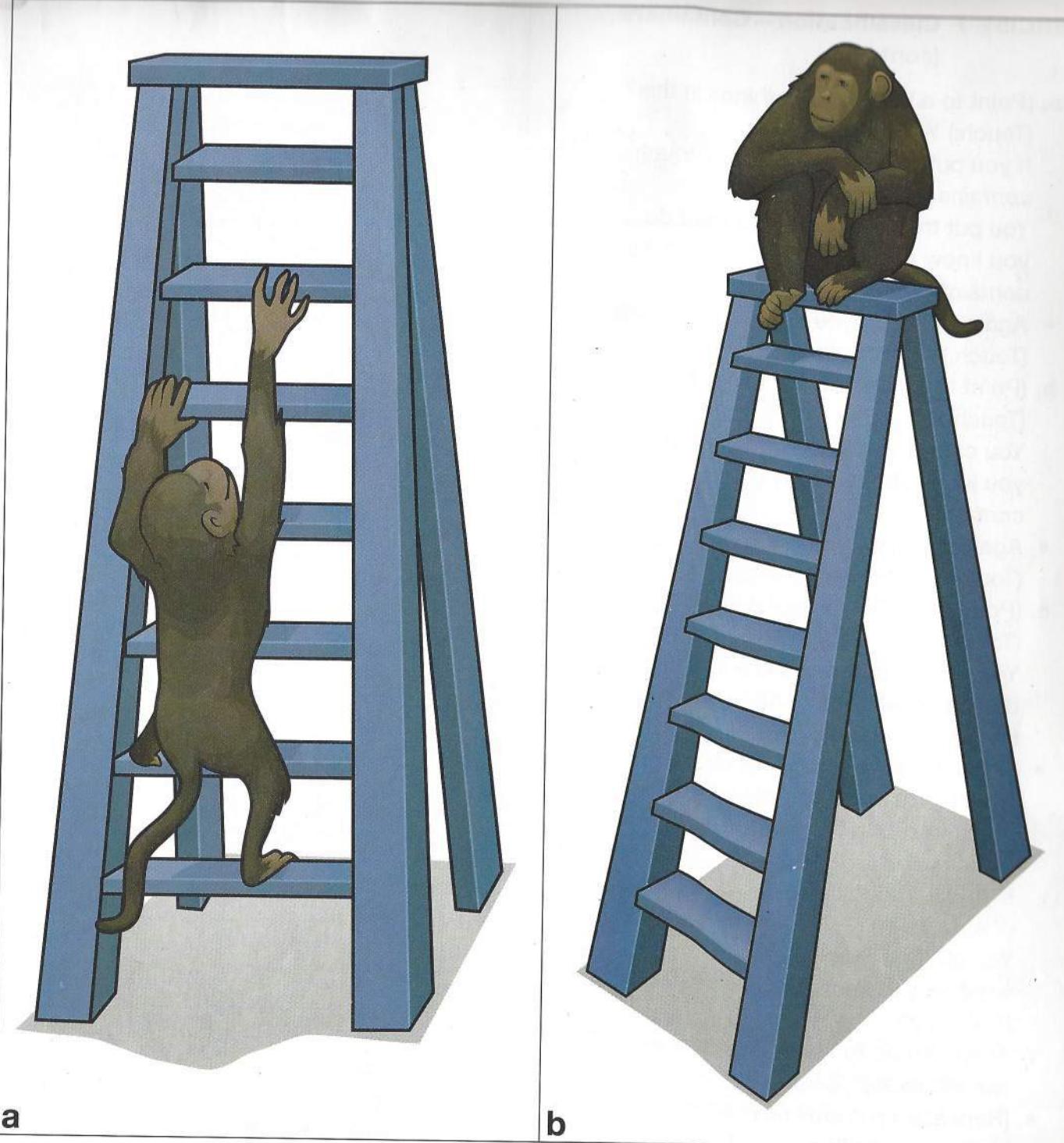
2. Listen.

- What was the monkey doing before it sat on the ladder? (Signal. Do not touch the picture.) *Climbing the ladder.*
- Say the whole thing about what the monkey was doing. (Touch.) *The monkey was climbing the ladder.*

3. (Repeat parts 1 and 2 until all children's responses are firm.)

Individual Turns

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

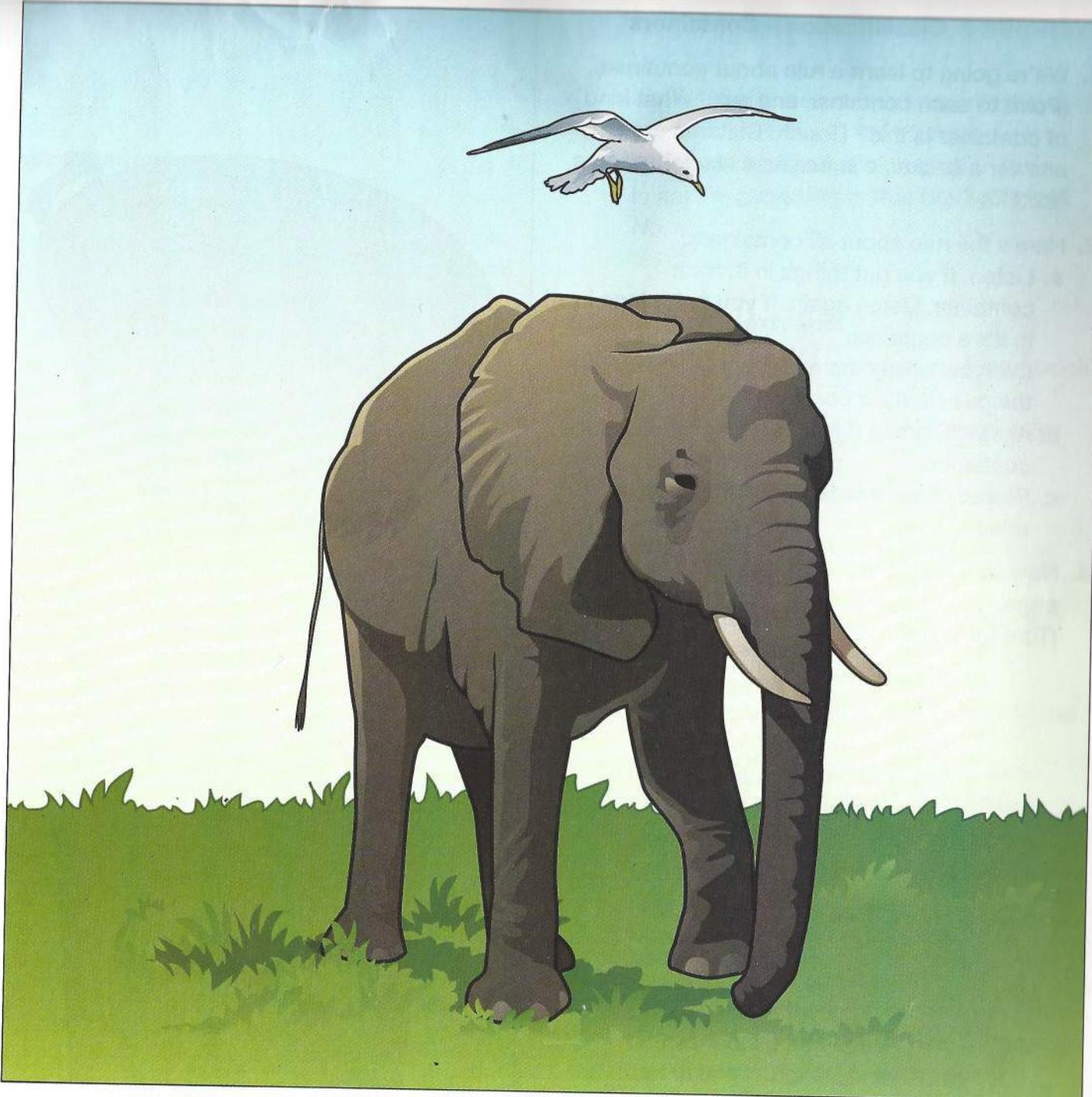


EXERCISE 10 Prepositions — Over

1. We're going to talk about the elephant and the bird. (Do not point to the picture in this exercise.)
 - a. Look at the bird. Everybody, where is the bird? (Signal.) Over the elephant.
Say the whole thing. (Touch.) *The bird is over the elephant.*
 - b. (Repeat step a until all children's responses are firm.)
2. Listen.
 - a. Is the bird in front of the elephant?
(Signal.) No.
Is the bird on the elephant? (Signal.) No.
 - b. Is the bird in the elephant? (Signal.) No.
Say the whole thing. (Signal.) *The bird is not in the elephant.*
 - c. Again. (Signal.) *The bird is not in the elephant.*
(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.)



LESSON 62

EXERCISE 1 Actions – Review

1. It's time for an action game.

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

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

b. Hold your hand on your chest. (Signal. Wait.)

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

Keep it there.

c. Listen carefully. Where was your hand? (Signal.) *In front of my chest.*

Say the whole thing about where your hand was. (Signal.) *My hand was in front of my chest.*

d. Again. (Signal.) *My hand was in front of my chest.*

2. Hands down.

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

2. Everybody, you're going to sit down and hold up your thumb.

a. Get ready. (Signal. Wait.)

What are you doing? (Signal.) *Sitting down and holding up my thumb.*

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

b. Say the whole thing. (Signal.) *I am sitting down and holding up my thumb.*

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

Hands down.

3. Everybody, you're going to hold up your foot and touch your shoulder.

a. Get ready. (Signal. Wait.)

What are you doing? (Signal.) *Holding up my foot and touching my shoulder.*

b. Say the whole thing. (Signal.) *I am holding up my foot and touching my shoulder.*

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

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

EXERCISE 2 Actions – And

1. It's time for some more actions.

a. Everybody, you're going to stand up and touch your chest. Get ready. (Signal. Wait.)

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

b. Say the whole thing. (Signal.) *I am standing up and touching my chest.*

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

EXERCISE 3 Information – Days of the Week

You're going to answer questions about today and tomorrow.

a. Everybody, today is _____. What day is today? (Pause. Signal. Wait.)

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

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

Individual Turns

(Repeat steps a and b, calling on different children for each step.)

Individual Turns

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