

## EXERCISE 5 Identity Statements

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

## 2. Let's do that again.

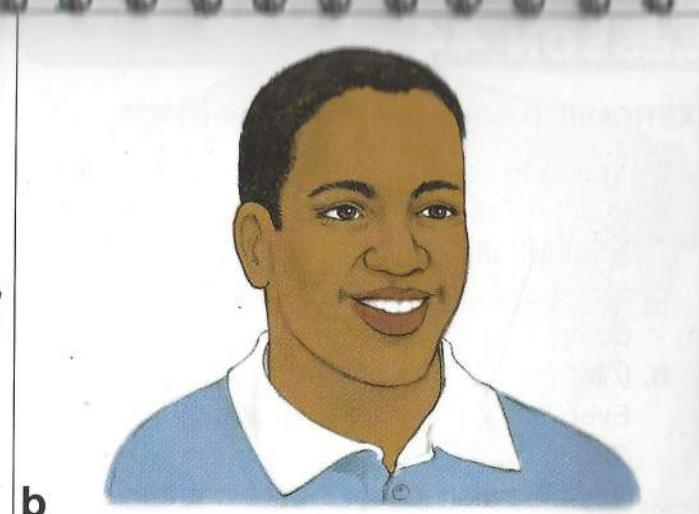
(Repeat part 1 until all children's responses are firm.)

### Individual Turns

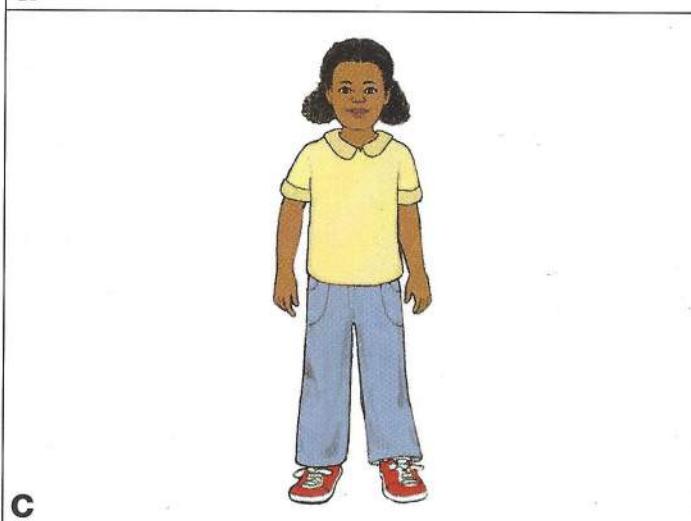
(Repeat part 1, calling on different children for each step.)



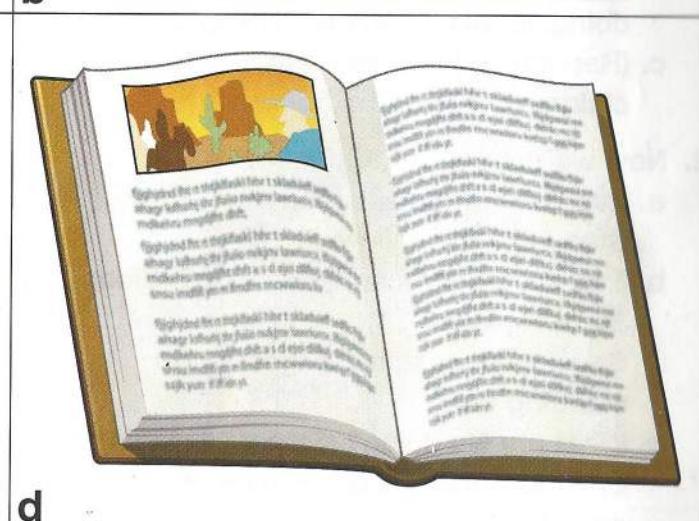
**a**



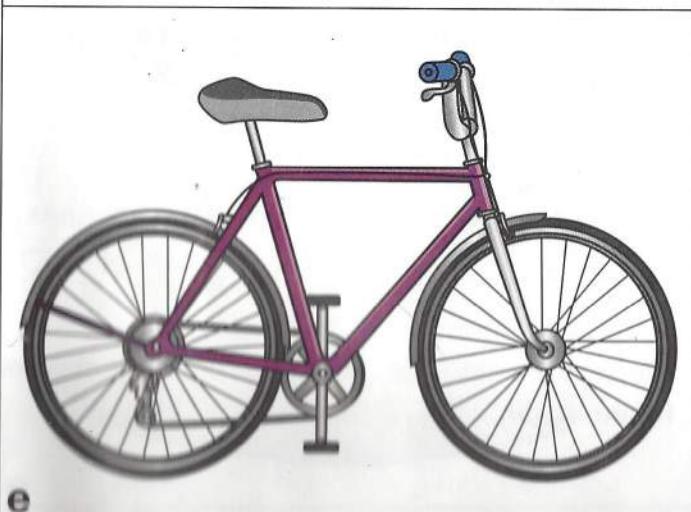
**b**



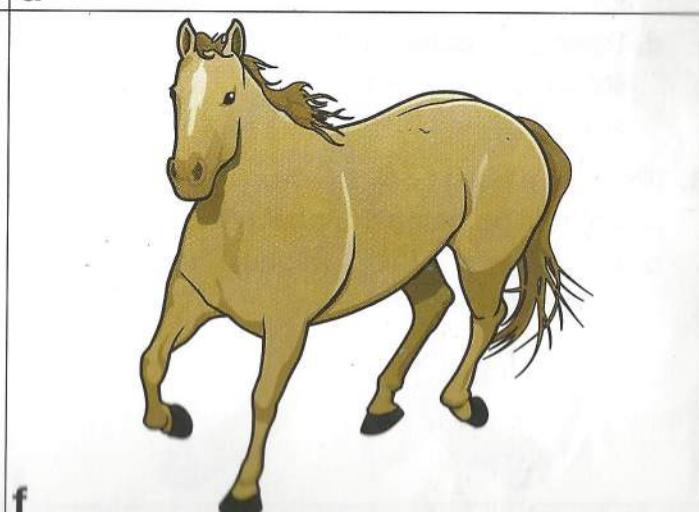
**c**



**d**



**e**



**f**

## EXERCISE 6 Identity Statements

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

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

A banana.

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

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

A sandwich.

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

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

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

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

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

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

A hamburger.

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

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

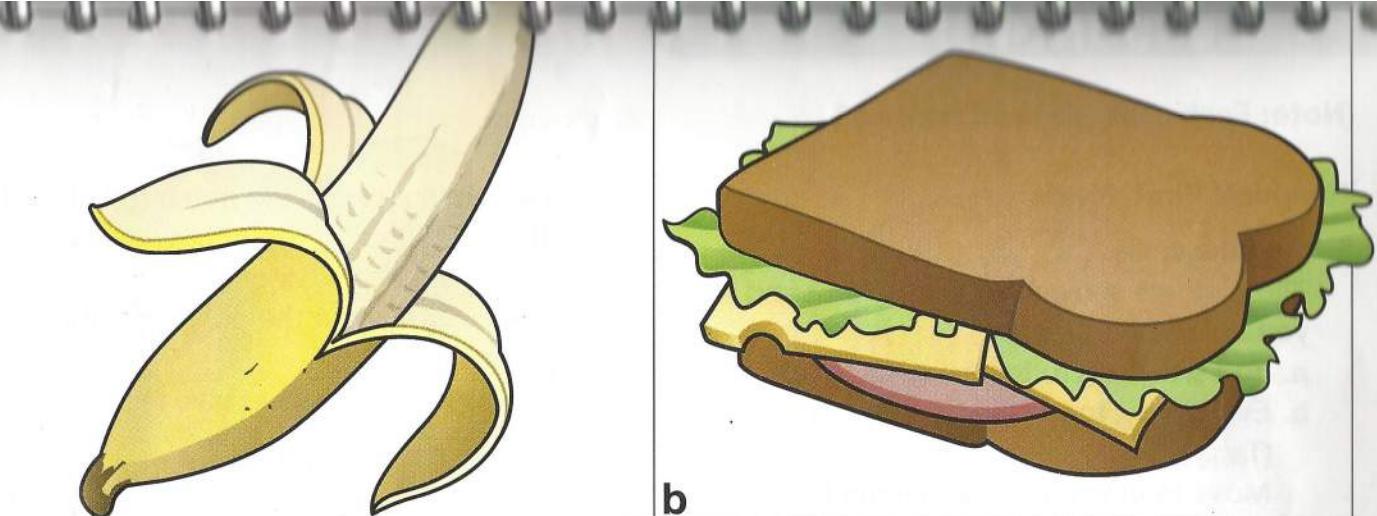
Say the whole thing. (Touch.) *This is a table.*

2. Let's do that again.

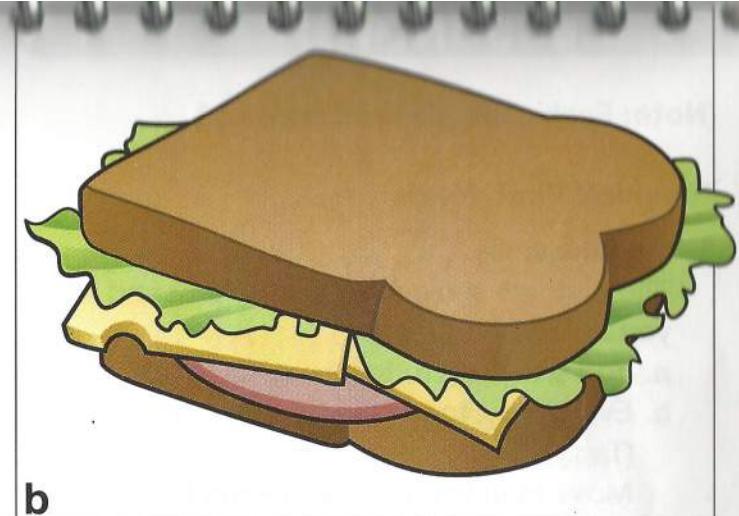
(Repeat part 1 until all children's responses are firm.)

### Individual Turns

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



a



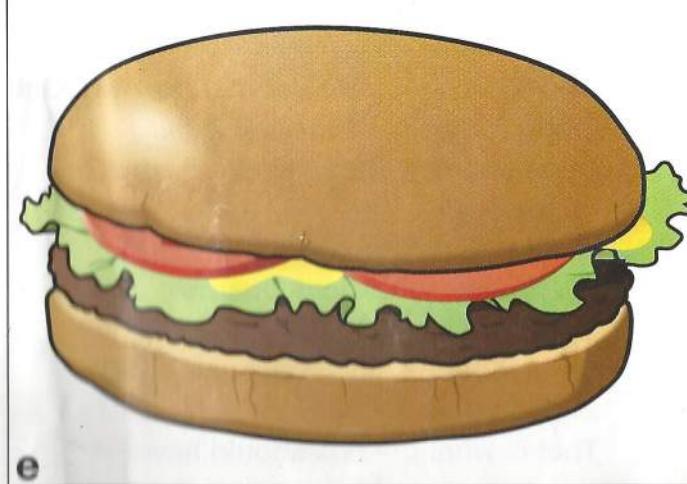
b

c

d

e

f



**EXERCISE 7** Identity statements

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

- a. (Point to a.) This is a house. What is this?  
(Touch.) A house.
- b. (Point to b.) This is a clock. What is this?  
(Touch.) A clock.
- c. (Point to c.) This is a flag. What is this?  
(Touch.) A flag.
- d. (Point to d.) This is a cabinet. What is this?  
(Touch.) A cabinet.



**a**



**b**

2. Now it's your turn.

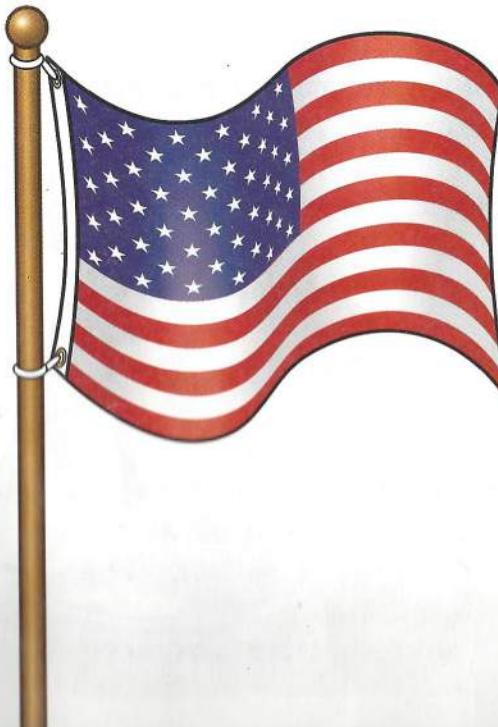
- a. (Point to a.) Everybody, what is this?  
(Touch.) A house.  
**Say the whole thing.** (Touch.) This is a house.
- b. (Point to b.) Everybody, what is this?  
(Touch.) A clock.  
**Say the whole thing.** (Touch.) This is a clock.
- c. (Point to c.) Everybody, what is this?  
(Touch.) A flag.  
**Say the whole thing.** (Touch.) This is a flag.
- d. (Point to d.) Everybody, what is this?  
(Touch.) A cabinet.  
**Say the whole thing.** (Touch.) This is a cabinet.

3. Let's do that again.

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

**Individual Turns**

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



## LESSON 14

### EXERCISE 1 Actions – Body Parts

#### 1. Get ready to do some actions.

- a. Everybody, touch your leg. (Signal. Wait.)  
What are you doing? (Signal.) *Touching my leg.*  
Put your hand down. (Signal.)
- b. Everybody, touch your ear. (Signal. Wait.)  
What are you doing? (Signal.) *Touching my ear.*  
Put your hand down. (Signal.)
- c. Everybody, touch your head. (Signal. Wait.)  
What are you doing? (Signal.) *Touching my head.*  
Put your hand down. (Signal.)
- d. Everybody, touch your hand. (Signal. Wait.)  
What are you doing? (Signal.) *Touching my hand.*  
Say the whole thing. (Signal.) *I am touching my hand.*  
Put your hand down. (Signal.)

#### e. Everybody, stand up. (Signal. Wait.)

What are you doing? (Signal.) *Standing up.*  
Say the whole thing. (Signal.) *I am standing up.*

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

What are you doing? (Signal.) *Sitting down.*  
Say the whole thing. (Signal.) *I am sitting down.*

#### 2. Let's do those actions again.

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

### Individual Turns

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

### EXERCISE 2 Information – Names

#### 1. When I point to you, stand up.

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

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

#### 2. (Repeat part 1 with several children.)

### EXERCISE 3 Common Objects

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

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

Tell me what I touch.

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

(Signal.) A pencil.

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

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

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

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

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

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

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

But's to those objects again.

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

(Signal.) A pencil.

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

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

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

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

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

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

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

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

(Teacher says.) Everybody, what is this?

(Signal.) A flag.

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

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

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

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

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

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

#### Individual Turns

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

#### EXERCISE 4 Identity Statements

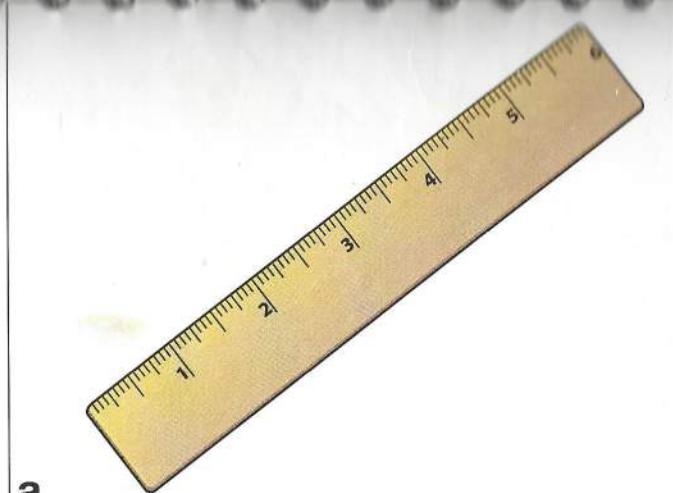
1. When I touch something, you tell me about it.
  - a. (Point to a.) Everybody, what is this?  
(Touch.) *A ruler.*  
*Say the whole thing. (Touch.) This is a ruler.*
  - b. (Point to b.) Everybody, what is this?  
(Touch.) *A dog.*  
*Say the whole thing. (Touch.) This is a dog.*
  - c. (Point to c.) Everybody, what is this?  
(Touch.) *A book.*  
*Say the whole thing. (Touch.) This is a book.*
  - d. (Point to d.) Everybody, what is this?  
(Touch.) *A horse.*  
*Say the whole thing. (Touch.) This is a horse.*
  - e. (Point to e.) Everybody, what is this?  
(Touch.) *A cabinet.*  
*Say the whole thing. (Touch.) This is a cabinet.*
  - f. (Point to f.) Everybody, what is this?  
(Touch.) *A bottle.*  
*Say the whole thing. (Touch.) This is a bottle.*

#### 2. Let's do that again.

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

#### Individual Turns

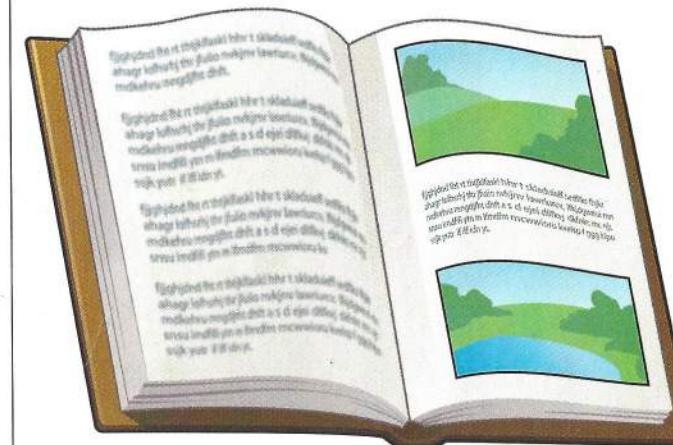
(Repeat part 1, calling on different children for each step.)



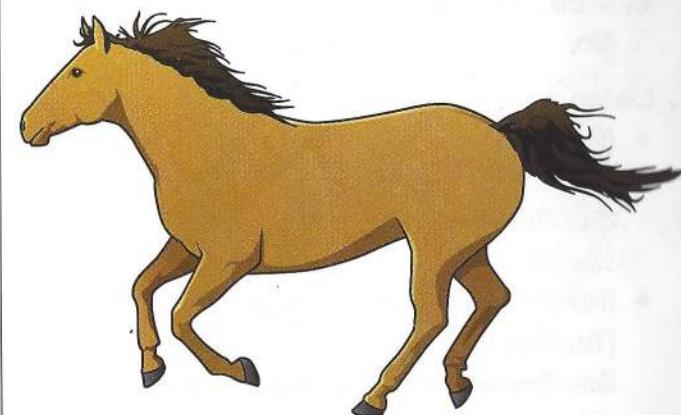
**a**



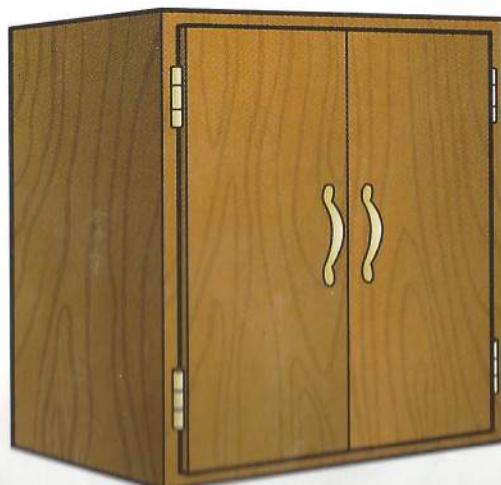
**b**



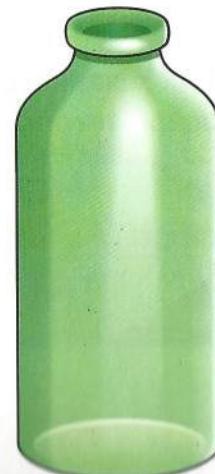
**c**



**d**



**e**



**f**

1. I'll tell you about what these things are.
- (Point to a.) This is a monkey. What is this?  
(Touch.) A monkey.
  - (Point to b.) This is a shirt. What is this?  
(Touch.) A shirt.
  - (Point to c.) This is a bookcase. What is this? (Touch.) A bookcase.

## 2. Now it's your turn.

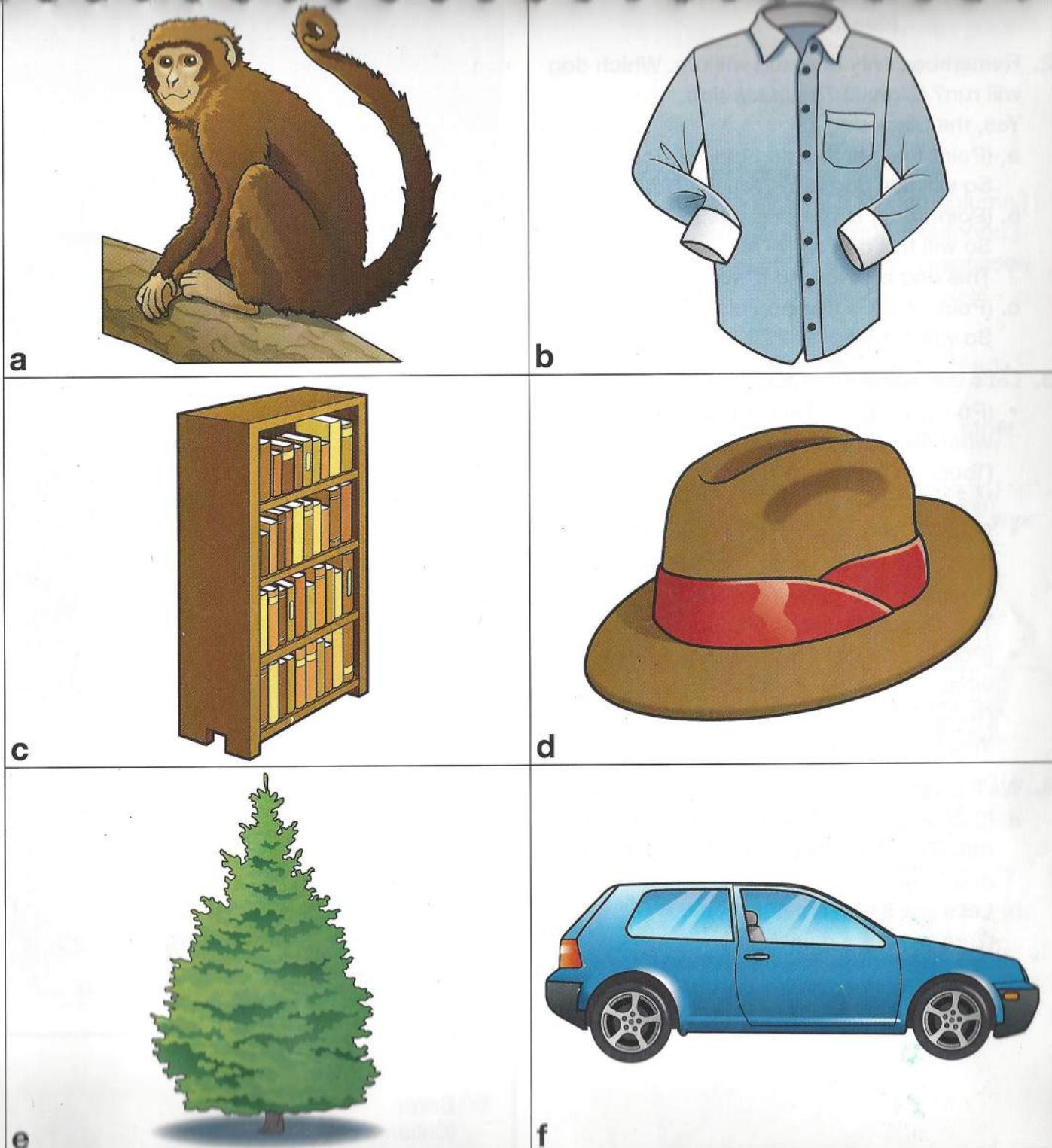
- (Point to a.) Everybody, what is this?  
(Touch.) A monkey.  
Say the whole thing. (Touch.) This is a monkey.
- (Point to b.) Everybody, what is this?  
(Touch.) A shirt.  
Say the whole thing. (Touch.) This is a shirt.
- (Point to c.) Everybody, what is this?  
(Touch.) A bookcase.  
Say the whole thing. (Touch.) This is a bookcase.
- (Point to d.) Everybody, what is this?  
(Touch.) A hat.  
Say the whole thing. (Touch.) This is a hat.
- (Point to e.) Everybody, what is this?  
(Touch.) A tree.  
Say the whole thing. (Touch.) This is a tree.
- (Point to f.) Everybody, what is this?  
(Touch.) A car.  
Say the whole thing. (Touch.) This is a car.

## 3. Let's do that again.

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

## Individual Turns

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



# LESSON 15

## EXERCISE 1 Actions—Body Parts

### 1. Get ready to do some actions.

- Everybody, touch your head. (Signal. Wait.)  
What are you doing? (Signal.) *Touching my head.*  
Put your hand down. (Signal.)
- Everybody, stand up. (Signal. Wait.)  
What are you doing? (Signal.) *Standing up.*
- Everybody, touch your hand. (Signal. Wait.)  
What are you doing? (Signal.) *Touching my hand.*  
Say the whole thing. (Signal.) *I am touching my hand.*  
Put your hand down. (Signal.)
- Everybody, touch your leg. (Signal. Wait.)  
What are you doing? (Signal.) *Touching my leg.*  
Say the whole thing. (Signal.) *I am touching my leg.*  
Put your hand down. (Signal.)
- Everybody, sit down. (Signal. Wait.)  
What are you doing? (Signal.) *Sitting down.*  
Say the whole thing. (Signal.) *I am sitting down.*

### 2. Let's do those actions again.

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

## Individual Turns

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

## EXERCISE 2 Information—Names

### 1. When I point to you, stand up.

- (Point to a child.) Good. Everybody, say his/her first name. (Signal. Children say the child's first name.)
- Listen. I'll say his or her whole name. (Say the child's first name and last name.)  
\_\_\_\_\_, what's your whole name? (Child responds.)
- Everybody, what's his/her whole name? (Signal. Children are to say the child's whole name.)  
(Repeat until all children's responses are firm.) Good. \_\_\_\_\_, sit down.

### 2. (Repeat part 1 with several children.)

## EXERCISE 3 Common Objects

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

- I'm going to touch some objects in this room.  
Tell me what I touch.
  - (Touch a book.) Everybody, what is this?  
(Signal.) A book.
  - (Touch a flag.) Everybody, what is this?  
(Signal.) A flag.
  - (Touch a bookcase.) Everybody, what is this? (Signal.) A bookcase.
  - (Touch a clock.) Everybody, what is this?  
(Signal.) A clock.
  - (Touch a window.) Everybody, what is this?  
(Signal.) A window.

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

### 3. Let's do those objects again.

- (Touch a book.) Everybody, what is this?  
(Signal.) A book.  
Say the whole thing. (Signal.) This is a book.  
(Repeat step a until all children's responses are firm.)
- (Touch a flag.) Everybody, what is this?  
(Signal.) A flag.  
Say the whole thing. (Signal.) This is a flag.
- (Touch a bookcase.) Everybody, what is this? (Signal.) A bookcase.  
Say the whole thing. (Signal.) This is a bookcase.
- (Touch a clock.) Everybody, what is this?  
(Signal.) A clock.  
Say the whole thing. (Signal.) This is a clock.
- (Touch a window.) Everybody, what is this?  
(Signal.) A window.  
Say the whole thing. (Signal.) This is a window.

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

## Individual Turns

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

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

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

A house.

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

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

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

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

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

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

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

e. (Point to e.) What is this? (Touch.) A flag.

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

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

A monkey.

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

2. Let's do that again.

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

### Individual Turns

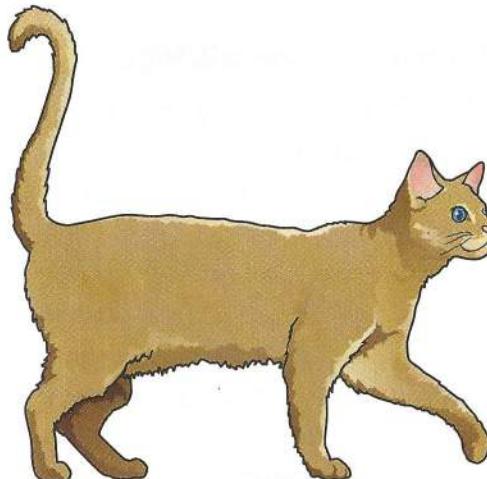
(Repeat part 1, calling on different children for each step.)



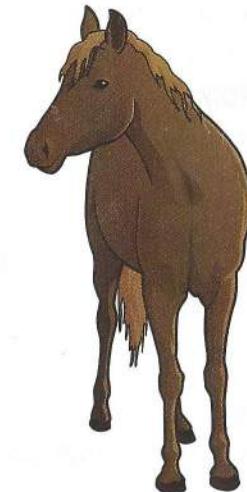
a



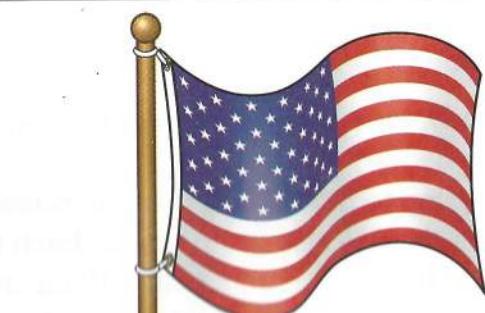
b



c



d



e



f

## EXERCISE 5 Identity Statements

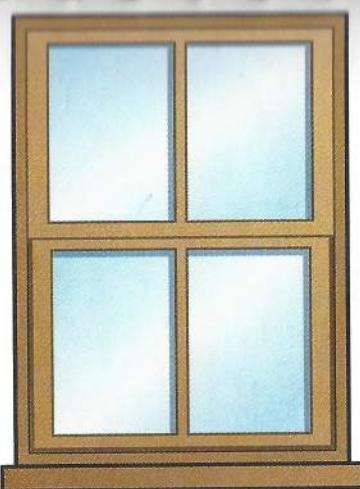
1. We're going to talk about all of these things.  
When I touch something, you tell me about it.
- a. (Point to a.) This is a window. What is this?  
(Touch.) A window.  
Say the whole thing. (Touch.) *This is a window.*
- b. (Point to b.) What is this? (Touch.)  
A bookcase.  
Say the whole thing. (Touch.) *This is a bookcase.*
- c. (Point to c.) What is this? (Touch.) A hat.  
Say the whole thing. (Touch.) *This is a hat.*
- d. (Point to d.) What is this? (Touch.) A shirt.  
Say the whole thing. (Touch.) *This is a shirt.*
- e. (Point to e.) What is this? (Touch.)  
A monkey.  
Say the whole thing. (Touch.) *This is a monkey.*
- f. (Point to f.) What is this? (Touch.) A flower.  
Say the whole thing. (Touch.) *This is a flower.*

2. Let's do that again.

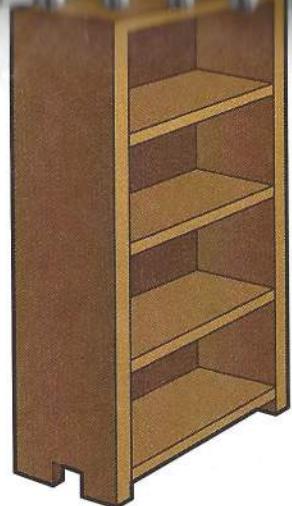
(Repeat part 1 until all children's responses are firm.)

### Individual Turns

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



a



b



c



d



e



f

## EXERCISE 6 Identity Statements

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

2. Let's do that again.

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

### Individual Turns

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



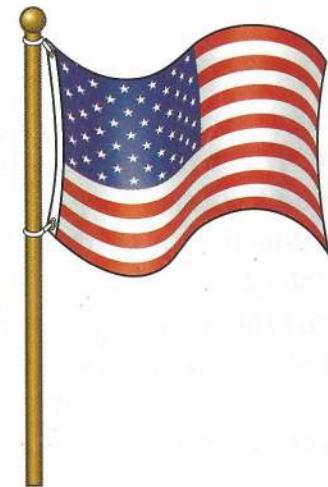
a



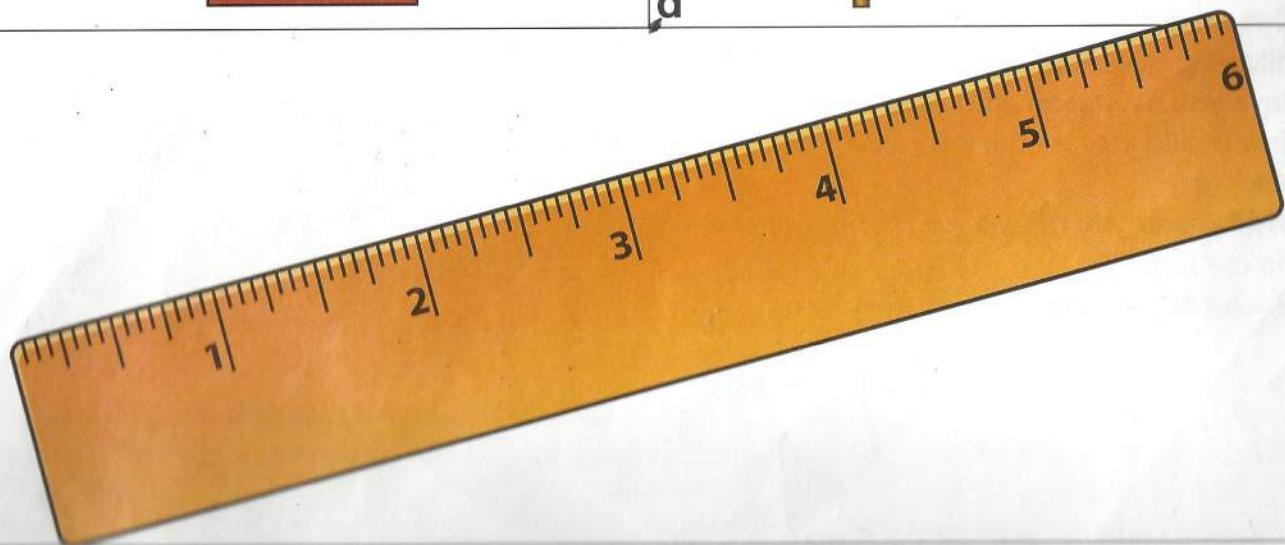
b



c



d



e

**EXERCISE 7** Yes and No questions and Identity Statements

1. See if I can fool you with some hard questions. Look at this picture.

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

(Touch.) A boy.

Is this a girl? (Touch.) No.

Is this a boy? (Touch.) Yes.

Is this a cat? (Touch.) No.

Is this a shoe? (Touch.) No.

Is this a boy? (Touch.) Yes.

b. Is this a boy? (Touch.) Yes.

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

Again. (Touch.) *This is a boy.*

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

2. Now look at the next picture.

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

Is this a tree? (Touch.) No.

Is this a dog? (Touch.) No.

Is this a ball? (Touch.) Yes.

Is this a cup? (Touch.) No.

b. Is this a ball? (Touch.) Yes.

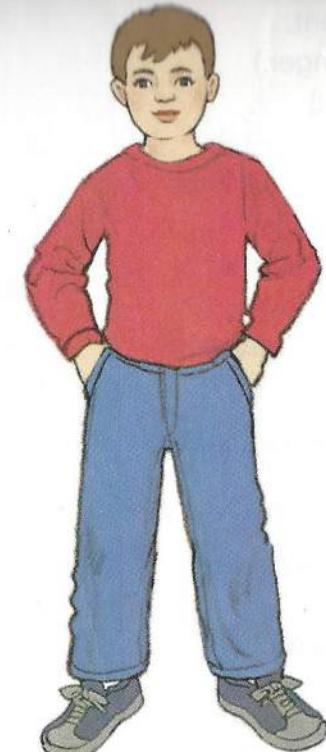
Say the whole thing. (Touch.) *This is a ball.*

Again. (Touch.) *This is a ball.*

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

**Individual Turns**

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



# LESSON 16

## EXERCISE 1 Action Statements with Yes-and-No Questions

### 1. Get ready to do some actions.

- Everybody, stand up. (Signal. Wait.)  
What are you doing? (Signal.) Standing up.
- Everybody, touch your ear. (Signal. Wait.)  
What are you doing? (Signal.) Touching my ear.
- Put your hand down. (Signal.)
- Everybody, sit down. (Signal. Wait.)  
What are you doing? (Signal.) Sitting down.
- Everybody, stand up. (Signal. Wait.) What are you doing? (Signal.) Standing up.  
Are you standing up? (Signal.) Yes.  
Are you sitting down? (Signal.) No.  
Are you touching your head? (Signal.) No.  
Are you standing up? (Signal.) Yes.  
Are you sleeping? (Signal.) No.  
Are you touching your nose? (Signal.) No.  
Are you standing up? (Signal.) Yes.
- (Repeat step d until all children's responses are firm.)
- What are you doing? (Signal.) Standing up.  
Say the whole thing. (Signal.) I am standing up.

### 2. Now let's try these actions.

- Everybody, touch your leg. (Signal. Wait.)  
What are you doing? (Signal.) Touching my leg.  
Say the whole thing. (Signal.) I am touching my leg.  
Everybody, touch your head. (Signal. Wait.)  
What are you doing? (Signal.) Touching my head.  
Say the whole thing. (Signal.) I am touching my head.  
Put your hand down. (Signal.)
- (Repeat steps a and b until all children's responses are firm.)

## Individual Turns

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

## EXERCISE 2 Information — Names

### 1. When I point to you, stand up.

- (Point to a child.) Good. Everybody, say his/her first name. (Signal. Children say the child's first name.)
- Listen. I'll say his/her whole name. (Say the child's first name and last name.)  
\_\_\_\_\_, what's your whole name? (Child responds.)

- Everybody, what's his/her whole name? (Signal. Children are to say the child's whole name.)  
(Repeat until all children's responses are firm.) Good. \_\_\_\_\_, sit down.

### 2. (Repeat the exercise with several children.)

### EXERCISE 3 Common Objects

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

#### 1. I'm going to touch some objects in this room. Tell me what I touch.

- a. (Touch a book.) Everybody, what is this?  
(Signal.) A book.
- b. (Touch a desk.) Everybody, what is this?  
(Signal.) A desk.
- c. (Touch a computer.) Everybody, what is this? (Signal.) A computer.
- d. (Touch a chalkboard.) Everybody, what is this? (Signal.) A chalkboard.
- e. (Touch a clock.) Everybody, what is this?  
(Signal.) A clock.
- f. (Touch a door.) Everybody, what is this?  
(Signal.) A door.

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

#### 3. Let's do those objects again.

- a. (Touch a book.) Everybody, what is this?  
(Signal.) A book.  
**Say the whole thing.** (Signal.) *This is a book.*  
(Repeat step a until all children's responses are firm.)
- b. (Touch a desk.) Everybody, what is this?  
(Signal.) A desk.  
**Say the whole thing.** (Signal.) *This is a desk.*
- c. (Touch a computer.) Everybody, what is this? (Signal.) A computer.  
**Say the whole thing.** (Signal.) *This is a computer.*
- d. (Touch a chalkboard.) Everybody, what is this? (Signal.) A chalkboard.  
**Say the whole thing.** (Signal.) *This is a chalkboard.*
- e. (Touch a clock.) Everybody, what is this?  
(Signal.) A clock.  
**Say the whole thing.** (Signal.) *This is a clock.*
- f. (Touch a door.) Everybody, what is this?  
(Signal.) A door.  
**Say the whole thing.** (Signal.) *This is a door.*

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

### Individual Turns

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

**EXERCISE 4** Yes and No Questions  
and Identity Statements

See if I can fool you with some hard questions.

1. (Point to the fish.)

- Everybody, what is this? (Touch.) A fish.  
Is this a fish? (Touch.) Yes.  
Is this a dog? (Touch.) No.  
Is this a cat? (Touch.) No.
- Is this a fish? (Touch.) Yes.  
Say the whole thing. (Touch.) *This is a fish.*
- Again. (Touch.) *This is a fish.*

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

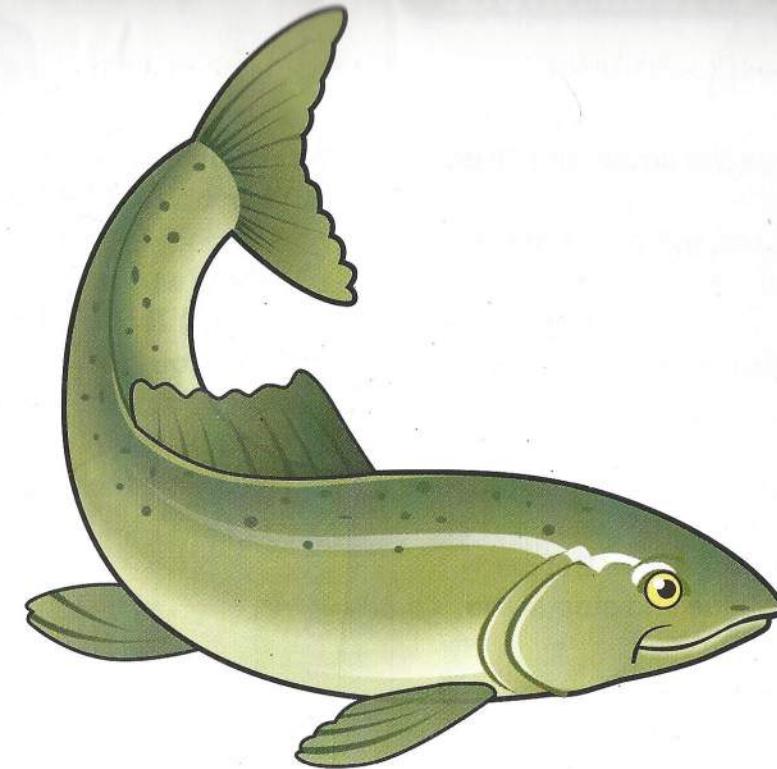
3. (Point to the clock.)

- Everybody, what is this?  
(Touch.) A clock.  
Is this a man? (Touch.) No.  
Is this a fish? (Touch.) No.  
Is this a cabinet? (Touch.) No.
- Is this a clock? (Touch.) Yes.  
Say the whole thing. (Touch.) *This is a clock.*
- Again. (Touch.) *This is a clock.*

4. (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 5 Identity Statements

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

When I touch something, you tell me about it.

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

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

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

A woman.

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

c. (Point to c.) This is a window. What is this?

(Touch.) A window.

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

d. (Point to d.) This is a cabinet. What is this?

(Touch.) A cabinet.

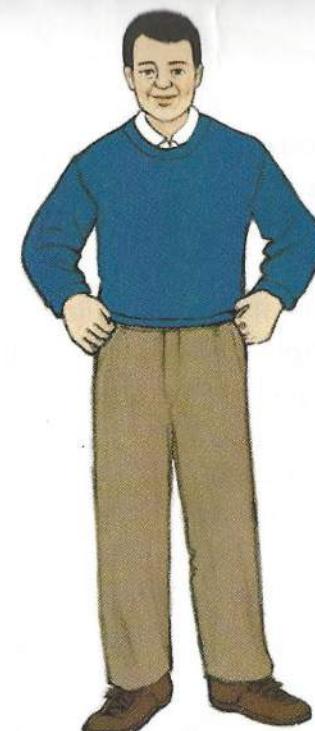
Say the whole thing. (Touch.) This is a cabinet.

2. Let's do that again.

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

### Individual Turns

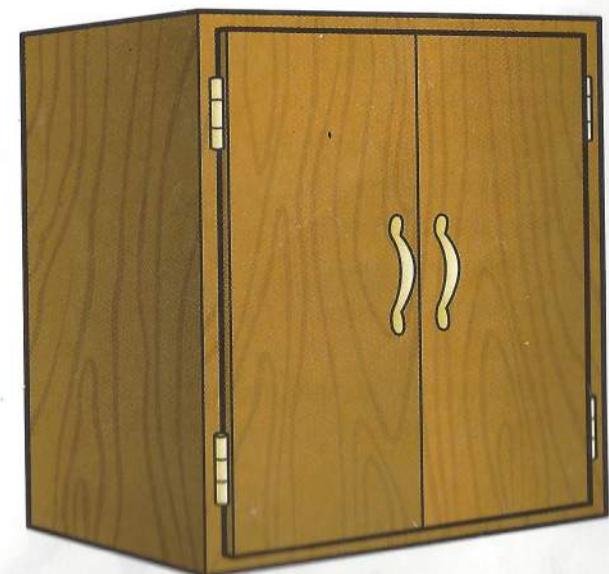
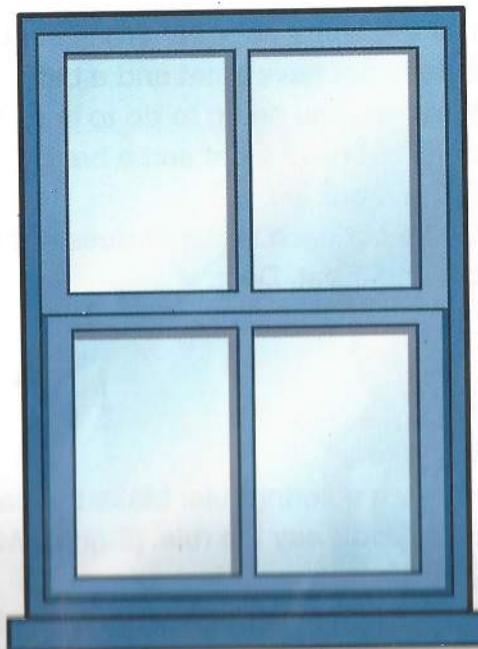
(Repeat part 1, calling on different children for each step.)



a



b



**EXERCISE 6** Identity statements

1. When I touch something, you tell me about it.
  - a. (Point to a.) What is this? (Touch.) A clock.  
Say the whole thing. (Touch.) *This is a clock.*
  - b. (Point to b.) What is this? (Touch.) A hat.  
Say the whole thing. (Touch.) *This is a hat.*
  - c. (Point to c.) What is this? (Touch.) A car.  
Say the whole thing. (Touch.) *This is a car.*
  - d. (Point to d.) What is this? (Touch.) A tree.  
Say the whole thing. (Touch.) *This is a tree.*
  - e. (Point to e.) What is this? (Touch.) A horse.  
Say the whole thing. (Touch.) *This is a horse.*

**2. Let's do that again.**

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

**Individual Turns**

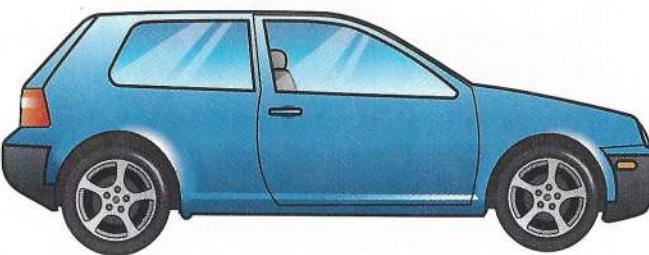
(Repeat part 1, calling on different children for each step.)



a



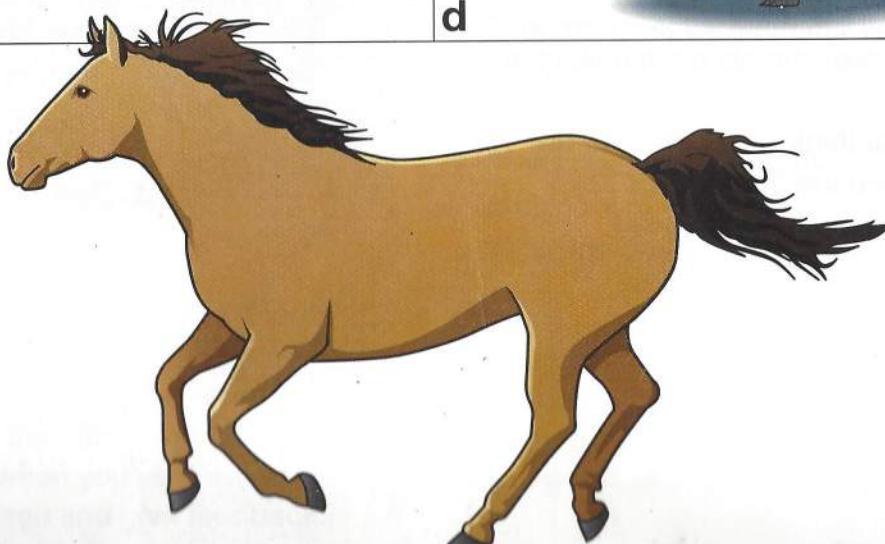
b



c



d



e

## **EXERCISE 1 Action Statements with Yes-and-No Questions**

### **1. Get ready to do some actions.**

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

Put your hand down. (Signal.)

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

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

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

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

Are you standing up? (Signal.) No.

Are you sitting down? (Signal.) Yes.

Are you touching your head? (Signal.) No.

Are you sitting down? (Signal.) Yes.

Are you touching your shoe? (Signal.) No.

Are you eating? (Signal.) No.

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

e. What are you doing? (Signal.) *Sitting down.*  
Say the whole thing. (Signal.) *I am sitting down.*

### **2. Let's do those actions again.**

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

### **3. Now let's try these actions.**

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

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

Put your hand down. (Signal.)

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

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

Put your hand down. (Signal.)

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

## **EXERCISE 2 Information – Names**

### **1. When I point to you, stand up.**

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

b. Listen. I'll say his/her whole name. (Say the child's first name and last name.)

\_\_\_\_\_, what's your whole name? (Child responds.)

c. Everybody, what's his/her whole name? (Signal. Children are to say the child's whole name.)

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

### **2. (Repeat the exercise with several children.)**

## **EXERCISE 3 Actions – First, Next**

### **1. Listen. Here's a new game.**

a. First I'm going to clap. Next I'm going to smile. Once more. First I'm going to clap. Next I'm going to smile.

b. What am I going to do first? (Signal.) Clap. What am I going to do next? (Signal.) Smile.

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

d. My turn. Here I go. (Clap. Pause. Smile.) What did I do first? (Signal.) Clapped. What did I do next? (Signal.) Smiled.

e. Your turn. First you'll clap. Next you'll smile.

Show me what you'll do first. Get ready. (Signal. Children clap.)

f. Show me what you'll do next. Get ready. (Signal. Children smile.)

Good. First you clapped. Next you smiled.

g. I'll tap two times. Show me the thing you do first and the thing you do next. Get ready. (Tap two times. Children clap, then smile.)

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

## **EXERCISE 4 Common Objects**

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

### **1. I'm going to touch some objects in this room. Tell me what I touch.**

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

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

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

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

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

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

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

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

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

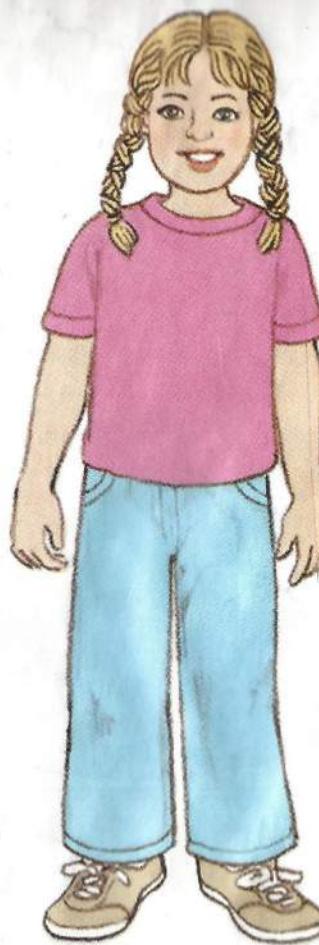
e. (Touch a book.) Everybody, what is this? (Signal.) A book.

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

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

## EXERCISE 5 Action Statements—Pictures

1. We're going to talk about some actions.
  - a. (Point to the girl.) Everybody, what is this? (Touch.) A girl.  
Say the whole thing. (Touch.) *This is a girl.*
  - b. Listen. What is this girl doing? (Touch.) Standing.
  - c. Let's say the whole thing about what this girl is doing. (Touch. Respond with children.) *This girl is standing.*
  - d. Again. (Touch.) *This girl is standing.*
  - e. All by yourselves. Say the whole thing about what this girl is doing. (Touch.) *This girl is standing.*
  - f. (Repeat steps a through e until all children's responses are firm.)



2. Now we'll talk about some more actions.
  - a. (Point to the dog.) Everybody, what is this? (Touch.) A dog.  
Say the whole thing. (Touch.) *This is a dog.*
  - b. What is this dog doing? (Touch.) Sitting.
  - c. Say the whole thing about what this dog is doing. (Touch. Do not respond with children.) *This dog is sitting.*
  - d. Again. (Touch.) *This dog is sitting.*
  - e. (Repeat steps a through d until all children's responses are firm.)

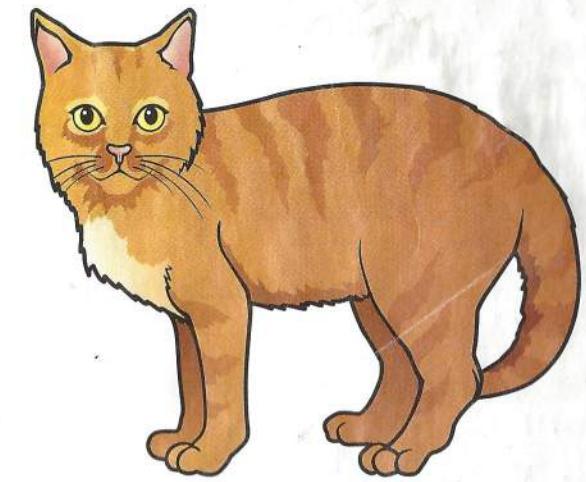


3. Get ready to do some more.
  - a. (Point to the cat.) Everybody, what is this? (Touch.) A cat.  
Say the whole thing. (Touch.) *This is a cat.*
  - b. What is the cat doing? (Touch.) Standing.
  - c. Say the whole thing about what this cat is doing. (Touch.) *This cat is standing.*
  - d. Again. (Touch.) *This cat is standing.*
  - e. (Repeat steps a through d until all children's responses are firm.)

4. Let's do those again.
  - a. (Point to the girl.) Everybody, what is this? (Touch.) A girl.  
Say the whole thing about what this girl is doing. (Touch.) *This girl is standing.*
  - b. What is this girl doing? (Touch.) Standing.
  - c. Say the whole thing about what this girl is doing. (Touch.) *This girl is standing.*
5. (Repeat parts 2 and 3 until all children's responses are firm.)

### Individual Turns

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



## EXERCISE 6 Identity Statements

1. I'll tell you about these things.

a. (Point to a.) This is a box. What is this?

(Touch.) A box.

b. (Point to b.) This is a glass. What is this?

(Touch.) A glass.

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

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

(Touch.) A box.

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

b. (Point to b.) Everybody, what is this?

(Touch.) A glass.

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

c. (Point to c.) Everybody, what is this?

(Touch.) A monkey.

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

d. (Point to d.) Everybody, what is this?

(Touch.) A shirt.

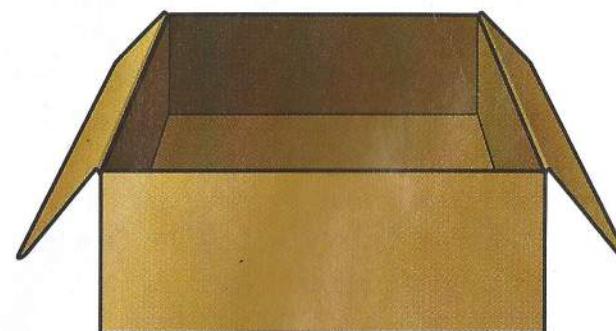
Say the whole thing. (Touch.) *This is a shirt.*

3. Let's do that again.

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

### Individual Turns

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



a



b



### EXERCISE 1 Action Statements with Yes-and-No Questions

#### 1. Get ready to do some actions.

- a. Everybody, stand up. (Signal. Wait.)  
What are you doing? (Signal.) *Standing up.*
- Everybody, sit down. (Signal. Wait.)  
What are you doing? (Signal.) *Sitting down.*
- b. Everybody, touch your leg. (Signal. Wait.)  
What are you doing? (Signal.) *Touching my leg.*  
Keep touching it. (Each child is to keep touching his or her leg until the end of step b.)  
Are you standing up? (Signal.) No.  
Are you touching your ear? (Signal.) No.  
Are you eating? (Signal.) No.  
Are you touching your mouth? (Signal.) No.  
Are you touching your leg? (Signal.) Yes.  
Are you touching your nose? (Signal.) No.  
Are you touching your shoe? (Signal.) No.
- c. (Repeat questions in step b until all children's responses are firm.)
- d. What are you doing? (Signal.) *Touching my leg.*  
*Say the whole thing.* (Signal.) *I am touching my leg.*
- e. Everybody, stop touching your leg. (Signal. Children respond.)

#### 2. Let's do those actions again.

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

### 3. Now let's try these actions.

- a. Everybody, touch the floor. (Signal. Wait.)  
What are you doing? (Signal.) *Touching the floor.*  
*Say the whole thing.* (Signal.) *I am touching the floor.*  
Stop touching the floor. (Signal.)
- b. Everybody, touch your ear. (Signal. Wait.)  
What are you doing? (Signal.) *Touching my ear.*  
*Say the whole thing.* (Signal.) *I am touching my ear.*  
Put your hand down. (Signal.)

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

### Individual Turns

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

### EXERCISE 2 Information—Names

#### 1. When I point to you, stand up.

- a. (Point to a child.) Good. Everybody, say his/her first name. (Signal. Children say the child's first name.)
- b. Listen. I'll say his/her whole name. (Say the child's first name and last name.) \_\_\_\_\_, what's your whole name? (Child responds.)
- c. Everybody, what's his/her whole name? (Signal. Children are to say the child's whole name.)
- d. (Repeat until all children's responses are firm.) Good. \_\_\_\_\_, sit down.

#### 2. (Repeat the exercise with several children.)

### EXERCISE 3 Actions—First, Next

#### 1. Listen. Here's a new game.

- a. First I'm going to touch my nose. Next I'm going to clap. Once more. First I'm going to touch my nose. Next I'm going to clap.
- b. What am I going to do first? (Signal.) *Touch your nose.*  
*What am I going to do next?* (Signal.) *Clap.*
- c. (Repeat step b until all children's responses are firm.)
- d. My turn. Here I go. (Touch your nose. Pause. Clap.) What did I do first? (Signal.) *Touched your nose.*  
*What did I do next?* (Signal.) *Clapped.*
- e. Your turn. First you'll touch your nose. Next you'll clap.  
Show me what you'll do first. Get ready. (Signal. Children respond.) Show me what you'll do next. Get ready. (Signal. Children respond.)  
Good. First you touched your nose. Next you clapped.
- f. I'll tap two times. Show me the thing you do first and the thing you do next. Get ready. (Tap two times. Children respond.)
- 2. (Repeat part 1 until all children's responses are firm.)

## EXERCISE 4 Common Objects

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

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

a. (Touch a wall.) This is a wall. What is this? A wall.

b. (Touch a bulletin board.) This is a bulletin board. What is this? A bulletin board.

c. (Touch the floor.) This is the floor. What is this? The floor.

2. Your turn to tell me what I touch.

a. (Touch a bulletin board.) Everybody, what am I touching? (Signal.) A bulletin board.

Say the whole thing about what I am doing. (Signal.) You are touching a bulletin board.

b. (Touch a wall.) Everybody, what am I touching? (Signal.) A wall.

Say the whole thing about what I am doing. (Signal.) You are touching a wall.

c. (Touch the floor.) Everybody, what am I touching? (Signal.) The floor.

Say the whole thing about what I am doing. (Signal.) You are touching the floor.

d. (Touch a chalkboard.) Everybody, what am I touching? (Signal.) A chalkboard.

Say the whole thing about what I am doing. (Signal.) You are touching a chalkboard.

e. (Touch a computer.) Everybody, what am I touching? (Signal.) A computer.

Say the whole thing about what I am doing. (Signal.) You are touching a computer.

## EXERCISE 5 Yes-and-No Questions and Identity Statements

1. See if I can fool you with some hard questions.

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

b. Is this a table? (Touch.) No.

Is this a car? (Touch.) No.

Is this a tree? (Touch.) No.

Is this a bike? (Touch.) Yes.

Is this a dog? (Touch.) No.

c. Is this a bike? (Touch.) Yes.

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

d. Again. (Touch.) This is a bike.

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

## Individual Turns

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



## EXERCISE 6 Identity Statements

1. We're going to talk about all of these things.  
When I touch something, you tell me about it.
- a. (Point to a.) What is this? (Touch.)  
*A bike.*  
Say the whole thing. (Touch.) *This is a bike.*
- b. (Point to b.) What is this? (Touch.)  
*A house.*  
Say the whole thing. (Touch.) *This is a house.*
- c. (Point to c.) What is this? (Touch.)  
*A cabinet.*  
Say the whole thing. (Touch.) *This is a cabinet.*
- d. (Point to d.) What is this? (Touch.) *A glass.*  
Say the whole thing. (Touch.) *This is a glass.*
- e. (Point to e.) What is this? (Touch.) *A shirt.*  
Say the whole thing. (Touch.) *This is a shirt.*
- f. (Point to f.) What is this? (Touch.) *A box.*  
Say the whole thing. (Touch.) *This is a box.*

## 2. Let's do that again.

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

### Individual Turns

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



## EXERCISE 7 Action Statements—Pictures

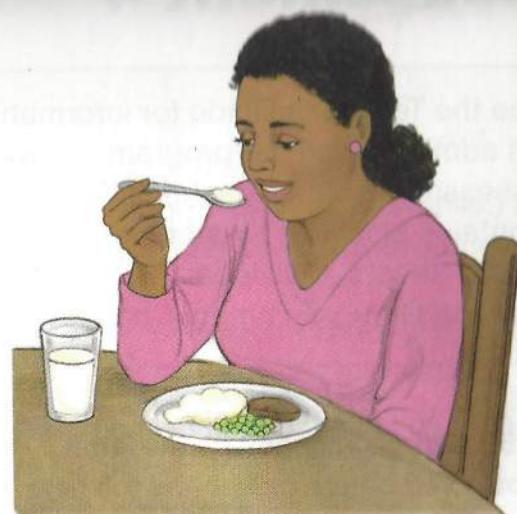
1. Look at these things. We're going to talk about what these people are doing.
- (Point to a.) This man is sleeping. What is he doing? (Touch.) *Sleeping.*
  - (Point to b.) This woman is eating. What is she doing? (Touch.) *Eating.*
  - (Point to c.) This girl is jumping. What is she doing? (Touch.) *Jumping.*
  - (Point to d.) This boy is sitting. What is he doing? (Touch.) *Sitting.*

2. Let's do those again.

- (Point to a.) Everybody, what is this? (Touch.) *A man.*  
Say the whole thing. (Touch.) *This is a man.*  
What is this man doing? (Touch.) *Sleeping.*  
Say the whole thing about what this man is doing. (Touch.) *This man is sleeping.*
- (Point to b.) Everybody, what is this? (Touch.) *A woman.*  
Say the whole thing. (Touch.) *This is a woman.*  
What is this woman doing? (Touch.) *Eating.*  
Say the whole thing about what this woman is doing. (Touch.) *This woman is eating.*
- (Point to c.) Everybody, what is this? (Touch.) *A girl.*  
Say the whole thing. (Touch.) *This is a girl.*  
What is this girl doing? (Touch.) *Jumping.*  
Say the whole thing about what this girl is doing. (Touch.) *This girl is jumping.*
- (Point to d.) Everybody, what is this? (Touch.) *A boy.*  
Say the whole thing. (Touch.) *This is a boy.*  
What is this boy doing? (Touch.) *Sitting.*  
Say the whole thing about what this boy is doing. (Touch.) *This boy is sitting.*



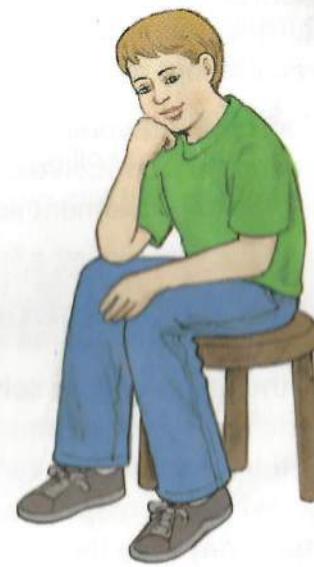
a



b



c



d

3. Let's do those again.

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

### Individual Turns

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

## **EXERCISE 1 Action Statements with Yes-and-No Questions**

### **1. Get ready to do some actions.**

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

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

Put your hand down. (Signal.)

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

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

Put your hand down. (Signal.)

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

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

Are you sitting down? (Signal.) *No.*

Are you touching your nose? (Signal.) *No.*

Are you touching your hand? (Signal.) *No.*

Are you standing up? (Signal.) *Yes.*

Are you touching your leg? (Signal.) *No.*

Are you standing up? (Signal.) *Yes.*

Are you eating? (Signal.) *No.*

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

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

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

(Have children sit down.)

### **2. Let's do those actions again.**

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

### **3. Now let's try these actions.**

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

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

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

- b. Everybody, touch your hand. (Signal. Wait.)  
What are you doing? (Signal.) *Touching my hand.*
- Say the whole thing. (Signal.) *I am touching my hand.*
- c. Put your hand down. (Signal.)

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

## **Individual Turns**

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

## **EXERCISE 2 Information — Names**

### **1. When I point to you, stand up.**

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

b. Listen. I'll say his/her whole name. (Say child's first name and last name.)

\_\_\_\_\_, what's your whole name?  
(Child responds.)

c. Everybody, what's his/her whole name? (Signal. Children are to say the child's whole name.)

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

Good. \_\_\_\_\_, sit down.

### **2. (Repeat the exercise with several children.)**

## **EXERCISE 3 Common Objects**

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

### **1. I'm going to touch different objects in this room. Tell me what I touch.**

a. (Touch a bulletin board.) Everybody, what am I touching? (Signal.) A bulletin board.  
Say the whole thing about what I am doing. (Signal.) *You are touching a bulletin board.*

b. (Touch a wall.) Everybody, what am I touching? (Signal.) A wall.

Say the whole thing about what I am doing. (Signal.) *You are touching a wall.*

c. (Touch the floor.) Everybody, what am I touching? (Signal.) The floor.

Say the whole thing about what I am doing. (Signal.) *You are touching the floor.*

d. (Touch a door.) Everybody, what am I touching? (Signal.) A door.

Say the whole thing about what I am doing. (Signal.) *You are touching a door.*

e. (Touch a chalkboard.) Everybody, what am I touching? (Signal.) A chalkboard.

Say the whole thing about what I am doing. (Signal.) *You are touching a chalkboard.*

f. (Touch a bookcase.) Everybody, what am I touching? (Signal.) A bookcase.

Say the whole thing about what I am doing. (Signal.) *You are touching a bookcase.*

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

## **Individual Turns**

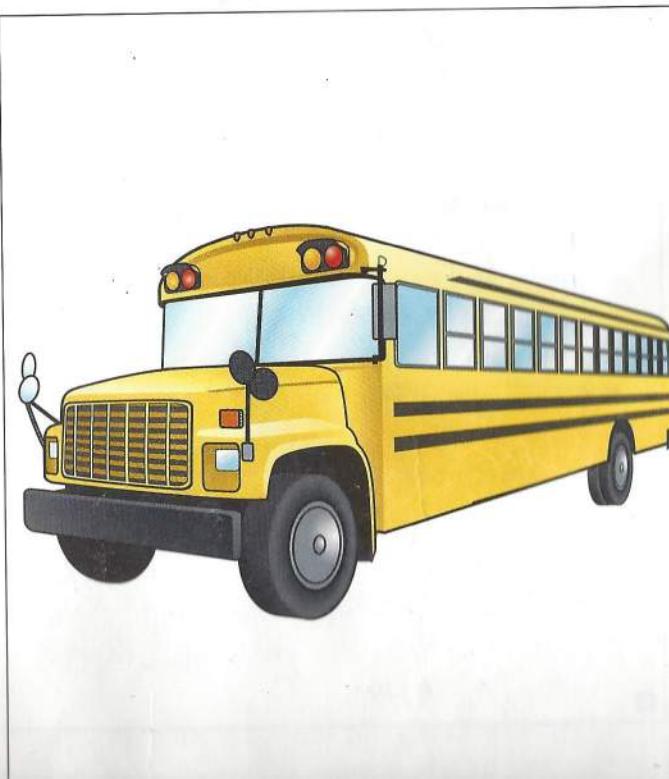
(Repeat the exercise, calling on different children for each step.)

#### EXERCISE 4 Actions—First, Next

1. We're going to talk about first and next.
  - a. Listen. First I'm going to touch my ear. Next I'm going to smile. Once more. First I'm going to touch my ear. Next I'm going to smile.
  - b. What am I going to do first? (Signal.) Touch your ear. What am I going to do next? (Signal.) Smile.
  - c. (Repeat step b until all children's responses are firm.)
  - d. My turn. Here I go. (Touch your ear. Pause. Smile.) What did I do first? (Signal.) Touched your ear. What did I do next? (Signal.) Smiled.
  - e. Your turn. First you'll touch your ear. Next you'll smile. Show me what you'll do first. Get ready. (Signal. Children respond.) Show me what you'll do next. Get ready. (Signal. Children respond.) Good. First you touched your ear. Next you smiled.
  - f. I'll tap two times. Show me the thing you do first and the thing you do next. Get ready. (Tap two times. Children respond.)
2. (Repeat the exercise until all children's responses are firm.)

#### EXERCISE 5 Yes-and-No Questions and Identity Statements

1. See if I can fool you with some hard questions.
  - a. (Point to the bus.) Everybody, what is this? (Touch.) A bus. Is this a bottle? (Touch.) No. Is this a boy? (Touch.) No. Is this a tree? (Touch.) No. Is this a car? (Touch.) No. Is this a table? (Touch.) No. Is this a girl? (Touch.) No.
  - b. Is this a bus? (Touch.) Yes. Say the whole thing. (Touch.) This is a bus.
  - c. Again. (Touch.) This is a bus.
2. (Repeat part 1 until all children's responses are firm.)



#### 3. (Point to the bike.)

- a. Every body, what is this? (Touch.) A bike. Is this a box? (Touch.) No. Is this a bus? (Touch.) No. Is this a glass? (Touch.) No. Is this a shirt? (Touch.) No.
- b. Is this a bike? (Touch.) Yes. Say the whole thing. (Touch.) This is a bike.
- c. Again. (Touch.) This is a bike.

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

#### Individual Turns

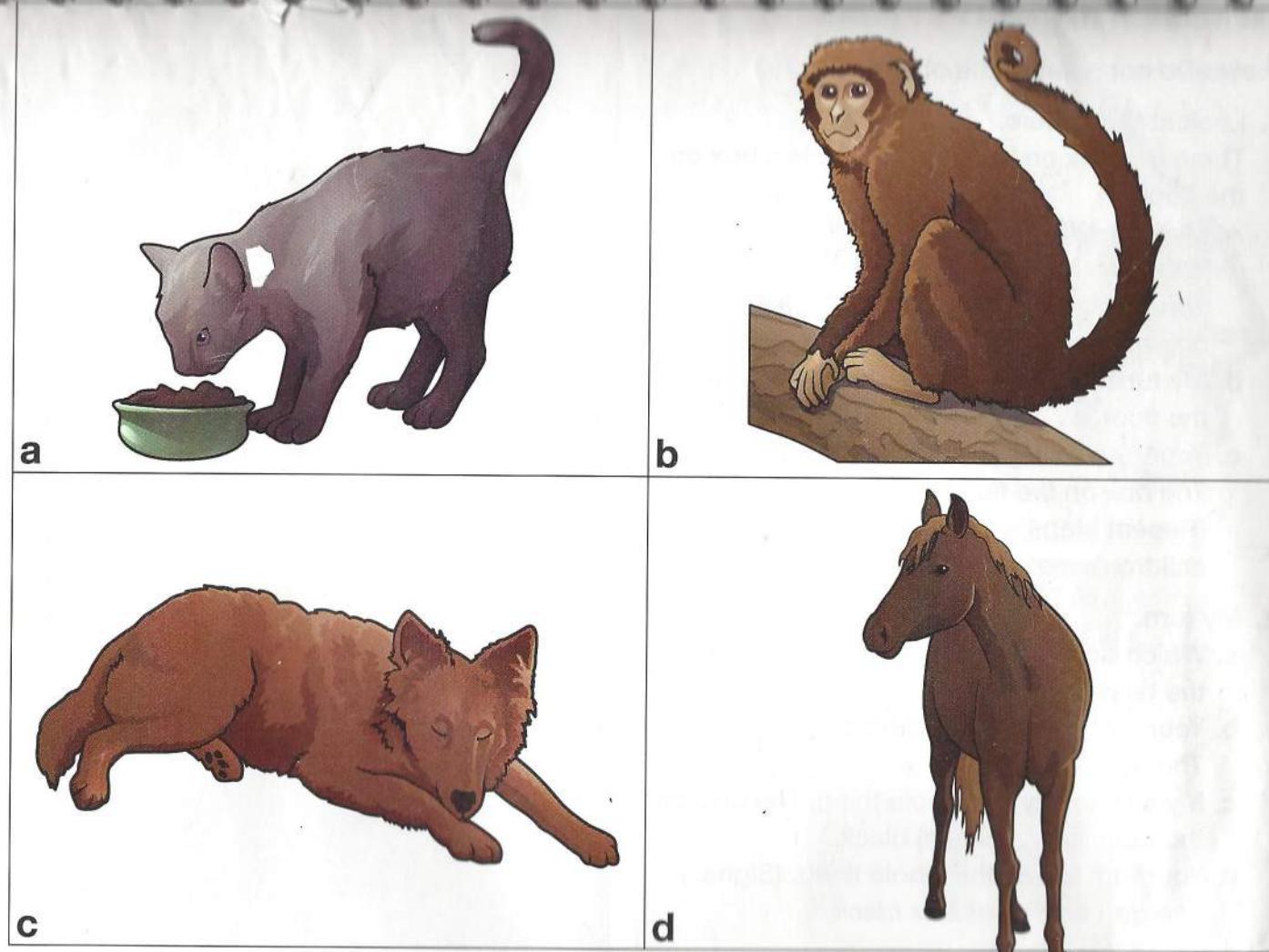
(Repeat parts 1 and 3, calling on different children for each step.)

## EXERCISE 6 Action Statements—Pictures

1. Look at these things. We're going to talk about what these animals are doing.
  - a. (Point to a.) This cat is eating. What is this cat doing? (Touch.) *Eating.*
  - b. (Point to b.) This monkey is sitting. What is this monkey doing? (Touch.) *Sitting.*
  - c. (Point to c.) This dog is sleeping. What is this dog doing? (Touch.) *Sleeping.*
  - d. (Point to d.) This horse is standing. What is this horse doing? (Touch.) *Standing.*

### 2. Let's do those again.

- a. (Point to a.) Everybody, what is this? (Touch.) *A cat.*  
Say the whole thing. (Signal.) *This is a cat.*  
What is this cat doing? (Signal.) *Eating.*  
Say the whole thing about what this cat is doing. (Touch.) *This cat is eating.*
- b. (Point to b.) Everybody, what is this? (Touch.) *A monkey.*  
Say the whole thing. (Signal.) *This is a monkey.*  
What is this monkey doing? (Signal.) *Sitting.*  
Say the whole thing about what this monkey is doing. (Signal.) *This monkey is sitting.*
- c. (Point to c.) Everybody, what is this? (Touch.) *A dog.*  
Say the whole thing. (Signal.) *This is a dog.*  
What is this dog doing? (Signal.) *Sleeping.*  
Say the whole thing about what this dog is doing. (Touch.) *This dog is sleeping.*



- d. (Point to d.) Everybody, what is this? (Touch.) *A horse.*  
Say the whole thing. (Signal.) *This is a horse.*  
What is this horse doing? (Signal.) *Standing.*  
Say the whole thing about what this horse is doing. (Touch.) *This horse is standing.*

3. We'll do those some more.  
(Repeat part 2 until all children's responses are firm.)

- Individual Turns**  
(Repeat part 2, calling on different children for each step.)

## EXERCISE 7 Identity Statements

1. I'll tell you about these things.

- a. (Point to a.) This is a deer. What is this?  
(Touch.) A deer.
- b. (Point to b.) This is a wagon. What is this?  
(Touch.) A wagon.
- c. (Point to c.) This is a turtle. What is this?  
(Touch.) A turtle.

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

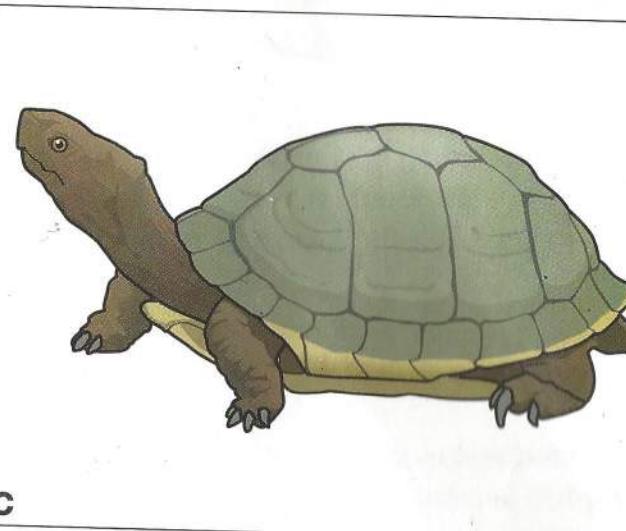
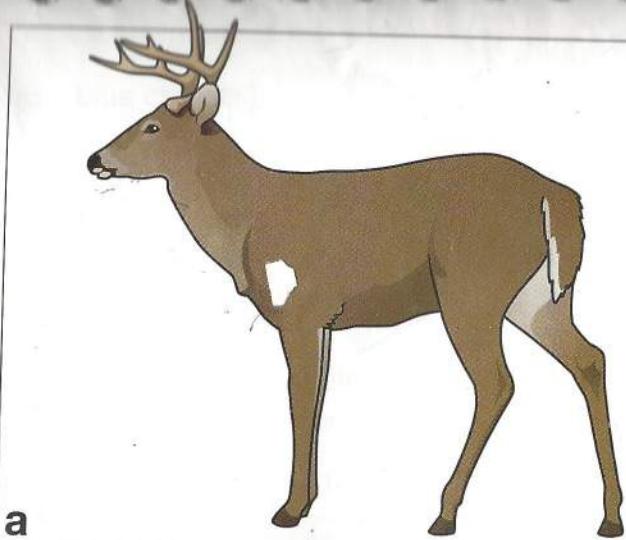
- a. (Point to a.) Everybody, what is this?  
(Touch.) A deer.  
Say the whole thing. (Touch.) This is a deer.
- b. (Point to b.) Everybody, what is this?  
(Touch.) A wagon.  
Say the whole thing. (Touch.) This is a wagon.
- c. (Point to c.) Everybody, what is this?  
(Touch.) A turtle.  
Say the whole thing. (Touch.) This is a turtle.
- d. (Point to d.) Everybody, what is this?  
(Touch.) A window.  
Say the whole thing. (Touch.) This is a window.
- e. (Point to e.) Everybody, what is this?  
(Touch.) A bus.  
Say the whole thing. (Touch.) This is a bus.
- f. (Point to f.) Everybody, what is this?  
(Touch.) A door.  
Say the whole thing. (Touch.) This is a door.

3. Let's do that again.

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

## Individual Turns

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



## LESSON 20

### EXERCISE 1 Action Statements with Yes-or-No Questions

#### 1. Get ready to do some actions.

a. My turn. I'm going to touch my mouth.

Watch. (Touch your mouth.)

Everybody, touch your mouth. (Signal.

Wait.)

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

Put your hand down. (Signal.)

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

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

Put your hand down. (Signal.)

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

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

Keep touching it.

d. Are you touching your nose? (Signal.) No.

Are you touching your ear? (Signal.) Yes.

Are you standing up? (Signal.) No.

Are you touching your hand? (Signal.) No.

Are you touching your ear? (Signal.) Yes.

Are you eating? (Signal.) No.

Are you touching your arm? (Signal.) No.

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

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

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

Put your hand down. (Signal.)

#### 2. Let's do those actions again.

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

#### 3. Now let's try these actions.

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

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

Put your hand down. (Signal.)

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

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

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

Put your hand down. (Signal.)

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

### Individual Turns

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

### EXERCISE 2 Common Objects

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

#### 1. I'm going to touch some objects in this room. Tell me what I touch.

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

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

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

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

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

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

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

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

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

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

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

### Individual Turns

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

### EXERCISE 3 Actions—First, Next

1. We're going to talk about first and next.
  - a. Listen. First I'm going to touch the floor. Next I'm going to clap. Once more. First I'm going to touch the floor. Next I'm going to clap.
  - b. What am I going to do first? (Signal.) *Touch the floor.*  
What am I going to do next? (Signal.) *Clap.*
  - c. (Repeat step b until all children's responses are firm.)
- d. My turn. Here I go. (Touch the floor.)  
Pause. Clap.) What did I do first? (Signal.) *Touched the floor.*  
What did I do next? (Signal.) *Clapped.*
- e. Your turn. First you'll touch the floor. Next you'll clap.  
Show me what you'll do first. Get ready. (Signal. Children touch the floor.)  
Show me what you'll do next. Get ready. (Signal. Children clap.) Good. First you touched the floor. Next you clapped.
- f. I'll tap two times. Show me the thing you do first and the thing you do next.  
Get ready. (Tap two times. Children touch the floor, then clap.)

**EXERCISE 4** Identity statements

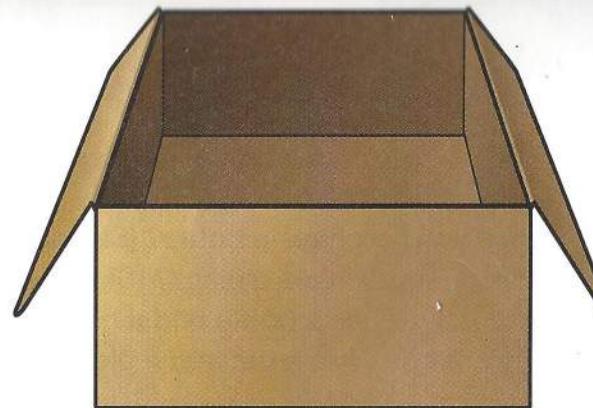
1. When I touch something, you tell me about it.
- a. (Point to a.) Everybody, what is this?  
(Touch.) A box.  
Say the whole thing. (Signal.) *This is a box.*
- b. (Point to b.) Everybody, what is this?  
(Touch.) A wagon.  
Say the whole thing. (Signal.) *This is a wagon.*
- c. (Point to c.) Everybody, what is this?  
(Touch.) A glass.  
Say the whole thing. (Signal.) *This is a glass.*
- d. (Point to d.) Everybody, what is this?  
(Touch.) A deer.  
Say the whole thing. (Signal.) *This is a deer.*
- e. (Point to e.) Everybody, what is this?  
(Touch.) A turtle.  
Say the whole thing. (Signal.) *This is a turtle.*
- f. (Point to f.) Everybody, what is this?  
(Touch.) A flower.  
Say the whole thing. (Signal.) *This is a flower.*

2. Let's do that again.

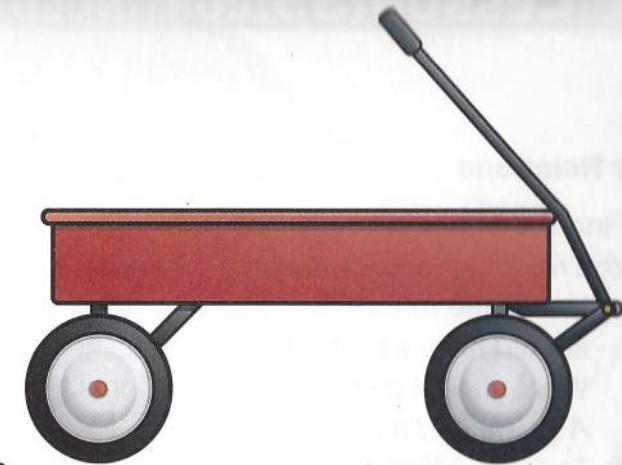
(Repeat part 1 until all children's responses are firm.)

**Individual Turns**

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



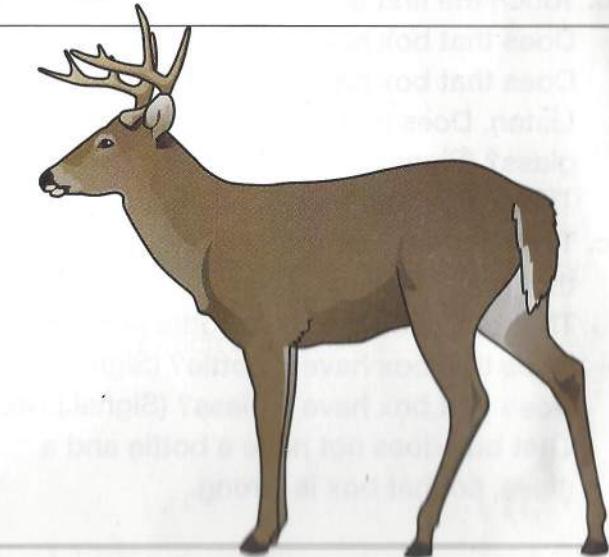
**a**



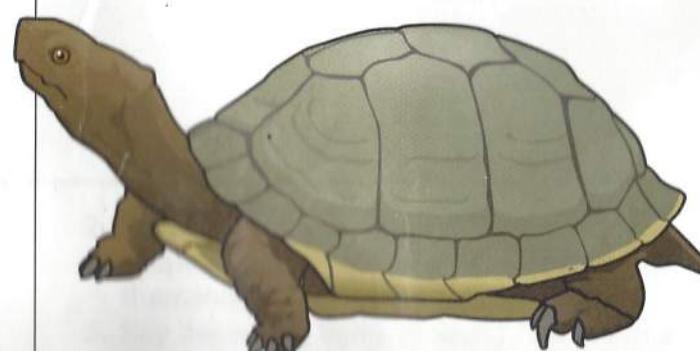
**b**



**c**



**d**



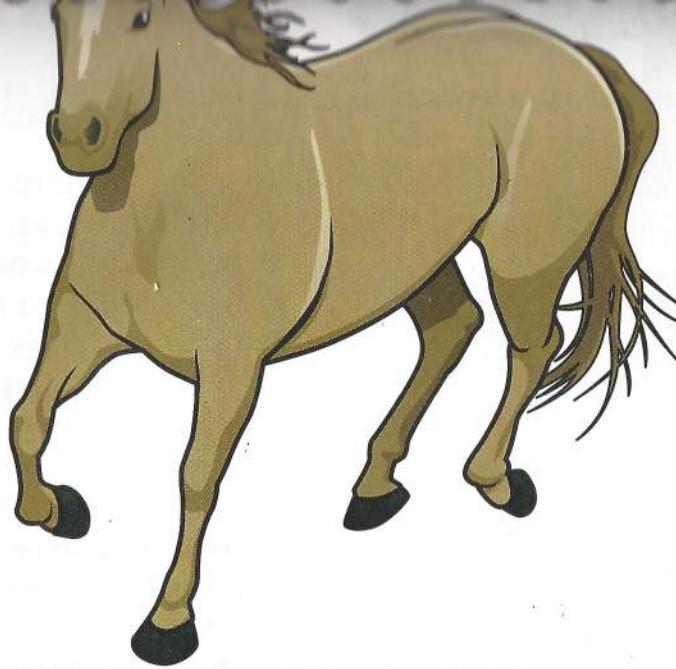
**e**



**f**

## EXERCISE 5: Yes-and-No Questions and "Not" Statements

1. We're going to talk about this picture. (Point to the horse.)
  - a. Everybody, what is this? (Touch.) A horse. Is this a table? (Touch.) No.
  - b. What is this? (Touch.) A horse. Say the whole thing. (Touch.) This is a horse.
  - c. Is this a dog? (Touch.) No. I can say the whole thing. This is not a dog. Listen again. This is not a dog.
  - d. Say the whole thing with me. (Touch. Respond with children.) This is not a dog. Again. (Touch.) This is not a dog. (Repeat until all children can make the statement with you.)
  - e. All by yourselves. Say the whole thing. (Touch. Do not respond with children.) This is not a dog. ●
  - f. Again. (Touch.) This is not a dog. (Repeat steps d and e until all children can make the statement.)



2. Let's do that again.
  - a. What is this? (Touch.) A horse. Say the whole thing. (Touch.) This is a horse.
  - b. Is this a dog? (Touch.) No. Say the whole thing. (Touch.) This is not a dog.
3. (Repeat part 2 until all children can make both statements.)

### Individual Turns

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

## CORRECTIONS

### EXERCISE 5

#### Error

(Children don't say the entire sentence or don't say it correctly.)

#### Correction

1. Listen. Not a dog. Say it with me. (Repeat until all children say not a dog with you.)

2. This is . . . (signal) not a dog. (Repeat until all children say not a dog by themselves.)
3. Say the whole thing. (Touch.) This is not a dog.
4. (Repeat part 1 of the exercise until all children's responses are firm.)

## 6 Action Statements – Pictures

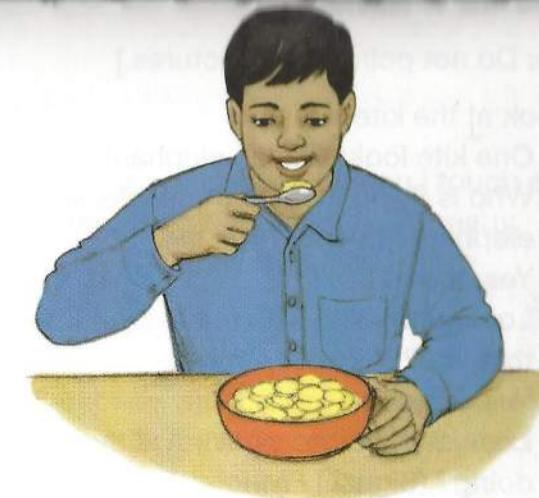
1. Look at these things. We're going to talk about what these men are doing.
  - a. (Point to a.) This man is sleeping. What is this man doing? (Touch.) *Sleeping.*
  - b. (Point to b.) This man is eating. What is this man doing? (Touch.) *Eating.*
  - c. (Point to c.) This man is standing. What is this man doing? (Touch.) *Standing.*
  - d. (Point to d.) This man is jumping. What is this man doing? (Touch.) *Jumping.*

### 2. Let's do those again.

- a. (Point to a.) Everybody, what is this? (Touch.) *A man.*  
Say the whole thing. (Signal.) *This is a man.*  
What is this man doing? (Signal.) *Sleeping.*  
Say the whole thing about what this man is doing. (Touch.) *This man is sleeping.*
- b. (Point to b.) Everybody, what is this? (Touch.) *A man.*  
Say the whole thing. (Signal.) *This is a man.*  
What is this man doing? (Signal.) *Eating.*  
Say the whole thing about what this man is doing. (Touch.) *This man is eating.*
- c. (Point to c.) Everybody, what is this? (Touch.) *A man.*  
Say the whole thing. (Signal.) *This is a man.*  
What is this man doing? (Signal.) *Standing.*  
Say the whole thing about what this man is doing. (Touch.) *This man is standing.*



**a**



**b**



**c**



**d**

- d. (Point to d.) Everybody, what is this? (Touch.) *A man.*  
Say the whole thing. (Signal.) *This is a man.*  
What is this man doing? (Signal.) *Jumping.*  
Say the whole thing about what this man is doing. (Touch.) *This man is jumping.*

### 3. Let's do those again.

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

### Individual Turns

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

### EXERCISE 1 Action Statements with Yes-and-No Questions

**1.** Get ready to do some actions.

a. Everybody, stand up. (Signal.)

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

Everybody, touch your head. (Signal.)

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

Put your hand down. (Signal.)

b. Everybody, sit down. (Signal.)

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

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

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

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

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

Keep touching it. (Each child is to keep touching his/her leg until the end of step e.)

Are you touching your leg? (Signal.) Yes.

Are you standing up? (Signal.) No.

Are you touching your head? (Signal.) No.

Are you touching your hand? (Signal.) No.

Are you touching the floor? (Signal.) No.

Are you touching your leg? (Signal.) Yes.

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

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

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

Stop touching your leg. (Signal.)

**2.** Let's do those actions again.

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

**3.** Now let's try these actions.

a. Everybody, touch your mouth. (Signal.)

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

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

Put your hand down. (Signal.)

b. Everybody, touch your ear. (Signal.)

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

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

Put your hand down. (Signal.)

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

### EXERCISE 2 Information – School

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

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

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

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

### Individual Turns

(Repeat the exercise, calling on different children.)

### Individual Turns

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

### EXERCISE 3 Common Objects

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

1. I'm going to touch an object in this room and tell you what I touch. (Touch an eraser.) This is an eraser. What is this? (Signal.) An eraser.

2. Tell me what I touch.

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

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

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

b. (Touch an eraser.) Everybody, what is this? (Signal.) An eraser.

Say the whole thing. (Signal.) This is an eraser.

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

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

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

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

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

(Signal.) A flag.

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

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

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

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 – First, Next

1. We're going to talk about first and next.

a. Listen. First I'm going to clap. Next I'm going to touch my nose. Once more. First I'm going to clap. Next I'm going to touch my nose.

b. What am I going to do first? (Signal.) Clap. What am I going to do next? (Signal.) Touch your nose.

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

2. My turn. Here I go. (Clap. Pause. Touch your nose.)

a. What did I do first? (Signal.) Clapped.

b. What did I do next? (Signal.) Touched your nose.

3. Your turn. First you'll clap. Next you'll touch your nose.

a. Show me what you'll do first. Get ready. (Signal. Children respond.)

b. Show me what you'll do next. Get ready. (Signal. Children respond.)

Good. First you clapped. Next you touched your nose.

4. I'll tap two times. Show me the thing you do first and the thing you do next. Get ready. (Tap two times. Children respond.)

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

## EXERCISE 5 Identity Statements

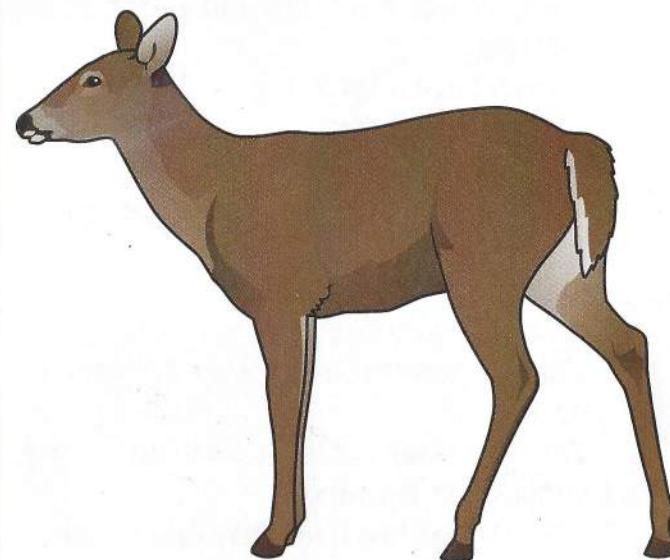
1. We're going to talk about all of these pictures.  
When I touch something, you tell me about it.
  - a. (Point to a.) Everybody, what is this?  
(Touch.) A deer.  
Say the whole thing. (Touch.) *This is a deer.*
  - b. (Point to b.) Everybody, what is this?  
(Touch.) A bike.  
Say the whole thing. (Touch.) *This is a bike.*
  - c. (Point to c.) Everybody, what is this?  
(Touch.) A wagon.  
Say the whole thing. (Touch.) *This is a wagon.*
  - d. (Point to d.) Everybody, what is this?  
(Touch.) A shirt.  
Say the whole thing. (Touch.) *This is a shirt.*

### 2. Let's do that again.

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

### Individual Turns

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



a



b



a



## EXERCISE 6 Yes-and-No Questions with “Not” Statements

1. We’re going to talk about this picture. (Point to the cat.)
  - a. Everybody, what is this? (Touch.) A cat.  
Is this a car? (Touch.) No.  
Is this a cat? (Touch.) Yes.  
Is this a dog? (Touch.) No.  
Is this a fish? (Touch.) No.
  - b. What is this? (Touch.) A cat.  
Say the whole thing. (Touch.) *This is a cat.*
  - c. Is this a fish? (Touch.) No.  
I can say the whole thing. This is not a fish.  
Listen again. This is not a fish.
  - d. Say the whole thing with me. (Touch.  
Respond with children.) *This is not a fish.*  
Again. (Touch.) *This is not a fish.*  
(Repeat step d until all children can make the statement with you.)
  - e. All by yourselves. Say the whole thing.  
(Touch. Do not respond with children.) *This is not a fish.* ●  
(Repeat steps d and e until all children can make the statement.)
2. Let’s do that again.
  - a. What is this? (Touch.) A cat.  
Say the whole thing. (Touch.) *This is a cat.*
  - b. Is this a fish? (Touch.) No.  
Say the whole thing. (Touch.) *This is not a fish.*
  - c. (Repeat part 2 until all children can make both statements.)

### Individual Turns

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



## CORRECTIONS

### EXERCISE 6

#### ● Error

(Children don’t say the entire sentence or don’t say it correctly.)

#### Correction

1. Listen. Not a fish. Say it with me. (Signal.)  
(Repeat until all children say *not a fish* with you.)

2. This is . . . (signal) *not a fish.*  
(Repeat until all children say *not a fish* by themselves.)
3. Say the whole thing. (Touch.) *This is not a fish.*
4. (Repeat part 1 of the exercise.)

**Yes-and-No Questions**  
**"Not" Statements**

We are going to talk about this picture.  
(Touch the bottle.)

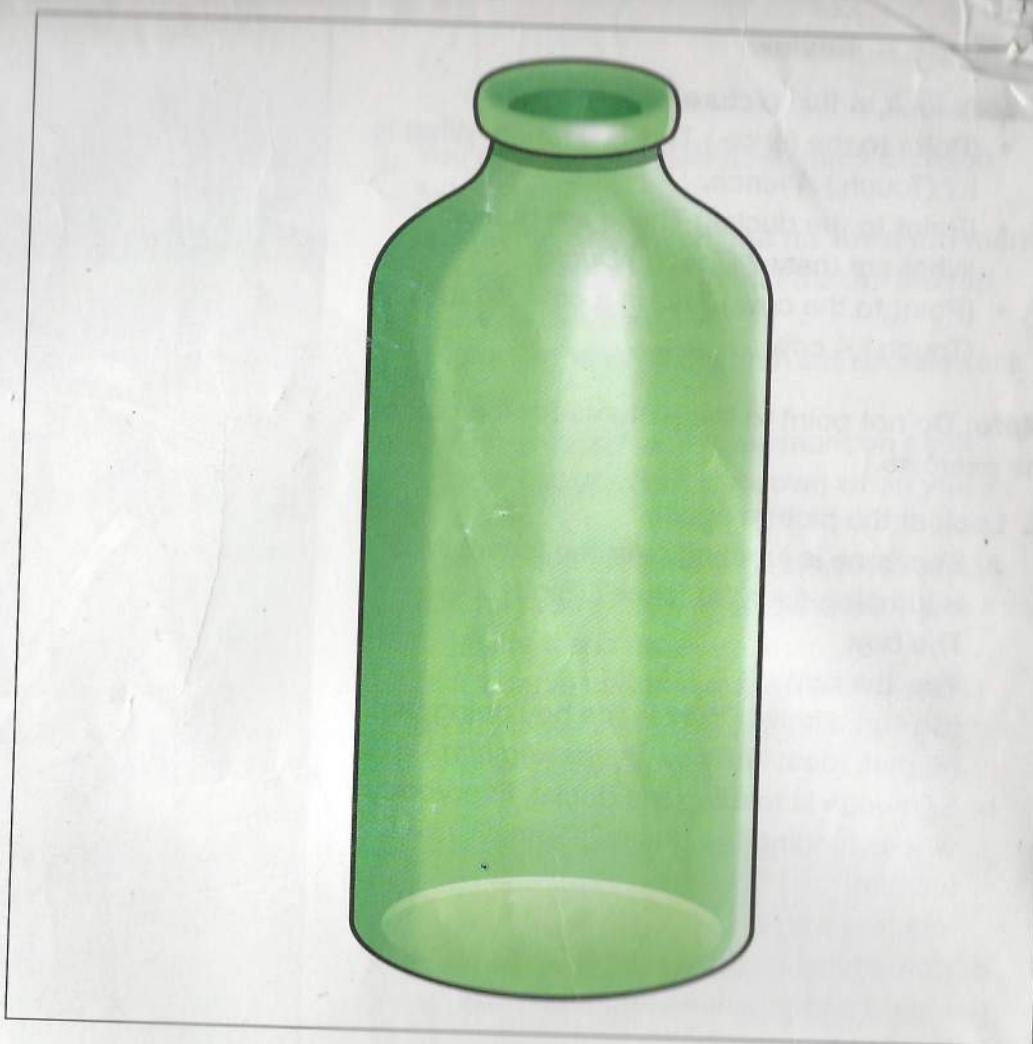
- a. Everybody, what is this? (Touch.) A bottle.  
Is this a bottle? (Touch.) Yes.  
Is this a cat? (Touch.) No.  
Is this an elephant? (Touch.) No.
- b. What is this? (Touch.) A bottle.  
Say the whole thing. (Touch.) This is a bottle.
- c. Is this a cat? (Touch.) No.  
I can say the whole thing. This is not a cat.  
Listen again. This is not a cat.
- d. Say the whole thing with me. (Touch.  
Respond with children.) This is not a cat.  
Again. (Touch.) This is not a cat.  
(Repeat until all children can make the statement with you.)
- e. All by yourselves. Say the whole thing.  
(Touch. Do not respond with children.) This is not a cat.  
Again. (Touch.) This is not a cat.
- f. (Repeat steps d and e until all children can make the statement.)

**2. Let's do that again.**

- a. What is this? (Touch.) A bottle.  
Say the whole thing. (Touch.) This is a bottle.
- b. Is this a cat? (Touch.) No.  
Say the whole thing. (Touch.) This is not a cat.
- c. (Repeat part 2 until all children can make both statements.)

**Individual Turns**

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



# LESSON 22

## EXERCISE 1 Action Statements with Yes-and-No Questions

### 1. Get ready to do some actions.

- Everybody, touch your ear. (Signal.)  
What are you doing? (Signal.) *Touching my ear.*  
Put your hand down. (Signal.)
- Everybody, touch your hand. (Signal.)  
What are you doing? (Signal.) *Touching my hand.*  
*Say the whole thing. (Signal.) I am touching my hand.*
- (Repeat step b until all children can make the statement.)  
Put your hand down. (Signal.)
- Everybody, touch your nose. (Signal.)  
What are you doing? (Signal.) *Touching my nose.*  
*Keep touching it.* (Children are to touch their noses until the end of part 2.)

### 2. Now let's talk about what you are doing.

- Are you standing up? (Signal.) No.  
Are you eating? (Signal.) No.  
Are you touching your leg? (Signal.) No.  
Are you touching your nose? (Signal.) Yes.  
Are you touching your shoe? (Signal.) No.  
(Repeat until all children's responses are firm.)
- What are you doing? (Signal.) *Touching my nose.*  
*Say the whole thing. (Signal.) I am touching my nose.*
- Stop touching your nose. (Signal.)

### 3. Let's do those actions again. Touch your nose.

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

### 4. Now let's try these actions.

- Everybody, touch your leg. (Signal.)  
What are you doing? (Signal.) *Touching my leg.*
- Say the whole thing. (Signal.) *I am touching my leg.*  
Put your hand down. (Signal.)
- (Repeat steps a and b until all children's responses are firm.)

## EXERCISE 2 Information—Names

### When I point to you, stand up.

- (Point to a child. The child responds.)  
Good. Everybody, say his/her first name.  
(Signal. Children say the child's first name.)
- Listen. I'll say his/her whole name. (Say the child's first and last name.) \_\_\_\_\_, what's your whole name? (The child responds.)
- Everybody, what's his/her whole name?  
(Signal. Children are to say the child's whole name.)  
(Repeat until all children's responses are firm.)  
Good. \_\_\_\_\_, sit down.
- (Repeat the exercise with several children.)

## EXERCISE 3 Information—School

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

- Everybody, what's your teacher's name?  
(Pause. Signal.)
- What's the name of the school you go to?  
(Pause. Signal.)
- (Repeat steps a and b until all children's responses are firm.)

## EXERCISE 4 Actions—First, Next

### 1. We're going to talk about first and next.

- Listen. First I'm going to touch my nose.  
Next I'm going to touch my ear.
- What am I going to do first? (Signal.) Touch your nose.  
What am I going to do next? (Signal.) *Touch your ear.*
- (Repeat step b until all children's responses are firm.)

### 2. My turn. Here I go. (Touch your nose. Pause. Touch your ear.)

- What did I do first? (Signal.) *Touched your nose.*
- What did I do next? (Signal.) *Touched your ear.*

### 3. Your turn. First you'll touch your nose. Next you'll touch your ear.

- Show me what you'll do first. Get ready.  
(Signal. Children respond.)
- Show me what you'll do next. Get ready.  
(Signal. Children respond.)  
Good. First you touched your nose. Next you touched your ear.

### 4. I'll tap two times. Show me the thing you do first and the thing you do next. Get ready. (Signal. Children respond.)

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

## EXERCISE 5 Identity statements

1. I'll tell you about these pictures.

- a. (Point to a.) This is a bird. What is this?  
(Touch.) *A bird.*
- b. (Point to b.) This is an egg. What is this?  
(Touch.) *An egg.*
- c. (Point to c.) This is a kite. What is this?  
(Touch.) *A kite.*
- d. (Point to d.) This is a horse. What is this?  
(Touch.) *A horse.*

2. Let's do some more.

- a. (Point to a.) Everybody, what is this?  
(Touch.) *A bird.*  
*Say the whole thing.* (Touch.) *This is a bird.*
- b. (Point to b.) Everybody, what is this?  
(Touch.) *An egg.*  
*Say the whole thing.* (Touch.) *This is an egg.*
- c. (Point to c.) Everybody, what is this?  
(Touch.) *A kite.*  
*Say the whole thing.* (Touch.) *This is a kite.*
- d. (Point to d.) Everybody, what is this?  
(Touch.) *A horse.*  
*Say the whole thing.* (Touch.) *This is a horse.*

3. Let's do that again.

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

### Individual Turns

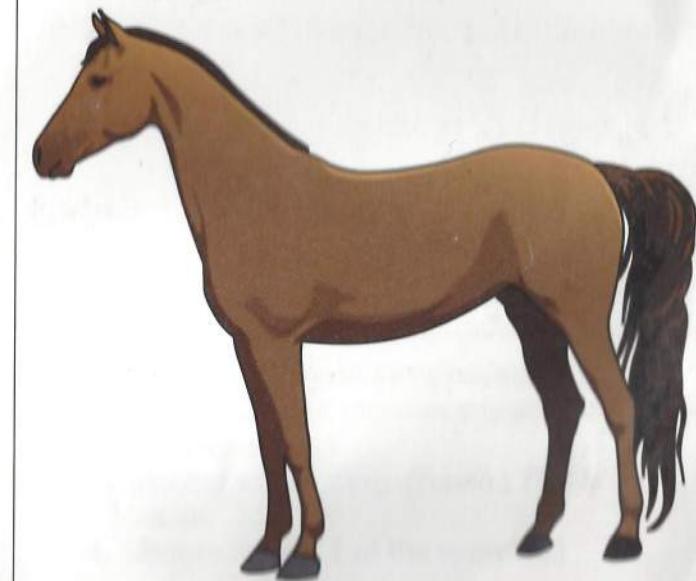
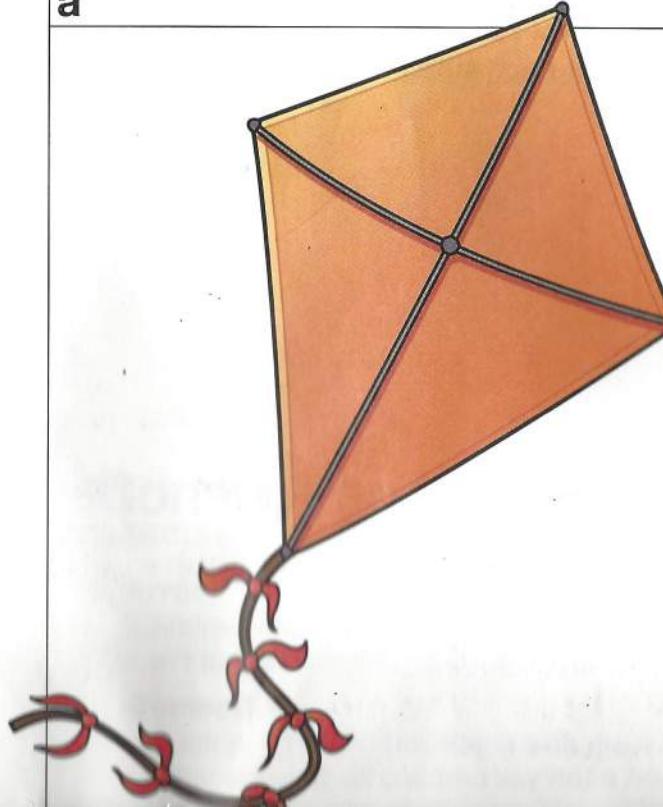
(Repeat part 2, calling on different children for each step.)



a



b



## EXERCISE 6 Yes-and-No Questions with “Not” Statements

1. Look at the picture. (Point to the hat.)
  - a. Everybody, what is this? (Touch.) A hat.  
Is this a shoe? (Touch.) No.
  - b. What is this? (Touch.) A hat.  
Say the whole thing. (Touch.) *This is a hat.*
  - c. Is this a house? (Touch.) No.  
I can say the whole thing. This is not a house. Again. This is not a house.
  - d. Say the whole thing with me. (Touch.  
Respond with children.) *This is not a house.*  
Again. (Touch.) *This is not a house.*  
(Repeat step d until all children can make the statement with you.)
  - e. All by yourselves. Say the whole thing.  
(Touch. Do not respond with children.) *This is not a house.* ●
  - f. Again. (Touch.) *This is not a house.*  
(Repeat steps d and e until all children can make the statement.)
2. Let's do that again.
  - a. What is this? (Touch.) A hat.  
Say the whole thing. (Touch.) *This is a hat.*
  - b. Is this a house? (Touch.) No.  
Say the whole thing. (Touch.) *This is not a house.*
  - c. (Repeat steps a and b until all children can make both statements.)

### Individual Turns

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



## CORRECTIONS

### EXERCISE 6

#### ● Error

(Children don't say the entire sentence or don't say it correctly.)

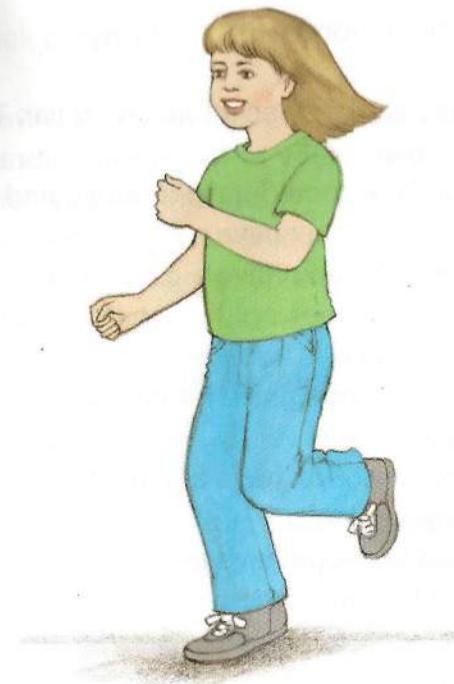
#### Correction

1. Listen. Not a house. Say it with me.  
(Repeat until all children say *not a house* with you.)

2. This is . . . (signal) *not a house.*  
(Repeat until all children say *not a house* by themselves.)
3. Say the whole thing. (Touch.) *This is not a house.*
4. (Return to part 1 of the exercise.)

## EXERCISE 7 Action Statements – Pictures

1. Look at these pictures. We're going to talk about what these girls are doing.
- (Point to a.) This girl is running. What is she doing? (Touch.) *Running*.
  - (Point to b.) This girl is swimming. What is she doing? (Touch.) *Swimming*.
  - (Point to c.) This girl is sitting. What is she doing? (Touch.) *Sitting*.
  - (Point to d.) This girl is standing. What is she doing? (Touch.) *Standing*.
2. Let's do those again.
- (Point to a.) Everybody, what is this? (Touch.) *A girl*.  
Say the whole thing. (Touch.) *This is a girl*.  
What is this girl doing? (Touch.) *Running*.  
Say the whole thing about what this girl is doing. (Touch.) *This girl is running*.
  - (Point to b.) Everybody, what is this? (Touch.) *A girl*.  
Say the whole thing. (Touch.) *This is a girl*.  
What is this girl doing? (Touch.) *Swimming*.  
Say the whole thing about what this girl is doing. (Touch.) *This girl is swimming*.
  - (Point to c.) Everybody, what is this? (Touch.) *A girl*.  
Say the whole thing. (Touch.) *This is a girl*.  
What is this girl doing? (Touch.) *Sitting*.  
Say the whole thing about what this girl is doing. (Touch.) *This girl is sitting*.
  - (Point to d.) Everybody, what is this? (Touch.) *A girl*.  
Say the whole thing. (Touch.) *This is a girl*.  
What is this girl doing? (Touch.) *Standing*.  
Say the whole thing about what this girl is doing. (Touch.) *This girl is standing*.



a



b



3. Let's do those again.

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

**EXERCISE 1 Actions – Pronouns**

1. I'll show you how I smile. Watch. (Smile.) Your turn. Everybody, smile. (Signal.)
2. Get ready to do some other actions.
  - a. Everybody, stand up. (Signal. Wait.) What are you doing? (Signal.) Standing up. Say the whole thing. (Signal.) I am standing up.
  - b. Everybody, smile. (Signal. Wait.) What are you doing? (Signal.) Smiling. Say the whole thing. (Signal.) I am smiling.
  - c. Everybody, sit down. (Signal. Wait.) What are you doing? (Signal.) Sitting down. Say the whole thing. (Signal.) I am sitting down.
  - d. (Repeat part 2 until all children's responses are firm.)
3. My turn.
  - a. I am going to stand up. (Stand up.) What am I doing? (Signal.) Standing up. Everybody, let's say the whole thing about what I am doing. (Signal. Respond with children.) You are standing up.

- b. Again. (Signal.) You are standing up. (Repeat step a with children until they all respond correctly.)
- c. All by yourselves. Say the whole thing about what I am doing. (Signal. Do not respond with children.) You are standing up.
- d. Again. (Signal.) You are standing up.
- e. (Repeat part 3 until all children can make the statement.)
4. Now watch me.
  - a. I'm going to sit down. (Sit down.) What am I doing? (Signal.) Sitting down. Say the whole thing about what I am doing. (Signal. Do not respond with children.) You are sitting down.
  - b. Again. (Signal.) You are sitting down. (Repeat step a until all children can make the statement.)
5. (Repeat parts 3 and 4 until all children's responses are firm.)

**EXERCISE 2 Information – Names**

When I point to you, stand up.

- a. (Point to a child. The child responds.) Good. Everybody, say his/her first name. (Signal. Wait. Children say the child's first name.)
- b. Listen. I'll say his/her whole name. (Say the child's first name and last name.) \_\_\_\_\_, what's your whole name? (The child responds.)
- c. Everybody, what's his/her whole name? (Signal. Children are to say the child's whole name.) (Repeat until all children's responses are firm.) Good. \_\_\_\_\_, sit down.
- d. (Repeat steps a through c with several children.)

### EXERCISE 3 Missing Objects

[Note: You will need a ruler and a piece of chalk for this exercise.]

1. You're going to learn about missing objects.
  - a. (Show ruler and chalk.) **I have a ruler.** I have chalk. **Do I have a ruler?** (Signal.) Yes. Point to the ruler. (Signal. Children point.) **Do I have chalk?** (Signal.) Yes. Point to the chalk. (Signal. Children point.)
  - b. Let's do it again.  
(Repeat step a until all children's responses are firm.)
2. I'm going to try to fool you. I'm going to take away one of these objects. See if you can tell which object is missing.
  - a. **Everybody, close your eyes.** Don't look. (Remove the ruler. Show chalk.) **Everybody, open your eyes.** What object do I have now? (Signal.) **Chalk.**  
**Do I have the ruler anymore?** (Signal.) **No.**
  - b. **I don't have the ruler anymore,** so the ruler is missing. Which object is missing? (Signal.) **The ruler.**  
Yes, the ruler is missing.

3. Let's do it again. (Show the ruler and chalk.)
  - a. **Do I have the ruler?** (Signal.) **Yes.**  
**Do I have chalk?** (Signal.) **Yes.**
  - b. **Close your eyes.** (Remove chalk.) Open your eyes. What object do I have now? (Signal.) **The ruler.**  
**Do I still have the chalk?** (Signal.) **No.**
  - c. **I don't have the chalk anymore,** so the chalk is missing. Which object is missing? (Signal.) **The chalk.**
4. Once more. (Show ruler and chalk.) **I have the ruler and I have chalk.**
  - a. **Close your eyes.** (Remove chalk.) Open your eyes.
  - b. **Which object do I still have?** (Signal.) **The ruler.**  
**Which object is missing?** (Signal.) **The chalk.**
5. (Repeat exercise until all children's responses are firm.)

### EXERCISE 4 Actions—First, Next

1. We're going to talk about first and next.
  - a. Listen. First I'm going to touch my head. Next I'm going to touch my nose. Once more. First I'm going to touch my head. Next I'm going to touch my nose.

- b. **What am I going to do first?** (Signal.) **Touch your head.**  
**What am I going to do next?** (Signal.) **Touch your nose.**
- c. (Repeat step b until all children's responses are firm.)
2. **My turn. Here I go.** (Touch your head. Pause. Touch your nose.)
  - a. **What did I do first?** (Signal.) **Touched your head.**
  - b. **What did I do next?** (Signal.) **Touched your nose.**
3. **Your turn. First you'll touch your head. Next you'll touch your nose.**
  - a. **Show me what you'll do first.** Get ready. (Signal. Children respond.)
  - b. **Show me what you'll do next.** Get ready. (Signal. Children respond.)  
Good. First you touched your head. Next you touched your nose.
4. **I'll tap two times.** Show me the thing you do first and the thing you do next. Get ready. (Tap two times. Children respond.)
5. (Repeat parts 3 and 4 until all children's responses are firm.)

## EXERCISE 5 Identity Statements

1. Let's look at these pictures.

- a. (Point to a.) This is a cow. What is this?  
(Touch.) A cow.
- b. (Point to b.) This is an egg. What is this?  
(Touch.) An egg.

2. Now it's your turn.

- a. (Point to a.) Everybody, what is this?  
(Touch.) A cow.  
*Say the whole thing.* (Touch.) *This is a cow.*
- b. (Point to b.) Everybody, what is this?  
(Touch.) An egg.  
*Say the whole thing.* (Touch.) *This is an egg.*
- c. (Point to c.) Everybody, what is this?  
(Touch.) A bird.  
*Say the whole thing.* (Touch.) *This is a bird.*
- d. (Point to d.) Everybody, what is this?  
(Touch.) A wagon.  
*Say the whole thing.* (Touch.) *This is a wagon.*

3. Let's do that again.

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

### Individual Turns

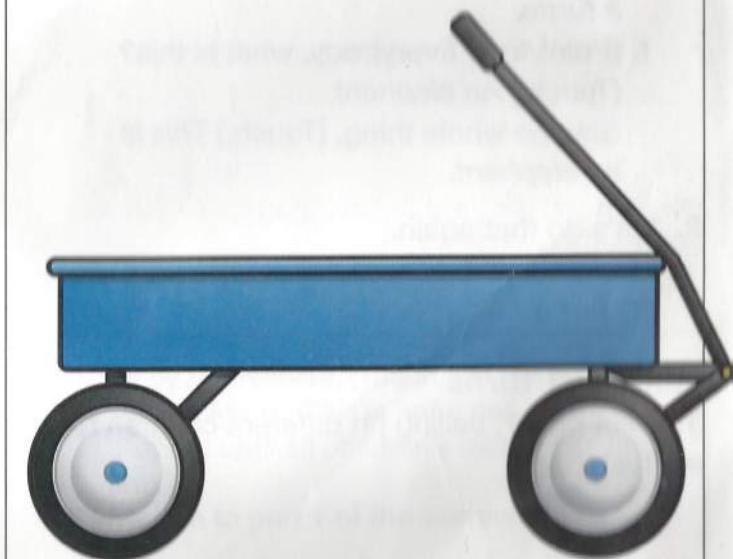
(Repeat part 2, calling on different children for each step.)



a

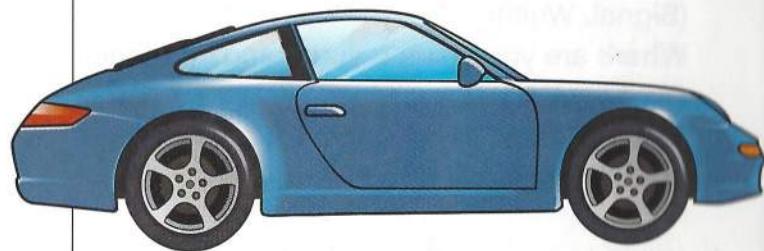
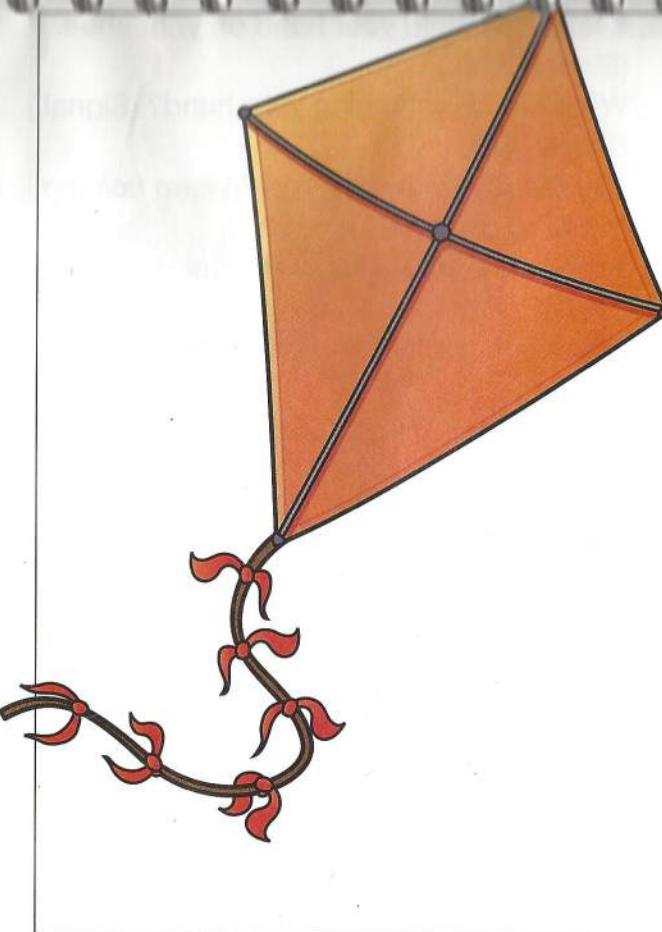


b



## EXERCISE 6 Yes-or-No Questions with "Not" Statements

1. (Point to the kite.) Let's look at this picture.
  - a. Everybody, what is this? (Touch.) A kite.  
Say the whole thing. (Touch.) *This is a kite.*
  - b. Get ready to answer some questions.  
Is this a ball? (Touch.) No.  
Is this a bottle? (Touch.) No.  
Is this a kite? (Touch.) Yes.  
Is this a cat? (Touch.) No.  
(Repeat until all children's responses are firm.)
  - c. One more time. Is this a kite? (Touch.) Yes.  
Say the whole thing. (Touch.) *This is a kite.*  
Is this a car? (Touch.) No.  
Say the whole thing. (Touch.) *This is not a car.* ●
2. (Point to the car.) Now look at this picture.
  - a. Everybody, what is this? (Touch.) A car.  
Say the whole thing. (Touch.) *This is a car.*
  - b. Get ready to answer some questions about this picture.  
Is this a kite? (Touch.) No.  
Is this a car? (Touch.) Yes.  
Is this a bottle? (Touch.) No.  
(Repeat until all children's responses are firm.)
  - c. One more time. Is this a car? (Touch.) Yes.  
Say the whole thing. (Touch.) *This is a car.*  
Is this a kite? (Touch.) No.  
Say the whole thing. (Touch.) *This is not a kite.*



## CORRECTIONS

### EXERCISE 6

#### ● Error

(Children say *This is a car.*)

#### Correction

1. We're talking about a kite.
2. Is this a car? (Touch.) No.
3. Let's say the whole thing. (Touch.)

4. All by yourselves. (Touch. Do not respond with children.) *This is not a car.*

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

5. (Return to part 1 of the exercise.)

## EXERCISE 7 Action Statements – Pictures

1. Look at these pictures. Let's see who is running.

(Point to a.) Is this boy running? (Signal.) No.  
(Point to b.) Is this boy running? (Signal.) Yes.  
(Point to c.) Is this boy running? (Signal.) No.  
(Point to d.) Is this boy running? (Signal.) No.

2. Let's do some other questions.

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

Say the whole thing. (Touch.) This is a boy.  
What is this boy doing? (Touch.) Sleeping.  
Say the whole thing about what this boy is doing. (Touch.) This boy is sleeping.

b. (Point to b.) Everybody, what is this?  
(Touch.) A boy.

Say the whole thing. (Touch.) This is a boy.  
What is this boy doing? (Touch.) Running.  
Say the whole thing about what this boy is doing. (Touch.) This boy is running.

c. (Point to c.) Everybody, what is this?  
(Touch.) A boy.

Say the whole thing. (Touch.) This is a boy.  
What is this boy doing? (Touch.) Jumping.  
Say the whole thing about what this boy is doing. (Touch.) This boy is jumping.

d. (Point to d.) Everybody, what is this?  
(Touch.) A boy.

Say the whole thing. (Touch.) This is a boy.  
What is this boy doing? (Touch.) Swimming.  
Say the whole thing about what this boy is doing. (Touch.) This boy is swimming.

3. Let's do those again.

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



a



b



## LESSON 24

### EXERCISE 1 Actions—Pronouns

#### 1. Get ready to do some actions.

- Everybody, touch the floor. (Signal. Wait.)  
What are you doing? (Signal.) *Touching the floor.*

Say the whole thing about what you are doing. (Signal.) *I am touching the floor.*

- Everybody, stand up. (Signal. Wait.)  
What are you doing? (Signal.) *Standing up.*  
Say the whole thing about what you are doing. (Signal.) *I am standing up.*

- Everybody, sit down. (Signal. Wait.)  
What are you doing? (Signal.) *Sitting down.*  
Say the whole thing about what you are doing. (Signal.) *I am sitting down.*

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

#### 2. We're going to talk about what I am doing.

- My turn. I am going to touch my ear. (Touch your ear, and keep touching it.) What am I doing? (Signal. Respond with children.) *Touching your ear.*

Let's say the whole thing about what I am doing. (Signal. Respond with children.) *You are touching your ear.*

Again. (Signal.) *You are touching your ear.*  
(Repeat with children until they all respond correctly.)

- All by yourselves. Say the whole thing about what I am doing. (Signal. Do not respond with children.) *You are touching your ear.*

Again. (Signal.) *You are touching your ear.*  
(Repeat until all children can make the statement.)

#### 3. Let's do some more.

- I'm going to touch the floor. (Touch the floor.) What am I doing? (Signal.) *Touching the floor.*

Say the whole thing about what I am doing. (Signal.) *You are touching the floor.*  
Again. (Signal.) *You are touching the floor.*  
(Repeat until all children can make the statement.)

- I'm going to stand up. (Stand up.) What am I doing? (Signal.) *Standing up.*

Say the whole thing about what I am doing. (Signal.) *You are standing up.*  
Again. (Signal.) *You are standing up.*  
(Repeat until all children can make the statement.)

- I'm going to sit down. (Sit down.) What am I doing? (Signal.) *Sitting down.*

Say the whole thing about what I am doing. (Signal.) *You are sitting down.*  
(Repeat until all children can make the statement.)

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

### Individual Turns

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

### EXERCISE 2 Opposites—Full/Not Full (Demonstration)

[Note: You will need two identical glasses and a pitcher of water for this demonstration.]

#### 1. Look at these objects.

- (Hold up the first glass.) What is this? (Signal.) A glass.  
(Hold up the second glass.) What is this? (Signal.) A glass.

- (Point to the second glass.) My turn. Is this glass full? No.  
(Point to the first glass.) My turn. Is this glass full? No.

#### 2. Now watch what I do.

- (Fill the first glass with water. Point to the second glass.) My turn. Is this glass full? No.

(Point to the first glass.) My turn. Is this glass full? Yes.

- (Pour water from the first glass into the second glass. Point to the second glass.) Your turn. Is this glass full? (Signal.) Yes.  
(Point to the first glass.) Is this glass full? (Signal.) No.  
(Repeat step b until all children's responses are firm.)

### EXERCISE 3 Missing Objects

[Note: You will need a book, a crayon, a ruler, and a pencil for this exercise.]

1. (Hold up a book and a crayon.)

a. I have a book and a crayon.

Everybody, point to the book. (Signal.)

Children point.)

Everybody, point to the crayon. (Signal.)

Children point.)

b. Let's do it again. Point to the book.

(Signal.)

Point to the crayon. (Signal.)

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

2. I'm going to try to fool you. I'm going to take away one of these objects. See if you can tell which object is missing.

a. Everybody, close your eyes. Don't look. (Remove the book. Keep the crayon.) Everybody, open your eyes. Point to the object that I have now. (Signal. Children point to the crayon.) What object do I have now? (Signal.) *The crayon.*

b. I had a book and a crayon. Which object is missing? (Signal.) *The book.*

Yes. The book is missing.

c. Say the whole thing about the book.

(Signal.) *The book is missing.*

Good figuring it out.

3. See if I can fool you with a different problem.

a. (Hold up a pencil and a ruler.) I have a pencil and a ruler.

Everybody, point to the pencil. (Signal.)

Children point to the pencil.)

Everybody, point to the ruler. (Signal.)

Children point to the ruler.)

b. I'm going to take away one of the objects. See if you can tell which object is missing. Everybody, close your eyes. Don't look. (Remove the ruler.)

c. Everybody, open your eyes. Everybody, point to the object I have now. (Signal. Children point to the pencil.)

Which object do I have now? (Signal.) *The pencil.*

d. I had a pencil and a ruler. Which object is missing? (Signal.) *The ruler.*

Say the whole thing about the ruler.

(Signal.) *The ruler is missing.*

Good figuring it out.

#### EXERCISE 4 Identity Statements

1. Let's look at these pictures. I'll tell you what these things are.

- a. (Point to a.) This is an elephant. What is this? (Touch.) *An elephant.*
- b. (Point to b.) This is a balloon. What is this? (Touch.) *A balloon.*

2. Let's do some more.

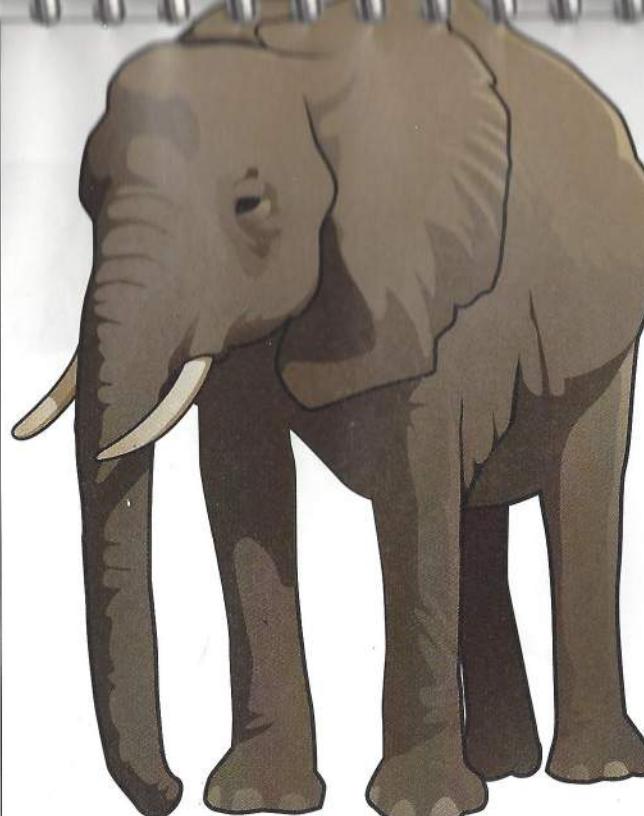
- a. (Point to a.) Everybody, what is this? (Touch.) *An elephant.*  
Say the whole thing. (Touch.) *This is an elephant.*
- b. (Point to b.) Everybody, what is this? (Touch.) *A balloon.*  
Say the whole thing. (Touch.) *This is a balloon.*
- c. (Point to c.) Everybody, what is this? (Touch.) *A cow.*  
Say the whole thing. (Touch.) *This is a cow.*
- d. (Point to d.) Everybody, what is this? (Touch.) *A bird.*  
Say the whole thing. (Touch.) *This is a bird.*

3. Let's do that again.

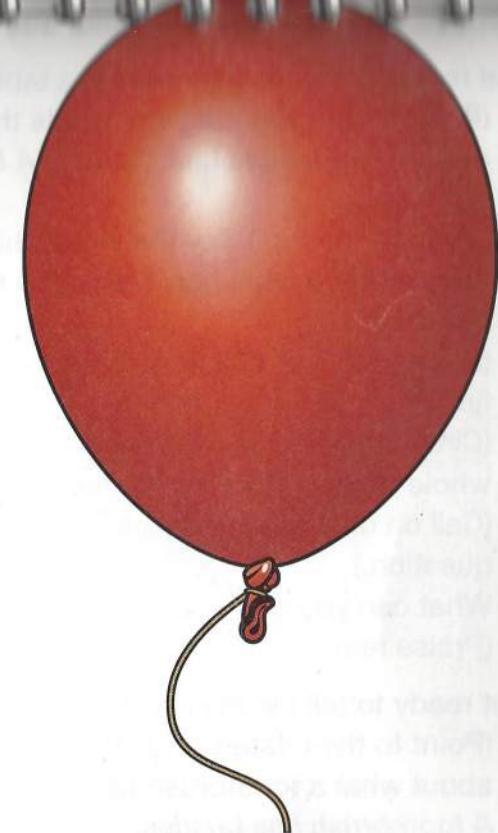
(Repeat part 2 until all children's responses are firm.)

#### Individual Turns

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



a



b



a



b