

LESSON 34

EXERCISE 1 Actions – Pronouns/Body Parts

1. It's time for some actions.

a. (Touch your wrist.) I am touching my wrist.

What am I touching? (Signal.) Your wrist.

b. (Touch your elbow.) I am touching my elbow. What am I touching? (Signal.) Your elbow.

2. Now it's your turn.

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

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

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

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

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

d. Keep touching your leg.

Am I touching the floor? (Signal.) No.

I can say the whole thing. I am not touching the floor.

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

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

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

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

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

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

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

4. Now we're going to do another one.

a. Everybody, let's all touch our knees.

(Signal. Touch your knees.) Keep touching your knees.

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

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

c. What am I doing? (Signal.) Touching your knees.

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

d. What are we doing? (Signal.) Touching our knees.

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

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

Individual Turns

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

EXERCISE 2 Actions – Part/Whole

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

You're going to talk about a pencil. (Hold up a pencil.) Everybody, what is this object? (Signal.) A pencil.

1. Get ready to tell me the parts of a pencil.

a. (Point to the point.) What is this part called? (Touch.) A point.

(Point to the eraser.) What is this part called? (Touch.) An eraser.

(Point to the shaft.) What is this part called? (Touch.) A shaft.

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

b. Listen. (Point to the point.) A pencil has . . . (touch) a point.

(Point to the eraser.) A pencil has . . . (touch) an eraser.

(Point to the shaft.) A pencil has . . . (touch) a shaft.

And what's the whole thing called? (Touch.) A pencil.

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

2. Let's talk some more about the pencil.

a. (Point to the point.) Say the whole thing about what a pencil has. (Touch.) A pencil has a point.

(Point to the eraser.) Say the whole thing about what a pencil has. (Touch.) A pencil has an eraser.

(Point to the shaft.) Say the whole thing about what a pencil has. (Touch.) A pencil has a shaft.

What's the whole object called? (Touch.) A pencil.

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

3. (Ask different children these questions.)

What do we do with a pencil?

How do you fix a broken point on a pencil?

Do pencils have different colors?

(Praise reasonable responses.)

EXERCISE 3 Information—School

1. Let's see if you can answer these questions.
 - a. What's the name of the city/town/place you live in? (Pause. Signal.)
 - b. What's the name of the school you go to? (Pause. Signal.)
 - c. Everybody, what's your teacher's name? (Pause. Signal.)
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—Prepositions!

On/Over

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

We're going to talk about a piece of chalk and the floor. (Hold up a piece of chalk.) What is this? (Signal.) Chalk.
(Point to the floor.) What is this? (Signal.) The floor.

1. Tell me if I hold the chalk on the floor or over the floor.
 - a. (Hold the chalk on the floor.) Where is the chalk? (Signal.) On the floor.
 - b. (Hold the chalk about four inches from the floor.) Where is the chalk? (Signal.) Over the floor.
 - c. (Hold the chalk about an inch from the floor.) Where is the chalk? (Signal.) Over the floor.
2. Let's try it again.
 - a. (Hold the chalk over the floor.) Where is the chalk now? (Signal.) Over the floor.
Say the whole thing. (Signal.) The chalk is over the floor.
(Hold the chalk on the floor.) Where is the chalk now? (Signal.) On the floor.
Say the whole thing. (Signal.) The chalk is on the floor.
 - b. Again.
(Repeat part 2 until all children can answer each question correctly.)

Individual Turns

(Repeat part 2, calling on different children.)

EXERCISE 5 Missing Objects

[Note: You will need a cup, a pencil, and a dollar for this exercise.]

1. I'm going to show you three objects. Then I'm going to take away one of the objects. See if you can tell me which object is missing.
 - a. (Show a cup, a pencil, and a dollar.) Here are a cup, a pencil, and a dollar. I'm going to take away one object. Close your eyes. (Remove the pencil.)
 - b. Open your eyes. I had a cup, a pencil, and a dollar. Which object is missing? (Signal.) The pencil.
I still have two of those objects. Everybody, name the objects I still have. (Signal.) The cup, the dollar.
2. Let's do it one more time.
 - a. (Show the cup, the pencil, and the dollar.) Name the objects I have. Get ready. (Signal.) A cup, a pencil, and a dollar. I'm going to remove more than one of these objects. Close your eyes. (Remove the pencil and the dollar.)
 - b. Open your eyes. I had a cup, a pencil, and a dollar. Name one object that is missing. (Signal.) The pencil.
Name another object that is missing. (Signal.) The dollar.
Name the only object that I have. (Signal.) The cup.

EXERCISE 6 Prepositions – On/Over

1. We're going to talk about the kites and a house.
 - (Point to a kite.) What is this? (Touch.) A kite.
 - (Point to the house.) What is this? (Touch.) A house.
2. One of these kites is on the house.
(Point to each kite and ask:) Is this kite on the house? (Children answer yes or no.)
(Repeat until all children's responses are firm.)
3. (Point to c.) Everybody, where is this kite?
(Touch.) On the house.
 - Say the whole thing about where this kite is. (Touch.) This kite is on the house.
 - (Repeat until all children can make the statement.)
4. One of these kites is over the house.
 - (Point to each kite and ask:) Is this kite over the house? (Children answer yes or no.)
 - (Repeat until all children's responses are firm.)
5. (Point to b.) Everybody, where is this kite?
(Touch.) Over the house.
Say the whole thing about where this kite is.
(Touch.) This kite is over the house.
(Repeat until all children can make the statement.)



Individual Turns

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

EXERCISE 7 Opposites – Full/Not Full

1. Look at these jars. Let's find the jars that are full. (Point to each jar and ask:) Is this jar full? (Children answer yes or no.) ●
(Repeat until all children's responses are firm.)

2. Let's do those again.

- (Point to a.) Is this jar full? (Touch.) Yes.
Say the whole thing. (Touch.) *This jar is full.*
- (Point to b.) Is this jar full? (Touch.) No.
Say the whole thing. (Touch.) *This jar is not full.*
- (Point to c.) Is this jar full? (Touch.) No.
Say the whole thing. (Touch.) *This jar is not full.*
- (Point to d.) Is this jar full? (Touch.) Yes.
Say the whole thing. (Touch.) *This jar is full.*

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

Individual Turns

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



a



b



CORRECTIONS

EXERCISE 7

Error

(Children give the wrong answer.)

Correction

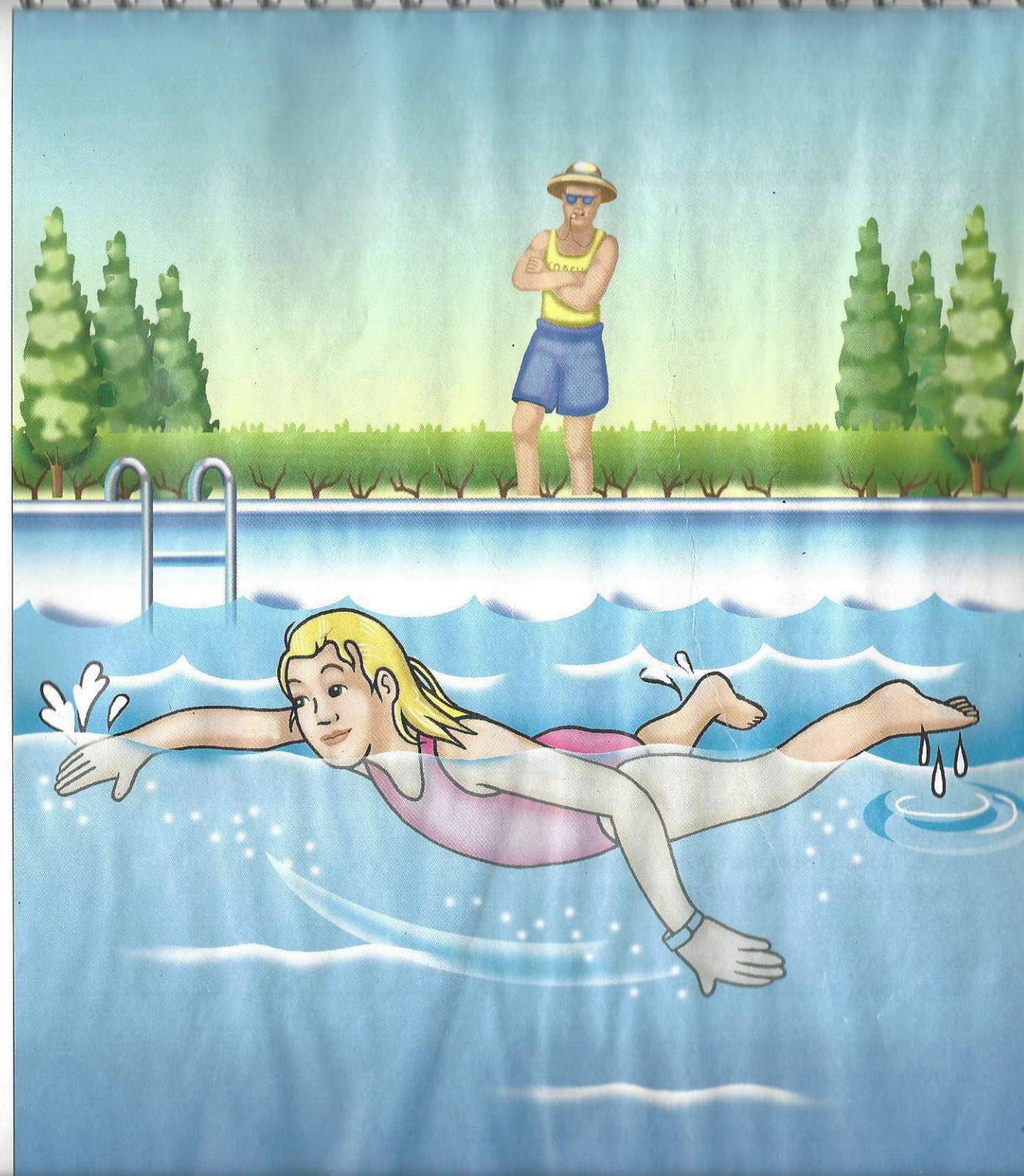
1. (Give the correct answer.)

EXERCISE 8 Action Statements—Pictures

1. Let's talk about what this girl is doing.
 - a. (Point to the girl.) What is this? (Touch.)
A girl.
Say the whole thing. (Touch.) *This is a girl.*
 - b. What is the girl doing? (Touch.) *Swimming.*
c. Is she eating an apple? (Touch.) *No.*
Is she riding her bike? (Touch.) *No.*
Is she swimming? (Touch.) *Yes.*
Is she wet? (Touch.) *Yes.*
2. Tell me again. What is the girl doing? (Touch.)
Swimming.
Say the whole thing about what the girl is doing. (Touch.) *The girl is swimming.*
3. Here's one more question. Is the girl wet?
(Touch.) *Yes.*
Say the whole thing. (Touch.) *The girl is wet.*
4. Let's do those again.
(Repeat parts 2 and 3 until all children's responses are firm.)

Individual Turns

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



EXERCISE 5 Opposites Wet/Not Wet

1. The girl is using oars to row the boat. Let's find the oars that are wet.
 - (Point to each oar and ask:) Is this oar wet?
(Children answer yes or no.)
 - (Repeat until all children's responses are firm.)
2. Now it's your turn.
 - a. (Point to a.) Is this oar wet? (Touch.) No.
Say the whole thing. (Touch.) *This oar is not wet.*
 - b. (Point to b.) Is this oar wet? (Touch.) No.
Say the whole thing. (Touch.) *This oar is not wet.*
 - c. (Point to c.) Is this oar wet? (Touch.) Yes.
Say the whole thing. (Touch.) *This oar is wet.*
 - d. (Point to d.) Is this oar wet? (Touch.) Yes.
Say the whole thing. (Touch.) *This oar is wet.*
3. (Repeat part 2 until all children's responses are firm.)

Individual Turns

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

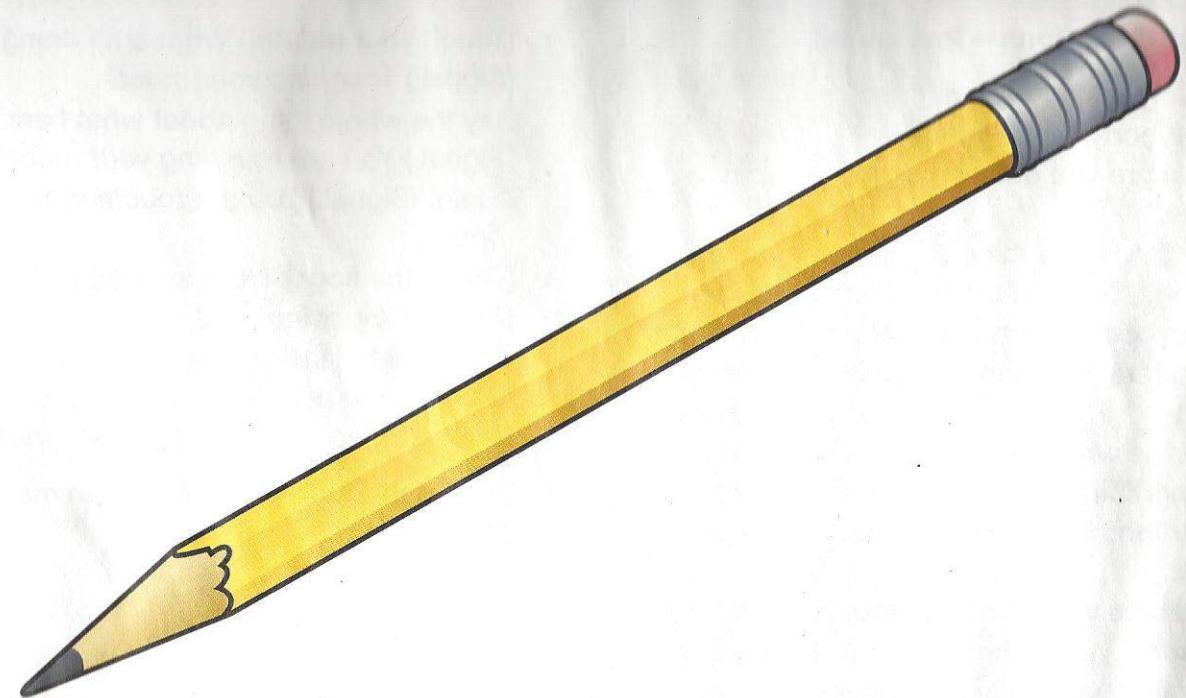


EXERCISE 10 Part/Whole—Pencil, Head

1. Let's see if you remember the parts of this object.
 - a. Get ready to tell me the parts of a pencil.
(Point to the point. Touch.) *A pencil has a point.*
(Point to the shaft. Touch.) *A pencil has a shaft.*
(Point to the eraser. Touch.) *A pencil has an eraser.*
(Repeat step a until all children's responses are firm.)
 - b. (Circle the pencil.) And what do you call the whole object? (Touch.) *A pencil.*
 - c. (Call on different children.) What do we do with a pencil? (Signal. Praise reasonable responses.)
2. Let's see if you remember the parts of the head.
 - a. Get ready to tell me about the parts of the head.
(Point to the hair. Touch.) *A head has hair.*
(Point to the mouth. Touch.) *A head has a mouth.*
(Point to the ears. Touch.) *A head has ears.*
(Point to the eyes. Touch.) *A head has eyes.*
(Point to the nose. Touch.) *A head has a nose.*
 - b. (Repeat part 2 until all children's responses are firm.)

Individual Turns

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



1. Let's talk about this boy.
 - (Point to the boy.) What is this? (Touch.) A boy.
 - Say the whole thing. (Touch.) This is a boy.
2. Let's talk about what this boy is doing.
 - a. What is the boy doing? (Touch.) Eating an apple.
(Repeat until all children's responses are firm.)
 - b. Is the boy climbing a tree? (Touch.) No.
Is the boy touching his ear? (Touch.) No.
Is the boy eating an apple? (Touch.) Yes.
 - c. What is the boy doing? (Touch.) Eating an apple.
Say the whole thing about what the boy is doing. (Touch.) The boy is eating an apple.
 - d. Is the boy climbing a tree? (Touch.) No.
Say the whole thing. (Touch.) The boy is not climbing a tree.
3. (Repeat part 2 until all children's responses are firm.)

Individual Turns

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





EXERCISE 1 Actions—Pronouns/ Body Parts

1. It's time for some actions.

- a. (Touch your wrist.) I am touching my wrist.
Everybody, what am I doing? (Signal.)
Touching your wrist.
- b. **Everybody, touch your wrist.** (Signal.) **What are you doing?** (Signal.) *Touching my wrist.*
Say the whole thing. (Signal.) *I am touching my wrist.*
- c. **Everybody, touch your knees.** (Signal.)
What are you doing? (Signal.) *Touching my knees.*
Say the whole thing. (Signal.) *I am touching my knees.*

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

3. Now we're going to do another one.

- a. **Everybody, let's all touch our ears.** (Signal.)
Touch your ears. **Keep touching your ears.**
What are you doing? (Signal.) *Touching my ears.*
Say the whole thing. (Signal.) *I am touching my ears.*

b. **What am I doing?** (Signal.) *Touching your ears.*

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

c. **What are we doing?** (Signal.) *Touching our ears.*

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

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



EXERCISE 2 Information—Days of the Week

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

- a. There are seven days in a week. How many days are there in a week? (Signal.) Seven.
- b. My turn. I'll say the days of the week.
Listen: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
I said the days of the week.
- c. Listen: Sunday, Monday. Say those days with me. (Signal. Respond with children.)
Sunday, Monday.
- d. Again. (Signal. Respond with children.)
Sunday, Monday.

2. All by yourselves.

- a. **Say those days of the week.** (Signal.)
Do not respond with children.) *Sunday, Monday.*
- b. (Repeat step a until all children can say the days.)
Good. Next time we'll say the days of the week again.



EXERCISE 3 Actions—Review

1. We're going to do an action.

- a. **Everybody, touch your head.** (Signal.) **What are you doing?** (Signal.) *Touching my head.*
- b. Am I touching my nose? (Signal.) No.
I am not touching my nose.
Are you touching your nose? (Signal.) No.
Say the whole thing. (Signal.) *I am not touching my nose.*

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

3. Let's do something else.

- a. **Everybody, let's all clap.** (Signal. Children respond.)
- b. **Everybody, what are you doing?** (Signal.) *Clapping.*
Say the whole thing about what you are doing. (Signal.) *I am clapping.*
- c. **Everybody, what are we doing?** (Signal.) *Clapping.*
Say the whole thing about what we are doing. (Signal.) *We are clapping.*
- d. **Everybody, what am I doing?** (Signal.) *Clapping.*
Say the whole thing about what I am doing. (Signal.) *You are clapping.*

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

5. Let's see if you remember the parts of the head. (Ask a child to stand.) **Everybody, get ready to tell me about the parts of the head.**

- a. (Point to the hair.) **Say the whole thing about what a head has.** (Signal.) *A head has hair.*
- b. (Point to the mouth.) **Say the whole thing about what a head has.** (Signal.) *A head has a mouth.*
- c. (Point to the ears.) **Say the whole thing about what a head has.** (Signal.) *A head has ears.*
- d. (Point to the eyes.) **Say the whole thing about what a head has.** (Signal.) *A head has eyes.*
- e. (Point to the nose.) **Say the whole thing about what a head has.** (Signal.) *A head has a nose.*

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

 EXERCISE 4 Actions—Prepositions:
In Front Of

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

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

a. (Place the chair directly in front of you.)

The chair is in front of me. Where is the chair? (Signal.) *In front of you.*

b. (Turn so that the chair is to your right.)

Is the chair in front of me now?

(Signal.) **No.**

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

Is the chair in front of me now?

(Signal.) **No.**

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

Is the chair in front of me now?

(Signal.) **Yes.**

Where is the chair now?

(Signal.) **In front of you.**

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

3. Let's do something harder.

a. (Call on a child.) **Put the chair in front of me.** (The child responds.)

Everybody, where is the chair? (Signal.)
In front of you.

Say the whole thing. (Signal.) *The chair is in front of you.*

b. (Turn so the chair is in back of you. Call on a child.) **Put the chair in front of me.**

(The child responds.)

Everybody, where is the chair? (Signal.)
In front of you.

Say the whole thing. (Signal.) *The chair is in front of you.*

c. (Turn so the chair is to your side. Call on a child.) **Put the chair in front of me.** (The child responds.)

Everybody, where is the chair? (Signal.)
In front of you.

Say the whole thing. (Signal.) *The chair is in front of you.*

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

EXERCISE 5 Opposites – Wet/Not Wet

1. Look at these boys.

(Point to each boy and ask:) **Is this boy wet?**

(Children answer yes or no.)

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

2. Let's do that again.

a. (Point to a.) **Is this boy wet?** (Touch.) No.

Say the whole thing. (Touch.) *This boy is not wet.*

b. (Point to b.) **Is this boy wet?** (Touch.) Yes.

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

c. (Point to c.) **Is this boy wet?** (Touch.) Yes.

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

d. (Point to d.) **Is this boy wet?** (Touch.) Yes.

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

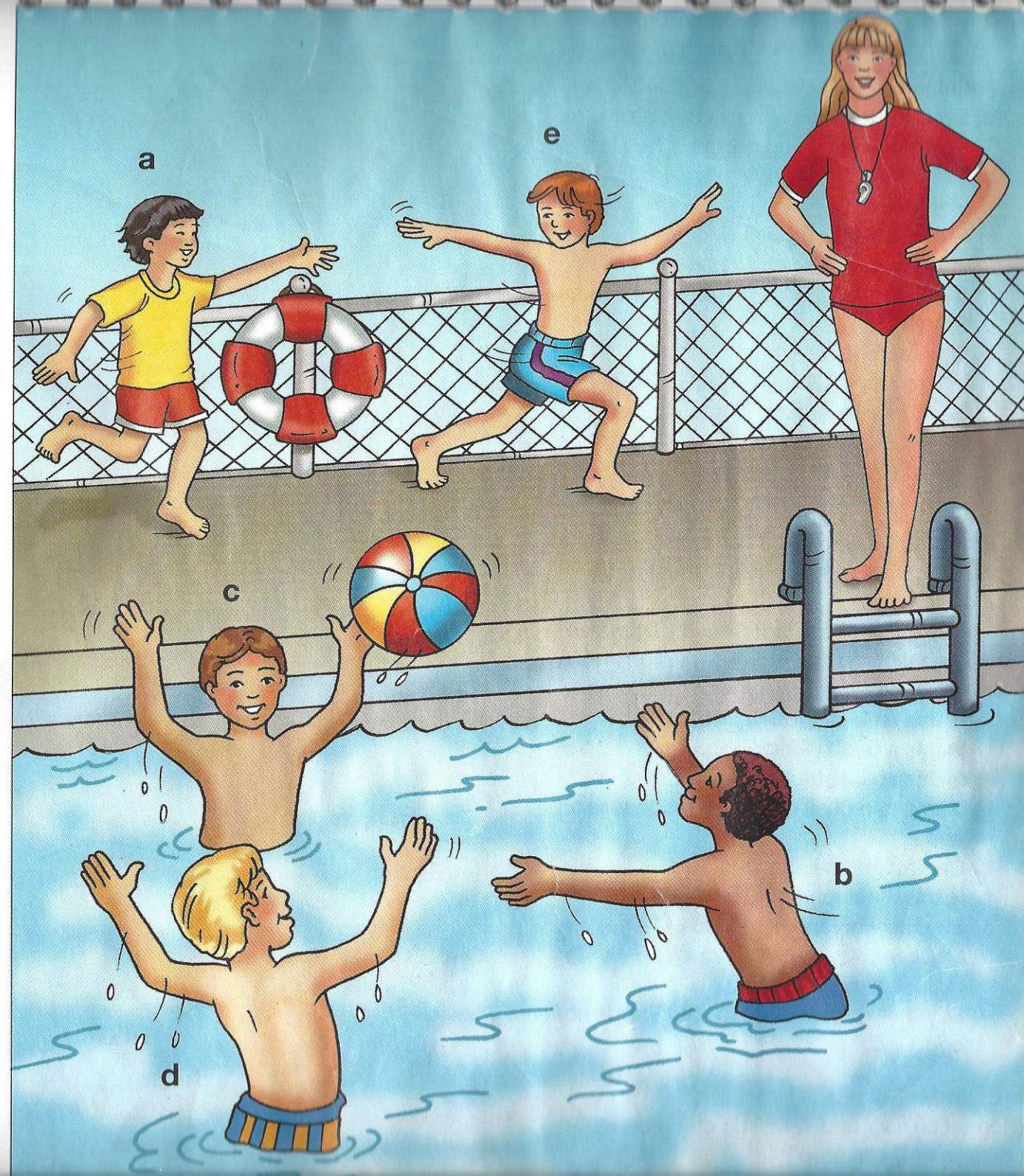
e. (Point to e.) **Is this boy wet?** (Touch.) No.

Say the whole thing. (Touch.) *This boy is not wet.*

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

Individual Turns

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



EXERCISE 5 Identity Statements with "Not"

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

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

(Touch.) A tiger.

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

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

A wagon.

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

2. Now we're going to talk some more about these pictures.

a. (Point to a.) Is this a wagon? (Touch.) No.

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

b. (Point to b.) Is this a wagon? (Touch.) Yes.

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

3. Once more.

a. (Point to a.) Is this a tiger? (Touch.) Yes.

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

b. (Point to b.) Is this a tiger? (Touch.) No.

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

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

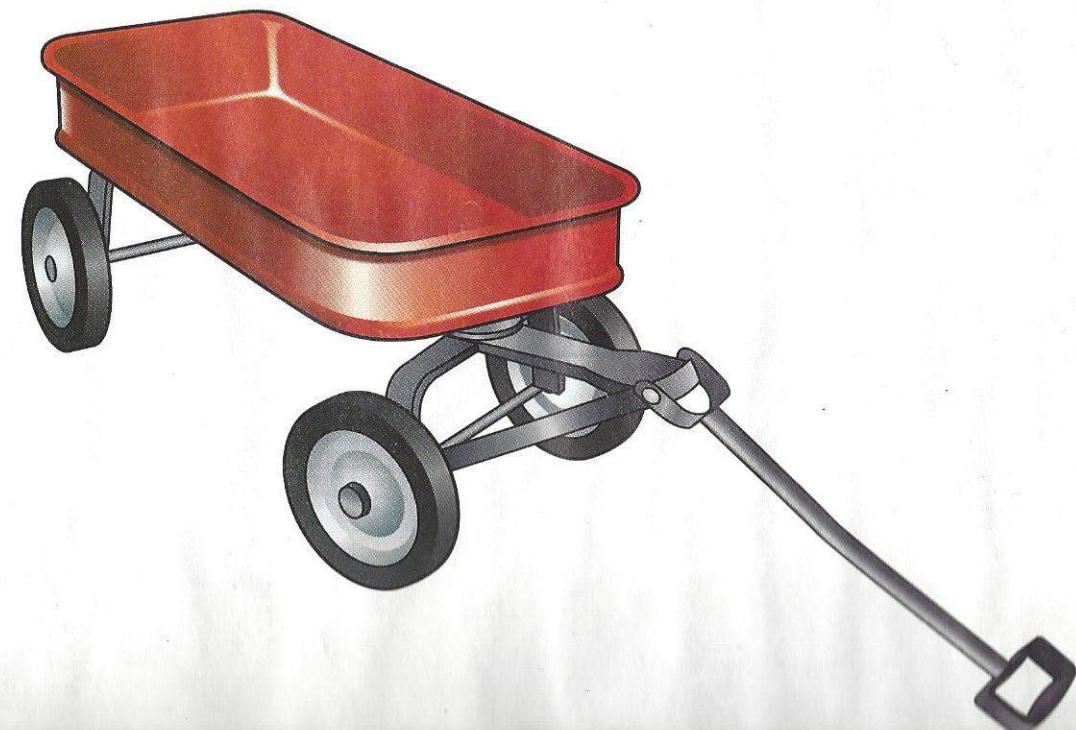
responses are firm.)

Individual Turns

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



a



1. Let's talk about this picture.

a. (Point to the cat.) What is this?

(Touch.) A cat.

Say the whole thing. (Touch.)

This is a cat.

b. The cat is climbing a tree.

What is the cat doing? (Touch.)

Climbing a tree.

c. Is it climbing a tree? (Touch.) Yes.

Is it sitting in a car? (Touch.) No.

Is it eating an apple? (Touch.) No.

2. Tell me again. What is the cat doing? (Touch.)

Climbing a tree.

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

b. Is the cat sleeping? (Touch.) No.

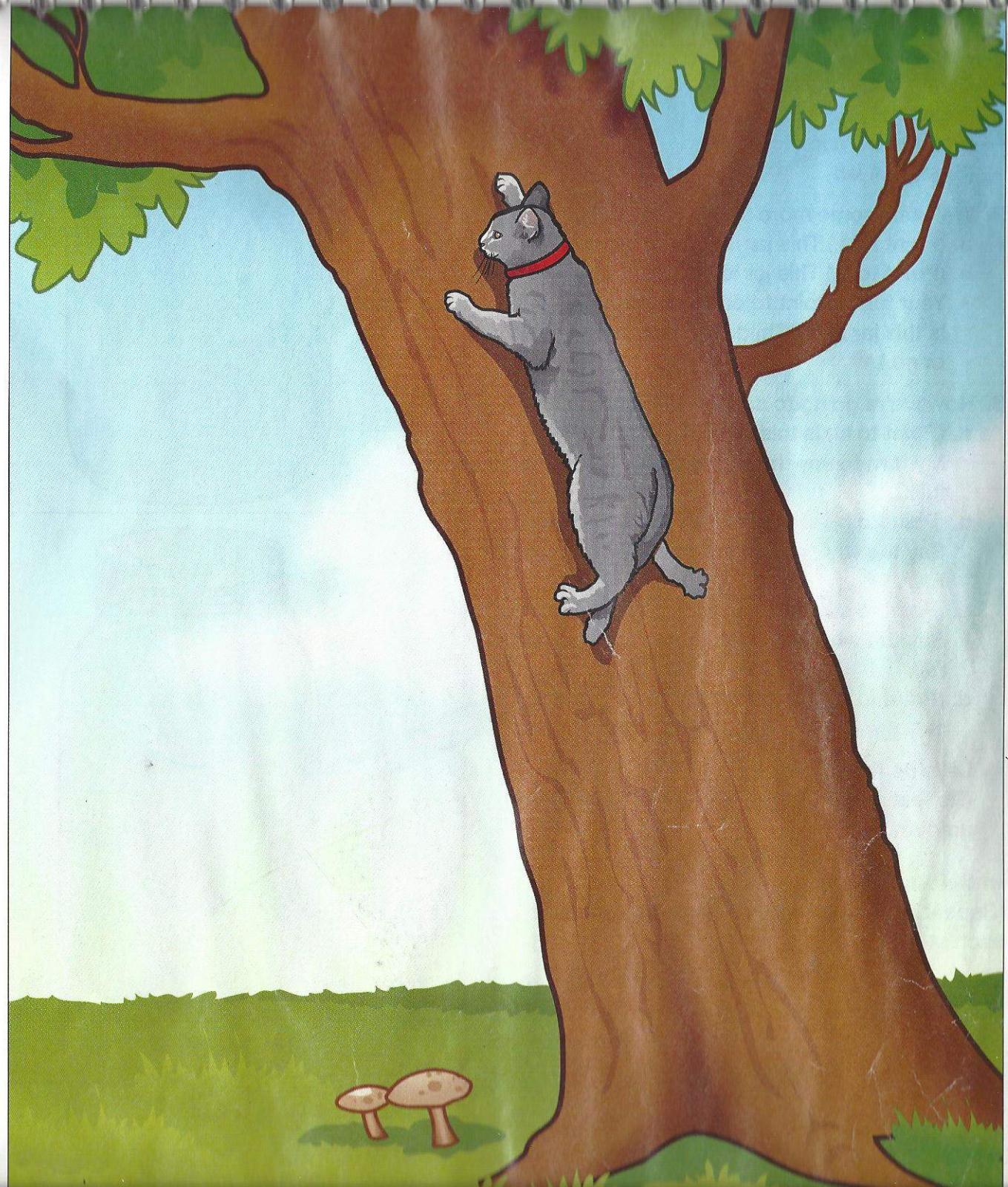
Say the whole thing. (Touch.) *The cat is not sleeping.*

3. Let's do those again.

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

Individual Turns

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



EXERCISE 8 Part/Whole—Toothbrush

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

You're going to learn the parts of a toothbrush.

1. (Point to the top toothbrush.) Everybody, what is this? (Touch.) A toothbrush.

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

2. (Point to the bottom toothbrush.) Here's a toothbrush that is in parts. I'll name the parts.

a. (Point to the handle.) This is a handle.
(Point to the bristles.) These are bristles.

b. (Point to the handle.) What is this part called? (Touch.) A handle.

c. (Point to the bristles.) What are these parts called? (Touch.) Bristles.

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

3. Let's see if you can name the parts of the other toothbrush. (Point to the top toothbrush.)

a. (Point to the bristles.) What are these parts called? (Touch.) Bristles.

b. (Point to the handle.) What is this part called? (Touch.) A handle.

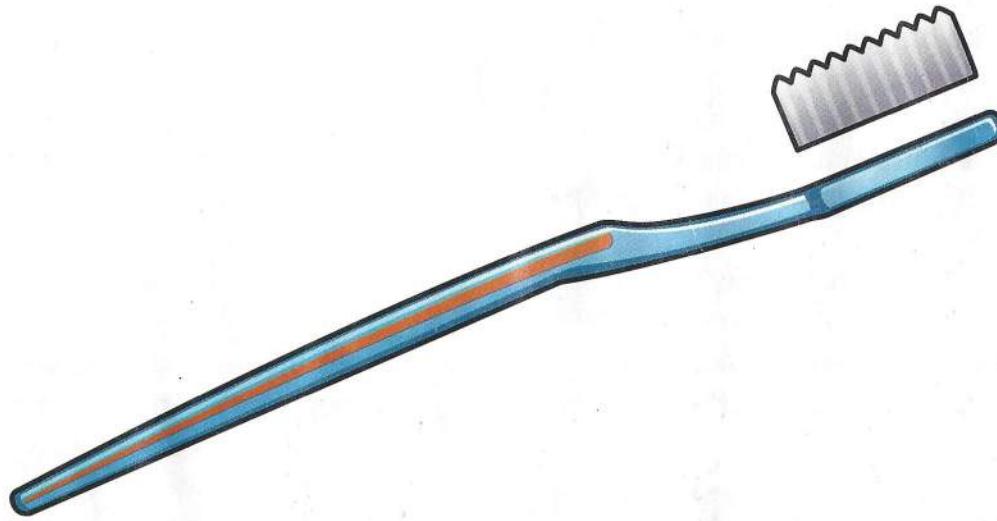
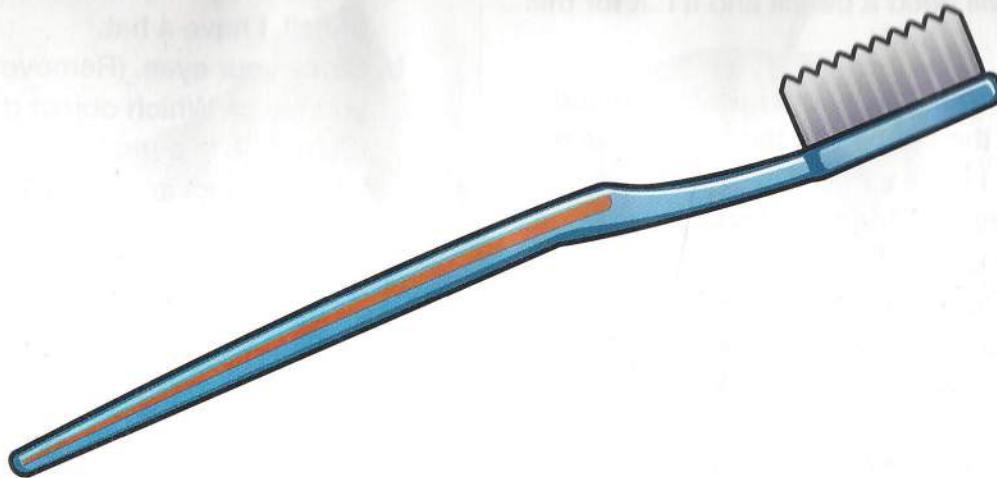
c. (Circle the toothbrush.) Bristles and a handle are parts of . . . (touch) a toothbrush.

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

4. (Hold up the toothbrush.)

a. Now let's name the parts of this toothbrush. (Children name each part as you point to it.)

b. What's the whole object called? (Touch.) A toothbrush.



5. (Ask different children these questions:)

What do you do with a toothbrush?

Do you like to brush your teeth?

(Praise reasonable responses.)

Individual Turns

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

 EXERCISE 9 Identity Statements

1. Look at the pictures.

- a. (Point to a.) This is an axe. What is this?
(Touch.) An axe.
- b. (Point to b.) This is an apple. What is this?
(Touch.) An apple.

2. Let's do those again.

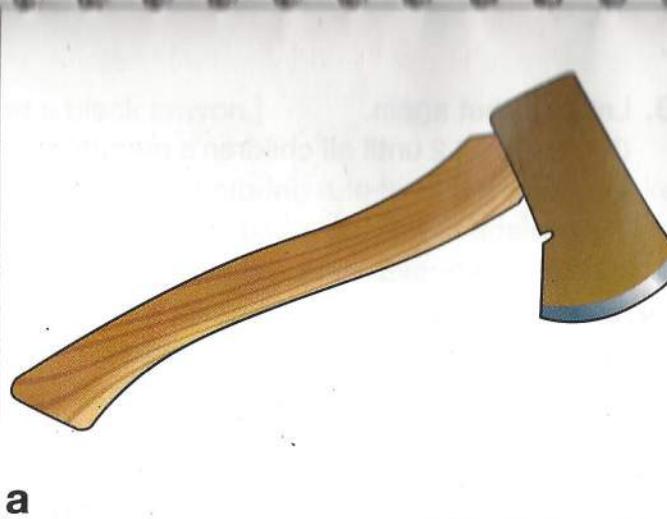
- a. (Point to a.) Everybody, what is this?
(Touch.) An axe.
Say the whole thing. (Touch.) This is an axe.
- b. (Point to b.) Everybody, what is this?
(Touch.) An apple.
Say the whole thing. (Touch.) This is an apple.
- c. (Point to c.) Everybody, what is this?
(Touch.) A deer.
Say the whole thing. (Touch.) This is a deer.
- d. (Point to d.) Everybody, what is this?
(Touch.) A wagon.
Say the whole thing. (Touch.) This is a wagon.
- e. (Point to e.) Everybody, what is this?
(Touch.) A telephone.
Say the whole thing. (Touch.) This is a telephone.
- f. (Point to f.) Everybody, what is this?
(Touch.) A sink.
Say the whole thing. (Touch.) This is a sink.

3. Let's do that again.

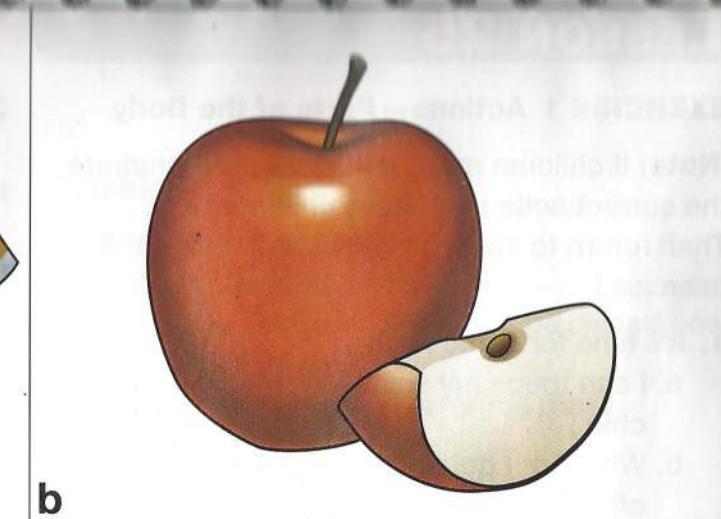
(Repeat part 2 until all children's responses are firm.)

Individual Turns

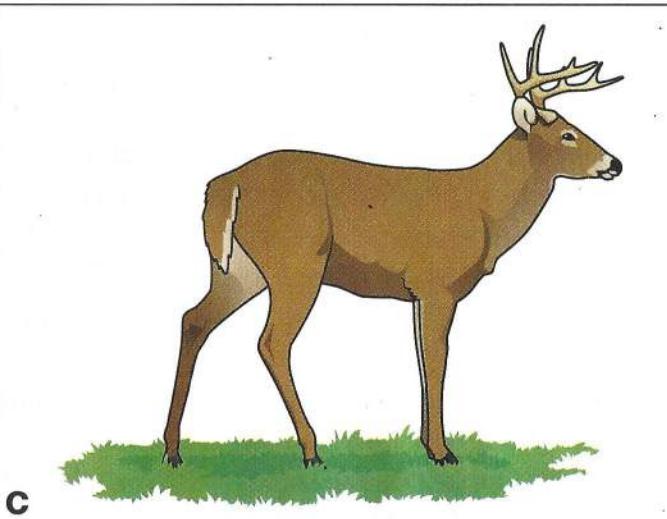
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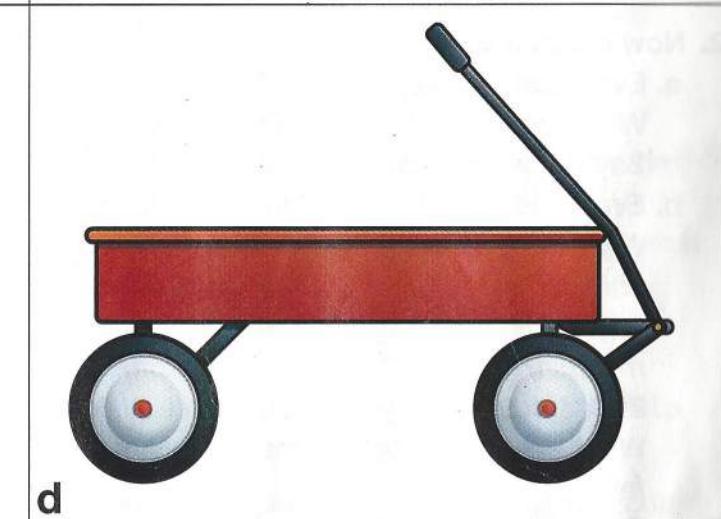
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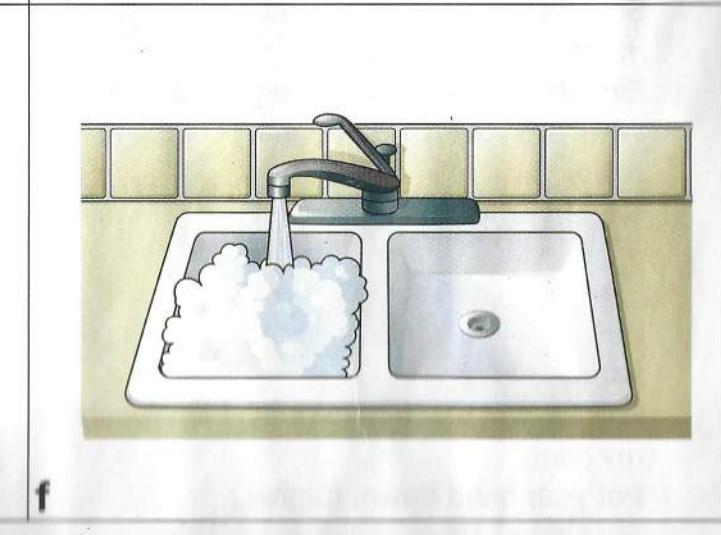
c



d



e



f

**EXERCISE 1 Actions—Pronouns/Body Parts**

1. It's time for some actions.

- a. (Touch your chin.) I am touching my chin.
What am I touching? (Signal.) Your chin.
- b. (Touch your neck.) I am touching my neck.
What am I touching? (Signal.) Your neck.

2. Now it's your turn.

- a. Everybody, touch your elbow. (Signal.)
What are you doing? (Signal.) Touching my elbow.
Say the whole thing. (Signal.) I am touching my elbow.
- b. Everybody, touch your wrist. (Signal.) What are you doing? (Signal.) Touching my wrist.
Say the whole thing. (Signal.) I am touching my wrist.
- c. Everybody, touch your neck. (Signal.) What are you doing? (Signal.) Touching my neck.
Say the whole thing. (Signal.) I am touching my neck.
- d. Keep on touching your neck. Are you touching the floor? (Signal.) No.
Say the whole thing. (Signal.) I am not touching the floor.
- e. Are you touching your leg? (Signal.) No.
Say the whole thing. (Signal.) I am not touching my leg.
- f. Are you touching your neck? (Signal.) Yes.
Say the whole thing. (Signal.) I am touching my neck.

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

4. Now we're going to do another one.

- a. Everybody, let's all touch our knees.
(Signal. Touch your knees.) Keep touching your knees.
- b. What are you doing? (Signal.) Touching my knees.
Say the whole thing. (Signal.) I am touching my knees.
- c. What am I doing? (Signal.) Touching your knees.
Say the whole thing. (Signal.) You are touching your knees.
- d. What are we doing? (Signal.) Touching our knees.
Say the whole thing. (Signal.) We are touching our knees.

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

Individual Turns

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

EXERCISE 2 Information—Days of the Week

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

- a. There are seven days in a week. How many days are there in a week? (Signal.) Seven.
- b. My turn. I'll say the days of the week.
Listen: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
I said the days of the week.
- c. Listen: Sunday, Monday, Tuesday. Say those days with me. (Signal. Respond with children.) Sunday, Monday, Tuesday.

d. Again. (Signal. Respond with children.) Sunday, Monday, Tuesday.

2. All by yourselves.

- a. Say those days of the week. (Signal.) Do not respond with children.) Sunday, Monday, Tuesday.
- b. (Repeat step a until all children can say the days.)
- c. Good. Next time we'll say the days of the week some more.

Individual Turns

(Repeat part 2, calling on different children.)

**EXERCISE 3 Actions—Prepositions: In Front Of**

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

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

(Place a chair directly in front of you.)

- a. The chair is in front of me. Where is the chair? (Signal.) In front of you.
- b. (Turn so that the chair is to your left.) Is the chair in front of me now? (Signal.) No.
- c. (Turn so that the chair is in back of you.) Is the chair in front of me now? (Signal.) No.
- d. (Turn so that the chair is directly in front of you.) Is the chair in front of me now? (Signal.) Yes.
Where is the chair now? (Signal.) In front of you.

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

EXERCISE 4 Identity Statements

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

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

(Touch.) An apple.

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

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

(Touch.) A tiger.

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

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

(Touch.) An axe.

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

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

(Touch.) A shirt.

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

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

(Touch.) An egg.

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

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

(Touch.) A sink.

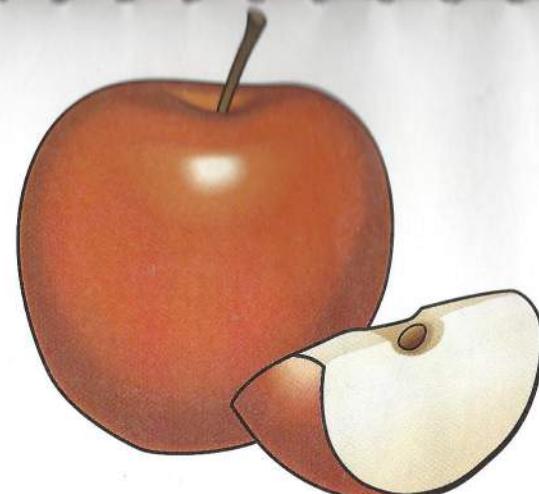
Say the whole thing. (Touch.) This is a sink.

2. Let's do that again.

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

Individual Turns

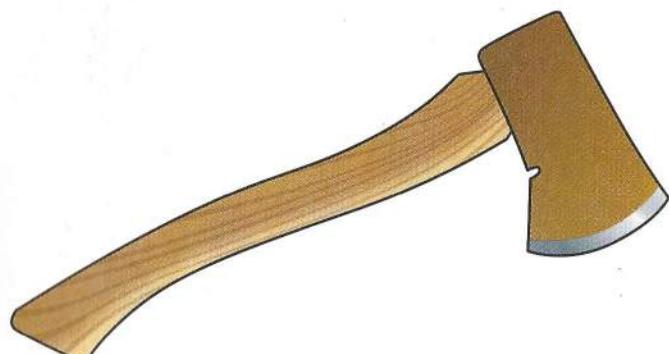
(Repeat part 1, calling on different children for each step.)



a



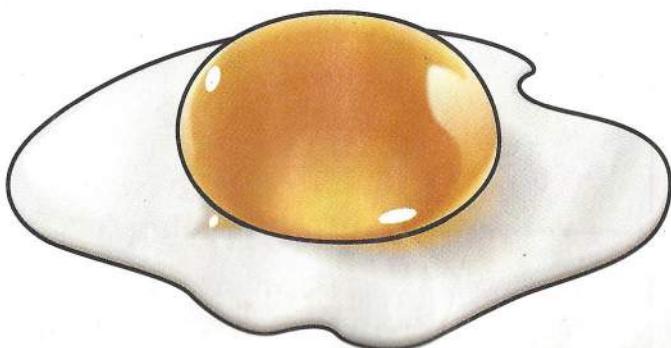
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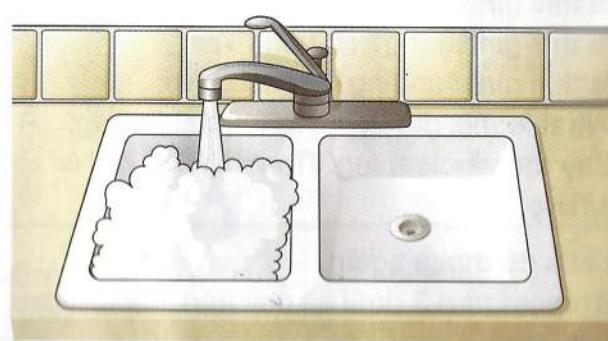
c



d



e



f

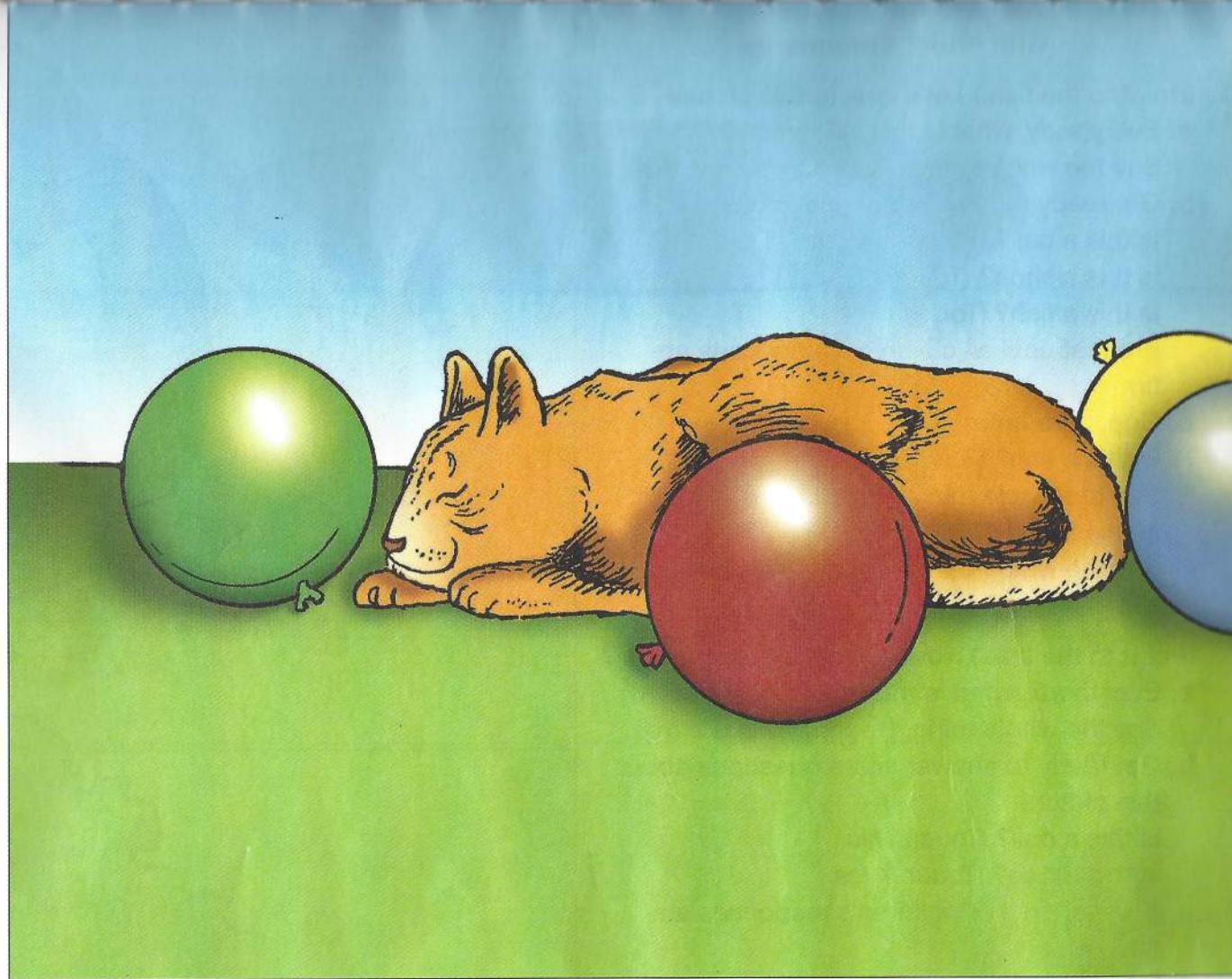
1. One of these balloons is in front of the cat.
(Point to each balloon and ask) **Is this balloon in front of the cat?** (Children are to answer yes or no.) ●
(Repeat until all children's responses are firm.)

2. Let's talk some more.
 - a. (Point to the balloon in front of the cat.)
Listen. What is this? (Touch.) *A balloon.*
Say the whole thing. (Touch.) *This is a balloon.*
 - b. **Where is the balloon?** (Touch.) *In front of the cat.* ■
Say the whole thing about where this balloon is. (Touch.) *This balloon is in front of the cat.*

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

Individual Turns

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



CORRECTIONS

EXERCISE 5

● Error

(Children give the wrong answer.)

Correction

1. Show me the front of the cat.
2. Now show me what's in front of the cat.

■ Error

(Children give the wrong answer.)

Correction

1. **Is this balloon in front of the cat?**
2. **Where is this balloon?**
3. (Repeat step b.)

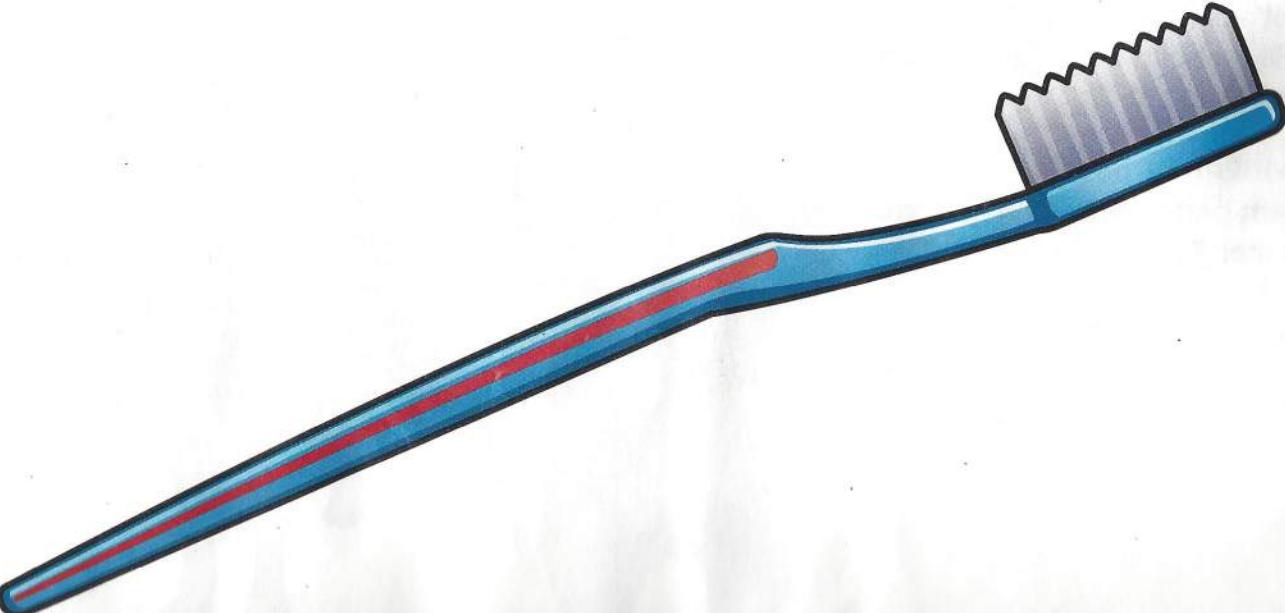
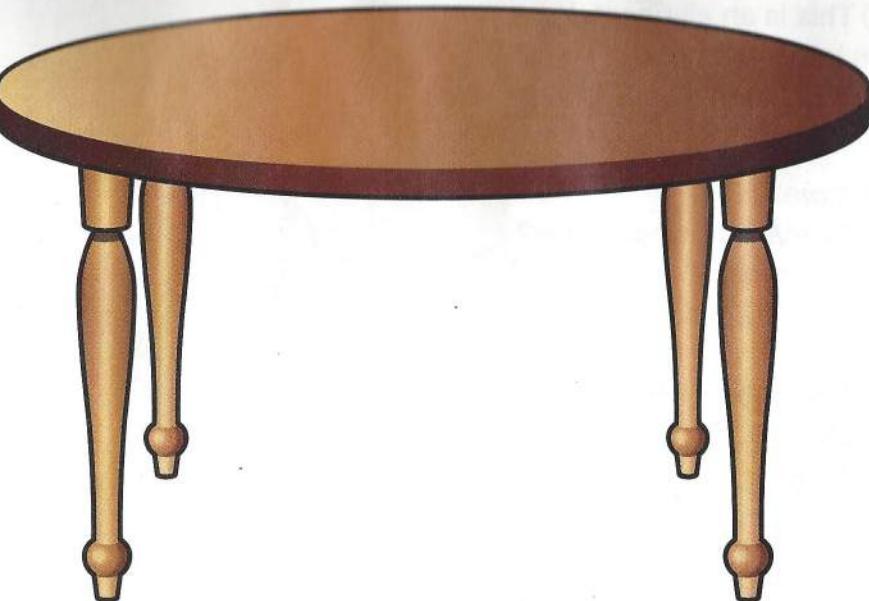
EXERCISE 7 Part/whole—Table, Toothbrush

1. Get ready to tell me the parts of a table.
 - a. (Point to the legs.) Say the whole thing about what a table has. (Touch.) *A table has legs.*
(Point to the top.) Say the whole thing about what a table has. (Touch.) *A table has a top.*
(Repeat until all children's responses are firm.)
 - b. (Circle the table.) And what do you call the whole object? (Touch.) *A table.*
 - c. (Call on different children to answer this question.)
What can you put on a table?
(Praise reasonable responses.)

2. Get ready to tell me the parts of a toothbrush.
 - a. (Point to the bristles.) Say the whole thing about what a toothbrush has. (Touch.)
A toothbrush has bristles.
(Point to the handle.) Say the whole thing about what a toothbrush has. (Touch.)
A toothbrush has a handle.
(Repeat until all children's responses are firm.)
 - b. (Circle the toothbrush.) And what do you call the whole object? (Touch.) *A toothbrush.*
 - c. (Call on different children to answer this question.)
What do we do with a toothbrush?
(Praise reasonable responses.)

Individual Turns

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



 EXERCISE / Identity Statements with "Not"

1. We're going to talk about these things.
 - a. (Point to a.) This is a giraffe. What is this?
(Touch.) A giraffe.
Say the whole thing. (Touch.) *This is a giraffe.*
 - b. (Point to b.) This is a bear. What is this?
(Touch.) A bear.
Say the whole thing. (Touch.) *This is a bear.*
2. Here are some more questions.
 - a. (Point to a.) Is this a bear? (Touch.) No.
Say the whole thing. (Touch.) *This is not a bear.*
What is this? (Touch.) A giraffe.
Say the whole thing. (Touch.) *This is a giraffe.*
 - b. (Point to b.) Is this a bear? (Touch.) Yes.
Say the whole thing. (Touch.) *This is a bear.*
Is this a giraffe? (Touch.) No.
Say the whole thing. (Touch.) *This is not a giraffe.*

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



**EXERCISE 1 Actions – Pronouns**

1. It's time for some actions.

- a. Everybody, let's all stand up. (Signal.) What are you doing? (Signal.)

Standing up.

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

- b. Look at me. What am I doing? (Signal.)

Standing up.

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

Am I sitting down? (Signal.) No.

Say the whole thing. (Signal.) *You are not sitting down.*

- c. (Point to a girl.) Look at her. What is she doing? (Signal.) *Standing up.*

Say the whole thing about what she is doing. (Signal.) *She is standing up.*

- d. (Point to everyone.) What are we doing? (Signal.) *Standing up.*

Say the whole thing about what we are doing. (Signal.) *We are standing up.*

Are we sleeping? (Signal.) No.

Say the whole thing about what we are not doing. (Signal.) *We are not sleeping.*

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

**EXERCISE 2 Information – Days of the Week**

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

- a. There are seven days in a week.
How many days are there in a week?
(Signal.) Seven.

b. My turn. I'll say the days of the week.

Listen: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
I said the days of the week.

- c. Listen: Sunday, Monday, Tuesday, Wednesday. Say those days with me.
(Signal. Respond with children.) *Sunday, Monday, Tuesday, Wednesday.*

- d. Again. (Signal. Respond with children.)
Sunday, Monday, Tuesday, Wednesday.

2. All by yourselves.

- a. Say those days of the week. (Signal.
Do not respond with children.) *Sunday, Monday, Tuesday, Wednesday.*

b. (Repeat step a until all children can say the days.)

Good. Next time we'll say the days of the week some more.

**EXERCISE 3 Top/Bottom**

[Note: You will need a piece of paper with an X at the top.]

1. We're going to talk about top and bottom.

(Show the children a piece of paper with an X at the top.)

- a. I have a mark at the top of this paper. It's at the top of the paper. Where is the mark?
(Signal.) *At the top of the paper.*

- b. (Turn the paper so the mark is on the side.)
My turn. Is the mark at the top of the paper now? No.

(Turn the paper so the mark is at the bottom.) *Is the mark at the top now? No.*

2. Your turn.

- a. (Turn the paper so the mark is on the side.)
Is the mark at the top now? (Signal.) No.

- b. (Turn the paper so the mark is at the top.)
Is the mark at the top now? (Signal.) Yes.

- c. (Turn the paper so the mark is at the bottom.) *Is the mark at the top now?*
(Signal.) No.

- d. (Turn the paper so the mark is at the top.)
*Now the mark is at the top of the paper.
Where is the mark? (Signal.) At the top of the paper.*

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

EXERCISE 4 Actions – Prepositions:
On/Over

1. We're going to do some actions.

a. Everybody, hold your hand on your head.
(Signal. Wait.)

Where are you holding your hand? (Signal.)
On my head.

Say the whole thing. (Signal.) I am holding
my hand on my head.

b. Everybody, hold your hand over your head.
(Signal. Wait.)

Where are you holding your hand? (Signal.)
Over my head.

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

c. Everybody, hold your hand on your shoe.
(Signal. Wait.)

Where are you holding your hand? (Signal.)
On my shoe.

Say the whole thing. (Signal.) I am holding
my hand on my shoe.

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

Where are you holding your hand? (Signal.)
Over my shoe.

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

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

Individual Turns

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

EXERCISE 5 Identity Statements

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

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

(Touch.) An apple.

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

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

(Touch.) A leaf.

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

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

(Touch.) A bear.

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

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

(Touch.) An axe.

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

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

(Touch.) A turtle.

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

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

(Touch.) An elephant.

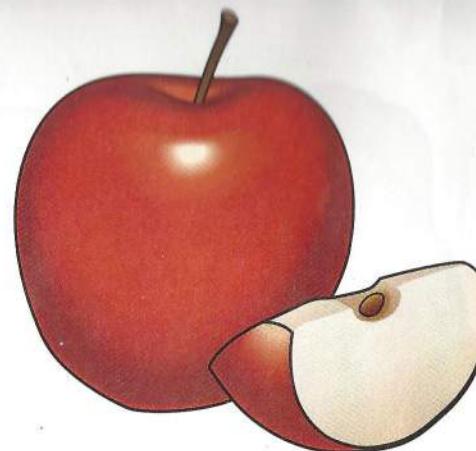
Say the whole thing. (Touch.) *This is an elephant.*

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.)



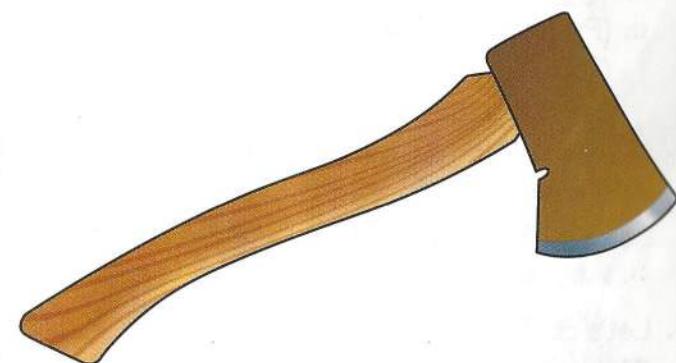
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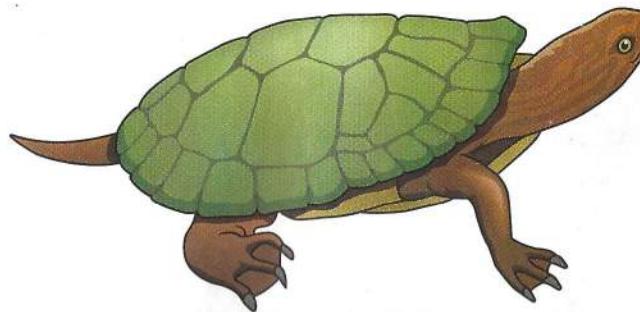
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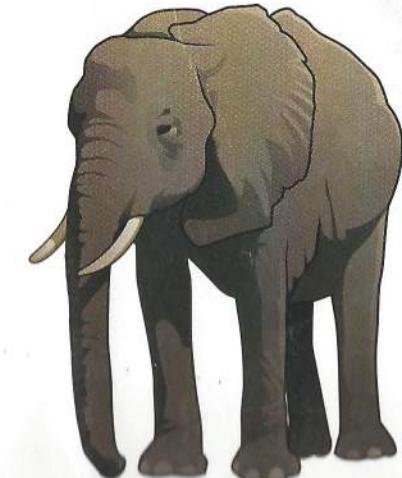
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d



e



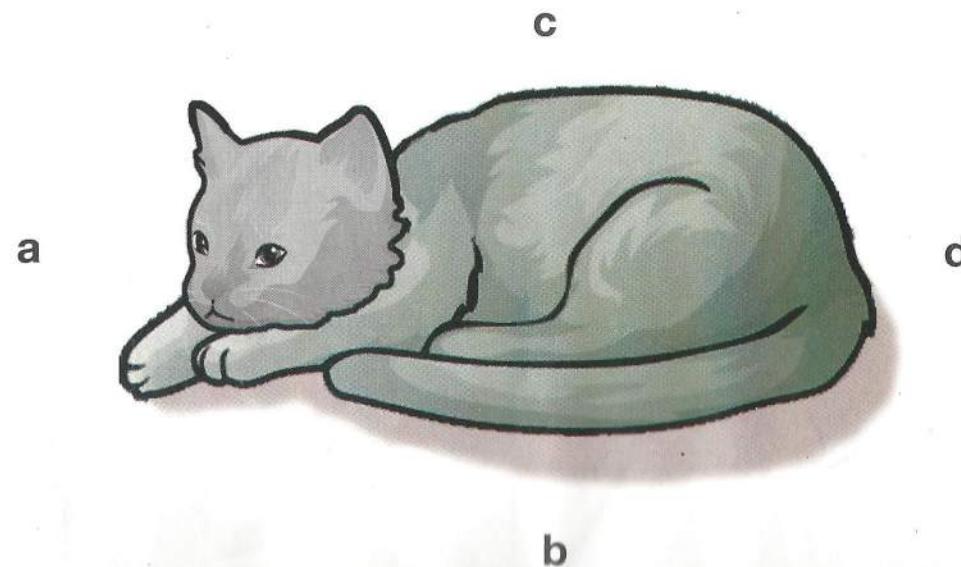
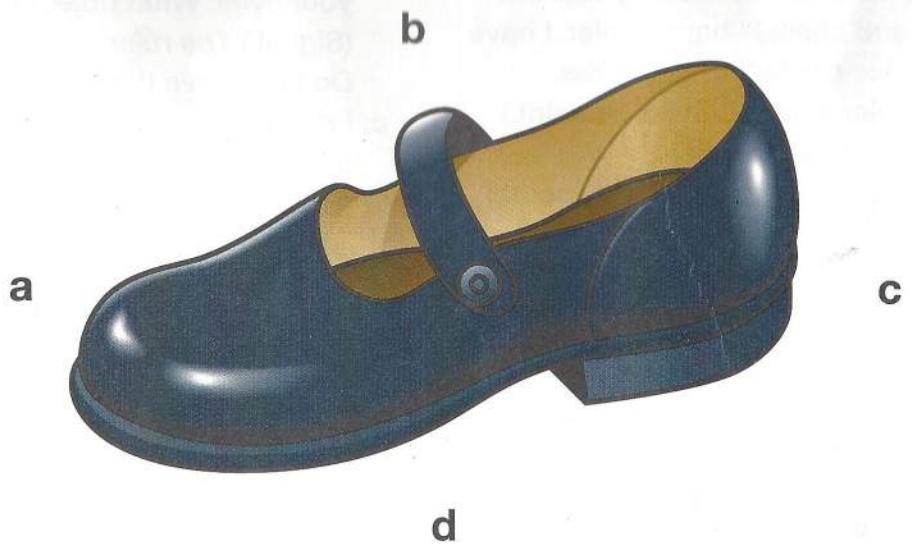
f

 EXERCISE 6 Prepositions—In Front Of

1. You're going to tell me if I touch the front of the shoe.
 - a. (Point to a.) Is this the front of the shoe?
(Touch.) Yes.
 - b. (Point to b.) Is this the front of the shoe?
(Touch.) No.
 - c. (Point to c.) Is this the front of the shoe?
(Touch.) No.
 - d. (Point to d.) Is this the front of the shoe?
(Touch.) No.
2. (Repeat part 1 until all children's responses are firm.)
3. Now you're going to tell me if I touch the front of the cat.
 - a. (Point to a.) Is this the front of the cat?
(Touch.) Yes.
 - b. (Point to b.) Is this the front of the cat?
(Touch.) No.
 - c. (Point to c.) Is this the front of the cat?
(Touch.) No.
 - d. (Point to d.) Is this the front of the cat?
(Touch.) No.
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.)



1. These are apples. I'll show you the apples that are big.

(Point to b.) This apple is big.

(Point to c.) This apple is big.

2. Now it's your turn.

a. (Point to a.) Is this apple big? (Touch.) No.

Say the whole thing. (Touch.) *This apple is not big.*

b. (Point to b.) Is this apple big? (Touch.) Yes.

Say the whole thing. (Touch.) *This apple is big.*

c. (Point to c.) Is this apple big? (Touch.) Yes.

Say the whole thing. (Touch.) *This apple is big.*

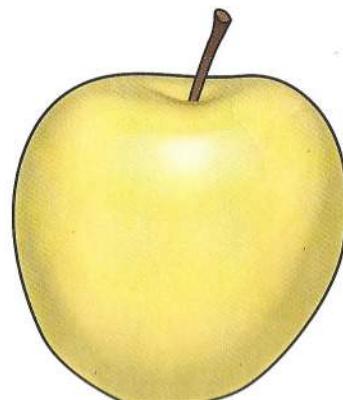
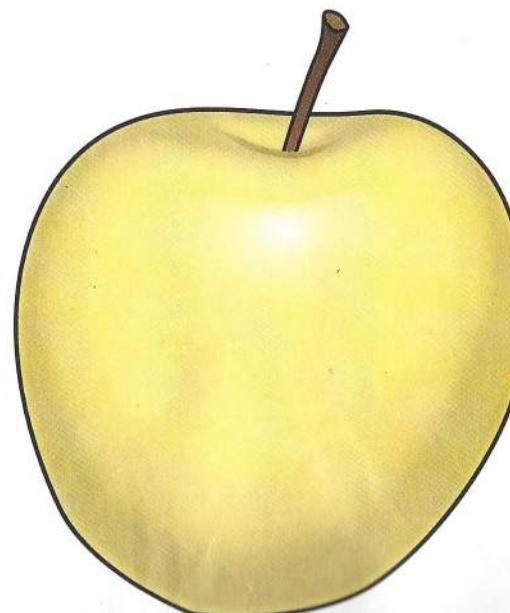
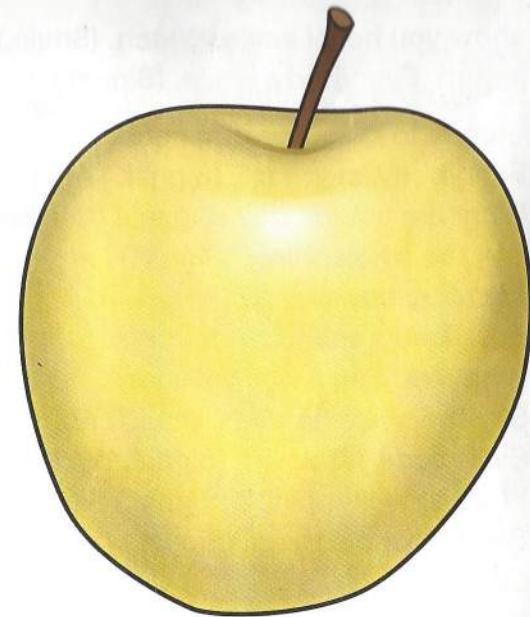
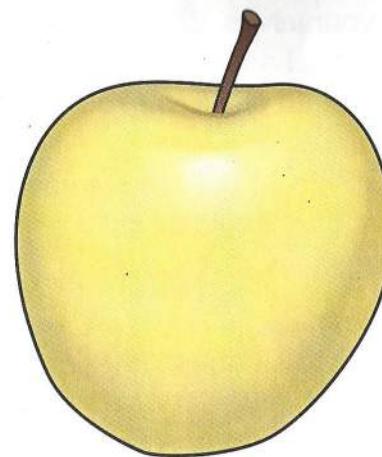
d. (Point to d.) Is this apple big? (Touch.) No.

Say the whole thing. (Touch.) *This apple is not big.*

3. (Repeat part 2 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 pictures.

- a. (Point to a.) This is a motorcycle. What is this? (Touch.) A motorcycle.
- b. (Point to b.) This is a stove. What is this? (Touch.) A stove.
- c. (Point to c.) This is a ship. What is this? (Signal.) A ship.
- d. (Point to d.) This is a couch. What is this? (Signal.) A couch.

2. Now you're going to tell me about these pictures.

- a. (Point to a.) Everybody, what is this? (Touch.) A motorcycle.
Say the whole thing. (Touch.) This is a motorcycle.
- b. (Point to b.) Everybody, what is this? (Touch.) A stove.
Say the whole thing. (Touch.) This is a stove.
- c. (Point to c.) Everybody, what is this? (Touch.) A ship.
Say the whole thing. (Touch.) This is a ship.
- d. (Point to d.) Everybody, what is this? (Touch.) A couch.
Say the whole thing. (Touch.) This is a couch.

3. Let's do that again.

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

Individual Turns

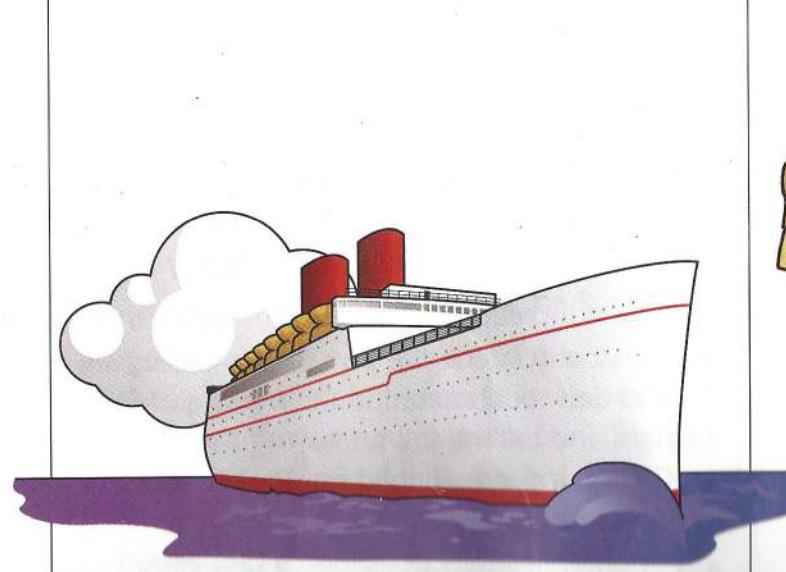
(Repeat part 2, calling on different children for each step.)



a



b



LESSON 38



EXERCISE 1 Actions—Pronouns

1. Let's do some actions.

- Everybody, touch your knees. (Signal.) Touch your knees.) Keep touching them. What are you doing? (Signal.) Touching my knees.

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

- (Point to a boy.) Look at him. What is he doing? (Signal.) Touching his knees. Say the whole thing about what he is doing. (Signal.) He is touching his knees.

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

3. Let's do some more actions.

- Everybody, clap. (Signal. Clap.) Keep clapping. (Clap with children.)
- What are you doing? (Signal.) Clapping. Say the whole thing about what you are doing. (Signal.) I am clapping.
- (Point to a girl.) Look at her. What is she doing? (Signal.) Clapping. Say the whole thing about what she is doing. (Signal.) She is clapping.
- (Point to everyone.) What are we doing? (Signal.) Clapping. Say the whole thing about what we are doing. (Signal.) We are clapping.

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 2 Information—Days of the Week

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

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

b. My turn. I'll say the days of the week. Listen. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. I said the days of the week.

c. Listen. Sunday, Monday, Tuesday, Wednesday. Say those days. (Signal. Respond with children.) Sunday, Monday, Tuesday, Wednesday.

d. All by yourselves. (Signal. Do not respond with children.) Sunday, Monday, Tuesday, Wednesday.

2. (Repeat part 1 until all children can say the days.)

Good. Next time we'll say the days of the week some more.

Individual Turns

(Repeat steps a, c, and d, calling on different children.)

EXERCISE 3 Opposites—Big/Not Big,
Wet/Not Wet

1. Look at this picture. Let's find the elephant that is big.

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

2. Let's do those again.

a. (Point to a.) Is this elephant big? (Touch.)
Yes.

Say the whole thing. (Touch.) *This elephant is big.*

b. (Point to b.) Is this elephant big? (Touch.)
No.

Say the whole thing. (Touch.) *This elephant is not big.*

c. (Point to c.) Is this elephant big? (Touch.)
No.

Say the whole thing. (Touch.) *This elephant is not big.*

3. Let's find the elephants that are wet.

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

4. Your turn.

a. (Point to a.) Is this elephant wet? (Touch.)
No.

Say the whole thing. (Touch.) *This elephant is not wet.*

b. (Point to b.) Is this elephant wet? (Touch.)
Yes.

Say the whole thing. (Touch.) *This elephant is wet.*

c. (Point to c.) Is this elephant wet? (Touch.)

Yes.

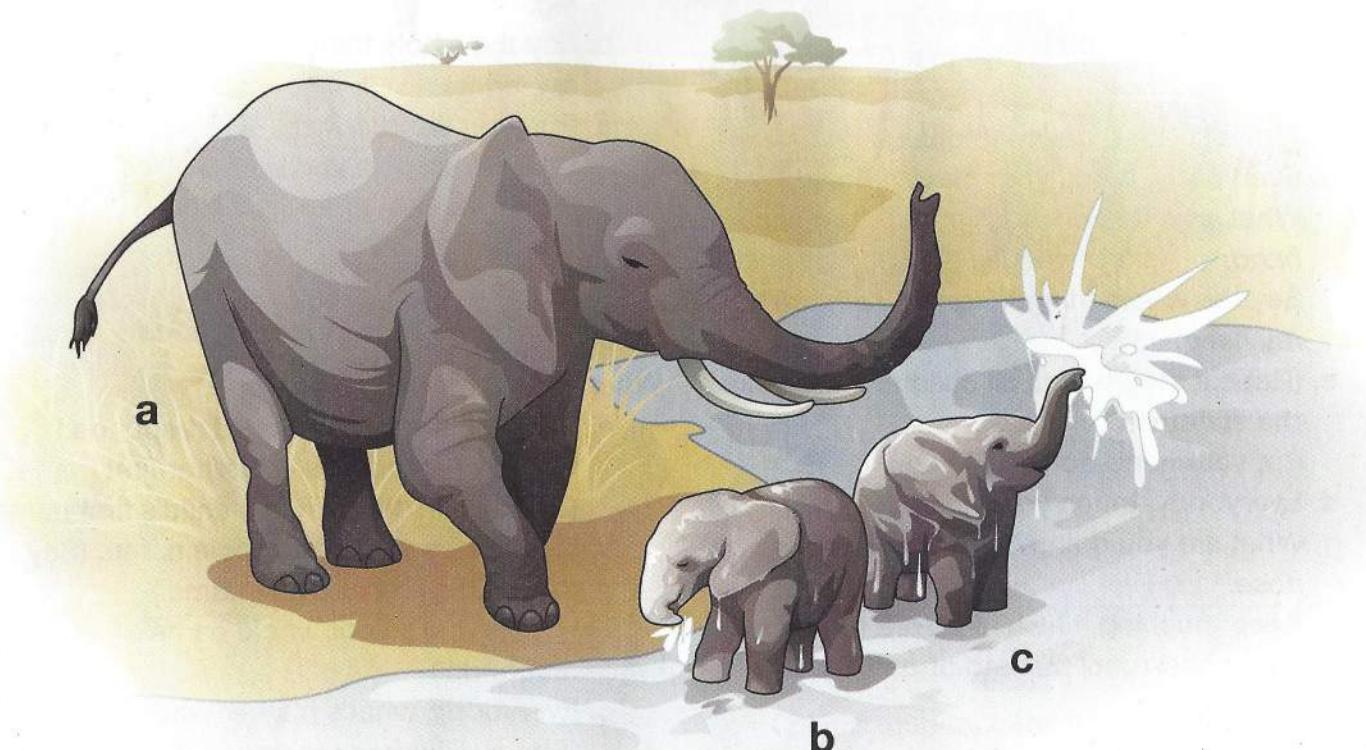
Say the whole thing. (Touch.) *This elephant is wet.*

Individual Turns

(Repeat parts 2 and 4, calling on different children for each step.)

5. Let's do that again.

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



EXERCISE 4 Prepositions – In Front Of

1. You're going to tell me if I touch the front of the car.

a. (Point to a.) Is this the front of the car?
(Touch.) No.

b. (Point to b.) Is this the front of the car?
(Touch.) Yes.

c. (Point to c.) Is this the front of the car?
(Touch.) No.

d. (Point to d.) Is this the front of the car?
(Touch.) No.

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

2. Now you're going to tell me if I touch the front of the motorcycle.

a. (Point to a.) Is this the front of the motorcycle? (Touch.) No.

b. (Point to b.) Is this the front of the motorcycle? (Touch.) No.

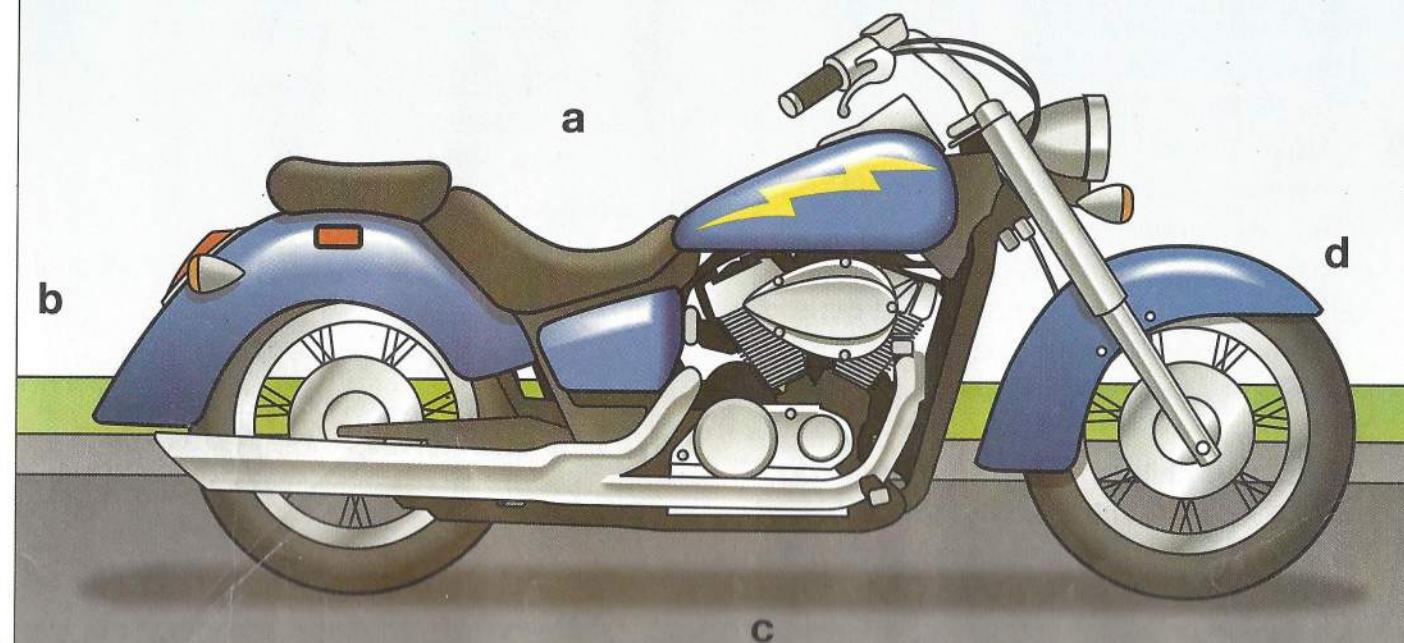
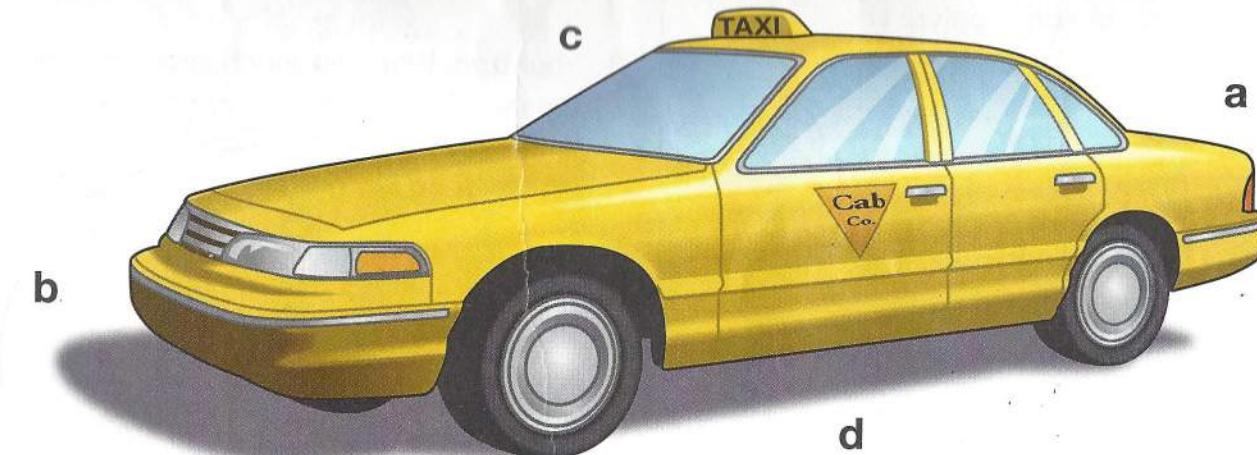
c. (Point to c.) Is this the front of the motorcycle? (Touch.) No.

d. (Point to d.) Is this the front of the motorcycle? (Touch.) Yes.

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

Individual Turns

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



1. Let's look at this picture.

- (Point to the fence.) This is a fence. What is it? (Touch.) A fence.
- (Point to the ducks.) These are ducks. What are these? (Touch.) Ducks.
- (Point to the cow.) This is a cow. What is it? (Touch.) A cow.

[Note: Do not point to the pictures for the rest of the exercise.]

2. Look at the picture again.

- a. Someone is jumping over the fence. Who is jumping over the fence? (Signal.)

The boy.

Yes, the boy.

(Call on a child.) Why is the boy doing that? (Signal. Idea: *The cow is chasing him.*)

- b. Someone is feeding the ducks. Everybody, who is feeding the ducks? (Signal.) The woman.

Yes, the woman.

- c. Something is sitting on the fence. What is sitting on the fence? (Signal.) A cat.

Yes, a cat.

- d. Look at the boy again. What is the boy doing? (Signal.) Jumping over the fence. Say the whole thing about what the boy is doing. (Signal.) *The boy is jumping over the fence.*

- e. Look at the woman again. What is the woman feeding? (Signal.) The ducks.

Say the whole thing about what the woman is doing. (Signal.) *The woman is feeding the ducks.*

- f. Look at the cat again. What is the cat sitting on? (Signal.) The fence.

Say the whole thing about what the cat is sitting on. (Signal.) *The cat is sitting on the fence.*



3. Let's do it again.

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

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

What would you do if a cow chased you?

What would you feed the ducks?

(Praise reasonable responses.)

Individual Turns

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

EXERCISE 7 Review

[Note: Do not point to objects in the picture.]

1. This picture shows people at a picnic.

a. Who is eating an apple? (Signal.) *The boy.*

What is the boy doing? (Signal.) *Eating an apple.*

Yes, eating an apple.

b. What is in the water? (Signal.) *The dog.*

Where is the dog? (Signal.) *In the water.*

Yes, in the water.

c. What is over the tree? (Signal.) *A kite.*

Yes, a kite.

d. Where is the cat? (Signal.) *On the table.*

Yes, on the table.

e. Something else is on the table. What is it? (Signal.) *Puppies.*

Yes, puppies.

f. What is the bird doing? (Signal.)

Flying.

2. One more time.

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

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

What do you like to eat on a picnic?

What would you do with the puppies?

What would you feed the bird?

(Praise reasonable responses.)



Individual Turns

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

EXERCISE 8 Actions—Pictures

1. Let's talk about what this man is doing.
 - a. (Point to the man in the car.) The man is sitting in a car. What is the man doing? (Touch.) *Sitting in a car.*
 - b. Say the whole thing about what the man is doing. (Touch.) *The man is sitting in a car.*
 - c. Is the man sleeping? (Touch.) No. Say the whole thing. (Touch.) *The man is not sleeping.*

2. Let's do those again.

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

3. Now let's talk about what this boy is doing.

- a. (Point to the boy in the bed.) What is the boy doing? (Touch.) *Sleeping.*
- b. Say the whole thing about what the boy is doing. (Touch.) *The boy is sleeping.*
- c. Is the boy sitting on a rug? (Touch.) No. Say the whole thing. (Signal.) *The boy is not sitting on a rug.*

4. Let's do those again.

(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 1 Actions – Pronouns/
Body Parts****1. It's time for some actions.**

- a. I'll touch my chin. Watch. (Touch your chin.) What did I touch? (Signal.) Your chin.
- b. I'll touch my thumb. Watch. (Touch your thumb.) What did I touch? (Signal.) Your thumb.

2. Now it's your turn.

- a. Everybody, touch your chin. (Signal.) What are you doing? (Signal.) Touching my chin.
Say the whole thing. (Signal.) I am touching my chin.
- b. Everybody, touch your elbow. (Signal.) What are you doing? (Touch.) Touching my elbow.
Say the whole thing. (Signal.) I am touching my elbow.
- c. Everybody, touch your thumb. (Signal.) What are you doing? (Signal.) Touching my thumb.
Say the whole thing. (Signal.) I am touching my thumb.
- d. Everybody, touch your chair. (Signal.) What are you doing? (Signal.) Touching my chair.
Say the whole thing. (Signal.) I am touching my chair.
Keep on touching your chair.
- e. Are you touching your elbow? (Signal.) No.
Say the whole thing. (Signal.) I am not touching my elbow.
Are you touching your thumb? (Signal.) No.

**EXERCISE 2 Actions – First, Next, Last**

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

- 1. We're going to do first, next, and last.**
(Ask three children to stand in front of the group. Place a chair to the right of the children and stand at the other end of the children. Direct the children in line to turn and face the chair.)
 - a. Everybody, if these children walk to the chair, who will get to the chair first? (Signal. Children respond.)
So, who is first in line now? (Signal. Children respond.)
 - b. Who is next? (Signal. Children respond.)
Who is last? (Signal. Children respond.)
- 2. (Ask the three children to turn so they face you.)**
 - a. Everybody, if these children stay in line and walk to me, who will get to me first? (Signal. Children respond.)
 - b. So, who is first in line? (Signal. Children respond.)
Who is next in line? (Signal. Children respond.)
Who is last? (Signal. Children respond.)

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

Are you touching your chin? (Signal.) No.
Say the whole thing. (Signal.) I am not touching my chin.

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

- 3. You said that _____ will get to me first if the children walk toward me. Let's see if you are right.**

- a. [Name the three children], stay in line and walk toward me.
- b. So, who got to me first? (Signal. Children respond.)
Who got to me next? (Signal. Children respond.)
Who got to me last? (Signal. Children respond.)

**EXERCISE 3 Information – Days of the Week**

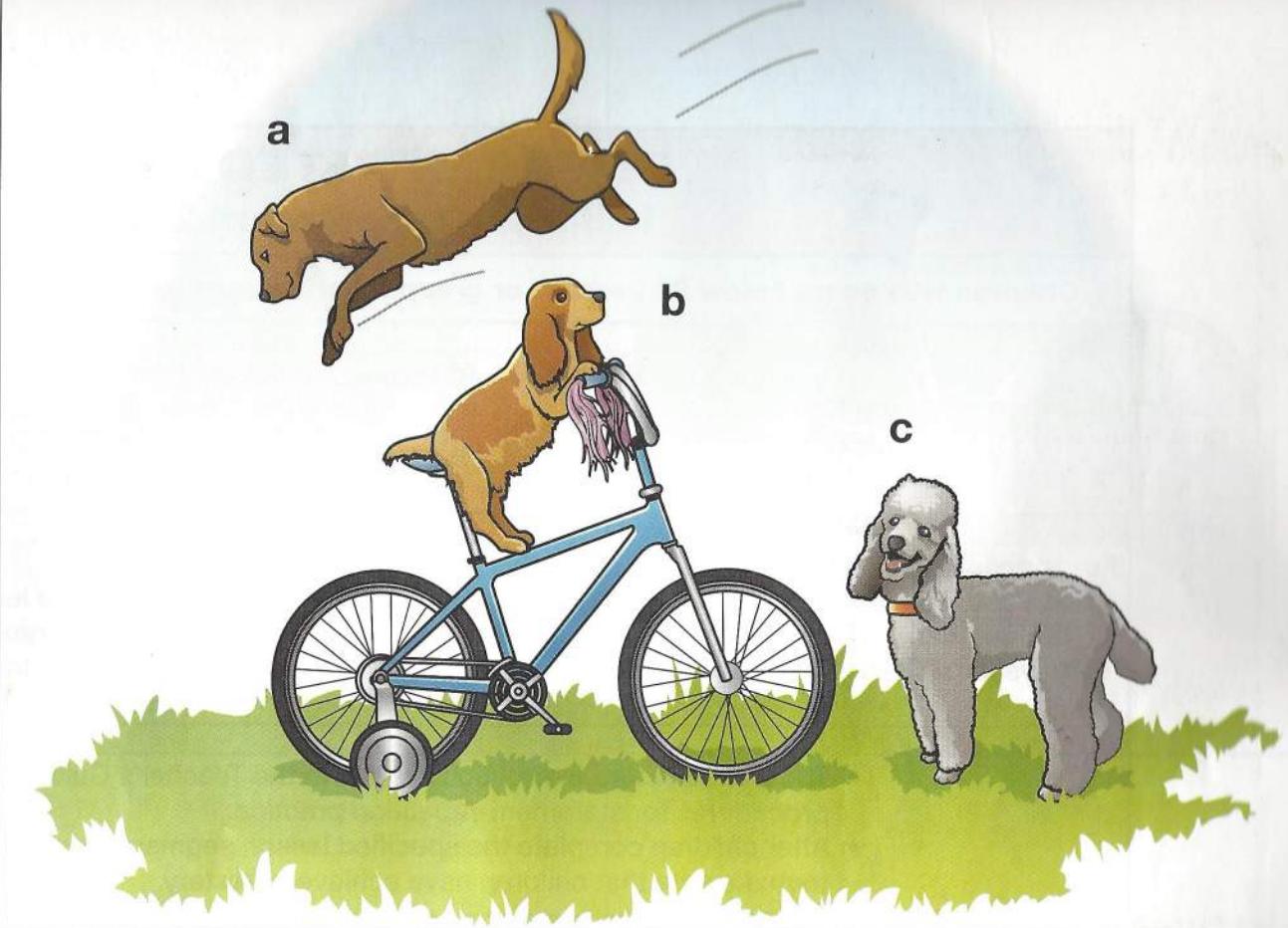
- 1. Let's do the days of the week.**
 - a. Everybody, how many days are there in a week? (Signal.) Seven.
 - b. My turn. I'll say the days of the week. Listen. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. I said the days of the week.
 - c. Listen. Sunday, Monday, Tuesday, Wednesday, Thursday. Say those days with me. (Signal. Respond with children.) Sunday, Monday, Tuesday, Wednesday, Thursday.
 - d. Again. (Signal. Respond with children.) Sunday, Monday, Tuesday, Wednesday, Thursday.
- 2. All by yourselves.**
 - a. Say those days of the week. (Signal. Do not respond with children.) Sunday, Monday, Tuesday, Wednesday, Thursday.
 - b. (Repeat step a until all children can say the days.)

EXERCISE 4 Prepositions—in Front of, On, Over

1. One of these dogs is in front of the bike. One of these dogs is on the bike. One of these dogs is jumping over the bike.
2. Get ready to tell me where each dog is.
 - a. (Point to a.) Everybody, where is this dog? (Touch.) Over the bike.
 - b. (Point to b.) Everybody, where is this dog? (Touch.) On the bike.
 - c. (Point to c.) Everybody, where is this dog? (Touch.) In front of the bike.
(Repeat part 2 until all children's responses are firm.)
3. We're going to talk about one of the dogs.
(Point to b.)
 - Where is this dog? (Touch.) On the bike.
Say the whole thing about where this dog is. (Touch.) This dog is on the bike.
 - Is this dog in front of the bike? (Touch.) No.
Say the whole thing. (Touch.) This dog is not in front of the bike. ●
4. Now we'll talk about another dog. (Point to c.)
 - Where is this dog? (Touch.) In front of the bike. ■
Say the whole thing about where this dog is. (Touch.) This dog is in front of the bike.
 - Is this dog on the bike? (Touch.) No.
Say the whole thing. (Touch.) This dog is not on the bike.

Individual Turns

(Repeat parts 3 and 4 until all children can make the statements.)



CORRECTIONS

EXERCISE 4

● Error

(Children respond incorrectly.)

Correction

1. (Point to dog b.) Is this dog in front of the bike? (Touch.) No.
2. Say the whole thing. (Touch.) This dog is not in front of the bike.
(Repeat until children respond correctly.)
3. (Repeat part 3 of the exercise.)

■ Error

(Children say, This dog is on the bike.)

Correction

1. (Point to dog c.) We're talking about in front of.
2. Is this dog in front of the bike?
(Touch.) Yes.
3. Let's say the whole thing. (Touch.
Respond with children.) This dog is in front of the bike.
4. All by yourselves. (Touch. Do not respond with children.) This dog is in front of the bike.
5. (Repeat part 4 of the exercise.)

EXERCISE 5 Opposites – Big/Not Big

1. Look at these bikes. (Point to each bike and ask,) **Is this bike big?** (Touch. Children answer yes or no.)
(Repeat until all children's responses are firm.)

2. Let's do these again.

a. (Point to a.) Is this bike big?

(Touch.) No.

Say the whole thing. (Touch.) *This bike is not big.*

b. (Point to b.) Is this bike big?

(Touch.) Yes.

Say the whole thing. (Touch.) *This bike is big.*

c. (Point to c.) Is this bike big?

(Touch.) No.

Say the whole thing. (Touch.) *This bike is not big.*

d. (Point to d.) Is this bike big?

(Touch.) Yes.

Say the whole thing. (Touch.) *This bike is big.*

3. Let's do it again.

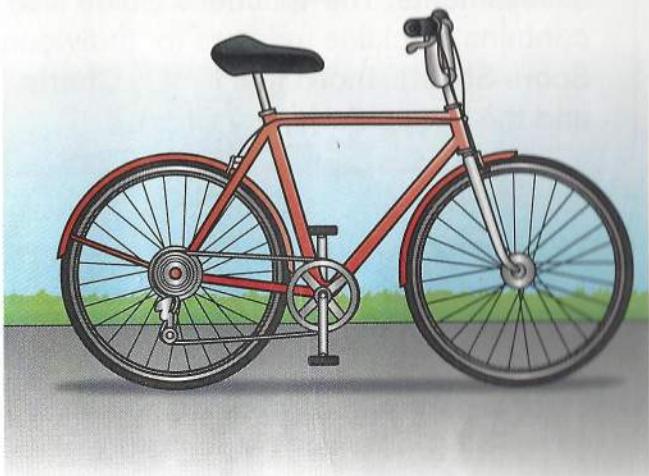
(Repeat part 2 until all children's responses are firm.)

Individual Turns

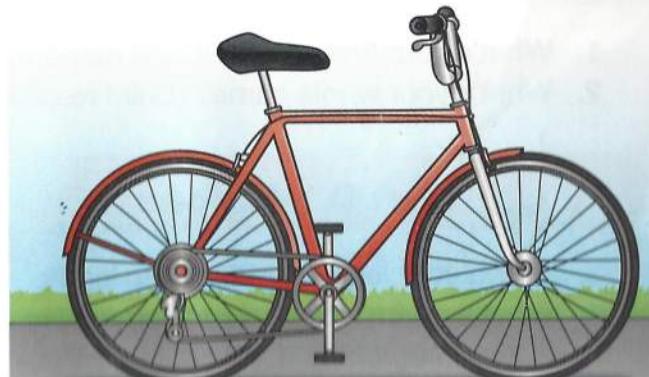
(Repeat part 2, calling on different children for each step.)



a



b

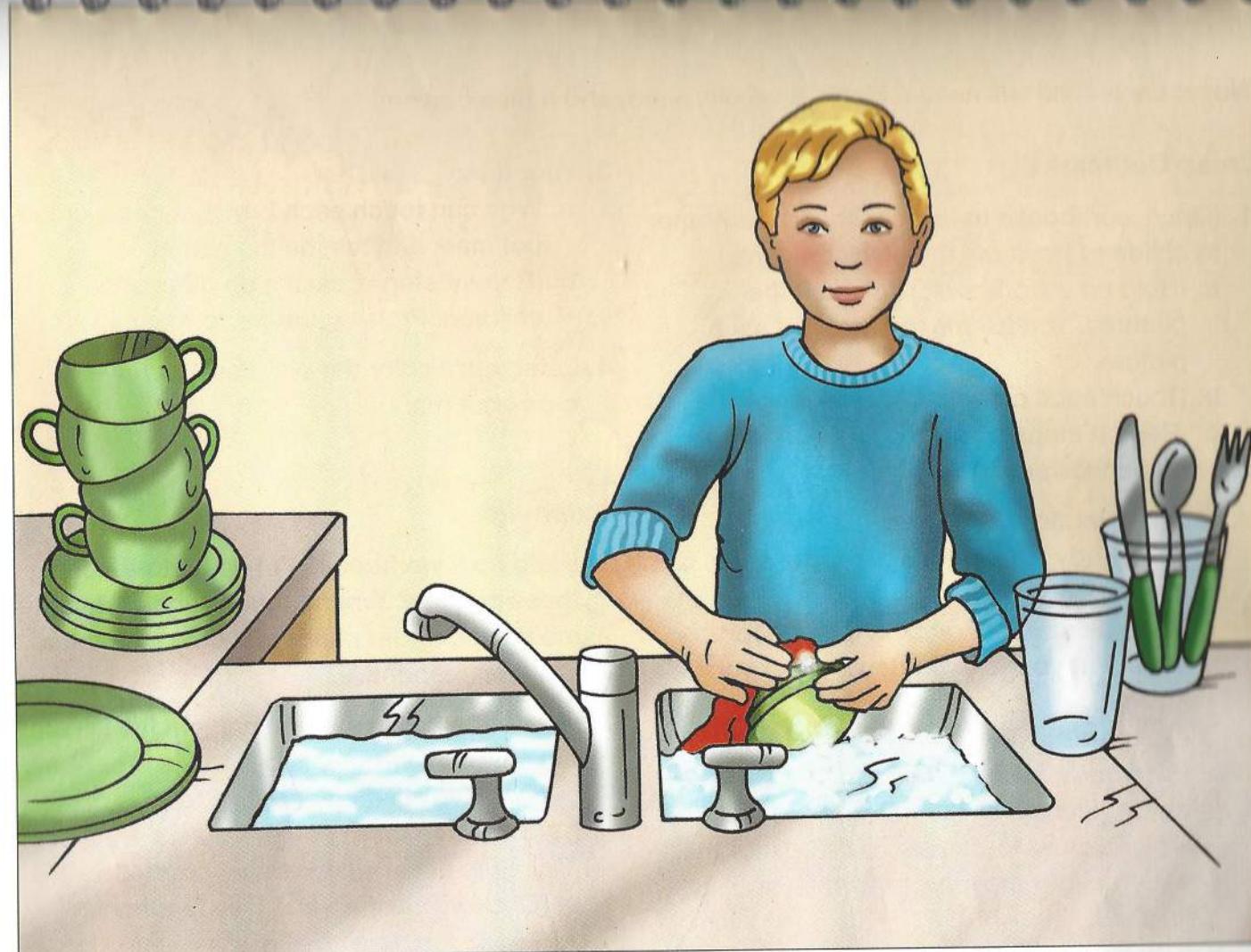


 EXERCISE 6 Actions—Pictures

1. Let's talk about what this boy is doing.
 - a. (Point to the boy.) What is this? (Touch.)
A boy.
Say the whole thing. (Touch.) *This is a boy.*
 - b. This boy is washing the dishes. What is this boy doing? (Touch.) *Washing the dishes.*
 - c. Is he eating an orange? (Touch.) No.
Is he washing the dishes? (Touch.) Yes.
Is he taking a bath? (Touch.) No.
2. Tell me again.
 - a. Is the boy taking a bath? (Touch.) No.
Say the whole thing. (Touch.) *The boy is not taking a bath.*
 - b. What is the boy doing? (Touch.) *Washing the dishes.*
Say the whole thing about what the boy is doing. (Touch.) *The boy is washing the dishes.*
3. Let's do those again.
(Repeat parts 1 and 2 until children's responses are firm.)

Individual Turns

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



[Note: Do not point to the pictures.]

1. Look at the kites.

- a. One kite looks like an elephant.

Who is flying the kite that looks like an elephant? (Signal.) *The girl.*

Yes, the girl.

- b. Look at the kite with a tail. Who is flying that kite? (Signal.) *A monkey.*

Yes, a monkey.

- c. Look at the monkey. What is the monkey doing? (Signal.) *Flying a kite.*

Say the whole thing about what the monkey is doing. (Signal.) *The monkey is flying a kite.*

2. Look at the girl again.

- a. What is the girl doing? (Signal.) *Flying a kite.*

Say the whole thing about what the girl is doing. (Signal.) *The girl is flying a kite.*

- b. Look at the boy. What is the boy doing?

(Signal.) *Jumping.*

Say the whole thing about what the boy is doing. (Signal.) *The boy is jumping.*

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

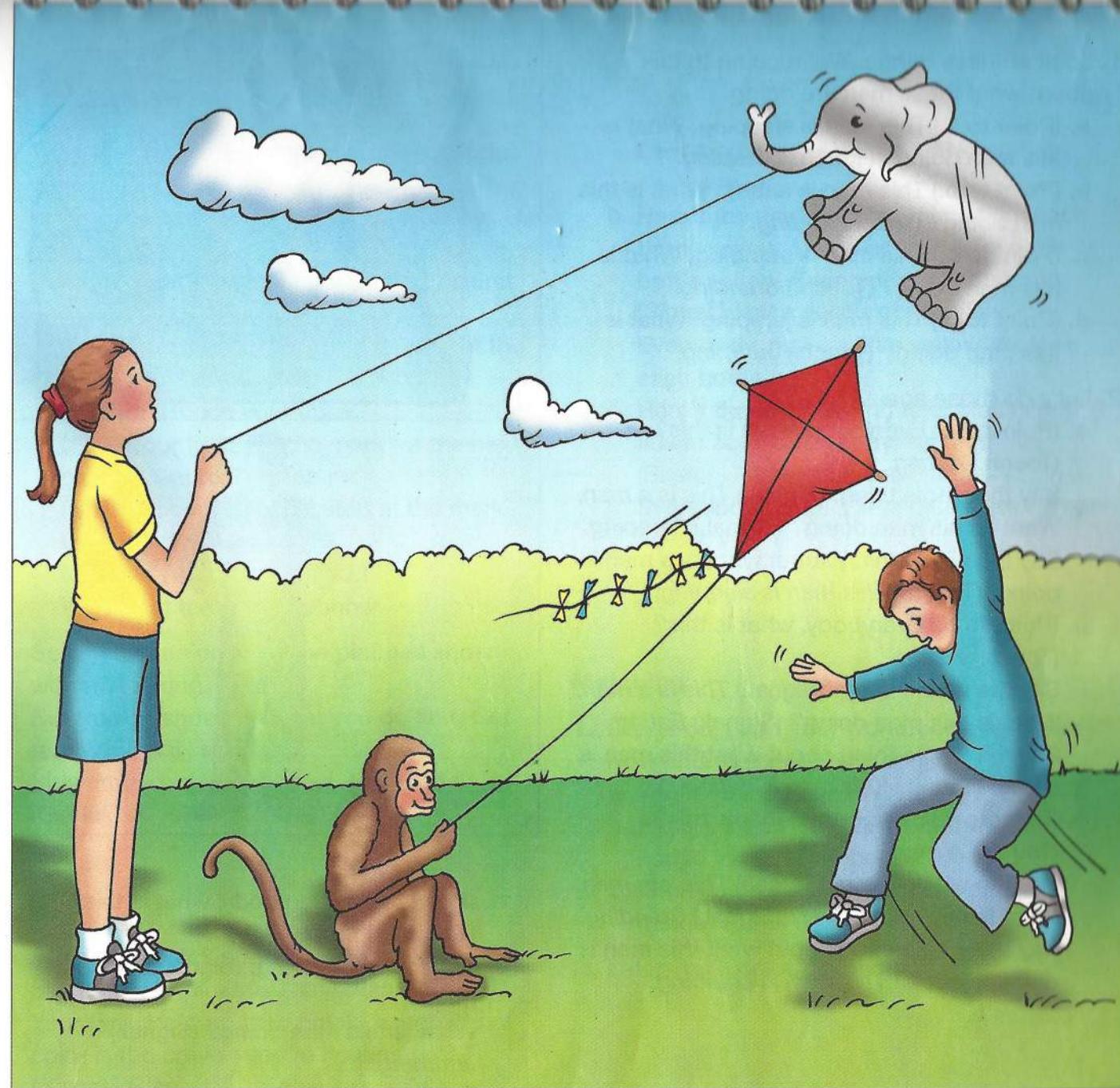
Have you ever flown a kite?

What kind of kite would you like to fly?

(Praise reasonable responses.)

Individual Turns

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



**EXERCISE 1 Actions—Pronouns/Body Parts****1. Let's do some actions.**

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

Touch your wrist and keep touching it.)

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

Touching your wrist.

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

b. (Point to a girl.) Look at her. What is she doing? (Signal.) *Touching her wrist.*

Say the whole thing about what she is doing. (Signal.) She is touching her wrist.

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

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

2. (Repeat part 1 until all children's responses are firm.)**3. Let's do some more actions.**

a. (Touch your neck.) I touched my neck. What did I touch? (Signal.) Your neck.

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

Touch your neck. Keep touching it.)

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

Touching your neck.

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

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

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

d. (Point to a girl.) Look at her. What is she doing? (Signal.) *Touching her neck.*

Say the whole thing about what she is doing. (Signal.) She is touching her neck.

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

EXERCISE 2 Actions—First, Next, Last

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

1. We're going to do first, next, and last. (Ask three children to stand in front of the group. Place a wastebasket to the left of the children. Direct the children in line to turn and face the wastebasket.)

a. Everybody, if these children walk to the wastebasket, who will get to the wastebasket first? (Signal. Children respond.)

So, who is first in line now? (Signal. Children respond.)

b. Who is next? (Signal. Children respond.) Who is last? (Signal. Children respond.)

2. (Ask the three children to turn so they face the wall in back of them.)

a. Everybody, if these children stay in line and walk to the wall, who will get to the wall first? (Signal. Children respond.) So, who is first in line? (Signal. Children respond.)

b. Who is next in line? (Signal. Children respond.) Who is last? (Signal. Children respond.)

3. You said that _____ will get to the wall first if the children walk toward it. Let's see if you are right.

a. [Name the three children], stay in line and walk toward the wall.

So, who got to the wall first? (Signal. Children respond.)

b. Who got to the wall next? (Signal. Children respond.) Who got to the wall last? (Signal. Children respond.)

Individual Turns

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

**EXERCISE 3 Information—Days of the Week****1. Let's do the days of the week.**

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

b. My turn. I'll say the days of the week. Listen. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. I said the days of the week.

c. Listen. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday. Say those days with me. (Signal. Respond with children.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday.

d. Again. (Signal. Respond with children.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday.

e. All by yourselves. Say those days of the week. (Signal. Do not respond with children.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday.

2. (Repeat part 1 until all children can say the days.)

1. Look at this picture.

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

A woman.

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

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

2. Let's talk about what they are doing.

a. (Point to a.) **What is she touching?** (Touch.) *Her shoes.*

Her shoes.

b. (Point to b.) **What is she touching?** (Touch.) *Her shoes.*

Her shoes.

c. (Point to c.) **What is he touching?** (Touch.) *His head.*

His head.

3. Watch carefully. (Circle pictures a and b with your finger.)

- Listen. They are touching their shoes.
What are they doing? (Touch.) Touching their shoes.

*Let's say the whole thing. (Touch.) **They are touching their shoes.***

- All by yourselves. Say the whole thing about what they are touching. (Touch.)
They are touching their shoes.

Again. (Touch.) They are touching their shoes.

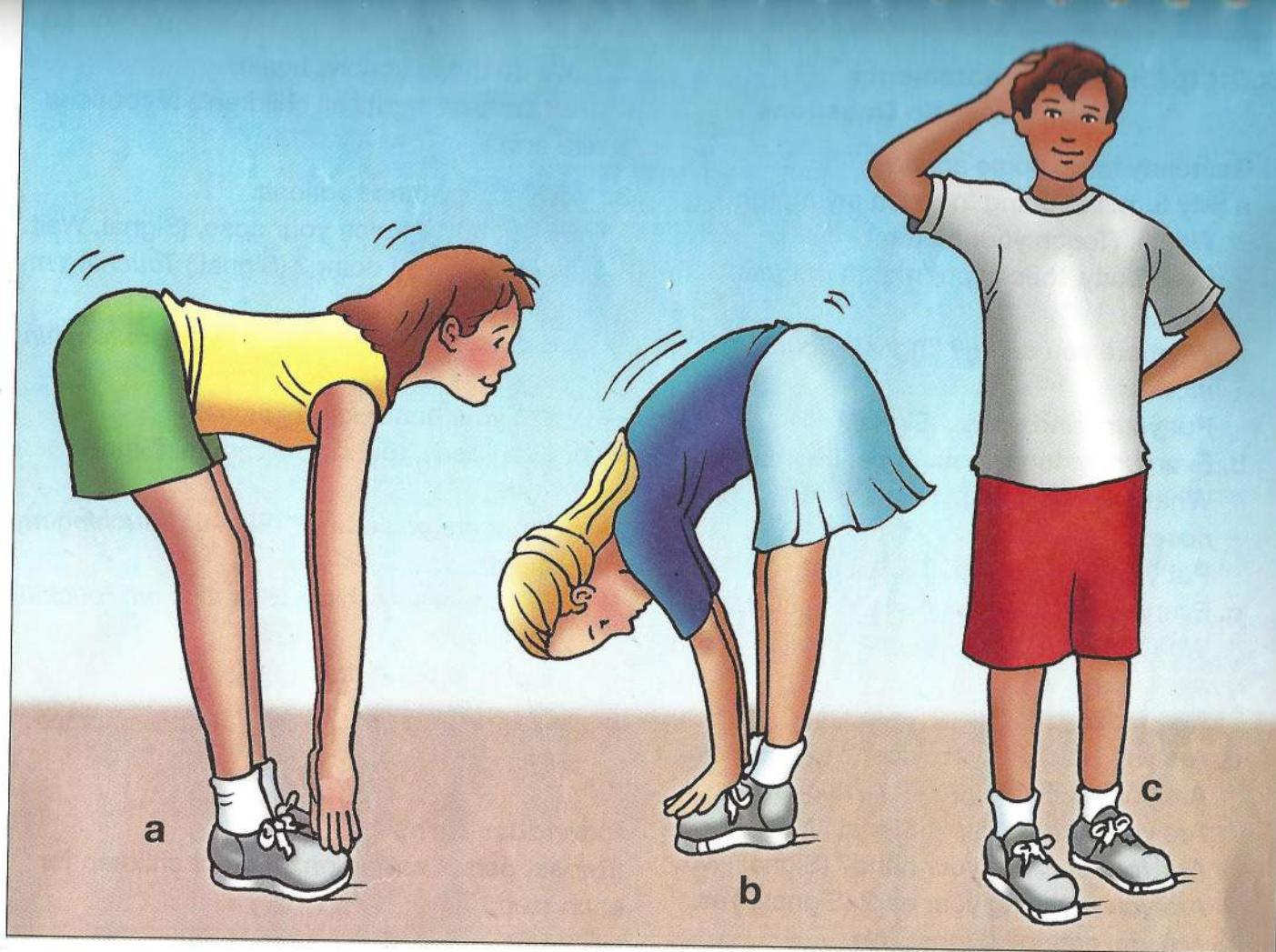
- (Repeat part 3 until all children's responses are firm.)

4. Watch again. (Point to c.)

- **What is he doing?** (Touch.) *Touching his head.*

*Say the whole thing. (Touch.) **He is touching his head.***

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



Individual Turns

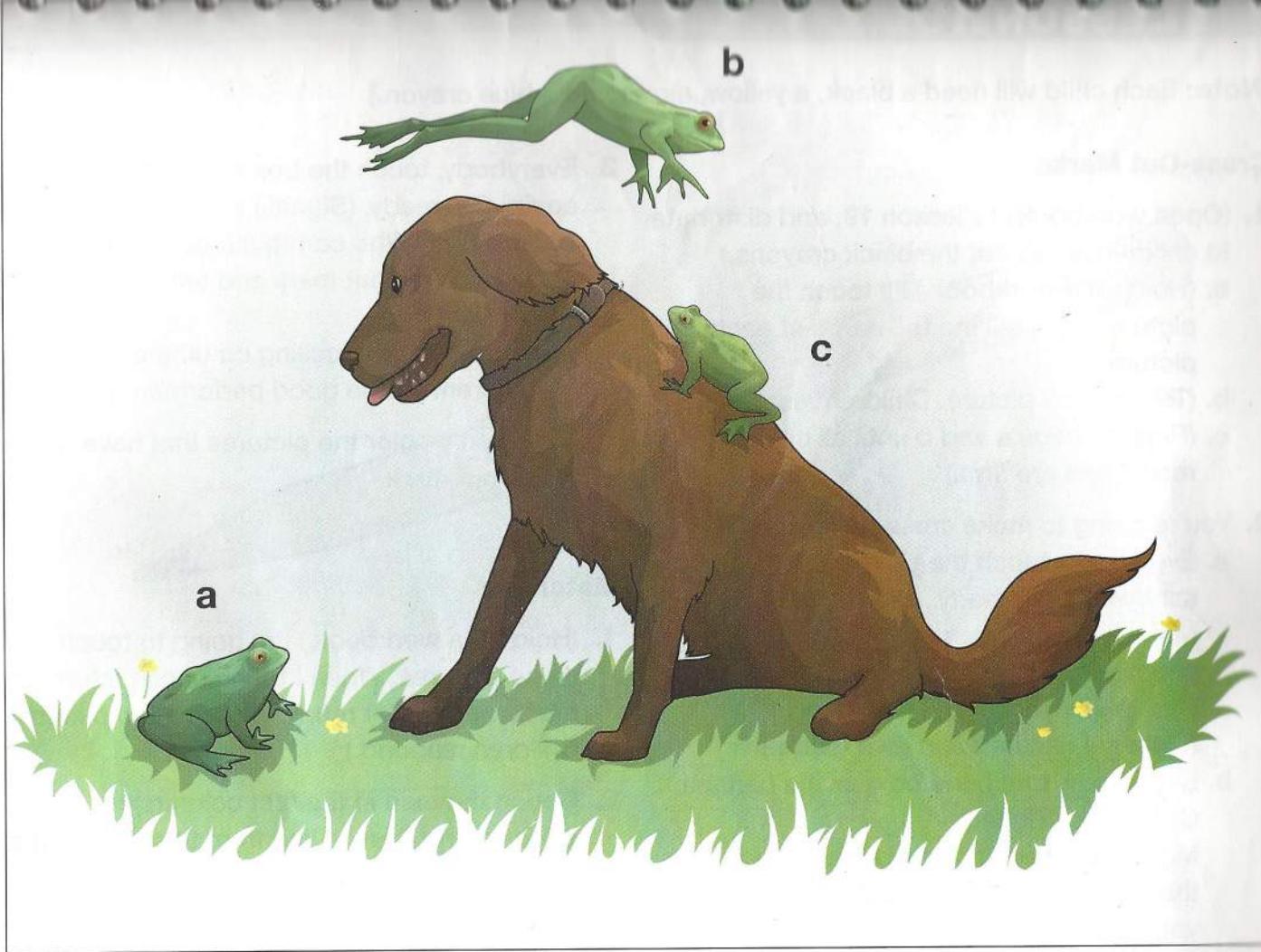
(Repeat parts 3 and 4, calling on different children.)

EXERCISE 5 Prepositions—In Front Of, On, Over

1. One of these frogs is **in front of** the dog. One of these frogs is **on** the dog. One of these frogs is jumping **over** the dog. Get ready to tell me where each frog is.
 - a. (Point to a.) **Everybody**, where is this frog?
(Touch.) *In front of the dog.*
 - b. (Point to b.) **Everybody**, where is this frog?
(Touch.) *Over the dog.*
 - c. (Point to c.) **Everybody**, where is this frog?
(Touch.) *On the dog.*
2. (Repeat part 1 until all children's responses are firm.)
3. We're going to talk about one of the frogs.
 - (Point to c.)
 - Where is this frog? (Touch.) *On the dog.*
Say the whole thing about where this frog is. (Touch.) *This frog is on the dog.*
 - Is this frog **in front of** the dog? (Touch.) No.
Say the whole thing. (Touch.) *This frog is not in front of the dog.*
 - (Repeat part 3 until children's responses are firm.)
4. Now we'll talk about the other frogs.
 - a. (Point to a.) Where is this frog? (Touch.)
In front of the dog.
Say the whole thing about where this frog is. (Touch.) *This frog is in front of the dog.*
 - b. (Point to b.) Is this frog **on** the dog?
(Touch.) No.
Say the whole thing. (Touch.) *This frog is not on the dog.*

Individual Turns

(Repeat parts 3 and 4, calling on different children for each step.)

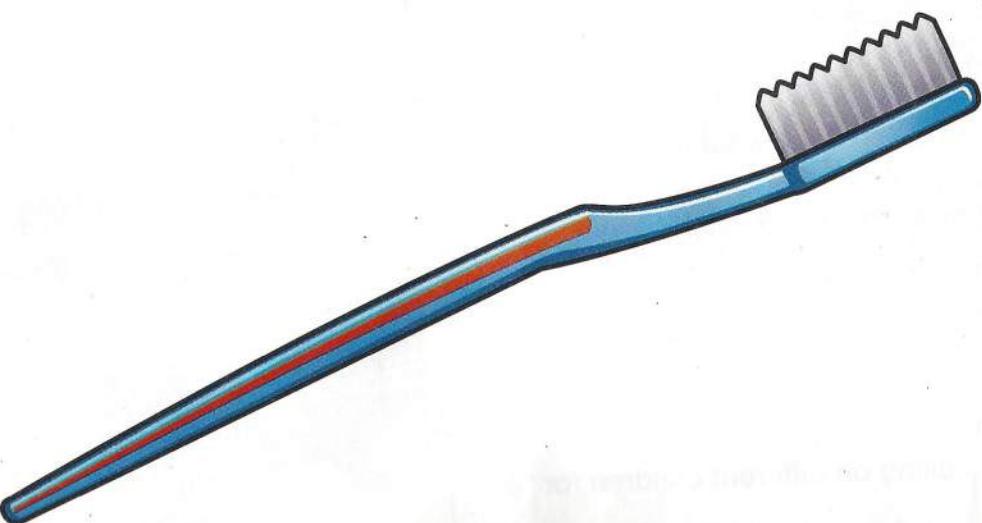
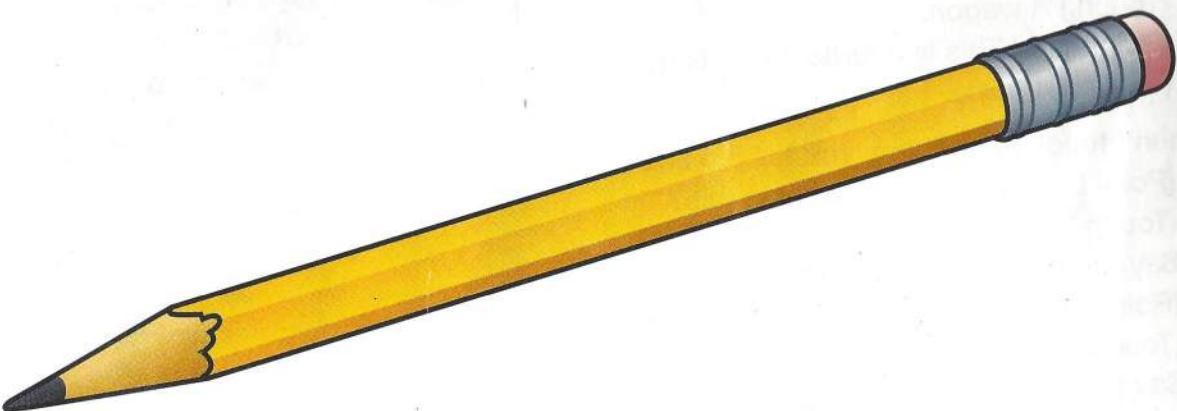


EXERCISE 6 Part/Whole—Pencil, Toothbrush

- 1.** Get ready to tell me the parts of a pencil.
 - a. (Point to the shaft.) Say the whole thing about what a pencil has. (Touch.) A pencil has a shaft.
(Point to the eraser.) Say the whole thing about what a pencil has. (Touch.) A pencil has an eraser.
(Point to the point.) Say the whole thing about what a pencil has. (Touch.) A pencil has a point.
 - b. (Repeat step a until all children's responses are firm.)
 - c. (Circle the pencil.) And what do you call the whole object? (Touch.) A pencil.
(Call on different children to answer this question.)
What do we do with a pencil?
(Praise all reasonable responses.)
- 2.** Get ready to tell me the parts of a toothbrush.
Say the whole thing.
 - a. (Point to the handle. Pause. Touch.) A toothbrush has a handle.
(Point to the bristles. Pause. Touch.) A toothbrush has bristles.
(Repeat until all children's responses are firm.)
 - b. (Circle the toothbrush.) And what do you call the whole object? (Touch.) A toothbrush.
 - c. And what do we usually do with a toothbrush?
(Praise all reasonable responses.)

Individual Turns

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



[Note: Do not point to the objects.]

1. Look at the picture.

There is a box on the table. There is a box on the floor.

a. My turn. Which box is full? The box on the floor.

Your turn. Which box is full? (Signal.) *The box on the floor.*

b. My turn to say the whole thing. The box on the floor is . . . (pause) full.

c. Your turn to say the whole thing. (Signal.) *The box on the floor is full.*

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

2. My turn.

a. Which dog is black? (Pause.) The dog on the table.

b. Your turn. Which dog is black? (Signal.) *The dog on the table.*

c. My turn to say the whole thing. The dog on the table is . . . (pause) black.

d. Your turn to say the whole thing. (Signal.) *The dog on the table is black.*

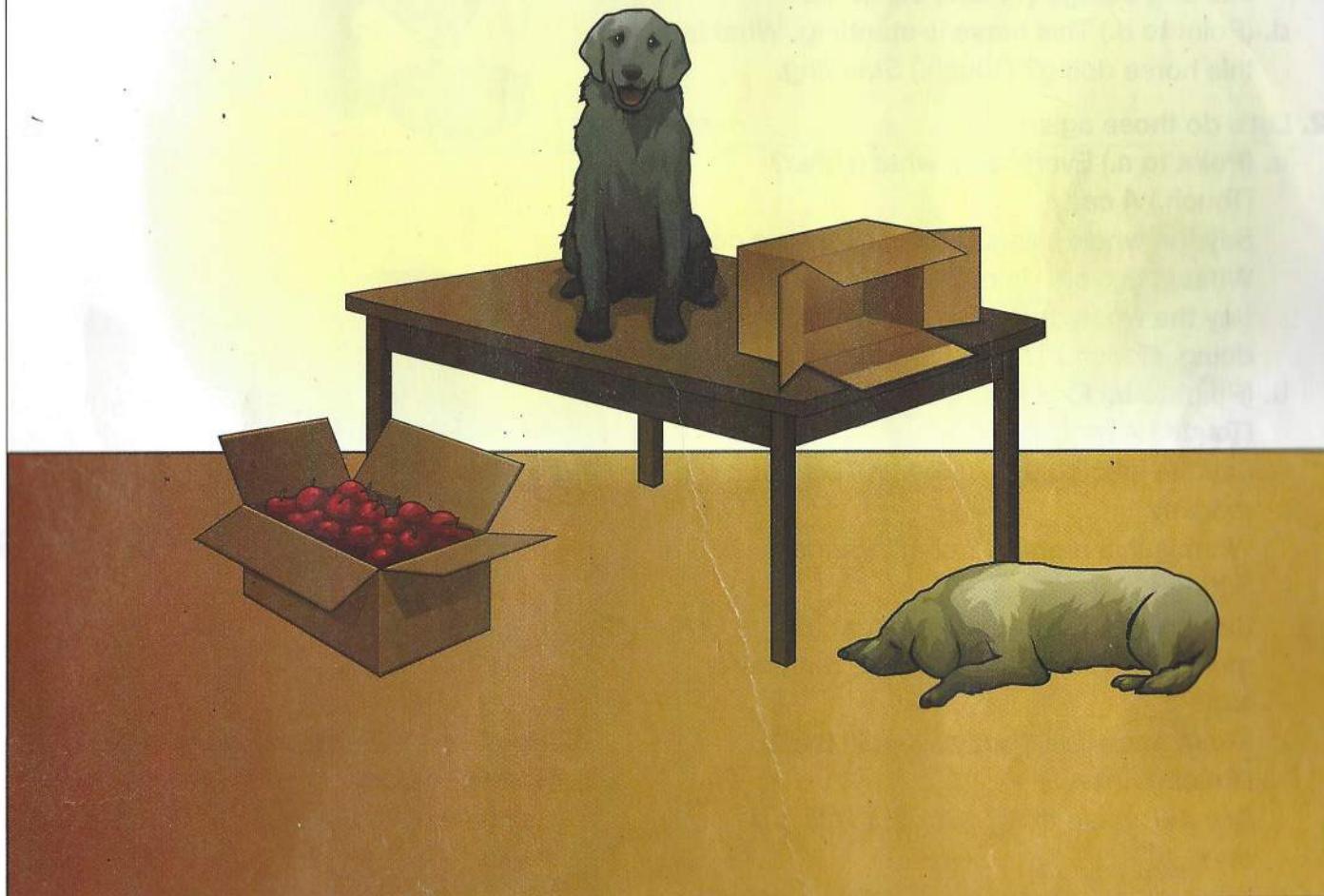
3. (Repeat part 2 until all children's responses are firm.)

4. Your turn.

a. Say the whole thing about the box on the floor. (Signal.) *The box on the floor is full.*

b. Say the whole thing about the dog on the table. (Signal.) *The dog on the table is black.*

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



Individual Turns

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

EXERCISE 3 Opposites—Big/Not Big

1. Look at these leaves. (Point to each leaf and ask,) Is this leaf big? (Children answer yes or no.)
(Repeat until all children's responses are firm.)

2. Now it's your turn.

- (Point to a.) Is this leaf big? (Touch.) Yes.
Say the whole thing. (Touch.) *This leaf is big.*
- (Point to b.) Is this leaf big? (Touch.) No.
Say the whole thing. (Touch.) *This leaf is not big.*
- (Point to c.) Is this leaf big? (Touch.) No.
Say the whole thing. (Touch.) *This leaf is not big.*
- (Point to d.) Is this leaf big? (Touch.) Yes.
Say the whole thing. (Touch.) *This leaf is big.*
- (Point to e.) Is this leaf big? (Touch.) No.
Say the whole thing. (Touch.) *This leaf is not big.*
- (Point to f.) Is this leaf big? (Touch.) Yes.
Say the whole thing. (Touch.) *This leaf is big.*

3. One more time.

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

Individual Turns

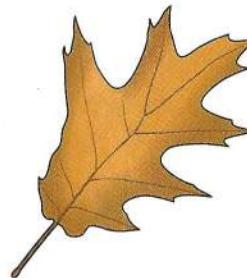
(Repeat part 2, calling on different children for each step.)



a



b



c



d



e



f

★ EXERCISE 1 Actions—Pronouns/Body Parts

1. Let's see how fast we can do some actions.
 - a. Everybody, hold your hand over your head. (Signal. Hold your hand over your head.) **Hold it there.**
Say the whole thing about what she is doing. (Signal.) *She is holding her hand over her head.*
 - b. (Point to a girl.) **Look at her. What is she doing?** (Signal.) *Holding her hand over her head.*
Say the whole thing about what she is doing. (Signal.) *She is holding her hand over her head.*
 - c. **What are you doing?** (Signal.) *Holding my hand over my head.*
Say the whole thing about what you are doing. (Signal.) *I am holding my hand over my head.*
 - d. **Look at me. What am I doing?** (Signal.) *Holding your hand over your head.*
Say the whole thing about what I am doing. (Signal.) *You are holding your hand over your head.*
 - e. (Repeat part 1 until all children's responses are firm.)

2. Get ready for some more actions.
 - a. Everybody, touch your shoe. (Signal. Touch your shoe.)
Look at me. What am I doing? (Signal.) *Touching your shoe.*
Say the whole thing about what I am doing. (Signal.) *You are touching your shoe.*

- b. **What are you doing?** (Signal.) *Touching my shoe.*
Say the whole thing about what you are doing. (Signal.) *I am touching my shoe.*
- c. (Point to a girl.) **Look at her. What is she doing?** (Signal.) *Touching her shoe.*
Say the whole thing about what she is doing. (Signal.) *She is touching her shoe.*
- d. (Point to a boy.) **Look at him. What is he doing?** (Signal.) *Touching his shoe.*
Say the whole thing about what he is doing. (Signal.) *He is touching his shoe.*
- e. (Repeat part 2 until all children's responses are firm.)

3. Get ready for some more.
 - a. Everybody, touch your thumb. (Signal. Touch your thumb.) **Keep on touching it.**
Look at me. What am I doing? (Signal.) *Touching your thumb.*
Say the whole thing about what I am doing. (Signal.) *You are touching your thumb.*
 - b. **What are you doing?** (Signal.) *Touching my thumb.*
Say the whole thing about what you are doing. (Signal.) *I am touching my thumb.*
 - c. (Point to a boy.) **Look at him. What is he doing?** (Signal.) *Touching his thumb.*
Say the whole thing about what he is doing. (Signal.) *He is touching his thumb.*
 - d. (Repeat part 3 until all children's responses are firm.)

★ EXERCISE 2 Information—Days of the Week

- Let's do the days of the week.
- a. Everybody, how many days are there in a week? (Signal.) Seven.
 - b. My turn. I'll say the days of the week. Listen. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. I said the days of the week.
 - c. Listen. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. Say all the days of the week with me. (Signal. Respond with the children.) *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.*
 - d. Again. (Signal. Respond with the children.) *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.*
 - e. All by yourselves. Say the days of the week. (Signal. Do not respond with children.) *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.*
 - f. (Repeat step e until all children can say the days.)

Individual Turns

(Repeat step e, calling on different children.)

1. Look at this picture.

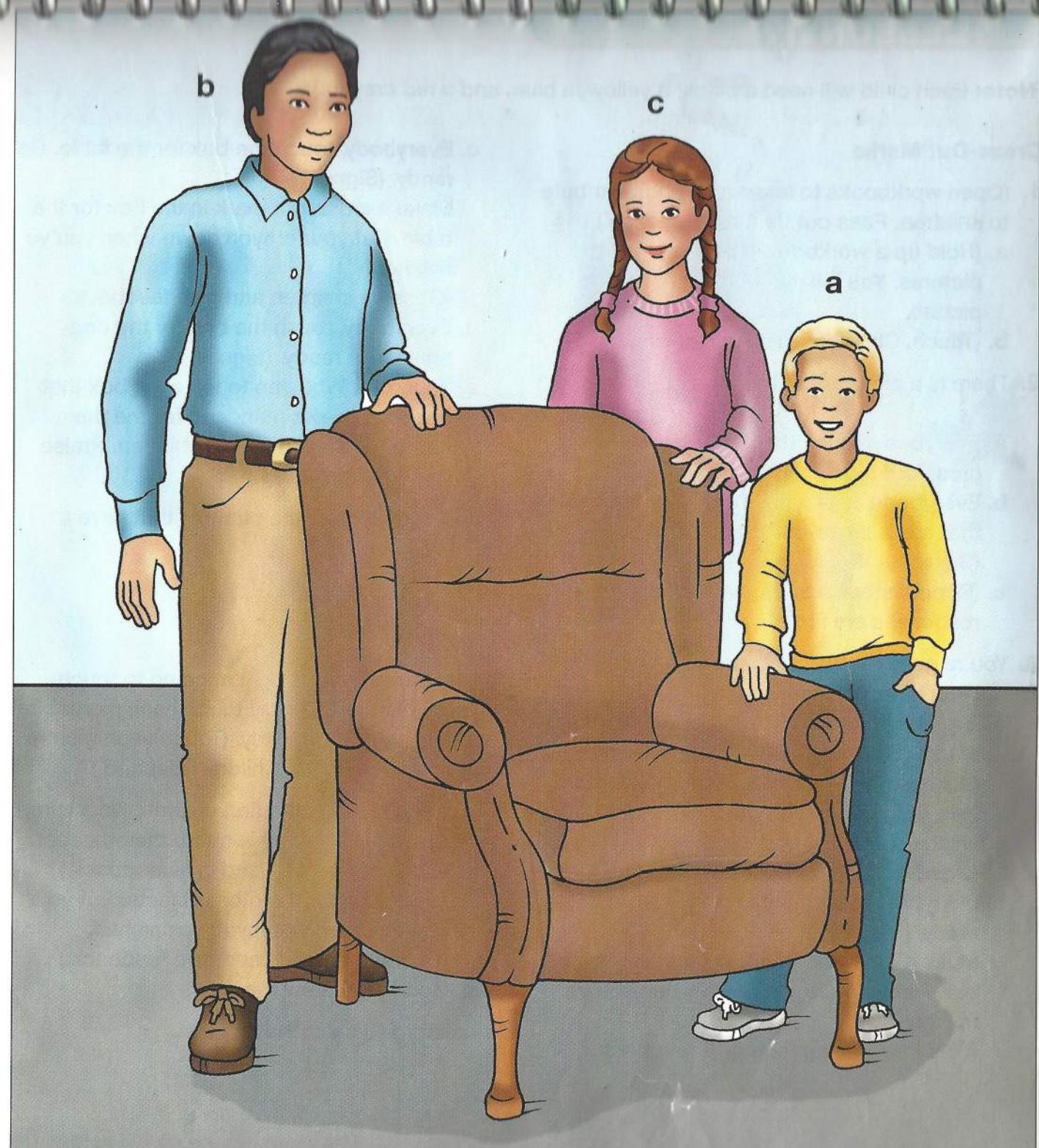
- a. (Point to a.) What is this? (Touch.) A boy.
- b. (Point to b.) What is this? (Touch.) A man.
- c. (Point to c.) What is this? (Touch.) A girl.

2. Now we're going to talk about what these people are doing. They are touching something.

- a. (Point to a.) What is he doing? (Touch.)
Touching the chair.
- b. (Point to b.) What is he doing? (Touch.)
Touching the chair.
- c. (Point to c.) What is she doing? (Touch.)
Touching the chair.

3. Watch carefully.

- (Circle the picture with your finger.) What are they doing? (Touch.) *Touching the chair.*
Say the whole thing. (Signal.) *They are touching the chair.*
- Again. (Touch.) *They are touching the chair.*

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

EXERCISE 4 Propositions – In Front Of,
On, Over

1. Look at this picture. One of these birds is in front of the horse. One of these birds is over the horse. One of these birds is on the horse. Get ready to tell me where each bird is.

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

(Touch.) *In front of the horse.*

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

(Touch.) *Over the horse.*

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

(Touch.) *On the horse.*

Again.

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

2. We're going to talk about one of these birds.

• (Point to a.) Where is this bird? (Touch.)

In front of the horse.

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

• Is this bird over the horse? (Touch.) No.

Say the whole thing. (Touch.) *This bird is not over the horse.*

3. Now we'll talk about another bird.

• (Point to b.) Where is this bird? (Touch.)

Over the horse.

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

• Is this bird in front of the horse? (Touch.)

No.

Say the whole thing. (Touch.) *This bird is not in front of the horse.*

4. (Repeat parts 2 and 3 until children can make the statements.)

Individual Turns

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



EXERCISE 5 Opposites – Full/Empty

1. We're going to talk about full and empty.

a. (Point to a.) Is this wastebasket full?

(Touch.) Yes.

b. (Point to b.) Is this wastebasket full?

(Touch.) Yes.

c. (Point to c.) Is this wastebasket full?

(Touch.) No.

2. (Point to c.) Listen. This wastebasket is empty. Everybody, say the whole thing about this wastebasket. (Touch.) *This wastebasket is empty.*

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

3. I'll point to each wastebasket. Say **full** if it is full. Say **empty** if it is empty.

- What are you going to say if it is full? (Signal.) *Full.*

What are you going to say if it is empty?

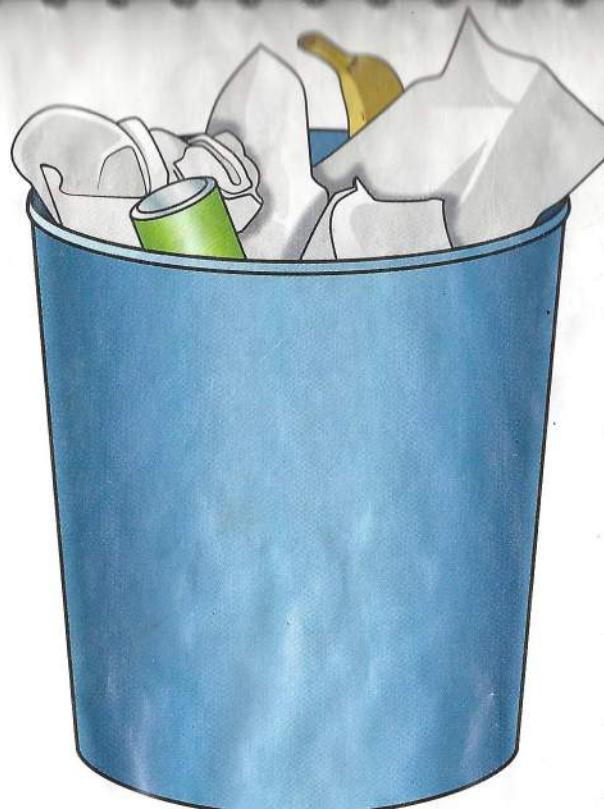
(Signal.) *Empty.*

- (Point to each wastebasket. Children are to say *full* or *empty*.)

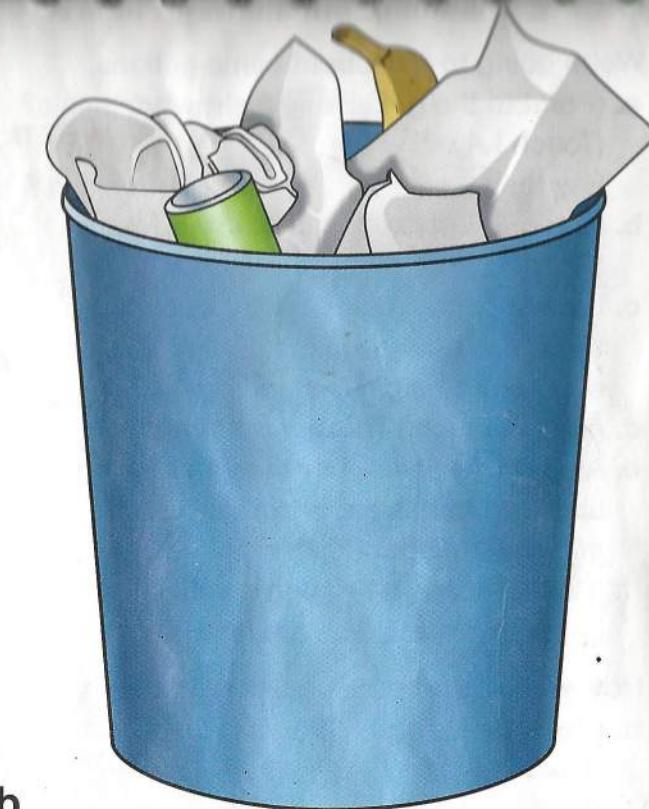
4. (Repeat part 3 until all children's responses are firm.)

Individual Turns

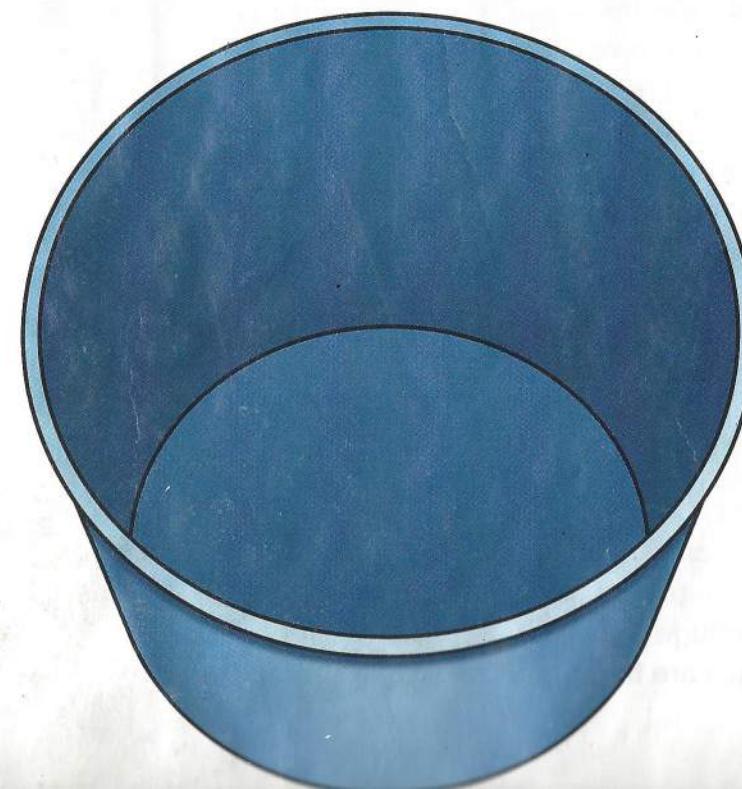
(Repeat the exercise, calling on different children for each step.)



a



b

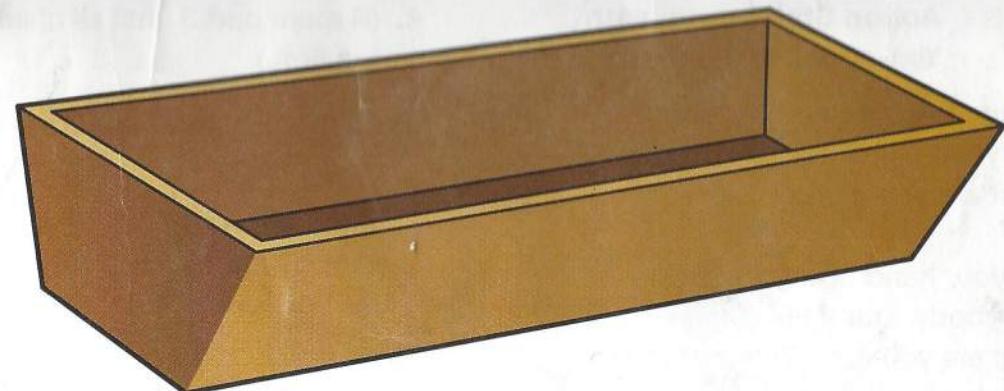


EXERCISE 6 Opposites – Full/Empty

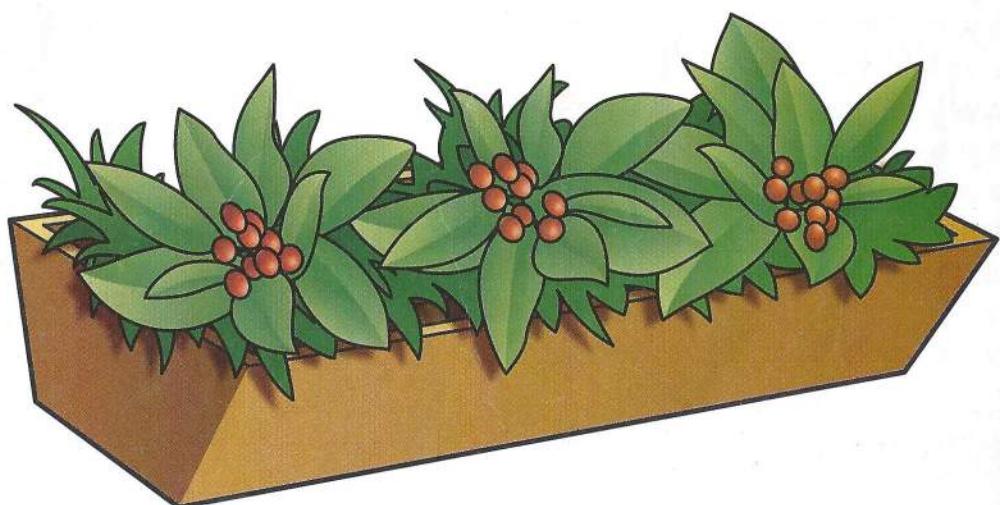
1. We're going to talk about full and empty.
 - a. (Point to a.) Is this box full? (Touch.) No.
 - b. (Point to b.) Is this box full? (Touch.) Yes.
 - c. (Point to c.) Is this box full? (Touch.) No.
Is this box empty? (Touch.) Yes.
Everybody, say the whole thing about this box. (Touch.) *This box is empty.*
2. (Repeat part 1 until all children's responses are firm.)
3. I'll point to each box. Say full if it is full. Say empty if it is empty.
 - What are you going to say if it is full?
(Signal.) *Full.*
 - What are you going to say if it is empty?
(Signal.) *Empty.*
 - (Point to each box. Children are to say *full* or *empty*.)
4. (Repeat part 3 until all children's responses are firm.)

Individual Turns

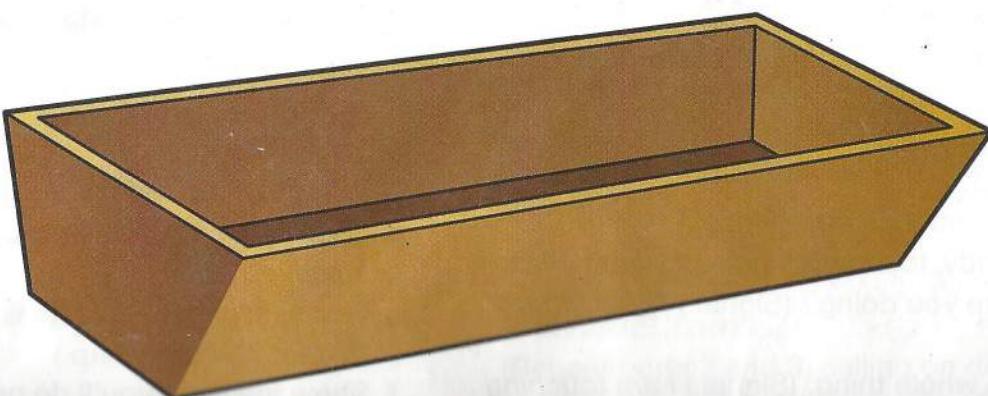
(Repeat the exercise, calling on different children for each step.)



a



b



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

a. (Circle the elephant with your finger.)

Everybody, what is this? (Touch.)

An elephant.

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

b. I'll name the parts of an elephant.

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

(Point to the legs.) These are legs.

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

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

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

2. Your turn to tell me the parts.

a. (Point to the tail.) What is this part called?

(Pause. Touch.) A tail.

(Point to the legs.) What are these parts called? (Pause. Touch.) Legs.

(Point to the head.) What is this part called? (Pause. Touch.) A head.

(Point to the trunk.) What is this part called? (Pause. Touch.) A trunk.

(Point to the body.) What is this part called? (Pause. Touch.) A body.

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

3. Listen.

a. (Point to the tail.) An elephant has . . .

(touch) a tail.

(Point to the legs.) An elephant has . . .

(touch) legs.

(Point to the head.) An elephant has . . .

(touch) a head.

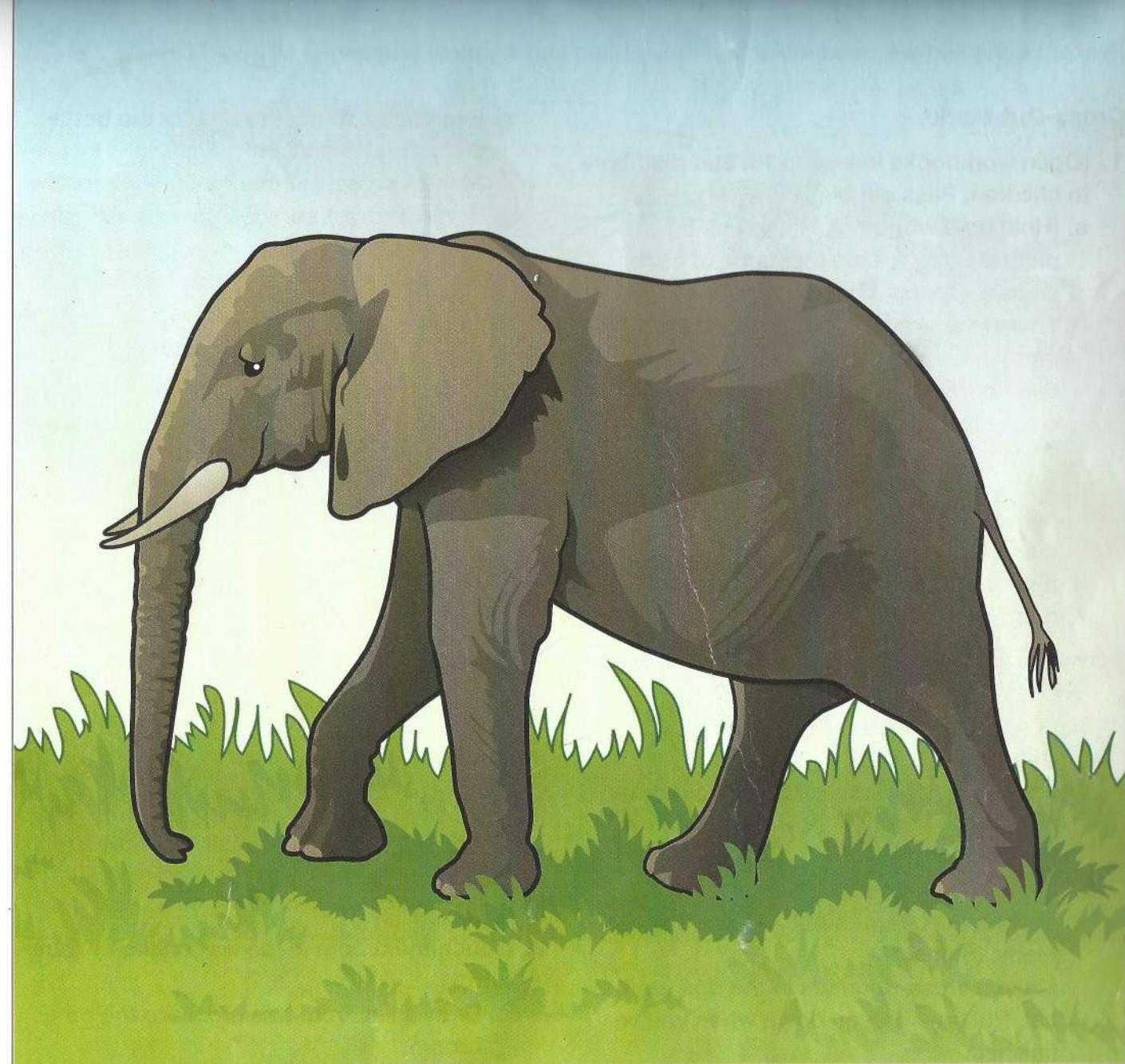
(Point to the trunk.) An elephant has . . .

(touch) a trunk.

(Point to the body.) An elephant has . . .

(touch) a body.

b. (Circle the elephant.) And what's the whole object called? (Touch.) An elephant.



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

Individual Turns

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

1. Look at the animals in the picture. (Do not touch the animals.)

a. Which one is sleeping? (Signal.) *The tiger.*

Yes, the tiger.

Which one is eating? (Signal.)

The elephant.

Yes, the elephant.

Look at the tiger. What is on the tiger?

(Signal.) *A monkey.*

Yes, a monkey.

And what is over the monkey? (Signal.)

A bird.

Yes, a bird.

b. Look at the tiger. What is the tiger doing?

(Signal.) *Sleeping.*

Say the whole thing about what the tiger is doing. (Signal.) *The tiger is sleeping.*

c. Look at the bird. Is the bird on the tiger?

(Signal.) *No.*

Say the whole thing. (Signal.) *The bird is not on the tiger.*

2. (Call on different children.)

- If you were in the picture, what would you be doing?
- Which of these animals do you like the best?
- What do you think will happen to the monkey when the tiger wakes up?
(Praise reasonable responses.)

