

EXERCISE 5 Concept Application

1. We're going to figure out a problem.

(Point to the containers.) Everybody, what are these? (Touch.) Containers.

(Point to each container, and ask:) What kind of container is this? (Children are to answer a mug, a glass, a bottle.)

2. The woman will drop only one of these containers.

- Here's the rule: The woman will drop the full container. Which container will she drop? (Touch.) The full container.
- Say the rule. (Signal.) The woman will drop the full container.
- (Have children repeat the rule until they can all say it.)

3. Now we'll talk about each container.

a. (Point to a.)

Is this container full? (Touch.) No.

So what do you know about this container? (Call on a child. Idea: The woman won't drop it.)

b. (Point to b.)

Is this container full? (Touch.) No.

So what do you know about this container? (Call on a child. Idea: The woman won't drop it.)

c. (Point to c.)

Is this container full? (Touch.) Yes.

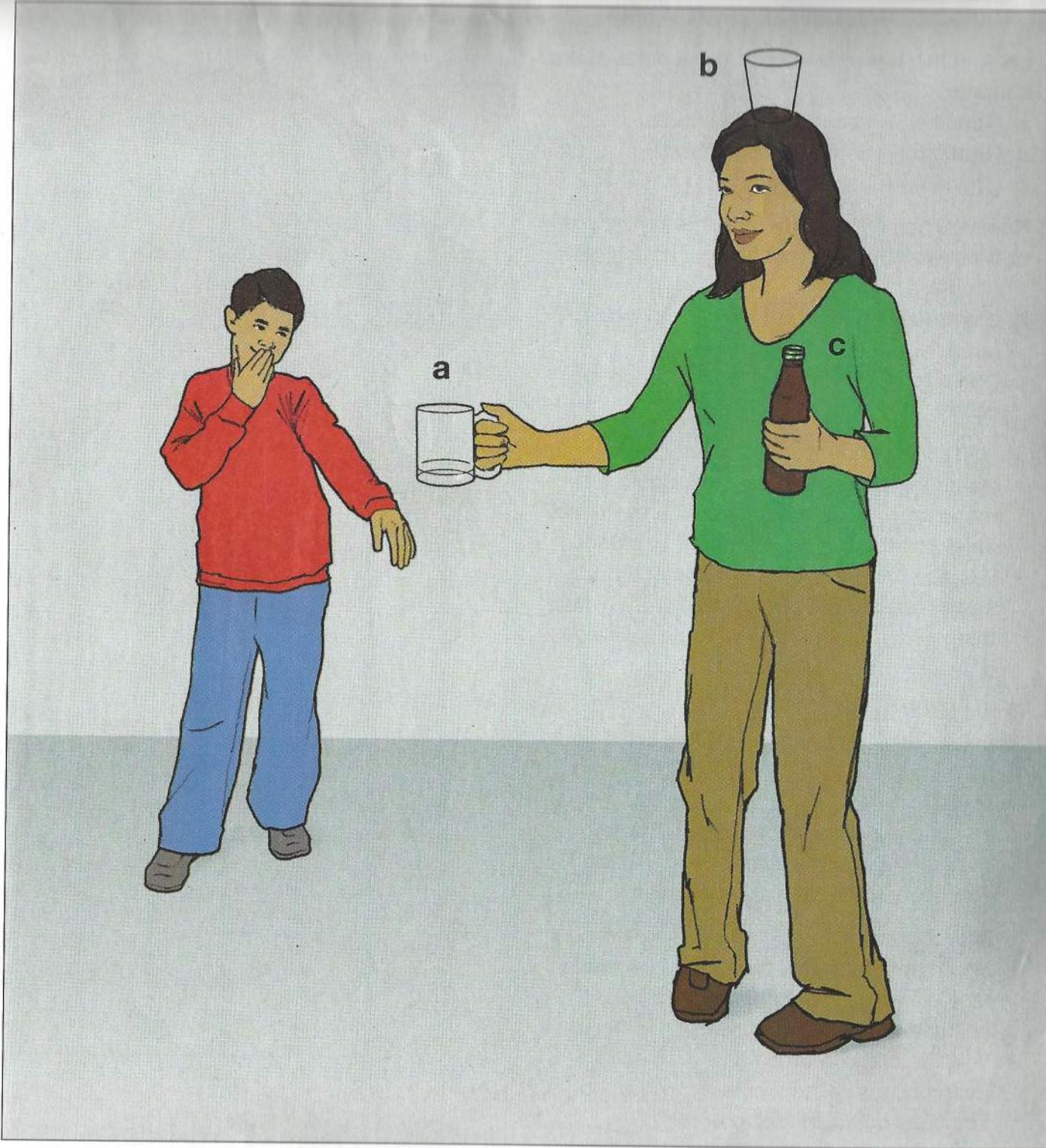
So what do you know about this container? (Call on a child. Idea: The woman will drop it.)

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

5. What do you know about the container that the woman will drop? (Signal.) It is full.

- Look at the picture. What kind of container is full? (Signal.) The bottle.

So what kind of container will the woman



6. Let's turn the page and see if you are right.

Turn the page right now.

7. Look at the picture.

- (Point to c.)

Which container did the woman drop?

(Touch.) *The bottle.*

Was the bottle full? (Touch.) Yes.

Is the bottle full now? (Touch.) No.

Say the whole thing. (Touch.) *The bottle is not full.*

- (Point to b.)

What kind of container is this? (Touch.)

A glass.

Where is the glass? (Touch.) *On the woman's head.*

Say the whole thing about where the glass is. (Touch.) *The glass is on the woman's head.*

- (Point to a.)

What kind of container is this? (Touch.)

A mug.

Where is the mug? (Touch.) *In the woman's hand.*

Say the whole thing about where the mug is. (Touch.) *The mug is in the woman's hand.*

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

9. (Point to the boy.)

What is the boy doing? (Touch.) *Laughing.*

Say the whole thing about what the boy is doing. (Touch.) *The boy is laughing.*

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

When do you think the woman will pick up the bottle?

Why do you think the boy is laughing?

Have you ever dropped a container?

Would you laugh at somebody who dropped a bottle?



EXERCISE 6 Same

1. (Point to the cats.) Look at the picture.
 - (Point to each cat, and ask:) What is this? (Touch. Children are to answer a cat.)
 - Get ready to tell me why these things are the same. (Touch.) Because they are cats.
 - Say the whole thing. (Signal.) They are the same because they are cats.(Repeat until all children can make the statement.)

2. (Point to the houses.) Look at the picture.
(Point to each house, and ask:) What is this? (Touch. Children are to answer a house.)
 - Get ready to tell me why these things are the same. (Touch.) Because they are houses.
 - Say the whole thing. (Touch.) They are the same because they are houses.(Repeat until all children can make the statement.)

3. Let's do it again.
 - (Point to the cats.) Everybody, why are these things the same? (Touch.) Because they are cats.
Say the whole thing about why they are the same. (Signal.) They are the same because they are cats.
 - (Point to the houses.) Everybody, why are these things the same? (Touch.) Because they are houses.
Say the whole thing about why they are the same. (Signal.) They are the same because they are houses.

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



1. Look at the picture.

- (Point to the cars.) These are cars. What are these? (Touch.) Cars.
- Some of these cars are big. (Point to each car, and ask:) Is this car big? (Children are to answer yes or no.)
- Look at the cars that are big. What color are the cars that are big? (Touch.) Red. Look at the cars that are small. What color are the cars that are small? (Touch.) Yellow.
- (Repeat part 1 until all children's responses are firm.)

2. I'll tell you about the cars.

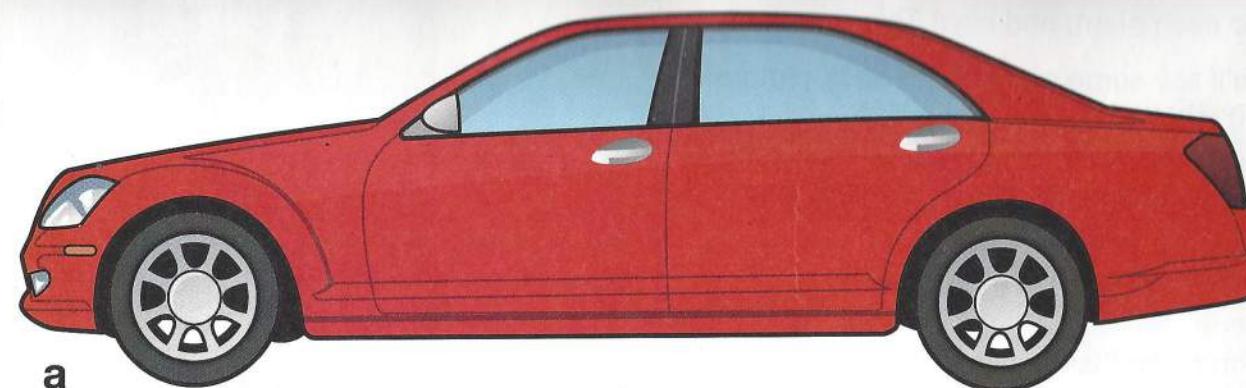
- (Touch a and d.) These cars are big and red.
- (Touch b and c.) These cars are small and yellow.

3. Your turn.

- (Point to a and d.) Tell me about these cars. (Signal.) These cars are big and red.
- (Point to b and c.) Tell me about these cars. (Signal.) These cars are small and yellow.
- (Repeat part 3 until all children's responses are firm.)

Individual Turns

(Call on different children to do part 3.)



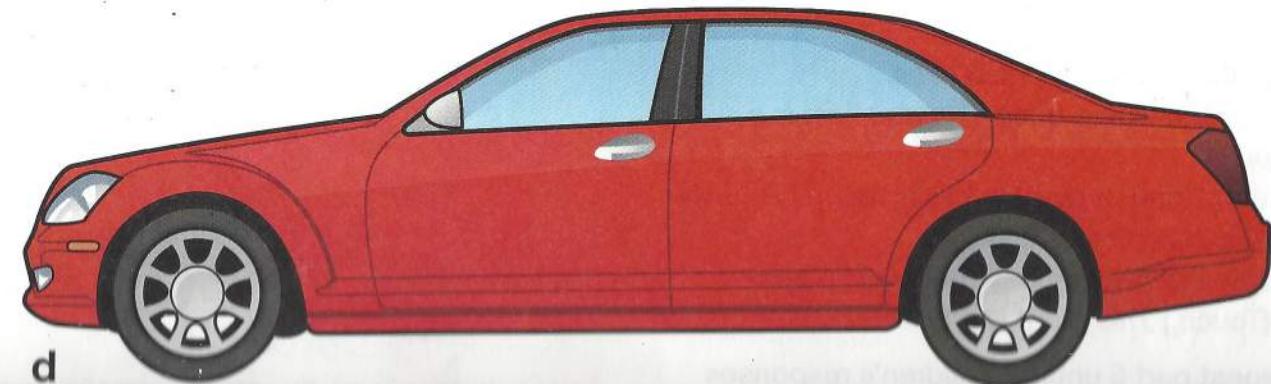
a



b



c



d

EXERCISE 8 Materials

1. Look at the objects in this picture. Most of these objects are made of wood.
When I touch each object, you name it. (Point to each object. Children are to respond a ladder, a chair, a desk, a door, a box.)
2. Take a good look at the objects, and see how many you can remember. (Let children look at the book for about ten seconds.)
3. (Remove the picture from children's view.) See if you can name at least three things in the picture that are made of wood. (Call on three or four children to name objects made of wood. Each child should name at least three things.)
4. Can anyone think of anything else made of wood? (Accept all good answers.)



1. Let's see if you remember the parts of these objects. Get ready to tell me the parts of a house. Say the whole thing.

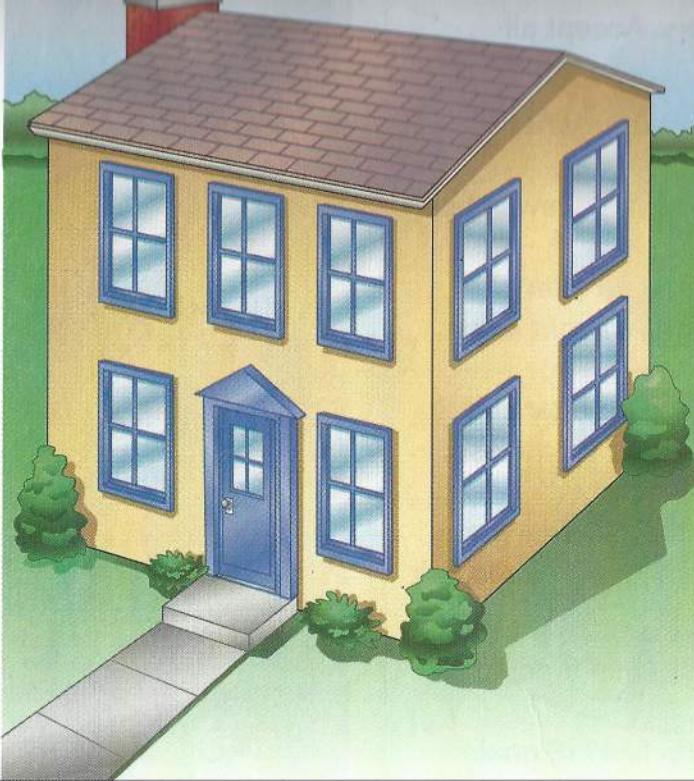
- a. (Point to the walls. Pause. Touch.) *A house has walls.*
- (Point to the roof. Pause. Touch.) *A house has a roof.*
- (Point to the windows. Pause. Touch.) *A house has windows.*
- (Point to the door. Pause. Touch.) *A house has a door.*
- b. (Repeat step a until all children's responses are firm.)
- c. (Circle the house.) **What's the whole object called? (Touch.) A house.**
- d. **What do we usually do in a house? (Praise reasonable responses.)**

2. Get ready to tell me the parts of a flower. Say the whole thing.

- a. (Point to the stem. Pause. Touch.) *A flower has a stem.*
- (Point to the petals. Pause. Touch.) *A flower has petals.*
- (Point to the roots. Pause. Touch.) *A flower has roots.*
- (Point to the leaves. Pause. Touch.) *A flower has leaves.*
- b. (Repeat step a until all children's responses are firm.)
- c. (Circle the flower.) **And what's the whole object called? (Touch.) A flower.**
- d. **What do we usually do with a flower? (Praise reasonable responses.)**

Individual Turns

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



EXERCISE 10 Classification

1. Some of these objects are containers. Some of them are food.

- (Point to each object, and ask:) Is this a container? (Children are to answer yes or no.)
- (Point to each object, and ask:) Is this food? (Children are to answer yes or no.)
- (Repeat part 1 until all children's responses are firm.)

2. Now we'll talk some more about these objects.

a. (Point to a.) Tell me. Container or food.
(Touch.) Container.

What kind of container? (Touch.) A bucket.
Say the whole thing about this container.
(Touch.) This container is a bucket.

b. (Point to b.) Tell me. Container or food.
(Touch.) Food.

What kind of food? (Touch.) An apple.
Say the whole thing about this food.
(Touch.) This food is an apple.

c. (Point to c.) Tell me. Container or food.
(Touch.) Container.

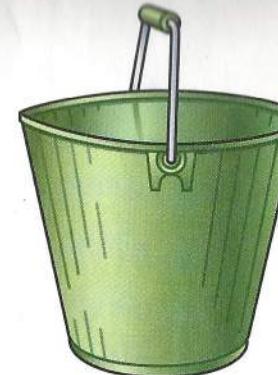
What kind of container? (Touch.) A box.
Say the whole thing about this container.
(Touch.) This container is a box.

d. (Point to d.) Tell me. Container or food.
(Touch.) Food.

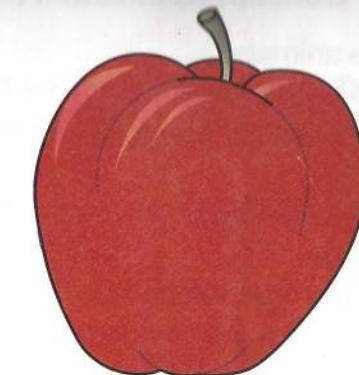
What kind of food? (Touch.) A cake.
Say the whole thing about this food.
(Touch.) This food is a cake.

e. (Point to e.) Tell me. Container or food.
(Touch.) Container.

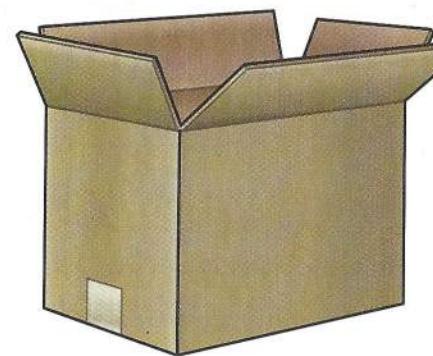
What kind of container? (Touch.) A bottle.
Say the whole thing about this container.
(Touch.) This container is a bottle.



a



b



c



d



e



f

f. (Point to f.) Tell me. Container or food.

(Touch.) Container.

What kind of container? (Touch.) A cup.

Say the whole thing about this container.

(Touch.) This container is a cup.

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

Individual Turns

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

LESSON 96

EXERCISE 1 Common Information

1. Let's see how much information you remember.
 - a. What do we call a person who builds things out of wood? (Signal.) A carpenter. Say the whole thing about a carpenter. (Signal.) A carpenter is a person who builds things out of wood.
 - b. Listen. Clouds are the fluffy things in the sky. What do we call the fluffy things in the sky? (Signal.) Clouds. Say the whole thing about clouds. (Signal.) Clouds are the fluffy things in the sky.
 - c. Everybody, what do we call a place with lots of fruit trees? (Signal.) An orchard. Say the whole thing about an orchard. (Signal.) An orchard is a place with lots of fruit trees.
 - d. What do we call a person who teaches children? (Signal.) A teacher. Say the whole thing about a teacher. (Signal.) A teacher is a person who teaches children.
2. (Repeat part 1 until all children can make the statements.)

Individual Turns

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

EXERCISE 2 Information—Days, Months

- We're going to talk about days and months.
- a. Everybody, how many days are in a week? (Signal.) Seven. Say the whole thing. (Signal.) There are seven days in a week.
 - b. Everybody, say the days of the week. Get ready. (Signal.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. (Repeat step b until all children's responses are firm.)
 - c. How many months in a year? (Signal.) Twelve. Say the whole thing. (Signal.) There are twelve months in a year.
 - d. Everybody, say the months through May. Get ready. (Signal.) January, February, March, April, May. (Repeat step d until all children's responses are firm.)

Individual Turns

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

EXERCISE 3 Actions—Some/All

1. Get ready to hold up your fingers.
 - a. Everybody, hold up some of your fingers. (Signal.) What are you holding up? (Signal.) Some of my fingers. Say the whole thing. (Signal.) I am holding up some of my fingers. Put your hands down.
 - b. Everybody, hold up all of your fingers. (Signal.) What are you holding up? (Signal.) All of my fingers. Say the whole thing. (Signal.) I am holding up all of my fingers.
2. (Repeat part 1 until all children's responses are firm.)

EXERCISE 4 Some/All

[Note: You will need an extra piece of paper for this exercise.]

1. Look at the boys. Tell me if I cover some of the boys or all of the boys.

- (Cover two boys.) Did I cover some of the boys or all of the boys? (Signal.) Some of the boys.

Say the whole thing about what I did.

(Signal.) You covered some of the boys.

- (Cover all the boys.) Did I cover some of the boys or all of the boys? (Signal.) All of the boys.

Say the whole thing about what I did.

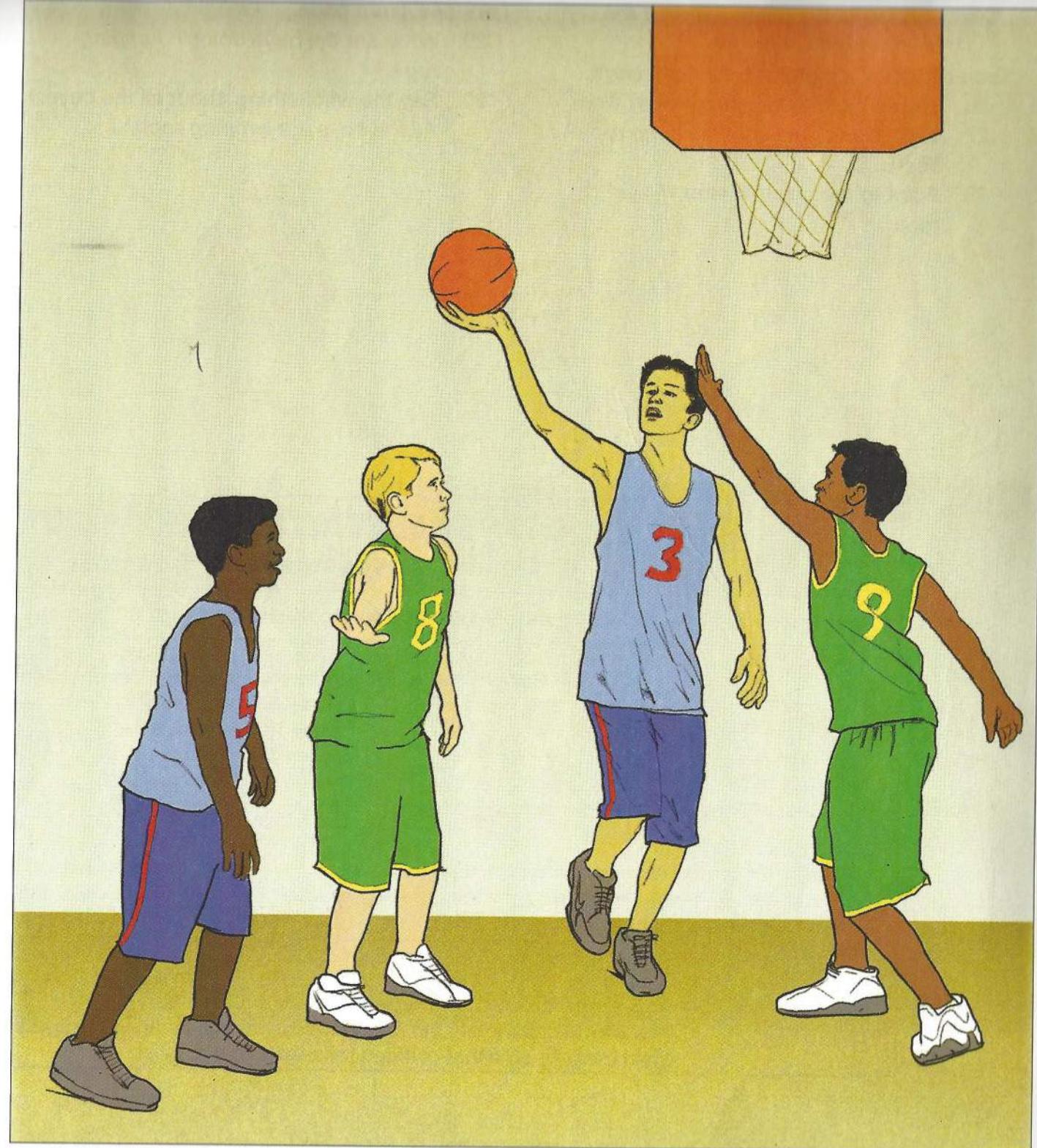
(Signal.) You covered all of the boys.

- (Cover three boys.) Did I cover some of the boys or all of the boys? (Signal.) Some of the boys.

Say the whole thing about what I did.

(Signal.) You covered some of the boys.

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



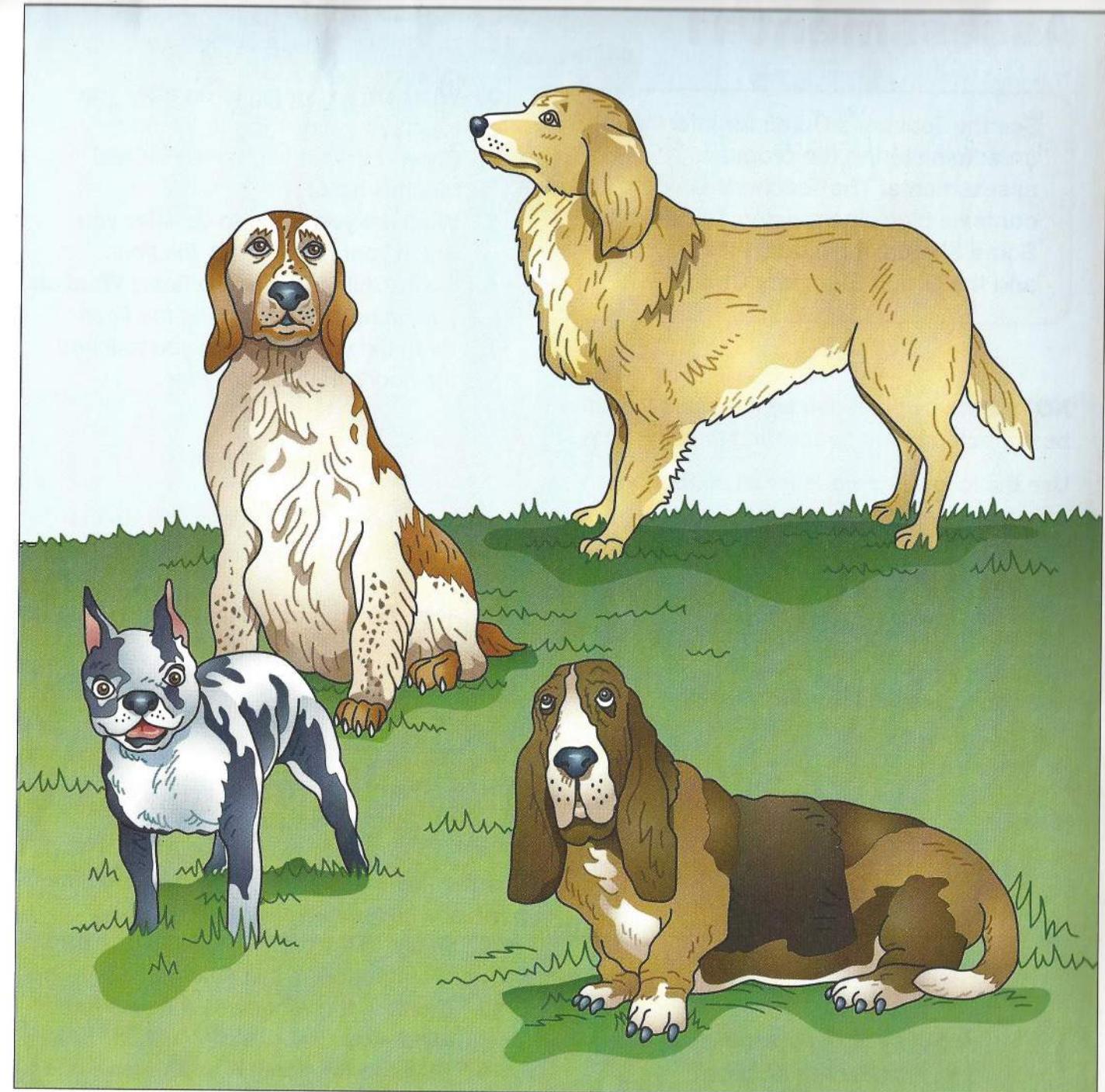
EXERCISE 5 Some/All

[Note: You will need an extra piece of paper for this exercise.]

1. Look at the dogs. Tell me if I cover some of the dogs or all of the dogs.
 - (Cover all the dogs.) Did I cover some of the dogs or all of the dogs? (Signal.) *All of the dogs.*
 - (Cover two dogs.) Did I cover some of the dogs or all of the dogs? (Signal.) *Some of the dogs.*
 - (Cover three dogs.) Did I cover some of the dogs or all of the dogs? (Signal.) *Some of the dogs.*
2. One more time.
 - (Cover three dogs.) What did I do? (Signal.) *Covered some of the dogs.*
 - (Cover all the dogs.) What did I do?
(Signal.) *Covered all of the dogs.*
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 Same

1. Two of these elephants are wearing the same thing.

- (Point to a.)

What is this elephant wearing? (Touch.)

A hat.

- (Point to c.)

What is this elephant wearing? (Touch.)

A hat.

• Everybody, what are they wearing that's the same? (Touch.) A hat.

So why are these elephants the same?

(Touch.) Because they're wearing hats.

• Say the whole thing about why these elephants are the same. (Signal.) These elephants are the same because they're wearing hats.

2. Two of these elephants are holding the same thing.

- (Point to a and b.)

These animals are holding the same thing.

- (Point to a.)

What is this elephant holding? (Touch.)

Flowers.

- (Point to b.)

What is this elephant holding? (Touch.)

Flowers.

• Everybody, what are they holding that's the same? (Touch.) Flowers.

So why are these elephants the same?

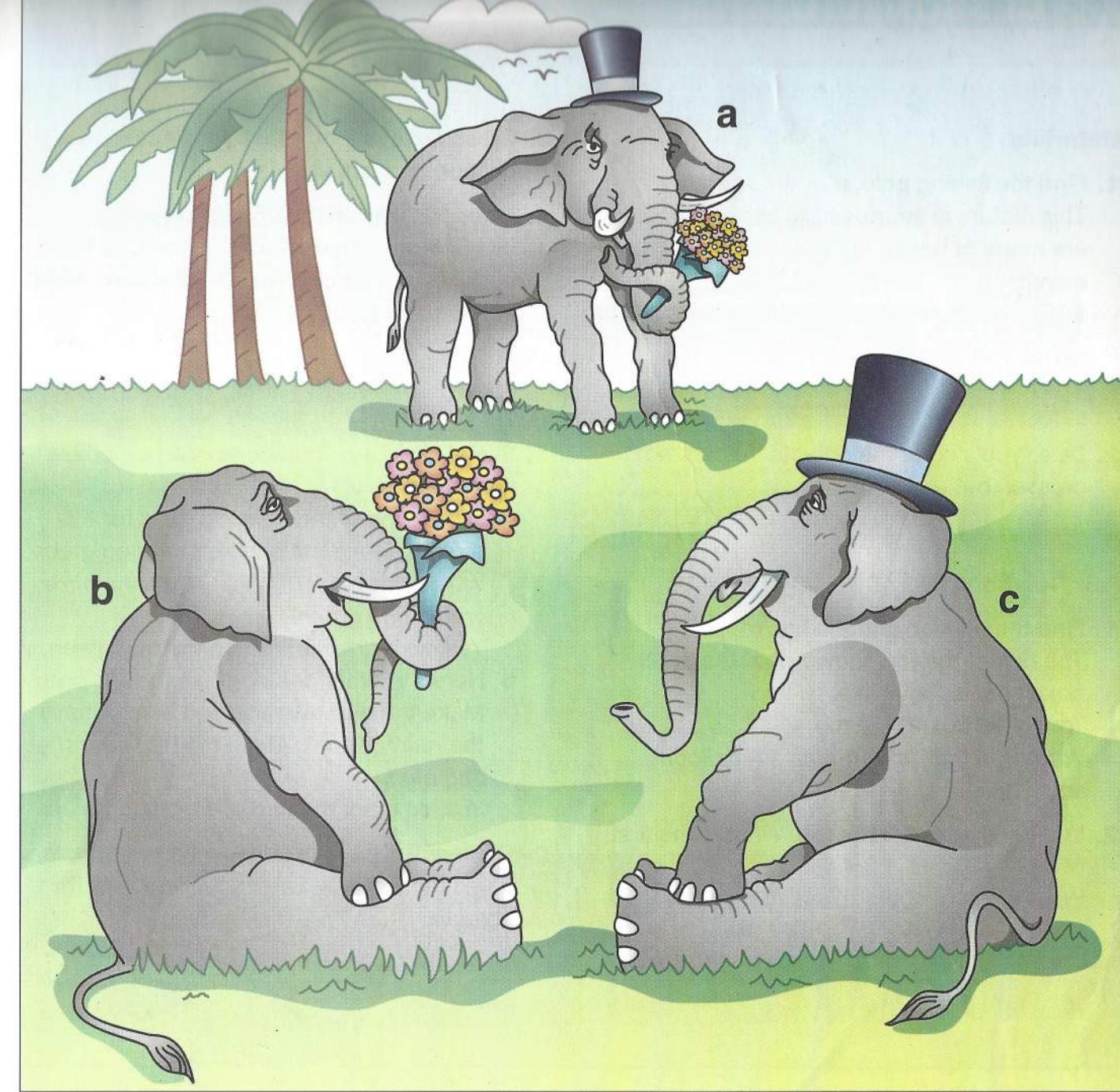
(Touch.) Because they are holding flowers.

• Say the whole thing about why these elephants are the same. (Signal.) These elephants are the same because they're holding flowers.

3. Two of these elephants are doing the same thing.

- (Call on a child.) Point to those elephants.

Everybody, what are they doing that's the same? (Signal.) Sitting.



- (Point to b and c.)

Everybody, what are they doing? (Touch.)
Sitting.

So why are these elephants the same?
(Touch.) Because they're sitting.

• Say the whole thing about why these elephants are the same. (Signal.) These elephants are the same because they're sitting.

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

1. Look at the picture. The boy will drop only one of these boxes.

Listen. The boy will drop the small box that has a car on it. Which box will he drop?

(Signal. Respond with children.)

The small box that has a car on it.

Say the whole thing about the box he will drop. (Signal.) *He will drop the small box that has a car on it.*

2. Now we'll talk about each box.

a. (Point to a.)

Is this box small? (Touch.) Yes.

Does this box have a car on it? (Touch.)

No.

So will the boy drop this box? (Touch.) No.

Why won't the boy drop this box? (Call on a child. Idea: *It doesn't have a car on it.*)

b. (Point to b.)

Is this box small? (Touch.) No.

Does this box have a car on it? (Touch.)

Yes.

So will the boy drop this box? (Touch.) No.

Why won't the boy drop this box? (Call on a child. Idea: *It isn't small.*)

c. (Point to c.)

Is this box small? (Touch.) Yes.

Does this box have a car on it? (Touch.)

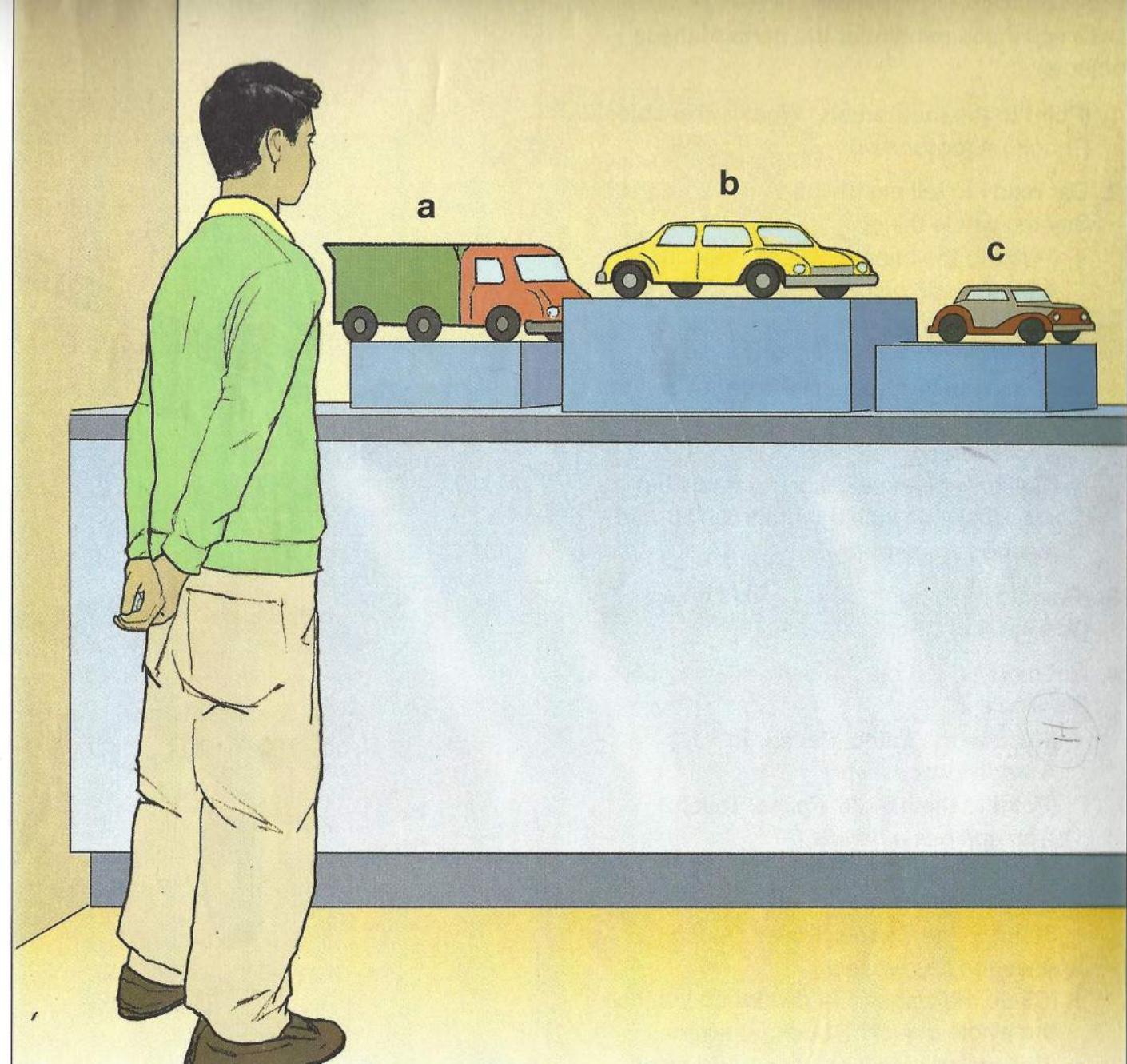
Yes.

So will the boy drop this box? (Touch.) Yes.

How do you know the boy will drop the box? (Call on a child. Idea: *It is small, and it has a car on it.*)

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

4. Say the whole thing about the box he will drop. (Signal.) *He will drop the small box that has a car on it.*
Let's see if you are right.
(Turn the page quickly.)



EXERCISE 7 Concept Application (cont.)

5. Look at the picture. (Point.)

Which box did the boy drop? (Touch.)

The small box that has a car on it.

- (Point to a.)

Why didn't the boy drop this box? (Call on a child. Idea: *It doesn't have a car on it.*)

- (Point to b.)

Why didn't the boy drop this box? (Call on a child. Idea: *It isn't small.*)

6. Now we'll talk about the vehicles.

- (Point to a.)

What kind of vehicle is this? (Touch.)

A truck.

Say the whole thing about this vehicle.

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

Where is this vehicle? (Signal.) On a small box.

Say the whole thing about where this vehicle is. (Touch.) *This vehicle is on a small box.*

- (Point to b.)

What kind of vehicle is this? (Touch.) A car.

Say the whole thing about this vehicle.

(Signal.) *This vehicle is a car.*

Where is this vehicle? (Touch.) On the big box.

Say the whole thing about where this vehicle is. (Touch.) *This vehicle is on a big box.*

Individual Turns

(Repeat parts 5 and 6, calling on different children for each question.)



1. Today we're going to learn the parts of a shoe.

a. (Circle shoe a with your finger.)

Everybody, what is this? (Touch.) A shoe.
Say the whole thing. (Touch.) This is a shoe.

b. (Point to shoe b.) Here's a shoe that is in parts. I'll name the parts.

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

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

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

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

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

2. Your turn to tell me the parts.

- (Point to the heel of shoe b.) What is this part called? (Pause. Touch.) A heel.

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

(Pause. Touch.) A sole.

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

(Pause. Touch.) A top.

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

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

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

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

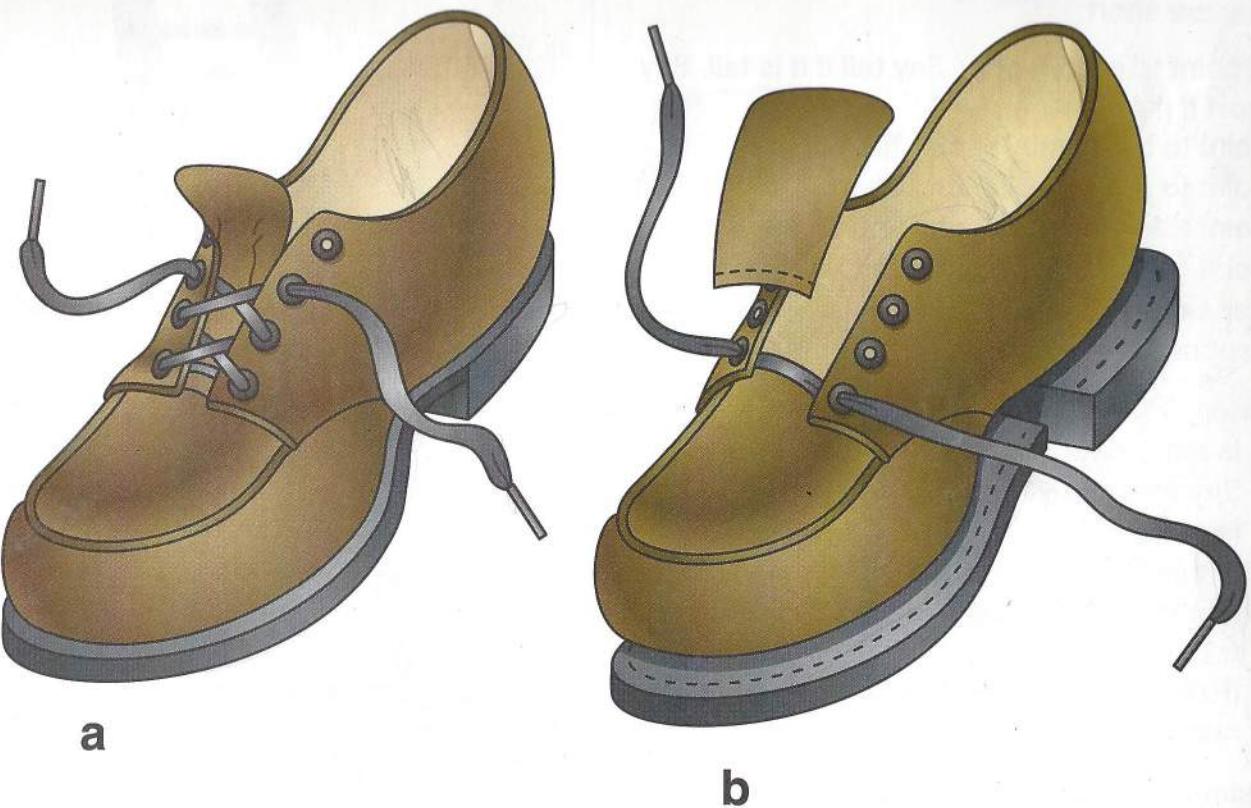
- (Point to the top.) What is this part called?
(Pause. Touch.) A top.

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

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

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

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



- (Circle shoe a.) A heel, a sole, a top, a tongue, and a lace are parts of . . . (touch) a shoe.

Yes. What's the whole object called?

(touch) A shoe.

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

4. Listen.

- (Point to the lace of shoe a.) A shoe has . . . (touch) a lace.

(Point to the heel of a.) A shoe has . . . (touch) a heel.

(Point to the top of a.) A shoe has . . . (touch) a top.

(Point to the sole of a.) A shoe has . . . (touch) a sole.

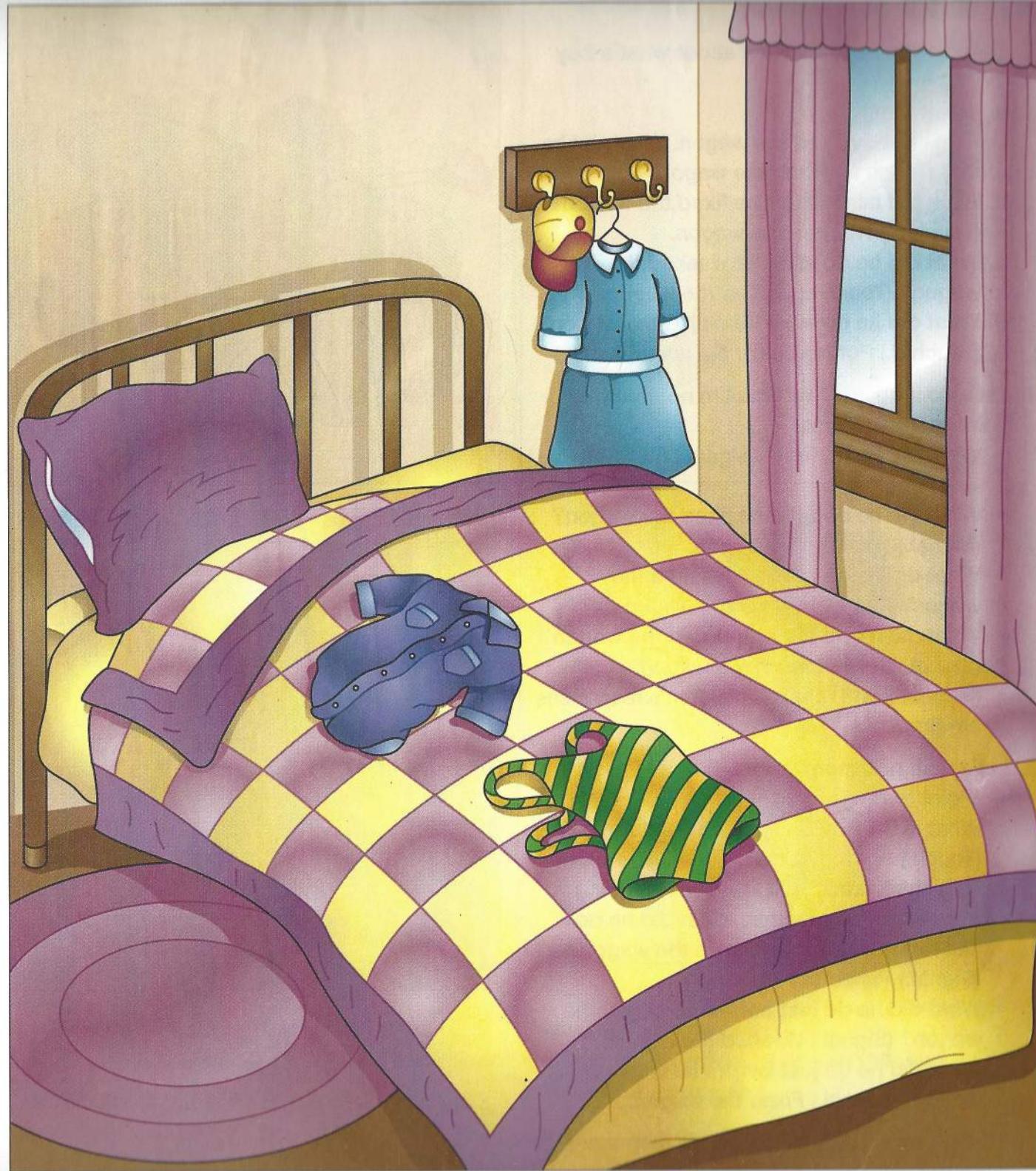
(Point to the tongue of a.) A shoe has . . . (touch) a tongue.

- (Circle shoe a.) What's the whole object called? (touch) A shoe.

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

★ EXERCISE 9 Materials

1. Look at the objects in this picture. Most of these objects are made of cloth.
When I touch each object, you name it. (Point to each object. Children are to respond a *rug*, a *dress*, a *cap*, a *shirt*, a *bedspread*, a *bathing suit*, *curtains*.)
2. Take a good look at the objects, and see how many you can remember. (Let children look at the book for about ten seconds.)
3. (Remove the picture from children's view.) See if you can name at least three things in the picture that are made of cloth. (Call on three or four children to name objects made of cloth. Each child should name at least three things.)
4. Can anyone think of anything else made of cloth? (Accept all good answers.)



EXERCISE 10 Classification

1. Look at these objects. Some of these objects are animals. When I touch an object, tell me if it's an animal.

(Point to each object, and ask:) Is this an animal? (Children answer yes or no.)

a. (Point to a.)

• Is this an animal? (Touch.) Yes.

What kind of animal is it? (Touch) A frog.

Say the whole thing about this animal.

(Touch.) This animal is a frog.

• Is this animal a pig? (Touch.) No.

Is this animal a duck? (Touch.) No.

Is this animal a frog? (Touch.) Yes.

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

b. (Point to b.)

• Is this an animal? (Touch.) No.

Say the whole thing. (Touch.) This is not an animal.

• What is it? (Touch.) A carrot.

• Say the whole thing. (Touch.) This is a carrot.

c. (Point to c.)

• Is this an animal? (Touch.) Yes.

What kind of animal is it? (Touch.)

A monkey.

Say the whole thing about this animal.

(Touch.) This animal is a monkey.

• Is this animal a monkey? (Touch.) Yes.

Is this animal a chicken? (Touch.) No.

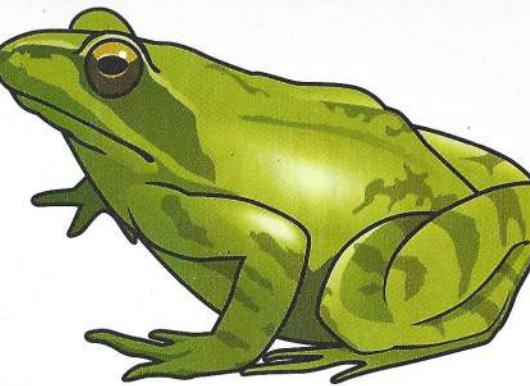
Is this animal a horse? (Touch.) No.

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

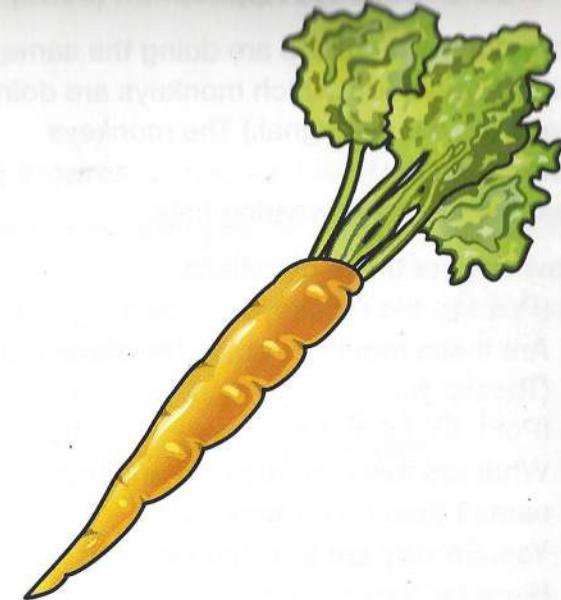
d. (Point to d.)

• Is this an animal? (Touch.) No.

Say the whole thing. (Touch.) This is not an animal.



a



b



c



d

- What is it? (Touch.) A boot.
 - Say the whole thing. (Touch.) This is a boot.
2. (Repeat part 1 until all children's responses are firm.)

Individual Turns

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

 EXERCISE 1 Actions—And

1. It's time for some actions.
 - a. Everybody, stand up, and touch your hips.
Get ready. (Signal.)
What are you doing? (Signal.) Standing up and touching my hips.
 - b. **Say the whole thing.** (Signal.) I am standing up and touching my hips.
(Repeat until all children can make the statement.)
 - c. Everybody, sit down, and touch your shoulder. Get ready. (Signal.)
What are you doing? (Signal.) Sitting down and touching my shoulder.
 - d. **Say the whole thing.** (Signal.) I am sitting down and touching my shoulder.
(Repeat until all children can make the statement.)
 - e. Everybody, hold up your foot, and touch your wrist. Get ready. (Signal.)
What are you doing? (Signal.) Holding up my foot and touching my wrist.
 - f. **Say the whole thing.** (Signal.) I am holding up my foot and touching my wrist.
(Repeat until all children can make the statement.)
 - g. Everybody, touch your chin, and touch your hair. Get ready. (Signal.)
What are you doing? (Signal.) Touching my chin and touching my hair.
 - h. **Say the whole thing.** (Signal.) I am touching my chin and touching my hair.
(Repeat until all children can make the statement.)
2. (Repeat part 1 until all children's responses are firm.)

 EXERCISE 2 Common Information

1. Let's see how much information you remember.
 - a. What do we call a person who puts out fires? (Signal.) A firefighter.
Say the whole thing about a firefighter. (Signal.) A firefighter is a person who puts out fires.
 - b. What do we call the planet we live on?
(Signal.) Earth.
Say the whole thing about Earth. (Signal.) Earth is the planet we live on.
 - c. Everybody, what do we call a place with lots of fruit trees? (Signal.) An orchard.
Say the whole thing about an orchard. (Signal.) An orchard is a place with lots of fruit trees.
 - d. What do we call a person who builds things out of wood? (Signal.) A carpenter.
Say the whole thing about a carpenter. (Signal.) A carpenter is a person who builds things out of wood.
2. (Repeat part 1 until all children can make the statements.)

Individual Turns

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

 EXERCISE 3 Information—Days, Months

1. We're going to talk about days and months.
 - a. Everybody, how many days are in a week?
(Signal.) Seven.
Say the whole thing. (Signal.) There are seven days in a week.

- b. Everybody, say the days of the week. Get ready. (Signal.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
(Repeat step b until all children's responses are firm.)
- c. Everybody, how many months in a year?
(Signal.) Twelve.
Say the whole thing. (Signal.) There are twelve months in a year.
- d. Everybody, say the months through May.
Get ready. (Signal.) January, February, March, April, May.
(Repeat step d until all children's responses are firm.)
2. I'll say all the months through August.
 - a. Listen. January, February, March, April, May, June, July, August. Your turn. Say those months with me. Get ready. (Signal.) Respond with children.) January, February, March, April, May, June, July, August.
(Repeat step a until all children's responses are firm.)
 - b. All by yourselves. Say the months through August. (Signal.) January, February, March, April, May, June, July, August.
(Repeat step b until all children's responses are firm.)
 - c. Listen. How many months in a year?
(Signal.) Twelve.
Say the whole thing. (Signal.) There are twelve months in a year.
 - d. Everybody, say the months through August. Get ready. (Signal.) January, February, March, April, May, June, July, August.

Individual Turns

(Repeat the exercise, calling on different children)

EXERCISE 4 Some/All

[Note: You will need an extra piece of paper for this exercise.]

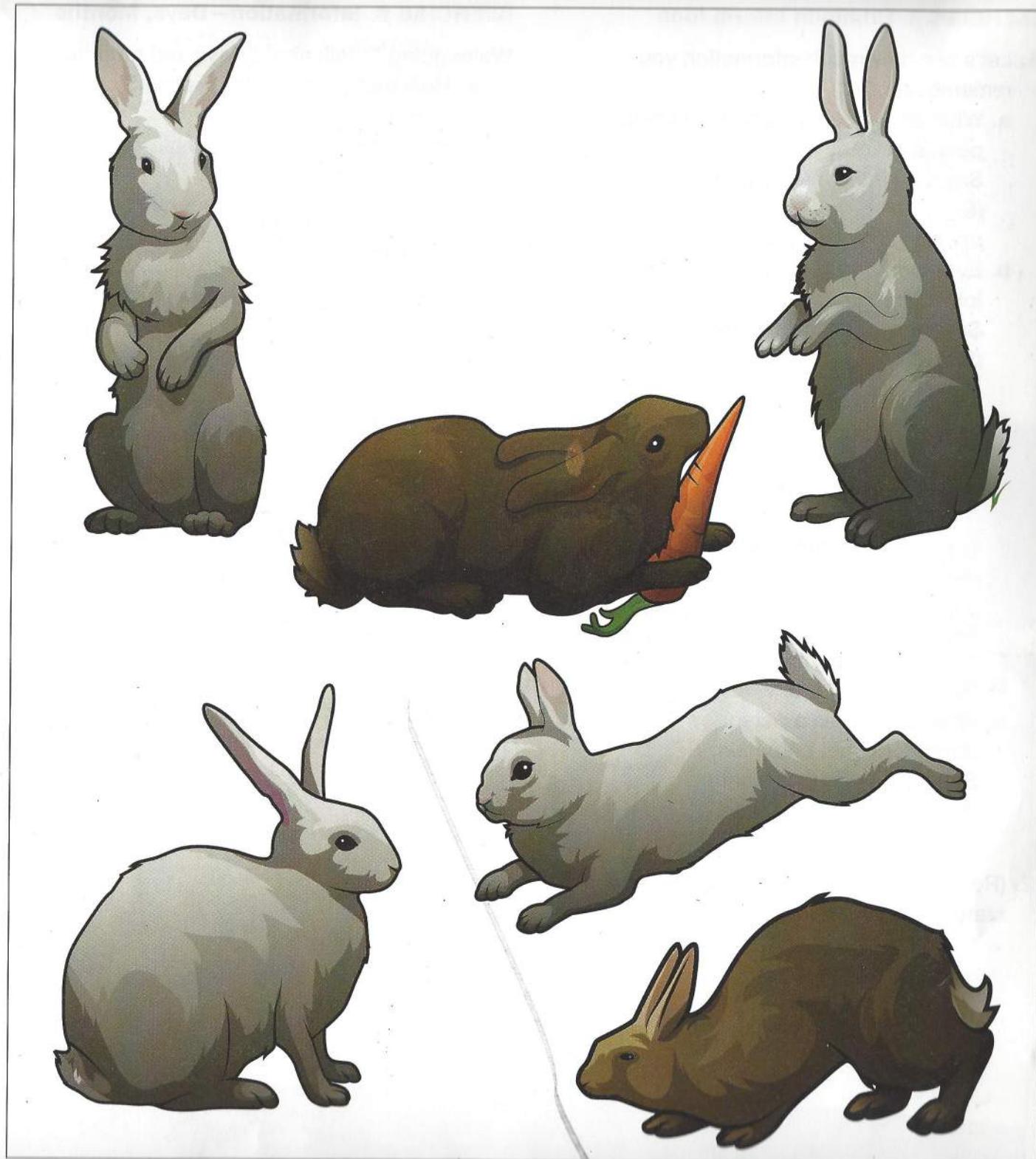
1. Look at the rabbits. Tell me if I cover some of the rabbits or all of the rabbits.

- (Cover five rabbits.) Did I cover some of the rabbits or all of the rabbits? (Signal.) *Some of the rabbits.*
- (Cover two rabbits.) Did I cover some of the rabbits or all of the rabbits? (Signal.) *Some of the rabbits.*
Say the whole thing about what I did.
(Touch.) *You covered some of the rabbits.*
- (Cover all the rabbits.) Did I cover some of the rabbits or all of the rabbits? (Signal.) *All of the rabbits.*
Say the whole thing about what I did.
(Touch.) *You covered all of the rabbits.*
- (Cover three rabbits.) What did I do?
(Signal.) *Covered some of the rabbits.*
Say the whole thing about what I did.
(Touch.) *You covered some of the rabbits.*

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

Individual Turns

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



EXERCISE 5 Tense

1. These pictures show what the cats are doing.

a. (Point to a.) Where are the cats in this picture? (Touch.) *Under the desk.*

Yes, the cats are under the desk.

Say the whole thing. (Signal.) *The cats are under the desk.*

b. (Point to b.)

Where are the cats now? (Touch.) *On the desk.*

Yes, the cats are on the desk.

Say the whole thing. (Signal.) *The cats are on the desk.*

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

3. Listen.

- Where were the cats before the cats were on the desk? (Signal. Do not touch the picture.) *Under the desk.*

Say the whole thing about where the cats were. (Signal.) *The cats were under the desk.*

- (Point to b.)

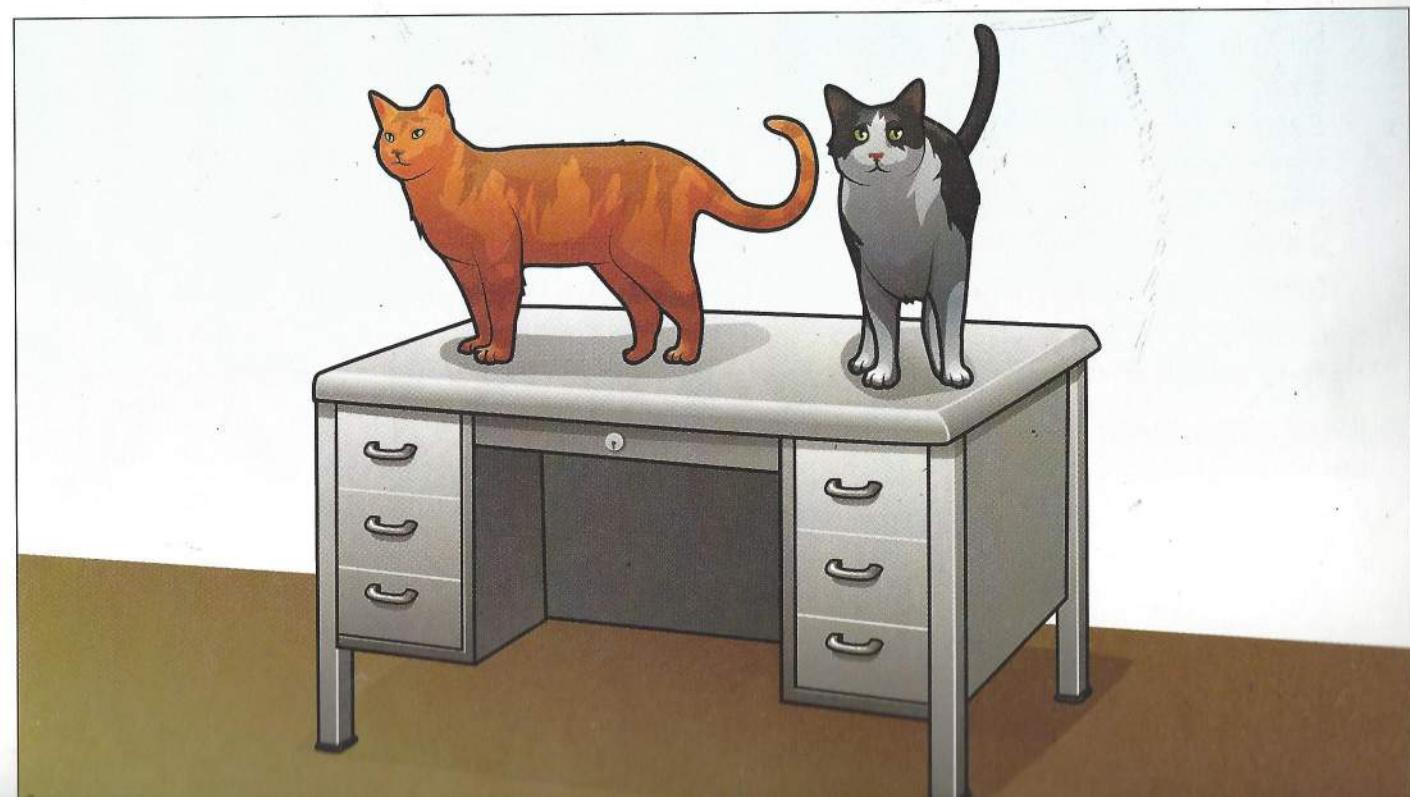
Now say the whole thing about where the cats are in this picture. (Touch.) *The cats are on the desk.*

- Say the whole thing about where the cats were. (Signal.) *The cats were under the desk.*

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

Individual Turns

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



EXERCISE 6 Same

1. These rabbits are doing the same thing.

- (Point to a and b.)

Everybody, what are they doing that is the same? (Touch.) *Running*.

So why are these rabbits the same?

(Touch.) *Because they are running*.

- Say the whole thing about why these rabbits are the same. (Signal.) *These rabbits are the same because they are running*.

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

2. These rabbits are wearing something that is the same.

- (Point to a and c.)

Everybody, what are they wearing that is the same? (Touch.) *A coat*.

So why are these rabbits the same?

(Touch.) *Because they are wearing coats*.

- Say the whole thing about why these rabbits are the same. (Signal.) *These rabbits are the same because they are wearing coats*.

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

3. These rabbits are holding something that is the same.

- (Point to b and c.)

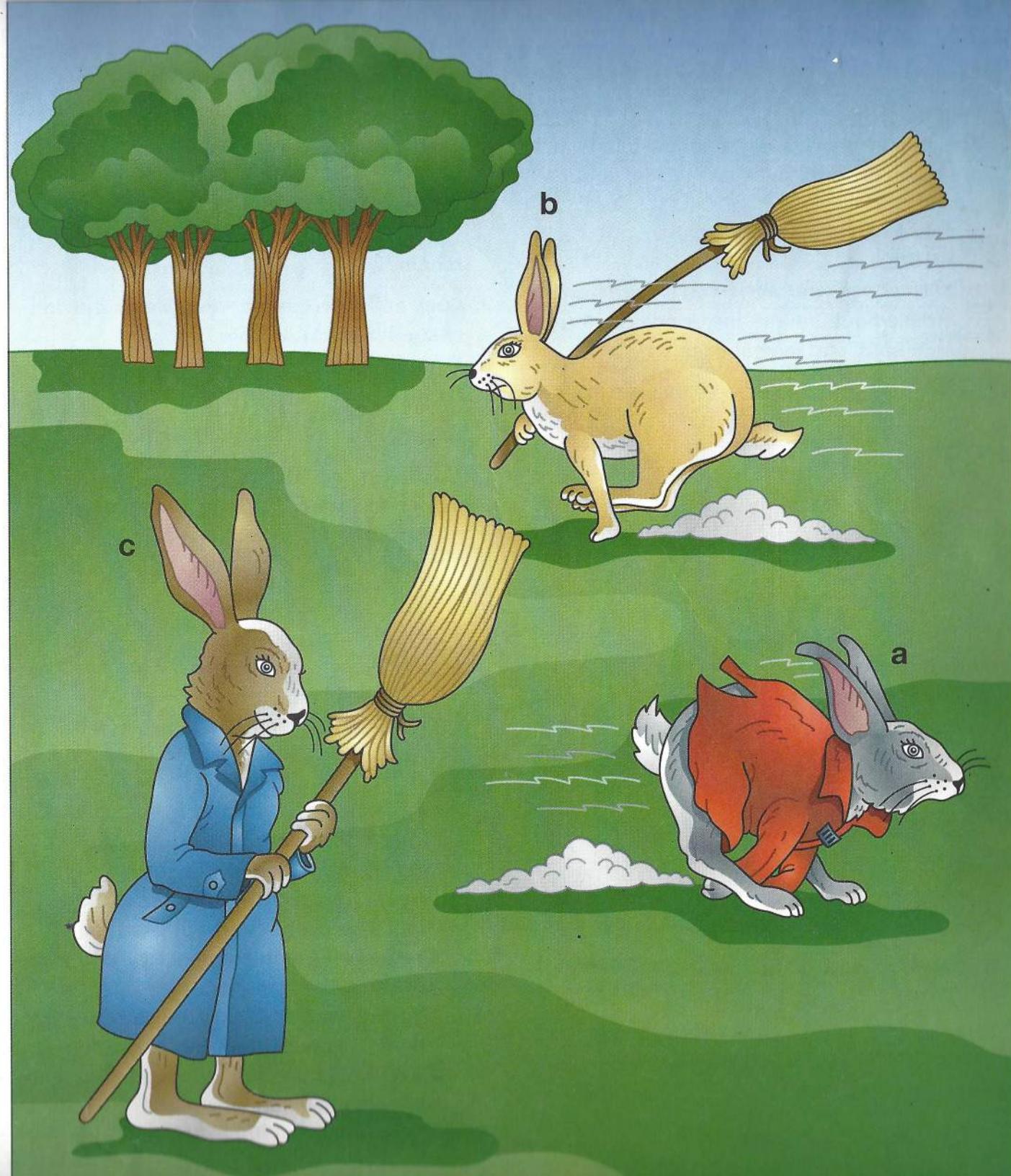
Everybody, what are they holding that is the same? (Touch.) *A broom*.

So why are these rabbits the same?

(Touch.) *Because they are holding a broom*.

- Say the whole thing about why these rabbits are the same. (Signal.) *These rabbits are the same because they are holding a broom*.

- (Repeat part 3 until all children's responses



EXERCISE 7 Concept Application

1. We're going to work out a problem.

- (Point to a, b, and c.) Everybody, what are these? (Touch.) Containers.
- (Point to each container, and ask:) What kind of container is this? (Children are to answer a *bucket*, a *bowl*, a *basket*.)

2. The baby will pick up only one of these containers.

- Here's the rule: The baby will pick up the container next to the turtle. Which container will the baby pick up? (Touch.) *The container next to the turtle.*
- Say the rule. (Signal.) *The baby will pick up the container next to the turtle.*
- (Repeat part 2 until all children's responses are firm.)

3. Now we'll talk about each container.

a. (Point to a.)

Is this container next to the turtle? (Touch.)
Yes.

So will the baby pick up this container?
(Touch.) Yes.

What do you know about this container?
(Call on a child. Idea: *The baby will pick it up.*)

b. (Point to b.)

Is this container next to the turtle? (Touch.)
No.

So will the baby pick up this container?
(Touch.) No.

What do you know about this container?
(Call on a child. Idea: *The baby won't pick it up.*)

c. (Point to c.)

Is this container next to the turtle? (Touch.)
No.

So will the baby pick up this container?
(Touch.) No.



So what do you know about this container? (Call on a child. Idea: *The baby won't pick it up.*)

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

5. What do you know about the container that the baby will pick up? (Signal.) *It is next to the turtle.*

Name the container that the baby will pick up.
(Signal.) *The bucket.*

6. Let's turn the page and see if you are right.
(Turn the page quickly.)

EXERCISE 7 Concept Application (cont.)

7. Look at the picture.

- (Point to a.)

Which container did the baby pick up?

(Touch.) *The bucket.*

Where was the bucket? (Touch.) *Next to the turtle.*

Say the whole thing about where the bucket was. (Touch.) *The bucket was next to the turtle.*

Where is the bucket now? (Touch.) *On the baby's head.*

Say the whole thing about where the bucket is. (Touch.) *The bucket is on the baby's head.*

- (Point to c.)

Which container did the frog jump on?

(Touch.) *The basket.*

Where was the frog? (Touch.) *Next to the basket.*

Say the whole thing about where the frog was. (Touch.) *The frog was next to the basket.*

- (Point to b.)

Which container fell over? (Touch.) *The bowl.*

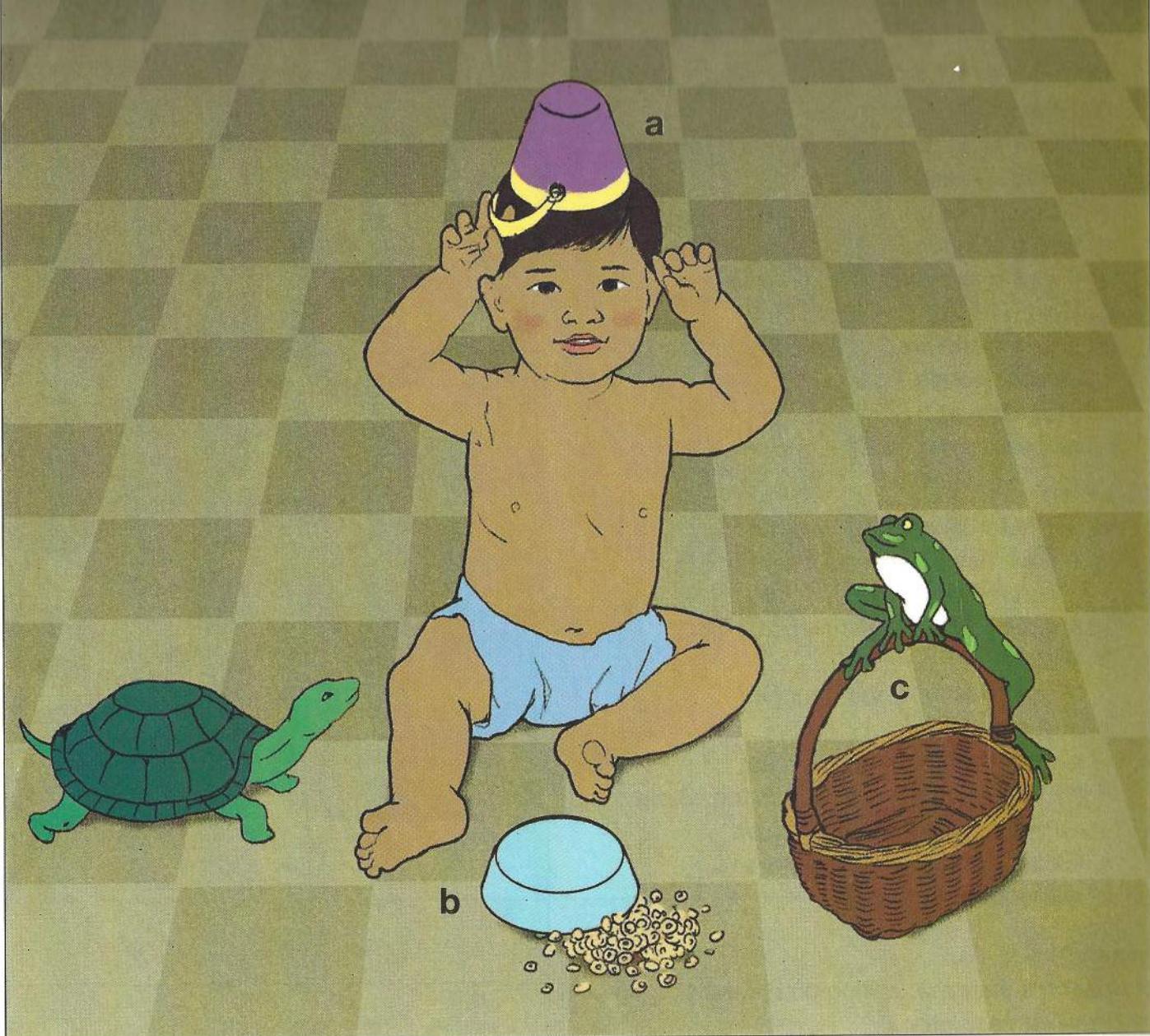
8. (Repeat part 7 until all children's responses are firm.)

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

Why do you think the baby put the bucket on his head?

Have you ever put a bucket on your head?

What do you think was in the bowl?



Individual Turns

(Repeat part 7, calling on different children for each question.)

EXERCISE 8 Part/Whole—Shoe

1. Today we're going to do the parts of a shoe again.
 - a. (Circle the shoe.) **Everybody**, what is this? (Touch.) *A shoe.*
 - b. **Get ready to tell me the parts of a shoe.** (Point to the heel.) **What is this part called?** (Pause. Touch.) *A heel.* (Point to the sole.) **What is this part called?** (Pause. Touch.) *A sole.* (Point to the top.) **What is this part called?** (Pause. Touch.) *A top.* (Point to the tongue.) **What is this part called?** (Pause. Touch.) *A tongue.* (Point to the lace.) **What is this part called?** (Pause. Touch.) *A lace.*
 - c. (Repeat step b until all children's responses are firm.)
2. **Get ready to tell me the parts of a shoe. Say the whole thing.**
 - a. (Point to the top. Pause. Touch.) *A shoe has a top.* (Point to the heel. Pause. Touch.) *A shoe has a heel.* (Point to the lace. Pause. Touch.) *A shoe has a lace.* (Point to the tongue. Pause. Touch.) *A shoe has a tongue.* (Point to the sole. Pause. Touch.) *A shoe has a sole.*
 - b. (Circle the shoe.) **What's the whole object called?** (Touch.) *A shoe.*
 - c. (Repeat part 2 until all children's responses are firm.)
3. (Call on different children.) **What do we usually do with a shoe?** (Praise reasonable responses.)



Individual Turns

(Repeat the exercise, calling on different children.)

EXERCISE 9 Classification

1. Some of these objects are animals. Some of them are containers.

- (Point to each object, and ask:) **Is this an animal?** (Children are to answer yes or no.)
- (Point to each object, and ask:) **Is this a container?** (Children are to answer yes or no.)

2. Now we'll talk some more about these objects.

a. (Point to a.) Tell me. Animal or container.

(Touch.) **Animal.**

What kind of animal? (Touch.) **A lion.**

Say the whole thing about this animal.

(Touch.) **This animal is a lion.**

b. (Point to b.) Tell me. Animal or container.

(Touch.) **Container.**

What kind of container? (Touch.) **A box.**

Say the whole thing about this container.

(Touch.) **This container is a box.**

c. (Point to c.) Tell me. Animal or container.

(Touch.) **Container.**

What kind of container? (Touch.) **A bottle.**

Say the whole thing about this container.

(Touch.) **This container is a bottle.**

d. (Point to d.) Tell me. Animal or container.

(Touch.) **Animal.**

What kind of animal? (Touch.) **A cow.**

Say the whole thing about this animal.

(Touch.) **This animal is a cow.**

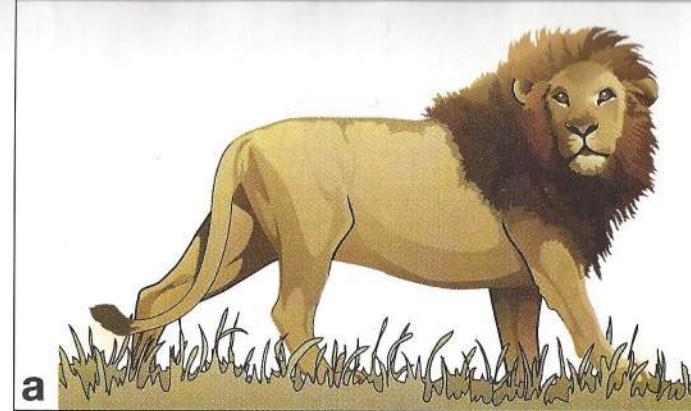
e. (Point to e.) Tell me. Animal or container.

(Touch.) **Container.**

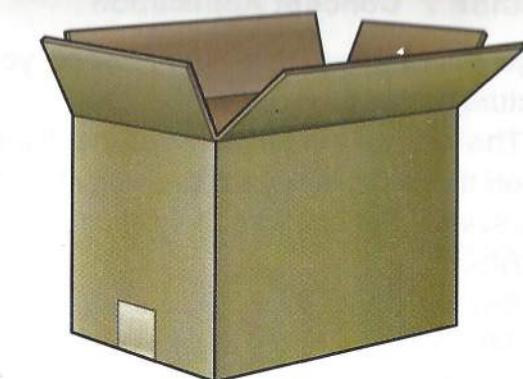
What kind of container? (Touch.) **A cup.**

Say the whole thing about this container.

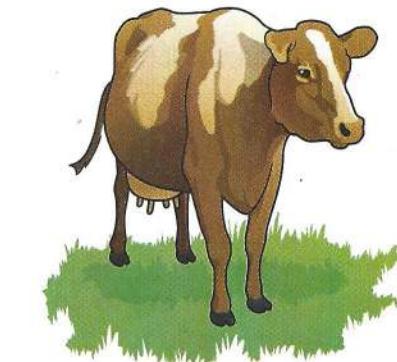
(Touch.) **This container is a cup.**



a



b



d



e



f

f. (Point to f.) Tell me. Animal or container.

(Touch.) **Animal.**

What kind of animal? (Touch.) **A bear.**

Say the whole thing about this animal.

(Touch.) **This animal is a bear.**

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—First, Next

It's time for some actions.

- a. Listen. First you're going to stand up. Then you're going to smile. Tell me what you're going to do **first**. (Signal.) *Stand up.*
Tell me what you're going to do **next**.
(Signal.) *Smile.*
- b. (Repeat step a until all children's responses are firm.)
- c. Yes, first you're going to stand up. Then you're going to smile. Get ready.
Everybody, show me what you do first.
(Signal. Children are to stand up.)
You're standing up. Good.
Everybody, show me what you do next.
(Signal. Children are to smile.)
Good.
- d. First you stood up, and then you smiled.
Say the whole thing about what you did.
(Signal.) *First I stood up, and then I smiled.*
- e. (Repeat step d until all children can make the statement.)

Individual Turns

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

EXERCISE 2 Information—Days, Months

1. We're going to talk about days and months.
 - a. Everybody, how many days are in a week?
(Signal.) Seven.
Say the whole thing. (Signal.) *There are seven days in a week.*
 - b. Everybody, say the days of the week. Get ready. (Signal.) *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.*
(Repeat step b until all children's responses are firm.)
 - c. Everybody, how many months in a year?
(Signal.) Twelve.
Say the whole thing. (Signal.) *There are twelve months in a year.*
 - d. Everybody, say the months through May. Get ready. (Signal.) *January, February, March, April, May.*
(Repeat step d until all children's responses are firm.)

2. I'll say all the months through August.

- a. Listen. January, February, March, April, May, June, July, August.
- b. Your turn. Say those months with me. Get ready. (Signal. Respond with children.)
January, February, March, April, May, June, July, August.
(Repeat step b until all children's responses are firm.)
- c. All by yourselves. Say the months through August. (Signal.) *January, February, March, April, May, June, July, August.*
(Repeat step c until all children's responses are firm.)
- d. Listen. How many months in a year?
(Signal.) Twelve.
Say the whole thing. (Signal.) *There are twelve months in a year.*
- e. Everybody, say the months through August. Get ready. (Signal.) *January, February, March, April, May, June, July, August.*

Individual Turns

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

EXERCISE 3 Some/All

[Note: You will need an extra piece of paper for this exercise.]

1. Look at the hats. Tell me if I cover some of the hats or all of the hats.

- (Cover all the hats.) Did I cover some of the hats or all of the hats? (Signal.) *All of the hats.*
- (Cover five hats.) Did I cover some of the hats or all of the hats? (Signal.) *Some of the hats.*
- (Cover all the hats.) Did I cover some of the hats or all of the hats? (Signal.) *All of the hats.*
- (Cover two hats.) What did I do? (Signal.) *Covered some of the hats.*
Say the whole thing about what I did.
(Touch.) *You covered some of the hats.*
- (Cover all the hats.) What did I do? (Signal.) *Covered all of the hats.*
Say the whole thing about what I did.
(Touch.) *You covered all of the hats.*

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

Individual Turns

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



EXERCISE 4 Concept Application

1. We're going to figure out a problem.

(Point to the foods.) Everybody, what class are these objects in? (Touch.) Food.

(Point to each food and ask:) What kind of food is this? (Children are to answer bananas, milk, oranges.)

2. The bear will eat only one of these foods.

- Here's the rule: The bear will eat the food that is under the ladder. Which food will the bear eat? (Signal.) *The food that is under the ladder.*
- Say the rule about the food that the bear will eat. (Signal.) *The bear will eat the food that is under the ladder.*

3. Now we'll talk about each food.

a. (Point to a.)

Is this food under the ladder? (Touch.) No.
So will the bear eat this food? (Touch.) No.
What do you know about this food? (Call on a child. Idea: *The bear won't eat it.*)

b. (Point to b.)

Is this food under the ladder? (Touch.) No.
So will the bear eat this food? (Touch.) No.
What do you know about this food? (Call on a child. Idea: *The bear won't eat it.*)

c. (Point to c.)

Is this food under the ladder? (Touch.) Yes.
So will the bear eat this food? (Touch.) Yes.
So what do you know about this food?
(Call on a child. Idea: *The bear will eat it.*)

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



5. What do you know about the food that the bear will eat? (Signal.) *It is under the ladder.*
Name the food that the bear will eat. (Signal.) *Oranges.*

6. Let's turn the page and see if you are right.
(Turn the page quickly.)

EXERCISE 4 Concept Application (cont.)

7. Look at the picture.

- (Point to c.)

Which food is the bear eating? (Touch.)

The oranges.

Where are the oranges? (Touch.) Under the ladder.

Say the whole thing about where the oranges are. (Signal.) The oranges are under the ladder.

- (Point to a.)

Which food is the monkey eating? (Touch.)

The bananas.

Where were the bananas? (Touch.) On the ladder.

Say the whole thing about where the bananas were. (Signal.) The bananas were on the ladder.

- (Point to b.)

Which food is the rabbit drinking? (Touch.)

The milk.

Where was the milk? (Touch.) Next to the ladder.

Say the whole thing about where the milk was. (Signal.) The milk was next to the ladder.

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

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

Do you think the bear likes its orange?

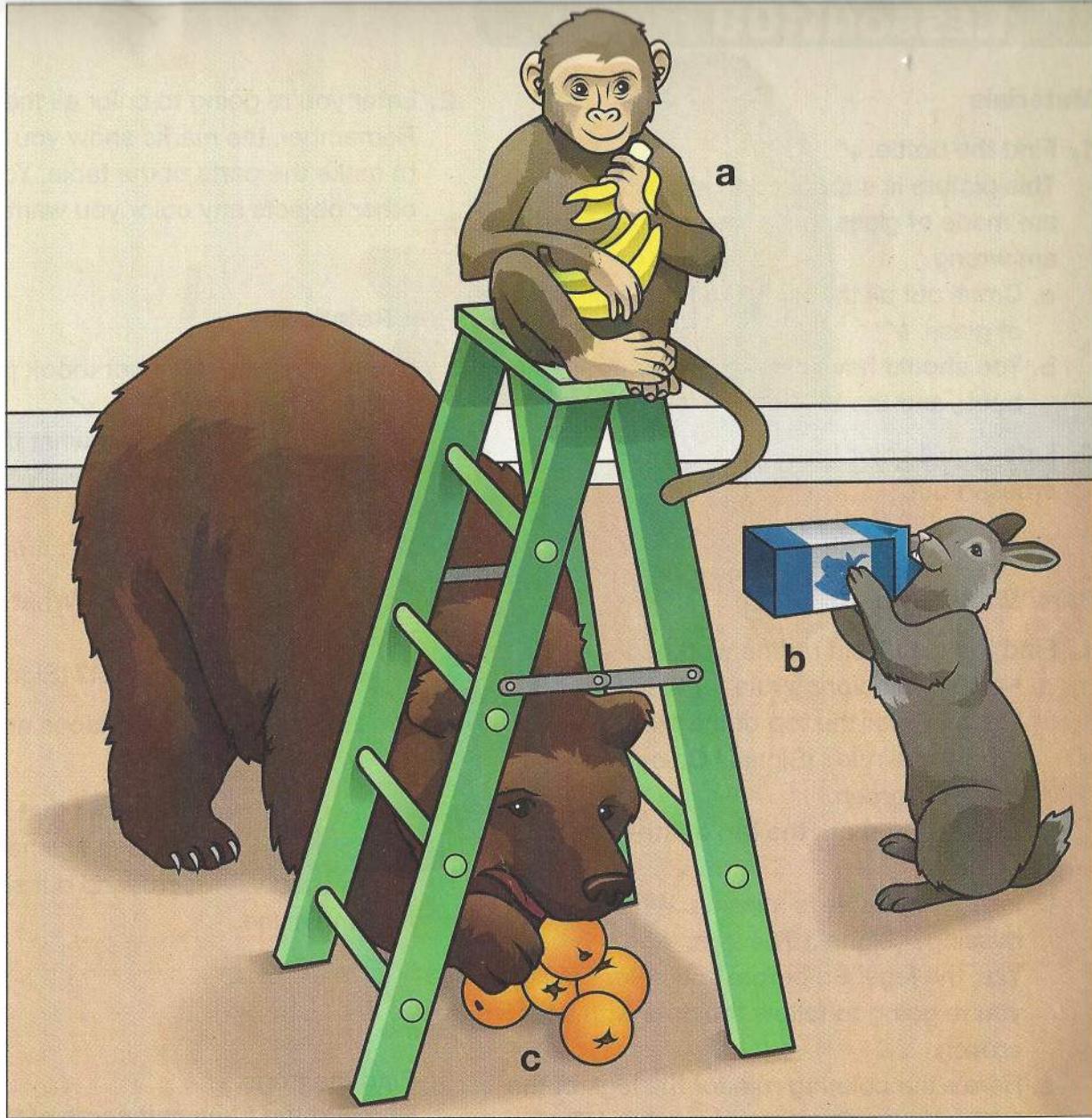
Do you like oranges? Tell why.

Do you think the monkey likes its banana?

Do you like bananas? Tell why.

Do you think the rabbit likes its milk?

Do you like milk? Tell why.



Individual Turns

(Repeat part 7, calling on different children for each question.)

EXERCISE 5 Part/Whole—Shoe

Today we're going to do the parts of a shoe again.

- a. (Circle the shoe.) **Everybody**, what is this?
(Touch.) *A shoe.*
- b. Get ready to tell me the parts of a shoe.
Say the whole thing.
(Point to the top. Pause. Touch.) *A shoe has a top.*
(Point to the heel. Pause. Touch.) *A shoe has a heel.*
(Point to the lace. Pause. Touch.) *A shoe has a lace.*
(Point to the tongue. Pause. Touch.) *A shoe has a tongue.*
(Point to the sole. Pause. Touch.) *A shoe has a sole.*
- c. (Circle the shoe.) **What's the whole object called?** (Touch.) *A shoe.*
- d. (Repeat steps b and c until all children can make the statements.)
- e. (Call on different children.)
What do we usually do with a shoe?
(Praise reasonable responses.)

Individual Turns

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

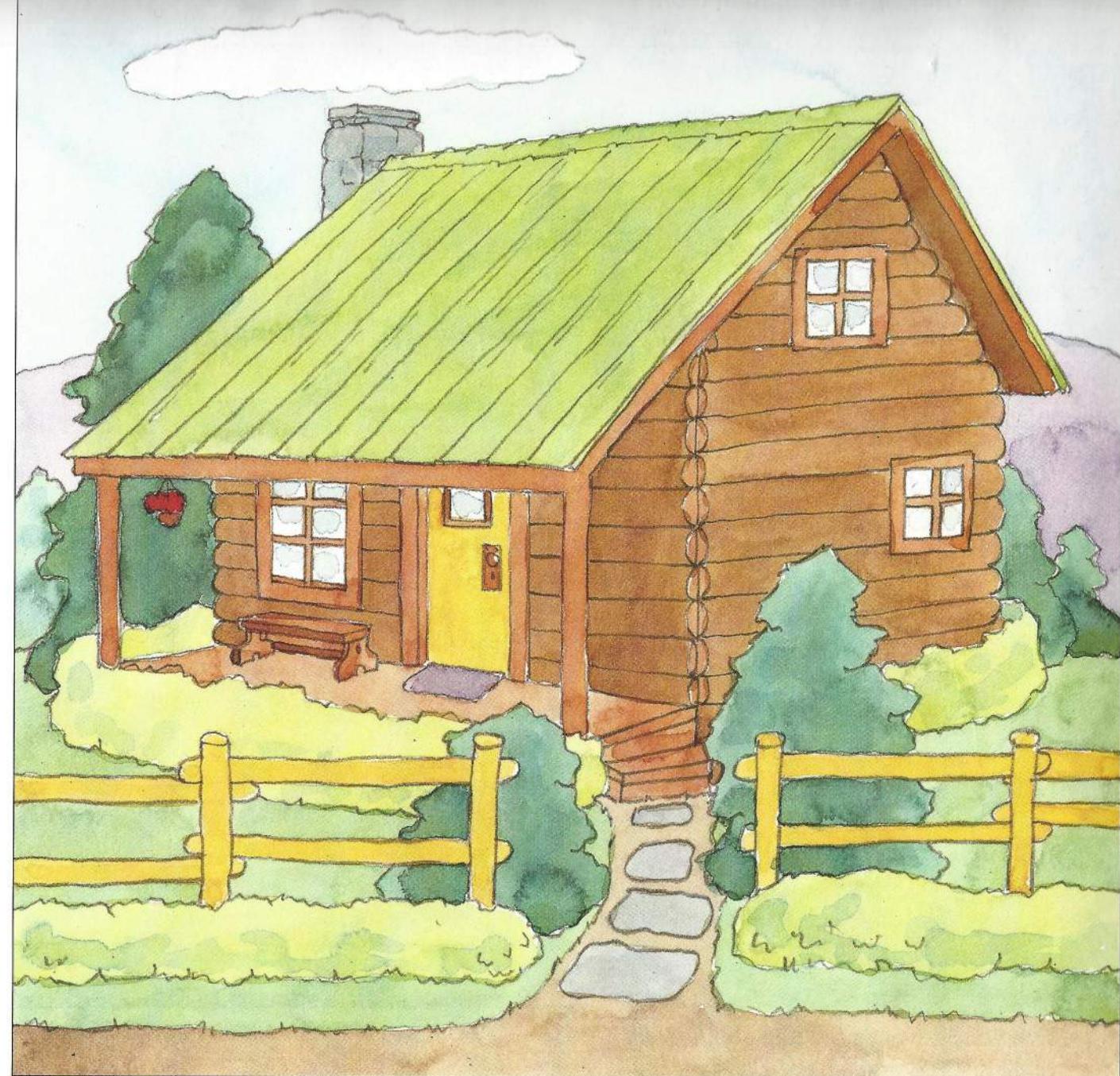


1. Look at the objects in this picture. Most of these objects are made of wood.
When I touch each object, you name it.
(Point to each object, one at a time. Children are to respond *a house, a fence, a wall, stairs, a table, a roof, a door.*)

2. Take a good look at the objects, and see how many you can remember. (Let children look at the book for about ten seconds.)

3. (Remove the picture from children's view.) See if you can name at least three things in the picture that are made of wood. (Call on three or four children to name objects made of wood. Each child should name at least three things.)

4. Can anyone think of anything else made of wood? (Accept all good answers.)



1. Look at these girls. Some of these girls are doing the same thing.

- (Point to b and c.)

Everybody, what are they doing that is the same? (Touch.) Climbing.

So why are these girls the same? (Touch.) Because they are climbing.

- Say the whole thing about why these girls are the same. (Signal.) These girls are the same because they are climbing.

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

2. Some of these girls are wearing something that is the same.

- (Point to a and c.)

Everybody, what are they wearing that is the same? (Touch.) Pants.

So why are these girls the same? (Touch.) Because they are wearing pants.

- Say the whole thing about why these girls are the same. (Signal.) These girls are the same because they are wearing pants.

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

3. Some of these girls are holding something that is the same.

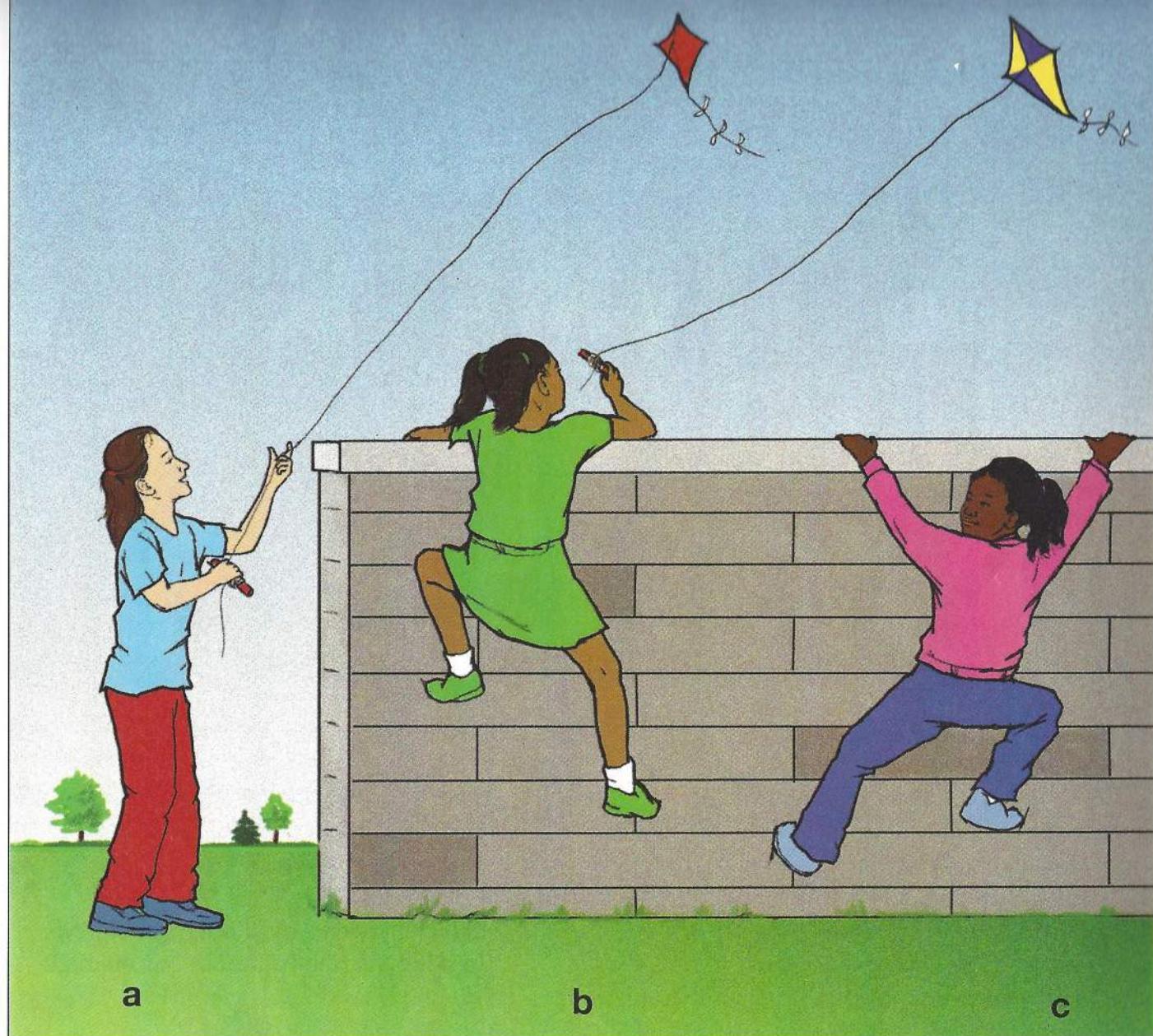
- (Point to a and b.)

Everybody, what are they holding that is the same? (Touch.) A kite string.

So why are these girls the same? (Touch.) Because they are holding a kite string.

- Say the whole thing about why these girls are the same. (Signal.) These girls are the same because they are holding a kite string.

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



Individual Turns

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

EXERCISE 8 Part/Whole—Body Parts

1. Let's see if you remember the parts of this boy's body. Get ready to tell me the parts of a head. Say the whole thing.

a. (Point to the hair. Pause. Touch.) *A head has hair.*

(Point to the mouth. Pause. Touch.) *A head has a mouth.*

(Point to the nose. Pause. Touch.) *A head has a nose.*

(Point to the eyes. Pause. Touch.) *A head has eyes.*

(Point to the ears. Pause. Touch.) *A head has ears.*

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

c. (Point to the head.) *And is a head a part of the body? (Touch.) Yes.*

2. Get ready to tell me the parts of a body. Say the whole thing.

a. (Point to the knees. Pause. Touch.) *A body has knees.*

(Point to the neck. Pause. Touch.) *A body has a neck.*

(Point to the legs. Pause. Touch.) *A body has legs.*

(Point to the hands. Pause. Touch.) *A body has hands.*

(Point to the chest. Pause. Touch.) *A body has a chest.*

(Point to the arms. Pause. Touch.) *A body has arms.*

(Point to the abdomen. Pause. Touch.) *A body has an abdomen.*

(Point to the head. Pause. Touch.) *A body has a head.*

(Point to the elbows. Pause. Touch.) *A body has elbows.*

(Point to the hips. Pause. Touch.) *A body has hips.*



(Point to the feet. Pause. Touch.) *A body has feet.*

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

c. (Circle the body.) *And what do you call the whole object? (Touch.) A body.*

Individual Turns

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

EXERCISE 5 Classification

1. Some of these animals live on a farm. Some of these animals do not live on a farm.

a. (Point to a.) What kind of animal is this?

(Touch.) A cow.

Does a cow live on a farm? (Touch.) Yes.

What do we get from a cow? (Touch.) Milk.

b. (Point to b.) What kind of animal is this?

(Touch.) A tiger.

Does a tiger live on a farm? (Touch.) No.

c. (Point to c.) What kind of animal is this?

(Touch.) A sheep.

Does a sheep live on a farm? (Touch.) Yes.

What do we get from a sheep? (Touch.)

Wool.

d. (Point to d.) What kind of animal is this?

(Touch.) A giraffe.

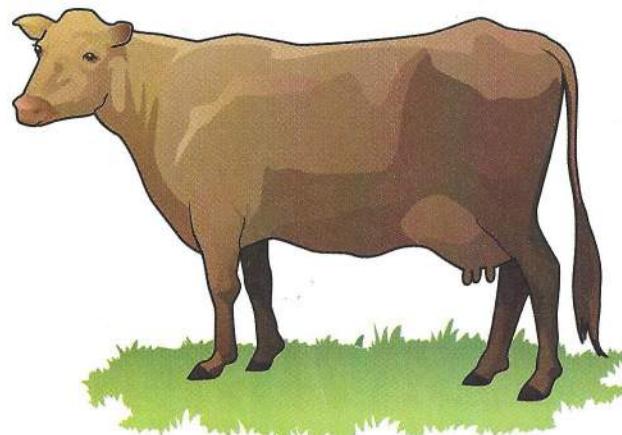
Does a giraffe live on a farm? (Touch.) No.

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

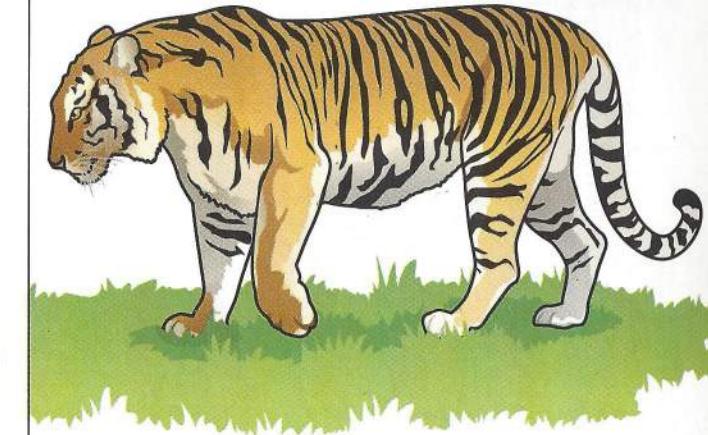
are firm.)

Individual Turns

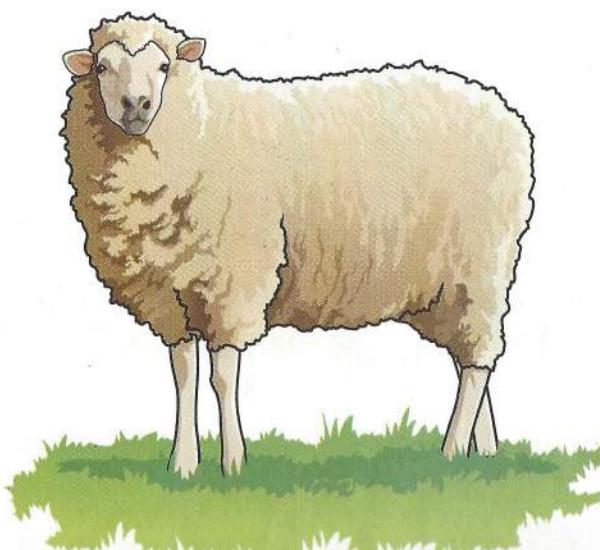
(Repeat the exercise, calling on different children for each step.)



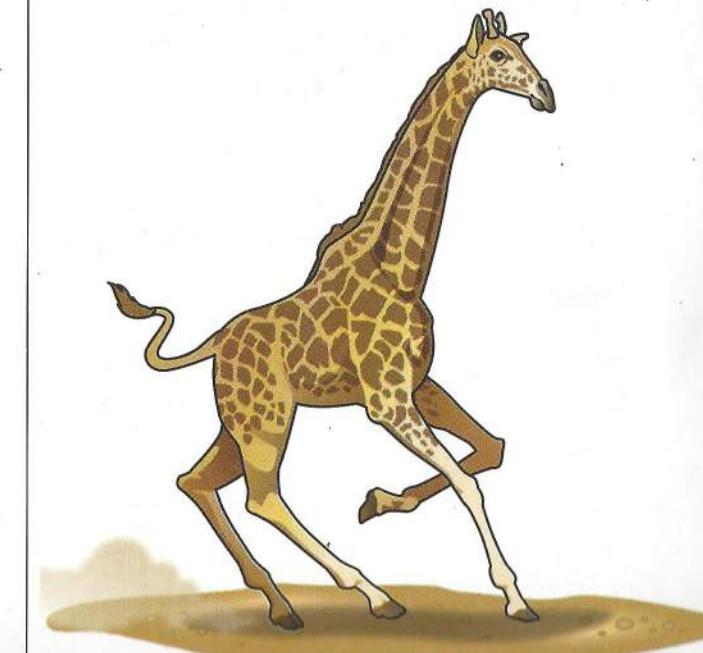
a



b



a



b

1. These pictures show what a bear is doing.

a. (Point to a.) What is the bear doing?

(Touch.) *Pulling a wagon.*

Say the whole thing about what the bear is doing. (Touch.) *The bear is pulling a wagon.*

b. (Point to b.)

What is the bear doing now? (Touch.)

Sitting down.

Say the whole thing about what the bear is doing. (Touch.) *The bear is sitting down.*

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

3. Listen.

- What was the bear doing before it sat down? (Signal. Do not touch the picture.) *Pulling the wagon.*

Say the whole thing about what the bear did. (Signal.) *The bear pulled the wagon.*

- (Point to b.)

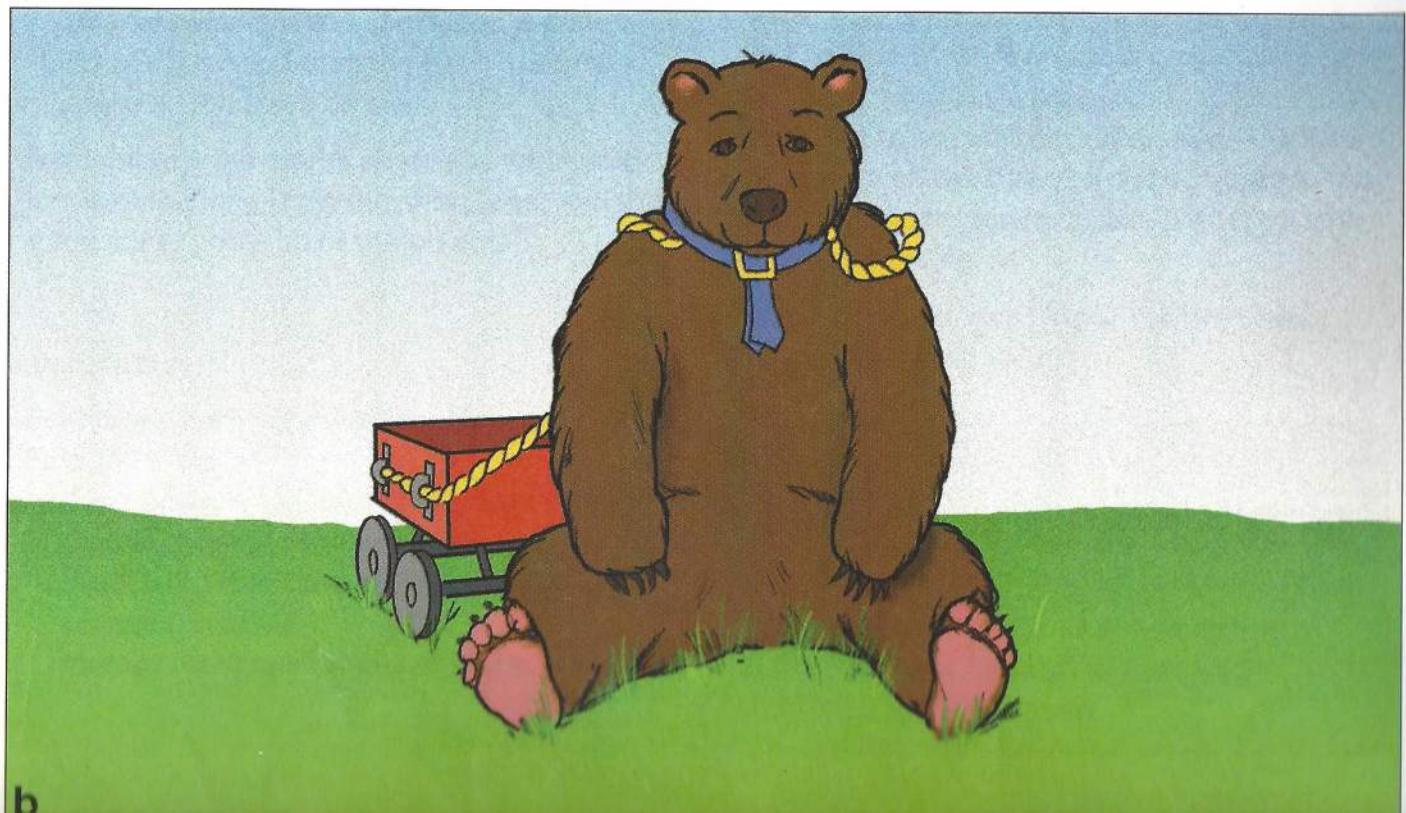
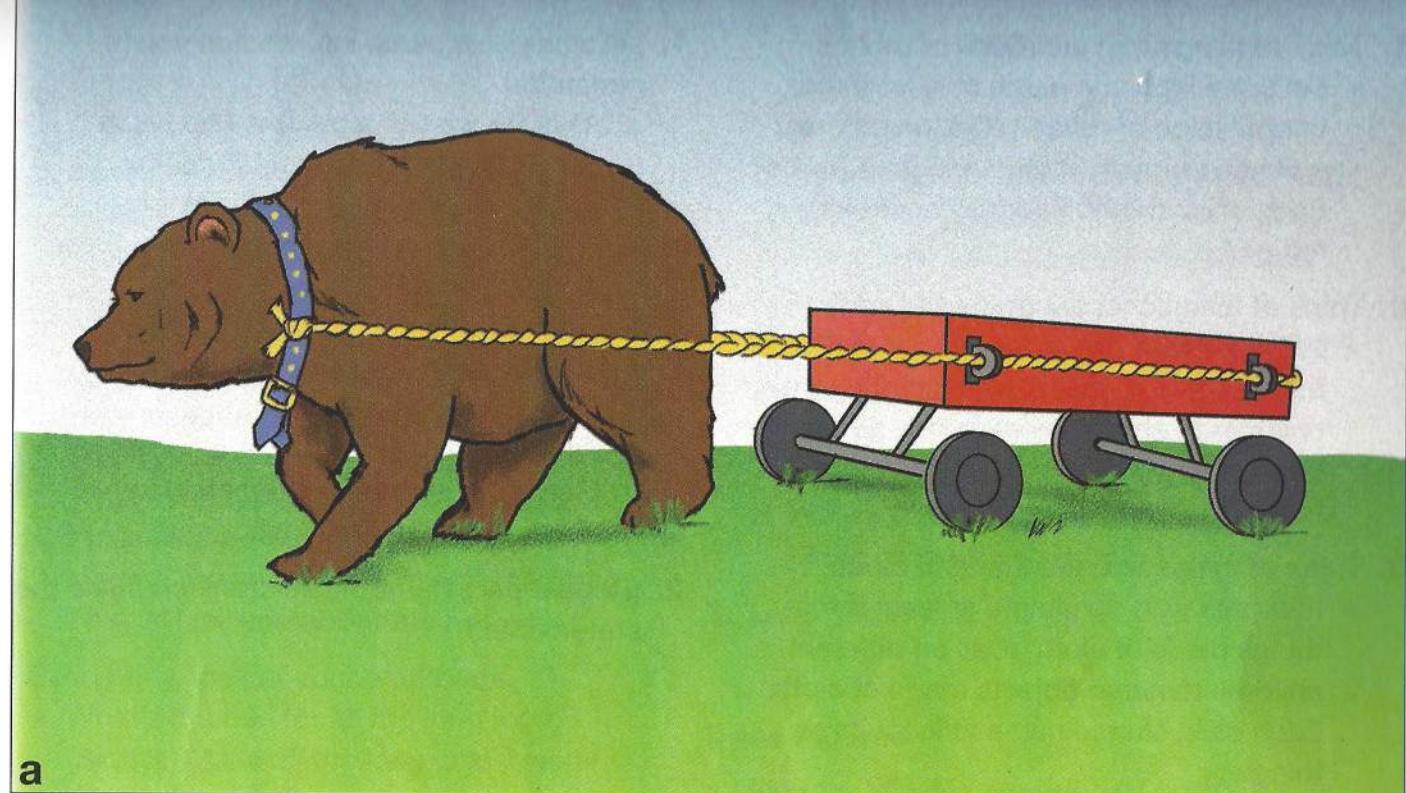
Now say the whole thing about what the bear is doing in this picture. (Touch.) *The bear is sitting down.*

- Say the whole thing about what the bear did before it sat down. (Signal.) *The bear pulled the wagon.*

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

Individual Turns

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



LESSON 99

EXERCISE 1 Actions—First, Next

It's time for some actions.

- a. Listen. First you're going to touch your nose. Then you're going to touch your chair. Tell me what you're going to do first. (Signal.) *Touch my nose.*
Tell me what you're going to do next.
(Signal.) *Touch my chair.*
- b. (Repeat step a until all children's responses are firm.)
- c. Yes, first you're going to touch your nose. Then you're going to touch your chair. Get ready. Everybody, show me what you do first. (Signal. Children respond.) You're touching your nose. Good.
Everybody, show me what you do next.
(Signal. Children respond.) Good.
- d. First you touched your nose, and then you touched your chair. Say the whole thing about what you did. (Signal.) *First I touched my nose, and then I touched my chair.*
- e. (Repeat step d until all children can make the statement.)

Individual Turns

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

It's time for some actions.

EXERCISE 2 Actions—Some, All, None

1. Get ready to hold up your fingers.
 - a. Everybody, hold up some of your fingers. (Signal.)
What are you doing? (Signal.) *Holding up some of my fingers.*
Say the whole thing. (Signal.) *I am holding up some of my fingers.*
 - b. Everybody, hold up all of your fingers. (Signal.)
What are you doing? (Signal.) *Holding up all of my fingers.*
Say the whole thing. (Signal.) *I am holding up all of my fingers.*
2. Now watch me.
 - a. (Hold up all of your fingers.) *What am I holding up?* (Signal.) *All of your fingers.*
 - b. (Hold up seven fingers.) *What am I holding up?* (Signal.) *Some of your fingers.*
 - c. (Hold up two closed fists.) *Am I holding up some of my fingers now?* (Signal.) *No. I'm holding up none of my fingers. When I hold up none of my fingers, I don't hold up any fingers.*
 - d. (Repeat part 2 until all children's responses are firm.)
3. Watch me. Tell me if I hold up all of my fingers or some of my fingers or none of my fingers.
 - a. (Hold up three fingers.) *Is this all or some or none?* (Signal.) *Some.*
 - b. (Hold up two fists.) *Is this all or some or none?* (Signal.) *None.*
 - c. (Hold up ten fingers.) *Is this all or some or none?* (Signal.) *All.*
 - d. (Hold up nine fingers.) *Is this all or some or none?* (Signal.) *Some.*
 - e. (Repeat part 3 until all children's responses are firm.)
4. Now it's your turn.
 - a. Everybody, hold up some of your fingers. (Signal.)
What are you holding up? (Signal.) *Some of my fingers.*
Put your hands down.
 - b. Everybody, hold up all of your fingers. (Signal.)
What are you holding up? (Signal.) *All of my fingers.*
Put your hands down.
 - c. Everybody, hold up none of your fingers. (Signal.)
What are you holding up? (Signal.) *None of my fingers.*
Say the whole thing. (Signal.) *I am holding up none of my fingers.*
Put your hands down.
 - d. (Repeat part 4 until all children's responses are firm.)

EXERCISE 3 Information—Days, Months

1. We're going to talk about days and months.
 - a. Everybody, how many days are in a week?
(Signal.) Seven.
Say the whole thing. (Signal.) There are seven days in a week.
 - b. Everybody, say the days of the week. Get ready. (Signal.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
(Repeat step b until all children's responses are firm.)
 - c. Everybody, how many months in a year?
(Signal.) Twelve.
Say the whole thing. (Signal.) There are twelve months in a year.
 - d. Everybody, say the months through May.
Get ready. (Signal.) January, February, March, April, May.
(Repeat step d until all children's responses are firm.)
2. I'll say all the months through August.
 - a. Listen. January, February, March, April, May, June, July, August.
 - b. Your turn. Say those months with me. Get ready. (Signal.) January, February, March, April, May, June, July, August.
(Repeat step b until all children's responses are firm.)
 - c. Listen. How many months in a year?
(Signal.) Twelve.
Say the whole thing. (Signal.) There are twelve months in a year.
 - d. Everybody, say the months through August. Get ready. (Signal.) January, February, March, April, May, June, July, August.
(Repeat step d until all children's responses are firm.)

EXERCISE 4 Common Information

1. Let's see how much information you remember.
 - a. What do we call a person who puts out fires? (Signal.) A firefighter.
Say the whole thing about a firefighter.
(Signal.) A firefighter is a person who puts out fires.
 - b. What do we call a person who fixes teeth?
(Signal.) A dentist.
Say the whole thing about a dentist.
(Signal.) A dentist is a person who fixes teeth.
 - c. Everybody, what do we call a place with lots of fruit trees?
(Signal.) An orchard.
Say the whole thing about an orchard.
(Signal.) An orchard is a place with lots of fruit trees.
2. (Repeat part 1 until all children can make the statements.)

EXERCISE 5 Same—Class

- I'm going to name some things that are in the same class. You're going to tell me the class.
- a. Listen. Bucket, glass, package. They're in the same class. Everybody, what class are they in?
(Signal.) Containers.
(Repeat until all children's responses are firm.)
 - b. Listen. Tricycle, motorboat, taxi. They're in the same class. Everybody, what class?
(Signal.) Vehicles.
(Repeat until all children's responses are firm.)
 - c. Listen. Banana, toast, potato. They're in the same class. Everybody, what class?
(Signal.) Food.

- d. Listen. Monkey, pig, rabbit. They're in the same class. Everybody, what class?
(Signal.) Animals.
(Repeat until all children's responses are firm.)
- e. Listen. Cabinet, cup, bag. They're in the same class. Everybody, what class?
(Signal.) Containers.
(Repeat until all children's responses are firm.)



EXERCISE 6 Actions—Same

1. We're going to play a game.
 - a. Touch your chair. Get ready. (Signal.) Children respond.
What are you doing? (Signal.) Touching my chair.
Put your hands down.
 - b. I want to do the same thing you did. Tell me what to do. (Signal.) Touch your chair.
(Touch your chair.)
 - c. Now am I doing the same thing you did?
(Signal.) Yes.
(Keep touching your chair.)
 - d. What did you do? (Signal.) Touched my chair.
What am I doing? (Signal.) Touching your chair.
(Stop touching your chair.)
 - e. Tell me what we did that was the same.
(Signal.) We touched our chair.
Yes, we touched our chair.
2. (Repeat part 1 until all children's responses are firm.)

1. Look at these girls. These girls are eating the same thing.

- (Point to a and c.)

Everybody, what are they eating that is the same? (Touch.) An apple.

So why are these girls the same? (Touch.) Because they are eating an apple.

- Say the whole thing about why these girls are the same. (Signal.) These girls are the same because they are eating an apple.

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

2. These girls are wearing something that is the same.

- (Point to a and b.)

Everybody, what are they wearing that is the same? (Touch.) A coat.

So why are these girls the same? (Touch.) Because they are wearing a coat.

- Say the whole thing about why these girls are the same. (Signal.) These girls are the same because they are wearing a coat.

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

3. These girls are doing something that is the same.

- (Point to b and c.)

Everybody, what are they doing that is the same? (Touch.) Smiling.

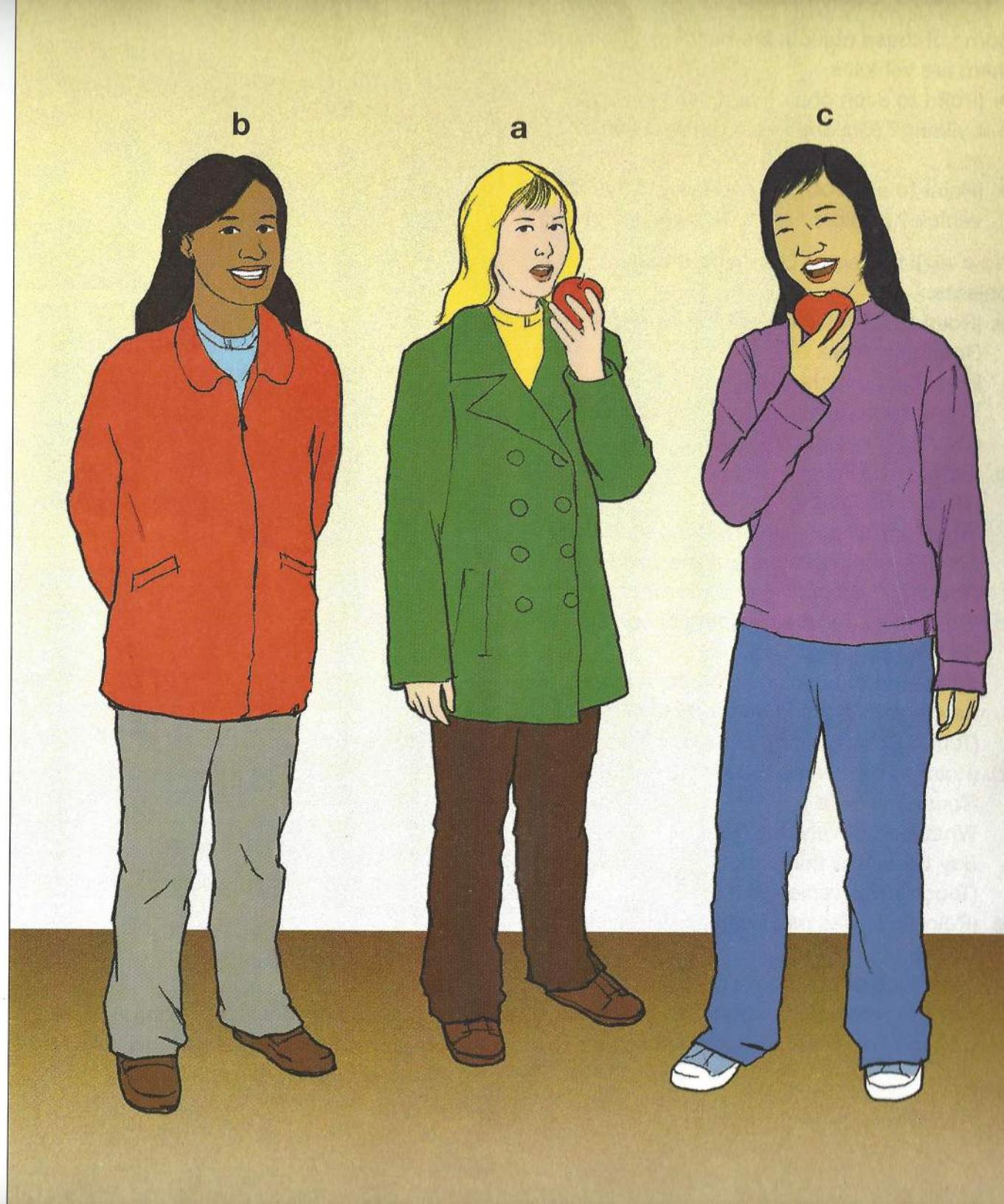
So why are these girls the same? (Touch.) Because they are smiling.

- Say the whole thing about why these girls are the same. (Signal.) These girls are the same because they are smiling.

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

Individual Turns

(Repeat the exercise, calling on different children)



EXERCISE 8 Part/Whole—House, Wagon

Let's see if you remember the parts of these objects.

1. Get ready to tell me the parts of a house. Say the whole thing.

a. (Point to the walls. Pause. Touch.) *A house has walls.*

(Point to the roof. Pause. Touch.) *A house has a roof.*

(Point to the windows. Pause. Touch.) *A house has windows.*

(Point to the door. Pause. Touch.) *A house has a door.*

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

c. (Circle the house.) **What's the whole object called? (Touch.) A house.**

d. **And what do we usually do in a house?**

(Praise reasonable responses.)

2. Get ready to tell me the parts of a wagon. Say the whole thing.

a. (Point to the frame. Pause. Touch.)

A wagon has a frame.

(Point to the handle. Pause. Touch.)

A wagon has a handle.

(Point to the body. Pause. Touch.) *A wagon has a body.*

(Point to the wheels. Pause. Touch.)

A wagon has wheels.

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

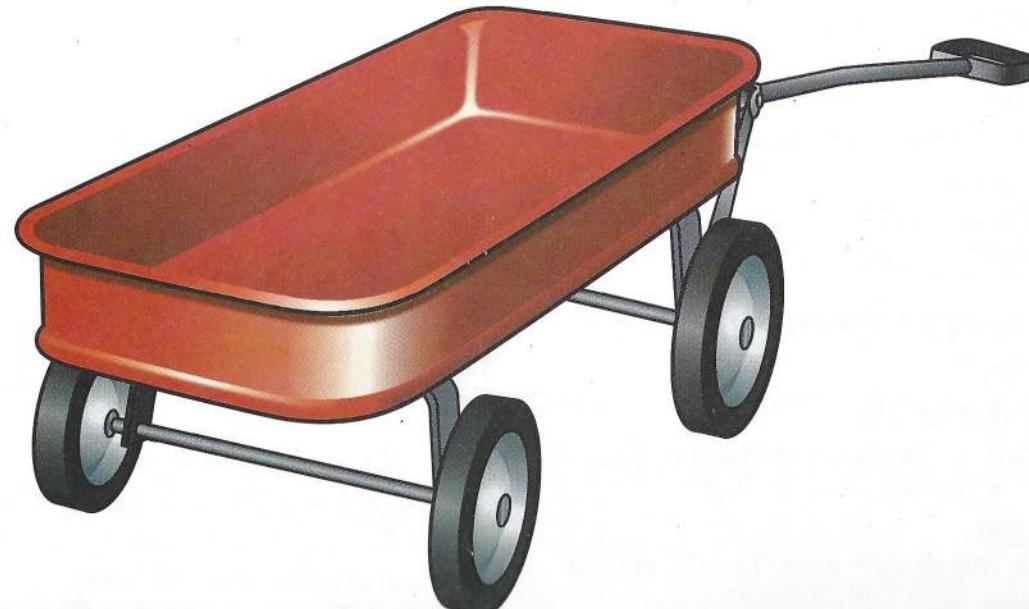
c. (Circle the wagon.) **And what's the whole object called? (Touch.) A wagon.**

d. **And what do we usually do with a wagon?**

(Praise reasonable responses.)



a



Individual Turns

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

1. Look at the picture. The squirrel will sit next to only one of these trees.

- Listen. The squirrel will sit next to the big tree with leaves. Which tree will it sit next to? (Signal. Respond with children.)
The big tree with leaves.
- Say the whole thing about the tree the squirrel will sit next to. (Signal.) *The squirrel will sit next to the big tree with leaves.*

2. We'll talk about each tree.

a. (Point to a.)

Is this tree big? (Touch.) No.

Does this tree have leaves? (Touch.) Yes.

So will the squirrel sit next to this tree?
(Touch.) No.

Why won't the squirrel sit next to this tree?

(Call on a child. Idea: *It isn't big.*)

b. (Point to b.)

Is this tree big? (Touch.) Yes.

Does this tree have leaves? (Touch.) Yes.

So will the squirrel sit next to this tree?
(Touch.) Yes.

How do you know the squirrel will sit next to this tree? (Call on a child. Idea: *It's big, and it has leaves.*)

c. (Point to c.)

Is this tree big? (Touch.) Yes.

Does this tree have leaves? (Touch.) No.

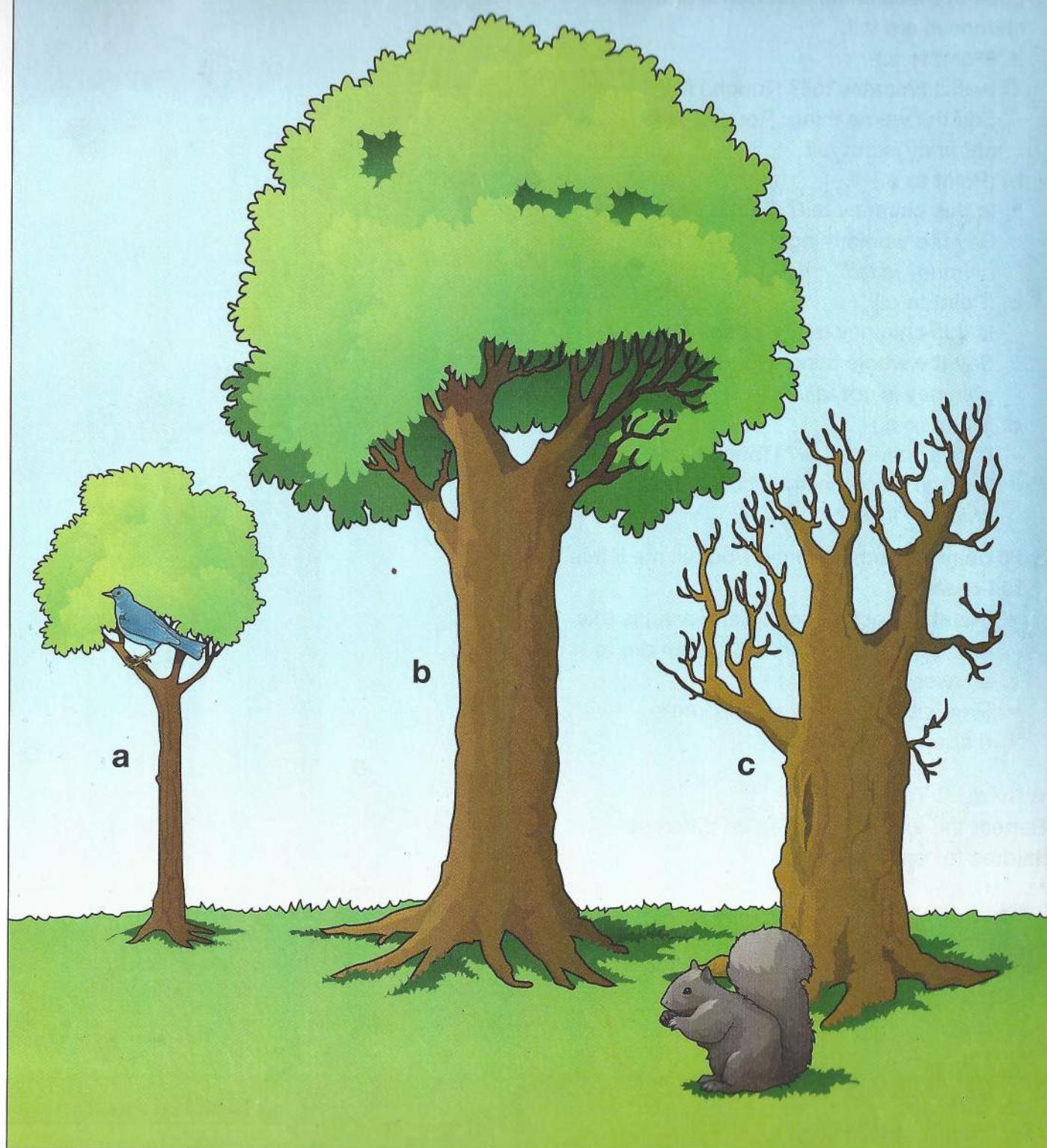
So will the squirrel sit next to this tree?
(Touch.) No.

Why won't the squirrel sit next to this tree? (Call on a child. Idea: *It doesn't have leaves.*)

3. Say the whole thing about the tree the squirrel will sit next to. (Signal.) *The squirrel will sit next to the big tree with leaves.*

Let's see if you are right.

(Turn the page quickly.)



4. Look at the picture. (Point.)

Which tree is the squirrel sitting next to?

(Signal.) *The big tree with leaves.*

- (Point to a.)

*Why isn't the squirrel sitting next to this tree? (Call on a child. Idea: *It isn't big.*)*

- (Point to c.)

*Why isn't the squirrel sitting next to this tree? (Call on a child. Idea: *It doesn't have leaves.*)*

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

5. Look at the trees.

- (Point to a.)

Where is the bird? (Touch.) Over the little tree.

*Say the whole thing about where the bird is. (Signal.) *The bird is over the little tree.**

6. (Ask different children the following questions.)

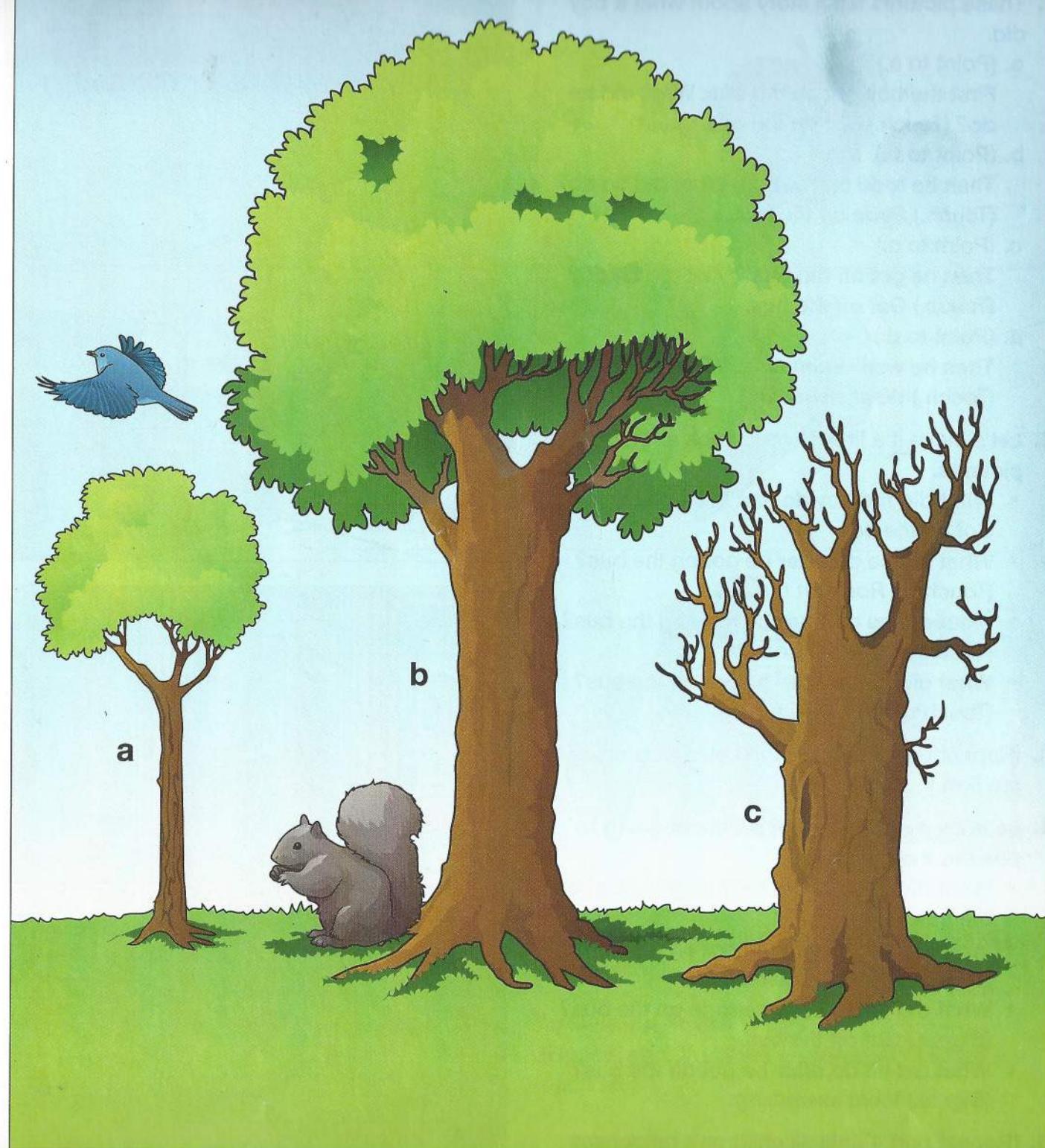
What do you think the squirrel will find in the tree?

Have you ever climbed a tree?

Which tree would be the easiest to climb?

Individual Turns

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



EXERCISE 10 Classification

1. Some of these objects are vehicles. Some of them are food.

- (Point to each object, and ask:) **Is this a vehicle?** (Children are to answer yes or no.)
- (Point to each object, and ask:) **Is this food?** (Children are to answer yes or no.)

2. Now we'll talk some more about these objects.

a. (Point to a.) Tell me. Vehicle or food.
(Touch.) **Vehicle.**

What kind of vehicle? (Touch.) **A bus.**
Say the whole thing about this vehicle.
(Signal.) **This vehicle is a bus.**

b. (Point to b.) Tell me. Vehicle or food.
(Touch.) **Food.**

What kind of food? (Touch.) **An apple.**
Say the whole thing about this food.
(Signal.) **This food is an apple.**

c. (Point to c.) Tell me. Vehicle or food.
(Touch.) **Vehicle.**

What kind of vehicle? (Touch.) **A wagon.**
Say the whole thing about this vehicle.
(Signal.) **This vehicle is a wagon.**

d. (Point to d.) Tell me. Vehicle or food.
(Touch.) **Food.**

What kind of food? (Touch.) **A (ice-cream) cone.**
Say the whole thing about this food.

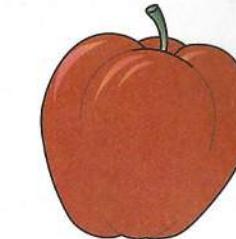
(Signal.) **This food is a (ice-cream) cone.**

e. (Point to e.) Tell me. Vehicle or food.
(Touch.) **Vehicle.**

What kind of vehicle? (Touch.) **A sailboat.**
Say the whole thing about this vehicle.
(Signal.) **This vehicle is a sailboat.**



a



b



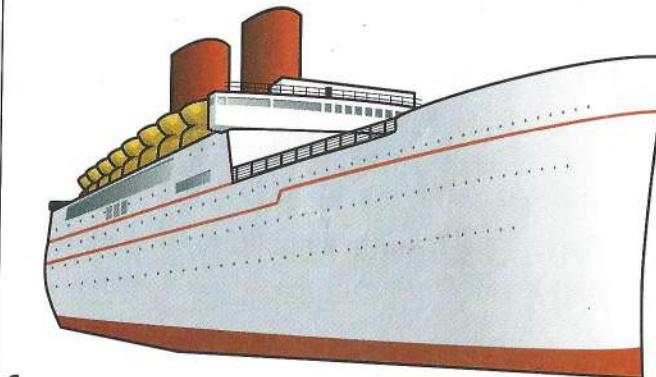
c



d



e



f

f. (Point to f.) Tell me. Vehicle or food.

(Touch.) **Vehicle.**

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

Say the whole thing about this vehicle.

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

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

Individual Turns

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

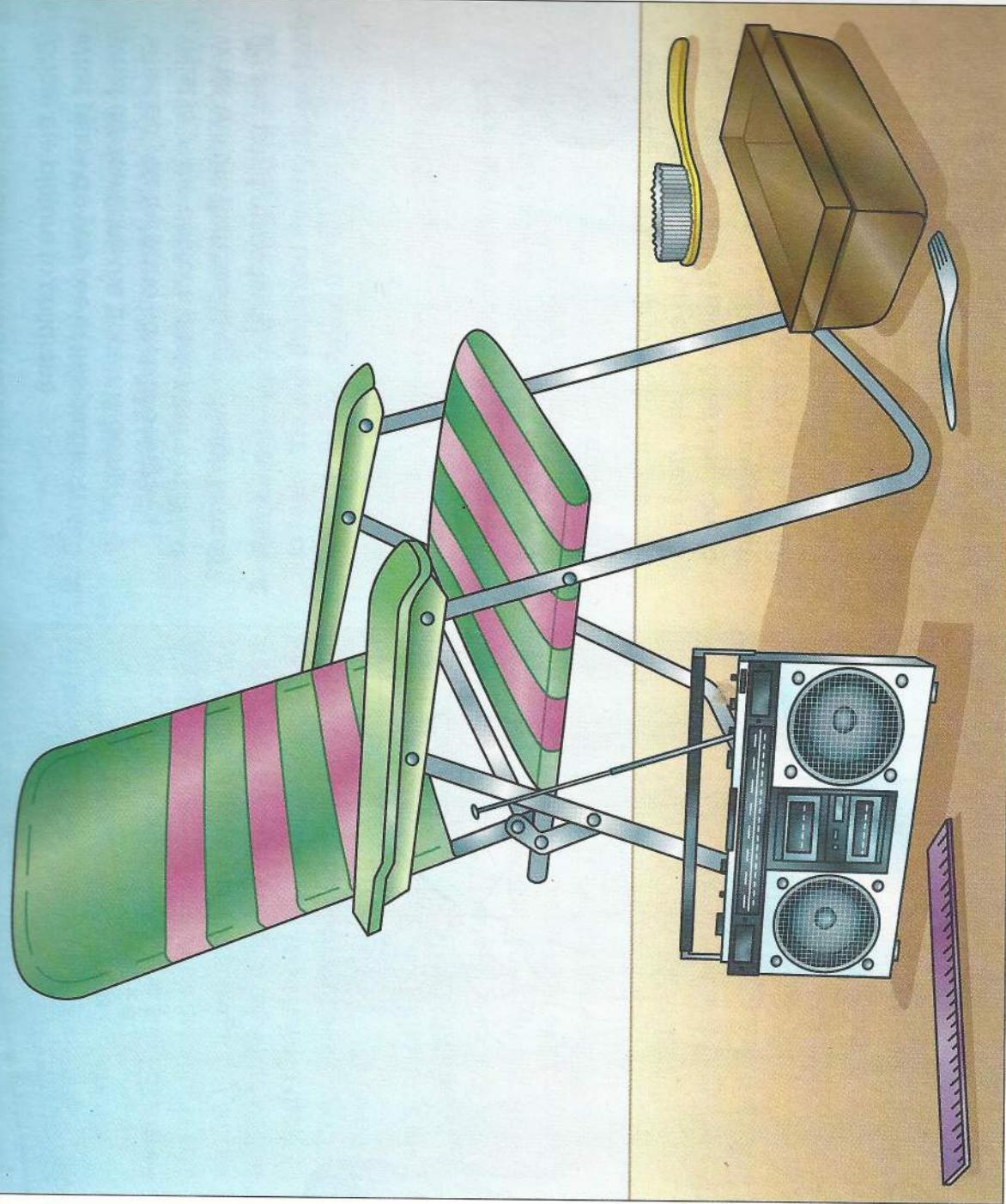
EXERCISE 11 Materials

1. Look at the objects in this picture. Most of these objects are made of plastic.
When I touch each object, you name it.
(Point to each object. Children are to respond a ruler, a box, a fork, a hairbrush, a chair.)

2. Take a good look at the objects, and see how many you can remember. (Let children look at the book for about ten seconds.)

3. (Remove the picture from children's view.) See if you can name at least three things in the picture that are made of plastic.
(Call on three or four children to name objects made of plastic. Each child should name at least three things.)

4. Can anyone think of anything else made of plastic? (Accept all good answers.)



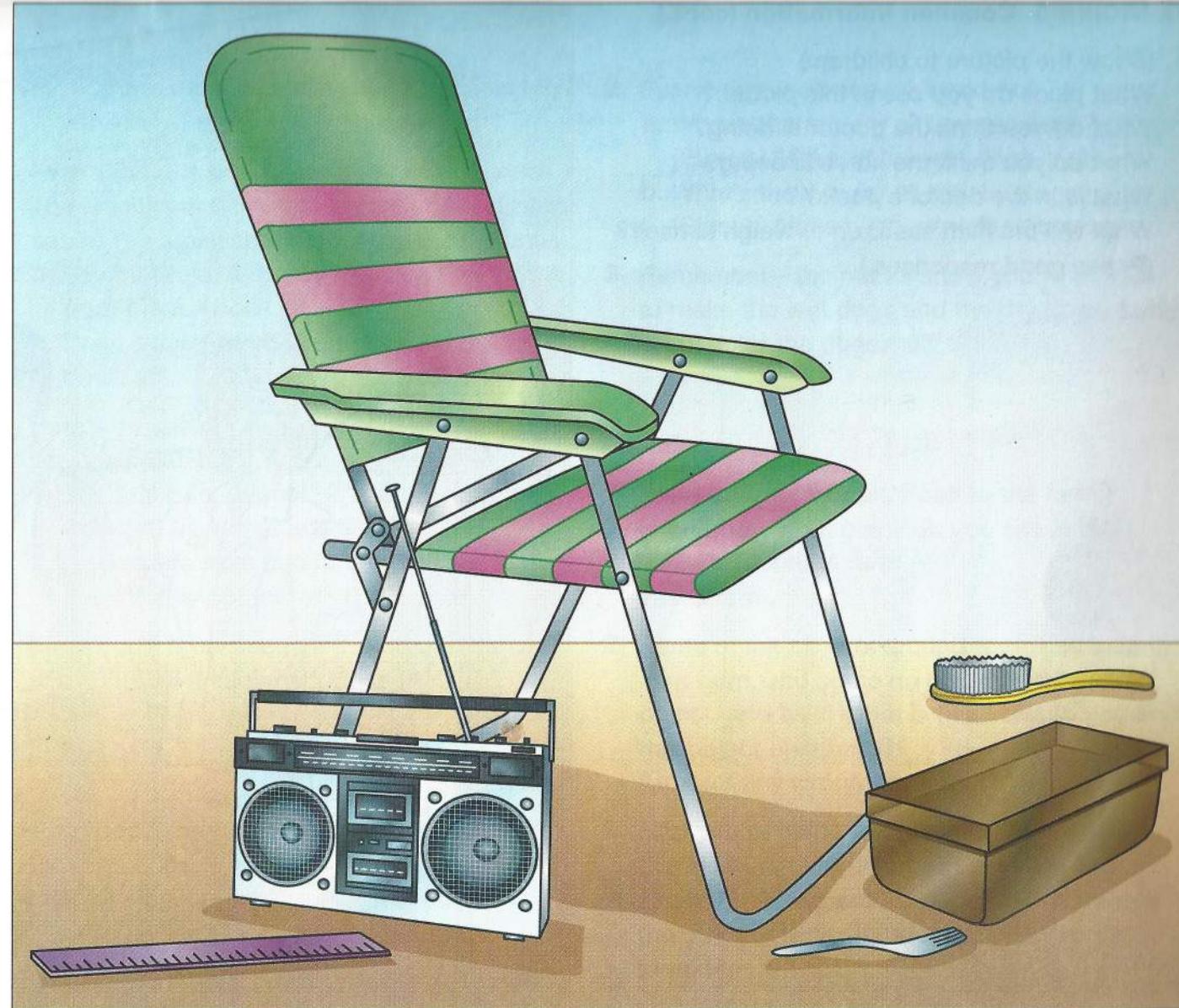
EXERCISE 11 Materials

1. Look at the objects in this picture. Most of these objects are made of plastic.
When I touch each object, you name it.
(Point to each object. Children are to respond *a ruler, a box, a radio, a fork, a hairbrush, a chair.*)

2. Take a good look at the objects, and see how many you can remember. (Let children look at the book for about ten seconds.)

3. (Remove the picture from children's view.) See if you can name at least three things in the picture that are made of plastic.
(Call on three or four children to name objects made of plastic. Each child should name at least three things.)

4. Can anyone think of anything else made of plastic? (Accept all good answers.)



EXERCISE 1 Actions—First, Next, After**1. It's time for some actions.**

- a. Listen. **First** you're going to clap. **Then** you're going to touch your head. Tell me what you're going to do **first**. (Signal.) *Clap.*

Tell me what you're going to do **next**.

(Signal.) *Touch my head.*

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

- b. Yes, **first** you're going to clap. **Then** you're going to touch your head. Get ready.

Everybody, show me what you do first.

(Signal. Children are to clap.)

Everybody, show me what you do next.

(Signal. Children respond.)

- c. **First** you clapped, and then you touched your head. Say the whole thing about what you did. (Signal.) *First I clapped, and then I touched my head.*

(Repeat until all children can make the statement.)

2. It's time for some actions.

- a. Listen. **First** you're going to touch your knees. **Then** you're going to touch your ears. Tell me what you're going to do **first**. (Signal.) *Touch my knees.*

Tell me what you're going to do **after** you touch your knees. (Signal.) *Touch my ears.*

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

- b. Show me what you do **first**. (Signal.)

Children respond.)

Keep touching them. What are you doing?

(Signal.) *Touching my knees.*

- c. What are you going to do after you touch your knees? (Signal.) *Touch my ears.*
Do it. (Signal. Children respond.)
Everybody, what are you doing? (Signal.) *Touching my ears.*
- d. Good. **First** you touched your knees. **Then** you touched your ears. **Everybody, what did you do after you touched your knees?** (Signal.) *Touched my ears.*

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

Individual Turns

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

**EXERCISE 2 Information—Days, Months**

1. We're going to talk about days and months.

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

Say the whole thing. (Signal.) *There are seven days in a week.*

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

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

- c. Everybody, how many months in a year? (Signal.) *Twelve.*

Say the whole thing. (Signal.) *There are twelve months in a year.*

- d. Everybody, say the months through August. Get ready. (Signal.) *January, February, March, April, May, June, July, August.*

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

2. I'll name some more months of the year.

- a. Listen. January, February, March, April, May, June, July, August (pause) September, October.

- b. Your turn. Say those months with me. Get ready. (Signal. Respond with children.) *January, February, March, April, May, June, July, August, September, October.*
(Repeat until all children's responses are firm.)

- c. All by yourselves. Say the months through October. (Signal.) *January, February, March, April, May, June, July, August, September, October.*

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

- d. Listen. How many months in a year? (Signal.) *Twelve.*

Say the whole thing. (Signal.) *There are twelve months in a year.*

- e. Everybody, say the months through October. Get ready. (Signal.) *January, February, March, April, May, June, July, August, September, October.*

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

Individual Turns

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

EXERCISE 3 Same-Class

I'm going to name some things that are in the same class. You're going to tell me the class.

- a. Listen. Chicken, turtle, squirrel. They're in the same class. Everybody, what class? (Signal.) *Animals*.
(Repeat step a until all children's responses are firm.)
- b. Listen. Airplane, sailboat, rowboat. They're in the same class. Everybody, what class? (Signal.) *Vehicles*.
(Repeat until all children's responses are firm.)
- c. Listen. Bread, salad, orange. They're in the same class. Everybody, what class? (Signal.) *Food*.
(Repeat until all children's responses are firm.)
- d. Listen. Tiger, frog, bird. They're in the same class. Everybody, what class? (Signal.) *Animals*.
(Repeat until all children's responses are firm.)
- e. Listen. Pitcher, basket, drawer. They're in the same class. Everybody, what class? (Signal.) *Containers*.
(Repeat until all children's responses are firm.)

Individual Turns

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

EXERCISE 4 Actions—Same/Tense

1. We're going to play a game.
 - a. Get ready. Stand up. (Signal. Each child is to stand up.)
What are you doing? (Signal.) *Standing up*.
 - b. I want to do the same thing you are doing.
Tell me what to do. (Signal.) *Stand up*.
(Stand up.)
 - c. Now am I doing the same thing you are doing? (Signal.) Yes.
(Keep standing up.)
 - d. What are you doing? (Signal.) *Standing up*.
What am I doing? (Signal.) *Standing up*.
 - e. Tell me what we are doing that is the same.
(Signal.) *We are standing up*.
Yes, we are standing up.
2. Let's all sit down.
 - a. What are we doing? (Signal.) *Sitting down*.
 - b. What were we doing? (Signal.) *Standing up*.
Say the whole thing about what we are doing. (Signal.) *We are sitting down*.
Say the whole thing about what we were doing. (Signal.) *We were standing up*.
3. (Repeat parts 1 and 2 until all children's responses are firm.)

Individual Turns

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

EXERCISE 5 Same

1. Some of these goats are wearing something that is the same.

- (Point to b and c.)

Everybody, what are they wearing that is the same? (Touch.) *Shirts*.

So why are these goats the same? (Touch.) *Because they are wearing shirts*.

- Say the whole thing about why these goats are the same. (Signal.) *These goats are the same because they are wearing shirts*.
- (Repeat part 1 until all children's responses are firm.)

2. Some of these goats are eating something that is the same.

- (Point to a and b.)

Everybody, what are they eating that is the same? (Touch.) *Flowers*.

So why are these goats the same? (Touch.) *Because they are eating flowers*.

- Say the whole thing about why these goats are the same. (Signal.) *These goats are the same because they are eating flowers*.
- (Repeat part 2 until all children's responses are firm.)

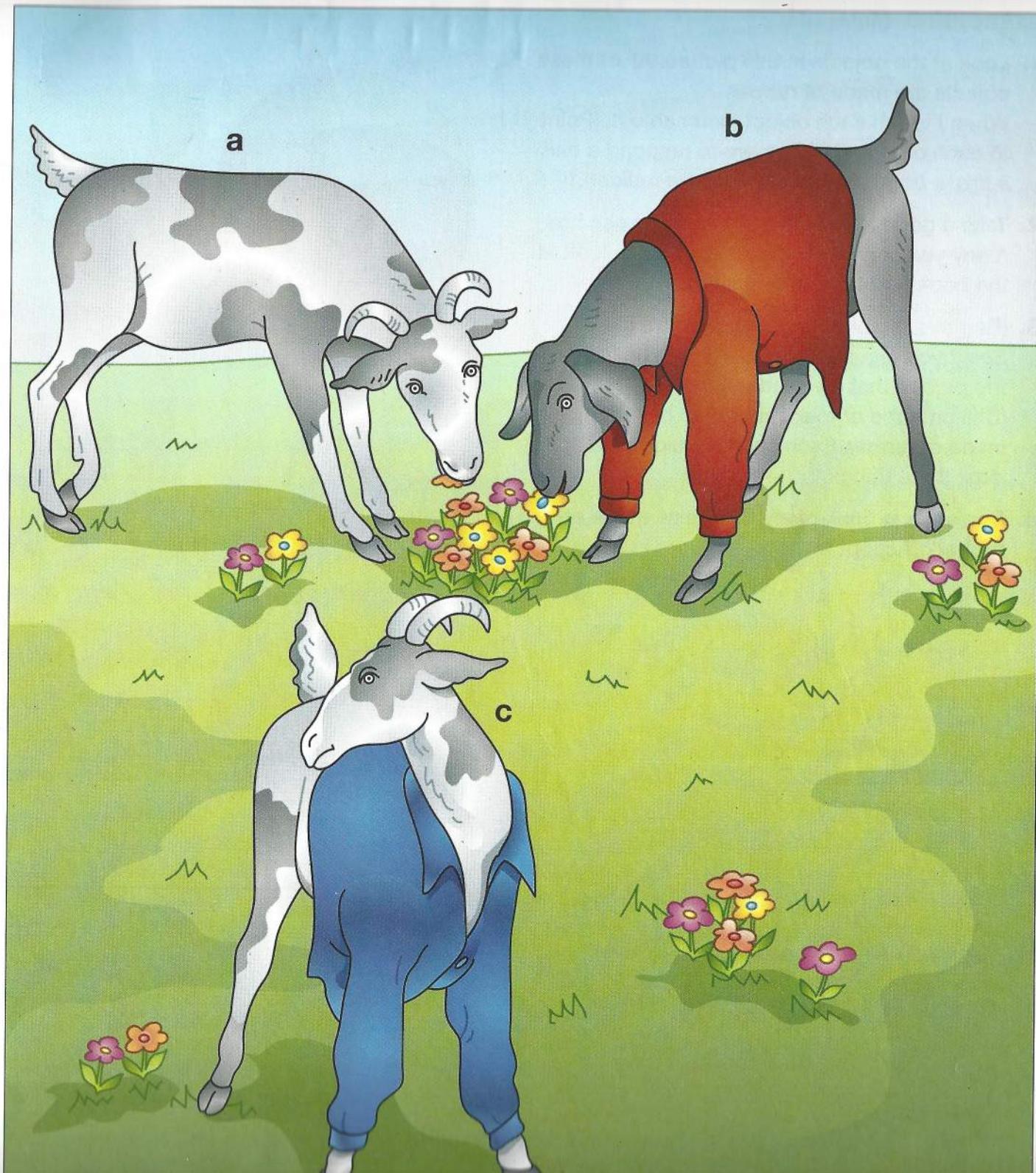
3. Some of these goats have the same kind of marks on their bodies.

- (Point to a and c.)

Everybody, what marks do they have that are the same? (Touch.) *Spots*.

So why are these goats the same? (Touch.) *Because they have spots*.

- Say the whole thing about why these goats are the same. (Signal.) *These goats are the same because they have spots*.
- (Repeat part 3 until all children's responses are firm.)



EXERCISE 6 Opposites

1. Look at the picture.

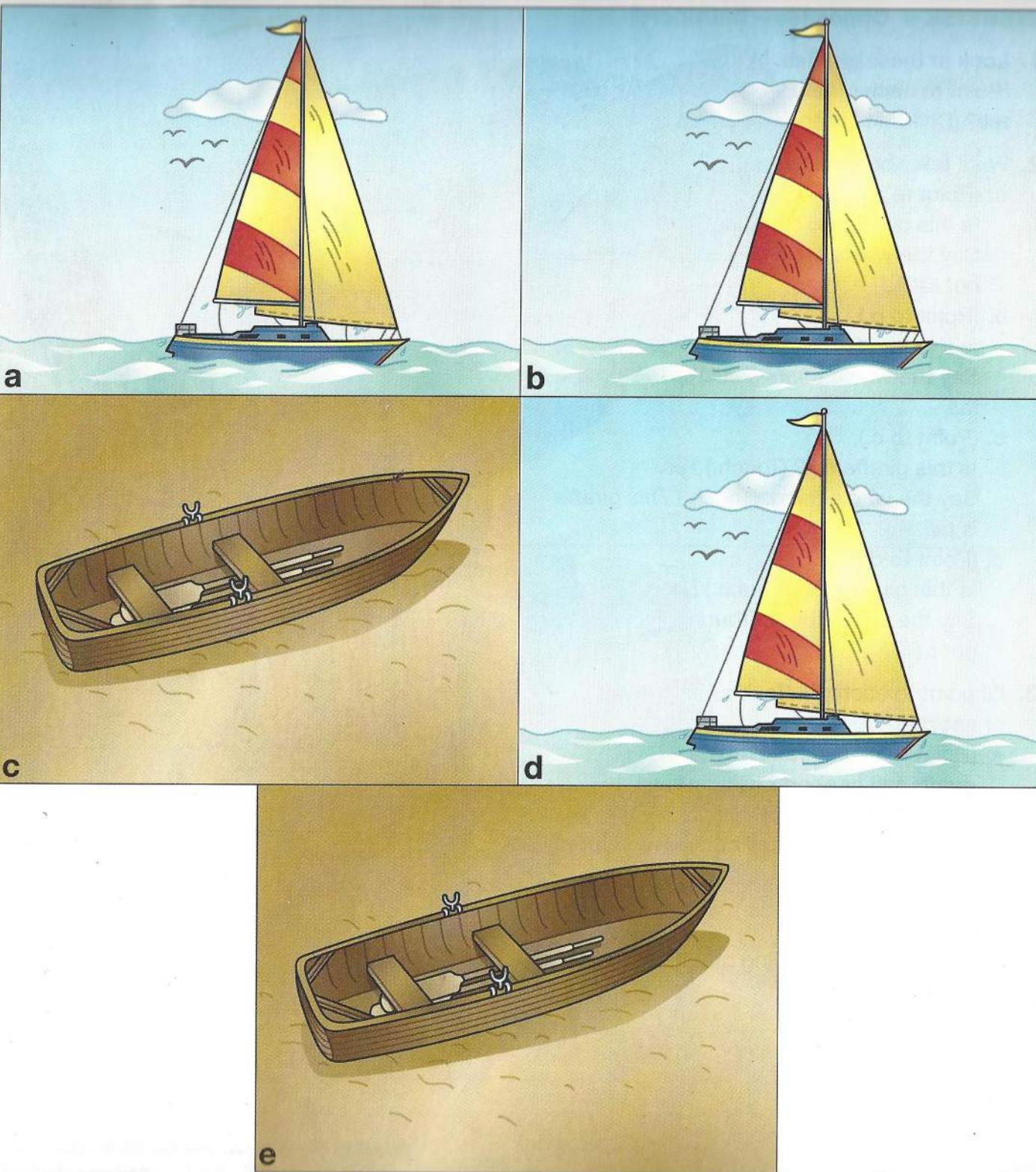
- (Point to the boats.) These are boats. What are these? (Touch.) Boats.
- Some of these boats are wet. (Point to each boat, and ask:) Is this boat wet? (Children are to answer yes or no.)

2. We're going to talk about the boats some more.

- Look at the boats that are wet. Do those boats have a sail? (Touch.) Yes.
Yes, so we know the boats that are wet have a sail.
- Look at the boats that are dry. Do those boats have a sail? (Touch.) No.
Yes, so we know the boats that are dry do not have a sail.
- (Repeat part 2 until all children's responses are firm.)

3. Your turn.

- (Point to boats a, b, and d.) Say two things about these boats. (Call on a child. Idea: *These boats are wet. These boats have a sail.*)
- (Point to boats c and e.) Say two things about these boats. (Call on a child. Idea: *These boats are dry. These boats don't have a sail.*)
- (Repeat part 3 until all children's responses are firm.)



EXERCISE 7 Part/Whole—Shoe, Elephant

Let's see if you remember the parts of these objects.

1. Get ready to tell me the parts of a shoe. Say the whole thing.

- (Point to the heel. Pause. Touch.) *A shoe has a heel.*
(Point to the sole. Pause. Touch.) *A shoe has a sole.*
(Point to the tongue. Pause. Touch.) *A shoe has a tongue.*
(Point to the lace. Pause. Touch.) *A shoe has a lace.*
(Point to the top. Pause. Touch.) *A shoe has a top.*

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

- (Circle the shoe.) **What's the whole object called?** (Touch.) *A shoe.*
- And what do we usually do with a shoe?**
(Praise reasonable responses.)

2. Get ready to tell me the parts of an elephant. Say the whole thing.

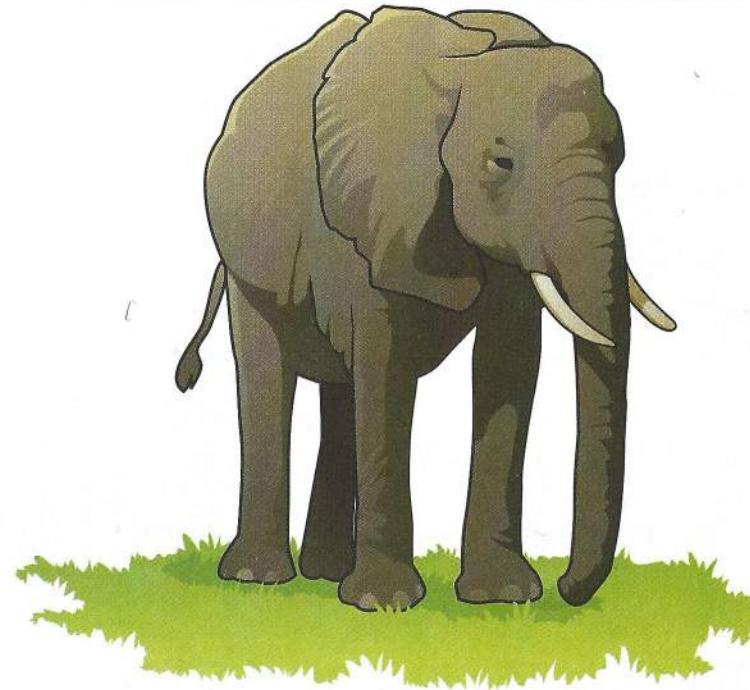
- (Point to the tail. Pause. Touch.)
An elephant has a tail.
(Point to the legs. Pause. Touch.)
An elephant has legs.
(Point to the head. Pause. Touch.)
An elephant has a head.
(Point to the trunk. Pause. Touch.)
An elephant has a trunk.
(Point to the ears. Pause. Touch.)
An elephant has ears.
(Point to the tusks. Pause. Touch.)
An elephant has tusks.

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

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



a



b

- And what do we usually do with an elephant?**
(Praise reasonable responses.)

Individual Turns

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

EXERCISE 8 Concept Application

1. This is a problem about some boys who will do the same thing.

Let's figure out which boys will do the same thing. Listen. The boys wearing hats will do the same thing. Which boys will do the same thing? (Signal.) *The boys wearing hats.*

2. We'll talk about each boy.

a. (Point to a.)

Is this boy wearing a hat? (Touch.) No.
So will he do the same thing as another boy? (Touch.) No.

b. (Point to b.)

Is this boy wearing a hat? (Touch.) Yes.
So will he do the same thing as another boy? (Touch.) Yes.

c. (Point to c.)

Is this boy wearing a hat? (Touch.) No.
So will he do the same thing as another boy? (Touch.) No.

d. (Point to d.)

Is this boy wearing a hat? (Touch.) Yes.
So will he do the same thing as another boy? (Touch.) Yes.

e. (Point to e.)

Is this boy wearing a hat? (Touch.) Yes.
So will he do the same thing as another boy? (Touch.) Yes.

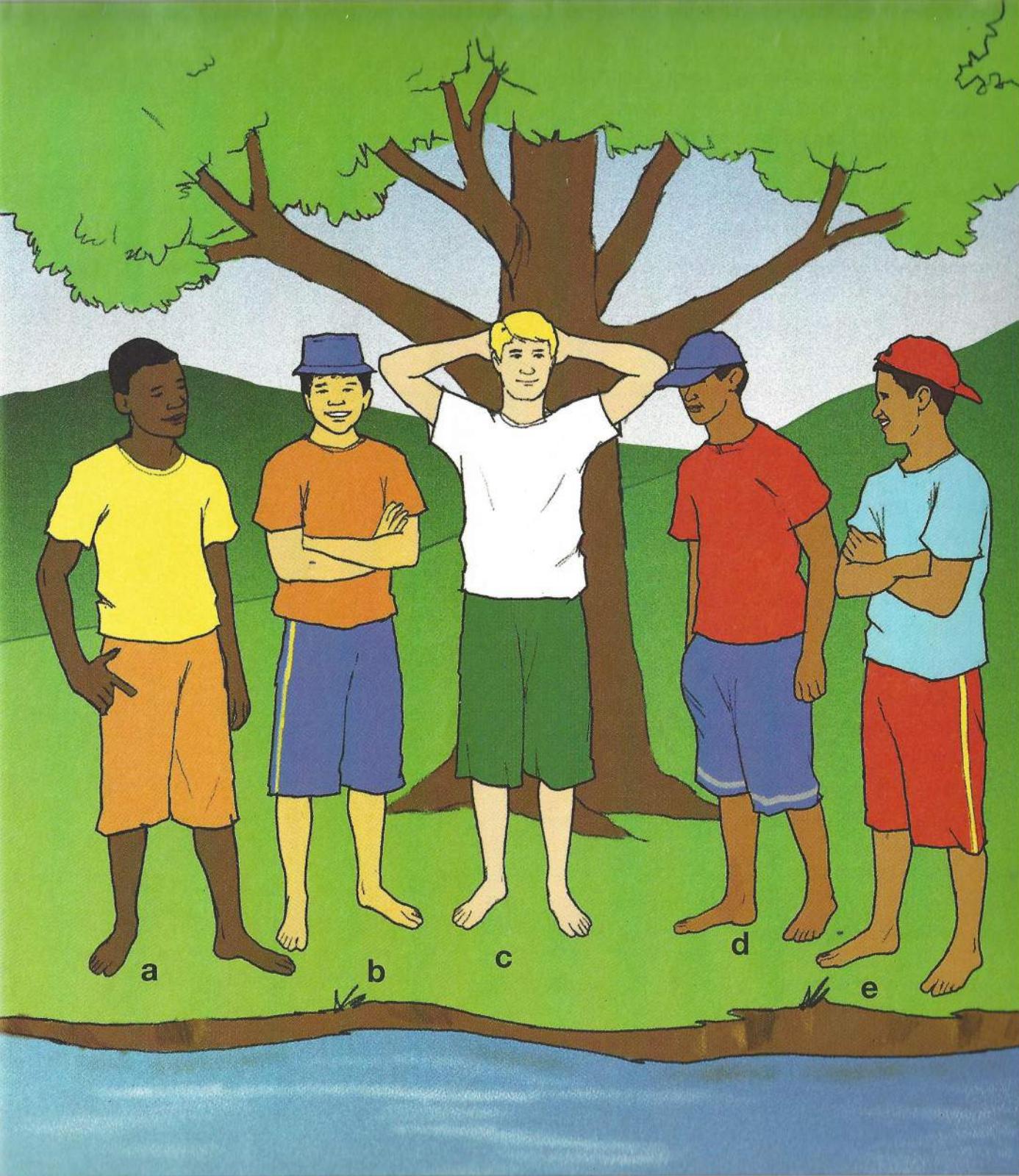
3. Which boys will do the same thing? (Signal.)

The boys wearing hats.

Yes, the boys wearing hats. We don't know what they will do, but we do know they will do the same thing.

4. Let's turn the page and see what they are doing.

(Turn the page quickly.)



EXERCISE 8 Concept Application (cont.)

5. Some of the boys are doing the same thing.
Everybody, which boys are doing the same thing? (Signal.) *The boys wearing hats.*
Yes, the boys wearing hats.
- (Point to a and c.)
Are these boys doing the same thing?
(Touch.) No.
 - (Point to the boys in the water.)
What are these boys doing that is the same? (Touch.) *Swimming.*
Yes. So why are they the same? (Call on a child. Idea: *Because they are swimming.*)

6. Now we'll talk about all of these boys.

- (Point to the boys in the water.)
Where are these boys? (Touch.) *In the water.*
Say the whole thing about where these boys are. (Signal.) *These boys are in the water.*
- (Point to c.)
What is this boy doing? (Touch.) *Climbing a tree.*
Say the whole thing about what this boy is doing. (Signal.) *This boy is climbing a tree.*
- (Point to a.)
What is this boy doing? (Touch.) *Rolling on the grass.*
Say the whole thing about what this boy is doing. (Signal.) *This boy is rolling on the grass.*

7. (Point to the boys in the water.) Tell me some ways these boys are the same.

(Accept reasonable responses. For example: *they are wearing hats; they are smiling; they are swimming.*)



Individual Turns

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

1. Look at the objects in this picture. Some of these objects are made of cloth.

When I touch each object, you name it.

(Point to each object made of cloth. Children are to respond a *skirt*, a *tent*, a *shirt*, a *flag*, a *coat*, a *sock*.)

2. Take a good look at the objects, and see how many you can remember. (Let children look at the book for about ten seconds.)

3. (Remove the picture from children's view.)

See if you can name at least three things in the picture that are made of cloth.

(Call on three or four children to name objects made of cloth. Each child should name at least three things.)

4. Can anyone think of anything else made of cloth? (Accept all good answers.)



**EXERCISE 1** Actions—First, Next, After**1.** It's time for some actions.

a. Listen. First you're going to touch your shoe. Then you're going to touch your chest. Tell me what you're going to do first. (Signal.) *Touch my shoe.*

Tell me what you're going to do next.

(Signal.) *Touch my chest.*

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

c. Yes, first you're going to touch your shoe. Then you're going to touch your chest. Get ready. Everybody, show me what you do first. (Signal. Children respond.)

Everybody, show me what you do next.

(Signal. Children respond.)

d. First you touched your shoe, and then you touched your chest. Say the whole thing about what you did. (Signal.) *First I touched my shoe, and then I touched my chest.*

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

2. It's time for some actions.

a. Listen. First you're going to stand up. Then you're going to wave. Tell me what you're going to do first. (Signal.) *Stand up.*

Tell me what you're going to do after you stand up. (Signal.) *Wave.*

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

c. Show me what you do **first**. (Signal. Each child is to stand up.)

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

• **What are you going to do after you stand up?** (Signal.) **Wave.**

Do it. (Signal. Each child is to wave.)

Everybody, what are you doing? (Signal.)
Waving.

d. Good. **First** you stood up. Then you waved. **Everybody, what did you do after you stood up?** (Signal.) **Waved.**

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

Individual Turns

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

EXERCISE 2 Information—Days, Months**1.** We're going to talk about days and months.

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

Say the whole thing. (Signal.) *There are seven days in a week.*

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

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

c. How many months in a year? (Signal.)

Twelve.

Say the whole thing. (Signal.) *There are twelve months in a year.*

2. I'll name the months through October. Listen.

January, February, March, April, May, June, July, August, September, October.

a. Your turn. Say those months with me. Get ready. (Signal. Respond with children.)

January, February, March, April, May, June, July, August, September, October.

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

b. All by yourselves. Say the months through October. (Signal.) *January, February, March, April, May, June, July, August, September, October.*

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

c. Listen. How many months in a year?

(Signal.) *Twelve.*

Say the whole thing. (Signal.) *There are twelve months in a year.*

d. Everybody, say the months through October. Get ready. (Signal.) *January, February, March, April, May, June, July, August, September, October.*

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

Individual Turns

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



EXERCISE 3 Actions—Some, All, None

1. Get ready to hold up your fingers.

a. Everybody, hold up some of your fingers.

(Signal. Point to each child who is holding up some fingers, and say:) _____ is holding up some of his/her fingers.

b. Everybody, what are you doing? (Signal.)

Holding up some of my fingers.

Say the whole thing. (Signal.) *I am holding up some of my fingers.*

c. Everybody, hold up all of your fingers.

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

Holding up all of my fingers.

Say the whole thing. (Signal.) *I am holding up all of my fingers.*

2. Now watch me.

a. (Hold up all of your fingers.) What am I holding up? (Signal.) All of your fingers.

b. (Hold up six fingers.) What am I holding up? (Signal.) Some of your fingers.

c. (Hold up a closed fist.) What am I holding up? (Signal.) None of your fingers.

3. Once more. Tell me if I hold up all of my fingers or some or none of my fingers.

a. (Hold up nine fingers.) Is this all or some or none? (Signal.) Some.

(Hold up two fists.) Is this all or some or none? (Signal.) None.

(Hold up ten fingers.) Is this all or some or none? (Signal.) All.

(Hold up four fingers.) Is this all or some or none? (Signal.) Some.

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

4. Now it's your turn.

a. Everybody, hold up some of your fingers.

(Signal.)

What are you holding up? (Signal.) Some of my fingers.

Put your hands down.

b. Everybody, hold up all of your fingers.

(Signal.)

What are you holding up? (Signal.) All of my fingers.

Put your hands down.

c. Everybody, hold up none of your fingers.

(Signal.)

What are you holding up? (Signal.)

None of my fingers.

Say the whole thing. (Signal.) *I am holding up none of my fingers.*

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

Individual Turns

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

EXERCISE 4 Common Information

1. Let's see how much information you remember.

a. What do we call a person who builds

things out of wood? (Signal.) A carpenter.

Say the whole thing about a carpenter.

(Signal.) A carpenter is a person who builds things out of wood.

b. Everybody, what do we call a place with lots of fruit trees? (Signal.) An orchard.

Say the whole thing about an orchard.

(Signal.) An orchard is a place with lots of fruit trees.

c. What do we call a person who teaches children? (Signal.) A teacher.

Say the whole thing about a teacher.

(Signal.) A teacher is a person who teaches children.

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

Individual Turns

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



EXERCISE 5 Opposites

1. Listen.

a. If something is not old, it is the opposite of old, so it's young. If something is not wet, it's the opposite of wet, so it's dry. If something is not big, it's the opposite of big. So what do you know about it? (Signal.) It's small.

b. Listen. I'm thinking about a television set that is not big. It's the opposite of big. So what do you know about it? (Pause. Signal.) It's small.

c. Listen. I'm thinking about frogs that are not young. They're the opposite of young. So what do you know about them? (Pause. Signal.) They're old.

d. Listen. I'm thinking about windows that are not dry. They're the opposite of dry. So what do you know about them? (Pause. Signal.) They're wet.

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

Individual Turns

(Repeat the exercise, calling on different children

EXERCISE 6 Some, All, None

[Note: You will need an extra piece of paper for this exercise.]

1. Look at the cars. Tell me if I cover some of the cars or all of the cars or none of the cars.
 - a. (Cover all of the cars.) Did I cover some of the cars or all of the cars or none of the cars? (Signal.) *All of the cars.*
 - b. (Cover two cars.) Did I cover some of the cars or all of the cars or none of the cars? (Signal.) *Some of the cars.*
 - c. (Cover none of the cars.) Did I cover some of the cars or all of the cars or none of the cars? (Signal.) *None of the cars.*
 - d. (Cover three cars.) What am I doing?
(Signal.) *Covering some of the cars.*
 - e. (Cover none of the cars.) What am I doing?
(Signal.) *Covering none of the cars.*
 - f. (Cover all of the cars.) What am I doing?
(Signal.) *Covering all of the cars.*
2. (Repeat part 1 until all children's responses are firm. Praise children.)

Individual Turns

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

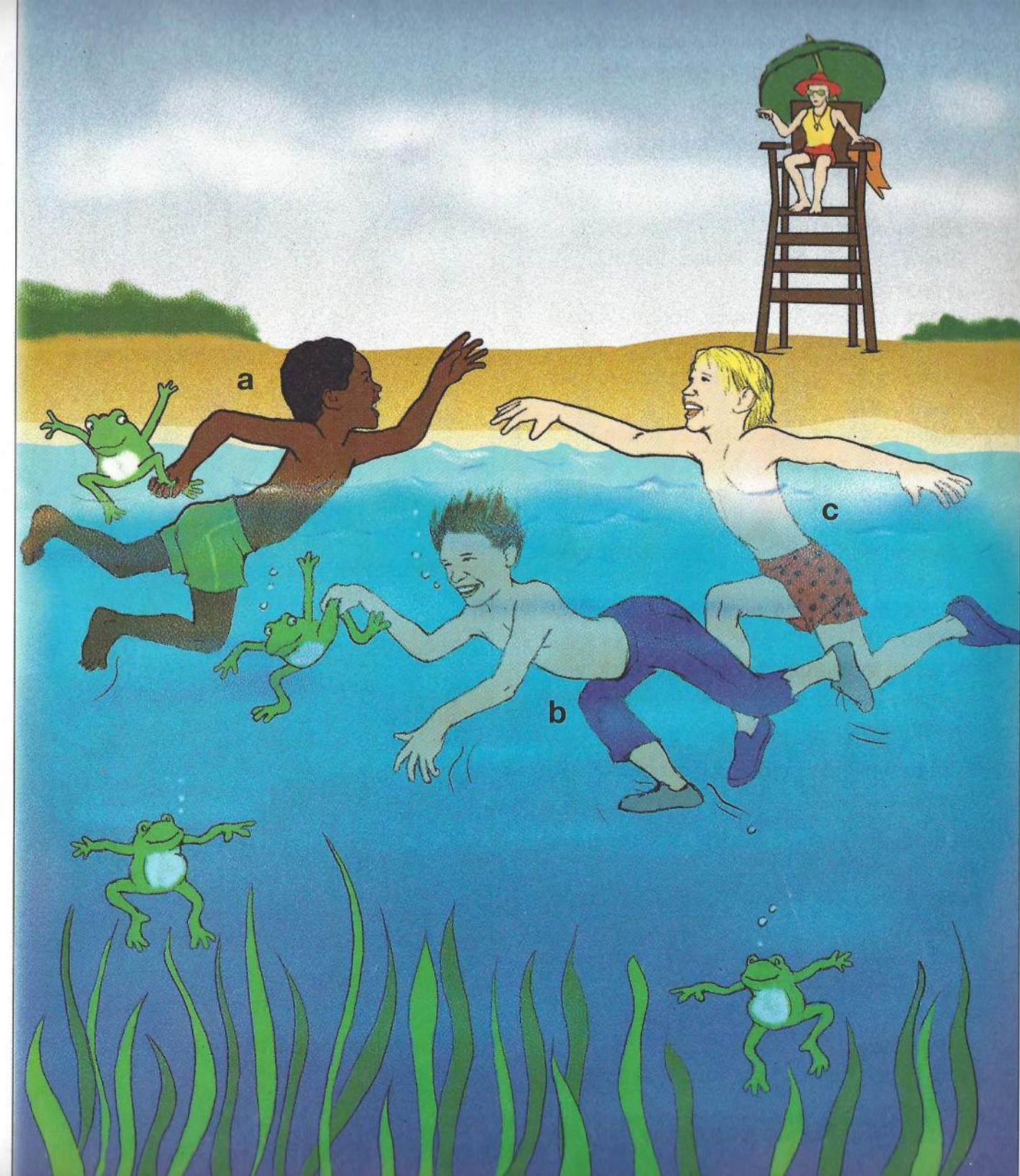


EXERCISE 7 Same

1. (Point to a, b, and c.) These boys are doing the same thing. Everybody, what are they doing that is the same? (Touch.) Swimming.
- So why are these boys the same? (Touch.) Because they are swimming.
- Say the whole thing about why these boys are the same. (Touch.) These boys are the same because they are swimming.
- (Repeat part 1 until all children's responses are firm.)

2. (Point to b and c.) These boys are wearing the same thing. Everybody, what are they wearing that is the same? (Touch.) Shoes.
- So why are these boys the same? (Touch.) Because they're wearing shoes.
- Say the whole thing about why these boys are the same. (Touch.) These boys are the same because they are wearing shoes.
- (Repeat part 2 until all children's responses are firm.)

3. (Point to a and b.) These boys are holding the same thing. Everybody, what are they holding that is the same? (Touch.) Frogs.
- So why are these boys the same? (Touch.) Because they are holding frogs.
- Say the whole thing about why these boys are the same. (Touch.) These boys are the same because they are holding frogs.
- (Repeat part 3 until all children's responses are firm.)



★ EXERCISE 8 Part/Whole—Nail

1. Today we're going to learn the parts of a nail.
 - a. (Circle nail a with your finger.) Everybody, what is this? (Touch.) *A nail.* Say the whole thing. (Touch.) *This is a nail.*
 - b. (Point to nail b.) Here's a nail that is in parts. I'll name the parts.
(Point to the head.) *This is a head.*
(Point to the shaft.) *This is a shaft.*
(Point to the point.) *This is a point.*

2. Your turn to tell me the parts.

- (Point to the head on nail b.) What is this part called? (Pause. Touch.) *A head.*
- (Point to the shaft.) What is this part called? (Pause. Touch.) *A shaft.*
- (Point to the point.) What is this part called? (Pause. Touch.) *A point.*
- (Repeat part 2 until all children's responses are firm.)

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

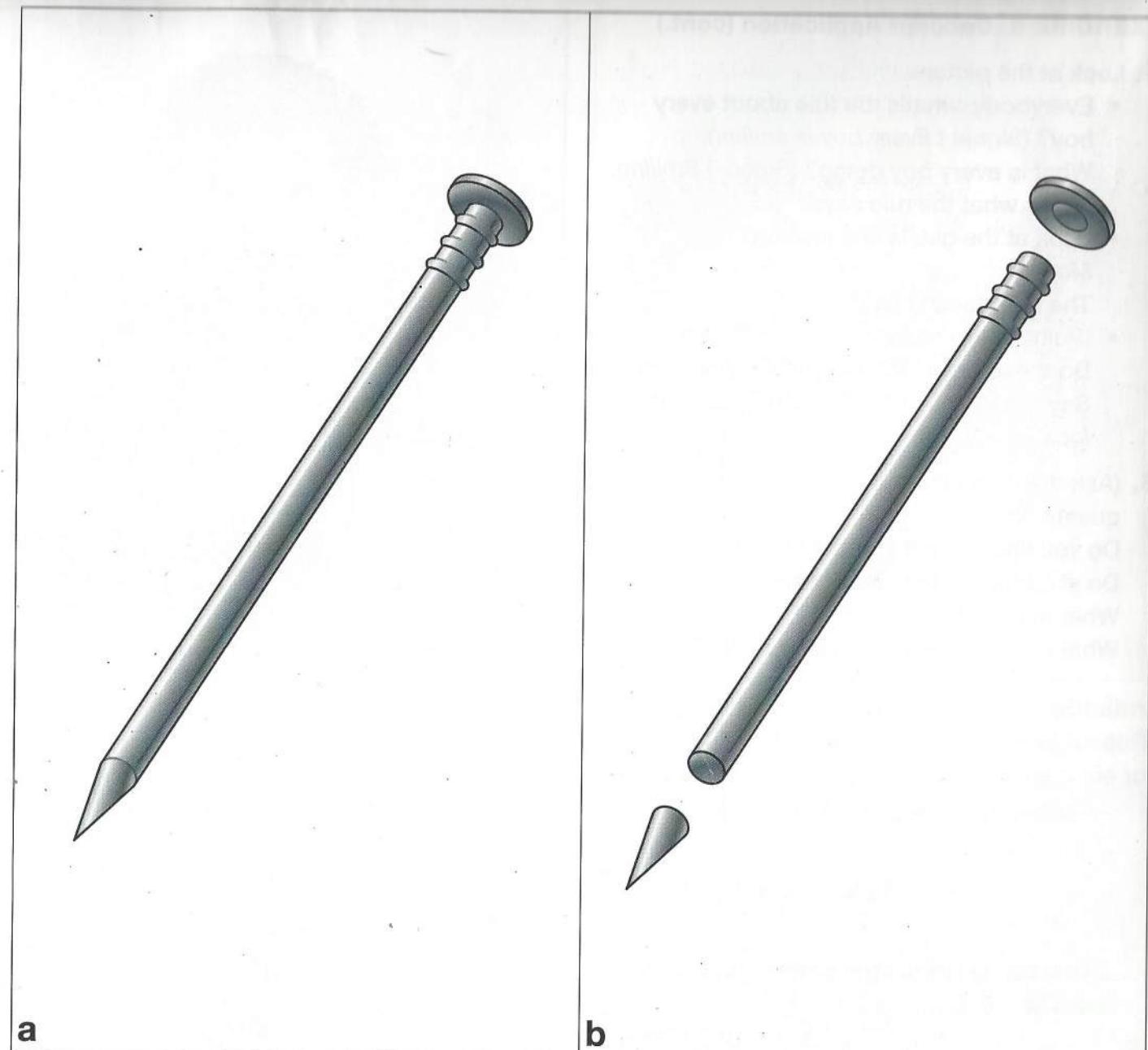
- (Point to the shaft on nail a.) What is this part called? (Touch.) *A shaft.*
- (Point to the point.) What is this part called? (Touch.) *A point.*
- (Point to the head.) What is this part called? (Touch.) *A head.*

4. (Circle nail a.) A head, a shaft, and a point are parts of . . . (touch) a nail.

Yes. What's the whole object called? (Touch.) *A nail.*

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

6. Listen.



- (Point to the head.) *A nail has . . . (touch) a head.*
(Point to the shaft.) *A nail has . . . (touch) a shaft.*
- (Circle nail a.) What's the whole object called? (Touch.) *A nail.*

7. (Ask children the following questions.)

What do you do with a nail?
Have you ever pounded a nail?

Individual Turns

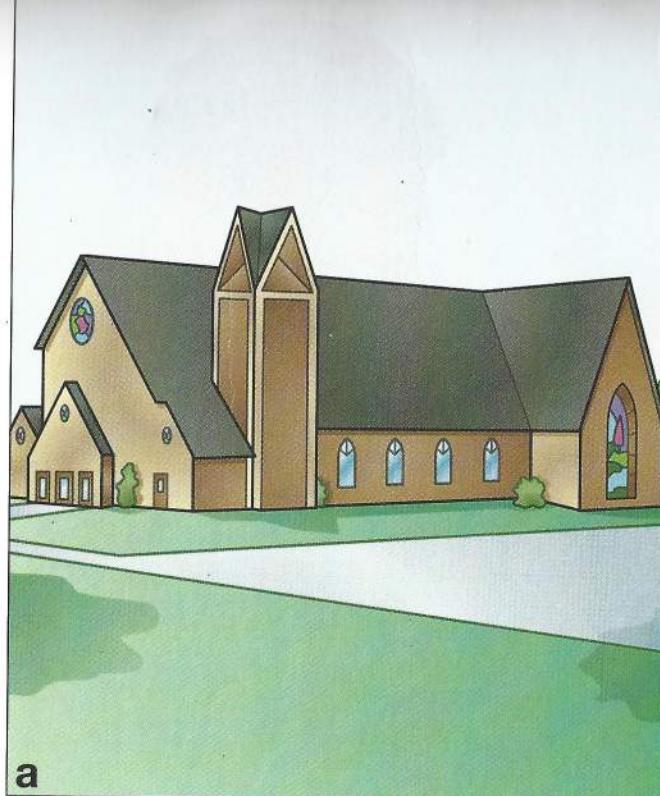
(Repeat the exercise, calling on different children)

- 1. We're going to talk about buildings.**
- a. (Point to a.) This is a building.
 - b. (Point to b.) This is not a building.
 - c. (Point to c.) This is not a building.
 - d. (Point to d.) This is a building.
 - e. (Point to e.) This is a building.

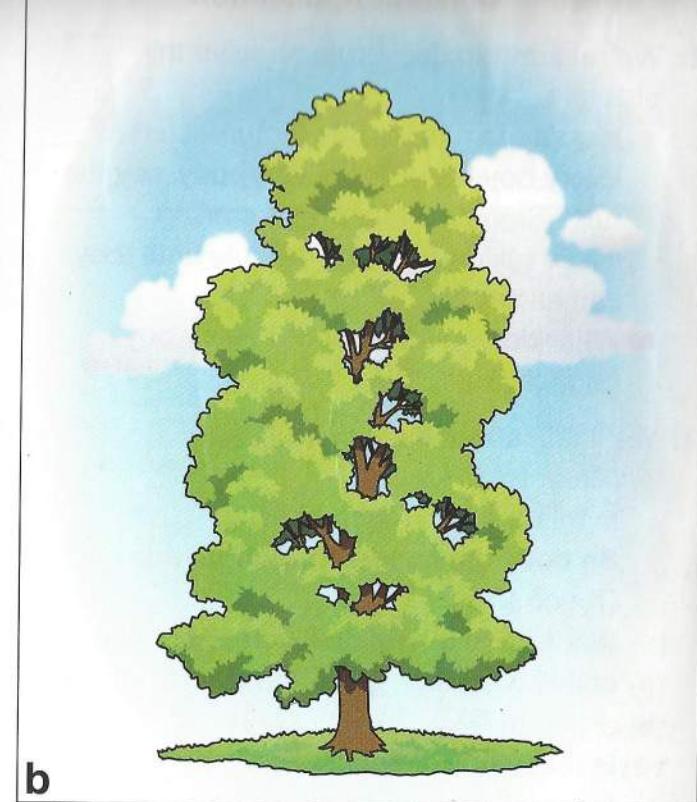
- 2. Get ready to tell me which objects are buildings.**

(Point to each object, and ask:) Is this a building? (Children are to answer yes or no.)

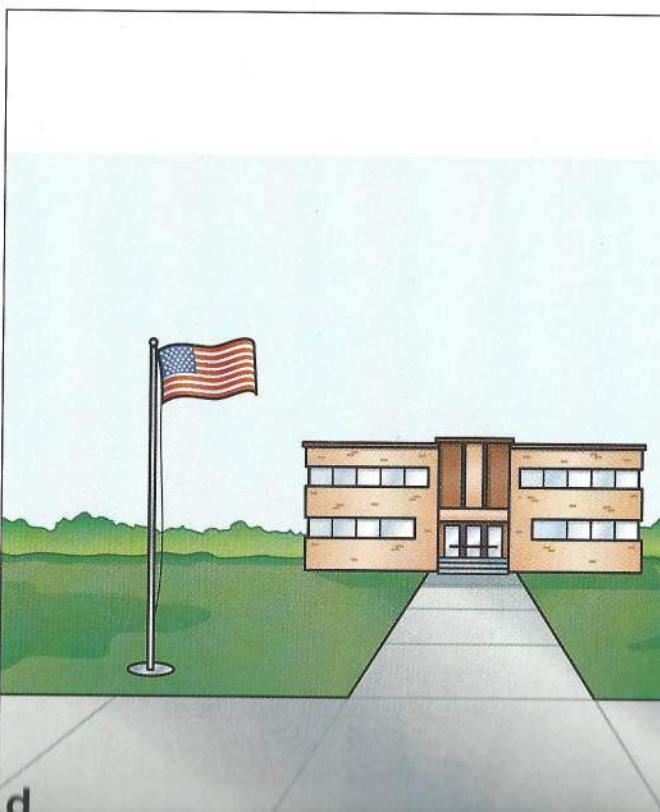
- 3. Now let's look at some more buildings.**
(Turn the page quickly.)



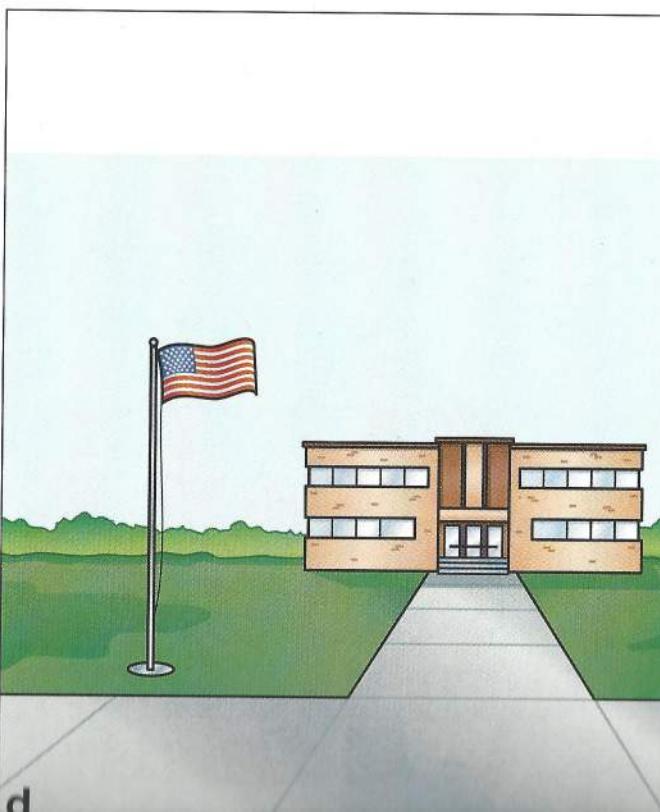
a



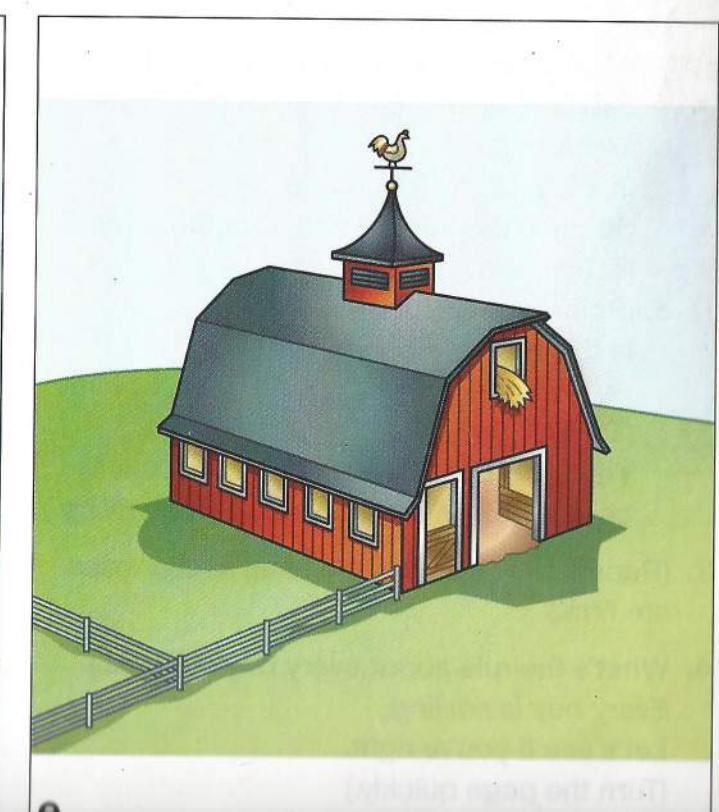
b



c



d



e

EXERCISE 9 Classification—Buildings (cont.)

4. (Point to each building, and say:) This is a building.

5. We'll talk about each building.

a. (Point to a.)

• Is this a building? (Touch.) Yes.

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

• What kind of building is this? (Touch.)
A church.

Yes, this building is a church.

Say the whole thing about this building.
(Touch.) *This building is a church.*

b. (Point to b.)

• Is this a building? (Touch.) Yes.

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

• What kind of building is this? (Touch.)
A store.

Yes, this building is a store.

Say the whole thing about this building.
(Touch.) *This building is a store.*

c. (Point to c.)

• Is this a building? (Touch.) Yes.

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

• What kind of building is this? (Touch.)
A house.

Yes, this building is a house.

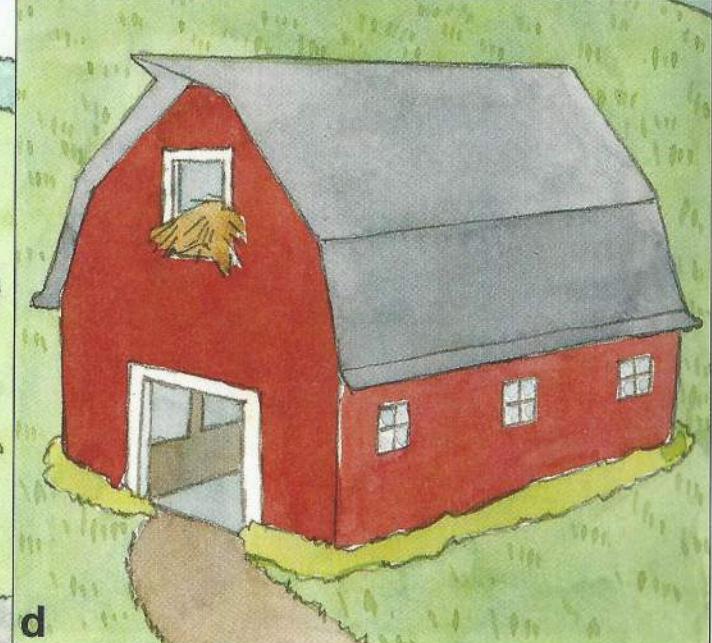
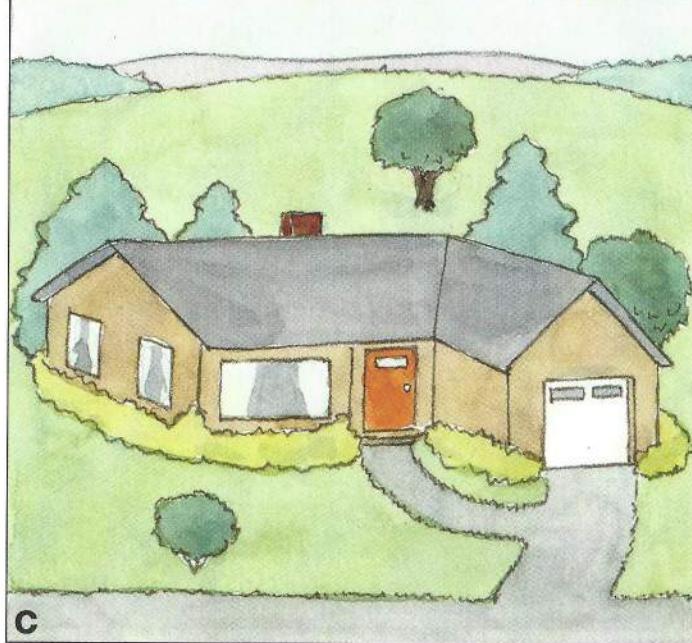
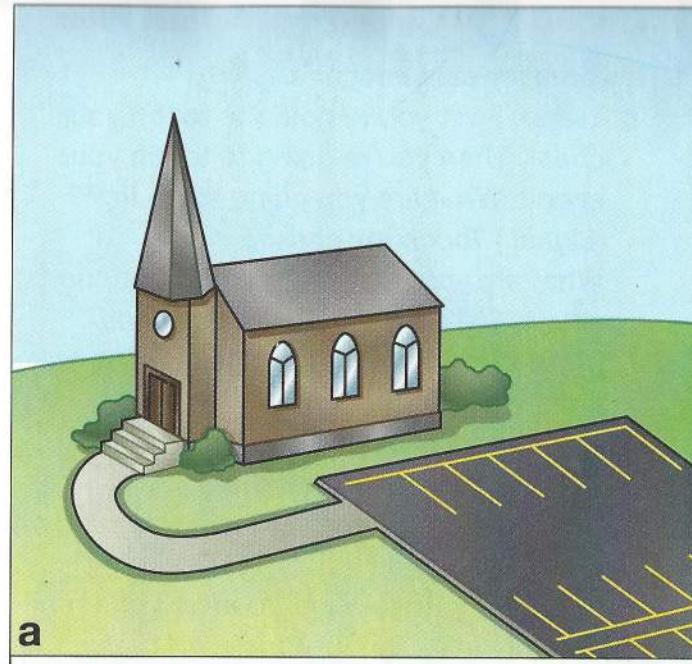
Say the whole thing about this building.
(Touch.) *This building is a house.*

d. (Point to d.)

• Is this a building? (Touch.) Yes.

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

• What kind of building is this? (Touch.)
A barn.



Say the whole thing about this building.

(Touch.) *This building is a barn.*

• (Repeat step d until all children's

1. This is a problem about some boys who will put on the same thing.

Let's figure out which boys will put on the same thing. Listen. Only the boys standing on the rock will put on the same thing. Which boys will put on the same thing? (Signal.) *The boys standing on the rock.*

2. We'll talk about each boy.

a. (Point to a.)

Is this boy standing on the rock? (Touch.)

No.

So will this boy put on the same thing?

(Touch.) No.

b. (Point to b.)

Is this boy standing on the rock? (Touch.)

No.

So will this boy put on the same thing?

(Touch.) No.

c. (Point to c.)

Is this boy standing on the rock? (Touch.)

Yes.

So will this boy put on the same thing?

(Touch.) Yes.

d. (Point to d.)

Is this boy standing on the rock? (Touch.)

Yes.

So will this boy put on the same thing?

(Touch.) Yes.

e. (Point to e.)

Is this boy standing on the rock? (Touch.)

Yes.

So will this boy put on the same thing?

(Touch.) Yes.

f. (Point to f.)

Is this boy standing on the rock? (Touch.)

No.

So will this boy put on the same thing?

(Touch.) No.



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

4. Which boys will put on the same thing? (Call on a child. Idea: *The boys standing on the rock.*)

Yes, only the boys standing on the rock. We don't know what they will put on, but we do know they will put on the same thing.

5. Let's turn the page and see what they put on. (Turn the page quickly.)

6. Some of the boys put on the same thing.

Everybody, which boys put on the same thing? (Signal.) *The boys standing on the rock.*

Yes, only the boys standing on the rock.

- (Point to the boys standing on the rock.) What did these boys put on that is the same? (Touch.) *Hats.*

Yes. So why are the boys the same?

(Touch.) *Because they put on hats.*

- (Point to the boys who are not standing on the rock.)

Did these boys put on the same thing?

(Touch.) *No.*

7. Here are some more questions.

- (Point to the boys standing on the rock.)

What are these boys doing? (Touch.)

Fishing.

Say the whole thing about what these boys are doing. (Touch.) *These boys are fishing.*

- (Point to a.)

Where is this boy? (Touch.) *In a boat.*

What did this boy put on? (Touch.) *A jacket.*

What is this boy doing? (Touch.) *Rowing.*

- (Point to b and f.)

Where are these boys? (Touch.) *In the tree.*

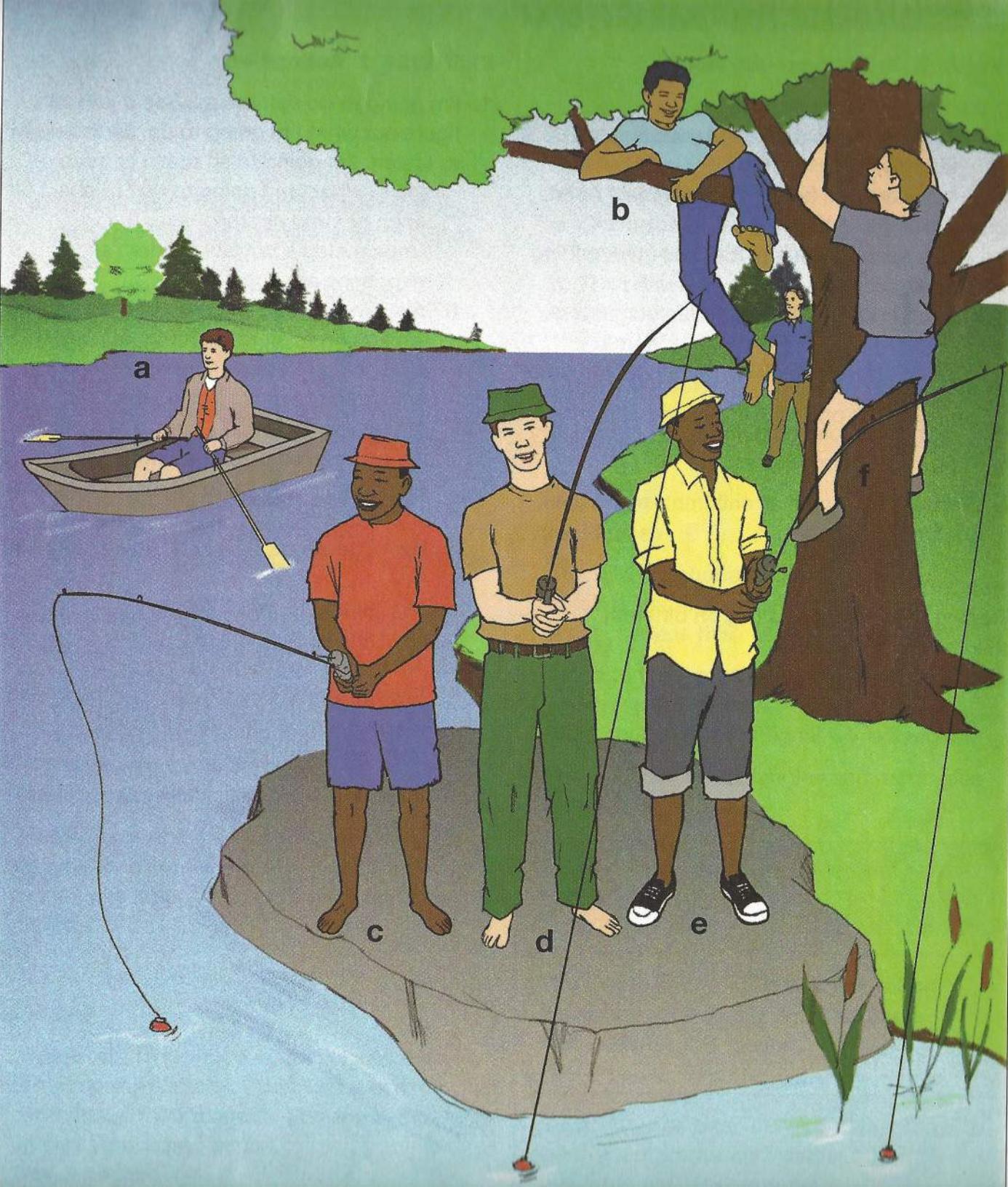
What are these boys doing? (Touch.)

Climbing the tree.

Say the whole thing about what these boys are doing. (Touch.) *These boys are climbing the tree.*

8. (Point to the boys on the rock. Call on different children.) Tell me some other ways these boys are the same. (Accept reasonable responses.

For example: *they are standing, holding fishing poles, smiling, wearing pants, fishing.*)



Individual Turns

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

LESSON 102

EXERCISE 1 Actions—Some, All, None

1. Watch me. Tell me if I hold up all of my fingers or some of my fingers or none of my fingers.
 - a. (Hold up ten fingers.) Is this all of my fingers or some of my fingers or none of my fingers? (Signal.) *All of your fingers.*
 - b. (Hold up two fists.) Is this all of my fingers or some of my fingers or none of my fingers? (Signal.) *None of your fingers.*
 - c. (Hold up three fingers.) Is this all of my fingers or some of my fingers or none of my fingers? (Signal.) *Some of your fingers.*
 - d. (Hold up ten fingers.) Is this all of my fingers or some of my fingers or none of my fingers? (Signal.) *All of your fingers.*
2. Now it's your turn.
 - a. Everybody, hold up some of your fingers. (Signal.)
What are you holding up? (Signal.) *Some of my fingers.*
Say the whole thing. (Signal.) *I am holding up some of my fingers.*
 - b. Everybody, hold up none of your fingers. (Signal.)
What are you holding up? (Signal.) *None of my fingers.*
Say the whole thing. (Signal.) *I am holding up none of my fingers.*
3. (Repeat part 2 until all children's responses are firm.)

Individual Turns

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

EXERCISE 2 Actions—Or

1. I'm going to do something. See if you can figure out what I'm going to do.
 - a. Listen. I'm going to frown or smile. What am I going to do? (Signal.) *Frown or smile.* (Repeat step a until all children's responses are firm.)
Yes, maybe I'll frown, or maybe I'll smile.
 - b. Listen. I'm going to frown or smile. Am I going to drink juice? (Signal.) No. Am I going to frown? (Signal.) Maybe. Am I going to smile? (Signal.) Maybe. (Repeat step b until all children's responses are firm.)
 - c. I'm going to frown or smile. What am I going to do? (Signal.) *Frown or smile.* Here I go. (Smile.) Did I frown? (Signal.) No. Did I smile? (Signal.) Yes.
 - d. What did I do? (Signal.) *Smiled.* Say the whole thing. (Signal.) *You smiled.* (Repeat step d until all children's responses are firm.)
2. (Repeat part 1 until all children's responses are firm.)

EXERCISE 3 Common Information

1. Let's see how much information you remember.
 - a. What do we call a person who fixes teeth? (Signal.) *A dentist.* Say the whole thing about a dentist. (Signal.) *A dentist is a person who fixes teeth.*
 - b. What do we call a place with lots of people? (Signal.) *A city.* Say the whole thing about a city. (Signal.) *A city is a place with lots of people.*
 - c. What do we call a place where food is grown? (Signal.) *A farm.* Say the whole thing about a farm. (Signal.) *A farm is a place where food is grown.*
2. (Repeat part 1 until all children can make the statements.)

Individual Turns

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

EXERCISE 4 Information—Days, Months

We're going to talk about days and months.

- Everybody, how many days are in a week?

(Signal.) Seven.

Say the whole thing. (Signal.) There are seven days in a week.

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

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

- How many months in a year? (Signal.)

Twelve.

Say the whole thing. (Signal.) There are twelve months in a year.

- Say the months of the year through October. (Signal.) January, February, March, April, May, June, July, August, September, October.

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

Individual Turns

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

EXERCISE 5 Actions—First, Next, After

- It's time for some actions.

- Listen. First you're going to stamp your foot. Then you're going to pat your head. Tell me what you're going to do first.

(Signal.) Stamp my foot.

Tell me what you're going to do next.

(Signal.) Pat my head.

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

- Get ready to do it. Show me what you do first. (Signal. Children respond.)

What are you doing? (Signal.) Stamping my foot.

- What are you going to do after you stamp your foot? (Signal.) Pat my head.

Do it. (Signal. Children respond.)

Everybody, what are you doing? (Signal.) Patting my head.

- Good. First you stamped your feet. Then you patted your head. Everybody, what did you do after you stamped your feet?

(Signal.) Patted my head.

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

Individual Turns

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

EXERCISE 6 Same

[Note: In this exercise it is important to acknowledge any correct answers children give.]

- I'm going to name some things that do the same thing. See if you can tell me what they do that is the same.

- Listen. A boat and a fish. (Pause.) What do they do that's the same? (Call on a child. Idea: Go in the water.)

Yes, they go in the water.

- Listen. Chalk and a pencil. (Pause.) What do they do that's the same? (Call on a child. Idea: Write.)

Yes, they write.

- Listen. A butterfly and a kite. (Pause.) What do they do that's the same? (Call on a child. Idea: Fly.)

Yes, they fly.

- Listen. A basket and a box. (Pause.) What do they do that's the same? (Call on a child. Idea: Hold things.)

Yes, they hold things.

- Listen. A fork and a spoon. (Pause.) What do they do that's the same? (Call on a child. Idea: Pick up food.)

Yes, they pick up food.

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

Individual Turns

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

EXERCISE 7 Classification—Buildings

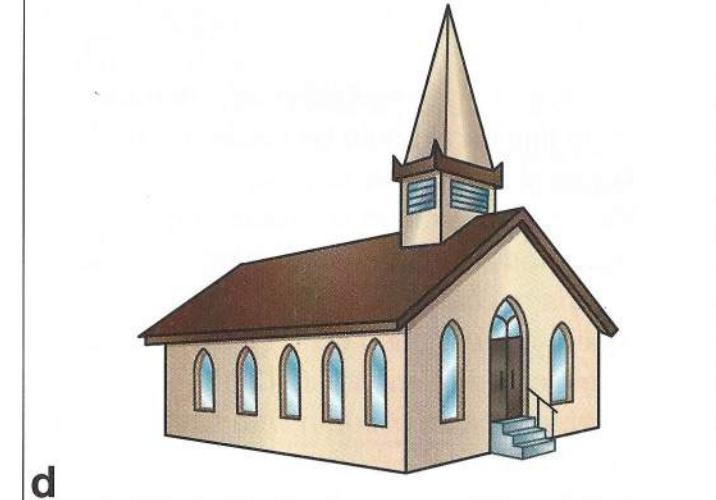
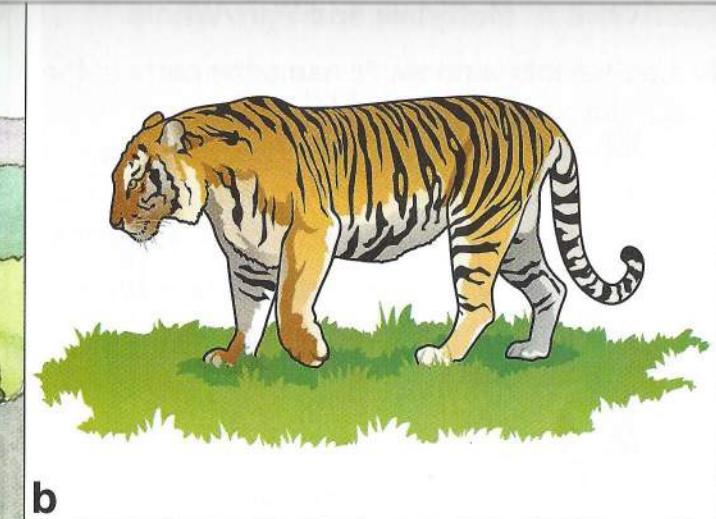
1. We're going to talk about buildings.
- a. (Point to a.) This is a building.
 - b. (Point to b.) This is not a building.
 - c. (Point to c.) This is a building.
 - d. (Point to d.) This is a building.
 - e. (Point to e.) This is not a building.
 - f. (Point to f.) This is a building.

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

(Point to each object, and ask:) Is this a building? (Children are to answer yes or no.)

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

(Turn the page quickly.)



EXERCISE 7 Classification—Buildings (cont.)

4. (Point to each building, and say:) This is a building.

5. We'll talk about each building.

a. (Point to a.)

• Is this a building? (Touch.) Yes.

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

• What kind of building is this? (Touch.) *A theater.*

Yes, this building is a theater.

Say the whole thing about this building.

(Touch.) *This building is a theater.*

b. (Point to b.)

• Is this a building? (Touch.) Yes.

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

• What kind of building is this? (Touch.) *A gas station.*

Yes, this building is a gas station.

Say the whole thing about this building.

(Touch.) *This building is a gas station.*

c. (Point to c.)

• Is this a building? (Touch.) Yes.

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

• This is an apartment building. What kind of building is this? (Touch.) *An apartment building.*

Yes, this building is an apartment building.

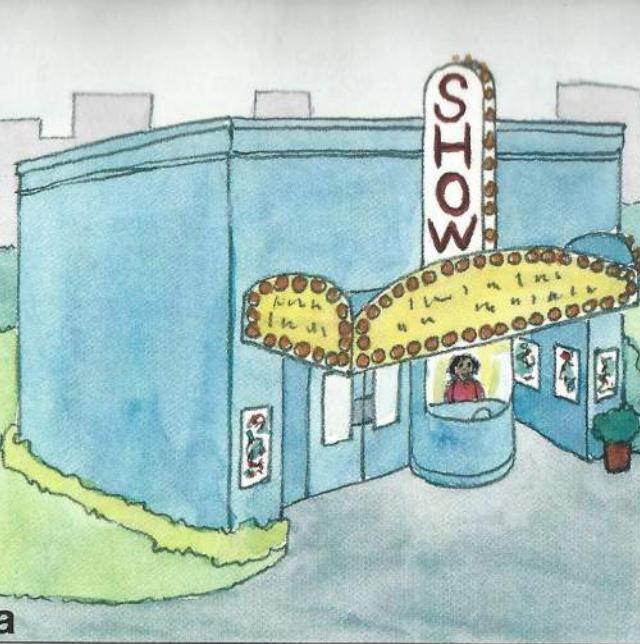
Say the whole thing about this building.

(Touch.) *This building is an apartment building.*

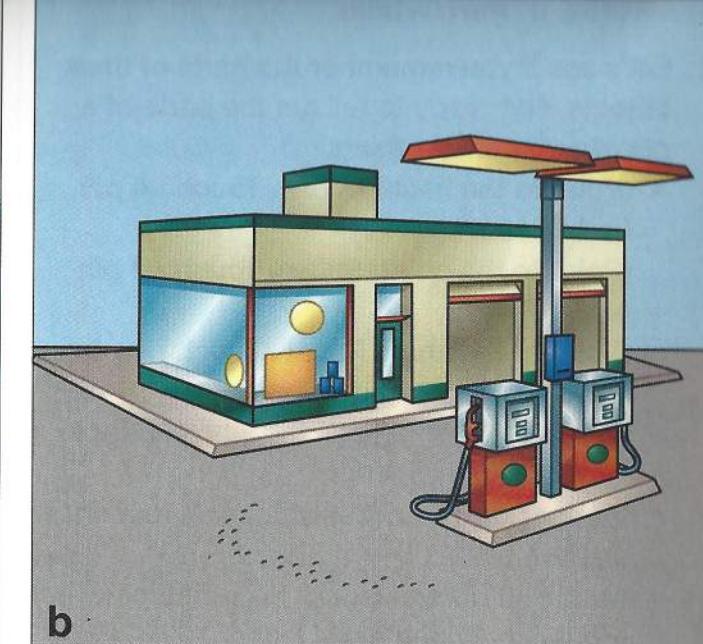
d. (Point to d.)

• Is this a building? (Touch.) Yes.

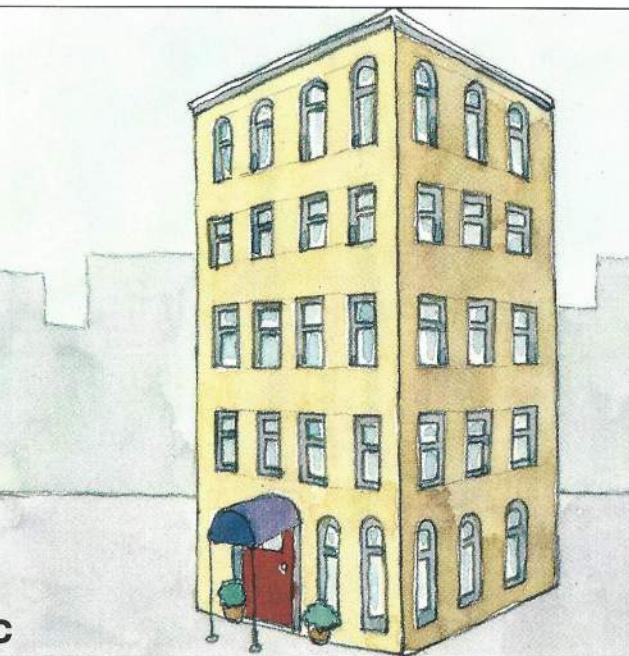
Say the whole thing. (Touch.) *This is a building.*



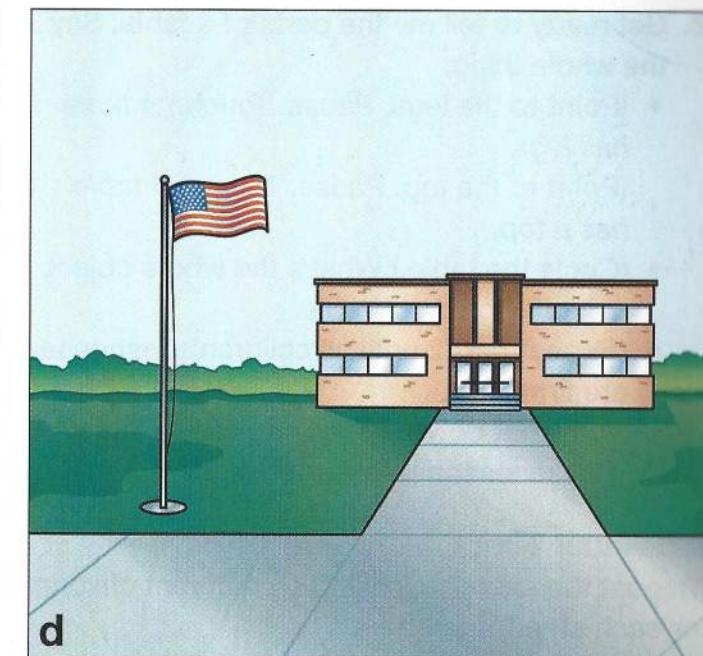
a



b



c



d

- What kind of building is this? (Touch.) *A school.*
- Yes, this building is a school.
- Say the whole thing about this building.
- (Touch.) *This building is a school.*

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

1. Today we're going to do the parts of a nail again.

(Circle the nail.) Everybody, what is this?

(Touch.) A nail.

2. Get ready to tell me the parts of a nail.

- (Point to the head.) What is this part called? (Pause. Touch.) A head.
- (Point to the shaft.) What is this part called? (Pause. Touch.) A shaft.
- (Point to the point.) What is this part called? (Pause. Touch.) A point.
- (Repeat part 2 until all children's responses are firm.)

3. Get ready to tell me the parts of a nail. Say the whole thing.

- (Point to the point. Pause. Touch.) A nail has a point.
- (Point to the head. Pause. Touch.) A nail has a head.
- (Point to the shaft. Pause. Touch.) A nail has a shaft.
- (Circle the nail.) What's the whole object called? (Touch.) A nail.
- (Repeat part 3 until all children's responses are firm.)

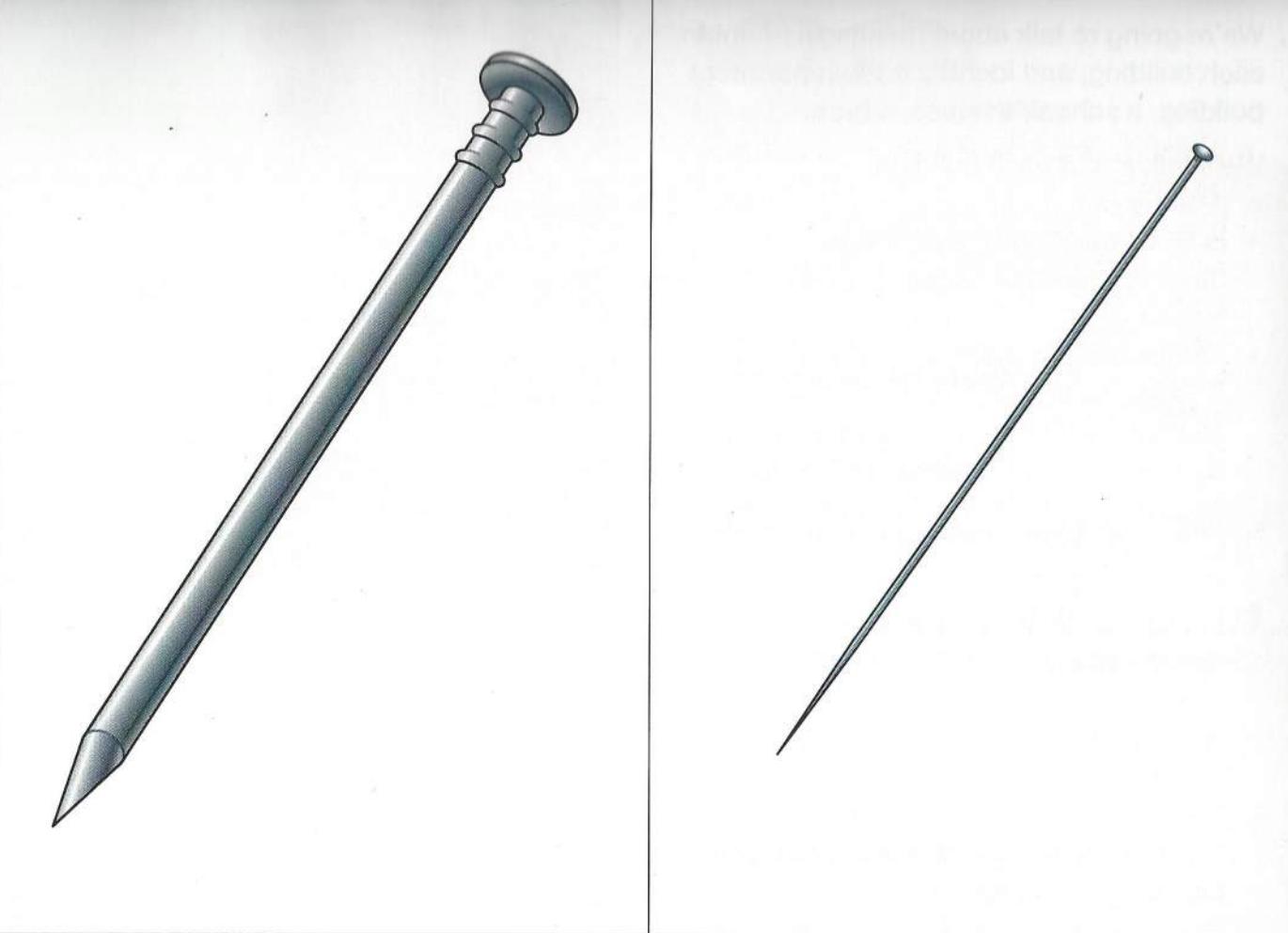
4. Now let's see if you can name the parts of a pin.

- (Point to the head. Pause. Touch.) Head.
- (Point to the shaft. Pause. Touch.) Shaft.
- (Point to the point. Pause. Touch.) Point.
- (Repeat part 4 until all children's responses are firm.)

5. Everybody, do a pin and a nail have the same parts? (Signal.) Yes.

Individual Turns

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



EXERCISE 9 Concept Application

1. This is a problem about some elephants who will do the same thing.

Let's figure out which elephants will do the same thing. Listen. The elephants holding flowers will do the same thing. Which elephants will do the same thing? (Signal.)

The elephants holding flowers.

2. We'll talk about each elephant.

a. (Point to a.)

Is this elephant holding flowers? (Touch.)

Yes.

So will it do the same thing as another elephant? (Touch.) Yes.

b. (Point to b.)

Is this elephant holding flowers? (Touch.)

Yes.

So will it do the same thing as another elephant? (Touch.) Yes.

c. (Point to c.)

Is this elephant holding flowers? (Touch.)

No.

So will it do the same thing as another elephant? (Touch.) No.

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

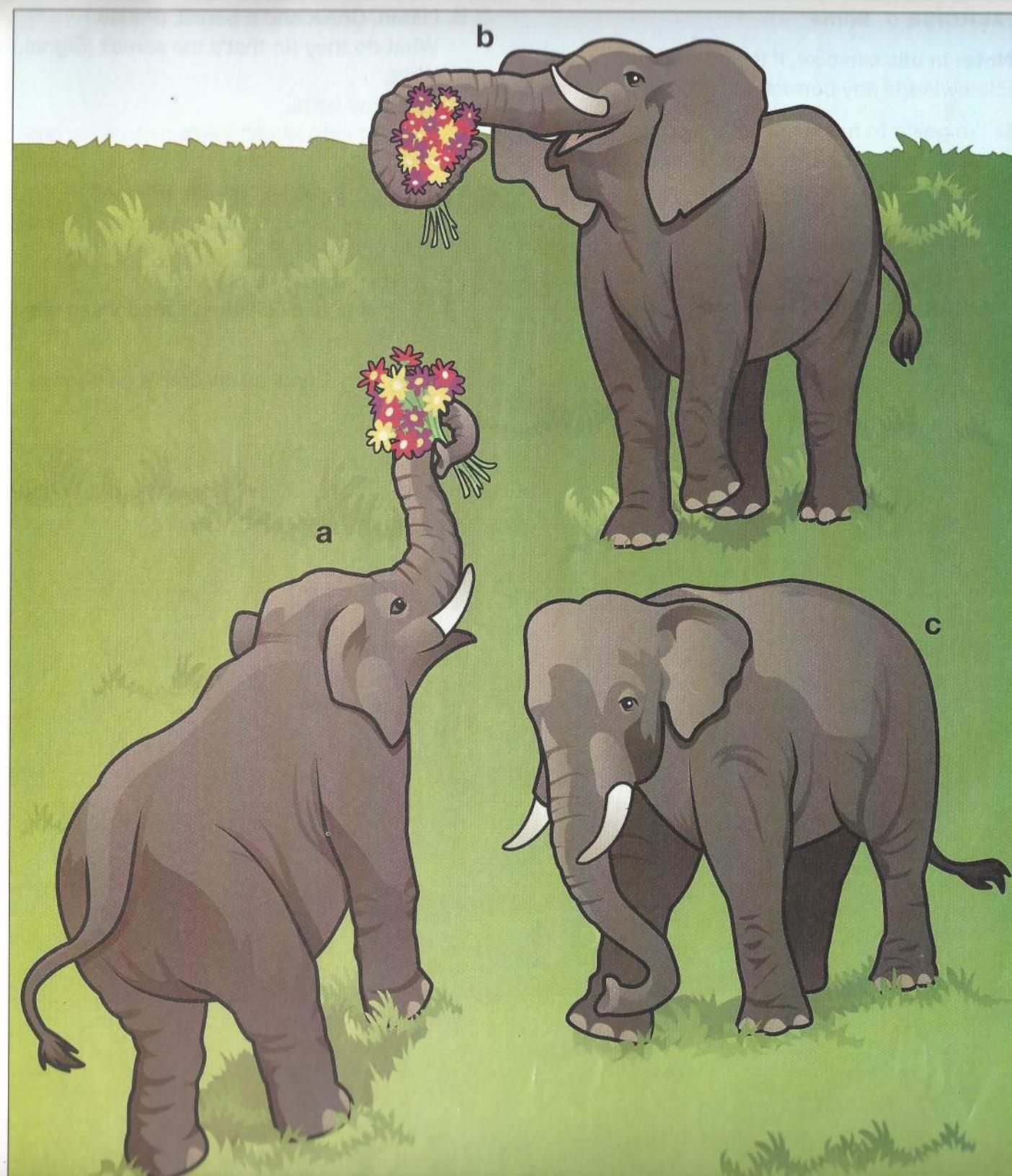
3. Which elephants will do the same thing?

(Signal.) *The elephants holding flowers.*

Yes, the elephants holding flowers. We don't know what they will do, but we do know they will do the same thing.

4. Let's turn the page and see what they are doing.

(Turn the page quickly.)



5. Some of the elephants are doing the same thing. Everybody, which elephants are doing the same thing? (Signal.) *The elephants holding flowers.*
Yes, the elephants holding flowers.

6. Now answer these questions.

- (Point to c.)
Is this elephant doing the same thing as another elephant? (Touch.) No.
- (Point to a and b.)
What are these elephants doing that is the same? (Touch.) *Sitting down.*
Yes. So why are they the same? (Touch.)
Because they are sitting down.
- (Point to the elephants holding flowers.)
Where are these elephants sitting? (Touch.)
On the grass.

Say the whole thing about where these elephants are sitting. (Touch.) *These elephants are sitting on the grass.*

- (Point to the other elephant.)
What is this elephant doing? (Touch.)
Standing.

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

Individual Turns

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



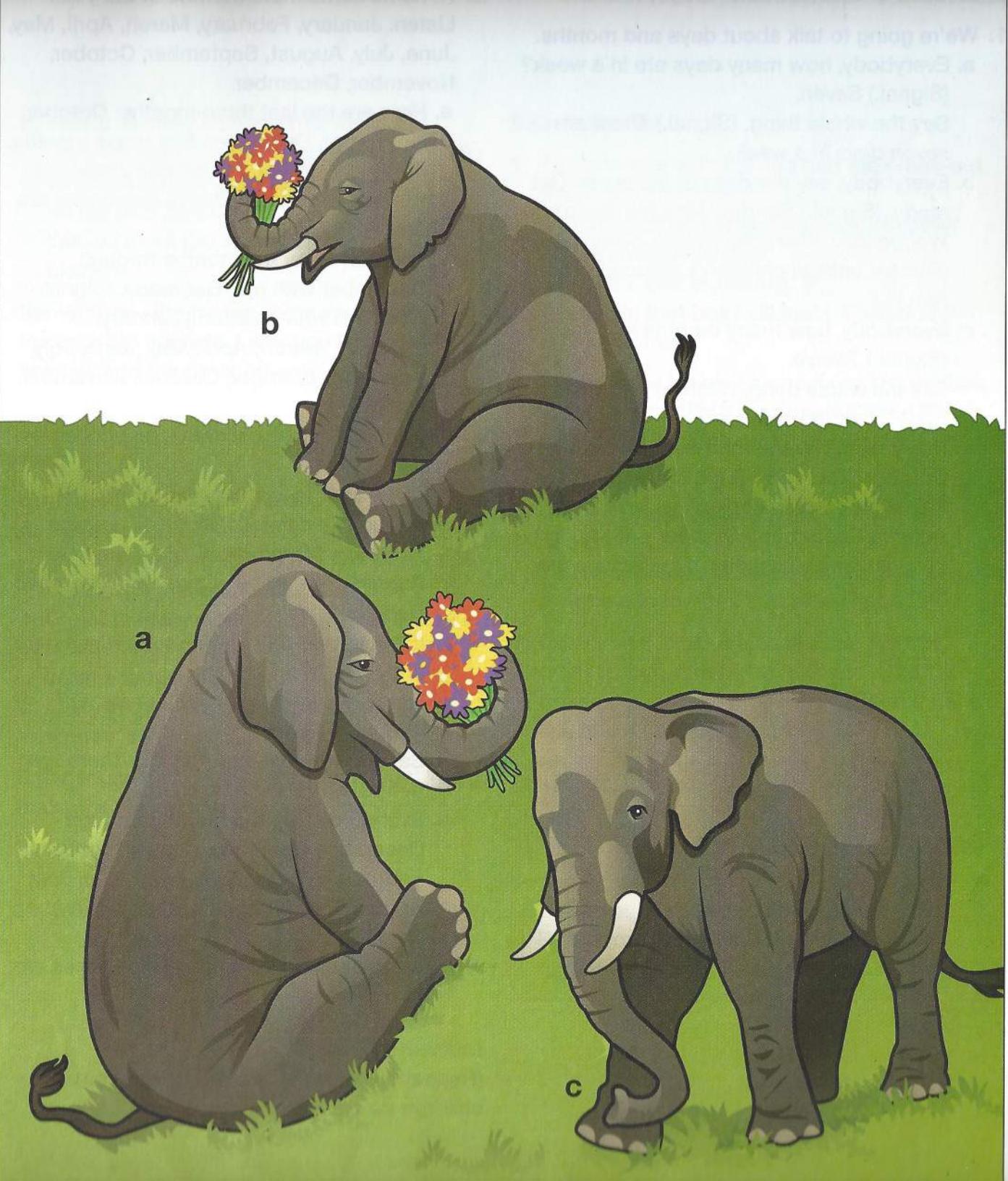
5. Some of the elephants are doing the same thing. Everybody, which elephants are doing the same thing? (Signal.) *The elephants holding flowers.*
Yes, the elephants holding flowers.

6. Now answer these questions.

- (Point to c.)
Is this elephant doing the same thing as another elephant? (Touch.) *No.*
- (Point to a and b.)
What are these elephants doing that is the same? (Touch.) *Sitting down.*
Yes. So why are they the same? (Touch.) *Because they are sitting down.*
- (Point to the elephants holding flowers.)
Where are these elephants sitting? (Touch.) *On the grass.*
Say the whole thing about where these elephants are sitting. (Touch.) *These elephants are sitting on the grass.*
- (Point to the other elephant.)
What is this elephant doing? (Touch.) *Standing.*
Say the whole thing about what this elephant is doing. (Touch.) *This elephant is standing.*

Individual Turns

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



LESSON 103

EXERCISE 1 Information—Days, Months

We're going to talk about days and months.

- a. Everybody, how many days are in a week?

(Signal.) Seven.

Say the whole thing. (Signal.) There are seven days in a week.

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

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

- c. How many months in a year? (Signal.) Twelve.

Say the whole thing. (Signal.) There are twelve months in a year.

- d. Say the months of the year through October. (Signal.) January, February, March, April, May, June, July, August, September, October.

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

Individual Turns

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



EXERCISE 2 Actions—First, Before, After

1. It's time for some actions.

a. Listen. First you're going to stamp your foot. Then you're going to touch your nose. What are you going to do first? (Signal.) Stamp my foot.

What are you going to do after you stamp your foot? (Signal.) Touch my nose.

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

c. Everybody, show me what you do first. (Signal. Children respond.)

What are you doing? (Signal.) Stamping my foot.

d. What are you going to do after you stamp your foot? (Signal.) Touch my nose.

Do it. (Signal. Children respond.)

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

e. What did you do before you touched your nose? (Signal.) Stamped my foot.

Yes, you stamped your foot.

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

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

3. Let's do another one.

a. Listen. First you're going to clap. Then you're going to wave. Then you're going to touch the floor.

b. What are you going to do first? (Signal.) Clap.

What are you going to do after you clap? (Signal.) Wave.

What are you going to do after you wave? (Signal.) Touch the floor.

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

c. Everybody, show me what you do first. (Signal. Each child is to clap.)

What are you doing? (Signal.) Clapping.

d. What are you going to do after you clap? (Signal.) Wave.

Do it. (Each child is to wave.)

What are you doing now? (Signal.) Waving.

What did you do before you waved? (Signal.) Clapped.

e. Listen. What are you going to do after you wave? (Signal.) Touch the floor.

Do it. (Each child is to touch the floor.)

What are you doing now? (Signal.)

Touching the floor.

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

Individual Turns

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

EXERCISE 3 Actions—Or

1. I'm going to do something. See if you can figure out what I'm going to do.
 - a. Listen. I'm going to touch my knee or touch my nose. What am I going to do? (Signal.) *Touch your knee or touch your nose.*
(Repeat until all children's responses are firm.)
Yes, maybe I'll touch my knee, or maybe I'll touch my nose.
 - b. Listen. I'm going to touch my knee or touch my nose.
Am I going to touch my knee? (Signal.) Maybe.
Am I going to sing a song? (Signal.) No.
Am I going to touch my nose? (Signal.) Maybe.
(Repeat until all children's responses are firm.)
 - c. I'm going to touch my knee or touch my nose. What am I going to do? (Signal.) *Touch your knee or touch your nose.*
Here I go. (Touch your nose.) Did I touch my knee? (Signal.) No.
Did I touch my nose? (Signal.) Yes.
 - d. What did I do? (Signal.) *Touched your nose.*
Say the whole thing. (Signal.) You touched your nose.
(Repeat until all children's responses are firm.)
2. (Repeat part 1 until all children's responses are firm.)

Individual Turns

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

EXERCISE 4 Actions—Some, All, None

1. Watch me. Tell me if I hold up all of my fingers or some of my fingers or none of my fingers.
 - a. (Hold up nine fingers.) *Is this all of my fingers, some of my fingers, or none of my fingers? (Signal.) Some of your fingers.*
 - b. (Hold up ten fingers.) *Is this all of my fingers, some of my fingers, or none of my fingers? (Signal.) All of your fingers.*
 - c. (Hold up two fists.) *Is this all of my fingers, some of my fingers, or none of my fingers? (Signal.) None of your fingers.*
 - d. (Hold up four fingers.) *Is this all of my fingers, some of my fingers, or none of my fingers? (Signal.) Some of your fingers.*
2. Now it's your turn.
 - a. **Everybody**, hold up all of your fingers. (Signal.)
What are you holding up? (Signal.) All of my fingers.
Say the whole thing. (Signal.) I am holding up all of my fingers.
 - b. **Everybody**, hold up none of your fingers. (Signal.)
What are you holding up? (Signal.) None of my fingers.
Say the whole thing. (Signal.) I am holding up none of my fingers.
3. (Repeat part 2 until all children's responses are firm.)

EXERCISE 5 Same

1. I'm going to name some things that are in the same class. You're going to tell me the class.
 - a. Listen. Bike, train, car. They're in the same class. Everybody, what class are they in? (Signal.) *Vehicles.*
(Repeat until all children's responses are

- b. Listen. Bottle, box, basket. They're in the same class. Everybody, what class are they in? (Signal.) *Containers.*
(Repeat until all children's responses are firm.)
 - c. Listen. Apple, meat, egg. They're in the same class. Everybody, what class are they in? (Signal.) *Food.*
(Repeat until all children's responses are firm.)
 - d. Listen. Cat, elephant, horse. They're in the same class. Everybody, what class are they in? (Signal.) *Animals.*
(Repeat until all children's responses are firm.)
 - e. Listen. School, theater, barn. They're in the same class. Everybody, what class are they in? (Signal.) *Buildings.*
(Repeat until all children's responses are firm.)
2. (Repeat part 1 until all children's responses are firm.)



EXERCISE 6 Opposites Review

1. We're going to play a word game.
 - a. Listen. I'm thinking about frogs that are not wet. They're the opposite of wet. So what do you know about them? (Pause. Signal.) *They're dry.*
 - b. Listen. I'm thinking about a cat that is not long. It's the opposite of long. So what do you know about it? (Pause. Signal.) *It's short.*
 - c. Listen. I'm thinking about a woman who is not old. She's the opposite of old. So what do you know about her? (Pause. Signal.) *She's young.*
2. (Repeat part 1 until all children's responses

EXERCISE 7 Materials and Part/Whole

1. Look at this umbrella. Name the parts of the umbrella when I touch each part.
 - (Point to the covering.) Get ready. (Touch.) *The covering.*
 - (Point to the frame.) Get ready. (Touch.) *The frame.*
 - (Point to the handle.) Get ready. (Touch.) *The handle.*
2. Think hard.
 - (Point to the covering.) Name two things this covering could be made of. (Call on different children. Praise children who say *cloth or plastic.*)
Listen. The covering could be made of cloth or plastic. Everybody, say the whole thing. (Touch.) *The covering could be made of cloth or plastic.*
 - (Point to the frame.) Everybody, name one thing this frame could be made of. (Touch. Praise children who say *metal.*)
Yes, the frame could be made of metal. Everybody, say the whole thing. (Touch.) *The frame could be made of metal.*
 - (Point to the handle.) Name three things this handle could be made of. (Call on different children. Praise children who say *plastic, wood, or metal.*)
Yes, the handle could be made of plastic, wood, or metal. Listen again. Plastic, wood, or metal. Everybody, say the whole thing about what the handle could be made of. (Touch.) *The handle could be made of plastic, wood, or metal.*

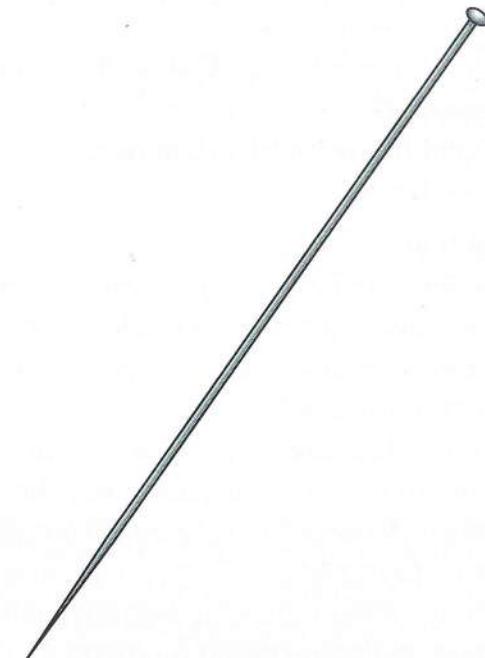
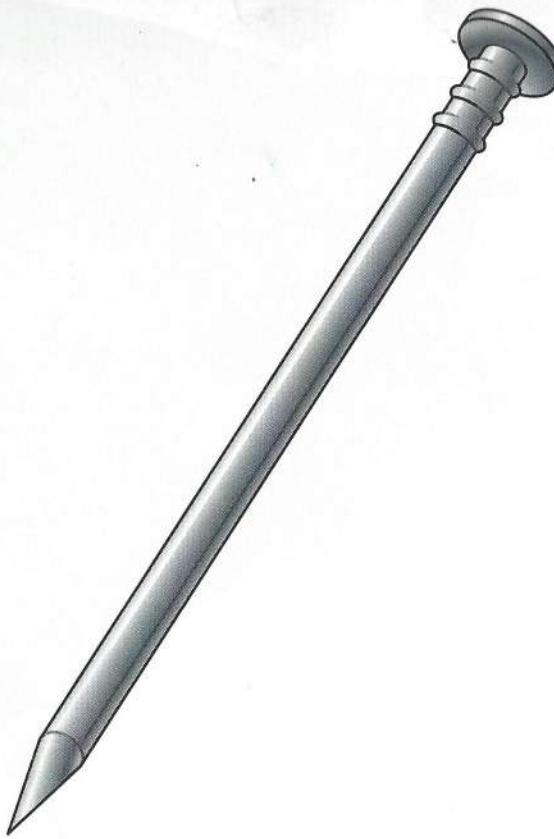


Individual Turns

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

EXERCISE 8 Part/Whole—Nail, Pin

1. Today we're going to do the parts of a nail and pin again. Get ready to tell me the parts of a nail. Say the whole thing.
 - (Point to the point. Pause. Touch.) *A nail has a point.*
 - (Point to the head. Pause. Touch.) *A nail has a head.*
 - (Point to the shaft. Pause. Touch.) *A nail has a shaft.*
 - (Circle the nail.) **What's the whole object called? (Touch.) A nail.**
2. (Repeat part 1 until all children's responses are firm.)
3. Now let's see if you can name the parts of a pin.
 - (Point to the head. Pause. Touch.) *Head.*
 - (Point to the shaft. Pause. Touch.) *Shaft.*
 - (Point to the point. Pause. Touch.) *Point.*
 - (Repeat part 3 until all children's responses are firm.)
4. **Everybody, do a pin and a nail have the same parts? (Signal.) Yes.**



Individual Turns

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

EXERCISE 9 Classification—Buildings

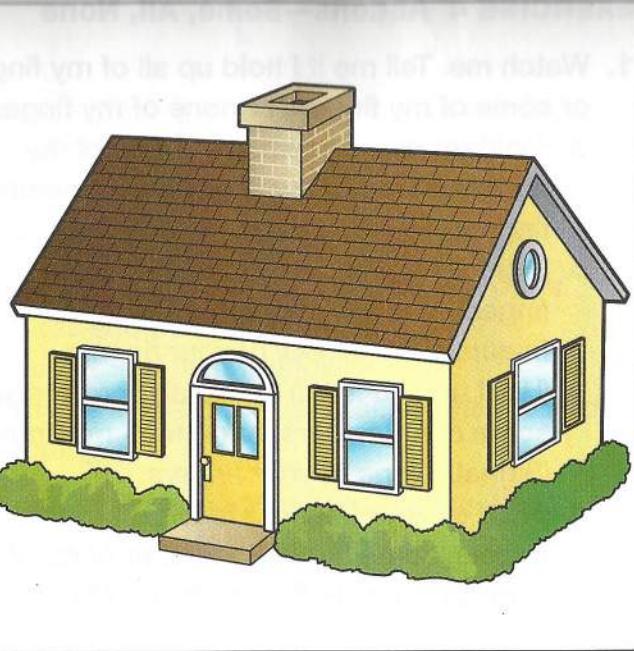
We're going to talk about buildings.

1. (Point to each building, and identify it.)
A house, a store, a skyscraper, a church.

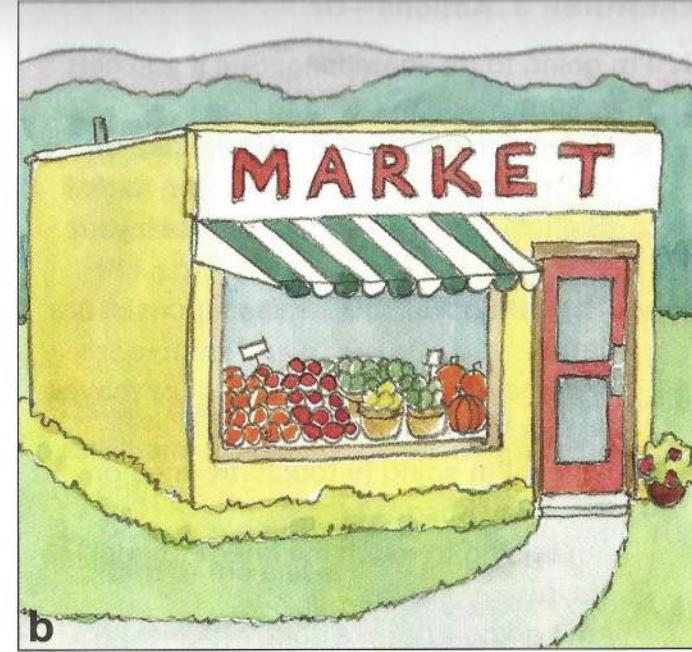
2. We'll talk about each building.

- a. (Point to a.)

- Is this a building? (Touch.) Yes.
Say the whole thing. (Signal.) *This is a building.*
- What kind of building is this? (Touch.)
A house.
Yes, this building is a house.
Say the whole thing about this building.
(Signal.) *This building is a house.*



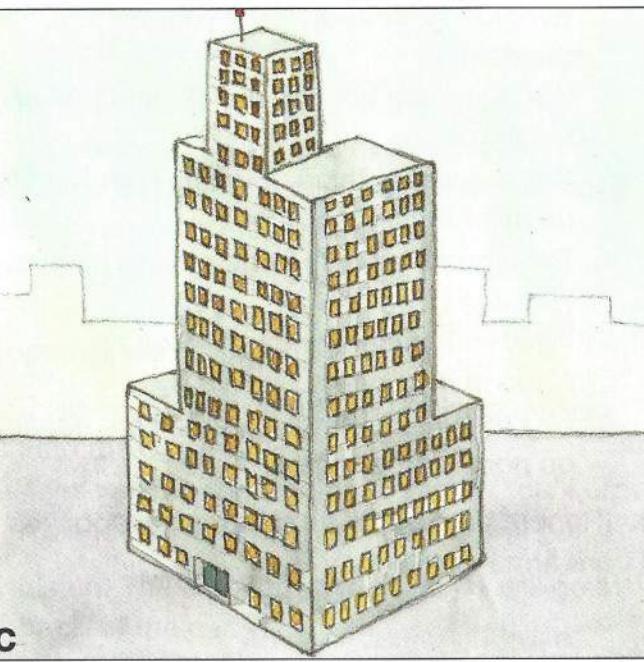
a



b

- b. (Point to b.)

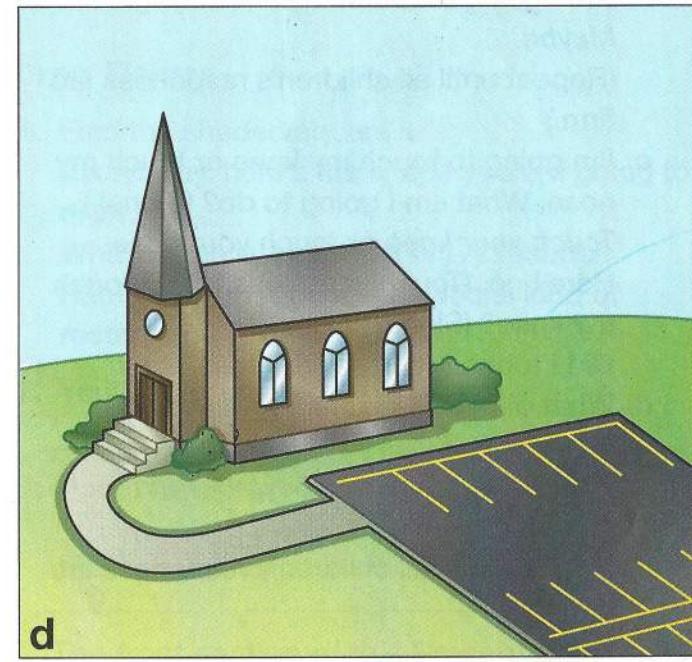
- Is this a building? (Touch.) Yes.
Say the whole thing. (Signal.) *This is a building.*
- What kind of building is this? (Touch.)
A store.
Yes, this building is a store.
Say the whole thing about this building.
(Signal.) *This building is a store.*



c

- c. (Point to c.)

- Is this a building? (Touch.) Yes.
Say the whole thing. (Signal.) *This is a building.*
- What kind of building is this? (Touch.)
A skyscraper.
Yes, this building is a skyscraper.
Say the whole thing about this building.
(Signal.) *This building is a skyscraper.*



d

- d. (Point to d.)

- Is this a building? (Touch.) Yes.
Say the whole thing. (Signal.) *This is a building.*

- What kind of building is this? (Touch.)
A church.
Yes, this building is a church.
Say the whole thing about this building.
(Signal.) *This building is a church.*

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

LESSON 104

EXERCISE 1 Actions—First, Before, After

1. It's time for some actions.

a. Listen. First you're going to stamp your foot. Then you're going to pat your head. What are you going to do first? (Signal.) Stamp my foot.

What are you going to do after you stamp your foot? (Signal.) Pat my head.

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

c. Everybody, show me what you do first. (Signal. Children respond.)

What are you doing? (Signal.) Stamping my foot.

d. What are you going to do after you stamp your foot? (Signal.) Pat my head.

Do it. (Signal. Children respond.)

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

e. Listen. What did you do before you patted your head? (Signal.) Stamped my foot.

Yes, you stamped your foot.

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

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

2. Let's do another one.

a. Listen. First you're going to blink. Then you're going to wave. Then you're going to touch your nose.

b. What are you going to do first? (Signal.) Blink.

What are you going to do after you blink? (Signal.) Wave.

What are you going to do after you wave? (Signal.) Touch my nose.

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

c. Everybody, show me what you do first. (Signal. Children are to blink.)

What did you do? (Signal.) Blink.

d. What are you going to do after you blink? (Signal.) Wave.

Do it. (Children are to wave.)

What are you doing now? (Signal.) Waving. Listen. What did you do before you waved? (Signal.) Blinked.

e. Listen. What are you going to do after you wave? (Signal.) Touch my nose.

Do it. (Children respond.)

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

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



EXERCISE 2 Actions—Or

1. I'm going to do something. See if you can figure out what I'm going to do. (Stand up.)

a. Listen. I'm going to run or sit down. What am I going to do? (Signal.) Run or sit down. (Repeat until all children's responses are firm.)

Yes, maybe I'll run, or maybe I'll sit down.

b. Listen. I'm going to run or sit down.

Am I going to run? (Signal.) Maybe.

Am I going to sit down? (Signal.) Maybe.

Am I going to whisper? (Signal.) No.

c. I'm going to run or sit down. What am I going to do? (Signal.) Run or sit down.

Here I go. (Sit down.) Did I run? (Signal.) No.

Did I sit down? (Signal.) Yes.

d. What did I do? (Signal. Respond with children.) Sat down.

What did I do? (Signal.) Sat down.

Say the whole thing. (Signal.) You sat down.

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

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

Individual Turns

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

EXERCISE 3 Information—Days, Months

1. We're going to talk about days and months.
 - a. Everybody, how many days are in a week? (Signal.) Seven.
Say the whole thing. (Signal.) There are seven days in a week.
 - b. Everybody, say the days of the week. Get ready. (Signal.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. (Repeat until all children's responses are firm.)
 - c. Everybody, how many months in a year? (Signal.) Twelve.
Say the whole thing. (Signal.) There are twelve months in a year.
 - d. Everybody, say the months through October. Get ready. (Signal.) January, February, March, April, May, June, July, August, September, October. (Repeat until all children's responses are firm.)

2. I'll name some more months of the year. Listen. January, February, March, April, May, June, July, August, September, October, November, December.
 - a. Here are the last three months: October, November, December. Say those months. (Signal.) October, November, December. (Repeat until all children's responses are firm.)
 - b. Your turn. Say the months through December with me. Get ready. (Signal. Respond with children.) January, February, March, April, May, June, July, August, September, October, November, December. (Repeat until all children's responses are firm.)
 - c. All by yourselves. Say the months through December. (Signal.) January, February, March, April, May, June, July, August, September, October, November, December. (Repeat until all children's responses are firm.)
 - d. Listen. How many months in a year? (Signal.) Twelve.
Say the whole thing. (Signal.) There are twelve months in a year.
 - e. Everybody, say the months through December. Get ready. (Signal.) January, February, March, April, May, June, July, August, September, October, November, December. (Repeat until all children's responses are firm.)

Individual Turns

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

EXERCISE 4 Opposites Review

1. We're going to play a word game.
 - a. Listen. I'm thinking about a bed that is not big. It's the opposite of big. So what do you know about it? (Pause. Signal.) It's small.
 - b. Listen. I'm thinking about turtles that are not old. They're the opposite of old. So what do you know about them? (Pause. Signal.) They're young.
 - c. Listen. I'm thinking about a hill that is not small. It's the opposite of small. So what do you know about it? (Pause. Signal.) It's big.
2. (Repeat part 1 until all children's responses are firm.)

Individual Turns

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

EXERCISE 5 Same

[Note: In this exercise, it is important to acknowledge any correct answers children give.]

1. I'm going to name some things that do the same thing. See if you can tell me what they do that is the same.

a. Listen. A boat and a train. (Pause.)

What do they do that's the same? (Signal.)

Take you places.

Yes, they take you places.

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

b. Listen. A wagon and a box. (Pause.) **What do they do that's the same?** (Signal.) *Hold things.*

Yes, they hold things.

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

c. Listen. A ball and a wheel. (Pause.) **What do they do that's the same?** (Signal.) *Roll.*

Yes, they roll.

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

d. Listen. Chalk and a pencil. (Pause.)

What do they do that's the same? (Signal.) Write.

Yes, they write.

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

e. Listen. A boat and a train. (Pause.)

What do they do that's the same? (Signal.)

Take you places.

Yes, they take you places.

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

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 Common Information

1. Let's see how much information you remember.

a. What do we call a place with lots of salt water? (Signal.) *An ocean.*

Say the whole thing about an ocean.

(Signal.) *An ocean is a place with lots of salt water.*

b. What do we call the place with the sun and clouds? (Signal.) *The sky.*

Say the whole thing about the sky. (Signal.) *The sky is the place with the sun and clouds.*

c. What do we call a person who teaches children? (Signal.) *A teacher.*

Say the whole thing about a teacher.

(Signal.) *A teacher is a person who teaches children.*

d. What do we call a person who builds things out of wood? (Signal.) *A carpenter.*

Say the whole thing about a carpenter.

(Signal.) *A carpenter is a person who builds things out of wood.*

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

Individual Turns

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

EXERCISE 7 Classification—Buildings

1. We're going to talk about buildings. (Point to each building, and identify it.) An apartment building, a school, a house, a barn.
2. We'll talk about each building.
 - a. (Point to a.)
 - Is this a building? (Touch.) Yes.
 - Say the whole thing. (Signal.) *This is a building.*
 - What kind of building is this? (Touch.) *An apartment building.*

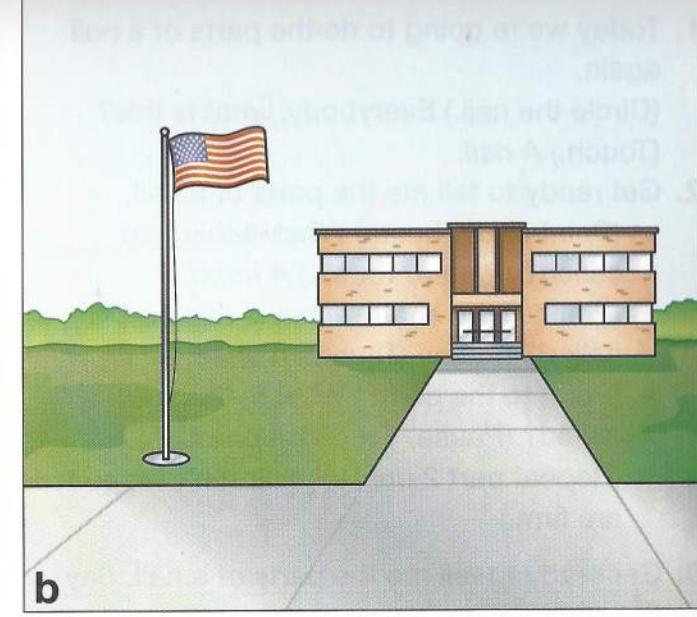
Yes, this building is an apartment building.
Say the whole thing about this building.
(Signal.) *This building is an apartment building.*
 - b. (Point to b.)
 - Is this a building? (Touch.) Yes.
 - Say the whole thing. (Signal.) *This is a building.*
 - What kind of building is this? (Touch.) *A school.*

Yes, this building is a school.
Say the whole thing about this building.
(Touch.) *This building is a school.*
 - c. (Point to c.)
 - Is this a building? (Touch.) Yes.
 - Say the whole thing. (Signal.) *This is a building.*
 - What kind of building is this? (Touch.) *A house.*

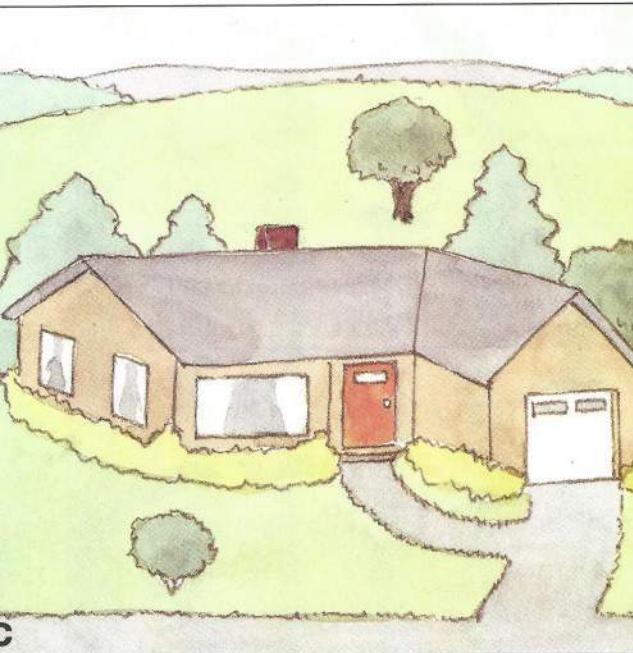
Yes, this building is a house.
Say the whole thing about this building.
(Signal.) *This building is a house.*
 - d. (Point to d.)
 - Is this a building? (Touch.) Yes.
 - Say the whole thing. (Signal.) *This is a building.*



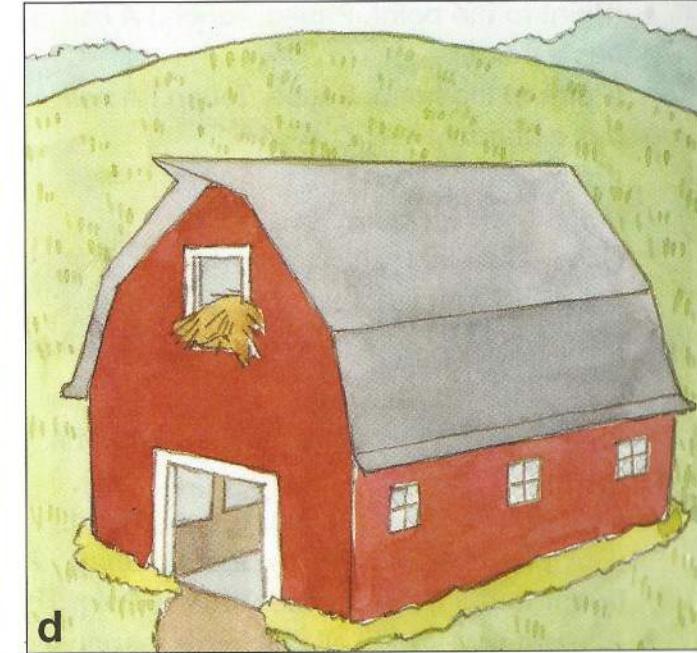
a



b



c



d

- What kind of building is this? (Touch.) *A barn.*
- Yes, this building is a barn.
Say the whole thing about this building.
(Signal.) *This building is a barn.*

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

EXERCISE 8 Part/Whole

1. Let's see if you remember the parts of these objects. Get ready to tell me the parts of a pin. Say the whole thing.

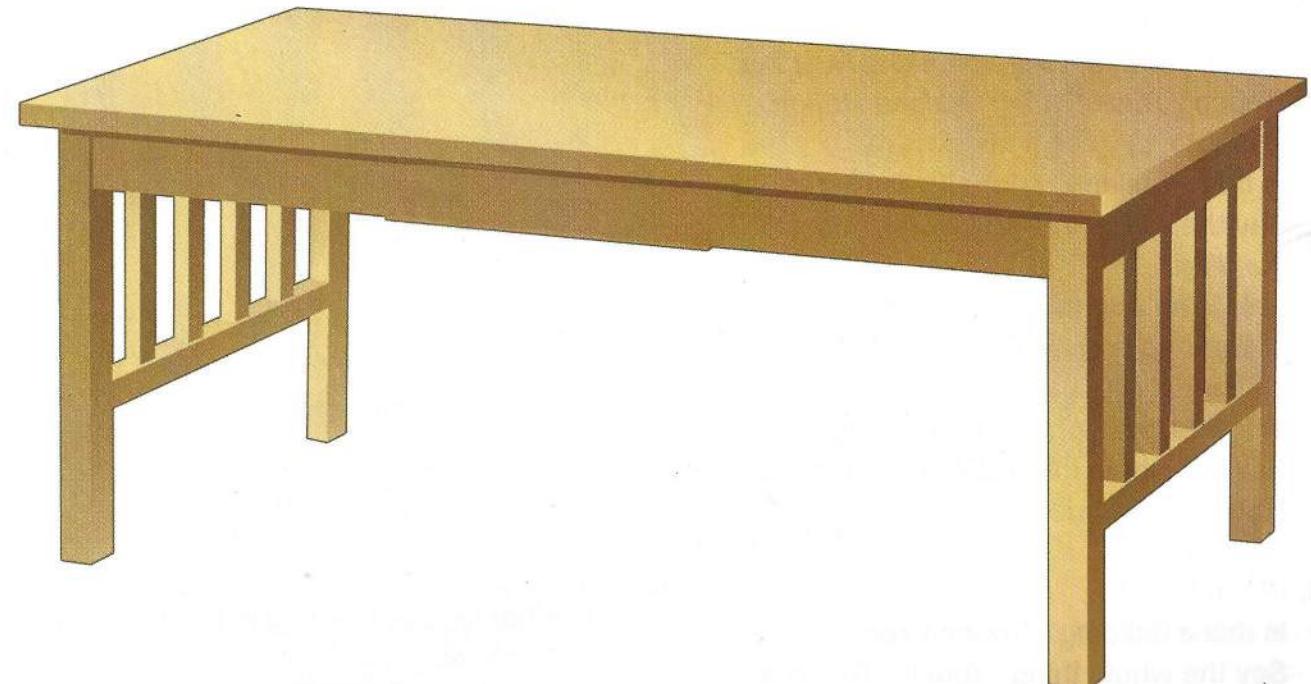
- (Point to the head. Pause. Touch.) *A pin has a head.*
(Point to the point. Pause. Touch.) *A pin has a point.*
(Point to the shaft. Pause. Touch.) *A pin has a shaft.*
- (Circle the pin.) **What's the whole object called?** (Touch.) *A pin.*
- (Repeat part 1 until all children's responses are firm.)
- **And what do we usually do with a pin?**
(Praise reasonable responses.)

2. Get ready to tell me the parts of a table. Say the whole thing.

- (Point to the legs. Pause. Touch.) *A table has legs.*
(Point to the top. Pause. Touch.) *A table has a top.*
- (Circle the table.) **What's the whole object called?** (Touch.) *A table.*
- (Repeat part 2 until all children's responses are firm.)
- **And what do we usually do with a table?**
(Praise reasonable responses.)

Individual Turns

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



EXERCISE 9 Materials and Part/Whole

1. Look at this window. I'll name the parts of the window.
 - (Point to the pane.) A window has a pane.
 - (Point to the frame.) A window has a frame.
 - (Point to the handle.) A window has a lock.
2. Now you know the parts of the window.
 - (Point to the pane.) A window has . . .
(touch) a pane.
 - (Point to the frame.) A window has . . .
(touch) a frame.
 - (Point to the lock.) A window has . . .
(touch) a lock.
3. Think hard.
 - (Point to the pane.) Everybody, name one thing this pane could be made of. (Touch. Praise children who say glass.)
Yes, the pane could be made of glass.
Everybody, say the whole thing. (Signal.)
The pane could be made of glass.
 - (Point to the frame.) Name two things this frame could be made of. (Call on different children. Praise children who say wood or metal.)
Yes, the frame could be made of wood or metal. Everybody, say the whole thing.
(Signal.) *The frame could be made of wood or metal.*
 - (Point to the lock.) Name one thing this lock could be made of. (Call on different children. Praise children who say metal.)
Yes, the lock could be made of metal.
Everybody, say the whole thing. (Signal.)
The lock could be made of metal.



EXERCISE 10 Concept Application

1. Figure out this problem, and I'll show you the picture on the next page.
 - a. Some of the children will go swimming.
What will some of the children do? (Signal.)
Go swimming.
Say the whole thing. (Signal.) Some of the children will go swimming.
Will all the children go swimming? (Signal.)
No.
 - b. Listen. The children who will go swimming are girls.
(Point to each child, and ask:) Is this child a girl? (Wait. Children are to answer yes or no.)
So will this child go swimming? (Wait.
Children are to answer yes or no.)
 - c. Will all of the children go swimming?
(Signal.) No.
Will some of the children go swimming?
(Signal.) Yes.
 - d. Which children will go swimming? (Signal.)
The girls.
2. (Repeat part 1 until all children's responses are firm.)
3. Let's see if you're right.
(Turn the page quickly.)

