

LESSON 86

EXERCISE 1 Actions—Prepositions/Tense

1. It's time for an action game.

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

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

b. Hold your hand **on** your nose. (Signal. Wait.)

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

Keep it there.

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

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

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

d. Say the whole thing about where your hand is **now**. (Signal.) *My hand is on my nose.*

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

2. Let's do another one.

a. Everybody, put your hand **on** your knee. (Signal. Wait.)

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

Say the whole thing. (Signal.) *My hand is on my knee.*

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

Where is your hand now? (Signal.) *Over my knee.*

Keep it there.

c. Where was your hand? (Signal.) *On my knee.*

Say the whole thing. (Signal.) *My hand was on my knee.*

d. Say the whole thing about where your hand is now. (Signal.) *My hand is over my knee.*

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

Individual Turns

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



EXERCISE 2 Opposites Review

We're going to play a word game.

a. Listen. I'm thinking about a bed that is not big. It's not big. So what do you know about it? (Pause. Signal.) *It's small.*

b. Listen. I'm thinking of turtles that are not old. They're not old. So what do you know about them? (Pause. Signal.) *They're young.*

c. Listen. I'm thinking of a hill that is not small. It's not small. So what do you know about it? (Pause. Signal.) *It's big.*

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

Individual Turns

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

EXERCISE 3 Information and Days of the Week

Let's see how much you know.

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

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

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

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

c. What's the name of the state you live in? (Signal. Wait.)

What's the name of the city you live in? (Signal. Wait.)

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

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

d. (Repeat the exercise 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 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.
 - b. What do we call a place with lots of trees? (Signal.) *A forest.*
Say the whole thing about a forest.
(Signal.) *A forest is a place with lots of trees.*
 - c. 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.
 - d. 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.
2. (Repeat part 1 until all children can make the statements.)

Individual Turns

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



EXERCISE 5 Materials

1. Think of things that are made of cloth.
Let's see who can name at least three things made of cloth.
(Call on different children to name objects made of cloth. Each child should name at least three things.)
2. Think of things that are made of leather.
Let's see who can name at least three things made of leather.
(Call on different children to name objects made of leather. Each child should name at least three things.)
3. Think of things that are made of metal.
Let's see who can name at least three things made of metal.
(Call on different children to name objects made of metal. Each child should name at least three things.)

EXERCISE 6 Part/Whole—Body Parts

1. Listen.

a. Everybody, touch your chest. (Wait.)

Listen. Your abdomen is just below your chest. Everybody, touch your abdomen.

(Observe children and give feedback.)

b. What body part are you touching? (Touch.)

My abdomen.

2. We're going to name some parts of this man's body.

a. (Children are to give one-word answers as you point to and then touch the following parts.) *Arms, legs, hips, feet, chest.*

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

3. Let's name some more parts of this man's body.

a. (Children are to give one-word answers as you point to and then touch the following parts.) *Elbows, neck, abdomen, head, knees, hands.*

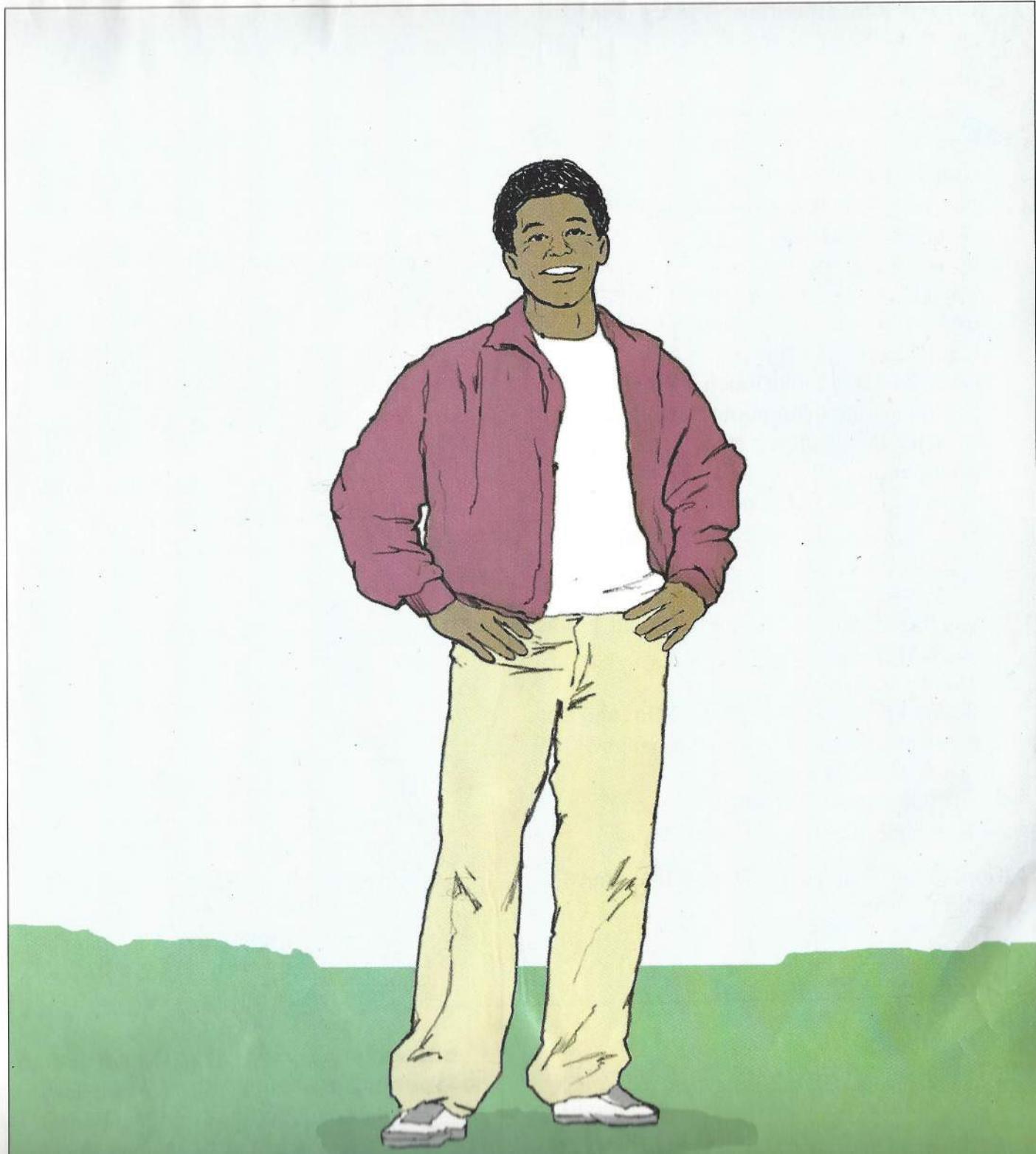
b. (Repeat step a until all children's responses are firm.)

4. Now let's see if you can name all those parts.

a. (Children are to give one-word answers as you point to and then touch the following parts.) *Abdomen, feet, chest, neck, hands, arms, legs, knees, elbows, hips, head.*

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

5. (Circle the body, and say:) Knees, neck, legs, hands, chest, arms, abdomen, head, elbows, hips, and feet are parts of . . . (touch) a body.



Individual Turns

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

★ EXERCISE 7 Concept Application

1. Look at the picture. Only one of these boys will push the truck.

Listen. The small boy wearing a hat will push the truck. Which boy will push the truck?

(Signal.) *The small boy wearing a hat.*

Say the whole thing about what the small boy wearing a hat will do. (Signal.) *The small boy wearing a hat will push the truck.*

2. We'll talk about each boy.

a. (Point to a.)

Is this boy small? (Touch.) Yes.

Is he wearing a hat? (Touch.) No.

• So will he push the truck? (Touch.) No.

Why won't he push the truck? (Call on a child. Idea: *He isn't wearing a hat.*)

b. (Point to b.)

Is this boy small? (Touch.) Yes.

Is he wearing a hat? (Touch.) Yes.

• So will he push the truck? (Touch.) Yes.

How do you know he will push the truck?

(Call on a child. Idea: *He is small, and he is wearing a hat.*)

c. (Point to c.)

Is this boy small? (Touch.) No.

Is he wearing a hat? (Touch.) No.

• So will he push the truck? (Touch.) No.

Why won't he push the truck? (Call on a child. Idea: *He isn't small, and he isn't wearing a hat.*)

d. (Point to d.)

Is this boy small? (Touch.) No.

Is he wearing a hat? (Touch.) Yes.

• So will he push the truck? (Touch.) No.

Why won't he push the truck? (Call on a child. Idea: *He isn't small.*)

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



3. Say the whole thing about the boy who will push the truck. (Signal.) *The small boy wearing a hat will push the truck.*
Let's see if you are right.
(Turn the page quickly.)

EXERCISE 7 Concept Application (cont.)

4. Look at the picture.

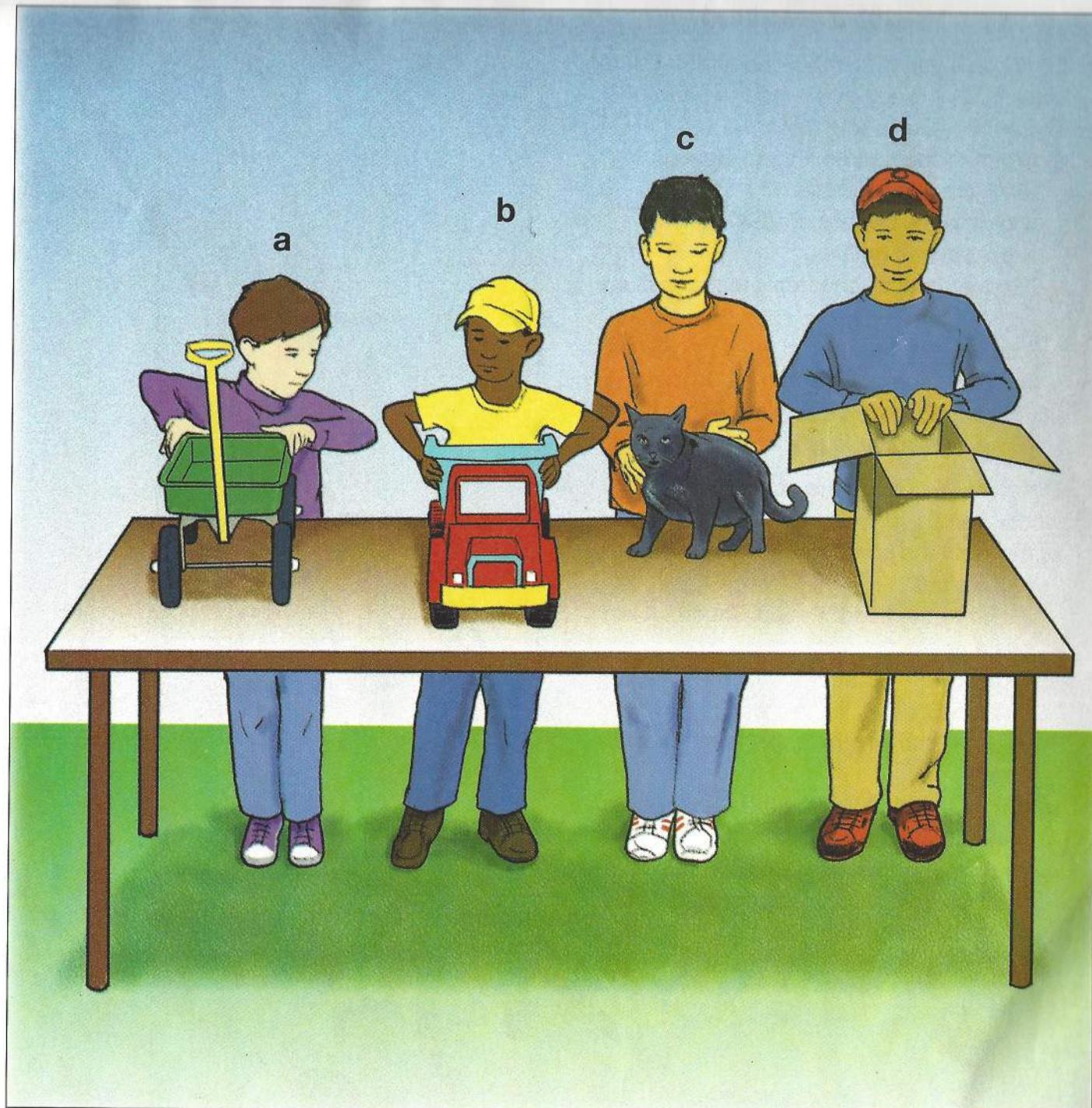
- Which boy is pushing the truck? (Call on a child. Idea: *The small boy wearing a hat.*)
- (Point to a.) Why isn't this boy pushing the truck? (Call on a child. Idea: *He isn't wearing a hat.*)
- (Point to c.) Why isn't this boy pushing the truck? (Call on a child. Idea: *He isn't small, and he isn't wearing a hat.*)
- (Point to d.) Why isn't this boy pushing the truck? (Call on a child. Idea: *He isn't small.*)
- (Repeat part 4 until all children's responses are firm.)

5. We'll talk about the other boys.

- (Point to a.) What is this boy pushing? (Touch.) A wagon.
Say the whole thing about what this boy is pushing. (Touch.) *This boy is pushing a wagon.*
- (Point to c.) What is this boy pushing? (Touch.) A cat.
Say the whole thing about what this boy is pushing. (Touch.) *This boy is pushing a cat.*
- (Point to d.) What is this boy pushing? (Touch.) A box.
Say the whole thing about what this boy is pushing. (Touch.) *This boy is pushing a box.*

6. (Ask different children to answer the following questions.)

- Where would you like to push a wagon?
Where would you like to push a box?
Where would you like to push a cat?
Do you think the cat likes to be pushed?



EXERCISE 8 Tense—Pronouns

1. Look at these pictures. They show what a man did.

- a. (Point to a.) What is the man doing in this picture? (Touch.) *Sitting on the grass.*
Say the whole thing about what he is doing. (Touch.) *He is sitting on the grass.*

b. (Point to b.)

Look at what the man is doing now. Is he sitting on the grass? (Touch.) No.

What is he doing? (Touch.) *Mowing the grass.*

Yes, he is mowing the grass.

Say the whole thing. (Touch.) *He is mowing the grass.*

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

3. Listen.

- What was he doing before he mowed the grass? (Signal. Do not touch the picture.) *Sitting on the grass.*

Say the whole thing about what the man was doing. (Touch.) *The man was sitting on the grass.*

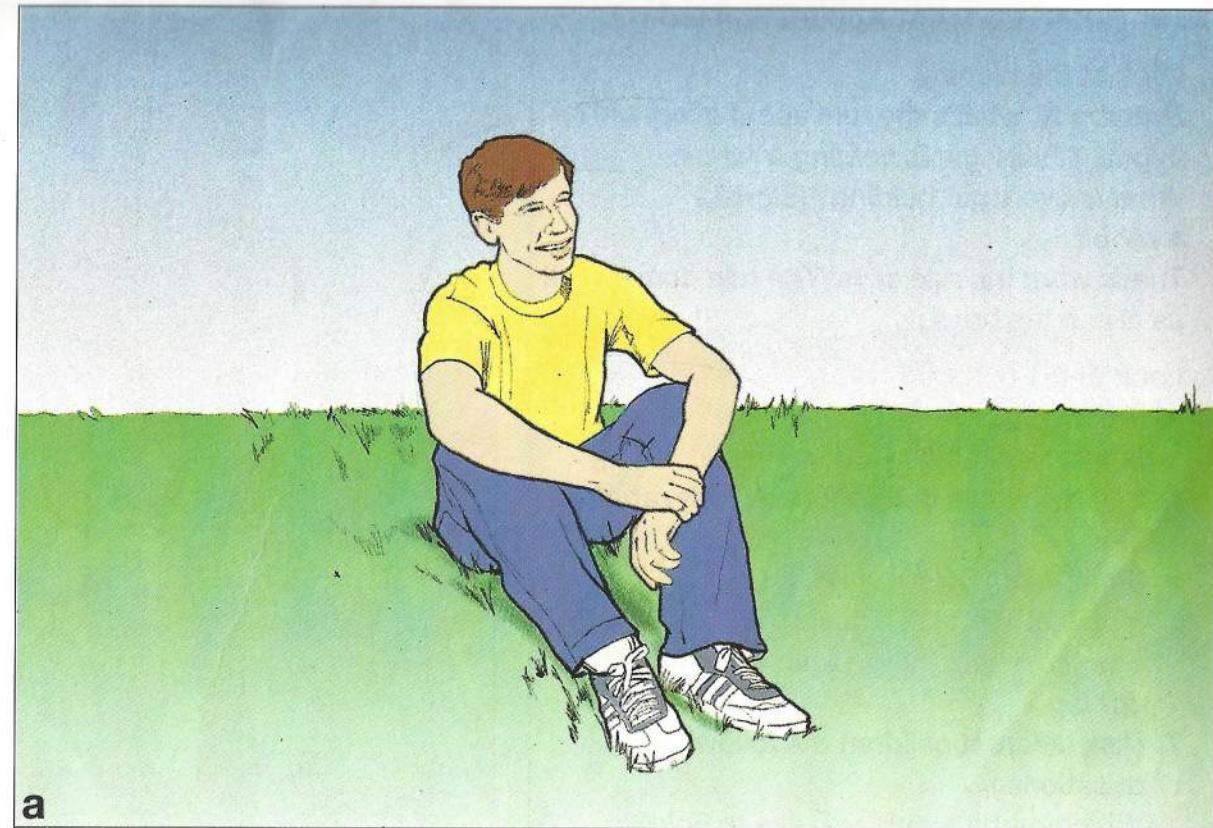
• (Point to b.)

Now say the whole thing about what he is doing in this picture. (Touch.) *He is mowing the grass.*

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

Individual Turns

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





EXERCISE 9 Classification—Animals

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

a. (Point to a.)

• Is this an animal? (Touch.) Yes.

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

• What kind of animal is it? (Touch.) A pig.
Yes, this animal is a pig.

• Say the whole thing about this animal.
(Touch.) *This animal is a pig.*

b. (Point to b.)

• Is this an animal? (Touch.) Yes.

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

• What kind of animal is it? (Touch.) A tiger.
Yes, this animal is a tiger.

• Say the whole thing about this animal.
(Touch.) *This animal is a tiger.*

c. (Point to c.)

• Is this an animal? (Touch.) Yes.

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

• What kind of animal is it? (Touch.) A bear.
Yes, this animal is a bear.

• Say the whole thing about this animal.
(Touch.) *This animal is a bear.*

d. (Point to d.)

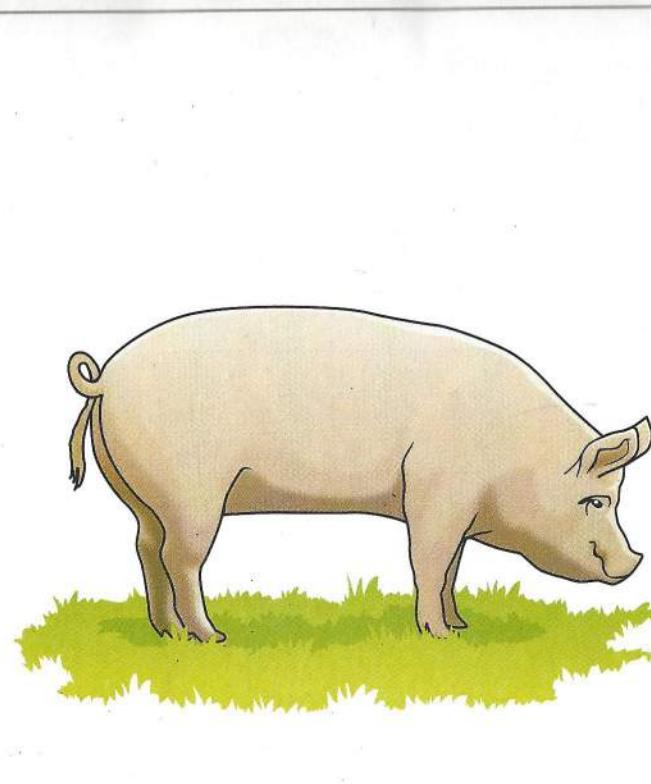
• Is this an animal? (Touch.) Yes.

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

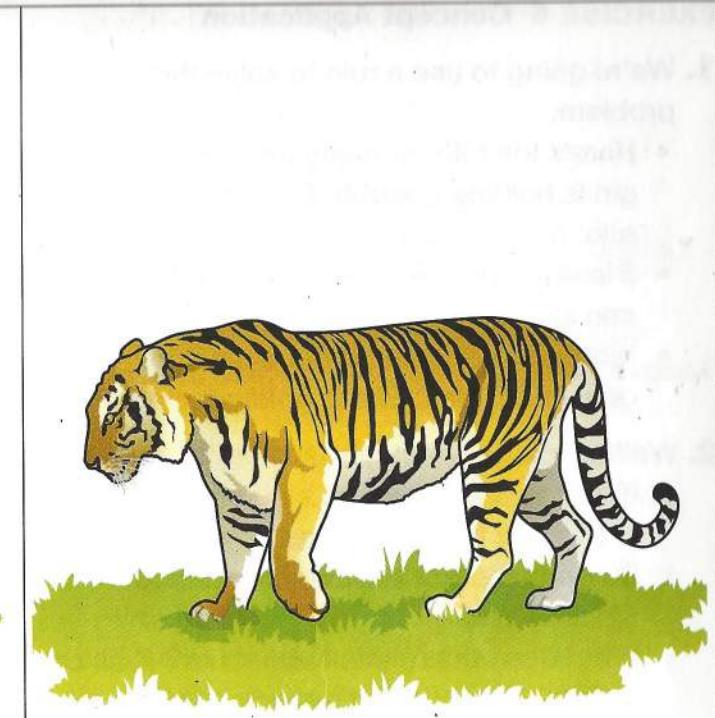
• What kind of animal is it? (Touch.) A deer.
Yes, this animal is a deer.

• Say the whole thing about this animal.
(Touch.) *This animal is a deer.*

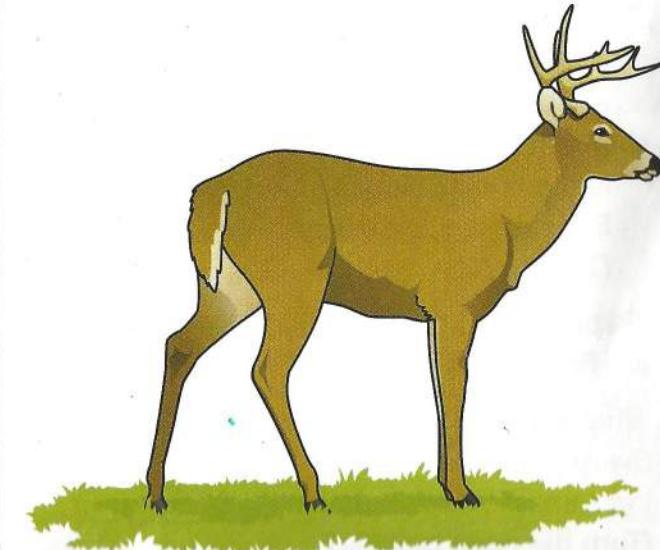
2. (Repeat part 1 until all children's responses are firm.)



a



b



LESSON 87

EXERCISE 1 Actions—Prepositions/Tense

1. It's time for an action game.

- Everybody, hold your hand in front of your nose. (Signal. Wait.) Where is your hand? (Signal.) *In front of my nose.*

b. Hold your hand in back of your head.

(Signal. Wait.)

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

Keep it there.

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

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

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

- Now we're going to play another game.
- a. You're going to put your finger between your eyes. Where are you going to put your finger? (Signal.) *Between my eyes.*
- b. Get ready. Put your finger between your eyes. (Signal. A finger should be on the bridge of each child's nose.) You put your finger between your eyes. Hands down.
- c. Let's do that again. Put your finger between your eyes. (Signal.) Where is your finger? (Signal.) *Between my eyes.* Hands down.
- d. Everybody, you're going to put your finger between your knees.
- e. Put your finger between your knees. (Signal. Each child must have a finger between his/her knees. Do not permit children's fingers to touch their knees.)
- f. Where is your finger? (Signal.) *Between my knees.* Hands down.

EXERCISE 2 Opposites Review

We're going to play a word game.

- a. Listen. I'm thinking about a balloon that is not empty. It's not empty. So what do you know about it? (Pause. Signal.) *It's full.*
- b. Listen. I'm thinking of horses that are not young. They're not young. So what do you know about them? (Pause. Signal.) *They're old.*
- c. Listen. I'm thinking of a bridge that is not dry. It's not dry. So what do you know about it? (Pause. Signal.) *It's wet.*
- d. (Repeat the exercise until all children's responses are firm.)

Individual Turns

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

EXERCISE 3 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 place where you buy things? (Signal.) A store.

Say the whole thing about a store. (Signal.)
A store is a place where you buy things.

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 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.

e. What do we call a place with lots of trees? (Signal.) A forest.

Say the whole thing about a forest.
(Signal.) A forest is a place with lots of trees.

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

3. Get ready for some new information.

a. Listen. A place with lots of salt water is called an ocean. 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. Everybody, what do we call a place with lots of trees? (Signal.) A forest.

Say the whole thing about a forest.
(Signal.) A forest is a place with lots of trees.

c. What do we call a place with lots of saltwater? (Signal.) An ocean.

Say the whole thing about an ocean.
(Signal.) An ocean is a place with lots of salt water.

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

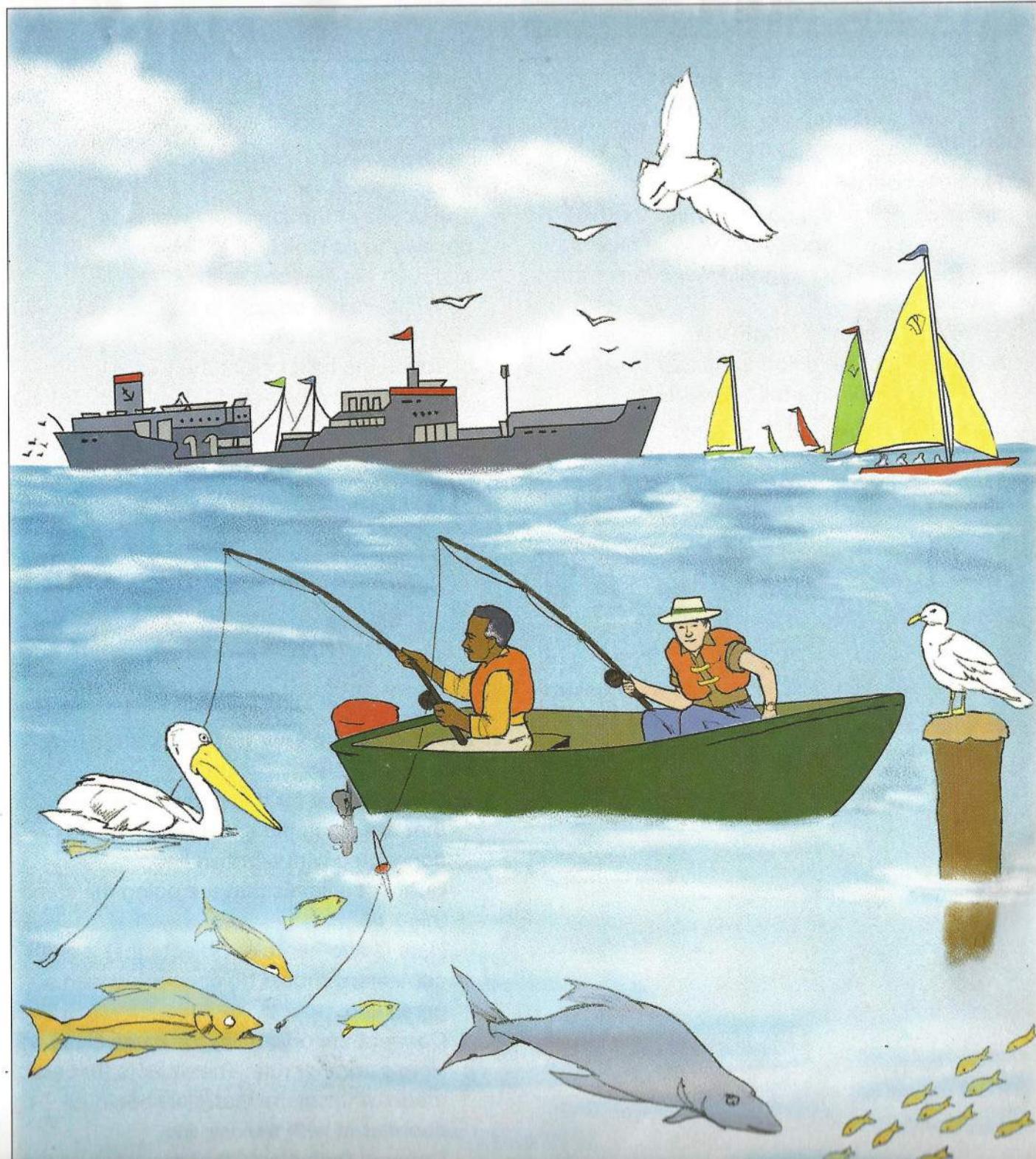
5. I'll turn the page, and we'll see a picture of an ocean.

(Turn the page quickly.)

EXERCISE 3 Common Information (cont.)

6. (Show the picture to children.)

- What kinds of vehicles do you see in the ocean?
- What do you see in the sky?
- What else do you see in the ocean?
- What can you tell me about the ocean?
(Praise good responses.)



EXERCISE 4 Tense—Pronouns

1. These pictures show what a girl is doing.

a. (Point to a.) What is the girl doing in this picture? (Touch.) Cutting her hair.

Say the whole thing about what she is doing. (Touch.) She is cutting her hair.

b. (Point to b.)

Look at what the girl is doing now. Is she cutting her hair? (Touch.) No.

What is she doing? (Touch.) Washing her hair.

Yes, she is washing her hair.

Say the whole thing. (Touch.) She is washing her hair.

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

3. Listen.

• What did she do before she washed her hair? (Signal. Do not touch the picture.) Cut her hair.

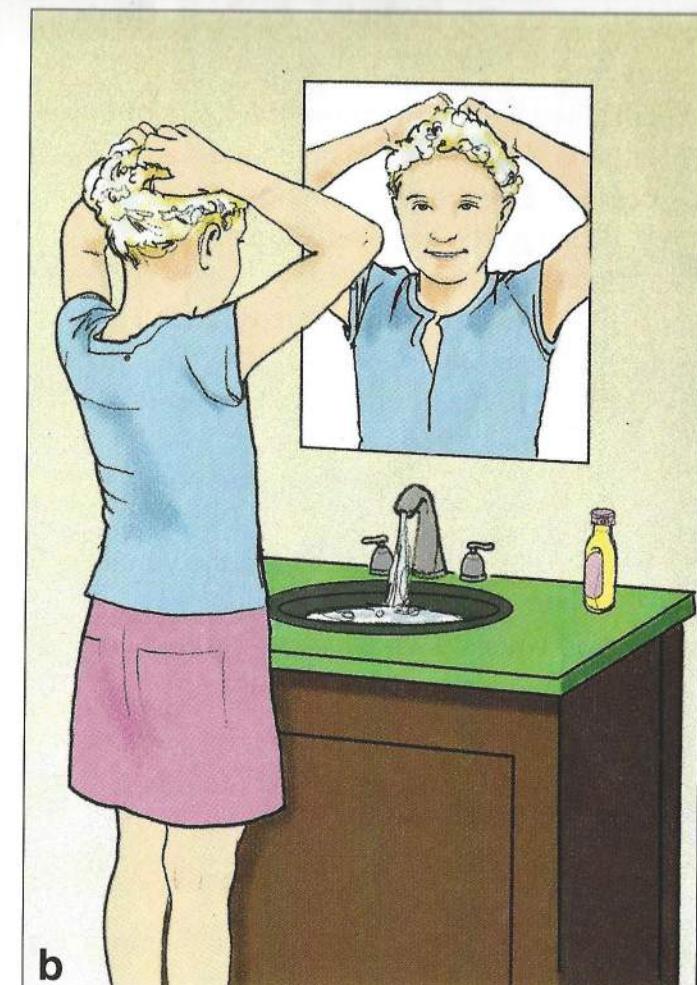
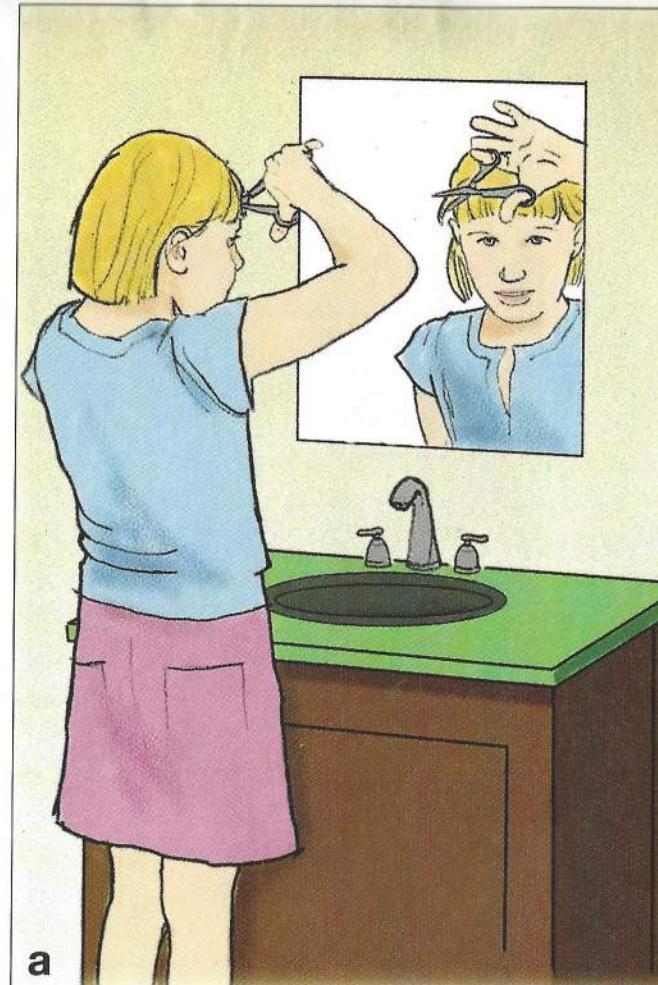
Yes, she cut her hair.

Say the whole thing about what she did. (Touch.) She cut her hair.

• (Point to b.)

Now say the whole thing about what she is doing in this picture. (Touch.) She is washing her hair.

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



Individual Turns

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

EXERCISE 5 Concept Application

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

- (Point to each vehicle, and ask:) What is this? (Children are to answer a tricycle, a bike, a car.)
- These objects are all in the same class. What class is that? (Signal.) Vehicles.

2. (Point to the bridge.)

- What is this? (Touch.) A bridge.

Only one of these vehicles will fall off the bridge.

- Here's the rule: The vehicle with only two wheels will fall off the bridge.

Say the rule with me. (Signal. Respond with children.) *The vehicle with only two wheels will fall off the bridge.*

- All by yourselves. Say the rule. (Signal. Do not respond with children.) *The vehicle with only two wheels will fall off the bridge.* (Children repeat the rule until they can all say it.)

3. Let's talk about each vehicle.

- a. (Point to a.) Does this vehicle have only two wheels? (Touch.) No.

So what do you know about this vehicle?

(Call on a child. Idea: *It won't fall off the bridge.*)

- b. (Point to b.) Does this vehicle have only two wheels? (Touch.) Yes.

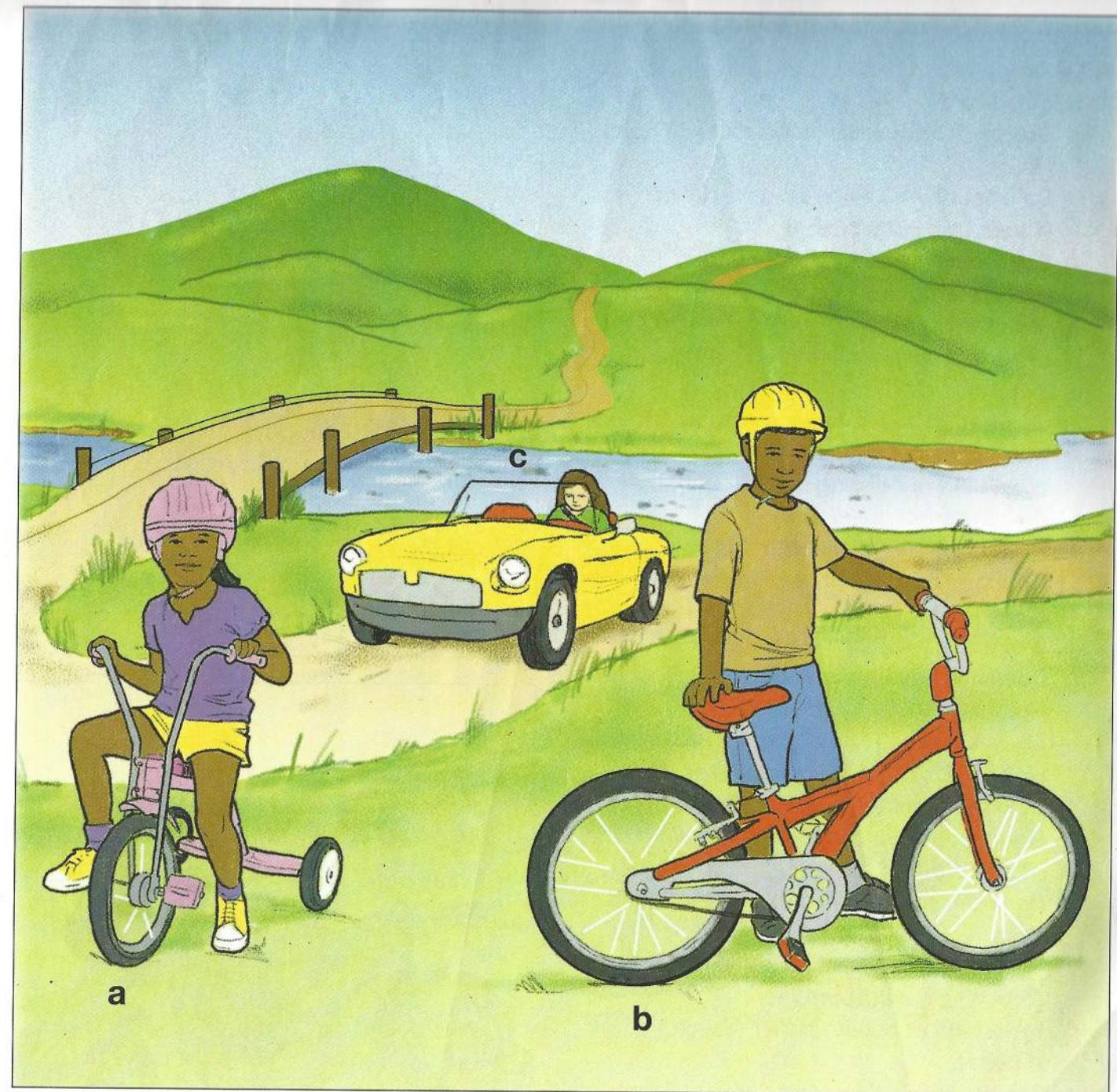
So what do you know about this vehicle?

(Call on a child. Idea: *It will fall off the bridge.*)

- c. (Point to c.) Does this vehicle have only two wheels? (Touch.) No.

So what do you know about this vehicle?

(Call on a child. Idea: *It won't fall off the bridge.*)



4. (Call on two children.)

- a. Show me the vehicle that will fall off the bridge. (Wait.)

- b. Let's see if you're right.

(Turn the page quickly.)

EXERCISE 5 Concept Application (cont.)

5. Let's talk about these vehicles.

• (Point to b.)

Does this vehicle have only two wheels?

(Touch.) Yes.

Did this vehicle fall off the bridge? (Touch.)

Yes.

Did the boy fall in the water? (Touch.) Yes.

• (Point to a.)

Does this vehicle have only two wheels?

(Touch.) No.

What kind of vehicle is this? (Touch.)

A tricycle.

Did the tricycle fall off the bridge? (Touch.)

No.

Is the girl riding the tricycle? (Touch.) Yes.

Say the whole thing. (Touch.) *The girl is riding the tricycle.*

• (Point to c.)

Does this vehicle have only two wheels?

(Touch.) No.

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

Did the car fall off the bridge? (Touch.) No.

Is the woman driving the car? (Touch.) Yes.

Say the whole thing. (Touch.) *The woman is driving the car.*

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

7. (Call on different children.)

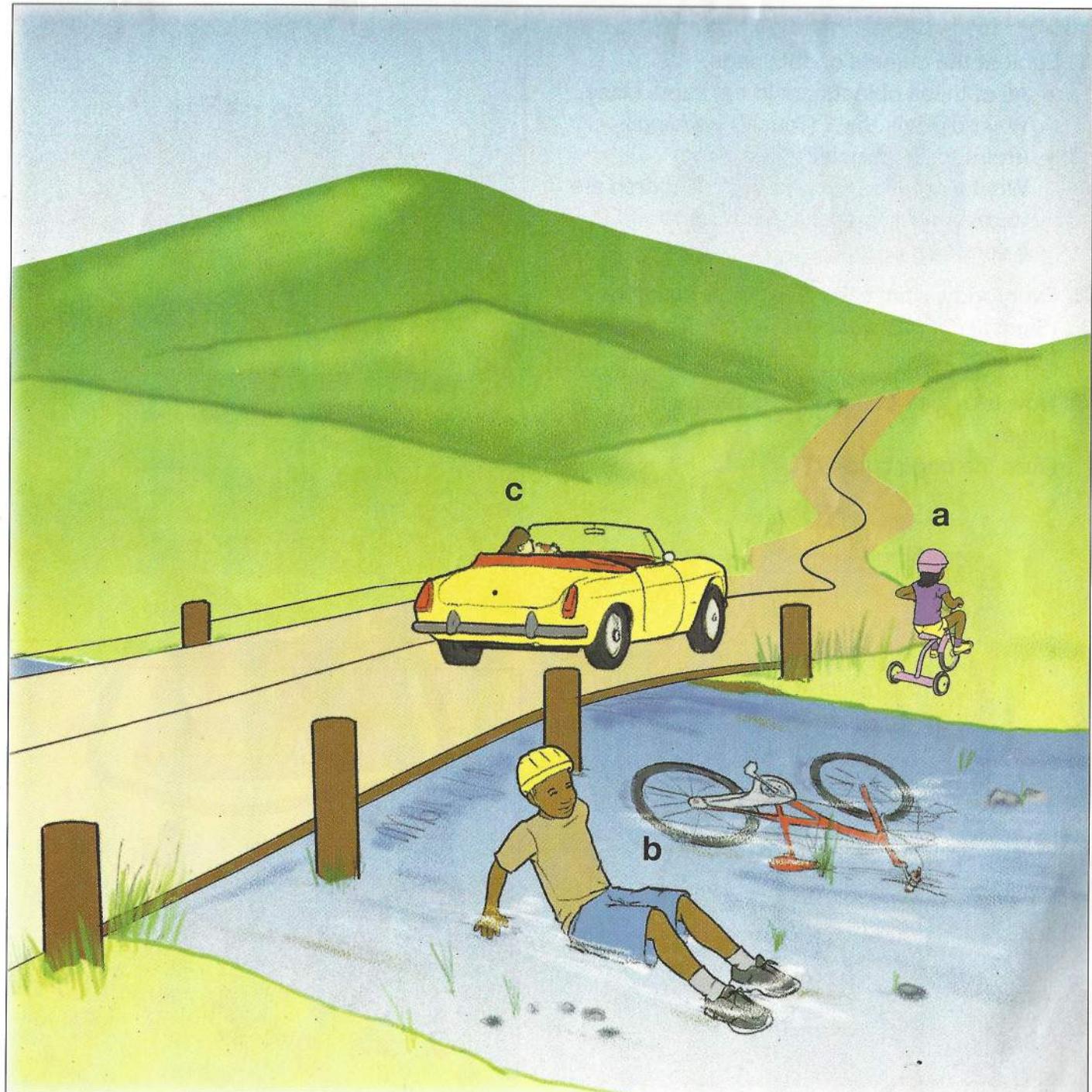
How do you think the boy feels?

Would you like to fall off that bridge?

Which vehicle would you like to ride in?

Individual Turns

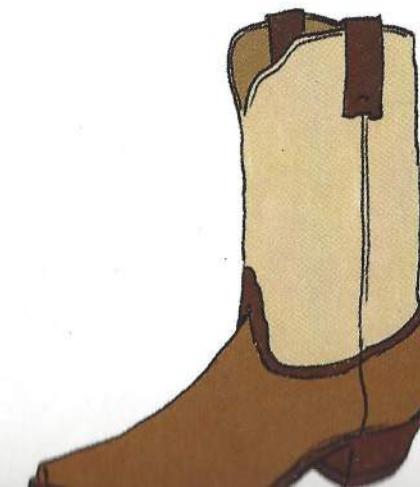
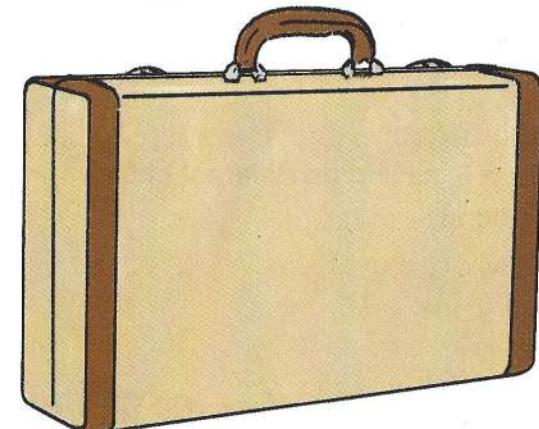
(Repeat part 5, calling on different children for each question.)





EXERCISE 6 Materials

1. Look at the objects in this picture. All of these objects are made of leather.
When I touch each object, you name it.
(Point to each object. Children are to respond a *baseball glove*, a *saddle*, a *boot*, a *purse*, a *suitcase*, a *football*.)
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 leather. (Call on three or four children to name objects made of leather. Each child should name at least three things.)
4. Can anyone think of anything else made of leather?
(Accept all good answers.)



EXERCISE 7 Part/Whole—Body Parts

1. Listen.

- a. Everybody, touch your head. (Wait.) Touch your abdomen. (Wait.)
- b. What are you touching? (Touch.) My abdomen.
- Say the whole thing. (Touch.) I am touching my abdomen.
- c. (Repeat step b until all children's responses are firm.)

2. We're going to name some parts of this girl's body.

- a. (Children are to give one-word answers as you point to and then touch the following parts.) Abdomen, knees, elbows, hands, head, neck.
- b. (Repeat step a until all children's responses are firm.)

3. Let's name some more parts of this girl's body.

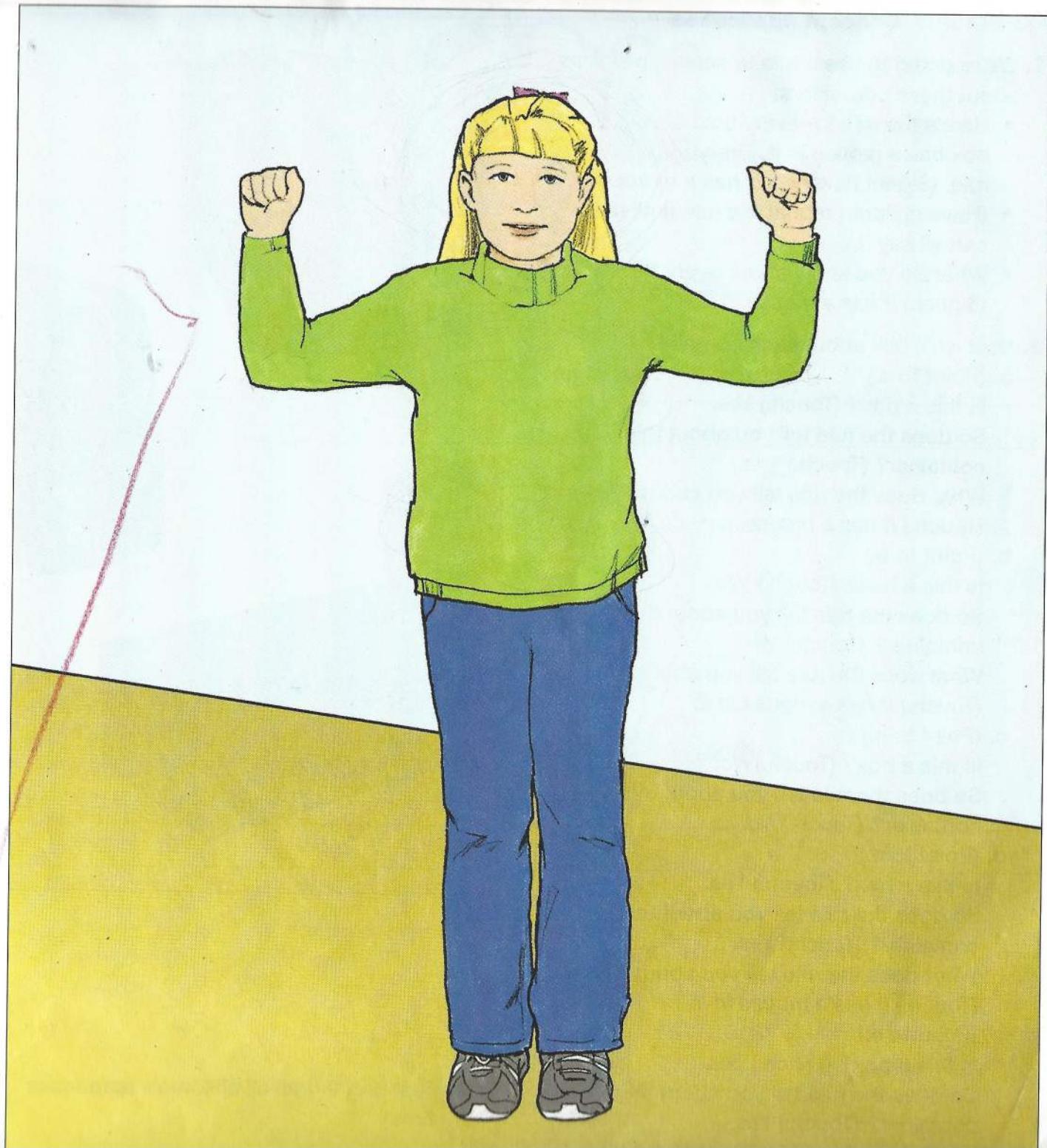
- a. (Children are to give one-word answers as you point to and then touch the following parts.) Hips, legs, chest, feet, arms.
- b. (Repeat step a until all children's responses are firm.)

4. Now let's see if you can name all those parts.

- a. (Children are to give one-word answers as you point to and then touch the following parts.) Legs, hands, elbows, abdomen, hips, chest, arms, neck, knees, head, feet.
- b. (Repeat step a until all children's responses are firm.)

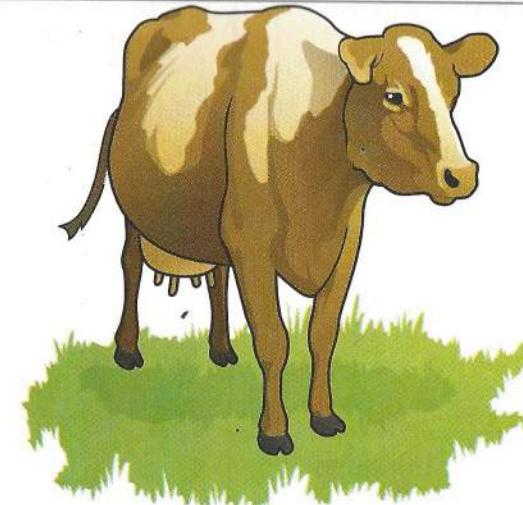
Individual Turns

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

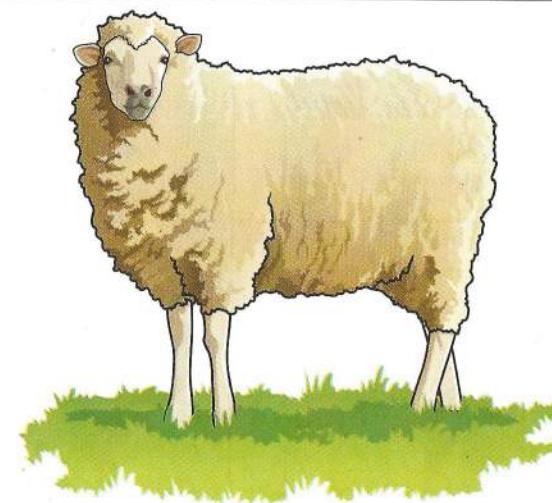


EXERCISE 8 Classification—Animals

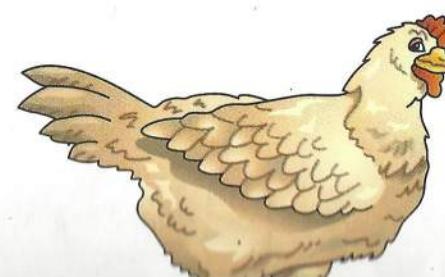
1. Here are some animals that live on a farm.
(Point to each animal.) What kind of animal is this? (Touch. Children are to identify each animal: *a cow, a sheep, a chicken.*)
2. Animals that live on a farm do something for us.
 - (Point to a.) Cows give us milk. What do we get from cows? (Signal.) Milk.
 - (Point to b.) Sheep give us wool. What do we get from sheep? (Signal.) Wool.
 - (Point to c.) Chickens give us eggs. What do we get from chickens? (Signal.) Eggs.
3. (Repeat parts 1 and 2 until all children's responses are firm.)
4. Where do these animals live? (Signal.) On a farm.
5. Now we're going to look at some more animals.
(Turn the page quickly.)



a



b



EXERCISE 8 Classification—Animals (cont.)

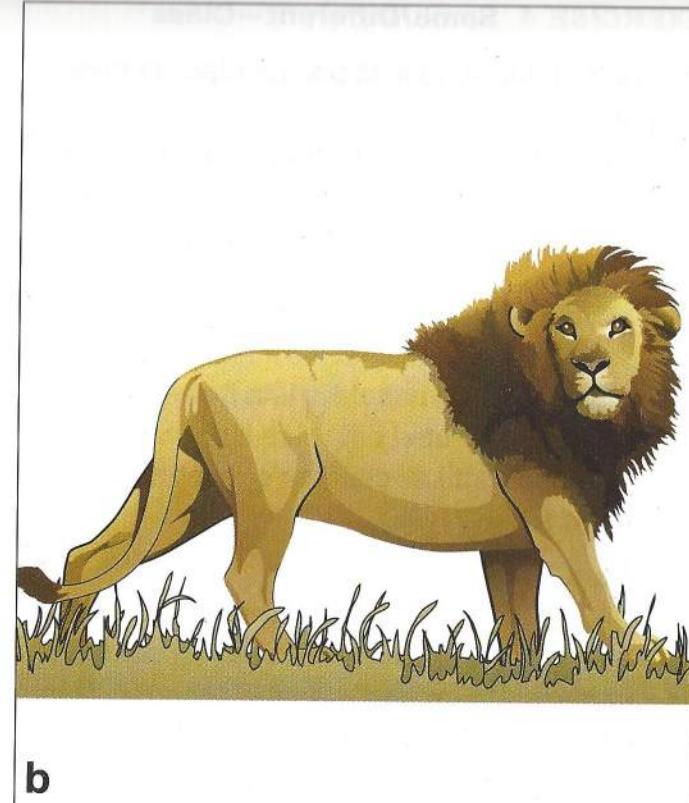
6. Some of these animals live on a farm. Some of these animals do not live on a farm.
(Point to each animal, and ask:) Does this animal live on a farm? (Touch. Children are to answer yes or no.)
7. Now we'll talk some more about each animal.
- (Point to a.) What kind of animal is this?
(Touch.) A monkey.
Does a monkey live on a farm? (Touch.) No.
 - (Point to b.) What kind of animal is this?
(Touch.) A lion.
Does a lion live on a farm? (Touch.) No.
 - (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.
 - (Point to d.) 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.
8. (Repeat parts 6 and 7 until all children's responses are firm.)

Individual Turns

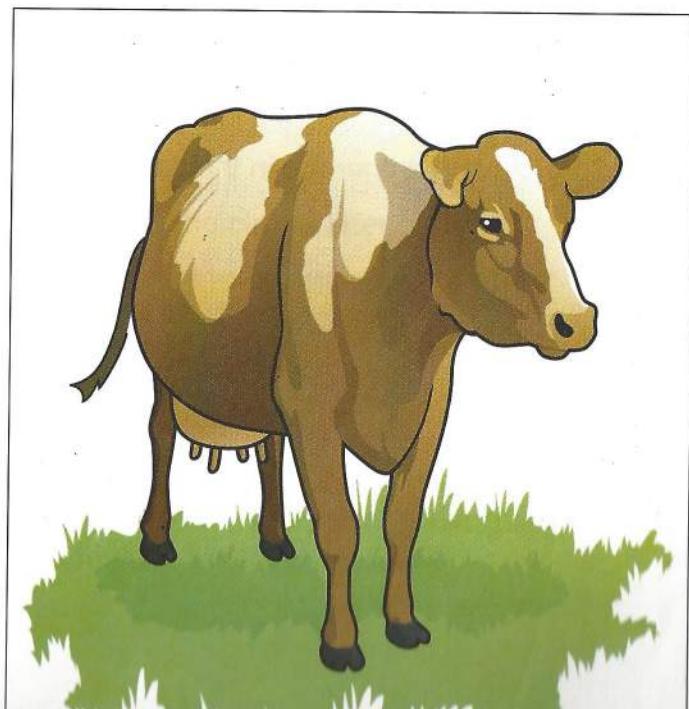
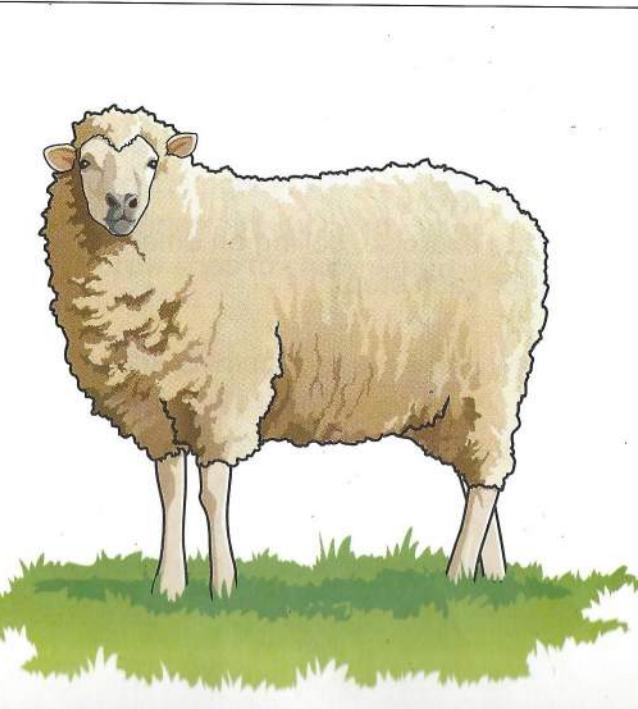
(Repeat parts 6 and 7, calling on different children for each step.)



a



b



EXERCISE 1 Actions—Between

1. It's time for an action game.

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

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

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

b. Everybody, put your finger between your eyes. (Signal. Wait.)

Where is your finger? (Signal.) *Between my eyes.*

Say the whole thing. (Signal.) *My finger is between my eyes.*

Hands down.

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

2. (Call on two boys to stand next to each other.)

a. (Point to the boys.)

I'm going to stand between the boys.

Watch. (Stand between the boys.)

Everybody, where am I standing? (Signal.) *Between the boys.*

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

b. Yes, I am standing between the boys. Say the whole thing about where I am standing.

(Signal.) *You are standing between the boys.*

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

3. (Direct one boy to sit down and a girl to stand up.)

a. (Stand between the boy and the girl.)

Am I standing between the boys now? (Signal.) *No.*

I'm standing between a boy and a girl.

Where am I standing? (Signal.) *Between a boy and a girl.*

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

b. Yes, I am standing between a boy and a girl. Say the whole thing about where I am standing. (Signal.) *You are standing between a boy and a girl.*

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

c. (Replace the boy with a girl. Stand between the girls.)

Am I standing between a boy and a girl now? (Signal.) *No.*

Where am I standing? (Signal.) *Between the girls.*

Say the whole thing about where I am standing. (Signal.) *You are standing between the girls.*

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

4. Now watch carefully.

a. (Stand in front of the girls.) *Am I standing between the girls now?* (Signal.) *No.*

b. (Stand to one side of both girls.) *Am I standing between the girls now?* (Signal.) *No.*

c. (Stand behind the girls.) *Am I standing between the girls now?* (Signal.) *No.*

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



EXERCISE 2 Classification

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

a. Listen. I'm going to name some animals, but don't let me fool you. If I name something that is an animal, you say yes. If I name something that is not an animal, you say not an animal.

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

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

2. Don't let me fool you.

a. Listen. (Pause.) Deer. (Signal.) Yes.

Sheep. (Signal.) Yes.

Ball. (Signal.) Not an animal.

Why did you say not an animal? (Signal.) Because a ball is not an animal.

b. Listen. (Pause.) Horse. (Signal.) Yes.

Whale. (Signal.) Yes.

Chair. (Signal.) Not an animal.

Why did you say not an animal? (Signal.) Because a chair is not an animal.

c. Listen. (Pause.) Zebra. (Signal.) Yes.

Owl. (Signal.) Yes.

Lion. (Signal.) Yes.

Squirrel. (Signal.) Yes.

Egg. (Signal.) Not an animal.

Why did you say not an animal? (Signal.) Because an egg is not an animal.

d. Listen. (Pause.) Seal. (Signal.) Yes.

Bird. (Signal.) Yes.

Chicken. (Signal.) Yes.

Turtle. (Signal.) Yes.

Frog. (Signal.) Yes.

Motorcycle. (Signal.) Not an animal.

Why did you say not an animal? (Signal.) Because a motorcycle is not an animal.

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

- a. 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.
- 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. 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.
- d. What do we call a place where you buy things? (Signal.) *A store.*
Say the whole thing about a store. (Signal.)
A store is a place where you buy things.
- e. 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.*

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

Individual Turns

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

We're going to play a word game.

- a. Listen. I'm thinking about a bridge that is not long. It's not long. So what do you know about it? (Pause. Signal.) *It's short.*
- b. Listen. I'm thinking of trees that are not old. They're not old. So what do you know about them? (Pause. Signal.) *They're young.*
- c. Listen. I'm thinking of an alligator that is not short. It's not short. So what do you know about it? (Pause. Signal.) *It's long.*
- d. (Repeat the exercise until all children's responses are firm.)

Individual Turns

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

1. (Ask a child to stand up in front of the group.) We're going to name some parts of (child's name) body.

- a. (Children are to give one-word answers as you point to the following parts.) *Arms, legs, hips, feet, chest, elbows, neck, abdomen, head, knees.*
- b. (Repeat step a until all children's responses are firm.)
- c. (Have child sit down.)

2. Everybody, when I name a part, point to it on your body. Then tell me what it is.

- a. *Elbows.* (Signal.) **What part?** (Signal.) *Elbows.*
Neck. (Signal.) **What part?** (Signal.) *Neck.*
Knees. (Signal.) **What part?** (Signal.) *Knees.*
Chest. (Signal.) **What part?** (Signal.) *Chest.*
Hips. (Signal.) **What part?** (Signal.) *Hips.*
Arms. (Signal.) **What part?** (Signal.) *Arms.*
Abdomen. (Signal.) **What part?** (Signal.) *Abdomen.*
Head. (Signal.) **What part?** (Signal.) *Head.*
Legs. (Signal.) **What part?** (Signal.) *Legs.*
Feet. (Signal.) **What part?** (Signal.) *Feet.*
- b. (Repeat step a until all children's responses are firm.)

Individual Turns

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

EXERCISE 6 Tense—Pronouns

1. Look at the pictures. They show what a boy is doing.

a. (Point to a.) What is the boy doing in this picture? (Touch.) *Pushing the cabinet.*

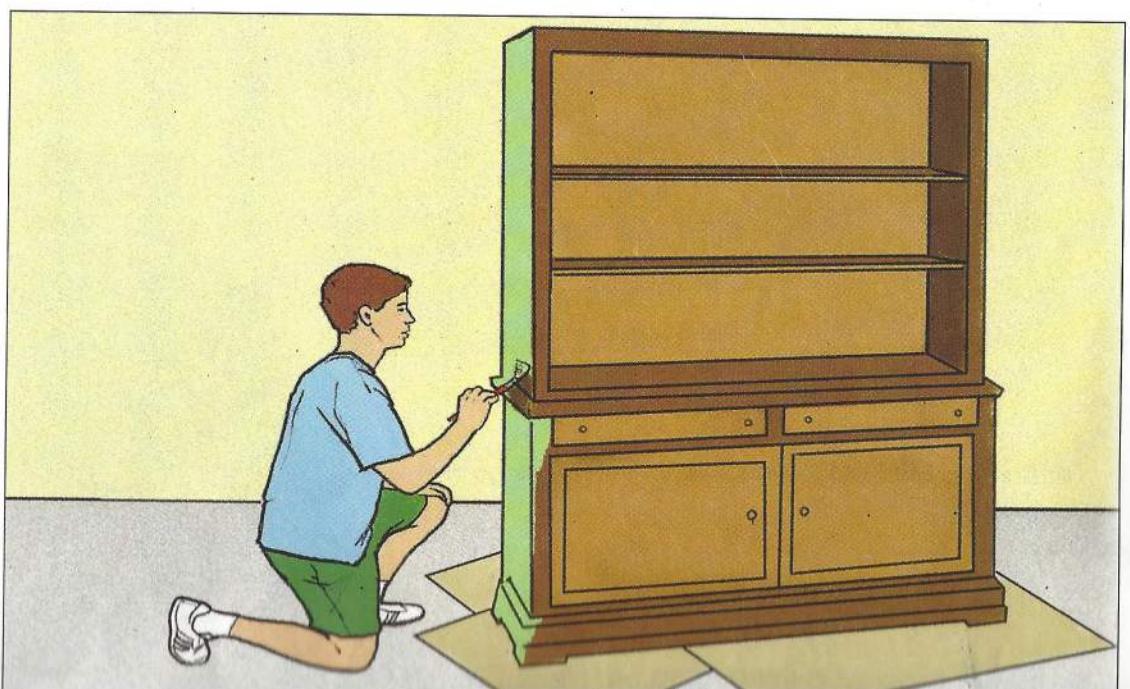
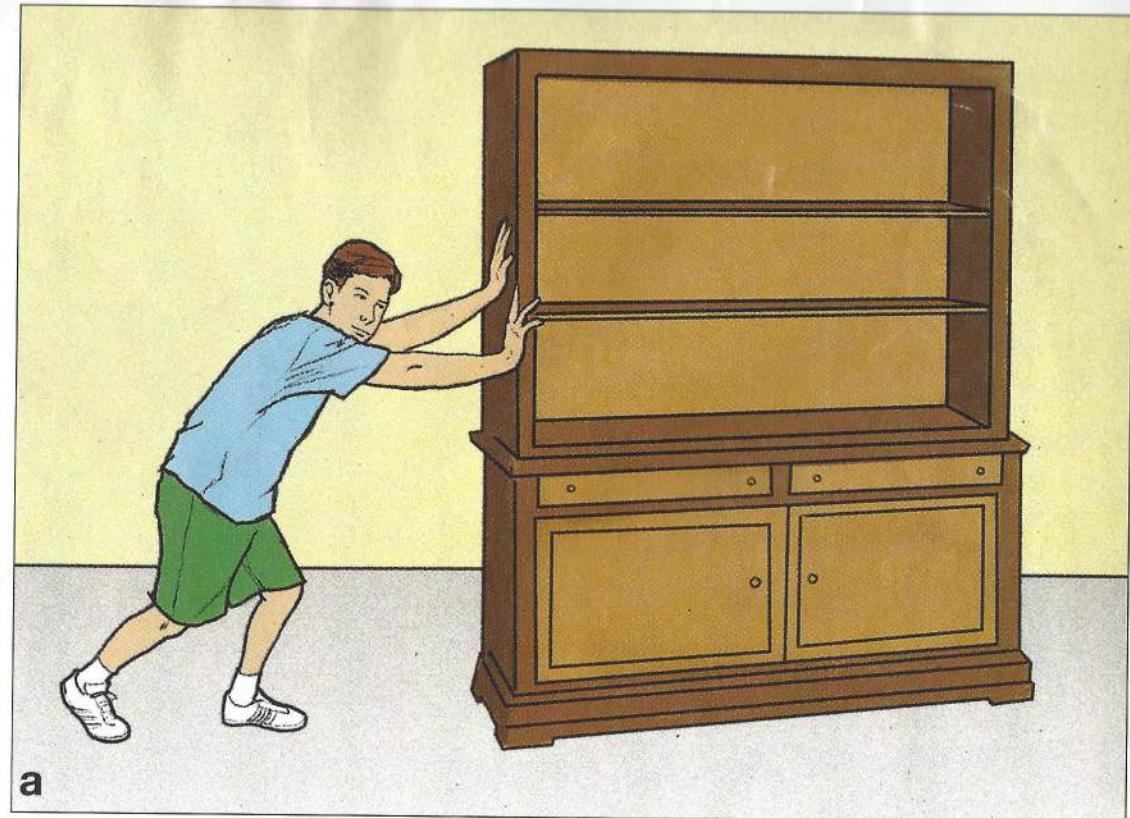
Say the whole thing about what he is doing. (Touch.) *He is pushing the cabinet.*

b. (Point to b.)

Look at what the boy is doing now. Is he pushing the cabinet? (Touch.) *No.*

What is he doing? (Touch.) *Painting the cabinet.*

Say the whole thing about what he is doing. (Touch.) *He is painting the cabinet.*



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

3. Listen.

- What did he do before he painted the cabinet? (Signal. Do not touch the picture.) *Pushed the cabinet.*

Say the whole thing about what he did.

(Touch.) *He pushed the cabinet.*

- (Point to b.)

Say the whole thing about what he is doing in this picture. (Touch.) *He is painting the cabinet.*

- Now say the whole thing about what he did before he painted the cabinet. (Signal.) *He pushed the cabinet.*

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

Individual Turns

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

EXERCISE 7 Concept Application

1. The woman will pick up only one of these children. Listen. The woman will pick up the child with the big hat and the big shoes.
Which child will the woman pick up? (Signal.)
The child with the big hat and the big shoes.
Say the whole thing about the child the woman will pick up. (Signal.) *The woman will pick up the child with the big hat and the big shoes.*

2. We'll talk about each child.

a. (Point to a.)

Does this child have a big hat? (Touch.)

Yes.

Does this child have big shoes? (Touch.)

Yes.

• So will the woman pick up this child?

(Touch.) Yes.

How do you know the woman will pick up this child? (Call on a child. Idea: *He has a big hat and big shoes.*)

b. (Point to b.)

Does this child have a big hat? (Touch.)

Yes.

Does this child have big shoes? (Touch.)

No.

• So will the woman pick up this child?

(Touch.) No.

Why won't the woman pick up this child?

(Call on a child. Idea: *She doesn't have big shoes.*)

c. (Point to c.)

Does this child have a big hat? (Touch.) No.

• So will the woman pick up this child?

(Touch.) No.

Why won't the woman pick up this child?

(Call on a child. Idea: *She doesn't have a big hat.*)



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

4. Say the whole thing about the child the woman will pick up. (Signal.) *The woman will pick up the child with the big hat and the big shoes.*

Let's see if you are right.

EXERCISE 7 Concept Application (cont.)

5. Look at the picture.

- Which child is the woman picking up? (Call on a child. Idea: *The child with the big hat and the big shoes.*)
- (Point to b.)
Why didn't the woman pick up this child?
(Call on a child. Idea: *She doesn't have big shoes.*)
- (Point to c.)
Why didn't the woman pick up this child?
(Call on a child. Idea: *She doesn't have a big hat.*)
- (Repeat part 5 until all children's responses are firm.)

6. Now we'll talk some about the other children.

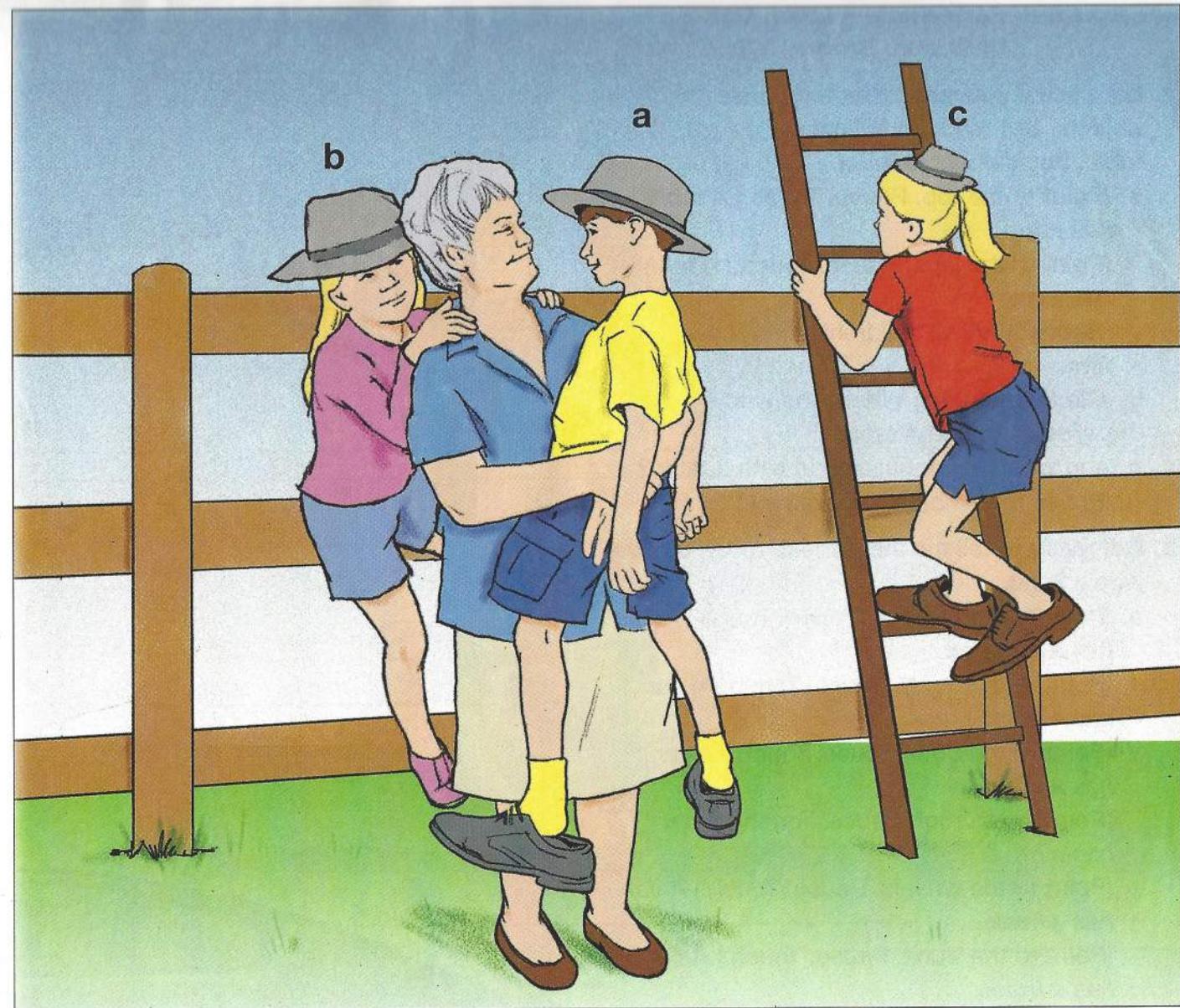
- (Point to b.) What is this child doing?
(Touch.) Climbing on the woman.
Say the whole thing about what this child is doing. (Touch.) This child is climbing on the woman.
- (Point to c.) What is this child doing?
(Touch.) Climbing a ladder.
Say the whole thing about what this child is doing. (Touch.) This child is climbing a ladder.

7. (Ask different children to answer the following questions.)

Does the child the woman picked up look happy?

Do you think the other children want to be picked up?

Do you like to be picked up?



Individual Turns

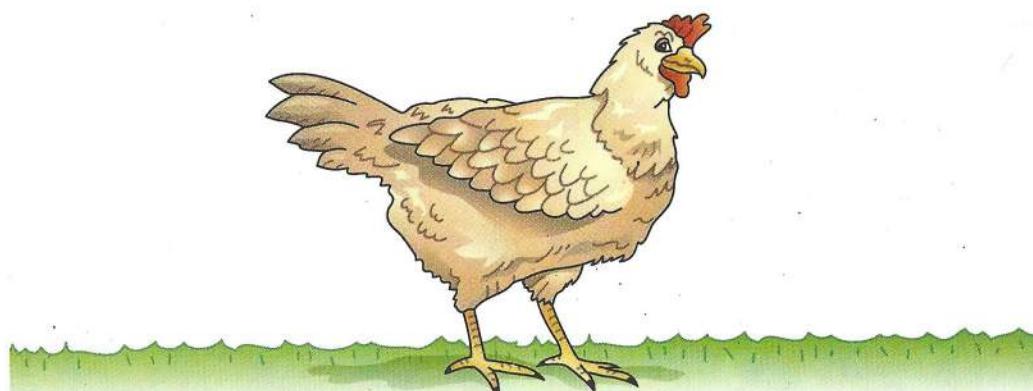
(Repeat parts 5 and 6, calling on different children for each question.)

EXERCISE 8 Classification—Animals

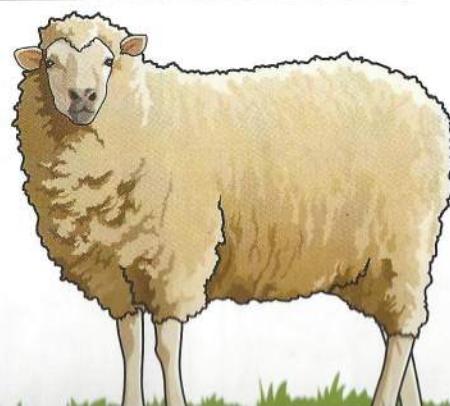
1. Here are some animals that live on a farm.
(Point to each animal, and ask:) What kind of animal is this? (Touch. Children are to identify each animal: a cow, a chicken, a sheep.)
2. Animals that live on a farm do something for us.
 - a. (Point to a.) Cows give us milk. What do we get from cows? (Signal.) Milk.
 - b. (Point to b.) Chickens give us eggs. What do we get from chickens? (Signal.) Eggs.
 - c. (Point to c.) Sheep give us wool. What do we get from sheep? (Signal.) Wool.
3. (Repeat part 2 until all children's responses are firm.)
4. Where do these animals live? (Signal.) On a farm.
5. Now we're going to look at some more animals.
(Turn the page quickly.)



a



b



EXERCISE 8 Classification—Animals (cont.)

6. Some of these animals live on a farm. Some of these animals do not live on a farm.
(Point to each animal, and ask:) Does this animal live on a farm? (Touch. Children are to answer yes or no.)
- a. (Point to a.) What kind of animal is this?
(Touch.) A bear.
Does a bear live on a farm? (Touch.) No.
- b. (Point to b.) What kind of animal is this?
(Touch.) A chicken.
Does a chicken live on a farm? (Touch.) Yes.
What do we get from a chicken? (Touch.) Eggs.
- c. (Point to c.) 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.
- d. (Point to d.) What kind of animal is this?
(Touch.) An elephant.
Does an elephant live on a farm? (Touch.) No.
Say the whole thing about an elephant.
(Touch.) An elephant does not live on a farm.

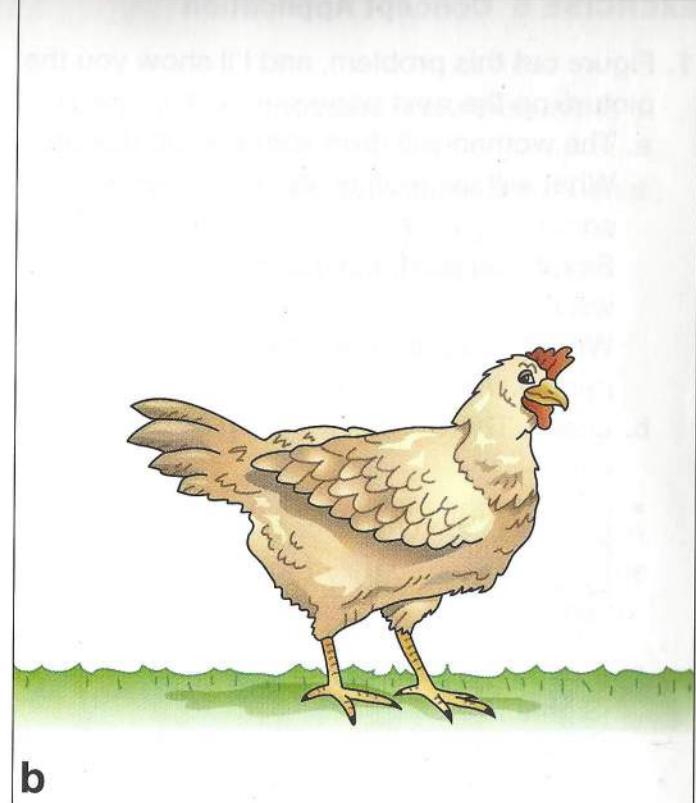
7. (Repeat part 6 until all children's responses are firm.)

Individual Turns

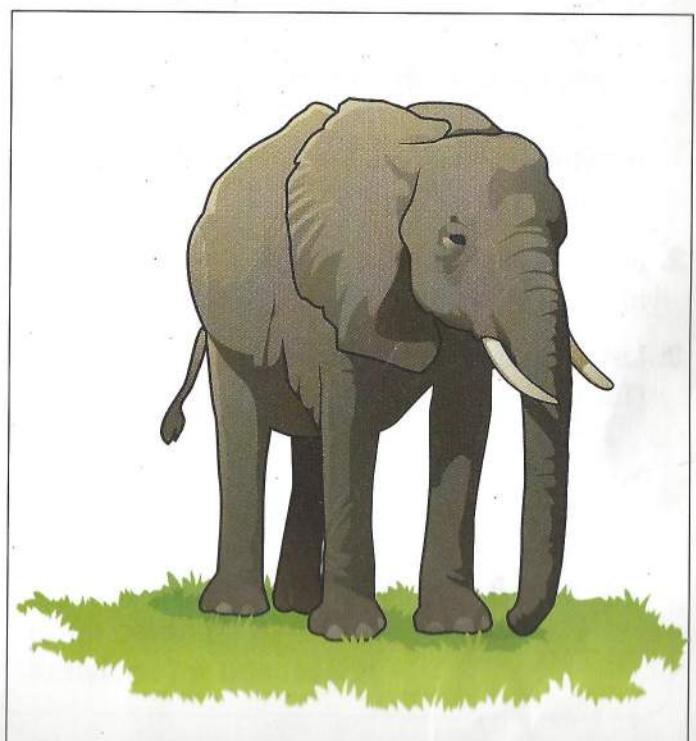
(Repeat part 6, calling on different children for each step.)



a



b



LESSON 89

EXERCISE 1 Actions—Same

1. We're going to play a game.

- a. Everybody, I'm going to do something.
Then you're going to do the same thing.
My turn. (Tap your head once.) I did it.

- b. Your turn. Do the same thing I did. Get ready. (Signal. Children are to tap their heads once.)

Good. You did the same thing I did.

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

2. Here's another one.

- a. I'm going to do something. Then you're going to do the same thing.

My turn. (Clap your hands twice.) I did it.

- b. Your turn. Do the same thing I did. Get ready. (Signal. Children are to clap their hands twice.)

Good. You did the same thing I did.

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

3. New game.

- a. Your turn. Get ready to touch the floor.
(Signal. Children are to touch the floor.)
Stop touching the floor.

- b. Watch me. Tell me if I do the same thing you did. (Touch your nose.)
Am I doing the same thing you did?
(Signal.) No.

- c. Tell me what to do. (Signal.) Touch the floor.

(Touch the floor.)

Now am I doing the same thing you did?
(Signal.) Yes.

(Keep touching the floor.)

- d. What did you do? (Signal.) Touched the floor.

What am I doing? (Signal.) Touching the floor.

(Lift your hand from the floor.)

- e. We did something that was the same. Tell me what we did that was the same.

(Signal.) Touched the floor.

Yes, we touched the floor.

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

Individual Turns

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



EXERCISE 2 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 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. 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.

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

EXERCISE 3 Opposites Review

We're going to play a word game.

- a. Listen. I'm thinking of rabbits that are not wet. They're not wet. So what do you know about them? (Pause. Signal.) *They're dry.*
- b. Listen. I'm thinking of a basket that is not small. It's not small. So what do you know about it? (Pause. Signal.) *It's big.*
- c. (Repeat the exercise until all children's responses are firm.)

Individual Turns

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

EXERCISE 4 Information and Days of the Week

Let's see how much you know.

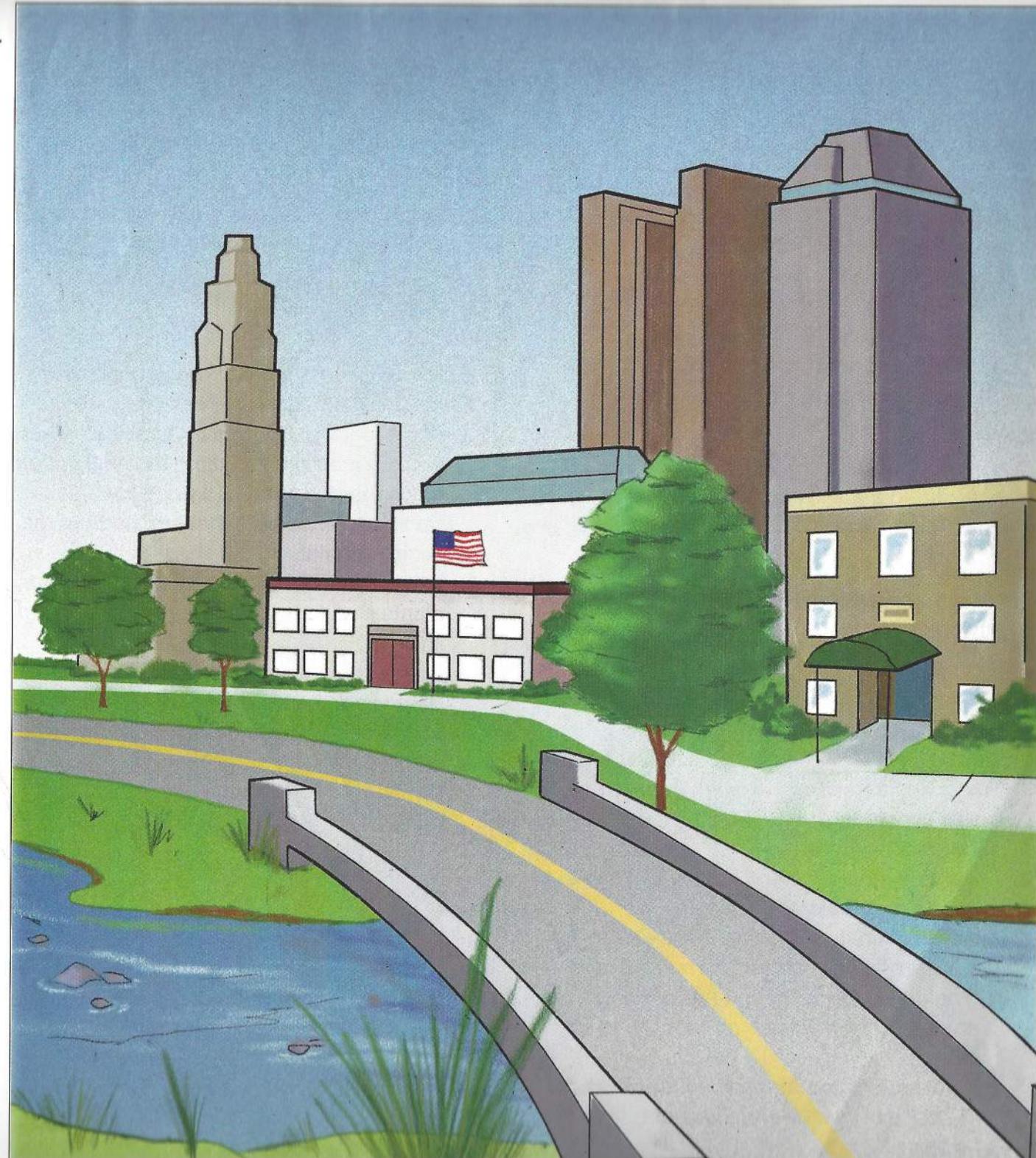
- a. What's the name of the city you live in?
(Signal. Wait.)
What's the name of the state you live in?
(Signal. Wait.)
What's the name of the school you go to?
(Signal. Wait.)
- (Repeat step a until all children's responses are firm.)
- b. How many days are there in a week?
(Signal.) Seven.
Say the days of the week. (Signal.) Sunday,
Monday, Tuesday, Wednesday, Thursday,
Friday, Saturday.
- c. Everybody, today is _____.
What day is today? (Pause. Signal. Wait.)
So what day will tomorrow be? (Pause.
Signal. Wait.)
- d. (Repeat the exercise until all children's responses are firm.)

Individual Turns

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

★ EXERCISE 5 Materials

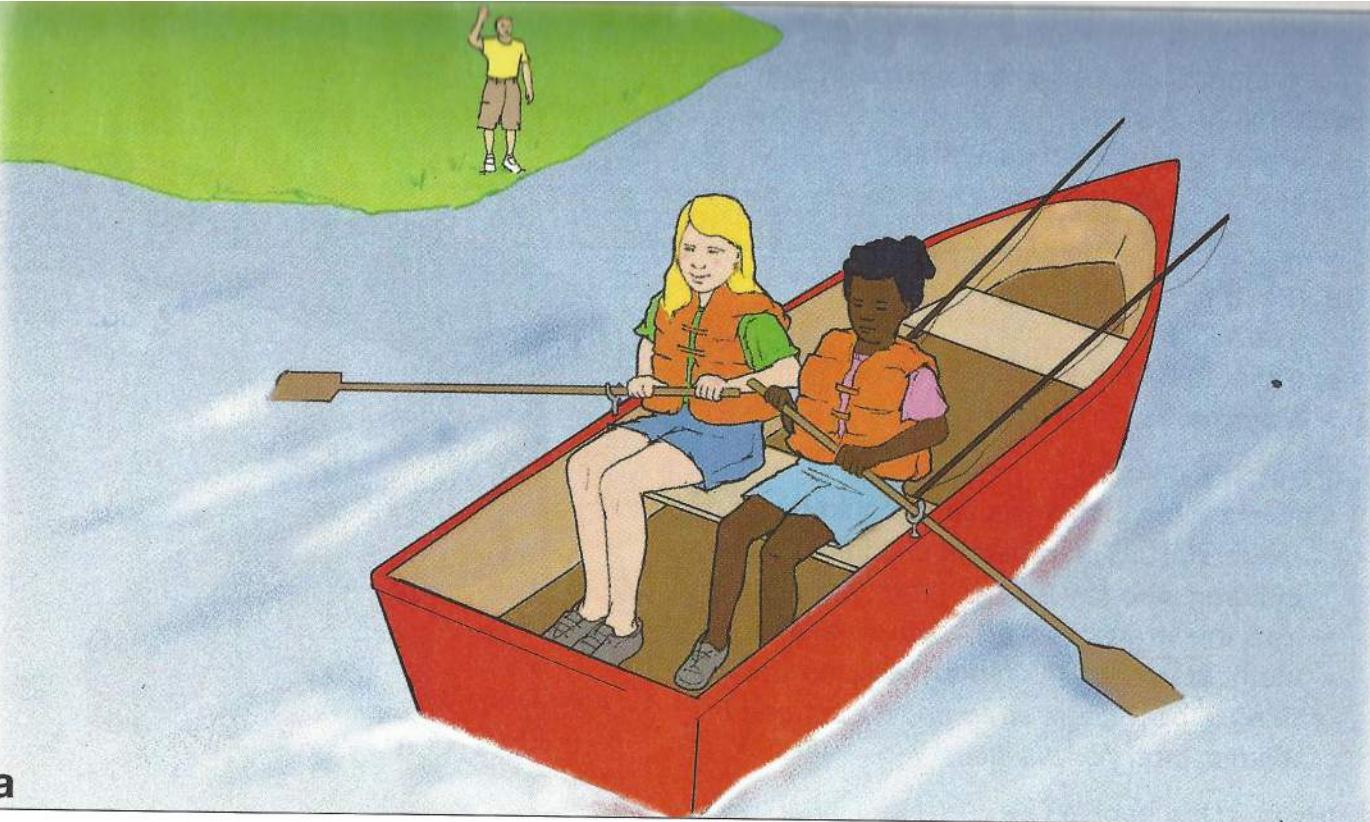
1. Look at the objects in this picture. Most of these objects are made of concrete.
 - What are they made of? (Signal.) Concrete.
 - When I touch each object, you name it. (Point to each object. Children are to respond a *sidewalk, a school, an apartment building, a bridge, a road.*)
2. Take a good look at the objects, and see how many you can remember. (Let children look at the book for about ten seconds.)
3. (Remove picture from children's view.) See if you can name at least three things in the picture that are made of concrete. (Call on three or four different children to name objects made of concrete. Each child should name at least three things.)
4. Can anyone think of anything else made of concrete?
(Accept all good answers.)



1. Look at the pictures. They show what some girls are doing.
- a. (Point to a.) What are the girls doing? (Touch.) *Rowing the boat.*
 Say the whole thing about what they are doing. (Touch.) *They are rowing the boat.*
- b. (Point to b.) What are the girls doing now? (Touch.) *Fishing.*
 Say the whole thing about what they are doing. (Touch.) *They are fishing.*
2. (Repeat part 1 until all children's responses are firm.)
3. Listen.
- What did the girls do **before** they fished? (Signal. Do not touch the picture.) *Rowed the boat.*
 Say the whole thing about what they did. (Touch.) *They rowed the boat.*
 - (Point to b.) Now say the whole thing about what they are doing in this picture. (Touch.) *They are fishing.*
 - Now say the whole thing about what they did **before** they fished. (Signal.) *They rowed the boat.*
4. (Repeat part 3 until all children's responses are firm.)

Individual Turns

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



EXERCISE 7 Concept Application

1. We're going to figure out a problem about a bird and a pencil. I'll touch the parts of this pencil. When I touch a part, you name it. (Point to the eraser. Pause. Touch.) *Eraser.* (Point to the point. Pause. Touch.) *Point.* (Point to the shaft. Pause. Touch.) *Shaft.*

2. (Point to the birds.)

- What are these? (Touch.) *Birds.* Say the whole thing. (Touch.) *These are birds.*
- Only one of these birds will stand on the eraser of the pencil. And here's the rule about that bird: *The big bird will stand on the eraser.* Say the rule. (Signal.) *The big bird will stand on the eraser.*

3. We'll talk about each bird.

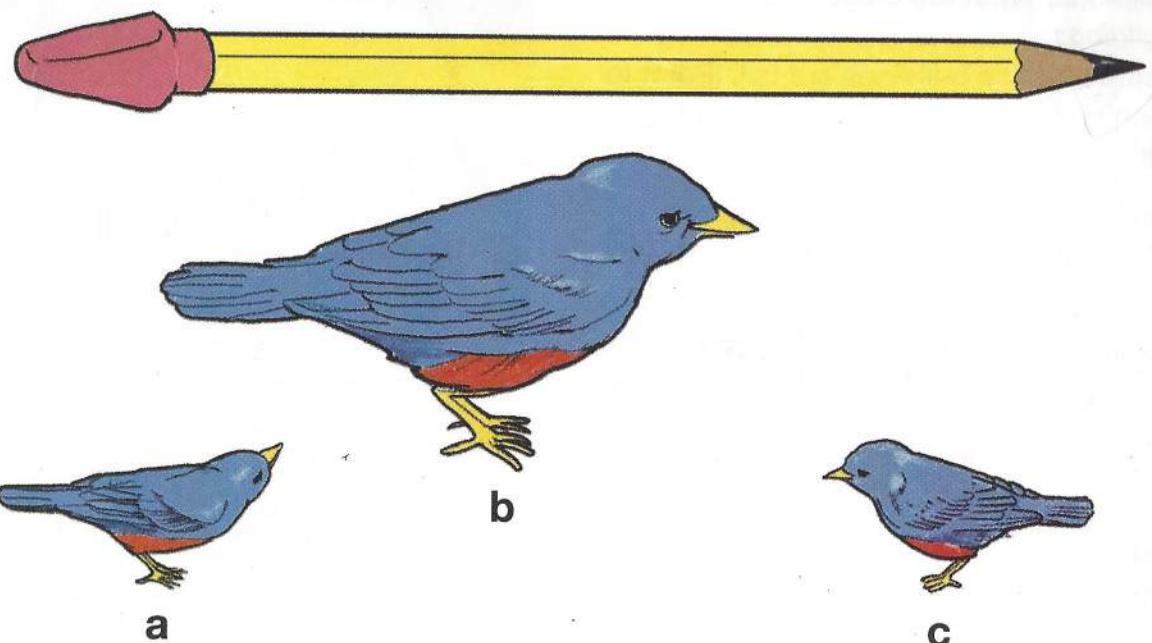
- a. (Point to a.) Is this bird big? (Touch.) No. So will this bird stand on the eraser? (Touch.) No.

This bird is not big. So what do you know about this bird? (Call on a child. Idea: *It won't stand on the eraser.*)

- (Repeat step a until all children's responses are firm.)
- b. (Point to b.) Is this bird big? (Touch.) Yes. So will this bird stand on the eraser? (Touch.) Yes.

This bird is big. So what do you know about this bird? (Call on a child. Idea: *It will stand on the eraser.*)

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



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

So will this bird stand on the eraser?

(Touch.) No.

This bird is not big. So what do you know about this bird? (Call on a child. Idea: *It won't stand on the eraser.*)

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

4. (Call on two children.)

a. Show me the bird that will stand on the eraser. (Wait.)

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

5. Which bird is standing on the eraser? (Touch.)

The big bird.

What is the big bird doing? (Touch.) *Standing on the eraser.*

- Say the whole thing about what the big bird is doing. (Touch.) *The big bird is standing on the eraser.*

- Again. (Touch.) *The big bird is standing on the eraser.*

6. Now we'll talk about the other birds.

- (Point to a.) Is this bird on the eraser? (Touch.) *No.*

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

- (Point to c.) Is this bird on the eraser? (Touch.) *No.*

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

7. (Repeat parts 5 and 6 until all children's responses are firm.)

8. (Ask different children to answer the following questions.)

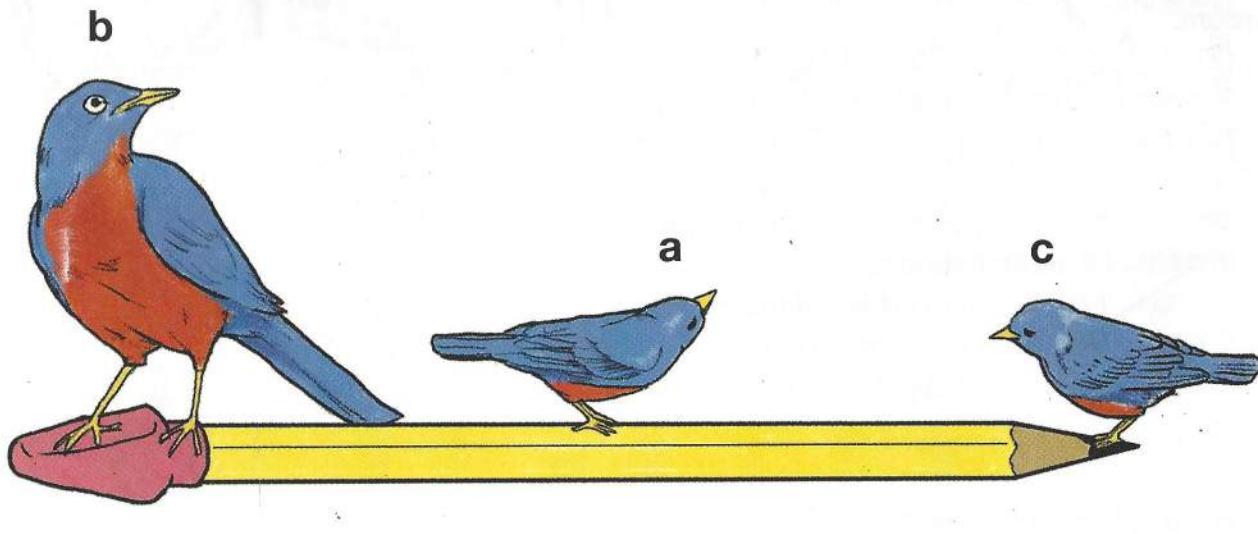
Do you think it was hard for the big bird to get on the eraser?

Do you think the birds will write with the pencil?

How would you like to find some birds on a pencil?

Individual Turns

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



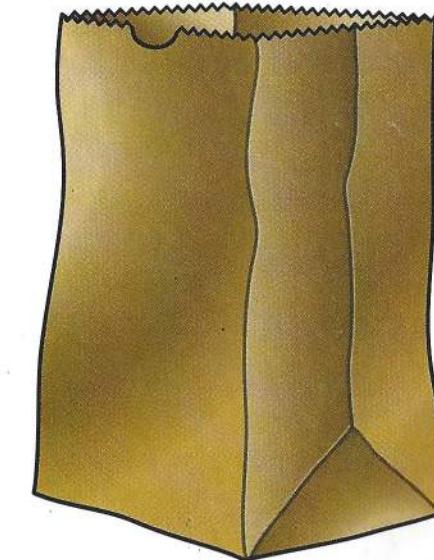
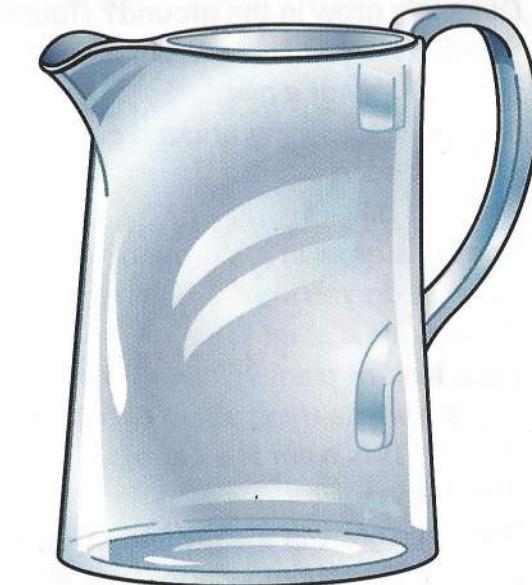
1. Look at the objects on this page.

- (Point to the objects.) All of these objects are in the same class. What class is that? (Touch.) *Containers*.
- (Point to each object, and ask:) What kind of container is this? (Children are to answer a *basket*, a *pitcher*, a *package*, a *bag*.)

2. Everybody, what's the rule about a container?
(Signal.) If you put things in it, it's a container.

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

}



EXERCISE 8 Classification—Containers (cont.)

4. We're going to talk about these objects.

a. (Point to a.)

- Can you put things in this? (Touch.) Yes.
So what do you know about a bucket?
(Touch.) *It's a container.*

- What kind of container is it? (Touch.)
A bucket.

Say the whole thing about this container.
(Touch.) *This container is a bucket.*

b. (Point to b.)

- Can you can put things in this? (Touch.)
No.

So what do you know about a pencil?
(Touch.) *It's not a container.*

- Say the whole thing about a pencil.
(Touch.) *A pencil is not a container.*

c. (Point to c.)

- Can you put things in this? (Touch.) *No.*
So what do you know about an axe?
(Touch.) *It's not a container.*

- Say the whole thing about an axe. (Touch.)
An axe is not a container.

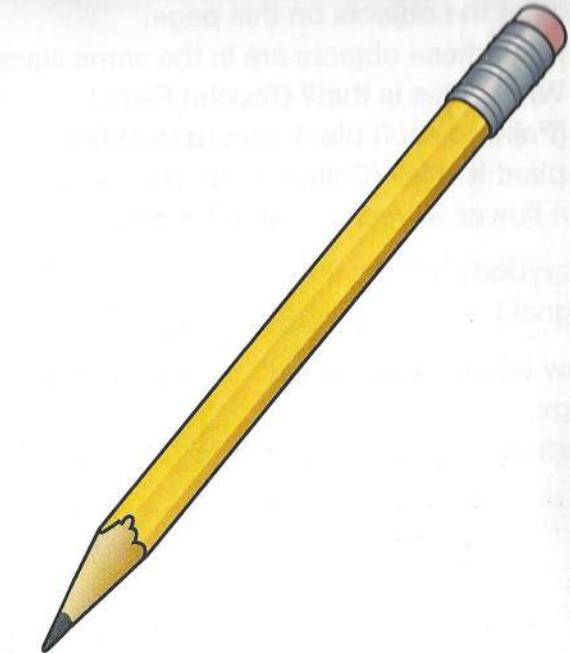
d. (Point to d.)

- Can you put things in this? (Touch.) Yes.
So what do you know about a jar? (Touch.)
It's a container.
- Say the whole thing about this container.
(Touch.) *This container is a jar.*

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



a



b





EXERCISE 9 Part/Whole

1. Everybody, when I name a part, point to it on your body. Then tell me what it is.

a. Elbows. (Signal.) What part? (Signal.)

Elbows.

Neck. (Signal.) What part? (Signal.) Neck.

Knees. (Signal.) What part? (Signal.) Knees.

Chest. (Signal.) What part? (Signal.) Chest.

Hips. (Signal.) What part? (Signal.) Hips.

Arms. (Signal.) What part? (Signal.) Arms.

Abdomen. (Signal.) What part? (Signal.)

Abdomen.

Head. (Signal.) What part? (Signal.) Head.

Legs. (Signal.) What part? (Signal.) Legs.

Feet. (Signal.) What part? (Signal.) Feet.

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

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

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

An elephant has a tail.

(Point to the legs. Pause. Touch.)

An elephant has legs.

(Point to the head. Pause. Touch.)

An elephant has a head.

(Point to the trunk. Pause. Touch.)

An elephant has a trunk.

(Point to the body. Pause. Touch.)

An elephant has a body.

(Point to the ears. Pause. Touch.)

An elephant has ears.

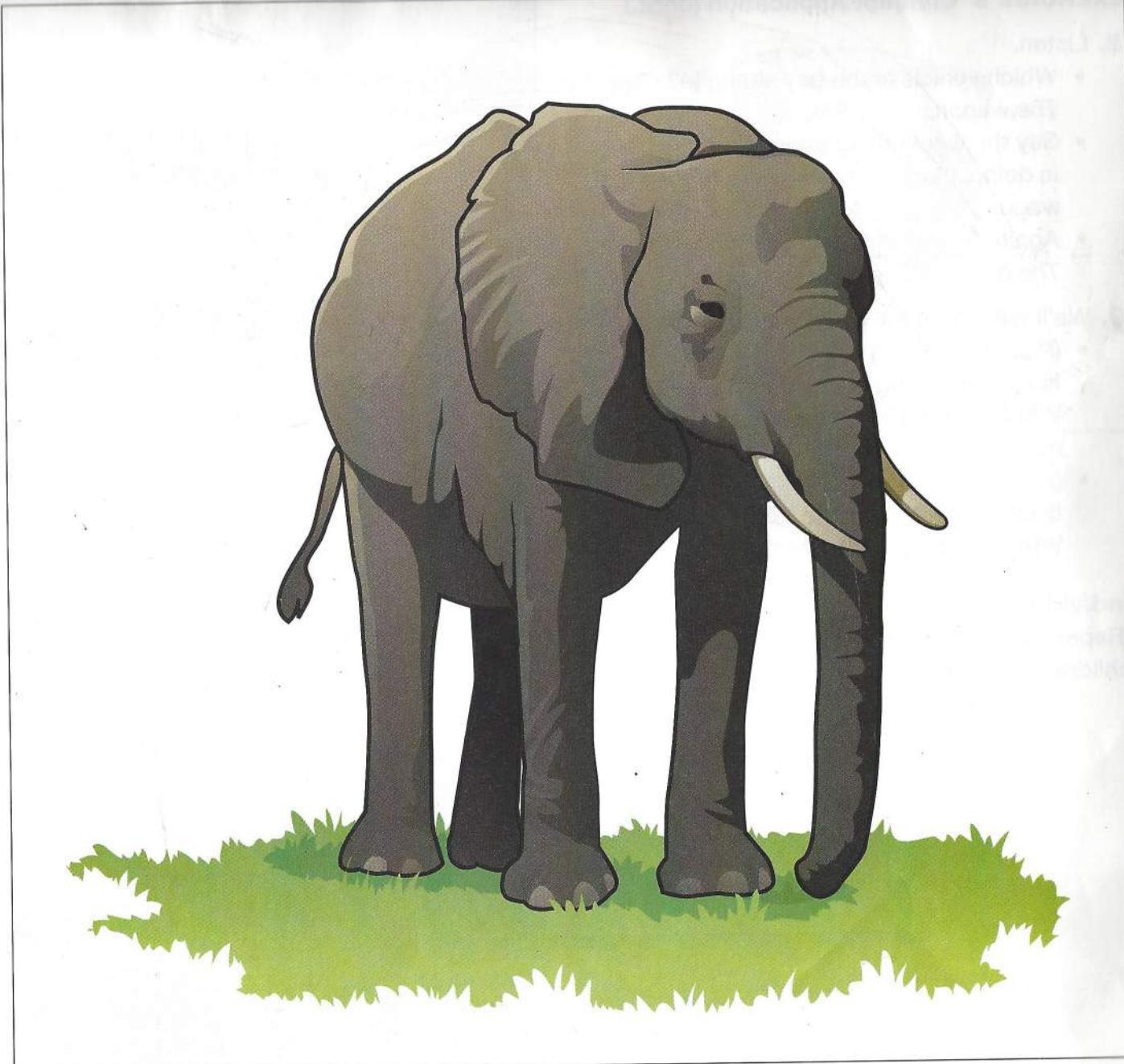
(Point to the tusks. Pause. Touch.)

An elephant has tusks.

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

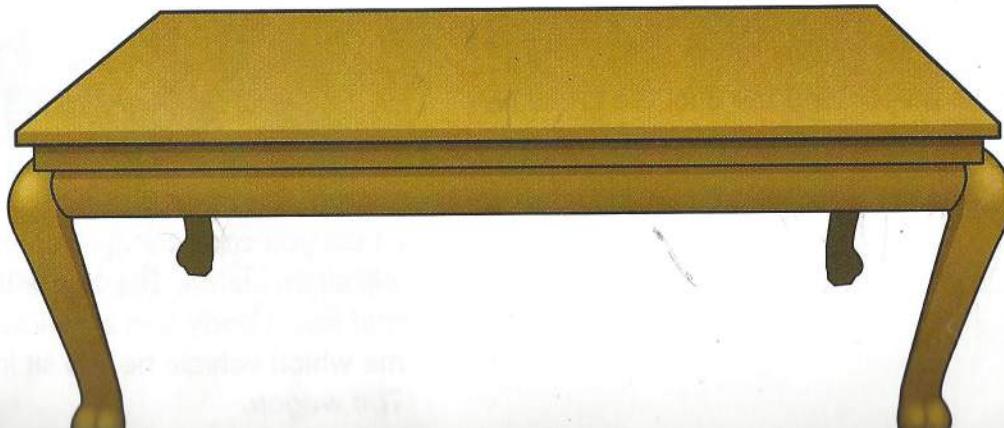
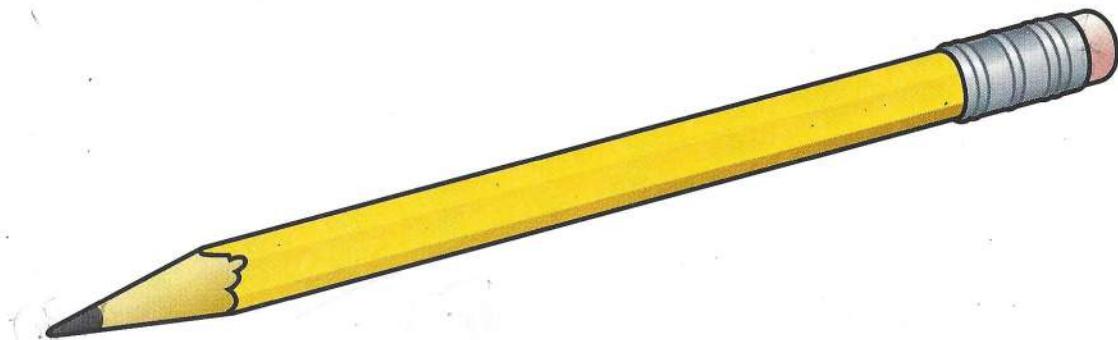
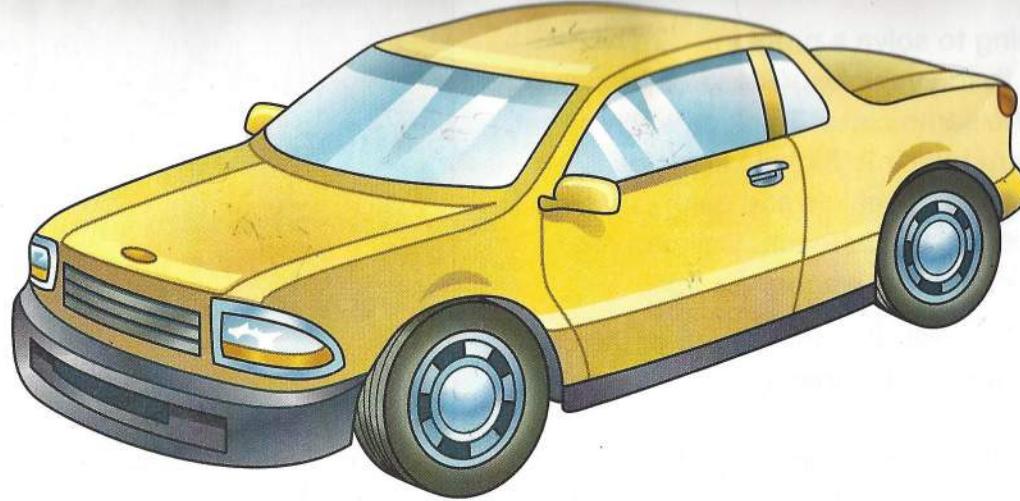
c. (Circle the elephant.) And what do you call the whole object? (Touch.) An elephant.

d. Let's go to the next page.



EXERCISE 9 Part/Whole (cont.)

3. Get ready to tell me the parts of a car. Say the whole thing.
- (Point to the bumper. Pause. Touch.) *A car has a bumper.*
(Point to the hood. Pause. Touch.) *A car has a hood.*
(Point to the door. Pause. Touch.) *A car has a door.*
(Point to the roof. Pause. Touch.) *A car has a roof.*
(Point to the wheels. Pause. Touch.) *A car has wheels.*
(Point to the trunk. Pause. Touch.) *A car has a trunk.*
 - (Repeat step a until all children's responses are firm.)
 - (Circle the car.) **And what do you call the whole object? (Touch.) A car.**
4. Get ready to tell me the parts of a pencil. Say the whole thing.
- (Point to the shaft. Pause. Touch.) *A pencil has a shaft.*
(Point to the eraser. Pause. Touch.) *A pencil has an eraser.*
(Point to the point. Pause. Touch.) *A pencil has a point.*
 - (Repeat step a until all children's responses are firm.)
 - (Circle the pencil.) **And what do you call the whole object? (Touch.) A pencil.**
5. 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.*
 - (Repeat step a until all children's



LESSON 90

EXERCISE 1 Actions—Same

1. We're going to play a game.
 - a. Everybody, I'm going to do something. Then you're going to do the **same thing**. My turn. (Clap your hands one time.) I did it.
 - b. Your turn. Do the **same thing** I did. Get ready. (Signal. Children are to clap one time.) Good. You did the **same thing** I did.
 - c. (Repeat part 1 until all children's responses are firm.)
2. Here's another one.
 - a. I'm going to do something. Then you're going to do the **same thing**. My turn. (Touch your cheek.) I did it.
 - b. Your turn. Do the **same thing** I did. Get ready. (Signal. Children are to touch their cheek.) Good. You did the **same thing** I did.
 - c. (Repeat part 2 until all children's responses are firm.)

3. New game.

- a. Touch a chair. Get ready. (Signal. Children are to touch a chair.) What are you doing? (Signal.) *Touching a chair.* Hands down.
- b. Watch me. Tell me if I do the **same thing** you did. (Touch your ear.) Am I doing the **same thing** you did? (Signal.) No.
- c. I want to do the **same thing** you did. Tell me what to do. (Signal.) *Touch a chair.* (Touch a chair.) Now am I doing the **same thing** you did? (Signal.) Yes. (Keep touching a chair.)
- d. What did you do? (Signal.) *Touched a chair.* What am I doing? (Signal.) *Touching a chair.* (Lift your hand from a chair.)
- e. We did something that was the same. Tell me what we did that was the same. (Signal.) *Touched a chair.* Yes, we touched a chair.
- f. (Repeat part 3 until all children's responses are firm. Then praise children.)



EXERCISE 2 Common Information

1. Let's see how much information you remember.
 - a. 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.*
 - b. What do we call a place where you buy things? (Signal.) A store. Say the whole thing about a store. (Signal.) *A store is a place where you buy things.*
 - c. 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.*
 - d. 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.*

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

Individual Turns

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

Individual Turns

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

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

- Everybody, what class are the boat, the motorcycle, the airplane, and the truck in? (Touch.) *Vehicles*.
- (Point to each vehicle, and ask:) What kind of vehicle is this? (Children are to answer a boat, a motorcycle, an airplane, a truck.)

2. Only one of these vehicles will get wet.

- Here's the rule: The vehicle with wings will get wet.

Which vehicle will get wet? (Touch.) *The vehicle with wings*.

- Say the rule. (Signal.) *The vehicle with wings will get wet.*
- (Have children repeat the rule until they can all say it.)

3. Let's talk about each vehicle.

- a. (Point to a.) Does this vehicle have wings? (Touch.) No.

So what do you know about this vehicle? (Call on a child. Idea: *It won't get wet.*)

- b. (Point to b.) Does this vehicle have wings? (Touch.) Yes.

So what do you know about this vehicle? (Call on a child. Idea: *It will get wet.*)

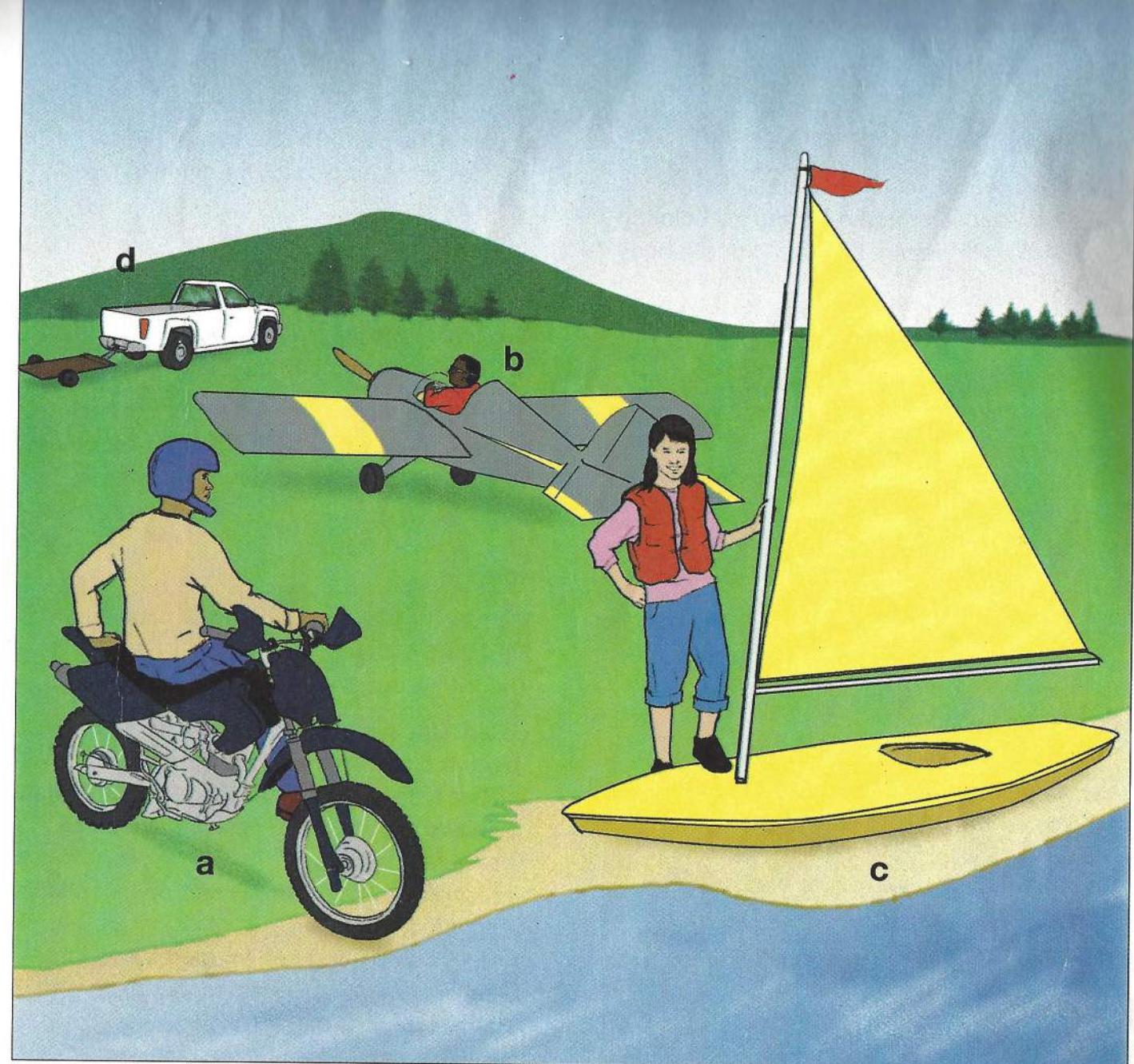
- c. (Point to c.) Does this vehicle have wings? (Touch.) No.

So what do you know about this vehicle? (Call on a child. Idea: *It won't get wet.*)

- d. (Point to d.) Does this vehicle have wings? (Touch.) No.

So what do you know about this vehicle? (Call on a child. Idea: *It will not get wet.*)

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



4. What do you know about the vehicle that will get wet? (Signal.) *It has wings.*

- Look at the picture. What kind of vehicle has wings? (Signal.) *The airplane.*

So what kind of vehicle will get wet? (Signal.) *The airplane.*

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

EXERCISE 3 Concept Application (cont.)

5. Look at the picture.

- (Point to b.) What kind of vehicle got wet?
(Touch.) *The airplane.*
- Who is in the airplane? (Touch.) *A man.*
- Say the whole thing about where the man is. (Touch.) *The man is in the airplane.*
Do you think he will get wet? (Touch.) Yes.
- (Point to a.) Did this vehicle get wet?
(Touch.) *No.*
- Who is on the motorcycle? (Touch.)
A woman.
- Say the whole thing about where the woman is. (Touch.) *The woman is on the motorcycle.*
Is she getting dirty? (Touch.) Yes.
- (Point to c.) Did this vehicle get wet?
(Touch.) *No.*
- (Point to d.) Who is in the truck? (Touch.)
A man.
- Say the whole thing about where the man is. (Touch.) *The man is in the truck.*

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

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

Where would you like to go in the truck?

Where would you like to go in the airplane?

Where would you like to go on a motorcycle?

Individual Turns

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



EXERCISE 4 Tense—Pronouns

1. Look at the pictures. They show what a boy is doing.

a. (Point to a.) What is the boy doing in this picture? (Touch.) *Painting the cabinet.*

Say the whole thing about what he is doing. (Touch.) *He is painting the cabinet.*

b. (Point to b.)

Look at what the boy is doing now. Is he painting the cabinet? (Touch.) No.

What is he doing? (Touch.) *Washing the paintbrush.*

Say the whole thing about what he is doing. (Touch.) *He is washing the paintbrush.*

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

3. Listen.

- What did he do before he washed the paintbrush? (Signal. Do not touch the picture.) *Painted the cabinet.*

Say the whole thing about what he did. (Touch.) *He painted the cabinet.*

- (Point to b.)

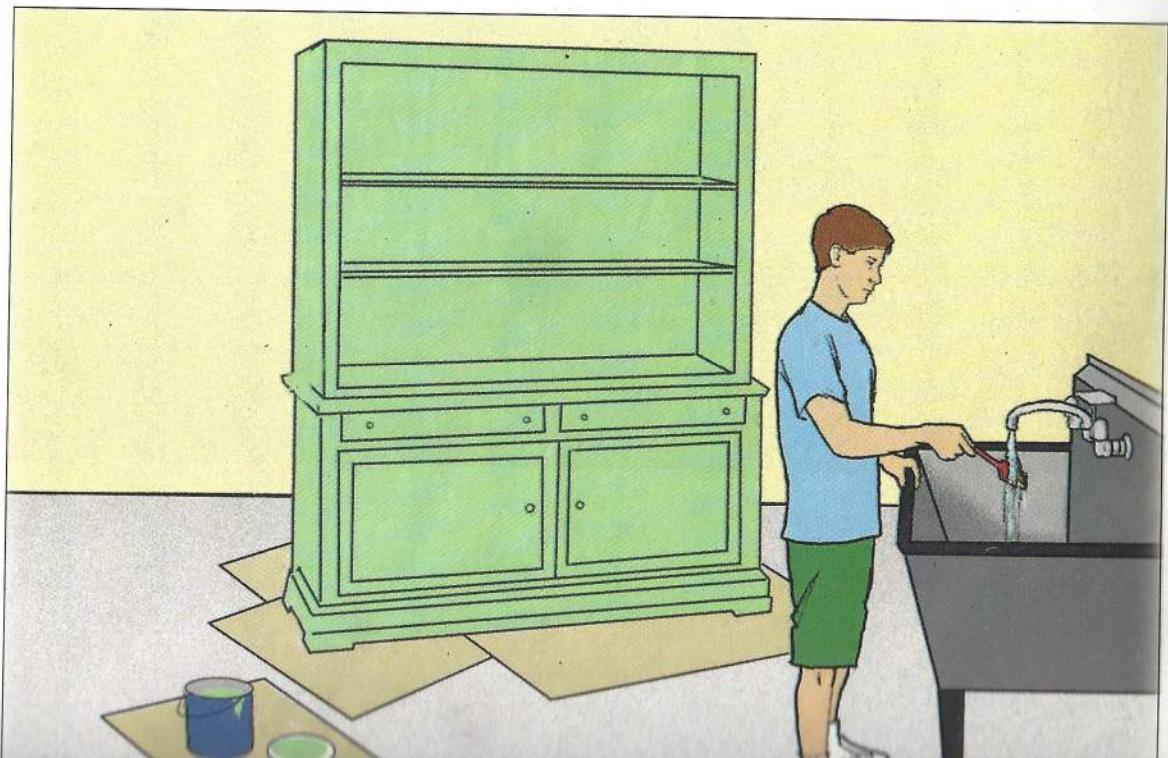
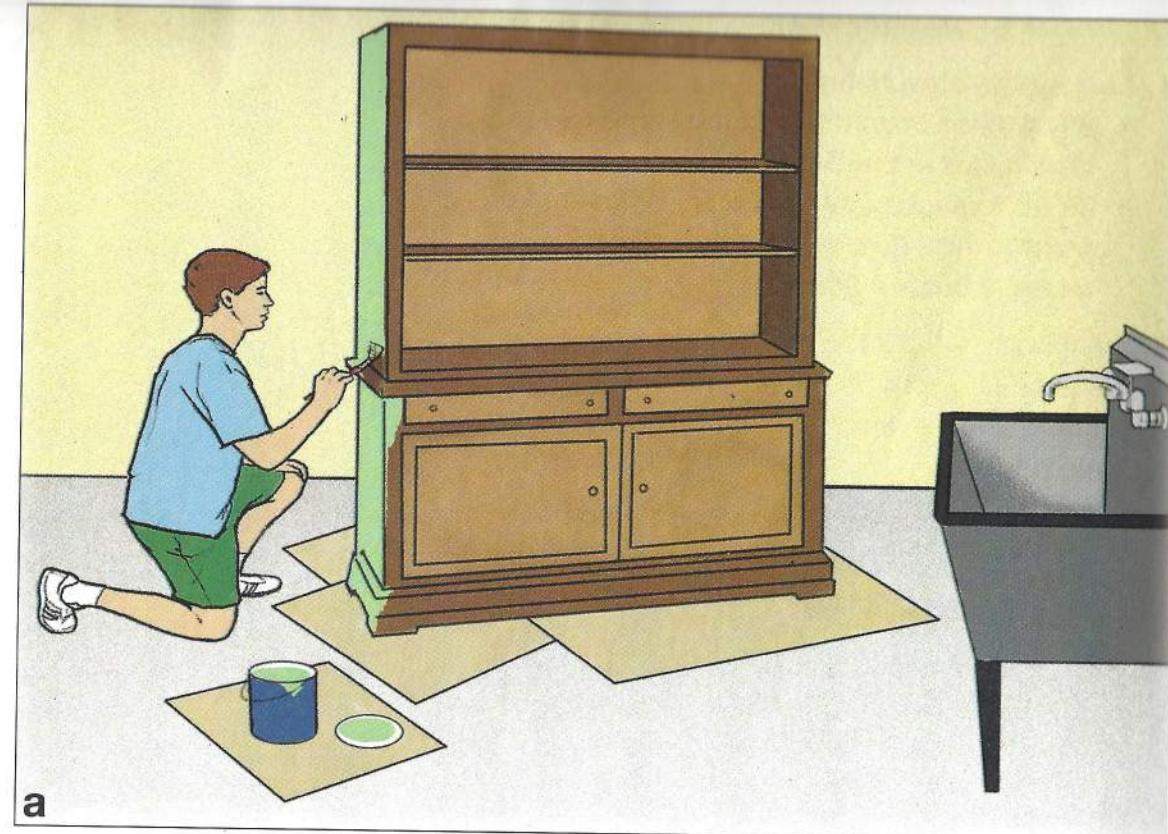
Say the whole thing about what he is doing in this picture. (Touch.) *He is washing the paintbrush.*

- Now say the whole thing about what he did before he washed the paintbrush. (Signal.) *He painted the cabinet.*

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

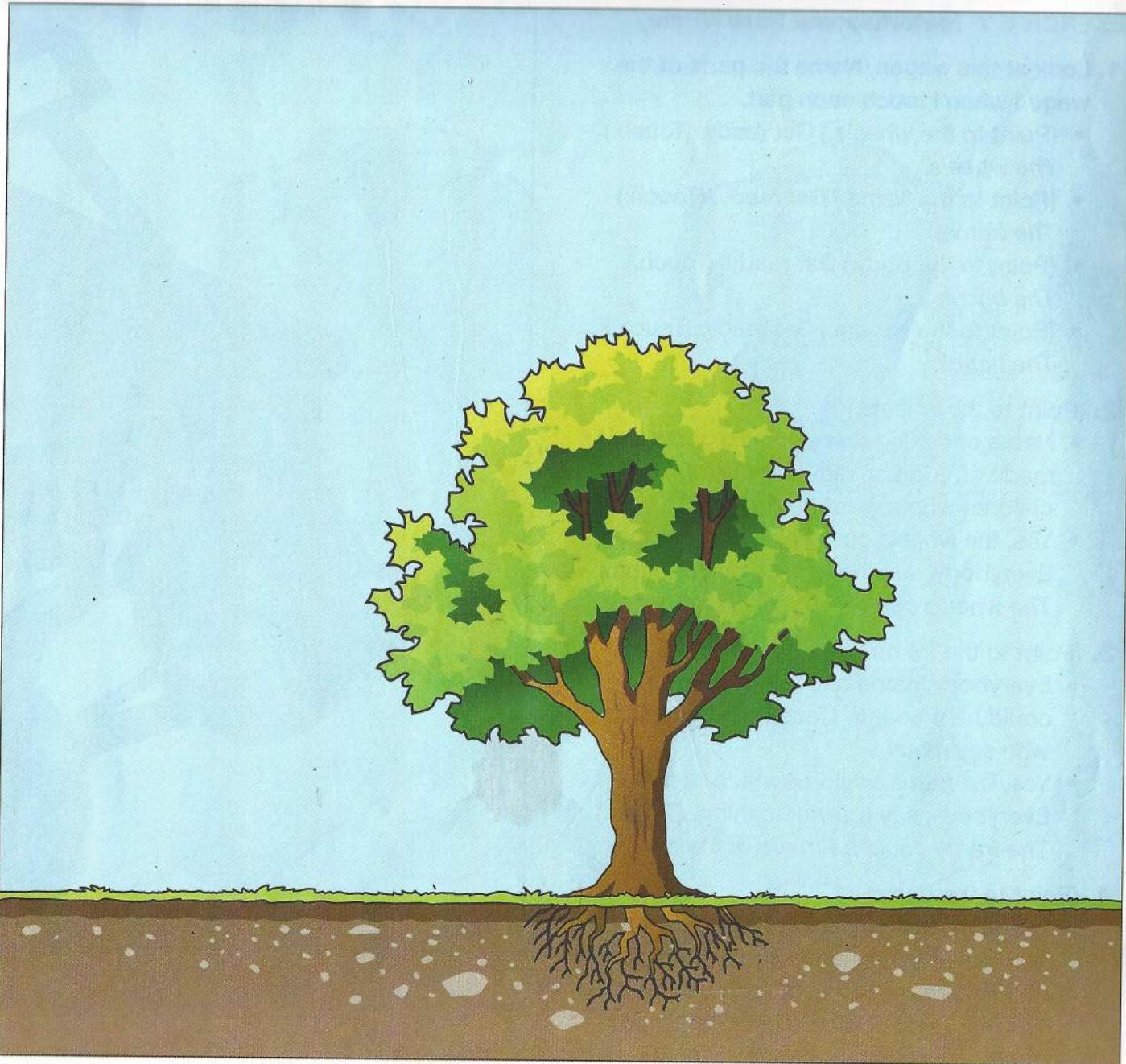
Individual Turns

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



EXERCISE 5 Part/Whole

1. Everybody, when I name a part, point to it on your body. Then tell me what it is.
 - a. Elbows. (Signal.) What part? (Signal.)
Elbows.
Neck. (Signal.) What part? (Signal.) Neck.
Knees. (Signal.) What part? (Signal.) Knees.
Chest. (Signal.) What part? (Signal.) Chest.
Hips. (Signal.) What part? (Signal.) Hips.
Arms. (Signal.) What part? (Signal.) Arms.
Abdomen. (Signal.) What part? (Signal.)
Abdomen.
Head. (Signal.) What part? (Signal.) Head.
Legs. (Signal.) What part? (Signal.) Legs.
Feet. (Signal.) What part? (Signal.) Feet.
 - b. (Repeat step a until all children's responses are firm.)
2. Now get ready to tell me the parts of a tree. Say the whole thing.
 - a. (Point to the branches. Pause. Touch.)
A tree has branches.
(Point to the leaves. Pause. Touch.)
A tree has leaves.
(Point to the trunk. Pause. Touch.)
A tree has a trunk.
(Point to the roots. Pause. Touch.)
A tree has roots.
 - b. (Repeat step a until all children's responses are firm.)
 - c. (Circle the tree.) And what do you call the whole object? (Touch.) A tree.
 - d. What do we usually do with a tree? (Praise reasonable responses.)



EXERCISE 5 Part/Whole (cont.)

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

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

A coat has a front.

(Point to the buttons. Pause. Touch.)

A coat has buttons.

(Point to the collar. Pause. Touch.)

A coat has a collar.

(Point to the back. Pause. Touch.)

A coat has a back.

(Point to the pockets. Pause. Touch.)

A coat has pockets.

(Point to the sleeves. Pause. Touch.)

A coat has sleeves.

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

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

d. What do we usually do with a coat? (Praise reasonable responses.)

Individual Turns

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



EXERCISE 6 Materials

1. Look at the objects in this picture. Most of these objects are made of concrete.

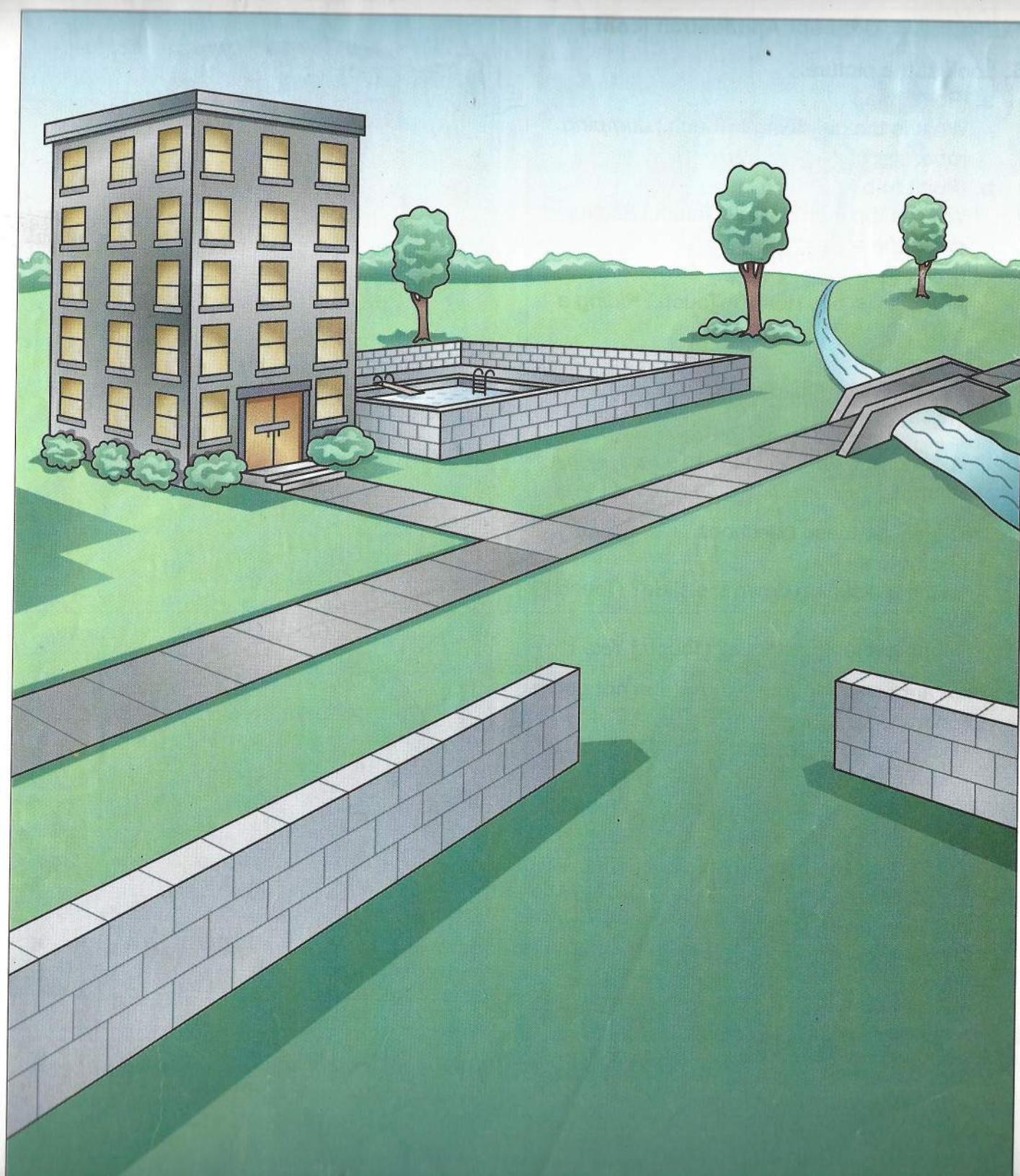
When I touch each object, you name it. (Point to each object. Children are to respond *a wall, an apartment building, a sidewalk, a bridge, a swimming pool.*)

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

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



EXERCISE 7 Classification—Clothing

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

2. Now we'll talk about each object.

a. (Point to a.)

• Is this clothing? (Touch.) Yes.

What kind of clothing is it? (Touch) A dress.

Say the whole thing about this clothing.

(Touch.) *This clothing is a dress.*

• Is this clothing a boot? (Touch.) No.

Is this clothing a dress? (Touch.) Yes.

Is this clothing a glove? (Touch.) No.

b. (Point to b.)

Is this clothing? (Touch.) No.

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

What is this? (Touch.) A tricycle.

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

c. (Point to c.)

Is this clothing? (Touch.) No.

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

What is this? (Touch.) A monkey.

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

d. (Point to d.)

• Is this clothing? (Touch.) Yes.

What kind of clothing is it? (Touch.) A coat.

Say the whole thing about this clothing.

(Touch.) *This clothing is a coat.*

• Is this clothing a coat? (Touch.) Yes.

Is this clothing a bathing suit? (Touch.) No.

Is this clothing a shoe? (Touch.) No.



a



b



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

EXERCISE 8 Tense—Pronouns

1. Look at the pictures. They show what two girls are doing.

a. (Point to a.) What are the girls doing?

(Touch.) *Washing the fish.*

Say the whole thing about what they are doing. (Touch.) *They are washing the fish.*

b. (Point to b.)

What are the girls doing now? (Touch.)

Cooking the fish.

Say the whole thing about what they are doing. (Touch.) *They are cooking the fish.*

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

3. Listen.

- What did the girls do before they cooked the fish? (Signal. Do not touch the picture.)
Washed the fish.

Say the whole thing about what they did. (Touch.) *They washed the fish.*

- (Point to b.)

Now say the whole thing about what they are doing in this picture. (Signal. Do not touch the picture.) *They are cooking the fish.*

- Listen. Say the whole thing about what they did before they cooked the fish.

(Signal.) *They washed the fish.*

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

Individual Turns

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





EXERCISE 1 Actions—Same

1. We're going to play a game.

a. Everybody, wave. (Signal. Each child is to wave.)

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

Stop waving.

b. Watch me. Tell me if I do the same thing you did. (Clap your hands. Keep clapping your hands.)

Am I doing the same thing you did?

(Signal.) *No.*

(Stop clapping your hands.)

c. I want to do the same thing you did. Tell me what to do. (Signal.) *Wave.*

(Wave.)

d. Now am I doing the same thing you did?

(Signal.) *Yes.*

(Keep waving.)

e. What did you do? (Signal.) *Waved.*

What am I doing? (Signal.) *Waving.*

(Stop waving.)

f. Tell me what we did that was the same.

(Signal.) *We waved.*

Yes, we waved.

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

Individual Turns

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

EXERCISE 2 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 person who teaches children? (Signal.) *A teacher.*

Say the whole thing about a teacher.

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

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.)

1. Look at the picture.

- (Point to the trees.) These are trees. What are these? (Touch.) Trees.
- Some of these trees are tall. (Point to each tree, and ask:) Is this tree tall? (Children are to answer yes or no.)
- Listen. What color are the trees that are tall? (Touch.) Green.
Listen. What color are the trees that are short? (Touch.) Brown.
- (Repeat part 1 until all children's responses are firm.)

2. Your turn.

- (Point to trees a, d, and e.) Say two things about these trees. (Signal.) They are tall and green.
- (Point to trees b and c.) Say two things about these trees. (Signal.) They are short and brown.
- (Repeat part 2 until all children's responses are firm.)

Individual Turns

(Call on different children to do one of the tasks above.)



EXERCISE 4 Concept Application

1. We're going to figure out a problem about a woman and a vehicle.
 - The woman will ride only one of these vehicles. Here's the rule: The woman will ride the vehicle that has a flag. Which vehicle will she ride? (Touch.) *The vehicle that has a flag.*
 - Say the rule. (Signal.) *The woman will ride the vehicle that has a flag.*
 - (Have children repeat the rule until they can all say it.)

2. Now we'll talk about each vehicle.

- a. (Point to a.) Does this vehicle have a flag? (Touch.) *No.*

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

- b. (Point to b.) Does this vehicle have a flag? (Touch.) *No.*

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

- c. (Point to c.) Does this vehicle have a flag? (Touch.) *Yes.*

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

3. Everybody, what's the rule? (Signal.) *The woman will ride the vehicle that has a flag.*

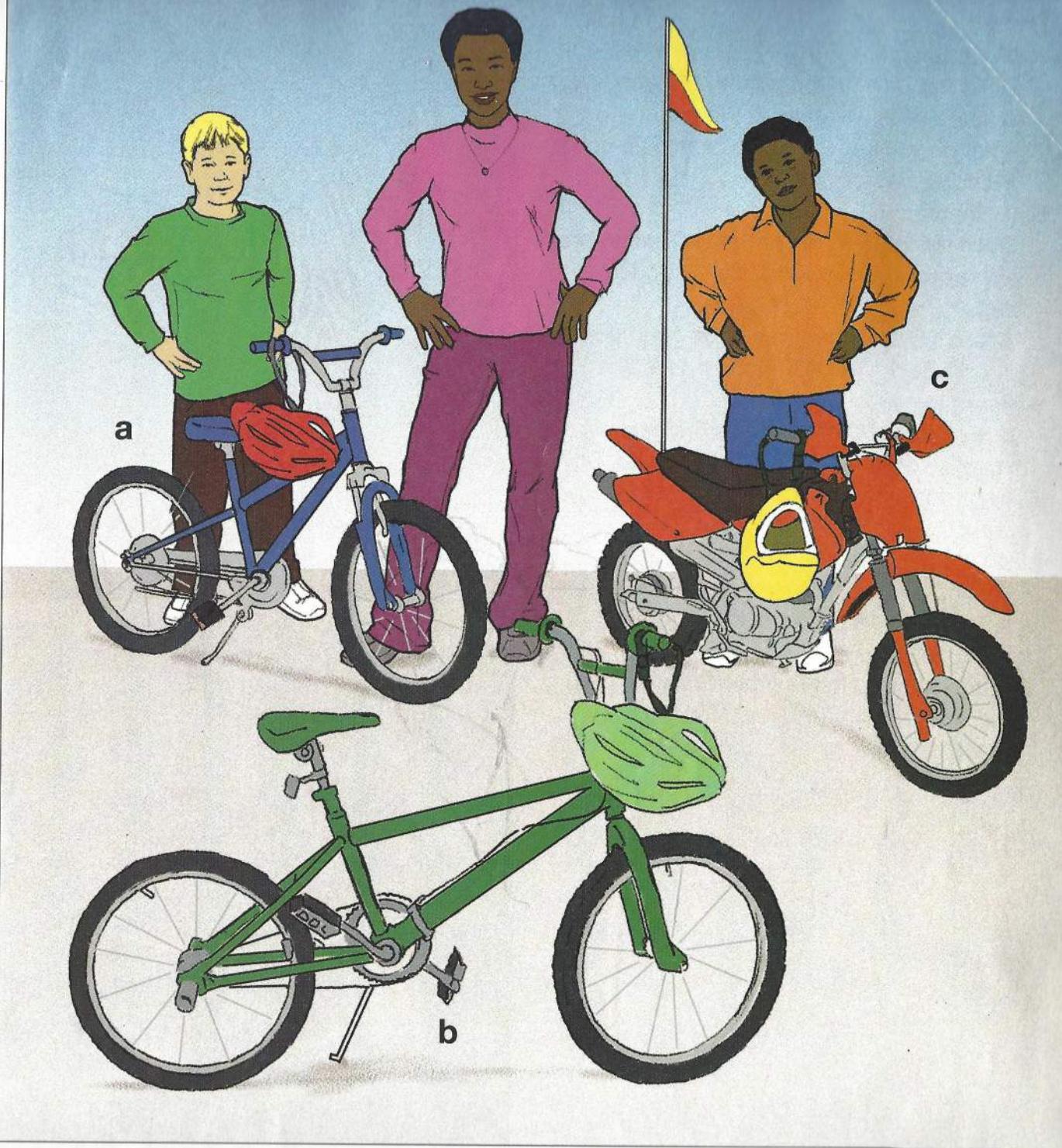
- (Point to a and b.) Do these vehicles have a flag? (Touch.) *No.*

So what do you know about these vehicles? (Call on a child. Idea: *The woman won't ride them.*)

- (Point to c.) Does this vehicle have a flag? (Touch.) *Yes.*

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

4. (Call on two children.) Show me the vehicle



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

EXERCISE 4 Concept Application (cont.)

5. (Point to c.)

- Does this vehicle have a flag? (Touch.) Yes.
- What kind of vehicle is this? (Touch.)

A motorscooter.

Say the whole thing about what the woman is doing. (Touch.) *The woman is riding the motorscooter.*

6. (Point to a and b.)

- Do these vehicles have a flag? (Touch.) No.
- What kind of vehicles are these? (Touch.)

Bikes.

Are the boys riding bikes? (Touch.) Yes.

Say the whole thing about what the boys are doing. (Touch.) *The boys are riding bikes.*

7. (Repeat parts 5 and 6 until all children's responses are firm.)

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

Which vehicle would you like to ride?

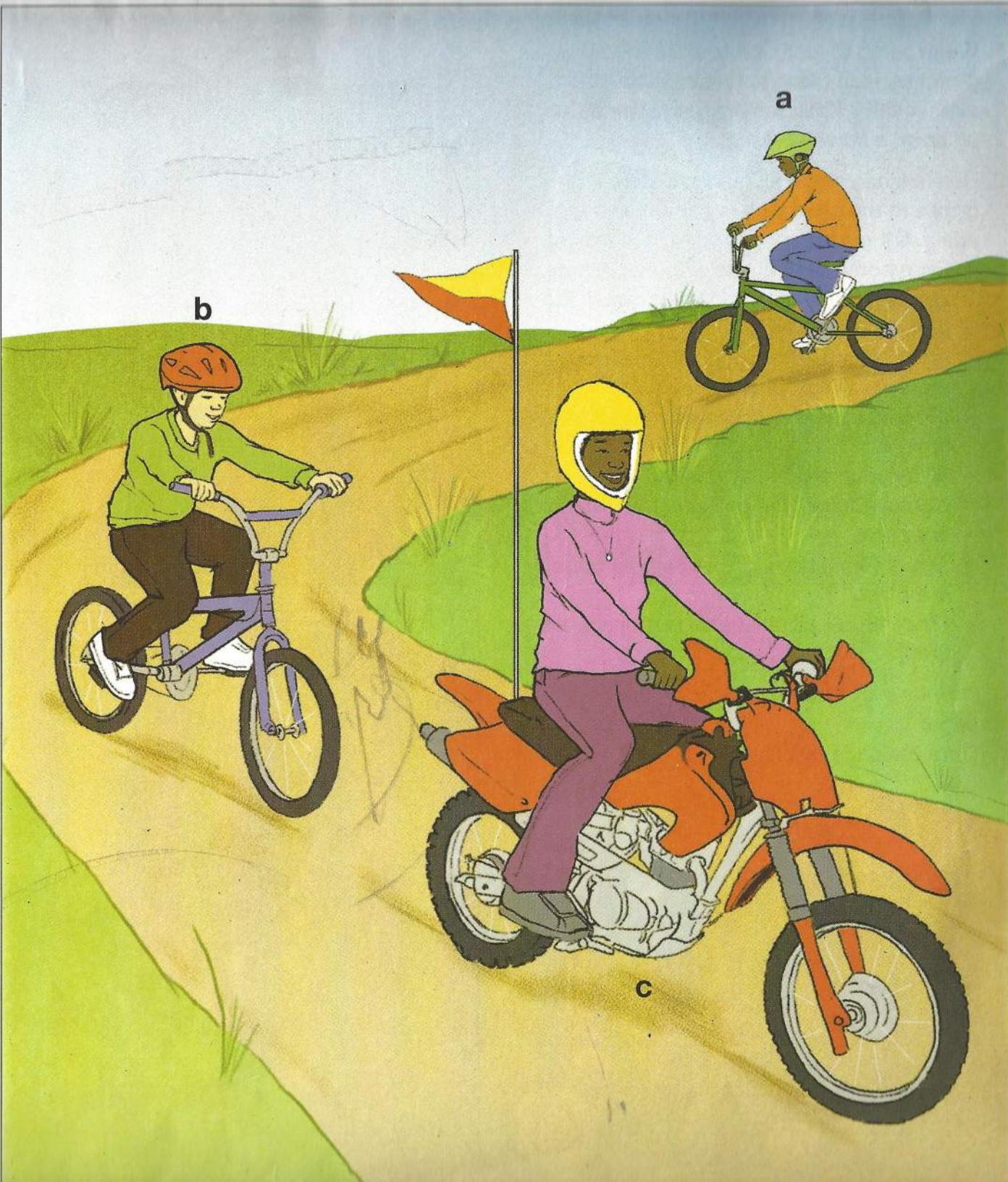
Do you think the motor scooter is going too fast?

Where do you think the boys are going?

Where do you think the woman is going?

Individual Turns

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



EXERCISE 5 Tense—Pronouns

1. These pictures show what the girls are doing.

a. (Point to a.) What are the girls doing in this picture? (Touch.) *Painting the barn.*

Yes, the girls are painting the barn.

Say the whole thing about what the girls are doing. (Touch.) *The girls are painting the barn.*

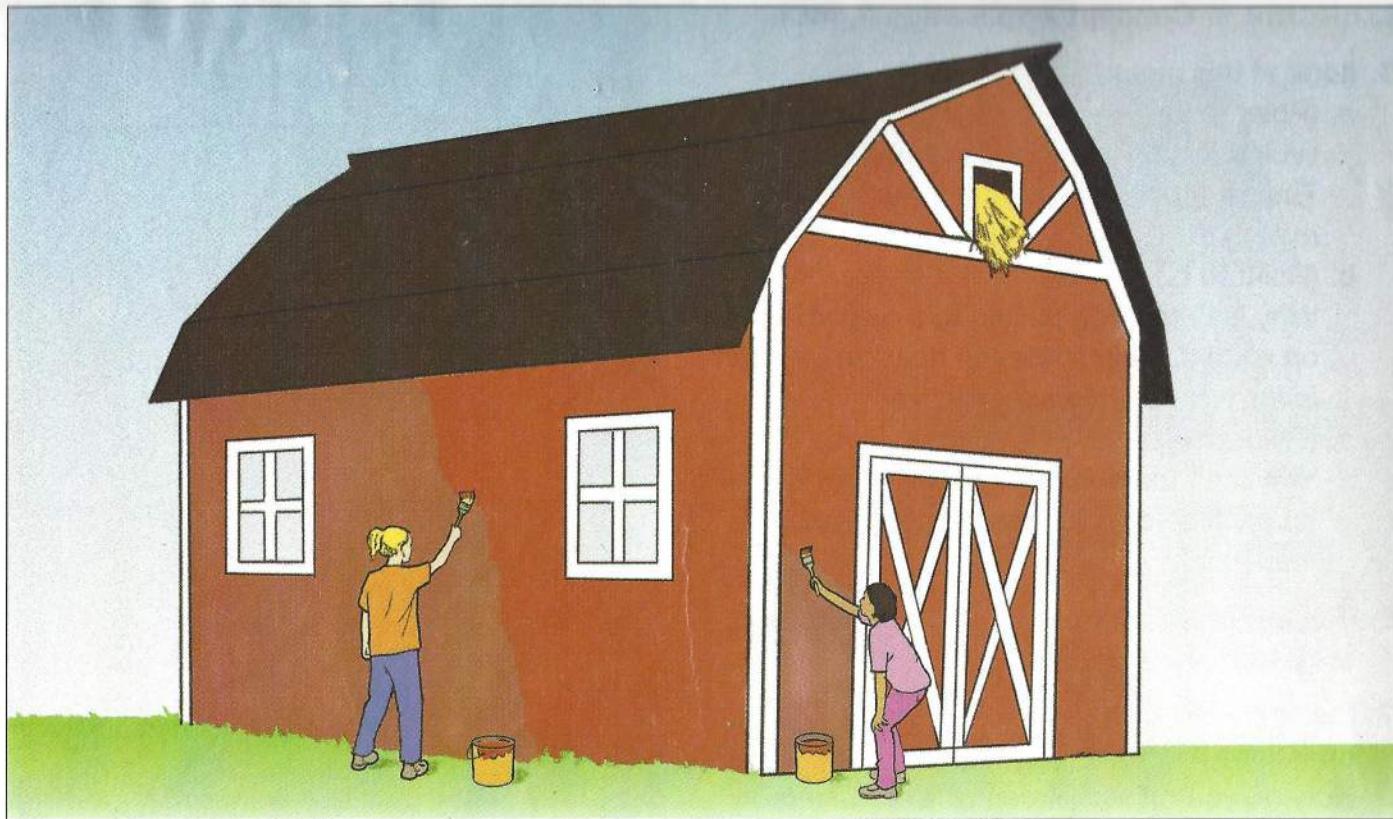
b. (Point to b.)

What are the girls doing now? (Touch.)

Mowing the grass.

Yes, the girls are mowing the grass.

Say the whole thing. (Touch.) *The girls are mowing the grass.*



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

3. Listen.

• What were the girls doing before they mowed the grass? (Signal. Do not touch the picture.) *Painting the barn.*

Say the whole thing about what they were doing. (Signal.) *They were painting the barn.*

• (Point to b.)

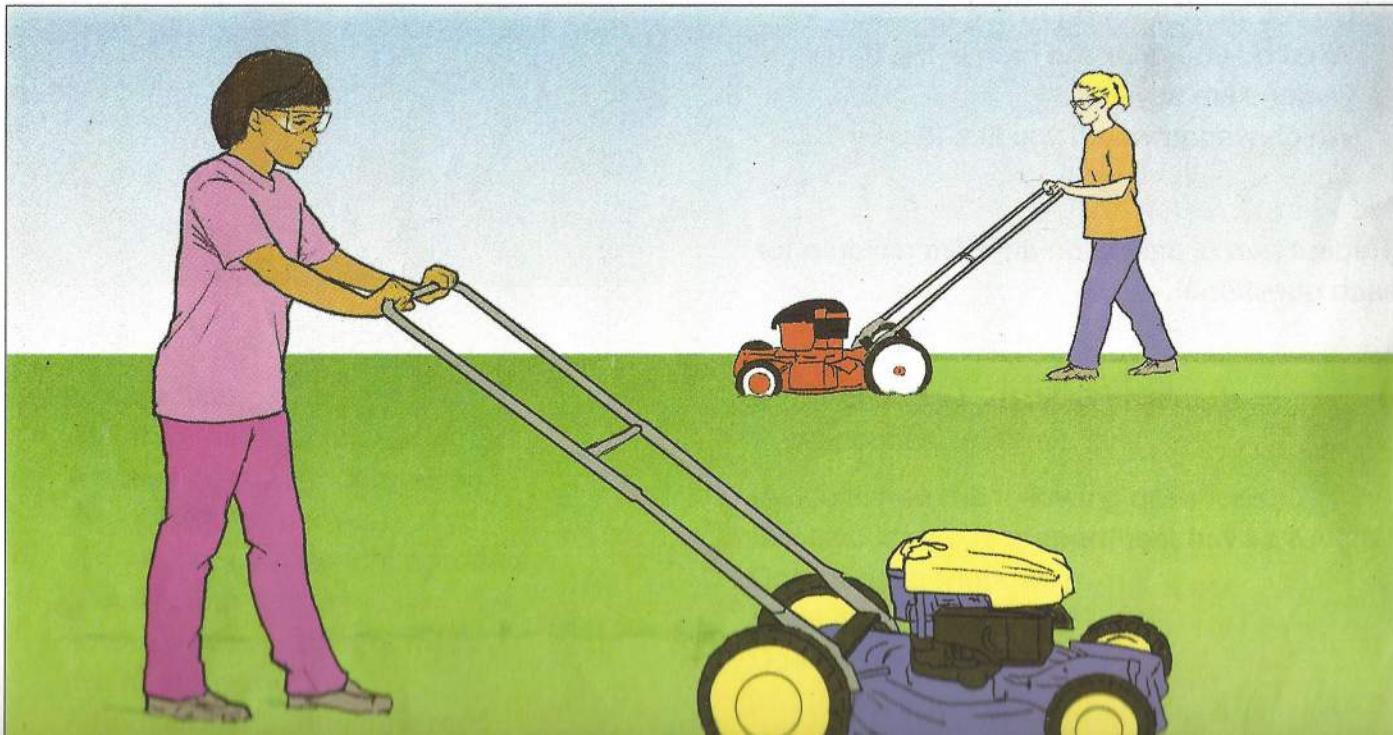
Now say the whole thing about what they are doing in this picture. (Signal. Do not touch the picture.) *They are mowing the grass.*

• Say the whole thing about what they were doing. (Signal.) *They were painting the barn.*

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 Part/Whole—House

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

(Circle house a with your finger.)

Everybody, what is this? (Touch.) A house.

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

2. Here's a house that is in parts.

(Point to house b.) I'll name the parts.

- (Point to the walls.) These are walls.
- (Point to the roof.) This is a roof.
- (Point to the windows.) These are windows.
- (Point to the door.) This is a door.

3. Your turn to tell me the parts.

• (Point to the walls on house b.) What are these parts called? (Pause. Touch.) Walls.

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

(Pause. Touch.) A roof.

(Point to the windows.) What are these parts called? (Pause. Touch.) Windows.

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

(Pause. Touch.) A door.

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

4. Let's see if you can name the parts of the other house.

• (Point to the roof on house a.) What is this part called? (Touch.) A roof.

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

(Touch.) A door.

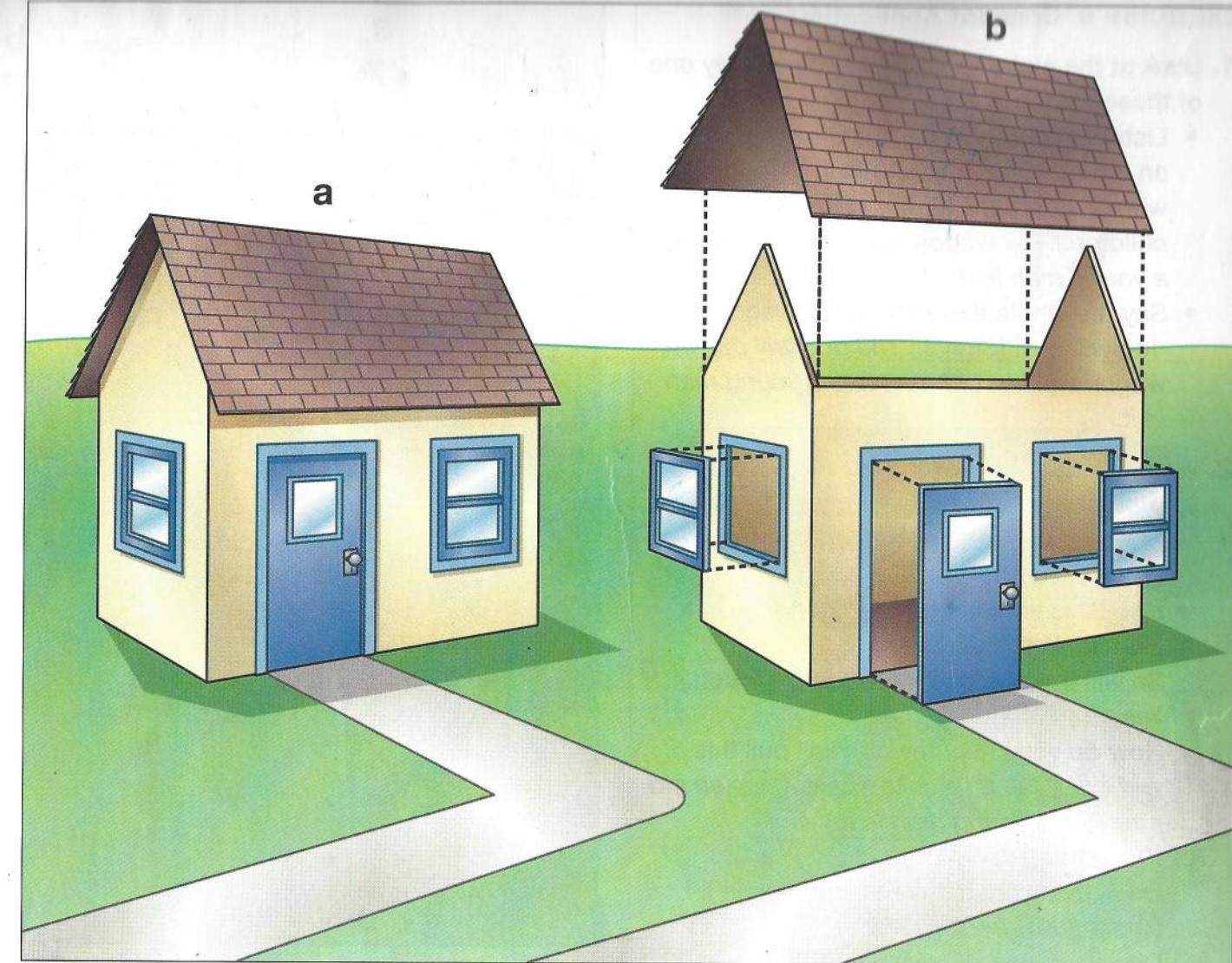
(Point to the walls.) What are these parts called? (Pause. Touch.) Walls.

(Point to the windows.) What are these parts called? (Pause. Touch.) Windows.

- (Circle house a.) Walls, a roof, windows, and a door are parts of . . . (touch) A house.

Yes. What's the whole object called?

(Touch.) A house.



5. One more time.

• (Point to the door on house a.)

A house has . . . (touch) a door.

(Point to the windows.)

A house has . . . (touch) windows.

(Point to the walls.)

A house has . . . (touch) walls.

(Point to the roof.)

A house has . . . (touch) a roof.

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

6. (Ask children the following questions.)

- Does your house or apartment have a roof?
Does it have windows?
Does it have doors?
Does it have walls?

EXERCISE 7 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.)
- (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. Vehicle or food.
(Touch.) **Vehicle.**

What kind of vehicle? (Touch.) **An airplane.**
Say the whole thing about this vehicle.
(Touch.) **This vehicle is an airplane.**

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

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

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

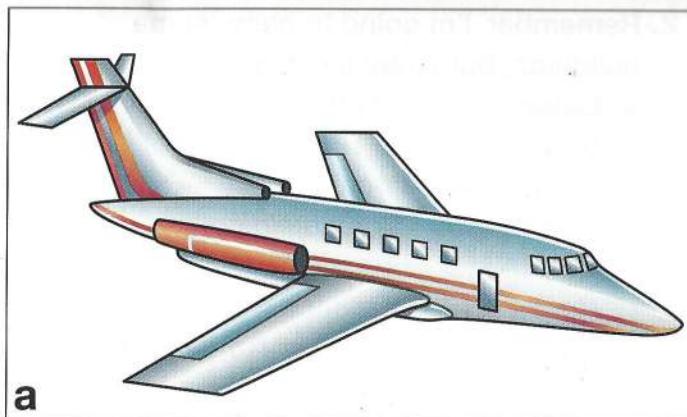
What kind of food? (Touch.) **A hamburger.**
Say the whole thing about this food.
(Touch.) **This food is a hamburger.**

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

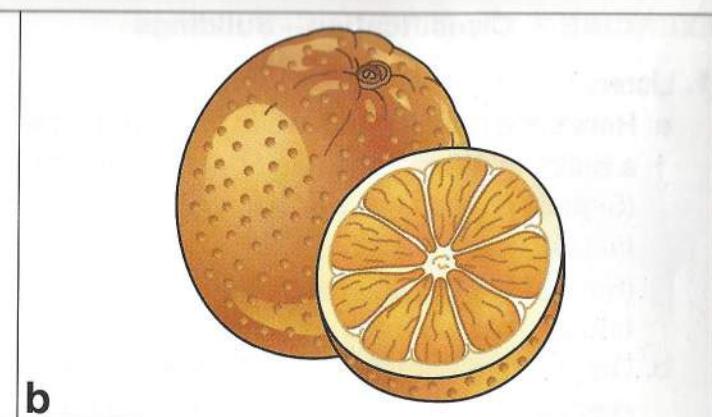
What kind of vehicle? (Touch.) **A bus.**
Say the whole thing about this vehicle.
(Touch.) **This vehicle is a bus.**

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

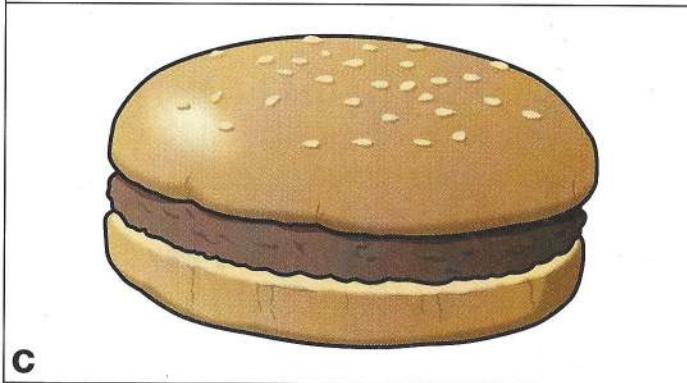
What kind of vehicle? (Touch.) **A bike.**
Say the whole thing about this vehicle.
(Touch.) **This vehicle is a bike.**



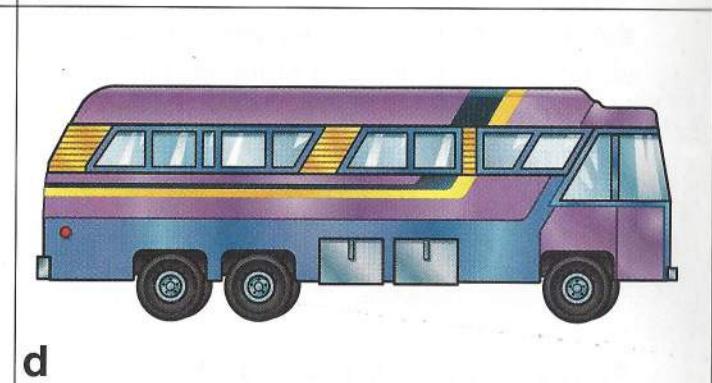
a



b



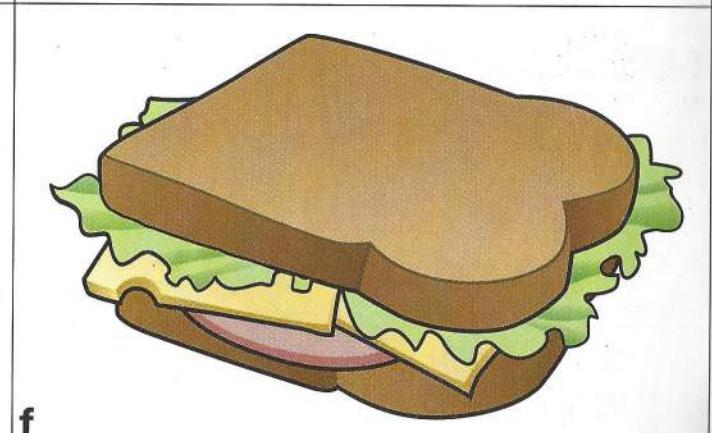
c



d



e



f

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

(Touch.) **Food.**

What kind of food? (Touch.) **A sandwich.**

Say the whole thing about this food.

(Touch.) **This food is a sandwich.**

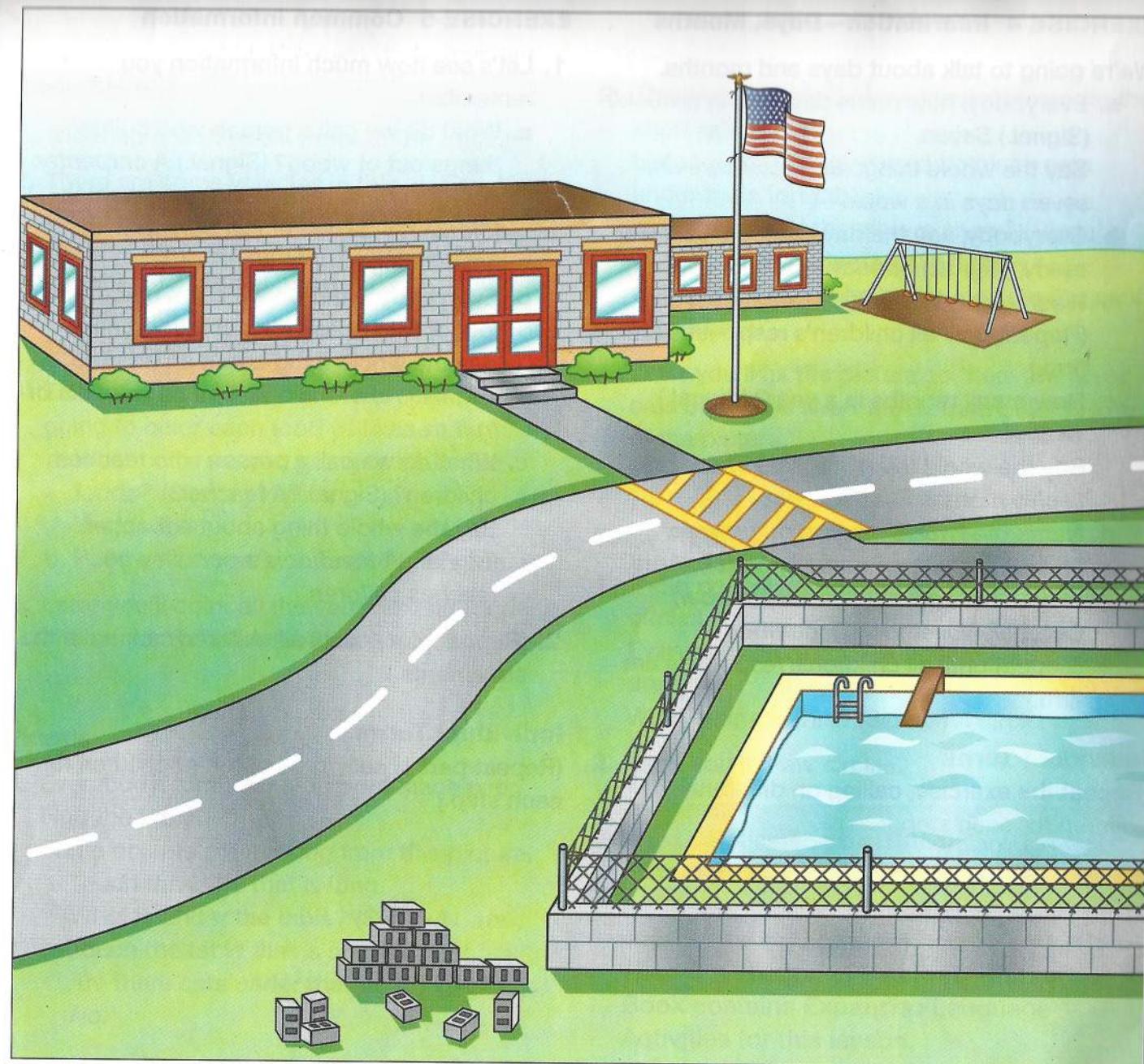
3. (Repeat part 2 until all children's responses are firm.)

Individual Turns

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

EXERCISE 8 Materials

1. Look at the objects in this picture. Most of these objects are made of concrete.
When I touch each object, you name it. (Point to each object. Children are to respond a road, blocks, a swimming pool, a school.)
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 concrete. (Call on three or four children to name objects made of concrete. Each child should name at least three things.)
4. Can anyone think of anything else made of concrete? (Accept all good answers.)



EXERCISE 1 Actions—Some/All

1. Look at my hands.
 - a. My turn. I'm going to hold up all of my fingers. What am I going to hold up? (Signal.) *All of your fingers.*
 - b. Here I go. (Hold up all ten fingers.) What am I holding up? (Signal.) *You are holding up all of your fingers.*
 - c. Your turn. Hold up all of your fingers. (Signal. Wait.) What are you holding up? (Signal.) *All of my fingers.*
 - d. Say the whole thing. (Signal.) *I am holding up all of my fingers.*
 - e. (Repeat part 1 until all children's responses are firm.)

2. Put your hands down. Watch me.
 - a. (Hold up four fingers.) Am I holding up all of my fingers? (Signal.) No.
 - b. (Hold up nine fingers.) Am I holding up all of my fingers? (Signal.) No.
 - c. (Hold up three fingers.) Am I holding up all of my fingers? (Signal.) No.
 - d. (Hold up ten fingers.) Am I holding up all of my fingers? (Signal.) Yes.
 - e. What am I holding up? (Signal.) *All of your fingers.*
 - f. Say the whole thing. (Signal.) *You are holding up all of your fingers.*
 - g. (Repeat part 2 until all children's responses are firm.)

Individual Turns

(Repeat part 2, 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.
 - b. Listen. There are twelve months in a year. Listen again. There are twelve months in a year. How many months in a year? (Signal.) Twelve. ● Say the whole thing. (Signal.) *There are twelve months in a year.*
 - c. (Repeat step b until all children's responses are firm.)

2. I'll name some months of the year.
 - a. Listen to the first three months: January, February, March. Everybody, say the first three months of the year with me. (Signal. Respond with children.) *January, February, March.*
 - b. All by yourselves. Say the first three months of the year. (Signal.) *January, February, March.*
 - c. Listen. How many months are in a year? (Signal.) *Twelve.*
 - d. Everybody, say the first three months of the year. (Signal.) *January, February, March.*

CORRECTIONS

EXERCISE 2

Error

(Children say Seven.)

Correction

1. You're telling how many days there are in a week. I want to know how many months

2. How many months in a year? (Signal.) *Twelve.*
3. How many days in a week? (Signal.) *Seven.*
4. Again. (Return to the beginning of step a.)

EXERCISE 3 Common Information

1. Let's see how much information you remember.
 - a. What do we call the place with the sun and clouds? (Signal.) *The sky.*
 - b. What do we call a person who puts out fires? (Signal.) *A firefighter.*
 - c. What do we call the place with rivers and trees? (Signal.) *The land.*
 - d. (Repeat steps a, b, and c until all children's responses are firm.)
 - e. 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.*
 - f. 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.*
 - g. (Repeat steps e and f until all children's responses are firm.)
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 Actions—Same

1. We're going to play a game.
 - a. Everybody, stand up. (Signal. Each child is to stand up.)
What are you doing? (Signal.) *Standing up.*
 - b. Watch me. Tell me if I do the same thing you did. (Clap your hands. Keep clapping your hands.)
Am I doing the same thing you are doing? (Signal.) *No.*
(Stop clapping your hands.)
 - c. I want to do the same thing you are doing.
Tell me what to do. (Signal.) *Stand up.*
(Stand up.)
 - d. Now am I doing the same thing you are doing? (Signal.) *Yes.*
(Remain standing.)
 - e. What are you doing? (Signal.) *Standing up.*
What am I doing? (Signal.) *Standing up.*
 - f. Tell me what we are doing that is the same. (Signal.) *We are standing up.*
Yes, we are standing up.
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 Game**1. Look at these boys.**

(Point to each boy, and ask:) **What is this boy doing?** (Touch. Children are to answer *running, climbing, running, swinging.*)

2. We'll talk about each boy.**a. (Point to a.)**

Is this boy tall? (Touch.) Yes.

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

One of the other boys is doing the same thing. We're going to find out which boy is doing the same thing.

b. (Point to b.)

Is this boy doing the same thing the tall boy is doing? (Touch.) No. ●

c. (Point to c.)

Is this boy doing the same thing the tall boy is doing? (Touch.) Yes.

d. (Point to d.)

Is this boy doing the same thing the tall boy is doing? (Touch.) No.

3. Look at this boy again.**• (Point to a.)**

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

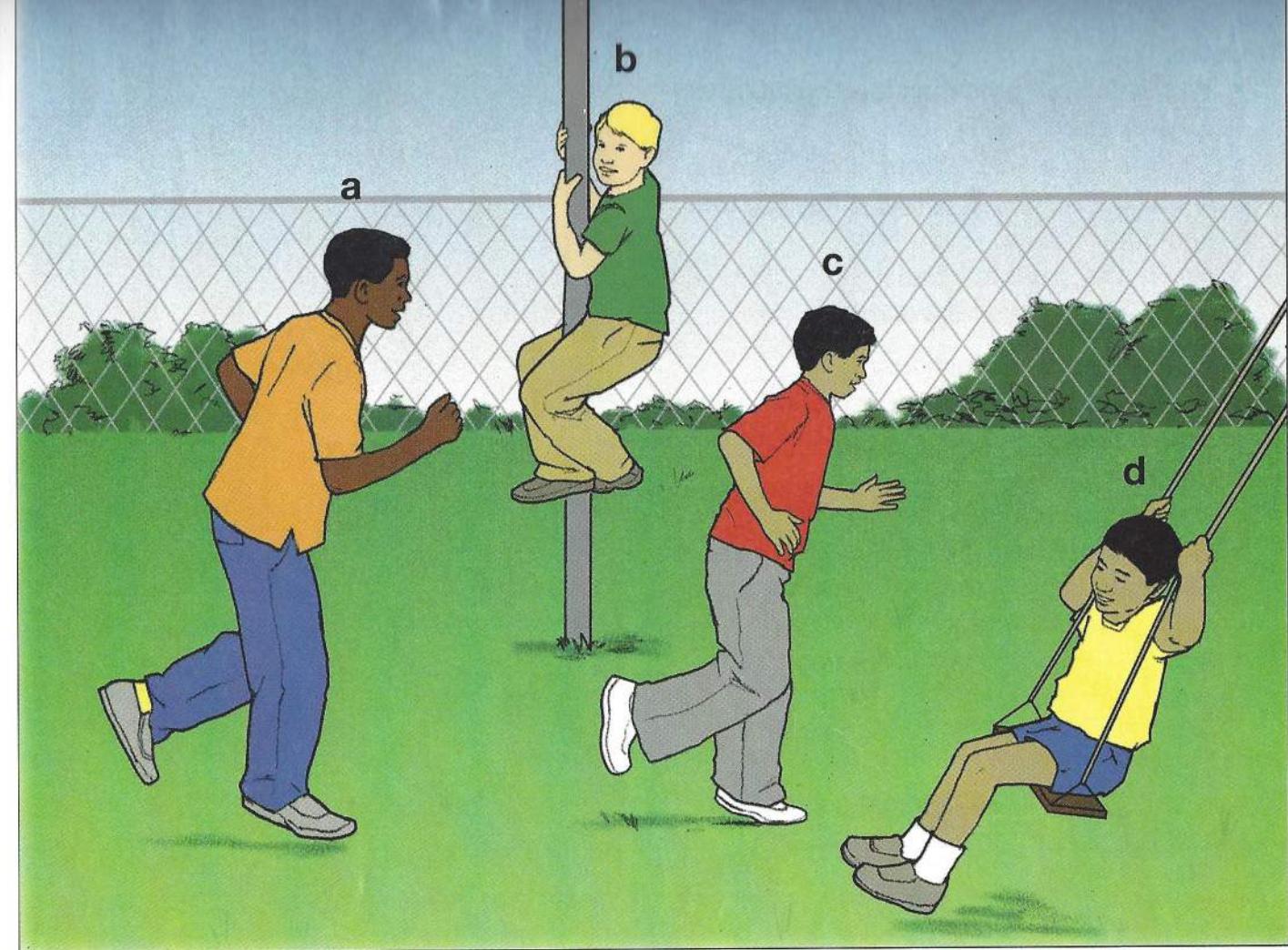
• (Point to a and c.)

What are they doing that is the same? (Touch.) *Running.*

• These boys are the same because they are running. Why are these boys the same? (Touch.) *Because they are running.*

• Let's say the whole thing about why these boys are the same. (Signal. Respond with children.) *These boys are the same because they are running.*

Your turn. Say the whole thing about why these boys are the same. (Signal. Do not respond with children.) *These boys are the same because they are running.*



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

**CORRECTIONS
EXERCISE 5****● Error**

(Children say Yes.)

Correction

1. **What's the tall boy doing?** (Touch.) *Running.*
2. **Is this boy running?** (Touch.) No. So this boy is not doing the same thing the tall boy is doing. Climbing is not the same as running.
3. (Repeat step b.)

1. (Point to the balls.) **Look at the picture.**

(Point to each ball, and ask:) **What is this?**

(Touch. Children are to answer a *ball*.)

2. I know why these things are the same.

Because they are balls.

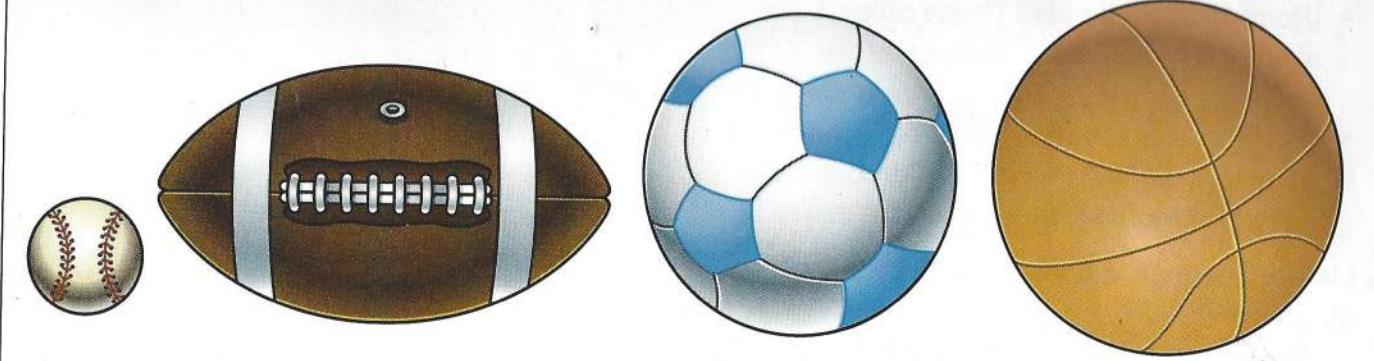
• Everybody, why are these things the same?

(Touch.) **Because they are balls.**

Yes, they are the same because they are balls.

• Say the whole thing about why they are the same. (Touch.) **They are the same because they are balls.**

(Repeat until all children can make the statement.)



3. (Point to the dogs.) **Look at the picture.**

(Point to each dog, and ask:) **What is this?**

(Touch. Children are to answer a *dog*.)

4. I know why these things are the same.

Because they are dogs.

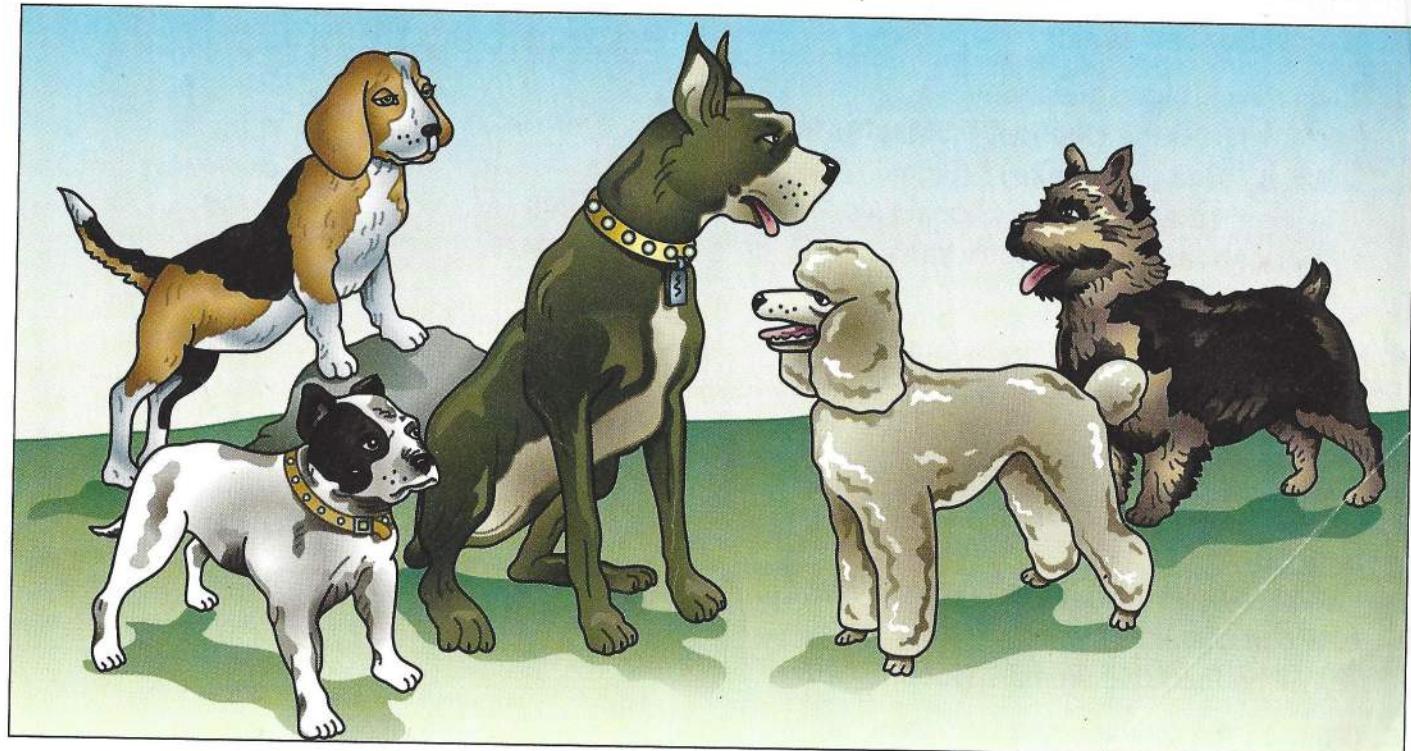
• Everybody, why are these things the same?

(Touch.) **Because they are dogs.**

Yes, they are the same because they are dogs.

• Say the whole thing about why they are the same. (Touch.) **They are the same because they are dogs.**

(Repeat until all children can make the statement.)



5. Let's do it again.

• (Point to the balls.) **Everybody, why are these things the same? (Touch.) Because they are balls.**

• (Point to the dogs.) **Everybody, why are these things the same? (Touch.) Because they are dogs.**

• (Repeat part 5 until all children can make the statement.)

Individual Turns

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

1. Look at the picture. The man will kick only one of these boxes.

Listen. The man will kick the empty box next to the log. Which box will the man kick?

(Signal. Respond with children.) *The empty box next to the log.*

Say the whole thing about the box the man will kick. (Signal. Do not respond with children.) *The man will kick the empty box next to the log.*

2. Now we'll talk about each box..

a. (Point to a.)

Is this box empty? (Touch.) Yes.

Is this box next to the log? (Touch.) No.

So will the man kick this box? (Touch.) No.

Why won't the man kick this box? (Call on a child. Idea: *It isn't next to the log.*)

b. (Point to b.)

Is this box empty? (Touch.) No.

Is this box next to the log? (Touch.) Yes.

So will the man kick this box? (Touch.) No.

Why won't the man kick this box? (Call on a child. Idea: *It isn't empty.*)

c. (Point to c.)

Is this box empty? (Touch.) Yes.

Is this box next to the log? (Touch.) Yes.

So will the man kick this box? (Touch.) Yes.

How do you know the man will kick this box? (Call on a child. Idea: *It's empty, and it's next to the log.*)

d. (Point to d.)

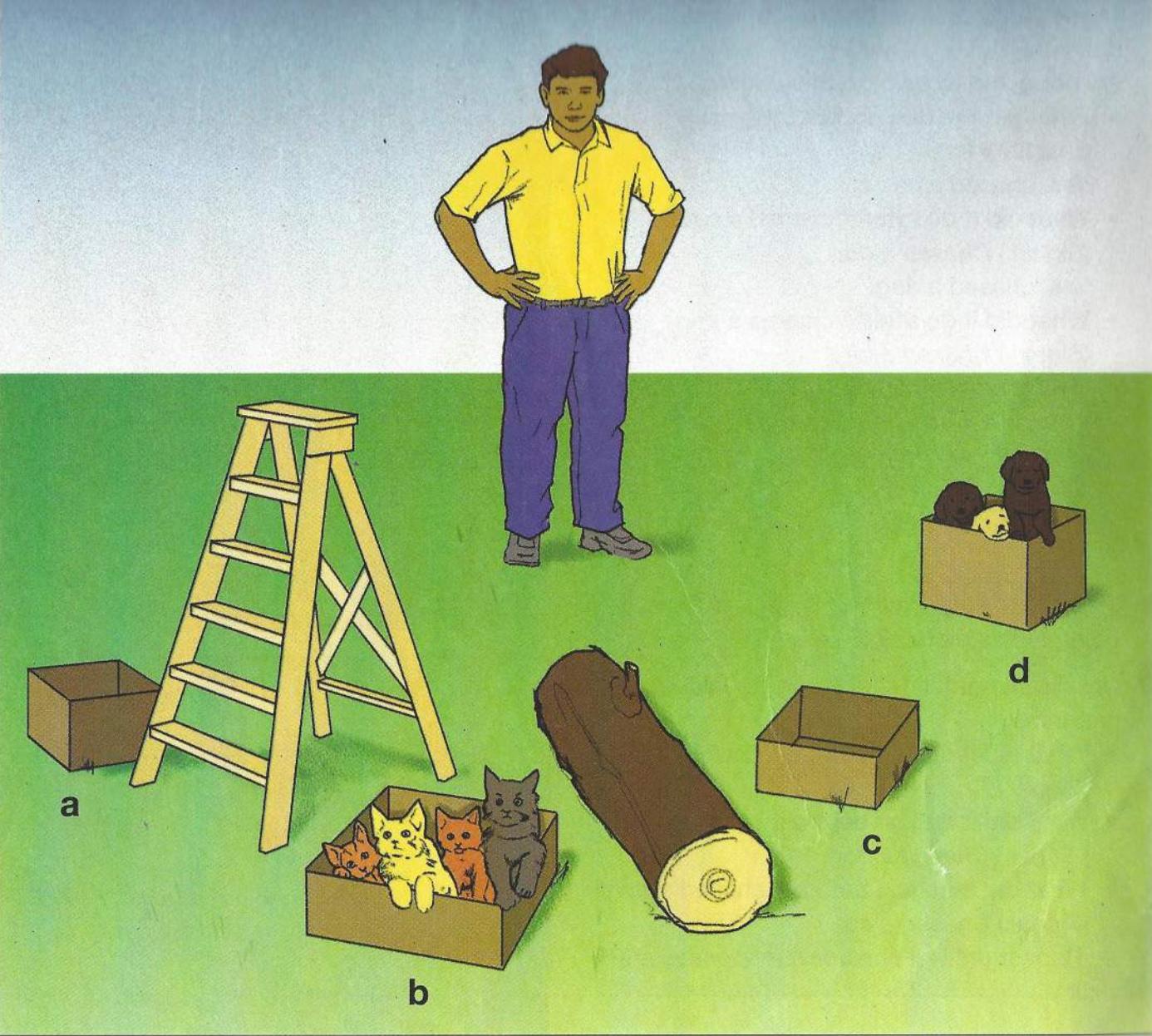
Is this box empty? (Touch.) No.

Is this box next to the log? (Touch.) No.

So will the man kick this box? (Touch.) No.

Why won't the man kick this box? (Call on a child. Idea: *It isn't empty, and it isn't next to the log.*)

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



4. Let's say the whole thing about what the man will do. (Signal. Respond with children.) *The man will kick the empty box next to the log.*

Let's see if you are right.

(Turn the page quickly.)

EXERCISE 7 Concept Application (cont.)

5. Look at the picture. (Point.)

Which box is the man kicking? (Call on a child. Idea: *The empty box next to the log.*)

- (Point to a.)

Why didn't the man kick this box? (Call on a child. Idea: *It isn't next to the log.*)

- (Point to b.)

Why didn't the man kick this box? (Call on a child. Idea: *It isn't empty.*)

- (Point to d.)

Why didn't the man kick this box? (Call on a child. Idea: *It isn't empty, and it isn't next to the log.*)

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

6. We'll talk some more about the boxes.

- (Point to a.)

Where is this box? (Touch.) *Next to the ladder.*

Say the whole thing about where this box is. (Touch.) *This box is next to the ladder.*

- (Point to b.)

What is in this box? (Touch.) *Cats.*

Where is this box? (Touch.) *Between the ladder and the log.*

Say the whole thing about where this box is. (Touch.) *This box is between the ladder and the log.*

7. (Ask different children the following questions.)

Do you like to play in boxes?

What would you do with a box of puppies?

What would you do with a ladder?

What would you do with a box of kittens?



Individual Turns

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

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

- Get ready to tell me the parts of a house.
(Point to the walls.) **What** are these parts called? (Pause. Touch.) **Walls**.
(Point to the roof.) **What** is this part called?
(Pause. Touch.) **A roof**.
(Point to the windows.) **What** are these parts called? (Pause. Touch.) **Windows**.
(Point to the door.) **What** is this part called?
(Pause. Touch.) **A door**.
• (Repeat part 1 until all children's responses are firm.)

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

- (Point to the roof. Pause. Touch.) **A house has a roof**.
(Point to the walls. Pause. Touch.) **A house has walls**.
(Point to the windows. Pause. Touch.) **A house has windows**.
(Point to the door. Pause. Touch.) **A house has a door**.
• (Circle the house.) **What's** the whole object called? (Touch.) **A house**.
• (Repeat part 2 until all children's responses are firm.)

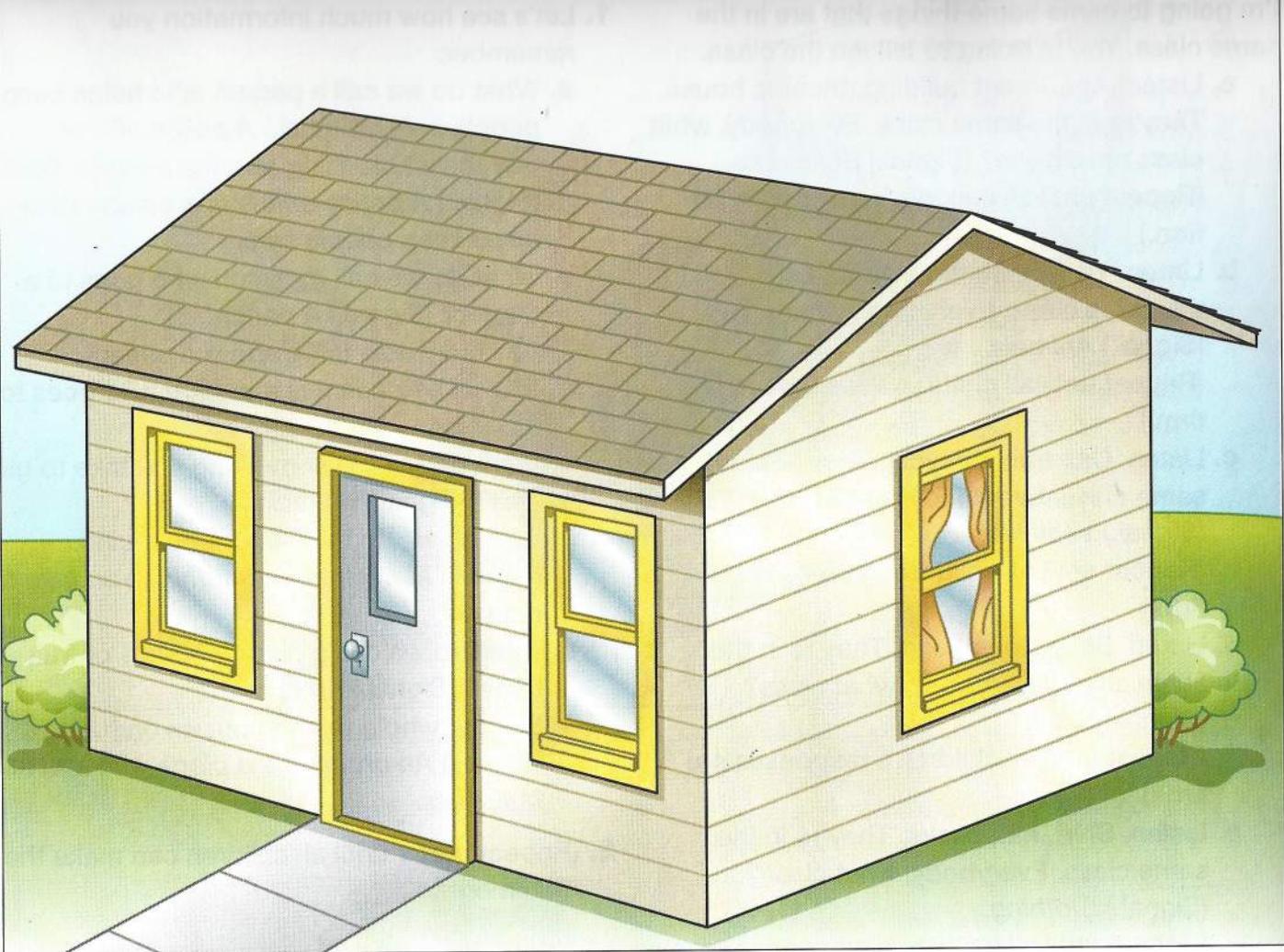
3. (Call on different children.)

And what are some of the things that we do in a house?

(Praise reasonable responses.)

Individual Turns

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



1. These pictures show what a monkey is doing.

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

(Touch.) *Carrying a box.*

Say the whole thing about what the monkey is doing. (Touch.) *The monkey is carrying a box.*

b. (Point to b.) What is the monkey doing now?

(Touch.) *Opening the box.*

Say the whole thing about what the monkey is doing. (Touch.) *The monkey is opening the box.*

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

3. Listen.

- What did the monkey do before it opened the box? (Signal. Do not touch the picture.) *Carried the box.*

Say the whole thing about what the monkey did. (Touch.) *The monkey carried the box.*

- (Point to b.)

Now say the whole thing about what the monkey is doing in this picture. (Touch.) *The monkey is opening the box.*

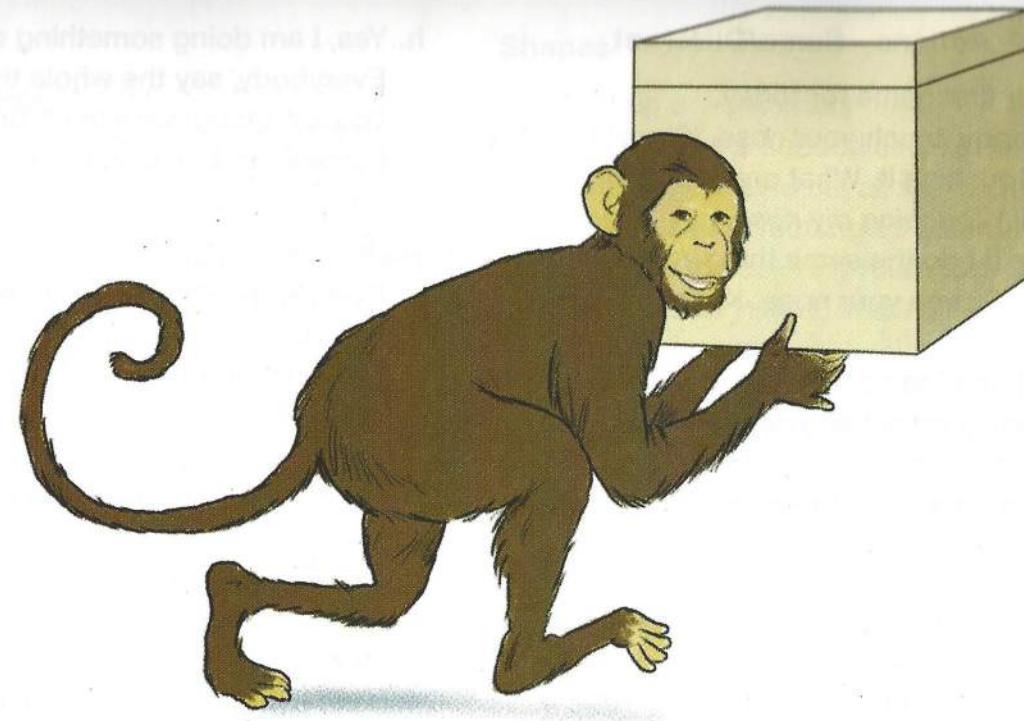
- Say the whole thing about what the monkey did before it opened the box.

(Signal. Do not touch the picture.) *The monkey carried the box.*

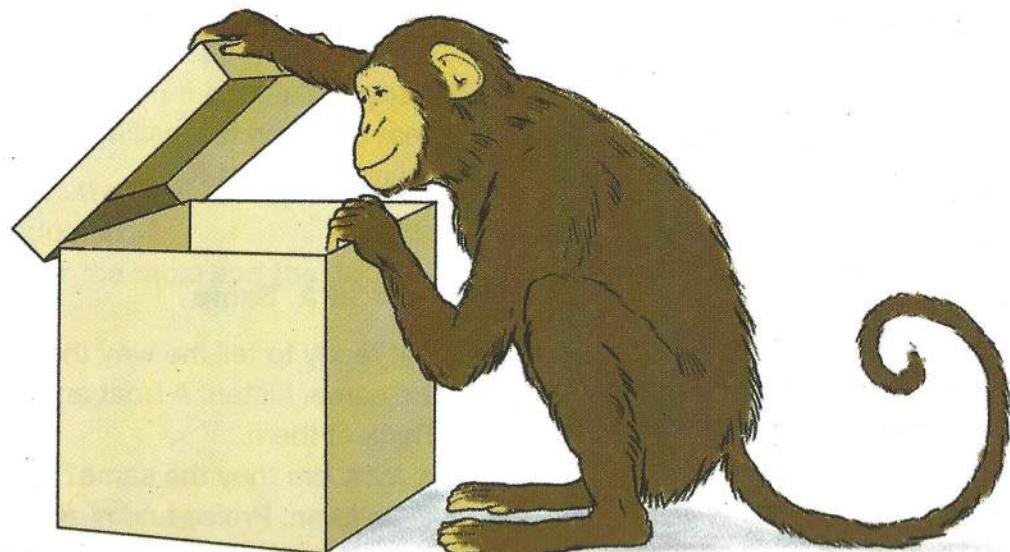
4. (Repeat part 3 until all children's responses are firm.)

Individual Turns

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



a



b

EXERCISE 1 Actions—All

It's time for some actions.

a. (Hold up two fingers.) **Am I holding up all of my fingers?** (Signal.) No.

(Hold up seven fingers.) **Am I holding up all of my fingers?** (Signal.) No.

(Hold up nine fingers.) **Am I holding up all of my fingers?** (Signal.) No.

b. (Hold up ten fingers.) **Am I holding up all of my fingers?** (Signal.) Yes.

What am I holding up? (Signal.) *All of your fingers.*

Say the whole thing. (Signal.) *You are holding up all of your fingers.*

c. **Everybody, hold up all of your fingers.** (Signal. Wait.)

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

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

d. (Have children put their hands down and repeat step c until their responses are firm.)

Individual Turns

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

EXERCISE 2 Actions—Some/All**1. Look at my hands.**

a. (Hold up four fingers.) **Am I holding up all of my fingers?** (Signal.) No.

I'm not holding up all of my fingers. I'm holding up some of my fingers.

b. (Hold up eight fingers.) **Am I holding up all of my fingers?** (Signal.) No.

I'm holding up some of my fingers.

c. (Hold up nine fingers.) **Am I holding up all of my fingers?** (Signal.) No.

I'm holding up some of my fingers.

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

2. Watch me. Tell me if I hold up all of my fingers or some of my fingers.

a. **Watch.** (Hold up ten fingers.) **Is this all of my fingers or some of my fingers?** (Signal.) *All of your fingers.*

b. **Watch.** (Hold up nine fingers.) **Is this all of my fingers or some of my fingers?** (Signal.) *Some of your fingers.*

c. **Watch.** (Hold up six fingers.) **Is this all of my fingers or some of my fingers?** (Signal.) *Some of your fingers.*

d. **Watch.** (Hold up ten fingers.) **Is this all of my fingers or some of my fingers?** (Signal.) *All of your fingers.*

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

f. (Hold up four fingers.) **Is this all of my fingers or some of my fingers?** (Signal.) *Some of your fingers.*

Say the whole thing about what I am holding up. (Signal.) *You are holding up some of your fingers.*

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

3. Now it's your turn.

a. **Hold up all of your fingers.** (Signal.) **What are you holding up?** (Signal.) *All of my fingers.*

b. **Put your fingers down.**

Hold up some of your fingers. (Signal.)

Quickly point to each child who is holding up some of his/her fingers. Say: _____ is holding up some of his/her fingers.

Put your hands down.

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

d. **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.*

e. (Repeat step d 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. Think now. How many months in a year? (Signal.) **Twelve.** (●)
Say the whole thing. (Signal.) *There are twelve months in a year.*
 - d. I can say the months of the year through March: January, February, March. Say the months of the year through March. (Signal. Respond with children.) *January, February, March.*
 - e. All by yourselves. Say the first three months of the year. (Signal.) *January, February, March.*
(Repeat step e until all children's responses are firm.)

CORRECTIONS

EXERCISE 3

● Error

(Children say Seven.)

Correction

1. You're telling how many days there are in

2. I'll name some more months of the year.
 - a. Listen. January, February, March (pause) April, May. Your turn. Say all of those months with me. (Signal. Respond with children.) *January, February, March, April, May.*
(Repeat step a until all children's responses are firm.)
 - b. All by yourselves. Say the months through May. Get ready. (Signal.) *January, February, March, April, May.*
(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 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 4 Actions—Same

1. We're going to play a game.
 - a. Get ready to point to the ceiling. (Signal. Each child is to point to the ceiling.) What are you doing? (Signal.) *Pointing to the ceiling.*
Put your hands down.
 - b. Watch me. Tell me if I do the same thing you did. (Touch your nose. Keep touching your nose.) Am I doing the same thing you did? (Signal.) **No.**
(Stop touching your nose.)
 - c. I want to do the same thing you did. Tell me what to do. (Signal.) *Point to the ceiling.*
(Point to the ceiling.)
 - d. Now am I doing the same thing you did? (Signal.) **Yes.**
(Keep pointing to the ceiling.)
 - e. What did you do? (Signal.) *Pointed to the ceiling.*
What am I doing? (Signal.) *Pointing to the ceiling.*
(Stop pointing to the ceiling.)
 - f. Tell me what we did that was the same. (Signal.) *We pointed to the ceiling.* Yes, we pointed to the ceiling.
2. (Repeat part 1 until all children's responses are firm. Then praise children.)

Individual Turns

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

2. How many months in a year? (Signal.) **Twelve.**
3. How many days in a week? (Signal.) **Seven.**
4. Again. (Return to the beginning of part c.)

1. Look at these girls.

(Point to each girl, and ask:) **What is this girl doing?** (Touch. Children are to answer *lying down, sitting, standing, lying down*.)

2. We'll talk about each girl.

a. (Point to a.)

Is this girl wearing shoes? (Touch.) Yes.
What is this girl doing? (Touch.) *Lying down.*

One of the other girls is doing the same thing. We're going to find out which girl is doing the same thing.

b. (Point to b.)

Is this girl doing the same thing the girl wearing shoes is doing? (Touch.) No.

c. (Point to c.)

Is this girl doing the same thing the girl wearing shoes is doing? (Touch.) No.

d. (Point to d.)

Is this girl doing the same thing the girl wearing shoes is doing? (Touch.) Yes.

3. Look at this girl again.

• (Point to d.)

What is this girl doing? (Touch.) *Lying down.*

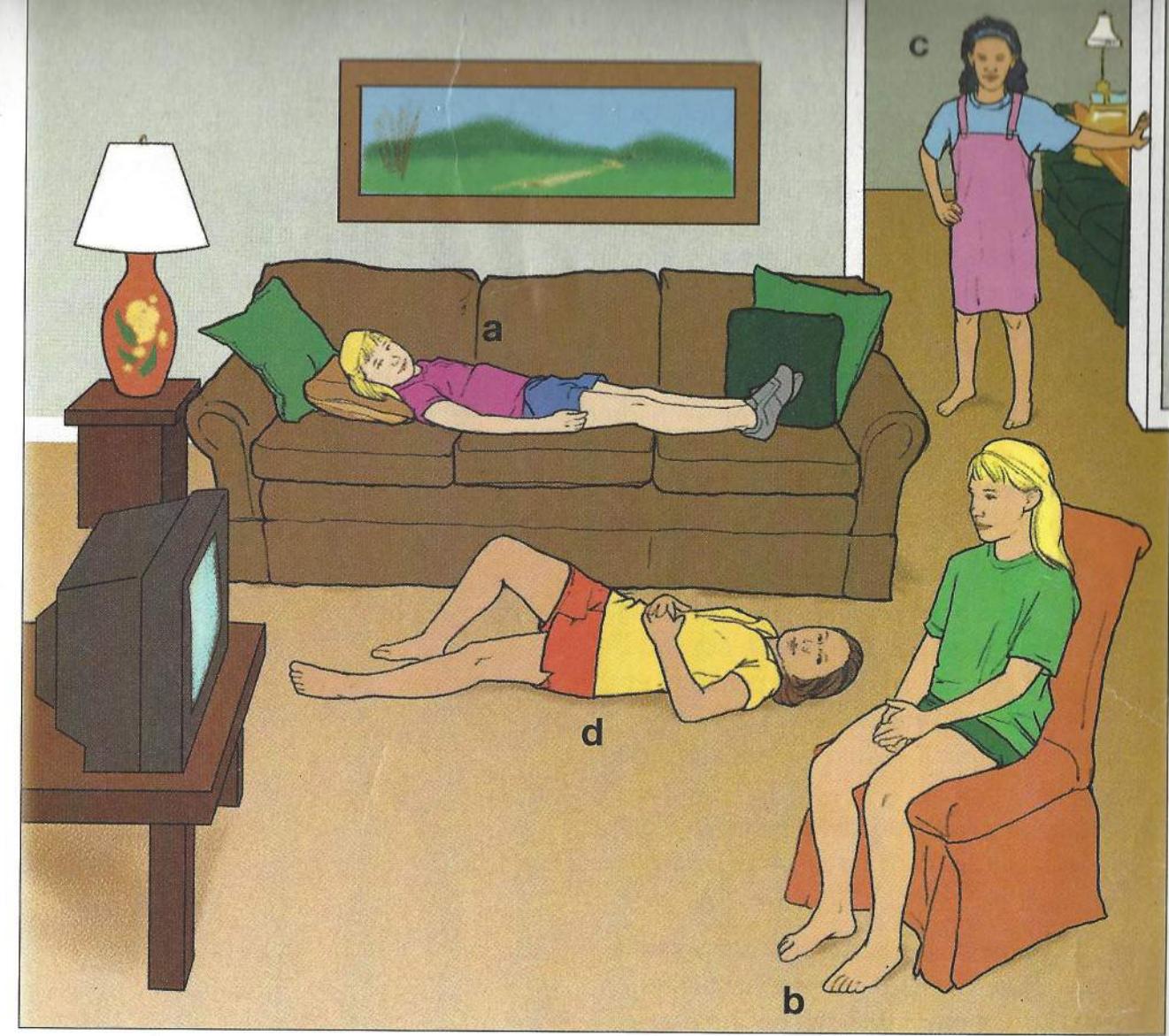
• (Point to a and d.)

What are they doing that is the same? (Touch.) *Lying down.*

• These girls are the same because they are lying down. Why are these girls the same? (Touch.) *Because they are lying down.*

4. Let's say the whole thing about why these girls are the same. (Signal. Respond with children.) *These girls are the same because they are lying down.*

Your turn. Say the whole thing. (Signal. Do not respond with children.) *These girls are the same because they are lying down.*



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

CORRECTIONS

EXERCISE 5

● Error

(Children say Yes.)

Correction

1. **What's the girl wearing shoes doing?** (Touch.) *Lying down.*
2. (Point to b.) **Is this girl lying down?** (Touch.) No.
So this girl is not doing the same thing.
3. (Repeat step b.)

★ EXERCISE 6 Concept Application

1. Only some of these monkeys are going to climb the rope. Listen. The small monkeys are going to climb the rope.

Say the whole thing about the small monkeys.
(Signal.) *The small monkeys are going to climb the rope.*

2. a. (Point to a.)

Is this monkey small? (Touch.) No.

So what do we know about this monkey?

(Call on a child. Idea: *It isn't going to climb the rope.*)

b. (Point to b.)

Is this monkey small? (Touch.) Yes.

So what do we know about this monkey?

(Call on a child. Idea: *It's going to climb the rope.*)

c. (Point to c.)

Is this monkey small? (Touch.) No.

So what do we know about this monkey?

(Call on a child. Idea: *It isn't going to climb the rope.*)

d. (Point to d.)

Is this monkey small? (Touch.) Yes.

So what do we know about this monkey?

(Call on a child. Idea: *It's going to climb the rope.*)

3. Now answer these questions.

• (Point to a and c.)

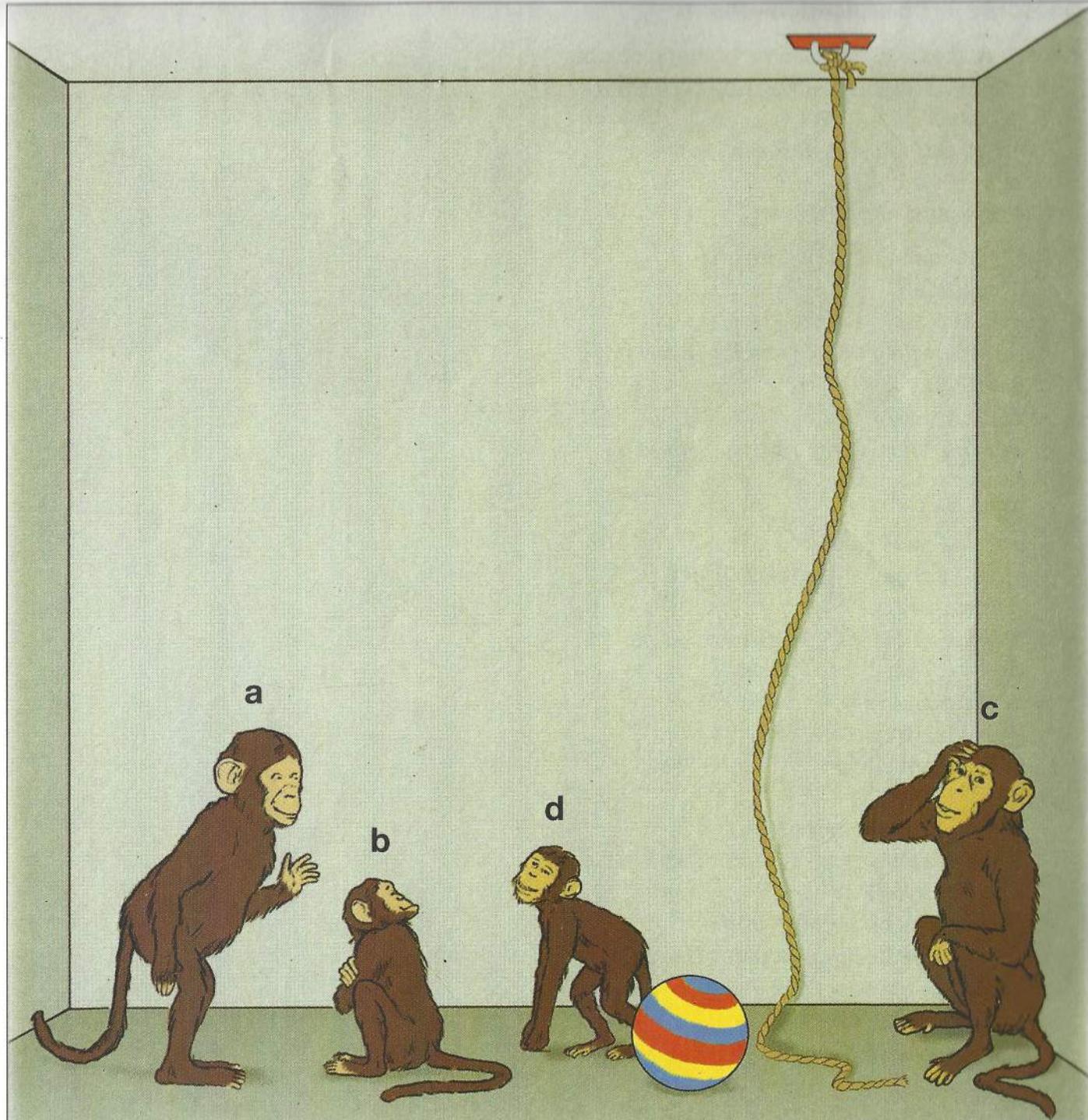
Are these monkeys small? (Touch.) No.

So what do we know about these monkeys? (Call on a child. Idea: *They're not going to climb the rope.*)

• (Point to b and d.)

Are these monkeys small? (Touch.) Yes.

So what do we know about these monkeys? (Call on a child. Idea: *They're going to climb the rope.*)



5. Look at the picture.

- Everybody, which monkeys are climbing the rope? (Signal.) *The small monkeys.* Say the whole thing about the small monkeys. (Signal.) *The small monkeys are climbing the rope.*
- (Point to monkeys a and c.) Are these monkeys small? (Touch.) No. Are they climbing the rope? (Signal.) No. What are these monkeys doing? (Touch.) *Playing ball.* Say the whole thing about what these monkeys are doing. (Signal.) *These monkeys are playing ball.*

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

7. (Ask different children to answer the following questions.)

Where have you seen a small monkey?
Have you ever seen a monkey climb a rope?
Would you like to climb a rope with the monkeys?
Where could you play ball with the monkeys?
Tell why you would like to play ball with the monkeys?

Individual Turns

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



EXERCISE 7 Part/Whole—House

1. Let's see if you remember the parts of a house.

- Get ready to tell me the parts of a house.
(Point to the windows.) What are these parts called? (Pause. Touch.) Windows.
(Point to the door.) What is this part called?
(Pause. Touch.) A door.
(Point to the roof.) What is this part called?
(Pause. Touch.) A roof.
(Point to the walls.) What are these parts called? (Pause. Touch.) Walls.
- (Repeat part 1 until all children's responses are firm.)

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

Say the whole thing.

- (Point to the windows. Pause. Touch.)
A house has windows.
(Point to the roof. Pause. Touch.) A house has a roof.
(Point to the walls. Pause. Touch.) A house has walls.
(Point to the door. Pause. Touch.) A house has a door.
- (Circle the house.) What's the whole object called? (Touch.) A house.
- (Repeat part 2 until all children's responses are firm.)

3. (Call on different children.)

And what are some of the things that we do in a house?

(Praise reasonable responses.)

Individual Turns

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



EXERCISE 8 Classification

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

- (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 an animal?** (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 animal.

(Touch.) *Vehicle.*

What kind of vehicle? (Touch.) *An airplane.*

Say the whole thing about this vehicle.

(Touch.) *This vehicle is an airplane.*

b. (Point to b.) Tell me. Vehicle or animal.

(Touch.) *Animal.*

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

Say the whole thing about this animal.

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

c. (Point to c.) Tell me. Vehicle or animal.

(Touch.) *Animal.*

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

Say the whole thing about this animal.

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

d. (Point to d.) Tell me. Vehicle or animal.

(Touch.) *Vehicle.*

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

Say the whole thing about this vehicle.

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

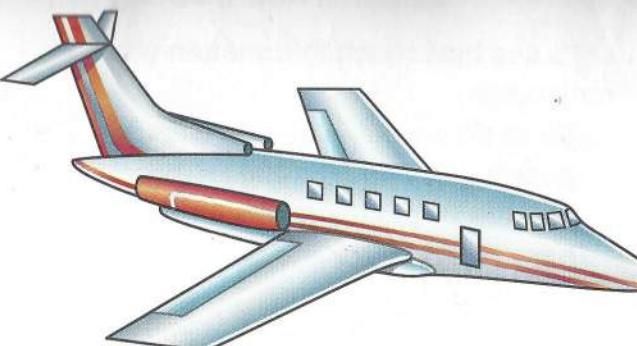
e. (Point to e.) Tell me. Vehicle or animal.

(Touch.) *Vehicle.*

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

Say the whole thing about this vehicle.

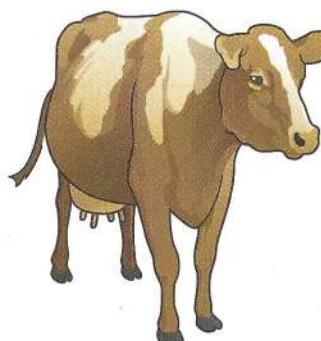
(Touch.) *This vehicle is a bike.*



a



b



c



d



e



f

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

(Touch.) *Animal.*

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

Say the whole thing about this animal.

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

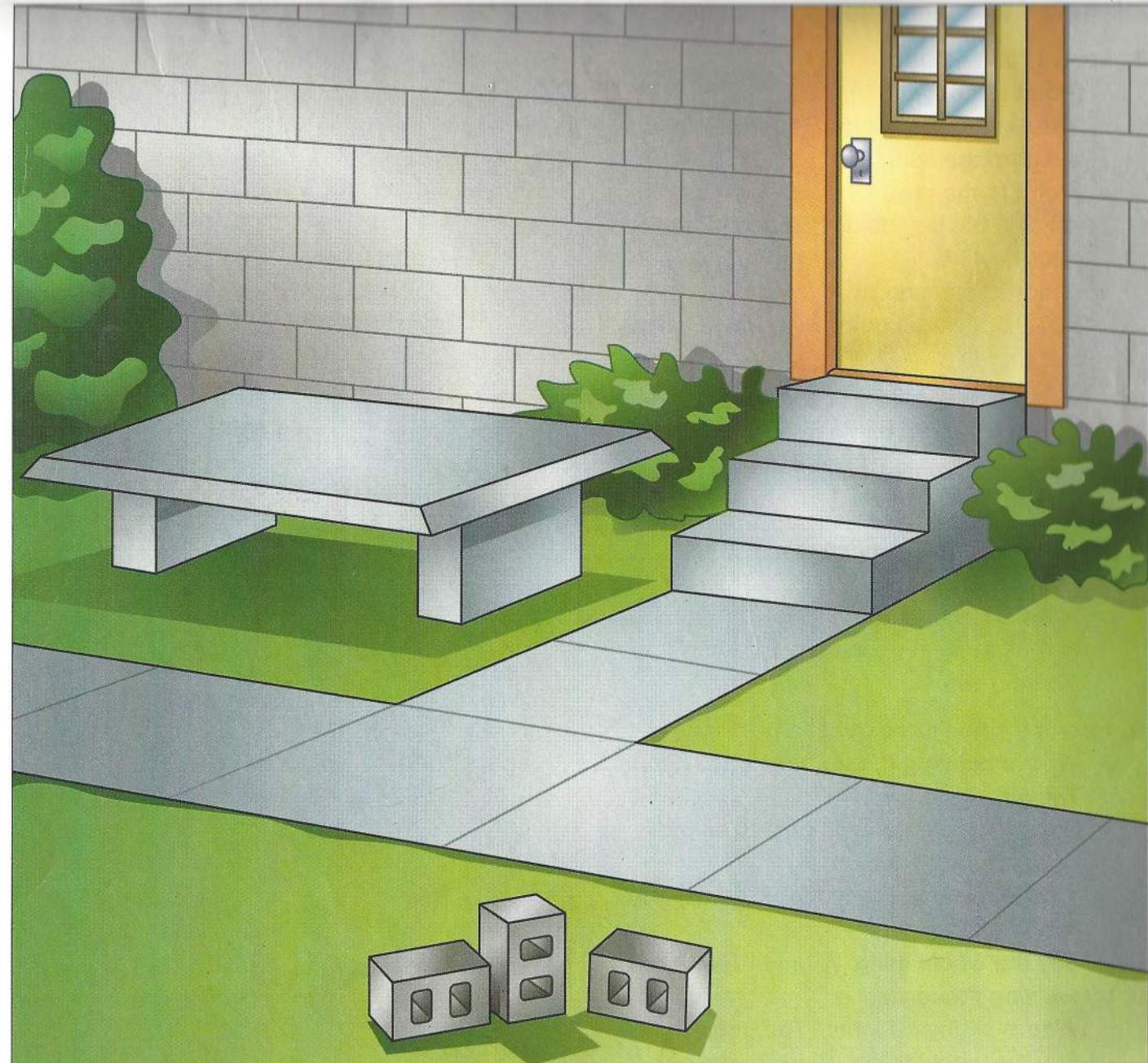
3. (Repeat part 2 until all children's responses are firm.)

Individual Turns

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

EXERCISE 9 Materials

1. Look at the objects in this picture. Most of these objects are made of concrete.
When I touch each object, you name it. (Point to each object. Children are to respond *sidewalk, building blocks, a bench, steps.*)
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 concrete. (Call on three or four children to name objects made of concrete. Each child should name at least three things.)
4. Can anyone think of anything else made of concrete? (Accept all good answers.)





EXERCISE 10 Same

1. (Point to the mugs.) Look at the picture.

These are mugs.

(Point to each mug, and ask:) What is this?

(Touch. Children are to answer a mug.)

2. I know why these things are the same.

Because they are mugs.

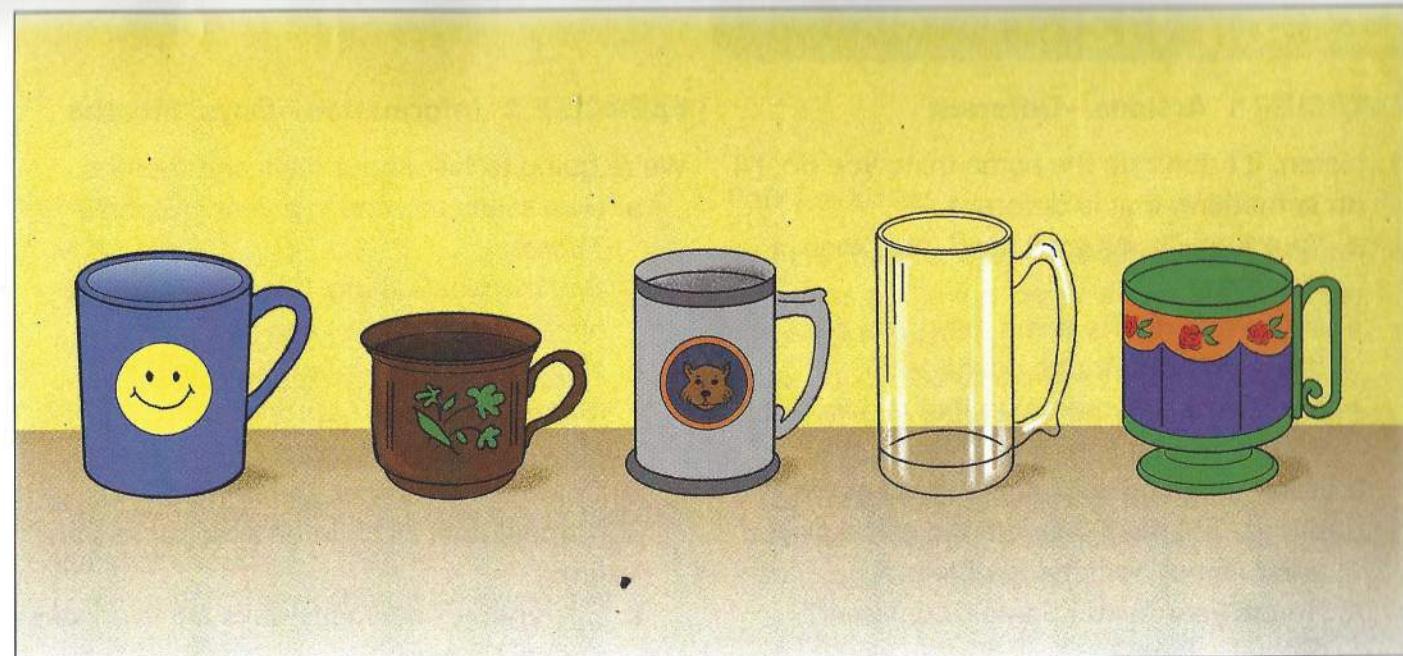
- Everybody, why are these things the same?

(Touch.) Because they are mugs.

Yes, they are the same because they are mugs.

- Say the whole thing about why they are the same. (Signal.) They are the same because they are mugs.

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



3. (Point to children in the picture.) Look at the picture.

(Point to each child, and ask:) What is this?

(Touch. Children are to answer a boy or a girl.)

4. I know why these children are the same.

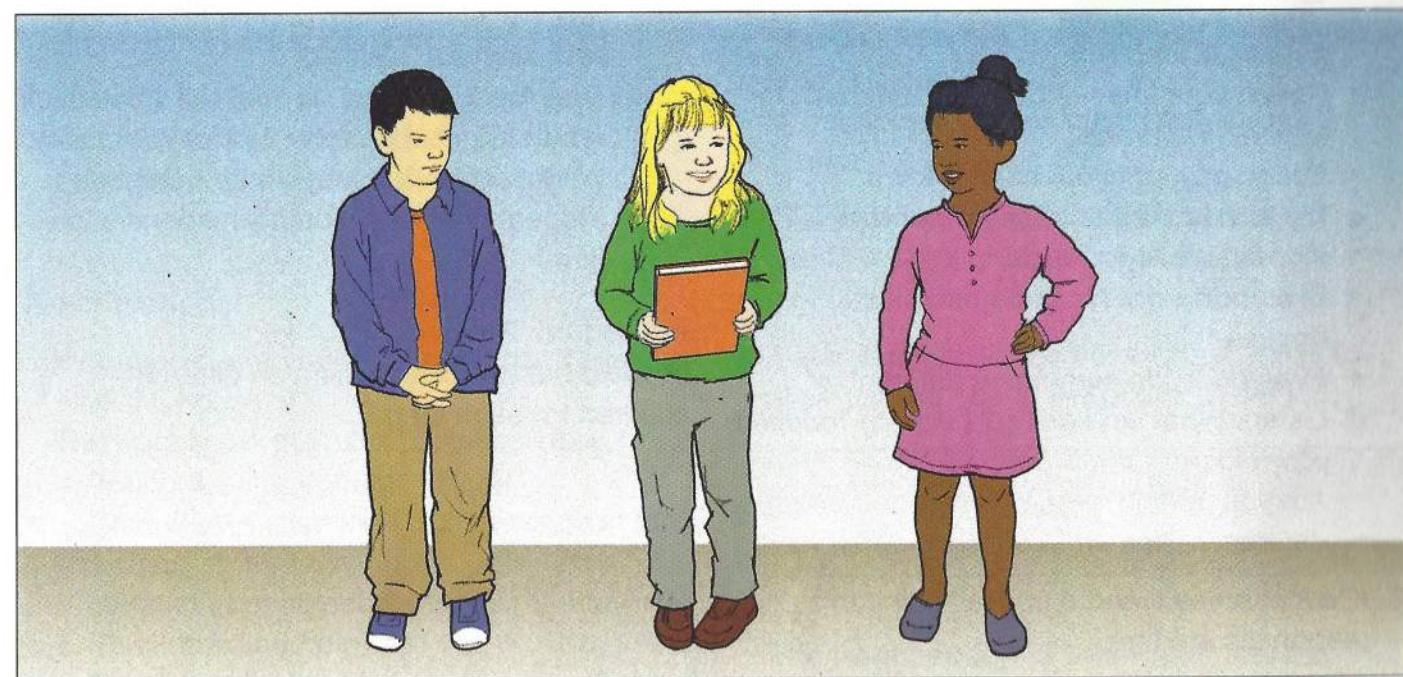
Because they are standing.

- Everybody, why are these children the same? (Touch.) Because they are standing.

Yes, they are the same because they are standing.

- Say the whole thing about why they are the same. (Signal.) They are the same because they are standing.

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



5. Let's do it again.

- (Point to the mugs.) Everybody, why are these things the same? (Touch.) Because they are mugs.

- Say the whole thing about why they are the same. (Signal.) They are the same because they are mugs.

- (Point to children.) Everybody, why are these children the same? (Touch.) Because they are standing.

- Say the whole thing about why they are the same. (Signal.) They are the same because they are standing.

Individual Turns

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



EXERCISE 1 Actions—Some/All

1. Look at my hands.

(Hold up four fingers.) Am I holding up all of my fingers? (Signal.) No.

I'm not holding up all of my fingers. I'm holding up some of my fingers.

2. Watch me. Tell me if I hold up all of my fingers or some of my fingers.

a. Watch. (Hold up six fingers.) Is this all of my fingers or some of my fingers? (Signal.) Some of your fingers.

b. Watch. (Hold up ten fingers.) Is this all of my fingers or some of my fingers? (Signal.) All of your fingers.

c. Watch. (Hold up five fingers.) Is this all of my fingers or some of my fingers? (Signal.) Some of your fingers.

d. Watch. (Hold up ten fingers.) Is this all of my fingers or some of my fingers? (Signal.) All of your fingers.

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

4. (Hold up four fingers.)

a. Is this all of my fingers or some of my fingers? (Signal.) Some of your fingers. Say the whole thing about what I am holding up. (Signal.) You are holding up some of your fingers.

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

5. Now it's your turn.

a. Hold up all of your fingers. (Signal.) What are you holding up? (Signal.) All of my fingers.

b. Put your fingers down.

Hold up some of your fingers. (Signal.) Quickly point to each child who is holding up some of his/her fingers. Say: _____ is holding up some of his/her fingers. Put your hands down.

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

7. 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.

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

EXERCISE 2 Actions—Same

1. We're going to play a game.

a. Everybody, point to a boy. (Signal. Each child is to point to a boy.)

What are you doing? (Signal.) Pointing to a boy.

Put your hands down.

b. I want to do the same thing you did.

Tell me what to do. (Signal.) Point to a boy. (Point to a boy.)

c. Now am I doing the same thing you did?

(Signal.) Yes.

(Keep pointing to a boy.)

d. What did you do? (Signal.) Pointed to a boy.

What am I doing? (Signal.) Pointing to a boy.

(Stop pointing to a boy.)

e. Tell me what we did that was the same.

(Signal.) We pointed to a boy.

Yes, we pointed to a boy.

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

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

Individual Turns

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

EXERCISE 4 Common Information

1. Get ready for some new information.
 - a. Listen: An orchard is a place with lots of fruit trees. 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.*
 - 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. 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.)
3. I'll turn the page, and we'll see a picture of an orchard.
(Turn the page quickly.)

4. (Show picture to children.)

What do you see in this picture?

What can you tell me about the orchard?

(Praise good responses.)



1. Look at the picture.

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

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

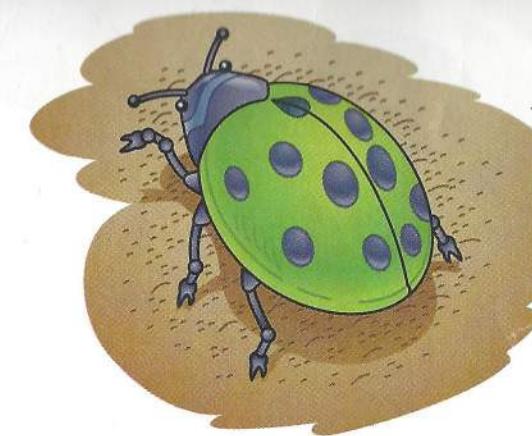
- Listen. What color are the bugs that are wet? (Touch.) Yellow.
- Listen. What color are the bugs that are dry? (Touch.) Green.
- (Repeat part 2 until all children's responses are firm.)

3. Your turn.

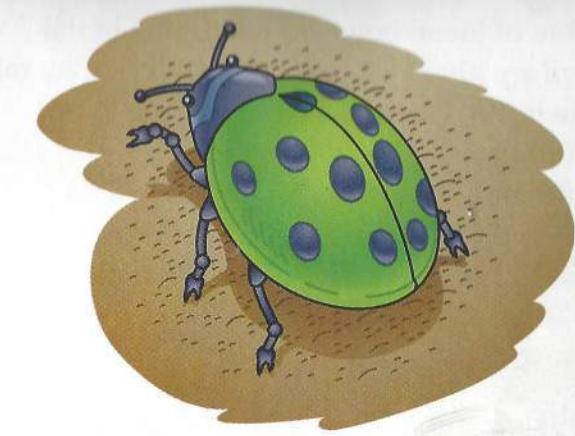
- (Point to c and e.) Say two things about these bugs. (Signal.) These bugs are wet and yellow.
- (Point to a, b, and d.) Say two things about these bugs. (Signal.) These bugs are dry and green.
- (Repeat part 3 until all children's responses are firm.)

Individual Turns

(Call on different children to do one of the tasks above.)



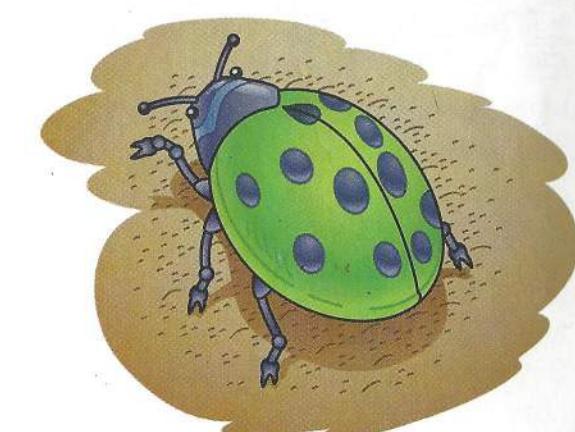
a



b



c



d



e

1. Look at these rabbits.

(Point to each rabbit, and ask:) **What is this rabbit doing?** (Touch. Children are to answer *eating, running, eating, sleeping.*)

2. We'll talk about each rabbit.

a. (Point to a.)

Is this rabbit wearing a ribbon? (Touch.)

Yes.

What is this rabbit doing? (Touch.) *Eating.*
One of the other rabbits is doing the same thing. We're going to find out which rabbit is doing the same thing.

b. (Point to b.)

Is this rabbit doing the same thing the rabbit wearing a ribbon is doing? (Touch.)

No.

c. (Point to c.)

Is this rabbit doing the same thing the rabbit wearing a ribbon is doing? (Touch.)

Yes.

d. (Point to d.)

Is this rabbit doing the same thing the rabbit wearing a ribbon is doing? (Touch.)

No.

3. Look at this rabbit again.

• (Point to c.)

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

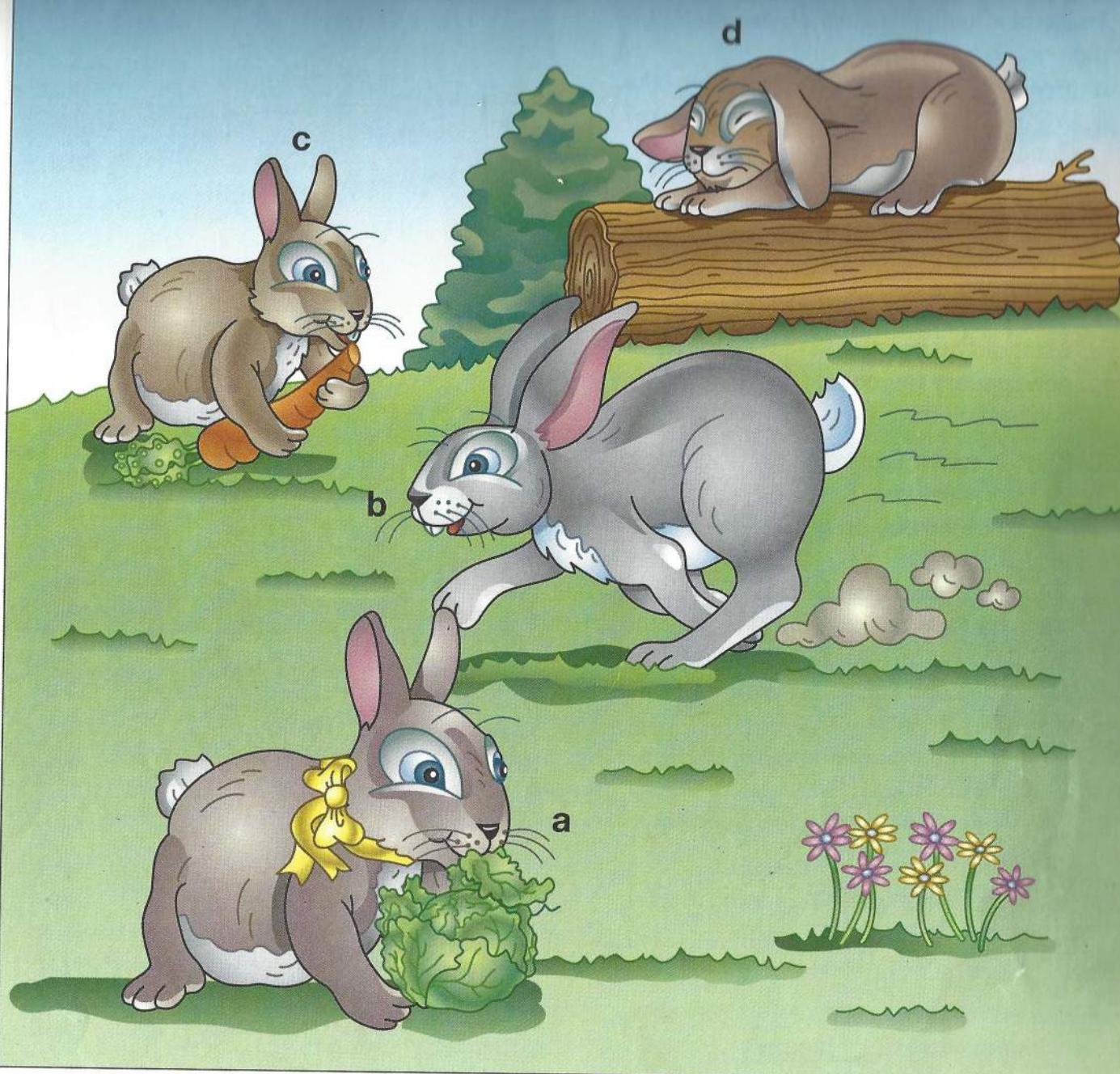
• (Point to a and c.)

What are they doing that is the same? (Touch.) *Eating.*

• These rabbits are the same because they are eating. Why are these rabbits the same? (Touch.) **Because they are eating.**

4. (Point to a and c.)

Say the whole thing about why these rabbits are the same. (Touch.) These rabbits are the same because they are eating.



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

EXERCISE 7 Concept Application

1. Only some of these children are going to sit on the rug. Listen. The boys are going to sit on the rug.

Say the whole thing about the children who are going to sit on the rug. (Signal.) *The boys are going to sit on the rug.*

2. a. (Point to a.)

Is this child a boy? (Touch.) No.

So what do we know about this child? (Call on a child. Idea: *She isn't going to sit on the rug.*)

- b. (Point to b.)

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

So what do we know about this child? (Call on a child. Idea: *He is going to sit on the rug.*)

- c. (Point to c.)

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

So what do we know about this child? (Call on a child. Idea: *He is going to sit on the rug.*)

- d. (Point to d.)

Is this child a boy? (Touch.) No.

So what do we know about this child? (Call on a child. Idea: *She isn't going to sit on the rug.*)

3. Now answer these questions.

- (Point to a and d.)

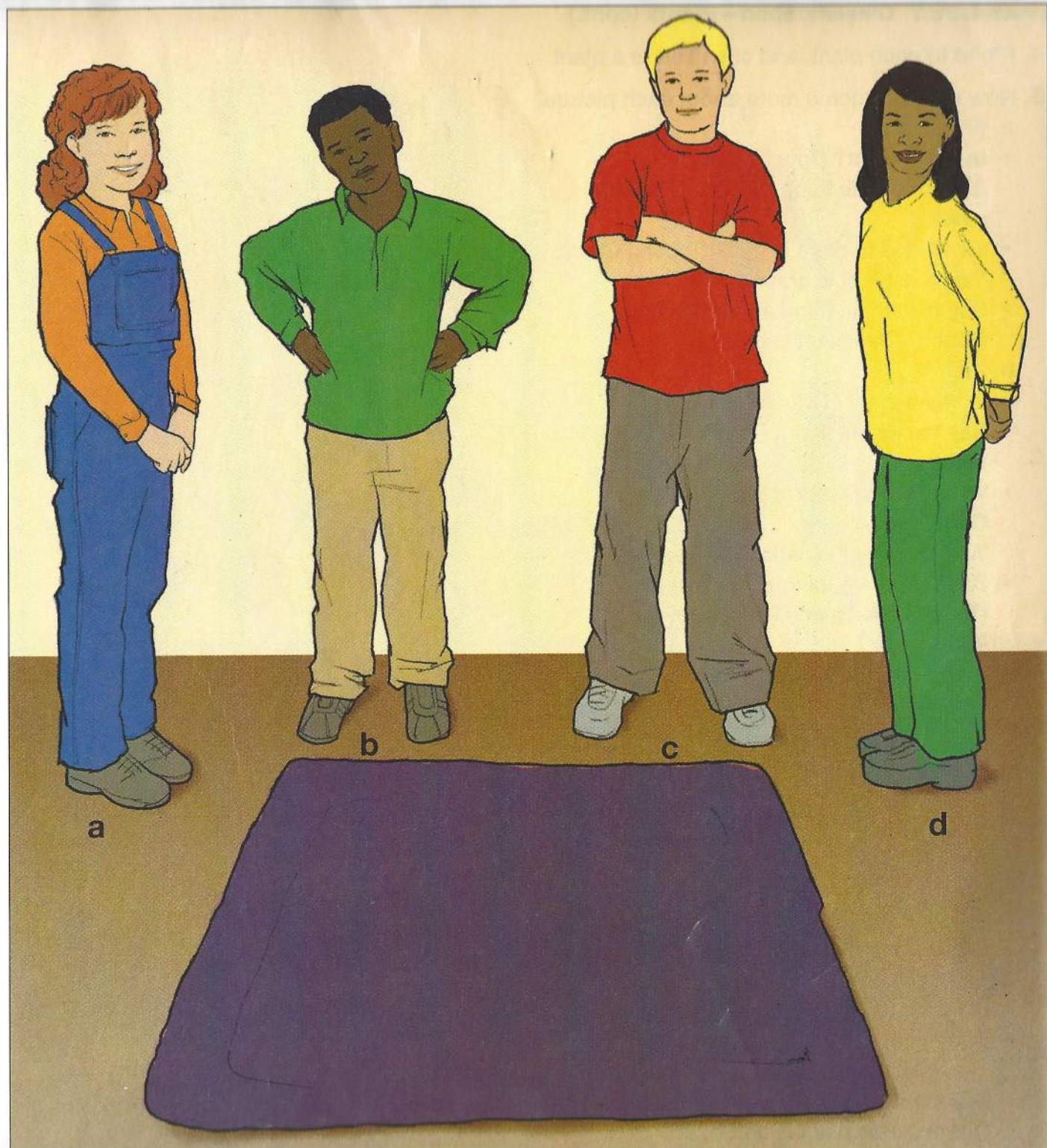
Are these children boys? (Touch.) No.

So what do we know about these children? (Call on a child. Idea: *They're not going to sit on the rug.*)

- (Point to b and c.)

Are these children boys? (Touch.) Yes.

So what do we know about these children? (Call on a child. Idea: *They're going to sit on the rug.*)



EXERCISE 7 Concept Application (cont.)

5. Look at the picture.

- (Point to b and c.)
- Everybody, which children are sitting on the rug? (Touch.) *The boys.*
Say the whole thing about the boys.
(Touch.) *The boys are sitting on the rug.*
- (Point to a and d.)
- Are these children boys? (Touch.) *No.*
Are they sitting on the rug? (Signal.) *No.*
What are these girls doing? (Touch.) *Pulling the rug.*
Say the whole thing about what the girls are doing. (Touch.) *The girls are pulling the rug.*

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

7. (Ask different children to answer the following questions.)

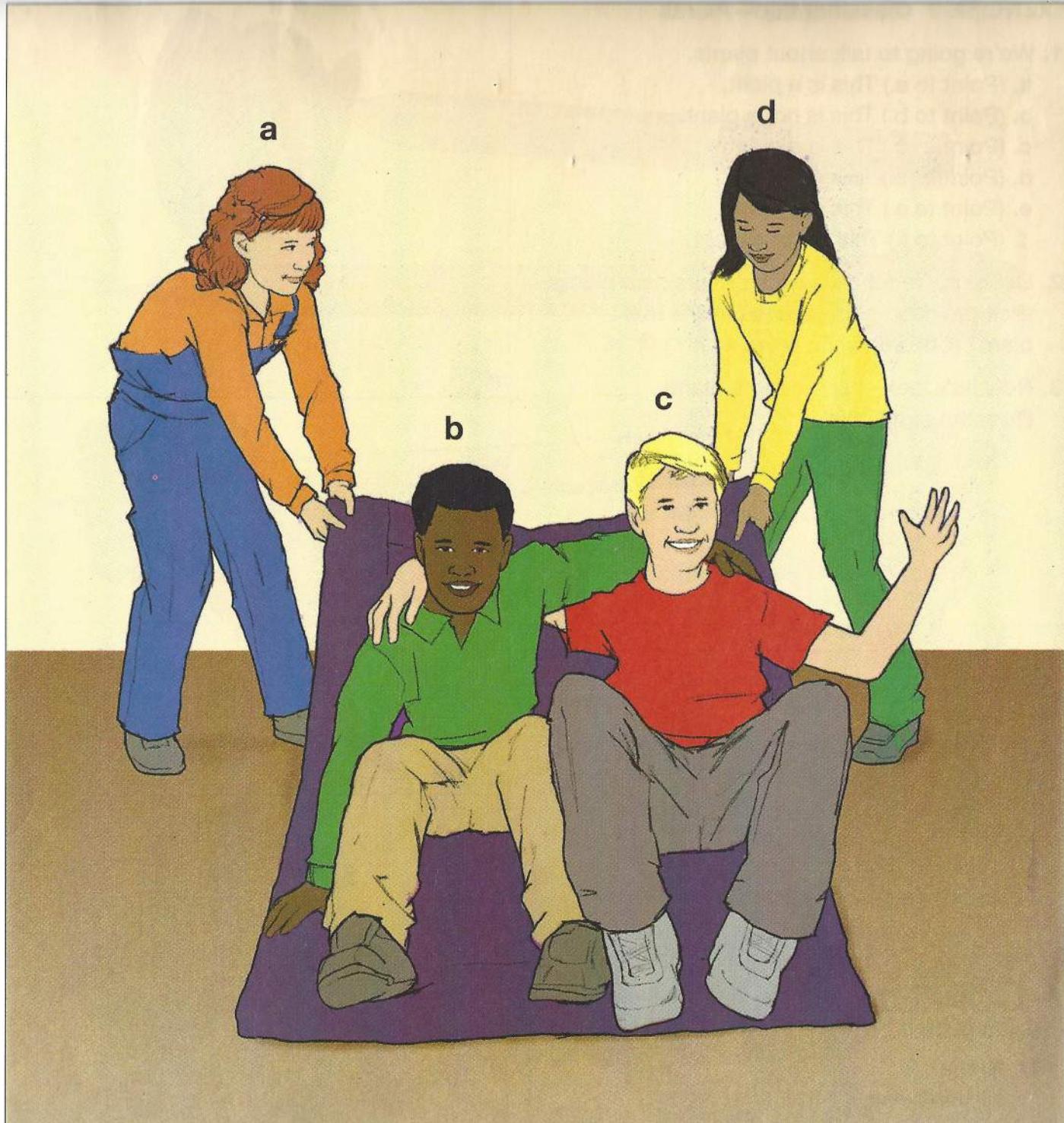
Do you like to sit on a rug?

When do you think the girls will pull the boys off the rug?

Tell why you would like to sit on a rug while someone is pulling it.

Individual Turns

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



EXERCISE 8 Same

1. (Point to the pencils.) **Look at the picture.**
• (Point to each pencil, and ask:) **What is this?** (Touch. Children are to answer a *pencil*.)
• **Tell me why these things are the same.** (Touch.) *Because they are pencils.*
• **Say the whole thing.** (Touch.) *They are the same because they are pencils.*
(Repeat until all children can make the statement.)



2. (Point to the birds.) **Look at the picture.**
(Point to each bird, and ask:) **What is this?** (Touch. Children are to answer a *bird*.)
• **Tell me why these things are the same.** (Touch.) *Because they are birds.*
• **Say the whole thing.** (Touch.) *They are the same because they are birds.*
(Repeat until all children can make the statement.)



3. **Let's do it again.**
• (Point to the pencils.) **Everybody, why are these things the same?** (Touch.) *Because they are pencils.*
Say the whole thing about why they are the same. (Touch.) *They are the same because they are pencils.*
• (Point to the birds.) **Everybody, why are these things the same?** (Touch.) *Because they are birds.*
Say the whole thing about why they are the same. (Touch.) *They are the same because they are birds.*



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

Individual Turns

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

EXERCISE 9 Part/Whole—Body Parts

1. Let's see if you remember the parts of this boy's head. 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.) **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.*

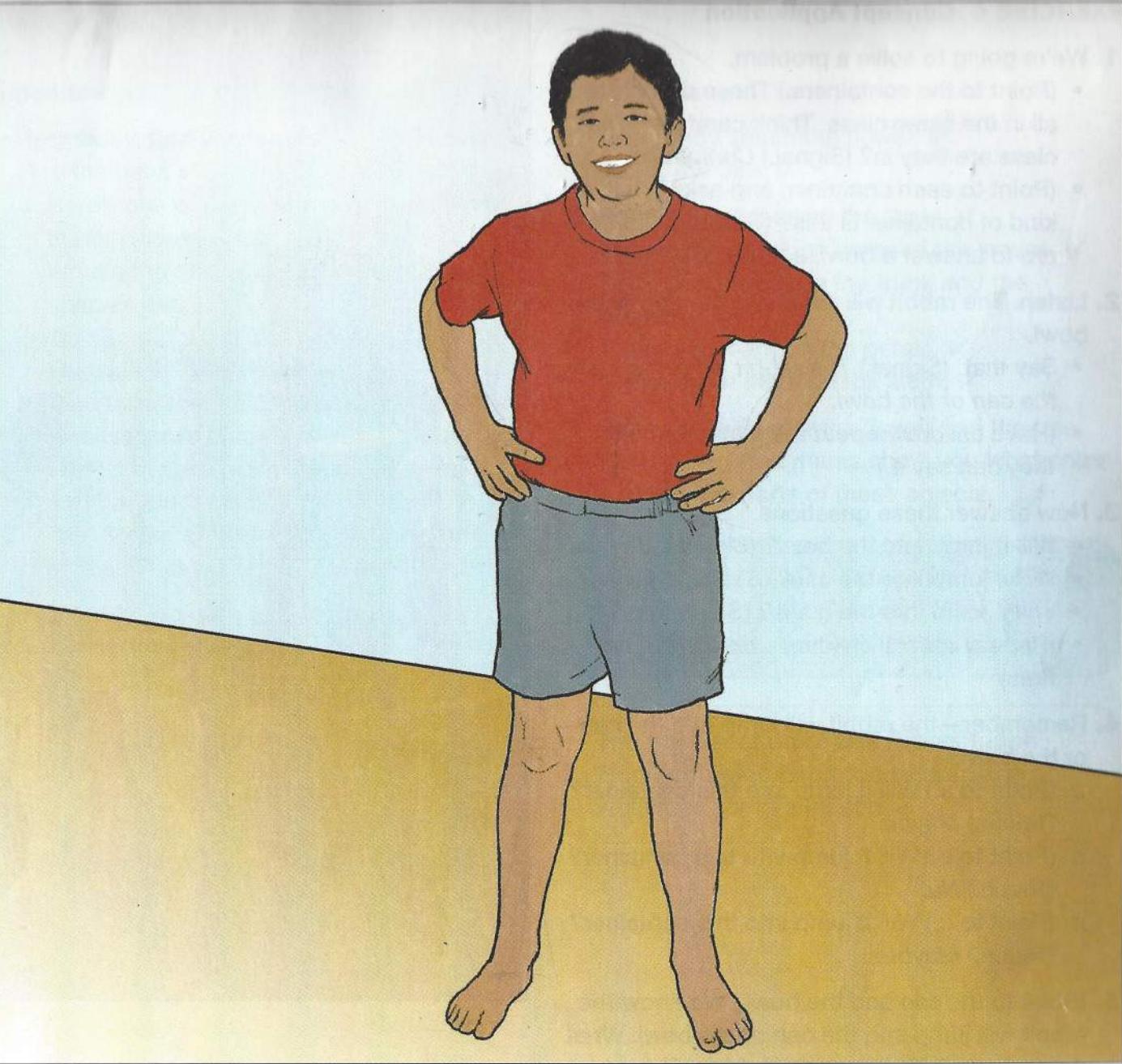
(Point to the arms. Pause. Touch.) *A body has arms.*

(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.) **What do you call the whole object?** (Touch.) *A body*

Individual Turns

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

LESSON 95

★ EXERCISE 1 Actions—Some/All

1. Watch me. Tell me if I hold up all of my fingers or some of my fingers.
 - a. Watch. (Hold up three fingers.) Is this all of my fingers or some of my fingers? (Signal.) Some of your fingers.
 - b. (Repeat step a until all children's responses are firm.)
 - c. Watch. (Hold up ten fingers.) Is this all of my fingers or some of my fingers? (Signal.) All of your fingers.
 - d. Watch. (Hold up five fingers.) Is this all of my fingers or some of my fingers? (Signal.) Some of your fingers.
2. Now it's your turn.
 - a. 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. Put your hands down.
 - b. 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.
3. (Repeat part 2 until all children's responses are firm.)

★ 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.)

★ EXERCISE 3 Common Information

1. Let's see how much information you remember.
 - a. 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.
 - 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.
2. Get ready for some new information.
 - a. Listen. A carpenter is a person who builds things out of wood. 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 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.
3. (Repeat part 2 until all children can make the statements. Then say:) I'll turn the page, and we'll see a picture of a carpenter. (Turn the page quickly.)

EXERCISE 3 Common Information (cont.)

4. (Show picture to children.)

What do you see in this picture?

What do you think the carpenter is making?

What is the carpenter wearing?

What tool is he holding?

(Praise good responses.)



1. Look at these women.

(Point to each woman, and ask:)

What is this woman doing? (Touch. Children are to answer *eating, swimming, sleeping, eating*.)

2. We'll talk about each woman.

a. (Point to a.)

Is this woman happy? (Touch.) Yes.

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

One of the other women is doing the same thing. We're going to find out which woman is doing the same thing.

b. (Point to b.)

Is this woman doing the same thing the happy woman is doing? (Touch.) No.

c. (Point to c.)

Is this woman doing the same thing the happy woman is doing? (Touch.) No.

d. (Point to d.)

Is this woman doing the same thing the happy woman is doing? (Touch.) Yes.

3. Look at these women again.

- (Point to a.)

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

- (Point to a and d.)

What are they doing that is the same? (Touch.) *Eating*.

- These women are the same because they are eating. Why are these women the same? (Touch.) Because they are eating.

4. (Point to a and d.) Say the whole thing about why these women are the same. (Touch.)

These women are the same because they are eating.

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

