

EXERCISE 4 Materials—Demonstration

[Note: Prepare three circles, each approximately 5 inches in diameter. One is to be made of plastic, one of paper, and one of cloth. You should have a lapboard or a large book on which to put the three circles.]

1. We're going to learn what things are made of.
 - a. (Point to the circles.) Everybody, what are these? (Signal.) Circles.
Yes, circles.
 - b. (Point to the paper circle.) This circle is made of paper. What is it made of?
(Touch.) Paper.
 - c. (Point to the cloth circle.) This circle is made of cloth. What is it made of?
(Touch.) Cloth.
 - d. (Point to the plastic circle.) This circle is made of plastic. What is it made of?
(Touch.) Plastic.
 - e. (Repeat part 1 until all children's responses are firm.)
2. I'll point to each circle. You tell me what it is made of.
 - a. (Point to the plastic circle.) What is this circle made of? (Signal.) Plastic.
(Point to the cloth circle.) What is this circle made of? (Signal.) Cloth.
(Point to the paper circle.) What is this circle made of? (Signal.) Paper.
 - b. Let's do those again.
(Repeat step a until all children's responses are firm.)

Individual Turns

(Repeat part 2, calling on different children.)

EXERCISE 5 Materials

[Note: You will need a cloth shirt with plastic buttons.]

1. We're going to talk about this shirt.
 - a. (Hold up a shirt, or point to a child's shirt.) Point to the collar.) A shirt has a collar.
 - b. (Point to the front.) A shirt has a front.
 - c. (Point to a button.) A shirt has buttons.
2. Now it's your turn.
 - a. (Hold up the shirt, or point to it.) Everybody, get ready to name each part of this shirt. (Touch the collar.) What is the name of this part? (Signal.) The collar.
 - b. (Touch the front.) What is the name of this part? (Signal.) The front.
 - c. (Touch a button.) What is the name of this part? (Signal.) A button.
3. Listen carefully.
 - a. (Touch a button.) What part am I touching?
(Signal.) A button.
Listen. The button is made of plastic.
What's it made of? (Signal.) Plastic.
 - b. (Touch the front.) What part am I touching?
(Signal.) The front.
Listen. The front is made of cloth. What's it made of? (Signal.) Cloth.
 - c. And what's the button made of? (Signal.) Plastic.
And what's the front made of? (Signal.) Cloth.
4. (Repeat the exercise until all children's responses are firm.)

EXERCISE 6 Classification—Food

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

(Point to each object and ask:) Is this food?

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

- a. (Point to a.) Is this food? (Touch.) No.
Say the whole thing. (Touch.) *This is not food.*

- What is this? (Touch.) *A bucket.*

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

- b. (Point to b.) Is this food? (Touch.) Yes.
What kind of food is this? (Touch.)
A carrot.

Say the whole thing about this food.

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

- Is this food a carrot? (Touch.) Yes.
Is this food a potato? (Touch.) No.
Is this food an egg? (Touch.) No.
• (Repeat step b until all children's responses are firm.)

- c. (Point to c.) Is this food? (Touch.) Yes.
What kind of food is this? (Touch.) *Bread.*
Say the whole thing about this food.

(Touch.) *This food is bread.*

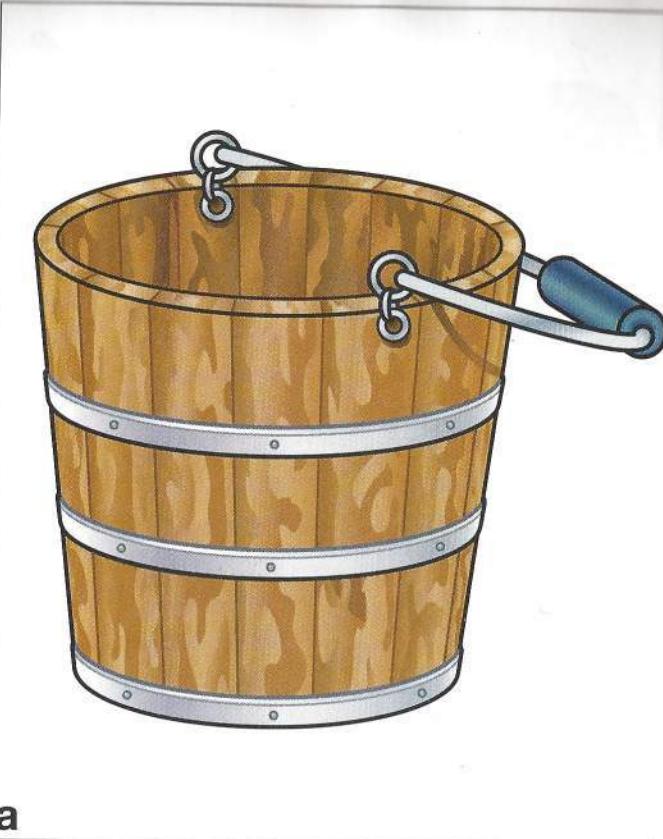
- Is this food an apple? (Touch.) No.
Is this food a carrot? (Touch.) No.
Is this food bread? (Touch.) Yes.
• (Repeat step c until all children's responses are firm.)

- d. (Point to d.) Is this food? (Touch.) No.
Say the whole thing. (Touch.) *This is not food.*

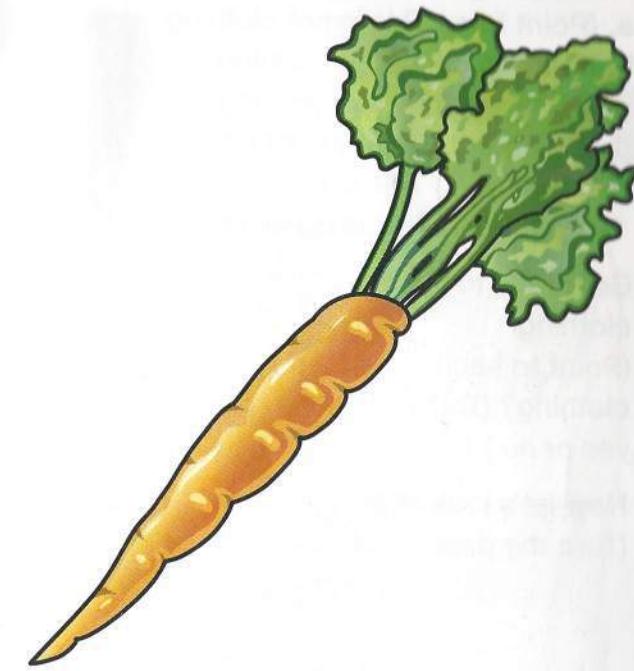
- What is this? (Touch.) *A book.*

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

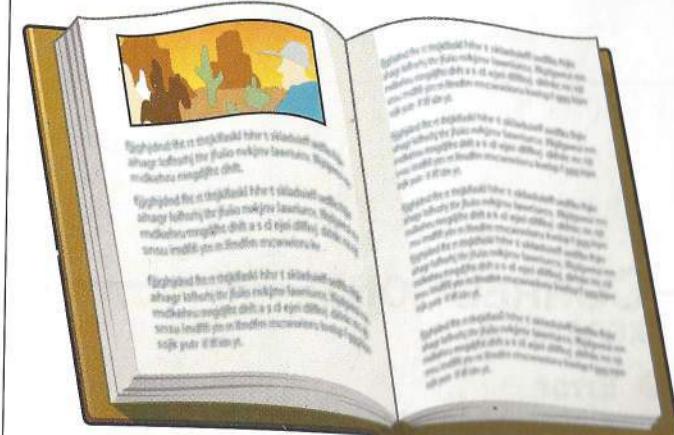
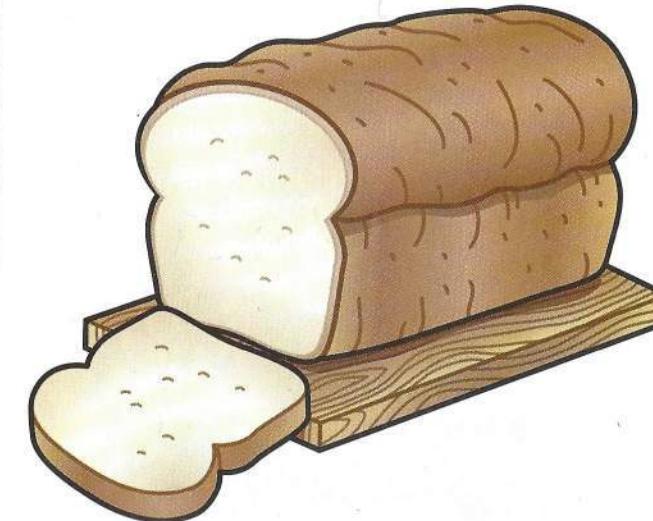
2. (Repeat part 1 until all children's responses are firm.)



a



b



EXERCISE 7 Plurals

Look at this picture.

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

A boy.

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

- b. (Point to all the boys at the same time.)

What are these? (Touch.) Boys.

Say the whole thing. (Touch.) *These are boys.*

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

A girl.

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

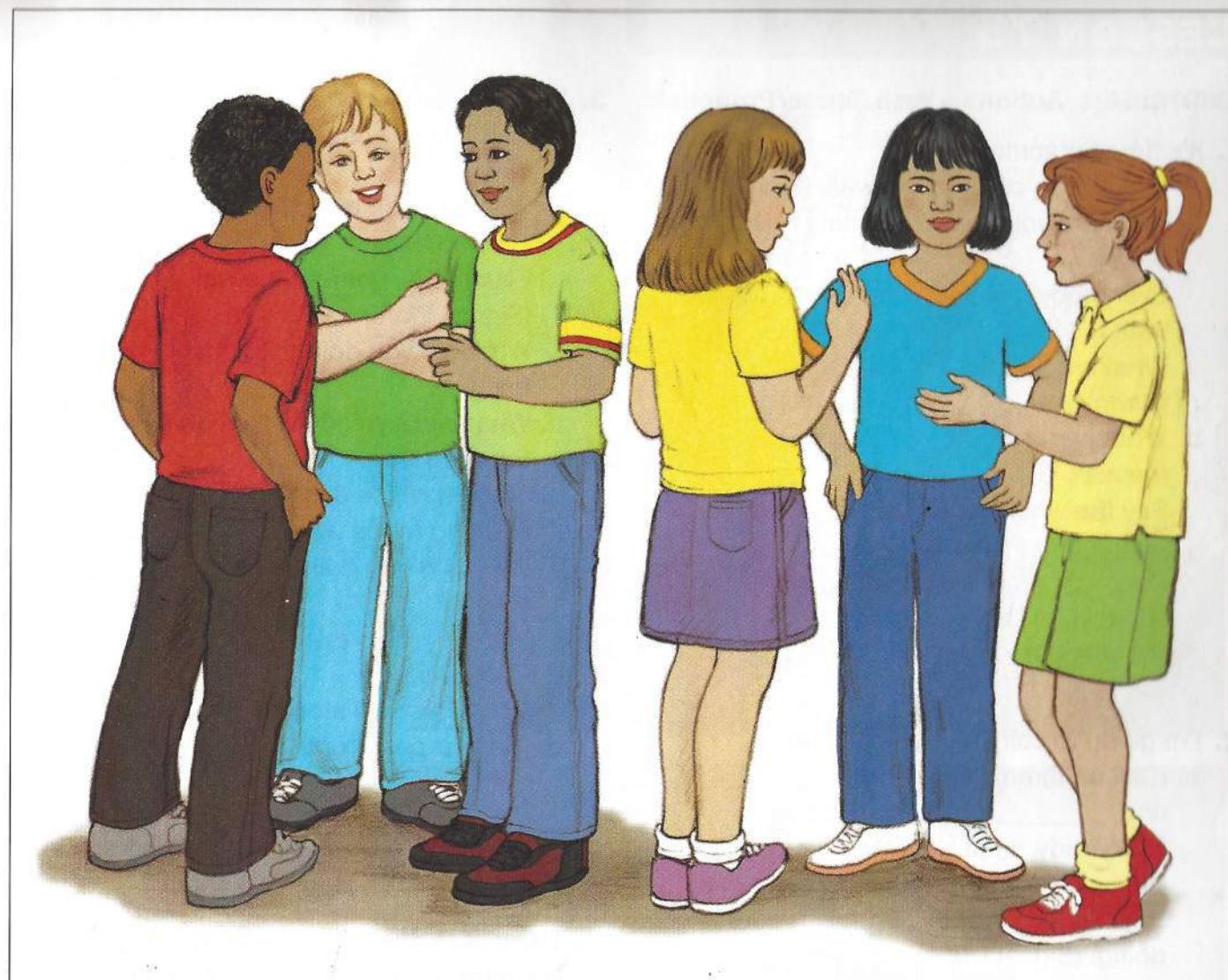
- d. (Point to all the girls at the same time.)

What are these? (Touch.) Girls.

Say the whole thing. (Touch.) *These are girls.*

Individual Turns

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



EXERCISE 8 Tense—Pictures

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

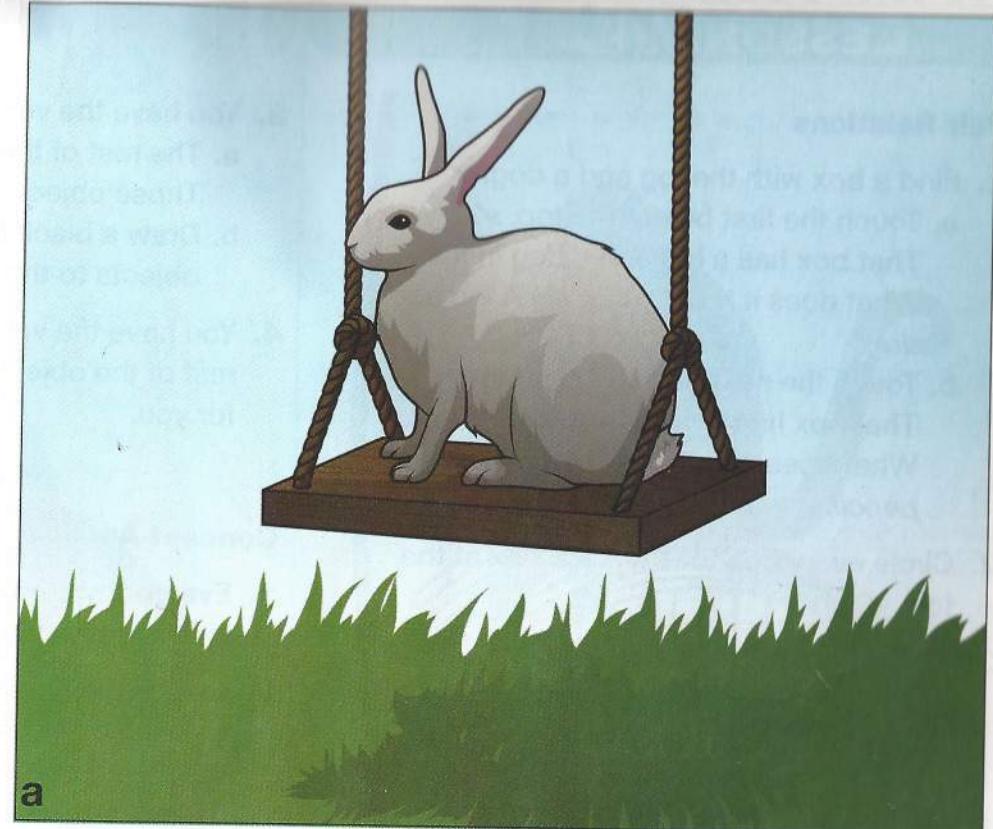
2. Listen.

- What was the rabbit doing before it sat on the ground? (Signal. Do not touch the picture.) *Sitting on the swing.*
- Say the whole thing about what the rabbit was doing. (Touch.) *The rabbit was sitting on the swing.*

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

Individual Turns

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



EXERCISE 9 Tense—Pictures

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

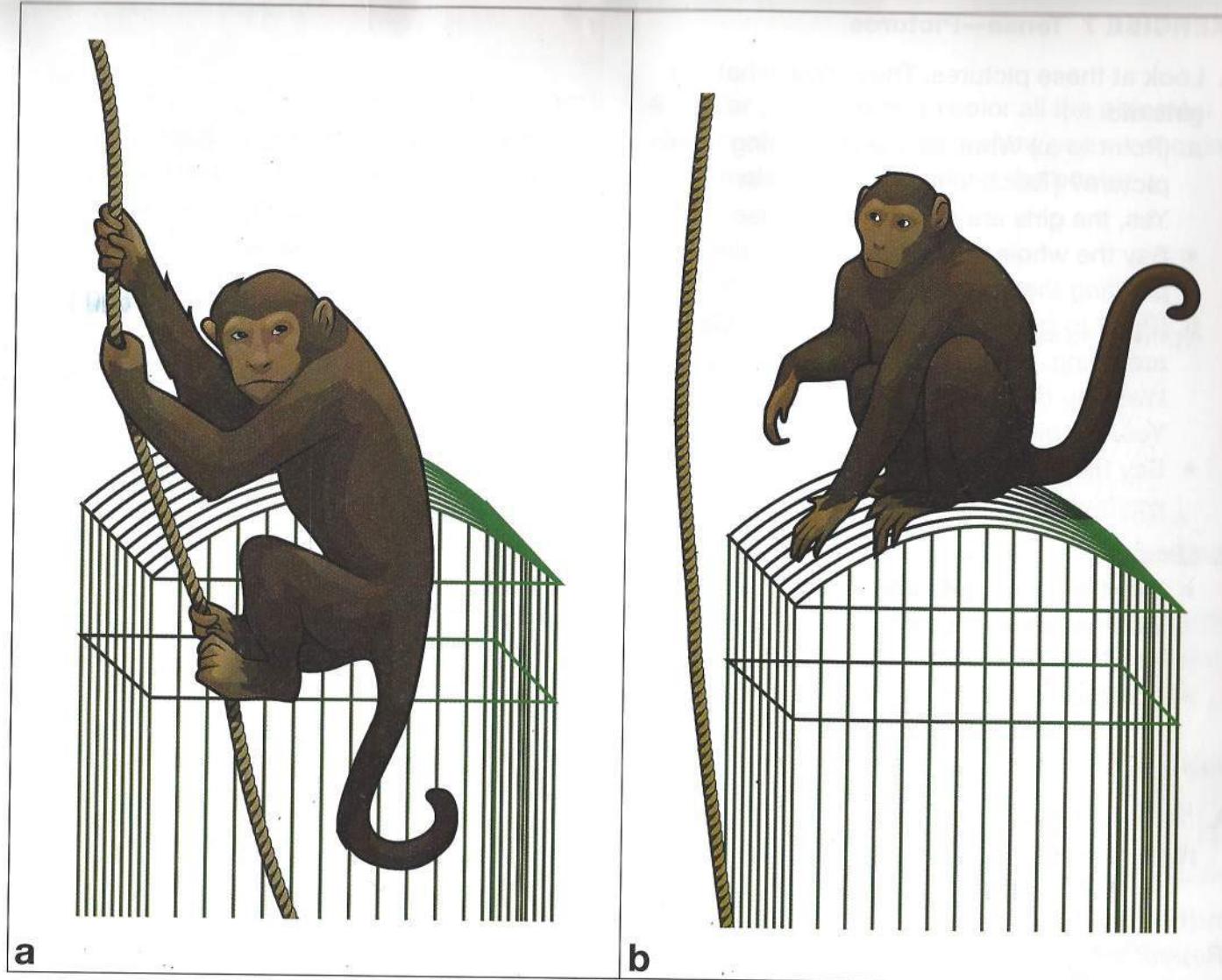
2. Listen.

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

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

Individual Turns

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



LESSON 63



EXERCISE 1 Actions—Review

1. It's time for an action game.

- Everybody, touch your elbow. (Signal. Wait.) What are you doing? (Signal.) Touching my elbow.
Say the whole thing. (Signal.) I am touching my elbow.
- Everybody, touch your ankle. (Signal. Wait.) What are you doing? (Signal.) Touching my ankle.
Say the whole thing. (Signal.) I am touching my ankle.
- (Repeat part 1 until all children's responses are firm.)

2. Let's do another one.

- Everybody, put your hand on your ankle. (Signal. Wait.) Where is your hand? (Signal.) On my ankle.
- Put your hand on your elbow. (Signal. Wait.) Where is your hand now? (Signal.) On my elbow.
Keep it there.
- Listen carefully. Where was your hand? (Signal.) On my ankle.
Say the whole thing about where your hand was. (Signal.) My hand was on my ankle.
- Again. (Signal.) My hand was on my ankle.
(Repeat step d until all children's responses are firm.)
Hands down.
- (Repeat part 2 until all children's responses are firm.)

3. Let's do another one.

- Everybody, put your hand on your foot. (Signal. Wait.) Where is your hand? (Signal.) On my foot. Say the whole thing. (Signal.) My hand is on my foot.
- Everybody, put your hand over your foot. (Signal. Wait.) Where is your hand now? (Signal.) Over my foot.
Keep it there.
- Where was your hand? (Signal.) On my foot.
Say the whole thing. (Signal.) My hand was on my foot.
- (Repeat part 3 until all children's responses are firm.)

Individual Turns

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

EXERCISE 2 Actions—Plurals

1. Listen carefully.

- Everybody, touch your shoe. (Pause. Signal.) What are you touching? (Signal.) My shoe.
Say the whole thing. (Signal.) I am touching my shoe.
- Everybody, hold up your hands. (Signal.) What are you holding up? (Signal.) My hands.
Say the whole thing. (Signal.) I am holding up my hands.

c. Everybody, touch your shoes. (Pause. Signal.)

- What are you touching? (Signal.) My shoes.
Say the whole thing. (Signal.) I am touching my shoes.
- Everybody, hold up your hand. (Pause. Signal.) What are you holding up? (Signal.) My hand.
Say the whole thing. (Signal.) I am holding up my hand.

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

Individual Turns

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



EXERCISE 3 Information—Days of the Week

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

- Everybody, today is _____.
What day is today? (Pause. Signal. Wait.)
- So what day will tomorrow be? (Pause. Signal. Wait.)
- (Repeat steps a and b until all children's responses are firm.)

Individual Turns

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

EXERCISE 4 Materials – Demonstration

[Note: Prepare three circles, each approximately 5 inches in diameter. One is to be made of plastic, one of paper, and one of cloth. You should have a lapboard or a large book on which to put the three circles.]

1. We're going to learn what things are made of.

- (Point to the circles.) Everybody, what are these? (Signal.) Circles.

Yes, circles.

- (Point to the plastic circle.) This circle is made of plastic. What is it made of? (Touch.) Plastic.

(Point to the paper circle.) This circle is made of paper. What is it made of? (Touch.) Paper.

(Point to the cloth circle.) This circle is made of cloth. What is it made of? (Touch.) Cloth.

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

2. I'll point to each circle. You tell me what it is made of.

- (Point to the cloth circle.) What is this circle made of? (Signal.) Cloth.

- (Point to the plastic circle.) What is this circle made of? (Signal.) Plastic.

- (Point to the paper circle.) What is this circle made of? (Signal.) Paper.

- Let's do those again.

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

Individual Turns

(Repeat part 2, calling on different children.)

EXERCISE 5 Materials

[Note: You will need a cloth shirt with plastic buttons.]

1. We're going to talk about this shirt.

- (Hold up the shirt, or point to it.)

Everybody, get ready to name each part of this shirt.

- (Touch the collar.) What is the name of this part? (Signal.) The collar.

- (Touch the front.) What is the name of this part? (Signal.) The front.

- (Touch a button.) What is the name of this part? (Signal.) A button.

2. Get ready for something new.

- (Touch a button.) What part am I touching? (Signal.) A button.

Listen. The button is made of plastic. What's it made of? (Signal.) Plastic.

- (Touch the front.) What part am I touching? (Signal.) The front.

Listen. The front is made of cloth. What's it made of? (Signal.) Cloth.

- What's the button made of? (Signal.) Plastic.

What's the front made of? (Signal.) Cloth.

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

Individual Turns

(Repeat step c, calling on different children.)

EXERCISE 6 Actions – And

1. It's time for some actions.

- Everybody, stand up and touch your hips. Get ready. (Signal. Wait.)

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

Say the whole thing. (Signal.) I am standing up and touching my hips.

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

- Everybody, sit down and touch your shoulder.

Get ready. (Signal. Wait.)

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

Say the whole thing. (Signal.) I am sitting down and touching my shoulder.

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

- Everybody, hold up your foot and touch your wrist.

Get ready. (Signal. Wait.)

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

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

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

- Everybody, get ready to touch your chin and touch your hair.

Get ready. (Signal. Wait.)

What are you doing? (Signal.) Touching my chin and touching my hair.

Say the whole thing. (Signal.) I am touching my chin and touching my hair.

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

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

★ EXERCISE 7 Concept Application

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

- Listen to the rule. The green duck will swim.

Everybody, say the rule. (Signal. Respond with children.) *The green duck will swim.*

Again. (Signal. Respond with children.) *The green duck will swim.*

- All by yourselves. Say the rule. (Signal. Do not respond with children.) *The green duck will swim.*
- (Repeat part 1 until all children can say the sentence.)

2. Let's look at the ducks.

- Remember, only one of these ducks will swim. Which duck is that? (Signal.) *The green duck.*

- (Point to a.) Is this duck green? (Touch.) No.

- This duck is not green. So what do you know about this duck? (Call on a child. Idea: *It won't swim.*)

You're right. This duck won't swim.

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

3. Say the rule about the duck. (Signal.)

The green duck will swim.

- (Point to b.) Is this duck green? (Touch.) No.

- This duck is not green. So what do you know about this duck? (Call on a child. Idea: *It won't swim.*)

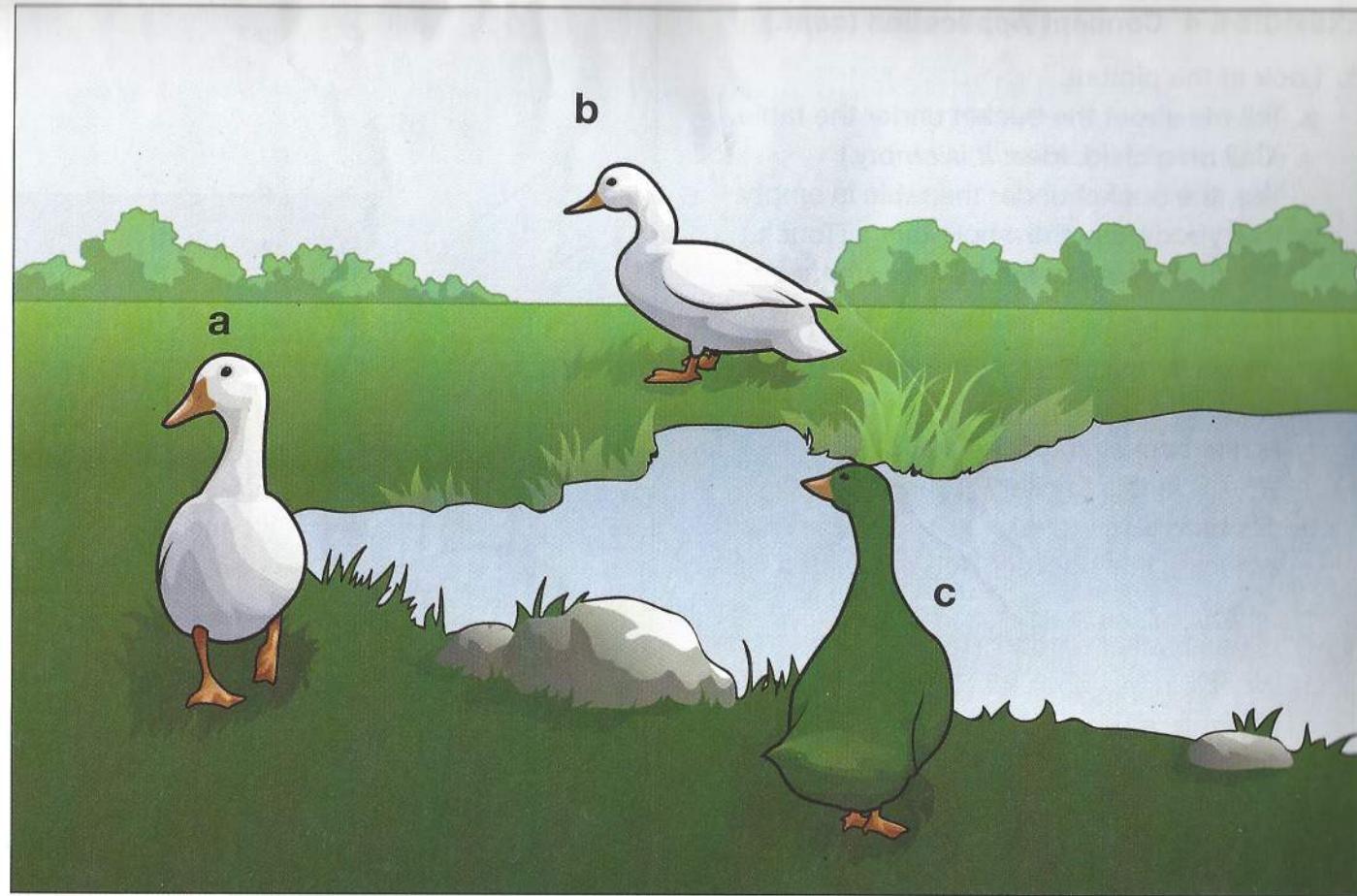
You're right. This duck won't swim.

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

4. Say the rule about the duck. (Signal.)

The green duck will swim.

- (Point to c.) Is this duck green? (Touch.) Yes.



- This duck is green. So what do you know about this duck? (Call on a child. Idea: *It will swim.*)
- You're right. This duck will swim.
- (Repeat part 4 until all responses are firm.)

5. (Call on a child.)

- Show me the duck that will swim. (Wait.)
- Let's see if you're right.

EXERCISE 7 Concept Application (cont.)

6. Look at the picture.

- Which duck is swimming? (Touch.)

The green duck.

Yes, the green duck is swimming.

Say the whole thing about what the green duck is doing. (Touch.) *The green duck is swimming.*

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

7. Look at this duck.

- (Point to a.) Is this duck swimming? (Touch.) No.

What is this duck doing? (Touch.) Flying.

Say the whole thing about what this duck is doing. (Touch.) *This duck is flying.*

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

8. Look at this duck.

- (Point to b.) Is this duck swimming? (Touch.) No.

What is this duck doing? (Touch.) Sitting.

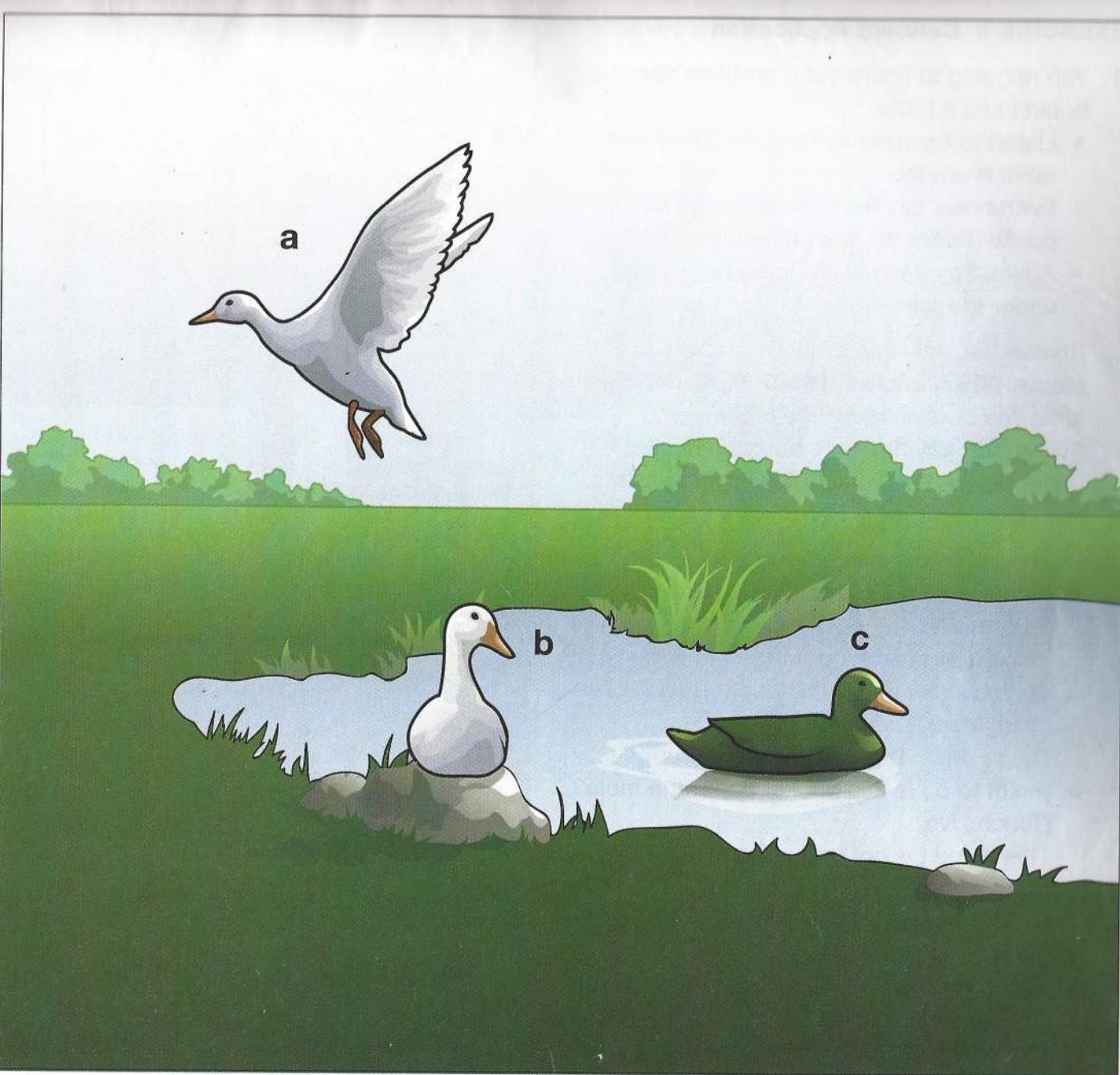
Say the whole thing about what this duck is doing. (Touch.) *This duck is sitting.*

Where is this duck sitting? (Touch.) On a rock.

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

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

- Would you like to swim in the water?
- Would you like to fly?
- Where do you think that duck is going?
- What does a duck say?



Individual Turns

(Repeat parts 6 through 8, calling on different children for each step.)

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

1. One of these buckets is **in back of** the horse.

- (Point to each bucket, and ask:) **Is this bucket in back of the horse?** (Touch.) Children are to answer yes or no.) (Repeat until all children's responses are firm.)
- (Point to a.) Listen. What is this? (Touch.) **A bucket.** Where is the bucket? (Touch.) **In back of the horse.** Say the whole thing about where this bucket is. (Touch.) **This bucket is in back of the horse.**
- (Repeat part 1 until all children's responses are firm.)

2. One of these buckets is **in front of** the horse.

- (Point to each bucket, and ask:) **Is this bucket in front of the horse?** (Children are to answer yes or no.) (Repeat until all children's responses are firm.)
- (Point to c.) Listen. What is this? (Touch.) **A bucket.**

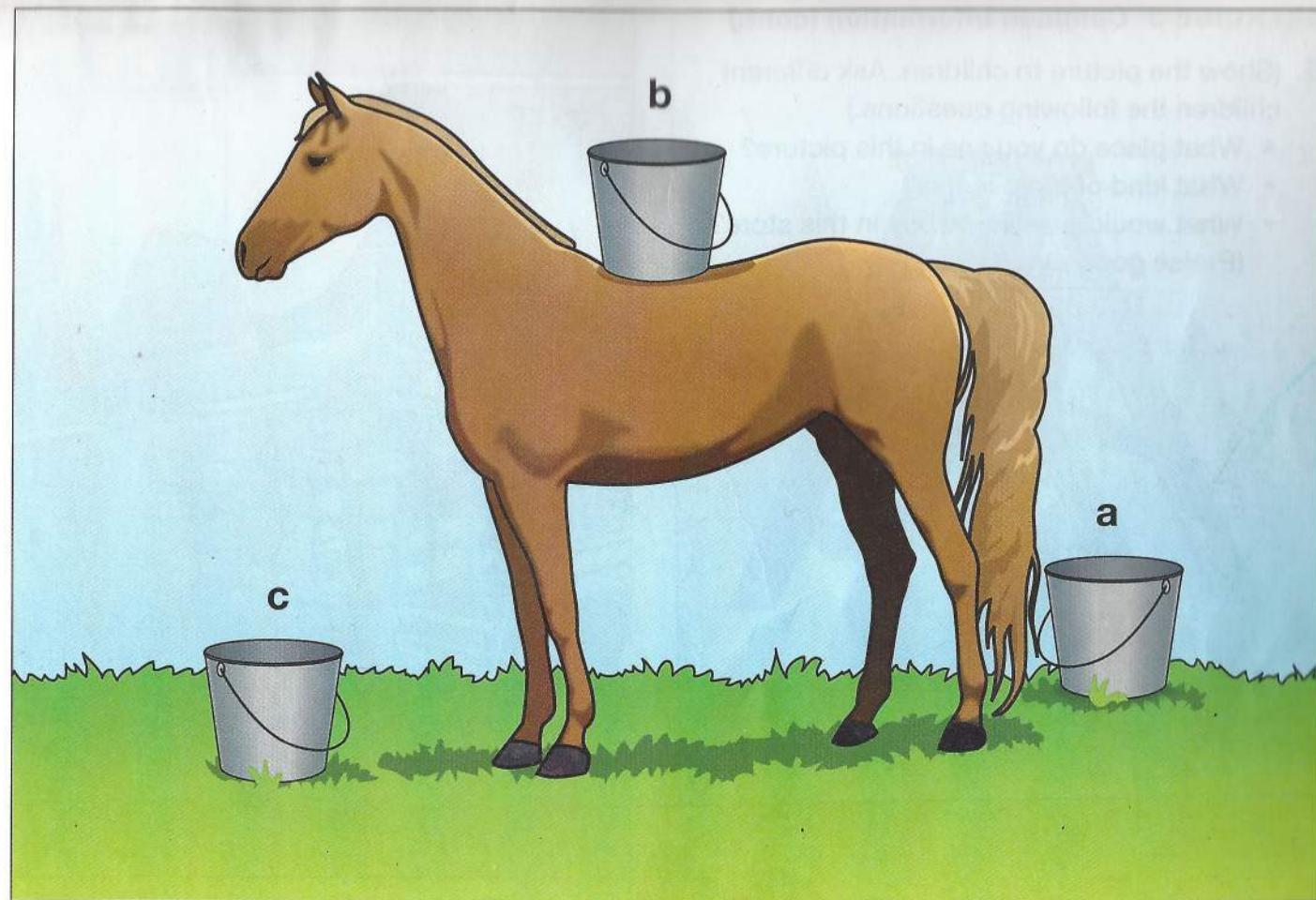
Where is the bucket? (Touch.) **In front of the horse.**

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

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

3. One of these buckets is **on** the horse.

- (Point to each bucket, and ask:) **Is this bucket on the horse?** (Children are to answer yes or no.) (Repeat until all children's responses are firm.)



- (Point to b.) Listen. What is this? (Touch.) **A bucket.**

Where is the bucket? (Touch.) **On the horse.**

Say the whole thing about where this bucket is. (Touch.) **This bucket is on the horse.**

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

4. Let's talk about the horse and the buckets one more time.

- (Point to c.) Listen.

Say the whole thing. (Touch.) **This bucket is in front of the horse.**

- (Point to a.) Listen. Everybody, where is the bucket? (Touch.) **In back of the horse.**

Say the whole thing. (Touch.) **This bucket is in back of the horse.**

- (Point to b.) Listen. Everybody, where is the bucket? (Touch.) **On the horse.**

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

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

EXERCISE 9 Classification—Food

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

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

a. (Point to a.) Is this food? (Touch.) Yes.
What kind of food is this? (Touch.)

A carrot.

Say the whole thing about this food.

(Touch.) This food is a carrot.

- Is this food a carrot? (Touch.) Yes.
Is this food a cookie? (Touch.) No.
Is this food a sandwich? (Touch.) No.
- (Repeat step a until all children's responses are firm.)

b. (Point to b.) Is this food? (Touch.) No.
Say the whole thing. (Touch.) This is not food.

• What is this? (Touch.) A ladder.
Say the whole thing. (Touch.) This is a ladder.

c. (Point to c.) Is this food? (Touch.) Yes.
What kind of food is this? (Touch.) Lettuce.
Say the whole thing about this food.

(Touch.)

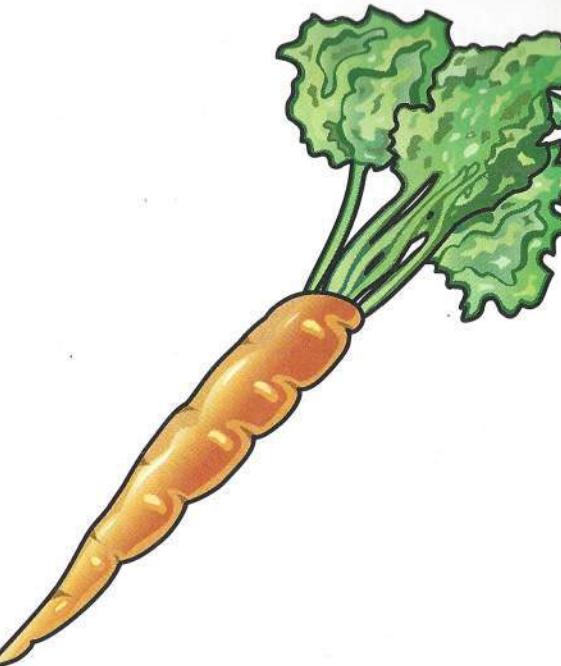
This food is lettuce.

- Is this food an orange? (Touch.) No.
Is this food a hamburger? (Touch.) No.
Is this food lettuce? (Touch.) Yes.
- (Repeat step c until all children's responses are firm.)

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

Individual Turns

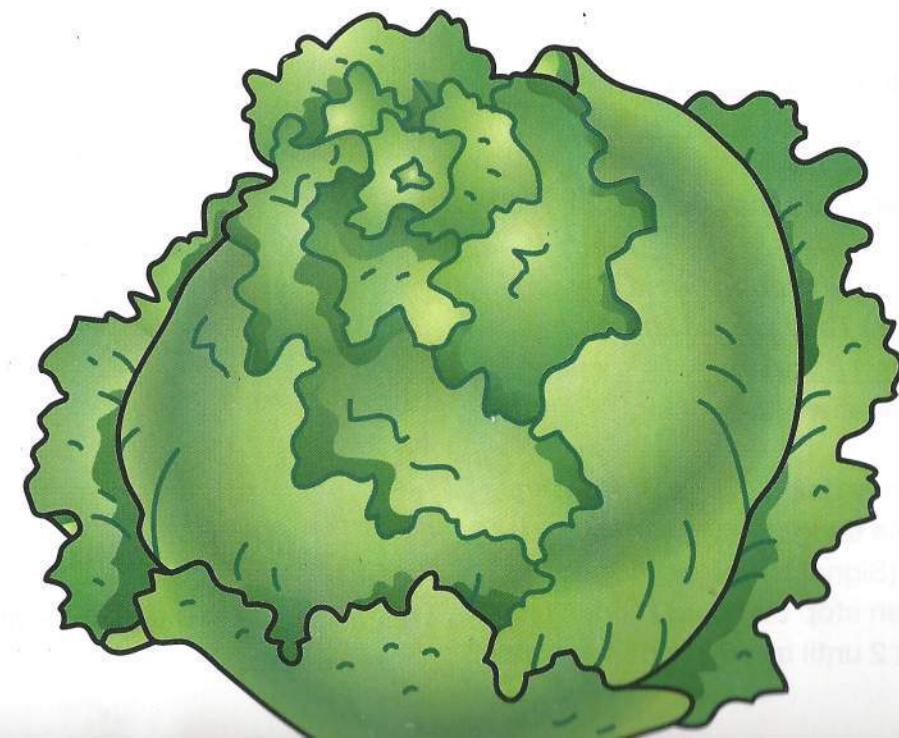
(Repeat part 2, calling on different children for each step.)



a



b



EXERCISE 10 Classification – Food

1. We're going to talk about food.

(Point to each object and say:) This is food.

2. We're going to talk about this food.

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

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

What kind of food is this? (Touch.)

A banana.

Yes, this food is a banana.

• Say the whole thing about this food.

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

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

b. (Point to b.) Is this food? (Touch.) Yes.

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

What kind of food is this? (Touch.) Cheese.

Yes, this food is cheese.

• Say the whole thing about this food.

(Touch.) *This food is cheese.*

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

c. (Point to c.) Is this food? (Touch.) Yes.

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

What kind of food is this? (Touch.)

An orange.

Yes, this food is an orange.

• Say the whole thing about this food.

(Touch.) *This food is an orange.*

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

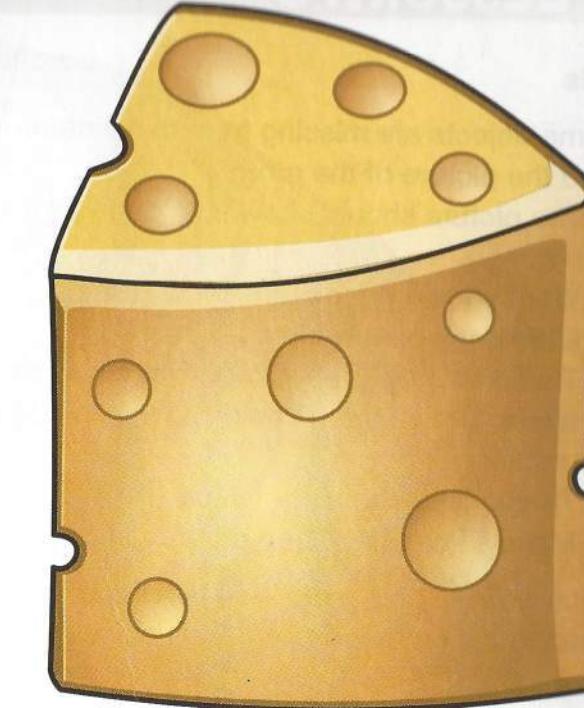
3. (Repeat part 2 until all children's responses are firm.)

Individual Turns

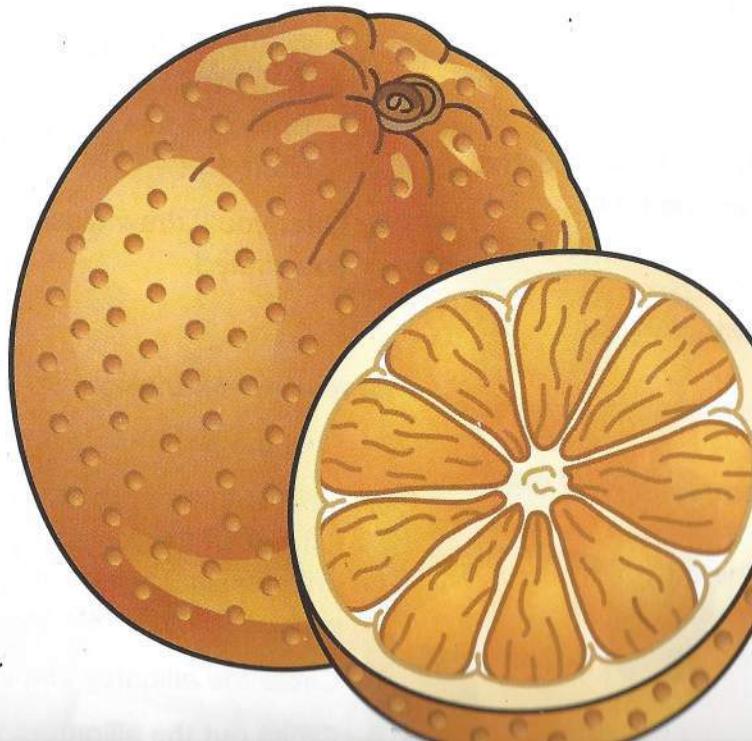
(Repeat part 2, calling on different children for each step.)



a



b



EXERCISE 11 Part/Whole—Umbrella, Wagon

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

1. Get ready to tell me the parts of an umbrella. Say the whole thing.

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

An umbrella has a frame.

(Point to the handle. Pause. Touch.)

An umbrella has a handle.

(Point to the covering. Pause. Touch.)

An umbrella has a covering.

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

c. (Circle the umbrella.) And what do you call the whole object? (Pause. Touch.)

An umbrella.

And what do we usually do with an umbrella? (Praise reasonable responses.)

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

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

A wagon has a frame.

(Point to the handle. Pause. Touch.)

A wagon has a handle.

(Point to the body. Pause. Touch.)

A wagon has a body.

(Point to the wheels. Pause. Touch.)

A wagon has wheels.

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

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

And what do we usually do with a wagon?

(Praise reasonable responses.)

Individual Turns

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



1. Look at the dogs. (Point to each dog, and ask:) Is this a dog? (Touch. Children are to answer yes or no.)

2. We're going to talk about the dogs.

a. (Point to a.)

Is this dog old? (Touch.) Yes.

b. (Point to b.)

Is this dog old? (Touch.) No.

So this dog is young.

c. (Point to c.)

Is this dog old? (Touch.) No.

So this dog is young. Say the whole thing about this dog. (Touch.) This dog is young.

d. (Point to d.)

Is this dog old? (Touch.) Yes.

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

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

(Signal.) Old.

What are you going to say if it is young?

(Signal.) Young.

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

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

4. Look at the women.

(Point to each woman.) Is this woman young?

(Children are to answer yes or no.)

5. We're going to talk about the women.

a. (Point to a.)

Is this woman young? (Touch.) No.

b. (Point to b.)

Is this woman young? (Touch.) No.

c. (Point to c.)

Is this woman young? (Touch.) Yes.

d. (Point to d.)

Is this woman young? (Touch.) Yes.



a



b



c



d

6. I'll point to each woman. Say young if she is young. Say old if she is old.

- What are you going to say if she is old?

(Signal.) Old.

What are you going to say if she is young?

(Signal.) Young.

- (Point to each woman. Children are to answer young or old.)

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

LESSON 64

EXERCISE 1 Actions—Review with Prepositions

1. It's time for an action game.

- Everybody, hold your hand over your foot.
(Signal. Wait.)
Where is your hand? (Signal.) Over my foot.
- Everybody, hold your hand on your foot.
(Signal. Wait.) Where is your hand now?
(Signal.) On my foot.
Keep it there.
- Listen carefully. Where was your hand?
(Signal.) Over my foot.
Say the whole thing about where your hand was. (Signal.) My hand was over my foot.
- Again. (Signal.) My hand was over my foot.
(Repeat until all children's responses are firm.)
Hands down.
- (Repeat part 1 until all children's responses are firm.)

2. Let's do another one.

- Everybody, hold your hand in front of your head. (Signal. Wait.)
Where is your hand? (Signal.) In front of my head.
- Everybody, hold your hand in back of your head. (Signal. Wait.)
Where is your hand now? (Signal.) In back of my head.
Keep it there.
- Where was your hand? (Signal.) In front of my head.
Say the whole thing. (Signal.) My hand was in front of my head.
- (Repeat part 2 until all children's responses are firm.)

Individual Turns

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

EXERCISE 2 Information—Days of the Week

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

- Everybody, today is _____. What day is today? (Pause. Signal. Wait.)
- So what day will tomorrow be? (Pause. Signal. Wait.)
- (Repeat steps a and b until all children's responses are firm.)

Individual Turns

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

EXERCISE 3 Classification

- We're going to play a game about vehicles.
 - What's the rule about vehicles? (Signal.)
If it is made to take you places, it is a vehicle.
 - Listen. I'm going to name some vehicles, but don't let me fool you.
If I name something that is a vehicle, you say vehicle.
If I name something that is not a vehicle, you say not a vehicle.
- Listen.
 - Bus. (Signal.) Vehicle.
Car. (Signal.) Vehicle.
Motorboat. (Signal.) Vehicle.
Cookie. (Signal.) Not a vehicle.

Rowboat. (Signal.) Vehicle.

Egg. (Signal.) Not a vehicle.

Airplane. (Signal.) Vehicle.

Ant. (Signal.) Not a vehicle.

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

Individual Turns

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

EXERCISE 4 Actions—And

It's time for some actions.

- Everybody, you're going to touch your cheek and hold up your hand. Get ready.
(Signal. Wait.)
What are you doing? (Signal.) Touching my cheek and holding up my hand.
Say the whole thing. (Signal.) I am touching my cheek and holding up my hand.
- (Repeat step a until all children can make the statement.)
- Everybody, you're going to stand up and touch your chin.
Get ready. (Signal. Wait.)
What are you doing? (Signal.) Standing up and touching my chin.
Say the whole thing. (Signal.) I am standing up and touching my chin.
- (Repeat until all children can make the statement.)

Individual Turns

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

EXERCISE 5 Materials

[Note: You will need a wooden pencil with an eraser.]

1. We're going to talk about this pencil.
 - a. (Hold up the pencil.) Everybody, get ready to name each part of this pencil.
 - b. (Touch the shaft.) What is the name of this part? (Signal.) *The shaft.*
 - c. (Touch the eraser.) What is the name of this part? (Signal.) *The eraser.*
 - d. (Touch the point.) What is the name of this part? (Signal.) *The point.*
2. Now we'll talk about what a pencil is made of.
 - a. (Touch the shaft.) What part am I touching? (Signal.) *The shaft.*
Listen. The shaft is made of wood. What's it made of? (Signal.) *Wood.*
 - b. (Touch the point.) What part am I touching? (Signal.) *The point.*
Listen. The point is made of graphite. What's it made of? (Signal.) *Graphite.*
And what's the shaft made of? (Signal.) *Wood.*
 - c. (Touch the eraser.) What part am I touching? (Signal.) *The eraser.*
Listen. The eraser is made of rubber. What's it made of? (Signal.) *Rubber.*

3. Let's do it again.

- a. What's the point made of? (Signal.) *Graphite.*
- b. What's the shaft made of? (Signal.) *Wood.*
- c. What's the eraser made of? (Signal.) *Rubber.*

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

Individual Turns

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

EXERCISE 6 Materials

[Note: You will need a cloth shirt with plastic buttons.]

1. We're going to talk about this shirt.
 - a. (Hold up the shirt or point to it.) Everybody, get ready to name each part of this shirt.
 - b. (Touch the collar.) What is the name of this part? (Signal.) *The collar.*
 - c. (Touch the front.) What is the name of this part? (Signal.) *The front.*
 - d. (Touch a button.) What part am I touching? (Signal.) *A button.*
2. Now we'll talk about what the shirt is made of.
 - a. (Touch the button.) What part am I touching? (Signal.) *A button.*
Listen. The button is made of plastic. What's it made of? (Signal.) *Plastic.*
 - b. (Touch the front.) What part am I touching? (Signal.) *The front.*
Listen. The front is made of cloth. What's it made of? (Signal.) *Cloth.*
 - c. And what's the button made of? (Signal.) *Plastic.*
And what's the front made of? (Signal.) *Cloth.*
3. (Repeat part 2 until all children's responses are firm.)

Individual Turns

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



EXERCISE 7 Classification—Food

1. We're going to talk about food.

- a. (Point to a.) Is this food? (Touch.) Yes.

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

What kind of food is this? (Touch.)

A hamburger.

Yes, this food is a hamburger.

- Say the whole thing about this food.

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

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

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

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

What kind of food is this? (Touch.)

A carrot.

Yes, this food is a carrot.

- Say the whole thing about this food.

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

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

- c. (Point to c.) Is this food? (Touch.) Yes.

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

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

Yes, this food is an egg.

- Say the whole thing about this food.

(Touch.) *This food is an egg.*

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

- d. (Point to d.) Is this food? (Touch.) Yes.

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

What kind of food is this? (Touch.)

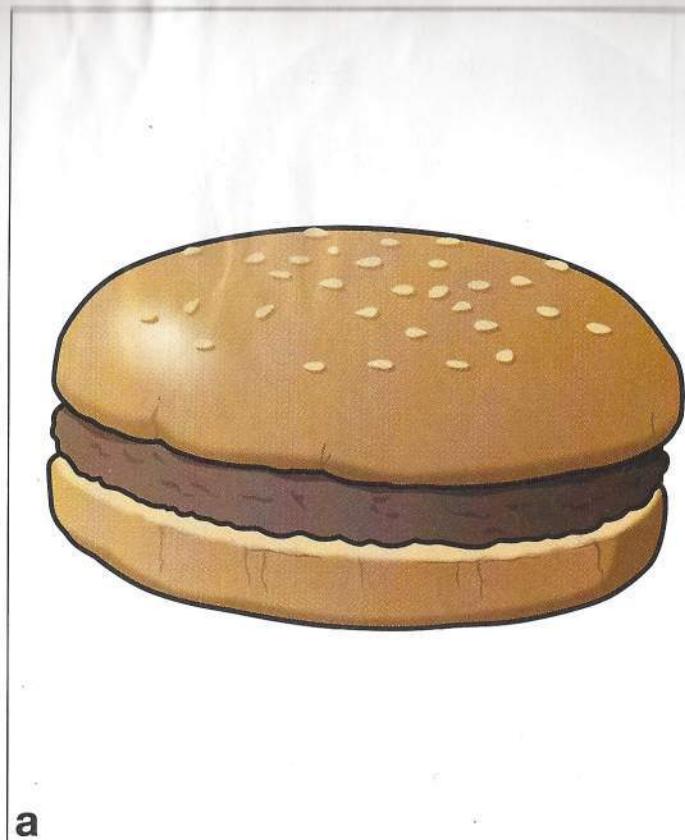
A potato.

Yes, this food is a potato.

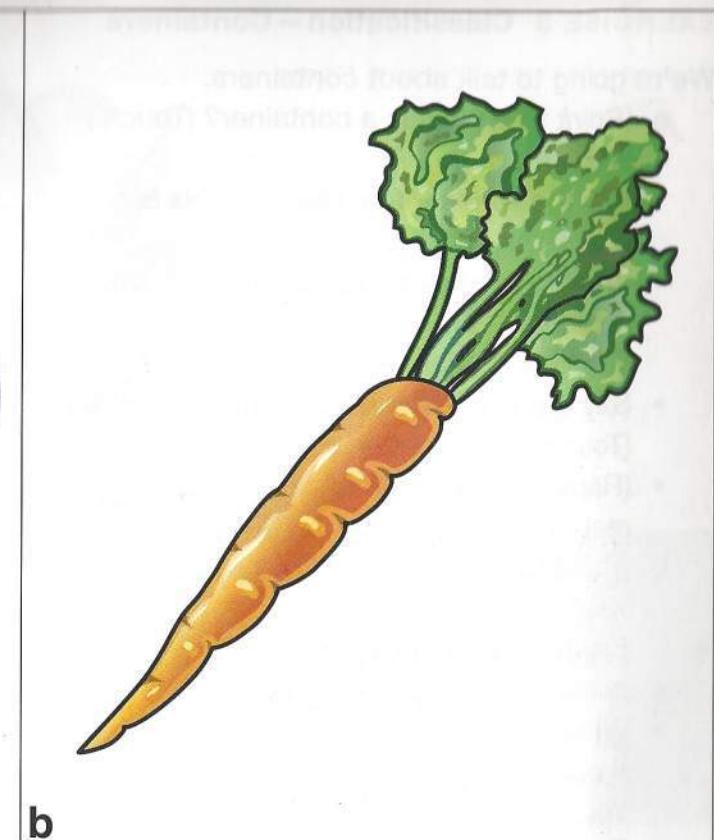
- Say the whole thing about this food.

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

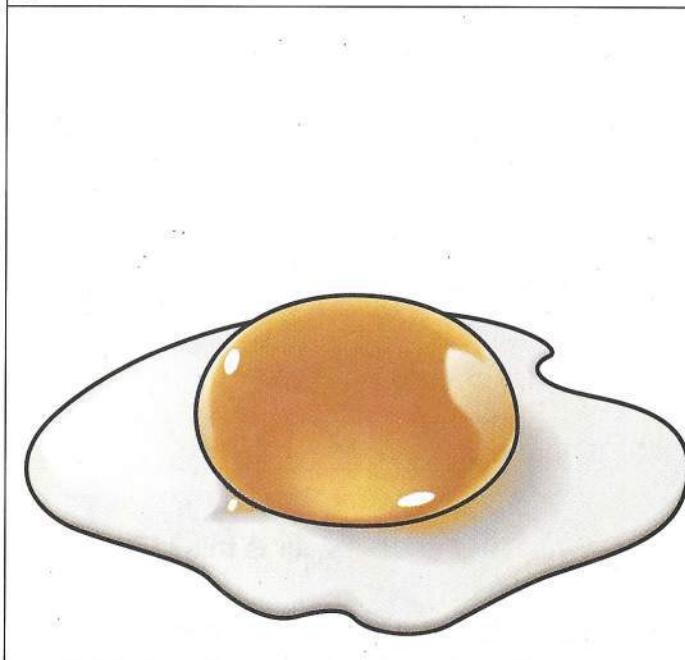
- (Repeat step d until all children's responses are firm.)



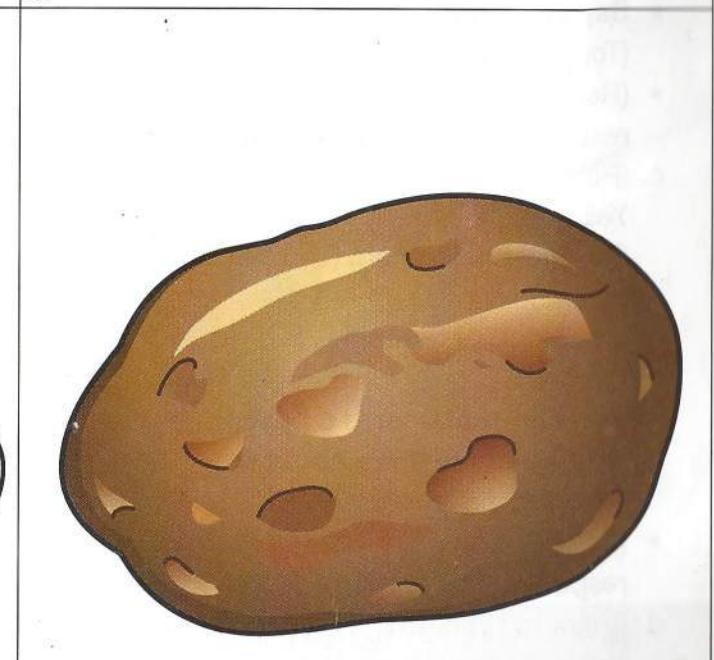
a



b



c



d

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

EXERCISE 8 Tense—Pictures

1. Look at these pictures. They show what an elephant did.
 - a. (Point to a.) What is the elephant doing in this picture? (Touch.) *Pushing the car.* Yes, the elephant is pushing the car.
 - Say the whole thing. (Touch.)
The elephant is pushing the car.
- b. (Point to b.) Now look at what the elephant is doing. What is it doing? (Touch.) *Driving the car.*
Yes, the elephant is driving the car.
- Say the whole thing. (Touch.)
The elephant is driving the car.

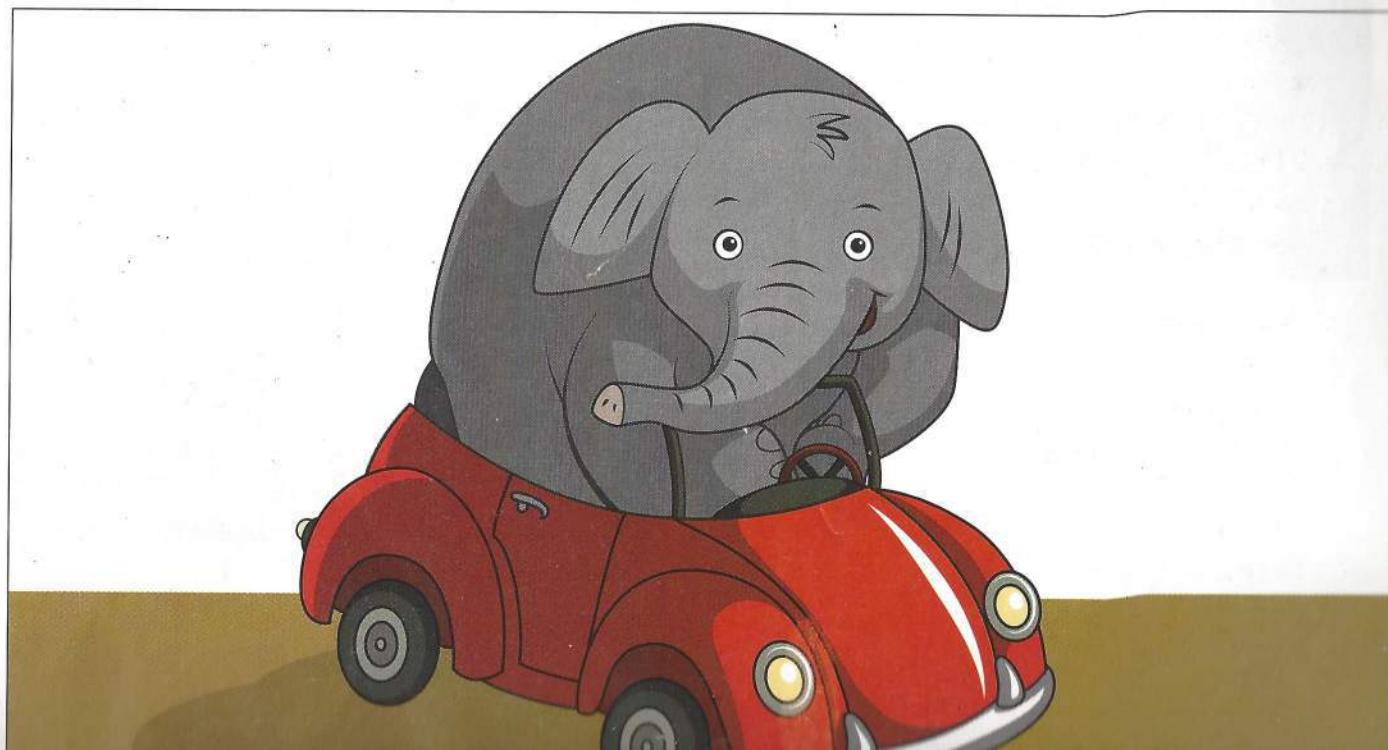
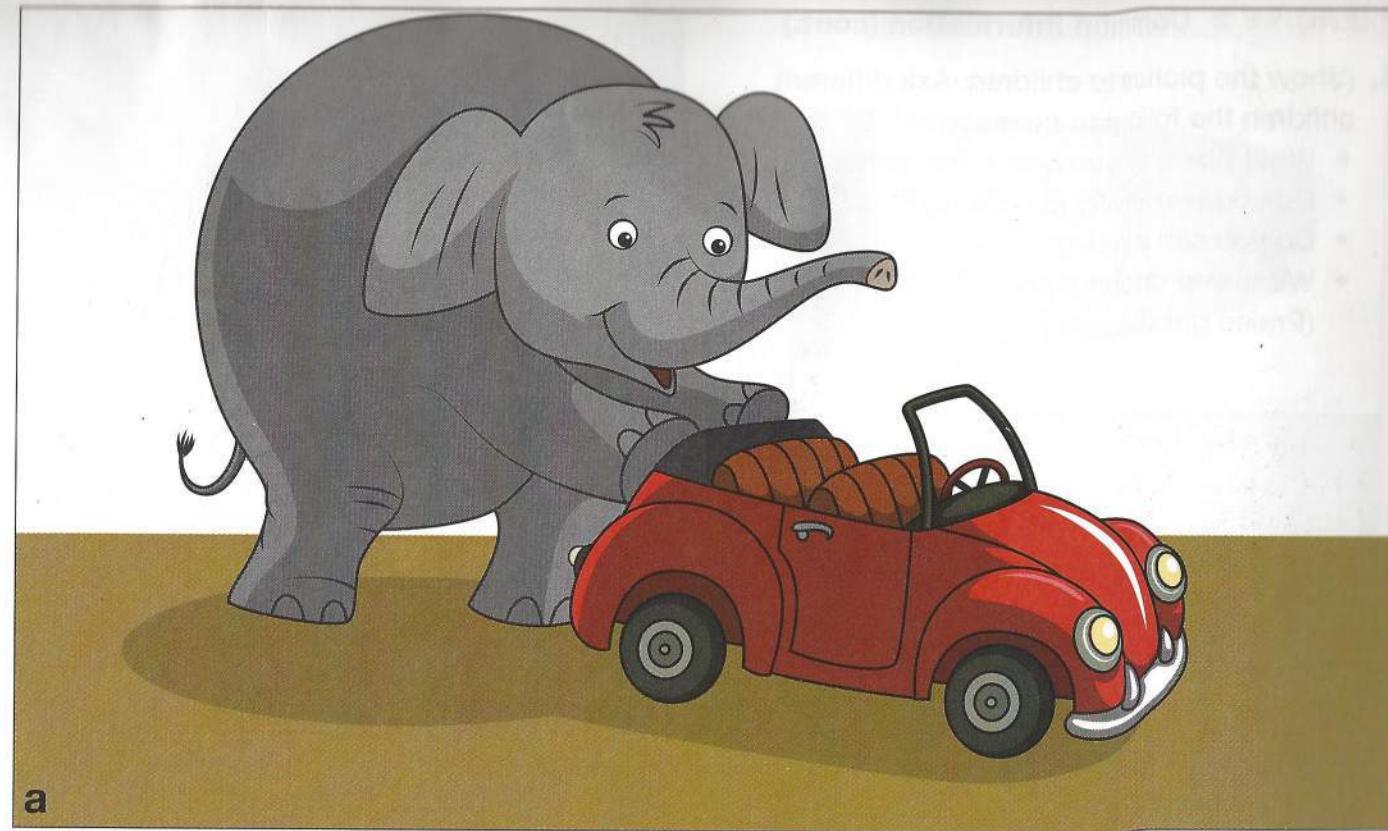
2. Listen.

- What was the elephant doing before it drove the car? (Signal. Do not touch the picture.) *Pushing the car.*
- Say the whole thing about what the elephant was doing. (Touch.) *The elephant was pushing the car.*
- Say the whole thing about what the elephant is doing. (Touch.) *The elephant is driving the car.*

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

Individual Turns

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



EXERCISE 9 Concept Application

1. You're going to figure out a problem about a monkey and a table.

- I'll touch the parts of this table. When I touch a part, you name it.

(Point to the legs. Pause. Touch.) Legs.

(Point to the top. Pause. Touch.) Top.

(Repeat until all children can name the parts of the table.)

- (Point to the monkeys.) What are these?

(Touch.) Monkeys.

Say the whole thing. (Touch.) These are monkeys.

2. Only one of these monkeys will climb up a leg of the table. And here's the rule about that monkey: The small monkey will climb up a leg.

3. Say that rule. (Signal.) The small monkey will climb up a leg.

- (Point to a.) Is this monkey small? (Touch.) Yes.

This monkey is small; so what do you know about this monkey? (Call on a child. Idea: It will climb up a leg.)

You're right. This monkey will climb up a leg.

- (Repeat parts 2 and 3 until all responses are firm.)

4. Say the rule. (Signal.) The small monkey will climb up a leg.

- (Point to b.) Is this monkey small? (Touch.) No.

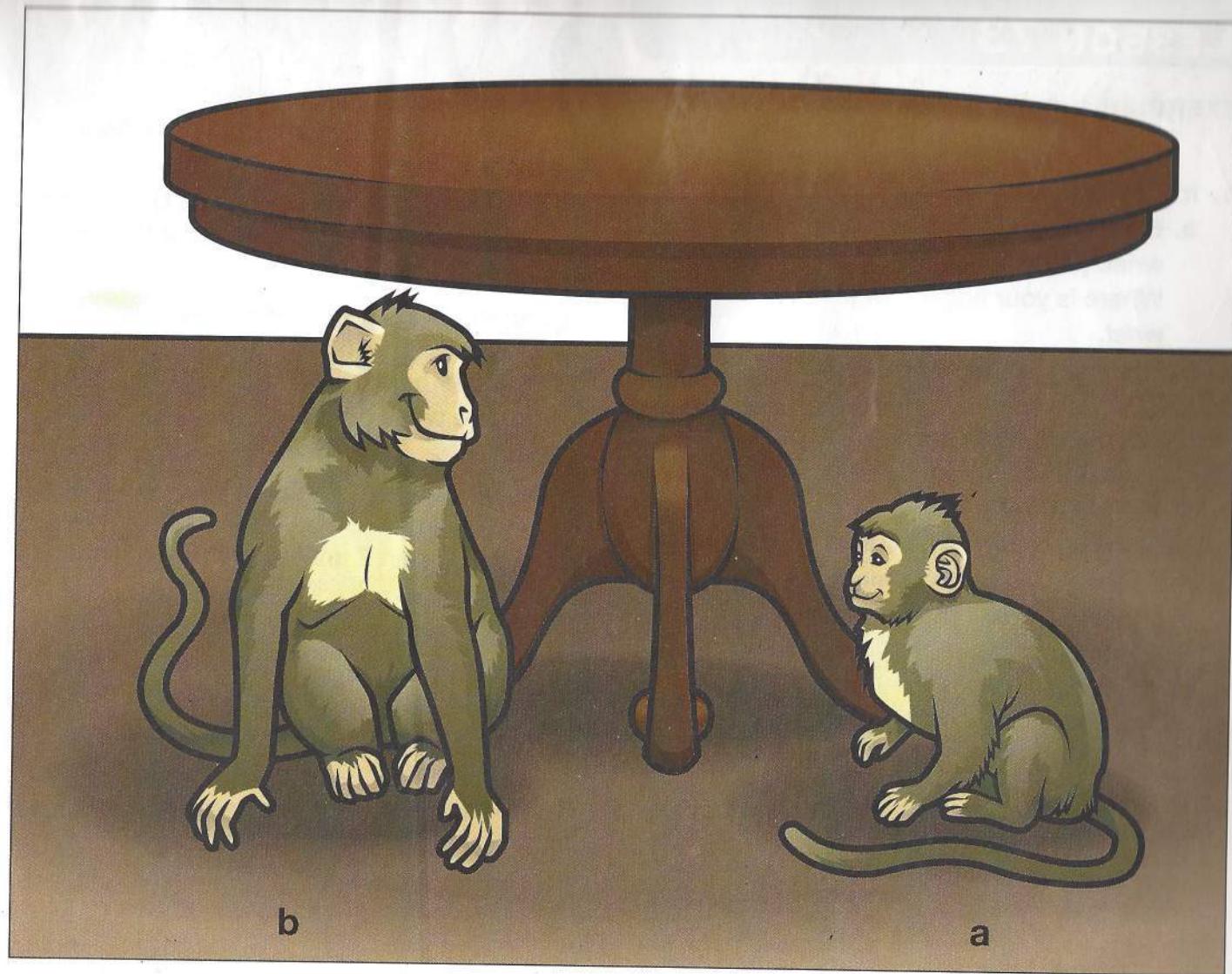
This monkey is not small; so what do you know about this monkey? (Call on a child. Idea: It will not climb up a leg.)

You're right. This monkey will not climb up a leg.

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

5. (Call on a child.)

- Show me the monkey that will climb up a



EXERCISE 9 Concept Application (cont.)

6. Look at the picture.

- What is the small monkey doing? (Call on a child. Idea: Climbing up a leg.)
Everybody, say the whole thing about what the small monkey is doing. (Touch.) *The small monkey is climbing up a leg.*
- Again. (Touch.) *The small monkey is climbing up a leg.*
- (Repeat part 6 until all children's responses are firm.)

7. Look at the picture.

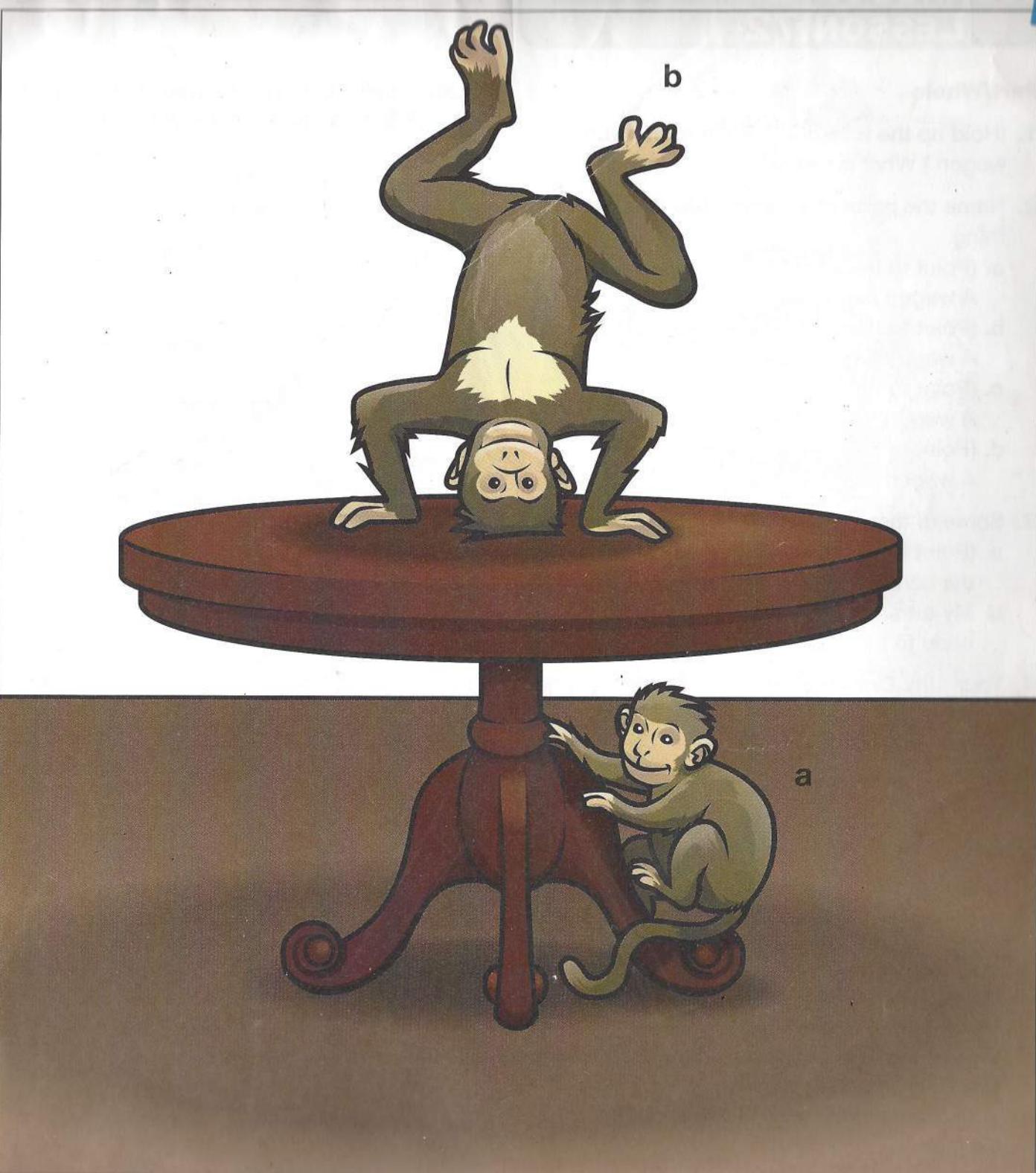
- (Point to b.) Is this monkey climbing up a leg? (Touch.) No.
Where is the monkey? (Touch.) *On the table.*
- What is the monkey doing? (Touch.) *Standing on its head.*
Say the whole thing about what this monkey is doing. (Touch.) *This monkey is standing on its head.*

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

- How do you think the big monkey got on the top of the table?
- Do you think the monkeys are having fun?
- Why do you think the monkey is climbing up the leg?
- Why do you think the monkey is standing on its head?
Can you stand on your head?
- Do you like to climb?
What do you like to climb?

Individual Turns

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



EXERCISE 10 Opposites—Old/Young

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

- I'll point to each woman. Say **young** if she is young. Say **old** if she is old.
(Point to a. Touch.) **Old**.
(Point to b. Touch.) **Young**.
- (Repeat part 1 until all children's responses are firm.)

2. Listen.

a. (Point to a.)

Is this woman old? (Touch.) Yes.

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

Is this woman young? (Touch.) No.

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

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

b. (Point to b.)

Is this woman young? (Touch.) Yes.

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

Is this woman old? (Touch.) No.

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

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

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

Individual Turns

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



EXERCISE 11 Prepositions—In, Over, On

1. (Point to leaves.) These are leaves. What are these? (Signal.) Leaves.

a. (Point to a.)

Listen. These leaves are over the glass.
Where are these leaves? (Touch.) Over the glass.

Say the whole thing about these leaves.
(Touch.) These leaves are over the glass.
(Repeat step a until all children's responses are firm.)

b. (Point to b.)

Listen. These leaves are in the glass.
Where are these leaves? (Touch.) In the glass.

Say the whole thing about these leaves.
(Touch.) These leaves are in the glass.
(Repeat step b until all children's responses are firm.)

c. (Point to c.)

Where is this leaf? (Touch.) On the glass.

Say the whole thing about this leaf.

(Touch.) This leaf is on the glass.

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

2. Let's talk about the glass and the leaves one more time.

- (Point to b.) Where are these leaves?
(Touch.) In the glass.

Say the whole thing about these leaves.

(Touch.) These leaves are in the glass.

- (Point to c.) Where is this leaf? (Touch.) On the glass.

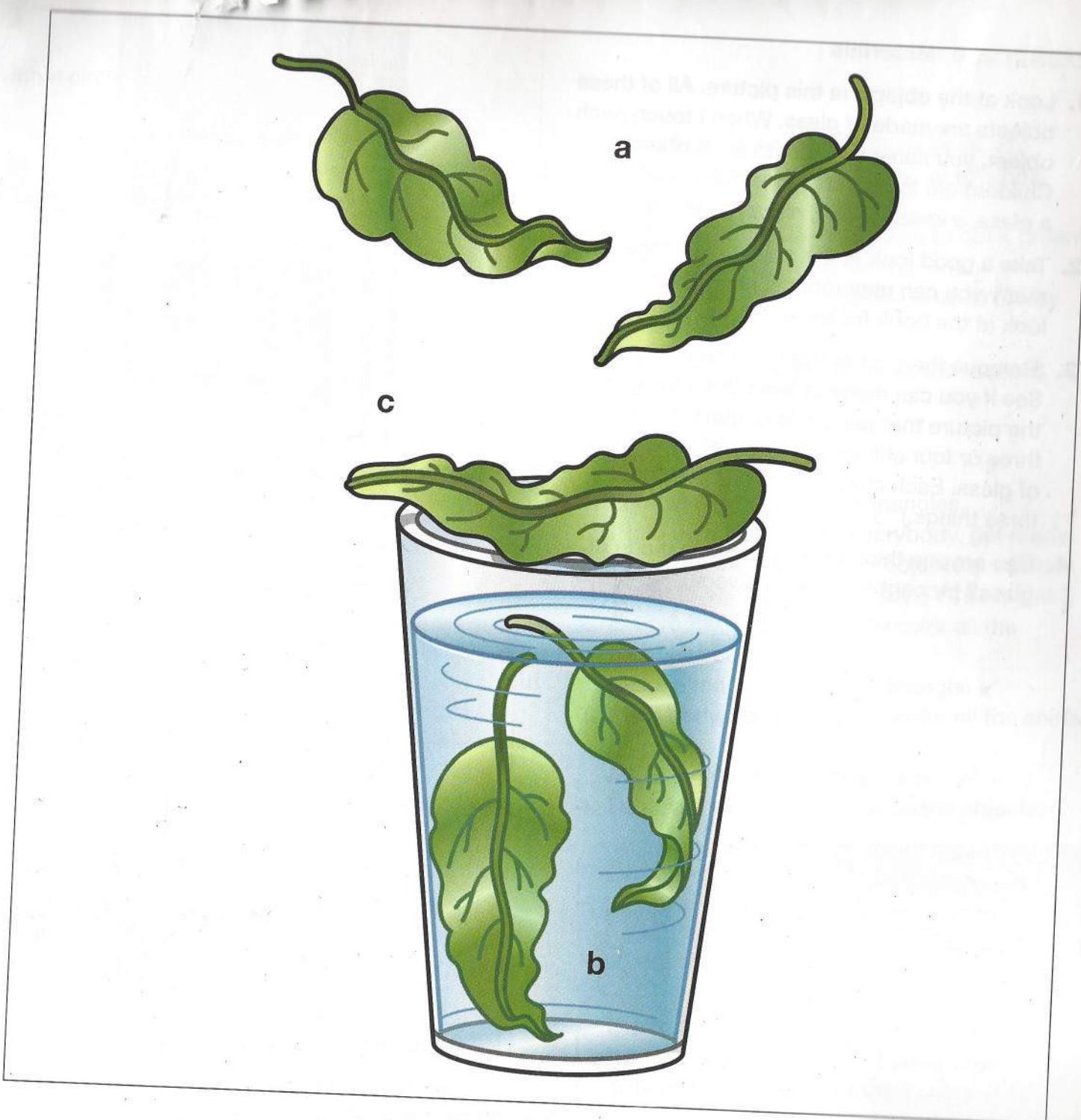
Say the whole thing about this leaf.

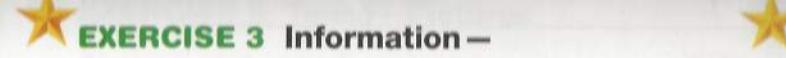
(Touch.) This leaf is on the glass.

- (Point to a.) Where are these leaves?
(Touch.) Over the glass.

Say the whole thing about these leaves.

(Touch.) These leaves are over the glass.





EXERCISE 3 Information— Days of the Week

1. 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. Everybody, today is _____. 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 school you go to?
(Signal. Wait.)

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

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

- d. Listen to this. You live in the state of _____. What's the name of the state you live in? (Signal. Wait.)

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

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

Individual Turns

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



EXERCISE 4 Materials

[Note: You will need a wooden pencil with an eraser.]

1. (Hold up the pencil.) Everybody, get ready to name each part of this pencil.

a. (Touch the shaft.) What is the name of this part? (Signal.) The shaft.

b. (Touch the eraser.) What is the name of this part? (Signal.) The eraser.

c. (Touch the point.) What is the name of this part? (Signal.) The point.

2. (Touch the shaft.) Now we'll talk some more about the pencil.

a. What part am I touching? (Signal.)
The shaft.

Listen. The shaft is made of wood. What's it made of? (Signal.) Wood.

(Touch the point.) What part am I touching?
(Signal.) *The point.*

Listen. The point is made of graphite.

What's it made of? (Signal.) Graphite.

And what's the shaft made of? (Signal.)
Wood.

b. (Touch the eraser.) What part am I touching? (Signal.) *The eraser.*

Listen. The eraser is made of rubber.

What's it made of? (Signal.) Rubber.

3. And what's the point made of? (Signal.) Graphite.

And what's the shaft made of? (Signal.) Wood.

And what's the eraser made of? (Signal.) Rubber.

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

Individual Turns

(Repeat part 3, calling on different children.)



EXERCISE 5 Tense—Pictures

1. Look at these pictures. They show what a bear did.
 - a. (Point to a.) What is the bear doing in this picture? (Touch.) *Pulling the train.*
Yes, the bear is pulling the train.
 - Say the whole thing. (Touch.) *The bear is pulling the train.*
 - b. (Point to b.) Now look at what the bear is doing. What is it doing? (Touch.) *Riding on the train.*
Yes, the bear is riding on the train.
 - Say the whole thing. (Touch.) *The bear is riding on the train.*

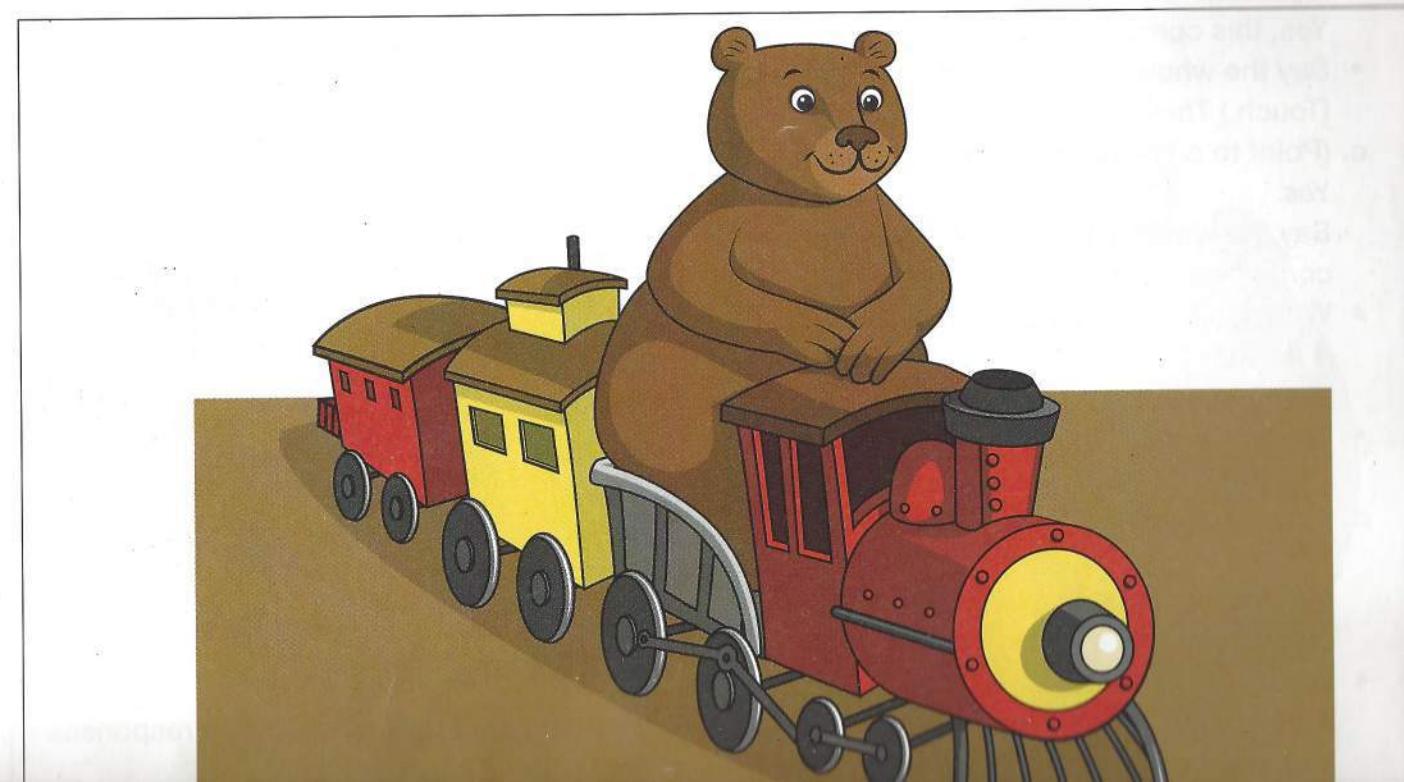
2. Listen.

- What was the bear doing before it rode the train? (Signal. Do not touch the picture.)
Pulling the train.
- Say the whole thing about what the bear was doing. (Touch.) *The bear was pulling the train.*
- Say the whole thing about what the bear is doing. (Touch.) *The bear is riding on the train.*

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

Individual Turns

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



★ EXERCISE 6 Classification – Food

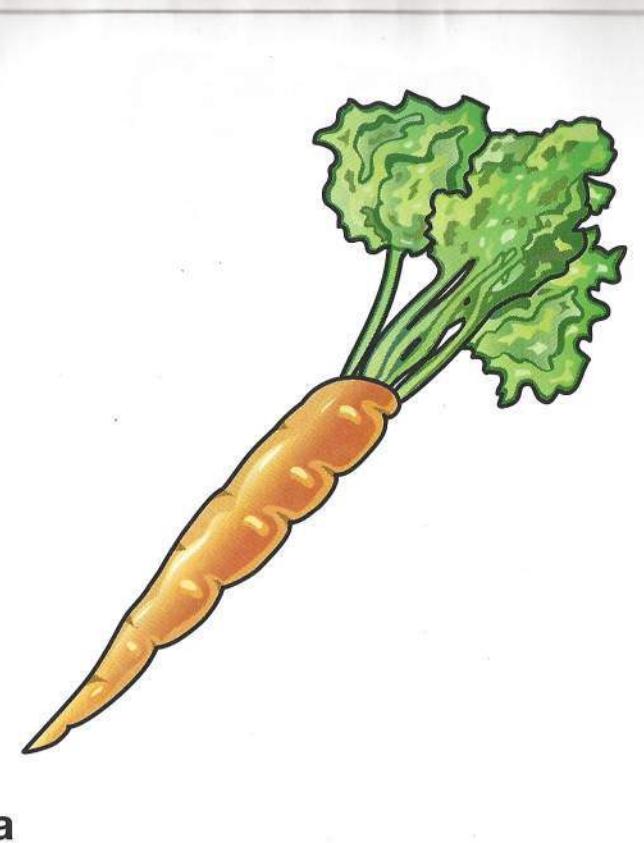
1. (Point to each object, and ask:) **What kind of food is this?** (Touch. Children are to answer a *carrot*, an *apple*, a *cake*, a *tomato*.)

2. Here's the rule about all foods.

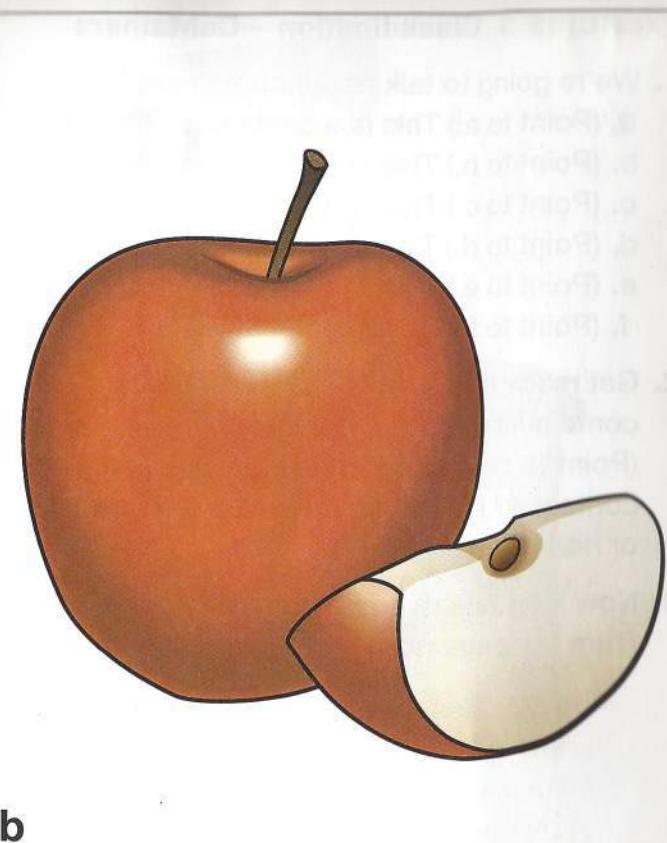
- Listen. If you can eat it, then it's food.
Listen again. **If you can eat it, then it's food.**
Everybody, say the rule. (Signal.) *If you can eat it, then it's food.*
- Again. (Signal.) *If you can eat it, then it's food.*
(Repeat part 2 until all children's responses are firm.)

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

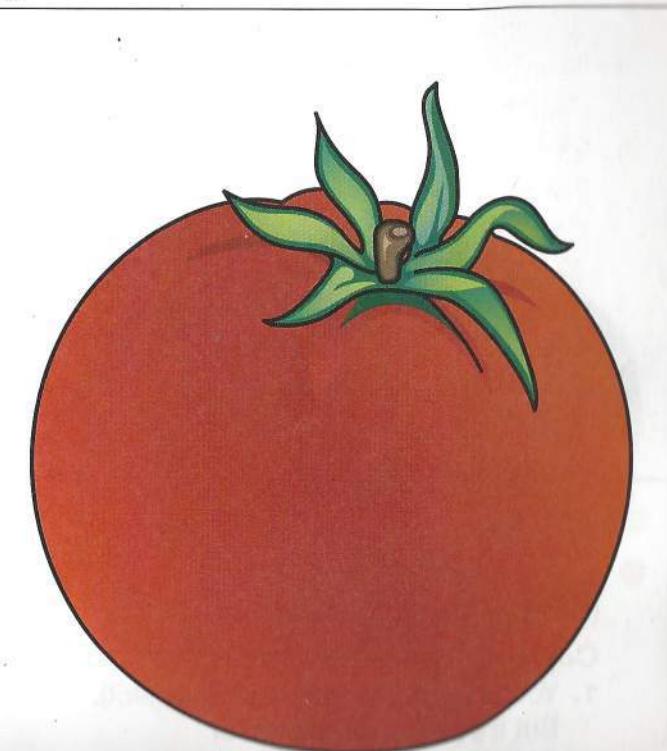
(Turn the page quickly.)



a



b



EXERCISE 6 Classification—Food (cont.)

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

a. (Point to a.) Can you eat this? (Touch.) Yes.

You can eat a banana. So what do you know about a banana? (Touch.) It's food.

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

b. (Point to b.) Can you eat this? (Touch.) No.

You can not eat a chair. So what do you know about a chair? (Touch.) It's not food.

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

c. (Point to c.) Can you eat this? (Touch.) No.

You can not eat a telephone. So what do you know about a telephone? (Touch.) It's not food.

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

d. (Point to d.) Can you eat this? (Touch.) Yes.

You can eat a potato. So what do you know about a potato? (Touch.) It's food.

• Again. What do you know about a potato? (Touch.) It's food.

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

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

Individual Turns

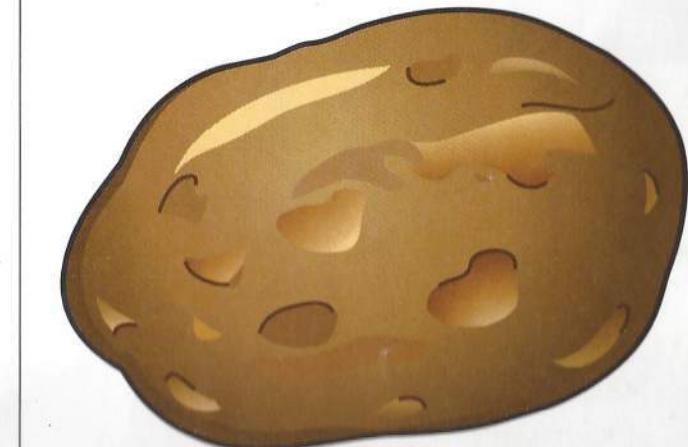
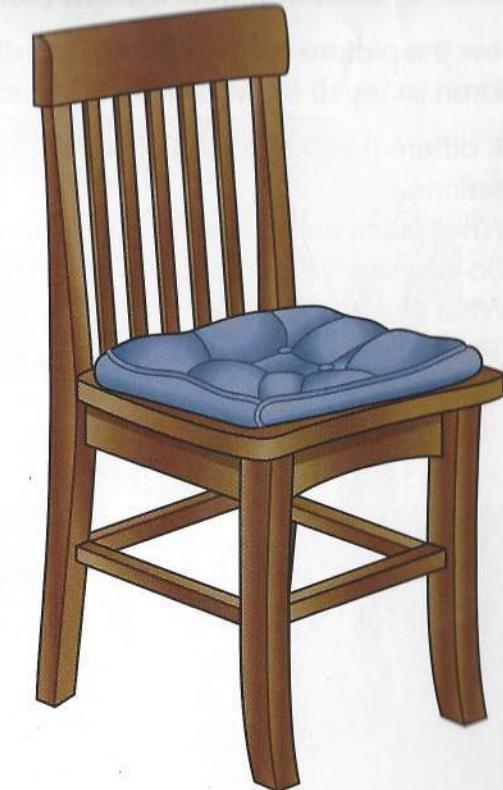
(Repeat part 4, calling on different children for each step.)



a



b



EXERCISE 7 Concept Application

1. You're going to figure out a problem about a dog and a table.

- I'll touch the parts of this table. When I touch a part, you name it.

(Point to the top. Pause. Touch.) **Top.**

(Point to the legs. Pause. Touch.) **Legs.**

(Repeat until all children can name the parts of the table.)

- (Point to the dogs.) **What are these?**
(Touch.) **Dogs.**

Say the whole thing. (Touch.) **These are dogs.**

2. Only one of these dogs will sit on the table.
And here's the rule about that dog:
The wet dog will sit on the table.

3. **Say that rule.** (Signal.) **The wet dog will sit on the table.**

- (Point to a.) **Is this dog wet?** (Touch.) **No.**
This dog is wet; so what do you know about this dog? (Call on child. Idea: *It will sit on the table.*)

You're right. This dog will sit on the table.

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

4. **Say the rule.** (Signal.) **The wet dog will sit on the table.**

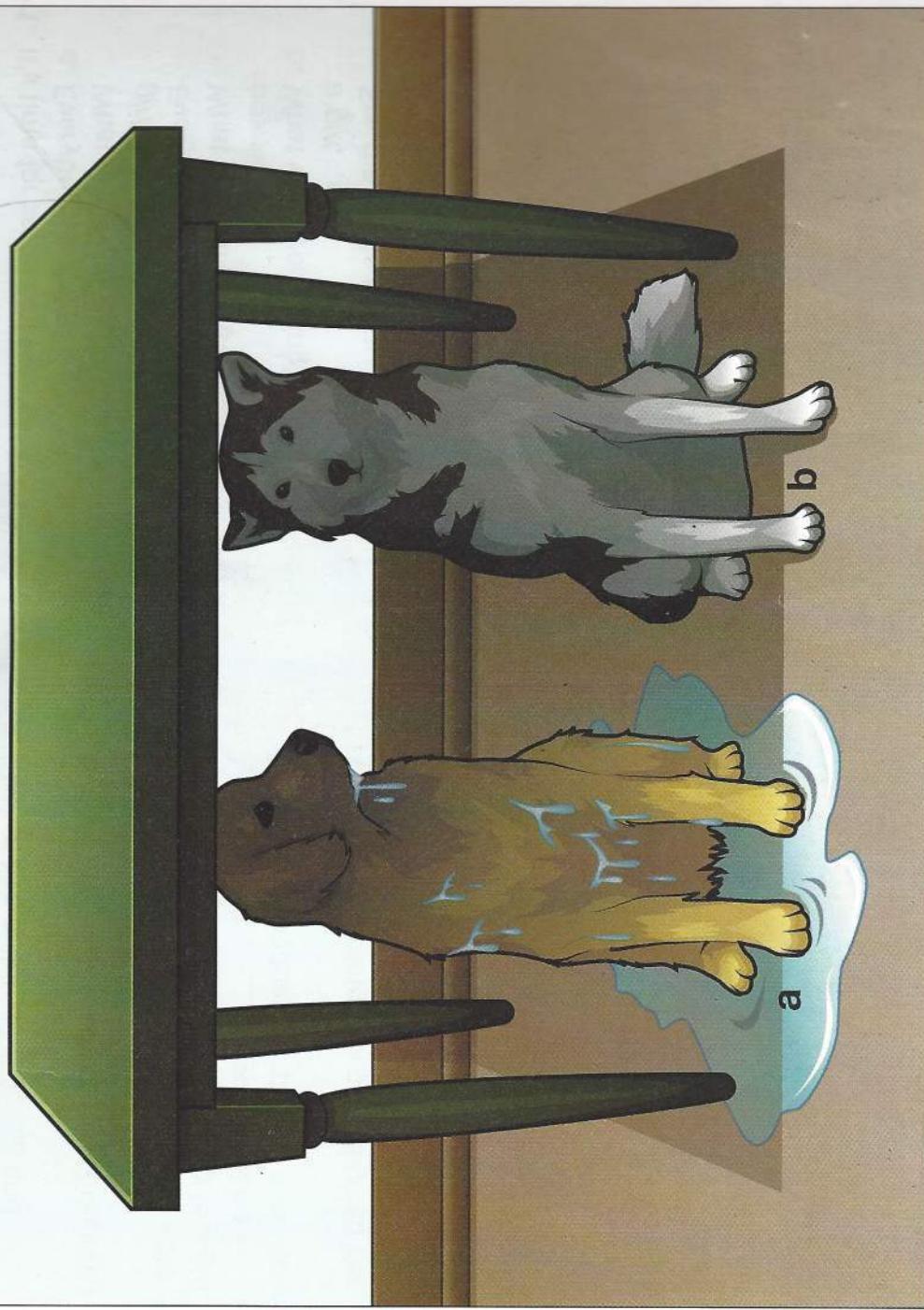
- (Point to b.) **Is this dog wet?** (Touch.) **No.**
This dog is not wet; so what do you know about this dog? (Call on child. Idea: *It won't sit on the table.*)

You're right. This dog will not sit on the table.

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

5. (Call on a child.)
Show me the dog that will sit on the table.
(Wait.)

- **Let's see if you're right.**
(Touch the dog.)



EXERCISE 7 Concept Application (cont.)

6. Look at the picture.
- What is the wet dog doing? (Touch.) Sitting on the table.

Say the whole thing about what the wet dog is doing. (Touch.) The wet dog is sitting on the table.

- Again. (Touch.) The wet dog is sitting on the table.
- (Repeat part 6 until all responses are firm.)

7. Look at the picture.

- (Point to b.) Is this dog sitting on the table? (Touch.) No.

Where is the dog? (Touch.) On the floor.

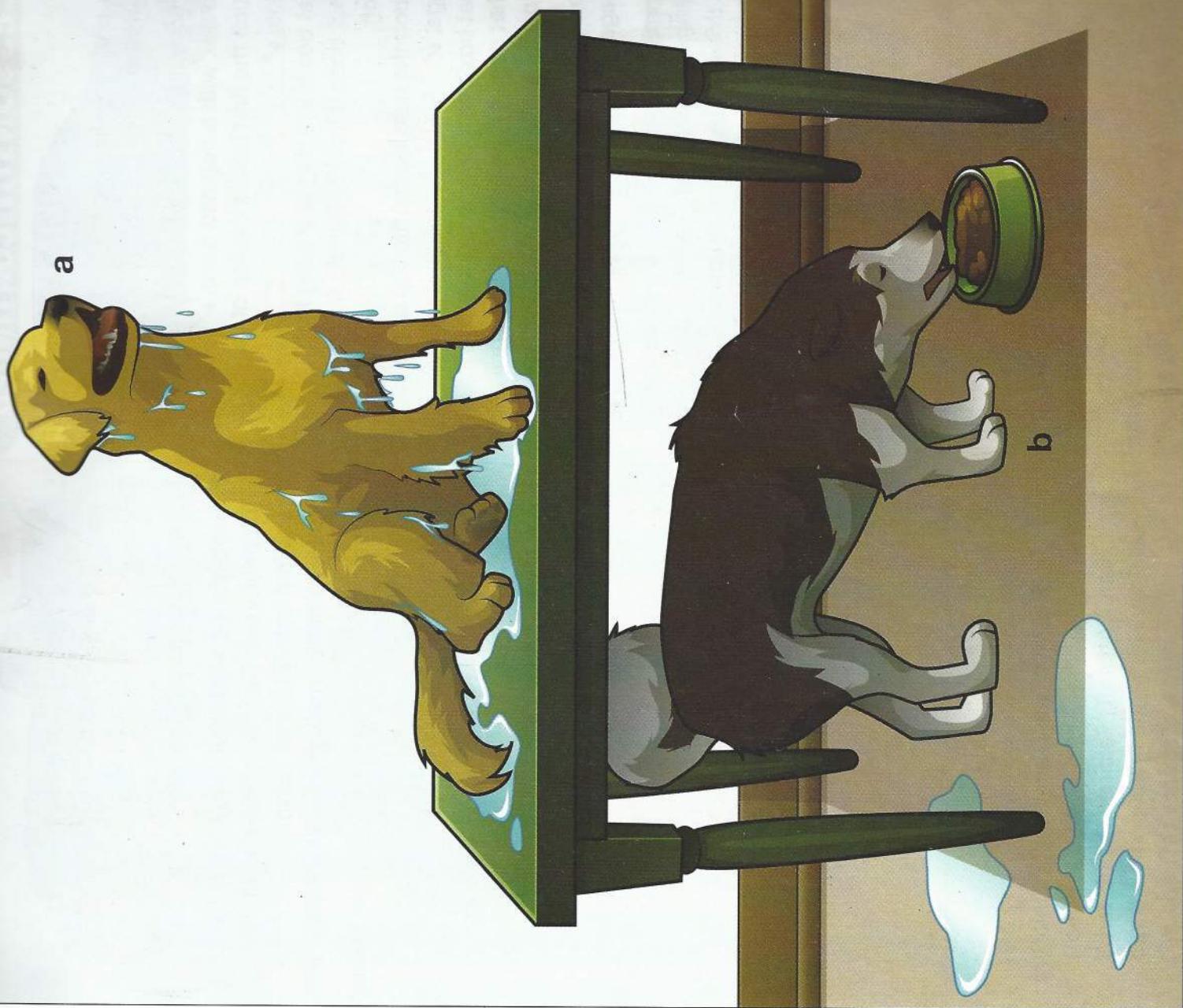
- What is the dog doing? (Touch.) Eating.
- Say the whole thing about what this dog is doing. (Touch.) This dog is eating.
- (Repeat part 7 until all responses are firm.)

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

- Do you think the wet dog likes being wet?
- How would you clean up the puddles?
- When do you get wet?

Individual Turns

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



EXERCISE 8 Classification—Vehicles

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

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

2. This time when I point to each object, you'll say vehicle or food.

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

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

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

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

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

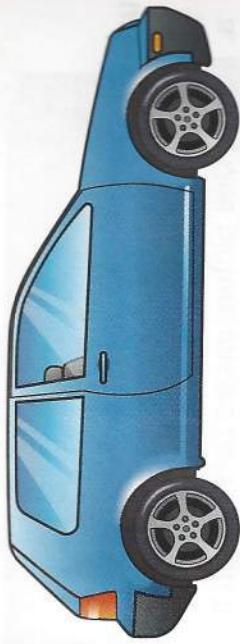
What kind of food? (Touch.) Lettuce.
Say the whole thing about this food.
(Touch.) This food is lettuce.

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

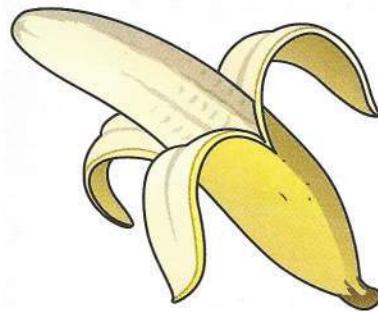
What kind of food? (Touch.) A banana.
Say the whole thing about this food.
(Touch.) This food is a banana.

- e. (Point to e.) 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.



b



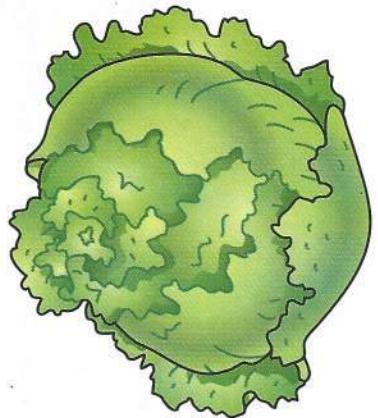
d



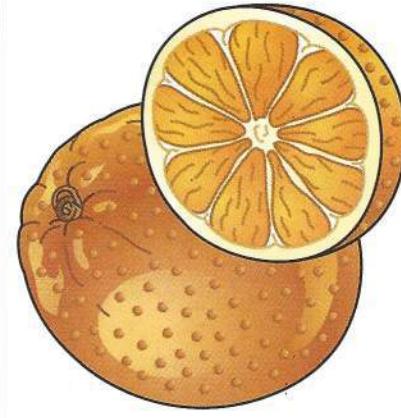
f



a



c



e

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

f. (Point to f.) Tell me. Vehicle or food.
(Touch.) Vehicle.
What kind of vehicle? (Touch.) A train.
Say the whole thing about this vehicle.
(Touch.) This vehicle is a train.

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

EXERCISE 9 Opposites – Big/Small

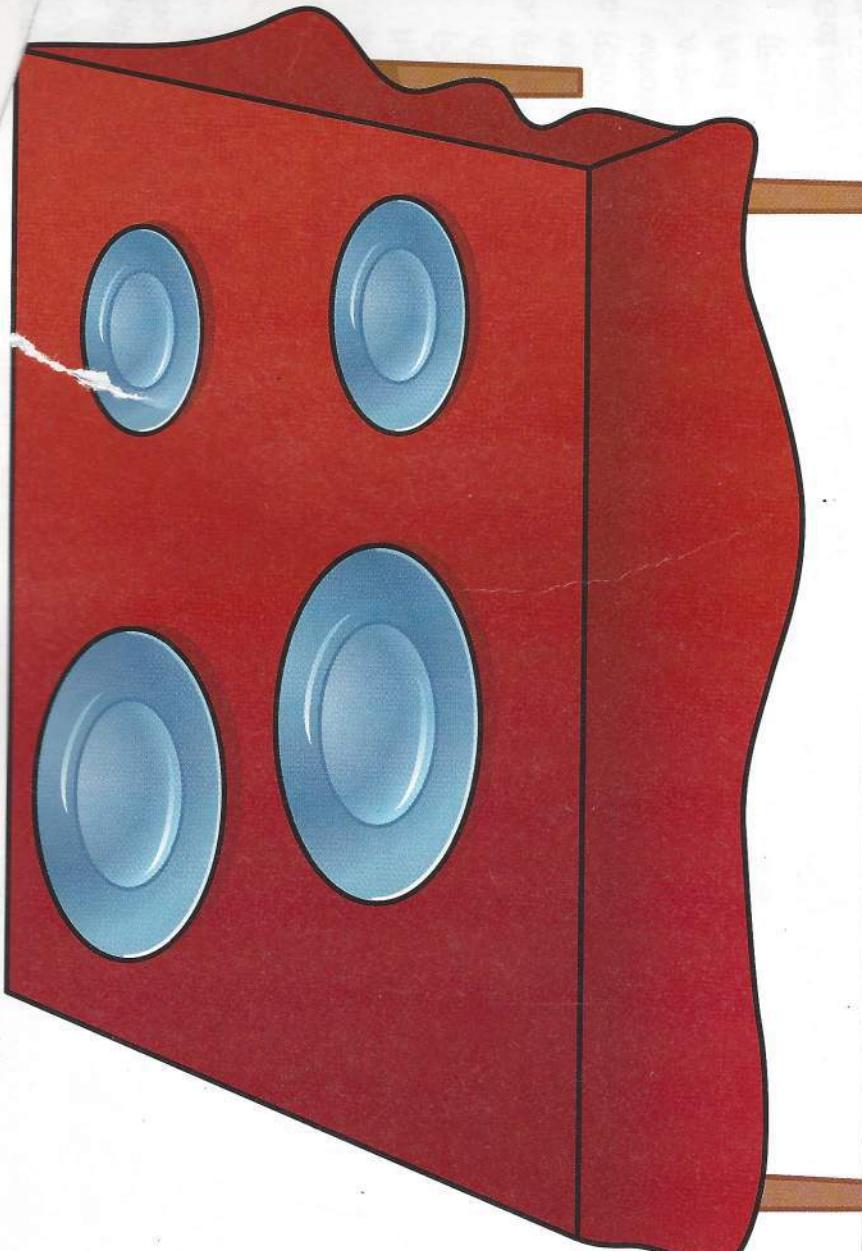
1. We're going to talk about plates.
(Point to each plate and ask:) **Is** this plate **big?** (Touch. Children are to answer yes or no.)

2. I'll point to each plate. Say **big** if it is big. Say **small** if it is small.
 - What are you going to say if it is big?
(Signal.) **Big.**
 - What are you going to say if it is small?
(Signal.) **Small.**

3. (Repeat parts 1 and 2 until all children's responses are firm.)
Now you know about **big** and **small**.

Individual Turns

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



EXERCISE 10 Plurals – On, In

1. Some of these pots are on the stove.

- (Point to each pot and ask:) Is this pot on the stove? (Touch. Children are to answer yes or no.)

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

2. (Point to the pots in the stove.)

- a. **What are these?** (Touch.) Pots.

Where are these pots? (Touch.) *In the stove.*

- b. **Say the whole thing.** (Touch.) *These pots are in the stove.*

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

3. (Point to the pots on the stove.)

- a. **Where are these pots?** (Touch.) *On the stove.*

- b. **Say the whole thing about these pots.**

(Touch.) *These pots are on the stove.*

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

4. Let's talk about the stove and the pots one more time.

- (Point to the pots on the stove.) **Where are these pots?** (Signal.) *On the stove.*

Say the whole thing about these pots.

(Signal.) *These pots are on the stove.*

- (Point to the pots in the stove.) **Where are these pots?** (Signal.) *In the stove.*

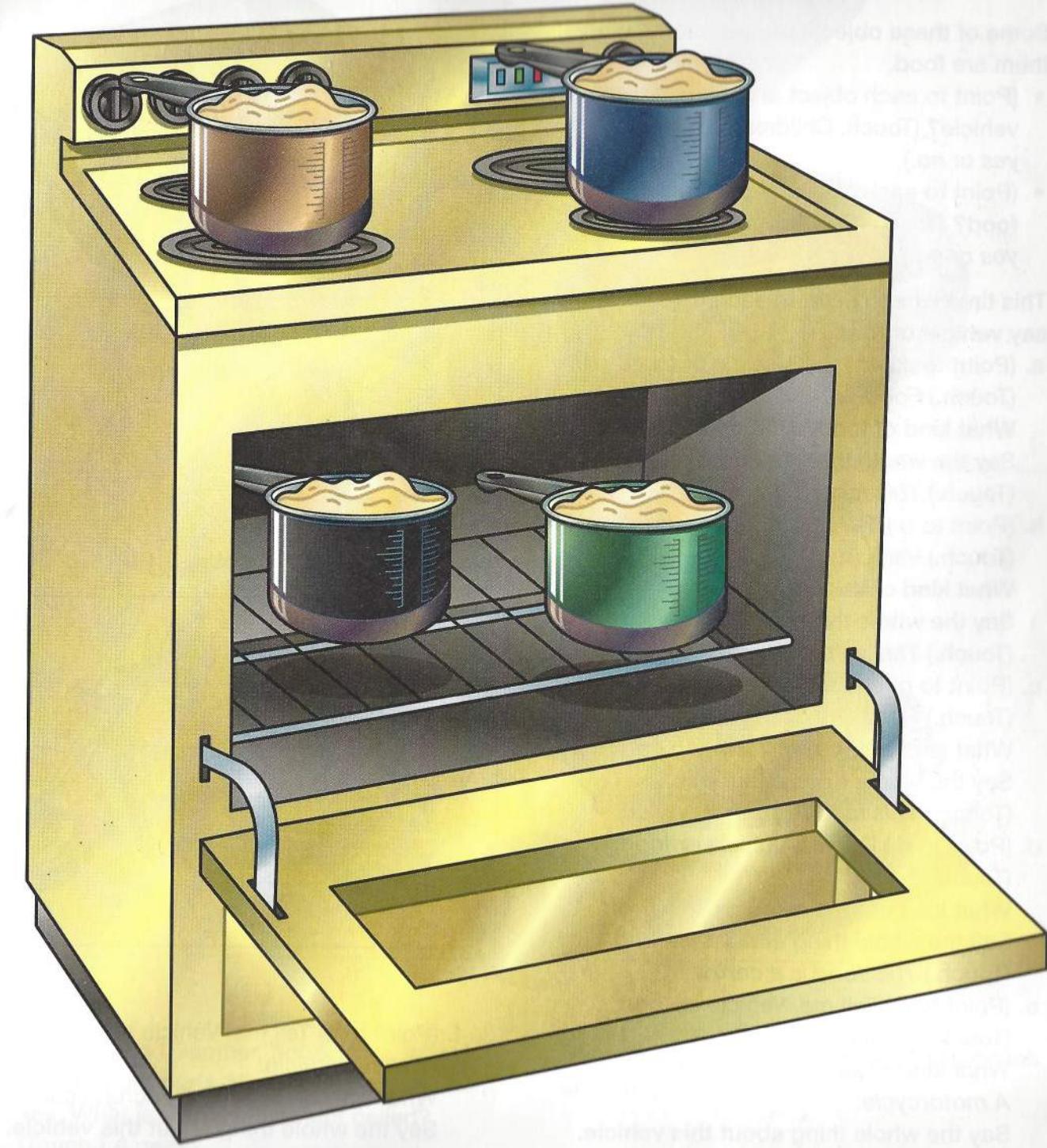
Say the whole thing about these pots.

(Signal.) *These pots are in the stove.*

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

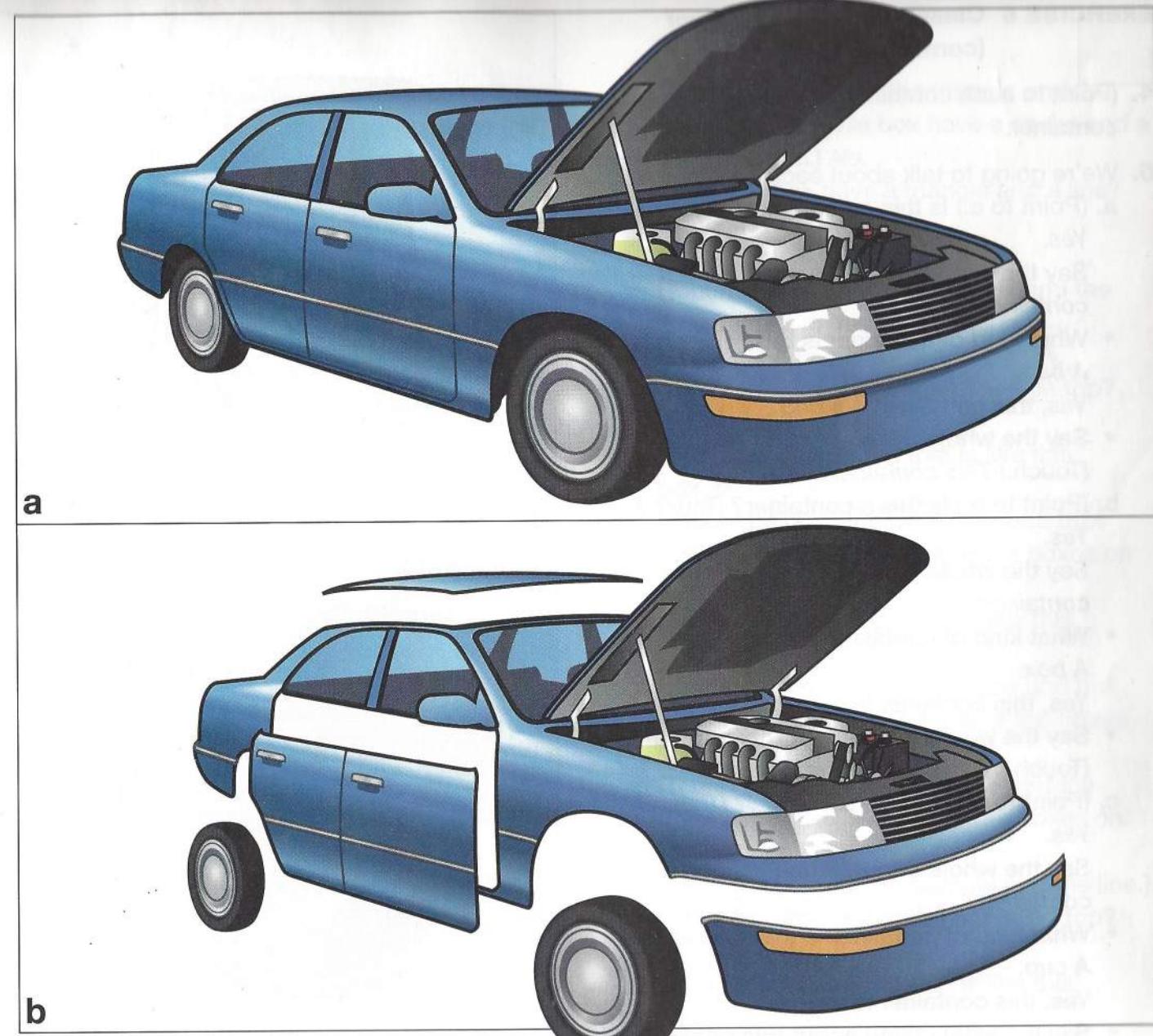
Individual Turns

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



EXERCISE 11 Part/Whole – Car

1. Today we're going to learn the parts of a car.
 - a. (Circle car a with your finger.) Everybody, what is this? (Touch.) A car. Say the whole thing. (Touch.) This is a car.
 - b. (Point to car b.) Here's a car that's in parts. I'll name the parts.
(Point to the bumper.) This is the bumper.
(Point to the hood.) This is the hood.
(Point to the door.) This is the door.
(Point to the wheels.) These are the wheels.
(Point to the roof.) This is the roof.
- Your turn to tell me the parts.
(Point to the bumper.) What is this part called? (Pause. Touch.) A bumper.
(Point to the hood.) What is this part called? (Pause. Touch.) A hood.
(Point to a door.) What is this part called?
(Pause. Touch.) A door.
(Point to the wheels.) What are these parts called? (Pause. Touch.) Wheels.
(Point to the roof.) What is this part called?
(Pause. Touch.) A roof.
2. Let's see if you can name the parts of the other car.
(Point to the bumper of car a. Pause.
Touch.) A bumper.
(Point to the hood of car a. Pause. Touch.) A hood.
(Point to a door of car a. Pause. Touch.) A door.
(Point to the wheels of car a. Pause.
Touch.) Wheels.
(Point to the roof of car a. Pause. Touch.) A roof.
• (Repeat until all children's responses are firm.)



a

b

- (Circle car a.) Bumper, hood, door, wheels, and roof are parts of . . . (touch) a car.
Yes. What is the whole object called?
(Touch.) A car.
3. (Repeat part 2 until all children's responses are firm.)

LESSON 66

EXERCISE 1 Actions—And

1. It's time for some more actions.

- a. Everybody, you're going to point to the ceiling and point to the floor. Get ready.
(Signal. Wait.)

What are you doing? (Signal.) *Pointing to the ceiling and pointing to the floor.*

Say the whole thing. (Signal.) *I am pointing to the ceiling and pointing to the floor.*

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

2. Everybody, you're going to point to the ceiling and point to the wall.

- a. Get ready. (Signal. Wait.)

What are you doing? (Signal.) *Pointing to the ceiling and pointing to the wall.*

Say the whole thing. (Signal.) *I am pointing to the ceiling and pointing to the wall.*

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

3. Everybody, you're going to touch your back and touch your chest.

- a. Get ready. (Signal. Wait.)

What are you doing? (Signal.) *Touching my back and touching my chest.*

Say the whole thing. (Signal.) *I am touching my back and touching my chest.*

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

4. Everybody, you're going to hold up your feet and hold up your hands.

- a. Get ready. (Signal. Wait.)

What are you doing? (Signal.) *Holding up my feet and holding up my hands.*

Say the whole thing. (Signal.) *I am holding*

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

5. (Repeat parts 1 through 4 until all children's responses are firm.)

EXERCISE 2 Information—Days of the Week

1. Let's see how much you know.

- a. Listen to this. You live in the state of _____ . What's the name of the state you live in? (Signal. Wait.)

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

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

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

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

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

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

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

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

Individual Turns

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

EXERCISE 3 Materials

1. We're going to talk about a shoe.

- a. (Call on a child wearing shoes with leather tops, rubber heels, and cloth shoelaces. Ask that child to hold out his/her foot.)
_____, touch the top of your shoe.
(Wait.)

Everybody, what part is he/she touching?
(Signal.) *The top.*

Listen. The top is made of leather. What is that part made of? (Signal.) *Leather.*

- b. _____ , touch the heel of your shoe.
(Wait.)

Everybody, what part is he/she touching?
(Signal.) *The heel.*

Listen. The heel is made of rubber. What is that part made of? (Signal.) *Rubber.*

- c. _____ , touch the shoelace in your shoe. (Wait.)

Everybody, what part is he/she touching?
(Signal.) *The shoelace.*

Listen. The shoelace is made of cloth.
What is that part made of? (Signal.) *Cloth.*

2. Let's do that again.

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

EXERCISE 4 Classification—Vehicles, Food

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

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

2. This time when I point to each object, you'll say **vehicle** or **food**.

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

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

Say the whole thing about this vehicle.

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

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

What kind of food? (Touch.) **Bread.**

Say the whole thing about this food.

(Touch.) **This food is bread.**

c. (Point to c.) 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.**

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

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

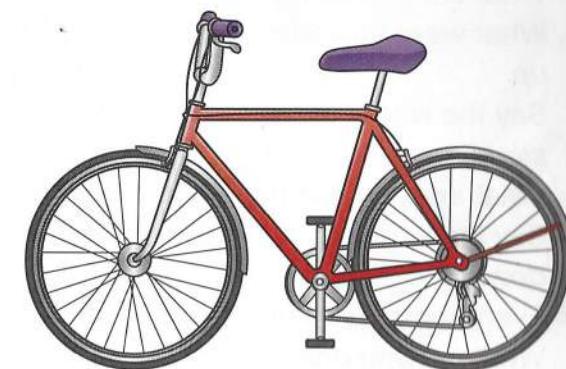
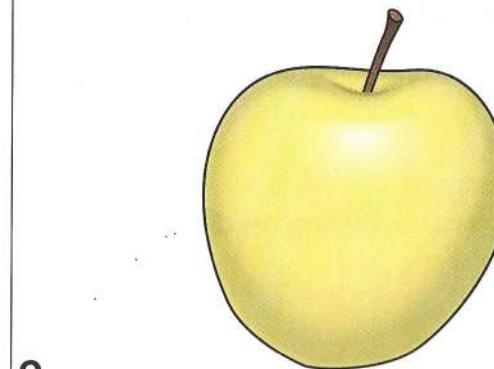
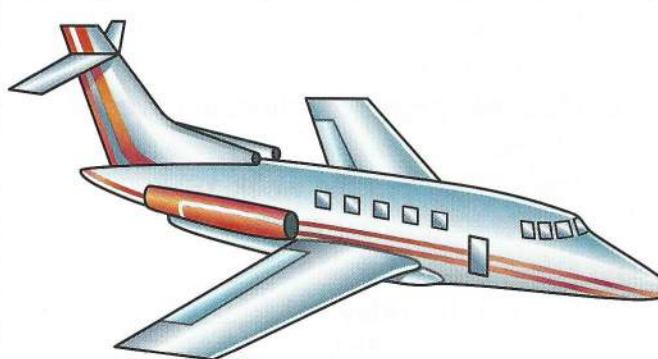
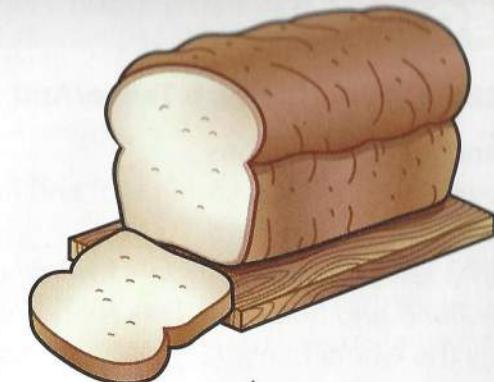
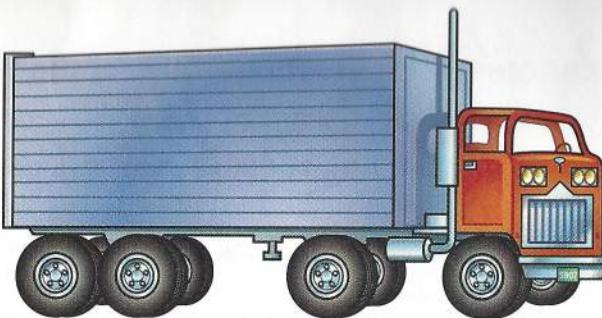
Say the whole thing about this food.

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

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

What kind of food? (Touch.) **An apple.**

Say the whole thing about this food.



f. (Point to f.) 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.**

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

Individual Turns

(Repeat part 2, calling on different children for



EXERCISE 5 Tense—Pictures

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

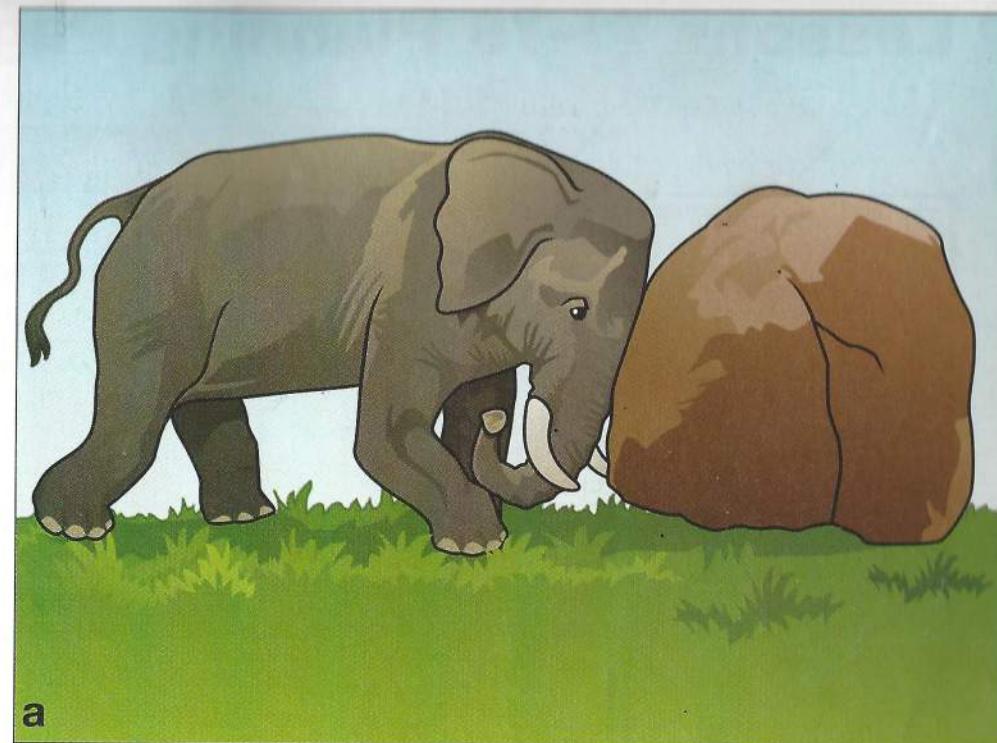
2. Listen.

- What **was** the elephant doing before it sat on the rock? (Signal. Do not touch the picture.) *Pushing the rock.*
- Say the whole thing about what the elephant **was** doing. (Touch.)
The elephant was pushing the rock.
- Say the whole thing about what the elephant **is** doing. (Touch.) *The elephant is sitting on the rock.*

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

Individual Turns

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





EXERCISE 6 Concept Application

1. You're going to figure out a problem about a cat and an elephant.

- I'll touch the parts of this elephant. When I touch a part, you name it.

(Point to the tail. Pause. Touch.) *Tail.*

(Point to the head. Pause. Touch.) *Head.*

(Point to the legs. Pause. Touch.) *Legs.*

(Point to the trunk. Pause. Touch.) *Trunk.*

(Repeat until all children can name the parts of the elephant.)

- (Point to the cats.) What are these?

(Touch.) *Cats.*

Say the whole thing. (Touch.) *These are cats.*

2. Only one of these cats will sit on the elephant's trunk. And here's the rule about that cat: The big cat will sit on the elephant's trunk.

3. Everybody, say the rule. (Signal.) *The big cat will sit on the elephant's trunk.*

- (Point to a.) Is this cat big? (Touch.) No. This cat is not big, so what do you know about this cat? (Call on a child. Idea: *It won't sit on the elephant's trunk.*)

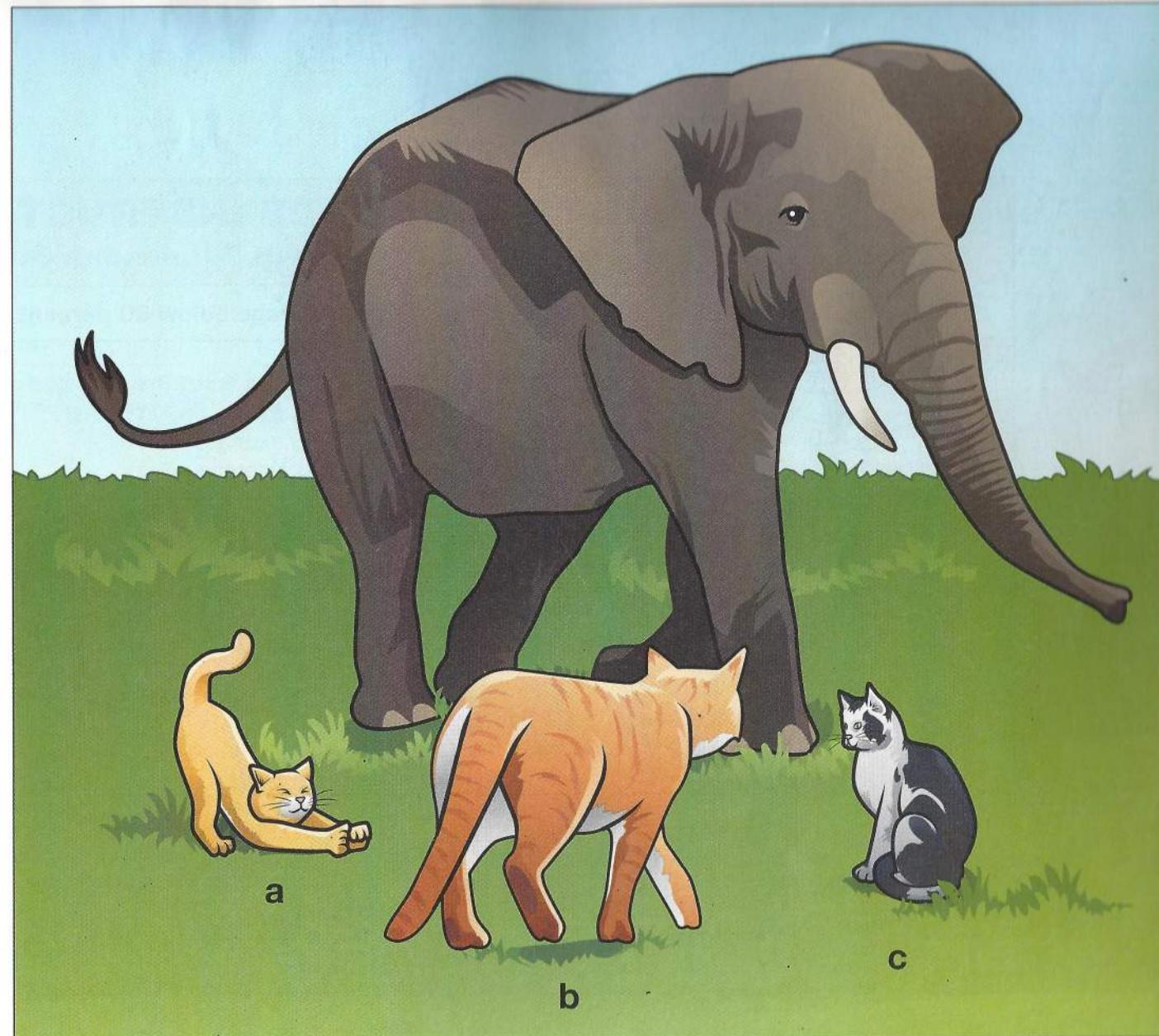
You're right. This cat won't sit on the elephant's trunk.

4. Everybody, say the rule. (Signal.) *The big cat will sit on the elephant's trunk.*

- (Point to b.) Is this cat big? (Touch.) Yes. This cat is big, so what do you know about this cat? (Call on a child. Idea: *It will sit on the elephant's trunk.*)

You're right. This cat will sit on the elephant's trunk.

5. Everybody, say the rule. (Signal.) *The big cat*



*about this cat? (Call on a child. Idea: *It won't sit on the elephant's trunk.*)*

You're right. This cat won't sit on the elephant's trunk.

7. (Call on a child.)

- Show me the cat that will sit on the elephant's trunk. (Wait.)
- Let's see if you're right.

EXERCISE 6 Concept Application (cont.)

8. Look at the picture.

- Where is the big cat sitting? (Call on a child. Idea: *On the elephant's trunk.*) Everybody, say the whole thing about where the big cat is sitting. (Touch.) *The big cat is sitting on the elephant's trunk.*
- Again. (Touch.) *The big cat is sitting on the elephant's trunk.*
- (Repeat part 8 until all children's responses are firm.)

9. Look at the picture.

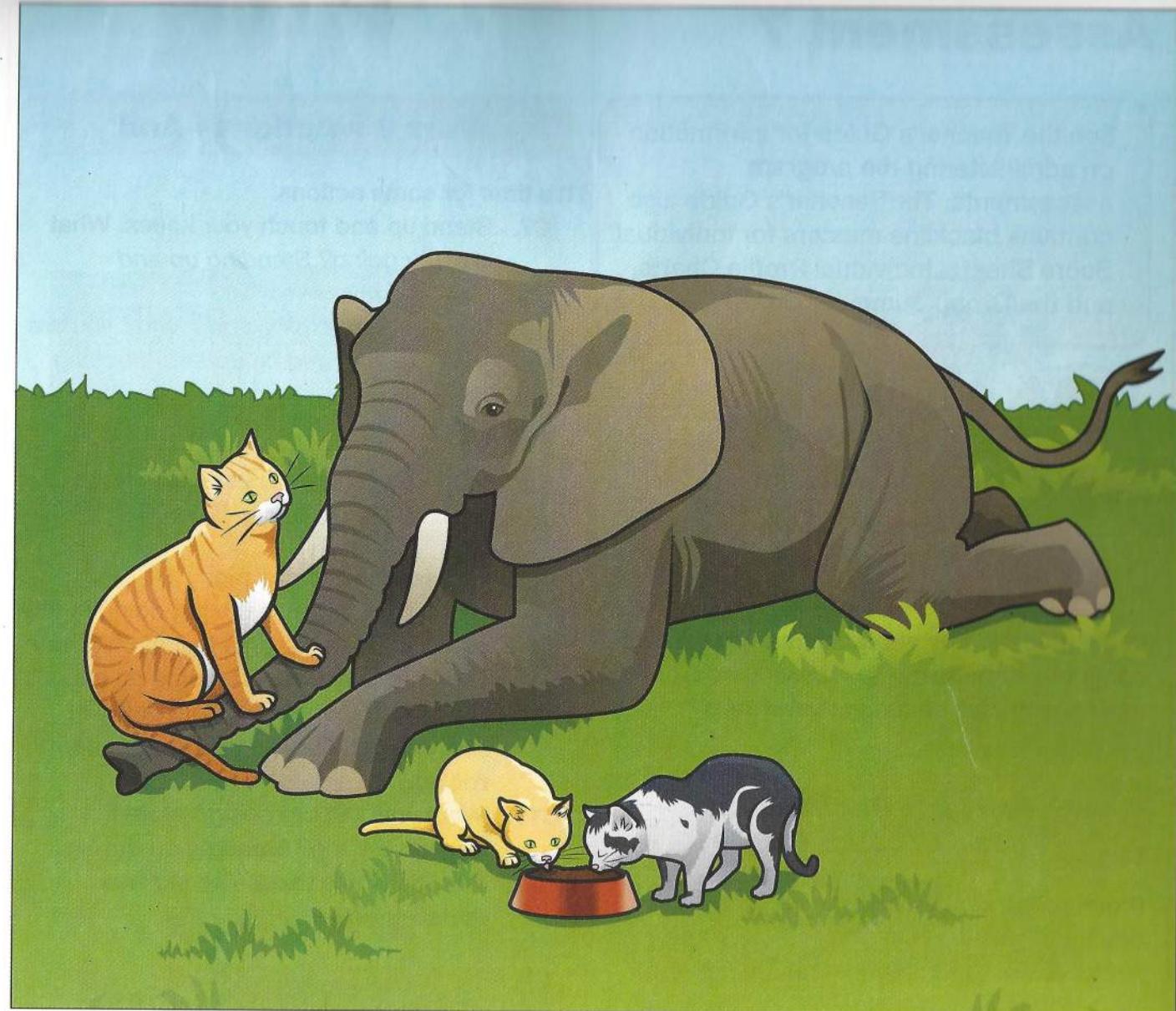
- (Point to the other cats.) Are these cats on the elephant's trunk? (Touch.) No. Where are these cats? (Touch.) *On the grass.*
- What are these cats doing? (Touch.) *Eating.* Say the whole thing about what these cats are doing. (Touch.) *These cats are eating.*
- (Repeat part 9 until all children's responses are firm.)

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

- How do you think the big cat feels?
- Would you like to sit on an elephant's trunk?
- What do you think the cats are eating?

Individual Turns

(Repeat parts 8 and 9, calling on different children for each step.)



EXERCISE 7 Classification – Vehicles

1. Look at the objects on this page.

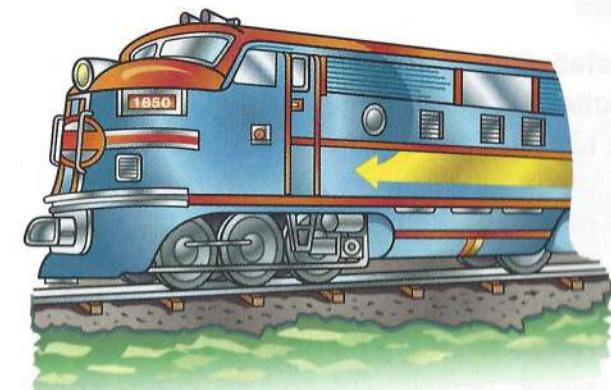
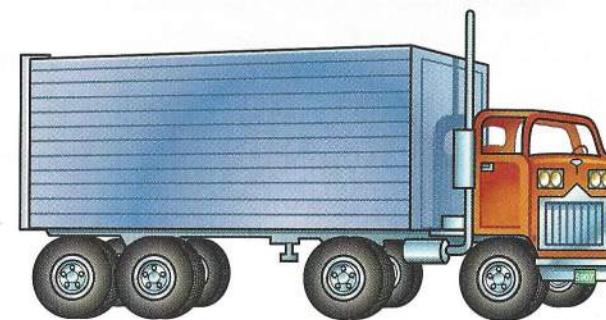
a. (Point to each vehicle.) All these objects are in the same class. What class is that? (Touch.) **Vehicles**.

b. (Point to each vehicle, and ask:) What kind of vehicle is this? (Touch. Children are to answer a *truck*, a *motorcycle*, a *bike*, a *train*.)

c. Everybody, what's the rule about vehicles? (Touch.) If it is made to take you places, it is a vehicle.

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

(Turn the page quickly.)



EXERCISE 7 Classification—Vehicles (cont.)

3. Look at these pictures.

a. (Point to a.) Can this take you places?

(Touch.) No.

So what do you know about a tree?

(Touch.) *It's not a vehicle.*

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

A tree is not a vehicle.

• (Repeat step a until all children's

responses are firm.)

b. (Point to b.) Can this take you places?

(Touch.) Yes.

So what do you know about a car? (Touch.)

It's a vehicle.

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

• Say the whole thing about this vehicle.

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

(Repeat step b until all children's

responses are firm.)

c. (Point to c.) Can this take you places?

(Touch.) Yes.

So what do you know about a bus?

(Touch.) *It's a vehicle.*

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

• Say the whole thing about this vehicle.

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

• (Repeat step c until all children's

responses are firm.)

d. (Point to d.) Can this take you places?

(Touch.) No.

So what do you know about a rock?

(Touch.) *It's not a vehicle.*

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

A rock is not a vehicle.

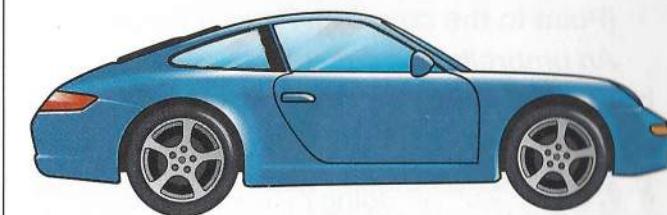
• (Repeat step d until all children's

responses are firm.)

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



a



b



EXERCISE 8 Plurals—On, In

1. Some of these pigs are on the car.

- (Point to each pig, and ask:) **Is this pig on the car?** (Touch. Children are to answer yes or no.)
- (Repeat part 1 until all children's responses are firm.)

2. (Point to the pigs in the car.)

- **What are these?** (Touch.) *Pigs.*
- **Where are these pigs?** (Touch.) *In the car.*
- **Say the whole thing.** (Touch.) *These pigs are in the car.*
- (Repeat part 2 until all children's responses are firm.)

3. (Point to the pigs on the car.)

- **Where are these pigs?** (Touch.) *On the car.*
- **Say the whole thing about these pigs.** (Touch.) *These pigs are on the car.*
- (Repeat part 3 until all children's responses are firm.)

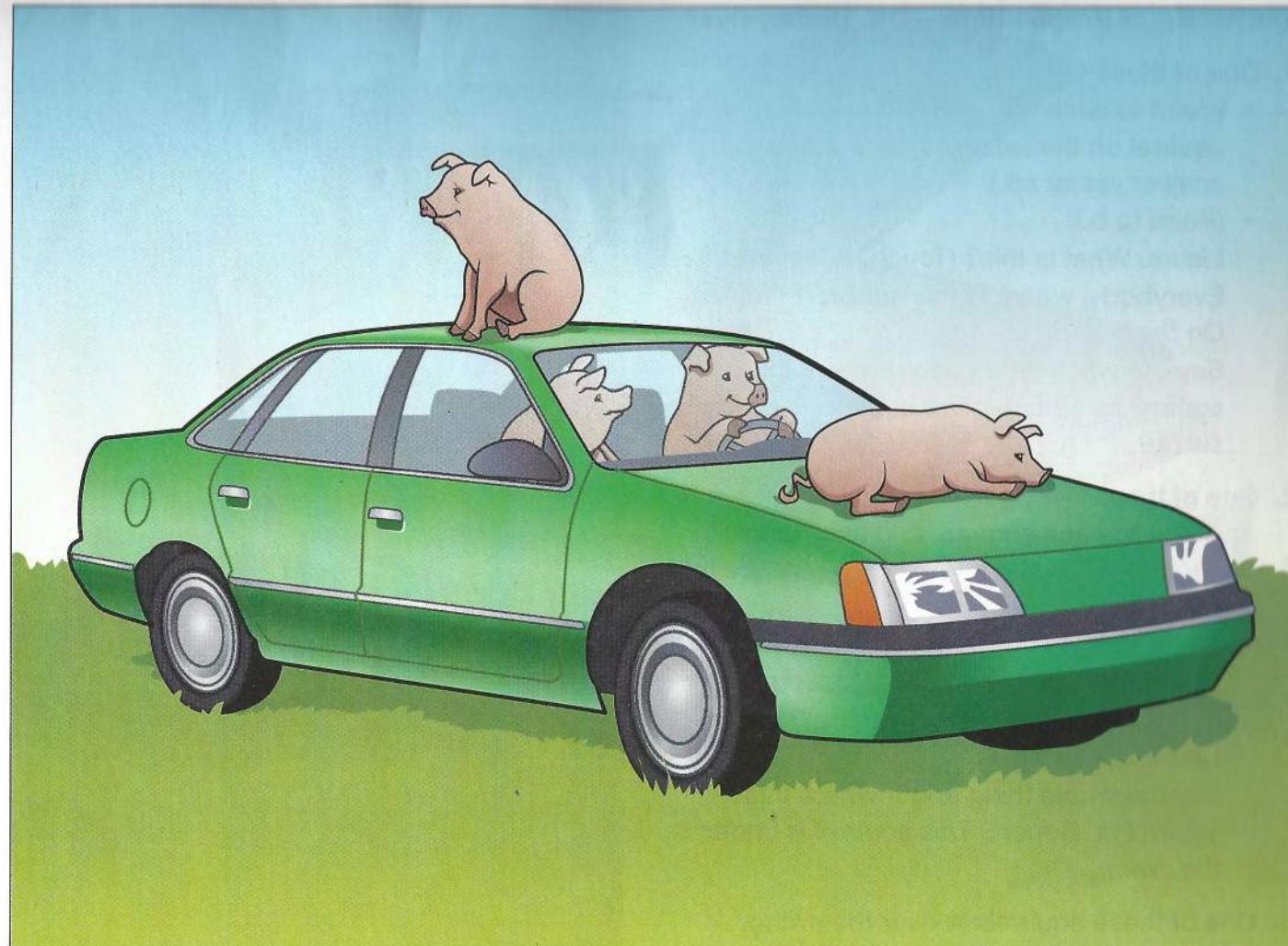
4. Let's talk about the car and the pigs one more time.

- (Point to pigs on the car.) **Where are these pigs?** (Signal.) *On the car.*
Say the whole thing about these pigs. (Signal.) *These pigs are on the car.*
- (Point to pigs in the car.) **Where are these pigs?** (Signal.) *In the car.*
Say the whole thing about these pigs. (Signal.) *These pigs are in the car.*

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

Individual Turns

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





EXERCISE 9 Part/Whole—Car

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

- (Circle the car.) Everybody, what is this? (Touch.) A car.
- Get ready to tell me the parts of a car. (Point to the bumper.) What is this part called? (Pause. Touch.) A bumper. (Point to the hood.) What is this part called? (Pause. Touch.) A hood. (Point to a door.) What is this part called? (Pause. Touch.) A door. (Point to the wheels.) What are these parts called? (Pause. Touch.) Wheels. (Point to the roof.) What is this part called? (Pause. Touch.) A roof.
- (Repeat step b until all children's responses are firm.)

2. Let's do some more parts of a car.

- (Point to the bumper.) A car has . . . (touch) a bumper.

(Point to the hood.) A car has . . . (touch) a hood.

(Point to a door.) A car has . . . (touch) a door.

(Point to the wheels.) A car has . . . (touch) wheels.

(Point to the roof.) A car has . . . (touch) a roof.

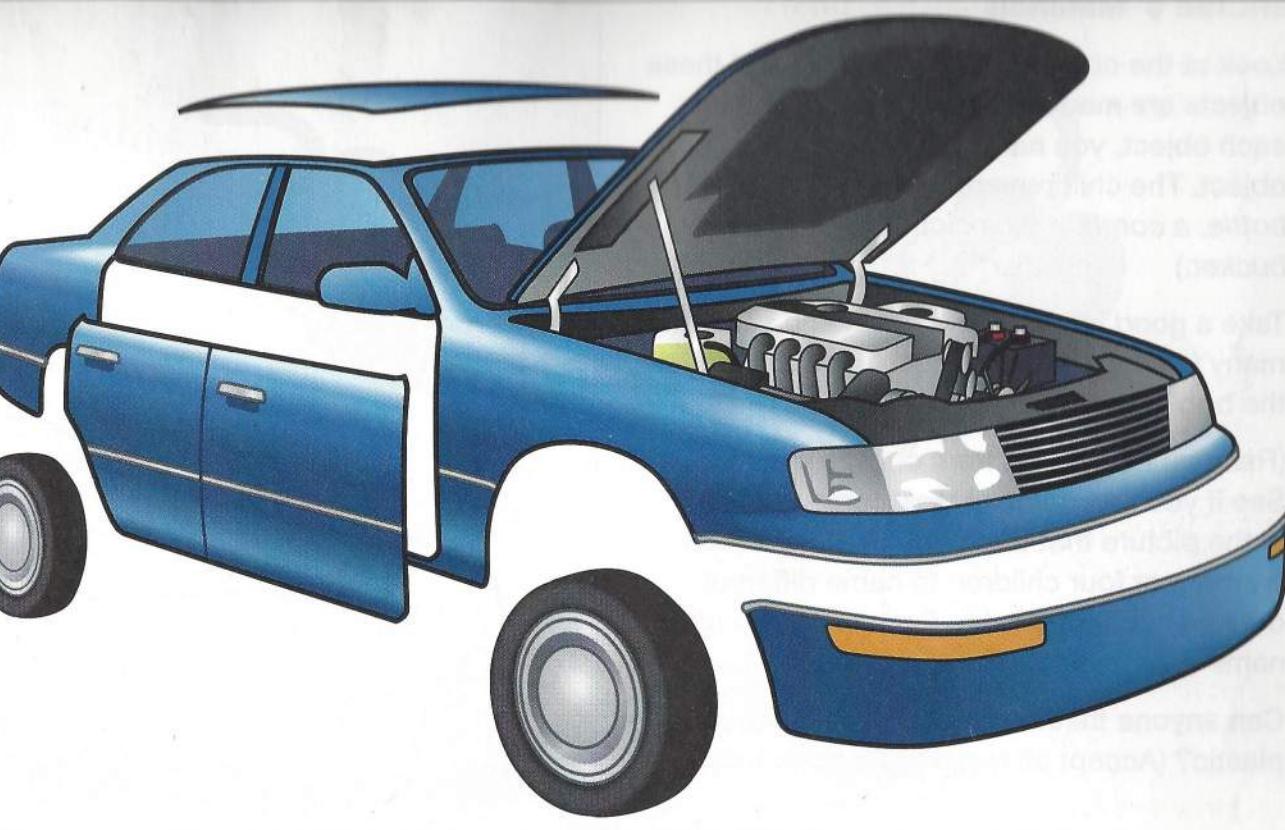
- (Circle the car.) And what's the whole object called? (Touch.) A car.

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

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



(Point to a door. Pause. Touch.) A car has a door.

(Point to the wheels. Pause. Touch.) A car has wheels.

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

b. (Repeat step a until all children's

- (Circle the car.) And what's the whole object called? (Touch.) A car.

- (Call on different children.) What do we usually do with a car? (Praise reasonable responses.)

EXERCISE 10 Prepositions—In, Over, On

1. (Point to leaves.) What are these? (Signal.)

Leaves.

a. (Point to a.) Where are these leaves?

(Touch.) Over the glass.

Say the whole thing about these leaves.

(Touch.) These leaves are over the glass.

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

b. (Point to b.) Listen. These leaves are in the glass.

Where are these leaves? (Touch.) In the glass.

Say the whole thing about these leaves.

(Touch.) These leaves are in the glass.

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

c. (Point to c.) Where is this leaf? (Touch.) On the glass.

Say the whole thing about this leaf.

(Touch.) This leaf is on the glass.

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

2. Let's talk about the glass and the leaves one more time.

• (Point to b.) Where are these leaves?

(Touch.) In the glass.

Say the whole thing about these leaves.

(Touch.) These leaves are in the glass.

• (Point to c.) Where is this leaf? (Touch.) On the glass.

Say the whole thing about this leaf.

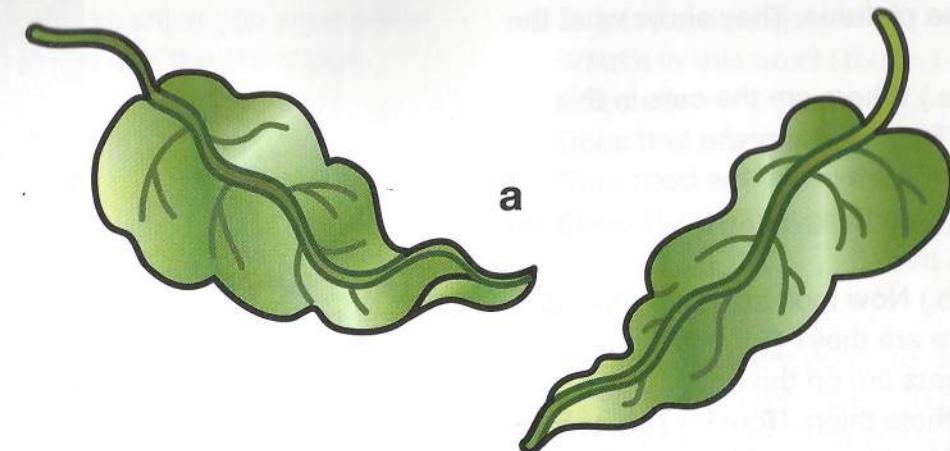
(Touch.) This leaf is on the glass.

• (Point to a.) Where are these leaves?

(Touch.) Over the glass.

Say the whole thing about these leaves.

(Touch.) These leaves are over the glass.



LESSON 67



EXERCISE 1 Actions—Verb Tense

1. It's time for an action game.

a. Everybody, stand up. (Signal. You stand up.) What are we doing? (Signal.) Standing up.

b. Everybody, sit down. (Signal. You sit down.) What are we doing? (Signal.) Sitting down.

c. Are we standing up? (Signal.) No. Were we standing up? (Signal.) Yes. Say the whole thing about what we were doing. (Signal.) We were standing up.

2. Let's do another one.

a. Everybody, what are we doing? (Signal.) Sitting down.

b. Everybody, stand up. (Signal. You stand up.) What are we doing? (Signal.) Standing up.

c. What were we doing? (Signal.) Sitting down. Say the whole thing about what we were doing. (Signal.) We were sitting down. Say the whole thing about what we are doing. (Signal.) We are standing up.

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

CORRECTIONS

EXERCISE 1

Error

(Children say, We was standing up.)

Correction

1. (Say the correct statement with children three or four times.)
2. (Have them say it by themselves three or four times.)
3. (Repeat part 1 until all children's responses are firm.)

EXERCISE 2 Information—Days of the Week

1. 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. Everybody, today is _____. 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.)

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



EXERCISE 3 Prepositions—Under (Demonstration)

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

1. We're going to talk about a pencil and a table. (Hold up a pencil.) What is this? (Signal.) A pencil.

(Point to the table.) What is this? (Signal.) A table.

2. My turn. I'll tell you if I hold the pencil under the table.

a. (Hold the pencil under the table.) Is the pencil under the table? Yes.

b. (Hold the pencil near the floor but under the table.) Is the pencil under the table? Yes.

c. (Hold the pencil over the table.) Is the pencil under the table? No.

d. (Hold the pencil on the table.) Is the pencil under the table? No.

e. (Hold the pencil under the table.) Is the pencil under the table? Yes.

3. Your turn to tell me if the pencil is under the table.

a. (Hold the pencil under the table.) Is the pencil under the table? (Signal.) Yes.

b. (Hold the pencil near the floor but under the table.) Is the pencil under the table? (Signal.) Yes.

c. (Hold the pencil over the table.) Is the pencil under the table? (Signal.) No.

d. (Hold the pencil on the table.) Is the pencil under the table? (Signal.) No.

e. (Hold the pencil under the table.) Is the pencil under the table? (Signal.) Yes.

4. Watch.

a. (Put the pencil under the table.) Is the pencil under the table? (Signal.) Yes.

Say the whole thing. (Signal.) The pencil is under the table.

b. Again. (Signal.) The pencil is under the table.

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

EXERCISE 4 Actions—And

1. It's time for some actions.

- Everybody, you're going to point to the floor and point to the ceiling. Get ready. (Signal. Wait.)

What are you doing? (Signal.) *Pointing to the floor and pointing to the ceiling.*

Say the whole thing. (Signal.) *I am pointing to the floor and pointing to the ceiling.*

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

- Everybody, you're going to point to a chair and point to a desk. Get ready. (Signal. Wait.)

What are you doing? (Signal.) *I am pointing to a chair and pointing to a desk.*

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

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

Individual Turns

(Repeat the exercise, calling on different children.)

EXERCISE 5 Materials

[Note: You will need a wooden pencil with a point and an eraser for this exercise.]

1. We're going to talk about a pencil. First you're going to name the parts of the pencil. Then you're going to tell me what each part is made of.

- (Touch the eraser.) Everybody, what is the name of this part? (Signal.) *The eraser.*
- (Touch the point.) Everybody, what is the name of this part? (Signal.) *The point.*
- (Touch the shaft.) Everybody, what is the name of this part? (Signal.) *The shaft.*

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

3. Now we'll talk about what a pencil is made of.
a. (Touch the eraser.) What is the name of this part? (Signal.) *The eraser.*

What is this part made of? (Signal.) *Rubber.*

- (Touch the point.) What is the name of this part? (Signal.) *The point.*

What is this part made of? (Signal.)
Graphite.

- (Touch the shaft.) What is the name of this part? (Signal.) *The shaft.*

What is this part made of? (Signal.) *Wood.*

4. (Repeat the exercise until everyone can answer the questions.)

5. (Call on different children.)

Why do you think the eraser is made of rubber?

Why do you think the shaft is made of wood?

Why do you think the point is made of graphite?

Individual Turns

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



EXERCISE 6 Tense—Pictures

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

- a. (Point to a.) What is the pig doing in this picture? (Touch.) *Pushing the log.*

Yes, the pig is pushing the log.

- Say the whole thing. (Touch.) *The pig is pushing the log.*

- b. (Point to b.) Now look at what the pig is doing. What is it doing? (Touch.) *Standing on the log.*

Yes, the pig is standing on the log.

- Say the whole thing. (Touch.) *The pig is standing on the log.*

2. Listen.

- What was the pig doing before it stood on the log? (Signal. Do not touch the picture.)

Pushing the log.

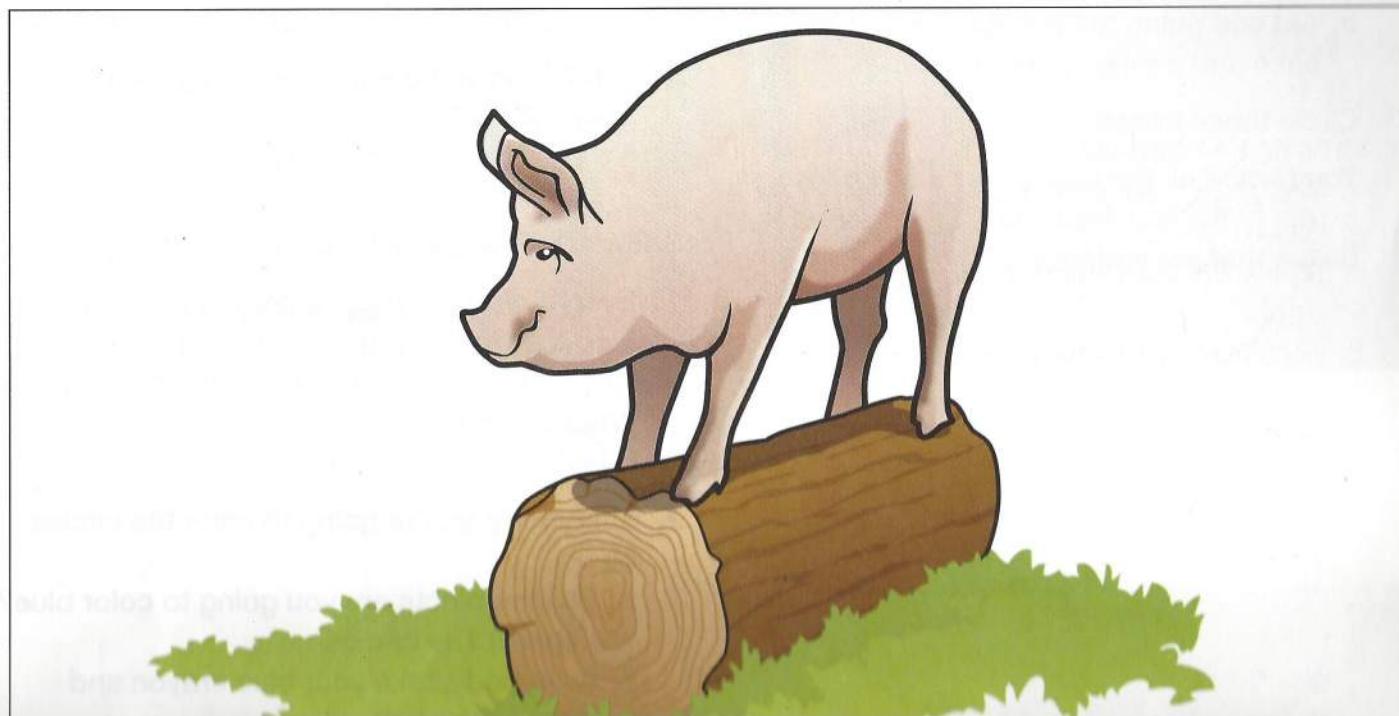
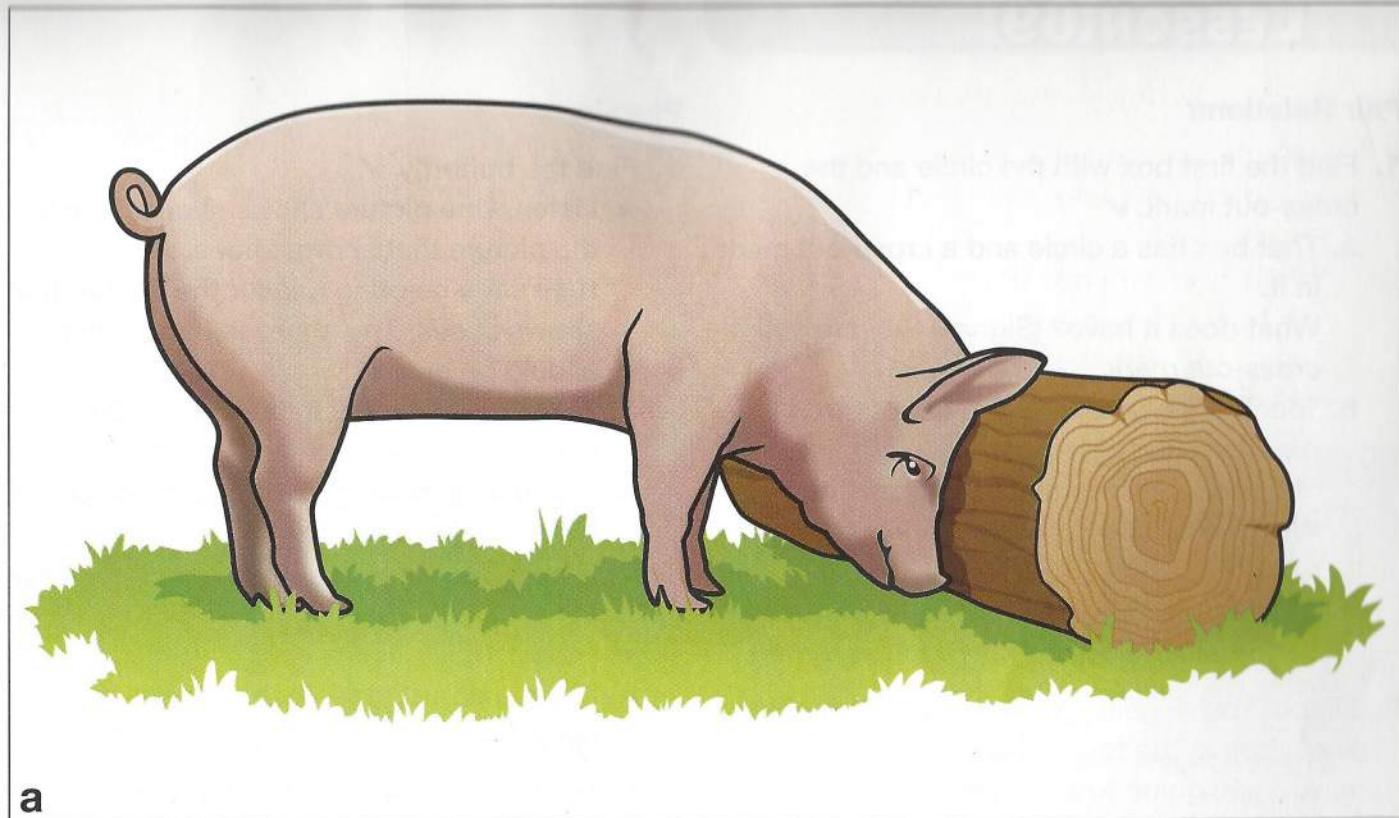
- Say the whole thing about what the pig was doing. (Touch.) *The pig was pushing the log.*

- Say the whole thing about what the pig is doing. (Touch.) *The pig is standing on the log.*

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

Individual Turns

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





EXERCISE 7 Plurals

1. Look at the picture.

- (Point to both dogs at the same time.)
Everybody, what are these? (Touch.) Dogs.
Say the whole thing. (Touch.) These are dogs.
- Are these cats? (Touch.) No.
Say the whole thing. (Touch.) These are not cats.

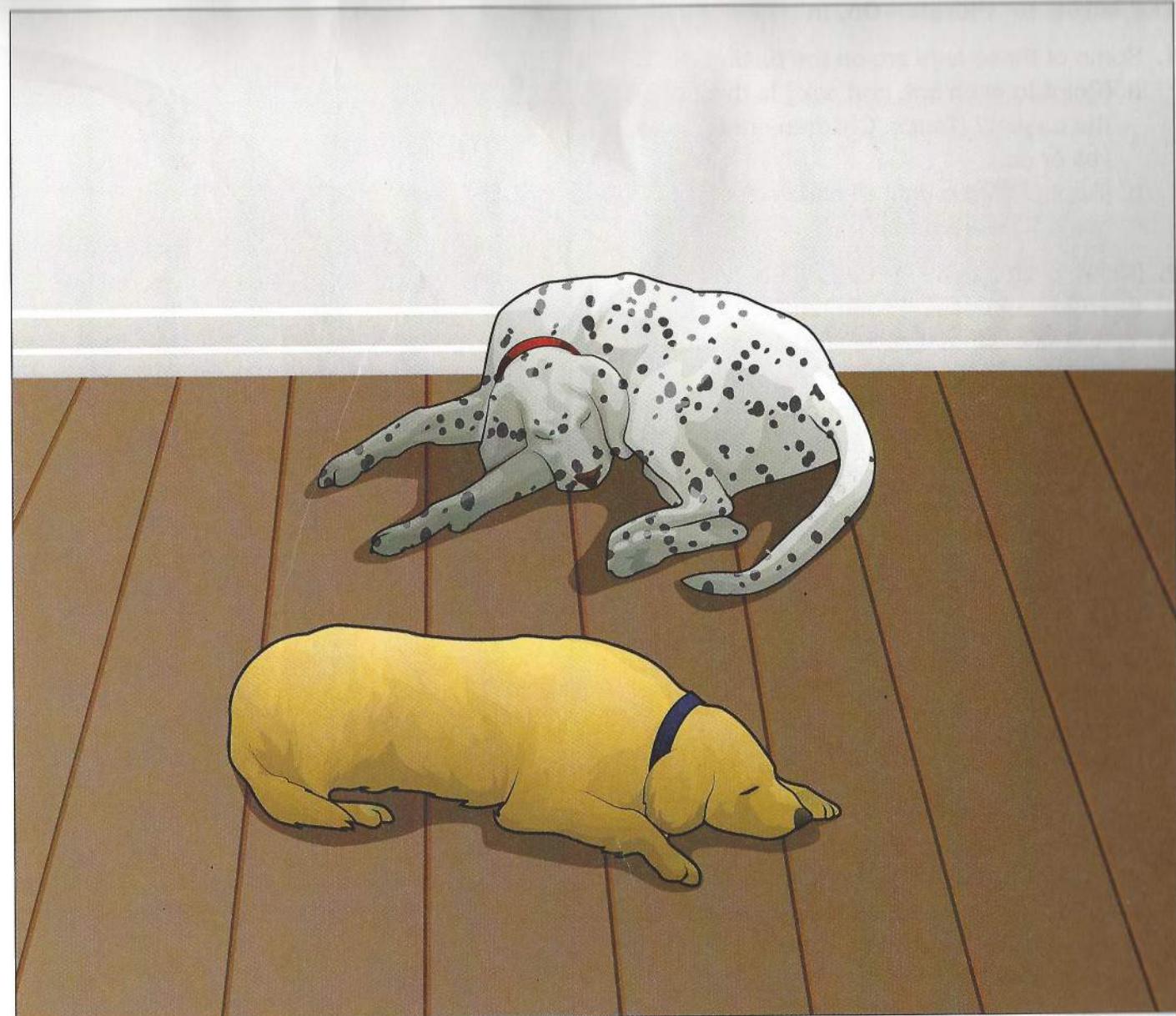
2. Listen.

- What are these dogs doing? (Touch.)
Sleeping.
Say the whole thing about what these dogs are doing. (Touch.) These dogs are sleeping.
- Again. (Touch.) These dogs are sleeping.
(Repeat step b until all children can make the statement.)
- Are these dogs eating? (Touch.) No.
Say the whole thing. (Touch.) These dogs are not eating.
- Again. (Touch.) These dogs are not eating.

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

Individual Turns

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





EXERCISE 8 Concept Application

1. You're going to figure out a problem about some boys and a horse.

- The boys will ride only one of the horses.
Here's the rule: *The boys will ride the horse with spots.*
- Say the rule. (Signal.) *The boys will ride the horse with spots.*
- (Repeat part 1 until all children's responses are firm.)

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

a. (Point to a.) Does this horse have spots?

(Touch.) Yes.

So what do you know about this horse?

(Call on a child. Idea: *The boys will ride it.*)

You're right. The boys will ride the horse with spots.

(Repeat step a until all responses are firm.)

b. (Point to b.) Does this horse have spots?

(Touch.) No.

So what do you know about this horse?

(Call on a child. Idea: *The boys won't ride it.*)

You're right. The boys won't ride this horse.

(Repeat step b until all responses are firm.)

c. (Point to c.) Does this horse have spots?

(Touch.) No.

So what do you know about this horse?

(Call on a child. Idea: *The boys won't ride it.*)

You're right. The boys won't ride this horse.

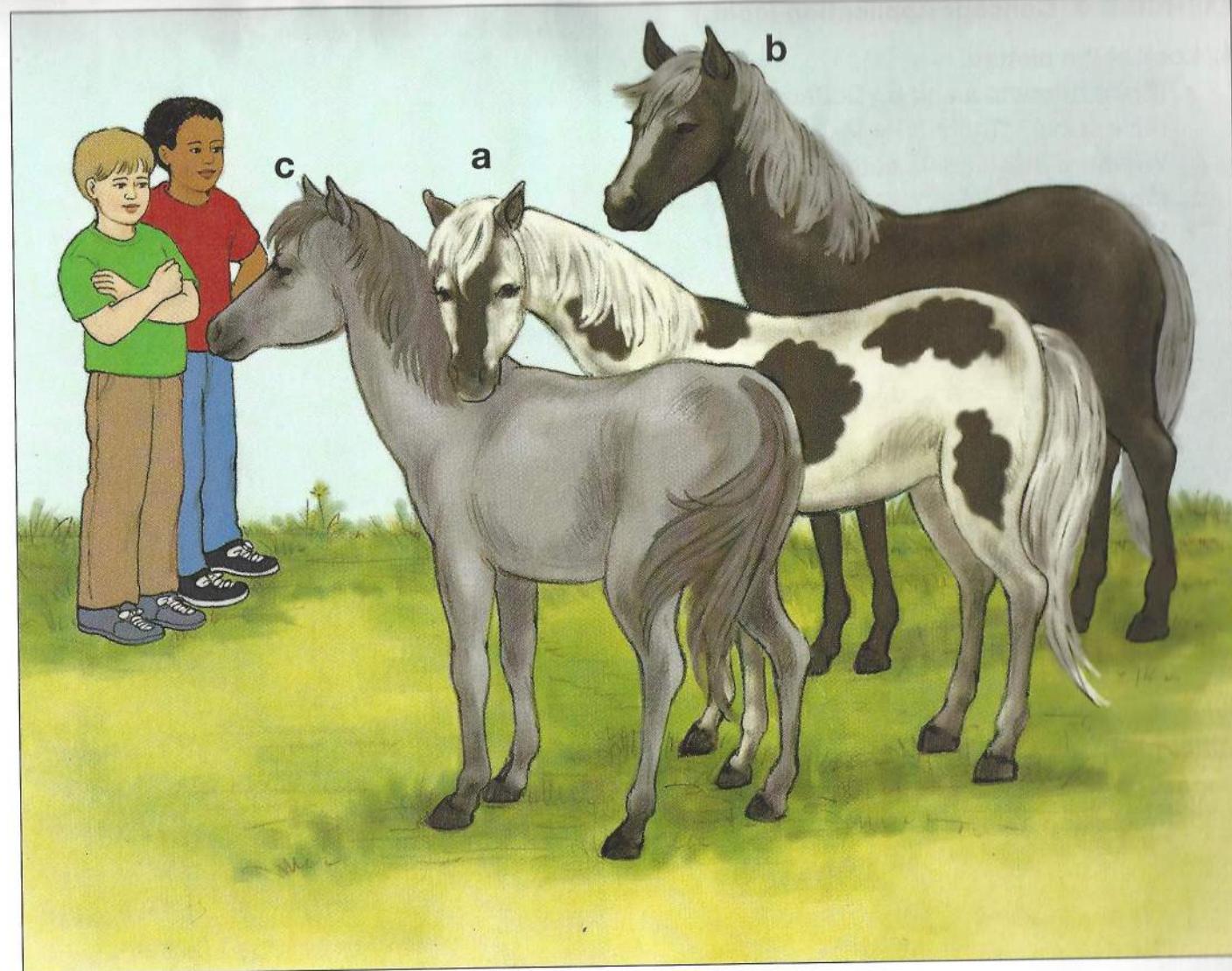
(Repeat step c until all responses are firm.)

3. Everybody, what's the rule? (Signal.)

The boys will ride the horse with spots.

- (Point to a.) Does this horse have spots?
(Touch.) Yes.

So what do we know about this horse?



• (Point to b and c.) Do these horses have spots? (Touch.) No.

So what do we know about these horses?

(Call on a child. Idea: *The boys won't ride them.*)

You're right. The boys won't ride these horses.

4. (Call on a child.)

• Show me the horse the boys will ride.

(Wait.)

• Let's see if you're right.

(Turn the page quickly.)

EXERCISE 8 Concept Application (cont.)

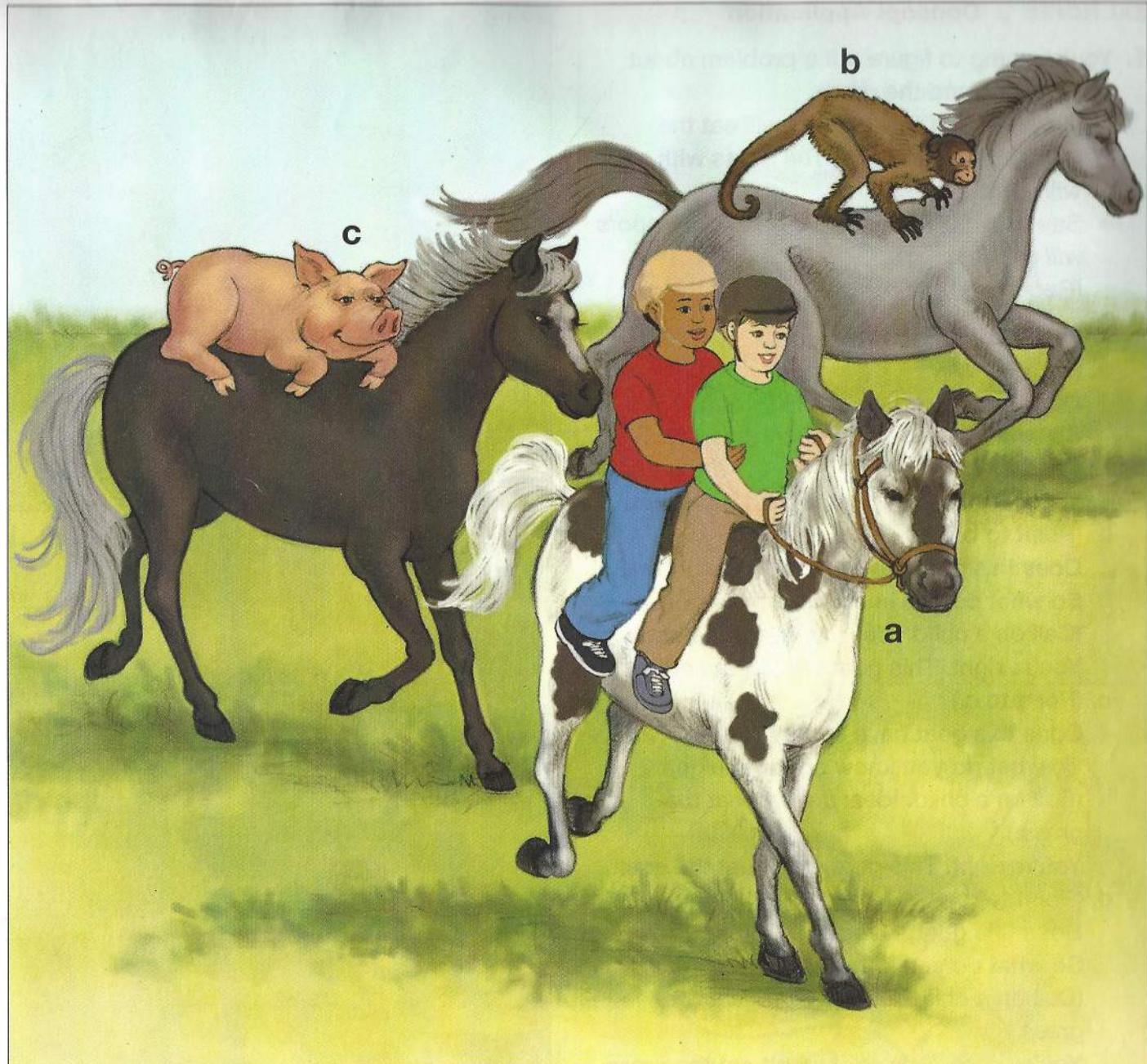
5. Look at the picture.

- a. (Point to a.) Does this horse have spots? (Touch.) Yes.
 - What are these boys doing? (Touch.) *Riding the horse.* Yes, they're riding the horse with spots.
 - Say the whole thing about what these boys are doing. (Touch.) *These boys are riding the horse with spots.*
- b. (Point to b.) Does this horse have spots? (Touch.) No.
 - What is riding this horse? (Touch.) *A monkey.* Yes, a monkey is riding the gray horse.
 - Say the whole thing about what the monkey is doing. (Touch.) *The monkey is riding the gray horse.*
- c. (Point to c.) Does this horse have spots? (Touch.) No.
 - What is riding this horse? (Touch.) *A pig.* Yes, a pig is riding the black horse.
 - Say the whole thing about what the pig is doing. (Touch.) *The pig is riding the black horse.*

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

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

- Do you think those boys like riding the horse?
- Which horse would you like to ride?
- If you were riding with the monkey, what would you say?



Individual Turns

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

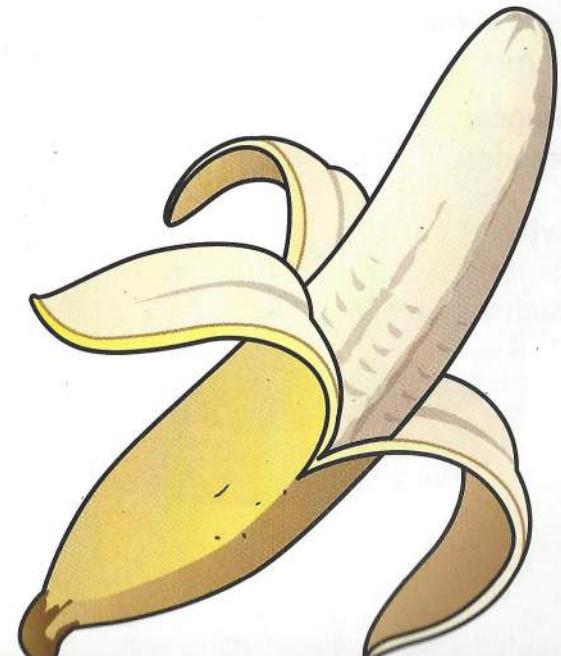
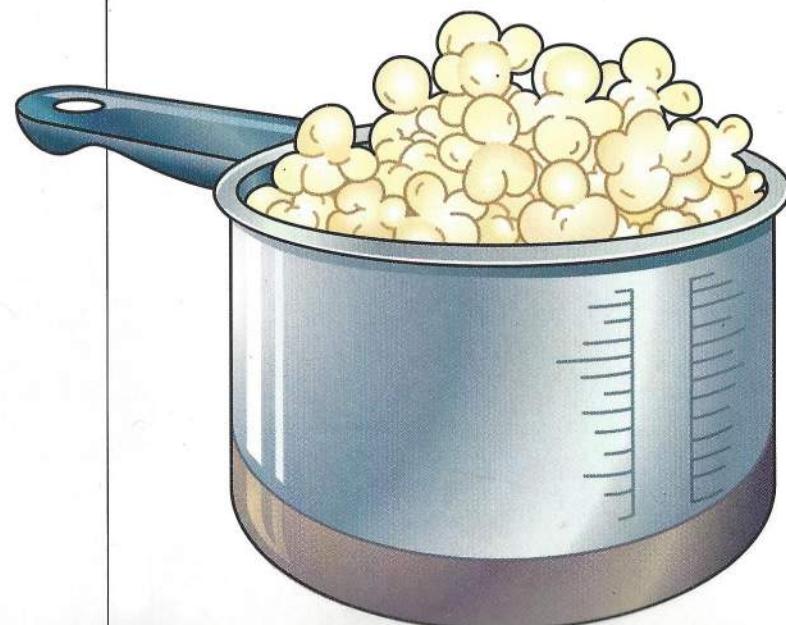
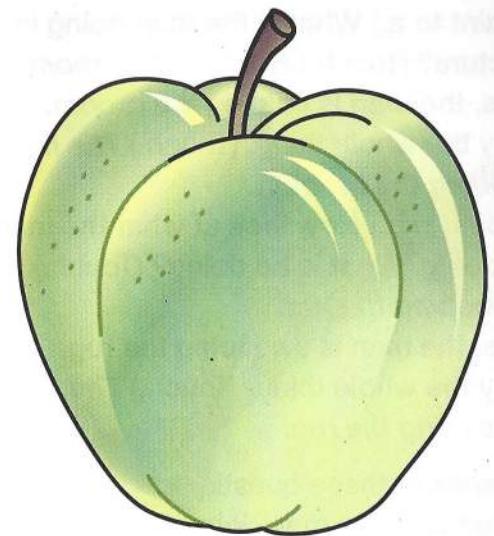
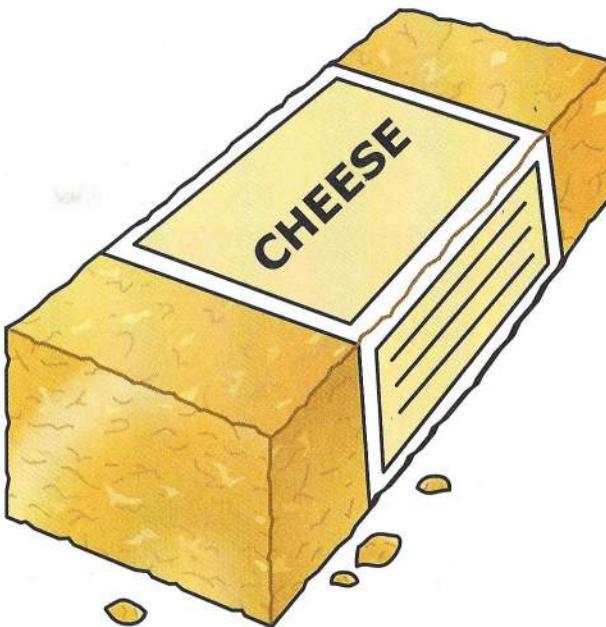
EXERCISE 9 Classification – Food

1. Look at the objects on this page.

- a. (Point to each food.) All these objects are in the same class. What class is that?
(Touch.) **Food**.
- b. (Point to each food, and ask:) What kind of food is this? (Touch. Children are to answer cheese, an apple, popcorn, a banana.)
- c. **Everybody**, what's the rule about food?
(Touch.) If you can eat it, then it's food.

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

(Turn the page quickly.)



EXERCISE 9 Classification—Food (cont.)

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

- a. (Point to a.) Can you eat this? (Touch.) Yes.
So what do you know about this? (Touch.)
It's food.

What kind of food is it? (Touch.) *An apple.*

- Say the whole thing about this food.

(Touch.) *This food is an apple.*

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

- b. (Point to b.) Can you eat this? (Touch.) No.
So what do you know about an oar?
(Touch.) *It's not food.*

- Say the whole thing about an oar. (Touch.)
An oar is not food.

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

- c. (Point to c.) Can you eat this? (Touch.) No.
So what do you know about a balloon?
(Touch.) *It's not food.*

- Say the whole thing about a balloon.

(Touch.) *A balloon is not food.*

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

- d. (Point to d.) Can you eat this? (Touch.) Yes.
So what do you know about this? (Touch.)
It's food.

What kind of food is it? (Touch.)

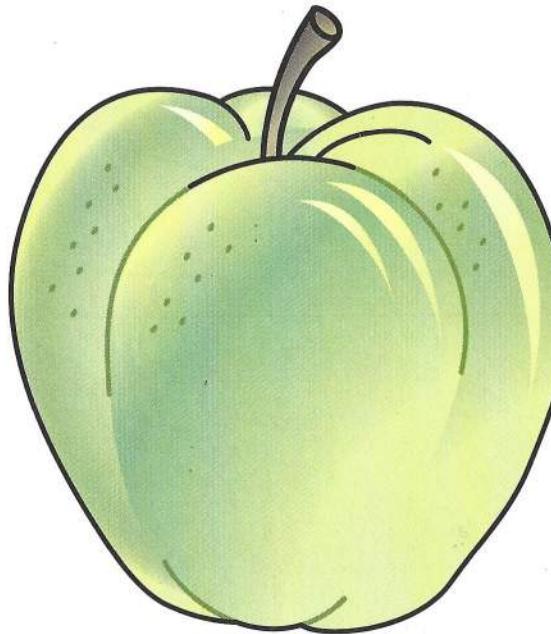
A hamburger.

- Say the whole thing about this food.

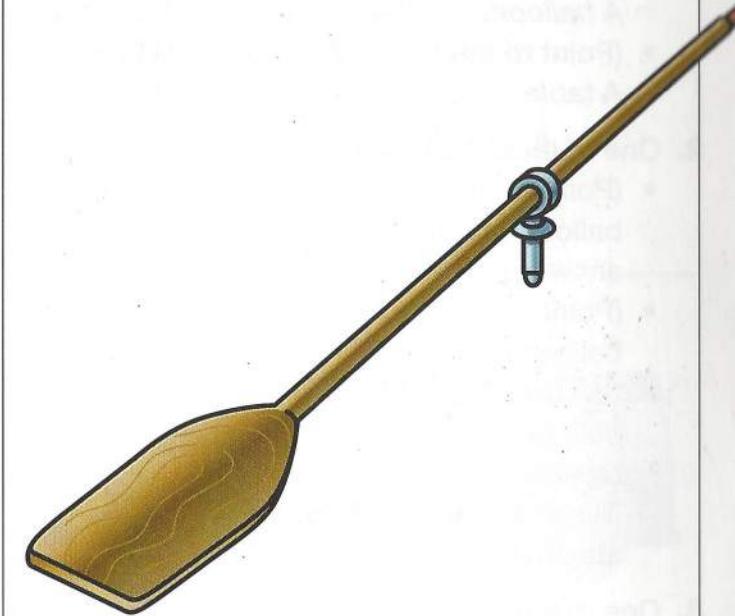
(Touch.) *This food is a hamburger.*

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

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



a



b

