

Look at the picture. The rabbit will eat only one of these apples.

1. Listen. The rabbit will eat the big apple that has leaves. Which apple will it eat? (Signal. Respond with children.) *The big apple that has leaves.*
Say the whole thing about the apple the rabbit will eat. (Signal.) *The rabbit will eat the big apple that has leaves.*

2. We'll talk about each apple.

- a. (Point to a.)

Is this apple big? (Touch.) Yes.

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

- So will the rabbit eat this apple? (Touch.) No.

Why won't the rabbit eat this apple? (Call on a child. Idea: *It doesn't have leaves.*)

You're right. This apple doesn't have leaves.

- b. (Point to b.)

Is this apple big? (Touch.) Yes.

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

- So will the rabbit eat this apple? (Touch.) Yes.

How do you know the rabbit will eat this apple? (Call on a child. Idea: *It's big, and it has leaves.*)

You're right. This apple is big, and it has leaves.

- c. (Point to c.)

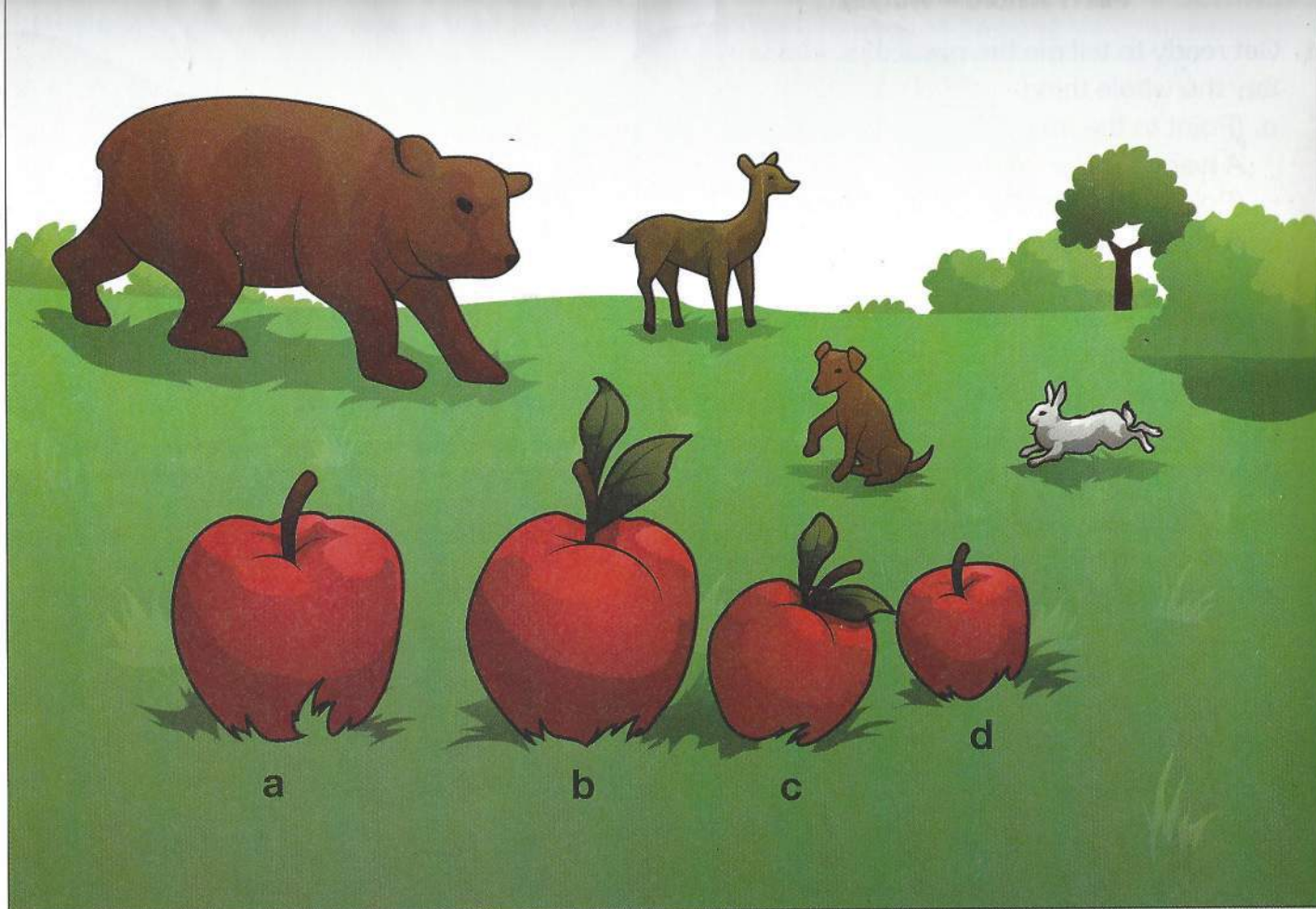
Is this apple big? (Touch.) No.

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

- So will the rabbit eat this apple? (Touch.) No.

Why won't the rabbit eat this apple? (Call on a child. Idea: *It isn't big.*)

You're right. This apple isn't big.



- d. (Point to d.)

Is this apple big? (Touch.) No.

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

- So will the rabbit eat this apple? (Touch.) No.

Why won't the rabbit eat this apple? (Call on a child. Idea: *It isn't big, and it doesn't have leaves.*)

You're right. This apple isn't big, and it doesn't have leaves.

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

4. Everybody, say the whole thing about the apple the rabbit will eat. (Signal.) *The rabbit will eat the big apple that has leaves.*
Let's see if you are right.
(Turn the page quickly.)

5. Look at the picture. (Point.)

- Which apple is the rabbit eating? (Call on a child. Idea: *The big apple that has leaves.*)
- (Point to a.)
Why isn't the rabbit eating this apple? (Call on a child. Idea: *It doesn't have leaves.*)
- (Point to c.)
Why isn't the rabbit eating this apple? (Call on a child. Idea: *It isn't big.*)
- (Point to d.)
Why isn't the rabbit eating this apple? (Call on a child. Idea: *It isn't big, and it doesn't have leaves.*)
- (Repeat part 5 until all children's responses are firm.)

6. Let's talk about the other animals.

- (Point to a.) What is this deer doing?
(Touch.) *Eating an apple.*
Say the whole thing about what this deer is doing. (Touch.) *This deer is eating an apple.*
- (Point to c.) What is this bear doing?
(Touch.) *Eating an apple.*
Say the whole thing about what this bear is doing. (Touch.) *This bear is eating an apple.*
- (Point to d.) What is this dog doing?
(Touch.) *Eating an apple.*
Say the whole thing about what this dog is doing. (Touch.) *This dog is eating an apple.*

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

Which animal do you think has the best apple? Tell why.

Do you think the deer likes its apple?

Do dogs really like apples?

Do you like to eat apple leaves? Tell why.

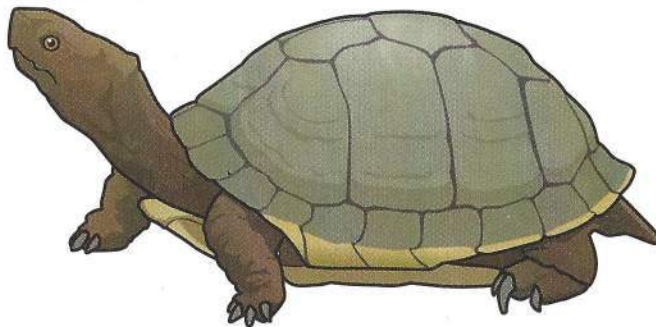


Individual Turns

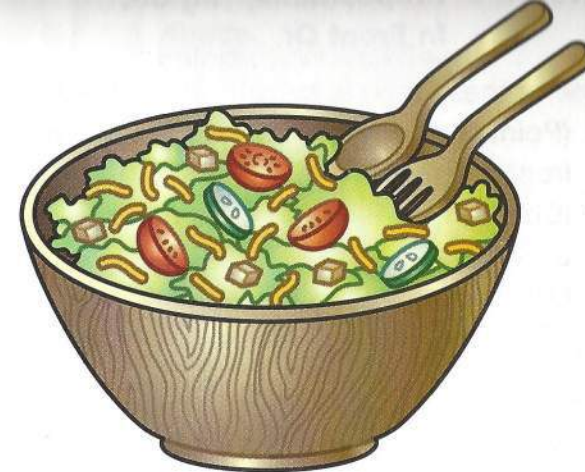
(Repeat parts 5 and 6, calling on different children for each step.)

EXERCISE 8 Classification — Animals

1. We're going to talk about animals.
 - a. (Point to a.) This is an animal.
 - b. (Point to b.) This is not an animal.
 - c. (Point to c.) This is an animal.
 - d. (Point to d.) This is not an animal.
 - e. (Point to e.) This is an animal.
 - f. (Point to f.) This is not an animal.
2. Get ready to tell me which objects are animals. (Point to each object, and ask:) Is this an animal? (Touch. Children are to answer yes or no.) ●
3. Now let's look at some more animals. (Turn the page quickly.)



a



b



c



d



e



f

CORRECTIONS

EXERCISE 8

- **Error**
(Children name the animal.)

Correction

1. You're right. It is a (name of animal).
But it's also an animal or
But it's not an animal.
2. (Repeat part 2 of the exercise.)

4. (Point to each animal, and say:) **This is an animal.**

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 cow.
Yes, this animal is a cow.
- **Say the whole thing about this animal.**
(Touch.) *This animal is a cow.*

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 dog.
Yes, this animal is a dog.
- **Say the whole thing about this animal.**
(Touch.) *This animal is a dog.*

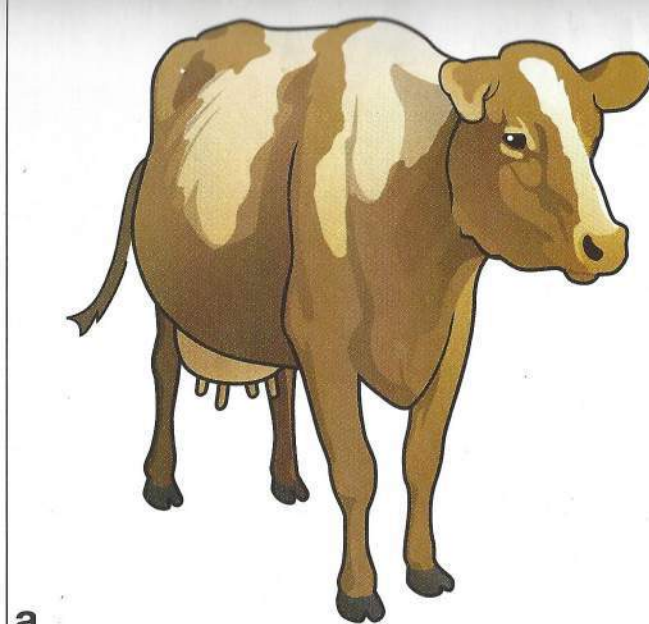
c. (Point to c.)

- **Is this an animal?** (Touch.) Yes.
Say the whole thing. (Touch.) *This is an animal.*
- **What kind of animal is it?** (Touch.)
A giraffe.
Yes, this animal is a giraffe.
- **Say the whole thing about this animal.**
(Touch.) *This animal is a giraffe.*

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 monkey.
Yes, this animal is a monkey.
- **Say the whole thing about this animal.**
(Touch.) *This animal is a monkey.*

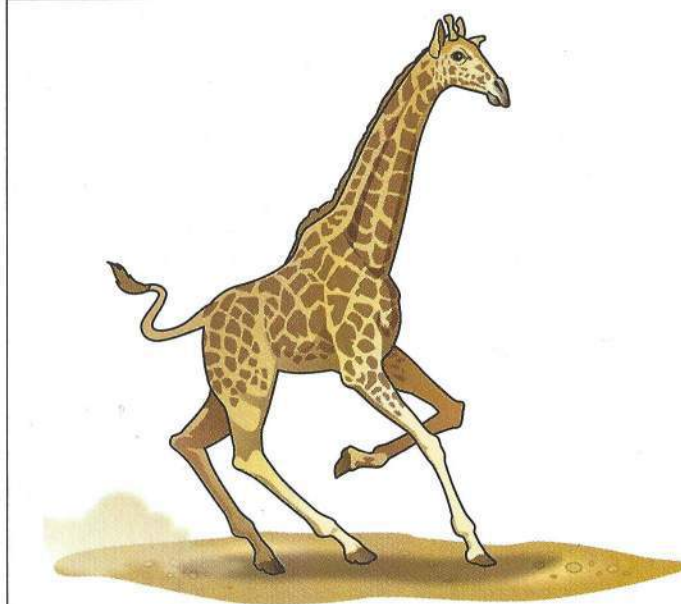
5. (Repeat part 4 until all children's responses are firm.)



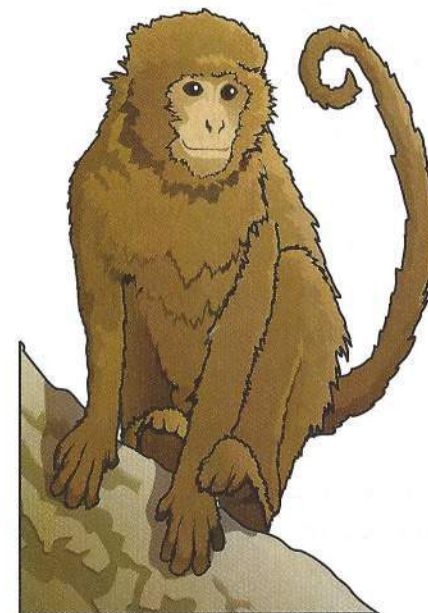
a



b



c

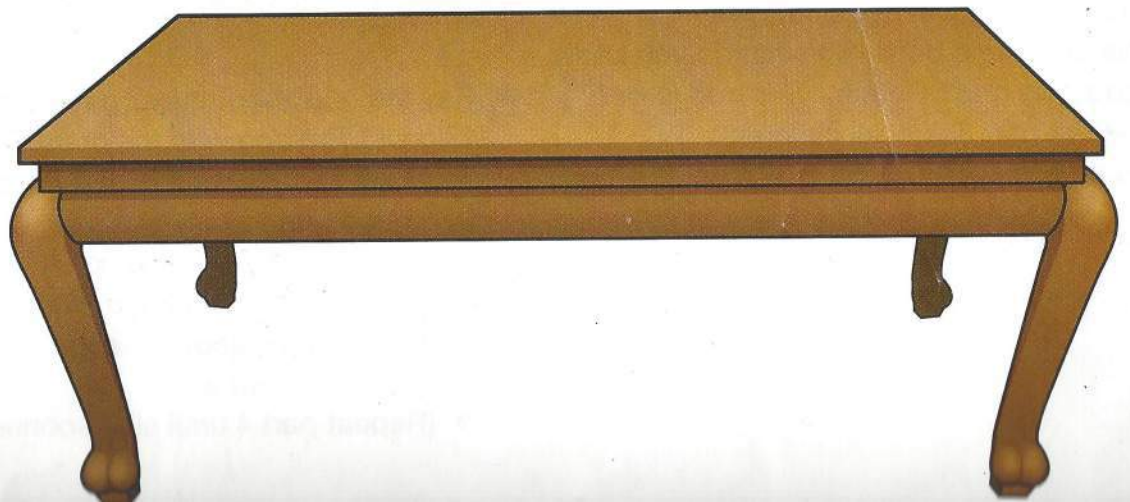
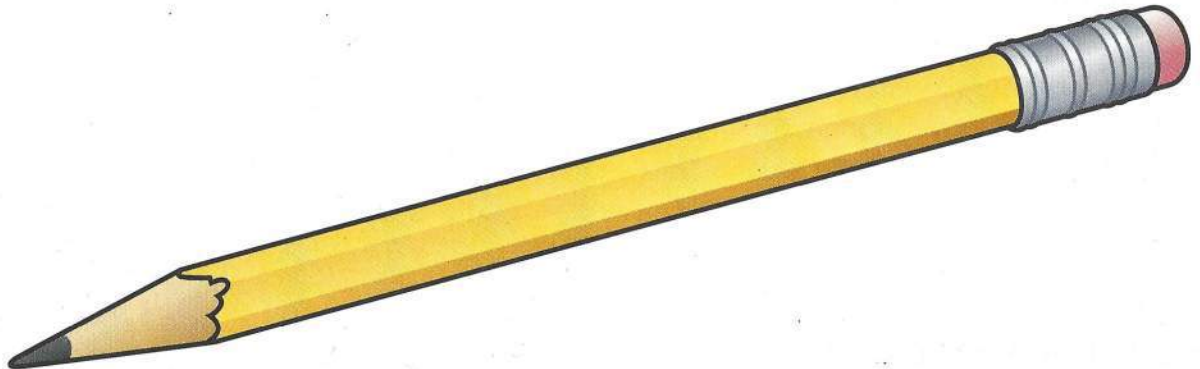


d

Individual Turns

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

1. Get ready to tell me the parts of a toothbrush. Say the whole thing.
 - a. (Point to the handle. Pause. Touch.)
A toothbrush has a handle.
(Point to the bristles. Pause. Touch.)
A toothbrush has bristles.
 - b. (Repeat step a until all children's responses are firm.)
 - c. (Circle the toothbrush.) And what's the whole object called? (Touch.)
A toothbrush.
 - d. What do we usually do with a toothbrush?
2. Get ready to tell me the parts of a pencil. Say the whole thing.
 - a. (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.
 - b. (Repeat step a until all children's responses are firm.)
 - c. (Circle the pencil.) And what's the whole object called? (Touch.) A pencil.
 - d. What do we usually do with a pencil?
3. Get ready to tell me the parts of a table. Say the whole thing.
 - a. (Point to the legs. Pause. Touch.) A table has legs.
(Point to the top. Pause. Touch.) A table has a top.
 - b. (Repeat step a until all children's responses are firm.)
 - c. (Circle the table.) And what's the whole object called? (Touch.) A table.
 - d. What do we usually do with a table?



★ EXERCISE 1 Actions—Parts of the Body/ Prepositions

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, hold up your thumb. (Signal. Wait.)
What are you doing? (Signal.) *Holding up my thumb.*
Say the whole thing. (Signal.) *I am holding up my thumb.*
 - c. Everybody, touch your forehead. (Signal. Wait.)
What are you doing? (Signal.) *Touching my forehead.*
Say the whole thing. (Signal.) *I am touching my forehead.*
 - d. (Repeat part 1 until all children's responses are firm.)

2. Let's try a harder one.

- a. Everybody, put your hand on your shoulder. (Signal. Wait.)
Where is your hand? (Signal.) *On my shoulder.*
- b. Everybody, hold your hand over your shoulder. (Signal. Wait.)
Where is your hand now? (Signal.) *Over my shoulder.*
Keep it there.
- c. Listen carefully. Where was your hand? (Signal.) *On my shoulder.*
Say the whole thing about where your hand was. (Signal.) *My hand was on my shoulder.*

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

Individual Turns

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

★ EXERCISE 2 Materials

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

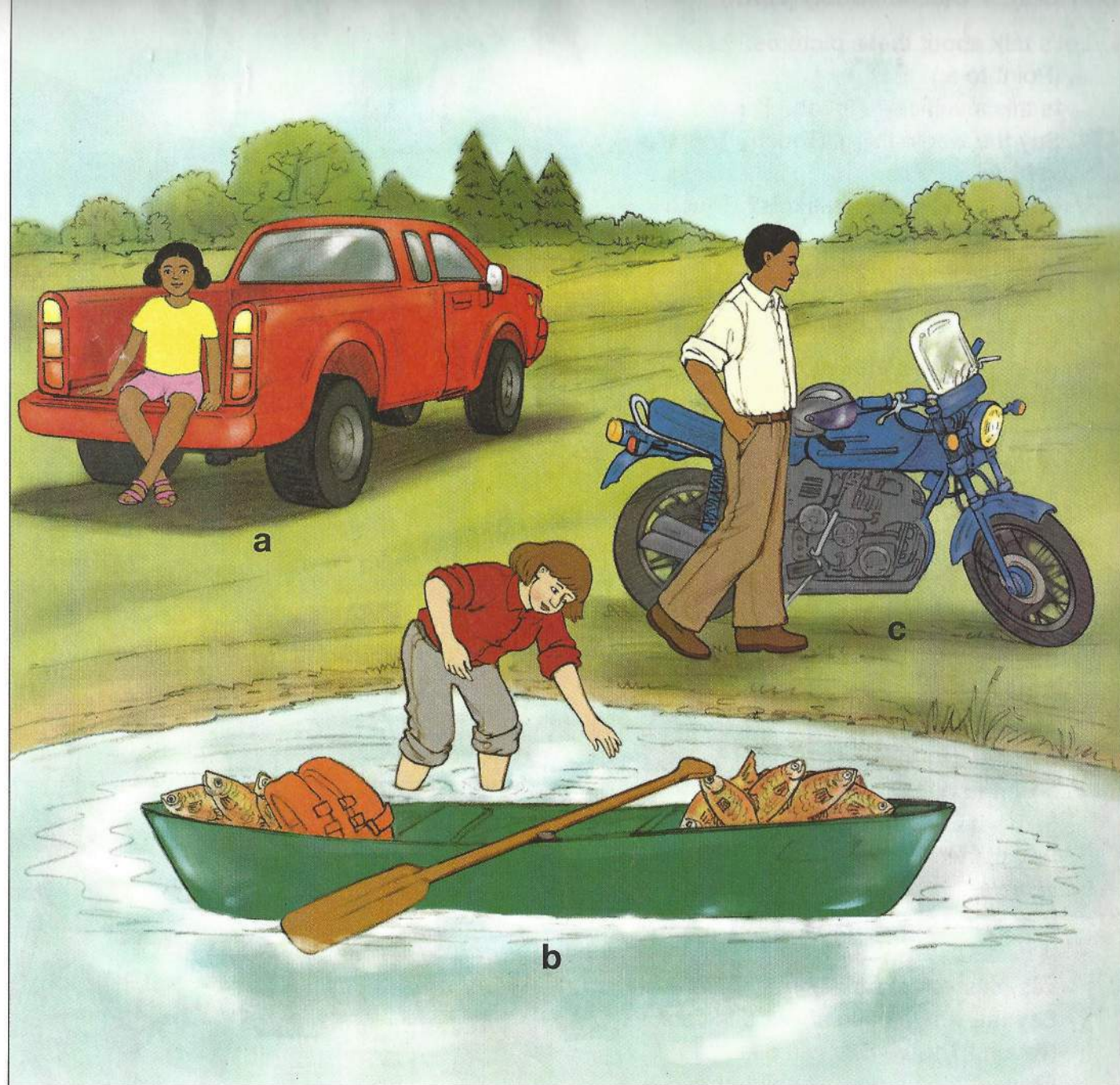
1. We're going to play a game about containers.
 - a. Tell me the rule about containers. Get ready. (Signal.) *If you put things in it, it's a container.*
 - b. Listen. I'm going to name some containers, but don't let me fool you. If I name something that is a container, you say **yes**. If I name something that is not a container, you say **not a container**.
 - c. What are you going to say if it is a container? (Signal.) *Yes.*
What are you going to say if it is not a container? (Signal.) *Not a container.*
2. Don't let me fool you.
 - a. Listen. (Pause.) **Suitcase.** (Signal.) *Yes.*
Nail. (Signal.) *Not a container.*
Why did you say not a container? (Signal.)
Because a nail is not a container.
 - b. Listen. (Pause.) **Glass.** (Signal.) *Yes.*
Jar. (Signal.) *Yes.*
Bottle. (Signal.) *Yes.*
Bag. (Signal.) *Yes.*
Knife. (Signal.) *Not a container.*
Why did you say not a container? (Signal.)
Because a knife is not a container.
 - c. Listen. (Pause.) **Cup.** (Signal.) *Yes.*
Drawer. (Signal.) *Yes.*
Package. (Signal.) *Yes.*
Bag. (Signal.) *Yes.*
Toast. (Signal.) *Not a container.*
Why did you say not a container? (Signal.)
Because toast is not a container.
 - d. Listen. (Pause.) **Arm.** (Signal.) *Not a container.*
Why did you say not a container? (Signal.)
Because an arm is not a container.
3. (Repeat part 2 until all children's responses are firm.)

1. Let's see how much information you remember.
 - a. 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.
 - b. 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.)
3. Get ready for some new information.
 - a. Listen. A forest is a place with lots of trees. 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.*
 - b. What do we call the place with the sun and clouds? (Signal.) *The sky.*
Say the whole thing about the sky. (Signal.)
The sky is the place with the sun and clouds.
 - c. What do we call a 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.*
4. (Repeat part 3 until all children can make the statements. Then say:)
I'll turn the page, and we'll see a picture of a forest.
(Turn the page quickly.)

- EXERCISE 4** Common information (cont.)
5. (Show the picture to children.)
- What place do you see in this picture?
 - What do you see in this forest?
 - What animals do you see in this forest?
 - What can you tell me about the forest?
- (Praise good responses.)



1. We're going to figure out a problem.
Everybody, what are these? (Signal.) *Vehicles.*
(Point to each vehicle, and ask:) *What is this?*
(Touch. Children are to answer *a truck, a canoe, a motorcycle.*)
2. The man will push only one of these vehicles.
Here's the rule: The man will push the vehicle with four wheels. Which vehicle will he push? (Signal.) *The vehicle with four wheels.*
Say the rule. (Signal.) *The man will push the vehicle with four wheels.*
3. We'll talk about each vehicle.
- a. (Point to a.) Does this vehicle have four wheels? (Touch.) *Yes.*
So what do you know about this vehicle?
(Call on a child. Idea: *The man will push it.*)
You're right. The man will push this vehicle.
- b. (Point to b.) Does this vehicle have four wheels? (Touch.) *No.*
So what do you know about this vehicle?
(Call on a child. Idea: *The man will not push it.*)
You're right. The man will not push this vehicle.
- c. (Point to c.) Does this vehicle have four wheels? (Touch.) *No.*
So what do you know about this vehicle?
(Call on a child. Idea: *The man will not push it.*)
You're right. The man will not push this vehicle.
- d. (Repeat part 3 until all children's responses are firm.)
4. What do we know about the vehicle that the man will push? (Signal.) *It has four wheels.*
Look at the picture. What kind of vehicle has four wheels? (Signal.) *The truck.*
So which vehicle will the man push? (Signal.)



5. Say the whole thing about the vehicle the man will push. (Signal) *The man will push the vehicle with four wheels.*
Let's turn the page and see if you are right.

6. We'll talk about each vehicle.

a. (Point to a.)

What kind of vehicle is the man pushing?

(Touch.) *A truck.*

Does this vehicle have four wheels?

(Touch.) *Yes.*

- What is the man doing? (Touch.) *Pushing the truck.*

Say the whole thing about what the man is doing. (Touch.) *The man is pushing the truck.*

b. (Point to b.)

What kind of vehicle is the girl paddling?

(Touch.) *A canoe.*

Does this vehicle have four wheels?

(Touch.) *No.*

- What is the girl doing? (Touch.) *Paddling the canoe.*

Say the whole thing about what the girl is doing. (Touch.) *The girl is paddling the canoe.*

c. (Point to c.)

What kind of vehicle is the woman riding?

(Touch.) *A motorcycle.*

Does this vehicle have four wheels?

(Touch.) *No.*

- What is the woman doing? (Touch.) *Riding the motorcycle.*

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

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

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

Would you like to help push the truck?

Do you think the man is working hard?

Have you ever been in a canoe?

What would you do with the fish in the



Individual Turns

(Repeat part 6, calling on different children for

Exercise 5 Part/Whole — Flower, Coat
Let's see if you remember the parts of these objects.

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



Individual Turns

(Repeat the exercise, calling on different children)

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 shoe, a belt, a hat, a glove, a jacket, a sandal.*)
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.)



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

5. Now we'll talk about each object.

a. (Point to a.)

• **Is this an animal?** (Touch.) Yes.

What kind of animal is it? (Touch.)

An elephant.

Say the whole thing about this animal.

(Touch.) *This animal is an elephant.*

• **Is this animal a frog?** (Touch.) No.

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

Is this animal an elephant? (Touch.) Yes.

b. (Point to b.)

Is this an animal? (Touch.) No.

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

What is this? (Touch.) *A truck.*

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

c. (Point to c.)

Is this an animal? (Touch.) No.

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

What is this? (Touch.) *A tree.*

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

d. (Point to d.)

• **Is this an animal?** (Touch.) Yes.

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

Say the whole thing about this animal.

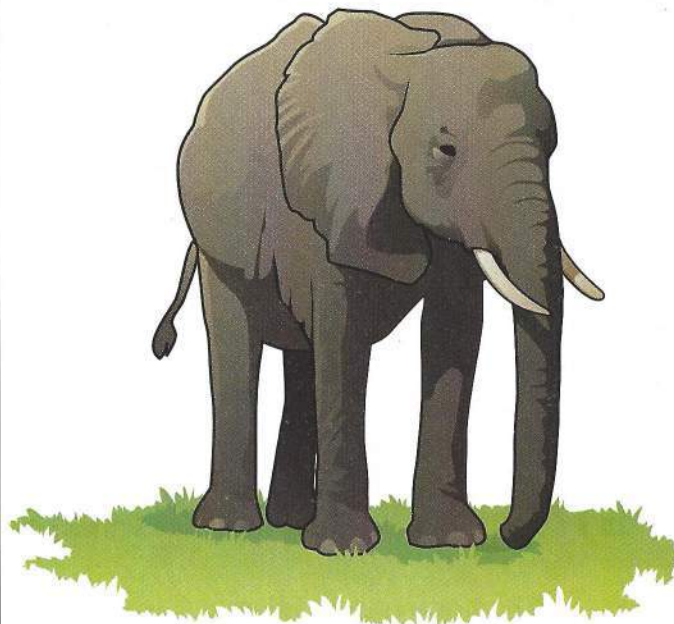
(Touch.) *This animal is a lion.*

• **Is this animal a squirrel?** (Touch.) No.

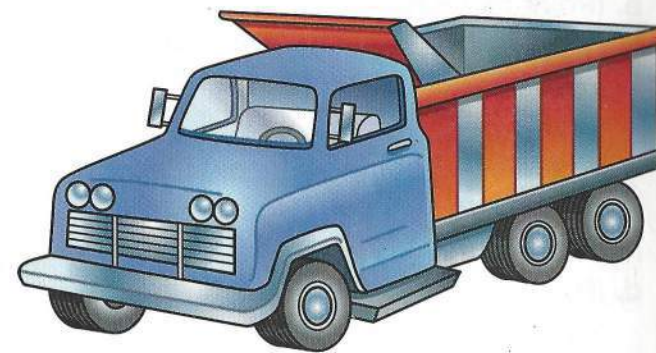
Is this animal a lion? (Touch.) Yes.

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

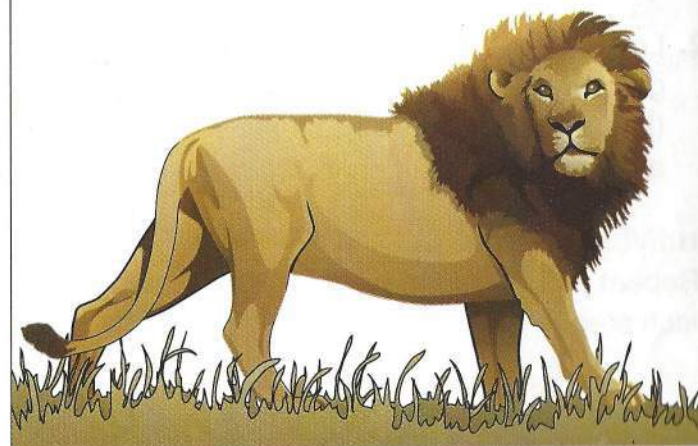
6. (Repeat part 5 until all children's responses are firm.)



a



b



d

1. These pictures show what some girls did.
 - a. (Point to a.) What are the girls doing in this picture? (Touch.) *Painting the barn.*
Say the whole thing about what they are doing. (Touch.) *They are painting the barn.*
 - b. (Point to b.)
Look at what the girls are doing now. Are they painting the barn? (Touch.) *No.*
What are they doing? (Touch.) *Washing the windows.*
Yes, they are washing the windows.
2. (Repeat part 1 until all children's responses are firm.)
3. Listen.
 - What did they do before they washed the windows? (Signal. Do not touch the picture.) *Painted the barn.*
Yes, they painted the barn.
Say the whole thing about what they did. (Touch.) *They painted the barn.*
 - (Point to b.)
Now say the whole thing about what they are doing in this picture. (Touch.) *They are washing the windows.*
4. (Repeat part 3 until all children's responses are firm.)

Individual Turns

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

