

**EXERCISE 5** Yes-and-No Questions  
with "Not" Statements

1. (Point to the fish.) Let's look at this picture.

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

b. Get ready to answer some questions.

Is this a ball? (Touch.) No.

Is this a shoe? (Touch.) No.

Is this a fish? (Touch.) Yes.

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

c. One more time.

Is this a fish? (Touch.) Yes.

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

Is this a car? (Touch.) No.

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

2. (Point to the tree.) Now look at this picture.

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

b. Get ready to answer some questions about this picture.

Is this a ball? (Touch.) No.

Is this a tree? (Touch.) Yes.

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

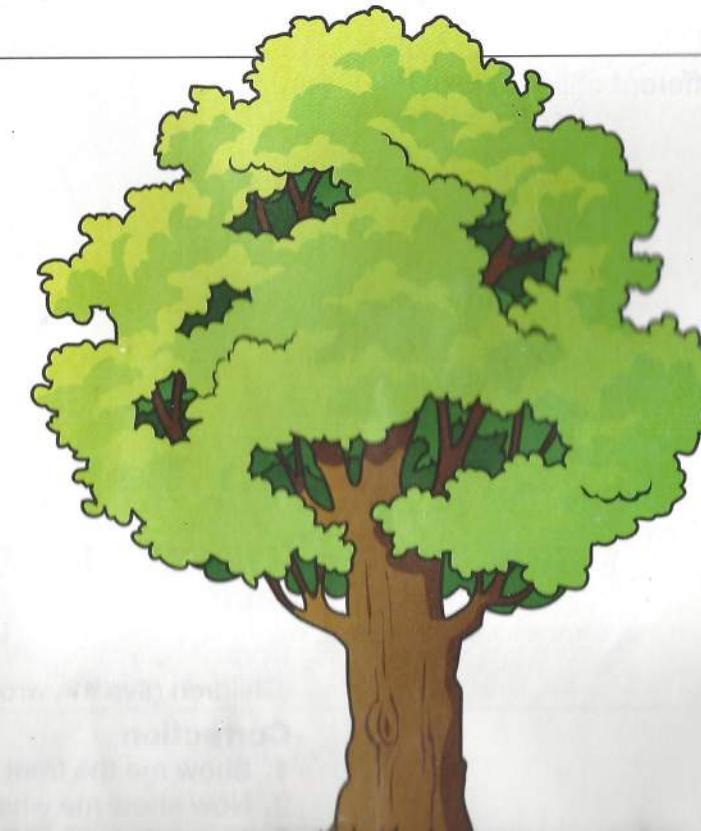
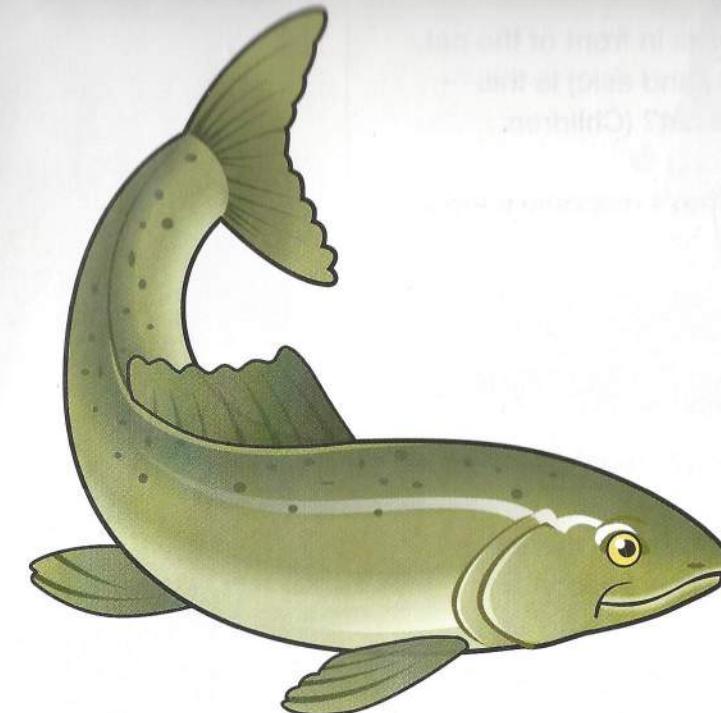
c. One more time.

Is this a ball? (Touch.) No.

Say the whole thing. (Signal.) This is not a ball.

Is this a tree? (Touch.) Yes.

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



## EXERCISE 6 Action Statements – Pictures

1. Look at these pictures.

Let's see which girl is eating.

(Point to each picture, one at a time.) **Is this girl eating?** (Children are to answer yes or no.)

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

a. (Point to a.) **Is this girl eating?** (Touch.) Yes.

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

Again. (Touch.) *This girl is eating.*

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

b. (Point to b.) **Is this girl eating?** (Touch.) No.

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

Again. (Touch.) *This girl is not eating.*

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

c. (Point to c.) **Is this girl eating?** (Touch.) No.

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

Again. (Touch.) *This girl is not eating.*

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

3. (Point to b.) We're going to talk some more about this girl.

**Is this girl walking?** (Touch.) No.

**Is this girl sitting?** (Touch.) Yes.

**Is this girl standing?** (Touch.) No.

**What is this girl doing?** (Touch.) *Sitting.*

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

4. Let's do those again.

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



**a**



**b**



**c**

### Individual Turns

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

1. (Do not show pictures.) Listen. First I'm going to touch my ear. Next I'm going to smile. Once more. First I'm going to touch my ear. Next I'm going to smile.

a. What am I going to do first? (Signal.) *Touch your ear.*

*What am I going to do next? (Signal.) Smile.*

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

b. *My turn. Here I go.* (Touch your ear. Pause. Smile.)

c. *Your turn. First you'll touch your ear. Next you'll smile. Get ready.* (Signal. Children respond.)

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

2. (Show pictures.) Look at these pictures on the arrow. They show what you do first and what you do next.

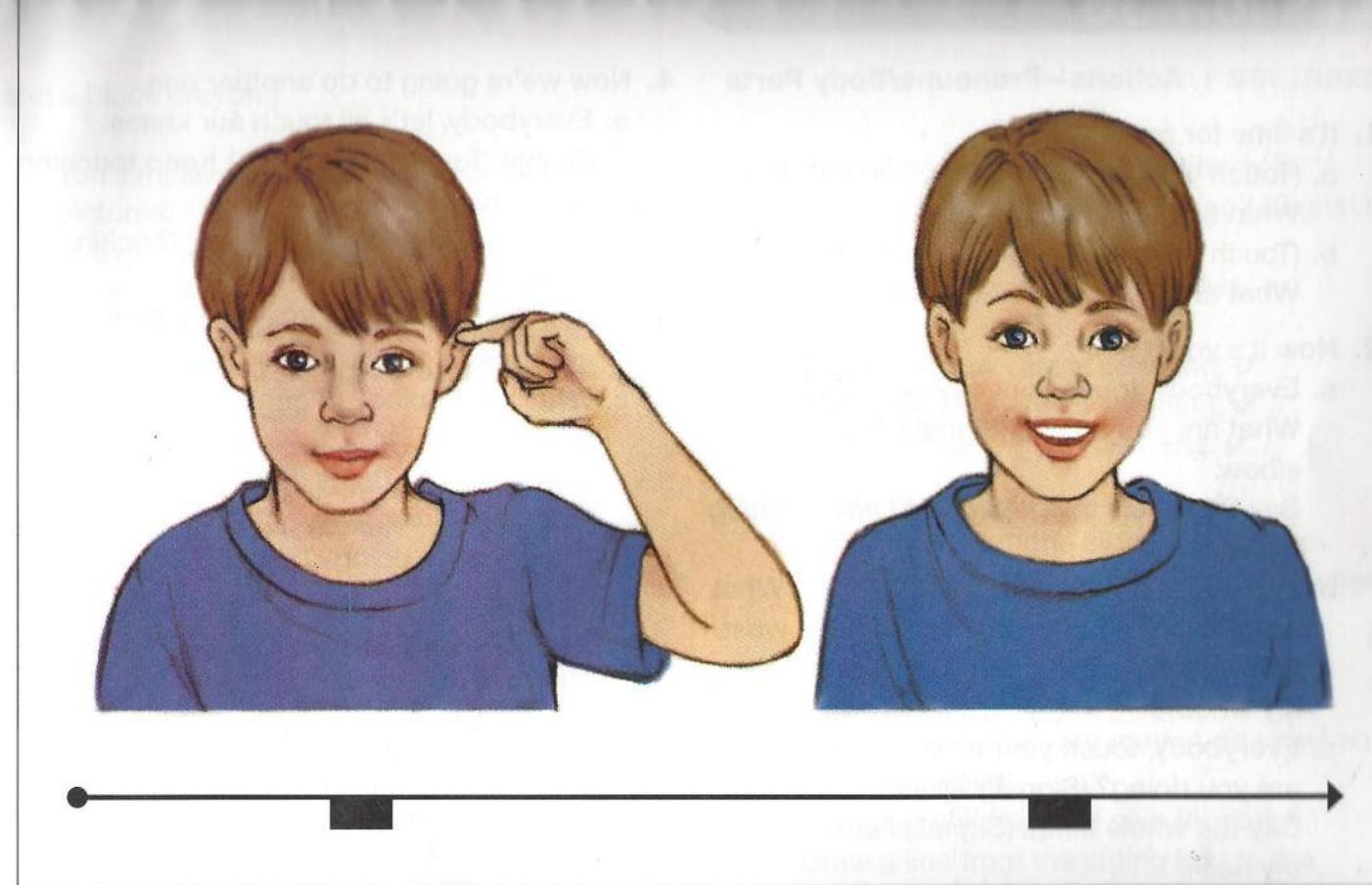
a. (Touch the ball on the arrow.) I start at the ball and stop for each picture. (Quickly move to the mark for the first picture.) This picture shows what you do first. What do you do first? (Signal.) *Touch my ear.*

b. (Continue and stop under the next picture.) This picture shows what you do next. What do you do next? (Signal.) *Smile.*

3. (Touch the ball on the arrow.) This time you're going to show me what you do. As soon as I stop, you do what the picture shows. Get ready.

a. (Quickly move to the first picture and stop.) *Show me what you do first.* (Children respond.)

b. (Quickly move under the next picture and stop.) *Show me what you do next.* (Children respond.)



4. (Return to the ball.) Let's do it faster. As soon as I stop, you show me what you do. Get ready.

a. (Move under the first picture and stop. Children respond.)

b. (Move under the next picture and stop. Children respond.)

5. *Let's do that again.* (Touch the ball, move under the first picture, and stop. Children respond.)

(Move under the next picture and stop. Children respond.)

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

#### Individual Turns

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

# LESSON 25

## EXERCISE 1 Actions — Parts of the Body

[Note: If children make a mistake, demonstrate the correct action and have children do it. Then return to step a in part 2 and repeat the exercise.]

### 1. It's time for some actions.

- I can touch my chin. Watch. (Touch your chin.)
- What am I doing? (Signal.) Touching your chin.

### 2. Now it's your turn.

- Everybody, smile. (Signal. Wait.) What are you doing? (Signal.) Smiling. Say the whole thing. (Signal.) I am smiling.
- Everybody, touch your chin. (Signal. Wait.) What are you doing? (Signal.) Touching my chin. Say the whole thing. (Signal.) I am touching my chin.
- Everybody, touch your leg. (Signal. Wait.) What are you doing? (Signal.) Touching my leg. Say the whole thing. (Signal.) I am touching my leg.
- Everybody, touch your head. (Signal. Wait.) What are you doing? (Signal.) Touching my head. Say the whole thing. (Signal.) I am touching my head.
- Everybody, touch your hand. (Signal. Wait.) What are you doing? (Signal.) Touching my hand. Say the whole thing. (Signal.) I am touching my hand.
- Put your hand down. (Signal.)

### 3. Let's do that again.

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

[Note: You will find a pointer helpful for exercises 2 and 3. You may touch the objects in any order.]

## EXERCISE 2 Common Objects

### 1. Tell me what I touch.

- (Touch the floor.) Everybody, what am I touching? (Signal.) The floor.  
Say the whole thing about what I am doing. (Signal.) You are touching the floor.
- (Touch the desk.) Everybody, what am I touching? (Signal.) The desk.  
Say the whole thing about what I am doing. (Signal.) You are touching the desk.
- (Touch the eraser.) Everybody, what am I touching? (Signal.) The eraser.  
Say the whole thing about what I am doing. (Signal.) You are touching the eraser.
- (Touch the window.) Everybody, what am I touching? (Signal.) The window.  
Say the whole thing about what I am doing. (Signal.) You are touching the window.
- (Touch the flag.) Everybody, what am I touching? (Signal.) The flag.  
Say the whole thing about what I am doing. (Signal.) You are touching the flag.
- (Touch the clock.) Everybody, what am I touching? (Signal.) The clock.  
Say the whole thing about what I am doing. (Signal.) You are touching the clock.

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

## EXERCISE 3 Actions — Pronouns

### 1. Get ready to do some more actions.

- Everybody, touch the floor. (Signal. Wait.) What are you doing? (Signal.) Touching the floor.

Say the whole thing. (Signal.) I am touching the floor.

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

### 2. Watch me.

- (Touch your arm.) What am I doing? (Signal.) Touching your arm.

Say the whole thing about what I am doing. (Signal.) You are touching your arm. Again. (Signal.) You are touching your arm. (Repeat until all children's responses are firm.)

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

Say the whole thing about what I am doing. (Signal.) You are touching the floor. (Repeat until all children can make the statement.)

- (Touch your ear.) What am I doing? (Signal.) Touching your ear.

Say the whole thing about what I am doing. (Signal.) You are touching your ear. (Repeat until all children can make the statement.)

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

#### EXERCISE 4 Missing Objects

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

##### 1. We're going to talk about missing objects.

a. (Show the pencil and the hat.) I have a pencil. I have a hat.

Do I have a pencil? (Signal.) Yes.

Do I have a hat? (Signal.) Yes.

b. Close your eyes. Don't look. (Remove the hat. Keep the pencil.) Open your eyes. ✓

What object do I have now? (Signal.)

The pencil.

Do I have the hat? (Signal.) No.

Which object is missing? (Signal.) The hat.

Yes, the hat is missing.

##### 2. Let's do it again.

a. (Show the hat and the pencil.) I have a hat. I have a pencil.

Do I have a hat? (Signal.) Yes.

Do I have a pencil? (Signal.) Yes.

b. Close your eyes. (Remove the pencil.) Open your eyes.

What object do I have now? (Signal.) The hat.

Do I still have a pencil? (Signal.) No.

Which object is missing? (Signal.) The pencil.

##### 3. Once more.

a. (Show the pencil and the hat.) I have a pencil. I have a hat.

b. Close your eyes. (Remove the hat.) Open your eyes. Which object do I still have? (Signal.) The pencil.

Which object is missing? (Signal.) The hat.

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

d. (Pour water from the second glass into the first glass.)

(Point to the second glass.) Is this glass full? (Signal.) No.

(Point to the first glass.) Is this glass full? (Signal.) Yes.

(Pour the water back into the pitcher.)

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

#### EXERCISE 5 Opposites – Full/Not Full (Demonstration)

[Note: You will need two identical glasses and a pitcher of water for this demonstration.]

##### 1. Watch what I do.

a. (Hold up the first glass.) What is this? (Signal.) A glass.

(Hold up the second glass.) What is this? (Signal.) A glass.

b. (Point to the second glass.) Is this glass full? (Signal.) No.

(Point to the first glass.) Is this glass full? (Signal.) No.

c. (Fill the second glass with water.)

Everybody, is this glass full? (Signal.) Yes.

(Point to the first glass.) Is this glass full? (Signal.) No.

## EXERCISE 6 Opposites—Full/Not Full

1. Look at these jars.

(Point to a.) What is this?

(Signal.) A jar.

(Point to b.) What is this?

(Signal.) A jar.

2. We'll talk some more about these jars.

a. (Point to a.) This jar is full.

b. (Point to b.) This jar is not full.

• Your turn. (Point to each jar and ask,)

Is this jar full? (Children are to answer yes or no.) ●

3. Now we're going to say the whole thing.

a. (Point to a.) Is this jar full? (Touch.) Yes.

My turn to say the whole thing. This jar is full.

b. (Point to b.) Is this jar full? (Touch.) No.

Say the whole thing. (Signal.) This jar is not full.

c. (Point to c.) Is this jar full? (Touch.) No.

Say the whole thing. (Signal.) This jar is not full.

d. (Point to d.) Is this jar full? (Touch.) Yes.

Say the whole thing. (Signal.) This jar is full.

4. Let's do that again.

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

### Individual Turns

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



a



b



c



d

## CORRECTIONS

### EXERCISE 6

#### ● Error

(Children give the wrong answer.)

#### Correction

1. Yes, the jar is full or No, the jar is not full.

2. Is this jar full? (Touch. Wait.)

3. (Return to part 3 of the exercise.)

## EXERCISE 7 Identity Statements

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

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

(Touch.) *An elephant.*

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

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

(Touch.) *A bird.*

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

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

(Touch.) *A cow.*

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

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

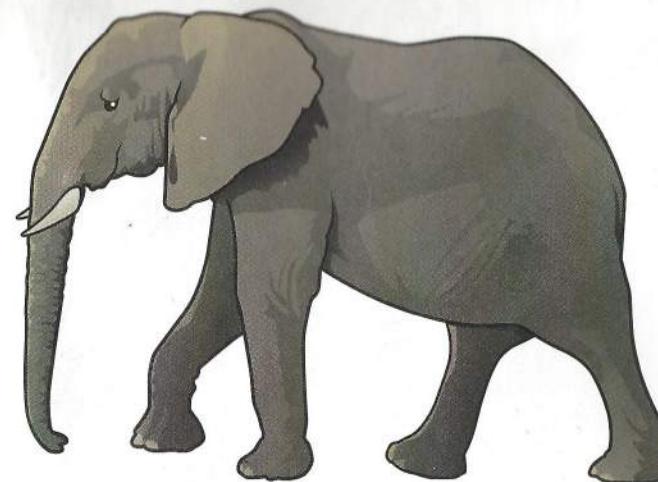
(Touch.) *A balloon.*

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

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

### Individual Turns

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



a



b



a



b

**EXERCISE 8** Yes-and-No Questions  
with “Not” Statements

1. (Point to the car.) Let's look at this picture.

- Everybody, what is this? (Touch.) A car.  
Say the whole thing. (Touch.) *This is a car.*
- Get ready to answer some questions.

Is this a cat? (Touch.) No.

Is this a tree? (Touch.) No.

Is this a car? (Touch.) Yes.

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

c. One more time.

Is this a dog? (Touch.) No.

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

Is this a car? (Touch.) Yes.

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



2. (Point to the elephant.) Look at this picture.

- Everybody, what is this? (Touch.) An elephant.  
Say the whole thing. (Touch.) *This is an elephant.*
- Get ready to answer some questions.

Is this an ear? (Touch.) No.

Is this a bus? (Touch.) No.

Is this an elephant? (Touch.) Yes.

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

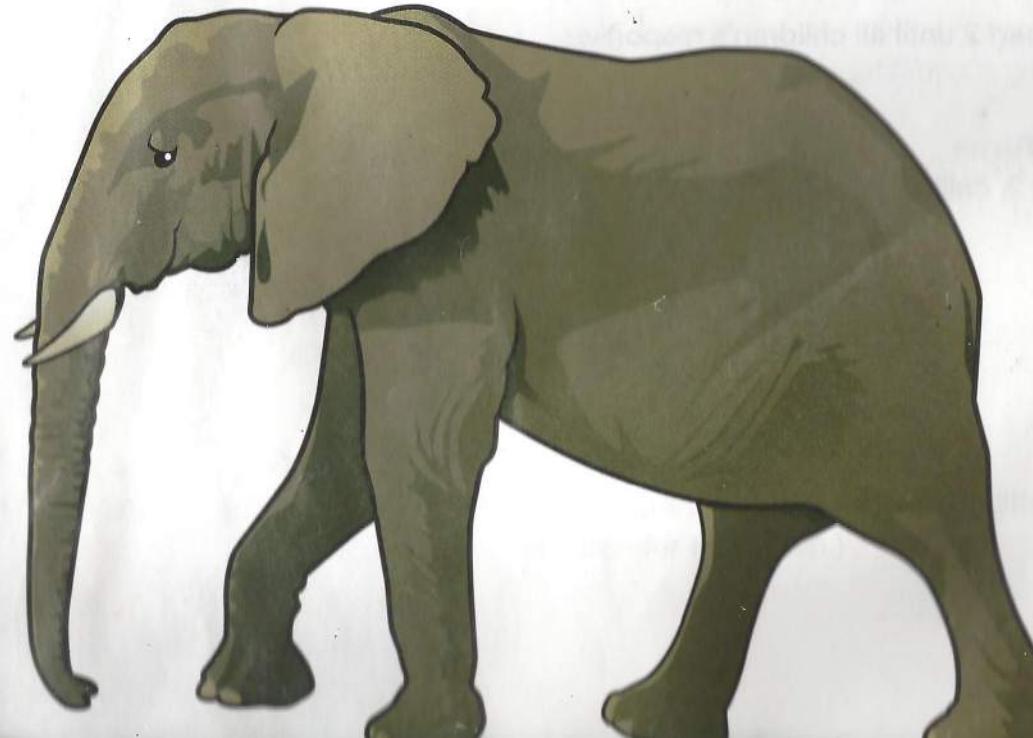
c. One more time.

Is this an elephant? (Touch.) Yes.

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

Is this an egg? (Touch.) No.

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



**Individual Turns**

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

## EXERCISE 9 Action Statements—Pictures

1. Look at these pictures. Let's see which girl is running.

a. (Point to a.) Is this girl running? (Touch.)

No.

b. (Point to b.) Is this girl running? (Touch.)

Yes.

c. (Point to c.) Is this girl running? (Touch.)

No.

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

2. Listen.

a. (Point to a.) Is this girl running? (Touch.)

No.

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

Again. (Touch.) *This girl is not running.*

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

b. (Point to b.) Is this girl running? (Touch.)

Yes.

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

Again. (Touch.) *This girl is running.*

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

c. (Point to c.) Is this girl running? (Touch.)

No.

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

Again. (Touch.) *This girl is not running.*

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

3. We're going to talk about this girl some more.

a. (Point to c.)

Is this girl jumping? (Touch.) No.

Is this girl eating? (Touch.) Yes.

Is this girl walking? (Touch.) No.



a



b



c

b. What is this girl doing? (Touch.) *Eating.*

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

4. Let's do those again.

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

### Individual Turns

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

## EXERCISE 10 Actions—First, Next

1. (Do not show pictures.) Listen. First I'm going to touch my nose. Next I'm going to touch my head.

Once more. First I'm going to touch my nose. Next I'm going to touch my head.

a. What am I going to do first? (Signal.) *Touch your nose.*

b. What am I going to do next? (Signal.) *Touch your head.*

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

2. My turn. Here I go. (Touch your nose. Pause. Touch your head.)

a. Your turn. First you'll touch your nose. Next you'll touch your head.

*Get ready.* (Signal. Children respond.)

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

3. (Show the pictures.) Look at these pictures on the arrow. They show what you do first and what you do next.

a. (Touch the ball on the arrow.) I start at the ball and stop for each picture.

(Quickly move to the mark for the first picture.) This picture shows what you do first.

*What do you do first?* (Signal.) *Touch my nose.*

b. (Continue and stop under the next picture.)

*This picture shows what you do next.*

*What do you do next?* (Signal.) *Touch my head.*



4. (Touch the ball on the arrow.) This time you're going to show me what you do. As soon as I stop, you do what the picture shows. Get ready.

a. (Move under the first picture and stop.)

*Show me what you do first.*  
(Children respond.)

b. (Move under the next picture and stop.)  
*Show me what you do next.* (Children respond.)

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

**EXERCISE 1 Actions—Pronouns****1. Get ready to do some actions.**

- a. Everybody, touch your shoe. (Signal. Wait.)  
What are you doing? (Signal.) *Touching my shoe.*

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

- b. Everybody, touch your hair. (Signal. Wait.)  
What are you doing? (Signal.) *Touching my hair.*

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

- c. Everybody, touch your mouth. (Signal. Wait.)  
What are you doing? (Signal.) *Touching my mouth.*

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

- d. Everybody, touch your ear. (Signal. Wait.)  
What are you doing? (Signal.) *Touching my ear.*

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

- e. (Repeat steps a through d until all children can make the statements.)

**2. Get ready to tell me what I am doing.**

- a. (Touch your shoe.) **What am I doing?**  
(Signal.) *Touching your shoe.*  
**Say the whole thing about what I am doing.**  
(Signal.) *You are touching your shoe.*  
**Again.** (Signal.) *You are touching your shoe.*

- b. (Touch your hair.) **What am I doing?**  
(Signal.) *Touching your hair.*  
**Say the whole thing about what I am doing.**  
(Signal.) *You are touching your hair.*  
**Again.** (Signal.) *You are touching your hair.*

- c. (Touch your mouth.) **What am I doing?**  
(Signal.) *Touching your mouth.*  
**Say the whole thing about what I am doing.**  
(Signal.) *You are touching your mouth.*  
**Again.** (Signal.) *You are touching your mouth.*
- d. (Touch the floor.) **What am I doing?**  
(Signal.) *Touching the floor.*  
**Say the whole thing about what I am doing.**  
(Signal.) *You are touching the floor.*  
**Again.** (Signal.) *You are touching the floor.*
3. (Repeat part 2 until all children can make the statements.)

**EXERCISE 2 Common Objects**

[Note: You will find a pointer helpful for this exercise. You may touch the objects in any order.]

1. I'm going to point to something in this room and tell you what it is. (Point to the ceiling.) This is the ceiling. **What is this?** (Signal.) *The ceiling.*

- a. (Touch a flag.) **Everybody, what am I touching?** (Signal.) *A flag.*  
**Say the whole thing about what I am doing.**  
(Signal.) *You are touching a flag.*

- b. (Touch a bookcase.) **Everybody, what am I touching?** (Signal.) *A bookcase.*  
**Say the whole thing about what I am doing.**  
(Signal.) *You are touching a bookcase.*

- c. (Touch a window.) **Everybody, what am I touching?** (Signal.) *A window.*  
**Say the whole thing about what I am doing.**  
(Signal.) *You are touching a window.*

- d. (Touch a clock.) **Everybody, what am I touching?** (Signal.) *A clock.*  
**Say the whole thing about what I am doing.**  
(Signal.) *You are touching a clock.*
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 Missing Objects**

[Note: You will need a glass and a hat for this exercise.]

1. You're going to learn about missing things.

- a. (Show a glass and a hat.) **I have a glass.**  
**I have a hat.**  
b. Close your eyes. Don't look. (Remove the glass. Keep the hat.) **Open your eyes.**  
c. **Which object do I have now?** (Signal.) *The hat.*  
**So which object is missing?** (Signal.) *The glass.*  
d. **Say the whole thing.** (Signal.) *The glass is missing.*

2. Let's do it again. (Show the glass and the hat.) **I have a glass. I have a hat.**

- a. **Everybody, close your eyes.** (Remove the hat.)  
b. **Open your eyes. Which object do I have now?** (Signal.) *The glass.*  
**So which object is missing?** (Signal.) *The hat.*  
c. **Say the whole thing.** (Signal.) *The hat is missing.*

#### EXERCISE 4 Opposites – Full/Not Full

1. Look at these glasses.

Let's find the glasses that are full.

- a. (Point to a.) Is this glass full? (Touch.) Yes.
- b. (Point to b.) Is this glass full? (Touch.) Yes.
- c. (Point to c.) Is this glass full? (Touch.) No.
- d. (Point to d.) Is this glass full? (Touch.) No.

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

2. Now you're going to say the whole thing.

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

#### Individual Turns

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



a



b



1. Look at these pictures. Let's see which man is jumping.

- a. (Point to a.) Is this man jumping? (Touch.) Yes.
- b. (Point to b.) Is this man jumping? (Touch.) No.
- c. (Point to c.) Is this man jumping? (Touch.) No.

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

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

Say the whole thing. (Touch.) *This man is jumping.*

Again. (Touch.) *This man is jumping.*

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

- b. (Point to b.) Is this man jumping? (Touch.) No.

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

Again. (Touch.) *This man is not jumping.*

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

- c. (Point to c.) Is this man jumping? (Touch.) No.

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

Again. (Touch.) *This man is not jumping.*

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

3. (Point to c.)

- a. We're going to talk about this man some more.

Is this man touching his head? (Touch.) No.

Is this man sleeping? (Touch.) No.

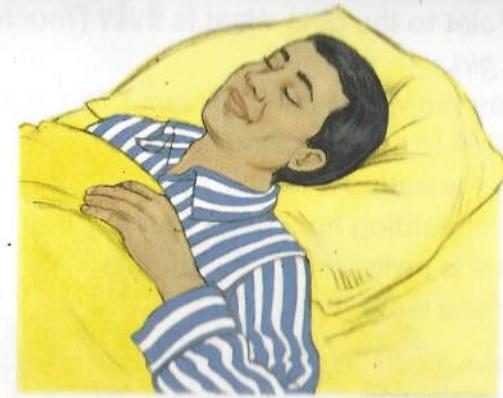
Is this man walking? (Touch.) Yes.

- b. What is this man doing? (Touch.) Walking.

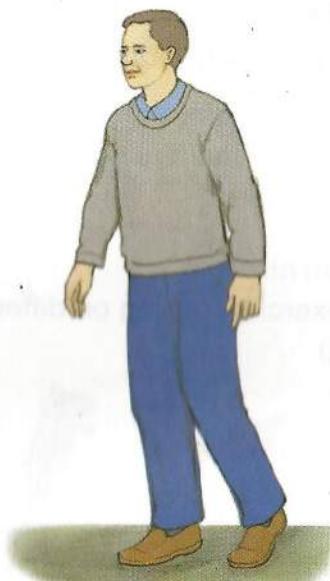
Say the whole thing. (Touch.) *This man is walking.*



a



b



c

- 4. Let's do those again.

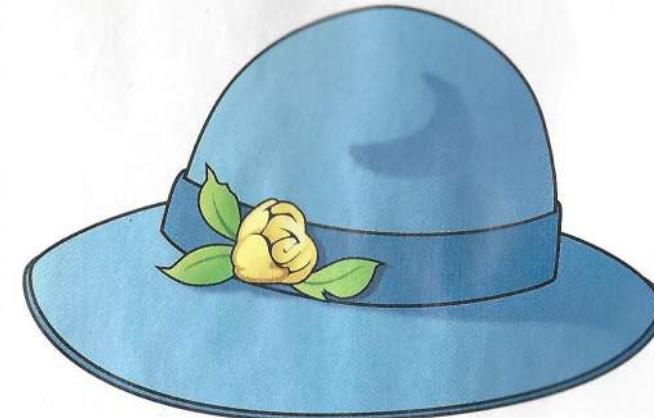
(Repeat parts 2 and 3 until all children's responses are firm.)

#### Individual Turns

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

## EXERCISE 6 Identity Statements with "Not"

- 1. We're going to talk about some objects.
  - a. (Point to a.) What is this? (Touch.) A hat.  
Say the whole thing. (Touch.) *This is a hat.*
  - b. (Point to b.) What is this? (Touch.) A cat.  
Say the whole thing. (Touch.) *This is a cat.*
  - c. (Point to c.) What is this? (Touch.) A dog.  
Say the whole thing. (Touch.) *This is a dog.*
  - d. (Point to d.) What is this? (Touch.) A bike.  
Say the whole thing. (Touch.) *This is a bike.*



a



b



a



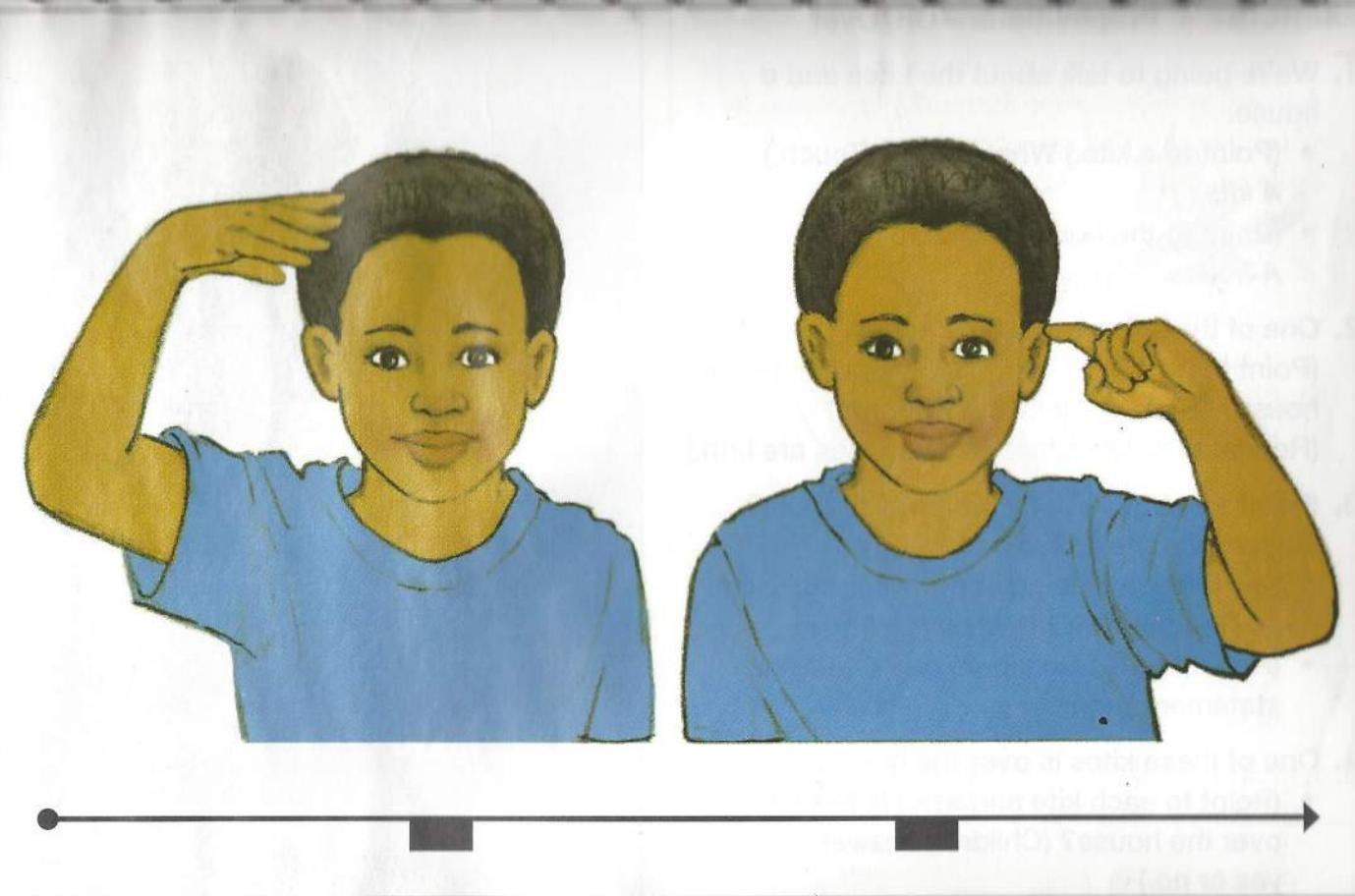
2. Now we're going to talk about the dog.
  - a. (Point to a.) Is this a dog? (Touch.) No.  
Say the whole thing. (Touch.) *This is not a dog.*
  - b. (Point to b.) Is this a dog? (Touch.) No.  
Say the whole thing. (Touch.) *This is not a dog.*
  - c. (Point to c.) Is this a dog? (Touch.) Yes.  
Say the whole thing. (Touch.) *This is a dog.*
  - d. (Point to d.) Is this a dog? (Touch.) No.  
Say the whole thing. (Touch.) *This is not a dog.*
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 Actions—First, Next

1. The pictures on the arrow show what you do first and what you do next.
  - a. (Touch the ball on the arrow.) I'm going to follow the arrow. When I stop, you'll tell me what you do. (Quickly move and stop under the first picture.) What do you do first? (Signal.) Touch my head.
  - b. (Continue and stop under the next picture.) What do you do next? (Signal.) Touch my ear.
2. (Return to the ball.) This time you'll show me. Remember, as soon as I stop, show me what to do. Get ready.
  - a. (Quickly move and stop under the first picture. Children respond.)
  - b. (Continue and stop under the next picture. Children respond.)
3. (Repeat part 2 until all children's responses are firm.)  
You did what the pictures show.
4. (Remove the book.) See if you can do those things without looking at the book.
  - a. Show me what you do first. (Signal. Children respond.)
  - b. Show me what you do next. (Signal. Children respond.)

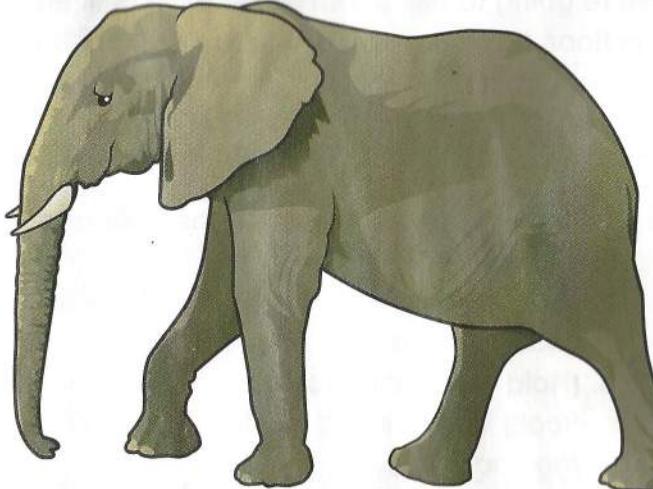


## EXERCISE 8 Identity Statements

1. We're going to talk about some objects.
  - a. (Point to a.) Everybody, what is this?  
(Touch.) An elephant.  
Say the whole thing. (Touch.) *This is an elephant.*
  - b. (Point to b.) Everybody, what is this?  
(Touch.) A bird.  
Say the whole thing. (Touch.) *This is a bird.*
  - c. (Point to c.) Everybody, what is this?  
(Touch.) A cow.  
Say the whole thing. (Touch.) *This is a cow.*
  - d. (Point to d.) Everybody, what is this?  
(Touch.) A balloon.  
Say the whole thing. (Touch.) *This is a balloon.*
2. (Repeat part 1 until all children's responses are firm.)

### Individual Turns

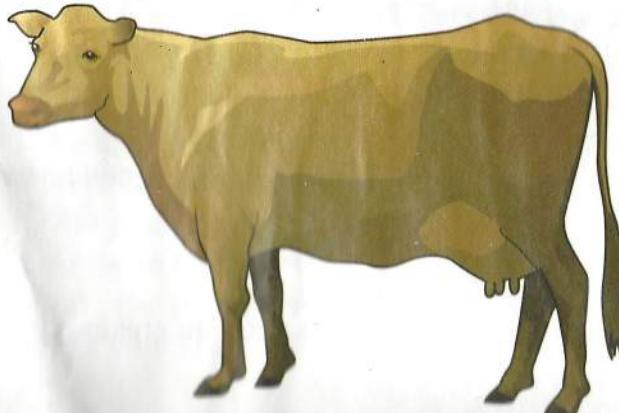
(Repeat part 1, calling on different children for each step.)



a



b



a



## EXERCISE 1 Actions – Pronouns

### 1. We're going to do some actions.

a. Everybody, let's all stand up. (Stand up with children.)

What am I doing? (Signal.) Standing up.

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

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

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

c. Everybody, say the whole thing about what I am doing. (Signal.) You are standing up.

Everybody, say the whole thing about what you are doing. (Signal.) I am standing up.

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

### 2. Let's do some more.

a. Everybody, let's all sit down. (Sit down with children.) What am I doing? (Signal.) Sitting down.

Say the whole thing about what I am doing. (Signal.) You are sitting down.

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

Say the whole thing about what you are doing. (Signal.) I am sitting down.

### 3. Here are some more actions.

a. Everybody, touch your mouth. What are you doing? (Signal.) Touching my mouth. Say the whole thing. (Signal.) I am touching my mouth.

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

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

c. Everybody, touch your arm. (Signal.) ✓

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

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

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

## Individual Turns

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

## EXERCISE 2 Information – City/Town/Place

1. I'll tell you the name of the city/town/place you live in. You live in \_\_\_\_\_.

a. What's the name of the city/town/place you live in? (Pause. Signal.)

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

c. What's the name of your teacher? (Pause. Signal.)

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

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

a. (Hold the pencil on the tabletop.) Is the pencil on the table? Yes.

(Hold the pencil on another part of the tabletop.) Is the pencil on the table? Yes.

(Hold the pencil over the tabletop.) Is the pencil on the table? No.

(Hold the pencil next to the table.) Is the pencil on the table? No.

(Hold the pencil near the floor.) Is the pencil on the table? No.

b. Your turn. Tell me if the pencil is on the table.

(Repeat step a, with children answering the questions.)

3. Now we're going to say the whole thing.

Watch. (Put the pencil on the table.)

Is the pencil on the table? (Signal.) Yes.

Say the whole thing with me. (Signal.) The pencil is on the table.

All by yourselves. Say the whole thing about where the pencil is. (Signal.) The pencil is on the table.

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

## EXERCISE 3 Prepositions – On (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.

a. (Hold up the pencil.) What is this? (Signal.) A pencil.

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

## EXERCISE 4 Identity Statements

1. I'll tell you about these pictures.

- a. (Point to a.) This is a leaf. What is this?  
(Touch.) A leaf.
- b. (Point to b.) This is a sink. What is this?  
(Touch.) A sink.
- c. (Point to c.) This is a telephone. What is this? (Touch.) A telephone.

2. Now it's your turn.

- a. (Point to a.) Everybody, what is this?  
(Touch.) A leaf.  
Say the whole thing. (Touch.) This is a leaf.

- b. (Point to b.) Everybody, what is this?  
(Touch.) A sink.  
Say the whole thing. (Touch.) This is a sink.

- c. (Point to c.) Everybody, what is this?  
(Touch.) A telephone.  
Say the whole thing. (Touch.) This is a telephone.

- d. (Point to d.) Everybody, what is this?  
(Touch.) A bookcase.  
Say the whole thing. (Touch.) This is a bookcase.

- e. (Point to e.) Everybody, what is this?  
(Touch.) A balloon.  
Say the whole thing. (Touch.) This is a balloon.

- f. (Point to f.) Everybody, what is this?  
(Touch.) A door.  
Say the whole thing. (Touch.) This is a door.

3. Let's do that again.

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

### Individual Turns

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



a



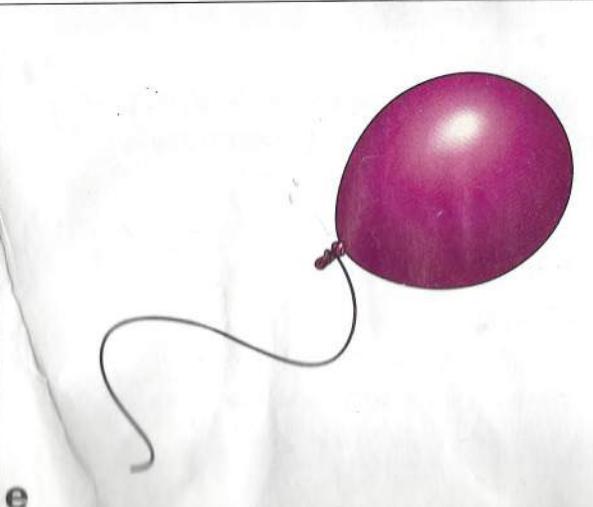
b



c



d



e



f

## EXERCISE 5 Opposites – Full/Not Full

1. Look at these boxes. Let's find the boxes that are full.

- a. (Point to a.) Is this box full? (Touch.) Yes.
- b. (Point to b.) Is this box full? (Touch.) Yes.
- c. (Point to c.) Is this box full? (Touch.) No.
- d. (Point to d.) Is this box full? (Touch.) No.

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

2. Let's talk about each box.

- a. (Point to a.) Is this box full? (Touch.) Yes.  
Say the whole thing. (Touch.) *This box is full.*

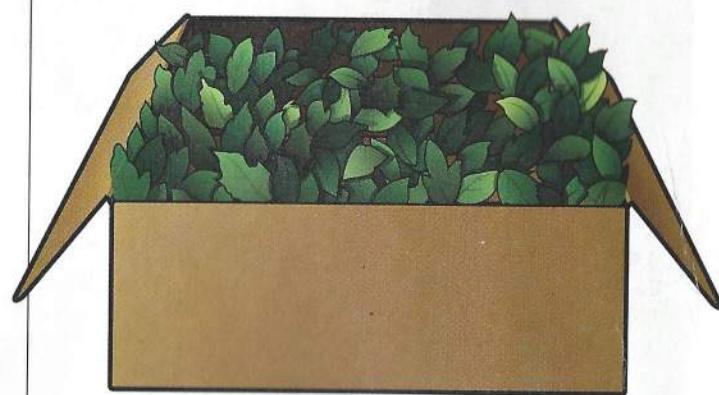
- b. (Point to b.) Is this box full? (Touch.) Yes.  
Say the whole thing. (Touch.) *This box is full.*

- c. (Point to c.) Is this box full? (Touch.) No.  
Say the whole thing. (Touch.) *This box is not full.*

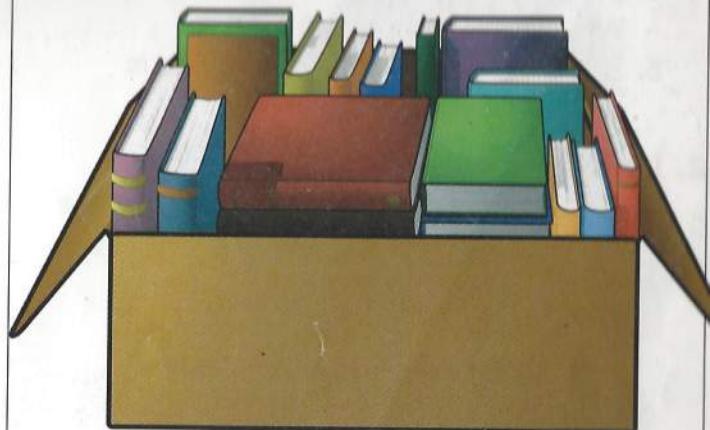
- d. (Point to d.) Is this box full? (Touch.) No.  
Say the whole thing. (Touch.) *This box is not full.*

### Individual Turns

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



a

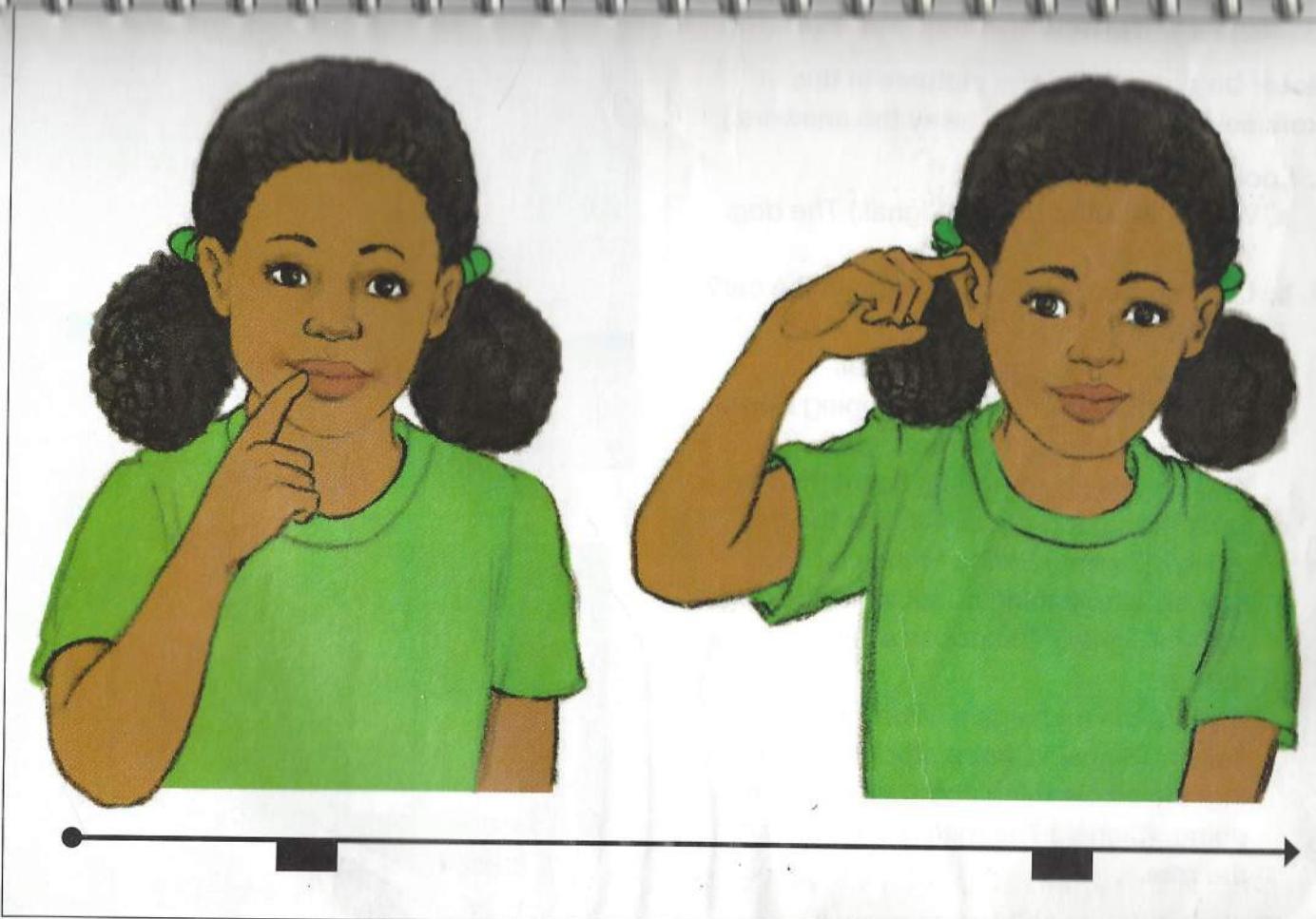


b



**EXERCISE 6** Actions—First, Next

1. The pictures on the arrow show what you do first and what you do next.  
I'm going to follow the arrow. When I stop, you'll tell me what you do.
  - a. (Quickly move and stop under the first picture.) **What do you do first?** (Signal.) *Touch my mouth.*
  - b. (Continue and stop under the next picture.) **What do you do next?** (Signal.) *Touch my ear.*
2. (Return to the ball.) This time you'll show me. Remember, as soon as I stop, show me what to do. Get ready.
  - a. (Quickly move and stop under the first picture. Children respond.)
  - b. (Continue and stop under the next picture. Children respond.)
3. You did what the pictures show. (Remove the book.) See if you can do those things without looking at the book.
  - a. **Show me what you do first.** (Signal. Children respond.)
  - b. **Show me what you do next.** (Signal. Children respond.)
4. (Repeat parts 2 and 3 until all children's responses are firm.)



1. Look at these pictures. Let's see which girl is running.

a. (Point to a.) Is this girl running? (Touch.)

No.

b. (Point to b.) Is this girl running? (Touch.)

Yes.

c. (Point to c.) Is this girl running? (Touch.)

No.

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

a. (Point to a.) Is this girl running? (Touch.)

No.

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

Again. (Touch.) *This girl is not running.*

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

b. (Point to b.) Is this girl running? (Touch.)

Yes.

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

Again. (Touch.) *This girl is running.*

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

c. (Point to c.) Is this girl running? (Touch.)

No.

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

Again. (Touch.) *This girl is not running.*

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

3. We're going to talk about this girl some more.

(Point to c.)

a. Is this girl jumping? (Touch.) No.

Is this girl eating? (Touch.) Yes.

Is this girl walking? (Touch.) No.

b. What is this girl doing? (Touch.) *Eating.*

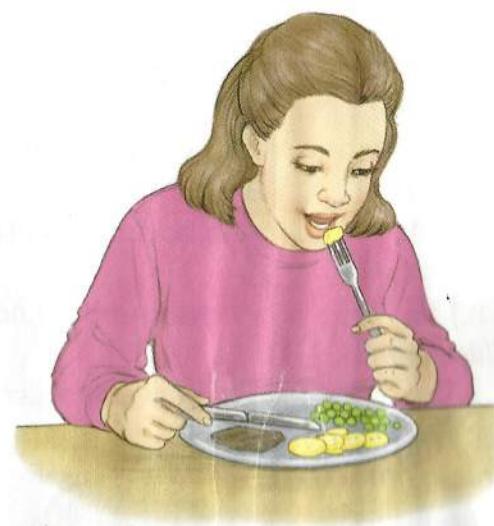
Say the whole thing. (Touch.) *This girl is eating.*



**a**



**b**



**c**

4. Let's do those again.

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

#### Individual Turns

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

## **EXERCISE 1** Actions – Part/Whole (Body Parts)

### 1. We're going to do some actions.

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

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

Put your hand down. (Signal.)

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

c. (Touch both your ears.) These parts are called ears. What are these parts called? (Signal.) Ears.

### 2. Everybody, touch your ears. (Signal. Children respond.)

These are your ears. Put your hands down.

(Signal.)

a. (Point to your eyes.) These parts are eyes. What are these parts? (Signal.) Eyes. Everybody, point to your eyes. (Signal. Children respond.)

b. Touch your mouth. (Signal. Wait.)

c. Touch your nose. (Signal. Wait.)

d. Touch your ears. (Signal. Wait.)

Put your hands down. (Signal.)

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

## **EXERCISE 2** Actions – Prepositions: On

### 1. We're going to talk about my hand and the floor.

a. (Hold up your hand.) What is this? (Signal.) Your hand.

b. (Point to the floor.) What is this? (Signal.) The floor.

### 2. My turn. I'll tell you if I hold my hand on the floor.

a. (Hold your hand on the floor.) Is my hand on the floor? Yes.

- b. (Hold your hand about two inches above the floor.) Is my hand on the floor? No.
- c. (Hold your hand on the floor.) Is my hand on the floor? Yes.
- d. (Hold your hand about eight inches above the floor.) Is my hand on the floor? No.

### 3. Your turn. Tell me if my hand is on the floor.

a. (Hold your hand on the floor.) Is my hand on the floor? (Signal.) Yes.

b. (Hold your hand about two inches above the floor.) Is my hand on the floor? (Signal.) No.

c. (Hold your hand on the floor.) Is my hand on the floor? (Signal.) Yes.

d. (Hold your hand about eight inches above the floor.) Is my hand on the floor? (Signal.) No.

### 4. Now we're going to say the whole thing.

a. Watch. (Put your hand on the floor.) Is my hand on the floor? (Signal.) Yes. Say the whole thing with me. (Signal. Respond with children.) Your hand is on the floor.

b. All by yourselves. Say the whole thing about where my hand is. (Signal. Do not respond with children.) Your hand is on the floor.

### 5. (Repeat part 4 until all children can make the statement.)

## **EXERCISE 3** Missing Objects

[Note: You will need a dollar, a glass, and a piece of chalk for this exercise.]

### 1. We're going to talk about missing objects.

a. (Show a dollar.) Everybody, this is a dollar. What is this? (Signal.) A dollar.

(Show a glass.) Everybody, this is a glass. What is this? (Signal.) A glass.

b. Everybody, point to the glass. (Signal.) Everybody, point to the dollar. (Signal.)

c. Let's do those again.

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

### 2. I'm going to take one object away. See if you can tell which object is missing. Everybody, close your eyes. (Remove the glass. Keep the dollar.)

a. Open your eyes.

I had a glass and a dollar.

Which object do I have now? (Signal.) The dollar.

Which object is missing? (Signal.) The glass.

### b. Say the whole thing about the glass. (Signal.) The glass is missing. Good figuring it out.

### 3. I'm going to make it harder.

a. (Show the glass, the dollar, and a piece of chalk.) I have a glass, a dollar, and chalk. See if you can tell which object is missing. Close your eyes. Don't look. (Remove the chalk.)

b. Open your eyes. I had a glass, a dollar, and chalk. Do I still have a glass? (Signal.) Yes. Do I still have a dollar? (Signal.) Yes. Do I still have chalk? (Signal.) No. So which object is missing? (Signal.) The chalk.

c. Say the whole thing about the chalk. (Signal.) The chalk is missing. Good figuring it out.

#### EXERCISE 4 Common Objects

[Note: You will find a pointer helpful for this exercise. You may touch the objects in any order.]

1. I'm going to touch different objects in this room. Tell me what I touch.

- a. (Touch a cabinet.) Everybody, what object am I touching? (Signal.) A cabinet.  
Say the whole thing about what I am doing.  
(Signal.) You are touching a cabinet.

- b. (Touch a window.) Everybody, what am I touching? (Signal.) A window.  
Say the whole thing about what I am doing.  
(Signal.) You are touching a window.

- c. (Point to the ceiling.) Everybody, what am I pointing to? (Signal.) The ceiling.  
Say the whole thing about what I am doing.  
(Signal.) You are pointing to the ceiling.

- d. (Touch a bookcase.) Everybody, what am I touching? (Signal.) A bookcase.  
Say the whole thing about what I am doing.  
(Signal.) You are touching a bookcase.

- e. (Touch a desk.) Everybody, what am I touching? (Signal.) A desk.  
Say the whole thing about what I am doing.  
(Signal.) You are touching a desk.

1. (Touch a chalkboard.) Everybody, what am I touching? (Signal.) A chalkboard.  
Say the whole thing about what I am doing.  
(Signal.) You are touching a chalkboard.

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

#### Individual Turns

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

#### EXERCISE 5 Actions – Pronouns

1. We're going to do some actions.

a. Everybody, let's all stand up. (Signal. Stand up with children.)

b. Everybody, what am I doing? (Signal.) Standing up.

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

c. What are you doing? (Signal.) Standing up.  
Say the whole thing about what you are doing. (Signal.) I am standing up.

d. Everybody, what are we doing? (Signal.) Standing up.

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

e. Again. (Signal.) We are standing up.

2. All by yourselves.

- a. What are we doing? (Signal.) Standing up.
- b. Say the whole thing. (Signal.) We are standing up.  
(Repeat until all children's responses are firm.)

- c. Everybody, say the whole thing about what we are doing. (Signal.) We are standing up.  
(Repeat until all children's responses are firm.)

#### Individual Turns

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

#### EXERCISE 6 Information – School

1. Let's see if you can answer these questions.

a. What's the name of the city/town/place you live in? (Pause. Signal.)

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

c. Everybody, what's your teacher's name? (Pause. Signal.)

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

#### Individual Turns

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

## EXERCISE 7 Identity Statements

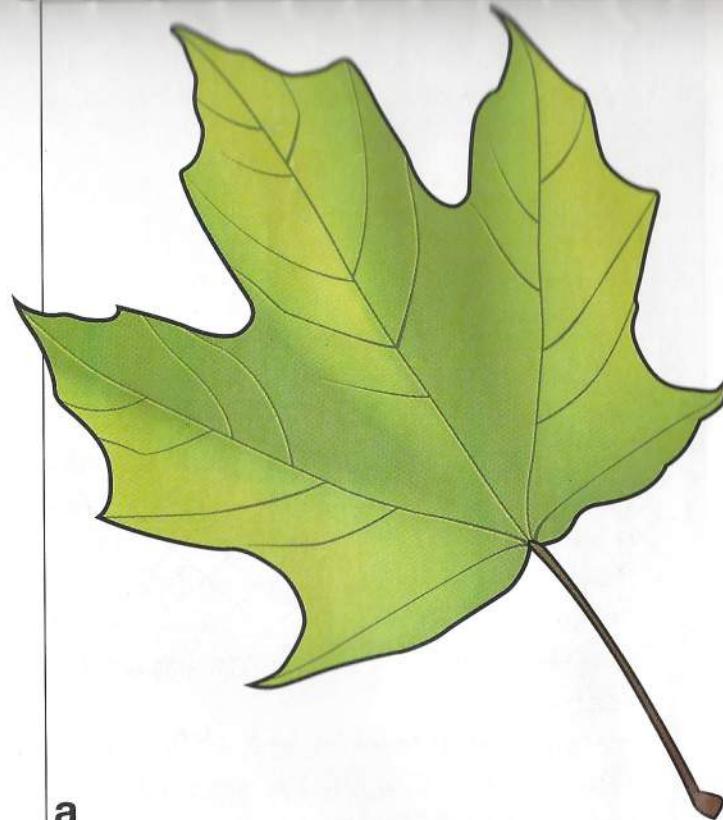
1. We're going to talk about these pictures.
  - a. (Point to a.) What is this? (Touch.) A leaf.  
Say the whole thing. (Touch.) *This is a leaf.*
  - b. (Point to b.) What is this? (Touch.) A sink.  
Say the whole thing. (Touch.) *This is a sink.*
  - c. (Point to c.) What is this? (Touch.) A telephone.  
Say the whole thing. (Touch.) *This is a telephone.*
  - d. (Point to d.) What is this? (Touch.) A cow.  
Say the whole thing. (Touch.) *This is a cow.*

### 2. Let's do that again.

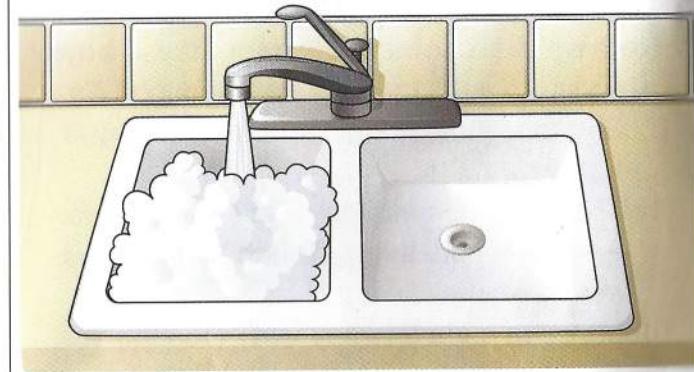
(Repeat part 1 until all children's responses are firm.)

### Individual Turns

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



**a**



**b**



**a**



**b**

## EXERCISE 4 Action Statements—Pictures

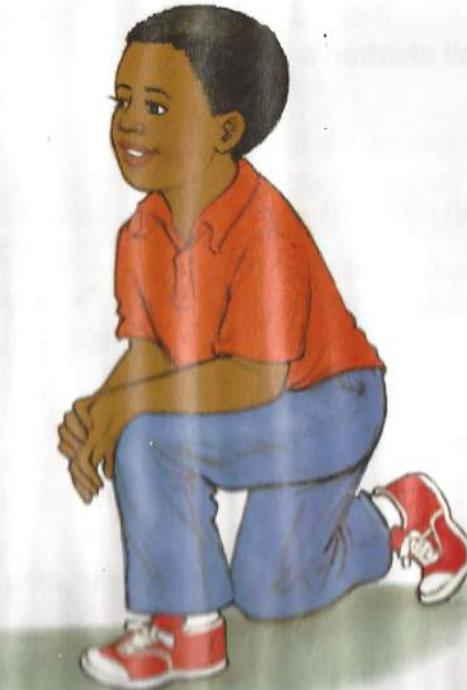
1. Look at these pictures. Let's see which boy is running.
  - a. (Point to a.) Is this boy running? (Signal.) No.
  - b. (Point to b.) Is this boy running? (Signal.) Yes.
  - c. (Point to c.) Is this boy running? (Signal.) No.
2. Let's talk about these boys some more.
  - a. (Point to a.) Is this boy running? (Touch.) No.  
Say the whole thing. (Signal.) *This boy is not running.*  
Again. (Signal.) *This boy is not running.*  
(Repeat until all children's responses are firm.)
  - b. (Point to b.) Is this boy running? (Touch.) Yes.  
Say the whole thing. (Signal.) *This boy is running.*  
Again. (Signal.) *This boy is running.*
  - c. (Point to c.) Is this boy running? (Touch.) No.  
Say the whole thing. (Signal.) *This boy is not running.*  
Again. (Signal.) *This boy is not running.*  
(Repeat until all children's responses are firm.)
3. We're going to talk about this boy.  
(Point to a.) Is this boy eating? (Touch.) No.  
Is this boy walking? (Touch.) No.  
Is this boy jumping? (Touch.) Yes.  
What is this boy doing? (Touch.) *Jumping.*  
Say the whole thing. (Touch.) *This boy is jumping.*
4. Let's do those again.  
(Repeat part 3 until all children's responses are firm.)



**a**



**b**



### EXERCISE 1 Actions – Part/Whole (Body Parts)

#### 1. Let's say some parts of the head.

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

Everybody, touch your mouth. (Signal. Wait.)

Put your hand down. (Signal.)

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

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

Children respond.)

Those are your ears. Put your hands down.

(Signal.)

c. Everybody, touch your mouth. (Signal.)

Wait.)

Everybody, touch your nose. (Signal. Wait.)

Everybody, touch your ears. (Signal. Wait.)

Put your hands down. (Signal.)

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

d. Watch again. (Point to both of your eyes.)

These parts are called **eyes**. What are these parts called? (Signal.) **Eyes**.

Everybody, point to your eyes. (Signal. Children respond.)

Those are your eyes. Put your hands down. (Signal.)

e. Everybody, touch your mouth. (Signal.)

Wait.)

Everybody, point to your eyes. (Signal. Wait.)

Everybody, touch your nose. (Signal. Wait.)

Everybody, touch your ears. (Signal. Wait.)

Put your hands down. (Signal.)

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

2. I'll point to the parts of my head. You tell me about the parts I touch.

a. (Point to your ears.) A head has ...  
(touch) ears.

b. (Point to your eyes.) A head has ...  
(touch) eyes.

c. (Point to your mouth.) A head has ...  
(touch) a mouth.

d. (Point to your hair.) A head has ...  
(touch) hair.

e. (Point to your nose.) A head has ...  
(touch) a nose.  
(Repeat until all children's responses are firm.)

### Individual Turns

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

### EXERCISE 2 Actions – Pronouns

1. We're going to do an action.

a. Everybody, let's all stand up. (Signal. Stand up with children.)

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

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

c. Everybody, what am I doing? (Signal.)  
Standing up.

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

d. Everybody, say the whole thing about what you are doing. (Signal.) *I am standing up.*

e. Everybody, say the whole thing about what I am doing. (Signal.) *You are standing up.*

f. Everybody, say the whole thing about what we are doing. (Signal.) *We are standing up.*

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 – School

1. Let's see if you can answer these questions.

a. What's the name of the city/town/place you live in? (Pause. Signal.)

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

c. Everybody, what's your teacher's name? (Pause. Signal.)

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

### Individual Turns

(Repeat the exercise, calling on different children.)

## **EXERCISE 4** Prepositions—On (Demonstration)

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

### 1. We're going to talk about an eraser and a chair.

a. (Hold up an eraser.) What is this? (Signal.)

An eraser.

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

b. Your turn. Tell me if I hold the eraser on the chair.

(Hold the eraser on the seat of the chair.) Is the eraser on the chair? (Signal.) Yes.

(Hold the eraser over the chair.) Is the eraser on the chair? (Signal.) No.

(Hold the eraser next to the chair.) Is the eraser on the chair? (Signal.) No.

(Hold the eraser on the seat of the chair.) Is the eraser on the chair? (Signal.) Yes.

(Hold the eraser over the chair.) Is the eraser on the chair? (Signal.) No.

### 2. Now we're going to say the whole thing. Watch.

c. (Put the eraser on the chair.) Is the eraser on the chair? (Signal.) Yes.

Say the whole thing with me. (Point to each object and respond with children.) *The eraser is on the chair.*

b. All by yourselves. Say the whole thing about where the eraser is. (Signal. Do not respond with children.) *The eraser is on the chair.*

Again.

3. (Repeat part 2 until all children can make the statement.)

## Individual Turns

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

## **EXERCISE 5** Missing Objects

[Note: You will need a cup, a book, and a ruler for this exercise.]

### 1. We're going to talk about missing objects.

a. (Show a cup and a book.) I have a cup. I have a book.

I'm going to take one object away. See if you can tell which object is missing.

Everybody, close your eyes. Don't look.

b. (Remove the book. Keep the cup.) Open your eyes.

Which object do I have now? (Signal.) *The cup.*

Which object is missing? (Signal.) *The book.*

Yes, the book is missing. Say the whole thing about the book. (Signal.) *The book is missing.*

Good figuring it out.

### 2. I'm going to make it harder.

a. (Show a cup, a book, and a ruler.) I have a cup, a book, and a ruler.

See if you can tell which object is missing. Close your eyes. Don't look.

b. (Remove the cup.) Open your eyes. I had a cup, a book, and a ruler.

Do I still have a cup? (Signal.) No.

Do I still have a book? (Signal.) Yes.

Do I still have a ruler? (Signal.) Yes.

c. So which object is missing? (Signal.) *The cup.*

Say the whole thing about the cup.

(Signal.) *The cup is missing.*

Good figuring it out.

## EXERCISE 6 Opposites - Full / Not full

1. Look at these bookcases. Let's find the bookcases that are full of books.
- (Point to a.) Is this bookcase full? (Touch.) Yes.
  - (Point to b.) Is this bookcase full? (Touch.) No.
  - (Point to c.) Is this bookcase full? (Touch.) No.
  - (Point to d.) Is this bookcase full? (Touch.) Yes.  
(Repeat until all children's responses are firm.)

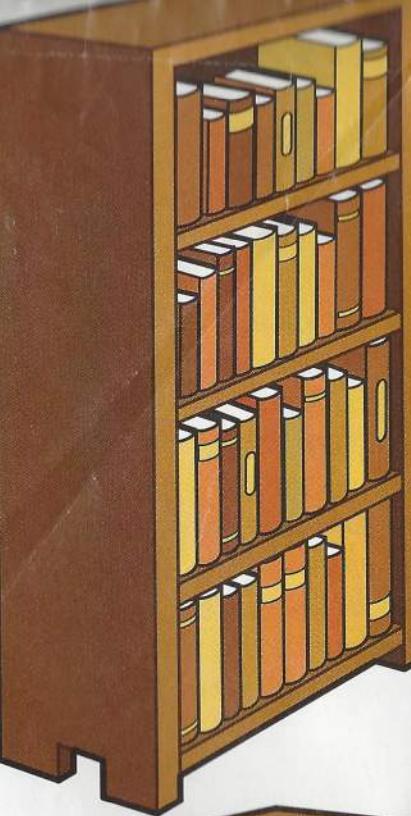
### 2. Let's do it again.

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

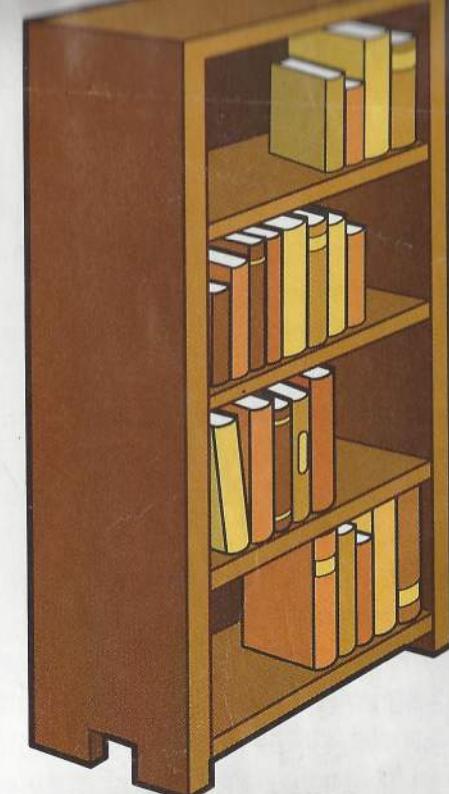
### 3. (Repeat part 2 until all children's responses are firm.)

#### Individual Turns

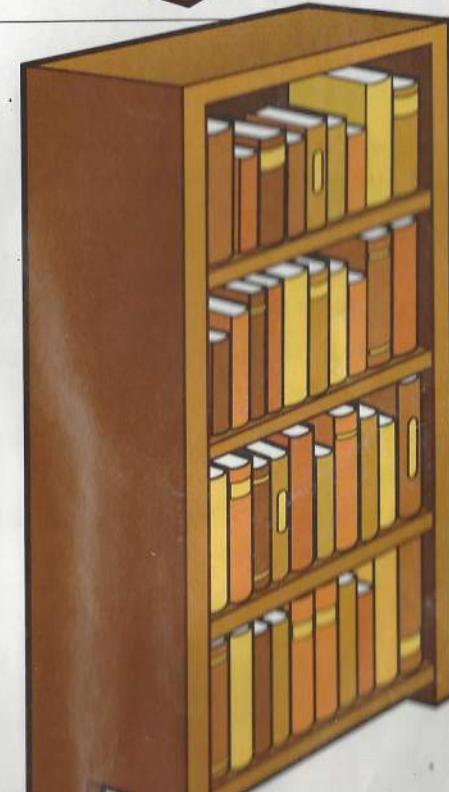
(Repeat part 2, calling on different children for each step.)



a



b



## EXERCISE 7 Actions—Pictures

1. Let's talk about this picture.

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

A man.

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

b. This man is chopping down a tree.

What is this man doing? (Touch.) *Chopping down a tree.*

c. Is this man sleeping? (Touch.) No.

Is he jumping? (Touch.) No.

Is he chopping down a tree? (Touch.) Yes.

2. Tell me again.

What is the man doing? (Touch.) *Chopping down a tree.*

Say the whole thing about what the man is doing. (Touch.) *The man is chopping down a tree.*

3. Here is one more question.

Is the man jumping? (Touch.) No.

Say the whole thing. (Touch.) *The man is not jumping.*

4. Let's do those again.

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

### Individual Turns

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



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

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

(Touch.) A bookcase.

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

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

(Touch.) A leaf.

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

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

(Touch.) A telephone.

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

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

(Touch.) A sink.

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

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

(Touch.) A kite.

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

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

(Touch.) An egg.

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

2. Now we're going to talk about the leaf.

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

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

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

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

c. (Point to c.) Is this a leaf? (Touch.) No.

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

d. (Point to d.) Is this a leaf? (Touch.) No.

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

e. (Point to e.) Is this a leaf? (Touch.) No.

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

f. (Point to f.) Is this a leaf? (Touch.) No.

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



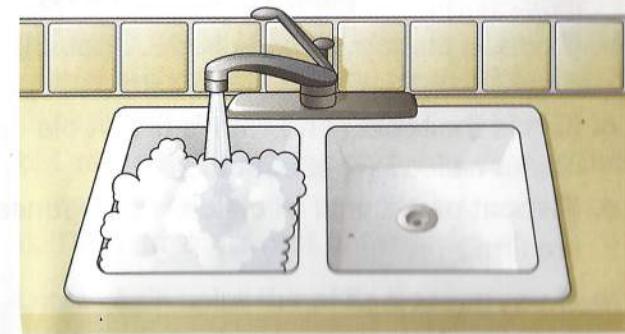
a



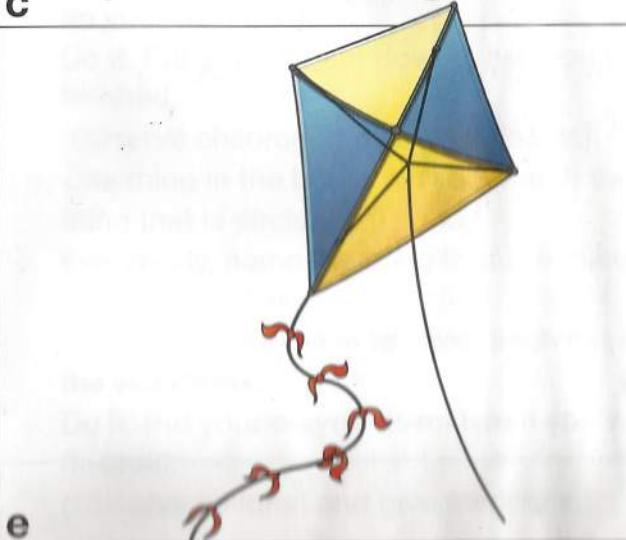
b



c



d



e



f

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

**EXERCISE 1 Actions — Pronouns**

**1.** We're going to do an action.

a. Everybody, let's all stand up. (Signal. Stand up with the children.)

b. Everybody, what am I doing? (Signal.)  
*Standing up.*

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

c. Everybody, what are we doing? (Signal.)  
*Standing up.*

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

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

**EXERCISE 2 Actions — Part/Whole (Body Parts)**

**1.** Let's see if you can remember the parts of a head. (Ask a girl to stand.)

Everybody, get ready to tell me the parts of a head. Say the whole thing about what a head has.

a. (Point to the hair. Signal.) A head has hair. ●

b. (Point to the nose. Signal.) A head has a nose.

c. (Point to the ears. Signal.) A head has ears.

- d. (Point to the eyes. Signal.) A head has eyes.
- e. (Point to the mouth. Signal.) A head has a mouth.
- f. And what do you call the whole object? (Signal.) A head.

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

**Individual Turns**

(Repeat part 1, calling on different children.)

**EXERCISE 3 Actions — Prepositions: On/Over**

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

**1.** You're going to learn about over.

a. (Hold up the pencil.) What is this? (Signal.) A pencil.

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

**2.** My turn. I'll tell you if I hold the pencil on the table or over the table.

a. (Hold the pencil about four inches above the table.) Where is the pencil? Over the table.

b. (Hold the pencil on the table.) Where is the pencil? On the table.

c. (Hold the pencil about twelve inches above the table.) Where is the pencil? Over the table.

**3.** Your turn. Tell me if the pencil is on the table. (Hold the pencil over the table.) Is the pencil on the table? (Signal.) No.

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

Say the whole thing about where the pencil is. (Signal.) *The pencil is on the table.*

b. (Hold the pencil over the table.) Is the pencil on the table? (Signal.) No.

Say the whole thing about where the pencil is. (Signal.) *The pencil is over the table.*

**4.** Let's do that again.

(Repeat part 3, with children answering the questions.)

**5.** Let's try again.

a. (Hold the pencil on the table.) Where is the pencil now? (Signal.) On the table.

Say the whole thing about where the pencil is. (Signal.) *The pencil is on the table.*

b. (Hold the pencil over the table.) Where is the pencil now? (Signal.) Over the table.

Say the whole thing about where the pencil is. (Signal.) *The pencil is over the table.*

**6.** (Repeat part 5 until all children can answer each question correctly.)

**CORRECTIONS****EXERCISE 2**

## ● Error

(Children identify parts incorrectly.)

**Correction**

1. (Give the correct answer.)
2. (Have children repeat the answer.)
3. (Return to step 1a.)

#### EXERCISE 4 Missing Objects

[Note: You will need a ruler, a shoe, and a book for this exercise.]

1. I'm going to show you three objects. Then I'm going to take away one of the objects. See if you can tell which object is missing.

- (Show a ruler, a shoe, and a book.) I have a ruler. I have a shoe. I have a book. I'm going to take away one object.
- Close your eyes. (Remove the shoe.) Open your eyes. I had a ruler, a shoe, and a book. Which object is missing? (Signal.) The shoe.
- I still have two objects. Everybody, name the two objects I still have. Get ready. (Signal.) The ruler, the book.

2. Let's do that again.

- (Show the ruler, the shoe, and the book.) I have a ruler, a shoe, and a book.
- Close your eyes. (Remove the book.) Open your eyes. I had a ruler, a shoe, and a book. Which object is missing? (Signal.) The book.
- I still have two objects. Everybody, name the two objects I still have. Get ready. (Signal.) The ruler, the shoe.
- (Repeat steps a through c until all children's responses are firm.)

#### EXERCISE 5 Common Objects

[Note: You will find a pointer helpful for this exercise.]

1. I'm going to touch some objects in this room and you'll tell me what they are.

- (Touch a bulletin board.) Everyone, what am I touching? (Signal.) A bulletin board. Say the whole thing about what I am doing. (Signal.) You are touching a bulletin board.

touching? (Signal.) A wall.

Say the whole thing about what I am doing.

(Signal.) You are touching a wall.

c. (Touch the floor.) Everyone, what am I touching? (Signal.) The floor.

Say the whole thing about what I am doing.

(Signal.) You are touching the floor.

d. (Point to the ceiling.) Everyone, what am I pointing to? (Signal.) The ceiling.

Say the whole thing about what I am doing.

(Signal.) You are pointing to the ceiling.

e. (Touch a door.) Everyone, what am I touching? (Signal.) A door.

Say the whole thing about what I am doing.

(Signal.) You are touching a door.

f. (Touch a chalkboard.) Everyone, what am I touching? (Signal.) A chalkboard.

Say the whole thing about what I am doing.

(Signal.) You are touching a chalkboard.

g. (Touch a cabinet.) Everyone, what am I touching? (Signal.) A cabinet.

Say the whole thing about what I am doing.

(Signal.) You are touching a cabinet.

h. (Touch a flag.) Everybody, what am I touching? (Signal.) A flag.

Say the whole thing about what I am doing.

(Signal.) You are touching a flag.

i. (Touch a desk.) Everybody, what am I touching? (Signal.) A desk.

Say the whole thing about what I am doing.

(Signal.) You are touching a desk.

j. (Touch a clock.) Everybody, what object am I touching? (Signal.) A clock.

Say the whole thing about what I am doing.

(Signal.) You are touching a clock.

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

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

#### EXERCISE 6 Opposites – Wet/Not Wet (Demonstration)

[Note: You will need two paper towels and a pitcher of water for this demonstration.]

1. Watch what I do.

- (Hold up the first paper towel.) This is a paper towel. What is this? (Signal.) A paper towel.

(Hold up the second paper towel.) What is this? (Signal.) A paper towel.

- (Point to the first paper towel.) This paper towel is not wet. Is this paper towel wet? (Signal.) No.

(Point to the second paper towel.) Is this paper towel wet? (Signal.) No.

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

2. (Wet the first paper towel with water.) Now this paper towel is wet. Is this paper towel wet? (Signal.) Yes.

- (Point to the second paper towel.) Is this paper towel wet? (Signal.) No.

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

3. (Wet the second paper towel.)

- (Point to the first paper towel.) Is this paper towel wet? (Signal.) Yes.

b. (Point to the second paper towel.) Is this paper towel wet? (Signal.) Yes.

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

#### Individual Turns

(Repeat part 3, calling on different children.)

## EXERCISE 7 Opposites—Wet/Not Wet

1. Look at these birds. They are ducks. What are they? (Signal.) Ducks.

Let's find the ducks that are wet.

- a. (Point to a.) Is this duck wet? (Touch.) Yes.
- b. (Point to b.) Is this duck wet? (Touch.) No.
- c. (Point to c.) Is this duck wet? (Touch.) No.
- d. (Point to d.) Is this duck wet? (Touch.) Yes.

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

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

- a. (Point to a.) Is this duck wet? (Touch.) Yes.  
Say the whole thing. (Touch.) *This duck is wet.*

- b. (Point to b.) Is this duck wet? (Touch.) No.  
Say the whole thing. (Touch.) *This duck is not wet.*

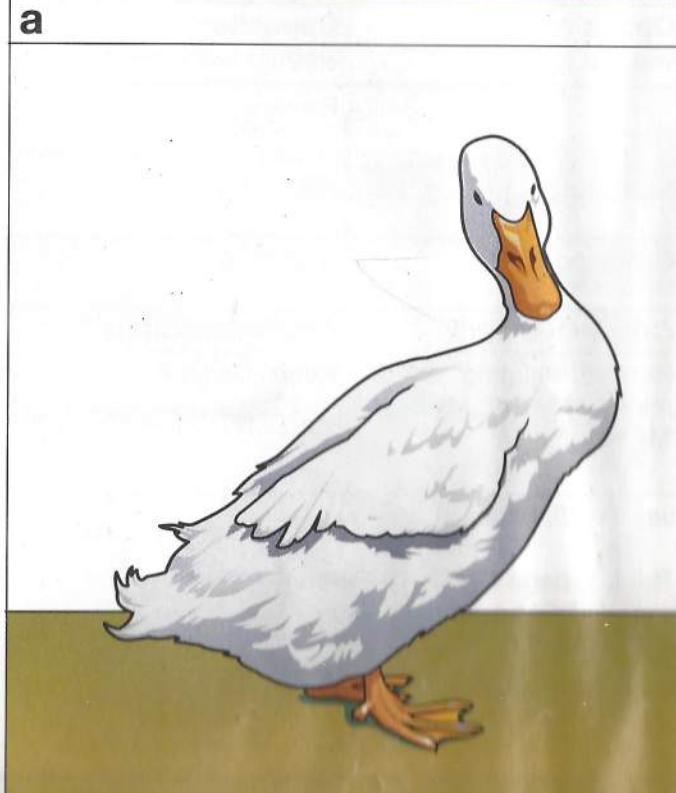
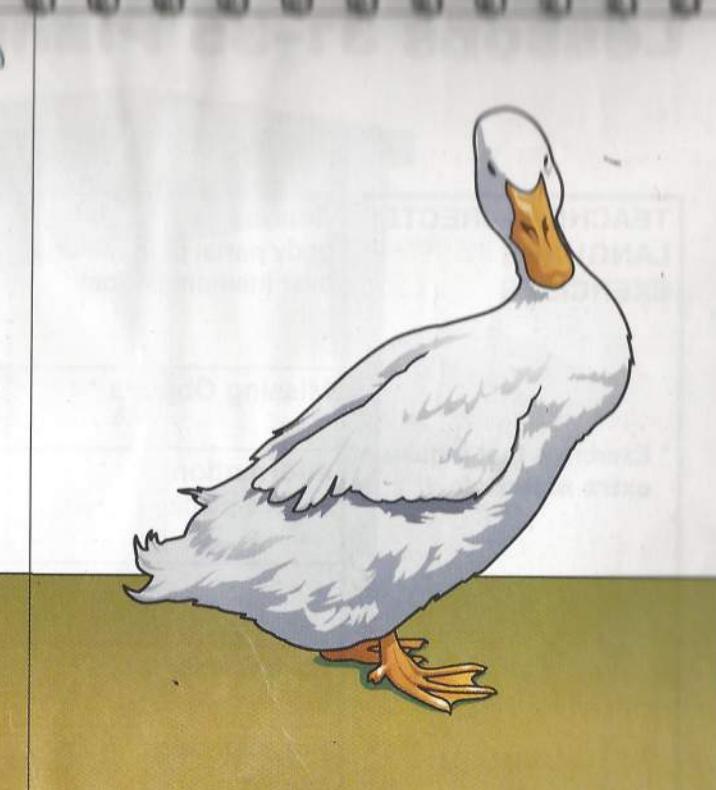
- c. (Point to c.) Is this duck wet? (Touch.) No.  
Say the whole thing. (Touch.) *This duck is not wet.*

- d. (Point to d.) Is this duck wet? (Touch.) Yes.  
Say the whole thing. (Touch.) *This duck is wet.*

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

### Individual Turns

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



**EXERCISE 8** Part/Whole Table

1. Today we're going to learn the parts of a table. (Circle the top table with your finger.)
  - a. Everybody, what is this? (Touch.) A table.
  - b. Say the whole thing. (Touch.) This is a table.
2. (Point to the bottom table.) Here's a table that is in parts. I'll name the parts.
  - a. (Point to the legs.) These are legs.  
(Point to the top.) This is a top.
  - b. (Point to the legs.) What are these parts called? (Touch.) Legs.  
(Point to the top.) What is this part called?  
(Touch.) A top.
  - c. (Repeat steps a and b until all children's responses are firm.)
3. (Point to the top table.) Let's see if you can name the parts of this table.
  - a. (Point to the legs.) What are these parts called? (Touch.) Legs.
  - b. (Point to the top.) What is this part called?  
(Touch.) A top.
  - c. (Circle the table.) Legs and a top are parts of a . . . (touch) table.  
Yes. What's the whole object called?  
(Touch.) A table.
  - d. (Repeat part 3 until all children's responses are firm.)
4. (Point to a table in the room.)
  - a. Now let's name the parts of this table.  
(Children are to name each part as you point to it.)
  - b. What's the whole object called? (Touch.)  
A table.
5. (Ask different children:) What do you do on a table?  
(Praise reasonable responses.)



[Note: ★ indicates the fast cycle. Children in fast-cycle groups are taught *only* the starred exercises. Children going through the program at the regular rate are taught every exercise—both starred and unstarred. For more information, see the Teacher's Guide.]

### EXERCISE 1 Actions—Body Parts

1. (Ask a girl to stand up.) I'll point to the parts of her head. You tell me about the parts I point to.

(Point to her eyes.) A head has . . . (touch) eyes.

(Point to her hair.) A head has . . . (touch) hair.

(Point to her mouth.) A head has . . . (touch) a mouth.

(Point to her ears.) A head has . . . (touch) ears.

(Point to her nose.) A head has . . . (touch) a nose.

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

#### Individual Turns

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

### EXERCISE 2 Information—School, Place

1. Let's see if you can answer these questions.

a. Everybody, what's your teacher's name?  
(Pause. Signal.)

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

c. What's the name of the city/town/place you live in? (Pause. Signal.)

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

#### Individual Turns

(Repeat the exercise, calling on different children.)

### EXERCISE 3 Actions—Prepositions: Over (Demonstration)

[Note: You need an eraser and a table for this exercise.]

1. We're going to talk about an eraser and a table.

a. (Hold up the eraser.) What is this? (Signal.) An eraser.

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

b. My turn. I'll tell you if the eraser is over the table. (Hold the eraser over the table.) Is the eraser over the table? Yes.

(Hold the eraser next to the table.) Is the eraser over the table? No.

(Hold the eraser over the table.) Is the eraser over the table? Yes.

(Hold the eraser on the table.) Is the eraser over the table? No.

c. Your turn. Tell me if the eraser is over the table.

(Repeat step b, with children answering the questions.)

2. We're going to talk about the eraser and the table again.

a. Watch. (Hold the eraser over the table.) Is the eraser over the table? (Signal.) Yes.

b. Let's say the whole thing about where the eraser is. (Signal.) The eraser is over the table.

c. Your turn. Say the whole thing about where the eraser is. (Signal.) The eraser is over the table.

3. (Repeat part 2 until children can make the statement.)

### Individual Turns

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

### EXERCISE 4 Missing Objects

[Note: You will need a paper sack, a glass, and a pencil for this exercise.]

1. (Show the sack.) Everybody, this is a sack. What is this? (Signal.) A sack.

I'm going to show you three objects. Then I'm going to take away one of the objects. See if you can tell which object is missing.

a. (Show a glass, a sack, and a pencil.) I have a sack. I have a glass. I have a pencil. I'm going to take away one object.

b. Close your eyes. (Remove the sack.) Open your eyes. I had a glass, a sack, and a pencil. Which object is missing? (Signal.) The sack.

I still have two objects. Everybody, name the two objects I still have. Get ready.

(Signal.) The glass, the pencil.

Name the object that is missing. (Signal.) The sack.

2. Let's do that again.

a. (Show the sack, the pencil, and the glass.) I'm going to take away one object.

b. Close your eyes. (Remove the glass.) Open your eyes.

I had a sack, a pencil, and a glass. Which object is missing? (Signal.) The glass.

I still have two objects. Everybody, name the two objects I still have. Get ready.

(Signal.) The sack, the pencil.

## EXERCISE 5 Prepositions – On/Over

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

### Individual Turns

(Repeat parts 2 through 5, calling on different  
children.)

## CORRECTIONS

### EXERCISE 5

#### ● Error

(Children give the wrong answer.)



#### Correction

1. (Give the correct answer.)
2. (Repeat the question.)
3. (Return to the exercise.)

## EXERCISE 6 Opposites—Wet/Not Wet

1. Look at these girls. Let's find the girls who are wet.

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

(Children answer yes or no.)

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

2. Let's do those again.

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

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

b. (Point to b.) Is this girl wet? (Touch.) No.

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

c. (Point to c.) Is this girl wet? (Touch.) No.

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

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

Say the whole thing. (Touch.) This girl is wet.

e. (Point to e.) Is this girl wet? (Touch.) Yes.

Say the whole thing. (Touch.) This girl is wet.

3. Let's do that again.

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

### Individual Turns

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

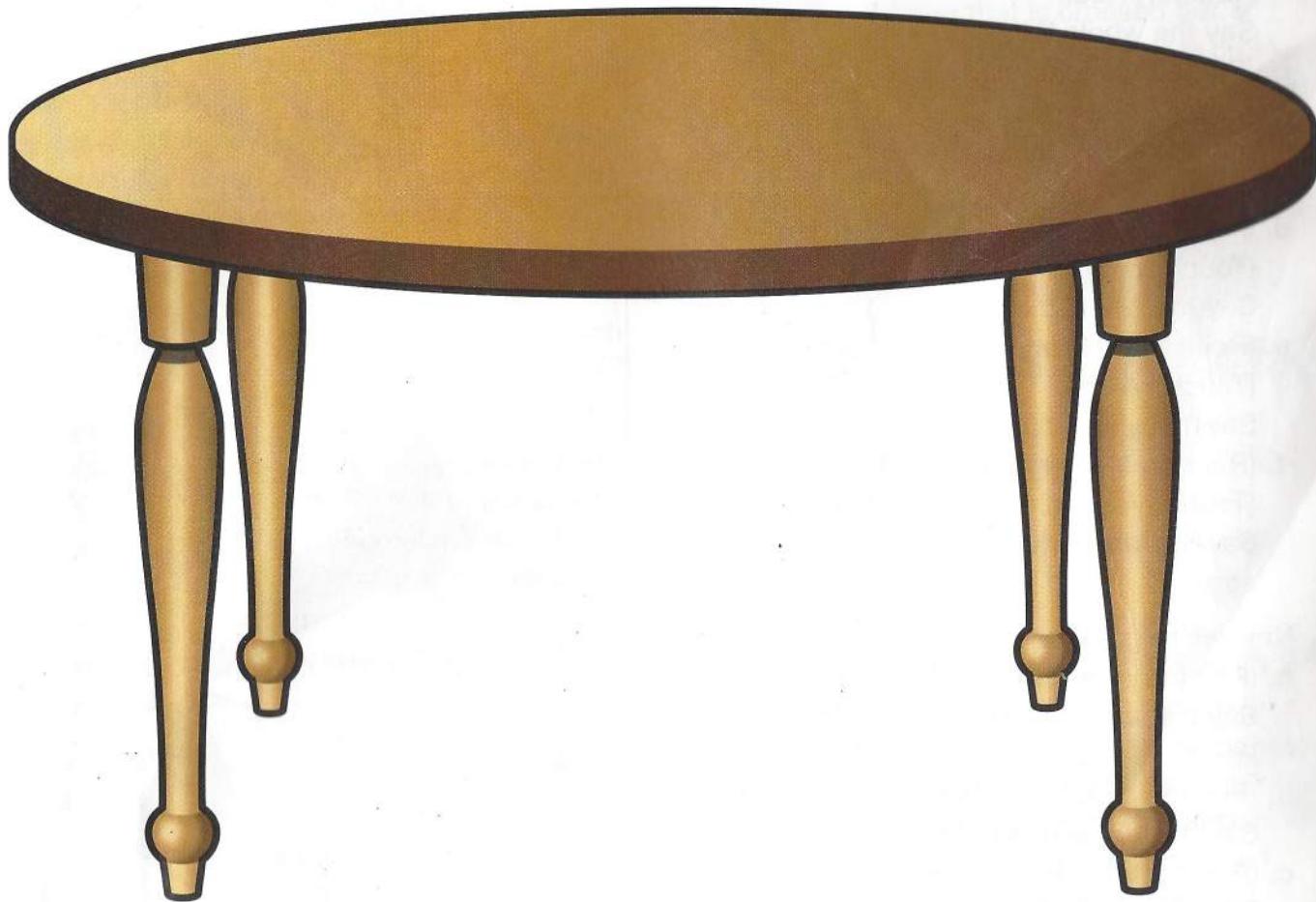


## EXERCISE 7 Part/Whole – Table

1. Today we're going to name the parts of a table again.  
(Circle the table with your finger.) **Everybody, what is this? (Touch.) A table.**
- a. Get ready to tell me the parts of a table.  
(Point to the top.) **What is this part called?**  
(Touch.) **A top.**  
(Point to the legs.) **What are these parts called? (Touch.) Legs.**
- b. (Repeat part 1 until all children's responses are firm.)
2. Get ready to tell me those parts again.
  - a. (Point to the legs.) **A table has . . . (touch) legs.**
  - b. (Point to the top.) **A table has . . . (touch) a top.**
  - c. (Circle the table.) **And what's the whole object called? (Touch.) A table.**
  - d. (Repeat part 2 until all children's responses are firm.)
3. (Point to the legs.)
  - a. **Say the whole thing about what a table has. (Touch.) A table has legs.**
  - b. (Point to the top.)  
**Say the whole thing about what a table has. (Touch.) A table has a top.**
  - c. (Circle the table.)  
**What's the whole object called? (Touch.) A table.**
4. (Repeat part 3 until all children can make the statements.)
5. (Call on different children.)  
**What can you put on a table?**  
(Praise reasonable responses.)

### Individual Turns

(Repeat parts 2 and 3, calling on different





### EXERCISE 1 Actions – Prepositions: On/Over

1. We're going to talk about your hand and your head.

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

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

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

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

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

Say the whole thing about where you are holding your hand. (Signal.) *I am holding my hand over my head.*

c. Again. (Signal.) *I am holding my hand over my head.*

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

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

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

Say the whole thing about where you are holding your hand. (Signal.) *I am holding my hand on my head.*

e. Again. (Signal.) *I am holding my hand on my head.*

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

2. Let's do it again.

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

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

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

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

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

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

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

d. Put your hand down.

### Individual Turns

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

### EXERCISE 2 Information – School

1. Let's see if you can answer these questions.

a. What's the name of the city/town/place you live in? (Pause. Signal.)

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

c. Everybody, what's your teacher's name?  
(Pause. Signal.)

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

### Individual Turns

(Repeat the exercise, calling on different children.)



### EXERCISE 3 Missing Objects

[Note: You will need a book, a glass, and a crayon for this exercise.]

1. I'm going to show you three objects. Then I'm going to take away one of the objects. See if you can tell which object is missing.

a. (Show a book, a glass, and a crayon.)  
**Here are a book, a glass, and a crayon.**

**I'm going to take away one object.**  
**Close your eyes.** (Remove the crayon.)

b. Open your eyes. I had a book, a glass, and a crayon. Which object is missing?

(Signal.) **The crayon.**

**I still have two objects. Everybody, name the two objects I still have. Get ready.**  
(Signal.) **The book, the glass.**

2. Let's do that again. (Show the book, the glass, and the crayon.)

a. Name the objects that I have. Get ready.  
(Signal.) **A book, a glass, and a crayon.**

**I'm going to remove more than one of these objects. See if I can fool you.**  
**Close your eyes.** (Remove the book and the glass.)

b. Open your eyes. I had a book, a glass, and a crayon. Name one object that is missing.  
(Signal.) **The book.**

**Name another object that is missing.**  
(Signal.) **The glass.**

**Name the only object I still have.** (Signal.)  
**The crayon.**

## EXERCISE 4 Part/Whole—Pencil

[Note: You will need a pencil for part 4 of this exercise.]

### 1. Today we're going to talk about the parts of a pencil.

a. (Circle the top pencil with your finger.)

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

b. (Point to the bottom pencil.)

Here's a pencil that is in parts. I'll name the parts.

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

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

(Point to the eraser.) This is an eraser.

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

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

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

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

### 2. Let's see if you can name the parts of the other pencil.

(Point to the top pencil.)

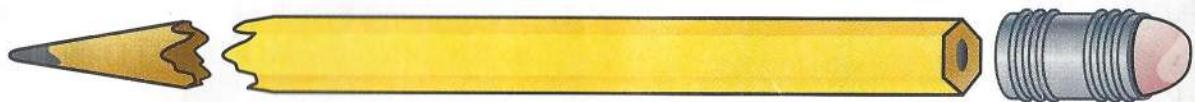
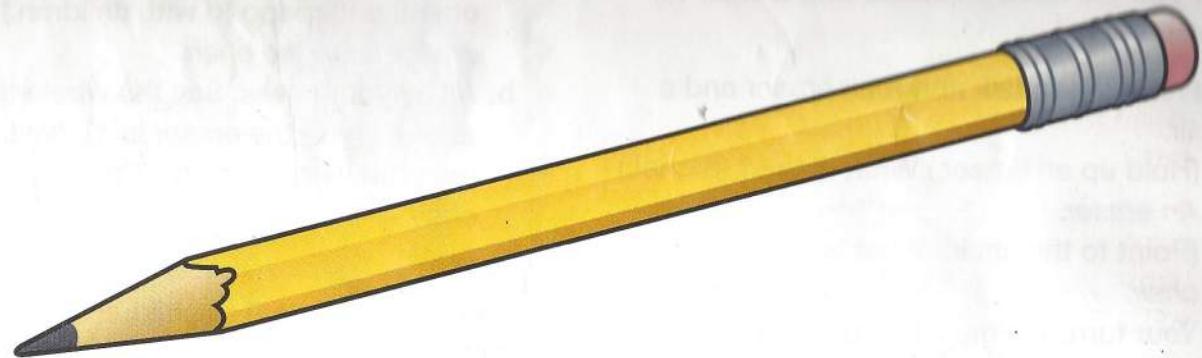
a. (Point to the point.) What is this part called? (Touch.) A point.

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

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

d. (Circle the pencil.) A point, a shaft, and an eraser are parts of . . . (touch) a pencil.  
Yes. What's the whole object called?  
(Touch.) A pencil.

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



### 4. (Hold up a real pencil.)

a. Now let's name the parts of this pencil.

(Children are to name each part as you point to it.)

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

### 5. (Ask different children these questions.)

What do you do with a pencil?

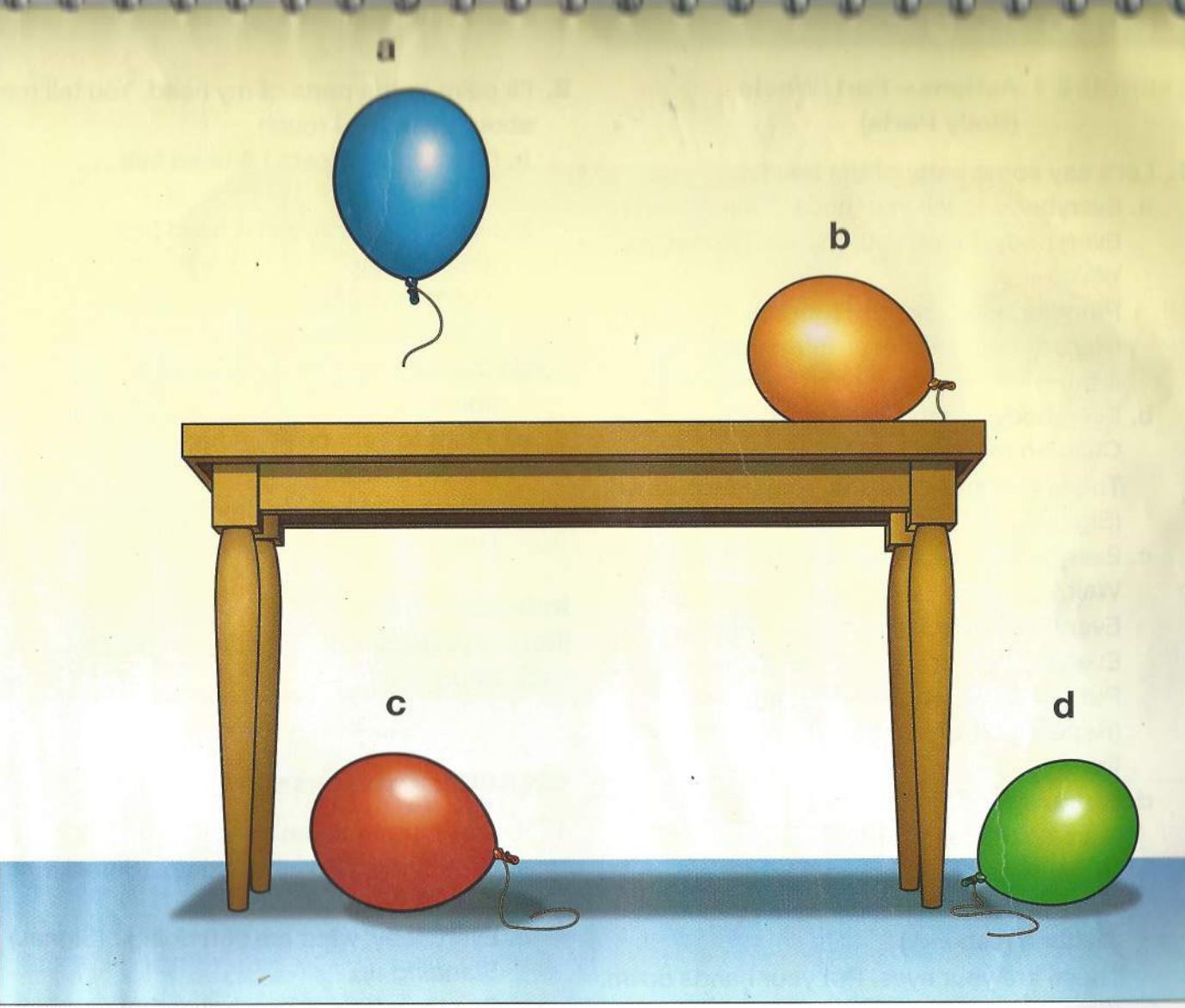
What do you do with an eraser?

Did you bring a pencil today?

(Praise reasonable responses.)

## EXERCISE 5 Prepositions—On/Over

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



## CORRECTIONS

### EXERCISE 5

#### ● Error

(Children give the wrong answer.)

### Individual Turns

(Repeat parts 2 through 5, calling on different children for each step.)

#### Correction

1. (Give the correct answer.)

2. (Repeat the question.)

3. (Return to the exercise.)

**EXERCISE 6** Part/Whole—Table

1. Today we're going to name the parts of a table again.
  - a. (Circle the table with your finger.)  
Everybody, what is this? (Touch.) A table.
  - b. Get ready to tell me the parts of a table.  
(Point to the top.) What is this part called?  
(Touch.) A top.  
(Point to the legs.) What are these parts called? (Touch.) Legs.
  - c. (Repeat part 1 until all children's responses are firm.)
2. Get ready to tell me those parts again.
  - a. (Point to the legs.) A table has . . . (touch) legs.  
(Point to the top.) A table has . . . (touch) a top.
  - b. (Circle the table.) And what's the whole object called? (Touch.) A table.
  - c. (Repeat part 2 until all children's responses are firm.)
3. Say the whole thing about what a table has.
  - a. (Point to the legs. Touch.) A table has legs.  
(Point to the top. Touch.) A table has a top.
  - b. (Circle the table.) What's the whole object called? (Touch.) A table.
4. (Repeat part 3 until all children can make the statements.)
5. (Call on different children.)  
What do we usually put on a table?  
(Praise reasonable responses.)

**Individual Turns**

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



## EXERCISE 7 Action Statements—Pictures

1. This is a picture of a girl riding a horse.
  - a. (Point to the girl.)  
What is this? (Touch.) A girl.  
Say the whole thing. (Touch.) This is a girl.
  - b. The girl is riding a horse.  
What is the girl doing? (Touch.) Riding a horse.
  - c. Is she riding a bike? (Touch.) No.  
Is she riding a horse? (Touch.) Yes.  
Is she jumping? (Touch.) No.
2. Tell me again.  
What is the girl doing? (Touch.) Riding a horse.  
Say the whole thing about what the girl is doing. (Touch.) The girl is riding a horse.
3. Here's one more question.  
Is the girl touching her mouth? (Touch.) No.  
Say the whole thing. (Touch.) The girl is not touching her mouth.
4. Let's do those again.  
(Repeat parts 2 and 3 until all children's responses are firm.)

### Individual Turns

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



**EXERCISE 8** Opposites—Wet/Not Wet

1. Look at these boys.

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

(Children answer yes or no.)

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

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

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

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

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

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

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

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

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

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

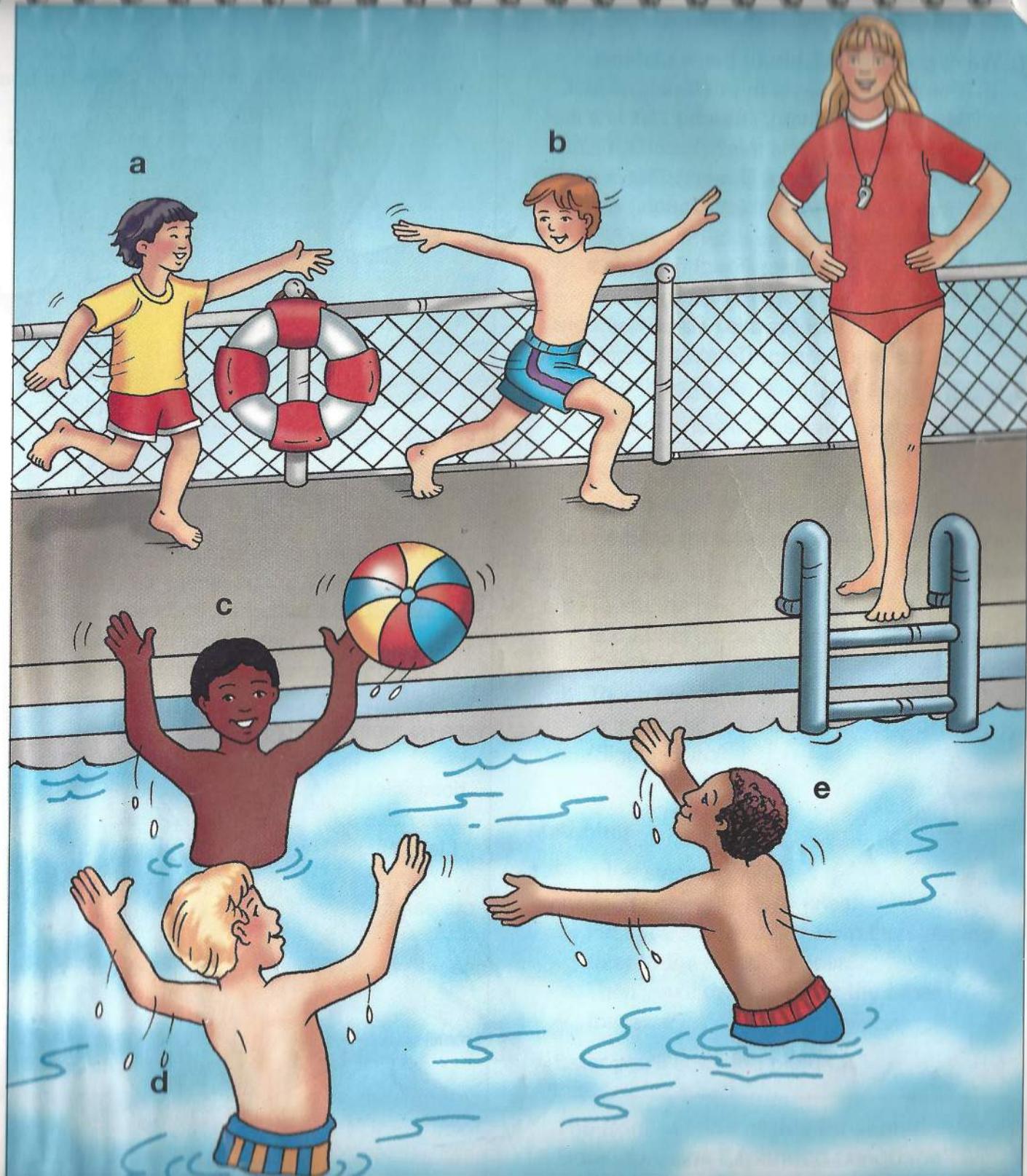
e. (Point to e.) Is this boy wet? (Touch.) Yes.

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

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

**Individual Turns**

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



## LESSON 33

### EXERCISE 1 Actions — Pronouns/Body Parts

#### 1. It's time for some actions.

a. My turn. (Touch your elbow.) I am touching my elbow.

What am I doing? (Signal.) Touching your elbow.

b. (Touch your knees.) I am touching my knees.

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

#### 2. Let's do some more.

a. Your turn. Everybody, clap. (Signal.) Children respond.)

What are you doing? (Signal.) Clapping.

Say the whole thing. (Signal.) I am clapping.

Stop clapping.

b. Everybody, touch your elbow. (Signal.) Children respond.)

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

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

c. Everybody, touch your hair. (Signal.) Children respond.)

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

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

d. Everybody, touch your knees. (Signal.) Children respond.)

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

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

Keep on touching your knees.

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

### EXERCISE 2 Missing Objects

[Note: You will need a shoe, a glass, and a pencil for this exercise.]

1. I'm going to show you three objects. Then I'm going to take away one of the objects. See if you can tell which object is missing.

a. (Show a shoe, a glass, and a pencil.) Here are a shoe, a glass, and a pencil.  
I'm going to take away one object.  
Close your eyes. (Remove the shoe.)

b. Open your eyes.  
I had a shoe, a glass, and a pencil. Which object is missing? (Signal.) The shoe.  
I still have two objects. Everybody, name the two objects I still have. Get ready.  
(Signal.) The glass, the pencil.

2. Let's do that again. (Show the shoe, the glass, and the pencil.)

a. Name the objects that I have. Get ready.  
(Signal.) A shoe, a glass, a pencil.  
I'm going to remove more than one of these objects. See if I can fool you.  
Close your eyes. (Remove the shoe and the pencil.)

b. Open your eyes.  
I had a shoe, a glass, and a pencil.  
Name one object that is missing. (Signal.) A shoe.  
Name another object that is missing.  
(Signal.) A pencil.  
Name the only object I still have. (Signal.) A glass.

### EXERCISE 3 Common Objects

[Note: You will find a pointer helpful for this exercise.]

1. I'm going to touch different objects in this room. Tell me what I touch.

a. (Touch a bulletin board.) Everybody, what am I touching? (Signal.) A bulletin board.  
Say the whole thing about what I am doing.  
(Signal.) You are touching a bulletin board.

b. (Point to the ceiling.) Everybody, what am I pointing to? (Signal.) The ceiling.  
Say the whole thing about what I am doing.  
(Signal.) You are pointing to the ceiling.

c. (Touch a wall.) Everybody, what am I touching? (Signal.) A wall.  
Say the whole thing about what I am doing.  
(Signal.) You are touching a wall.

d. (Touch the floor.) Everybody, what am I touching? (Signal.) The floor.  
Say the whole thing about what I am doing.  
(Signal.) You are touching the floor.

e. (Touch a door.) Everybody, what am I touching? (Signal.) A door.  
Say the whole thing about what I am doing.  
(Signal.) You are touching a door.

f. (Touch a chalkboard.) Everybody, what am I touching? (Signal.) A chalkboard.  
Say the whole thing about what I am doing.  
(Signal.) You are touching a chalkboard.

g. (Touch a bookcase.) Everybody, what am I touching? (Signal.) A bookcase.  
Say the whole thing about what I am doing.  
(Signal.) You are touching a bookcase.

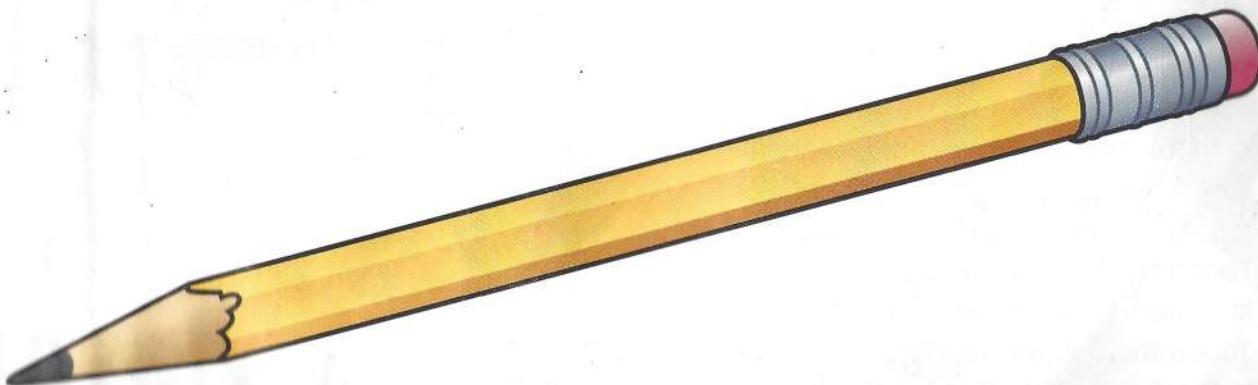
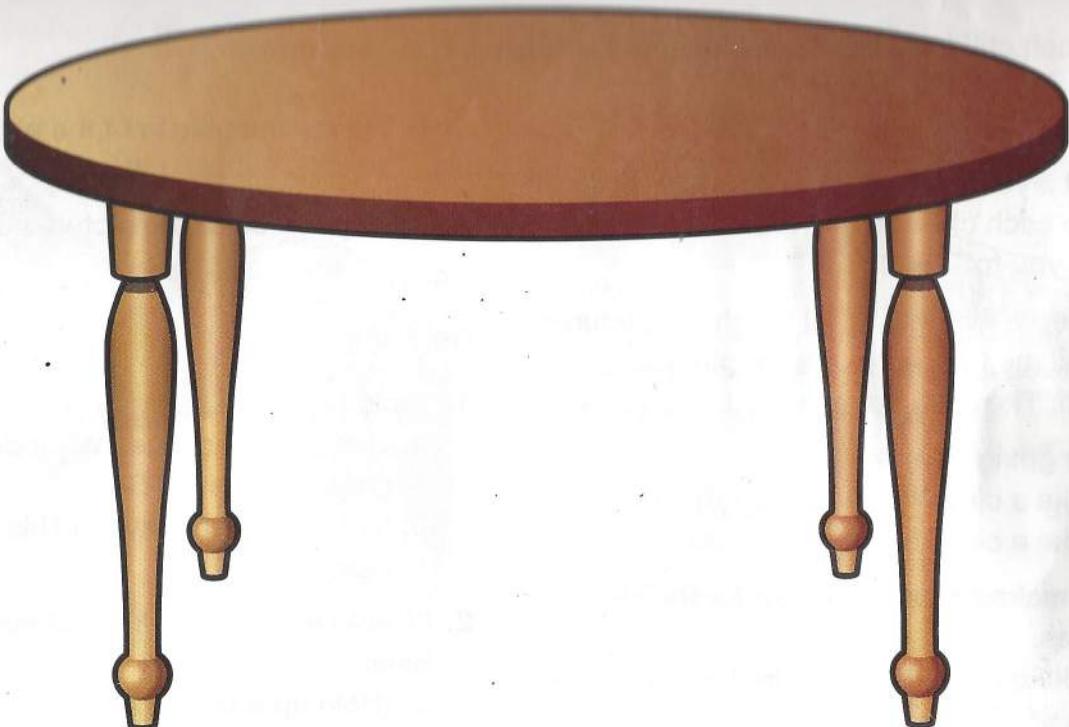
2. (Repeat part 1 until all children's responses are firm.)

## EXERCISE 4 Part / Whole—Table, Pencil

1. Let's see if you remember the parts of a table.
  - a. Say the whole thing about what a table has.  
(Point to the legs. Touch.) *A table has legs.*  
(Point to the top. Touch.) *A table has a top.*  
(Repeat until all children's responses are firm.)
  - b. (Circle the table.) And what do you call the whole object? (Touch.) *A table.*
  - c. (Call on different children to answer the question.)  
**What can you put on a table?**  
(Praise reasonable responses.)
2. Let's see if you remember the parts of a pencil.
  - a. Say the whole thing about what a pencil has.  
(Point to the eraser. Touch.) *A pencil has an eraser.*  
(Point to the point. Touch.) *A pencil has a point.*  
(Point to the shaft. Touch.) *A pencil has a shaft.*  
(Repeat until all children's responses are firm.)
  - b. (Circle the pencil.) And what do you call the whole object? (Touch.) *A pencil.*
  - c. (Call on different children.)  
**What can you do with a pencil?**  
(Praise reasonable responses.)

### Individual Turns

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



**EXERCISE 5** Identity Statements with "Not"

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

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

A horse.

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

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

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

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

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

d. (Point to d.) What is this? (Touch.) An elephant.

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

2. Now we're going to talk about the bus.

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

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

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

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

c. (Point to c.) Is this a bus? (Touch.) No.

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

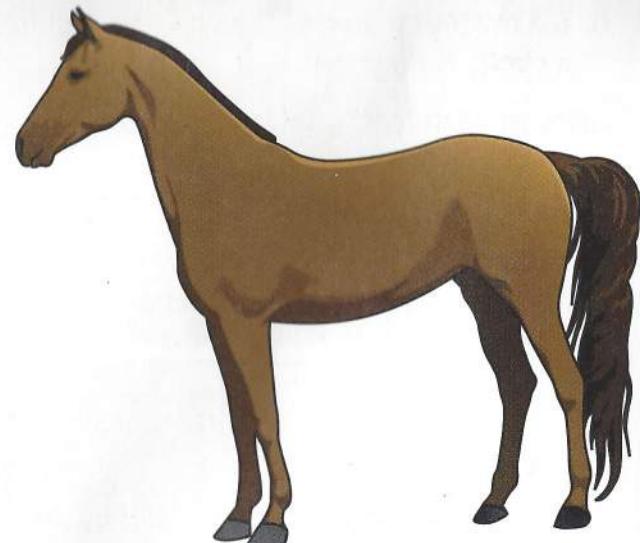
d. (Point to d.) Is this a bus? (Touch.) No.

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

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

**Individual Turns**

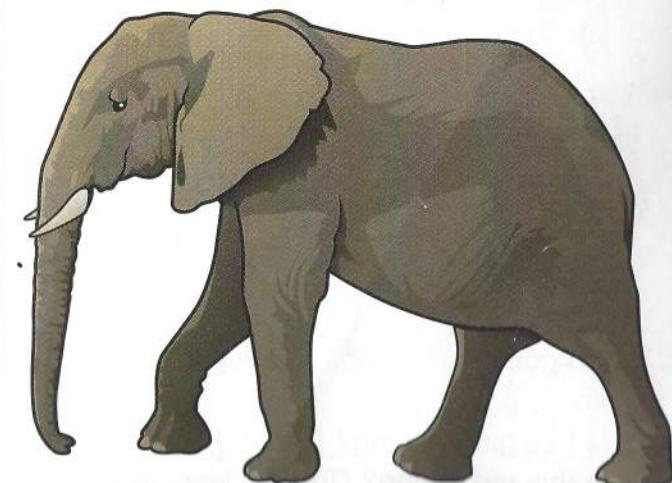
(Repeat part 2, calling on different children for each step.)



**a**



**b**



[Note: Do not point to the pictures in this exercise. Pointing will give away the answers.]

1. Look at the picture.

- Who is wearing a hat? (Signal.) *The dog.*  
Yes, the dog.
- Look at the car. What is sitting in the car? (Signal.) *The dog.*  
Yes, the dog is sitting in the car.
- Look at the tree. Who is chopping down the tree? (Signal.) *The man.*  
Yes, the man is chopping down the tree.
- Look at the dog again. What is the dog doing? (Signal.) *Sitting in the car.*  
Say the whole thing about what the dog is doing. (Signal.) *The dog is sitting in the car.*
- Look at the man again. What is the man doing? (Signal.) *Chopping down the tree.*  
Say the whole thing about what the man is doing. (Signal.) *The man is chopping down the tree.*

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

Where do you think the tree will fall?

Do you think the dog will see it coming?

What do you think the dog will do?

How do you think the man will feel if the tree hits his car?

(Praise reasonable responses.)



1. Let's talk about this man.

a. (Point to the man.)

What is this? (Touch.) A man.

b. Say the whole thing. (Touch.) This is a man.

2. Let's talk about what this man is doing.

a. What is the man doing? (Touch.) Flying a kite.

b. Is he eating? (Touch.) No.

Is he running? (Touch.) No.

Is he flying a kite? (Touch.) Yes.

c. Tell me again. What is the man doing?  
(Touch.) Flying a kite.

Say the whole thing about what the man is doing. (Touch.) The man is flying a kite.

d. Here's one more question.

Is the man eating? (Touch.) No.

Say the whole thing. (Touch.) The man is not eating.

3. Let's do those again.

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

### Individual Turns

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



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

#### Individual Turns

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

