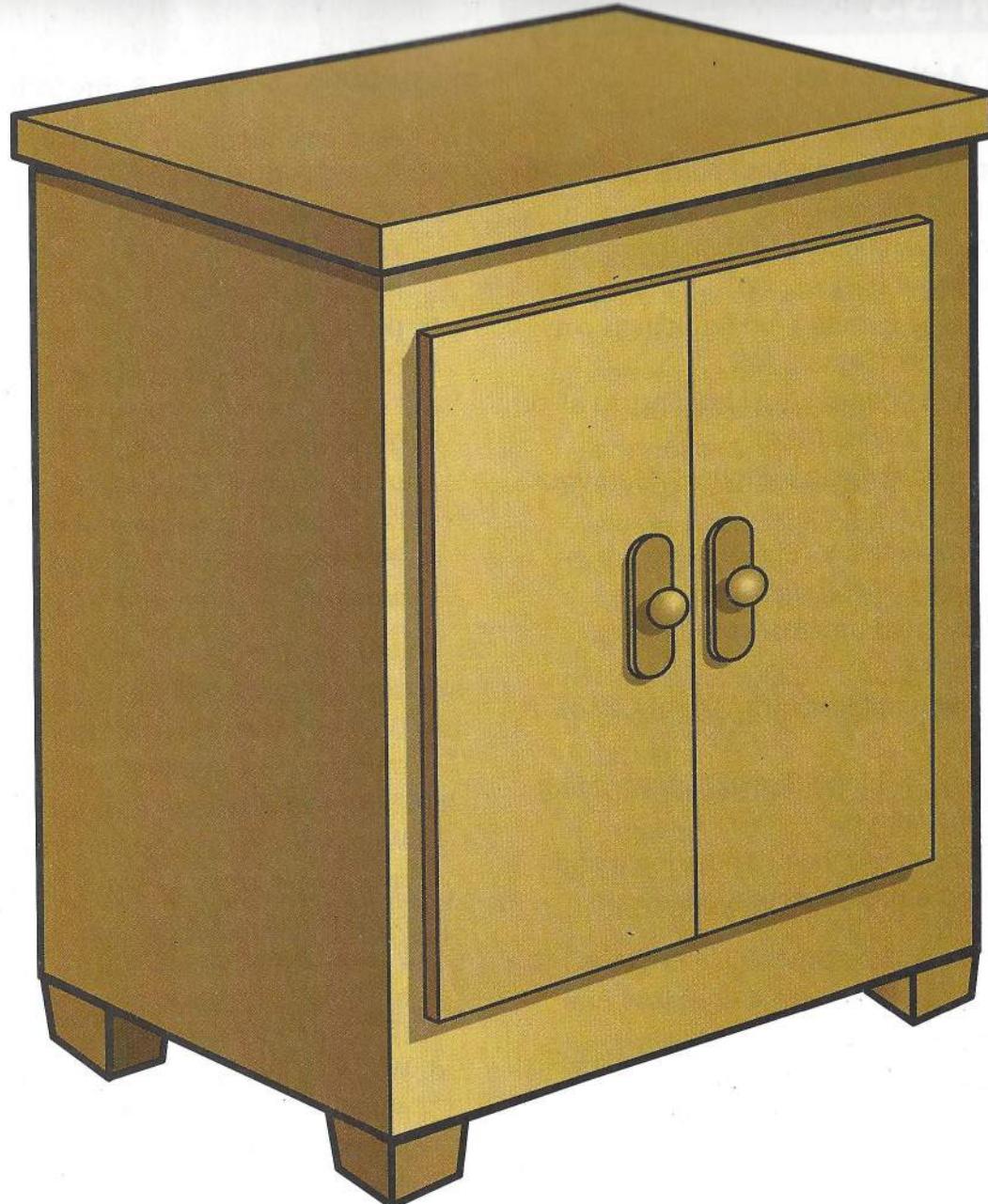


EXERCISE 10 Part/Whole—Cabinet

1. Today we're going to do the parts of a cabinet again.
 - a. (Circle the cabinet.) **Everybody**, what is this? (Touch.) *A cabinet.*
 - b. Get ready to tell me the parts of the cabinet.
(Point to the countertop.) **What** is this part called? (Touch.) *A countertop.*
(Point to the doors.) **What** are these parts called? (Touch.) *Doors.*
(Point to the handles.) **What** are these parts called? (Touch.) *Handles.*
(Repeat until all children's responses are firm.)
2. Get ready to tell me the parts of a cabinet.
Say the whole thing.
 - a. (Point to the doors. Pause. Touch.)
A cabinet has doors.
(Point to the handles. Pause. Touch.)
A cabinet has handles.
(Point to the countertop. Pause. Touch.)
A cabinet has a countertop.
(Repeat until all children's responses are firm.)
 - b. (Circle the cabinet.) **What's** the whole object called? (Touch.) *A cabinet.*
3. (Call on different children.) **What** do we usually do with a cabinet? (Praise reasonable responses.)



EXERCISE 1 Actions—Same/Different

1. Here's our first game for today.
- a. Everybody, touch your nose. (Signal.) Keep touching it. What are you doing? (Signal.) *Touching my nose.*

b. Tell me if I do the same thing you're doing. Watch. (Touch your nose. Keep touching it.)

Am I doing the same thing you're doing, or am I doing something different? (Signal.) *The same thing.*
(Repeat until all children's responses are firm.)

c. Now watch. (Touch the floor.) Am I doing the same thing you're doing, or am I doing something different? (Signal.) *Something different.*

d. Watch again. (Touch your nose.) Am I doing the same thing you're doing, or am I doing something different? (Signal.) *The same thing.*

e. Watch again. (Touch your chair.) Am I doing the same thing you're doing, or am I doing something different? (Signal.) *Something different.*

f. Yes, I am doing something different. Everybody, say the whole thing. (Signal.) You are doing something different. (Signal.)
(Repeat until all children's responses are firm.)

g. Watch again. (Touch your neck.) Am I doing the same thing you're doing, or am I doing something different? (Signal.) *Something different.*

- h. Yes, I am doing something different. Everybody, say the whole thing. (Signal.) You are doing something different.
(Repeat until all children's responses are firm.)

2. Here's a new game.

a. Everybody, point to the ceiling. (Signal.) Tell me if I do the same thing you're doing or something different.
b. Watch. (Point to the wall.) Am I doing the same thing you're doing, or am I doing something different? (Signal.) *Something different.*

c. Watch. (Point to the ceiling.) Am I doing the same thing you're doing, or am I doing something different? (Signal.) *The same thing.*

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

Individual Turns

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



EXERCISE 2 Same

1. Get ready to tell me why the things I name are the same. Listen. A boat and a motorcycle. Think of them.
- a. Why are they the same? (Call on different children. Praise and repeat all reasonable responses. For example: You can ride them; they take you places; they have an

- b. Here is one way a boat and a motorcycle are the same: They both take you places. Everybody, why are they the same? (Signal.) *They both take you places.*
(Repeat until all children's responses are firm.)

2. Listen. A chalkboard and paper. Think of them.
- a. Why are they the same? (Call on different children. Praise and repeat all reasonable responses. For example: You write on them; you use them in school.)
b. Here is one way a chalkboard and paper are the same: You write on them. Everybody, why are they the same? (Signal.) *You write on them.*
(Repeat until all children's responses are firm.)

3. Listen. A boot and a hat. Think of them.
- a. Why are they the same? (Call on different children. Praise and repeat all reasonable responses. For example: You can wear them; they keep you warm.)
b. Here is one way a boot and a hat are the same: You can wear them. Everybody, why are they the same? (Signal.) *You can wear them.*
(Repeat until all children's responses are firm.)

4. Now let's see if you can answer these questions. (Call on different children.)
- a. Why are a boat and a hat the same? (Accept reasonable responses.)
b. Why are a boat and a motorcycle the same? (Accept reasonable responses.)
c. Why are a chalkboard and paper the same? (Accept reasonable responses.)

EXERCISE 3 Same—Class

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

- a. Listen. Apartment building, theater, house. They're in the same class. Everybody, what class are they in? (Signal.) *Buildings.*
(Repeat until all children's responses are firm.)
- b. Listen. Tiger, monkey, elephant. They're in the same class. Everybody, what class? (Signal.) *Animals.*
(Repeat until all children's responses are firm.)
- c. Listen. Car, train, tricycle. They're in the same class. Everybody, what class? (Signal.) *Vehicles.*
(Repeat until all children's responses are firm.)
- d. Listen. Soup, toast, egg. They're in the same class. Everybody, what class? (Signal.) *Food.*
(Repeat until all children's responses are firm.)
- e. Listen. Shirt, hat, socks. They're in the same class. Everybody, what class? (Signal.) *Clothing.*
(Repeat until all children's responses are firm.)

Individual Turns

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

EXERCISE 4 Common Information

1. Let's see how much information you remember.
 - a. What do we call a person who helps keep people safe? (Signal.) *A police officer.* Say the whole thing about a police officer. (Signal.) *A police officer is a person who helps keep people safe.*
 - b. What do we call a person who goes to a doctor? (Signal.) *A patient.* Say the whole thing about a patient. (Signal.) *A patient is a person who goes to a doctor.*
 - c. What do we call something you take to get well? (Signal.) *Medicine.* Say the whole thing about medicine. (Signal.) *Medicine is something you take to get well.*
 - d. What do we call a place with lots of fruit trees? (Signal.) *An orchard.* Say the whole thing about an orchard. (Signal.) *An orchard is a place with lots of fruit trees.*
2. (Repeat part 1 until all children can make the statements.)

Individual Turns

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

EXERCISE 5 Opposites Review

1. We're going to play a word game.
 - a. Listen. I'm thinking about a man who is not tall. He's the opposite of tall. So what do you know about him? (Pause. Signal.) *He's short.*
 - b. Listen. I'm thinking about a ladder that is not wet. It's the opposite of wet. So what do you know about it? (Pause. Signal.) *It's dry.*
 - c. Listen. I'm thinking about a chicken that is not young. It's the opposite of young. So what do you know about it? (Pause. Signal.) *It's old.*
2. (Repeat part 1 until all children's responses are firm.)

Individual Turns

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

EXERCISE 6 Classification—Plants

1. We're going to talk about plants.

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

2. Now we'll talk about each picture.

a. (Point to a.)

• Is this a plant? (Touch.) Yes.

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

• What kind of plant is this? (Touch.)

A flower.

Yes, this plant is a flower.

• Say the whole thing about this plant.

(Touch.) *This plant is a flower.*

b. (Point to b.)

• Is this a plant? (Touch.) Yes.

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

• What kind of plant is this? (Touch.) *A tree.*

Yes, this plant is a tree.

• Say the whole thing about this plant.

(Touch.) *This plant is a tree.*

c. (Point to c.)

• Is this a plant? (Touch.) Yes.

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

• What kind of plant is this? (Touch.)

A carrot.

Yes, this plant is a carrot.

• Say the whole thing about this plant.

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

d. (Point to d.)

• Is this a plant? (Touch.) Yes.

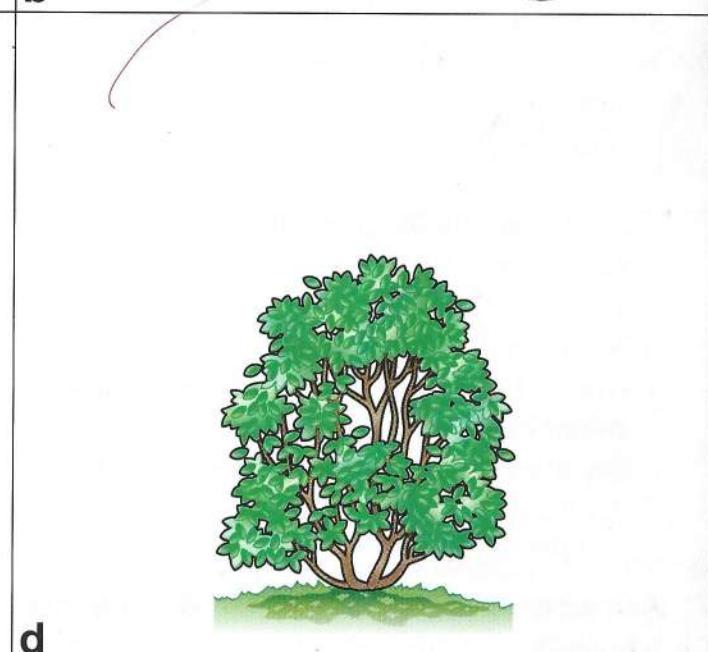
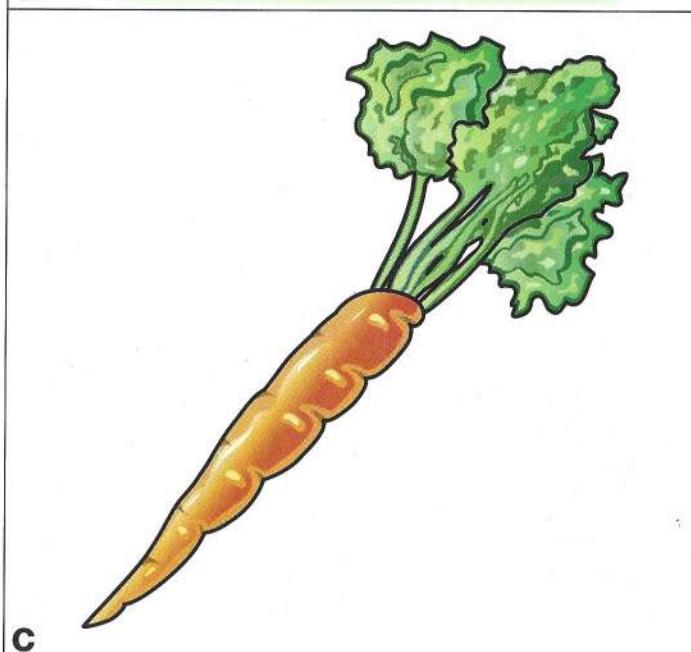
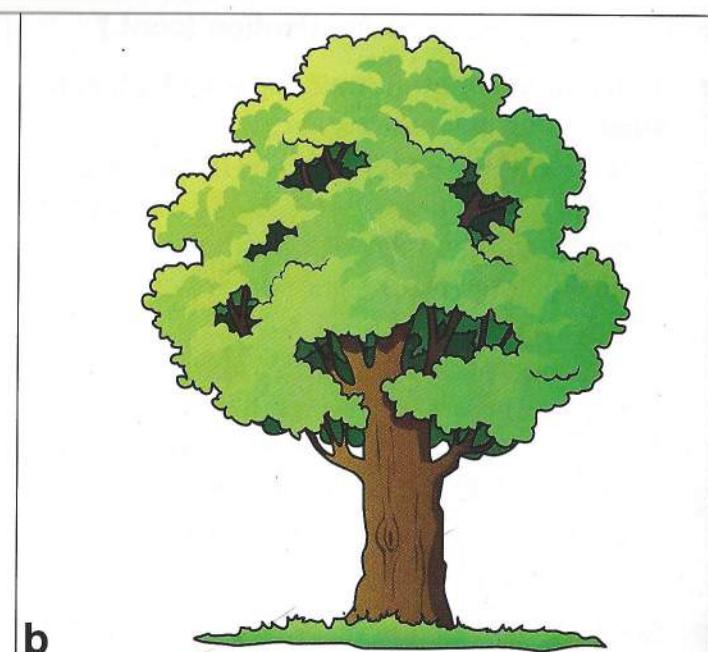
Say the whole thing. (Touch.) *This is a plant.*

• What kind of plant is this? (Touch.) *A bush.*

Yes, this plant is a bush.

• Say the whole thing about this plant.

(Touch.) *This plant is a bush.*



EXERCISE 7 Before/After

1. These pictures tell a story about what a dog did.

I'm not going to point to the pictures.

- What did the dog do first? (Signal.)

Chased a cat.

Yes, chased a cat.

- What did it do after it chased a cat?

(Signal.) *Chased a dog.*

Yes, chased a dog.

- What did it do after it chased a dog?

(Signal.) *Chased a bird.*

Yes, chased a bird.

- What did it do after it chased a bird?

(Signal.) *Went to sleep.*

Yes, went to sleep.

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

2. (Point to the last picture.) What is the dog doing in this picture? (Touch.) *Sleeping.*

3. Now think hard. I'm not going to point to the pictures.

- What did it do just before it went to sleep?

(Signal.) *Chased a bird.*

- What did it do just before it chased a bird?

(Signal.) *Chased a dog.*

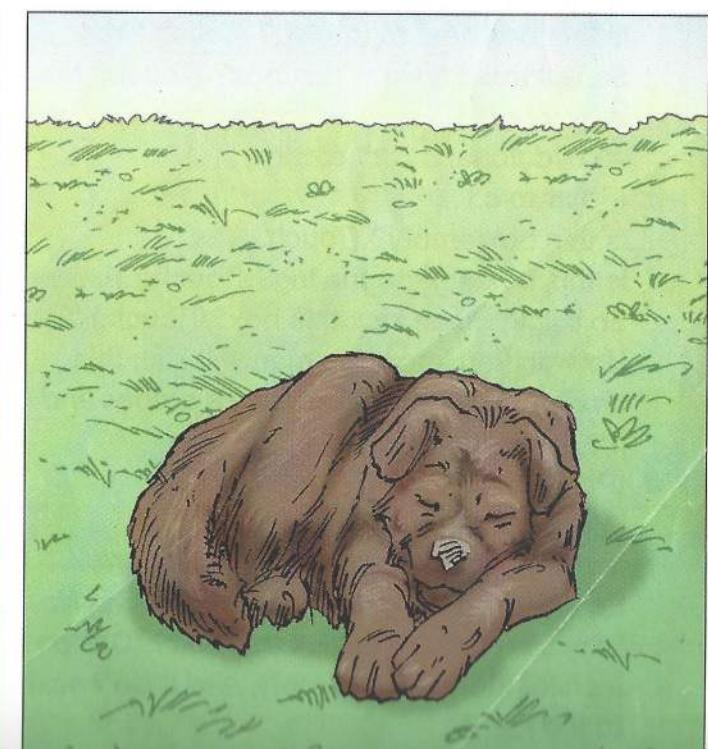
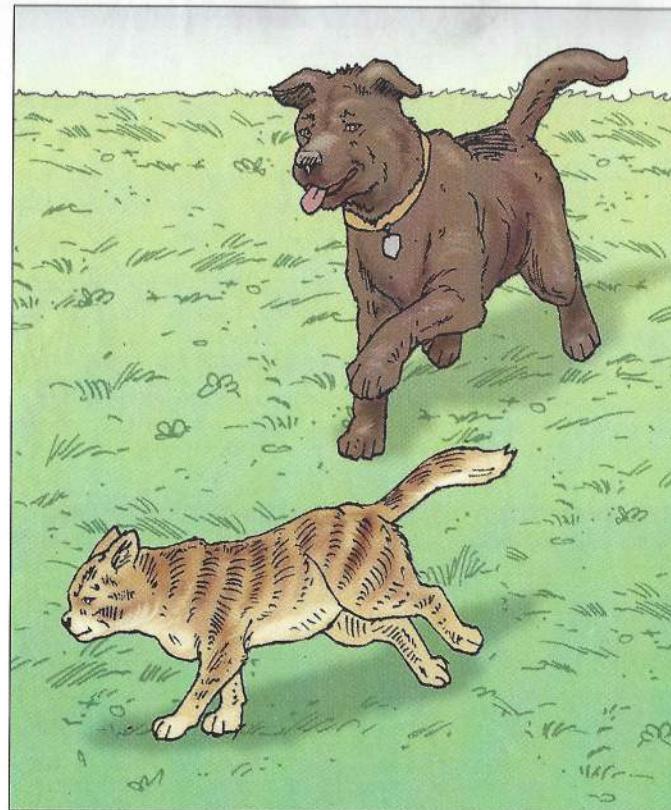
- What did it do just before it chased a dog?

(Signal.) *Chased a cat.*

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

Individual Turns

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



EXERCISE 8 Concept Application

1. We're going to solve a problem.

- (Point to the animals.) These objects are all in the same class. Think carefully. What class are they in? (Signal.) *Animals*.
- (Point to each animal, and ask:) What kind of animal is this? (Touch. Children are to answer a *monkey*, an *elephant*, a *zebra*.)

2. Listen. The man will feed the monkey or the elephant.

- Say the whole thing. (Signal.) *The man will feed the monkey or the elephant.*
- (Have all children repeat the statement until they can say it.)

3. Now answer these questions.

- Will he feed the elephant? (Signal.) *Maybe.*
- Will he feed the monkey? (Signal.) *Maybe.*
- Will he feed the zebra? (Signal.) *No.*
- (Repeat part 3 until all children's responses are firm.)

4. Now let's see if we can figure out which animal the man will feed. Remember—he will feed the monkey or the elephant.

a. (Point to a.)

Will he feed this animal? (Touch.) *Maybe.*

b. (Point to b.)

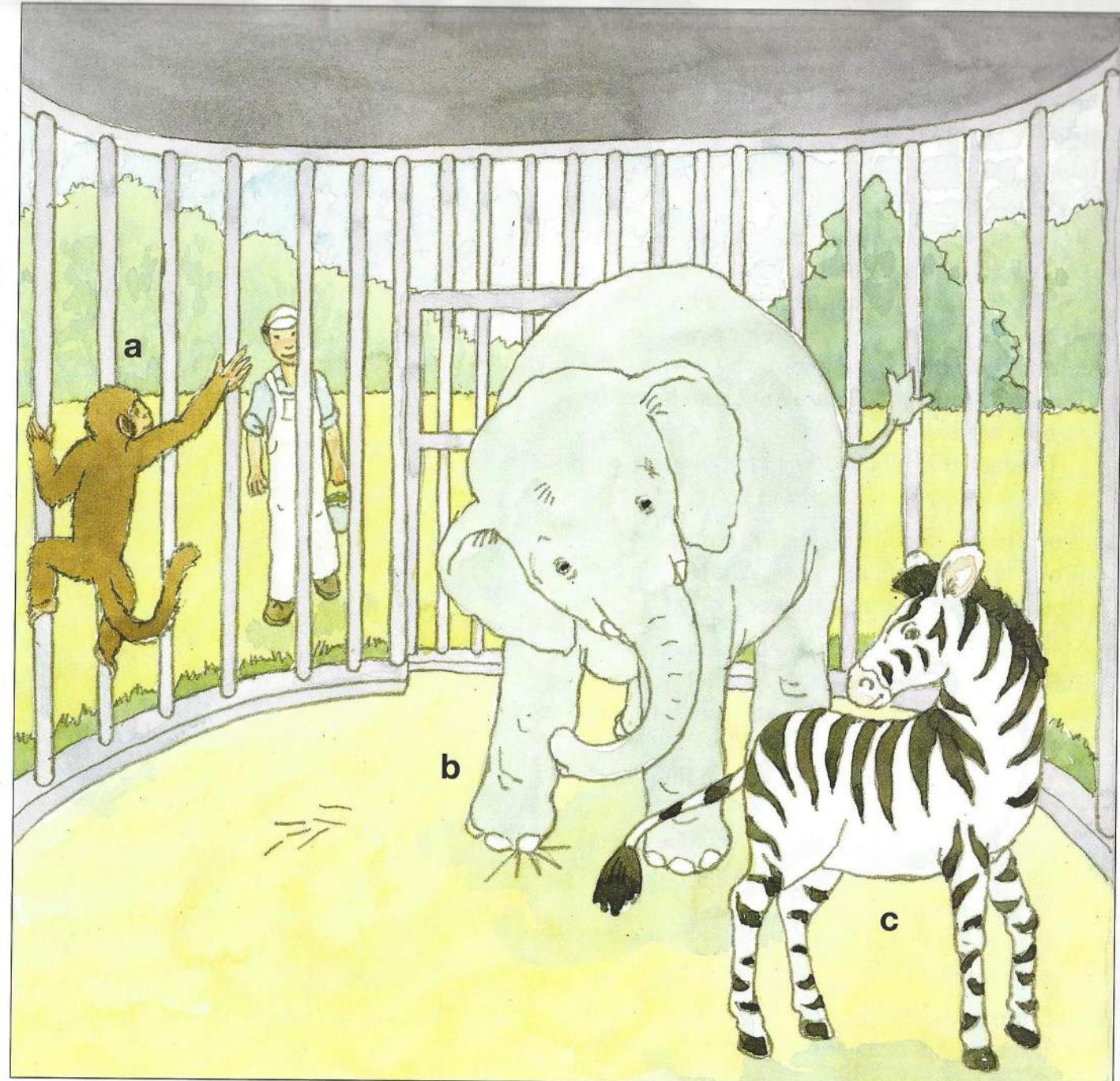
Will he feed this animal? (Touch.) *Maybe.*

c. (Point to c.)

Will he feed this animal? (Touch.) *No.*

5. (Point to the monkey and the elephant.) We know he will feed the monkey or the elephant. What do we know? (Call on a child. Idea: *He will feed the monkey or the elephant.*)

6. I'll tell you something about the animal he will feed. Listen. The man will feed the animal that has a trunk. Everybody, tell me which animal he will feed. (Signal.) *The elephant.*



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

EXERCISE 8 Concept Application (cont.)

8. Listen.

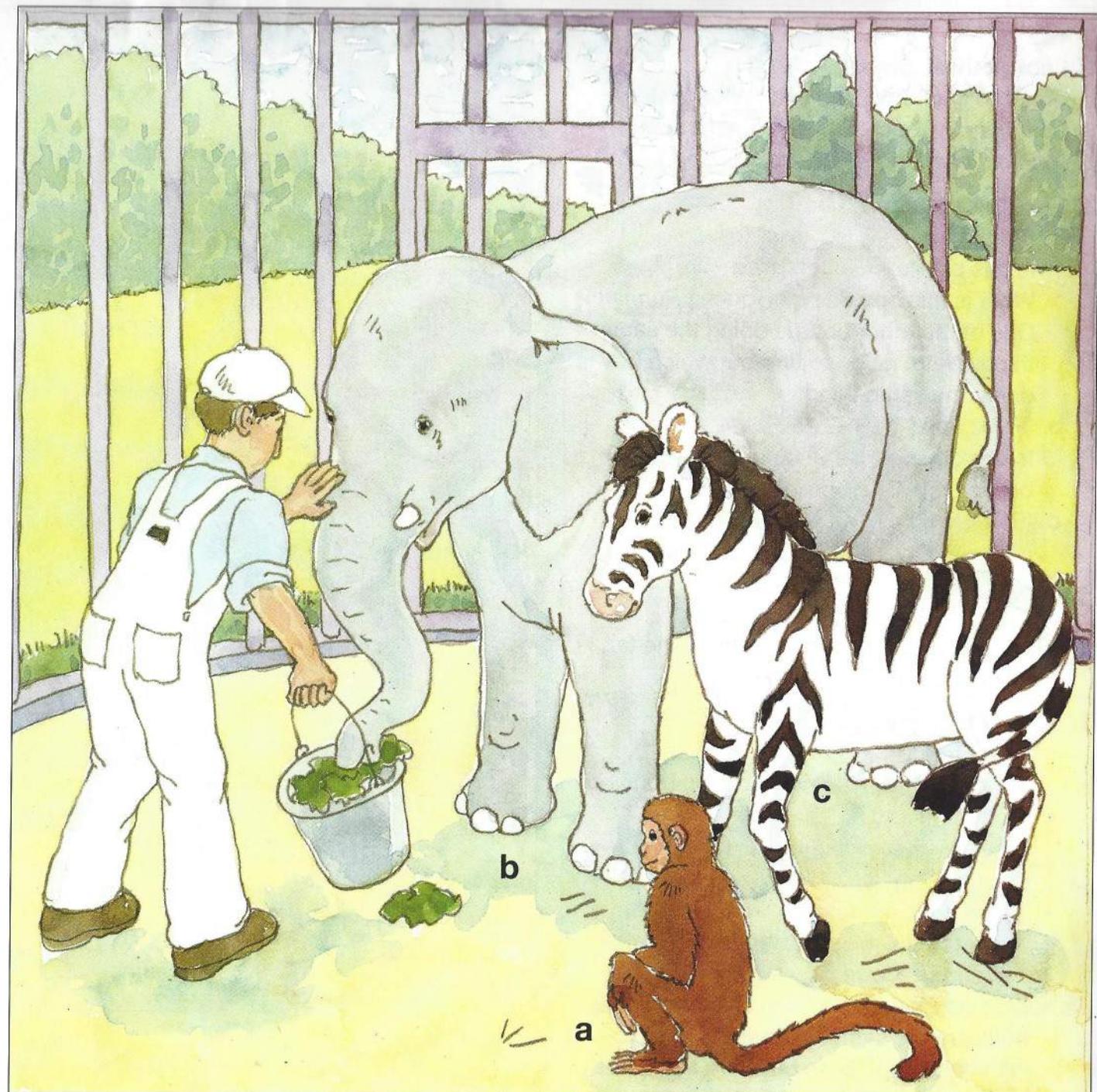
- Which animal is the man feeding? (Signal.) *The elephant.*
- Say the whole thing about what the man is doing. (Signal.) *The man is feeding the elephant.*
- Again. Say what the man is doing. (Signal.) *The man is feeding the elephant.*

9. Now answer these questions.

- (Point to a.) Is anyone feeding the monkey? (Touch.) No.
- (Point to c.) Is anyone feeding the zebra? (Touch.) No.
- No one is feeding the monkey or the zebra. Say that. (Signal.) *No one is feeding the monkey or the zebra.*
- Again. (Signal.) *No one is feeding the monkey or the zebra.*

Individual Turns

(Repeat part 9, calling on different children for each task.)



EXERCISE 5 Classification

1. Some of these objects are plants. Some of them are buildings.

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

2. This time when I point to an object, you'll say plant or building.

a. (Point to a.) Tell me. Plant or building.

(Touch.) **Building.**

What kind of building? (Touch.) A **house**.

Say the whole thing about this building.

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

b. (Point to b.) Tell me. Plant or building.

(Touch.) **Plant.**

What kind of plant? (Touch.) A **bush**.

Say the whole thing about this plant.

(Touch.) **This plant is a bush.**

c. (Point to c.) Tell me. Plant or building.

(Touch.) **Building.**

What kind of building? (Touch.) A **store**.

Say the whole thing about this building.

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

d. (Point to d.) Tell me. Plant or building.

(Touch.) **Building.**

What kind of building? (Touch.) A **barn**.

Say the whole thing about this building.

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

e. (Point to e.) Tell me. Plant or building.

(Touch.) **Plant.**

What kind of plant? (Touch.) A **tree**.

Say the whole thing about this plant.

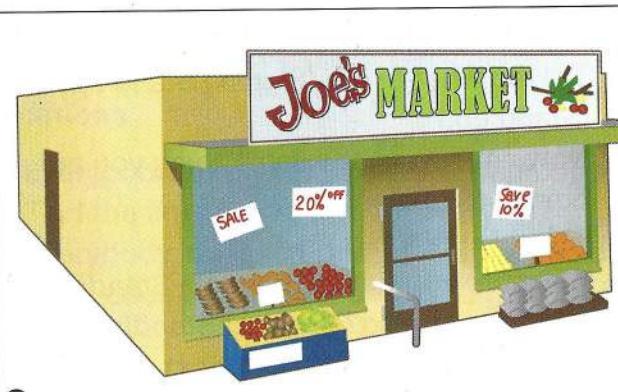
(Touch.) **This plant is a tree.**



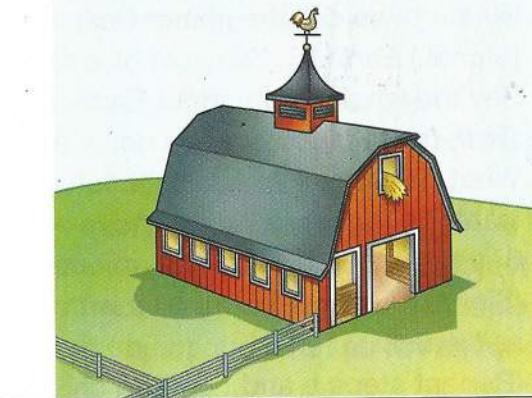
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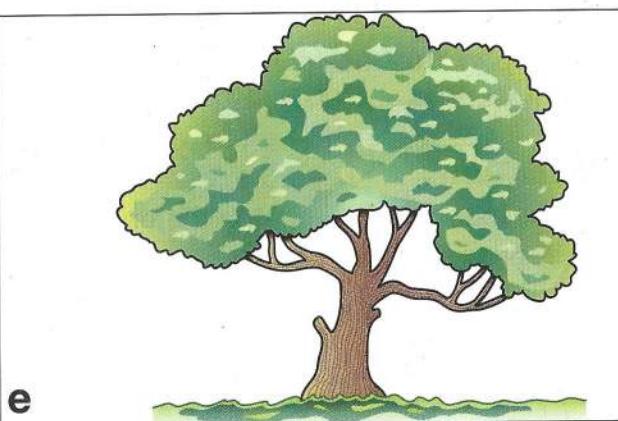
b



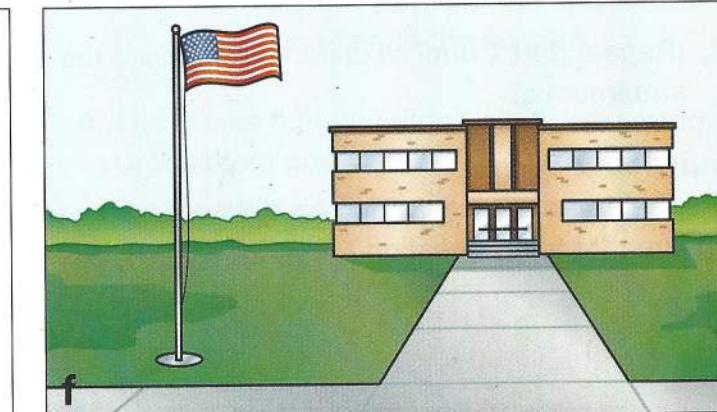
c



d



e



f

f. (Point to f.) Tell me. Plant or building.

(Touch.) **Building.**

What kind of building? (Touch.) A **school**.

Say the whole thing about this building.

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

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

LESSON 115

EXERCISE 1 Actions—Same/Different

1. Here's our first action game.
 - a. Everybody, touch your chest. (Signal.) Put your hands down.
Tell me if I do the same thing you did or something different.
 - b. Watch me. (Touch your back.)
Did I do the same thing or something different? (Signal.) *Something different.*
 - c. Watch me. (Touch your knee.)
Did I do the same thing or something different? (Signal.) *Something different.*
 - d. Watch me. (Touch your chest.)
Did I do the same thing or something different? (Signal.) *The same thing.*
2. (Repeat part 1 until all children's responses are firm.)
3. Here's our last action game.
 - a. Everybody, touch the floor. (Signal.) Stop touching the floor.
Now tell me if I do the same thing you did or something different.
 - b. Watch me. (Touch your knee.)
Did I do the same thing or something different? (Signal.) *Something different.*
 - c. Watch me. (Touch the floor.)
Did I do the same thing or something different? (Signal.) *The same thing.*
 - d. Watch me. (Touch your nose.)
Did I do the same thing or something different? (Signal.) *Something different.*
4. (Repeat part 3 until all children's responses are firm.)

Individual Turns

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

EXERCISE 2 Same

1. Get ready to tell me why the things I name are the same. Listen. A boat and a fish. Think of them.
 - a. Why are they the same? (Call on different children. Praise and repeat all reasonable responses. For example: *They go in the water; they float.*)
 - b. Here is one way a boat and a fish are the same: Both go in the water. Everybody, why are they the same? (Signal.) *Both go in the water.*
(Repeat until all children's responses are firm.)
2. Listen. A boat and a motorcycle. Think of them.
 - a. Why are they the same? (Call on different children. Praise and repeat all reasonable responses. For example: *You can ride them; they take you places.*)
 - b. Here is one way a boat and a motorcycle are the same: They both take you places. Everybody, why are they the same? (Signal.) *They both take you places.*
(Repeat until all children's responses are firm.)
3. Listen. A ladder and stairs. Think of them.
 - a. Why are they the same? (Call on different children. Praise and repeat all reasonable responses. For example: *You can walk on them; you climb them.*)
 - b. Here is one way a ladder and stairs are the same: You climb them. Everybody, why are they the same? (Signal.) *You climb them.*
(Repeat until all children's responses are firm.)

EXERCISE 3 Actions—Or

1. I'm going to do something. See if you can figure out what I'm going to do.
 - a. Listen. I'm going to smile or touch my ear or sing. What am I going to do? (Signal.) *Smile or touch your ear or sing.*
(Repeat until all children's responses are firm.)
 - b. Yes, I'm going to smile or touch my ear or sing.
Am I going to smile? (Signal.) *Maybe.*
Am I going to touch my ear? (Signal.) *Maybe.*
Am I going to jump? (Signal.) *No.*
Am I going to sing? (Signal.) *Maybe.*
 - c. I'm going to smile or touch my ear or sing.
What am I going to do? (Signal.) *Smile or touch your ear or sing.*
 - d. Here I go. (Smile.)
Did I sing? (Signal.) *No.*
Did I touch my ear? (Signal.) *No.*
Did I smile? (Signal.) *Yes.*
 - e. What did I do? (Signal.) *Smiled.*
Say the whole thing. (Signal.) *You smiled.*
(Repeat until all children's responses are firm.)
2. (Repeat steps c through e until all children's responses are firm.)

Individual Turns

(Repeat steps c through e, calling on different children for each step.)

EXERCISE 4 Information—Days, Months

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

Individual Turns

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

EXERCISE 5 Common Information

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

Individual Turns

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

EXERCISE 6 Materials

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



EXERCISE 7 Classification—Buildings

1. Listen.

a. Here's the rule: If it has walls and a roof, it's a building. What's the rule about buildings? (Signal.) *If it has walls and a roof, it's a building.*

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

b. I'm going to name some buildings, but don't let me fool you. If I name something that is a building, you say yes. If I name something that is not a building, you say not a building.

What are you going to say if it is a building? (Signal.) Yes.

What are you going to say if it is not a building? (Signal.) *Not a building.*

2. Remember. I'm going to name some buildings, but I may fool you.

a. Listen. (Pause.) Gas station. (Signal.) Yes. School. (Signal.) Yes.

Skyscraper. (Signal.) Yes.

Dog. (Signal.) *Not a building.*

Why did you say not a building? (Signal.) *Because a dog is not a building.*

b. Listen. (Pause.) Theater. (Signal.) Yes. Bottle. (Signal.) *Not a building.*

Why did you say not a building? (Signal.) *Because a bottle is not a building.*

c. Listen. (Pause.) House. (Signal.) Yes. Apartment building. (Signal.) Yes.

Store. (Signal.) Yes.

Cabinet. (Signal.) *Not a building.*

Why did you say not a building? (Signal.) *Because a cabinet is not a building.*

d. Listen. (Pause.) Restaurant. (Signal.) Yes. Church. (Signal.) Yes.

Barn. (Signal.) Yes.

Elephant. (Signal.) *Not a building.*

Why did you say not a building? (Signal.) *Because an elephant is not a building.*

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 Same—Class

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

a. Listen. Truck, bike, airplane. They're in the same class. Everybody, what class are they in? (Signal.) *Vehicles.*

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

b. Listen. Lion, sheep, dog. They're in the same class. Everybody, what class? (Signal.) *Animals.*

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

c. Listen. Bread, pancakes, peanut. They're in the same class. Everybody, what class? (Signal.) *Food.*

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

d. Listen. Glass, bottle, purse. They're in the same class. Everybody, what class? (Signal.) *Containers.*

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

e. Listen. School, store, theater. They're in the same class. Everybody, what class? (Signal.) *Buildings.*

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

Individual Turns

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

EXERCISE 9 Concept Application

1. Look at the picture. The dog will pull only one of these wagons.

- Listen. The dog will pull the wagon with an old man and a young man in it. What will the dog pull? (Signal. Respond with children.) *The wagon with an old man and a young man in it.*
- Say the whole thing about the wagon the dog will pull. (Signal.) *The dog will pull the wagon with an old man and a young man in it.*

2. We'll talk about each wagon.

a. (Point to a.)

Does this wagon have an old man in it?
(Touch.) Yes.

Does this wagon have a young man in it?
(Touch.) Yes.

So will the dog pull the wagon? (Touch.)
Yes.

How do you know the dog will pull this
wagon? (Call on a child. Idea: *It has an old
man and a young man in it.*)

b. (Point to b.)

Does this wagon have an old man in it?
(Touch.) No.

Does this wagon have a young man in it?
(Touch.) Yes.

So will the dog pull the wagon? (Touch.)
No.

How do you know the dog won't pull this
wagon? (Call on a child. Idea: *It doesn't
have an old man in it.*)



c. (Point to c.)

Does this wagon have an old man in it?
(Touch.) Yes.

Does this wagon have a young man in it?
(Touch.) No.

So will the dog pull the wagon? (Touch.)
No.

How do you know the dog won't pull this
wagon? (Call on a child. Idea: *It doesn't*

have an old man in it.)

3. Say the whole thing about the wagon the dog
will pull. (Signal.) *The dog will pull the wagon
with an old man and a young man in it.*

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

EXERCISE 9 Concept Application (cont.)

5. Look at this picture.

a. (Point to a.)

Which wagon is the dog pulling? (Touch.)

The wagon with an old man and a young man in it.

b. (Point to b.)

Why isn't the dog pulling this wagon? (Call on a child. Idea: *It doesn't have an old man in it.*)

c. (Point to c.)

Why isn't the dog pulling this wagon? (Call on a child. Idea: *It doesn't have a young man in it.*)

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

7. (Ask different children the following questions.)

How do you think the men who are being pulled feel?

Do you think the wagon is going fast?

What do you think the men in the other wagons are saying?

Which wagon would you like to be in?

Individual Turns

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



EXERCISE 10 Classification—Plants

1. We're going to learn a rule about plants.

(Point to each plant, and ask:) What kind of plant is this? (Children are to answer a tree, a carrot, a flower, grass.)

2. Here's a rule about all plants. Listen. If it grows in the ground, it is a plant. Listen again. If it grows in the ground, it is a plant.

- Everybody, say the rule with me. (Signal. Respond with children.) *If it grows in the ground, it is a plant.*

- Again. (Signal. Respond with children.) *If it grows in the ground, it is a plant.*

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

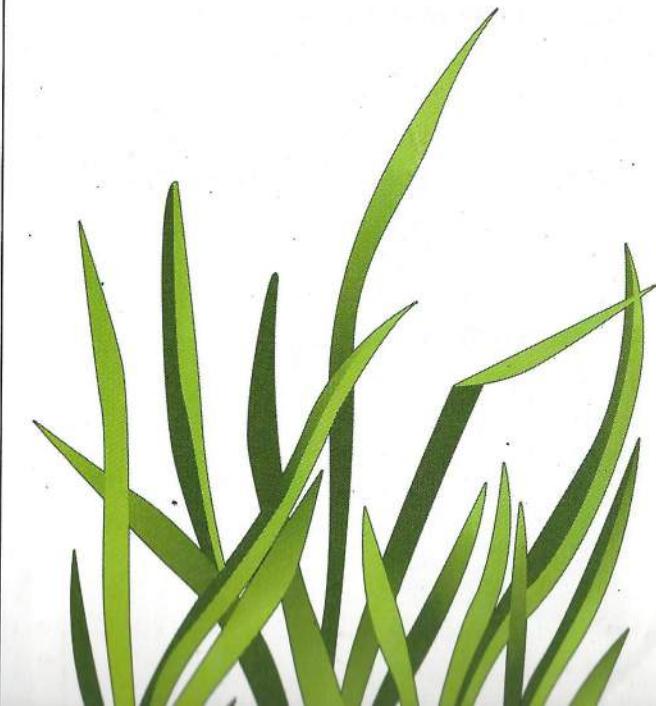
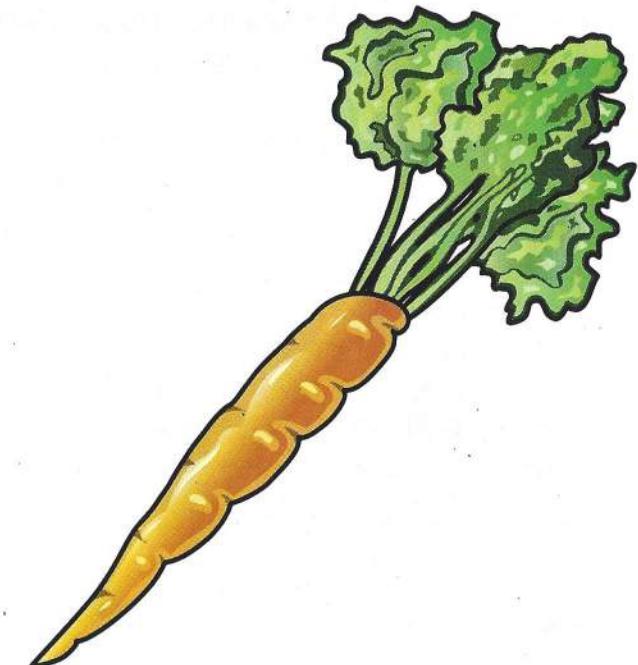
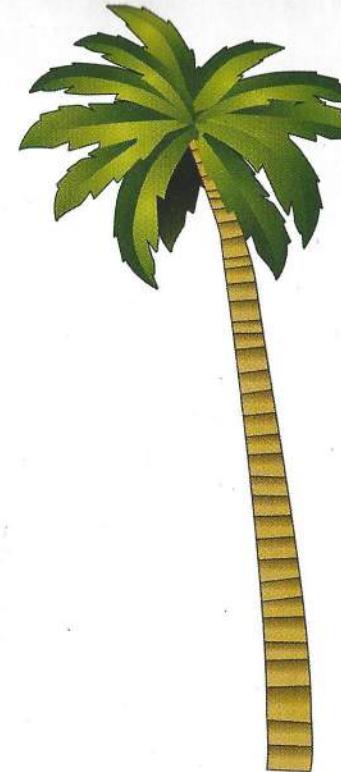
- All by yourselves. Say the rule about plants. (Signal.) *If it grows in the ground, it is a plant.*

- Again. (Signal.) *If it grows in the ground, it is a plant.*

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

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

(Turn the page quickly.)



EXERCISE 10 Classification—Plants (cont.)

4. Listen.

a. (Point to a.)

Does this grow in the ground? (Touch.) No.
A zebra does not grow in the ground. So
what do you know about a zebra? (Touch.)
It's not a plant.

b. (Point to b.)

Does this grow in the ground? (Touch.) Yes.
If it grows in the ground, it's . . . (touch)
a plant.

A tree grows in the ground. So what do you
know about a tree? (Touch.) *It's a plant.*

c. (Point to c.)

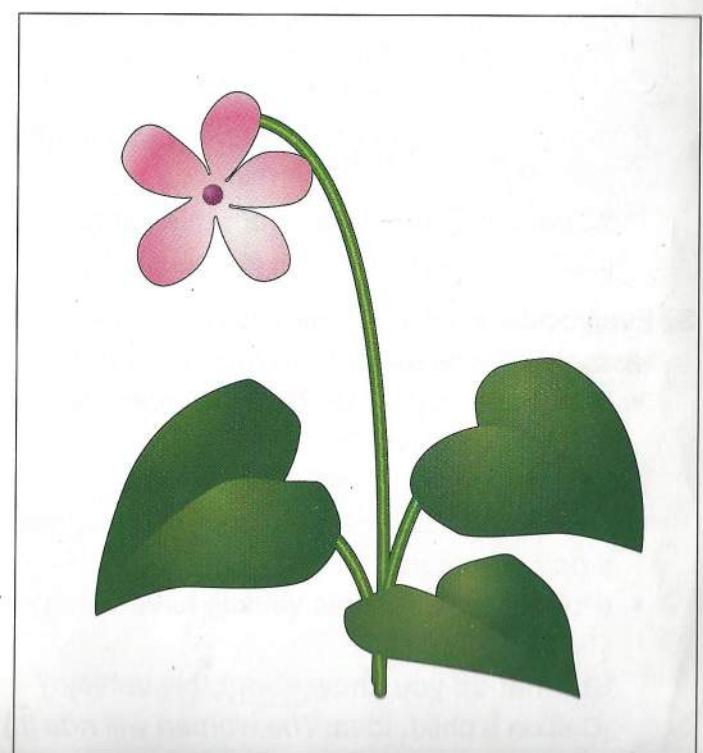
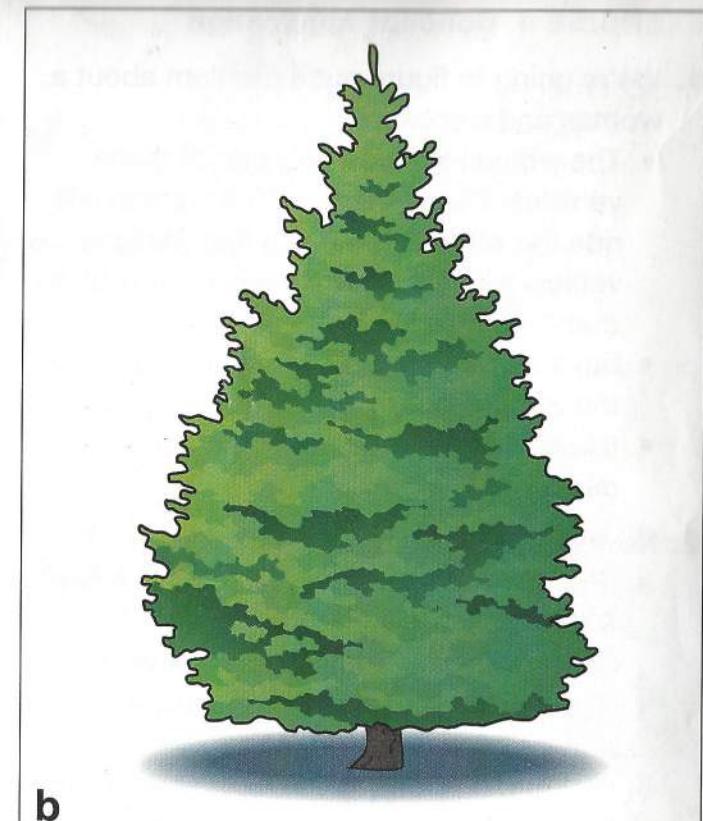
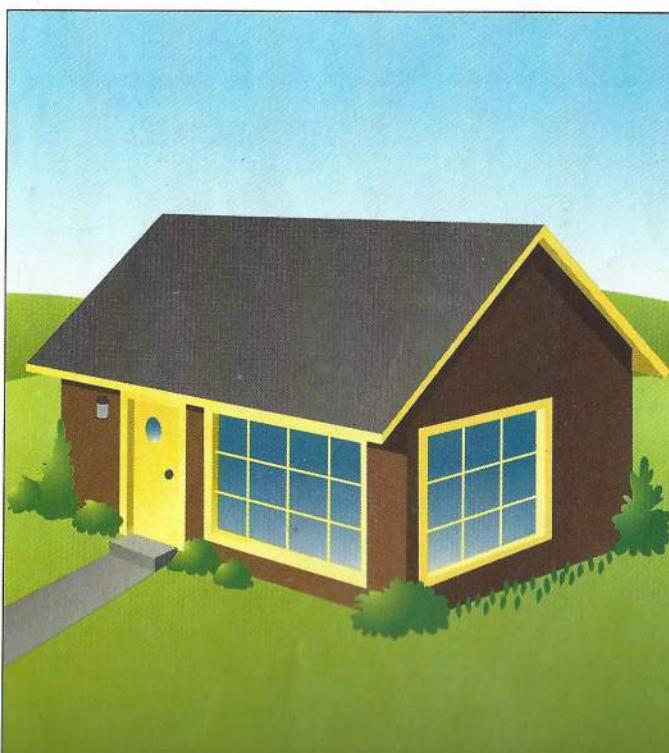
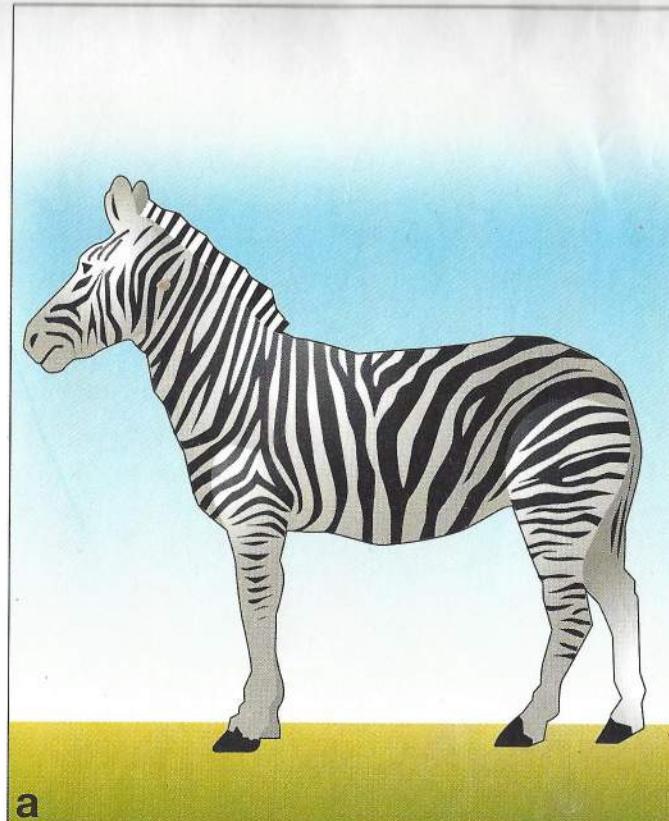
Does this grow in the ground? (Touch.) No.
A house does not grow in the ground. So
what do you know about a house? (Touch.)
It's not a plant.

d. (Point to d.)

Does this grow in the ground? (Touch.) Yes.
If it grows in the ground, it's . . . (touch)
a plant.

A flower grows in the ground. So what do
you know about a flower? (Touch.) *It's a
plant.*

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





EXERCISE 11 Before/After

1. I'm not going to point to the pictures.

- What did the girl do first? (Signal.) *Threw in her line.*

Yes, threw in her line.

- What did she do after she threw in her line? (Signal.) *Caught a can.*

Yes, caught a can.

- What did she do after she caught a can? (Signal.) *Threw the can away.*

Yes, threw the can away.

- What did she do after she threw the can away? (Signal.) *Went swimming.*

Yes, went swimming.

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

2. (Point to picture d.) What is the girl doing in this picture? (Touch.) *Swimming.*

3. Now think hard. I'm not going to point to the pictures.

- What did she do just before she went swimming? (Signal.) *Threw the can away.*

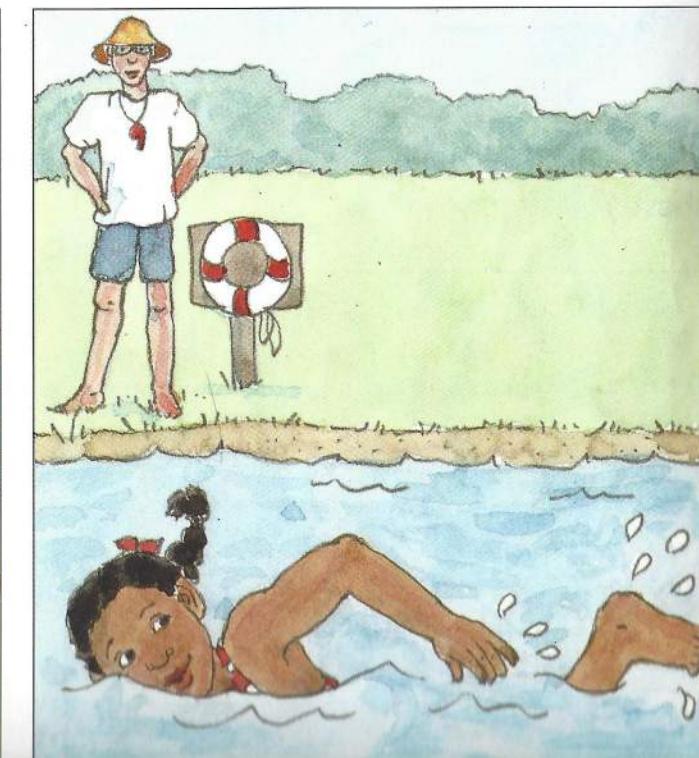
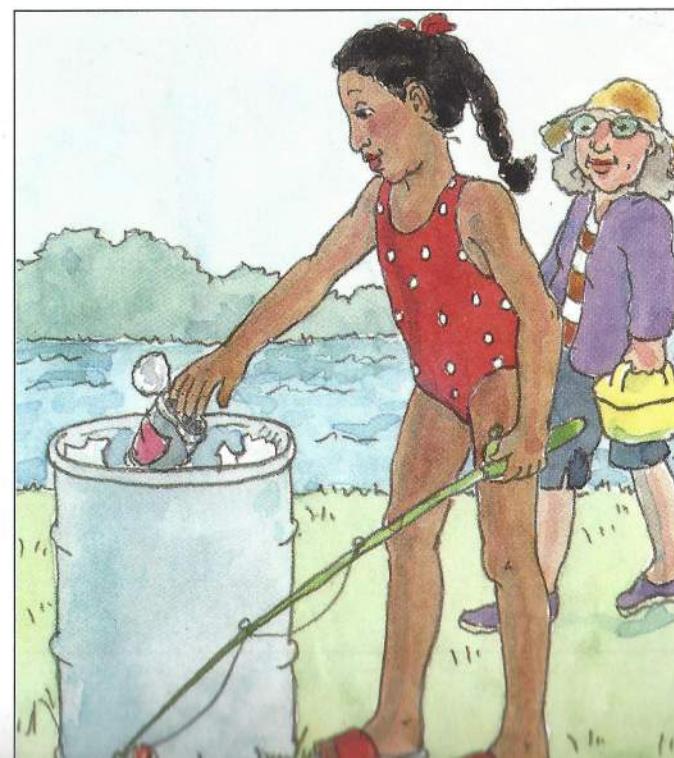
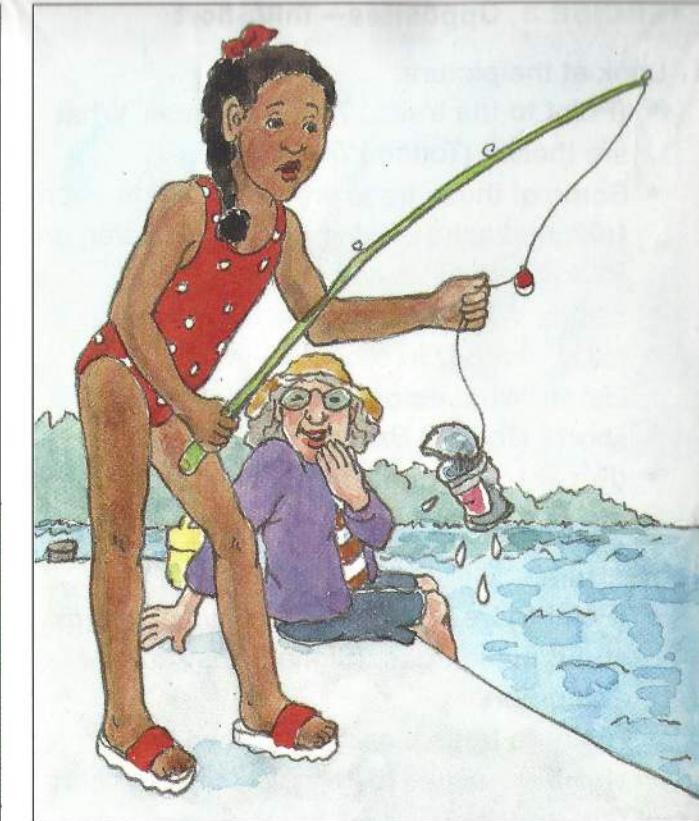
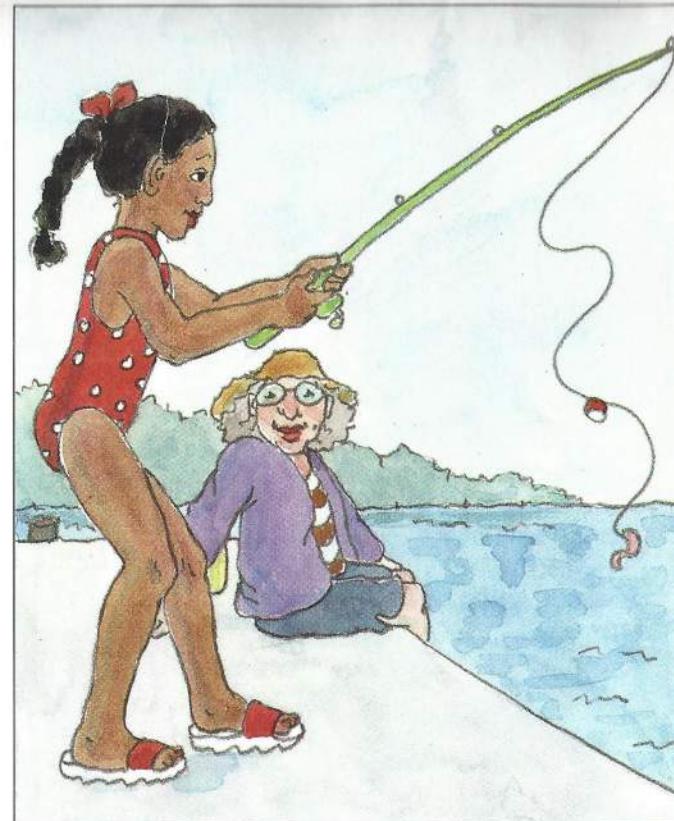
- What did she do just before she threw the can away? (Signal.) *Caught the can.*

- What did she do just before she caught the can? (Signal.) *Threw in her line.*

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

Individual Turns

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



EXERCISE 12 Opposites

1. Look at the picture.

- (Point to the alligators.) These are alligators. What are these? (Touch.) Alligators.
- Some of these alligators are wet. (Point to each alligator and ask:) Is this alligator wet? (Children are to answer yes or no.)

2. Listen.

- What color are the alligators that are wet? (Touch.) Brown.
- (Point to alligators c and d.) Say two things about these alligators. (Signal.) These alligators are wet and brown.

3. Listen.

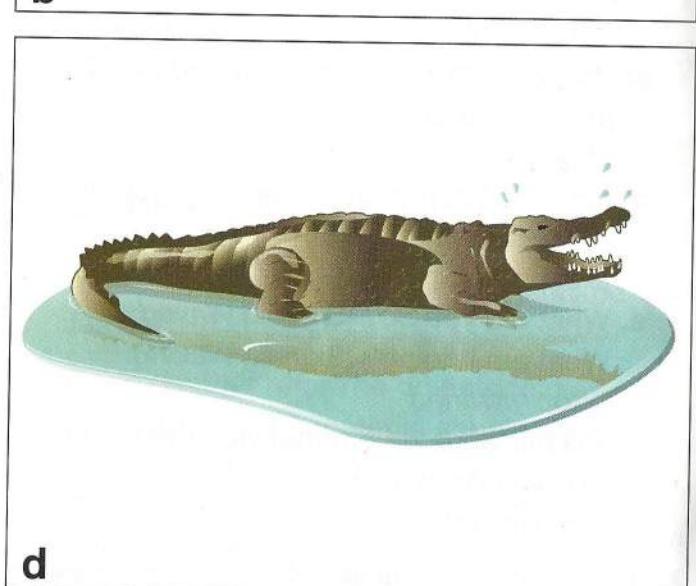
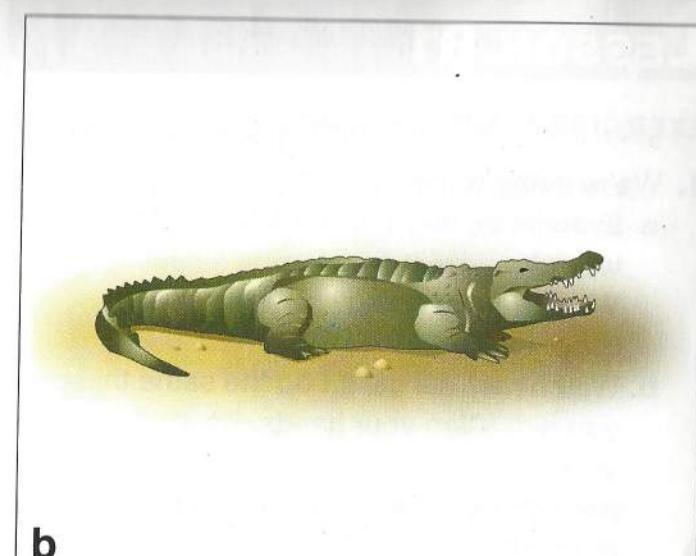
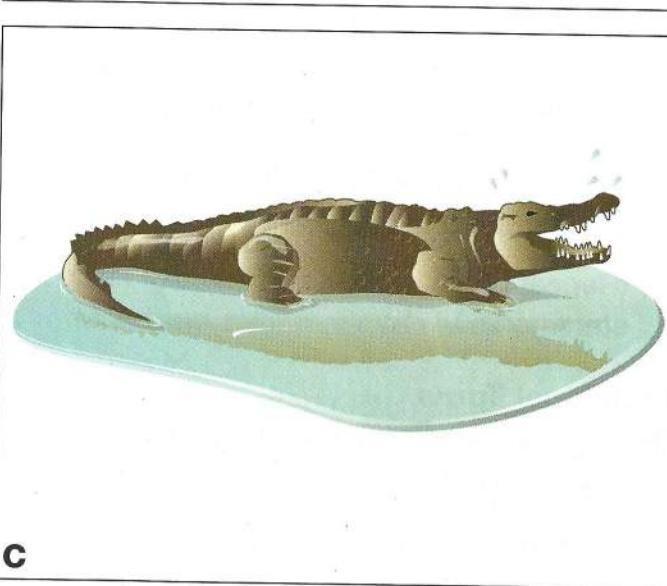
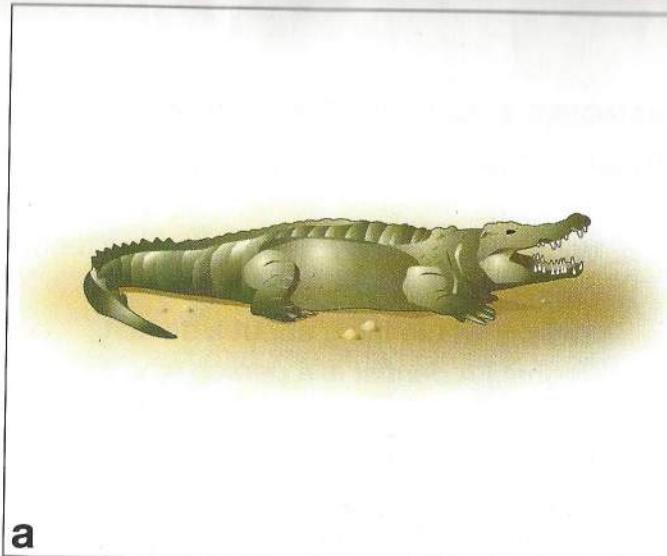
- What color are the alligators that are dry? (Touch.) Green.
- Your turn. (Point to alligators a and b.) Say two things about these alligators. (Signal.) These alligators are dry and green.

4. Listen carefully.

- I'm thinking of an alligator that is wet. What else do you know about it? (Signal.) It's brown.
- I'm thinking of an alligator that is green. What else do you know about it? (Signal.) It's dry.
- (Repeat until all children's responses are firm.)

Individual Turns

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



LESSON 117

EXERCISE 1 Common Information

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

a. What do we call a person who fixes teeth? (Signal.) A dentist.

Say the whole thing about a dentist.

(Signal.) A dentist is a person who fixes teeth.

b. What do we call a person who helps keep people safe? (Signal.) A police officer.

Say the whole thing about a police officer.

(Signal.) A police officer is a person who helps keep people safe.

c. What do we call a person who goes to a doctor? (Signal.) A patient.

Say the whole thing about a patient.

(Signal.) A patient is a person who goes to a doctor.

d. What do we call a forest in a hot place? (Signal.) A jungle.

Say the whole thing about a jungle.

(Signal.) A jungle is a forest in a hot place.

e. What do we call something you take to get well? (Signal.) Medicine.

Say the whole thing about medicine.

(Signal.) Medicine is something you take to get well.

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

3. Get ready for some new information.

a. Listen. A driver is a person who drives a vehicle. What do we call a person who drives a vehicle? (Signal.) A driver.

Say the whole thing about a driver. (Signal.)

A driver is a person who drives a vehicle.

b. What do we call a person who goes to a doctor? (Signal.) A patient.
Say the whole thing about a patient.
(Signal.) A patient is a person who goes to a doctor.

c. What do we call a person who drives a vehicle? (Signal.) A driver.
Say the whole thing about a driver. (Signal.)
A driver is a person who drives a vehicle.

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

Individual Turns

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



EXERCISE 2 Same/Different—Class

1. We're going to talk about the classes things are in.

- Everybody, what class is soup in? (Signal.) Food.
- Everybody, what class is an apple in? (Signal.) Food.
- Everybody, what class is a tree in? (Signal.) Plants.
- Everybody, what class is a motorboat in? (Signal.) Vehicles.
(Repeat until all children's responses are firm.)

2. Listen.

a. Soup and an apple. (Pause.)

Are they in the same class or in different classes? (Pause. Signal.) The same class.
You're right. They are in the same class.

• What class is soup in? (Pause. Signal.) Food.

• Is an apple in the same class? (Pause. Signal.) Yes.

Yes, soup and an apple are in the same class.

b. Soup and a tree. (Pause.)

Are they in the same class or in different classes? (Pause. Signal.) Different classes.
You're right. They are in different classes.

• What class is soup in? (Pause. Signal.) Food.

Yes, food.

• Is a tree in the same class? (Pause. Signal.) No.

No, it's not in the same class.

So soup and a tree are in different classes.

c. Soup and a motorboat. (Pause.)

Are they in the same class or in different classes? (Pause. Signal.) Different classes.
You're right. They are in different classes.

• What class is soup in? (Pause. Signal.) Food.

Yes, food.

• Is a motorboat in the same class? (Pause. Signal.) No.

No, it's not in the same class.

So soup and a motorboat are in different classes.



EXERCISE 3 Actions—Same/Different

1. Here's our first action game.

a. Everybody, point to the floor. (Signal.)

Stop pointing to the floor.

Now tell me if I do the same thing you did or something different.

b. Watch me. (Point to the floor.)

Did I do the same thing or something different? (Signal.) *The same thing.*

c. Watch me. (Point to the ceiling.)

Did I do the same thing or something different? (Signal.) *Something different.*

d. Watch me. (Point to the floor.)

Did I do the same thing or something different? (Signal.) *The same thing.*

• Say the whole thing. (Signal.) *You did the same thing.*

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

3. Here's our last action game.

a. Everybody, clap. (Signal.)

Stop clapping.

Now tell me if I do the same thing you did or something different.

b. Watch me. (Clap.)

Did I do the same thing or something different? (Signal.) *The same thing.*

c. Watch me. (Clap.)

Did I do the same thing or something different? (Signal.) *The same thing.*

d. Watch me. (Stamp your foot.)

Did I do the same thing or something different? (Signal.) *Something different.*

• Say the whole thing. (Signal.) *You did something different.*

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

Individual Turns

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



EXERCISE 4 Actions—Before/After

1. It's time for some actions.

a. Listen. First you're going to clap. Then you're going to wave. Tell me what you're going to do first. (Signal.) Clap.

Tell me what you're going to do after you clap? (Signal.) Wave.

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

b. Everybody, show me what you do first.

(Signal. Children respond.)

What did you do? (Signal.) Clapped.

c. What are you going to do after you clap?

(Signal.) Wave.

Do it, and keep doing it. (Signal. Children respond.)

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

d. What did you do before you waved?

(Signal.) Clapped.

Yes, you clapped.

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

3. Let's do another one. This one is harder.

a. Listen. First you're going to stamp your foot. Then you're going to touch your chest. Then you're going to touch your eyebrows.

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

Stamp my foot.

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

What are you going to do after you touch your chest? (Signal.) Touch my eyebrows.

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

c. Everybody, show me what you do first.

(Signal. Children respond.)

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

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

Do it. (Children respond.)

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

e. What are you going to do after you touch your chest? (Signal.) Touch my eyebrows.

Do it. (Children respond.)

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

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

f. Listen. What did you do just before you touched your eyebrows? (Signal.) Touched my chest.

Listen. What did you do before you touched your chest? (Signal.) Stamped my foot.

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

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

Individual Turns

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

EXERCISE 5 Concept Application

1. We're going to solve a problem.

- (Point to the vehicles.) These objects are all in the same class. Think carefully. What class are they in? (Signal.) *Vehicles*.
- (Point to each vehicle and ask:) What kind of vehicle is this? (Touch. Children are to answer *a boat*, *a wagon*, *a car*.)

2. Listen. A boy will sit in the wagon or the car.

- Let's hear you say that. (Signal.) *A boy will sit in the wagon or the car.*
- (Have all children repeat the statement until they can say it.)

3. Now answer these questions about the boy.

- Will he sit in the car? (Signal.) *Maybe.*
- Will he sit in the wagon? (Signal.) *Maybe.*
- Will he sit in the boat? (Signal.) *No.*
- (Repeat part 3 until all children's responses are firm.)

4. Remember—the boy will sit in the wagon or the car.

a. (Point to a.)

Will the boy sit in this vehicle? (Touch.) No.

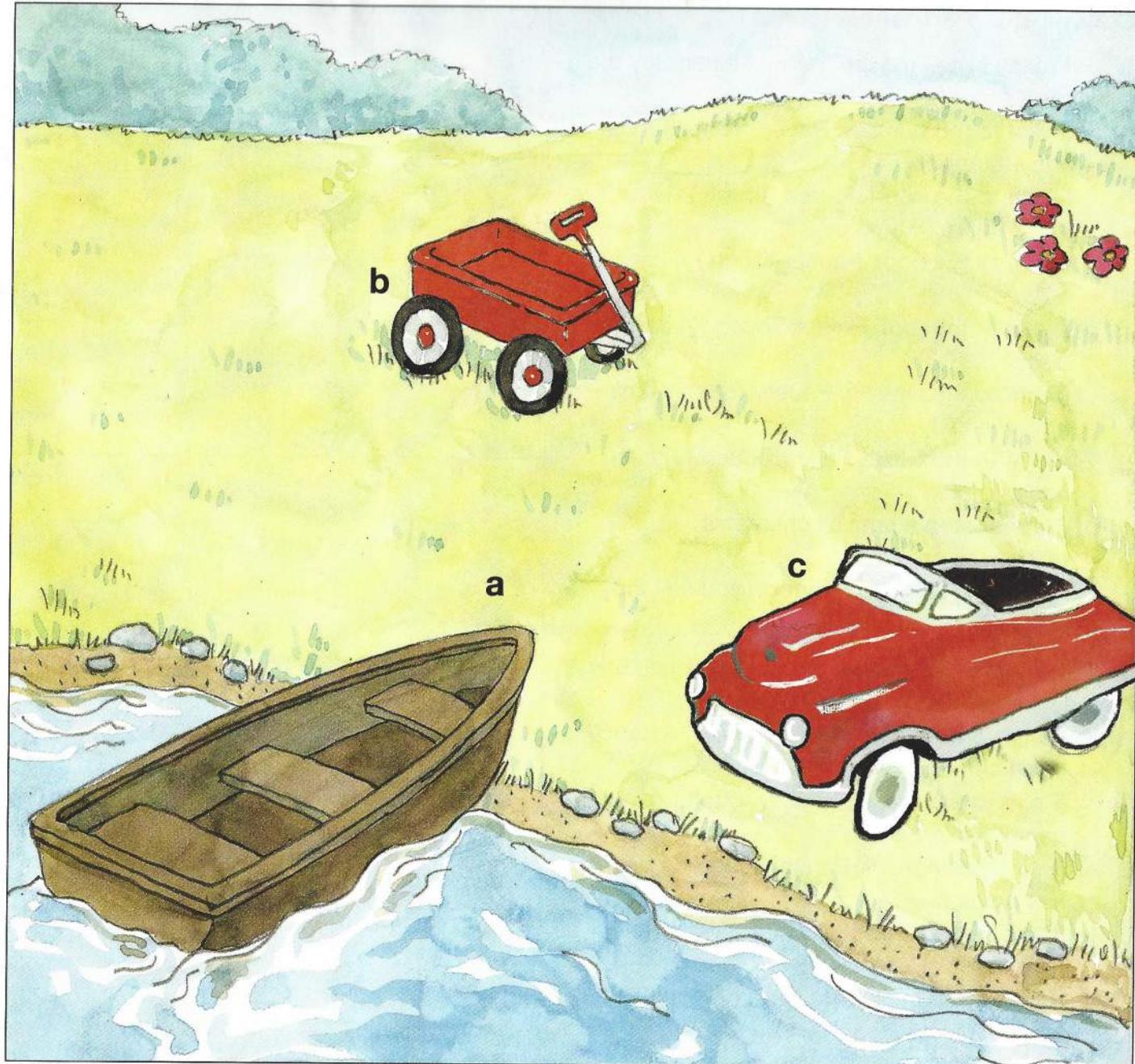
b. (Point to b.)

Will the boy sit in this vehicle? (Touch.) Maybe.

c. (Point to c.)

Will the boy sit in this vehicle? (Touch.) Maybe.

5. (Point to the wagon and the car.) We know he will sit in the wagon or the car. What do we know? (Touch.) *He will sit in the wagon or the car.*



6. I'll tell you something about the vehicle he will sit in. Listen. The boy will sit in the vehicle that has a body and a handle. Everybody, tell me which vehicle he will sit in. (Signal.)

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

EXERCISE 5 Concept Application (cont.)

8. Listen.

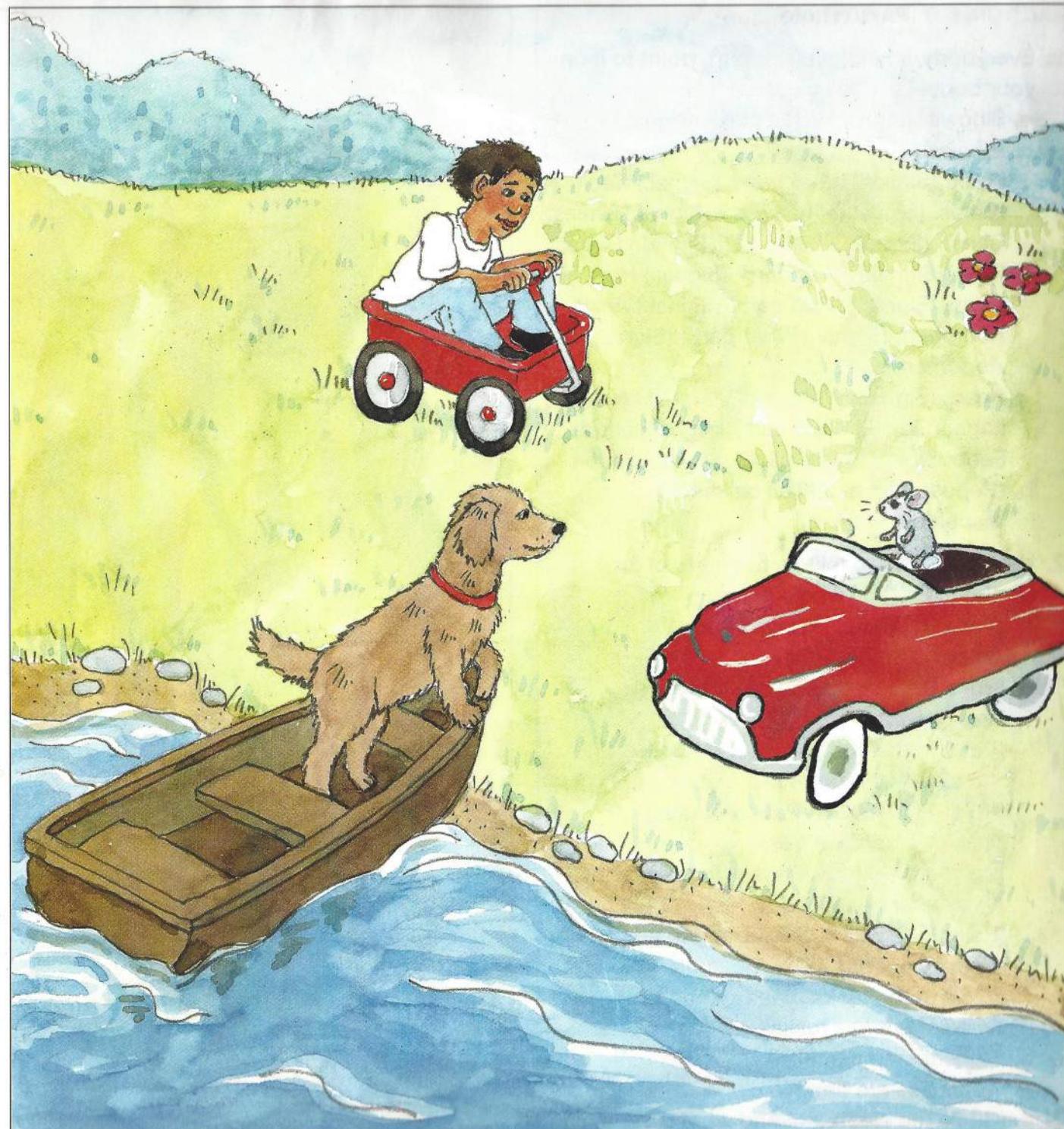
- Which vehicle is the boy sitting in? (Signal.) *The wagon.*
- Say the whole thing about what the boy is doing. (Signal.) *The boy is sitting in the wagon.*
- Again. Say what the boy is doing. (Signal.) *The boy is sitting in the wagon.*

9. We'll talk about the other vehicles.

- (Point to the car.)
Is anyone sitting in the car? (Touch.) Yes.
What is sitting in the car? (Touch.) A mouse.
- (Point to the boat.)
Is anyone sitting in the boat? (Touch.) Yes.
What is sitting in the boat? (Touch.) A dog.

Individual Turns

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



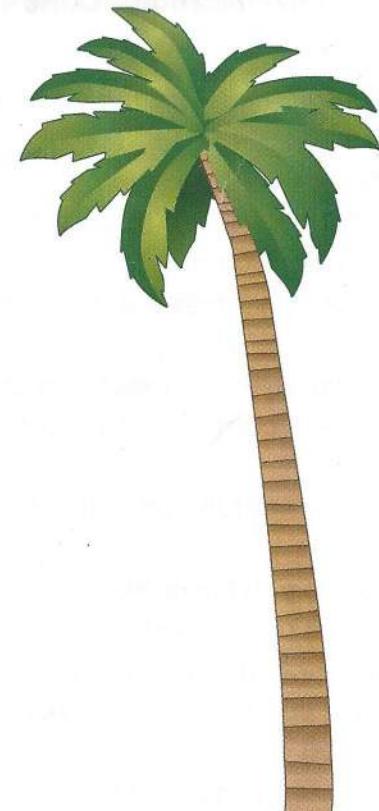
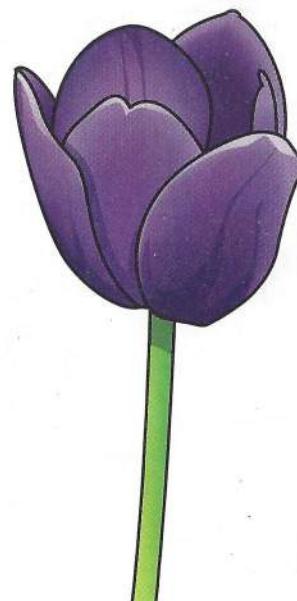
EXERCISE 6 Classification—Plants

1. Look at the objects on this page.

- All of these objects are in the same class.
What class is that? (Touch.) *Plants*.
- (Point to each plant, and ask:) What kind of plant is this? (Children are to answer a flower, a tree, grass, a carrot.)

2. Everybody, what's the rule about plants?
(Signal.) If it grows in the ground, it is a plant.

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



EXERCISE 6 Classification—Plants (cont.)

4. Listen.

a. (Point to a.)

Does this grow in the ground? (Touch.) No.

So what do you know about a cup?

(Touch.) It's not a plant.

Say the whole thing about a cup. (Touch.)

A cup is not a plant.

b. (Point to b.)

Does this grow in the ground? (Touch.) Yes.

So what do you know about a carrot?

(Touch.) It's a plant.

What kind of plant? (Touch.) A carrot.

Say the whole thing about this plant.

(Touch.) This plant is a carrot.

c. (Point to c.)

Does this grow in the ground? (Touch.) No.

So what do you know about a dog?

(Touch.) It's not a plant.

Say the whole thing about a dog. (Touch.)

A dog is not a plant.

d. (Point to d.)

Does this grow in the ground? (Touch.) Yes.

So what do you know about a flower?

(Touch.) It's a plant.

What kind of plant? (Touch.) A flower.

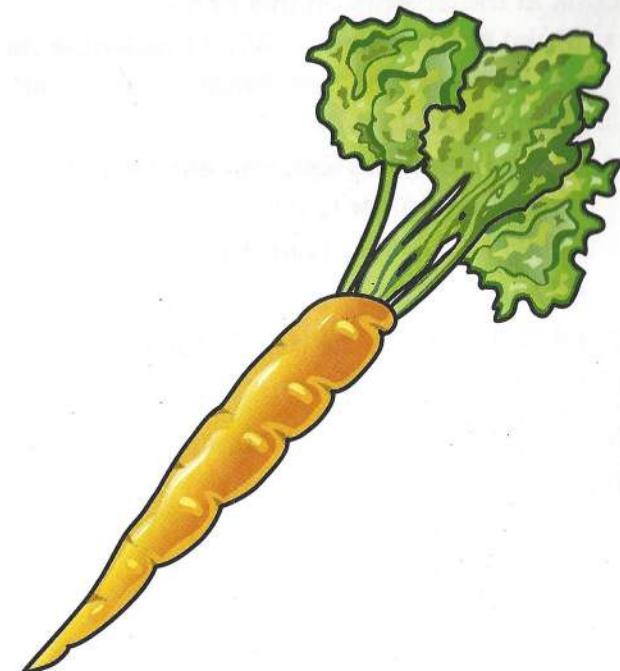
Say the whole thing about this plant.

(Touch.) This plant is a flower.

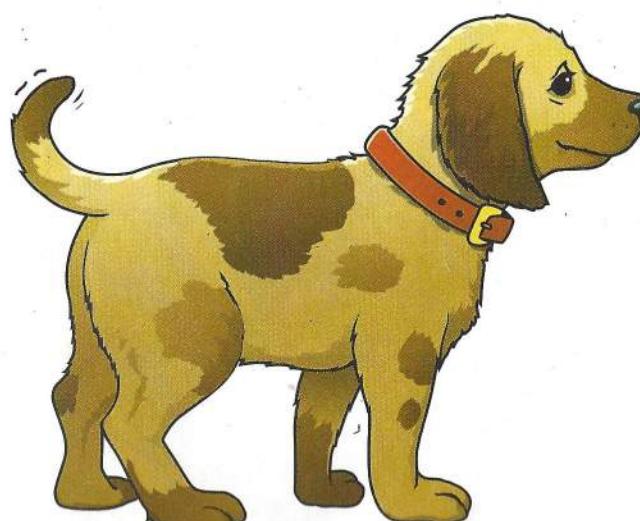
5. (Repeat part 4 until all children's responses are firm.)



a



b





EXERCISE 7 Part/Whole—Broom

[Note: You will need a real broom for part 7.]

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

a. (Circle broom a with your finger.)

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

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

(Point to the handle.) This is a handle.
(Point to the bristles.) These are the bristles.

2. Your turn to tell me the parts.

• (Point to the handle on broom b.)

What is this part called? (Pause. Touch.)

A handle.

• (Point to the bristles.)

What are these parts called? (Pause.
Touch.) Bristles.

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

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

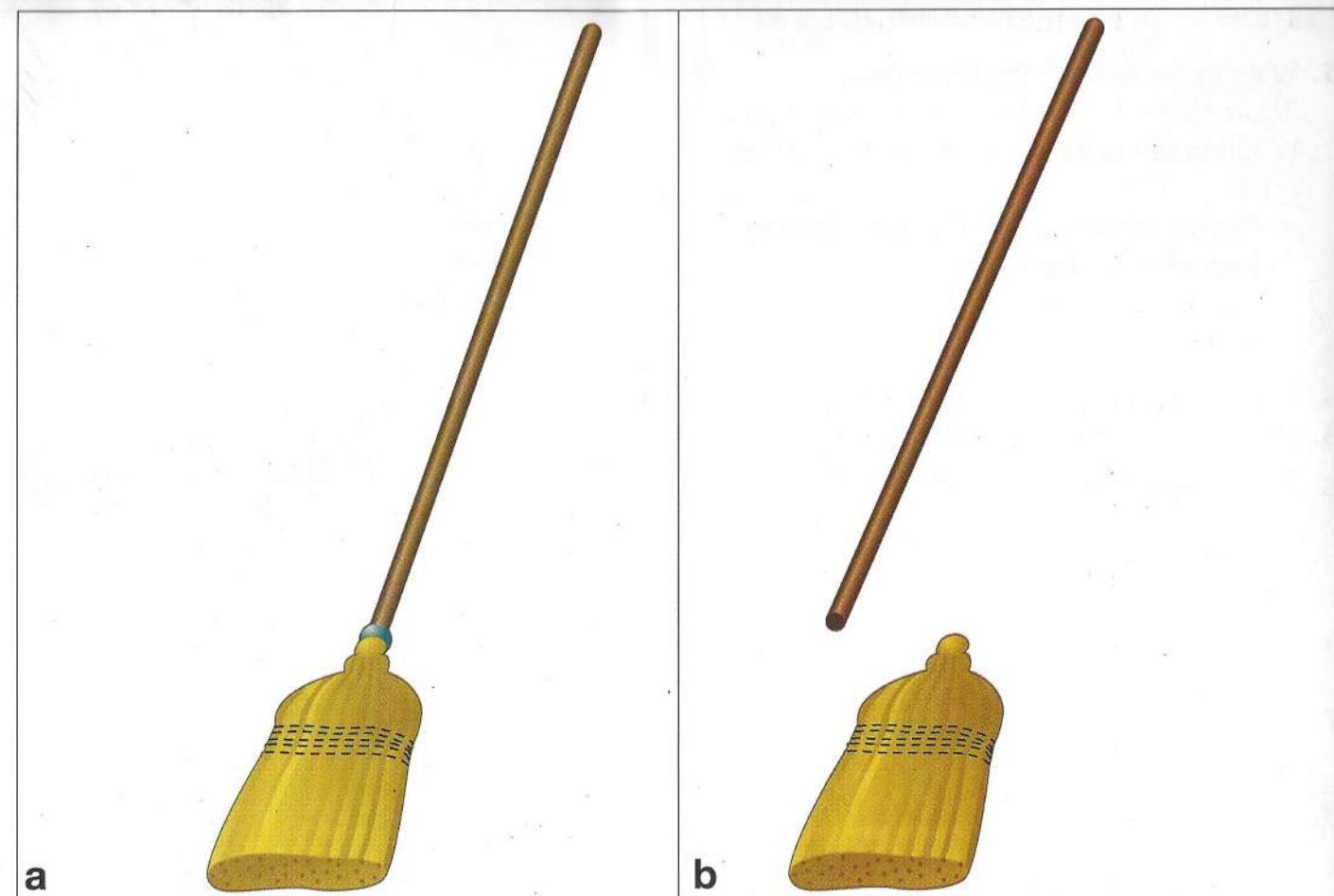
• (Point to the bristles on broom a.) What are these parts called? (Touch.) Bristles.

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

• (Circle broom a.) A handle and bristles are parts of ... (touch) a broom.

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

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



a

b

5. Listen.

• (Point to the bristles on broom a.)

A broom has ... (touch) bristles.

(Point to the handle.)

A broom has ... (touch) a handle.

• (Circle broom a.) What's the whole object called? (Touch.) A broom.

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

7. (Point to a real broom.) Now let's name the parts of this broom. (Children are to name each part as you point to it.)

8. (Ask individual children the following questions.)

What do we do with a broom?

Do you have a broom at your house?

Do you ever sweep the floor?



EXERCISE 8 Opposites

1. Look at the picture.

- (Point to the buildings.) These are buildings. What are these? (Touch.) Buildings.
- Some of these buildings are tall. (Point to each building, and ask:) Is this building tall? (Children are to answer yes or no.)

2. Listen.

- What color are the buildings that are tall? (Touch.) Red.
- (Point to buildings a, c, and e.) Say two things about these buildings. (Signal.) These buildings are tall and red.
- (Repeat until all children's responses are firm.)

3. Listen.

- What color are the buildings that are short? (Touch.) Black.
- Your turn. (Point to buildings b and d.) Say two things about these buildings. (Signal.) These buildings are short and black.
- (Repeat until all children's responses are firm.)

4. Listen carefully.

- I'm thinking of a building that is tall. What else do you know about it? (Signal.) It's red.
- I'm thinking of a building that is black. What else do you know about it? (Signal.) It's short.
- (Repeat until all children's responses are firm.)

Individual Turns

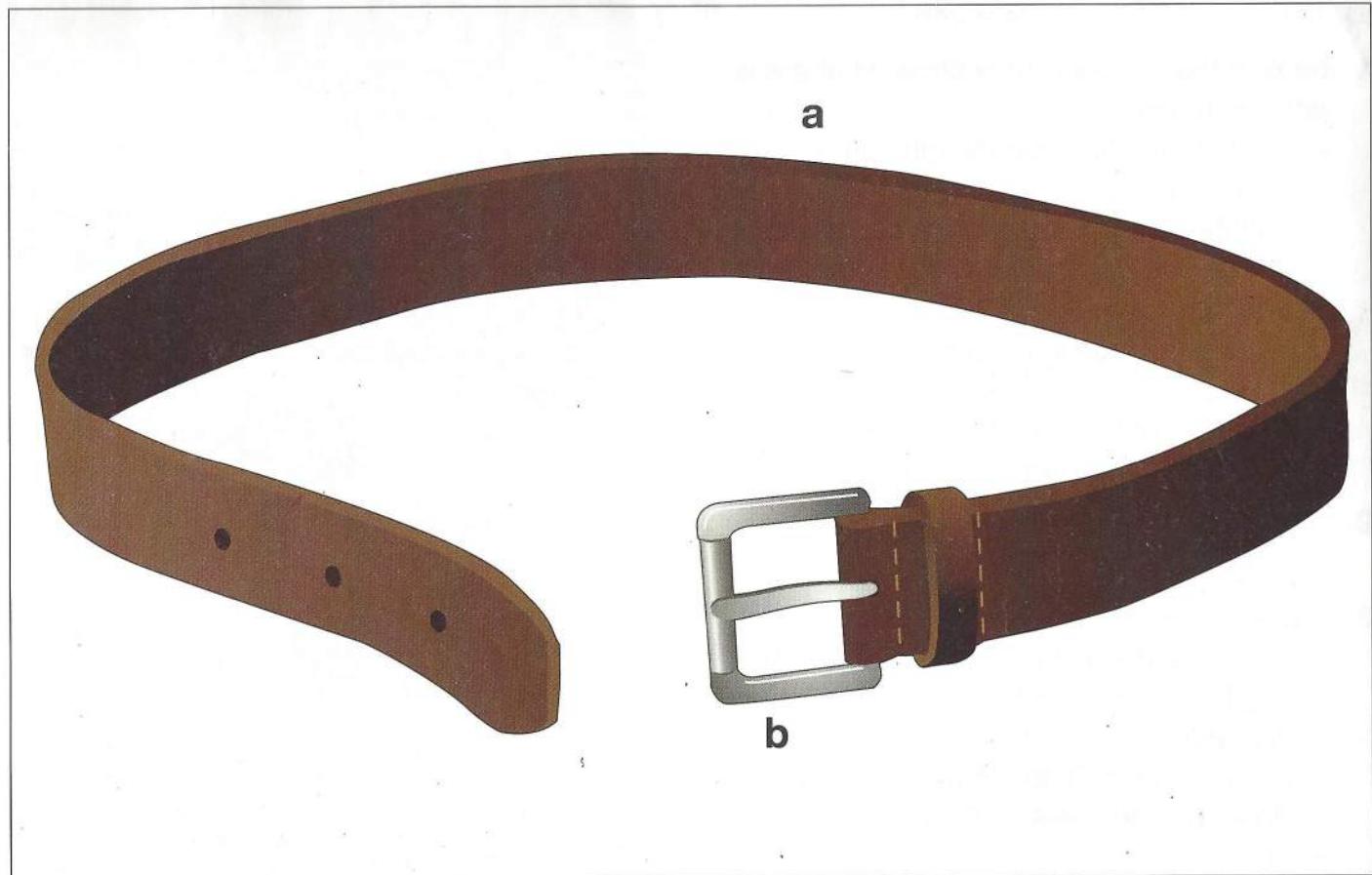
(Call on different children to do one of the steps above.)





EXERCISE 9 Materials and Part/Whole

1. Look at this belt. I'll name the parts of the belt.
 - a. (Point to a.) A belt has a strap.
 - b. (Point to b.) A belt has a buckle.
2. Now you tell me the parts of the belt.
 - a. (Point to a.) A belt has . . . (touch) a strap.
 - b. (Point to b.) A belt has . . . (touch) a buckle.
3. (Point to the strap.)
 - Name three things this strap could be made of. (Call on different children. Praise children who say *leather*, *cloth*, or *plastic*.)
 - Yes, the strap could be made of leather, cloth, or plastic. Everybody, say the whole thing. (Touch.) The strap could be made of leather, cloth, or plastic.
4. (Point to the buckle.)
 - Everybody, name two things this buckle could be made of. (Touch. Praise children who say *metal* or *plastic*.)
 - Yes, the buckle could be made of metal or plastic. Everybody, say the whole thing. (Touch.) The buckle could be made of metal or plastic.



LESSON 118



EXERCISE 1 Actions—Same/Different

1. Here's our first action game.

a. Everybody, point to a boy. (Signal.)

Stop pointing to a boy.

Now tell me if I do the same thing you did or something different.

b. Watch me. (Point to a girl.)

Did I do the same thing or something different? (Signal.) Something different.

c. Watch me. (Point to the wall.)

Did I do the same thing or something different? (Signal.) Something different.

d. Watch me. (Point to a boy.)

Did I do the same thing or something different? (Signal.) The same thing.

Say the whole thing. (Signal.) You did the same thing.

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

3. Here's our last action game.

a. Everybody, smile. (Signal.)

Stop smiling.

Now tell me if I do the same thing you did or something different.

b. Watch me. (Smile.)

Did I do the same thing or something different? (Signal.) The same thing.

c. Watch me. (Frown.)

Did I do the same thing or something different? (Signal.) Something different.

d. Watch me. (Stand up.)

Did I do the same thing or something different? (Signal.) Something different.

• Say the whole thing. (Signal.) You did something different.

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

Individual Turns

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

EXERCISE 2 Actions—Or

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

a. Listen. I'm going to sit down or point to a desk or point to a chair. What am I going to do? (Signal.) Sit down or point to a desk or point to a chair.

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

b. Yes, I'm going to sit down or point to a desk or point to a chair.

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

Am I going to point to a desk? (Signal.)

Maybe.

Am I going to point to a chair? (Signal.)

Maybe.

Am I going to point to a pencil? (Signal.)

No.

c. I'm going to sit down or point to a desk or point to a chair. What am I going to do? (Signal.) Sit down or point to a desk or point to a chair.

d. Here I go. (Point to a desk.)

Did I sit down? (Signal.) No.

Did I point to a chair? (Signal.) No.

Did I point to a desk? (Signal.) Yes.

e. What did I do? (Signal.) Pointed to a desk.

Say the whole thing. (Signal.) You pointed to a desk.

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

2. (Repeat steps c through e until all children's responses are firm.)

EXERCISE 3 Same/Different—Class

1. We're going to talk about the classes things are in.

- Everybody, what class is a restaurant in? (Signal.) *Buildings.*
- Everybody, what class is a bush in? (Signal.) *Plants.*
- Everybody, what class is a tree in? (Signal.) *Plants.*
- Everybody, what class is a flower in? (Signal.) *Plants.*

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

2. Listen.

a. A tree and a restaurant. (Pause.)

Are they in the same class or in different classes? (Pause. Signal.) *Different classes.*

You're right. They are in different classes.

• What class is a tree in? (Pause. Signal.) *Plants.*

Yes, plants.

• Is a restaurant in the same class? (Pause. Signal.) *No.*

It's not in the same class. So a tree and a restaurant are in different classes.

b. A tree and a bush. (Pause.)

Are they in the same class or in different classes? (Pause. Signal.) *The same class.*

You're right. They are in the same class.

• What class is a tree in? (Pause. Signal.) *Plants.*

• Is a bush in the same class? (Pause. Signal.) *Yes.*

So a tree and a bush are in the same class.

c. A tree and a flower. (Pause.)

Are they in the same class or in different classes? (Pause. Signal.) *The same class.* You're right. They are in the same class.

• What class is a tree in? (Pause. Signal.) *Plants.*

• Is a flower in the same class? (Pause. Signal.) *Yes.*

So a tree and a flower are in the same class.

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

3. Now it's your turn.

a. Raise your hand if you can name a way that a bird and an airplane are different. (Call on a child. If the child gives an appropriate response, say:) **Everybody, say that.** (Signal.)

b. Name another way that a bird and an airplane are different. (Call on another child. If the child gives an appropriate response, say:) **Everybody, say that.** (Signal.)

c. (Repeat step b until all children who have raised their hands have responded.)



EXERCISE 4 Same/Different

1. We're going to tell why things are the same and why they are different.

A bird and an airplane. Think of them. Why are they the same? (Call on a child. Accept reasonable responses such as *Because they both fly.*)

2. My turn. I'm going to name some ways that they are different.

a. Listen. A bird is alive, but an airplane is not alive. **Everybody, say that.** (Signal.) *A bird is alive, but an airplane is not alive.*

That's one way they are different.

b. Listen. A bird is an animal, but an airplane is not an animal. **Everybody, say that.** (Signal.) *A bird is an animal, but an airplane is not an animal.*

That's another way they are different.

CORRECTIONS

EXERCISE 4

Error

(The child cannot give an appropriate response.)

Correction

(If necessary, prompt the child with these questions.)

Is a plane a vehicle?

Does a bird have windows?

Does an airplane have feathers?

Does an airplane breathe?

EXERCISE 5 Materials

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

EXERCISE 6 Opposites—Review

1. We're going to play a word game.
 - a. Listen. I'm thinking about a bridge that is the opposite of long. So what do you know about it? (Pause. Signal.) *It's short.*
 - b. Listen. I'm thinking about pigs that are the opposite of old. So what do you know about them? (Pause. Signal.) *They're young.*
 - c. Listen. I'm thinking about an alligator that is the opposite of short. So what do you know about it? (Pause. Signal.) *It's long.*
2. (Repeat part 1 until all children's responses are firm.)

Individual Turns

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

EXERCISE 7 Common Information

1. Let's see how much information you remember.
 - a. What do we call a forest in a hot place? (Signal.) *A jungle.*
Say the whole thing about a jungle.
(Signal.) *A jungle is a forest in a hot place.*
 - b. What do we call a person who helps keep people safe? (Signal.) *A police officer.*
Say the whole thing about a police officer.
(Signal.) *A police officer is a person who helps keep people safe.*
 - c. What do we call something you take to get well? (Signal.) *Medicine.*
Say the whole thing about medicine.
(Signal.) *Medicine is something you take to get well.*
 - d. What do we call a person who drives a vehicle? (Signal.) *A driver.*
Say the whole thing about a driver. (Signal.)
A driver is a person who drives a vehicle.
2. (Repeat part 1 until all children can make the statements.)
3. Get ready for some new information.
 - a. Listen. A passenger is a person who rides in a vehicle. What do we call a person who rides in a vehicle? (Signal.) *A passenger.*
Say the whole thing about a passenger.
(Signal.) *A passenger is a person who rides in a vehicle.*
 - b. What do we call something you take to get well? (Signal.) *Medicine.*
Say the whole thing about medicine.
(Signal.) *Medicine is something you take to get well.*
 - c. What do we call a person who rides in a vehicle? (Signal.) *A passenger.*
Say the whole thing about a passenger.
(Signal.) *A passenger is a person who rides in a vehicle.*
4. (Repeat part 3 until all children can make the statements.)

Individual Turns

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



EXERCISE 8 Concept Application

1. Figure out this problem, and I'll show you the picture on the next page.

a. The woman will drop some of the dishes.

What will the woman do? (Signal.) Drop some of the dishes.

Say the whole thing. (Signal.) The woman will drop some of the dishes.

Will the woman drop all of the dishes?

(Signal.) No.

b. Listen. The woman will drop all of the cups.

• (Point to the plates.) Are these dishes cups? (Signal.) No.

So will the woman drop these dishes?

(Signal.) No.

• (Point to the cups.) Are these dishes cups? (Signal.) Yes.

So will the woman drop these dishes?

(Signal.) Yes.

c. Will the woman drop all of the dishes?

(Signal.) No.

Will the woman drop some of the dishes?

(Signal.) Yes.

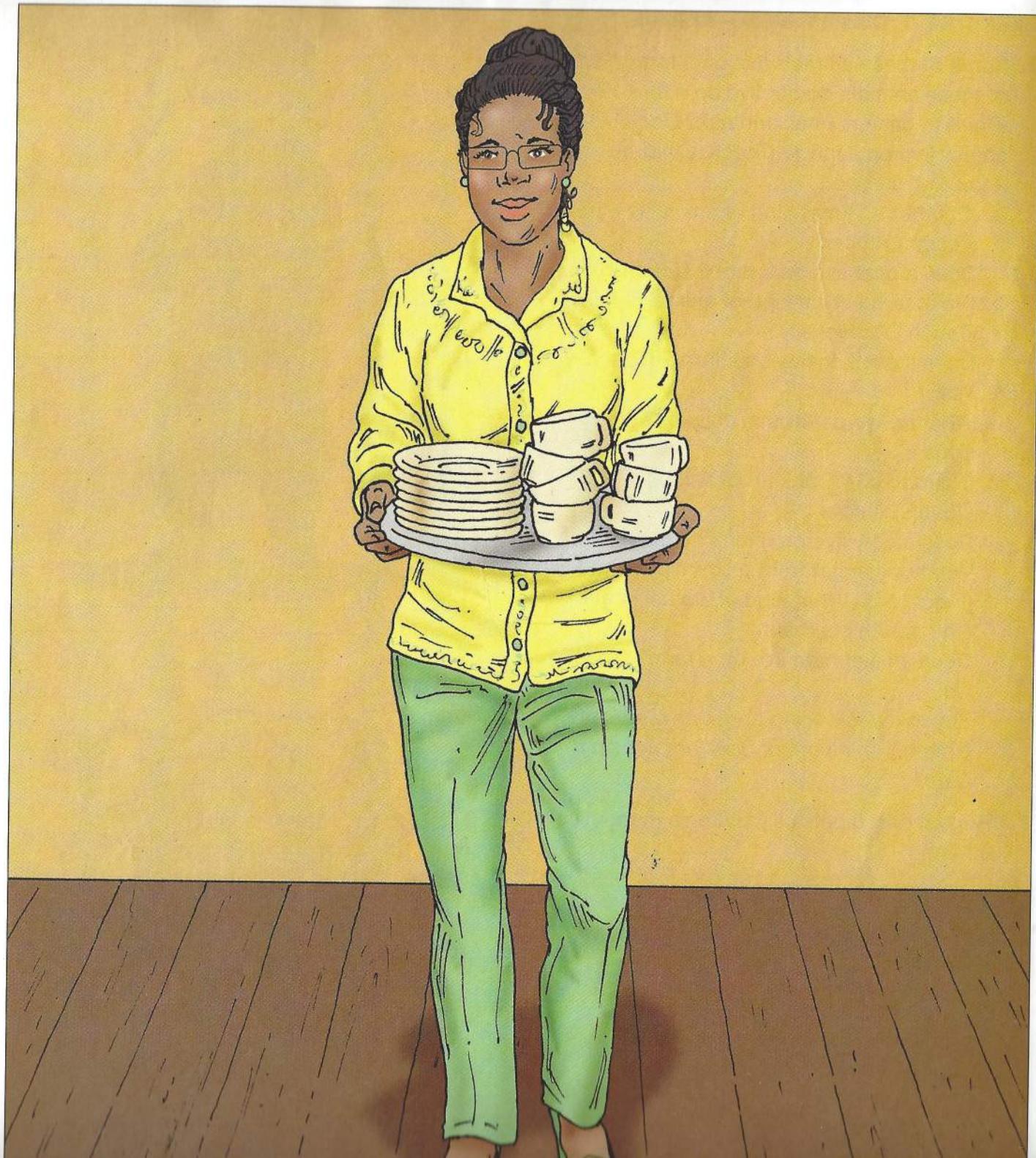
d. Which dishes will the woman drop?

(Signal.) The cups.

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

3. Let's see if you're right.

(Turn the page quickly.)



EXERCISE 8 Concept Application (cont.)

4. Look at the picture.

- Did the woman drop some of the dishes?

(Signal.) Yes.

Did the woman drop all of the dishes?

(Signal.) No.

- Which dishes did she drop? (Signal.)

The cups.

Did she drop all of the cups? (Signal.) Yes.

Say the whole thing about what the woman did. (Signal.) *The woman dropped all of the cups.*

5. Now answer these questions.

- (Point to the plates.)

What kind of dishes are these? (Touch.)

Plates.

Where are the plates? (Touch.) On the tray.

- Say the whole thing about where the plates are. (Signal.) *The plates are on the tray.*

6. (Ask different children the following questions.)

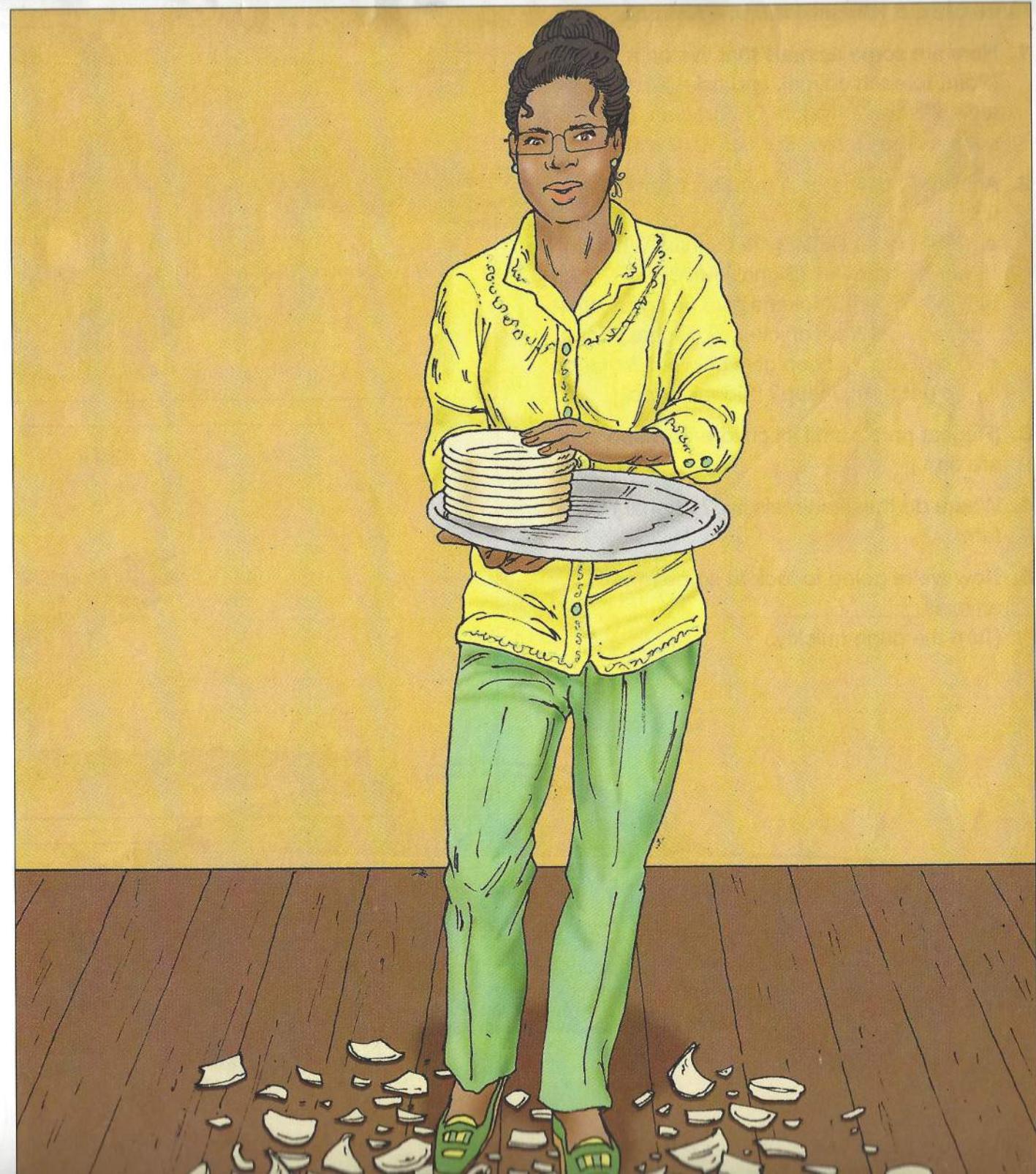
How would you feel if you dropped the cups?

Have you ever dropped a dish?

What does it sound like when a dish breaks on the floor?

Individual Turns

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



EXERCISE 9 Part/Whole—Table, Car, Umbrella, Broom

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

a. (Point to the top. Pause. Touch.) A table has a top.

(Point to the legs. Pause. Touch.) A table has legs.

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

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

c. And what do we usually do with a table?
(Praise reasonable responses.)

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

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

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

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

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

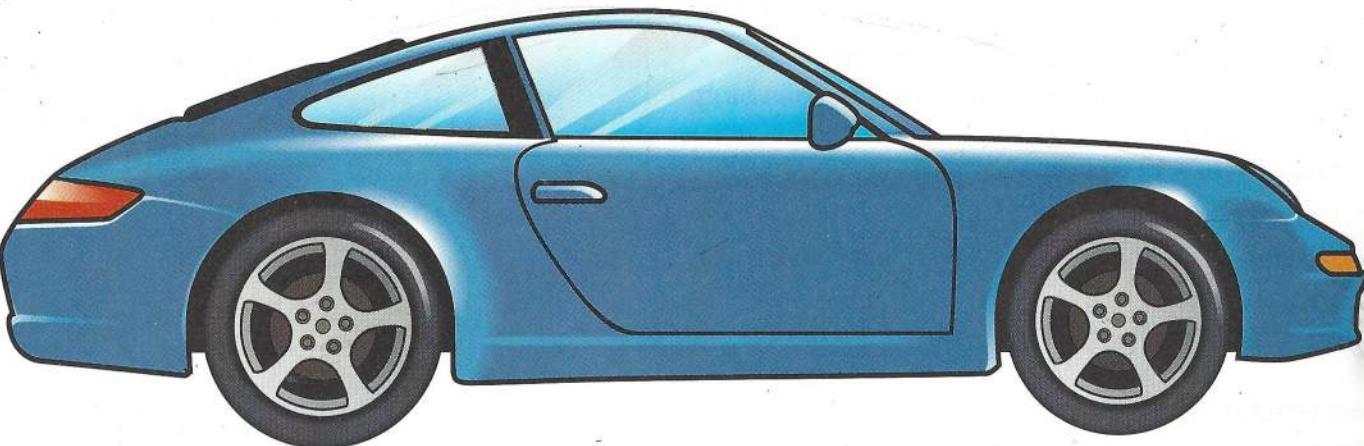
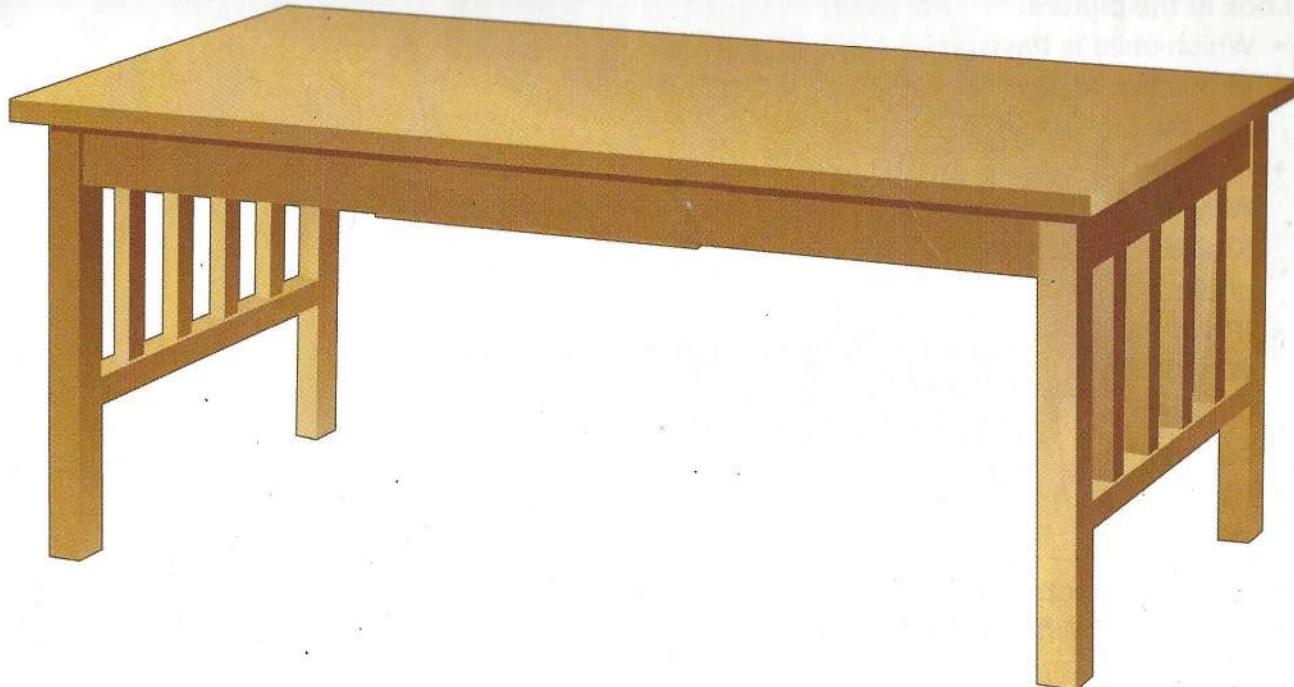
(Point to the wheels. Pause. Touch.) A car has wheels.

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

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

b. (Circle the car.) And what do you call the whole object? (Touch.) A car.

c. And what do we usually do with a car?
(Praise reasonable responses.)



EXERCISE 9 Part/Whole (cont.)

3. Get ready to tell me the parts of an umbrella.

Say the whole thing.

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

An umbrella has a frame.

(Point to the handle. Pause. Touch.)

An umbrella has a handle.

(Point to the covering. Pause. Touch.)

An umbrella has a covering.

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

b. (Circle the umbrella.) What's the whole object called? (Touch.) *An umbrella.*

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

4. Get ready to tell me the parts of a broom. Say the whole thing.

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

A broom has a handle.

(Point to the bristles. Pause. Touch.)

A broom has bristles.

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

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

c. And what do we usually do with a broom? (Praise reasonable responses.)





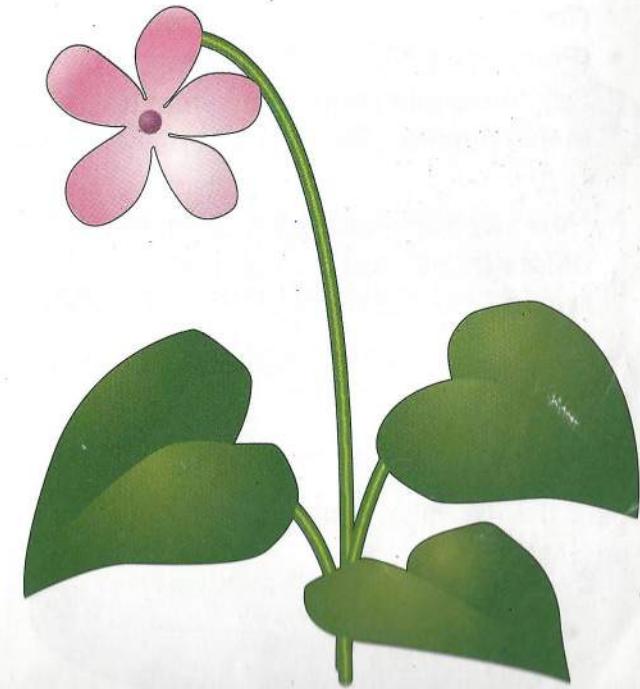
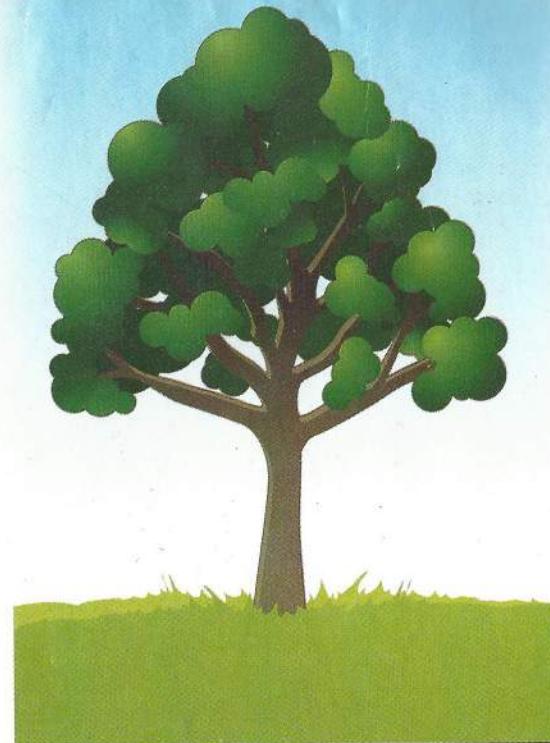
EXERCISE 10 Classification—Plants

1. Look at the objects on this page.

- All of these objects are in the same class.
What class is that? (Touch.) *Plants*.
- (Point to each plant, and ask:) What kind of plant is this? (Children are to respond a tree, a bush, cabbage, a flower.)

2. Everybody, what's the rule about plants?
(Signal.) If it grows in the ground, it is a plant.

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



EXERCISE 10 Classification (cont.)

4. Listen.

a. (Point to a.)

Does this grow in the ground? (Touch.) Yes.

So what do you know about cabbage?

(Touch.) It's a plant.

What kind of plant? (Touch.) Cabbage.

Say the whole thing about this plant.

(Touch.) This plant is a cabbage.

b. (Point to b.)

Does this grow in the ground? (Touch.) Yes.

So what do you know about a flower?

(Touch.) It's a plant.

What kind of plant? (Touch.) A flower.

Say the whole thing about this plant.

(Touch.) This plant is a flower.

c. (Point to c.)

Does this grow in the ground? (Touch.) No.

So what do you know about a purse?

(Touch.) It's not a plant.

Say the whole thing about a purse. (Touch.)

A purse is not a plant.

d. (Point to d.)

Does this grow in the ground? (Touch.) No.

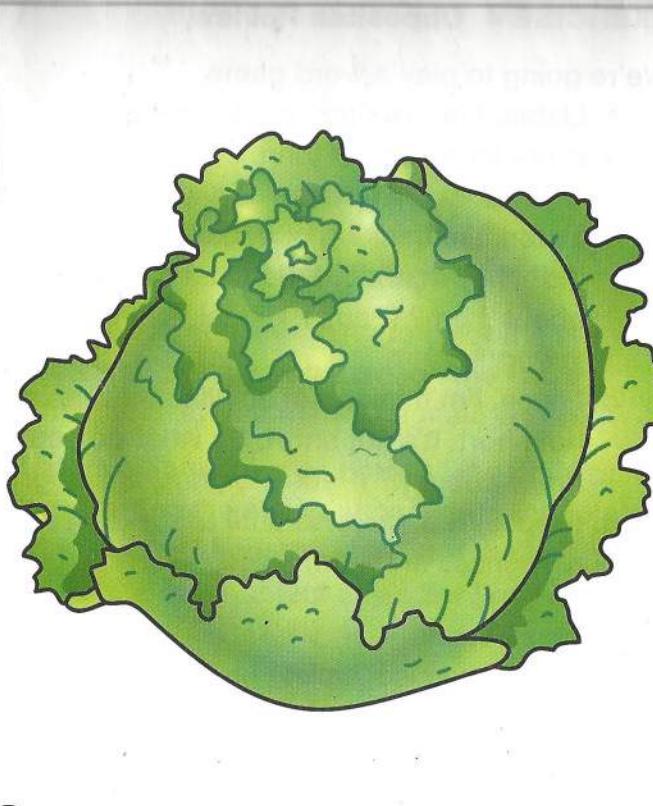
So what do you know about a pot?

(Touch.) It's not a plant.

Say the whole thing about a pot. (Touch.)

A pot is not a plant.

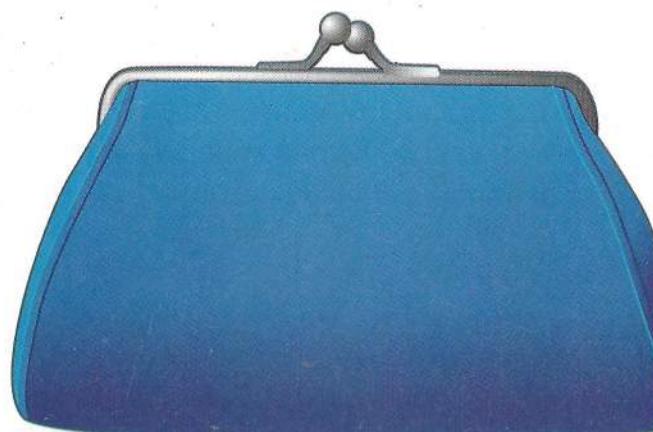
5. (Repeat part 4 until all children's responses are firm.)



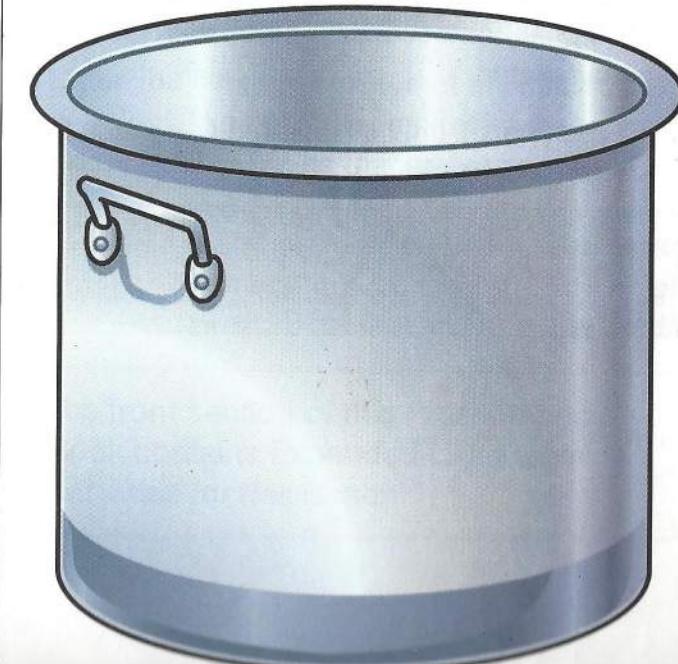
a



b



a



EXERCISE 1 Actions—Same/Different

1. Here's our first action game.
 - a. Everybody, touch your shoulder. (Signal.) Stop touching your shoulder.
Now tell me if I do the same thing you did or something different.
 - b. Watch me. (Touch your cheek.) Did I do the same thing or something different? (Signal.) Something different.
 - c. Watch me. (Touch your shoulder.) Did I do the same thing or something different? (Signal.) The same thing.
 - d. Watch me. (Touch your chin.) Did I do the same thing or something different? (Signal.) Something different.
 - Say the whole thing. (Signal.) You did something different.

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

3. Here's our last action game.
 - a. Everybody, stand up. (Signal.) Now sit down.
Now tell me if I do the same thing you did or something different.
 - b. Watch me. (Stand up.) Did I do the same thing or something different? (Signal.) The same thing.
 - c. Watch me. (Stamp your foot.) Did I do the same thing or something different? (Signal.) Something different.
 - d. Watch me. (Stand up.) Did I do the same thing or something different? (Signal.) The same thing.
 - Say the whole thing. (Signal.) You did the same thing.

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

Individual Turns

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

EXERCISE 2 Information—Days, Months

We're going to talk about days and months.

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

Individual Turns

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

CORRECTIONS

EXERCISE 3

● Error

(The child cannot give an appropriate response.)

EXERCISE 3 Same/Different

1. We're going to tell why things are the same and why they are different.
A fish and a boat. Think of them. Why are they the same? (Call on a child. Accept reasonable responses such as *They both go in the water.*)
2. My turn. I'm going to name some ways that they are different.
 - a. Listen. A fish is alive, but a boat is not alive. Everybody, say that. (Signal.) A fish is alive, but a boat is not alive.
That's one way they are different.
 - b. Listen. A fish is not a vehicle, but a boat is a vehicle. Everybody, say that. (Signal.) A fish is not a vehicle, but a boat is a vehicle.
That's another way they are different.
3. Now it's your turn.
 - a. Raise your hand if you can name a way that a fish and a boat are different. (Call on a child. If the child gives an appropriate response, say:) Everybody, say that. (Signal.)
 - b. Name another way that a fish and a boat are different.
(Call on another child. If the child gives an appropriate response, say:) Everybody, say that. (Signal.)
 - c. (Repeat step b until all children who have raised their hands have responded.)

Correction

(If necessary, prompt the child with these questions.)

Do you eat a boat?

Can a fish take you places?

Can you fit a boat in your hand?



EXERCISE 4 Same/Different—Class

1. We're going to talk about the classes things are in.

- Everybody, what class is a hat in? (Signal.) *Clothing*.
- Everybody, what class is a cat in? (Signal.) *Animals*.
- Everybody, what class is a tiger in? (Signal.) *Animals*.
- Everybody, what class is a flower in? (Signal.) *Plants*.
(Repeat until all children's responses are firm.)

2. Listen.

a. A cat and a tiger. (Pause.)

Are they in the same class or in different classes? (Pause. Signal.) *The same class*. You're right. They are in the same class. Say the whole thing. (Signal.) *They are in the same class*.
• What class is a cat in? (Pause. Signal.) *Animals*.
• Is a tiger in the same class? (Pause. Signal.) Yes.
So a cat and a tiger are in the same class.

b. A cat and a flower. (Pause.)

Are they in the same class or in different classes? (Pause. Signal.) *Different classes*. You're right. They are in different classes. Say the whole thing. (Signal.) *They are in different classes*.
• What class is a cat in? (Pause. Signal.) *Animals*.
• Is a flower in the same class? (Pause. Signal.) No.
What class is a flower in? (Signal.) *Plants*. So a cat and a flower are in different classes.
c. A cat and a hat. (Pause.)

Are they in the same class or in different classes? (Pause. Signal.) *Different classes*. You're right. They are in different classes.
• What class is a cat in? (Pause. Signal.) *Animals*.
• Is a hat in the same class? (Pause. Signal.) No.
What class is a hat in? (Signal.) *Clothing*. So a cat and a hat are in different classes. Say the whole thing. (Signal.) *A cat and a hat are in different classes*.

Individual Turns

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

EXERCISE 5 Common Information

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

- a. What do we call a forest in a hot place? (Signal.) *A jungle*. Say the whole thing about a jungle. (Signal.) *A jungle is a forest in a hot place*.
- b. What do we call a person who goes to a doctor? (Signal.) *A patient*. Say the whole thing about a patient. (Signal.) *A patient is a person who goes to a doctor*.
- c. What do we call a person who drives a vehicle? (Signal.) *A driver*. Say the whole thing about a driver. (Signal.) *A driver is a person who drives a vehicle*.
- d. What do we call a person who helps a doctor? (Signal.) *A nurse*. Say the whole thing about a nurse. (Signal.) *A nurse is a person who helps a doctor*.
- e. What do we call a person who rides in a vehicle? (Signal.) *A passenger*. Say the whole thing about a passenger. (Signal.) *A passenger is a person who rides in a vehicle*.

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

Individual Turns

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



EXERCISE 6 Materials

1. Look at the objects in this picture. Most of these objects are made of wood.
When I touch each object, you name it. (Point to each object. Children are to respond *a cabinet, a bookcase, a bench, a boat, a ruler.*)

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

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

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



EXERCISE 7 Concept Application

1. We're going to use a rule to solve a problem about these containers.

- Here's the rule for every box. Listen. Every box has a mouse in it. Everybody, say the rule. (Signal.) *Every box has a mouse in it.*
- (Have children repeat the rule until they can all say it.)
- What do you know about every box? (Signal.) *It has a mouse in it.*

2. Now we'll talk about each container.

a. (Point to a.)

Is this a box? (Touch.) Yes.

So does the rule tell you about this container? (Touch.) Yes.

What does the rule tell you about it?

(Touch.) *It has a mouse in it.*

b. (Point to b.)

Is this a box? (Touch.) Yes.

So does the rule tell you about this container? (Touch.) Yes.

What does the rule tell you about it?

(Touch.) *It has a mouse in it.*

c. (Point to c.)

Is this a box? (Touch.) No.

So does the rule tell you about this container? (Touch.) No.

d. (Point to d.)

Is this a box? (Touch.) Yes.

So does the rule tell you about this container? (Touch.) Yes.

What does the rule tell you about it?

(Touch.) *It has a mouse in it.*

e. (Point to e.)

Is this a box? (Touch.) Yes.

So does the rule tell you about this container? (Touch.) Yes.

What does the rule tell you about it?

(Touch.) *It has a mouse in it.*



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

4. What's the rule about every box? (Signal.)

Every box has a mouse in it.

Let's see if you're right.

(Turn the page quickly.)

EXERCISE 7 Concept Application (cont.)

5. Look at the picture.

- Everybody, what's the rule about every box? (Signal.) *Every box has a mouse in it.* What's in every box? (Signal.) *A mouse.* That's what the rule says.
- Look at the suitcase. Is there a mouse in this suitcase? (Signal.) *Maybe.* The rule doesn't say.
- (Point to the mice.) Are these mice sleeping? (Touch.) *No.* Say the whole thing. (Touch.) *These mice are not sleeping.*

6. (Ask different children the following questions.)

Do you think the mice will sleep in the boxes?
What do you think is in the suitcase?

Individual Turns

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





EXERCISE 8 Classification—Buildings

1. Look at the objects on this page.

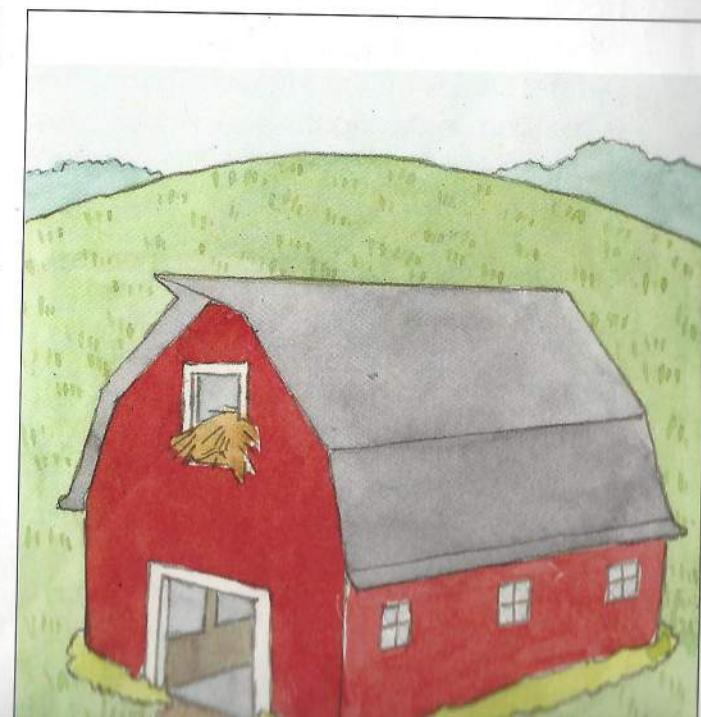
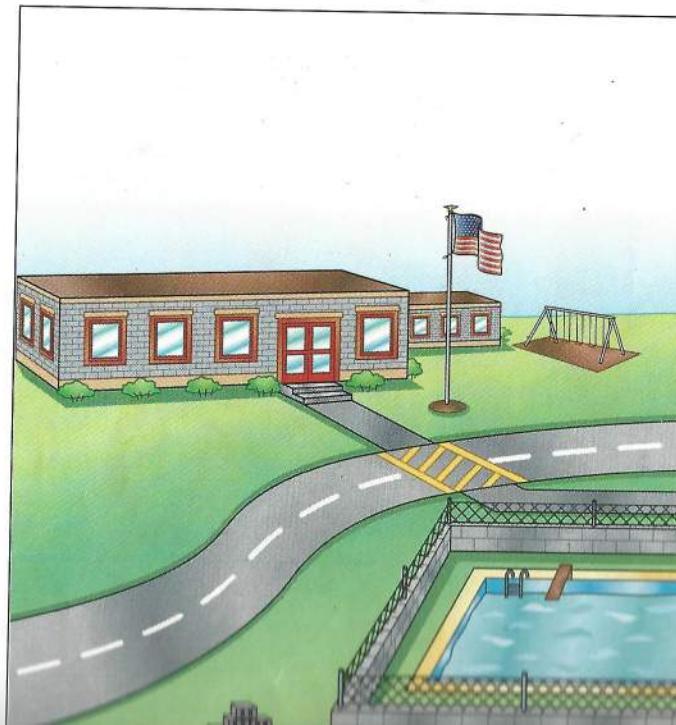
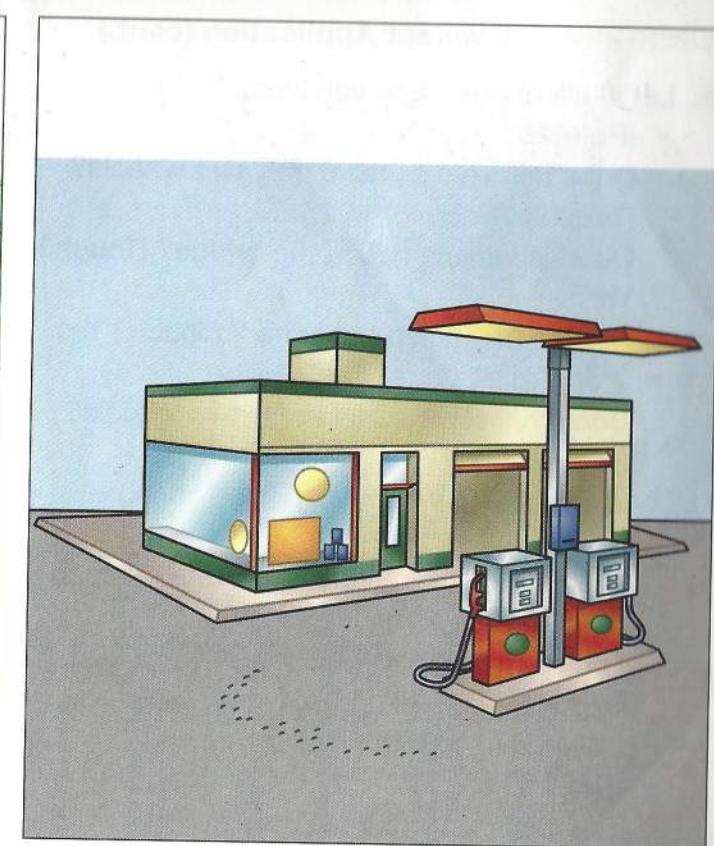
- All of these objects are in the same class.
What class is that? (Touch.) **Buildings**.
- (Point to each building, and ask:
What kind of building is this? (Children are
to respond *a house, a gas station,
a school, a barn.*)

2. Everybody, what's the rule about buildings?

(Signal.) *If it has walls and a roof, it's a
building.*

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

(Turn the page quickly.)



EXERCISE 8 Classification (cont.)

4. Listen.

a. (Point to a.)

Does this have walls and a roof? (Touch.)

No.

So what do you know about a dress?

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

Say the whole thing about a dress. (Touch.)

A dress is not a building.

b. (Point to b.)

Does this have walls and a roof? (Touch.)

Yes.

So what do you know about an apartment building? (Touch.) *It's a building.*

What kind of building is it? (Touch.)

An apartment building.

Say the whole thing about this building.

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

c. (Point to c.)

Does this have walls and a roof? (Touch.)

No.

So what do you know about a motorcycle?

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

Say the whole thing about a motorcycle.

(Touch.) *A motorcycle is not a building.*

d. (Point to d.)

Does this have walls and a roof? (Touch.)

Yes.

So what do you know about a house?

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

What kind of building is it? (Touch.)

A house.

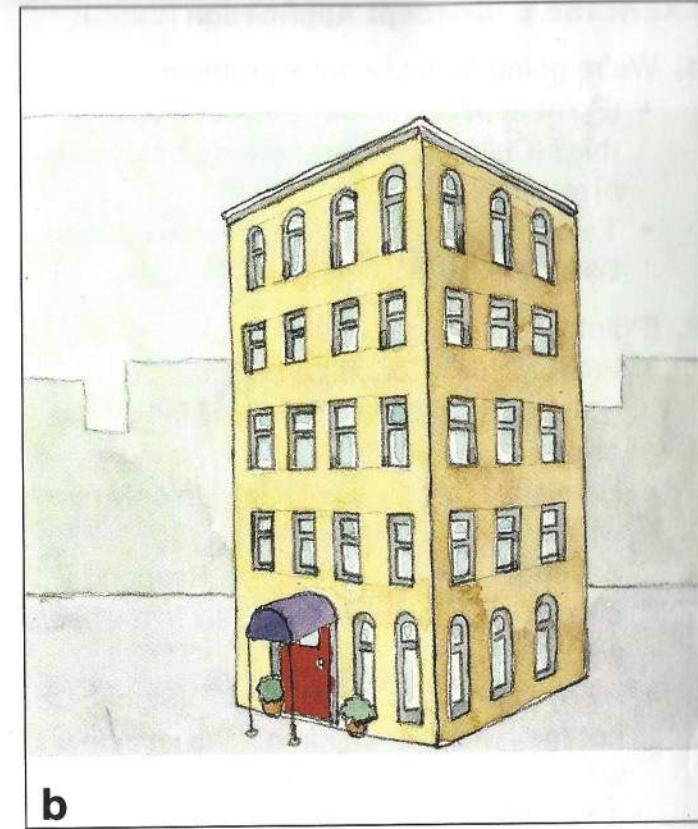
Say the whole thing about this building.

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

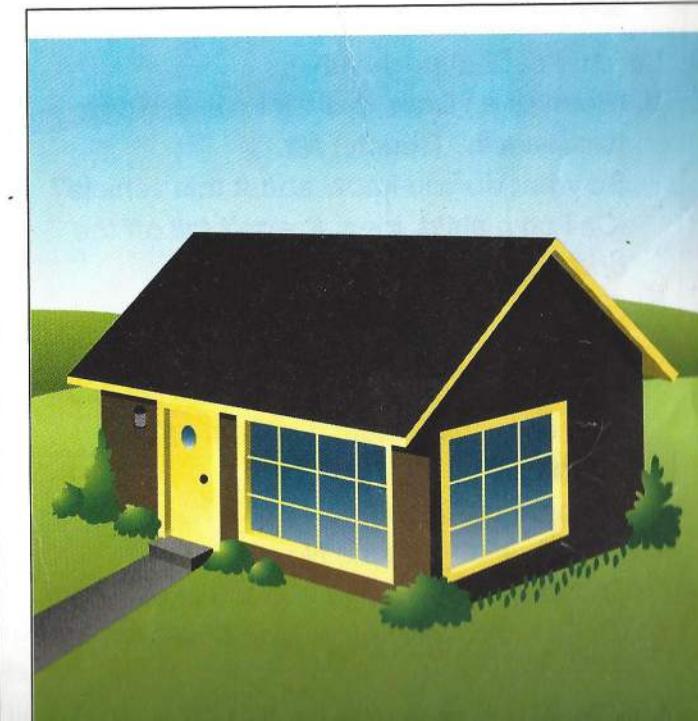
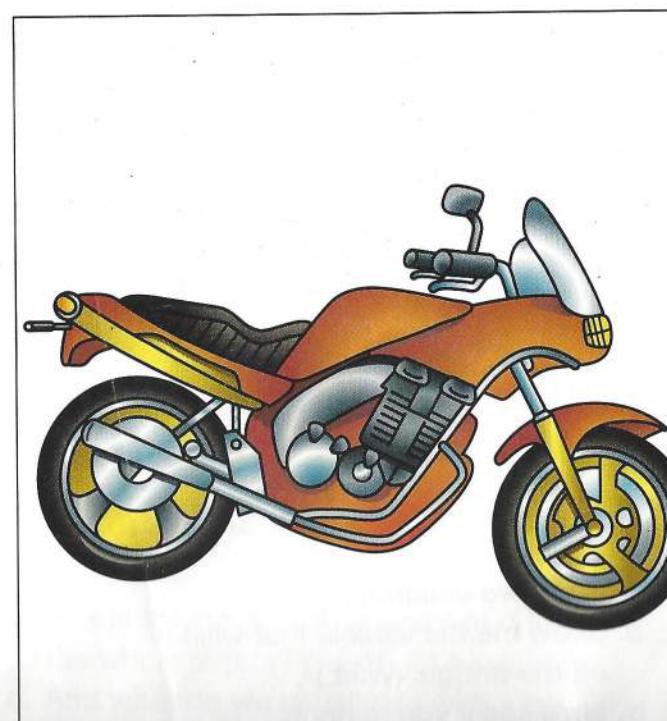
5. (Repeat part 4 until all children's responses are firm.)



a



b



EXERCISE 9 Part/Whole—Cabinet, Chair, Broom

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

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

A cabinet has handles.

(Point to the doors. Pause. Touch.)

A cabinet has doors.

(Point to the countertop. Pause. Touch.)

A cabinet has a countertop.

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

b. (Circle the cabinet.) What's the whole object called? (Touch.) *A cabinet.*

c. And what do we usually do with a cabinet?

(Praise reasonable responses.)

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

a. (Point to the rungs.) What are these parts called? (Touch.) *Rungs.*

(Point to the legs.) What are these parts called? (Touch.) *Legs.*

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

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

(Touch.) *A seat.*

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

b. (Point to the chair.) What is this object?

(Touch.) *A chair.*

c. And what do we usually do with a chair?

(Praise reasonable responses.)

3. Get ready to tell me the parts of a broom.

Say the whole thing.

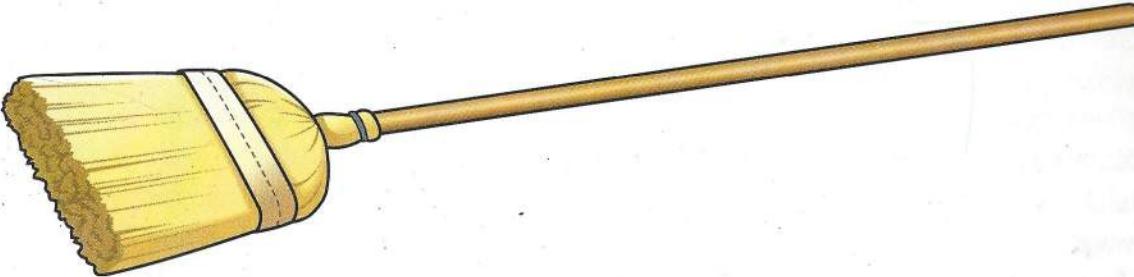
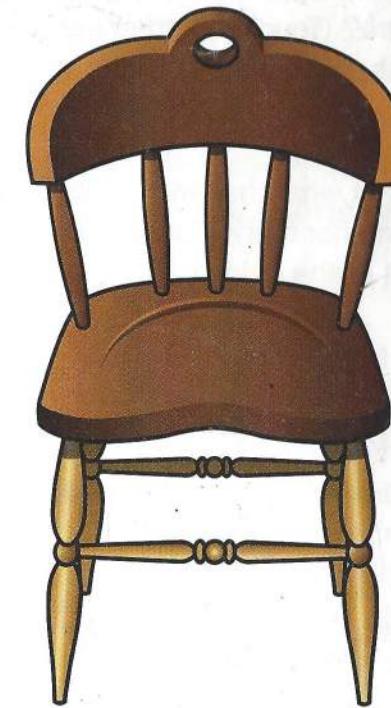
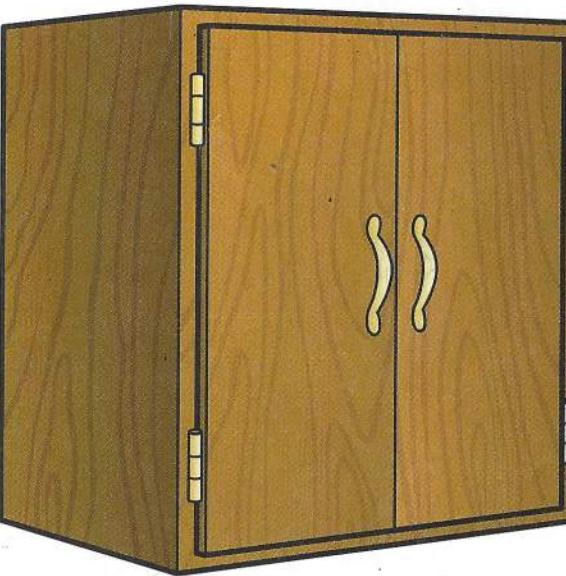
a. (Point to the handle. Pause. Touch.)

A broom has a handle.

(Point to the bristles. Pause. Touch.)

A broom has bristles.

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



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

c. And what do we usually do with a broom?

(Praise reasonable responses.)

Individual Turns

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

**EXERCISE 1 Actions—Same/Different**

1. Here's our first action game.

- a. Everybody, touch your chin. (Signal.) Stop touching your chin.
Now tell me if I do the same thing you did or something different.
- b. Watch me. (Touch your nose.) Did I do the same thing or something different? (Signal.) *Something different.*
- c. Watch me. (Touch your knee.) Did I do the same thing or something different? (Signal.) *Something different.*
- d. Watch me. (Touch your chin.) Did I do the same thing or something different? (Signal.) *The same thing.*

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

3. Here's our next action game.

- a. Everybody, stamp your foot. (Signal.) Stop stamping your foot.
Now tell me if I do the same thing you did or something different.
- b. Watch me. (Clap.) Did I do the same thing or something different? (Signal.) *Something different.*
- c. Watch me. (Stamp your foot.) Did I do the same thing or something different? (Signal.) *The same thing.*
- d. Watch me. (Stamp your foot.) Did I do the same thing or something different? (Signal.) *The same thing.*
Say the whole thing. (Signal.) *You did the same thing.*

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

Individual Turns

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

**EXERCISE 2 Actions—Review**

1. Here's another game.

- a. Watch me. (Touch your knees. Keep touching them.) **What am I doing?** (Signal.) *Touching your knees.*
- b. (Stop touching your knees. Touch your ears, and keep touching them.) **What am I doing now?** (Signal.) *Touching your ears.*
- c. **What did I do before I touched my ears?** (Signal.) *Touched your knees.*
Yes, I touched my knees.
(Repeat until all children's responses are firm.)
- d. **Say the whole thing about what I did before I touched my ears.** (Signal.) *You touched your knees before you touched your ears.*
(Repeat until all children's responses are firm.)
- e. **What am I doing now?** (Signal.) *Touching your ears.*
Say the whole thing about what I am doing. (Signal.) *You are touching your ears.*

2. Here's another one.

- a. **Watch me.** (Point to the ceiling. Keep pointing.) **What am I doing?** (Signal.) *Pointing to the ceiling.*
- b. (Stop pointing to the ceiling. Point to the wall, and keep pointing to it.) **What am I doing now?** (Signal.) *Pointing to the wall.*
- c. **What did I do before I pointed to the wall?** (Signal.) *Pointed to the ceiling.*
Yes, I pointed to the ceiling.
(Repeat until all children's responses are firm.)
- d. **Say the whole thing about what I did before I pointed to the wall.** (Signal.) *You pointed to the ceiling before you pointed to the wall.*
(Repeat until all children's responses are firm.)
- e. **What am I doing now?** (Signal.) *Pointing to the wall.*
Say the whole thing about what I am doing. (Signal.) *You are pointing to the wall.*
(Repeat until all children's responses are firm.)

EXERCISE 3 Same

1. We're going to tell why things are the same.

Listen.

a. A saw and an axe. Think of them. Why are they the same? (Call on different children. Accept reasonable responses such as *They cut things; they are tools; they have handles.*)

b. Listen. A saw and an axe are the same because they both cut things.

Everybody, why are they the same?

(Signal.) *They both cut things.*

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

2. Listen.

a. A broom and a toothbrush. Think of them. Why are they the same? (Call on different children. Accept reasonable responses such as *They both have bristles; they clean things.*)

b. Listen. A broom and a toothbrush are the same because they both clean things.

Everybody, why are they the same?

(Signal.) *They both clean things.*

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

3. Listen.

a. A ladder and stairs. Think of them. Why are they the same? (Call on different children. Accept reasonable responses such as *You can walk on them; you climb them.*)

b. Listen. A ladder and stairs are the same because you can climb them. Everybody, why are they the same? (Signal.) Because you can climb them.

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

4. Now let's see if you can answer these questions. (Call on different children.)

- Why are a saw and an axe the same? (Accept reasonable responses.)
- Why are a ladder and stairs the same? (Accept reasonable responses.)
- Why are a broom and a toothbrush the same? (Accept reasonable responses.)



EXERCISE 4 Opposites Review

1. We're going to play a word game.

a. Listen. I'm thinking about an alligator that is the opposite of young. So what do you know about it? (Pause. Signal.) *It's old.*

b. Listen. I'm thinking about umbrellas that are the opposite of dry. So what do you know about them? (Pause. Signal.) *They're wet.*

c. Listen. I'm thinking about a tree that is the opposite of tall. So what do you know about it? (Pause. Signal.) *It's short.*

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



EXERCISE 5 Common Information

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

a. What do we call a person who drives a vehicle? (Signal.) *A driver.*

Say the whole thing about a driver. (Signal.) *A driver is a person who drives a vehicle.*

b. What do we call a forest in a hot place?

(Signal.) *A jungle.*

Say the whole thing about a jungle.

(Signal.) *A jungle is a forest in a hot place.*

c. What do we call a person who rides in a vehicle? (Signal.) *A passenger.*

Say the whole thing about a passenger.

(Signal.) *A passenger is a person who rides in a vehicle.*

d. What do we call a person who puts out fires? (Signal.) *A firefighter.*

Say the whole thing about a firefighter.

(Signal.) *A firefighter is a person who puts out fires.*

e. What do we call a person who helps keep people safe? (Signal.) *A police officer.*

Say the whole thing about a police officer.

(Signal.) *A police officer is a person who helps keep people safe.*

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

3. Get ready for some new information.

a. Listen. A beach is a sandy place next to water. What do we call a sandy place next to water? (Signal.) *A beach.*

Say the whole thing about a beach.

(Signal.) *A beach is a sandy place next to water.*

b. What do we call a person who puts out fires? (Signal.) *A firefighter.*

Say the whole thing about a firefighter.

(Signal.) *A firefighter is a person who puts out fires.*

c. What do we call a sandy place next to water? (Signal.) *A beach.*

Say the whole thing about a beach.

(Signal.) *A beach is a sandy place next to water.*

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

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

EXERCISE 5 Common Information (cont.)

6. (Show the picture to children.)

What place do you see in this picture?

(Call on different children.)

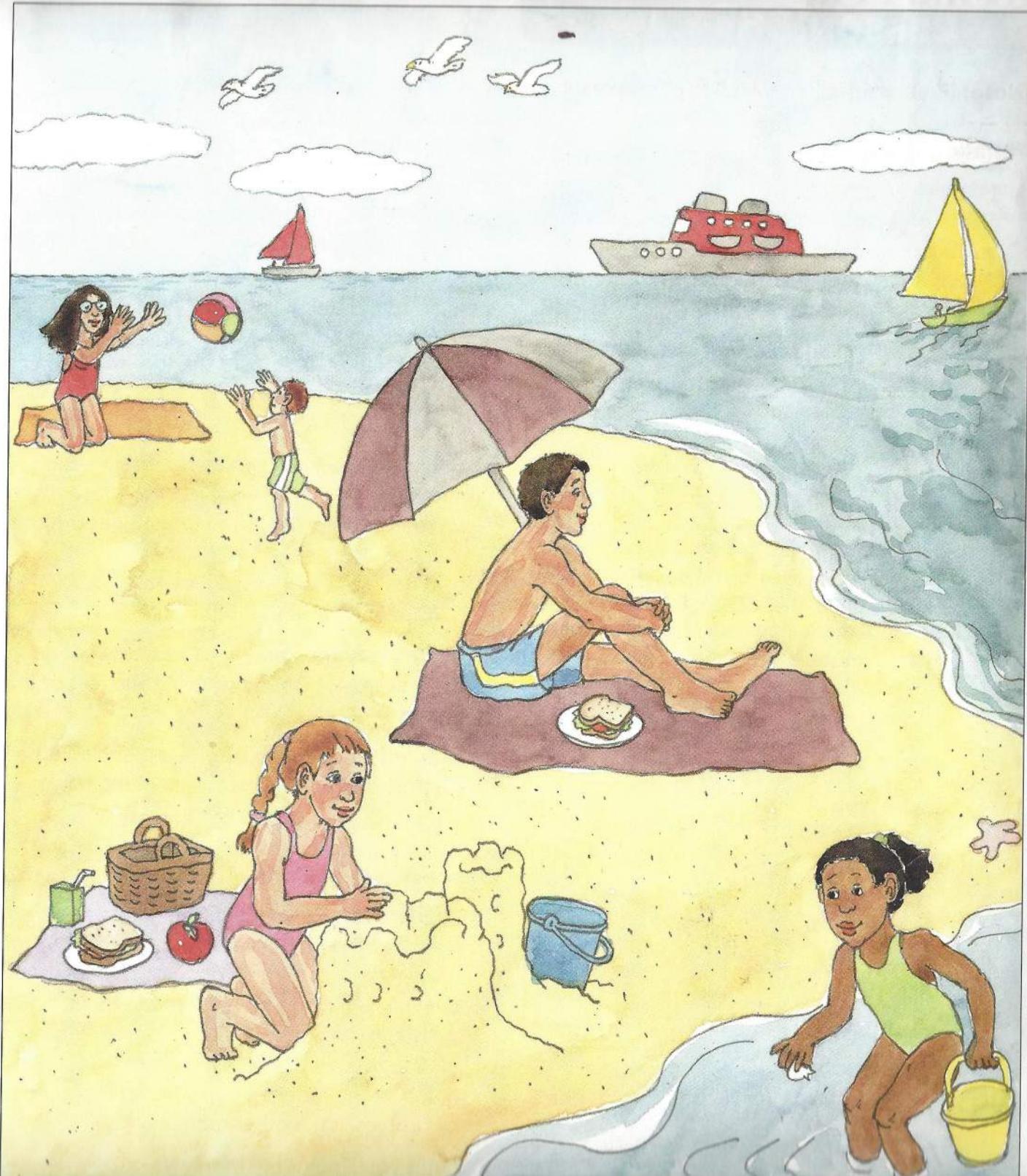
Point to the girl who is making a building.

Point to the containers.

Point to the vehicles.

Point to some food.

(Praise good responses.)



EXERCISE 6 Concept Application

1. We're going to use a rule to solve this problem.

- Here's the rule for every girl. Listen. Every girl is holding a rabbit. Everybody, say the rule. (Signal.) *Every girl is holding a rabbit.*
- (Have children repeat the rule until they can all say it.)
- What do you know about every girl? (Call on a child. Idea: *She is holding a rabbit.*)

2. We'll talk about each child.

a. (Point to a.)

Is this a girl? (Touch.) Yes.

So does the rule tell about this child?

(Touch.) Yes.

What does the rule tell about her? (Call on a child. Idea: *She is holding a rabbit.*)

b. (Point to b.)

Is this a girl? (Touch.) No.

So does the rule tell about this child?

(Touch.) No.

c. (Point to c.)

Is this a girl? (Touch.) Yes.

So does the rule tell about this child?

(Touch.) Yes.

What does the rule tell about her? (Call on a child. Idea: *She is holding a rabbit.*)

d. (Point to d.)

Is this a girl? (Touch.) No.

So does the rule tell about this child?

(Touch.) No.

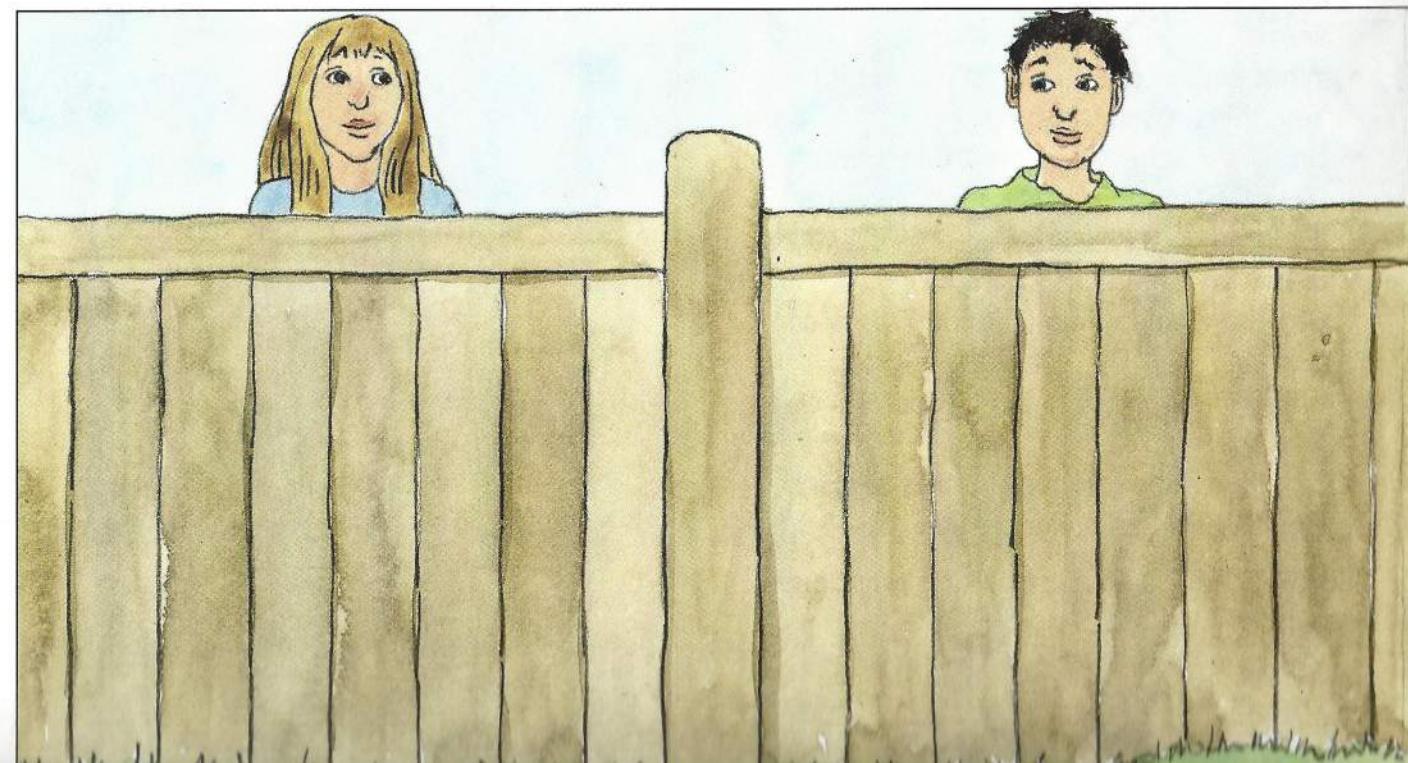
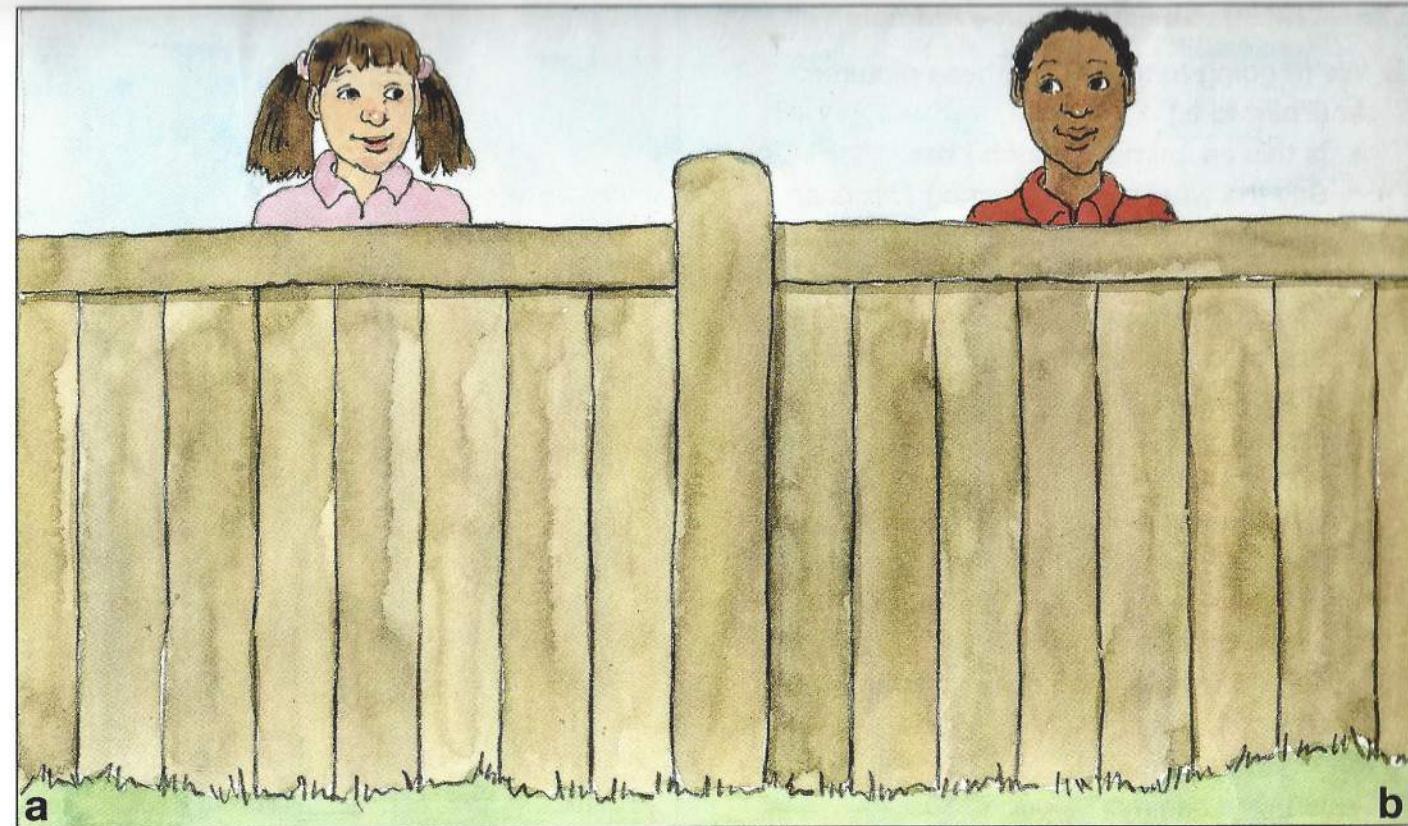
3. (Repeat part 2 until all children's responses are firm.)

4. What's the rule about every girl? (Signal.)

Every girl is holding a rabbit.

Let's see if you're right.

(Turn the page quickly.)



EXERCISE 6 Concept Application (cont.)

5. Look at the picture.

Everybody, what's the rule about every girl?

(Signal.) Every girl is holding a rabbit.

What is every girl holding? (Signal.)

A rabbit.

That's what the rule says. The rule doesn't tell us about the boys.

6. Look at the rabbits.

• (Point to a.)

Is this rabbit big? (Touch.) Yes.

Say the whole thing. (Touch.) This rabbit is big.

• (Point to c.)

Is this rabbit big? (Touch.) No.

Say the whole thing. (Touch.) This rabbit is not big.

7. (Ask different children the following questions.)

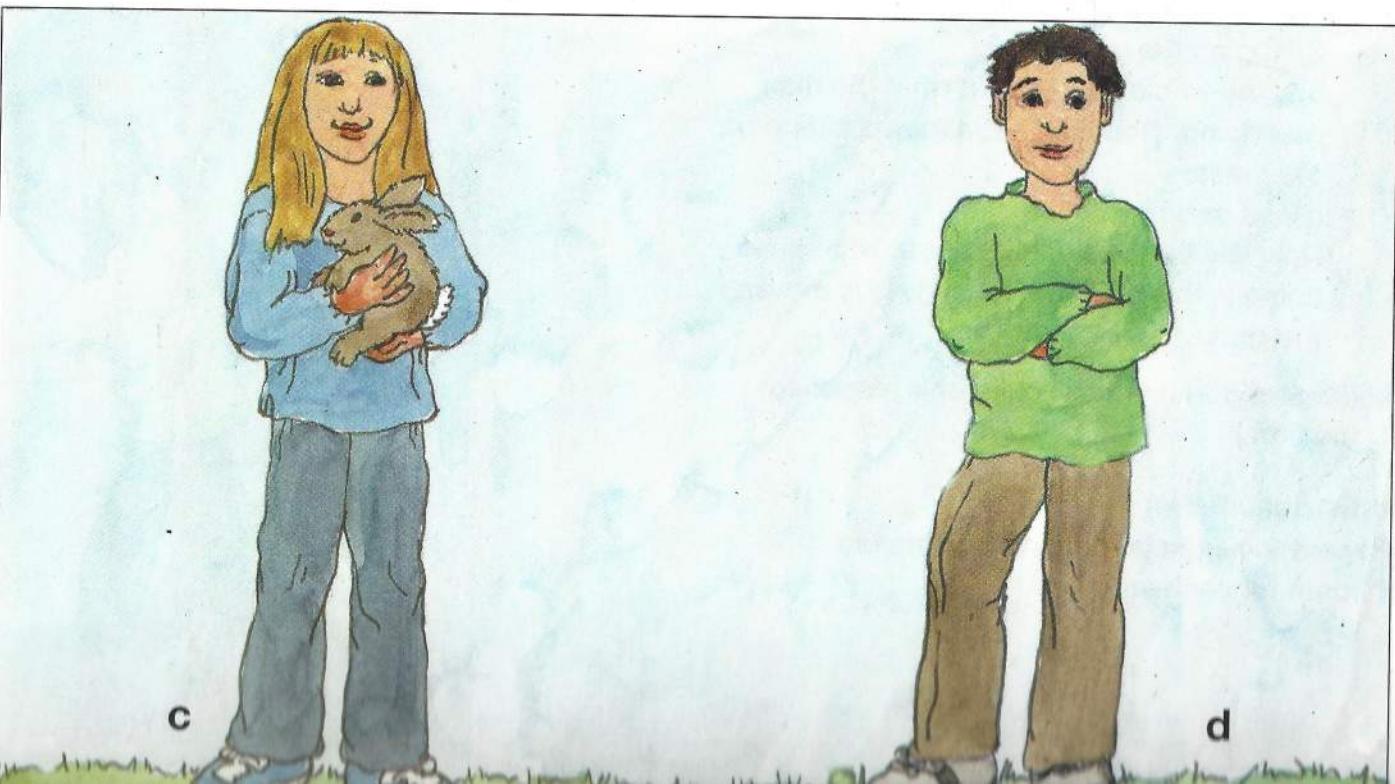
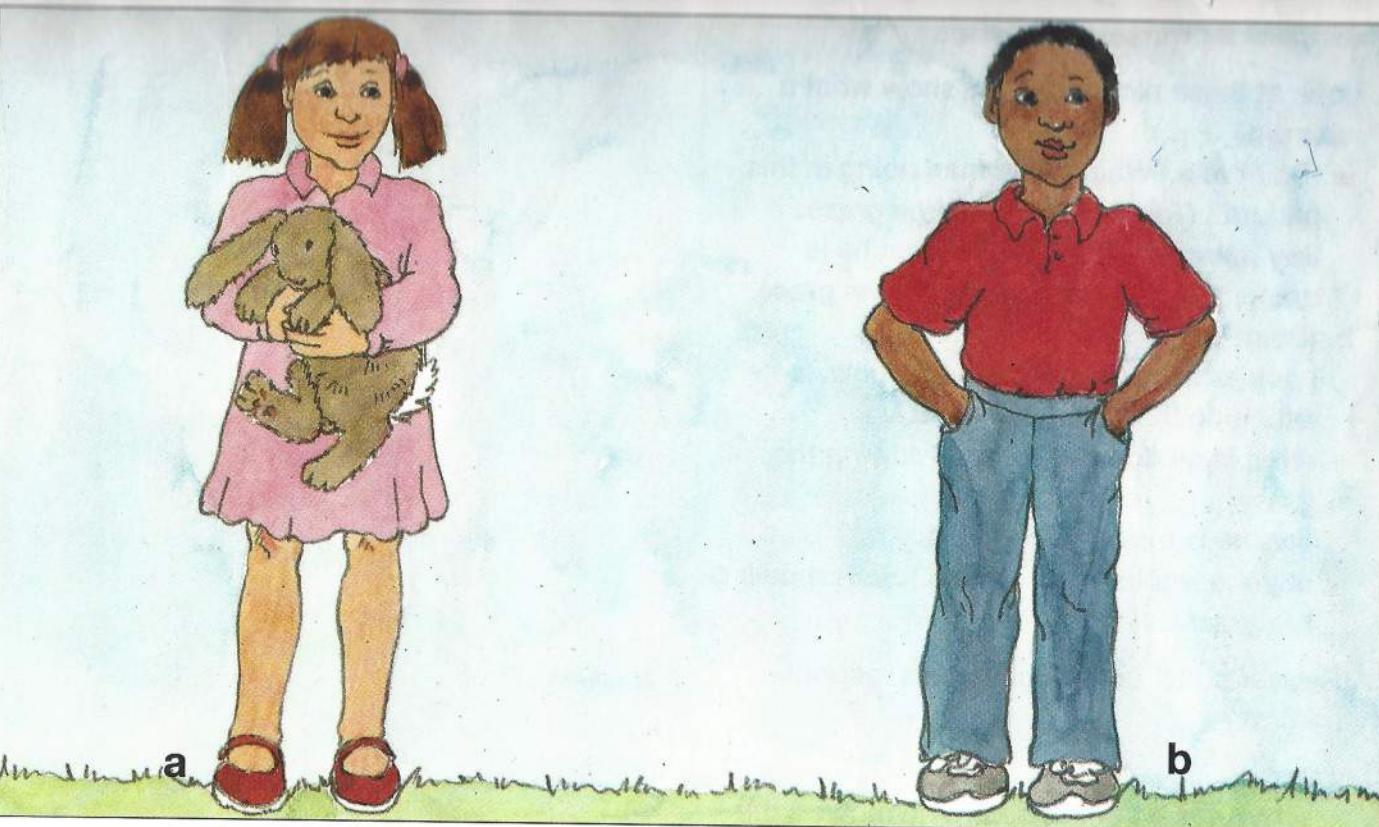
Which rabbit would you like to hold?

How do you think the little rabbit feels?

Do you think the girls like the rabbits?

Individual Turns

(Repeat parts 5, 6, and 7, calling on different children for each question.)



EXERCISE 7 Part/Whole—Broom, Pin

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

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

A broom has a handle.

(Point to the bristles. Pause. Touch.)

A broom has bristles.

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

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

c. And what do we usually do with a broom? (Praise reasonable responses.)

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

a. (Point to the shaft. Pause. Touch.) *A pin has a shaft.*

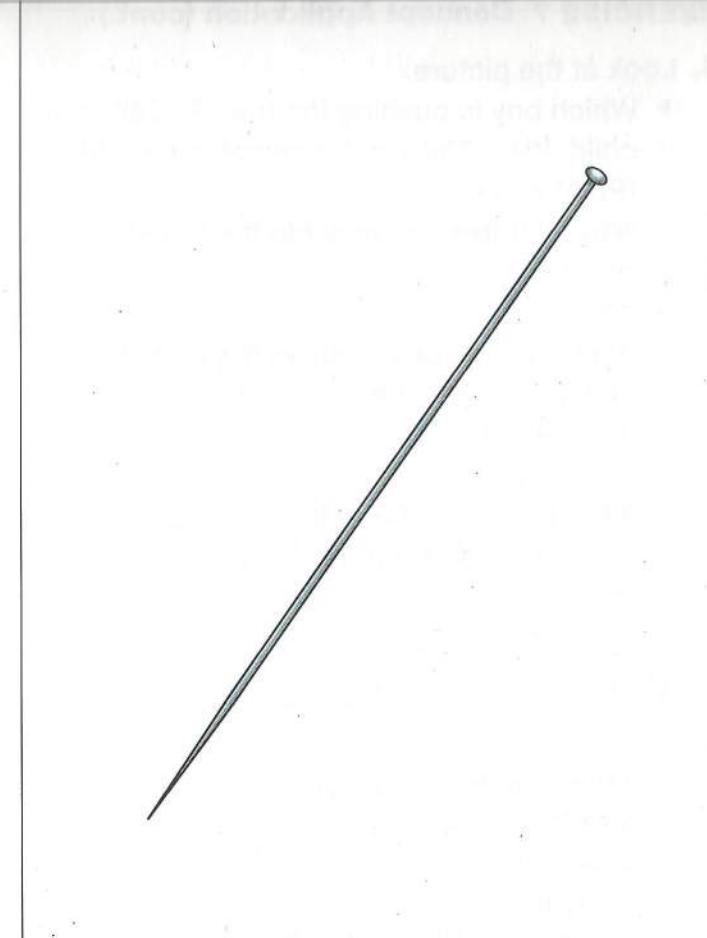
(Point to the head. Pause. Touch.) *A pin has a head.*

(Point to the point. Pause. Touch.) *A pin has a point.*

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

b. (Circle the pin.) What's the whole object called? (Touch.) *A pin.*

c. And what do we usually do with a pin? (Praise reasonable responses.)



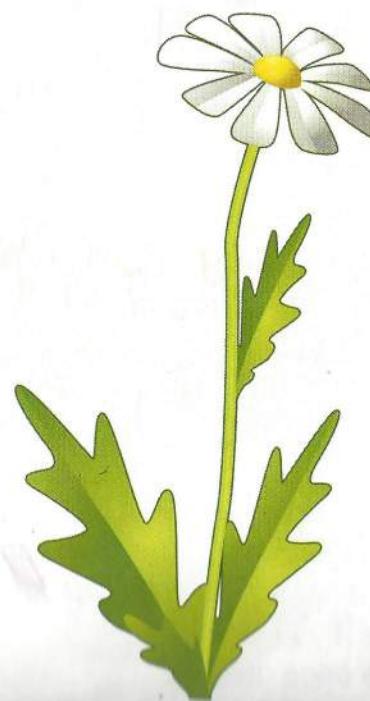
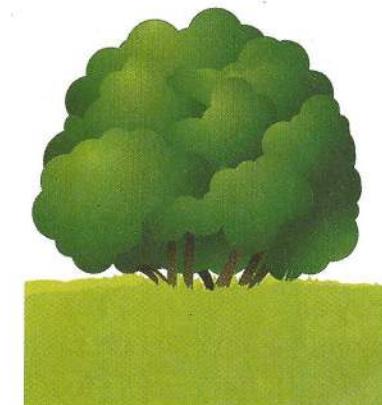
EXERCISE 8 Classification—Plants

1. Look at the objects on this page.

- All of these objects are in the same class.
What class is that? (Touch.) *Plants*.
- (Point to each plant, and ask:) What kind of plant is this? (Children are to answer a tree, a bush, a flower, cabbage.)

2. Everybody, what's the rule about plants?
(Signal.) If it grows in the ground, it is a plant.

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



EXERCISE 8 Classification—Plants (cont.)

4. Listen.

a. (Point to a.)

Does this grow in the ground? (Touch.) No.

So what do you know about a cow?

(Touch.) It's not a plant.

Say the whole thing about a cow. (Touch.)

A cow is not a plant.

b. (Point to b.)

Does this grow in the ground? (Touch.) Yes.

So what do you know about a tree?

(Touch.) It's a plant.

What kind of plant? (Touch.) A tree.

Say the whole thing about this plant.

(Touch.) This plant is a tree.

c. (Point to c.)

Does this grow in the ground? (Touch.) Yes.

So what do you know about a bush?

(Touch.) It's a plant.

What kind of plant? (Touch.) A bush.

Say the whole thing about this plant.

(Touch.) This plant is a bush.

d. (Point to d.)

Does this grow in the ground? (Touch.) No.

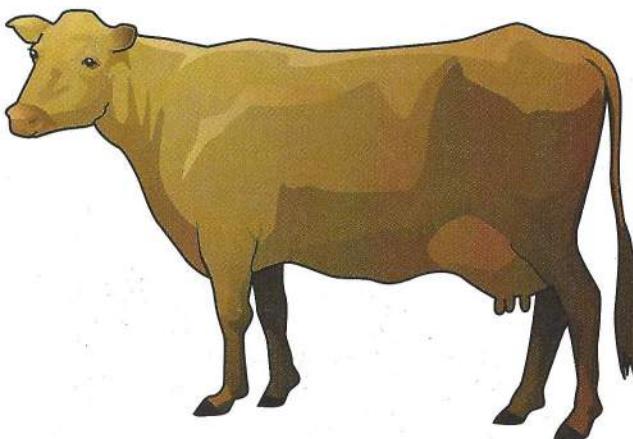
So what do you know about a bench?

(Touch.) It's not a plant.

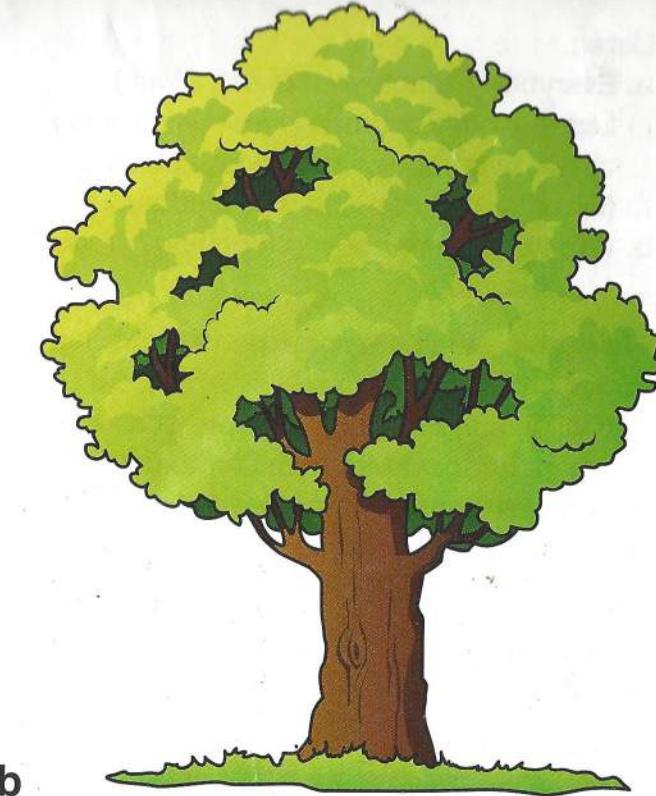
Say the whole thing about a bench.

(Touch.) A bench is not a plant.

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



a



b

