

EXERCISE 10 Classification

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

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

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

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

(Touch.) Vehicle.

What kind of vehicle? (Touch.)

An airplane.

Say the whole thing about this vehicle.

(Touch.) This vehicle is an airplane.

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

(Touch.) Food.

What kind of food? (Touch.) An orange.

Say the whole thing about this food.

(Touch.) This food is an orange.

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

(Touch.) Food.

What kind of food? (Touch.) A hamburger.

Say the whole thing about this food.

(Touch.) This food is a hamburger.

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

(Touch.) Vehicle.

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

Say the whole thing about this vehicle.

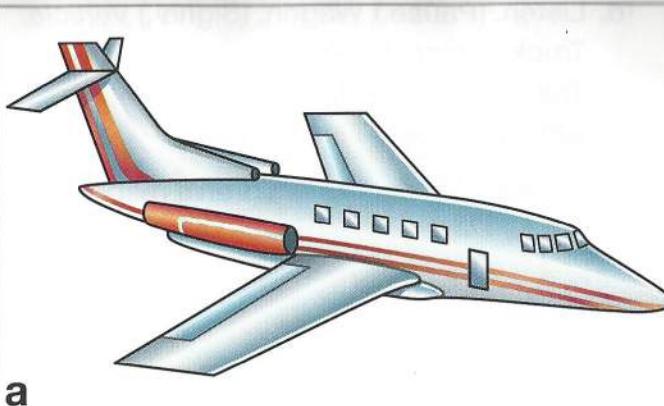
(Touch.) This vehicle is a bus.

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

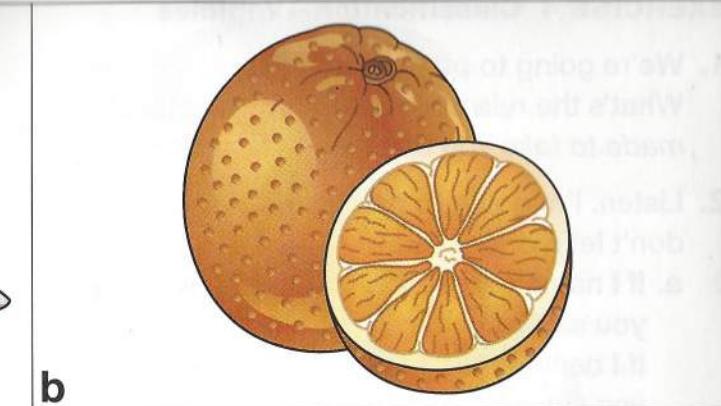
(Touch.) Vehicle.

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

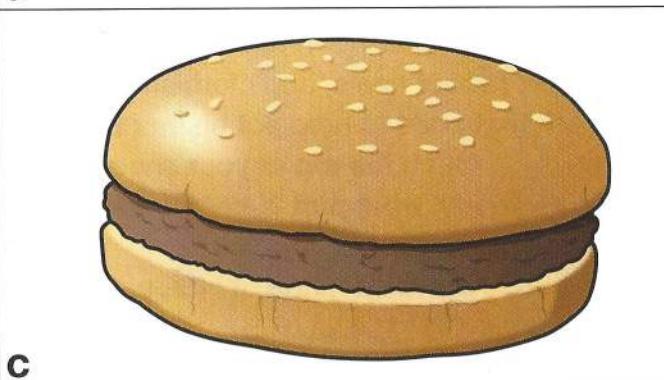
Say the whole thing about this vehicle.



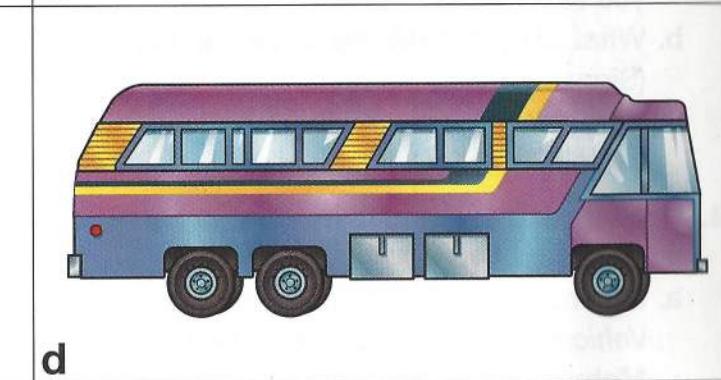
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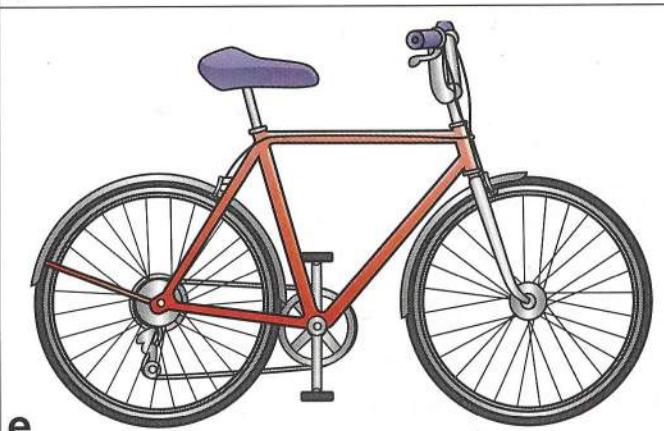
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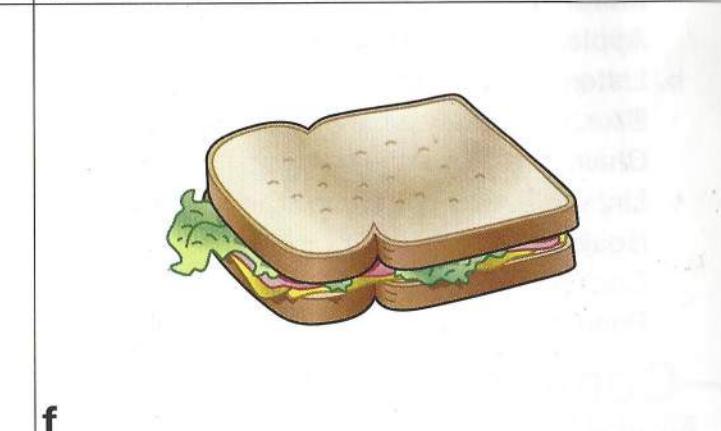
c



d



e



f

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

(Touch.) Food.

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

Say the whole thing about this food.

(Touch.) This food is a sandwich.

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

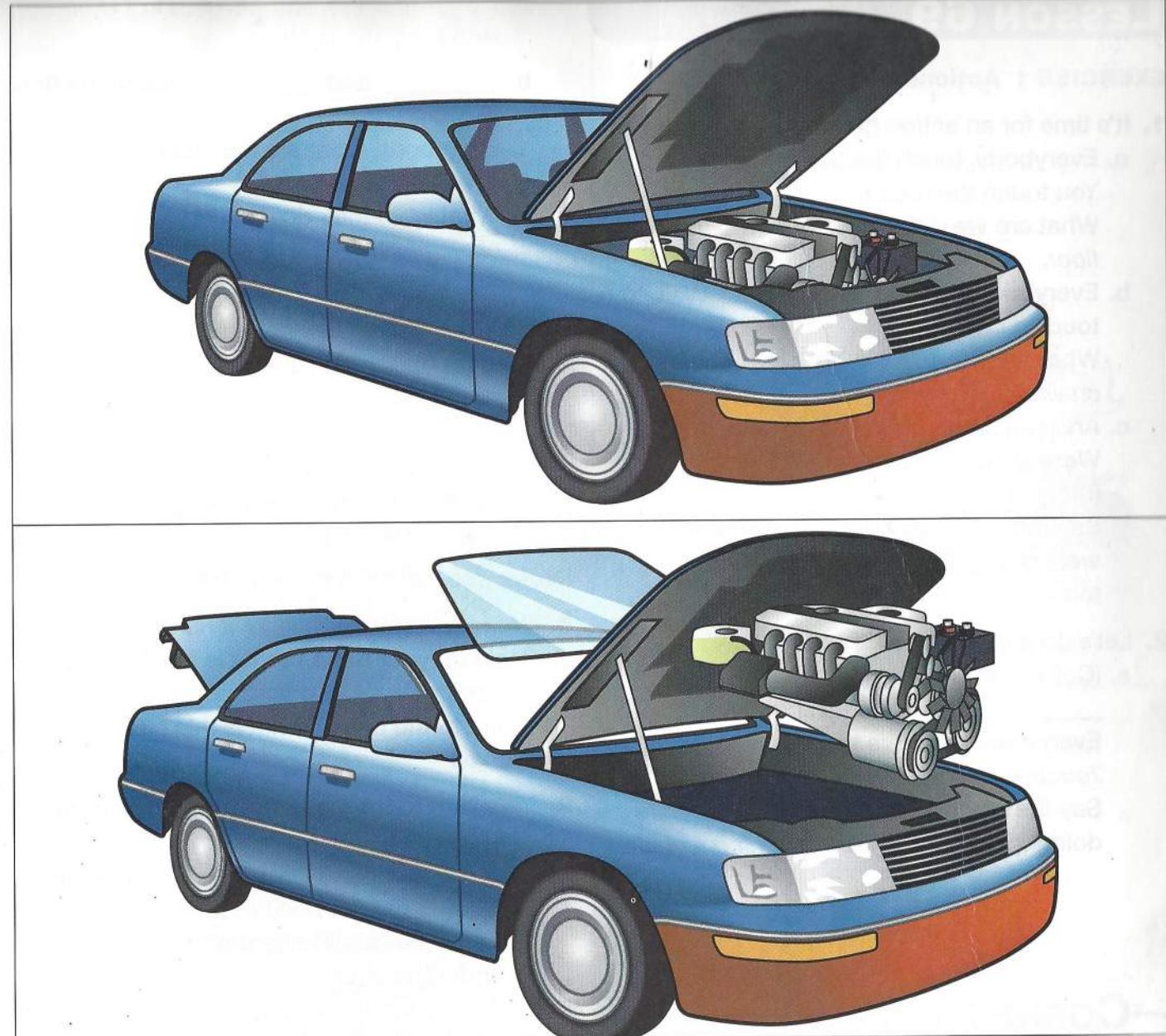
Individual Turns

(Repeat part 2, calling on different children for



EXERCISE 11 Part/Whole—Car

1. Today we're going to do the parts of a car again.
 - a. (Circle the top car.) Everybody, what is this? (Touch.) A car.
 - b. Get ready to tell me the parts of a car. Say the whole thing.
(Point to the bumper. Pause. Touch.) A car has a bumper.
(Point to the hood. Pause. Touch.) A car has a hood.
(Point to a door. Pause. Touch.) A car has a door.
(Point to the wheels. Pause. Touch.) A car has wheels.
(Point to the roof. Pause. Touch.) A car has a roof.
 - c. (Repeat step b until all children's responses are firm.)
 - d. (Circle the car.) What's the whole object called? (Touch.) A car.
2. Now look at this car. (Circle the other car.) Here's a car that shows some new parts. I'll name the parts.
 - a. (Point to the windshield.) This is a windshield.
What is this? (Touch.) A windshield.
 - b. (Point to the trunk.) This is a trunk.
What is this? (Touch.) A trunk.
Yes, the trunk is where you put things when you go on a trip.
 - c. (Point to the engine.) This is an engine.
What is this? (Touch.) An engine.
The engine is the part of the car that is under the hood. Yes, the engine is what makes the car run.
3. Let's see if you can name these parts on the other car.



- a. (Point to the windshield on the top car.) What is this part called? (Touch.) A windshield.
(Point to the trunk.) What is this part called? (Touch.) A trunk.
- b. (Repeat step a until all children's responses are firm.)

EXERCISE 12 Opposites—Wet/Dry

1. We're going to talk about wet and dry.

(Point to each duck, and ask:) Is this duck wet? (Touch. Children are to answer yes or no.)

2. Listen to these questions.

- a. (Point to a.) Is this duck wet? (Touch.) No.
So this duck is dry.
b. (Point to b.) Is this duck wet? (Touch.) No.
So this duck is dry. Say the whole thing
about this duck. (Touch.) This duck is dry.
c. (Point to c.) Is this duck wet? (Touch.) Yes.
d. (Point to d.) Is this duck wet? (Touch.) Yes.

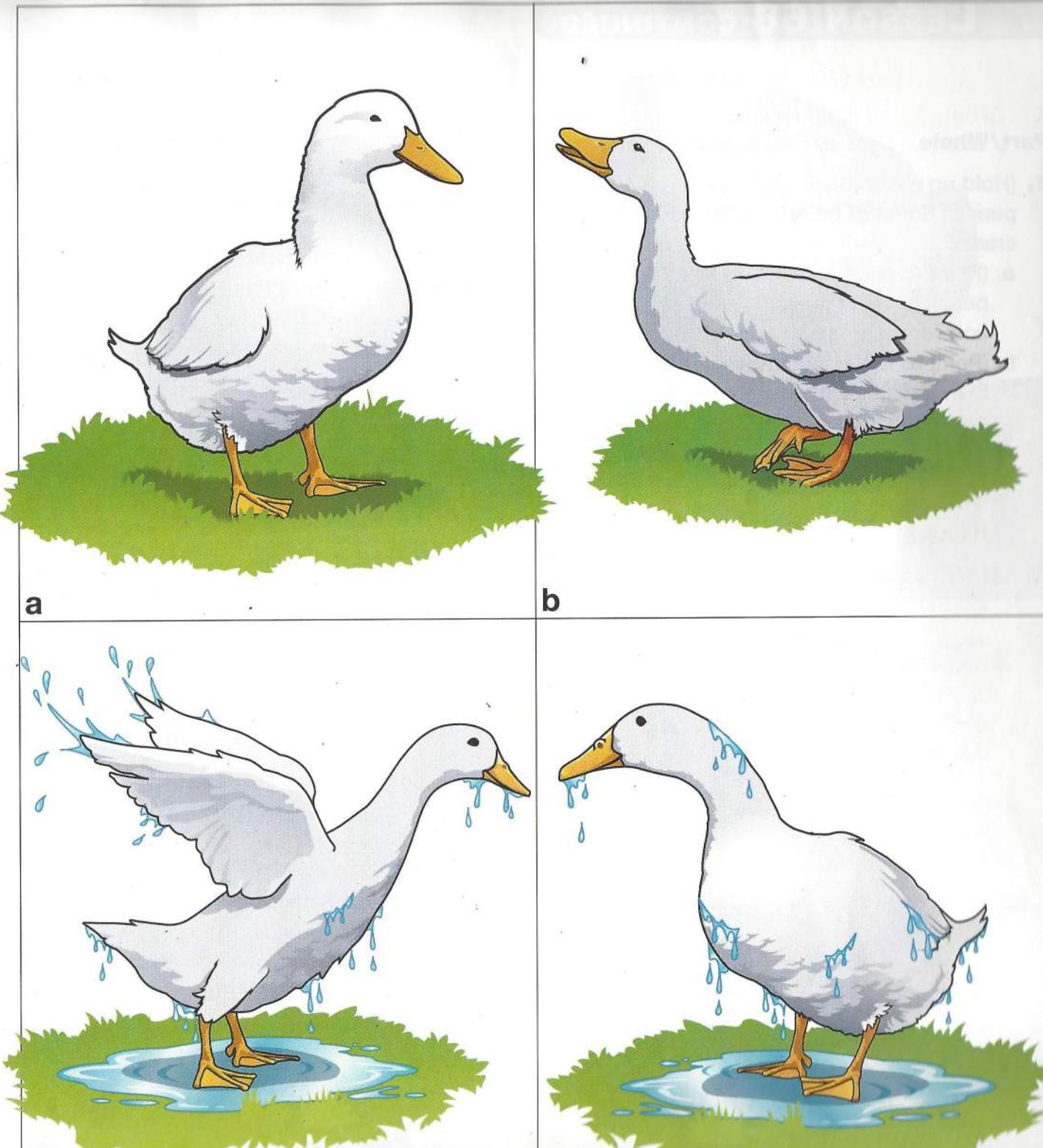
3. I'll point to each duck. Say wet if it is wet. Say dry if it is dry.

- a. What are you going to say if it is wet?
(Signal.) Wet.
What are you going to say if it is dry?
(Signal.) Dry.
b. (Point to each duck. Children are to answer
wet or dry.)

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

Individual Turns

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



EXERCISE 13 Prepositions – In Back Of

1. We're going to talk about the truck and the elephant. (Do not point to the pictures in this exercise.)

a. Look at the elephant. Everybody, where is the elephant? (Signal.) *In back of the truck.* Say the whole thing. (Signal.) *The elephant is in back of the truck.*

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

b. Is the elephant in the truck? (Signal.) No. Say the whole thing. (Signal.) *The elephant is not in the truck.*

- Again. (Signal.) *The elephant is not in the truck.*

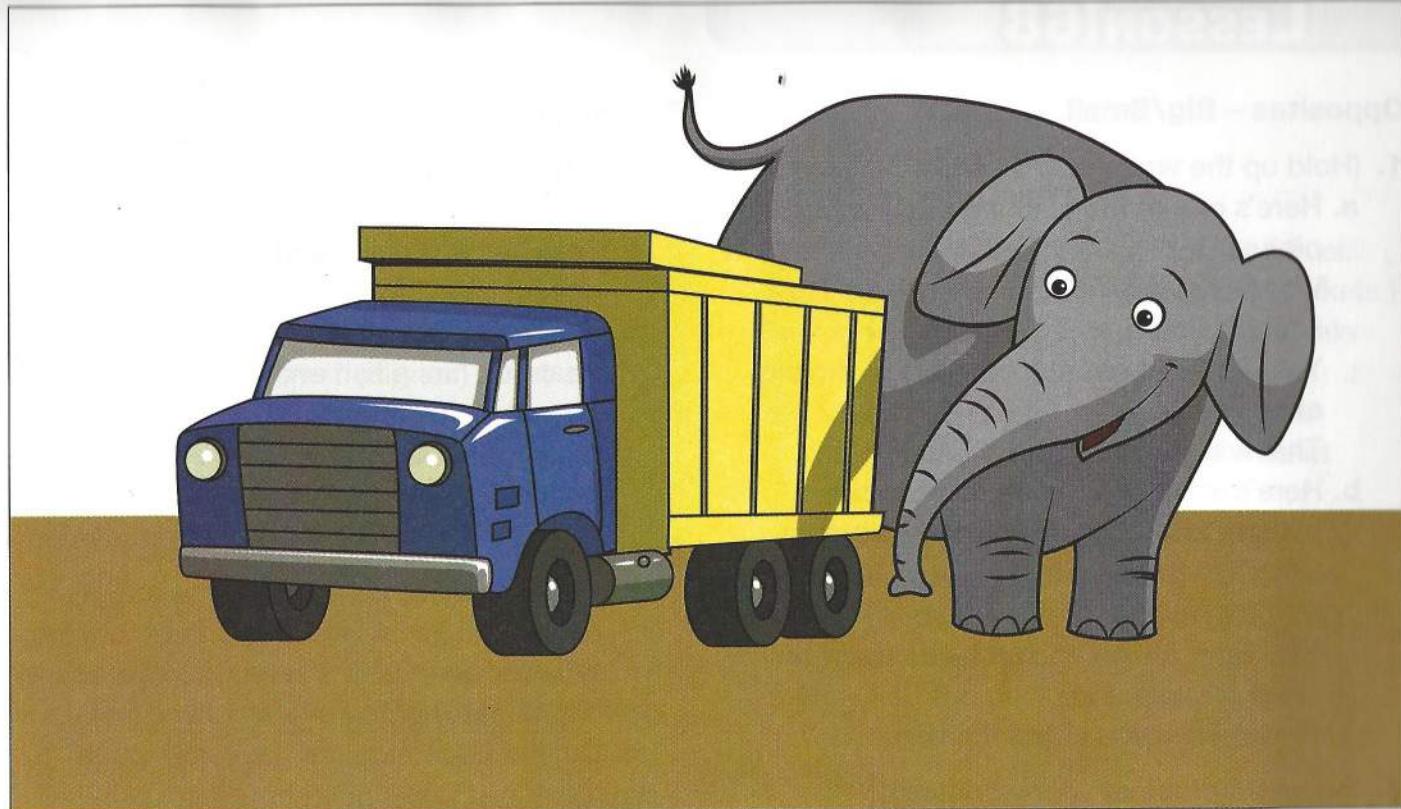
(Repeat step b until all children's responses are firm.)

c. Is the elephant on the truck? (Signal.) No. Say the whole thing. (Signal.) *The elephant is not on the truck.*

- Again. (Signal.) *The elephant is not on the truck.*

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

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



LESSON 68

EXERCISE 1 Actions—Prepositions

1. It's time for some actions.

a. Everybody, put your hands in back of your foot. (Signal. Wait.)

Where are your hands? (Signal.) *In back of my foot.*

Say the whole thing. (Signal.) *My hands are in back of my foot.*

b. Everybody, put your hands in front of your foot. (Signal. Wait.)

Where are your hands? (Signal.) *In front of my foot.*

Say the whole thing. (Signal.) *My hands are in front of my foot.*

c. Where were your hands? (Signal.) *In back of my foot.*

Say the whole thing about where your hands were. (Signal.) *My hands were in back of my foot.*

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

EXERCISE 2 Materials

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

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

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

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

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

What is this part made of? (Signal.)

Graphite.

c. (Touch the shaft.) What is the name of this

2. (Repeat part 1 until everyone can answer the questions.)

3. (Ask different children the following questions.)

Why do you think the eraser is made of rubber?

Why do you think the shaft is made of wood?

Why do you think the point is made of graphite?

c. (Hold the eraser in front of the chair.) Is the eraser under the chair? (Signal.) No.

d. (Hold the eraser under the chair.) Is the eraser under the chair? (Signal.) Yes.

4. Watch.

a. (Put the eraser under the chair.) Is the eraser under the chair? (Signal.) Yes.

Say the whole thing. (Signal.) *The eraser is under the chair.*

b. Again. (Signal.) *The eraser is under the chair.*

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

Individual Turns

(Repeat parts 3 and 4, calling on different children for each step.)

EXERCISE 4 Materials

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

a. (Call on a child wearing a cloth shirt with plastic buttons. Ask that child to stand up.)

_____, touch the front of your shirt. (Wait.)
Everybody, what part is he/she touching?
(Signal.) *The front.*

What is that part made of? (Signal.) *Cloth.*

b. _____, touch a button on your shirt.
Everybody, what part is he/she touching?
(Signal.) *A button.*

What is that part made of? (Signal.) *Plastic.*

2. Let's do that again.

(Repeat part 1, calling on different children.)

EXERCISE 5 Prepositions – Under, Over

1. Look at the picture.

- (Point to a butterfly.) What is this? (Touch.) *A butterfly.*
- (Point to the flower.) What is this? (Touch.) *A flower.*

2. One of these butterflies is under the flower.

- (Point to each butterfly, and ask:) *Is this butterfly under the flower?* (Touch. Children are to answer yes or no.)
- (Point to a.) *Everybody, where is this butterfly?* (Touch.) *Under the flower.*
- Say the whole thing about where this butterfly is. (Touch.) *This butterfly is under the flower.*
- (Repeat part 2 until all children's responses are firm.)

3. One of these butterflies is over the flower.

- (Point to each butterfly, and ask:) *Is this butterfly over the flower?* (Touch. Children are to answer yes or no.)
- (Point to c.) *Everybody, where is this butterfly?* (Touch.) *Over the flower.*
- Say the whole thing about where this butterfly is. (Touch.) *This butterfly is over the flower.*
- (Repeat until all children can make the statement.)

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

Individual Turns

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





EXERCISE 6 Tense—Pictures

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

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

Yes, the boy is carrying the log.

- Say the whole thing. (Touch.) *The boy is carrying the log.*

- b. (Point to b.) Now look at what the boy is doing. What is he doing? (Touch.) *Sitting on the log.*

Yes, the boy is sitting on the log.

- Say the whole thing. (Touch.) *The boy is sitting on the log.*

2. Listen.

- What was the boy doing before he sat on the log? (Signal. Do not touch the picture.) *Carrying the log.*

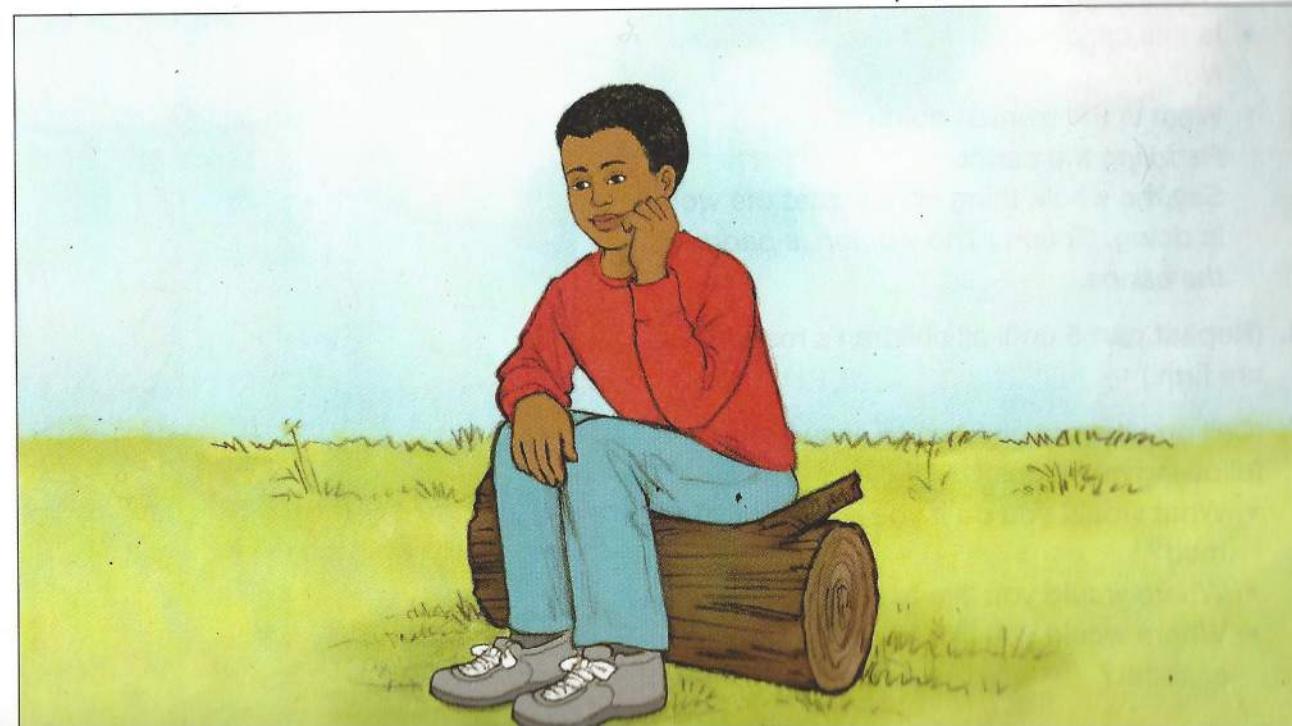
- Say the whole thing about what the boy was doing. (Touch.) *The boy was carrying the log.*

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

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

Individual Turns

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



EXERCISE 7 Plurals

1. Look at this picture.

- (Point to all the frogs at the same time.)
Everybody, what are these? (Touch.) Frogs.
Say the whole thing. (Touch.) These are frogs.
- Are these fish? (Touch.) No.
Say the whole thing. (Touch.) These are not fish.

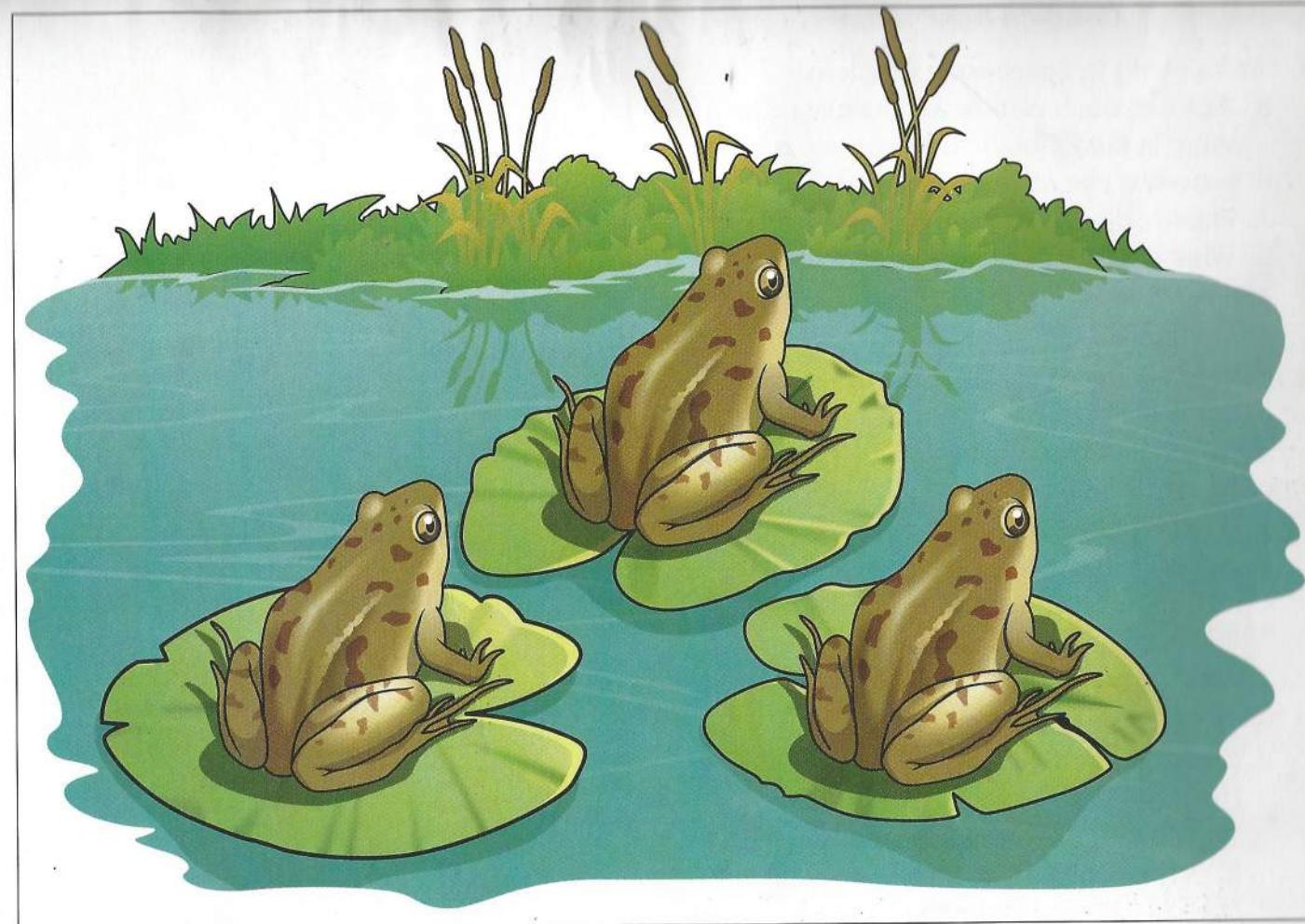
2. Listen.

- What are these frogs doing? (Touch.)
Sitting.
Say the whole thing about what these frogs are doing. (Touch.) These frogs are sitting.
- Again. (Touch.) These frogs are sitting.
(Repeat step b until all children can make the statement.)
- Are these frogs sitting in a car? (Touch.)
No.
Say the whole thing. (Touch.) These frogs are not sitting in a car.
- Again. (Touch.) These frogs are not sitting in a car.
(Repeat step d until all children can make the statement.)

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

Individual Turns

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



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

- (Point to each vehicle and ask:)

What is this? (Touch. Children are to answer a car, a canoe, a sailboat.)

- These objects are all in the same class:

What class is that? (Signal.) **Vehicles.**

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

2. (Point to the mud.) Look at this mud. Only one of these vehicles will get stuck in the mud.

- Here's the rule: The vehicle with wheels will get stuck in the mud.

- Say the rule. (Signal.) **The vehicle with wheels will get stuck in the mud.**

Yes, the vehicle with wheels will get stuck in the mud.

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

3. We'll talk about the vehicles.

- a. (Point to a.) Does this vehicle have wheels? (Touch.) Yes.

So what do you know about this vehicle?

(Call on a child. Idea: *It will get stuck in the mud.*) You're right. This vehicle will get stuck in the mud.

- b. (Point to b.) Does this vehicle have wheels? (Touch.) No.

So what do you know about this vehicle?

(Call on a child. Idea: *It won't get stuck in the mud.*) You're right. This vehicle won't get stuck in the mud.

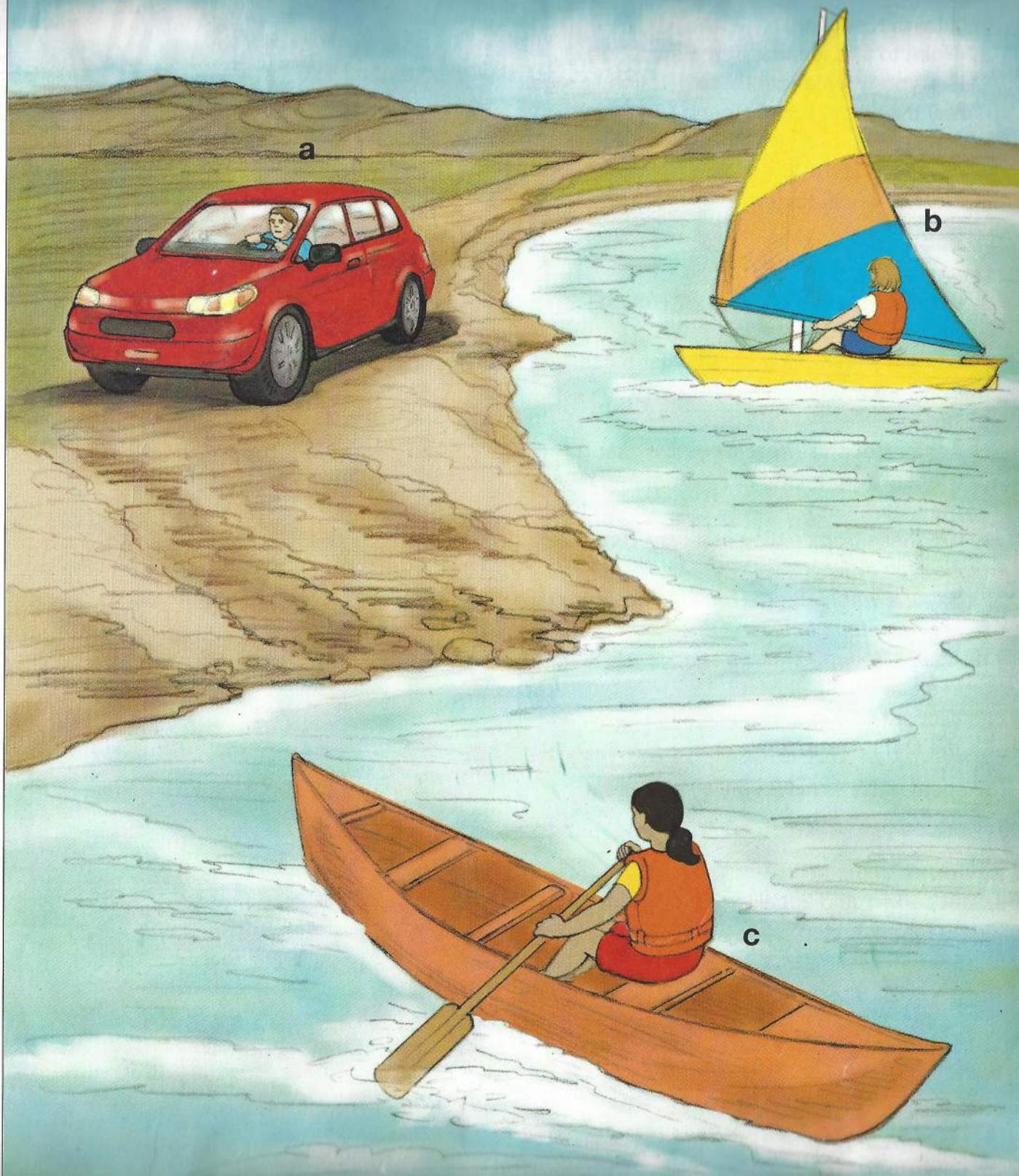
- c. (Point to c.) Does this vehicle have wheels? (Touch.) No.

So what do you know about this vehicle?

(Call on a child. Idea: *It won't get stuck in the mud.*) You're right. This vehicle won't get stuck in the mud.

4. (Call on a child.)

Show me the vehicle that will get stuck in the mud. (Wait.) Let's see if you're right.



5. Look at the picture.

a. (Point to a.) Does this vehicle have wheels? (Touch.) Yes.

- Is this vehicle stuck in the mud? (Touch.) Yes.

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

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

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

b. (Point to b.) Does this vehicle have wheels? (Touch.) No.

- Is this sailboat stuck in the mud? (Touch.) No.

- Is the girl waving? (Touch.) Yes.

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

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

- Is this canoe stuck in the mud? (Touch.) No.

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

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

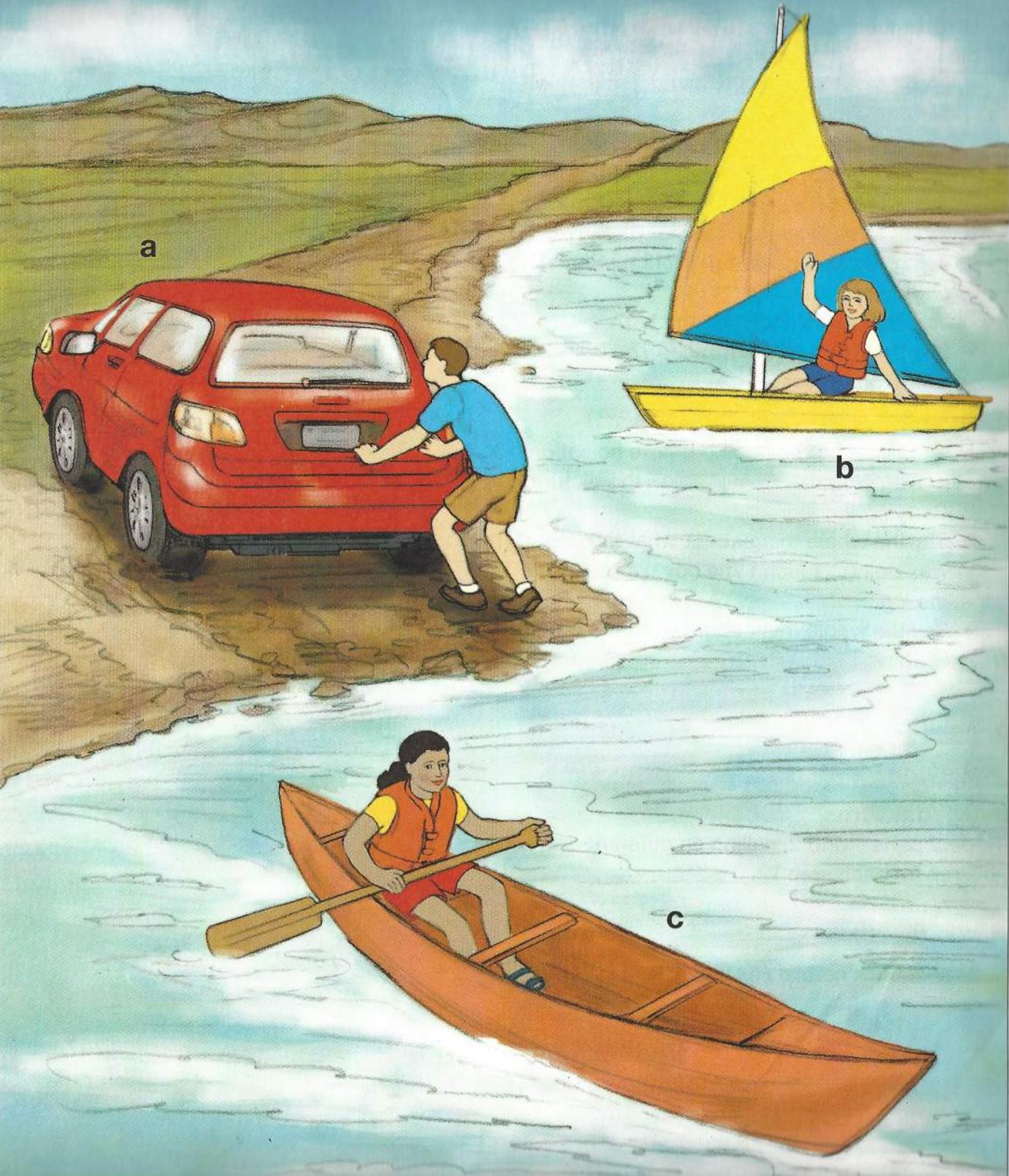
6. (Repeat part 5 until all children's responses are firm.)

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

- What would you do if you were stuck in the mud?

- Where would you like to paddle the canoe?

- Where would you like to sail in the sailboat?



Individual Turns

(Repeat part 5, calling on different children for

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

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

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

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

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

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

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

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

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

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

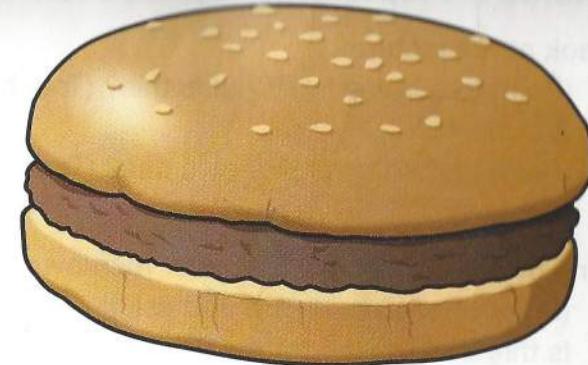
What kind of food? (Touch.) **An orange.**
Say the whole thing about this food.
(Touch.) **This food is an orange.**

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

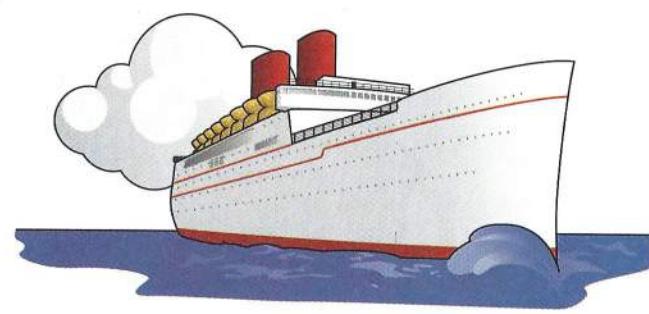
What kind of vehicle? (Touch.) **A boat.**
Say the whole thing about this vehicle.
(Touch.) **This vehicle is a boat.**



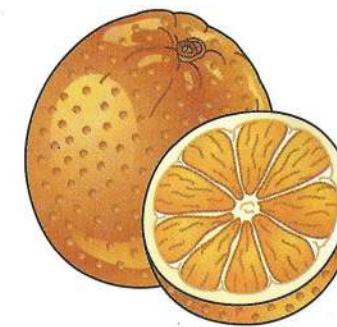
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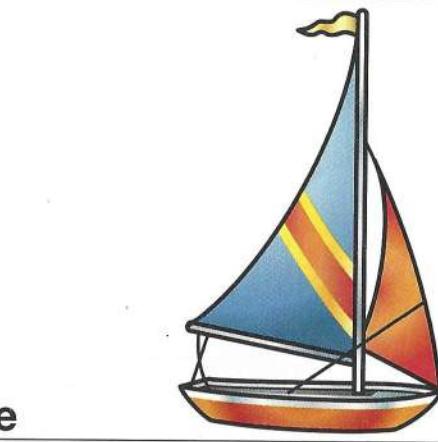
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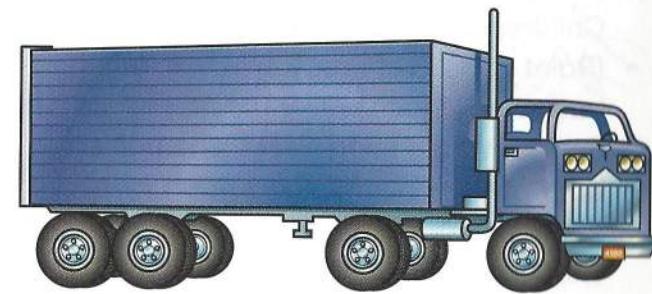
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d



e



f

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

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

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

Individual Turns

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

EXERCISE 10 Part/Whole – Flower

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

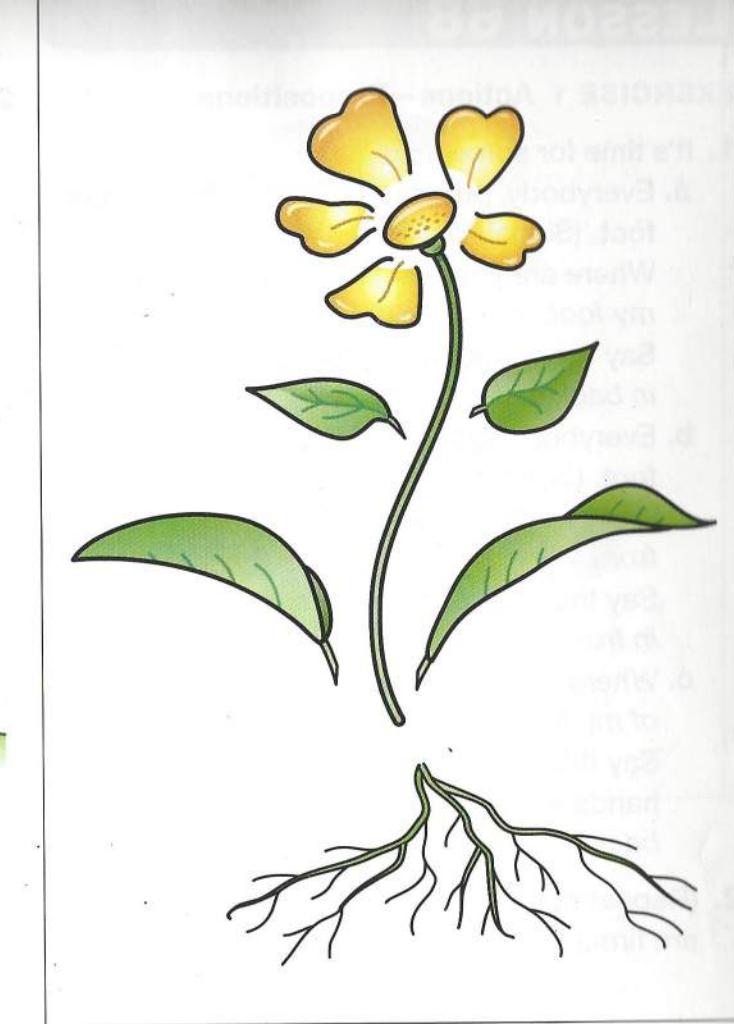
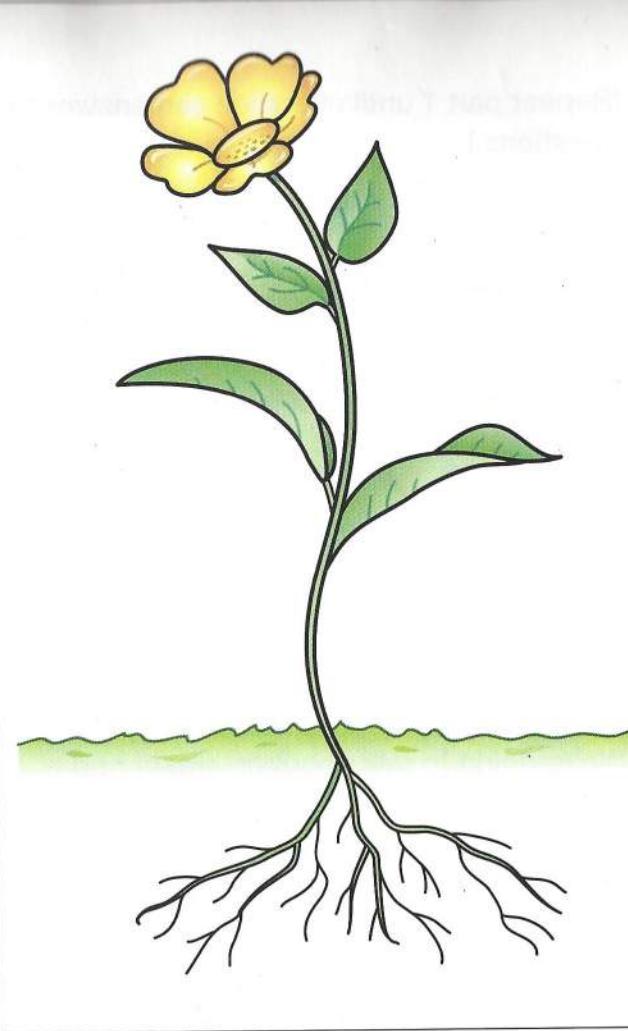
- (Circle the first flower.) Everybody, what is this? (Touch.) A flower.
Say the whole thing. (Touch.) This is a flower.
- (Point to the next flower.) Here's a flower that's in parts. I'll name the parts.
(Point to the petals.) These are petals.
(Point to the roots.) These are roots.
(Point to the leaves.) These are leaves.
(Point to the stem.) This is a stem.
- Your turn to tell me the parts of this flower.
(Point to the petals.) What are these parts called? (Pause. Touch.) Petals.
(Point to the roots.) What are these parts called? (Pause. Touch.) Roots.
(Point to the leaves.) What are these parts called? (Pause. Touch.) Leaves.
(Point to the stem.) What is this part called? (Pause. Touch.) A stem.

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

3. Let's see if you can name the parts of the other flower. (Point to the first flower.)

- (Point to the petals.) What are these parts called? (Pause. Touch.) Petals.
(Point to the roots.) What are these parts called? (Pause. Touch.) Roots.
(Point to the leaves.) What are these parts called? (Pause. Touch.) Leaves.
(Point to the stem.) What is this part called? (Pause. Touch.) A stem.

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



- (Circle the flower.) Petals, roots, leaves, and a stem are parts of . . . (touch) a flower.

Yes. What is the whole object called?
(Touch.) A flower.

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

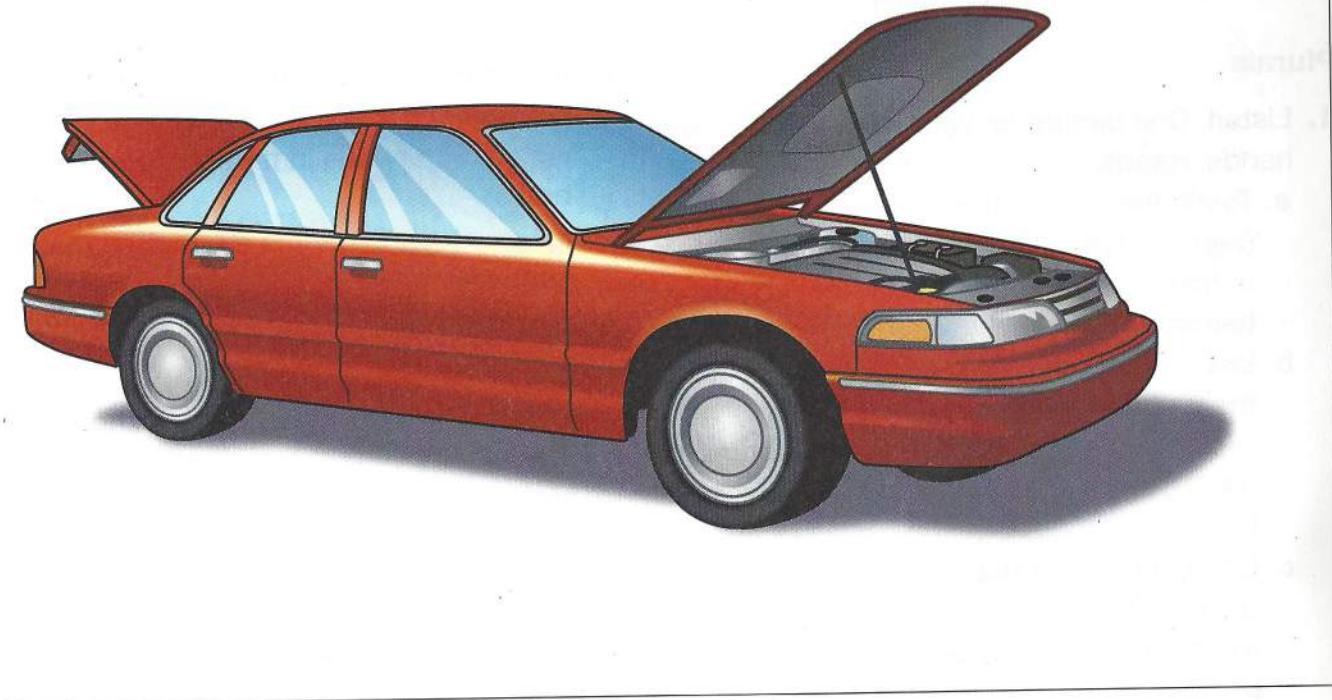
EXERCISE 11 Part/Whole – Car

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

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

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

- (Point to the bumper.) A car has . . . (touch) a bumper.
(Point to the hood.) A car has . . . (touch) a hood.
(Point to a door.) A car has . . . (touch) a door.
(Point to the wheels.) A car has . . . (touch) wheels.
(Point to the roof.) A car has . . . (touch) a roof.
(Point to the windshield.) A car has . . . (touch) a windshield.



- (Point to the trunk.) A car has . . . (touch) a trunk.
(Point to the engine.) A car has . . . (touch) an engine.
- (Repeat step a until all children's responses are firm.)
- Get ready to tell me the parts of a car. Say the whole thing.
 - (Point to the bumper. Pause. Touch.) A car has a bumper.
(Point to the hood. Pause. Touch.) A car has a hood.

- (Point to a 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.
(Point to the engine. Pause. Touch.) A car has an engine.
- (Repeat step a until all children's responses are firm.)

EXERCISE 12 Opposites—Old/Young;
Wet/Dry

1. Some of these goats are old.

- (Point to each goat, and ask:) Is this goat old? (Touch. Children are to answer yes or no.)

2. Some of these goats are young. Say young if it is young. Say old if it is old.

- a. (Point to a.) Is this goat old or young?

(Touch.) Old.

So this goat is old.

- b. (Point to b.) Is this goat old or young?

(Touch.) Young.

- c. (Point to c.) Is this goat old or young?

(Touch.) Young.

- d. (Point to d.) Is this goat old or young?

(Touch.) Old.

3. Some of these goats are wet. Say wet if it is wet. Say dry if it is dry.

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

(Signal.) Wet.

What are you going to say if it is dry?

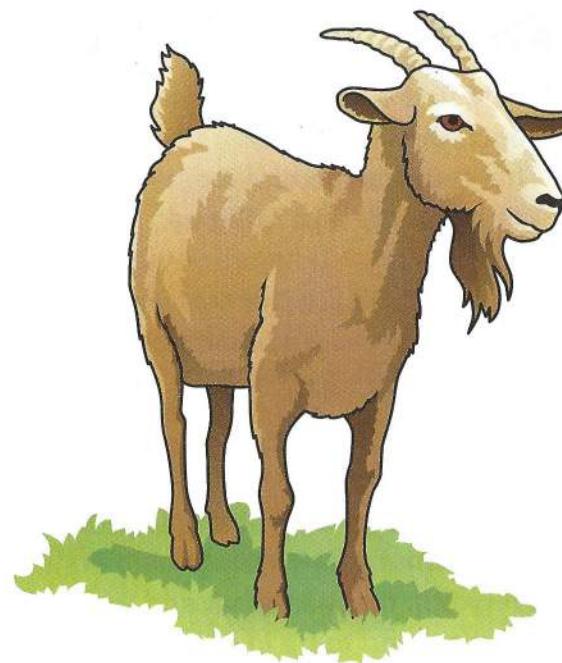
(Signal.) Dry.

- (Point to each goat. Children are to answer wet or dry.)

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

Individual Turns

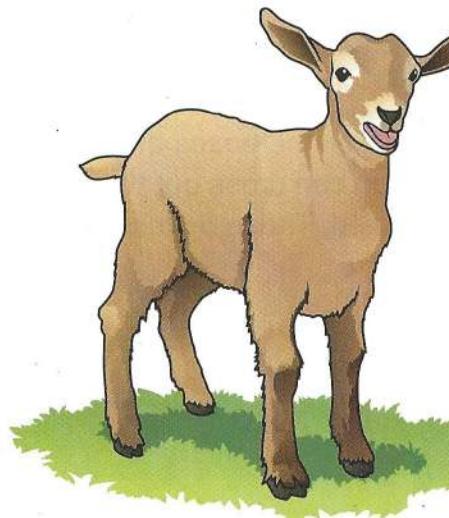
(Repeat parts 2 and 3, calling on different children for each step.)



a



b



LESSON 69

EXERCISE 1 Actions—Verb Tense

1. It's time for an action game.

a. Everybody, touch the floor. (Signal. Wait.)

You touch the floor.)

What are we doing? (Signal.) Touching the floor.

b. Everybody, touch a chair. (Signal. Wait. You touch a chair.)

What are we doing? (Signal.) Touching a chair.

c. Are we touching the floor? (Signal.) No.

Were we touching the floor?

(Signal.) Yes.

Say the whole thing about what we were doing. (Signal.) We were touching the floor. ●

2. Let's do another one.

a. (Call on two children.) _____ and _____, touch a chair. (Signal.)

Everybody, what are they doing? (Signal.) Touching a chair.

Say the whole thing about what they are doing. (Signal.) They are touching a chair.

CORRECTIONS

EXERCISE 1

Error

(Children say, We was touching the floor.)

Correction

1. (Say the correct statement with children three or four times.)

2. (Have them say it by themselves three or four times.)

3. (Repeat part 1 until all children's

b. _____ and _____, touch the floor.

(Signal.)

Everybody, what are they doing? (Signal.)

Touching the floor.

c. What were they doing? (Signal.) Touching a chair.

Say the whole thing about what they were doing. (Signal.) They were touching a chair.

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



EXERCISE 2 Prepositions—Under (Demonstration)

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

1. We're going to talk about a hand and a chair.

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

A hand.

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

A chair.

2. Your turn to tell me if my hand is under the chair.

a. (Hold your hand under the chair.) Is my hand under the chair? (Signal.) Yes.

(Hold your hand over the chair.) Is my hand under the chair? (Signal.) No.

(Hold your hand in front of the chair.) Is my hand under the chair? (Signal.) No.

(Hold your hand under the chair.) Is my hand under the chair? (Signal.) Yes.

b. Watch.

(Put your hand under the chair.) Is my hand under the chair? (Signal.) Yes.

Say the whole thing. (Signal.) Your hand is under the chair.

c. Again. (Signal.) Your hand is under the chair.

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

Individual Turns

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

EXERCISE 3 Information—Days of the Week

1. Let's see how much you know.

a. How many days are there in a week?

(Signal.) Seven.

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

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

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

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

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

c. Everybody, today is _____. What day is today? (Pause. Signal. Wait.) So what day will tomorrow be? (Pause. Signal. Wait.)

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

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

Individual Turns

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

EXERCISE 4 Classification—Vehicles

1. We're going to play a game about vehicles.
What's the rule about vehicles? (Signal.) If it is made to take you places, it is a vehicle.

2. Listen. I'm going to name some vehicles, but don't let me fool you.

a. If I name something that is a vehicle, you say vehicle.

If I name something that is not a vehicle, you say not a vehicle.

b. What are you going to say if it is a vehicle? (Signal.) Vehicle.

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

3. Remember, I'm going to name some vehicles, but I may fool you.

a. Listen. (Pause.) Motorboat. (Signal.) Vehicle.

Motorcycle. (Signal.) Vehicle.

Apple. (Signal.) Not a vehicle. ●

b. Listen. (Pause.) Bus. (Signal.) Vehicle.

Bike. (Signal.) Vehicle.

Chair. (Signal.) Not a vehicle.

c. Listen. (Pause.) Airplane. (Signal.) Vehicle.

Boat. (Signal.) Vehicle.

Car. (Signal.) Vehicle.

Pencil. (Signal.) Not a vehicle.



EXERCISE 5 Materials

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

a. (Call on a child wearing shoes with leather tops, rubber heels, and cloth shoelaces. Ask that child to hold out his/her foot.)

_____, touch the top of your shoe. (Wait.)

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

What is that part made of? (Signal.) Leather.

b. _____, touch the heel of your shoe. (Wait.) Everybody, what part is he/she touching? (Signal.) The heel.

What is that part made of? (Signal.) Rubber.

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

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

What is that part made of? (Signal.) Cloth.

2. Let's do that again.

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

3. We're going to talk about your socks.

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

b. When I call on you, tell me the color of your socks.

(Call on three or four children.) What color are your socks? (Praise correct answers.)

4. We're going to talk about a shirt.

a. (Call on a child wearing a cloth shirt with plastic buttons. Ask that child to stand up.) _____, touch a button on your shirt. (Wait.) Everybody, what part is he/she touching? (Signal.) A button.

What is that part made of? (Signal.) Plastic.

b. _____, touch the front of your shirt. (Wait.) Everybody, what part is he/she touching? (Signal.) The front.

What is that part made of? (Signal.) Cloth.

c. Let's do that again.

5. (Repeat part 4 until everyone can answer the questions.)

EXERCISE 6 Materials

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

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

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

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

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

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

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

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

2. (Repeat part 1 until everyone can answer the questions.)

3. (Call on different children.)

Why do you think the eraser is made of rubber?

Why do you think the shaft is made of wood?

Why do you think the point is made of graphite?

CORRECTIONS

EXERCISE 4

Error

(Children don't say Not a vehicle.)

Correction

1. What's the rule about vehicles? (Signal.) If it is made to take you places, it is a vehicle.

2. Does an apple take you places? (Signal.) No.

3. So is it a vehicle? (Signal.) No.

4. So you should have said not a vehicle.

5. (Repeat part 3 of the exercise.)

1. Look at the picture.

- (Point to a balloon.) **What is this?** (Touch.) *A balloon.*
- (Point to the table.) **What is this?** (Touch.) *A table.*

2. One of these balloons is on the table.

- (Point to each balloon, and ask:) **Is this balloon on the table?** (Children are to answer yes or no.)
- (Point to d.) **Everybody, where is this balloon?** (Touch.) *On the table.*
- **Say the whole thing about where this balloon is.** (Touch.) *This balloon is on the table.*

(Repeat until all children can make the statement.)

3. One of these balloons is under the table.

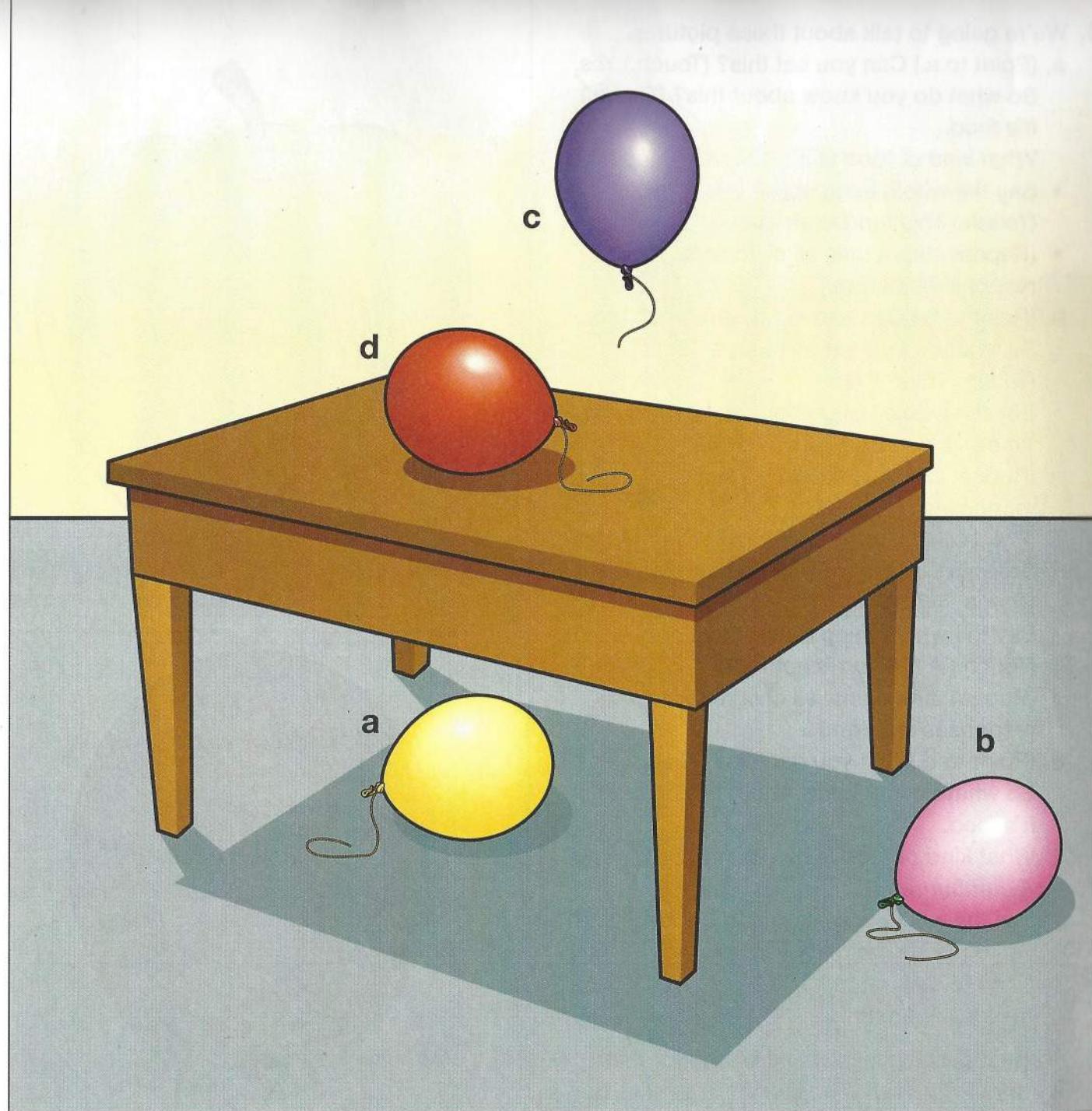
- (Point to each balloon, and ask:) **Is this balloon under the table?** (Children are to answer yes or no.)
- (Point to a.) **Everybody, where is this balloon?** (Touch.) *Under the table.*
- **Say the whole thing about where this balloon is.** (Touch.) *This balloon is under the table.*

(Repeat until all children can make the statement.)

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

Individual Turns

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



EXERCISE 6 Tense—Pictures

1. Look at these pictures. They show what a man did.
 - a. (Point to a.) What is the man doing in this picture? (Touch.) *Holding the broom.*
Yes, the man is holding the broom.
 - Say the whole thing. (Touch.) *The man is holding the broom.*
 - b. (Point to b.) Now look at what the man is doing. What is he doing? (Touch.)
Sweeping the rug.
Yes, the man is sweeping the rug.
 - Say the whole thing. (Touch.) *The man is sweeping the rug.*

2. Now answer these questions.

- What was the man doing before he swept the rug? (Signal. Do not touch the picture.)
Holding the broom.
- Say the whole thing about what the man was doing. (Touch.) *The man was holding the broom.*
- Say the whole thing about what the man is doing. (Touch.) *The man is sweeping the rug.*

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

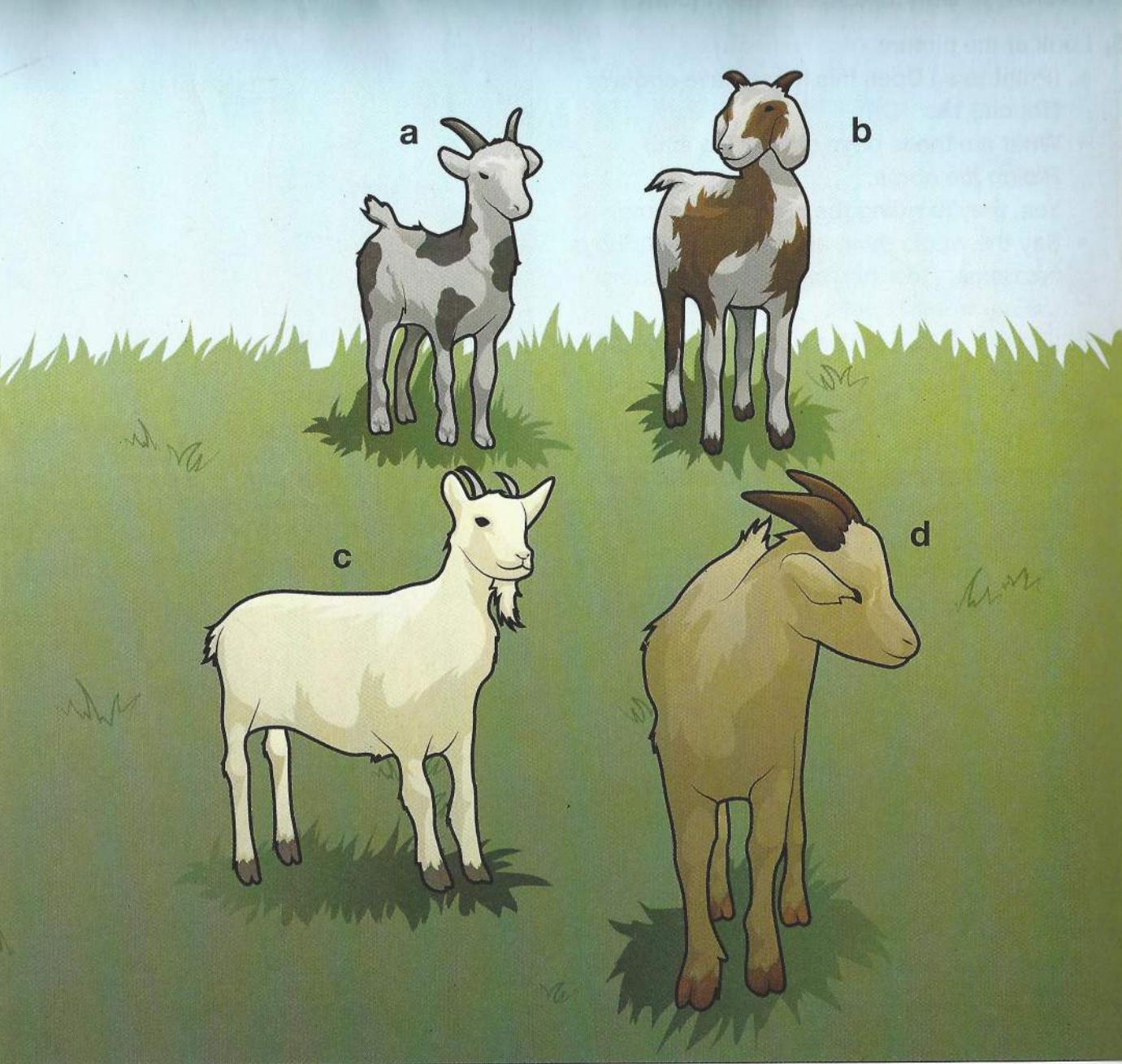
Individual Turns

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



EXERCISE 9 Concept Application

1. You're going to figure out a problem about some goats and the grass.
 - Only some of these goats will eat the grass. Here's the rule: The goats with spots will eat the grass.
 - Say the rule. (Signal.) *The goats with spots will eat the grass.*
(Repeat until all children can say the rule.)
2. We'll talk about each goat.
 - a. (Point to a.)
Does this goat have spots? (Touch.) Yes.
So what do you know about this goat?
(Call on a child. Idea: *It will eat the grass.*)
You're right. This goat will eat the grass.
 - b. (Point to b.)
Does this goat have spots? (Touch.) Yes.
So what do you know about this goat?
(Call on a child. Idea: *It will eat the grass.*)
You're right. This goat will eat the grass.
 - c. (Point to c.)
Does this goat have spots? (Touch.) No.
So what do you know about this goat?
(Call on a child. Idea: *It won't eat the grass.*)
You're right. This goat won't eat the grass.
 - d. (Point to d.)
Does this goat have spots? (Touch.) No.
So what do you know about this goat?
(Call on a child. Idea: *It won't eat the grass.*)
You're right. This goat won't eat the grass.
- (Repeat part 2 until all responses are firm.)
3. (Call on a child.)
 - Show me the goats that will eat the grass.
(Wait.)
 - Let's see if you're right.
(Turn the page quickly.)



4. Look at the picture.

- (Point to goats a and b.) **Do these goats have spots?** (Touch.) Yes.
What are these goats eating? (Touch.) *The grass.*
- **Say the whole thing about what these goats are doing.** (Touch.) *These goats are eating the grass.*

5. Look at the picture.

- (Point to goats c and d.) **Do these goats have spots?** (Touch.) No.
What are they doing? (Touch.) *Eating newspapers.*
- **Say the whole thing about what these goats are doing.** (Touch.) *These goats are eating newspapers.*

6. (Repeat parts 4 and 5 until all children's responses are firm.)

Individual Turns

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



1. Some of these ants are on the basket.

 - a. (Point to each ant, and ask:) Is this ant on the basket? (Touch. Children are to answer yes or no.)
 - b. (Repeat step a until all children's responses are firm.)
2. (Point to a.)

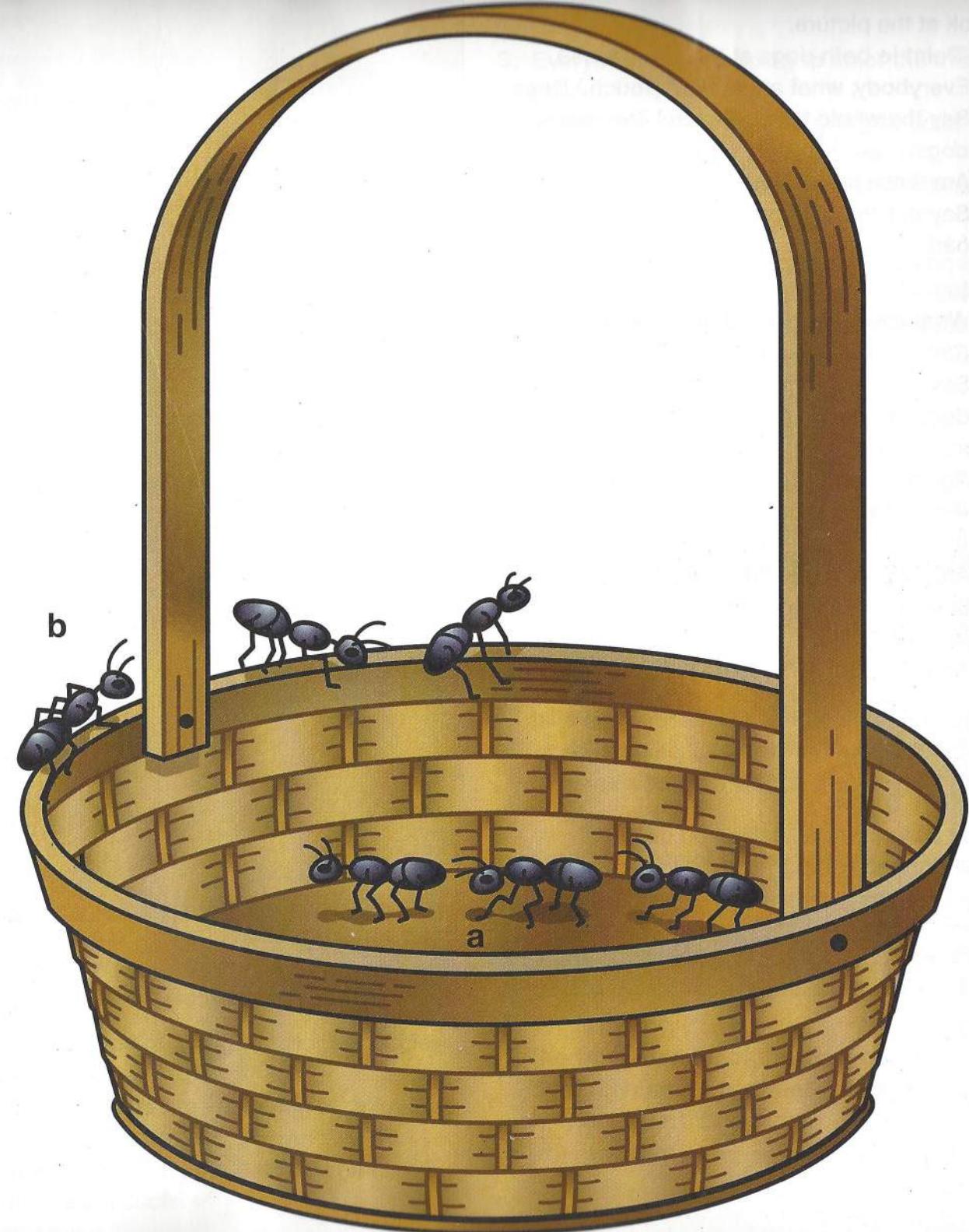
 - a. What are these? (Touch.) Ants.
Where are these ants? (Touch.) In the basket.
Say the whole thing. (Touch.) These ants are in the basket.
 - b. (Repeat step a until all children's responses are firm.)
3. (Point to b.) These ants are on the basket.

 - a. Say the whole thing about these ants.
(Touch.) These ants are on the basket.
 - b. (Repeat step a until all children's responses are firm.)
4. Let's talk about the basket and the ants one more time.

 - a. (Point to the ants in the basket.) Where are these ants? (Signal.) In the basket.
Say the whole thing about these ants.
(Signal.) These ants are in the basket.
 - b. (Point to the ants on the basket.) Where are these ants?
(Signal.) On the basket.
Say the whole thing about these ants.
(Signal.) These ants are on the basket.
5. (Repeat part 4 until all children's responses are firm.)

Individual Turns

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



**EXERCISE 1 Actions—Prepositions**

1. It's time for an action game.

- a. Everybody, put your hand under your chin.
(Signal. Wait.)

Where is your hand? (Signal.)

Under my chin.

- b. Everybody, put your hand on your chin.
(Signal. Wait.)

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

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

- c. Listen carefully. Where was your hand?
(Signal.) *Under my chin.*

Say the whole thing about where your hand was. (Signal.) *My hand was under my chin.*

Hands down.

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

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

3. Let's do another one.

- a. Everybody, put your hands on your chair.
(Signal. Wait.)

Where are your hands? (Signal.) *On my chair.*

- b. Everybody, put your hands under your chair. (Signal. Wait.)

Where are your hands? (Signal.) *Under my chair.*

Say the whole thing. (Signal.) *My hands are under my chair.*

- c. Where were your hands? (Signal.) *On my chair.*

Say the whole thing. (Signal.) *My hands were on my chair.*

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

Individual Turns

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

**EXERCISE 2 Classification—Food**

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

What's the rule about food? (Signal.) *If you can eat it, it's food.*

2. Listen. I'm going to name some foods, but don't let me fool you.

a. If I name something that is a food, you say food.

If I name something that is not a food, you say not food.

b. What are you going to say if it is a food?
(Signal.) Food.

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

3. Remember, I'm going to name some foods, but I may fool you.

a. Listen. (Pause.) Apple. (Signal.) Food.
Cookie. (Signal.) Food.

Egg. (Signal.) Food.

Canoe. (Signal.) Not food. ●

b. Listen. (Pause.) Ice cream. (Signal.) Food.
Orange. (Signal.) Food.

Carrot. (Signal.) Food.

Dog. (Signal.) Not food.

c. Listen. (Pause.) Peanut. (Signal.) Food.
Pancakes. (Signal.) Food.

Bread. (Signal.) Food.

Meat. (Signal.) Food.

Butterfly. (Signal.) Not food.

d. Listen. (Pause.) Pie. (Signal.) Food.

Sandwich. (Signal.) Food.

Cake. (Signal.) Food.

Rowboat. (Signal.) Not food.

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

Individual Turns

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

CORRECTIONS**EXERCISE 2****Error**

(Children don't say Not food.)

Correction

1. What's the rule about food? (Signal.) *If you can eat it, it's food.*

2. Can you eat a canoe? (Signal.) No.

3. So is it food? (Signal.) No.

4. So you should have said not food.

5. Repeat part 3 of the exercise.

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

- Listen to the rule: The cat on the cabinet is small.

Everybody, say the rule. (Signal.) *The cat on the cabinet is small.*

- Again. (Signal.) *The cat on the cabinet is small.*

(Repeat until all children can say the rule.)

2. Remember, only one of these cats is small.

Which cat is that? (Signal.) *The cat on the cabinet.*

Say the rule about the cat on the cabinet.

(Signal.) *The cat on the cabinet is small.*

3. We're going to talk about each cat.

- a. (Point to a.) Is this cat on the cabinet?

(Touch.) No.

So what do you know about this cat? (Call on a child. Idea: *It is not small.*)

You're right. This cat is not small.

- b. (Point to b.) Is this cat on the cabinet?

(Touch.) Yes.

So what do you know about this cat? (Call on a child. Idea: *It is small.*)

You're right. This cat is small.

- c. (Point to c.) Is this cat on the cabinet?

(Touch.) No.

So what do you know about this cat? (Call on a child. Idea: *It is not small.*)

You're right. This cat is not small.

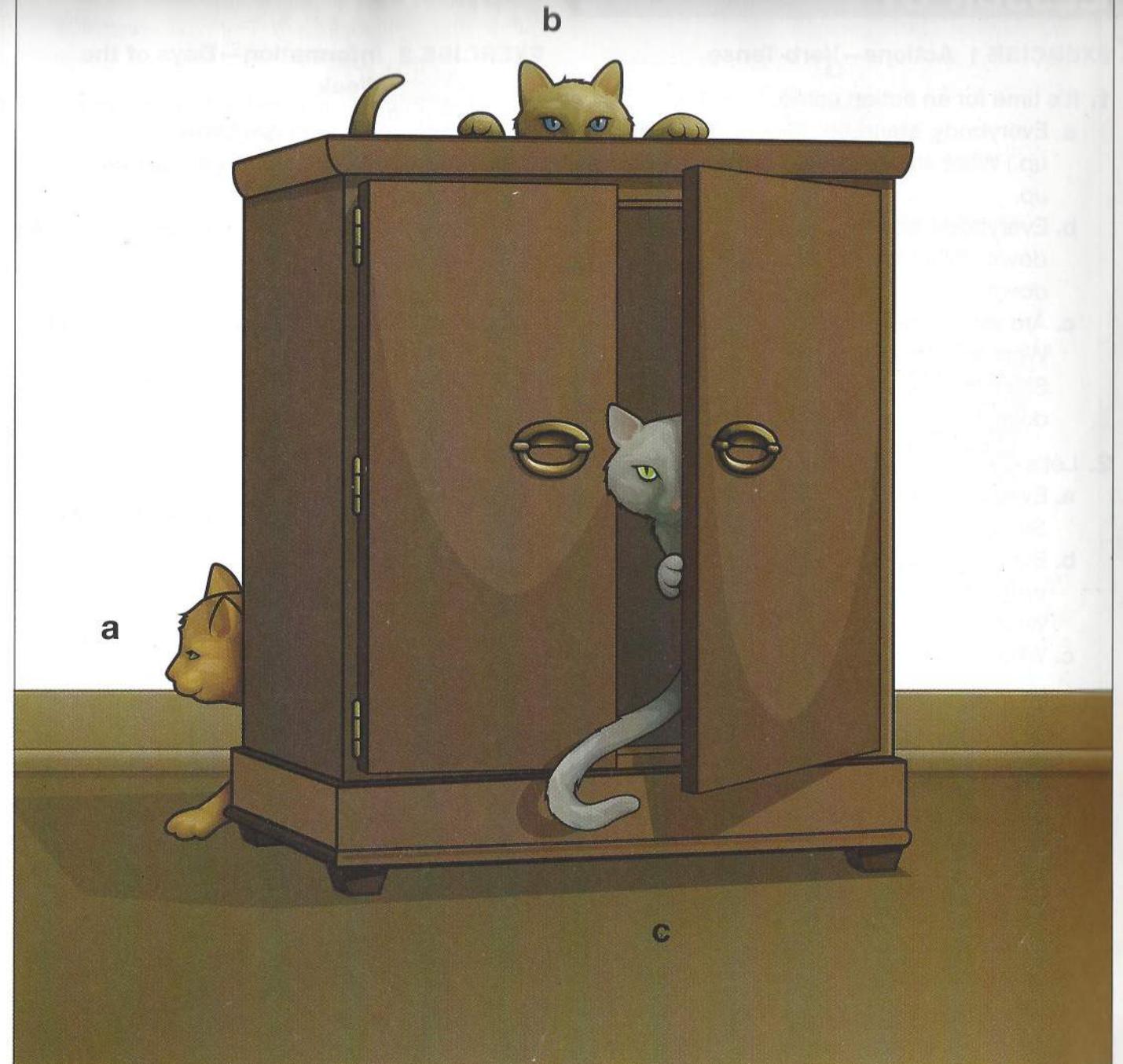
(Repeat part 3 until responses are firm.)

4. (Call on a child.)

- Show me the cat that is small. (Wait.)

- Let's see if you're right.

(Turn the page quickly.)



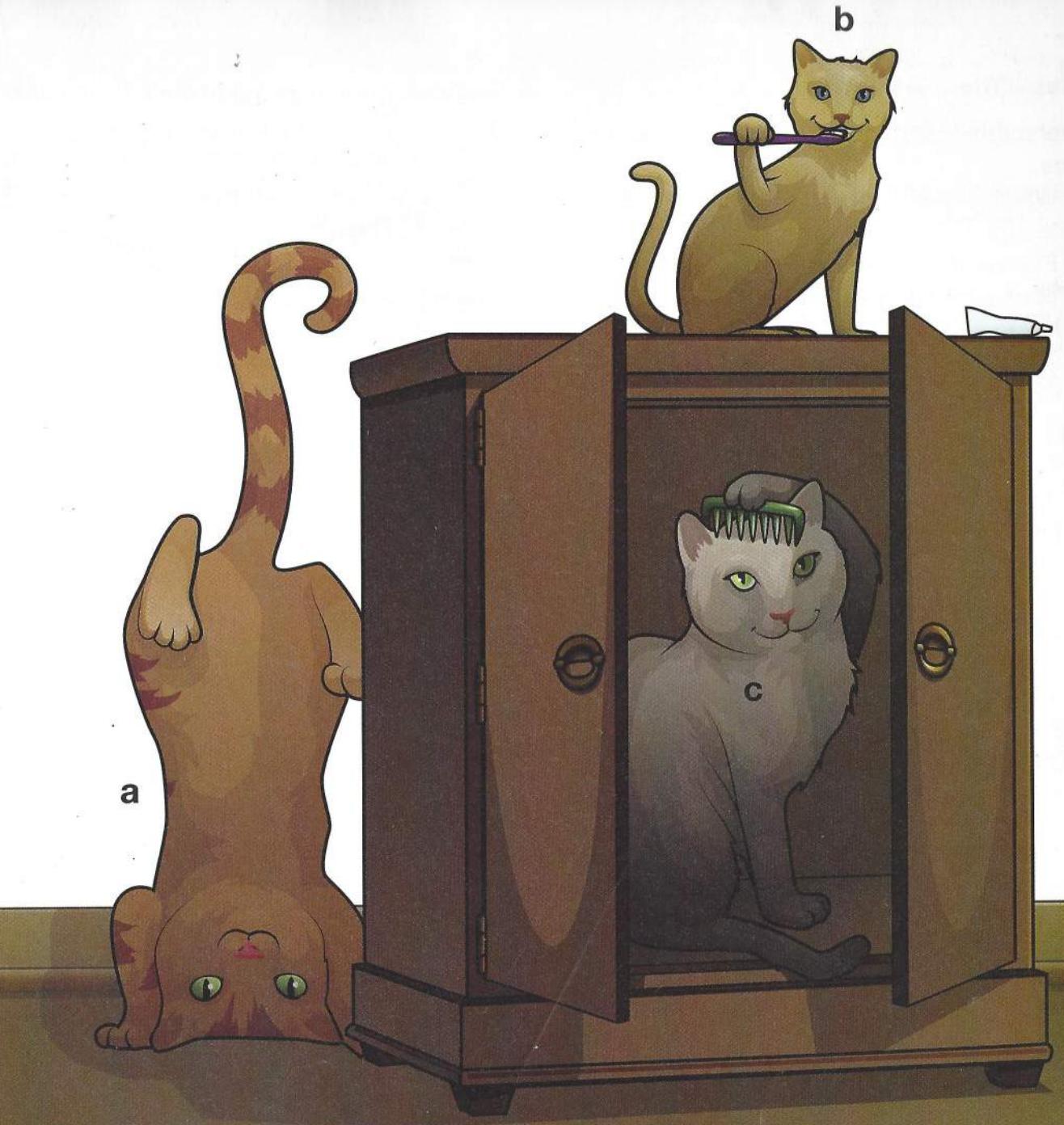
5. Look at the picture.

- Tell me about the cat on the cabinet. (Call on a child. Idea: *The cat on the cabinet is small.*)
Yes, the cat on the cabinet is small.
- Everybody, say the rule. (Touch.) *The cat on the cabinet is small.*

6. We're going to talk some more about these cats.

- a. (Point to a.) Is this cat on the cabinet?
(Touch.) No.
Where is this cat? (Touch.) *In back of the cabinet.*
- What is this cat doing? (Touch.) *Standing on its head.*
Say the whole thing about what this cat is doing. (Touch.) *This cat is standing on its head.*
 - b. (Point to b.) Is this cat on the cabinet?
(Touch.) Yes.
Where is this cat? (Touch.) *On the cabinet.*
 - What is this cat doing? (Touch.) *Brushing its teeth.*
Say the whole thing about what this cat is doing. (Touch.) *This cat is brushing its teeth.*
 - c. (Point to c.) Is this cat on the cabinet?
(Touch.) No.
Where is this cat? (Touch.) *In the cabinet.*
 - What is this cat doing? (Touch.) *Combing its hair.*
Say the whole thing about what this cat is doing. (Touch.) *This cat is combing its hair.*

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

**Individual Turns**

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

EXERCISE 4 Plurals

1. Look at the picture.

a. (Point to all the ducks at the same time.)

Everybody, what kind of birds are these?
(Touch.) Ducks.

Yes, these birds are ducks. Say the whole thing. (Touch.) These birds are ducks.

b. What are these ducks doing? (Touch.)

Flying.

Say the whole thing about what these ducks are doing. (Touch.) These ducks are flying.

Again. (Touch.) These ducks are flying.

(Repeat until all children can make the statement.)

c. Are these ducks swimming? (Touch.) No.

Say the whole thing. (Touch.) These ducks are not swimming.

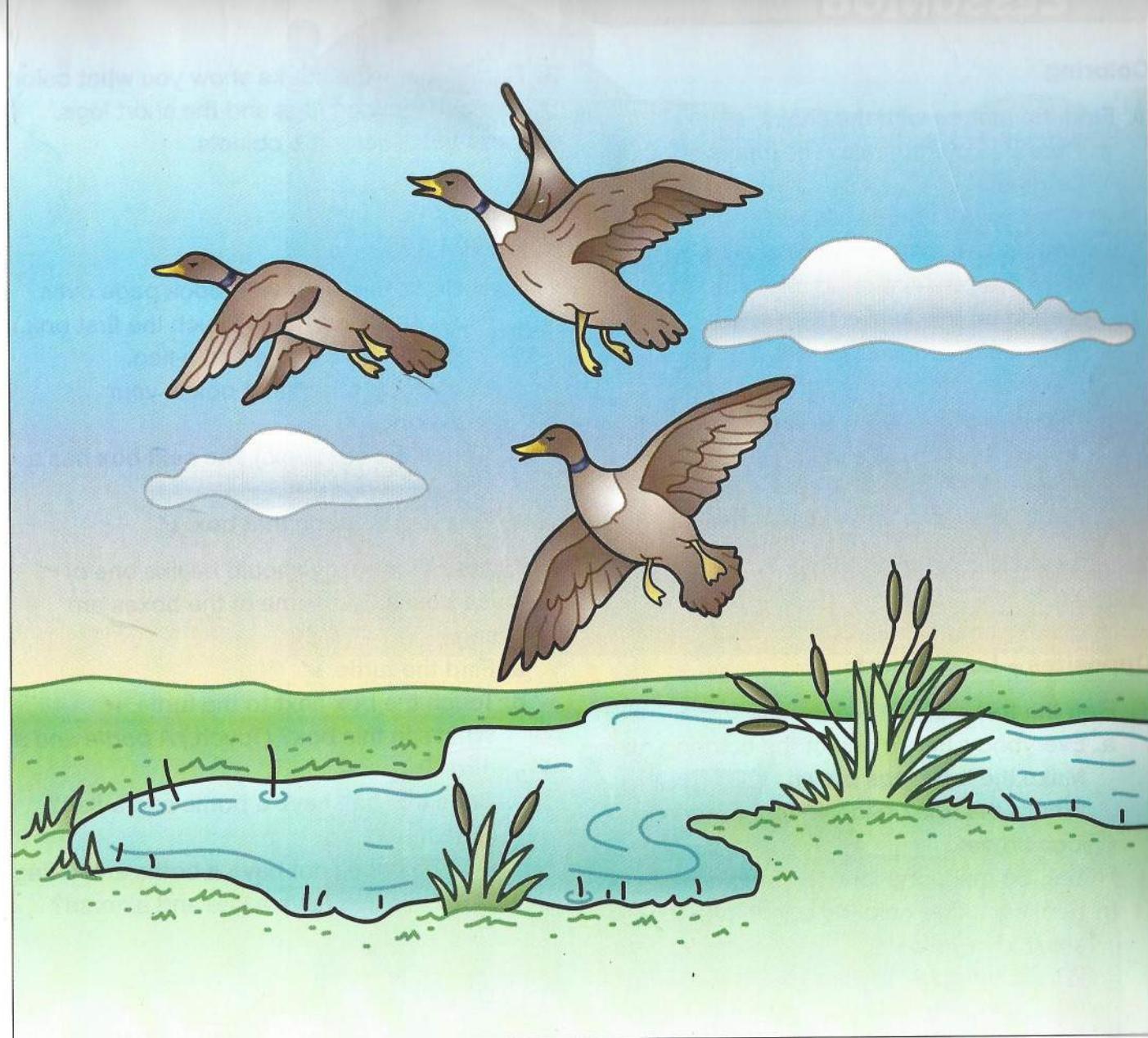
Again. (Touch.) These ducks are not swimming.

(Repeat until all children can make the statement.)

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

Individual Turns

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



EXERCISE 5 Tense—Pictures

1. Look at these pictures. They show what the cats did.

- a. (Point to a.) Where are the cats in this picture? (Touch.) *Under the bed.*
Yes, the cats are under the bed.
- Say the whole thing. (Touch.) *The cats are under the bed.*
- b. (Point to b.) Now look at where the cats are. Where are they? (Touch.) *On the bed.*
Yes, the cats are on the bed.
- Say the whole thing. (Touch.) *The cats are on the bed.*

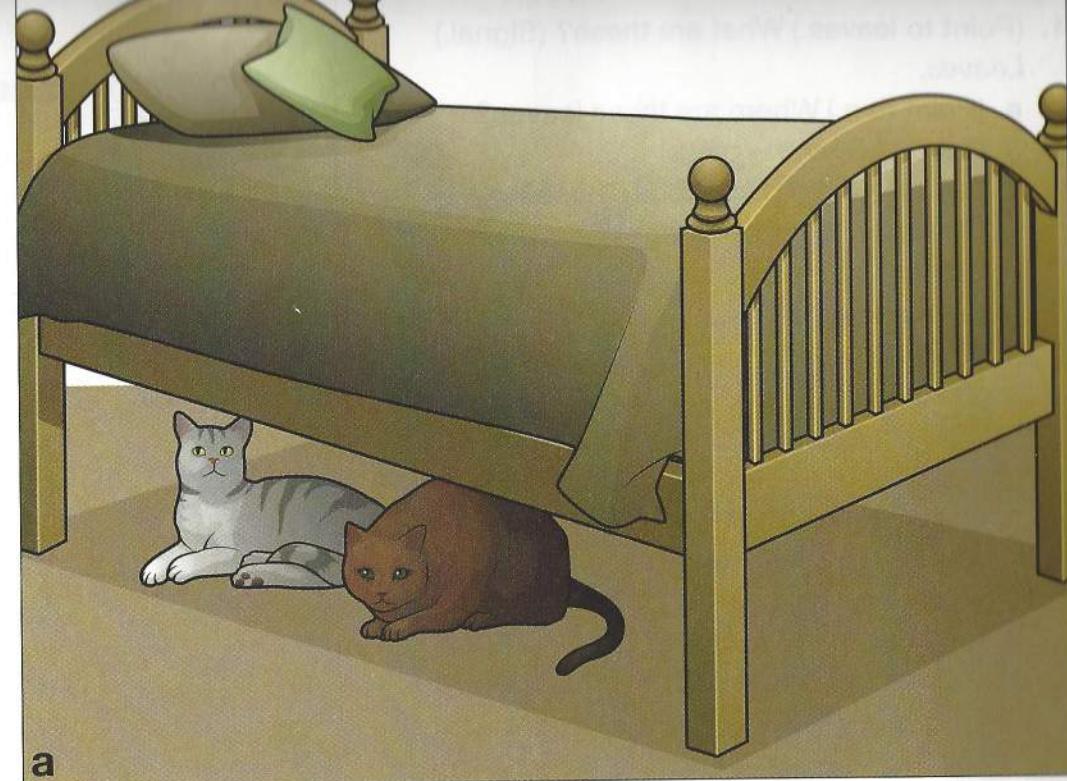
2. Listen.

- Where **were** the cats before they got on the bed? (Signal. Do not touch the picture.)
Under the bed.
Say the whole thing about where the cats **were**. (Touch.) *The cats were under the bed.*

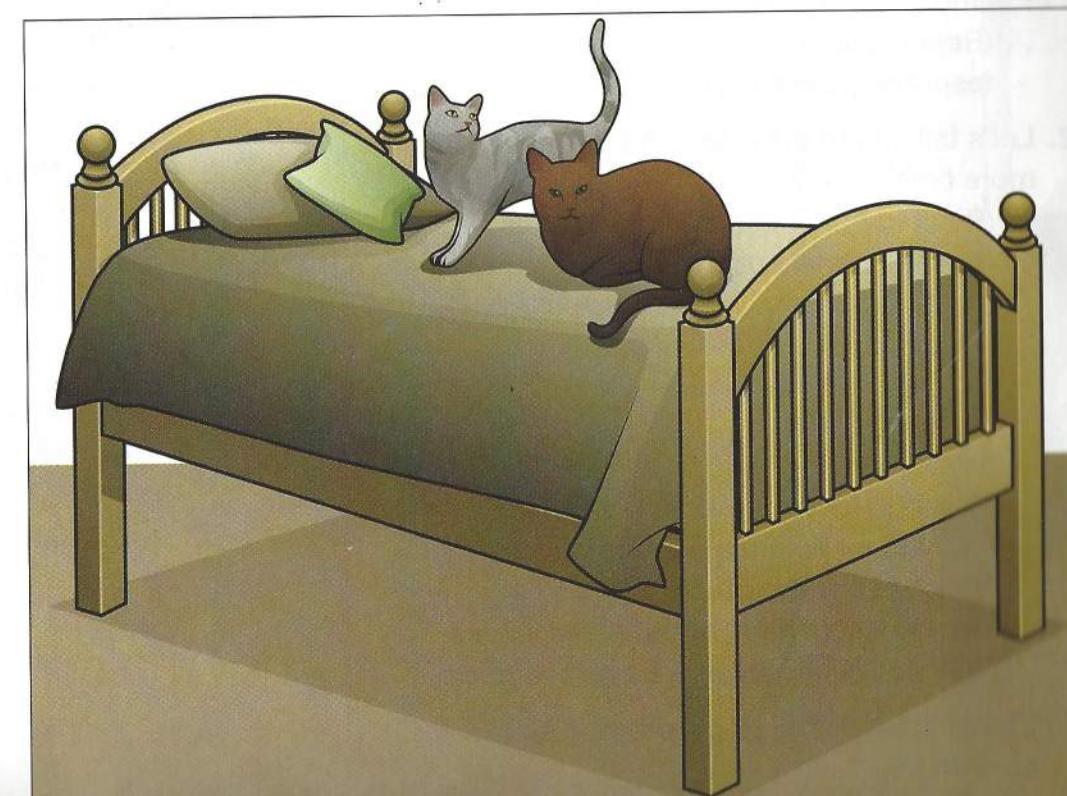
3. (Repeat parts 1 and 2 until all children's responses are firm.)

Individual Turns

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

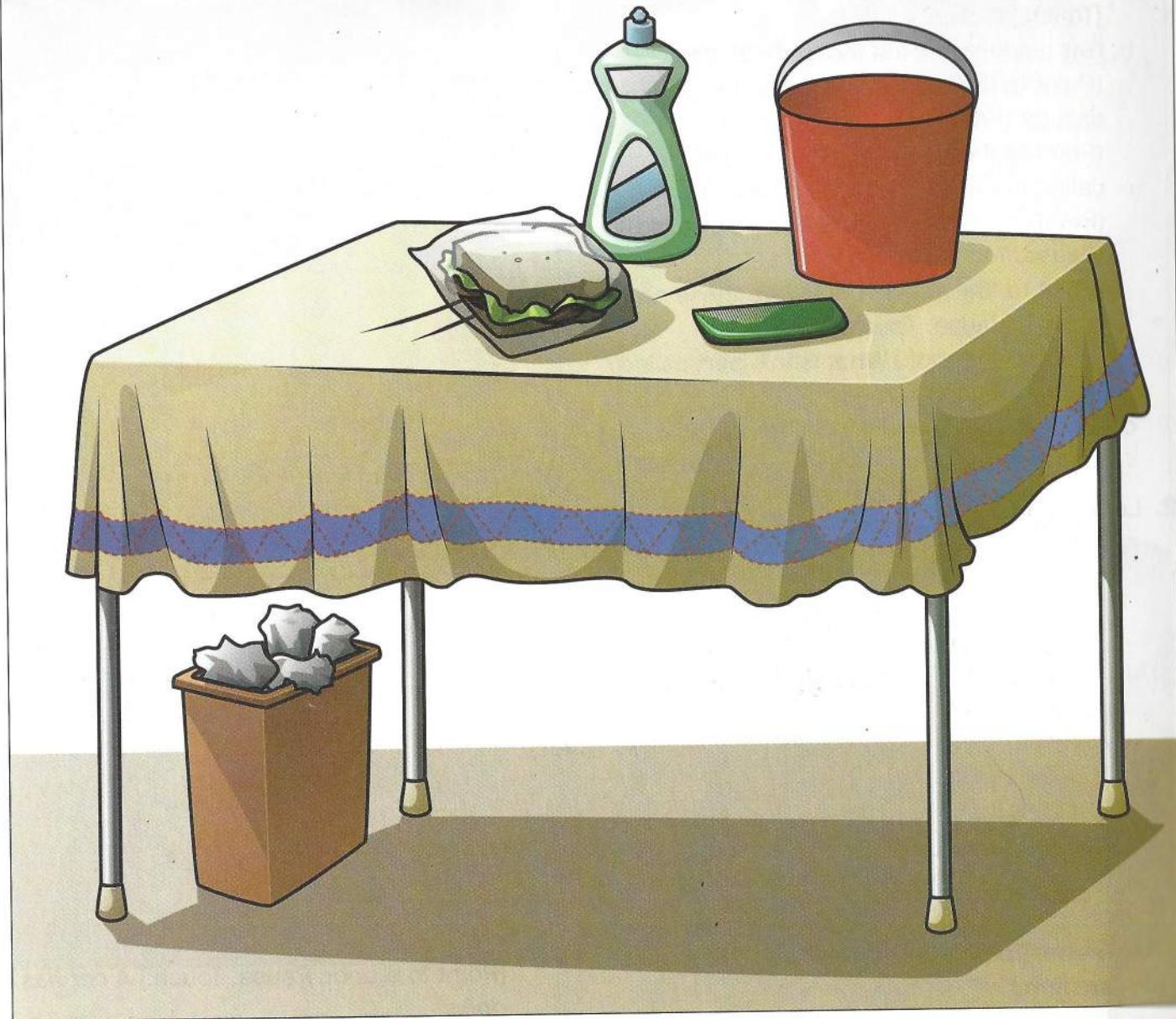


a



b

1. Look at the objects in this picture. All of these objects are made of plastic. When I touch each object, you name it. (Point to each object. The children are to respond a *bag*, a *bottle*, a *comb*, a *tablecloth*, a *wastebasket*, a *bucket*.)
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 plastic. (Call on three or four children to name different objects made of plastic. Each child should name at least three things.)
4. Can anyone think of anything else made of plastic? (Accept all reasonable answers.)



EXERCISE / Prepositions—On, Under, Over

1. One of these squirrels is **on** the swing.

- (Point to each squirrel, and ask:) **Is this squirrel on the swing?** (Children are to answer yes or no.)
- (Point to b.)
Listen. **What is this?** (Touch.) **A squirrel.**
Everybody, where is this squirrel? (Touch.)
On the swing.

Say the whole thing about where this squirrel is. (Touch.) **This squirrel is on the swing.**

2. One of these squirrels is **under** the swing.

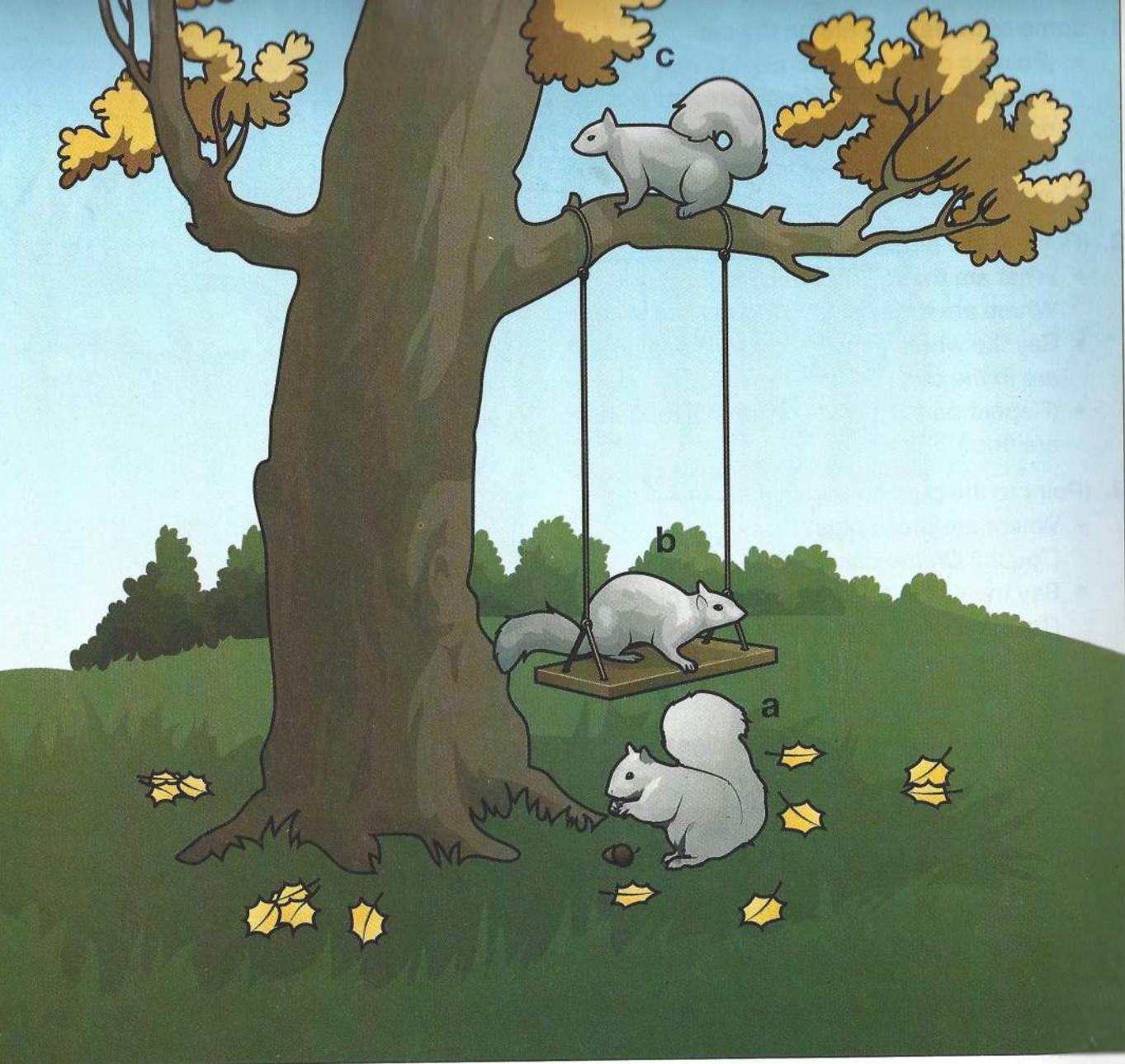
- (Point to each squirrel, and ask:) **Is this squirrel under the swing?** (Children are to answer yes or no.)
 - (Point to a.)
Listen. **What is this?** (Touch.) **A squirrel.**
Everybody, where is this squirrel? (Touch.)
Under the swing.
- Say the whole thing about where this squirrel is. (Touch.) **This squirrel is under the swing.**

3. One of these squirrels is **over** the swing.

- (Point to each squirrel, and ask:) **Is this squirrel over the swing?** (Children are to answer yes or no.)
 - (Point to c.)
Listen. **What is this?** (Touch.) **A squirrel.**
Everybody, where is this squirrel? (Touch.)
Over the swing.
- Say the whole thing about where this squirrel is. (Touch.) **This squirrel is over the swing.**

4. Let's talk about the swing and the squirrels one more time.

- a. (Point to a.) **Everybody, where is this squirrel?** (Touch.) **Under the swing.**
Say the whole thing. (Touch.) **This squirrel**



- b. (Point to b.) **Everybody, where is this squirrel?** (Touch.) **On the swing.**
Say the whole thing. (Touch.) **This squirrel is on the swing.**
- c. (Point to c.) **Everybody, where is this squirrel?** (Touch.) **Over the swing.**
Say the whole thing. (Touch.) **This squirrel**

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

EXERCISE 8 Part/Whole – Umbrella, wagon

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

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

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

An umbrella has a frame.

(Point to the handle. Pause. Touch.)

An umbrella has a handle.

(Point to the covering. Pause. Touch.)

An umbrella has a covering.

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

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

An umbrella.

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

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

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

A wagon has a frame.

(Point to the handle. Pause. Touch.)

A wagon has a handle.

(Point to the body. Pause. Touch.)

A wagon has a body.

(Point to the wheels. Pause. Touch.)

A wagon has wheels.

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

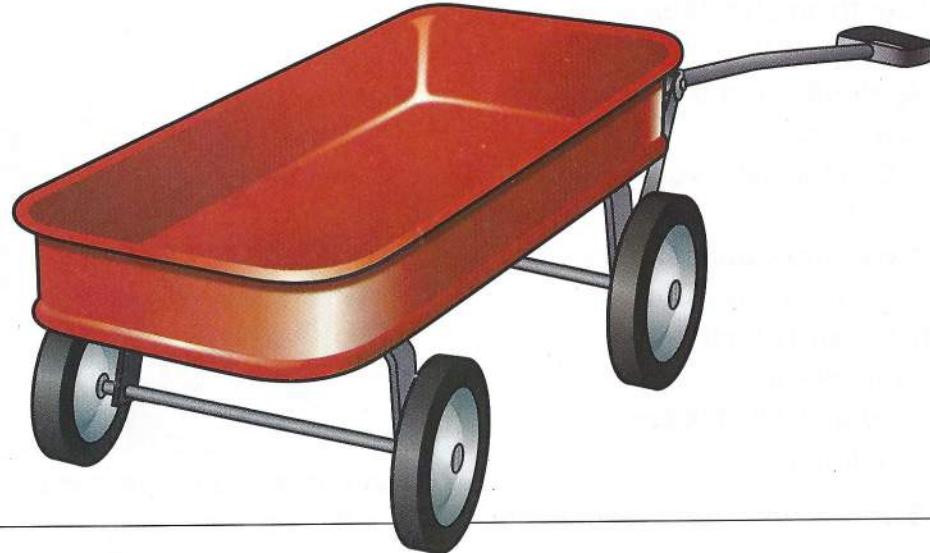
c. (Circle the wagon.) And what do you call the whole object? (Touch.) A wagon.

And what do we usually do with a wagon?

(Praise reasonable responses.)

Individual Turns

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



See the Teacher's Guide for information on administering the program assessments. The Teacher's Guide also contains blackline masters for Individual Score Sheets, Individual Profile Charts, and the Group Summary Chart.

NOTE: Items preceded by the letter C must be corrected before presenting the next item. Use the following format for all corrections:

*The answer is _____. What's the answer? (Child must respond correctly before you present the next item.)

Items preceded by quotation marks require complete statements. To receive credit, child must say the full statement as written.

Part A • Part/Whole (Use Picture Book)

(Point to the car.) Tell me the parts of a car. Say the whole thing.

- "1." (Point to the bumper.) A car has a bumper.
- "2." (Point to the hood.) A car has a hood.
- "3." (Point to the roof.) A car has a roof.
- "4." (Point to the wheels.) A car has wheels.
- "5." (Point to a door.) A car has a door.
- "6." (Point to the engine.) A car has an engine. (Accept a motor for an engine.)

Part B • Actions—And

It's time for some actions.

- C7. Stand up and touch your knees. What are you doing? Standing up and touching my knees. *
- "8." Say the whole thing about what you are doing. I am standing up and touching my knees.

Part C • Tense (Use Picture Book)

Look at these pictures of a pig.

- 9. (Point to a.) What is the pig doing in this picture? Standing on a log. (If child says standing, say, "Yes, standing on a log.")
- 10. (Point to b.) What is the pig doing in this picture? Pushing the log. (Accept rolling.)
- C11. What was the pig doing before it pushed the log? Standing on the log. *
- "12." Say the whole thing. The pig was standing on the log.

Part D • Classification (Use Picture Book)

Look at these pictures.

- 13. (Point to a.) Tell me. Vehicle or food? Vehicle.
- C14. What kind of vehicle? An airplane. *
- "15." Say the whole thing about this vehicle. This vehicle is an airplane.

- 16. (Point to b.) Tell me. Vehicle or food? Food.
- C17. What kind of food? A carrot. *
- "18." Say the whole thing about this food. This food is a carrot.

Part E • Information

- 19. Today is (say the day). So what day will tomorrow be? (Child responds.)

Part F • Concept Application (Use Picture Book)

(Point to Part F.) We are figuring out a problem about some horses.

- 20. Here's the rule. A pig will ride the black horse. Say the rule. A pig will ride the black horse.

Now let's talk about each horse.

- 21. (Point to a.) Is this horse black? No.
- 22. So what do we know about it? The pig won't ride it.
- 23. (Point to c.) Is this horse black? Yes.
- 24. So what do we know about it? The pig will ride it.
- 25. (Turn the page quickly.) Show me the horse the pig will ride. (Child points to horse c.)

Extra Help

Children who score below 90 percent on Assessment 7 or groups that average below 80 percent need extra help. Turn to the next page for direction for differentiating instruction for these children.

EXERCISE 1 Actions—Verb Tense/And

1. It's time for some actions.

a. Everybody, hold up your hand, and hold up your foot. (Signal. Wait.)

What are you doing? (Signal.) Holding up my hand and holding up my foot.

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

b. Everybody, touch your feet. (Signal. Wait.)

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

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

2. Let's try something harder.

a. Everybody, stand up. (Signal. Wait.)

What are you doing? (Signal.) Standing up.

Everybody, sit down. (Signal. Wait.)

What are you doing? (Signal.) Sitting down.

b. What were you doing? (Signal.) Standing up.

Say the whole thing. (Signal.) I was standing up.

What are you doing? (Signal.) Sitting down.

Say the whole thing. (Signal.) I am sitting down.

c. Everybody, stand up. (Signal. Wait.)

What are you doing? (Signal.)

Standing up.

Say the whole thing. (Signal.) I am standing up.

What were you doing? (Signal.) Sitting down.

Say the whole thing. (Signal.) I was sitting down.

(Have children sit down.)

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

EXERCISE 2 Information—Days of the Week

1. Let's see how much you know.

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

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

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

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

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

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

c. Everybody, today is _____. What day is today? (Pause. Signal. Wait.) So what day will tomorrow be? (Pause. Signal. Wait.)

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

Individual Turns

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

EXERCISE 3 Common Information

1. Get ready for some new information.

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

(Repeat step b until all children can make

c. Listen. A dental assistant is a person who helps a dentist. What do we call a person who helps a dentist? (Signal.) A dental assistant.

Say the whole thing about a dental assistant. (Signal.) A dental assistant is a person who helps a dentist.

d. Again (Signal.) A dental assistant is a person who helps a dentist.

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

e. Listen. A city is a place with lots of people. What do we call a place with lots of people? (Signal.) A city.

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

f. Again. (Signal.) A city is a place with lots of people.

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

2. 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 place with lots of people? (Signal.) A city.

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

A city is a place with lots of people.

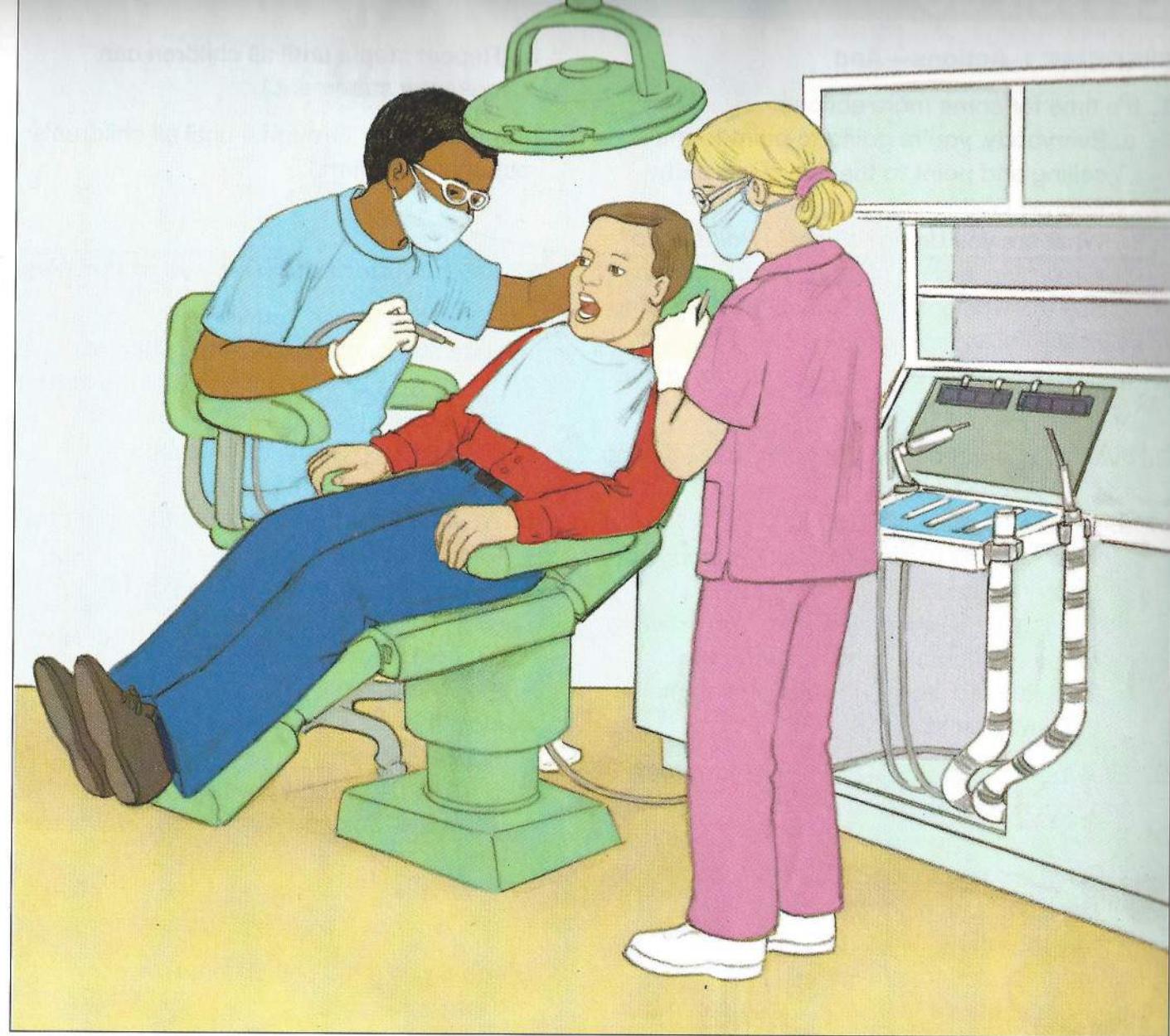
c. (Repeat part 2 until all children's responses are firm.)

3. I'll turn the page, and we'll see a picture of a dentist.

(Turn the page quickly.)

4. (Show the picture to children. Ask different children the following questions.)

- What do you see in this picture?
- What else do you see in this picture?
- How do you think the man in the chair feels?
- What do you think the dentist will do?
(Praise all good responses.)



1. Look at the objects in this picture. All these objects are made of plastic.
When I touch each object, you name it. (Point to each object. Children are to respond *a toothbrush, a glass, a doll, a telephone, a pitcher, a sandal.*)

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

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

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



1. Look at these pictures. They show what the children did.
 - a. (Point to a.) What are the children doing in this picture? (Touch.) *Riding the horse.*
Yes, the children are riding the horse.
 - Say the whole thing. (Touch.) *The children are riding the horse.*
 - b. (Point to b.) Now look at what the children are doing. What are they doing? (Touch.)
Riding the elephant.
Yes, the children are riding the elephant.
 - Say the whole thing. (Touch.) *The children are riding the elephant.*

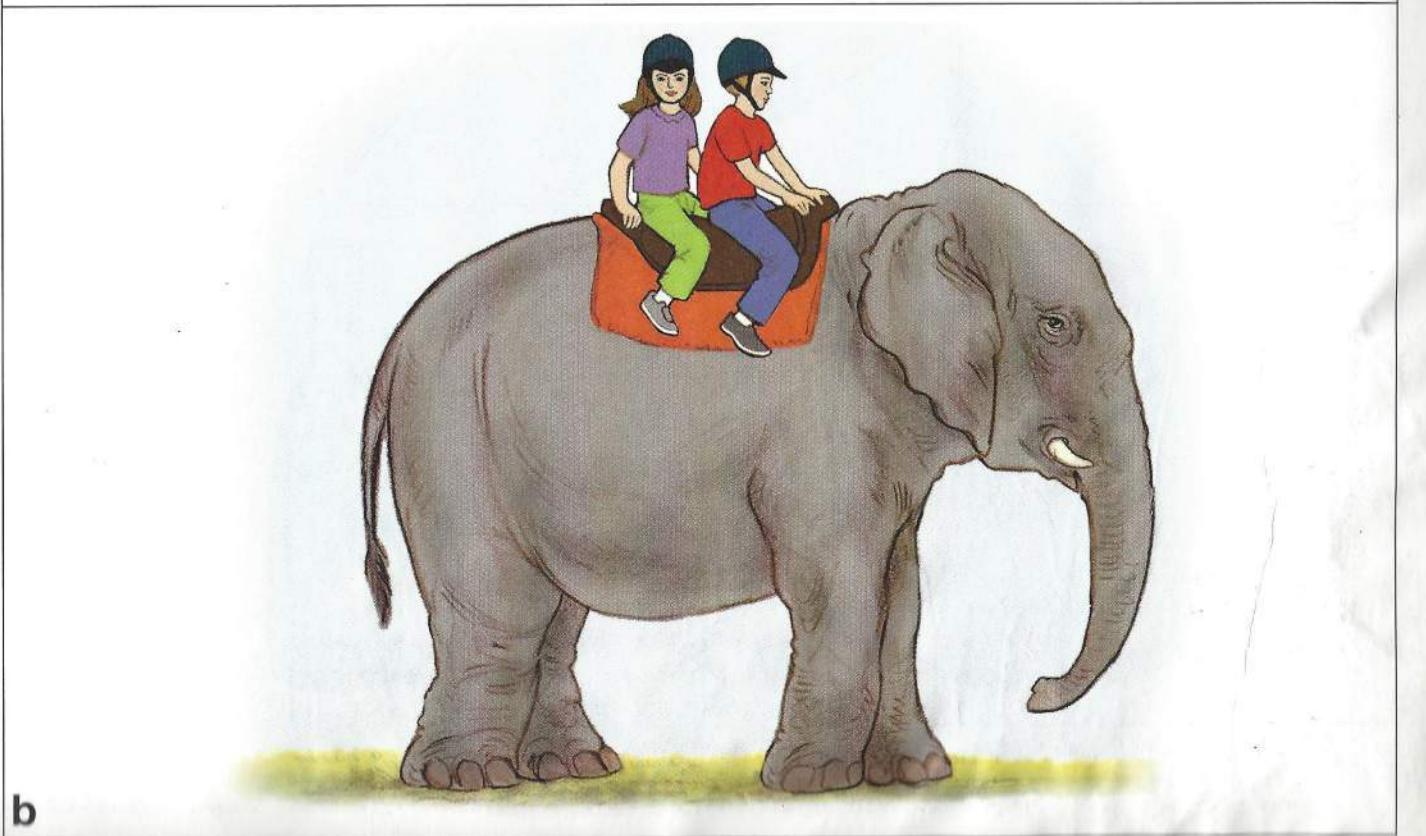


a

2. Listen.
 - What were the children doing before they rode the elephant? (Signal. Do not touch the picture.) *Riding the horse.*
 - Say the whole thing about what the children were doing. (Touch.) *The children were riding the horse.*
3. (Repeat the exercise until all children's responses are firm.)

Individual Turns

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



b

1. We're going to talk about containers.

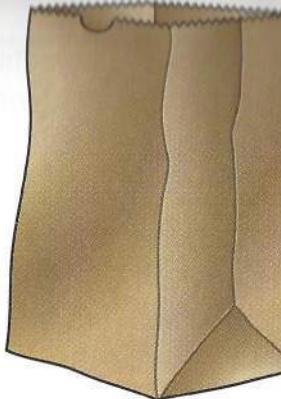
- a. (Point to a.) This is a container.
- b. (Point to b.) This is a container.
- c. (Point to c.) This is not a container.
- d. (Point to d.) This is not a container.
- e. (Point to e.) This is a container.
- f. (Point to f.) This is a container.

2. Get ready to tell me which objects are containers.

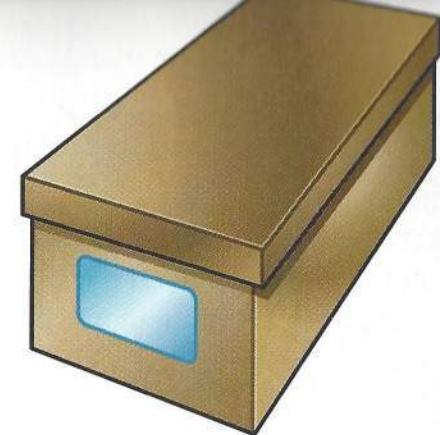
(Point to each object, and ask:) **Is this a container?** (Touch. Children are to answer yes or no.)

3. Now let's look at some more containers.

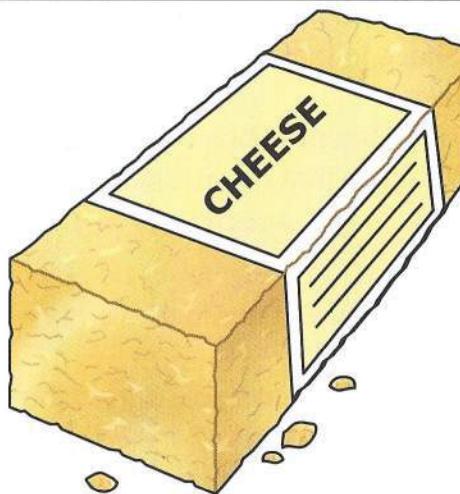
(Turn the page quickly.)



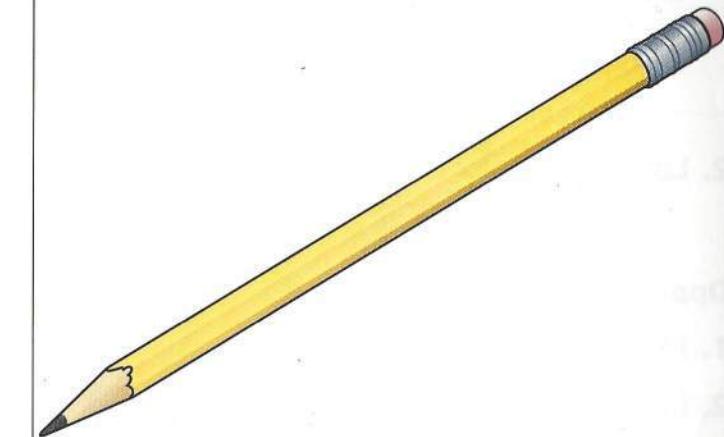
a



b



c



d



e



f

CORRECTIONS
EXERCISE 6

● Error

(Children name the object.)

Correction

1. You're right. It is a (name of object).
But it's also a container. or
But it's not a container.
2. (Repeat parts 1 and 2 of the exercise.)

(cont.)

4. (Point to each container, and say:) **This is a container.**

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

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

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

• What kind of container is this? (Touch.) A bag.

Yes, this container is a bag.

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

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

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

• What kind of container is this? (Touch.) A box.

Yes, this container is a box.

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

c. (Point to c.) Is this a container? (Touch.) Yes.

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

• What kind of container is this? (Touch.) A cup.

Yes, this container is a cup.

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

d. (Point to d.) Is this a container? (Touch.) Yes.

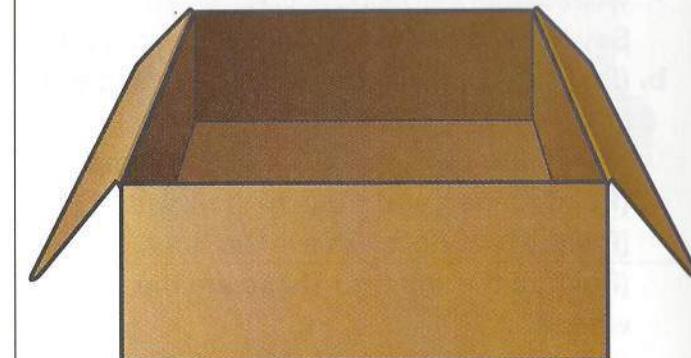
Say the whole thing. (Touch.) *This is a container.*

• What kind of container is this? (Touch.) A glass.

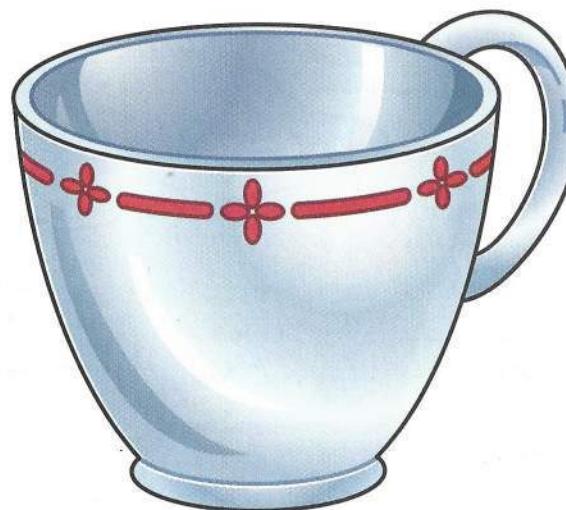
Yes, this container is a glass.



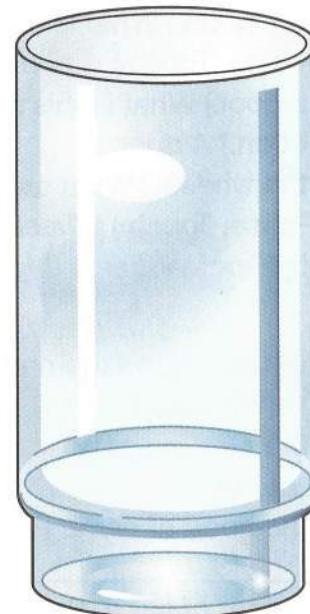
a



b



c



d

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

Individual Turns

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

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

- (Point to each object and ask:) **Is this a vehicle?** (Touch. Children are to answer yes or no.)
- (Point to each object and ask:) **Is this food?** (Touch. Children are to answer yes or no.)

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

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

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

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

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

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

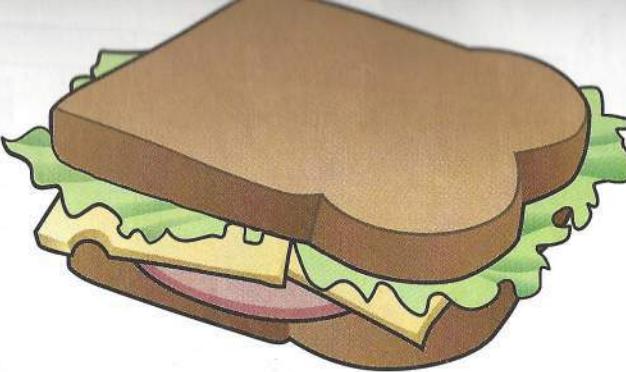
What kind of food? (Touch.) An orange.
Say the whole thing about this food.
(Touch.) *This food is an orange.*

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

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

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

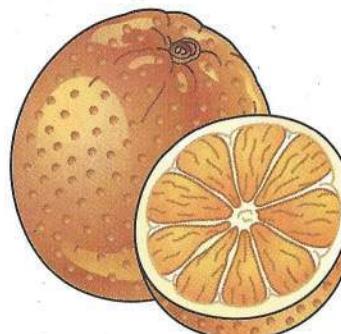
What kind of vehicle? (Touch.)
A motorcycle.
Say the whole thing about this vehicle.
(Touch.) *This vehicle is a motorcycle.*



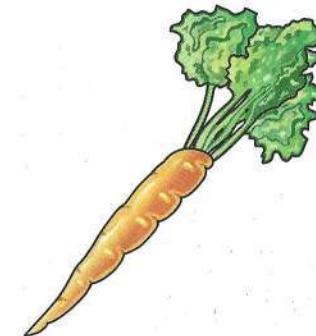
a



b



c



d



e



f

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

(Touch.) Vehicle.

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

Individual Turns

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

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

1. Get ready to tell me the parts of a flower. Say the whole thing.

a. (Point to the stem. Pause. Touch.) A flower has a stem.

(Point to the petals. Pause. Touch.)

A flower has petals.

(Point to the roots. Pause. Touch.) A flower has roots.

(Point to the leaves. Pause. Touch.)

A flower has leaves.

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

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

A flower.

And what do we usually do with a flower?

(Praise reasonable responses.)

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

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

A tree has branches.

(Point to the leaves. Pause. Touch.) A tree has leaves.

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

(Point to the roots. Pause. Touch.) A tree has roots.

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

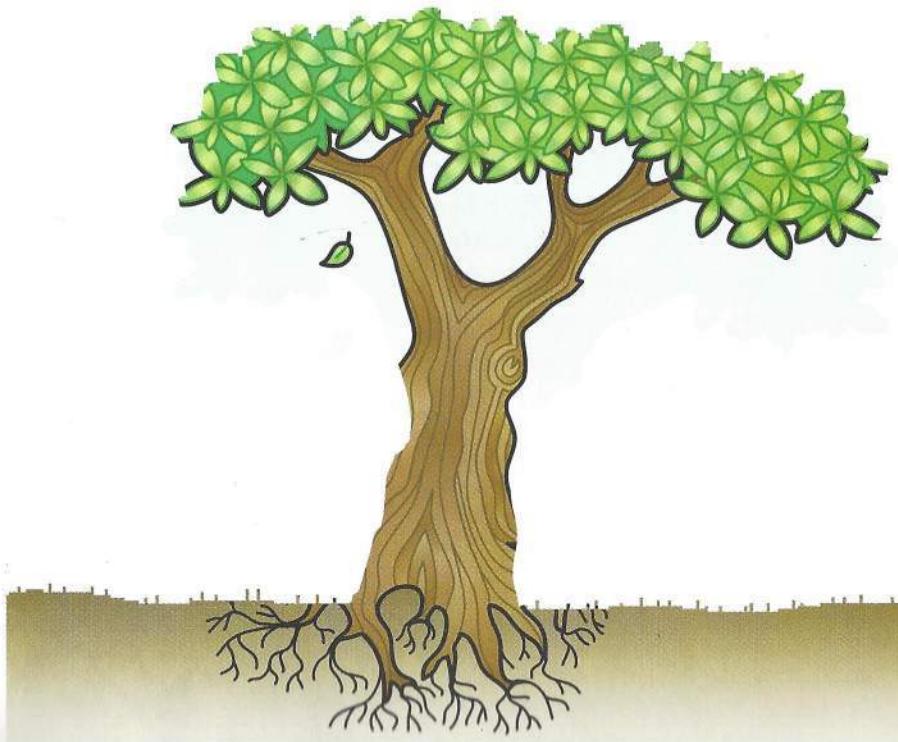
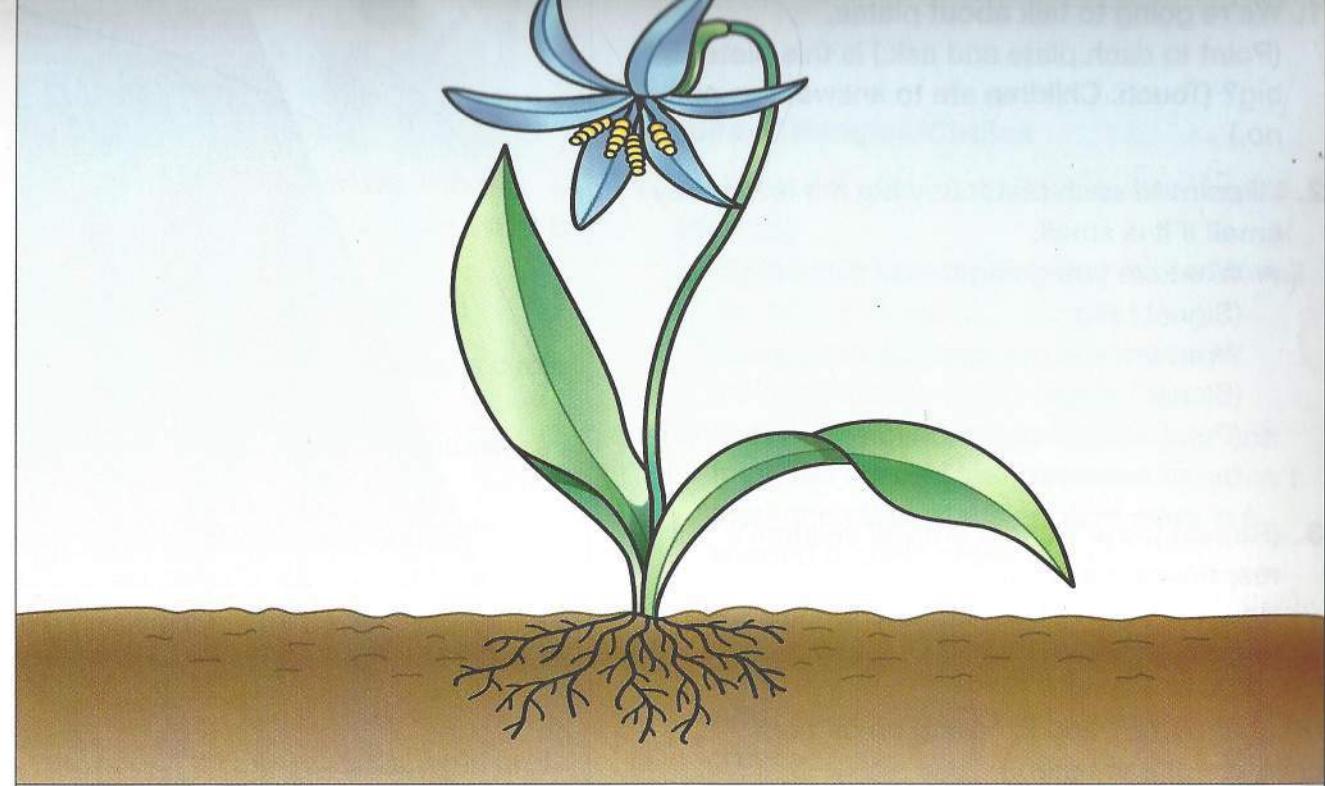
c. (Circle the tree.) And what do you call the whole object? (Touch.) A tree.

And what do we usually do with a tree?

(Praise reasonable responses.)

Individual Turns

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



EXERCISE 1 Actions—Verb Tense/Pronouns

1. It's time for some actions.
 - a. Everybody, point to a girl. (Signal. Wait.)
What are you doing? (Signal.) *Pointing to a girl.*
Everybody, point to a boy. (Signal. Wait.)
What are you doing? (Signal.) *Pointing to a boy.*
 - b. What were you doing? (Signal.) *Pointing to a girl.*
Say the whole thing. (Signal.) *I was pointing to a girl.*
What are you doing? (Signal.) *Pointing to a boy.*
Say the whole thing. (Signal.) *I am pointing to a boy.*
 - c. Everybody, point to a girl. (Signal. Wait.)
What are you doing? (Signal.) *Pointing to a girl.*
Say the whole thing. (Signal.) *I am pointing to a girl.*
What were you doing? (Signal.) *Pointing to a boy.*
Say the whole thing. (Signal.) *I was pointing to a boy.*
 - d. (Repeat part 1 until all children's responses are firm.)
2. I'm going to call on two children.
 - a. (Call on two children.) _____ and _____, point to a girl.
Everybody, what are they doing? (Signal.) *Pointing to a girl.*
Say the whole thing about what they are doing. (Signal.) *They are pointing to a girl.*
 - b. _____ and _____, point to a boy.
Everybody, are they pointing to a girl now? (Signal.) No.
Were they pointing to a girl? (Signal.) Yes.
Say the whole thing about what they were doing. (Signal.) *They were pointing to a girl.*
(Have children put their hands down.)
 - c. (Repeat part 2 until all children's responses are firm.)

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

EXERCISE 2 Common Information

1. Let's see how much information you remember.
 - a. What do we call a person who fixes teeth? (Signal.) *A dentist.*
What do we call a person who helps a dentist? (Signal.) *A dental assistant.*
What do we call a place with lots of people? (Signal.) *A city.*
 - b. (Repeat step a until all children's responses are firm.)
 - c. What do we call a place with lots of people? (Signal.) *A city.*
Say the whole thing about a city. (Signal.) *A city is a place with lots of people.*
 - d. What do we call a person who fixes teeth? (Signal.) *A dentist.*
Say the whole thing about a dentist. (Signal.) *A dentist is a person who fixes teeth.*
 - e. What do we call a person who helps a dentist? (Signal.) *A dental assistant.*
Say the whole thing about a dental assistant. (Signal.) *A dental assistant is a person who helps a dentist.*
 - f. (Repeat steps c through e until all children's responses are firm.)
2. I'll turn the page, and we'll see a picture of a city.
(Turn the page quickly.)

3. (Show the picture to children. Call on different children to touch the vehicles in the picture.)
4. (Ask different children the following questions.)
- What place do you see in this picture?
 - Do you see lots of people in this city?
 - What else do you see?
- (Praise good responses.)

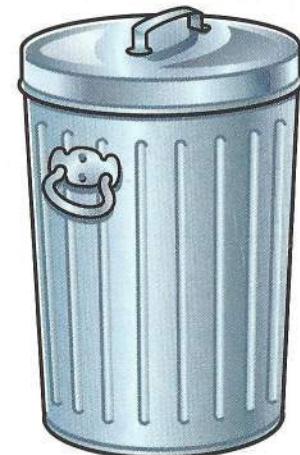
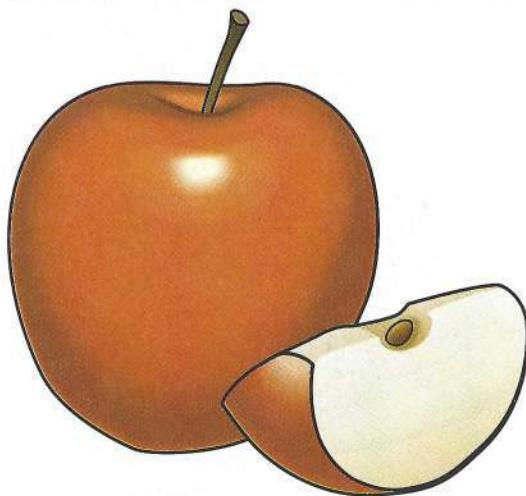
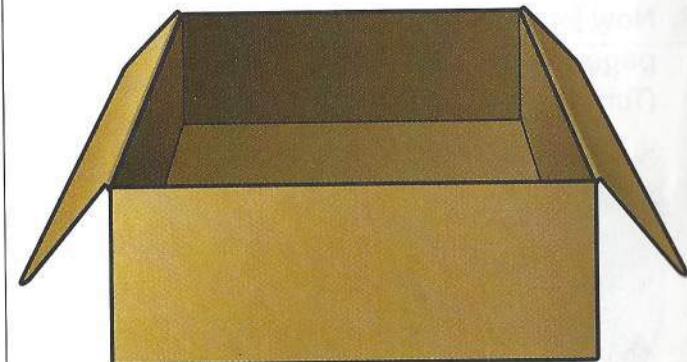
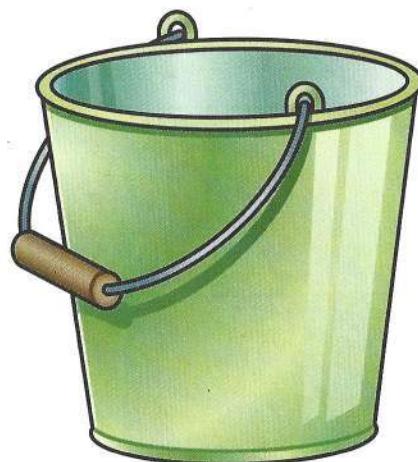
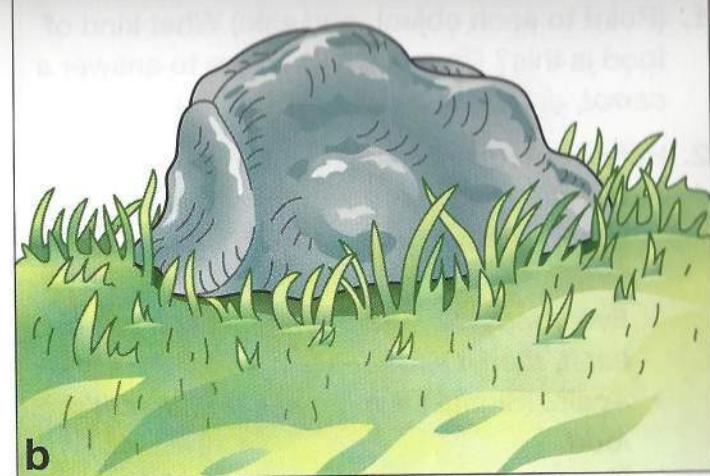


1. We're going to talk about containers.
 - a. (Point to a.) This is a container.
 - b. (Point to b.) This is not a container.
 - c. (Point to c.) This is a container.
 - d. (Point to d.) This is a container.
 - e. (Point to e.) This is not a container.
 - f. (Point to f.) This is a container.

2. Get ready to tell me which objects are containers.

(Point to each object and ask:) Is this a container? (Touch. Children are to answer yes or no.)

3. Now let's look at some more containers.
(Turn the page quickly.)



CORRECTIONS

EXERCISE 3

Error

(Children name the object.)

Correction

1. You're right. It is a (name of object).

But it's also a container. or

But it's not a container.

2. (Repeat parts 1 and 2 of the exercise.)

(cont.)

4. (Point to each container, and say:) **This** is a container.

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

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

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

• What kind of container is this? (Touch.) A jar.

Yes, this container is a jar.

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

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

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

• What kind of container is this? (Touch.) A pitcher.

Yes, this container is a pitcher.

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

c. (Point to c.) Is this a container? (Touch.) Yes.

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

• What kind of container is this? (Touch.) A basket.

Yes, this container is a basket.

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

d. (Point to d.) Is this a container? (Touch.) Yes.

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

• What kind of container is this? (Touch.) A bowl.

Yes, this container is a bowl.



a



b



c



d

- Say the whole thing about this container. (Touch.) *This container is a bowl.*
6. (Repeat part 5 until all children's responses are firm.)

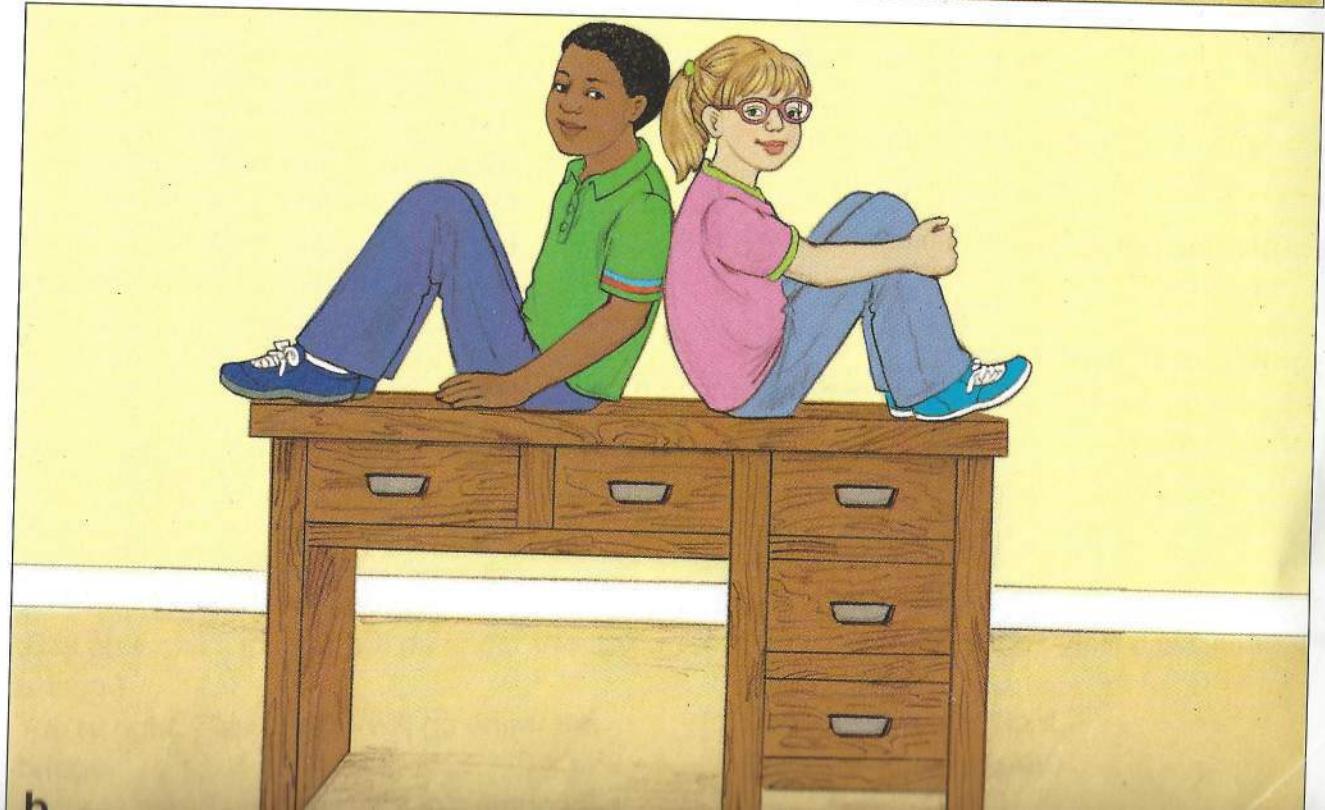
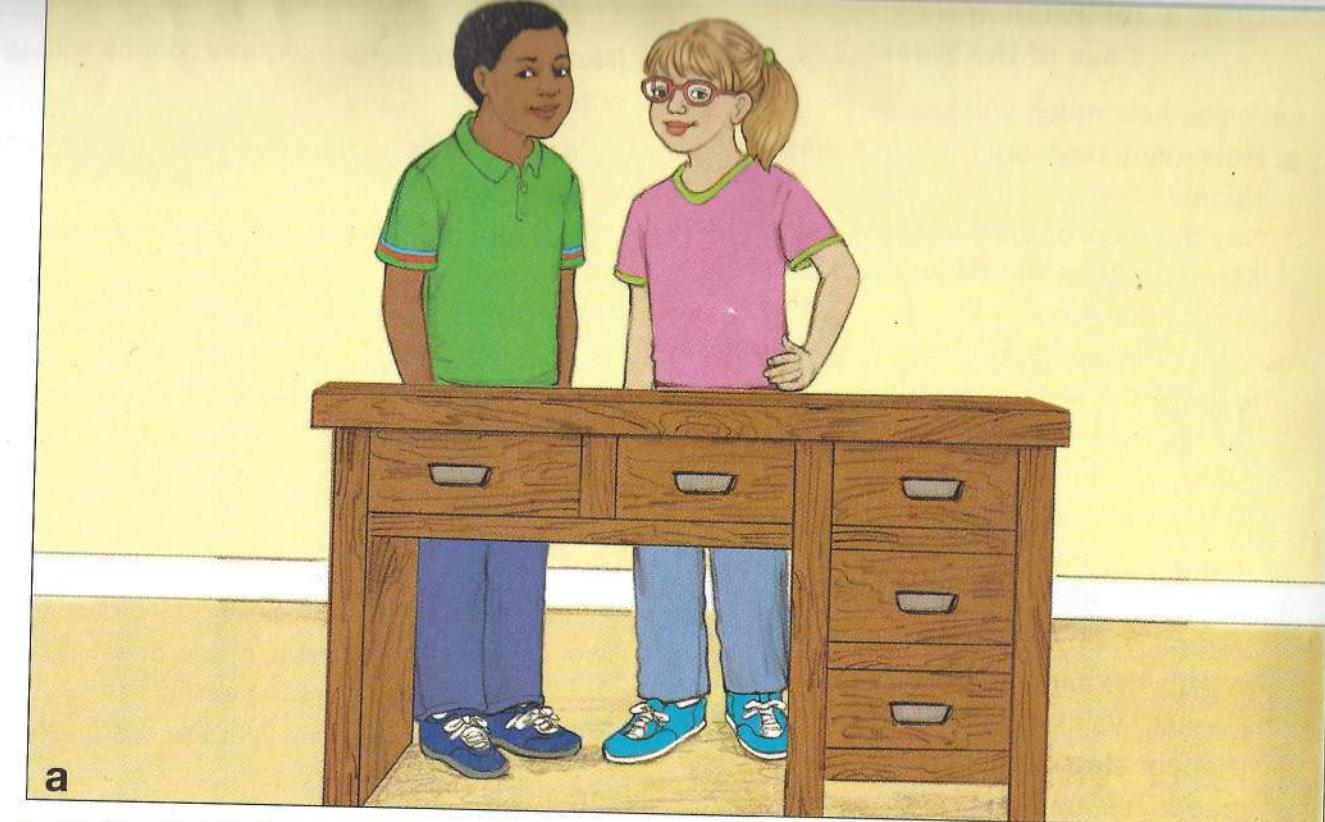
Individual Turns

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

1. Look at these pictures. They show where the children are.
 - a. (Point to a.) Where are the children in this picture? (Touch.) *In back of the desk.*
Yes, the children are in back of the desk.
 - Say the whole thing. (Touch.) *The children are in back of the desk.*
 - b. (Point to b.) Now look at where the children are. Where are they? (Touch.) *On the desk.*
Yes, the children are on the desk.
 - Say the whole thing. (Touch.) *The children are on the desk.*
2. Listen.
 - Where were the children before they got on the desk? (Signal. Do not touch the picture.) *In back of the desk.*
 - Say the whole thing about where the children were. (Touch.) *The children were in back of the desk.*
3. (Repeat the exercise until all children's responses are firm.)

Individual Turns

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



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

- (Point to each vehicle, and ask:) **What is this?** (Children are to answer *a boat*, *an airplane*, *a wagon*.)
- **These objects are all in the same class.** **What class is that?** (Signal.) *Vehicles*.

2. (Point to the bridge.)

- **What is this?** (Touch.) *A bridge*.
Only the vehicle with the rabbit will go under the bridge.
- Here's the rule: The vehicle with a rabbit will go under the bridge.
Say the rule with me. (Signal. Respond with children.) *The vehicle with a rabbit will go under the bridge*.
- **All by yourselves.** Say the statement.
(Signal. Do not respond with children.)
The vehicle with a rabbit will go under the bridge.

3. Now answer these questions.

- a. (Point to a.)

Does this vehicle have a rabbit in it?

(Touch.) No.

So what do you know about this vehicle?

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

You're right. This vehicle won't go under the bridge.

- b. (Point to b.)

Does this vehicle have a rabbit in it?

(Touch.) No.

So what do you know about this vehicle?

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

You're right. This vehicle won't go under the bridge.

- c. (Point to c.)

Does this vehicle have a rabbit in it?

(Touch.) Yes.



So what do you know about this vehicle?

(Call on a child. Idea: *It will go under the bridge*.)

You're right. This vehicle will go under the bridge.

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

4. (Call on two children.)

a. Show me the vehicle that will go under the bridge. (Wait.)

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

5. (Point to c.)

- Is this the vehicle with the rabbit in it? (Touch.) Yes.
What kind of vehicle is this? (Touch.) An airplane.
Is the airplane under the bridge? (Touch.) Yes.
Where is the airplane? (Touch.) Under the bridge.
Say the whole thing about where the airplane is. (Touch.) The airplane is under the bridge.

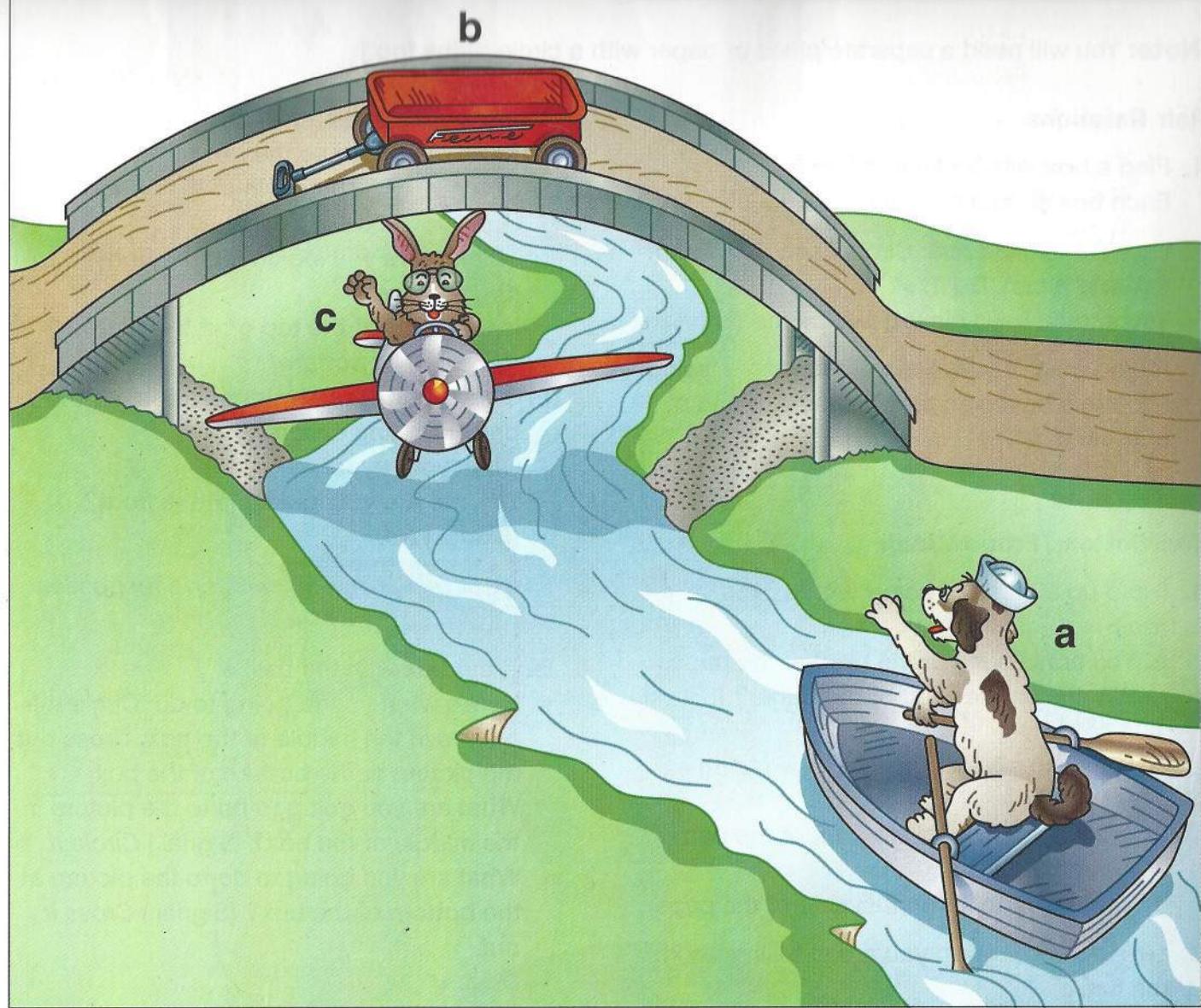
6. (Point to a.)

- Is this the vehicle with the rabbit in it? (Touch.) No.
What kind of vehicle is this? (Touch.) A boat.
Is the boat under the bridge? (Touch.) No.
Where is the boat? (Touch.) In the water.
Say the whole thing about where the boat is. (Touch.) The boat is in the water.

7. (Point to b.)

- Is this the vehicle with the rabbit in it? (Touch.) No.
What kind of vehicle is this? (Touch.) A wagon.
Is the wagon under the bridge? (Touch.) No.
Where is the wagon? (Touch.) On the bridge.
Say the whole thing about where the wagon is. (Touch.) The wagon is on the bridge.

8. (Repeat parts 5 through 7 until all children's responses are firm.)



9. (Point to the animals.)

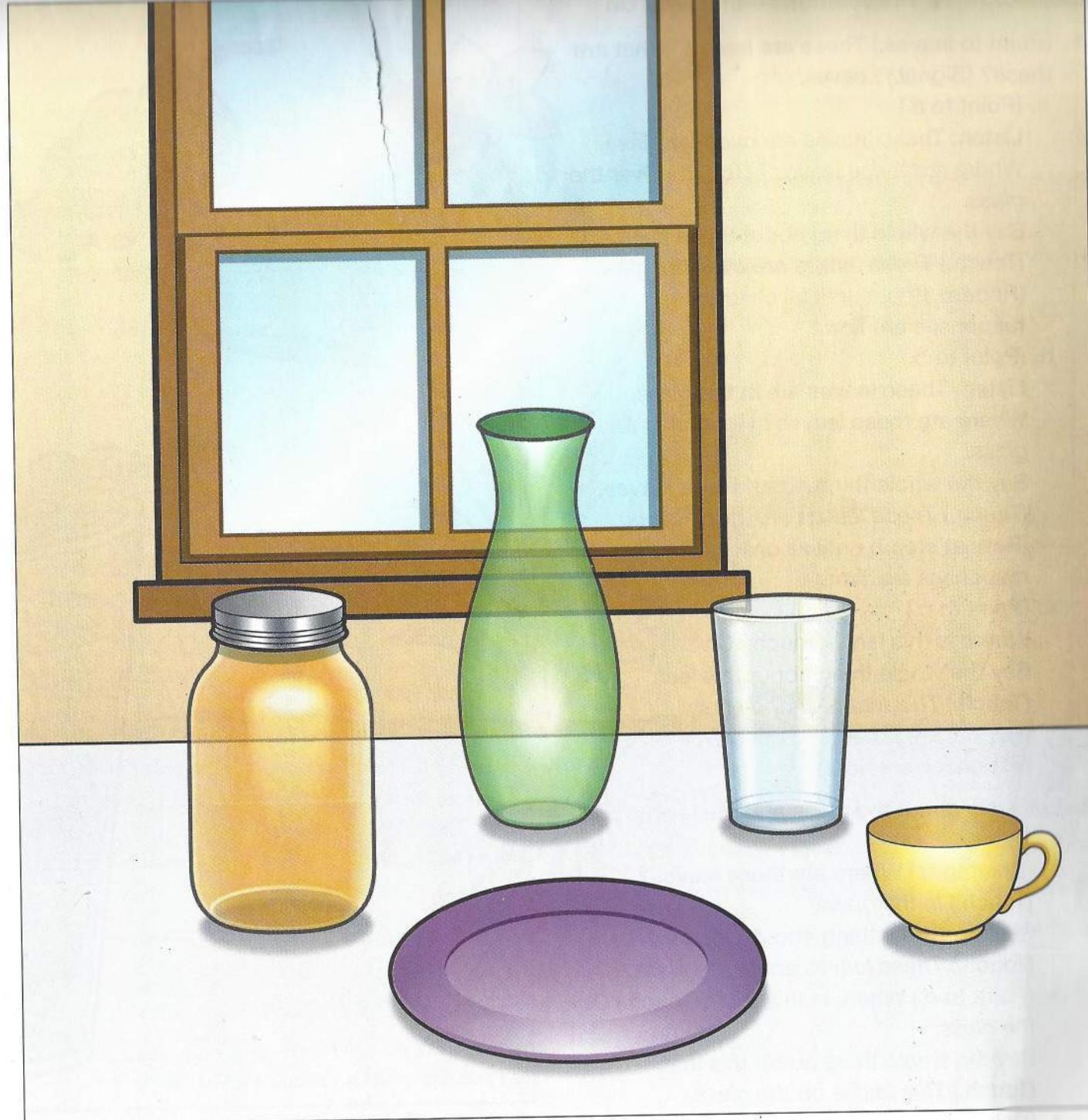
- Are both these animals jumping? (Touch.) No.
What are these animals doing? (Touch.) Waving.
• Say the whole thing about what these animals are doing. (Touch.) These animals are waving.
(Repeat until all children can make the statement.)

10. (Call on different children.)

- Have you ever seen a dog in a boat?
- Have you ever seen a rabbit fly an airplane?
- Where would you like to fly an airplane?
- What would do if you were in the boat with the dog?
- How do you think the wagon got on the bridge?

★ EXERCISE 6 Materials

1. Look at the objects in this picture. All of these objects are made of glass. When I touch each object, you name it. (Point to each object. Children are to respond a *window*, a *glass*, a *vase*, a *plate*, a *cup*, a *jar*.)
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 glass. (Call on three or four children to name objects made of glass. Each child should name at least three things.)
4. Can anyone think of anything else made of glass? (Accept all good answers.)



1. Today we're going to do the parts of a flower again.
 - a. (Circle the flower.) Everybody, what is this? (Touch.) A flower.
 - b. Get ready to tell me the parts of a flower. (Point to the stem.) What is this part called? (Touch.) A stem. (Point to the petals.) What are these parts called? (Touch.) Petals. (Point to the roots.) What are these parts called? (Touch.) Roots. (Point to the leaves.) What are these parts called? (Touch.) Leaves.

2. Listen.

- a. (Point to the leaves.) A flower has . . . (touch) leaves.
 - (Point to the roots.) A flower has . . . (touch) roots.
 - (Point to the petals.) A flower has . . . (touch) petals.
 - (Point to the stem.) A flower has . . . (touch) a stem.
- b. (Circle the flower.) And what's the whole object called? (Touch.) A flower.

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

- a. (Point to the leaves. Pause. Touch.) A flower has leaves.
 - (Point to the roots. Pause. Touch.) A flower has roots.
 - (Point to the petals. Pause. Touch.) A flower has petals.
 - (Point to the stem. Pause. Touch.) A flower has a stem.
- b. (Circle the flower.) And what's the whole object called? (Touch.) A flower.

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

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





EXERCISE 1 Actions—Verb Tense/ Prepositions

1. It's time for some actions.

- a. Everybody, hold your finger under your wrist. (Signal. Wait.)
Where is your finger? (Signal.) Under my wrist.
- b. Hold your finger over your wrist. (Signal. Wait.)
*Where is your finger now? (Signal.) Over my wrist.
Keep it there.*
- c. Listen carefully. Where was your finger? (Signal.) *Under my wrist.
Say the whole thing about where your finger was. (Signal.) My finger was under my wrist.*
- d. Again. (Signal.) *My finger was under my wrist.*
- e. (Repeat part 1 until all children's responses are firm.)

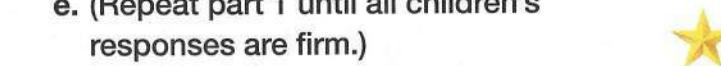
2. Let's do another one.

- a. Everybody, put your hand on the floor.
(Signal. Wait.)
Where is your hand? (Signal.) On the floor.
- b. Everybody, put your hand over the floor.
(Signal. Wait.)
*Where is your hand now? (Signal.) Over the floor.
Keep it there.*
- c. Where was your hand? (Signal.) *On the floor.
Say the whole thing. (Signal.) My hand was on the floor.*
- d. (Repeat part 2 until all children's responses are firm.)

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

2. Get ready for some new information.

- a. Listen. A farm is a place where food is grown. What do we call a place where food is grown? (Signal.) *A farm.
Say the whole thing about a farm. (Signal.) A farm is a place where food is grown.*
- b. Again. (Signal.) *A farm is a place where food is grown.*
(Repeat step b until all children can make the statement.)
- c. What do we call a place with lots of people? (Signal.) *A city.
Say the whole thing about a city. (Signal.) A city is a place with lots of people.*
- d. What do we call a place where food is grown? (Signal.) *A farm.
Say the whole thing about a farm. (Signal.) A farm is a place where food is grown.*
- e. (Repeat step d until all children can make the statement.)
- 3. I'll turn the page, and we'll see a picture of a farm.
(Turn the page quickly.)

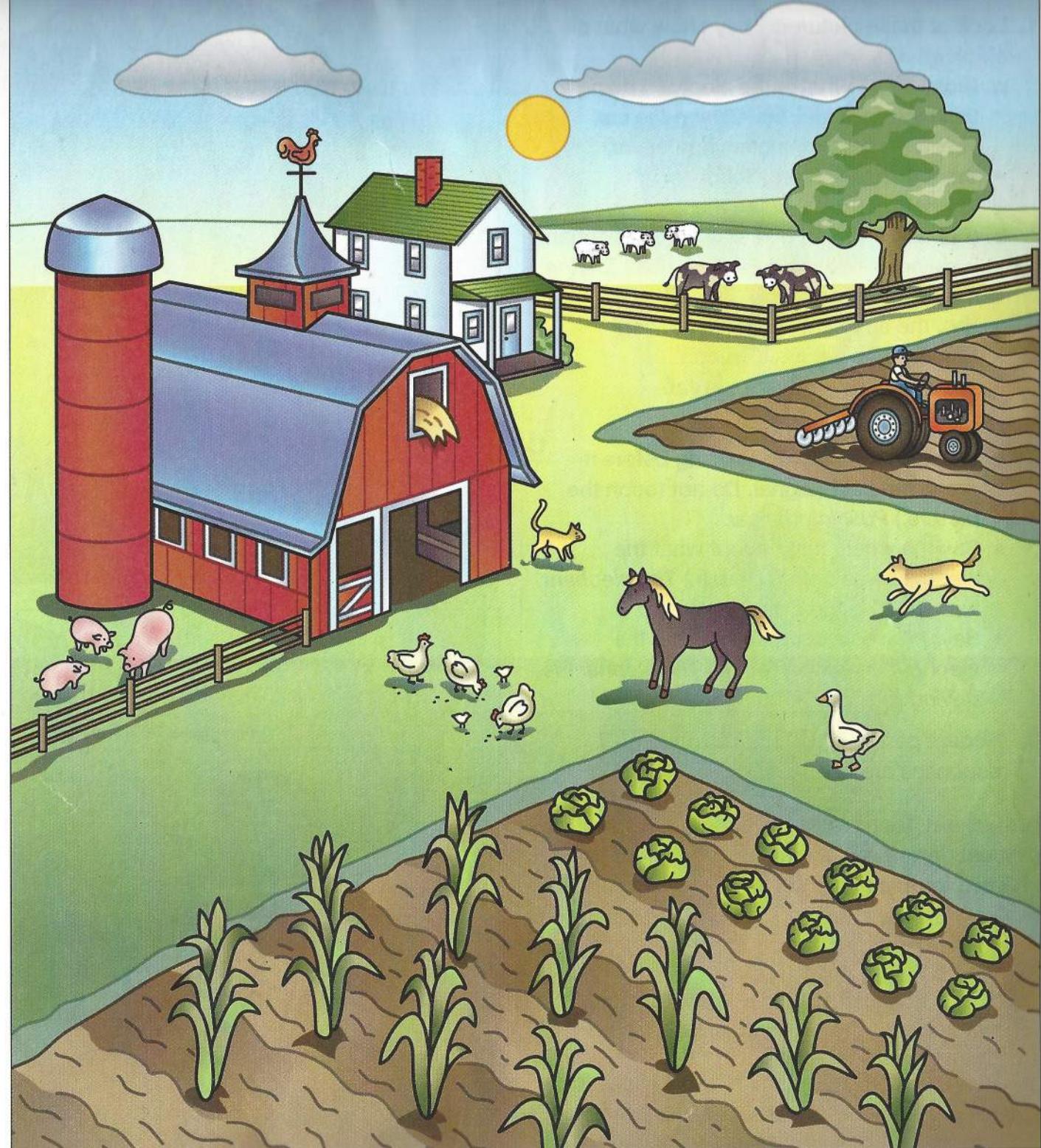


EXERCISE 2 Common Information

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

- a. What do we call a person who fixes teeth? (Signal.) *A dentist.
Say the whole thing about a dentist.
(Signal.) A dentist is a person who fixes teeth.*
- b. What do we call a place with lots of people? (Signal.) *A city.
Say the whole thing about a city. (Signal.) A city is a place with lots of people.*
- c. What do we call a person who helps a dentist? (Signal.) *A dental assistant.
Say the whole thing about a dental assistant. (Signal.) A dental assistant is a person who helps a dentist.*

4. (Show the picture to children. Ask different children the following questions.)
- What place do you see in this picture?
 - Do you see any food growing?
 - Do you see a vehicle?
 - What else do you see?
(Praise good responses.)



EXERCISE 3 Classification – Containers

We're going to talk about containers.

- a. (Point to a.) Is this a container? (Touch.)

Yes.

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

- What kind of container is this? (Touch.)

A bottle.

Yes, this container is a bottle.

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

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

- b. (Point to b.) Is this a container? (Touch.)

Yes.

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

- What kind of container is this? (Touch.)

A bucket.

Yes, this container is a bucket.

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

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

- c. (Point to c.) Is this a container? (Touch.)

Yes.

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

- What kind of container is this? (Touch.)

A basket.

Yes, this container is a basket.

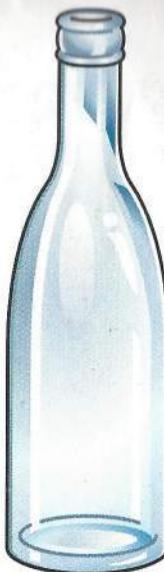
- Say the whole thing about this container. (Touch.) *This container is a basket.*

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

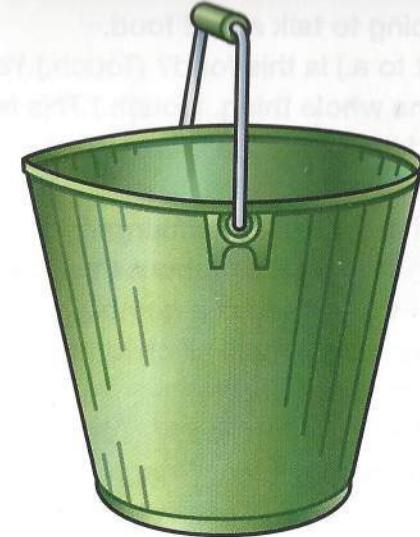
- d. (Point to d.) Is this a container? (Touch.)

Yes.

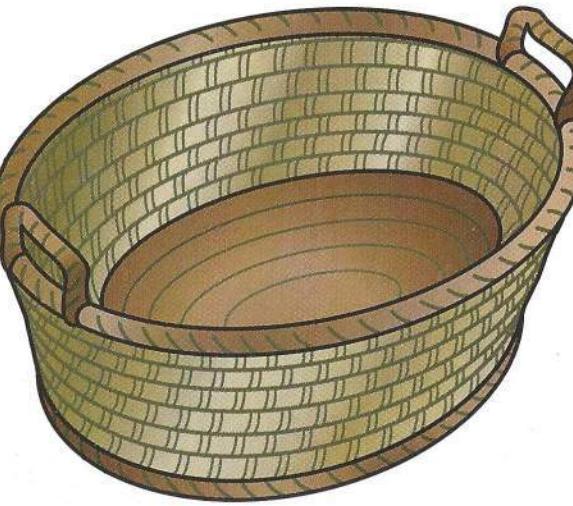
Say the whole thing. (Touch.) *This is a container.*



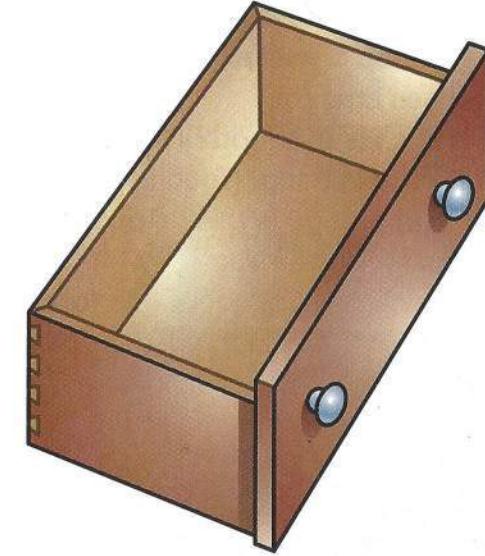
a



b



c



d

- What kind of container is this? (Touch.)

A drawer.

Yes, this container is a drawer.

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

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

Individual Turns

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