

1. One of these dogs is in the car.

- a. (Point to a.) Is this dog in the car?  
(Signal.) No.
- b. (Point to b.) Is this dog in the car?  
(Signal.) No.
- c. (Point to c.) Is this dog in the car?  
(Signal.) Yes.
- d. (Point to d.) Is this dog in the car?  
(Signal.) No.  
(Repeat until all children's responses are firm.)

2. (Point to c.)

- Where is this dog? (Touch.) *In the car.*  
Say the whole thing about where this dog is. (Touch.) *This dog is in the car.*
- (Repeat until all children's responses are firm.)

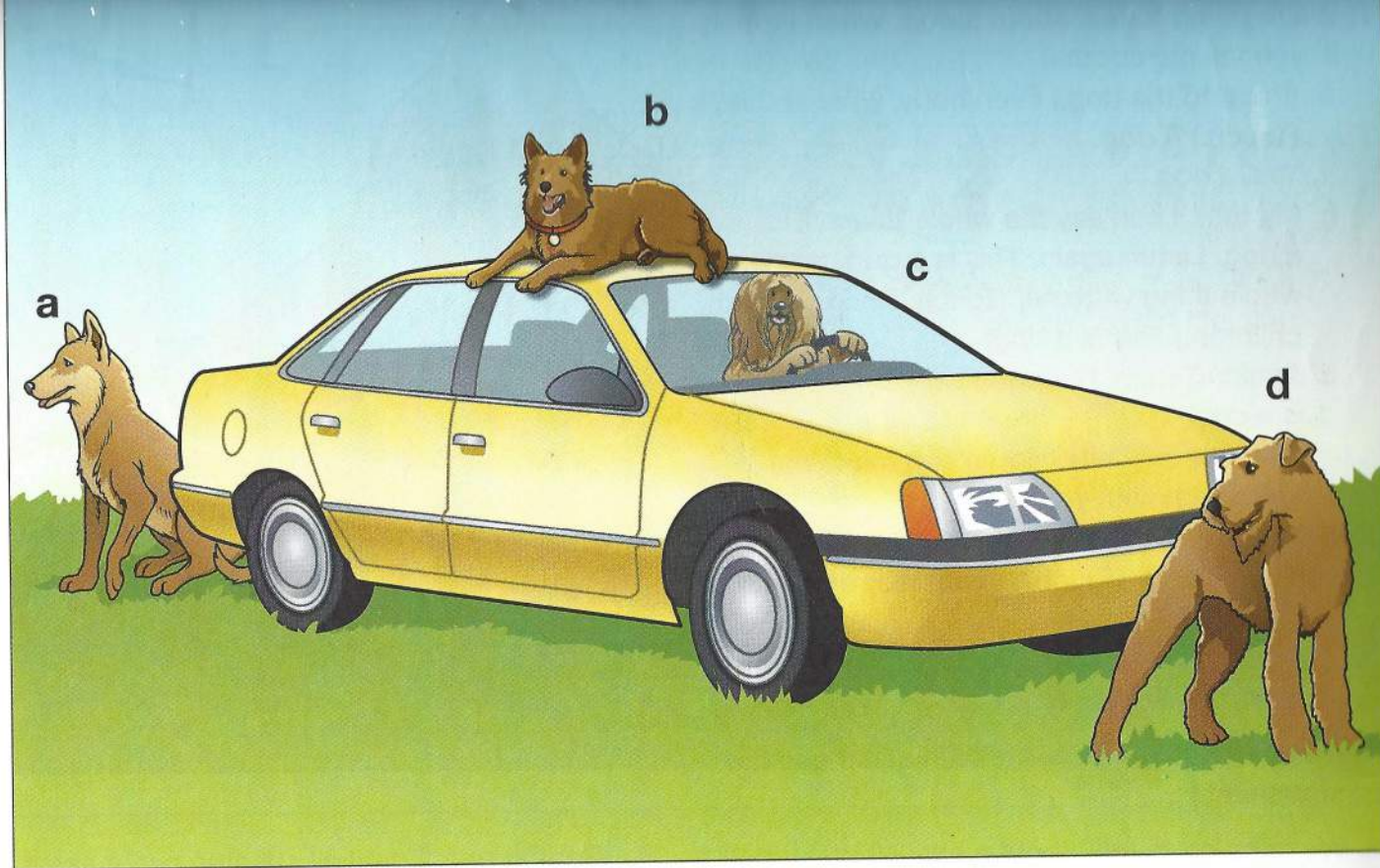
3. (Point to d.)

- Where is this dog? (Touch.) *In front of the car.*  
Say the whole thing about where this dog is. (Touch.) *This dog is in front of the car.*
- (Repeat until all children's responses are firm.)

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

- (Point to c.) Where is this dog? (Touch.) *In the car.*  
Say the whole thing about where this dog is. (Touch.) *This dog is in the car.*
- (Point to b.) Where is this dog? (Touch.) *On the car.*  
Say the whole thing about where this dog is. (Touch.) *This dog is on the car.*
- (Point to d.) Where is this dog? (Touch.) *In front of the car.*  
Say the whole thing about where this dog is. (Touch.) *This dog is in front of the car.*

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





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

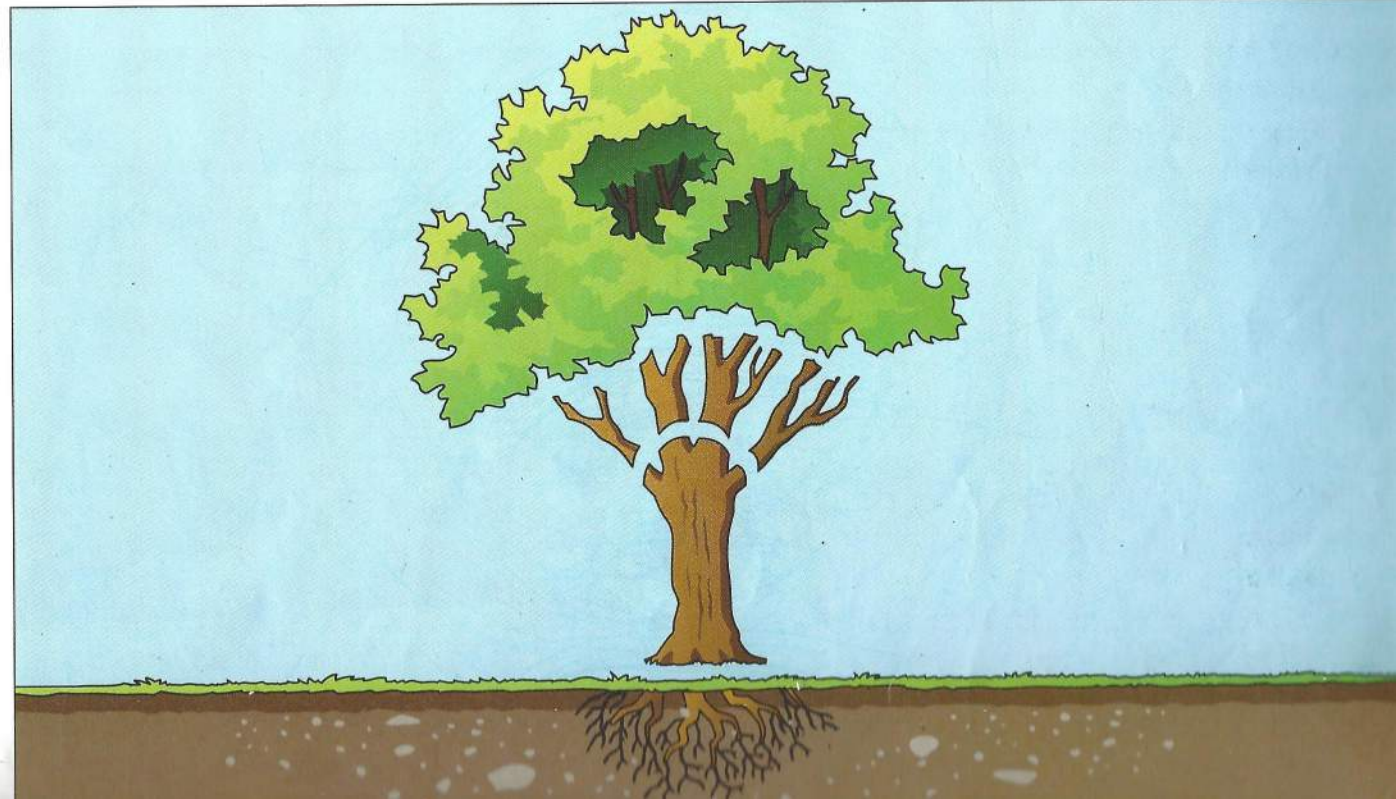
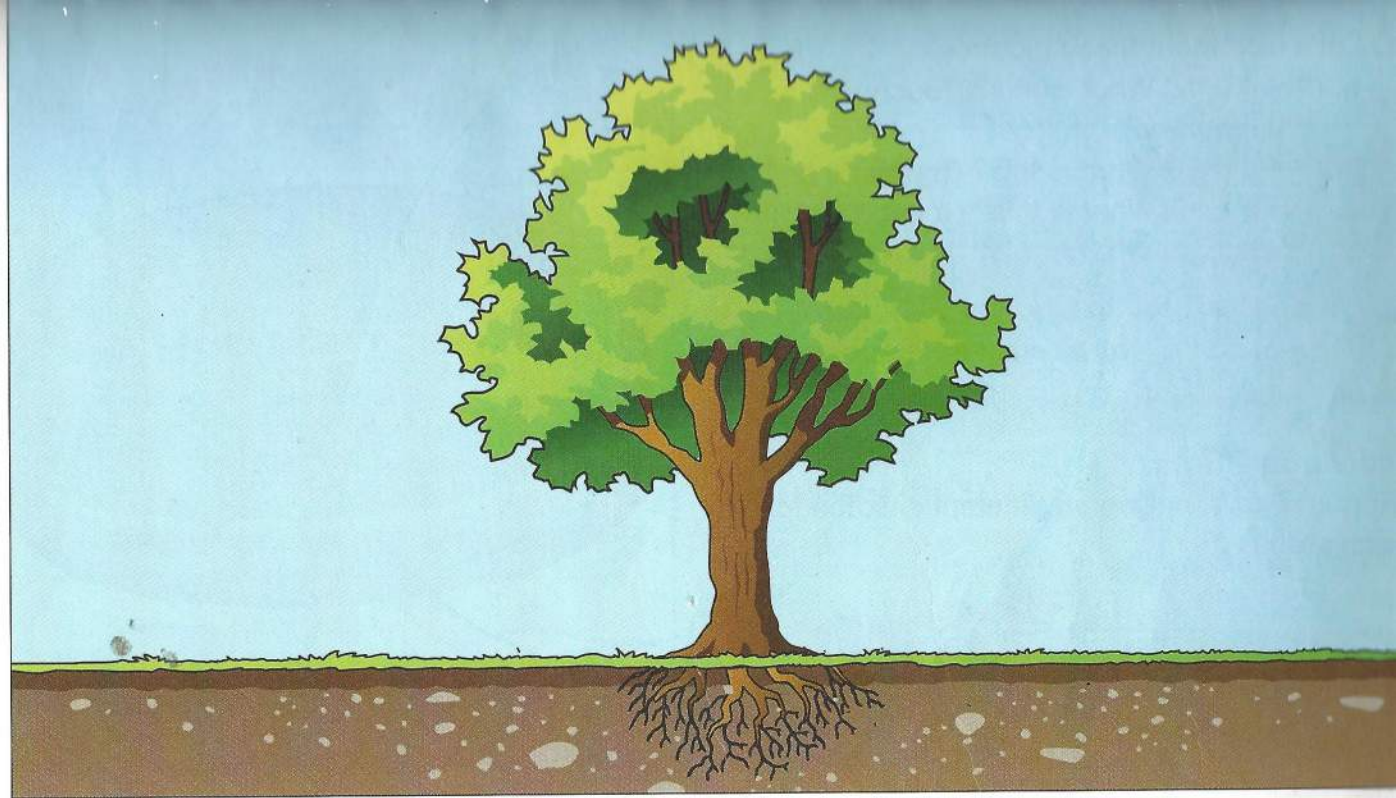
- a. (Circle the top tree with your finger.)  
Everybody, what is this? (Touch.) *A tree.*  
Say the whole thing. (Touch.) *This is a tree.*
- b. (Point to the bottom tree.) Here's a tree that is in parts. I'll name the parts.  
(Point to the trunk.) *This is a trunk.*  
(Point to the roots.) *These are roots.*  
(Point to the branches.) *These are branches.*  
(Point to the leaves.) *These are leaves.*

2. Your turn to tell me the parts.

- a. (Point to the trunk.) *What is this part called? (Touch.) The trunk.*  
(Point to the roots.) *What are these parts called? (Touch.) Roots.*  
(Point to the branches.) *What are these parts called? (Touch.) Branches.*  
(Point to the leaves.) *What are these parts called? (Touch.) Leaves.*
- b. (Repeat step a until all children's responses are firm.)

3. Now you'll name the parts of this tree.

- a. (Point to the trunk of the top tree.) *A tree has . . . (touch) a trunk.*  
(Point to the roots.) *A tree has . . . (touch) roots.*  
(Point to the branches.) *A tree has . . . (touch) branches.*  
(Point to the leaves.) *A tree has . . . (touch) leaves.*
- b. (Circle the top tree.) *And what's the whole object called? (Touch.) A tree.*
- c. (Repeat steps a and b until all children's responses are firm.)



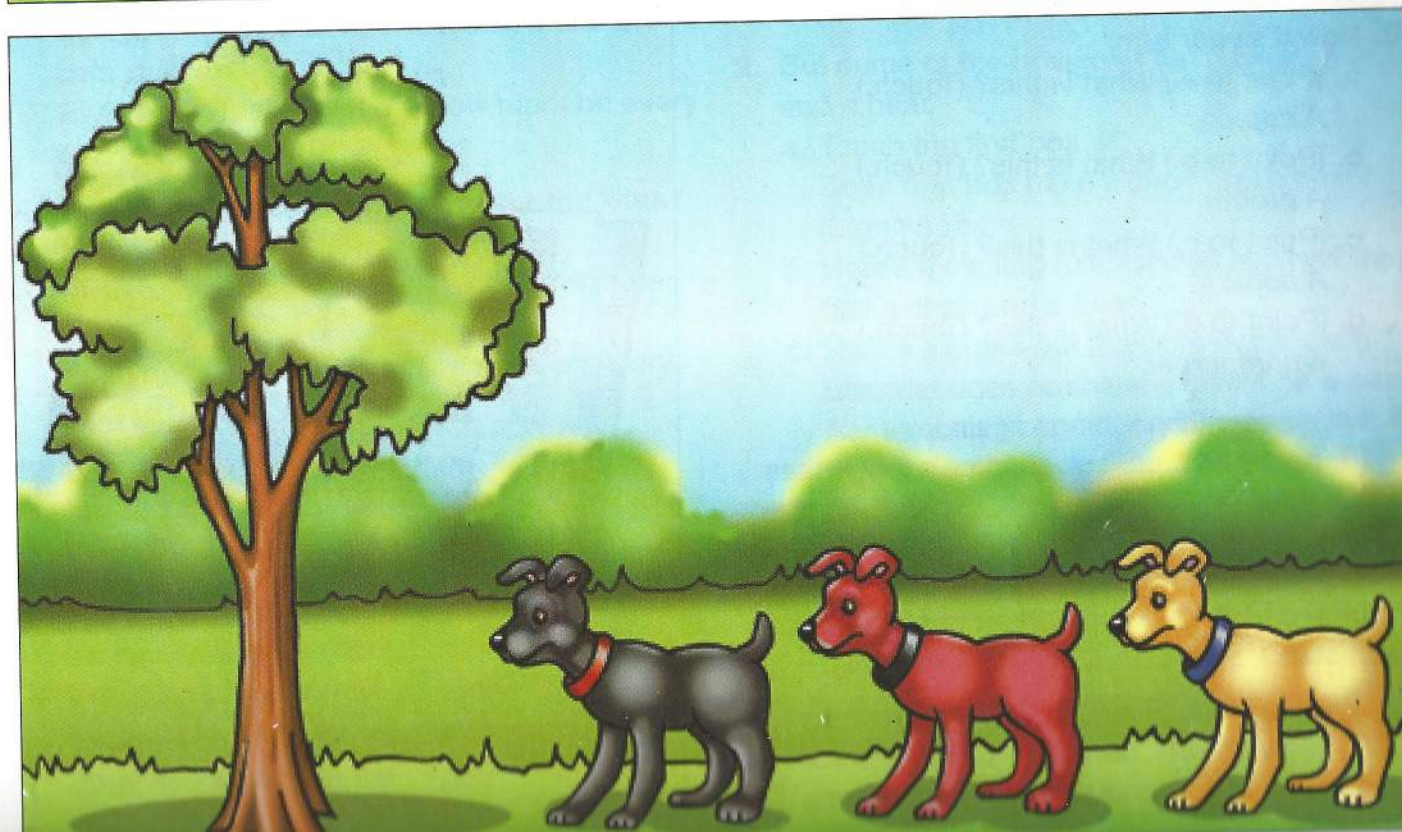
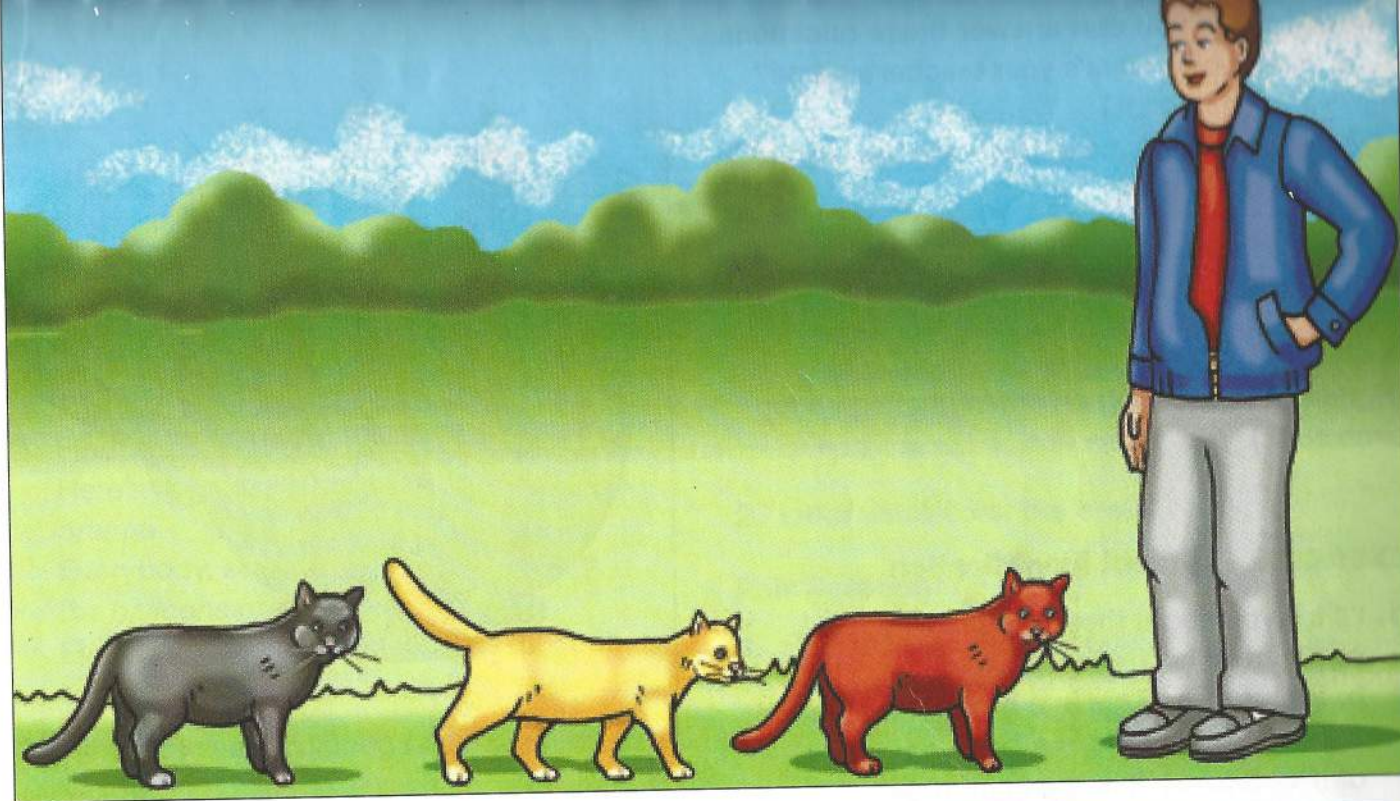


We're going to talk about first, next, and last.

1. Look at the cats. These cats are moving toward the man. The cat that is first in line will get to the man first.
  - a. (Do not point to the cats.) What's the color of the cat that is first in line? (Signal.) *Red.*
  - b. What's the color of the cat that is next in line? (Signal.) *Yellow.*
  - c. What's the color of the cat that is last in line? (Signal.) *Black.*
2. Look at the dogs. These dogs are moving toward the tree. The dog that is first in line will get to the tree first.
  - a. (Do not point to the dogs.) What's the color of the dog that is first in line? (Signal.) *Black.*
  - b. What's the color of the dog that is next in line? (Signal.) *Red.*
  - c. What's the color of the dog that is last in line? (Signal.) *Yellow.*
3. (Repeat parts 1 and 2 until all children's responses are firm.)

### Individual Turns

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







## EXERCISE 1 Actions — Pronouns

1. Here's the first action.
  - a. Everybody, let's all smile. (Signal. You smile also. Keep smiling.)
  - b. (Point to two children.) Look at them. What are they doing? (Signal.) *Smiling.*  
Say the whole thing. (Signal.) *They are smiling.*
  - c. Look at me. What am I doing? (Signal.) *Smiling.*  
Say the whole thing. (Signal.) *You are smiling.*
  - d. What are you doing? (Signal.) *Smiling.*  
Say the whole thing. (Signal.) *I am smiling.*
  - e. (Point to a girl.) Look at her. What is she doing? (Signal.) *Smiling.*  
Say the whole thing. (Signal.) *She is smiling.*
  - f. (Point to a boy.) Look at him.  
What is he doing? (Signal.) *Smiling.*  
Say the whole thing. (Signal.) *He is smiling.*
  - g. (Point to everybody.) What are we doing? (Signal.) *Smiling.*  
Say the whole thing. (Signal.) *We are smiling.*
2. (Repeat part 1 until all children's responses are firm.)

## EXERCISE 2 Part/Whole — Actions

1. Let's see if you remember the parts of a head. (Ask a boy to stand up.)  
Get ready to say the whole thing about what a head has.
  - a. (Point to the eyes. Touch.) *A head has eyes.*
  - b. (Point to the mouth. Touch.) *A head has a mouth.*
  - c. (Point to the ears. Touch.) *A head has ears.*
  - d. (Point to the nose. Touch.) *A head has a nose.*
  - e. (Point to the hair. Touch.) *A head has hair.*
2. (Repeat part 1 until all children's responses are firm.)  
And what do you call the whole thing? (Touch.) *A head.*



## EXERCISE 3 Information — Days of the Week

1. Let's do the days of the week.
  - a. Everybody, how many days are there in a week? (Signal.) *Seven.*
  - b. Everybody, say the days of the week. (Signal.) *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.*
  - c. Again. (Signal.) *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.*  
(Repeat step c until all children's responses are firm.)
2. Everybody, I'll say some days of the week. When I stop, tell me the day that comes next. Listen. *Wednesday, Thursday, Friday.*  
(Pause. Signal.) *Saturday.* ●
  - a. Listen. *Monday, Tuesday, Wednesday, Thursday.* (Pause. Signal.) *Friday.*
  - b. Listen. *Sunday, Monday.* (Pause. Signal.) *Tuesday.*  
(Repeat steps a and b until all children's responses are firm.)

### Individual Turns

(Repeat part 2, calling on different children.)

## CORRECTIONS

### EXERCISE 3

#### ● Error

(Children don't say *Saturday*.)

#### Correction

1. My turn. *Wednesday, Thursday, Friday.*  
(Pause.) *Saturday.* I said the day that

2. Your turn. *Wednesday, Thursday, Friday,*  
(Pause. Signal.) *Saturday.*  
You said the day that comes next.
3. (Repeat part 2 of the exercise.)



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

- Listen to the rule. The dog that is sitting will bite.  
Listen again. The dog that is sitting will bite.
- Everybody, say the rule with me. (Signal. Respond with children.) *The dog that is sitting will bite.*  
Again. (Signal. Respond with children.) *The dog that is sitting will bite.*
- All by yourselves. (Signal. Do not respond with children.) *The dog that is sitting will bite.*  
Again. (Signal.) *The dog that is sitting will bite.*
- (Repeat until all children can say the rule.)  
Remember, the dog that is sitting is the only dog that will bite.

2. Let's look at the dogs.

a. (Point to a.) Is this dog sitting?

(Touch.) No.

So will this dog bite? (Touch.) No.

- This dog is not sitting. So what do you know about this dog? (Touch.) *This dog will not bite.*

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

- Say the rule about the dog that is sitting.  
(Signal.) *The dog that is sitting will bite.*

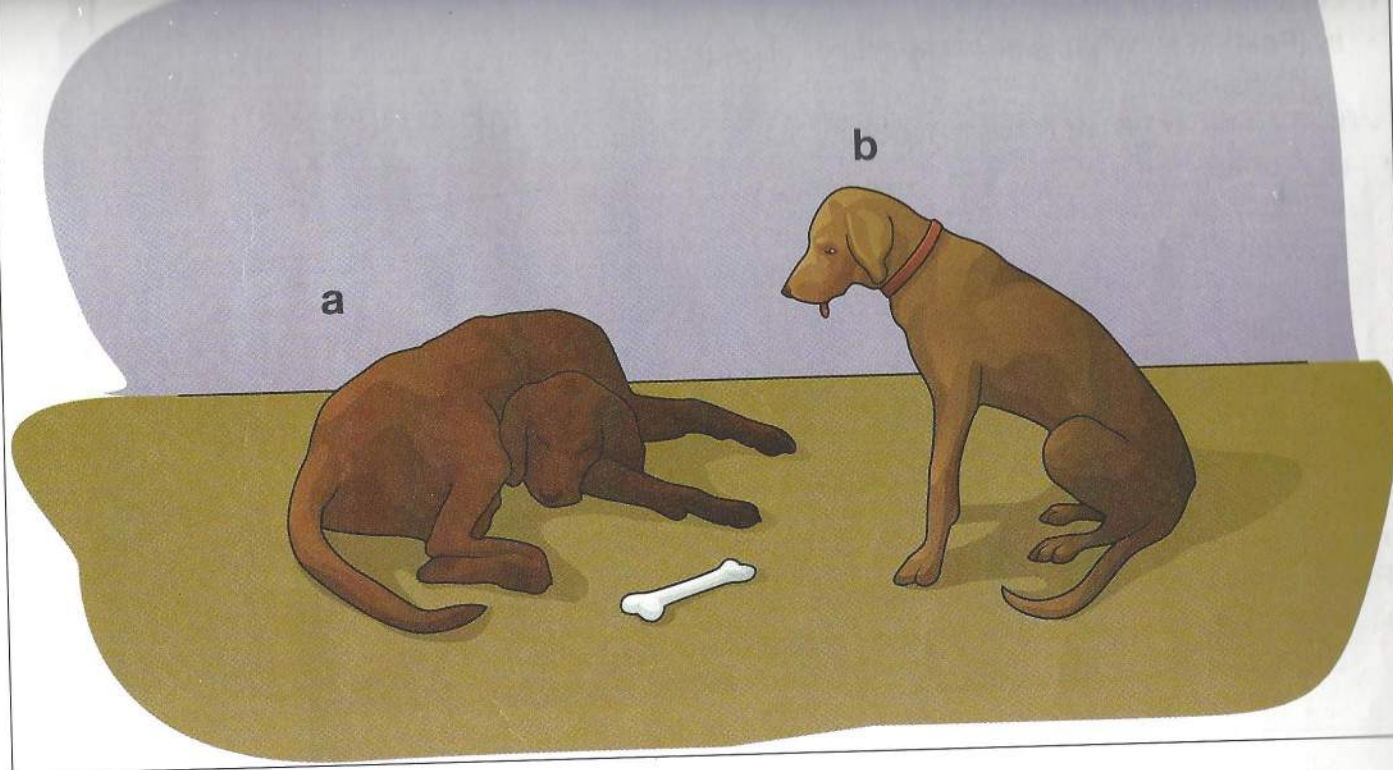
b. (Point to b.) Is this dog sitting? (Touch.) Yes.

- This dog is sitting. So what do you know about this dog? (Touch.) *This dog will bite.*

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

3. (Call on two children.) Show me the dog that will bite. (Wait.) Let's see if you are right.

(Turn the page quickly.)





(cont.)

4. Look at the picture.

- Which dog is biting? (Signal.) *The dog that is sitting.*
- (Point to b.) Yes, the dog that is sitting is biting.  
Say the whole thing about what this dog is doing. (Touch.) *This dog is biting.*
- (Repeat until all children can make the statement.)
- What is that dog biting? (Touch.) *A bone.*

5. (Point to a.)

Is this dog biting? (Touch.) *No.*

What is this dog doing? (Touch.) *Sleeping.*

Say the whole thing about what this dog is doing. (Touch.) *This dog is sleeping.*

Where is this dog sleeping? (Touch.) *On the floor.*

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

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

Do you think that the dog likes the bone?

Do you think the other dog likes to sleep?

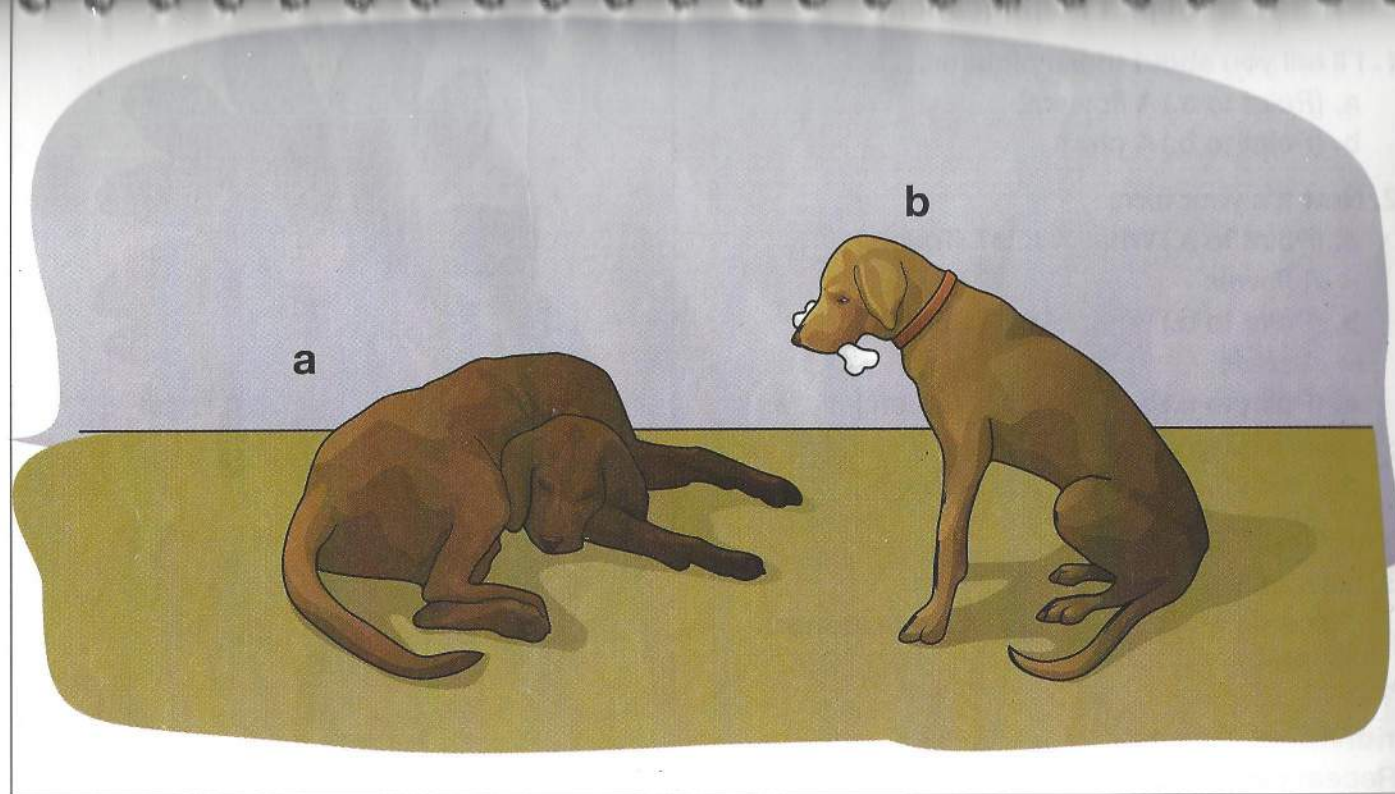
Would you like to wake up that dog?

What does the dog say?

(Praise reasonable responses.)

**Individual Turns**

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

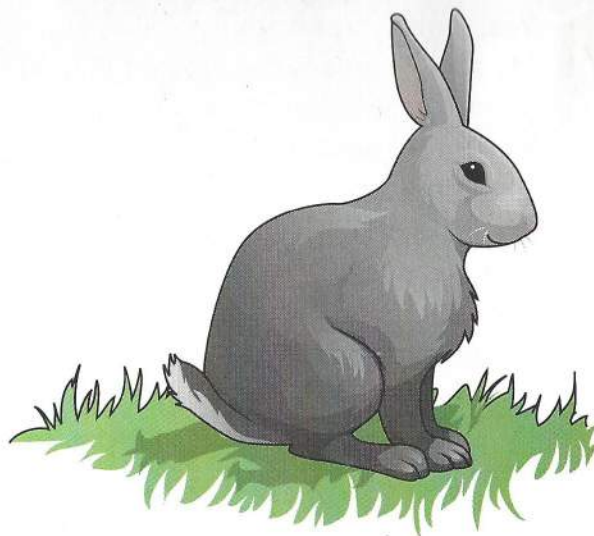


## EXERCISE 3 Opposites – Big/Small

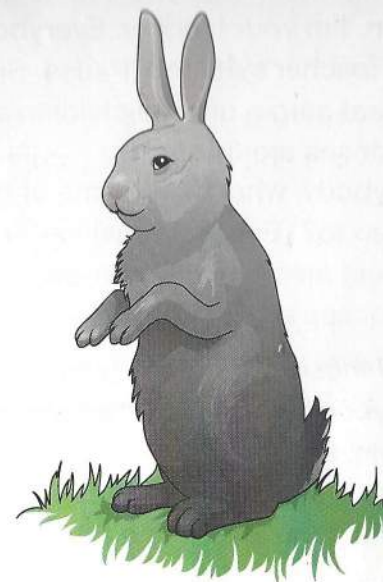
1. Some of these rabbits are small. Some of these rabbits are big.
  - I'll point to each rabbit. Say **small** if it is small. Say **big** if it is big.  
(Point to a. Pause. Touch.) *Big.*  
(Point to b. Pause. Touch.) *Big.*  
(Point to c. Pause. Touch.) *Small.*  
(Point to d. Pause. Touch.) *Small.*
  - (Repeat until all children's responses are firm.)
2. Let's talk about these rabbits some more.  
(Point to a.)
  - Listen. Is this rabbit small? (Touch.) No.  
Say the whole thing. (Touch.) *This rabbit is not small.*
  - Is this rabbit big? (Touch.) Yes.  
Say the whole thing. (Touch.) *This rabbit is big.*
  - (Repeat part 2 until all children's responses are firm.)
3. Again. (Point to c.)
  - Listen. Is this rabbit small? (Touch.) Yes.  
Say the whole thing. (Touch.) *This rabbit is small.*
  - Is this rabbit big? (Touch.) No.  
Say the whole thing. (Touch.) *This rabbit is not big.*
  - (Repeat part 3 until all children's responses are firm.)

### Individual Turns

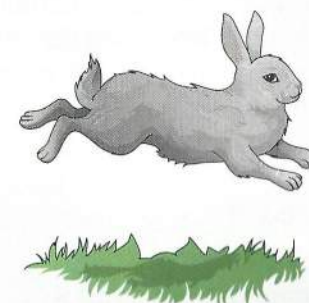
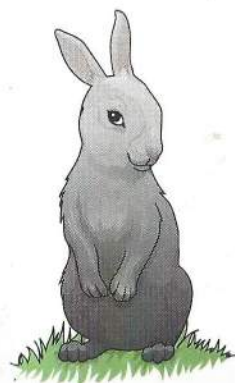
(Repeat the exercise, calling on different children for each step.)



a



b





1. Some of these girls are wet. Some of these girls are dry.

a. I'll point to each girl. Say **wet** if she is wet.  
Say **dry** if she is dry.

(Point to a. Pause. Touch.) *Wet.*

(Point to b. Pause. Touch.) *Dry.*

(Point to c. Pause. Touch.) *Dry.*

(Point to d. Pause. Touch.) *Dry.*

(Point to e. Pause. Touch.) *Wet.*

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

2. Let's talk about these girls some more. (Point to b.)

- Listen. Is this girl wet? (Touch.) *No.*  
Say the whole thing. (Touch.) *This girl is not wet.*

- Is this girl dry? (Touch.) *Yes.*  
Say the whole thing. (Touch.) *This girl is dry.*

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

3. Again. (Point to e.)

- Listen. Is this girl wet? (Touch.) *Yes.*  
Say the whole thing. (Touch.) *This girl is wet.*

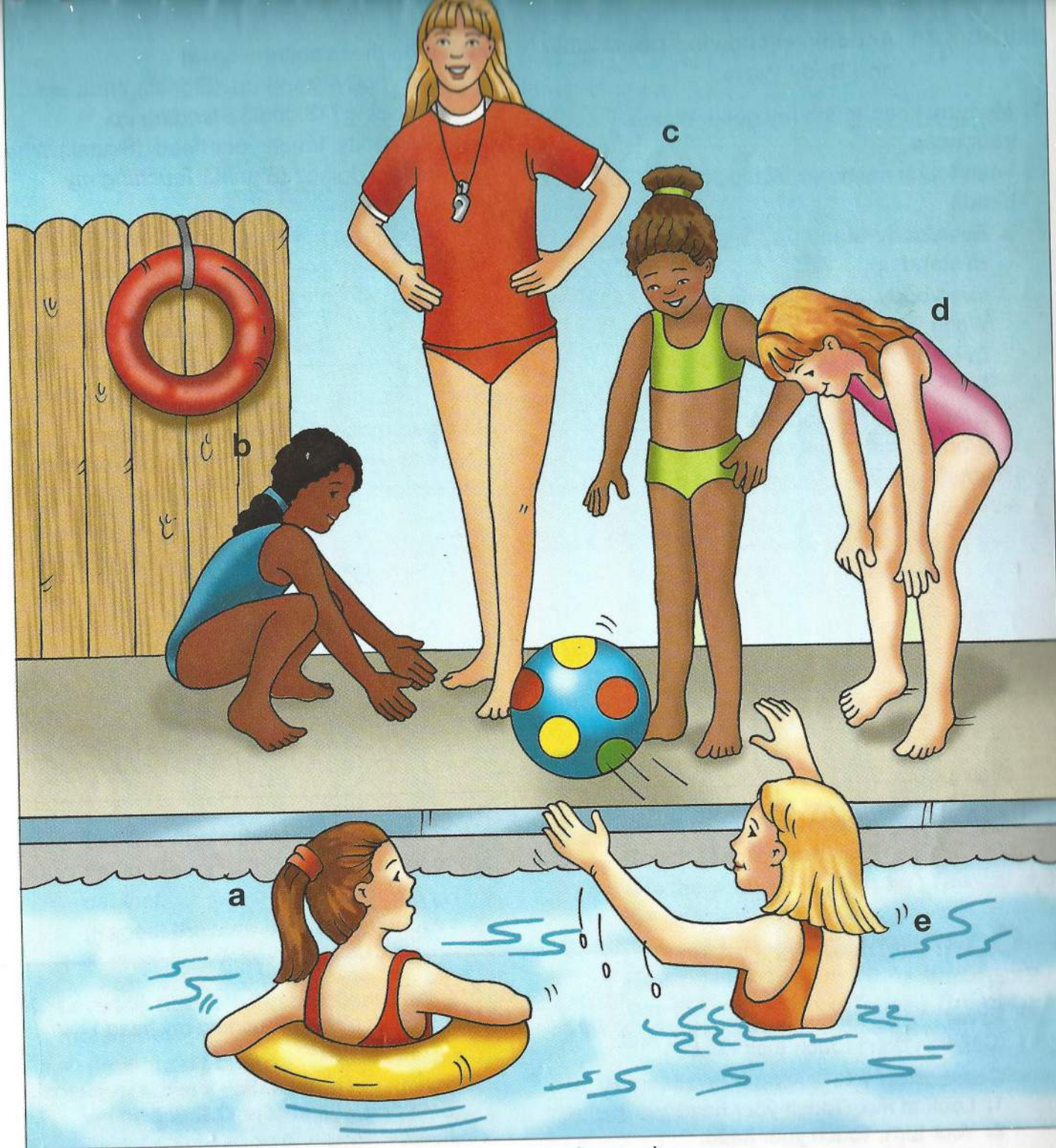
- Is this girl dry? (Touch.) *No.*  
Say the whole thing. (Touch.) *This girl is not dry.*

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

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

### Individual Turns

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





1. One of these cats is on the cabinet.

- (Point to each cat, and ask:) **Is this cat on the cabinet?** (Children are to answer yes or no.)

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

- (Point to a.) **Listen. What is this?** (Touch.)  
A cat.

**Where is this cat?** (Touch.) *On the cabinet.*  
**Say the whole thing about where this cat is.** (Touch.) *This cat is on the cabinet.*  
(Repeat until all children's responses are firm.)

2. One of these cats is in the cabinet.

- (Point to each cat, and ask:) **Is this cat in the cabinet?** (Children are to answer yes or no.)

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

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

**Where is this cat?** (Touch.) *In the cabinet.*  
**Say the whole thing about where this cat is.** (Touch.) *This cat is in the cabinet.*  
(Repeat until all children's responses are firm.)

3. One of these cats is in front of the cabinet.

- (Point to each cat, and ask:) **Is this cat in front of the cabinet?** (Children are to answer yes or no.)

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

- (Point to c.) **Listen. What is this?** (Touch.)  
A cat.

**Where is this cat?** (Touch.) *In front of the cabinet.*



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

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

4. Let's talk about the cabinet and the cats one more time.

- (Point to c.) **Everybody, where is this cat?** (Touch.) *In front of the cabinet.*  
**Say the whole thing.** (Touch.) *This cat is in front of the cabinet.*

- (Point to a.) **Everybody, where is this cat?** (Touch.) *On the cabinet.*

**Say the whole thing.** (Touch.) *This cat is on the cabinet.*

- (Point to b.) **Everybody, where is this cat?** (Touch.) *In the cabinet.*

**Say the whole thing.** (Touch.) *This cat is in the cabinet.*

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



1. You're going to name the parts of a tree again.
  - a. (Circle the tree.) Everybody, what is this?  
(Touch.) *A tree.*
  - b. Get ready to tell me the parts of a tree.  
(Point to the roots.) What are these parts called? (Touch.) *Roots.*  
(Point to the trunk.) What is this part called? (Touch.) *Trunk.*  
(Point to the leaves.) What are these parts called? (Touch.) *Leaves.*  
(Point to the branches.) What are these parts called? (Touch.) *Branches.*
  - c. (Repeat steps a and b until all children's responses are firm.)
2. Listen.
  - a. (Point to the branches.) *A tree has ...*  
(touch) *branches.*  
(Point to the leaves.) *A tree has ...*  
(touch) *leaves.*  
(Point to the trunk.) *A tree has ...*  
(touch) *a trunk.*  
(Point to the roots.) *A tree has ...*  
(touch) *roots.*
  - b. (Circle the tree.) *And what's the whole object called?* (Touch.) *A tree.*
  - c. (Repeat steps a and b until all children's responses are firm.)
3. Get ready to tell me the parts a tree has. Say the whole thing about what a tree has.
  - 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. (Circle the tree.) *And what's the whole object called?* (Touch.) *A tree.*

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





## EXERCISE 1 Actions — Pronouns

1. Here's the first action.
  - a. (Have children stand next to the wall.)  
Everybody, touch the wall. (Signal.) Keep touching it.
  - b. (Point to a girl.) Look at her. What is she doing? (Signal.) Touching the wall.  
Say the whole thing. (Signal.) She is touching the wall.
  - c. (Point to two children.) Look at them. What are they doing? (Signal.) Touching the wall.  
Say the whole thing. (Signal.) They are touching the wall.
  - d. (Touch the wall.) Look at me. What am I doing? (Signal.) Touching the wall.  
Say the whole thing. (Signal.) You are touching the wall.
  - e. What are you doing? (Signal.) Touching the wall.  
Say the whole thing. (Signal.) I am touching the wall.
  - f. (Point to a boy.) Look at him. What is he doing? (Signal.) Touching the wall.  
Say the whole thing. (Signal.) He is touching the wall.
  - g. (Touch the wall.) What are we doing? (Signal.) Touching the wall.  
Say the whole thing. (Signal.) We are touching the wall.

## 2. Here's the next action.

- a. Everybody, touch your shoulder.  
(Signal. You touch your shoulder.)  
Keep touching it.
- b. Look at me. What am I doing? (Signal.)  
Touching your shoulder.  
Say the whole thing. (Signal.) You are touching your shoulder.
- c. What are you doing? (Signal.) Touching my shoulder.  
Say the whole thing. (Signal.) I am touching my shoulder.
- d. (Point to a boy.) Look at him. What is he doing? (Signal.) Touching his shoulder.  
Say the whole thing. (Signal.) He is touching his shoulder.
- e. (Point to a girl.) Look at her. What is she doing? (Signal.) Touching her shoulder.  
Say the whole thing. (Signal.) She is touching her shoulder.  
(Repeat part 2 until all children's responses are firm.)



## EXERCISE 2 Information — Days of the Week

1. Let's do the days of the week.
  - a. Everybody, how many days are there in a week? (Signal.) Seven.
  - b. Everybody, say the days of the week.  
(Signal.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
  - c. Again. (Signal.) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.  
(Repeat step c until all children's responses are firm.)
2. Everybody, I'll say some days of the week. When I stop, tell the day that comes next.
  - a. Listen. Thursday, Friday. (Pause. Signal.) Saturday.
  - b. Listen. Saturday, Sunday, Monday. (Pause. Signal.) Tuesday.
  - c. Listen. Friday, Saturday, Sunday. (Pause. Signal.) Monday.
  - d. Listen. Tuesday, Wednesday, Thursday. (Pause. Signal.) Friday.  
(Repeat part 2 until all children's responses are firm.)

### Individual Turns

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



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

- Listen to the rule. The bird that is flying will eat.  
Everybody, say the rule with me. (Signal. Respond with children.) *The bird that is flying will eat.*  
Again. (Signal. Respond with children.) *The bird that is flying will eat.*
- All by yourselves. (Signal. Do not respond with children.) *The bird that is flying will eat.*  
Again. (Signal.) *The bird that is flying will eat.*
- (Repeat until all children can say the rule.)
- Remember, only the bird that is flying will eat.

2. Let's look at the birds.

- (Point to a.) Is this bird flying? (Touch.) Yes.  
So will this bird eat? (Touch.) Yes.
- This bird is flying. So what do you know about this bird? (Touch.) *This bird will eat.*  
(Repeat part 2 until all children's responses are firm.)

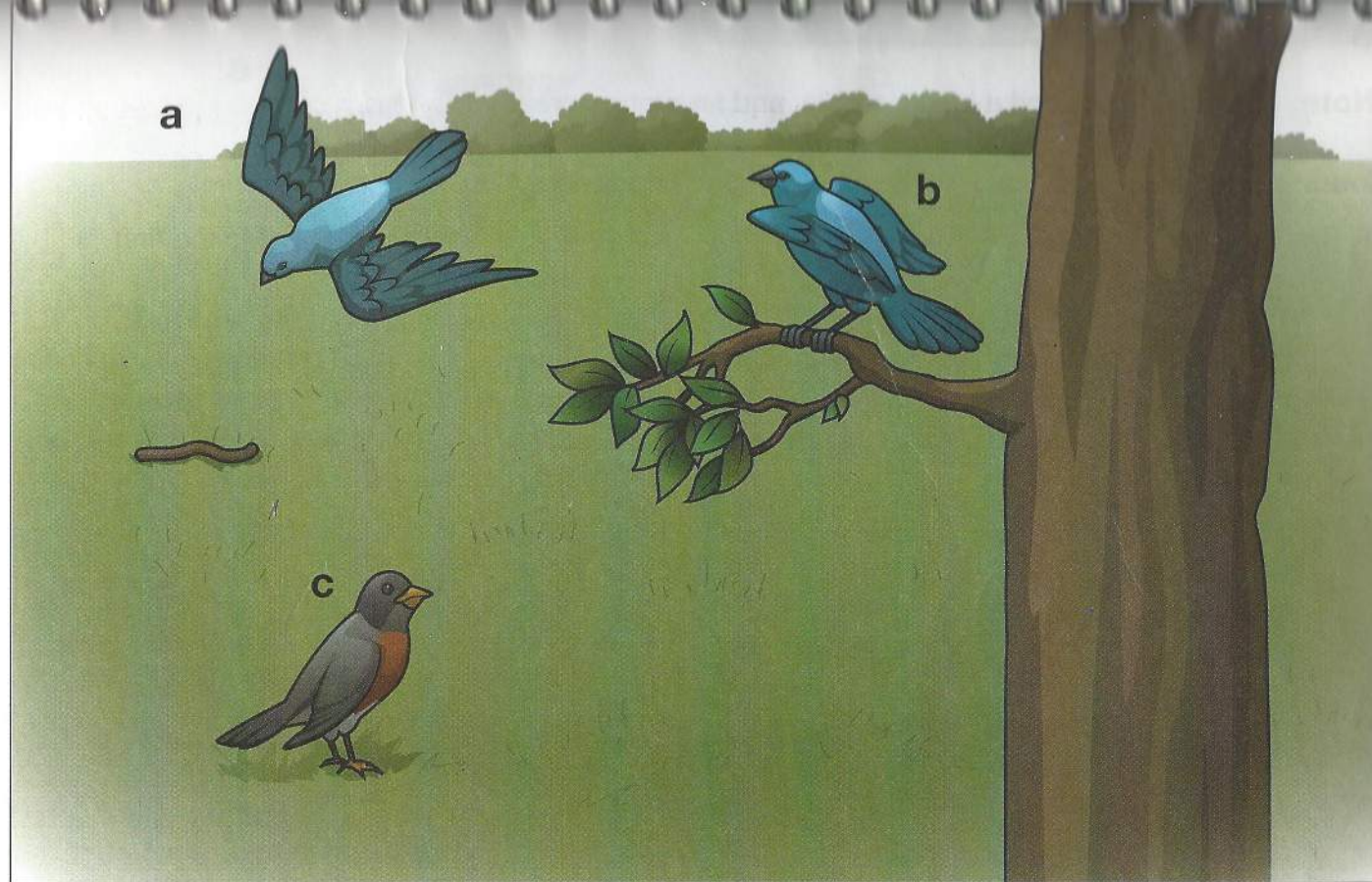
3. Say the rule about the bird that is flying.

- (Signal.) *The bird that is flying will eat.*
- (Point to b.) Is this bird flying? (Touch.) No.
  - This bird is not flying. So what do you know about this bird? (Touch.) *This bird will not eat.*
  - (Repeat part 3 until all children's responses are firm.)

4. Say the rule about the bird that is flying.

- (Signal.) *The bird that is flying will eat.*
- (Point to c.) Is this bird flying? (Touch.) No.
  - This bird is not flying. So what do you know about this bird? (Touch.) *This bird will not eat.*
  - (Repeat part 4 until all children's responses are firm.)

5. (Call on two children.) Show me the bird that will eat. (Wait.) Let's see if you are right. (Turn the page quickly.)





6. Look at the picture.

- Which bird is eating? (Signal.) *The bird that is flying.*

Yes, the bird that is flying is eating.

Say the whole thing about what this bird is doing. (Touch.) *This bird is eating.*

- (Repeat part 6 until all children can make the statement.)
- What is the bird eating? (Touch.) *A worm.*

7. (Point to b.)

- Is this bird eating? (Touch.) *No.*

What is this bird doing? (Touch.) *Sleeping.*

Say the whole thing about what this bird is doing. (Touch.) *This bird is sleeping.*

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

8. (Point to c.)

- Is this bird eating? (Touch.) *No.*

What is this bird doing? (Touch.) *Digging.*

Say the whole thing about what this bird is doing. (Touch.) *This bird is digging.*

Where is this bird digging? (Touch.) *In the ground.*

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

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

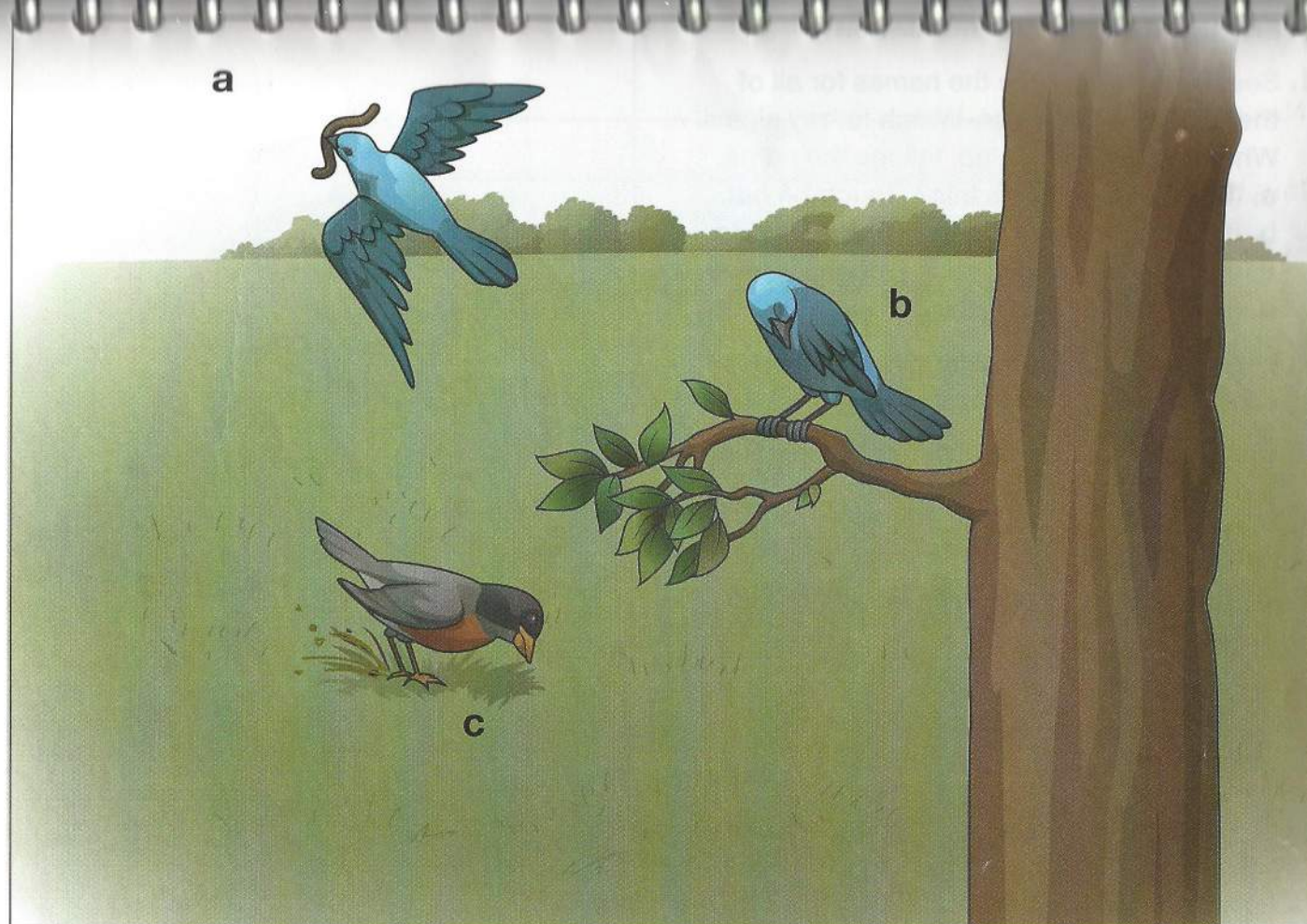
What do birds say?

Where do you think the bird got that worm?

Do you think the bird that is sleeping wants a worm?

What do you think the bird that is digging is looking for?

(Praise reasonable responses.)



**Individual Turns**

(Repeat steps 6 through 8, calling on different children for each question.)



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

Get ready to say the whole thing about the parts of a pencil.

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

(Point to the eraser. Pause. Touch.)

*A pencil has an eraser.*

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

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

- c. (Circle the pencil.) *And what do you call the whole object?* (Touch.) *A pencil.*  
*And what do we usually do with a pencil?*  
(Praise reasonable responses.)

2. Get ready to say the whole thing about the parts of an elephant.

- a. (Point to the head. Pause. Touch.)

*An elephant has a head.*

(Point to the trunk. Pause. Touch.)

*An elephant has a trunk.*

(Point to the ears. Pause. Touch.)

*An elephant has ears.*

(Point to the tusks. Pause. Touch.)

*An elephant has tusks.*

(Point to the tail. Pause. Touch.)

*An elephant has a tail.*

(Point to the legs. Pause. Touch.)

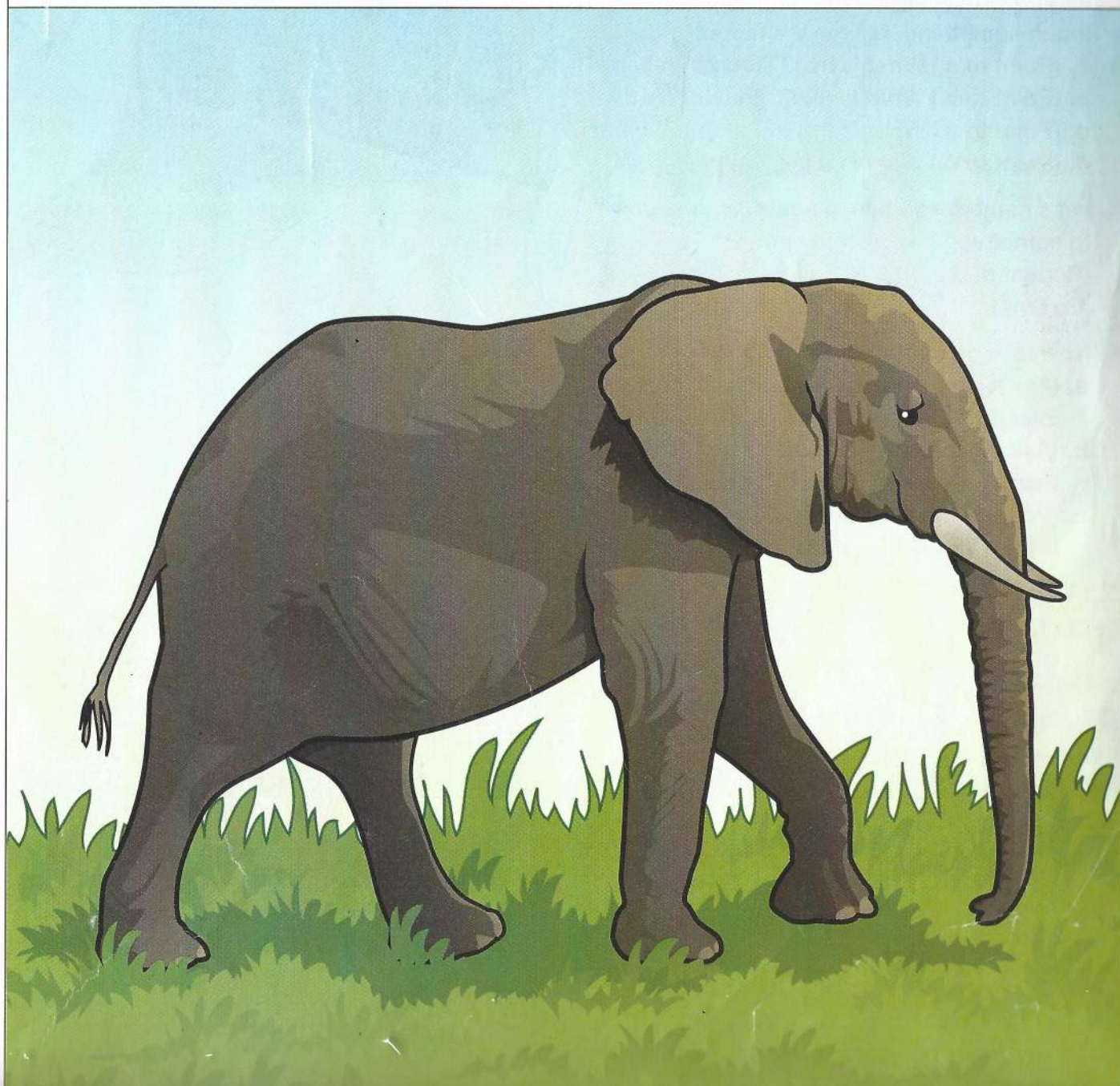
*An elephant has legs.*

(Point to the body. Pause. Touch.)

*An elephant has a body.*

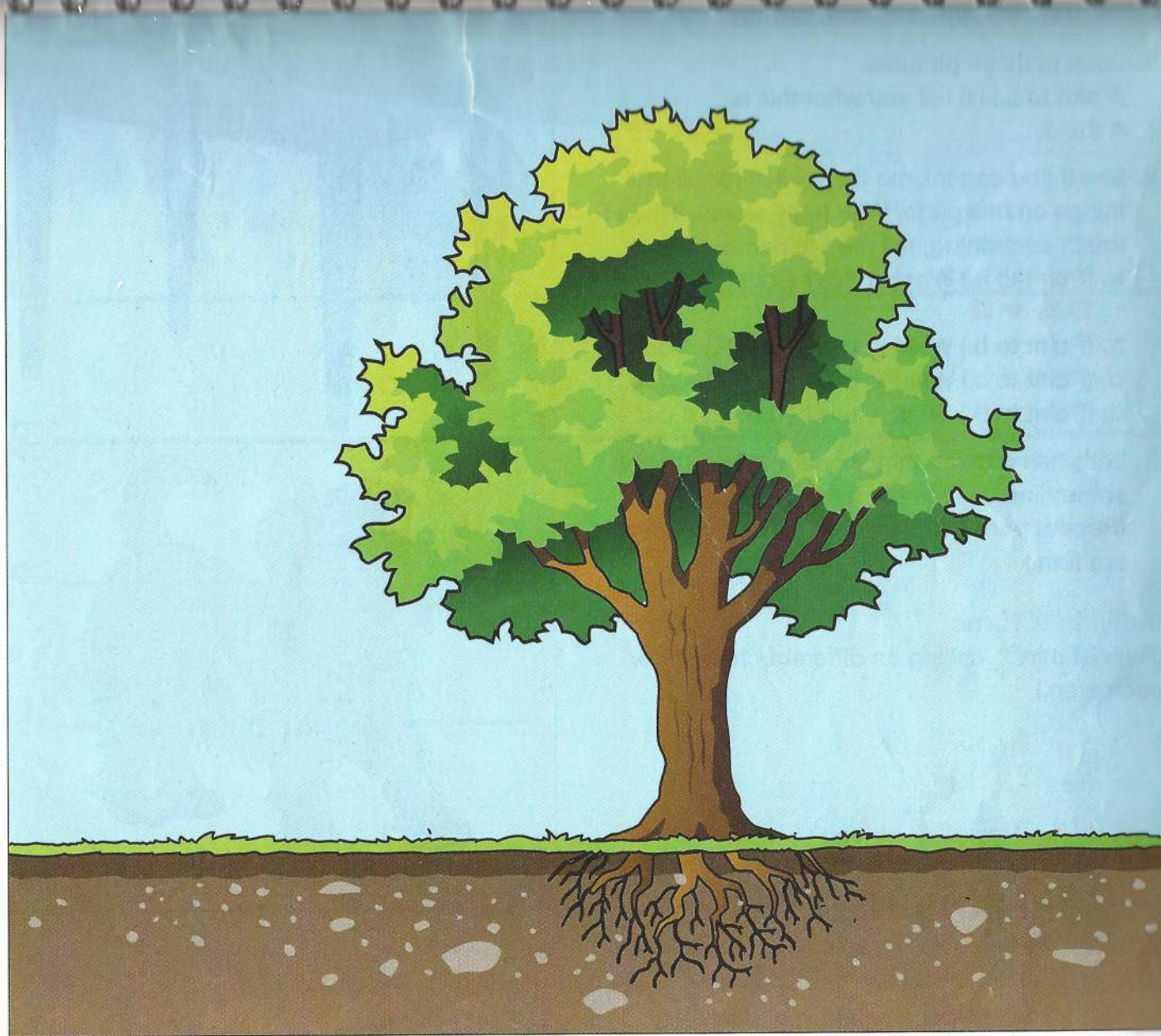
- b. (Repeat step a until all children's responses are firm.)

- c. (Circle the elephant.) *And what do you call the whole object?* (Touch.) *An elephant.*





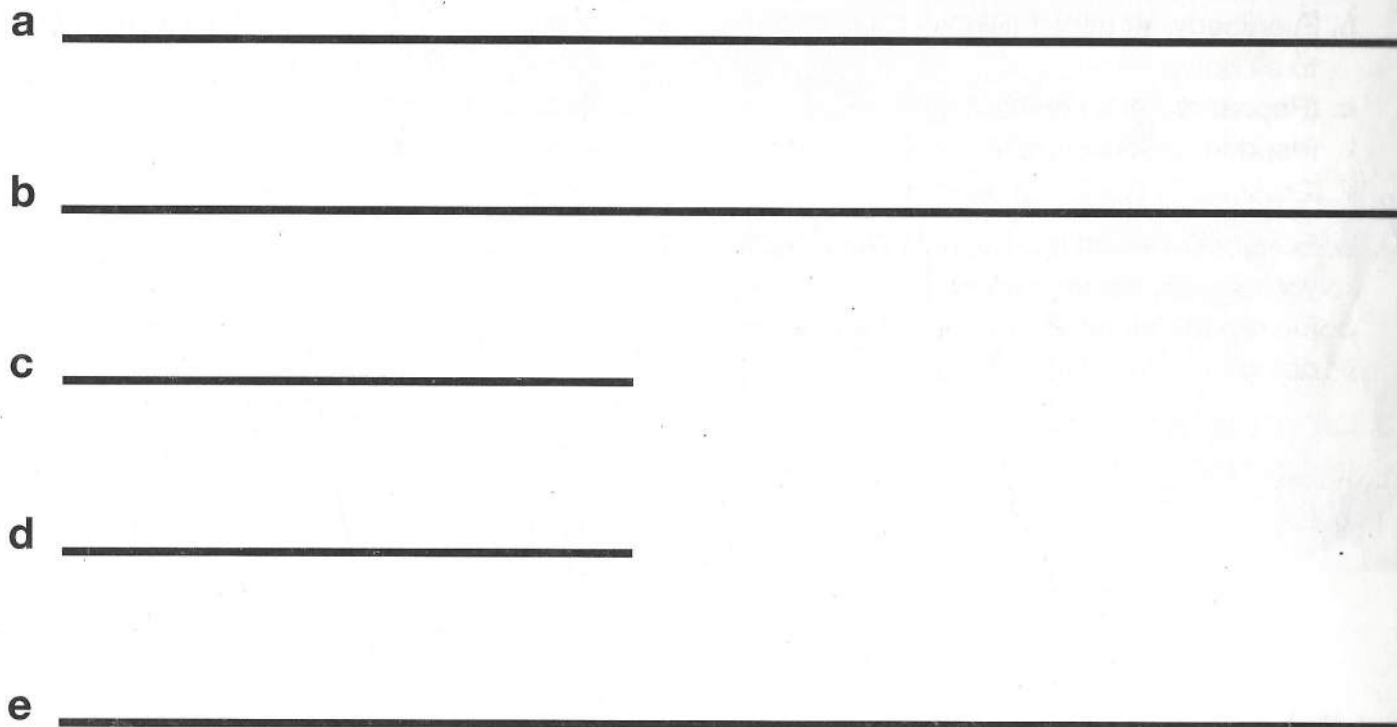
1. You're going to name the parts of a tree again.
  - a. (Circle the tree.) Everybody, what is this? (Touch.) *A tree.*
  - b. Get ready to tell me the parts of a tree. (Point to the roots.) What are these parts called? (Touch.) *Roots.* (Point to the trunk.) What is this part called? (Touch.) *Trunk.* (Point to the leaves.) What are these parts called? (Touch.) *Leaves.* (Point to the branches.) What are these parts called? (Touch.) *Branches.*
  - c. (Repeat steps a and b until all children's responses are firm.)
2. Listen.
  - a. (Point to the branches.) *A tree has . . .* (touch) *branches.* (Point to the leaves.) *A tree has . . .* (touch) *leaves.* (Point to the trunk.) *A tree has . . .* (touch) *a trunk.* (Point to the roots.) *A tree has . . .* (touch) *roots.*
  - b. (Circle the tree.) *And what's the whole object called?* (Touch.) *A tree.*
  - c. (Repeat steps a and b until all children's responses are firm.)
3. Get ready to tell me the parts a tree has.
  - a. Say the whole thing about what a tree has. (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. (Circle the tree.) *And what's the whole object called?* (Touch.) *A tree.*
- c. (Repeat steps a and b until all children's responses are firm.)



1. Some of these lines are long. My turn to tell you which lines are long.
  - a. (Point to line a.) This line is long.
  - b. (Point to line b.) This line is long.
  - c. (Point to line c.) This line is not long.
  - d. (Point to line d.) This line is not long.
  - e. (Point to line e.) This line is long.
2. Your turn to tell me if each line is long.
  - a. (Point to line a.) Is this line long? (Signal.)  
Yes.
  - b. (Point to line b.) Is this line long? (Signal.)  
Yes.
  - c. (Point to line c.) Is this line long? (Signal.)  
No.
  - d. (Point to line d.) Is this line long? (Signal.)  
No.
  - e. (Point to line e.) Is this line long? (Signal.)  
Yes.  
(Repeat until all children's responses are firm.)
3. Let's talk about these lines some more.
  - (Point to line a.) Is this line long?  
(Touch.) Yes.  
Say the whole thing. (Touch.) This line is long.
  - (Point to line d.) Is this line long?  
(Touch.) No.  
Say the whole thing. (Touch.) This line is not long.



### Individual Turns

(Call on different children.) Touch a line that is long. Touch a line that is not long.



1. One of these birds is over the car.

- (Point to each bird and ask:) **Is this bird over the car?** (Children are to answer yes or no.)  
(Repeat until all children's responses are firm.)
- (Point to b.) **Listen. What is this?** (Touch.)  
*A bird.*  
**Where is this bird?** (Touch.) *Over the car.*  
**Say the whole thing about where this bird is.** (Touch.) *This bird is over the car.*  
(Repeat until all children's responses are firm.)

2. One of these birds is on the car.

- (Point to each bird, and ask:) **Is this bird on the car?** (Children are to answer yes or no.)  
(Repeat until all children's responses are firm.)
- (Point to c.) **Listen. What is this?** (Touch.)  
*A bird.*  
**Where is this bird?** (Touch.) *On the car.*  
**Say the whole thing about where this bird is.** (Touch.) *This bird is on the car.*  
(Repeat until all children's responses are firm.)

3. One of these birds is in front of the car.

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

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

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

- (Point to b.) **Everybody, where is this bird?** (Touch.) *Over the car.*  
**Say the whole thing.** (Touch.) *This bird is over the car.*
- (Point to c.) **Everybody, where is this bird?** (Touch.) *On the car.*  
**Say the whole thing.** (Touch.) *This bird is*

- (Point to d.) **Everybody, where is this bird?** (Touch.) *In front of the car.*  
**Say the whole thing.** (Touch.) *This bird is in front of the car.*

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

**Individual Turns**

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

