

LESSON 75



EXERCISE 1 Actions—Verb Tense/Pronouns

1. It's time for some actions.
 - a. Everybody, point to the wall. (Signal. Wait.)
What are you doing? (Signal.) *Pointing to the wall.*
Everybody, point to a window. (Signal. Wait.)
What are you doing? (Signal.) *Pointing to a window.*
 - b. What were you doing? (Signal.) *Pointing to the wall.*
Say the whole thing. (Signal.) *I was pointing to the wall.*
(Have children stop pointing to the window.)
 - c. (Repeat part 1 until all children's responses are firm.)
2. I'm going to call on three children.
 - a. (Call on three children.) _____, _____, and _____, point to a window.
Everybody, what are they doing? (Signal.) *Pointing to a window.*
Say the whole thing about what they are doing. (Signal.) *They are pointing to a window.*
 - b. _____, _____, and _____, point to a wall.
Everybody, what are they doing? (Signal.) *Pointing to a wall.*
What were they doing? (Signal.) *Pointing to a window.*
Say the whole thing about what they were doing. (Signal.) *They were pointing to a window.*
(Have children stop pointing to a wall.)
 - c. (Repeat part 2 until all children's responses are firm.)

3. Let's do another one.

- a. Everybody, point to the window. (Signal. Wait.)
What are you doing? (Signal.) *Pointing to the window.*
Everybody, point to the wall. (Signal. Wait.)
What are you doing? (Signal.) *Pointing to the wall.*
- b. What were you doing? (Signal.) *Pointing to the window.*
Say the whole thing. (Signal.) *I was pointing to the window.*
- c. What are you doing? (Signal.) *Pointing to the wall.*
Say the whole thing. (Signal.) *I am pointing to the wall.*
(Have children stop pointing to the wall.)
- d. (Repeat part 3 until all children's responses are firm.)



EXERCISE 2 Materials

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

(Call on different children to name objects made of plastic. Each child should name at least three things.)



EXERCISE 3 Common Information

1. Let's see how much information you remember.
 - a. 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.*
 - b. What do we call a place where food is grown? (Signal.) *A farm.*
Say the whole thing about a farm. (Signal.) *A farm is a place where food is grown.*
 - c. What do we call a place where you buy things? (Signal.) *A store.*
Say the whole thing about a store. (Signal.) *A store is a place where you buy things.*
2. (Repeat part 1 until all children's responses are firm.)

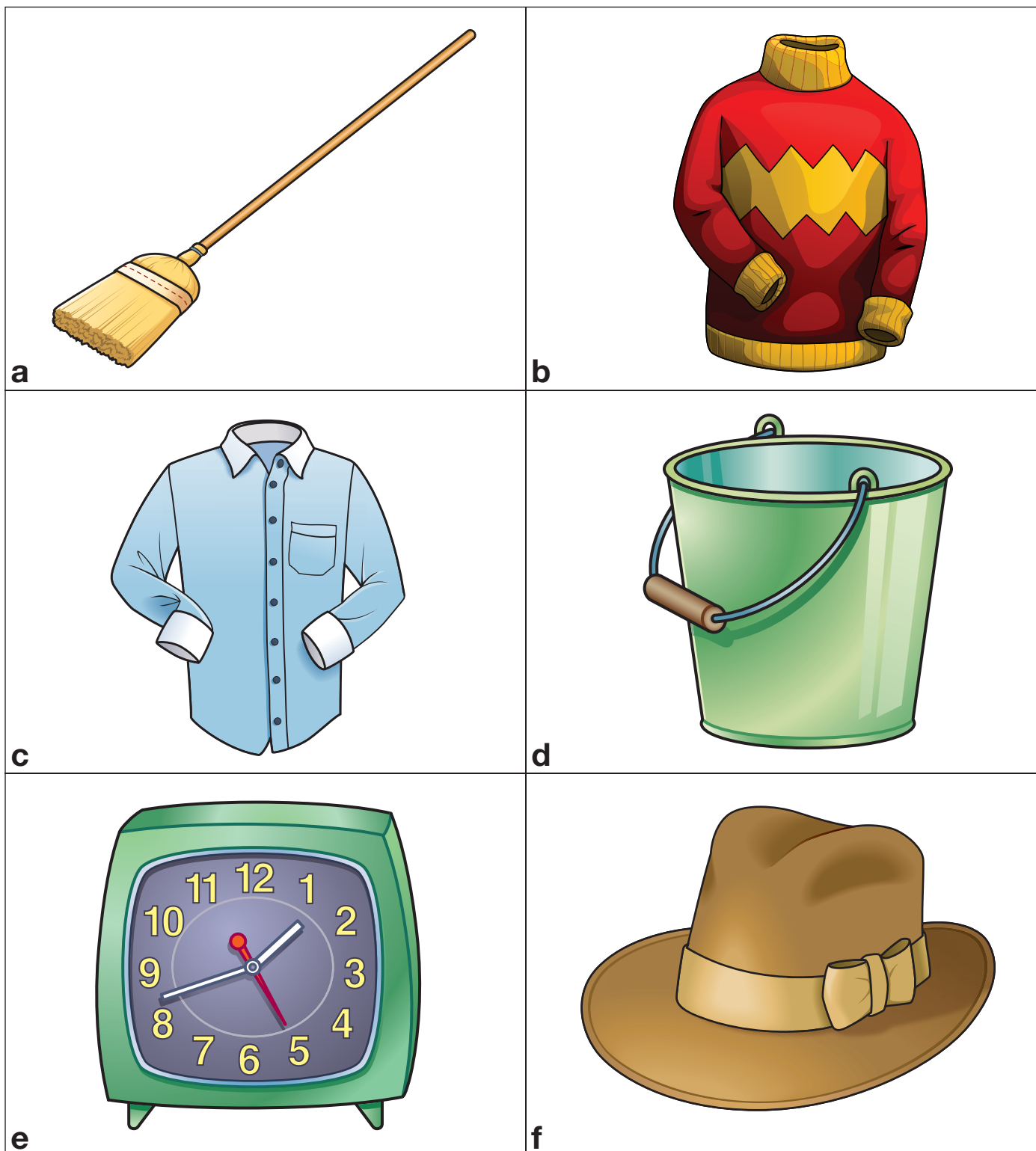
Individual Turns

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



EXERCISE 4 Classification – Clothing

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



CORRECTIONS

EXERCISE 4

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

Correction

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

EXERCISE 4 Classification – Clothing (cont.)

4. (Point to each article of clothing, and say:)

This is clothing.

a. (Point to a.)

Is this clothing? (Touch.) Yes.

Say the whole thing. (Touch.) This is clothing.

• *What kind of clothing is this? (Touch.)*

A sock.

Yes, this clothing is a sock.

Say the whole thing about this clothing.

(Touch.) This clothing is a sock.

b. (Point to b.)

Is this clothing? (Touch.) Yes.

Say the whole thing. (Touch.) This is clothing.

• *What kind of clothing is this? (Touch.)*

A shirt.

Yes, this clothing is a shirt.

Say the whole thing about this clothing.

(Touch.) This clothing is a shirt.

c. (Point to c.)

Is this clothing? (Touch.) Yes.

Say the whole thing. (Touch.) This is clothing.

• *What kind of clothing is this? (Touch.)*

A sweater.

Yes, this clothing is a sweater.

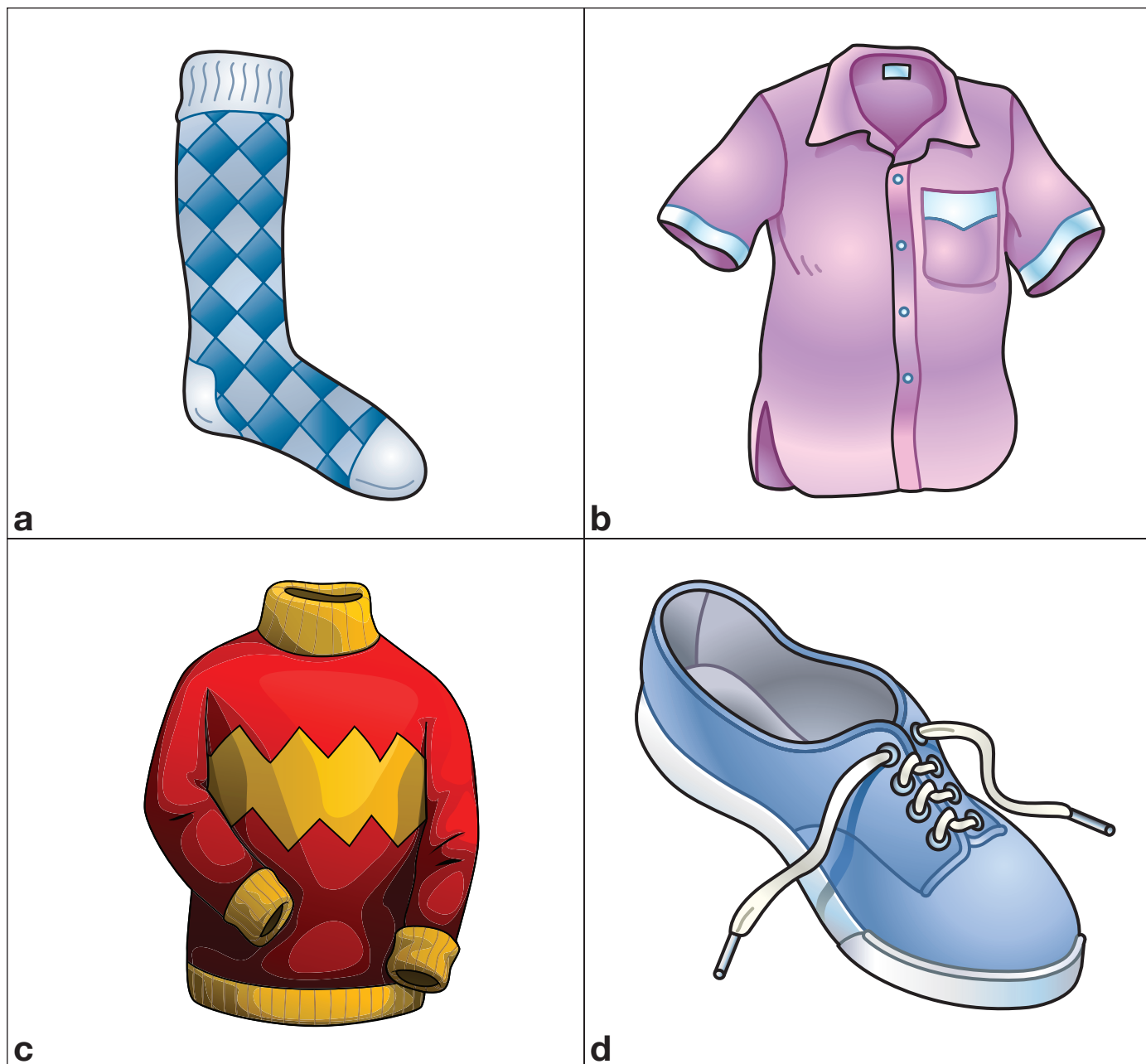
Say the whole thing about this clothing.

(Touch.) This clothing is a sweater.

d. (Point to d.)

Is this clothing? (Touch.) Yes.

Say the whole thing. (Touch.) This is clothing.



• *What kind of clothing is this? (Touch.)*

A shoe.

Yes, this clothing is a shoe.

Say the whole thing about this clothing.

(Touch.) This clothing is a shoe.

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

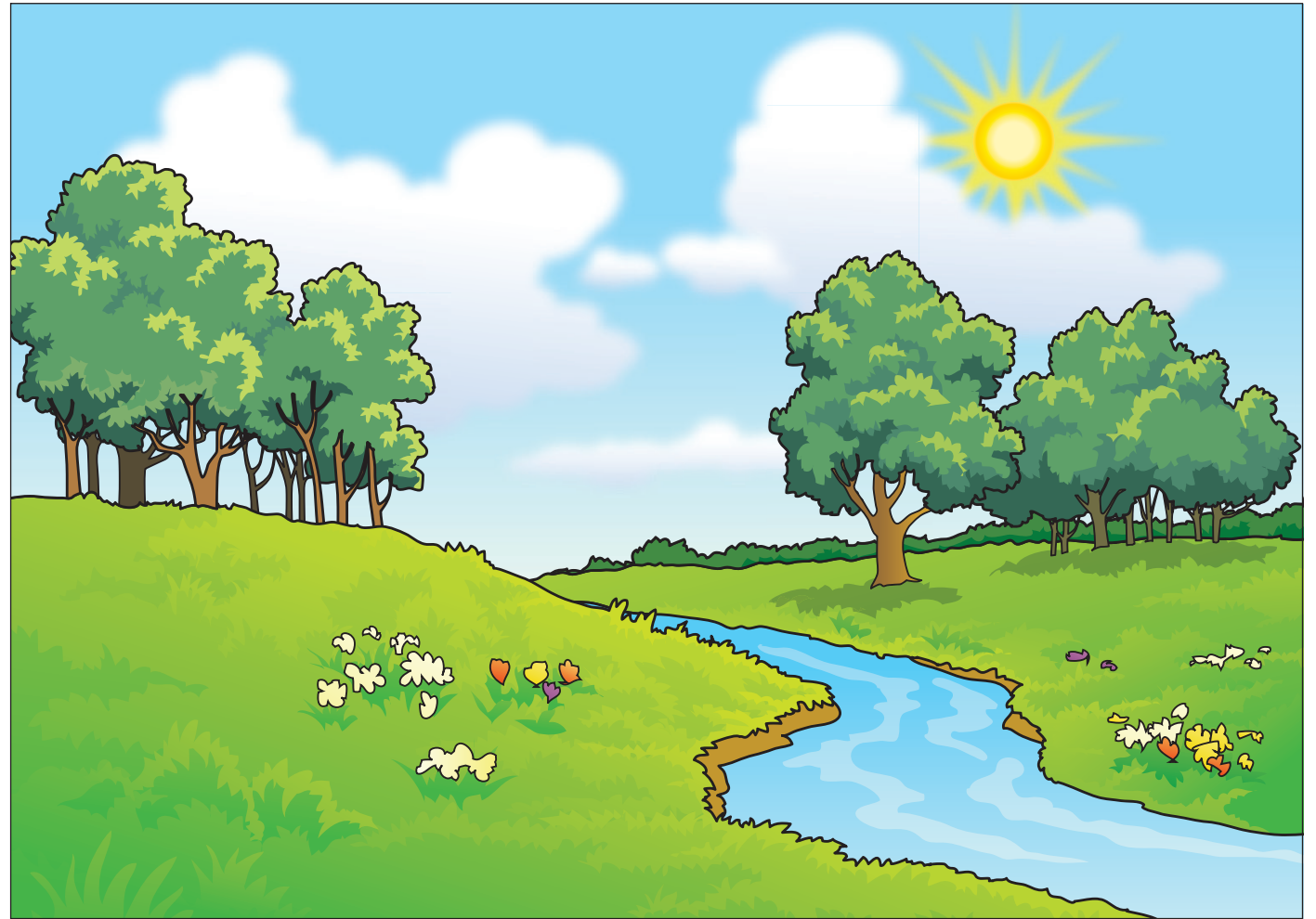
Individual Turns

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



EXERCISE 5 Common Information

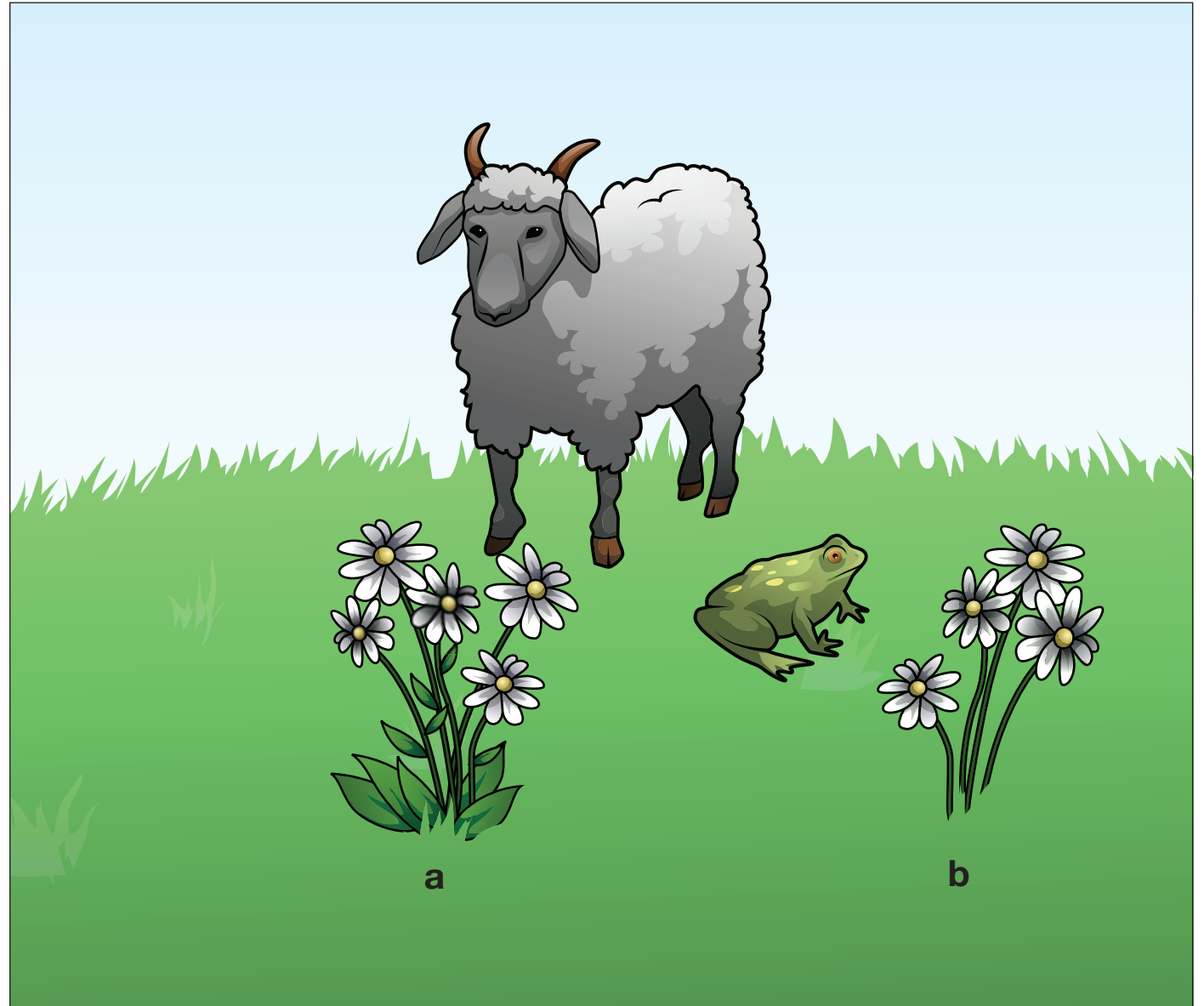
1. Look at the picture. It shows the land and the sky. I'll touch parts of the picture. Tell me if I touch things on land or in the sky.
 - a. (Touch the sky.) Am I touching the land or the sky? (Touch.) *The sky.*
 - b. (Touch the land.) Am I touching the land or the sky? (Touch.) *The land.*
 - c. (Repeat steps a and b until all children's responses are firm.)
2. Watch.
 - a. (Touch the clouds.) What am I touching in the sky? (Touch.) *Clouds.*
Yes, clouds are in the sky.
 - b. (Touch the sun.) What am I touching? (Touch.) *The sun.*
Yes, the sun is in the sky.
 - c. (Repeat steps a and b until all children's responses are firm.)
3. Watch.
 - a. (Touch the trees.) What am I touching on the land? (Touch.) *Trees.*
Yes, trees grow on the land.
 - b. (Touch the river.) What am I touching? (Touch.) *A river.*
Yes, rivers are on the land.
 - c. (Repeat steps a and b until all children's responses are firm.)
4. One more time. I'll touch things in the picture. You tell me if they are on the land or in the sky.
 - a. (Touch each object, and ask:) Do you find this on the land or in the sky? (Children are to answer *land* or *sky*.)
 - b. (Repeat step a until all children's responses are firm.)





EXERCISE 6 Concept Application

1. You're going to figure out a problem about a goat and some flowers.
The goat will jump over only some of these flowers. Here's the rule: The goat will jump over the flowers with leaves.
Everybody, say the rule. (Signal.) *The goat will jump over the flowers with leaves.*
Again. (Signal.) *The goat will jump over the flowers with leaves.*
(Repeat until all children can say the rule.)
2. Now answer these questions.
 - a. (Point to a.) Do these flowers have leaves? (Touch.) Yes.
So what do you know about these flowers? (Call on a child. Idea: *The goat will jump over these flowers.*)
You're right. The goat will jump over the flowers with leaves.
 - b. (Point to b.) Do these flowers have leaves? (Touch.) No.
So what do you know about these flowers? (Call on a child. Idea: *The goat won't jump over these flowers.*)
You're right. The goat won't jump over these flowers.
3. Everybody, what's the rule? (Signal.) *The goat will jump over the flowers with leaves.*
 - a. (Point to a.) Do these flowers have leaves? (Touch.) Yes.
So what do you know about these flowers? (Call on a child. Idea: *The goat will jump over these flowers.*)
You're right. The goat will jump over these flowers.
 - b. (Point to b.) Do these flowers have leaves? (Touch.) No.
So what do you know about these flowers? (Call on a child. Idea: *The goat won't jump over these flowers.*)



You're right. The goat won't jump over these flowers.

4. (Call on two children.)
 - Show me the flowers that the goat will jump over. (Wait.)
 - Let's see if you're right. (Turn the page quickly.)

EXERCISE 6 Concept Application (cont.)

5. Answer these questions.

a. (Point to a.) Do these flowers have leaves?

(Touch.) Yes.

What is the goat doing? (Call on a child.

Idea: *Jumping over the flowers with leaves.*)

You're right. The goat is jumping over the flowers with leaves.

Everybody, say the whole thing about what the goat is doing. (Touch.) *The goat is jumping over the flowers with leaves.*

b. (Point to b.) Do these flowers have leaves?

(Touch.) No.

Is the goat jumping over these flowers?

(Touch.) No.

What is jumping over these flowers?

(Touch.) *A frog.*

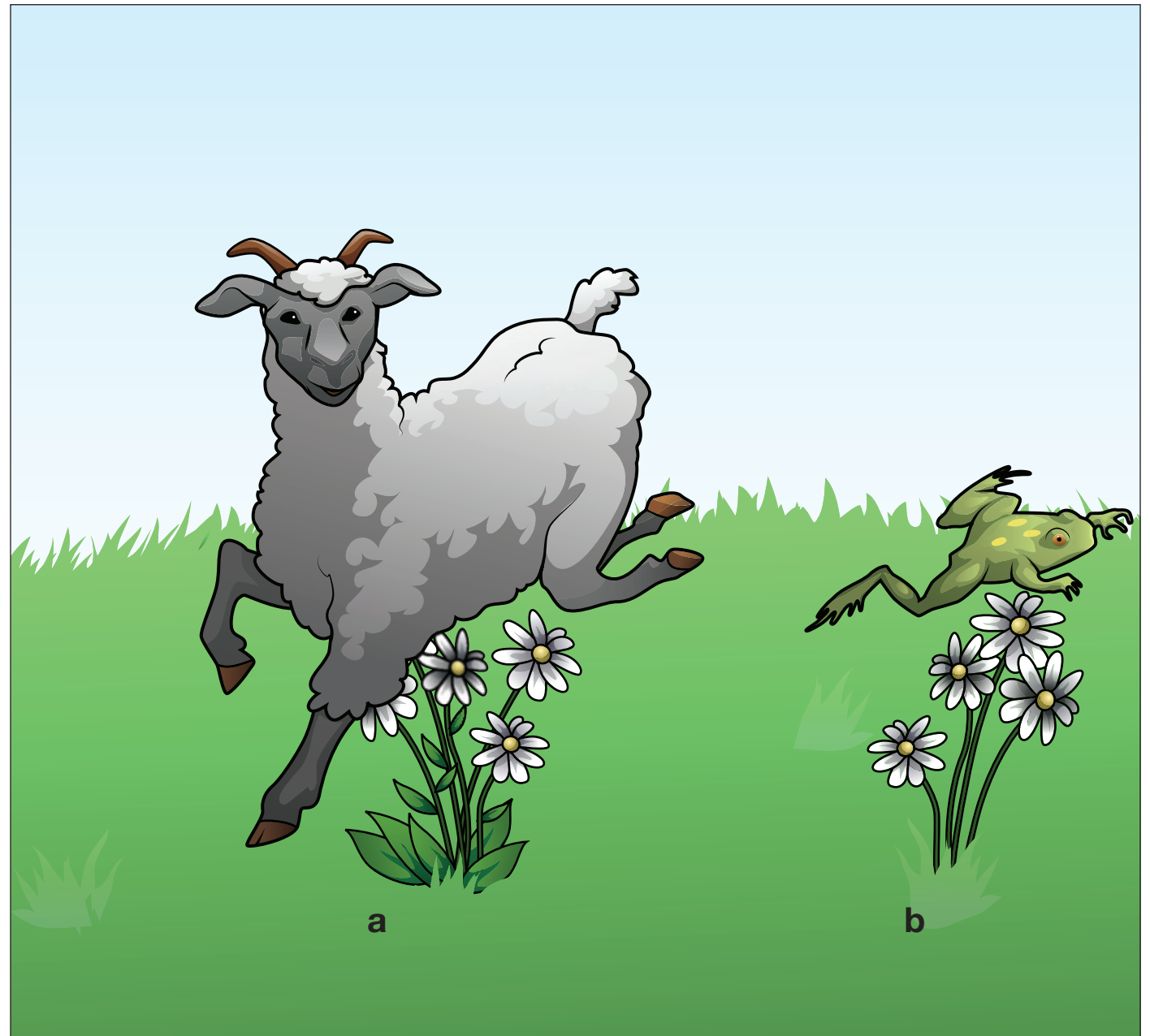
c. (Repeat part 5 until all children's responses are firm.)

6. (Call on different children.)

- Why do you think the goat and the frog look happy?
- Which flowers do you think the goat would like to eat?
- Which animal do you think can jump the highest? Why?

Individual Turns

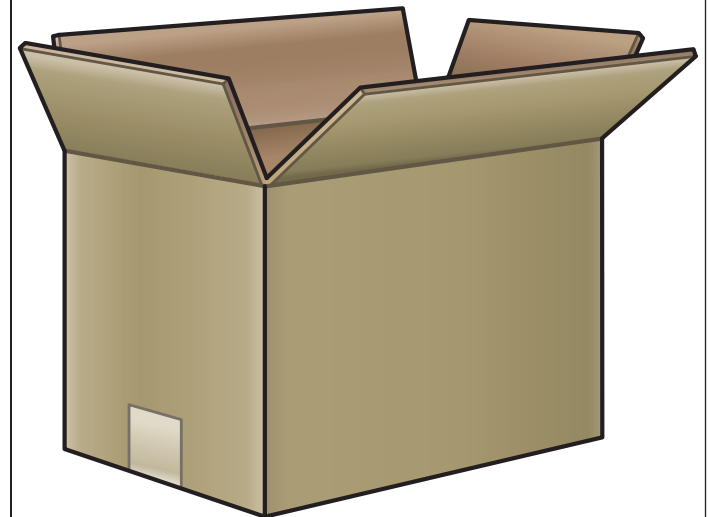
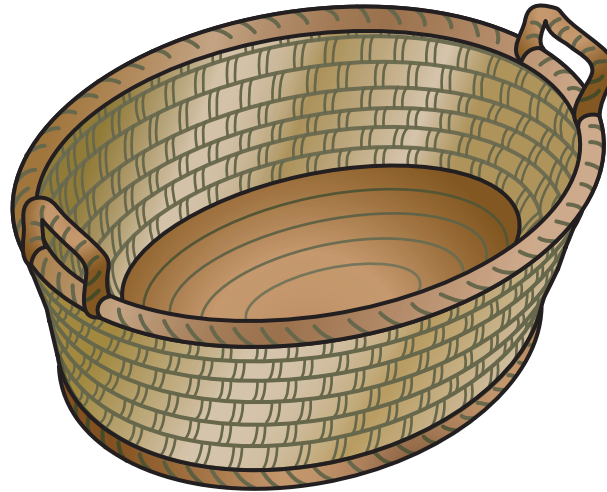
(Repeat part 5, calling on different children for each step.)





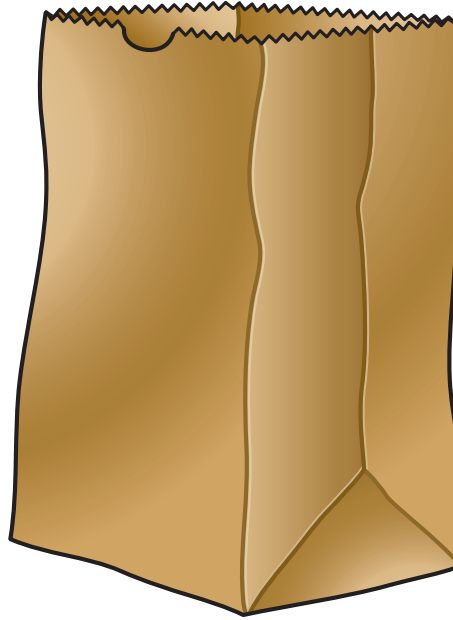
EXERCISE 7 Classification – Containers

1. We're going to learn a rule about containers.
(Point to each container, and ask:) **What kind of container is this?** (Touch. Children are to answer *a basket, a suitcase, a wastebasket, a box.*)
2. Here's the rule about all containers.
 - a. Listen. If you put things in it, it's a container. Listen again. If you put things in it, it's a container.
Everybody, say the rule. (Signal.) *If you put things in it, it's a container.*
 - b. **Again.** (Signal.) *If you put things in it, it's a container.*
 - c. (Repeat step b until all children can say the rule.)
3. Now let's look at the objects on the next page.
(Turn the page quickly.)

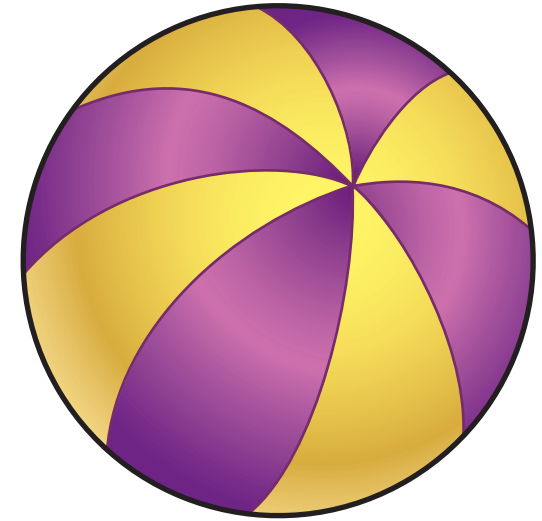


EXERCISE 7 Classification – Containers (cont.)

4. a. (Point to a.) **Do you put things in this?**
(Touch.) Yes.
If you put things in it, it's a . . . (touch)
container.
You put things in a bag. So what do
you know about a bag? (Touch.) *It's a
container.*
- Again. What do you know about a bag?
(Touch.) *It's a container.*
- b. (Point to b.) **Do you put things in this?**
(Touch.) No.
You cannot put things in a ball. So what do
you know about a ball? (Touch.) *It's not a
container.*
- Again. What do you know about a ball?
(Touch.) *It's not a container.*
- c. (Point to c.) **Do you put things in this?**
(Touch.) No.
You cannot put things in a flower. So what
do you know about a flower? (Touch.)
It's not a container.
- Again. What do you know about a flower?
(Touch.) *It's not a container.*
- d. (Point to d.) **Do you put things in this?**
(Touch.) Yes.
If you put things in it, it's a . . . (touch)
container.
You put things in a wastebasket. So
what do you know about a wastebasket?
(Touch.) *It's a container.*
- Again. What do you know about a
wastebasket? (Touch.) *It's a container.*
 - (Repeat step d until all children's
responses are firm.)
5. (Repeat part 4 until all children's responses
are firm.)



a



b



c



d

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? (Touch. 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.

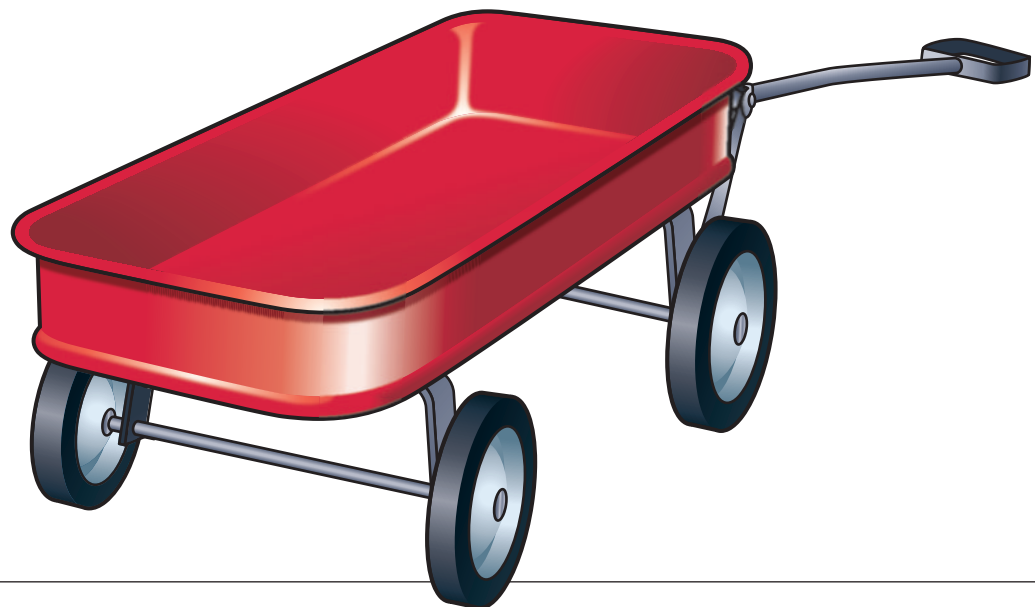
(Point to the wheels. Pause. Touch.)

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? (Touch. Praise reasonable responses.)



Individual Turns

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

Pair Relations

1. Find the box with the star and a moon. ✓
The boxes at the top show what the other boxes should look like.
 - a. Touch the first box at the top. ✓
What are the objects in that box? (Signal.)
A star and a moon.
 - b. Touch the next box at the top. ✓
What are the objects in that box? (Signal.)
A broom and a door.
2. There's something missing in all the other boxes. You're going to make some of the boxes look like the boxes on top. You're going to cross out the boxes that are wrong.
3. Listen: You can fix a box if the first object is either a star or a broom. Again, a star or a broom.
 - a. What does the first object have to be? (Signal.) *A star or a broom.*
 - b. Can you fix it if the first object is a star? (Signal.) *Yes.*
Can you fix it if the first object is a broom? (Signal.) *Yes.*
Can you fix it if the first object is a tree? (Signal.) *No.*
Can you fix it if the first object is a cake? (Signal.) *No.*
Can you fix it if the first object is a star? (Signal.) *Yes.*
Yes, the first object has to be a star or a broom.

4. Listen: Circle every box that has the star as the first object. ✓
5. Listen: Circle every box that has a broom as the first object. ✓
6. Listen: Cross out every box that is not circled. Those boxes do not have a star or a broom as the first object. ✓
7. Later you'll fix all the boxes you circled so they are like one of the boxes at the top.

Classification

1. Find the triangle. ✓
(Hold up the workbook.) *Some of these objects are vehicles.*
(Point to each object, and ask:) *Is this a vehicle?*
(Children are to answer *yes* or *no*.)
2. Listen: The objects that are vehicles should be in the triangle.
 - a. Where should the vehicles be? (Signal.)
In the triangle.
 - b. Draw a red line from each object that is a vehicle to the triangle. Don't draw lines for objects that are not vehicles. ✓
3. You have the vehicles in the triangle. The rest of the objects belong in the house. Draw black lines for those objects. ✓
4. You have the vehicles in the triangle and the rest of the objects in the house. Good for you.

Part/Whole

1. Everybody, turn your workbook page over. Find the pencils. ✓
(Hold up the workbook. Point to the whole pencil.) *What is this?* (Touch.) *A pencil.*
2. Name the parts of a pencil. Say the whole thing.
 - a. (Point to the point. Pause. Touch.)
A pencil has a point.
 - b. (Point to the shaft. Pause. Touch.)
A pencil has a shaft.
 - c. (Point to the eraser. Pause. Touch.)
A pencil has an eraser.
3. Some of these pencils do not have erasers.
 - a. Here are the erasers. (Point to the separate erasers.)
 - b. Draw lines from the pencils to the erasers. ✓
4. Later you'll color the pencils.

Opposites

1. Find the snakes. ✓
2. Circle the snakes that are not long. ✓
3. Here's a rule for the snakes that are not long:
The snakes that are not long should be green.
 - a. What color should those snakes be?
(Signal.) *Green.*
 - b. Make a green mark on one of the snakes
you circled. ✓
4. Later you'll color those snakes green.

Concept Application

1. Find the fence. ✓
2. Here is the rule for this picture: The dog with
the bone is wet.
Which dog is wet? (Signal.) *The dog with the
bone.*
3. Circle the dog that is wet. Make some water
drops on that dog. ✓
4. Cross out the dogs that are not wet. ✓

Reread "Dozy at the Zoo" in Storybook 2,
page 31.

See Additional Language Activities on
the Lessons 71–75 Planning Page.