

Objectives

- **Label actions, and follow directions involving “all,” “some” and “none,” and generate complete sentences to describe an action and answer questions involving “or.”** (Exercise 1)
- Identify classes and name members of those classes. (Exercise 2)
- Identify statements that tell “where” and generate statements that tell “where” and statements that tell “where something is not.” (Exercise 3)
- Answer questions by generating sentences using opposites. (Exercise 4)
- Answer questions about previously learned calendar facts. (Exercise 5)
- Name ways that two common objects are the same and/or different. (Exercise 6)
- Given a calendar, identify the day and date for “yesterday” and “today.” (Exercise 7)
- Answer questions about a new story. (Exercise 8)
- Make a picture consistent with the details of the story. (Exercise 9)
- Follow coloring rules involving parts of a whole. (Exercise 10)
- Follow coloring rules involving class. (Exercise 11)

EXERCISE 1 Actions

1. Watch me. Tell if I hold up **all of my fingers or some of my fingers or none of my fingers.**
2. (Hold up ten fingers.) **Is this all of my fingers or some of my fingers or none of my fingers?** (Signal.) *All of your fingers.*
 - (Hold up two fists.) **Is this all of my fingers or some of my fingers or none of my fingers?** (Signal.) *None of your fingers.*
 - (Hold up three fingers.) **Is this all of my fingers or some of my fingers or none of my fingers?** (Signal.) *Some of your fingers.*
3. Now it's your turn. Everybody, hold up none of your fingers. Get ready. (Signal.) ✓
 - **What are you holding up?** (Signal.) *None of my fingers.*
 - **Say the whole thing. Get ready.** (Signal.) *I am holding up none of my fingers.*
4. Everybody, hold up all of your fingers. (Signal.) ✓
 - **What are you holding up?** (Signal.) *All of my fingers.*
 - **Say the whole thing. Get ready.** (Signal.) *I am holding up all of my fingers.*
5. (Repeat steps 3 and 4 until firm.)
6. Let's try another game. I'm going to do something. See if you can figure out what I'm going to do.
 7. Listen: I'm going to stamp my foot or stamp my feet or stand up. What am I going to do? (Signal.) *Stamp your foot or stamp your feet or stand up.*
 8. (Repeat step 7 until firm.)
 9. Yes, I'm going to stamp my foot or stamp my feet or stand up. Am I going to stand up? (Signal.) *Maybe.*
 - **Am I going to stamp my feet?** (Signal.) *Maybe.*
 - **Am I going to stamp my foot?** (Signal.) *Maybe.*
 - **Am I going to sing?** (Signal.) *No.*
 10. I'm going to stamp my foot or stamp my feet or stand up. What am I going to do? (Signal.) *Stamp your foot or stamp your feet or stand up.*
 11. Here I go. (Stamp both feet.) **Did I stand up?** (Signal.) *No.*
 - **Did I stamp my feet?** (Signal.) *Yes.*
 - **Did I sit down?** (Signal.) *No.*
 12. **What did I do?** (Signal.) *Stamped your feet.*
 - **Say the whole thing. Get ready.** (Signal.) *You stamped your feet.*
 13. (Repeat step 12 until firm.)
 14. (Repeat steps 11 through 13 until firm.)

EXERCISE 2 Classification

1. I'm going to name some objects. Tell me a class these objects are in. (Accept all reasonable responses, but then suggest the response given.)

2. Listen: spaghetti, beans, ice cream, salad. Everybody, what class? (Signal.) *Food*. Yes, food.
 - Listen: school, garage, house, restaurant. Everybody, what class? (Signal.) *Buildings*. Yes, buildings.
 - Listen: ax, hoe, hammer, screwdriver, shovel. Everybody, what class? (Signal.) *Tools*. Yes, tools.
3. (Repeat step 2 until firm.)
4. I'm going to name a class. See how many objects you can name in that class. Listen: *food*. (Call on individual children. Accept all reasonable responses.)
 - I'm going to name another class. See how many objects you can name in that class. Listen: *buildings*. (Call on individual children. Accept all reasonable responses.)
 - I'm going to name another class. See how many objects you can name in that class. Listen: *tools*. (Call on individual children. Accept all reasonable responses.)

EXERCISE 3 Where

1. I'm going to say statements. Some of these statements tell where the bicycle is. Some of these statements don't tell where the bicycle is.
2. Listen: The bicycle is in the street. Say the statement. Get ready. (Signal.) *The bicycle is in the street*.
 - Does that statement tell where the bicycle is? (Signal.) Yes.
 - Where is the bicycle? (Signal.) *In the street*.
3. Listen: The bicycle is wet. Say the statement. Get ready. (Signal.) *The bicycle is wet*.
 - Does that statement tell where the bicycle is? (Signal.) No.
4. (Repeat steps 2 and 3 until firm.)
5. Now it's your turn to make up statements. Make up a statement that tells **where** the bicycle is. (Call on individual children. Praise good statements.)
 - Make up a statement that does **not** tell where the bicycle is. (Call on individual children. Praise good statements.)

EXERCISE 4 Opposites

Review

1. We're going to play a word game.
2. Listen: I'm thinking about trees that are not wet. They're not wet. So what else do you know about them? (Signal.) *They're dry*.
 - Listen: I'm thinking of a rabbit that is fat. It's fat. So what else do you know about it? (Signal.) *It's not skinny*.
 - Listen: I'm thinking of a woman who is not old. She's not old. So what else do you know about her? (Signal.) *She's young*.
 - Listen: I'm thinking about a log that is long. It's long. So what else do you know about it? (Signal.) *It's not short*.
3. (Repeat step 2 until firm.)

EXERCISE 5 Calendar Facts

1. Everybody, how many days are in a week? (Signal.) *Seven*.
 - Say the fact. Get ready. (Signal.) *There are seven days in a week*.
 - Everybody, say the days of the week. Get ready. (Signal.) *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*.
2. How many months are in a year? (Signal.) *12*.
 - Say the fact. Get ready. (Signal.) *There are 12 months in a year*.
3. Name the months of the year through December. Get ready. (Signal.) *January, February, March, April, May, June, July, August, September, October, November, December*.
4. (Repeat step 3 until firm.)
5. Everybody, how many seasons are in a year? (Signal.) *Four*.
 - Say the seasons of the year. Get ready. (Signal.) *Winter, spring, summer, fall*.
6. (Repeat step 5 until firm.)

EXERCISE 6 Same-Different

1. We're going to talk about how things are the same and how they are different.
2. Listen: a chair and a table. See if you can name two ways they are the same. (Call on individual children. Have the group repeat each correct answer. Then say:) *You told me how a chair and a table are . . .* (Signal.) *the same*.

- Listen: a chair and a table. See if you can name two ways they are different. (Call on individual children. Have the group repeat each correct answer. Then say:) *You told me how a chair and a table are . . .* (Signal.) *different.*
- 3. Here's another one. Listen: ice cream and snow. See if you can name two ways they are the same. (Call on individual children. Have the group repeat each correct answer. Then say:) *You told me how ice cream and snow are . . .* (Signal.) *the same.*
- Listen: ice cream and snow. See if you can name two ways they are different. (Call on individual children. Have the group repeat each correct answer. Then say:) *You told me how ice cream and snow are . . .* (Signal.) *different.*

EXERCISE 7 Calendar

1. (Present calendar.) First you'll tell me about the days of the week. Then you'll tell me about the dates.
2. Tell me the day of the week it was yesterday. Get ready. (Signal.)
 - Tell me the day of the week it is today. Get ready. (Signal.)
 - Now the dates. Everybody, tell me yesterday's date. Get ready. (Signal.)
 - Tell me today's date. Get ready. (Signal.)
3. (Repeat step 2 until firm.)

EXERCISE 8 The Bragging Rats Race

Storytelling

- Everybody, I'm going to read you a story. Listen to the things that happen in the story because you're going to have to fix up a picture that shows part of the story. This is a story about some rats. Listen:

A bunch of rats lived near a pond that was on a farm. The rats got along well, except for two of them. The other rats called these two the bragging rats because they were always bragging, quarreling and arguing about something.

One day they'd argue about who could eat the most. Another day they'd

squabble and quarrel over who was the best looking. Neither one of them was very good looking. One was a big gray rat with the longest tail you've ever seen on a rat. The other one wasn't big, but he had the biggest, yellowest teeth you ever saw.

- Listen to the last part again and get a picture in your mind of those rats.

One was a big gray rat with the longest tail you've ever seen on a rat. The other one wasn't big, but he had the biggest, yellowest teeth you ever saw.

- What was unusual about the big gray rat? (Call on a child. Idea: *It had the longest tail you've ever seen on a rat.*)
- What was unusual about the other rat? (Call on a child. Idea: *It had the biggest, yellowest teeth you ever saw.*)
- What are some of the things these two would argue about? (Call on a child. Ideas: *Who was the best looking; who could eat the most.*)

The other rats in the bunch didn't pay much attention to the bragging and quarreling until the two rats started bragging about who was the fastest rat in the whole bunch. This quarrel went on for days, and the other rats got pretty sick of listening to the rats shout and yell and brag about how fast they were.

- Listen: What were the two bragging rats arguing about? (Call on a child. Idea: *Who was the fastest rat.*)

On the third day of their quarrel, they almost got into a fight. The rat with the yellow teeth was saying, "I'm so fast that I could run circles around you while you ran as fast as you could."

The big rat said, "Oh, yeah? Well, I could run circles around your circles. That's how fast I am."

- Are these rats kind of silly? (Call on a child. Accept reasonable responses.)

The two rats continued yelling at each other until a wise old rat said, “Stop! We are tired of listening to all this shouting and yelling and bragging. There is a way to find out who is the fastest rat on this farm.”

- **How could they find out who was the fastest?** (Call on a child. Idea: *Have a race.*)

The wise old rat continued, “We will have a race for any rat that wants to race. Everybody will line up, run down the path to the pond, then run back. The first rat to get back is the winner. And then we’ll have no more arguing about which rat is the fastest.”

- **Get a picture in your mind of how they’re going to run. They’ll start at the starting line, run down the path to the pond, turn around at the pond and run all the way back to the starting line. The wise old rat said there would be no more arguing about who could run the fastest.**
- **Why wouldn’t there be any more arguing about which rat was the fastest?** (Call on a child. Idea: *Because the race would prove who was the fastest.*)

The rats agreed, and early the next morning they were lined up, ready for the big race. Six rats entered the race. The bragging rats were lined up right next to each other, making mean faces and mumbling about how fast they were going to run.

The rats put their noses close to the ground, ready to take off like a flash. “Everybody, steady,” the wise old rat said. “Everybody, ready. Go!” The rats took off toward the pond. The big gray rat got ahead of the others, with the yellow-toothed rat right behind him. But just before they got to the pond, the yellow-toothed rat stepped on the long tail of the gray rat, and both rats tumbled over and over in a cloud of dust.

- **Listen: Why did the two rats start tumbling?** (Call on a child. Idea: *Because the yellow-toothed rat stepped on the long tail of the gray rat.*)

- **Where were they when this accident took place?** (Call on a child. Idea: *Almost to the pond.*)
- **I wonder if something bad is going to happen. Let’s see.**

The two bragging rats tumbled down the dusty path and right into the pond.

The other rats finished the race. The winner was a little black rat. It was hard for her to finish the race because she was laughing so hard over the bragging rats who were still splashing and sputtering around in the pond.

After the race, all the other rats went back to the pond. The bragging rats were still splashing and sputtering. The wise old rat said to them, “So now we know who the fastest runner on this farm is. It’s neither one of you, so we will have no more arguments from either of you about who can run the fastest!”

- **Listen: Who won the race?** (Call on a child. Idea: *A little black rat.*)
- **Do you think the bragging rats will stop arguing about who is the fastest?** (Call on a child. Accept reasonable responses.)
- **Let’s see.**

The bragging rats looked at each other. Then the rat with yellow teeth suddenly smiled and said, “I may not be the fastest **runner** in this bunch, but there is no rat in the world that can **swim** as fast as I can.”

“Oh, yeah?” said the gray rat.

“I can swim so fast that I could go all the way across the pond without even getting my fur wet.”

The wise old rat and the other rats just walked away from the pond, slowly shaking their heads.

- **Why do you think they were shaking their heads?** (Call on a child. Idea: *The race didn’t settle anything.*)
- **I don’t think these bragging rats will ever stop bragging and arguing.**

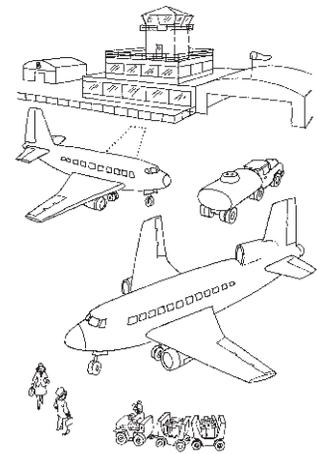
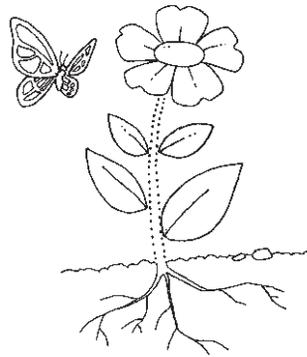
EXERCISE 9 Story Details

The Bragging Rats



1. Everybody, open your workbook to Lesson 12. Write your name at the top of the page. ✓
2. This picture shows something that happened in the story. Where are the bragging rats? (Call on a child. Idea: *In the pond.*)
 - Everybody, do those rats look very happy? (Signal.) *No.*
 - Is the race still going on when this picture takes place? (Signal.) *No.*
 - How do you know the race is over? (Call on a child. Idea: *All the other rats are laughing at the bragging rats in the pond.*)
 - See if you can find the rat that ended up winning the race. Remember, that's a little black rat. ✓
 - See if you can find the wise old rat. That's the oldest-looking rat in the picture. ✓
3. Everybody, take out a yellow crayon and a gray crayon. ✓
 - Listen: Put a little yellow mark on the teeth of the rat that had yellow teeth. Then put a little gray mark on the other bragging rat. Later you can color this picture.

EXERCISE 10 Part-Whole



1. Everybody, find the next page in your workbook. (Hold up a workbook.) Your page should look just like mine. ✓
2. Touch the first part of your page. (Point to the first half of the page.) You should be touching this part of your page. ✓
3. Find the flower. ✓
4. Here's a coloring rule for the flower. Listen: Color the petals red. What's the rule? (Signal.) *Color the petals red.*
 - Mark the petals. ✓
5. Here's another coloring rule for the flower. Listen: Color the roots brown. What's the rule? (Signal.) *Color the roots brown.*
 - Mark the roots. ✓
6. Here's another coloring rule for the flower. Listen: Color the leaves green. What's the rule? (Signal.) *Color the leaves green.*
 - Mark the leaves. ✓
7. Part of the flower is missing. What part is missing? (Signal.) *The stem.* Yes, the stem.
 - Before you color the flower, you're going to follow the dots and make the stem.
8. Here's the coloring rule for the stem. Listen: Color the stem orange. What's the rule? (Signal.) *Color the stem orange.*
 - Mark the stem. ✓

EXERCISE 11 Location

1. (Hold up your workbook. Point to second half.)
2. Everybody, what place do you see in this picture? (Signal.) *An airport.*
3. Here's a coloring rule for this picture. Listen: Color all vehicles yellow. What's the rule? (Signal.) *Color all vehicles yellow.*
 - (Repeat step 3 until firm.)
4. So put a yellow mark on one vehicle. ✓
5. Here's another coloring rule. Listen: Color all buildings green. What's the rule? (Signal.) *Color all buildings green.*
 - (Repeat step 5 until firm.)
6. So put a green mark on one building. ✓
7. There's one more thing to do. One vehicle has a missing part. What vehicle is that? (Signal.) *An airplane.* Yes, one of the airplanes.
 - What part of the airplane is missing? (Signal.) *A wing.* Yes, a wing.
 - Before you color the airplane, follow the dots and make a wing.
8. Remember—the marks show you what color to make the vehicles and the buildings. You can color the other objects any color you want.