

Appendix B

THE PRACTICE LESSONS

These practice lessons are a reproduction of lesson 11 from teacher's presentation book A and lesson 125 from teacher's presentation book C.

LESSON 11

EXERCISE 1 Actions

1. Here's our first action game.
 - a. Listen. I'm going to touch my ear or touch my nose or clap.
 - What am I going to do? (Signal.) *Touch your ear or touch your nose or clap.*
(Repeat step a until firm.)
 - b. Yes, I'm going to touch my ear or touch my nose or clap.
 - Am I going to touch my nose? (Signal.) *Maybe.*
 - Am I going to touch my knee? (Signal.) *No.*
 - Am I going to touch my ear? (Signal.) *Maybe.*
 - Am I going to clap? (Signal.) *Maybe.*
 - c. I'm going to touch my ear or touch my nose or clap. What am I going to do? (Signal.) *Touch your ear or touch your nose or clap.*
 - d. Here I go. (Touch your nose.)
 - What did I do? (Signal.) *Touched your nose.*
 - Say the whole thing. Get ready. (Signal.) *You touched your nose.*
(Repeat steps a through d until firm.)
2. Here's our last action game. Get ready.
 - a. Everybody, clap your hands one time. Get ready. (Signal.) ✓
 - b. Now tell me if I do the same thing you did or something different.
 - Watch me. (Stamp your foot.) Did I do the same thing or something different? (Signal.) *Something different.*
 - Watch me. (Touch your head.) Did I do the same thing or something different? (Signal.) *Something different.*
 - Watch me. (Clap your hands.) Did I do the same thing or something different? (Signal.) *The same thing.*
(Repeat steps a and b until firm.)

EXERCISE 2 Calendar

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

1. Everybody, how many days are in a week? (Signal.) *Seven.*
 - Start with Sunday and say the days. Get ready. (Signal.) *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.*
(Repeat part 1 until firm.)
2. (Present calendar. Point to the month.) Listen. This month is _____. What's this month? (Signal.)
 - a. This is a calendar. It shows the dates. These are the numbers of the days for this month.
 - The calendar shows the days of the week. The first column shows Sunday. (Point to Sunday column.) The next column shows Monday. (Point to Monday column.) The next column shows Tuesday. (Point to Tuesday column.)
 - b. I'll touch columns. You tell me if I'm touching numbers for Sunday, Monday, or Tuesday.
 - (Touch a number for Sunday.) What day? (Signal.) *Sunday.*
(Touch another number for Sunday.) What day? (Signal.) *Sunday.*
 - (Touch a number for Monday.) What day? (Signal.) *Monday.*
(Touch another number for Monday.) What day? (Signal.) *Monday.*
 - (Touch a number for Sunday.) What day? (Signal.) *Sunday.*
 - (Touch a number for Monday.) What day? (Signal.) *Monday.*
 - (Touch a number for Tuesday.) What day? (Signal.) *Tuesday.*
 - (Touch a number for Monday.) What day? (Signal.) *Monday.*
 - (Touch a number for Tuesday.) What day? (Signal.) *Tuesday.*
(Touch another number for Tuesday.) What day? (Signal.) *Tuesday.*

3. I'll show you the number for today.
(Touch the number. Say date: day, month, number; e.g.: Today is Wednesday, September 15th.)
 - Your turn. Say the date. (Signal.)
(Repeat part 3 until firm.)

EXERCISE 3 Opposites

1. Some words let you figure out things. Those are words like **dry, skinny, full, young, long**.
 - If something is dry, it is not wet.
 - If something is fat, it is not skinny.
 - If something is small, it is not big.
 - If something is young, it is not old.
 - If something is full, it is not empty.
 - If something is long, it is not short.
2. Your turn.
 - If something is dry, what else do you know about it? (Signal.) *It's not wet.*
 - If something is fat, what else do you know about it? (Signal.) *It's not skinny.*
 - If something is small, what else do you know about it? (Signal.) *It's not big.*
 - If something is young, what else do you know about it? (Signal.) *It's not old.*
 - If something is full, what else do you know about it? (Signal.) *It's not empty.*
 - If something is long, what else do you know about it? (Signal.) *It's not short.*
 (Repeat part 2 until firm.)
3. Listen. I'm thinking of a chicken that is skinny. What else do you know about it? (Signal.) *It's not fat.*
 - a. Listen. I'm thinking of a leaf that is wet. What else do you know about it? (Signal.) *It's not dry.*
 - b. Listen. I'm thinking of a rope that is long. What else do you know about it? (Signal.) *It's not short.*

- Say the whole thing about the rope. Get ready. (Signal.) *The rope is not short.*
Yes, the rope is not short.
- c. Listen. I'm thinking of a jug that is empty. What else do you know about it? (Signal.) *It's not full.*
 - Say the whole thing about the jug. Get ready. (Signal.) *The jug is not full.*
- d. Listen. I'm thinking of a duck that is young. What else do you know about it? (Signal.) *It's not old.*
 - Say the whole thing about the duck. Get ready. (Signal.) *The duck is not old.*
 (Repeat part 3 until firm.)

EXERCISE 4 Classification

1. We're going to talk about classes. Let's start with a rule for containers.
 - a. Listen. If it's made to hold things, it's a container.
 - Say the rule. Get ready. (Signal.) *If it's made to hold things, it's a container.*
 - Again. Say the rule. Get ready. (Signal.) *If it's made to hold things, it's a container.*
 (Repeat step a until firm.)
 - b. Listen. If something is made to hold things, it is a container. If something is not made to hold things, it is not a container.
 - A box is made to hold things, so what do you know about a box? (Signal.) *It's a container.*
 - A cup is made to hold things, so what do you know about a cup? (Signal.) *It's a container.*
 - A basket is made to hold things, so what do you know about a basket? (Signal.) *It's a container.*
 - A suitcase is made to hold things, so what do you know about a suitcase? (Signal.) *It's a container.*
 - Is a knife made to hold things? (Signal.) *No.*
So what do you know about a knife? (Signal.) *It's not a container.*

2. I'll name some things. You tell me if they are containers.

- Listen: a log. Tell me: a container or not a container. (Signal.) *Not a container.*
- Listen: a bike. Tell me. (Signal.) *Not a container.*
- Listen: a cabinet. Tell me. (Signal.) *A container.*
- Listen: a jar. Tell me. (Signal.) *A container.*
- Listen: a pencil. Tell me. (Signal.) *Not a container.*

3. Listen. You could say that a house, a car, or a plane are containers because they do hold things. These things are not usually called containers. A house is a building. A car and a plane are vehicles.

4. Remember, if something is made to hold things, it is a container. If something is not made to hold things, it is not a container.

EXERCISE 5 Where

1. We're going to talk about **where**.

- Everybody, put two fingers on your elbow. Get ready. (Signal. Wait.) ✓
 - Where are your fingers? *On my elbow.*
- Put two fingers on your wrist. Get ready. (Signal. Wait.) ✓
 - Where are your fingers? (Signal.) *On my wrist.*
 - Where were your fingers? (Signal.) *On my elbow.*
 - Say the whole thing about where your fingers were. Get ready. (Signal.) *My fingers were on my elbow.*

2. Some statements tell **where**.

- Listen. My fingers were on my elbow. That statement tells where. Here are the words that tell where: on my elbow.

- Listen to the statement again: My fingers were on my elbow. Does that statement tell where? (Signal.) *Yes.*
- Say the words in the statement that tell where. Get ready. (Signal.) *On my elbow.*

b. Listen. The car was in the driveway. That statement tells where.

- Say the words in the statement that tell where. Get ready. (Signal.) *In the driveway.*

c. Listen. The book was on the refrigerator.

- Does that statement tell where? (Signal.) *Yes.*
- Say the words in the statement that tell where. Get ready. (Signal.) *On the refrigerator.*

d. Listen. The dog was under the tree.

- Does that statement tell where? (Signal.) *Yes.*
- Say the words in the statement that tell where. Get ready. (Signal.) *Under the tree.*

e. Listen. The man was sad.

- Does that statement tell where? (Signal.) *No.*
That statement does not tell where. There are no words in it that tell where something was.

f. Listen. The dog was sleeping.

- Does that statement tell where? (Signal.) *No.*

g. Listen. The cat was next to the garage.

- Does that statement tell where? (Signal.) *Yes.*
- Say the words in the statement that tell where. Get ready. (Signal.) *Next to the garage.*

h. Listen. The penny was under the dresser.

- Does that statement tell where? (Signal.) *Yes.*
- Say the words in the statement that tell where. Get ready. (Signal.) *Under the dresser.*

i. Remember, a statement tells where if it has words that tell where.



PICTURE BOOK

EXERCISE 6 Part/Whole

Open your picture book to lesson 11.
Find the sailboat. Today we're going to learn
the parts of a sailboat.

1. I'll name the parts of a sailboat.
(Touch 1.) A sailboat has a sail.
(Touch 2.) A sailboat has a mast.
(Touch 3.) A sailboat has a hull.
 - a. Your turn to tell me the parts of a sailboat.
Touch 1. ✓
What's that part called? (Signal.)
A sail.
Touch 2. ✓
What's that part called? (Signal.)
A mast.
Touch 3. ✓
What's that part called? (Signal.)
A hull.
 - b. Listen. A sail, a mast, and a hull are parts of . . . (signal) a sailboat.
Yes, what's the whole object called?
(Signal.) A sailboat.
(Repeat part 1 until firm.)
2. Listen.
Touch 1. ✓
A sailboat has . . . (signal) a sail.
Touch 2. ✓
A sailboat has . . . (signal) a mast.
Touch 3. ✓
A sailboat has . . . (signal) a hull.
And what's the whole object called?
(Signal.) A sailboat.
(Repeat part 2 until all responses are firm.)

3. (Ask different children the following questions.)

What do you do with a sailboat?

Do you have a sailboat at home?

Have you ever ridden in a sailboat?

Individual Turns

(Repeat part 2, calling on different children.)

EXERCISE 7 Absurdity

1. We're going to talk about some things that are absurd.
 - a. Name some things you would find in a garage where they fix cars.
(Call on different children. Praise appropriate observations. Have the group repeat each appropriate observation. For example: All right. We find tools in a garage. Let's all say it. Signal. We find tools in a garage.)
 - b. Would you find a tiger in a garage?
(Signal.) No.
It would be absurd to see a tiger in a garage.
 - c. Would you find a bathtub in a garage?
(Signal.) No.
That would be absurd.
 - d. Would you find a sewing machine in a garage? (Signal.) No.
That would be absurd.
 - e. Would you find mechanics in a garage? (Signal.) Yes.
Yes, you would find mechanics in a garage.
2. Turn the page.
Find the picture of a garage. See if you can find an object in the picture that is absurd.
 - a. Everybody, what object is absurd in this picture? (Signal.) The horse.
 - b. What's absurd about that horse in the garage? (Praise acceptable answers such as The mechanic wouldn't know how to fix a horse; the horse would be afraid of the cars.)

c. Where should you find horses?
(Praise acceptable answers such as *In stables; on farms; in barns.*)

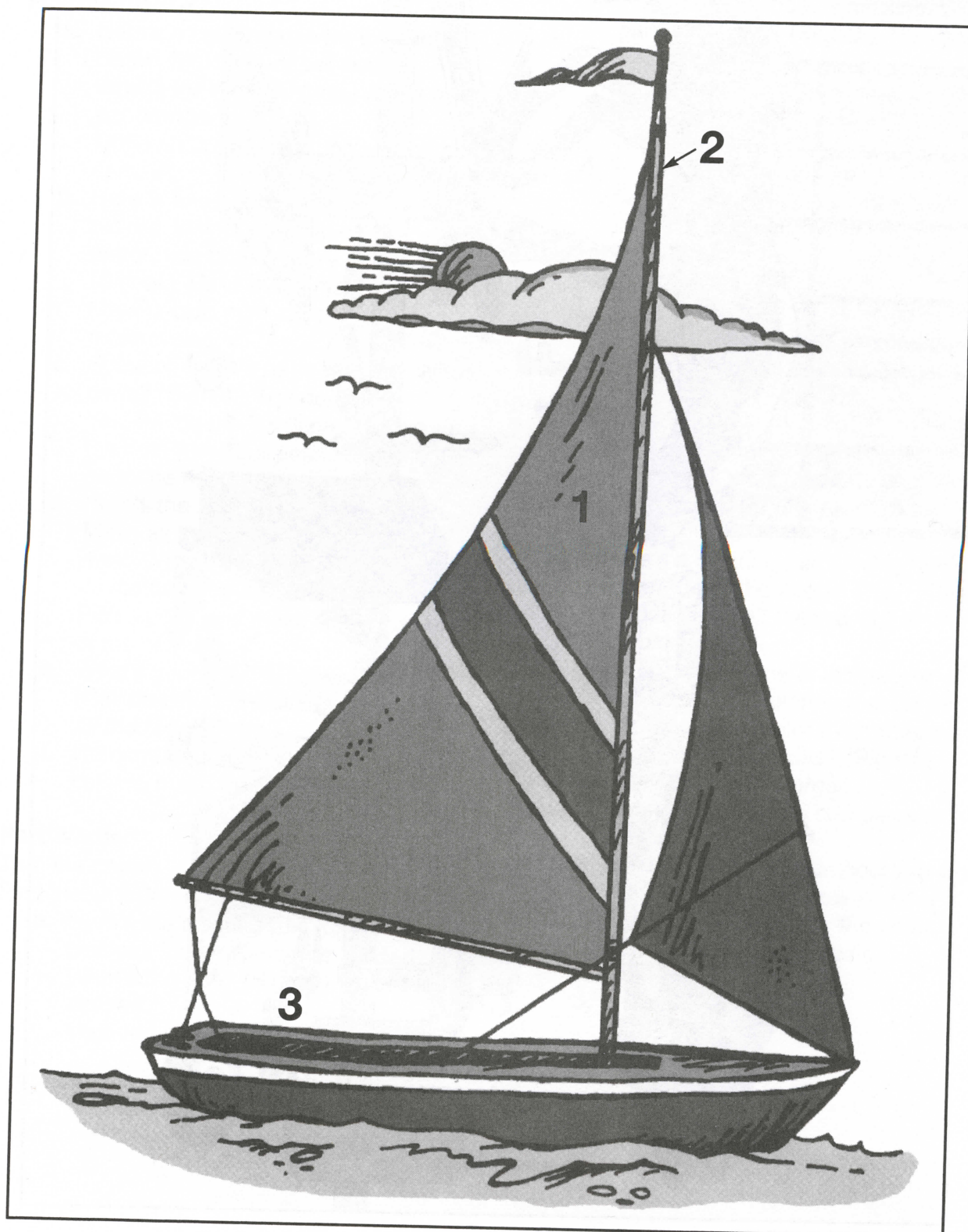
d. Everyone, point to something you would find in a garage. (Call on different children to touch and name different things in the garage.)

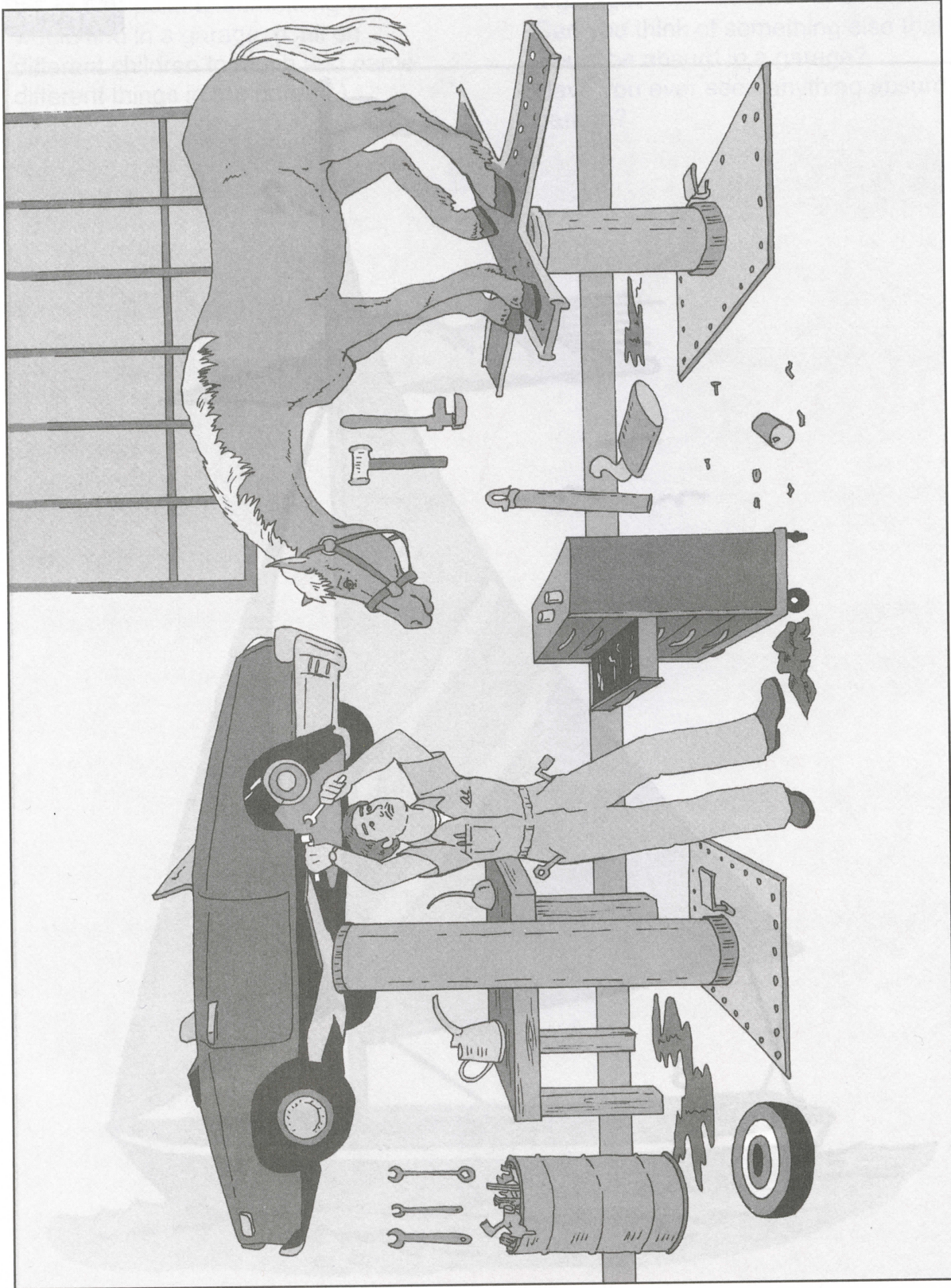
3. (Call on different children to answer the following questions.)

What would you do if you saw a horse in a garage?

Can you think of something else that would be absurd in a garage?

Have you ever seen anything absurd in a garage?





WORKBOOK LESSON 11

Coloring Rules

Open your workbook to lesson 11.

Find the road. ✓

- a. Here's a coloring rule for this picture. Listen. Make every car orange. What's the rule? (Signal.) *Make every car orange.*
Make an orange mark on one of the cars. ✓
- b. Here is another coloring rule for this picture. Listen. Make every motorcycle blue. What's the rule? (Signal.) *Make every motorcycle blue.*
Make a blue mark on one of the motorcycles. ✓
- c. Some cars have parts missing. What parts? (Signal.) *The doors.*
Yes, the doors. You'll have to follow the dots with your pencil to make the doors before you color them.
- d. Here's the last coloring rule. Listen. Make all the bicycles any color you want. What's the rule? (Signal.) *Make all the bicycles any color you want.*
Pick a color and make a mark on one of the bicycles. ✓
- e. What's your rule for your bicycles? (Call on different children. Idea: *Make all the bicycles _____.*)
- f. Remember, the marks show you what color to make the vehicles.

Part/Whole

Turn the page.

Find the sailboat. ✓

- a. Here's the coloring rule for the sailboat. Listen. Color the sail red. What's the rule? (Signal.) *Color the sail red.*
Mark the sail. ✓

- b. Here's another coloring rule for the sailboat. Listen. Color the hull blue. What's the rule? (Signal.) *Color the hull blue.*

Mark the hull. ✓

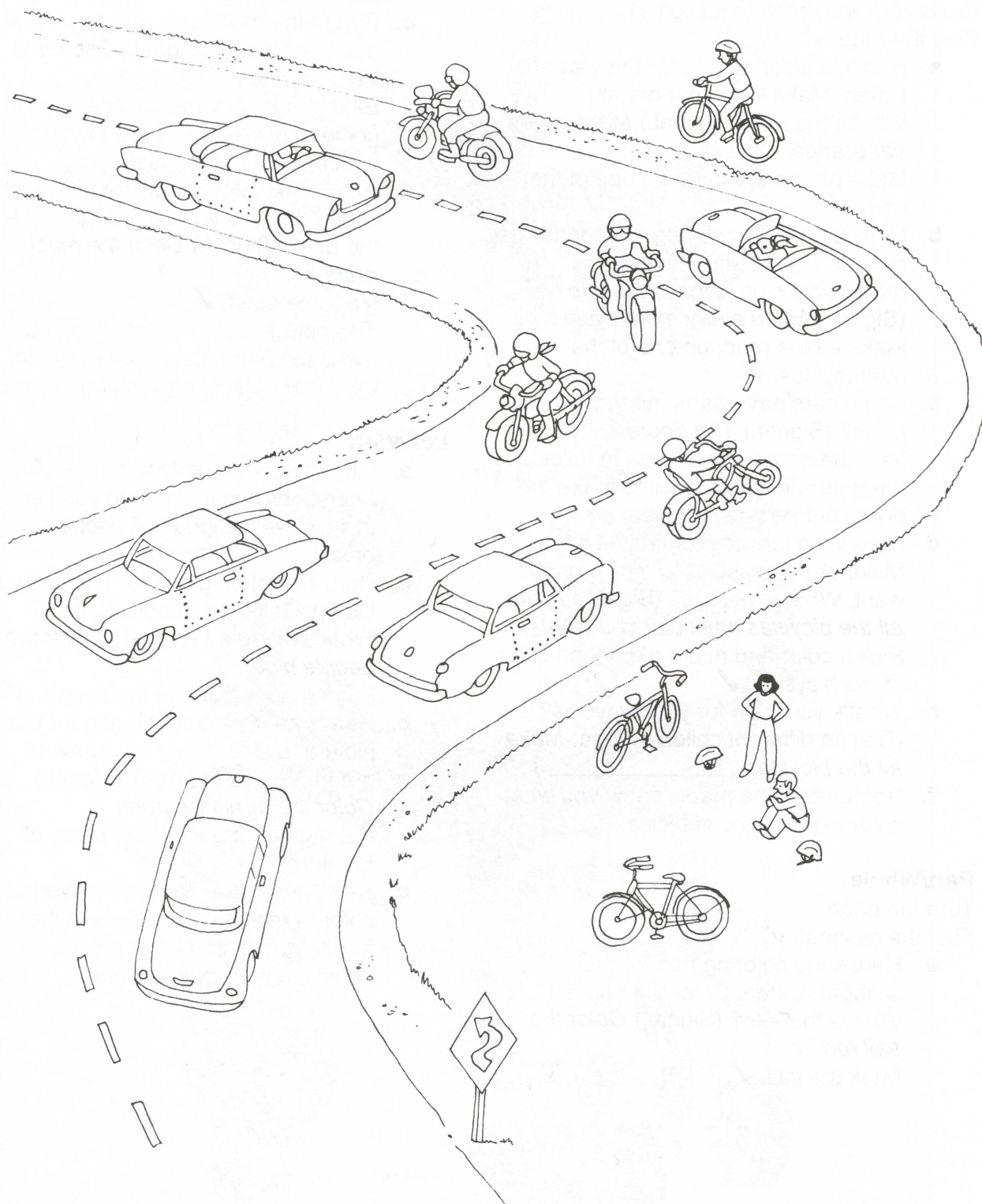
- c. Part of the sailboat is missing. What part is missing? (Signal.) *The mast.*
Yes, the mast.
Before you color the sailboat, you're going to follow the dots with your pencil to make the mast.
- d. Here's the coloring rule for the mast. Listen. Color the mast orange. What's the rule? (Signal.) *Color the mast orange.*
Mark the mast. ✓
The marks show you what color to make the parts. Later you can color the other objects any color you want.

Location

- a. Find the doctor and the nurse. ✓
Everybody, what place do you see in this picture? (Signal.) *A doctor's office.*
- b. Here's a coloring rule for this picture. Listen. Color the people blue. What's the rule? (Signal.) *Color the people blue.*
Put a mark on one of the people. ✓
- c. Here's another coloring rule for this picture. Listen. Color the furniture green. What's the rule? (Signal.) *Color the furniture green.*
Put a green mark on one piece of furniture. ✓
- d. Remember, the marks show you what color to make the people and the furniture. You can color the other objects any color you want.

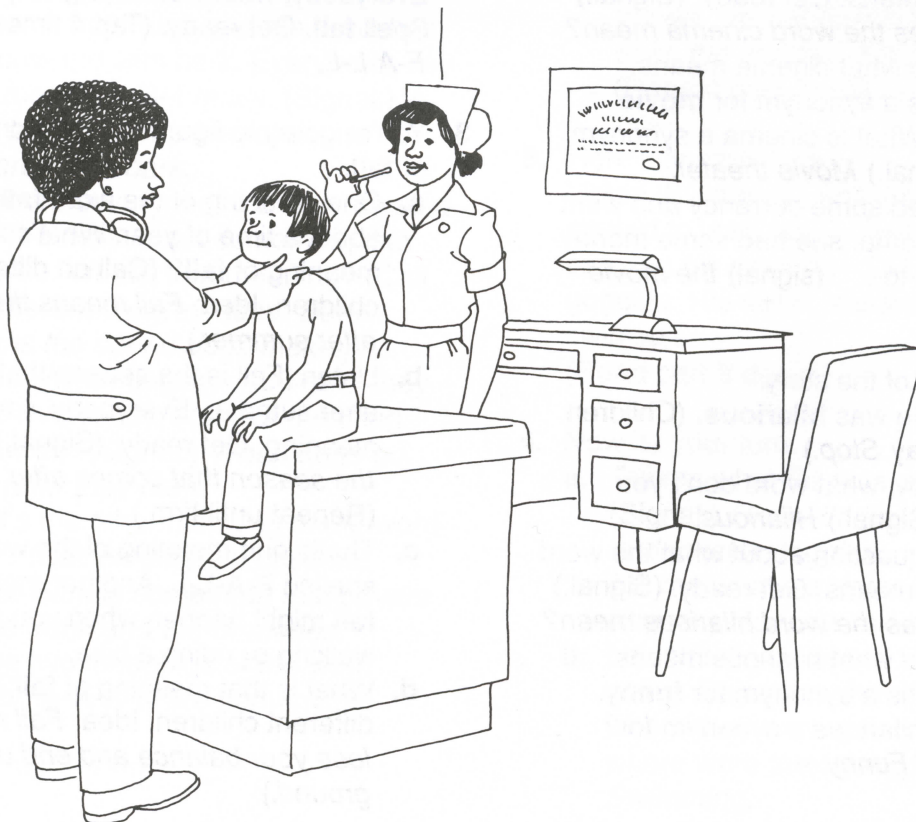
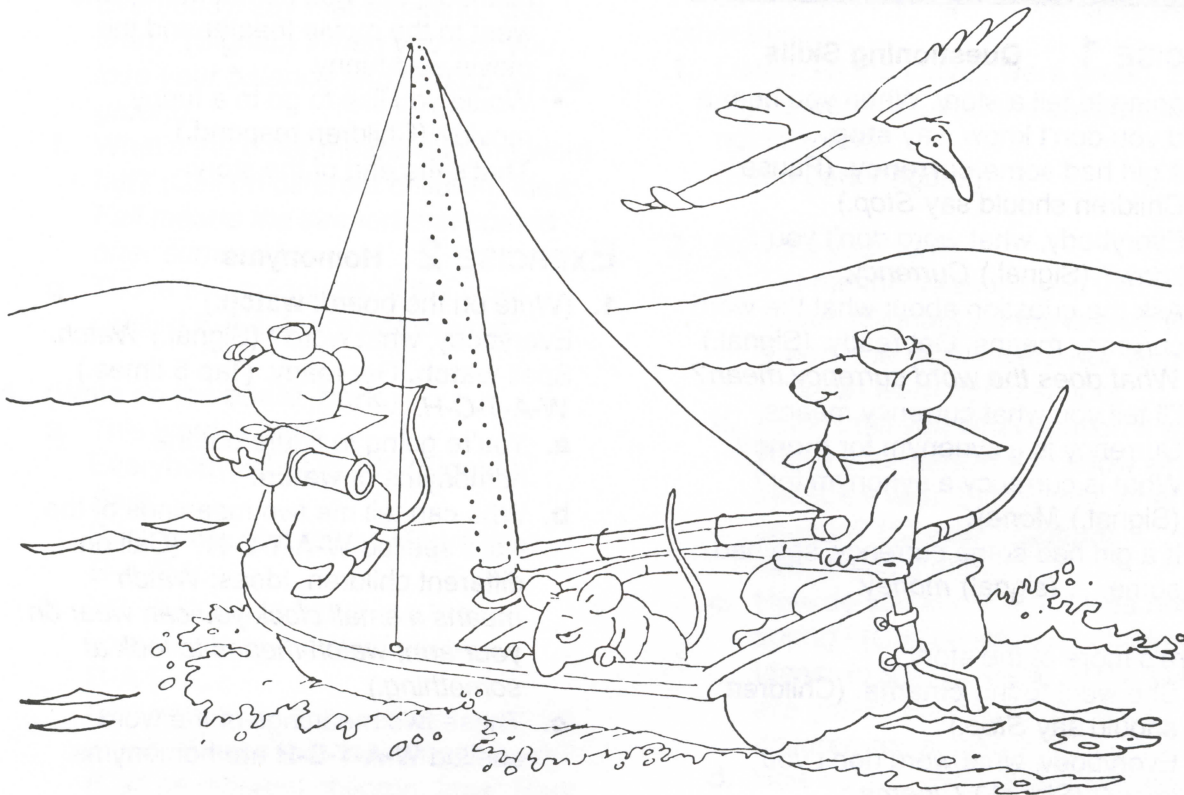
Lesson 11

Name _____



Lesson 11

Name _____



©SRM/McGraw-Hill. All rights reserved.