

Lessons 1-5 Planning Page

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
TEACHER-DIRECTED LANGUAGE EXERCISES	Actions following directions	Actions following directions	Actions following directions	Actions following directions, body parts	Actions following directions, body parts
	Information names, school	Information names, school	Information names, school	Information names, school	Information names, school
	Object Identification	Object Identification	Object Identification	Object Identification	Object Identification
			Identity Statements	Identity Statements	Identity Statements
LANGUAGE WORKBOOK	Touching	Touching	Touching	Touching	Touching
	Cross-Out Marks	Cross-Out Marks	Cross-Out Marks	Cross-Out Marks	Cross-Out Marks
	Coloring	Coloring	Coloring	Coloring	Coloring
ADDITIONAL LANGUAGE ACTIVITIES	Expanded Language Activities 1–5, page v Picture Cards User's Guide Language Activity Masters Book 1, page 6, Object Concentration Game				
SCHOOL-HOME LINK	School-Home Link Newsletter 1 Daily Workbook pages with home-connection direction lines				

LESSON 1

EXERCISE 1 Actions – Following Directions

- Get ready to do some actions. Watch my hand. Remember to wait for the signal.
 - Everybody, stand up. (Signal. Children are to stand up.)
Everybody, sit down. (Signal. Children are to sit down.) ● ◆
 - (Repeat step a until all children respond to your signal.)
- Let's do those actions again.
 - Everybody, stand up. (Signal.)
My turn. What are you doing?
Standing up.
Your turn. What are you doing? (Signal.)
Standing up. ▲
 - Everybody, sit down. (Signal.) What are you doing? (Signal.) Sitting down. ■
- Let's do those actions some more.
(Repeat part 2 until all children can perform the actions and say what they are doing.)

EXERCISE 2 Information – Names

- We're going to learn names.
 - (Ask one child to stand up. Say child's whole name—John Jones, for example.)
_____, stand up. Your first name is _____. What's your first name? (Child responds.)
 - Everybody, what's his/her first name? (Signal. Children say the child's first name.) Good. _____, sit down.
- (Repeat part 1 with several children.)

EXERCISE 3 Information – School

- Here are some things you should know.
 - Listen. I'm your teacher. My name is _____. Everybody, what's your teacher's name? (Pause. Signal. Children say the teacher's name.)
 - (Repeat step a until all children's responses are firm.)

- Listen. You go to _____ School. Everybody, what's the name of the school you go to? (Pause. Signal. Children say the name of their school.)
 - (Repeat step c until all children's responses are firm.)
- Let's try those questions again.
 - Everybody, what's your teacher's name? (Pause. Signal.)
 - What's the name of the school you go to? (Pause. Signal.)
 - (Repeat part 2 until all children's responses are firm.)

Individual Turns

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

CORRECTIONS

EXERCISE 1

- **Error**
(Children respond before you signal.)
Correction
- You have to wait for my signal.
 - Let's try it again.
 - (Repeat part 1a until all children respond.)
- ◆ **Error**
(Children respond late.)
Correction
- You have to do it as soon as I signal.
 - Let's try it again.
 - (Repeat part 1a until all children respond.)

- ▲ **Error**
(Children don't say *Standing up*.)
Correction
- Standing up. Say it with me. (Signal. Respond with children.) *Standing up*.
 - Again. (Signal. Respond with children.) *Standing up*.
 - All by yourselves. Say it. (Signal. Do not respond with children.) *Standing up*.
 - (Have children sit down.)
 - (Repeat part 2a.)

- **Error**
(Children don't say *Sitting down*.)
Correction
- Sitting down. Say it with me. (Signal. Respond with children.) *Sitting down*.
 - Again. (Signal. Respond with children.) *Sitting down*.
 - All by yourselves. Say it. (Signal. Do not respond with children.) *Sitting down*.
 - (Have children stand up.)
 - (Repeat part 2b.)

EXERCISE 4 Object Identification

1. I'll tell you about these pictures.

- (Point to a.) A tree.
- (Point to b.) A shoe.
- (Point to c.) A dog.
- (Point to d.) A cat.

2. Again. (Repeat part 1.)

3. Now it's your turn.

- (Point to a.) What is this? (Touch.) A tree.



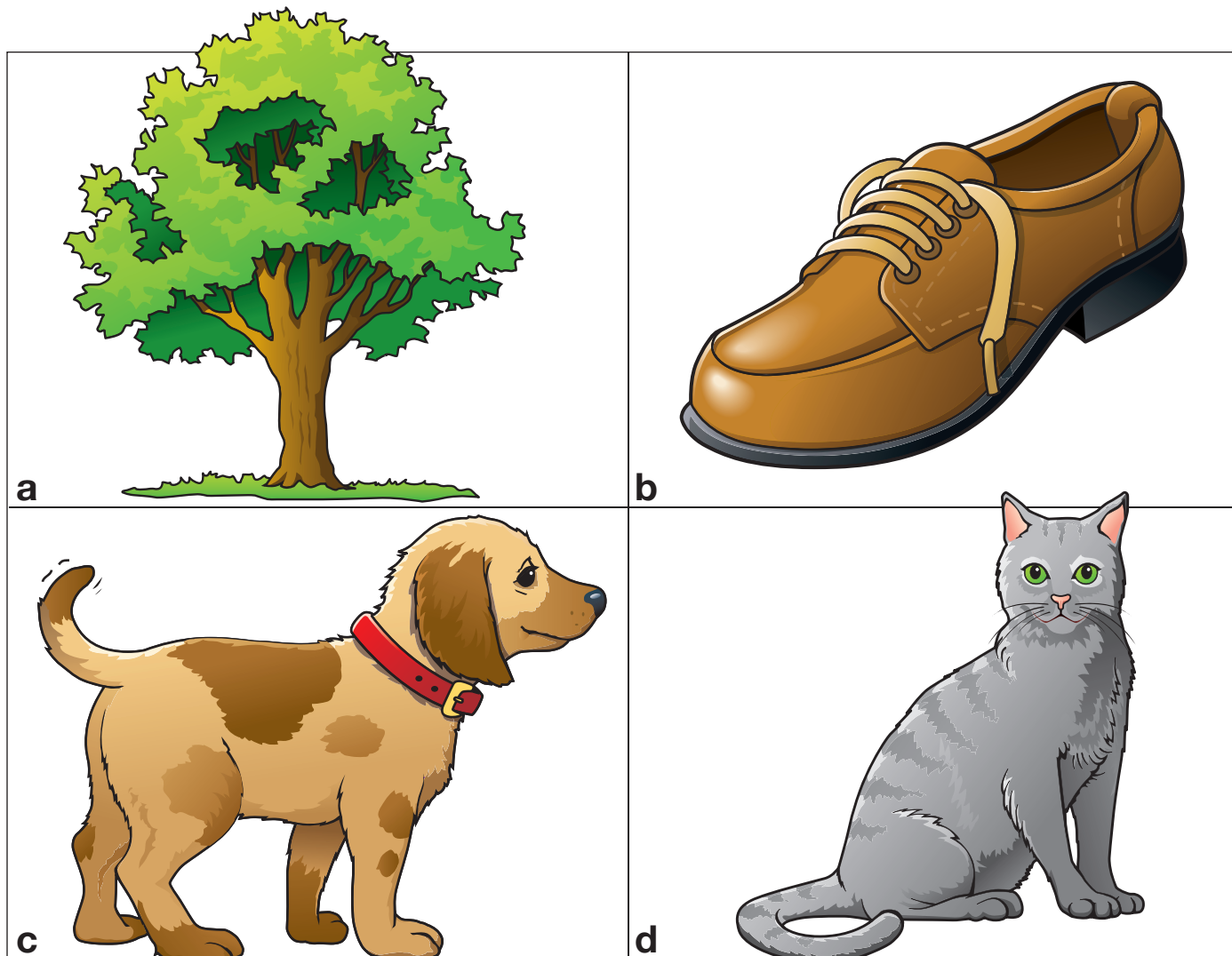
- (Point to b.) What is this? (Touch.) A shoe.
- (Point to c.) What is this? (Touch.) A dog.
- (Point to d.) What is this? (Touch.) A cat.

4. Let's name these things again. When I touch something, tell me the name.

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

Individual Turns

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



CORRECTIONS

EXERCISE 4

● Error

(Children give the wrong answers or no answers.)

Correction

- (Tell children the name of the object.)
- (Repeat part 3a.)

◆ Error

(Children respond before you touch the picture.)

Correction

- You have to wait until I touch it.

- Watch. (Point to the picture.) What is this? (Touch. Respond with children.) A tree.

- Let's do that again. (Respond with children.)

- Now do it by yourselves. (Repeat part 3a. Do not respond with children.)

▲ Error

(Children respond late.)

Correction

- You have to tell me the name as soon as I touch it.

- Watch. (Point to the picture.) What is this? (Touch. Respond with children.) A tree.

- Let's do that again. (Respond with children.)

- Now do it by yourselves. (Repeat part 3a. Do not respond with children.)

■ Error

(Children omit the word a.)

Correction

- Yes, a tree.

- Say it with me. (Signal. Respond with children.) A tree.

- Let's do that again. (Respond with children.)

- Now do it by yourselves. (Repeat part 3a. Do not respond with children.)

EXERCISE 5 Object Identification

1. I'll tell you about these pictures.

- (Point to a.) **A boy.**
- (Point to b.) **A girl.**
- (Point to c.) **A cat.**
- (Point to d.) **A dog.**

2. Again. (Repeat part 1.)

3. Now it's your turn.

- (Point to a.) **What is this?** (Touch.)
A boy.
- (Point to b.) **What is this?** (Touch.)
A girl.
- (Point to c.) **What is this?** (Touch.)
A cat.
- (Point to d.) **What is this?** (Touch.)
A dog.

4. Let's name these things again.

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

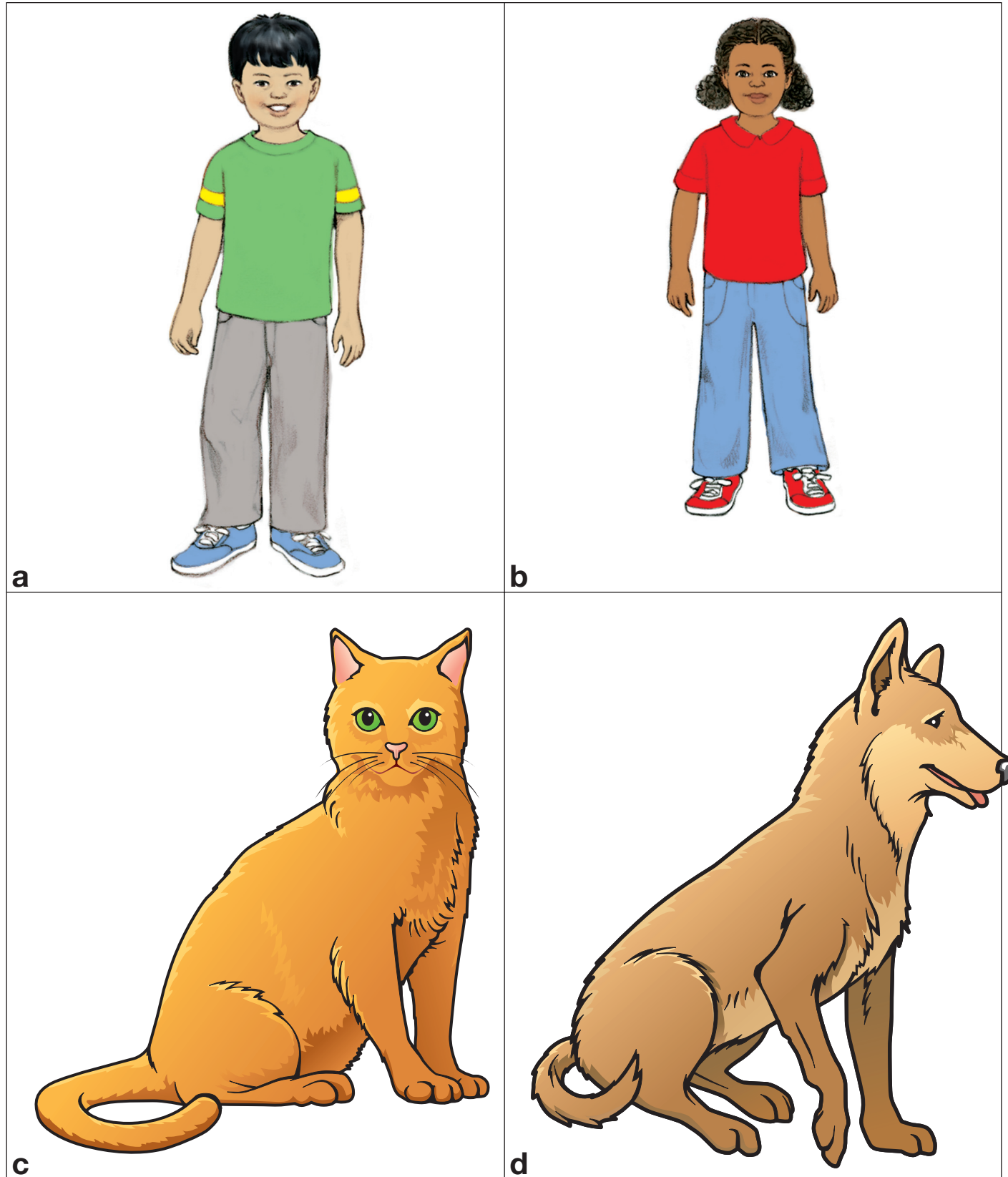
5. Now let's do something else.

- (Ask a girl in the group to stand up.)
Everybody, what is this? (Signal.) *A girl.*
- (Ask a boy in the group to stand up.)
Everybody, what is this? (Signal.) *A boy.*

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

Individual Turns

(Repeat parts 3 and 5, calling on different children for each step.)



WORKBOOK

LESSON 1

[Note: Each child will need a black, a green, and a brown crayon.]

Touching

1. (Hold up a workbook. Point to each object.)
What is this? (Touch. Children respond.)
 - a. **I'll show you how to touch things. My turn to touch the dog.** (Touch.) **I touched the dog.**
 - b. **My turn to touch the tree.** (Touch.) **I touched the tree.**
2. (Open workbooks to lesson 1, and distribute to children.)
 - a. **Your turn. Everybody, touch the dog. Get ready.** (Signal. Children touch the dog.) ✓ **Fingers up.**
 - b. **Again, everybody touch the dog. Get ready.** (Signal. Children touch the dog.) ✓ **Fingers up.**
(Repeat until all children's responses are firm.)
 - c. **This time you're going to touch the tree. Everybody, touch the tree. Get ready.** (Signal. Children touch the tree.) ✓ **Fingers up.**
(Repeat until all children's responses are firm.)

Cross-Out Marks

1. (Hold up a workbook. Point to the first cross-out mark.) **This is a cross-out mark. What is it?** (Touch.) **A cross-out mark.**
 - a. **I'll show you how to make cross-out marks with a crayon. I'll follow the dots with the crayon. Watch. Start at the top of each line.** (Trace the first dotted cross-out mark with a black crayon.)
 - b. **I followed the dots and made a cross-out mark. Watch again.** (Trace the next cross-out mark.)
2. **Now you are going to make cross-out marks.**
 - a. (Pass out the black crayons. Hold up a workbook. Point to the first X.) **Everybody, touch this cross-out mark on your workbook. Get ready.** (Signal.) ✓
 - b. **Everybody, follow the dots with your crayon. Put your crayon down when you've finished.** (Observe children and give feedback.)
 - c. (Repeat step b for the remaining cross-out marks.)

Coloring

1. **I'll show you how to color the tree.**
 - a. (Use a brown and a green crayon to quickly color the tree.)
 - b. (Pass out brown and green crayons.) **Everybody, color the tree. Put your crayon down when you've finished.** (Observe children and give feedback. Praise those who stay within the lines.)
2. **Now I'll show you how to color the dog.**
 - a. (Use a brown crayon to quickly color the dog.)
 - b. (Pass out brown crayons.) **Your turn to color the dog. Put your crayon down when you've finished.** (Observe children and give feedback. Praise those who stay inside the lines.)

The front section of this Presentation Book contains Expanded Language Activities for this lesson.