

LESSON 147

★ EXERCISE 1 Common Information

1. Let's see how much information you remember.
 - a. What do we call a person who fixes vehicles? (Signal.) *A mechanic.*
Say the whole thing. (Signal.) *A mechanic is a person who fixes vehicles.*
 - b. What do we call a person who cuts down trees? (Signal.) *A lumberjack.*
Say the whole thing. (Signal.) *A lumberjack is a person who cuts down trees.*
 - c. What do we call a person who brings your food in a restaurant? (Signal.) *A waiter.*
Say the whole thing. (Signal.) *A waiter is a person who brings your food in a restaurant.*
 - d. What makes a vehicle move? (Signal.) *An engine.*
Say the whole thing. (Signal.) *An engine makes a vehicle move.*
 - e. What do we call a place where you buy a meal? (Signal.) *A restaurant.*
Say the whole thing. (Signal.) *A restaurant is a place where you buy a meal.*
 - f. (Repeat steps a through e until all children can make the statements.)
2. Get ready for some new information.
 - a. Listen. A garage is a place where vehicles are fixed. What do we call a place where vehicles are fixed? (Signal.) *A garage.*
Say the whole thing. (Signal.) *A garage is a place where vehicles are fixed.*
 - b. What do we call a place where you buy a meal? (Signal.) *A restaurant.*
Say the whole thing. (Signal.) *A restaurant is a place where you buy a meal.*

- c. What do we call a place where vehicles are fixed? (Signal.) *A garage.*
Say the whole thing. (Signal.) *A garage is a place where vehicles are fixed.*
- d. (Repeat steps a through c until all children can make the statements.)

Individual Turns

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

★ EXERCISE 2 Opposites

1. Here are new opposites.
 - a. The opposite of win is lose. What's the opposite of lose? (Signal.) *Win.*
What's the opposite of win? (Signal.) *Lose.*
 - b. The girl is doing the opposite of winning the race. So what is she doing? (Signal.) *Losing the race.*
 - c. The student did the opposite of losing the contest. So what did the student do? (Signal.) *Won the contest.*
2. Here are some more opposites.
 - a. The boat was the opposite of clean. So what do you know about the boat? (Signal.) *It was dirty.*
 - b. The teacher was the opposite of young. So what do you know about him? (Signal.) *He was old.*
 - c. The birds were the opposite of wet. So what do you know about them? (Signal.) *They were dry.*
 - d. Students were the opposite of early. So what do you know about them? (Signal.) *They were late.*

- e. The worm was the opposite of well. So what do you know about it? (Signal.) *It was sick.*

3. (Repeat parts 1 and 2 until all children's responses are firm.)

Individual Turns

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

★ EXERCISE 3 Materials

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



EXERCISE 4 Same

[Note: In this exercise it is important to acknowledge any correct answers children give.]

1. I'm going to name some things that do the same thing. See if you can tell me what they do that is the same.
 - a. Listen. A plate and a bowl. (Pause.)
What do they do that's the same? (Signal.)
They hold food.
Yes, they hold food.
 - b. Listen. Scissors and a knife. (Pause.)
What do they do that's the same? (Signal.)
They cut things.
Yes, they cut things.
 - c. Listen. A sailboat and a whale. (Pause.)
What do they do that's the same? (Signal.)
They go in the water.
Yes, they go in the water.
 - d. Listen. A flower and a tree. (Pause.)
What do they do that's the same? (Signal.)
They grow in the ground.
Yes, they grow in the ground.

2. (Repeat part 1, calling on different children.)

Individual Turns

(Repeat part 1, calling on different children for each step.)



EXERCISE 5 Same/Different

1. We're going to talk about why things are the same and why they are different.
 - a. Listen. A pig and a cow. See if you can name two ways they are the same. (Call on different children. Have the group repeat each correct answer. Then say:) *You told me how a pig and a cow are . . . (signal) the same.*
 - b. Listen. A pig and a cow. See if you can name two ways they are different. (Call on different children. Have the group repeat each correct answer. Then say:) *You told me how a pig and a cow are . . . (signal) different.*
2. Here's another one.
 - a. Listen. A chalkboard and a piece of paper. See if you can name two ways they are the same. (Call on different children. Have the group repeat each correct answer. Then say:) *You told me how a chalkboard and a piece of paper are . . . (signal) the same.*
 - b. Listen. A chalkboard and a piece of paper. See if you can name two ways they are different. (Call on different children. Have the group repeat each correct answer. Then say:) *You told me how a chalkboard and a piece of paper are . . . (signal) different.*

EXERCISE 6 Concept Application

See if you can find the right picture for each rule.

1. Listen.

- **None of the girls are smiling. Everybody, say the rule.** (Signal.) *None of the girls are smiling.*
(Have children repeat the rule until they can all say it.)
- **I'll point to each picture. You tell me if it shows the rule.**
- (Point to each picture, and ask:) **Does this picture show none of the girls smiling?**
(Signal. Children are to answer yes or no.)

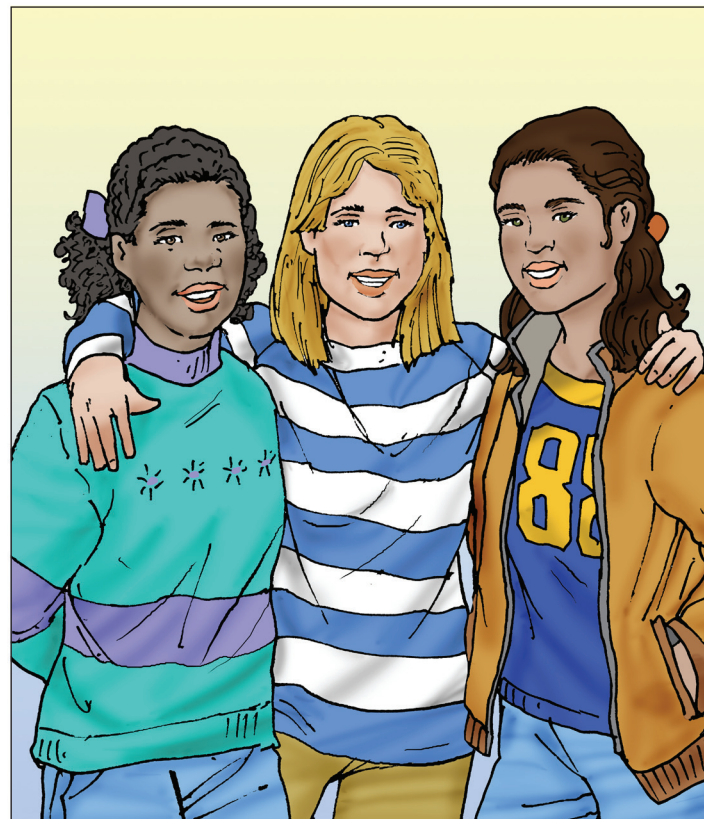
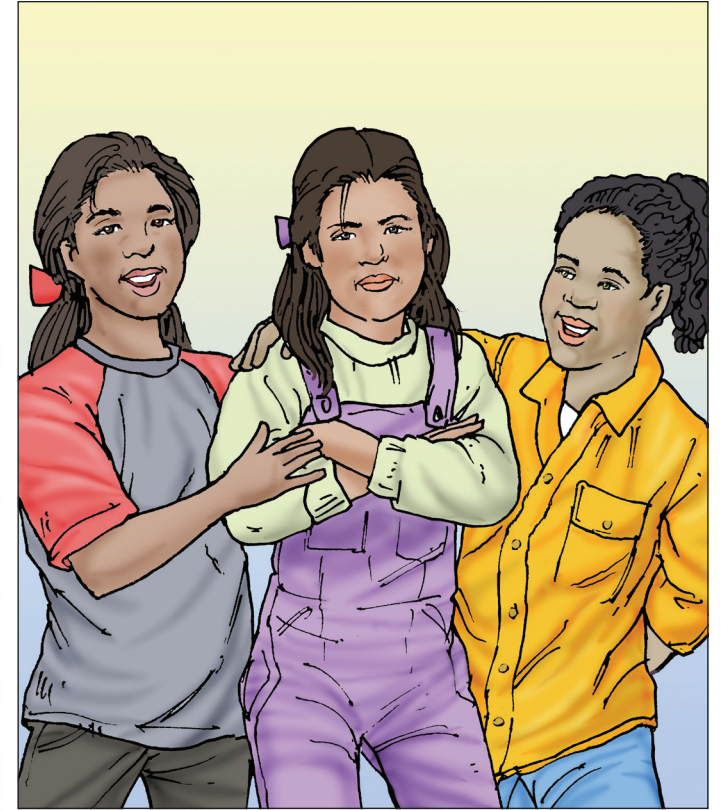
2. Here's another rule.

- **Some of the girls are smiling. Everybody, say the rule.** (Signal.) *Some of the girls are smiling.*
(Have children repeat the rule until they can all say it.)
- **I'll point to each picture. You tell me if it shows the rule.**
- (Point to each picture, and ask:) **Does this picture show some of the girls smiling?**
(Signal. Children are to answer yes or no.)

3. Here's another rule.

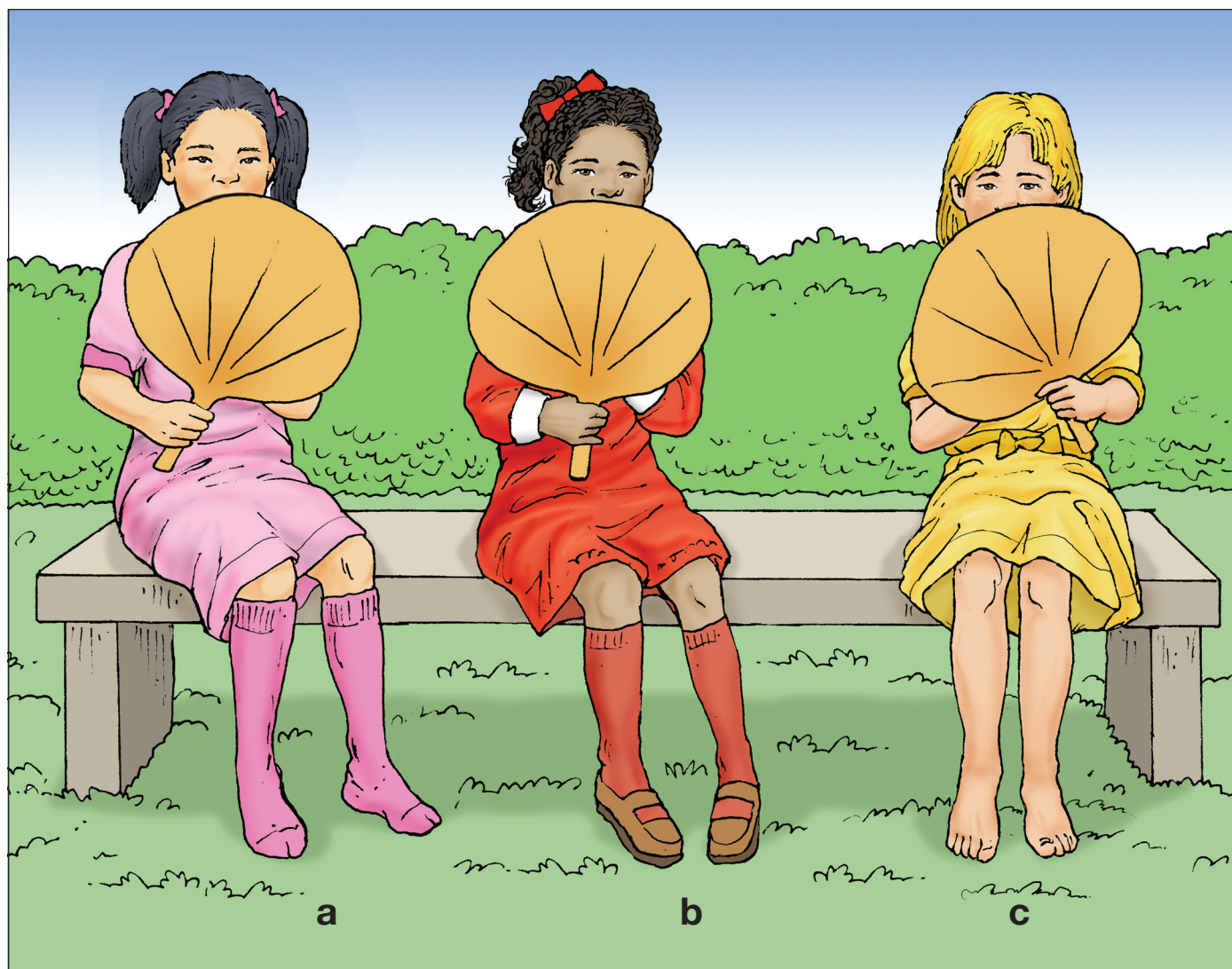
- **All of the girls are smiling. Everybody, say the rule.** (Signal.) *All of the girls are smiling.*
(Have children repeat the rule until they can all say it.)
- **I'll point to each picture. You tell me if it shows the rule.**
- (Point to each picture, and ask:) **Does this picture show all of the girls smiling?**
(Signal. Children are to answer yes or no.)

4. (Repeat parts 1 through 3 until all children's responses are firm.)



EXERCISE 7 Rules—If, Then

1. Here's the rule for these girls: Listen. If a girl is wearing shoes, she is eating an ice-cream cone.
 - Everybody, say the rule. (Signal.) *If a girl is wearing shoes, she is eating an ice-cream cone.*
(Repeat until all children can say the rule.)
 - What do you know about any girl who is wearing shoes? (Signal.) *She is eating an ice-cream cone.*
2. Look at the girls.
 - a. (Point to a.)
Is this girl wearing shoes? (Touch.) No.
So does the rule tell you about this girl? (Touch.) No.
 - b. (Point to b.)
Is this girl wearing shoes? (Touch.) Yes.
So does the rule tell you about this girl? (Touch.) Yes.
What does the rule tell you about this girl? (Touch.) *She is eating an ice-cream cone.*
 - c. (Point to c.)
Is this girl wearing shoes? (Touch.) No.
So does the rule tell you about this girl? (Touch.) No.
3. (Repeat part 2 until all children's responses are firm.)
4. (Call on a child.) Show me the girl eating an ice-cream cone.
Let's turn the page and see if you are right.
(Turn the page quickly.)



EXERCISE 7 Rules—If, Then (cont.)

5. Were you right? (Signal.) Yes.

- Everybody, what's the rule about a girl who is wearing shoes? (Signal.) *If a girl is wearing shoes, she is eating an ice-cream cone.*

a. (Point to a.)

Is this girl wearing shoes? (Touch.) No.
So does the rule tell you about this girl? (Touch.) No.

b. (Point to b.)

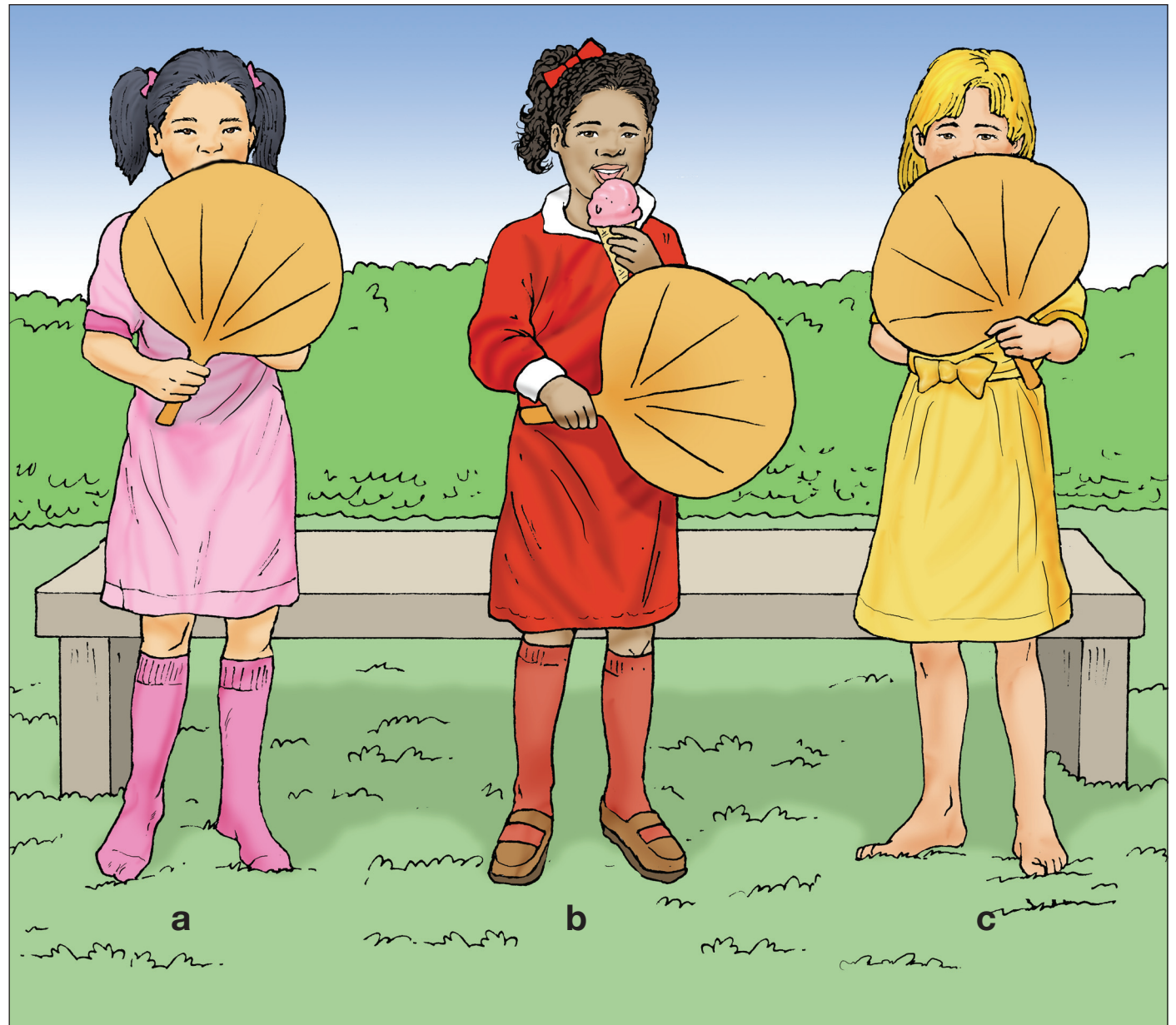
Is this girl wearing shoes? (Touch.) Yes.
So does the rule tell you about this girl? (Touch.) Yes.

c. (Point to c.)

Is this girl wearing shoes? (Touch.) No.
So does the rule tell you about this girl? (Touch.) No.

Individual Turns

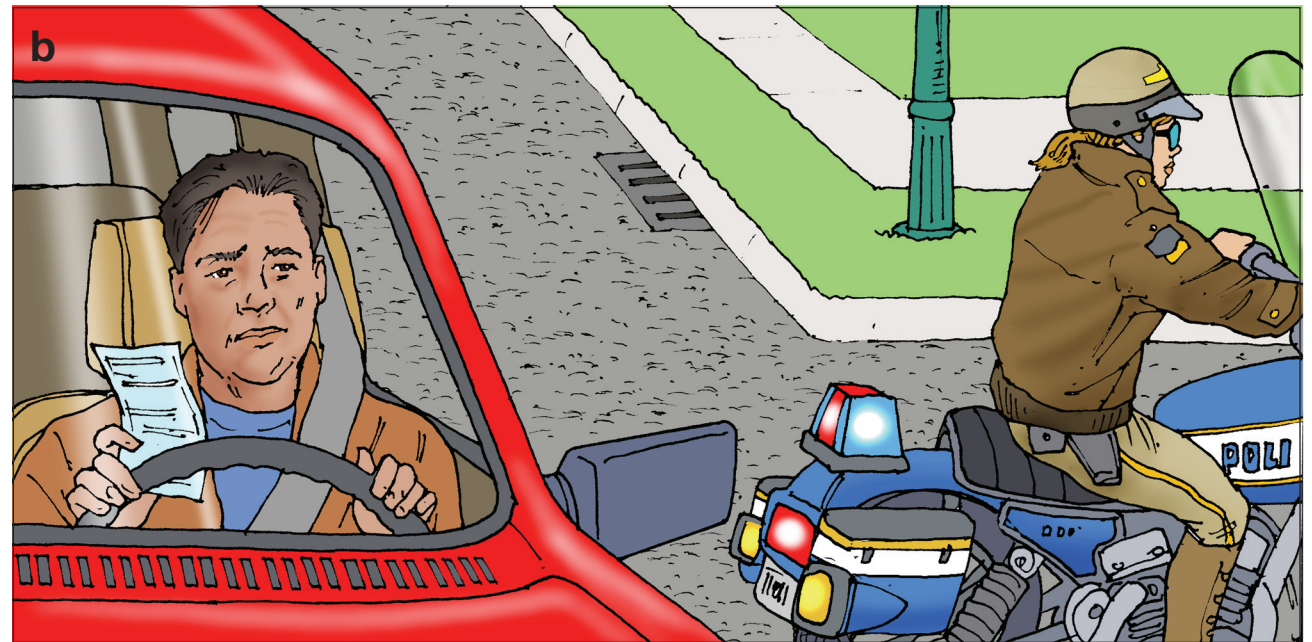
(Repeat part 5, calling on different children for each step.)





EXERCISE 8 Where, Who, When, What

1. These pictures tell a story about what a police officer did.
 - a. (Point to a.) The police officer stopped the driver after he went through a red light. She is giving the driver a ticket.
 - What is the police officer doing? (Touch.) *Giving the driver a ticket.*
 - When did she stop the driver? (Touch.) *After he went through a red light.*
 - Who is getting the ticket? (Touch.) *The driver.*
 - b. (Point to b.) The police officer got on her motorcycle after she gave the driver a ticket.
 - Who got a ticket? (Signal.) *The driver.*
 - What did the police officer do after she gave the driver a ticket? (Signal.) *Got on her motorcycle.*
 - When did she get on her motorcycle? (Signal.) *After she gave the driver a ticket.*
2. (Repeat part 1 until all children's responses are firm.)
3. Let's do some of those questions again. This time I won't point to the pictures.
 - When did the police officer stop the driver? (Touch.) *After he went through a red light.*
 - What did she give the driver? (Signal.) *A ticket.*
 - Where is the driver? (Signal.) *In his car.*
 - Who gave the driver a ticket? (Signal.) *The police officer.*
 - When did the police officer get on her motorcycle? (Signal.) *After she gave the driver a ticket.*
 - Who looks sad? (Signal.) *The driver.*
4. (Repeat part 3 until all children's responses are firm.)



Individual Turns

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

EXERCISE 9 Locations

1. What do we call a place where vehicles are fixed? (Signal.) *A garage.*
2. Here's a picture of a garage. I'll name some of the things you see in a garage. Watch.
 - a. (Point to a.) *These are mechanics. What are these? (Touch.) Mechanics. Mechanics fix vehicles.*
 - b. (Point to b.) *This is an engine. What is this? (Touch.) An engine. The engine is the part of a car that makes it move.*
 - c. (Point to c.) *This is a jack. What is this? (Touch.) A jack. A jack is used to raise a car.*
 - d. (Point to d.) *This is an air hose. What is this? (Touch.) An air hose. An air hose is used to put air in the tires.*
 - e. (Point to e.) *These are tools. What are these? (Touch.) Tools. A mechanic uses tools to fix engines.*
3. Let's see if you remember the names of those things.
 - a. (Point to a.) *What are these? (Touch.) Mechanics.*
 - b. (Point to b.) *What is this? (Touch.) An engine.*
 - c. (Point to c.) *What is this? (Touch.) A jack.*
 - d. (Point to d.) *What is this? (Touch.) An air hose.*
 - e. (Point to e.) *What are these? (Touch.) Tools.*
 - f. (Repeat steps a through e until all children's responses are firm.)
4. What else do you see in the picture? (Call on different children.)
5. (Circle the entire picture.) What do we call the place you see in this picture? (Touch.) *A garage.*



6. Can you think of something else you would see in a garage? (Accept reasonable responses.)



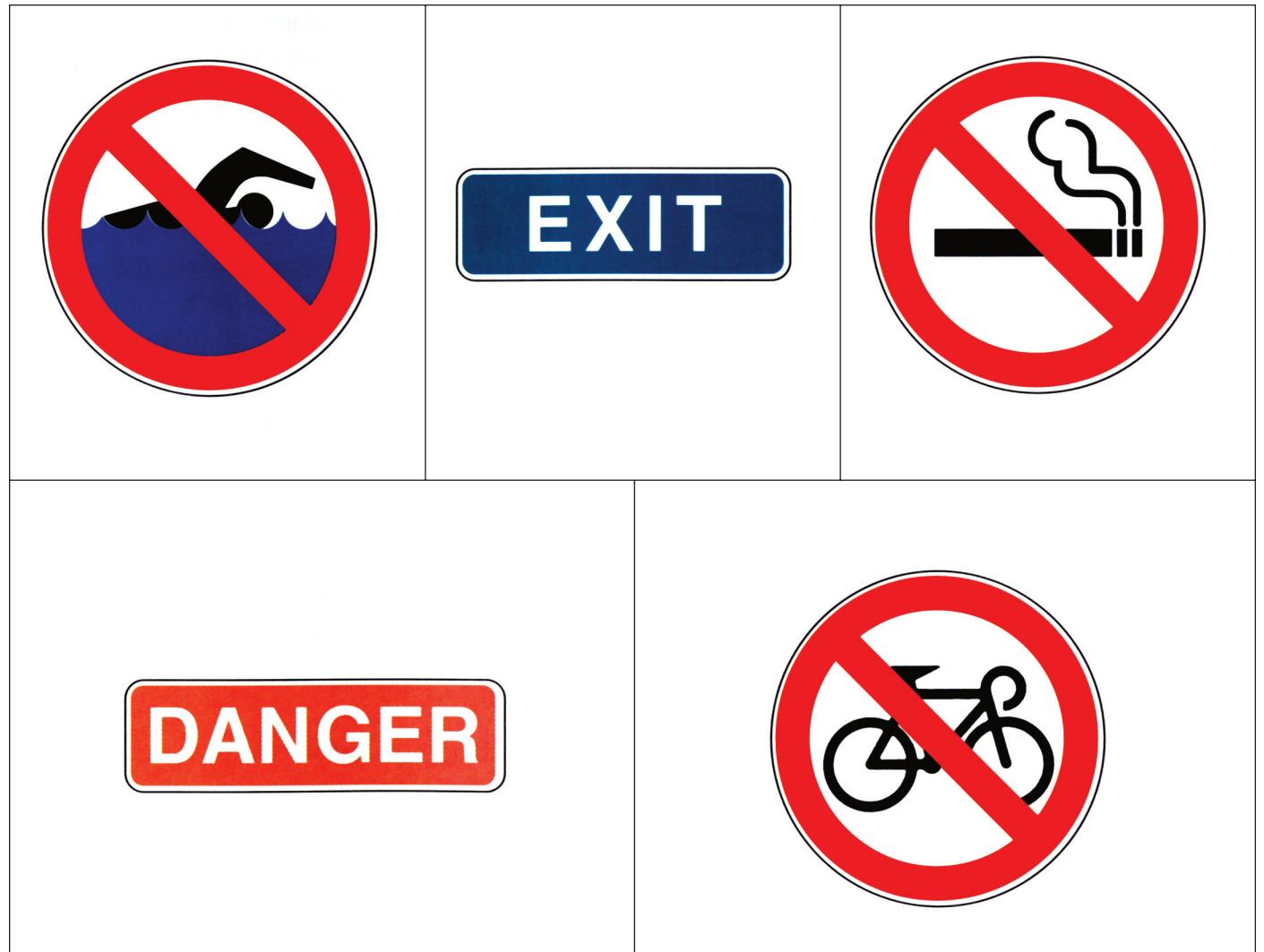
EXERCISE 10 Locations

1. What do we call a place with lots of books?
(Signal.) *A library.*
2. Here's a picture of a library. I'll name some of the things you see in a library. Watch.
 - a. (Point to a.) This man is a librarian. What is he?
(Touch.) *A librarian.*
He helps people find the books they want.
 - b. (Point to b.) These are bookshelves. What are these?
(Touch.) *Bookshelves.*
Bookshelves hold the books.
 - c. (Point to c.) These are books. What are these?
(Touch.) *Books.*
There are lots and lots of books in a library.
 - d. (Point to d.) This a computer. What is this?
(Touch.) *A computer.*
People use this computer to find books.
3. Let's see if you remember the names of those things.
 - a. (Point to a.) What is this?
(Touch.) *A librarian.*
 - b. (Point to b.) What are these?
(Touch.) *Bookshelves.*
 - c. (Point to c.) What are these?
(Touch.) *Books.*
 - d. (Point to d.) What is this?
(Touch.) *A computer.*
(Repeat steps a through d until all children's responses are firm.)
4. What else do you see in the picture? (Call on different children.)
5. (Circle the entire picture.) What do we call the place you see in this picture?
(Touch.) *A library.*
6. Can you think of something else you would see in a library? (Accept reasonable responses.)



EXERCISE 11 Signs

1. The first sign is new. You've seen the rest of these signs before. You'll tell me what each sign says or what it tells you.
 - a. (Point to the no swimming sign.)
What is the person doing in this sign.
(Signal.) *Swimming.*
So what does it tell you? (Signal.)
No swimming.
 - b. (Point to the exit sign.) What does this sign say? (Signal.) *Exit.*
 - c. (Point to the no smoking sign.) What does this sign tell you? (Signal.) *No smoking.*
 - d. (Point to the danger sign.) What does this sign say? (Signal.) *Danger.*
 - e. (Point to the no bike riding sign.)
What does this sign tell you? (Signal.)
No bike riding.
2. (Repeat part 1 until all children's responses are firm.)



Some, All, None

1. Find the car. ✓
 - a. Here's a rule about the animals that are not standing on other animals: All of the animals that are not standing on other animals should be black.
Make a mark to show that all of the animals that are not standing on other animals should be black. ✓
 - b. Here's a rule about the birds: Some of the birds should be holding worms. ✓
Draw worms in the mouths of some of the birds.
 - c. Here's a rule about all the monkeys: All the monkeys should be wearing glasses.
Make marks to show that all the monkeys need glasses. ✓
2. Later you'll fix this picture.

Part/Whole

1. Find the box at the bottom of the page. ✓
Look at these objects. Some parts are missing.
 - a. Everybody, touch the umbrella. ✓
What part is missing?
(Signal.) *The covering.*
 - b. Touch the broom. ✓
What part is missing? (Signal.) *The handle.*
 - c. Touch the toothbrush. ✓
What parts are missing?
(Signal.) *The bristles.*
2. Later you'll draw in the missing parts and then make the objects any color you want.

Materials

1. Everybody, turn your workbook page over.
Find the shoe. ✓
The picture shows things that are made of leather and things made of other materials.
 - a. Here's a rule: The things that are made of leather should be red.
Make a mark on something made of leather. ✓
 - b. All the objects made of metal should be blue.
Make a colored mark on something that is made of metal. ✓
 - c. All the objects made of wood should be yellow.
Make a mark on something made of wood. ✓
2. Later you'll color the picture.

Locations

1. Find the rabbit. ✓
Everybody, what place do you see in the circle? (Touch.) *A garage.*
Some of the objects around the circle belong in a garage, and some do not.
2. Later you're going to cross out all the objects that do not belong in a garage. Then you're going to draw lines from the objects that belong in a garage to the picture of the garage. You'll color the garage and the objects later.

Reread "Dozy Delivers the Nails" in Storybook 4, page 25.

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