

LESSON 79



EXERCISE 1 Actions—Verb Tense/And

1. It's time for some actions.
 - a. Everybody, touch your eyebrow. (Signal. Wait.)
What are you doing? (Signal.) *Touching my eyebrow.*
 - b. Everybody, touch your eyebrows. (Signal. Wait.)
What are you doing? (Signal.) *Touching my eyebrows.*
 - c. Everybody, touch your eyebrow and touch your nose. (Signal. Wait.)
What are you doing? (Signal.) *Touching my eyebrow and touching my nose.*
 - d. (Repeat steps a through c until all children's responses are firm.)
 - e. Everybody, touch your eyebrows. (Signal. Wait.)
What are you doing? (Signal.) *Touching my eyebrows.*
Say the whole thing. (Signal.) *I am touching my eyebrows.*
 - f. Everybody, touch your eyebrow and touch your nose. (Signal. Wait.)
What are you doing? (Signal.) *Touching my eyebrow and touching my nose.*
Say the whole thing. (Signal.) *I am touching my eyebrow and touching my nose.*
 - g. Everybody, touch your eyebrows. (Signal. Wait.)
What are you doing? (Signal.) *Touching my eyebrows.*
Say the whole thing. (Signal.) *I am touching my eyebrows.*
 - h. (Repeat steps e through g until all children's responses are firm.)

2. Let's try something harder.
 - a. Everybody, point to a desk. (Signal. Wait.)
What are you doing? (Signal.) *Pointing to a desk.*
Everybody, point to a chair. (Signal. Wait.)
What are you doing? (Signal.) *Pointing to a chair.*
 - b. What were you doing? (Signal.) *Pointing to a desk.*
Say the whole thing. (Signal.) *I was pointing to a desk.*
 - c. What are you doing? (Signal.) *Pointing to a chair.*
Say the whole thing. (Signal.) *I am pointing to a chair.*
 - d. Everybody, point to a desk. (Signal. Wait.)
What are you doing? (Signal.) *Pointing to a desk.*
Say the whole thing. (Signal.) *I am pointing to a desk.*
 - e. What were you doing? (Signal.) *Pointing to a chair.*
Say the whole thing. (Signal.) *I was pointing to a chair.*
3. (Repeat part 2 until all children's responses are firm.)

4. Now we're all going to do something.
 - a. Everybody, point to a chair. (Signal. Wait.)
What are we doing? (Signal.) *Pointing to a chair.*
Everybody, point to a desk. (Signal. Wait.)
What are we doing? (Signal.) *Pointing to a desk.*
 - b. Are we pointing to a chair? (Signal.) No.
Were we pointing to a chair? (Signal.) Yes.
Say the whole thing about what we were doing. (Signal.) *We were pointing to a chair.*
Say the whole thing about what we are doing. (Signal.) *We are pointing to a desk.*

Individual Turns

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



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. Things made of wood that have not been presented may be named.)
2. 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. Things made of plastic that have not been presented may be named.)



EXERCISE 3 Classification—Review

1. Let's see if you remember the different rules we've learned.
 - a. What's the rule about food? (Signal.) *If you can eat it, it's food.*
 - What's the rule about clothing? (Signal.) *If you can wear it, it's clothing.*
 - What's the rule about vehicles? (Signal.) *If it's made to take you places, it's a vehicle.*
 - What's the rule about containers? (Signal.) *If you put things in it, it's a container.*
 - b. (Repeat step a until all children's responses are firm.)
2. Listen. We're going to play a game about foods. I'm going to name some foods, but don't let me fool you.
 - a. If I name something that is a food, you say **yes**.
If I name something that is not a food, you say **not a food**.
 - b. What are you going to say if it is a food? (Signal.) *Yes.*
What are you going to say if it is not a food? (Signal.) *Not a food.*
3. Remember, I'm going to name some foods, but I may fool you.
 - a. Listen. (Pause.) **Peanut.** (Signal.) *Yes.*
Cheese. (Signal.) *Yes.*
Boy. (Signal.) *Not a food.*
Why did you say not a food? (Signal.)
Because a boy is not food.
 - b. Listen. (Pause.) **Egg.** (Signal.) *Yes.*
Lettuce. (Signal.) *Yes.*
Popcorn. (Signal.) *Yes.*
Hammer. (Signal.) *Not a food.*
Why did you say not a food? (Signal.)
Because a hammer is not a food.

- c. Listen. (Pause.) **Pie.** (Signal.) *Yes.*
Orange. (Signal.) *Yes.*
Meat. (Signal.) *Yes.*
Banana. (Signal.) *Yes.*
Cup. (Signal.) *Not a food.*
Why did you say not a food? (Signal.)
Because a cup is not a food.
 - d. Listen. (Pause.) **Potato.** (Signal.) *Yes.*
Salad. (Signal.) *Yes.*
Hamburger. (Signal.) *Yes.*
Umbrella. (Signal.) *Not a food.*
Why did you say not a food? (Signal.)
Because an umbrella is not a food.
4. (Repeat part 3 until all children's responses are firm.)



EXERCISE 4 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 the place with the sun and clouds? (Signal.) *The sky.*
Say the whole thing about the sky. (Signal.)
The sky is the place with the sun and clouds.
 - c. 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.
 - d. What do we call the place with the sun and clouds? (Signal.) *The sky.*
Say the whole thing about the sky. (Signal.)
The sky is the place with the sun and clouds.
 - e. (Repeat steps a through d until all children's responses are firm.)
2. Get ready for some new information.
 - a. Listen. A firefighter is a person who puts out fires. What do we call a person who puts out fires? (Signal.) *A firefighter.*
Say the whole thing about a firefighter. (Signal.) *A firefighter is a person who puts out fires.*
 - b. Again. (Signal.) *A firefighter is a person who puts out fires.*
(Repeat step b until all children can make the statement.)
 - c. 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.*
 - d. What do we call a person who puts out fires? (Signal.) *A firefighter.*
Say the whole thing about a firefighter. (Signal.) *A firefighter is a person who puts out fires.*
 - e. (Repeat steps c and d until all children can make the statements.)
3. I'll turn the page, and we'll see a picture of some firefighters.
(Turn the page quickly.)

EXERCISE 4 Common Information (cont.)

4. (Show the picture to children. Call on different children.)

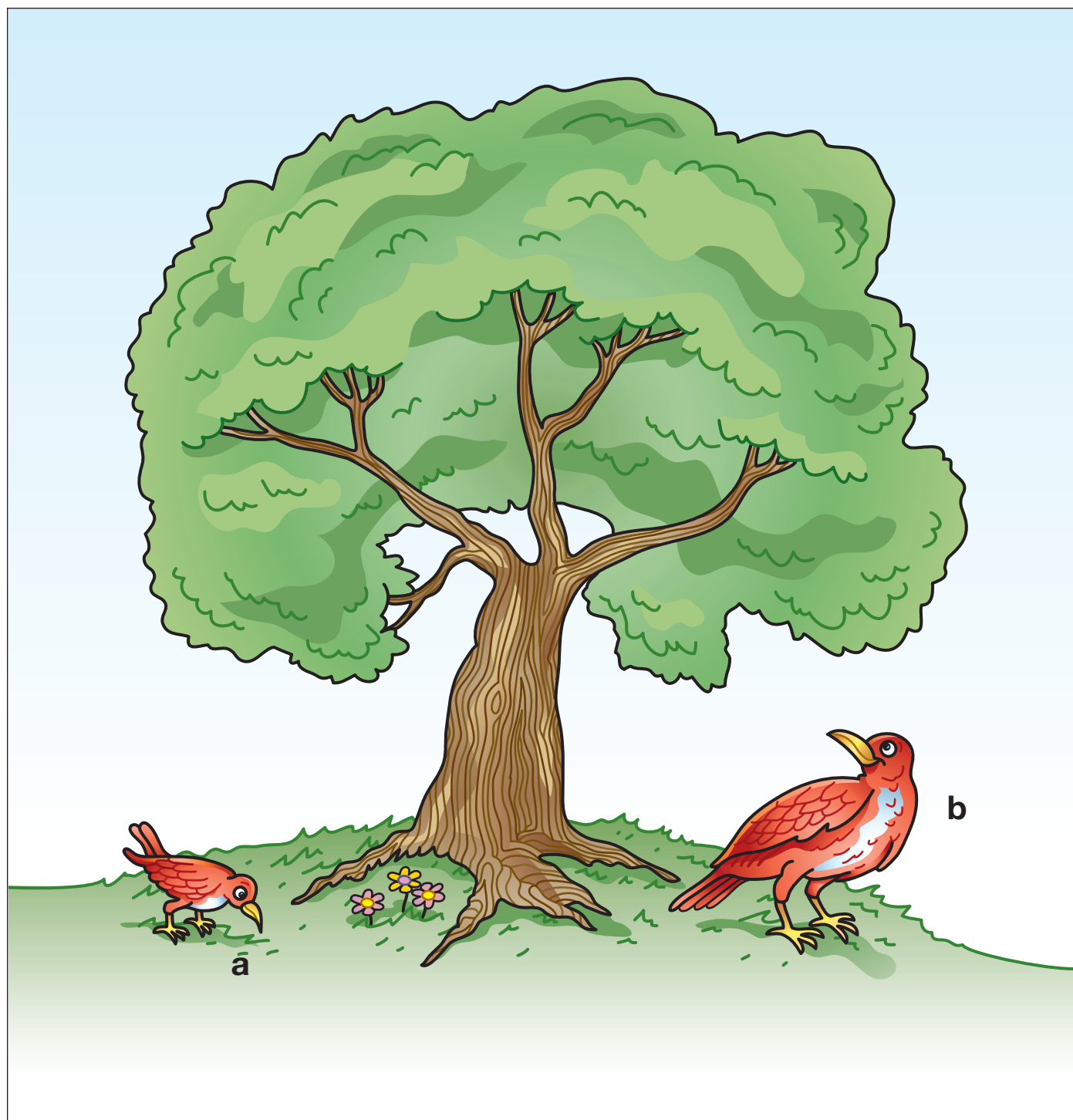
- Who do you see in this picture?
 - Where do the firefighters get the water?
 - What do you think the firefighter on the ladder will do?
 - What do you see burning in this picture?
- (Praise all good responses.)





EXERCISE 5 Concept Application

1. We're going to figure out a problem about a bird and a tree.
I'll touch the parts of this tree. When I touch a part, you name it.
(Point to the branches. Pause. Touch.) *Branches.*
(Point to the leaves. Pause. Touch.) *Leaves.*
(Point to the trunk. Pause. Touch.) *Trunk.*
(Point to the roots. Pause. Touch.) *Roots.*
2. **Listen.**
(Point to the birds.) **What are these?** (Touch.) *Birds.*
Say the whole thing. (Touch.) *These are birds.*
3. Only one of these birds will sit on a branch of the tree. And here's the rule about that bird:
The big bird will sit on a branch.
4. **Say the rule.** (Signal.) *The big bird will sit on a branch.*
(Point to a.) **Is this bird big?** (Touch.) *No.*
So will this bird sit on a branch? (Touch.) *No.*
This bird is not big. So what do you know about this bird? (Touch.) *This bird will not sit on a branch.*
5. **Say the rule.** (Signal.) *The big bird will sit on a branch.*
(Point to b.) **Is this bird big?** (Touch.) *Yes.*
So will this bird sit on a branch? (Touch.) *Yes.*
This bird is big. So what do you know about this bird? (Touch.) *This bird will sit on a branch.*
6. (Repeat parts 3 through 5 until all children's responses are firm.)
7. (Call on two children.)
 - **Show me the bird that will sit on a branch.**
(Wait.)
 - **Let's see if you're right.**
(Turn the page quickly.)



EXERCISE 5 Concept Application (cont.)

8. Look at the picture.

- Tell me about the bird sitting on a branch. (Touch.) *It's big.*
What is the big bird doing? (Touch.)
Sitting on a branch.
- Say the whole thing about what the big bird is doing. (Touch.) *The big bird is sitting on a branch.*
- Again. (Touch.) *The big bird is sitting on a branch.*
- (Repeat part 8 until all children say the rule.)

9. Look at the other bird.

- (Point to the other bird.) Is this bird big? (Touch.) *No.*
- Where is this bird sitting? (Touch.) *On the ground.*
- Say the whole thing about what this bird is doing. (Touch.) *This bird is sitting on the ground.*
- (Repeat until all children's responses are firm.)

10. (Call on different children.)

- Where would you like to sit?
- Have you ever climbed a tree?
- When did you see a big bird in a tree?

Individual Turns

(Repeat parts 8 and 9, calling on different children for each step.)



EXERCISE 6 Concept Application

1. We're going to figure out a problem.

- (Point to each kind of food, and ask:) **What is this?** (Touch. Children are to answer *cookies, peanuts, popcorn.*)
These objects are all in the same class.
What class is that? (Signal.) *Food.*
- (Point to each container, and ask:) **What is this?** (Children are to answer *bowl, bag, pan.*)
What class is that? (Signal.) *Containers.*
- (Repeat part 1 until all children's responses are firm.)

2. The monkey will eat the food from one of the containers. Here's the rule: The monkey will eat the food in a bag.

- **Say the rule.** (Signal.) *The monkey will eat the food in a bag.*
- (Repeat part 2 until all children can say the rule.)

3. Remember, the monkey will eat only the food in the bag.

Look at the picture.

a. (Point to a.)

Is this food in a bag? (Touch.) *No.*

So what do you know about this food?

(Call on a child. Idea: *The monkey won't eat it.*)

You're right. The monkey won't eat this food.

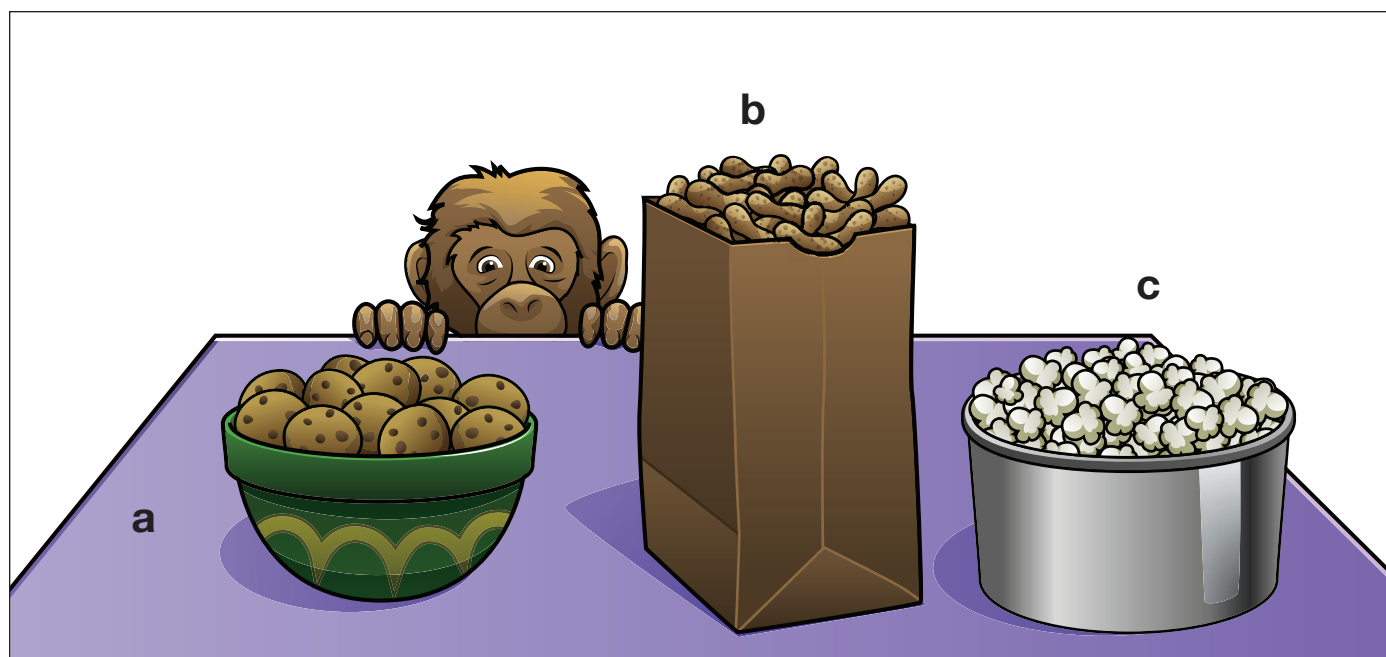
b. (Point to b.)

Is this food in a bag? (Touch.) *Yes.*

So what do you know about this food?

(Call on a child. Idea: *The monkey will eat it.*)

You're right. The monkey will eat this food.



c. (Point to c.)

Is this food in a bag? (Touch.) *No.*

So what do you know about this food?

(Call on a child. Idea: *The monkey won't eat it.*)

You're right. The monkey won't eat this food.

4. (Call on two children.)

- **Show me the food the monkey will eat.**
(Wait.)
- **Let's see if you're right.**
(Turn the page quickly.)

EXERCISE 6 Concept Application (cont.)

5. Look at the picture.

a. (Point to a.)

- Is this food in a bag? (Touch.) No.
Is the monkey eating this food? (Touch.) No.
- Who is eating this food? (Touch.)
The bear.
What kind of food is the bear eating?
(Touch.) Cookies.
- Say the whole thing about what the bear is eating. (Touch.) The bear is eating cookies.

b. (Point to b.)

- Is this food in a bag? (Touch.) Yes.
Who is eating this food? (Touch.)
The monkey.
- What kind of food is the monkey eating?
(Touch.) Peanuts.
- Say the whole thing about what the monkey is eating. (Touch.) The monkey is eating peanuts.

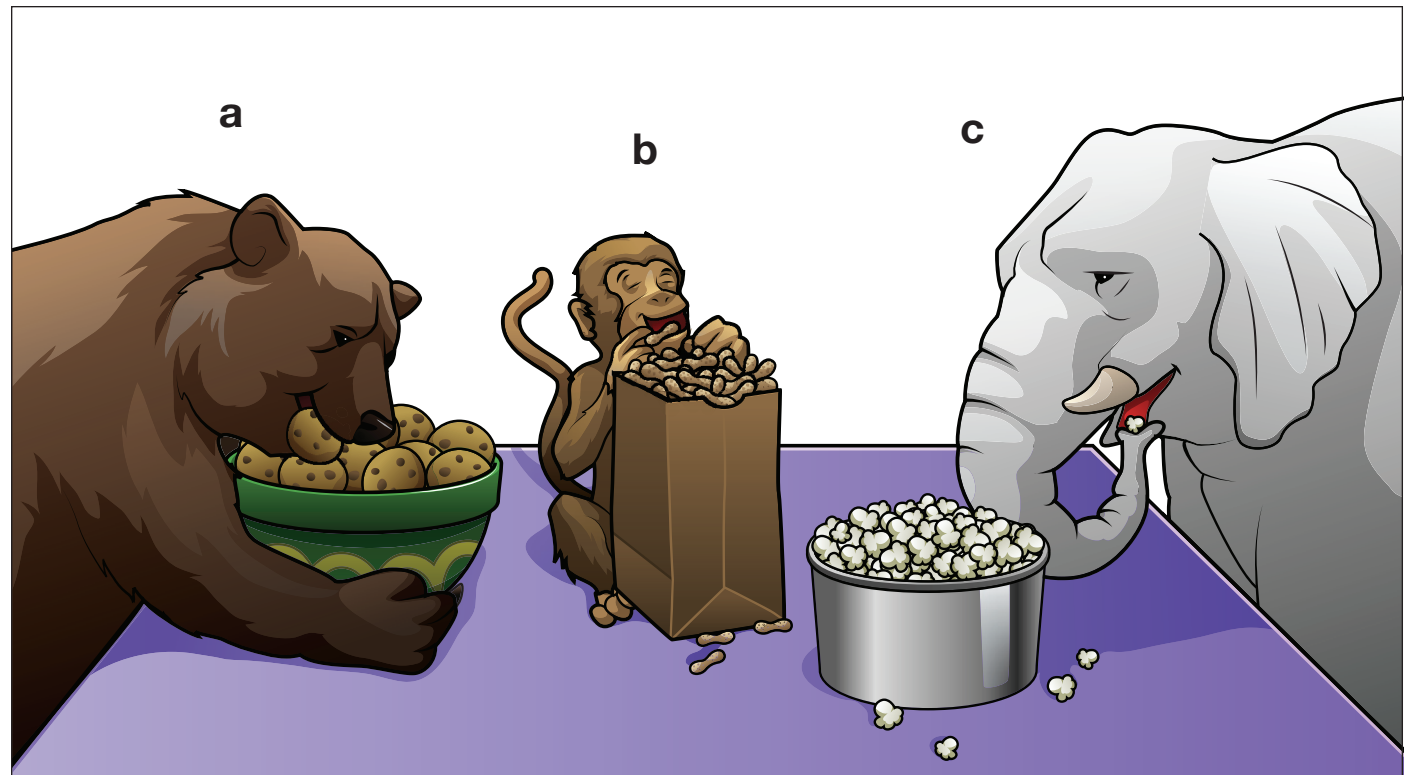
c. (Point to c.)

- Is this food in a bag? (Touch.) No.
Is the monkey eating this food? (Touch.) No.
- Who is eating this food? (Touch.)
The elephant.
- What kind of food is the elephant eating?
(Touch.) Popcorn.
- Say the whole thing about what the elephant is eating. (Touch.) The elephant is eating popcorn.

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

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

- Do you think those animals like that food?
- When do you like to eat cookies?



- When do you like to eat popcorn?
- When do you like to eat peanuts?

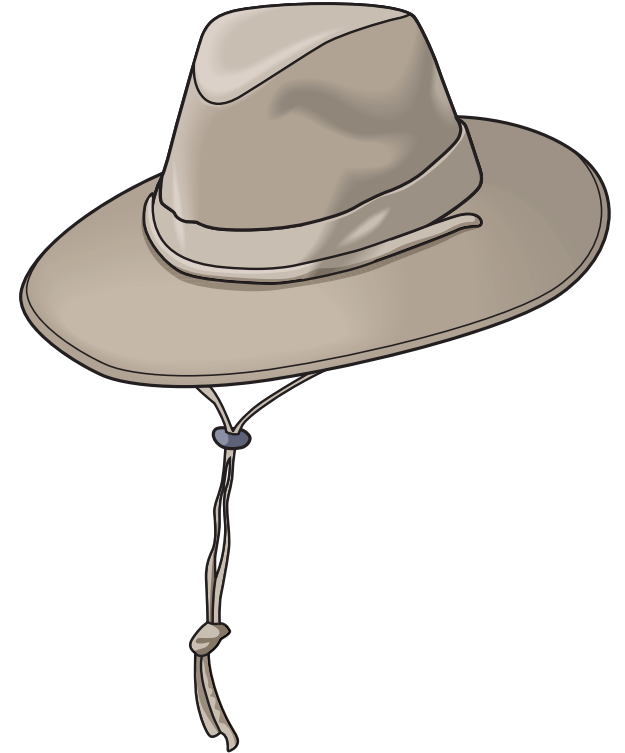
Individual Turns

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



EXERCISE 7 Classification — Clothing

1. We're going to use the rule about clothing.
(Point to each article of clothing, and ask:) **What kind of clothing is this?** (Touch. Children are to answer *a coat, a hat, socks, gloves.*)
2. Here's the rule about all clothing.
 - a. Listen. If you can wear it, it's clothing.
Listen again. If you can wear it, it's clothing.
Everybody, say the rule. (Signal.) *If you can wear it, it's clothing.*
 - b. **Again.** (Signal.) *If you can wear it, it's clothing.*
 - 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 — Clothing (cont.)

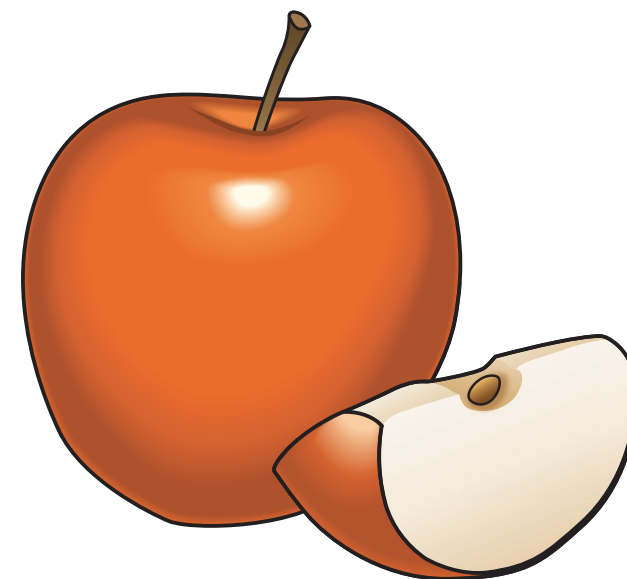
4. Look at these objects.

- a. (Point to a.) **Can you wear this?** (Touch.)
Yes.
If you can wear it, it's . . . (touch) *clothing*.
You can wear this dress. So what do you know about a dress? (Touch.) *It's clothing*.
- Again. What do you know about a dress? (Touch.) *It's clothing*.
 - (Repeat step a until all children's responses are firm.)
- b. (Point to b.) **Can you wear this?** (Touch.)
No.
You cannot wear an apple. So what do you know about an apple? (Touch.) *It's not clothing*.
- Again. What do you know about an apple? (Touch.) *It's not clothing*.
 - (Repeat step b until all children's responses are firm.)
- c. (Point to c.) **Can you wear this?** (Touch.)
No.
You cannot wear a bottle. So what do you know about a bottle? (Touch.) *It's not clothing*.
- Again. What do you know about a bottle? (Touch.) *It's not clothing*.
 - (Repeat step c until all children's responses are firm.)
- d. (Point to d.) **Can you wear this?** (Touch.)
Yes.
If you can wear it, it's . . . (touch) *clothing*.
You can wear a hat. So what do you know about a hat? (Touch.) *It's clothing*.
- Again. What do you know about a hat? (Touch.) *It's clothing*.
 - (Repeat step d until all children's responses are firm.)

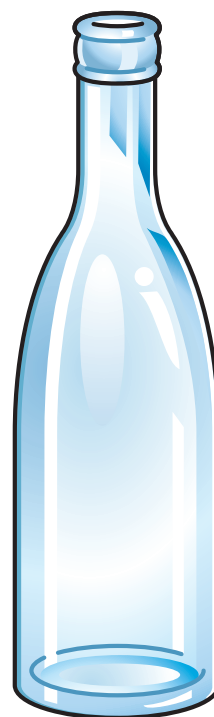
5. (Repeat part 4 until all children's responses are firm.)



a



b



c



d

EXERCISE 8 Classification—Review

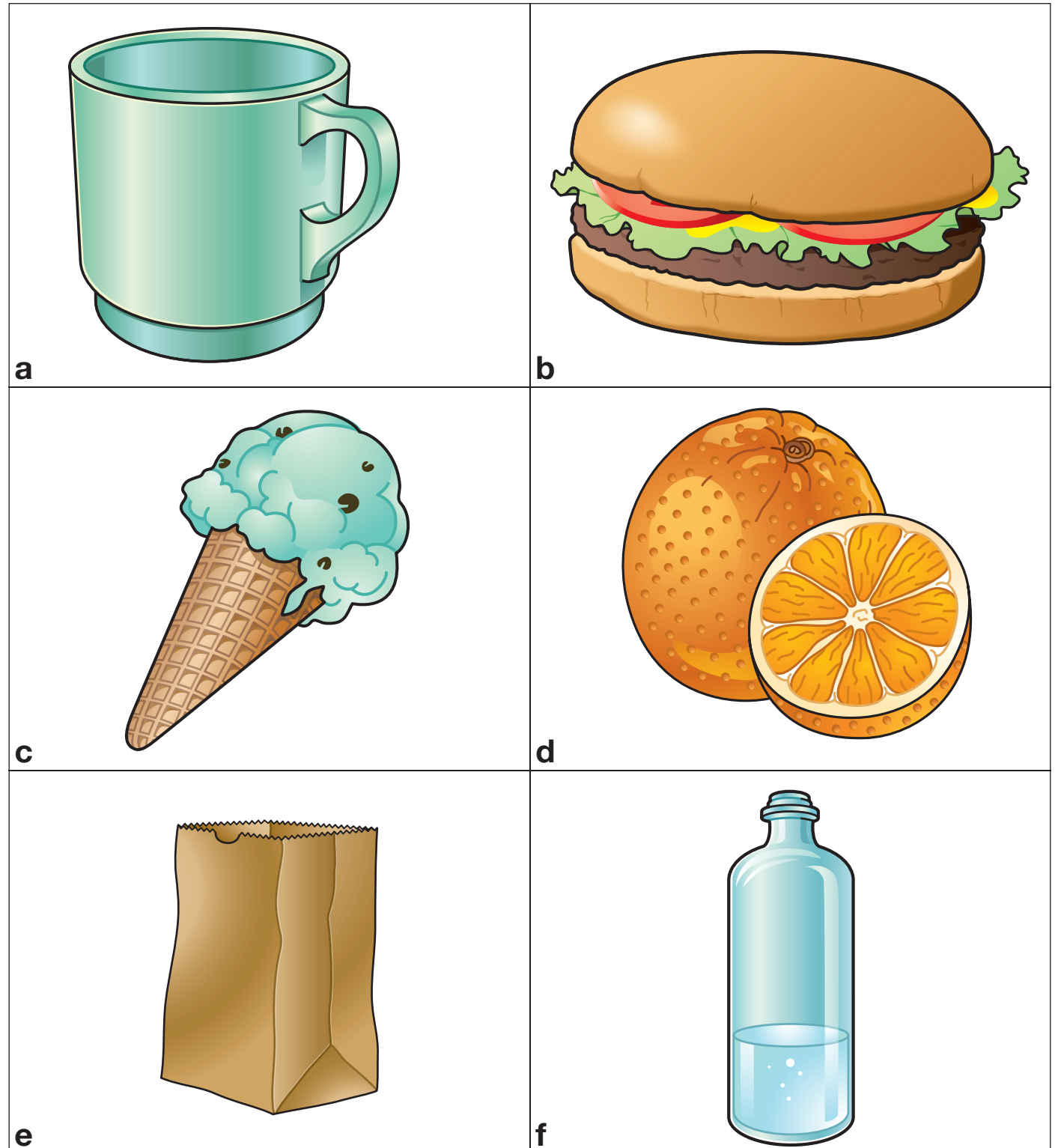
1. Some of these objects are containers. Some of them are food.

- (Point to each object, and ask:) *Is this a container?* (Touch. Children are to answer *yes* or *no*.)
- (Point to each object, and ask:) *Is this food?* (Children are to answer *yes* or *no*.)
- (Repeat part 1 until all children's responses are firm.)

2. This time when I point to each object you'll say **container** or **food**.

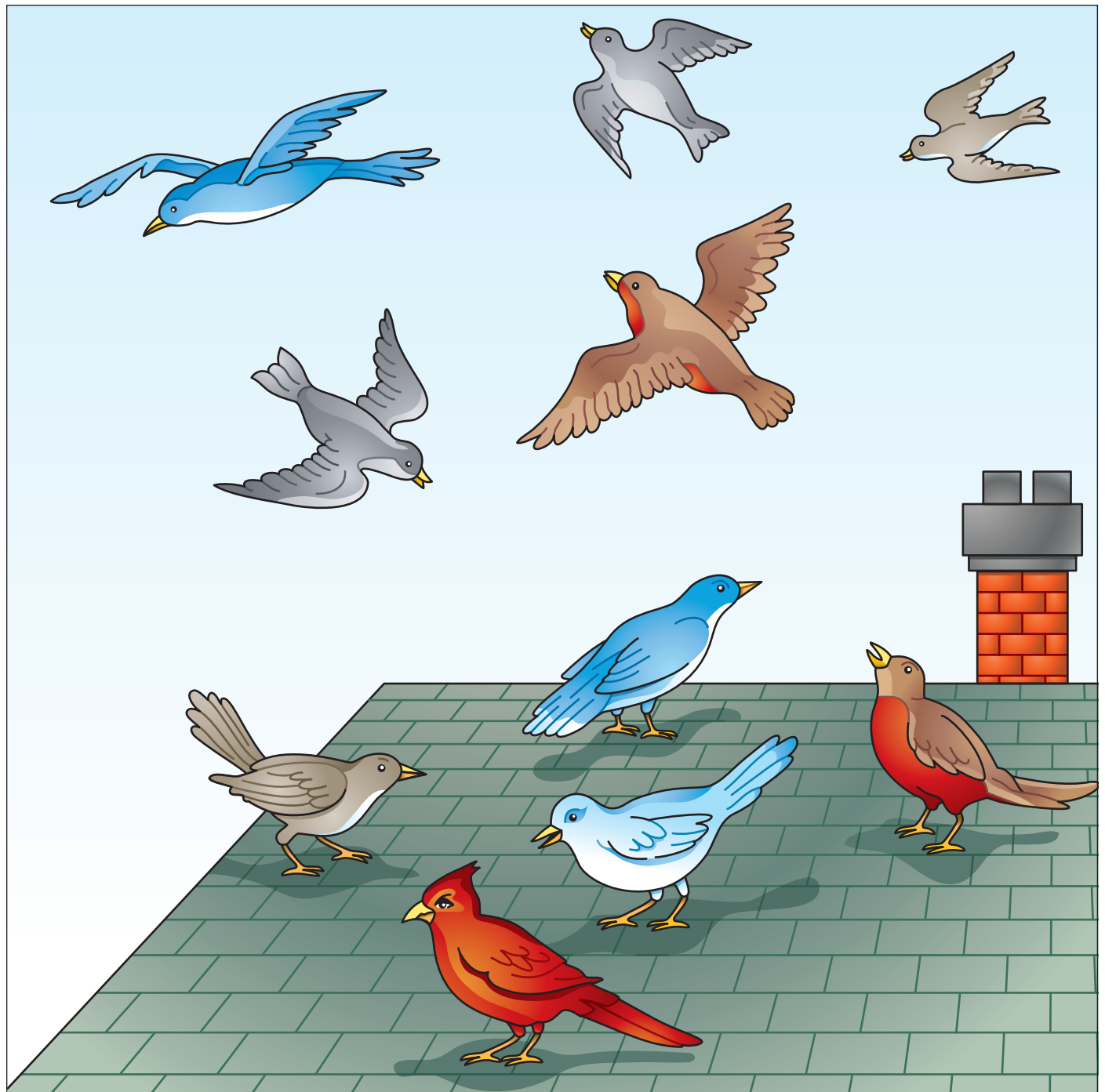
- (Point to a.) **Tell me. Container or food.**
(Touch.) *Container.*
Say the whole thing about this container.
(Touch.) *This container is a cup.*
- (Point to b.) **Tell me. Container or food.**
(Touch.) *Food.*
Say the whole thing about this food.
(Touch.) *This food is a hamburger.*
- (Point to c.) **Tell me. Container or food.**
(Touch.) *Food.*
Say the whole thing about this food.
(Touch.) *This food is an ice-cream cone.*
- (Point to d.) **Tell me. Container or food.**
(Touch.) *Food.*
Say the whole thing about this food.
(Touch.) *This food is an orange.*
- (Point to e.) **Tell me. Container or food.**
(Touch.) *Container.*
Say the whole thing about this container.
(Touch.) *This container is a bag.*
- (Point to f.) **Tell me. Container or food.**
(Touch.) *Container.*
Say the whole thing about this container.
(Touch.) *This container is a bottle.*

3. (Repeat part 2 until all children's responses are firm.)



EXERCISE 9 Plurals—On, Over

1. Some of these birds are on the roof.
 - a. (Point to each bird and ask:) *Is this bird on the roof?* (Children are to answer yes or no.)
 - b. (Repeat step a until all children's responses are firm.)
2. (Point to the birds on the roof.)
 - a. *Listen. What are these?* (Touch.) *Birds. Where are these birds?* (Touch.) *On the roof.*
Say the whole thing. (Touch.) *These birds are on the roof.*
 - b. (Repeat step a until all children's responses are firm.)
3. (Point to the birds over the roof.)
 - a. *Where are these birds?* (Touch.) *Over the roof.*
Say the whole thing. (Touch.) *These birds are over the roof.*
 - b. (Repeat step a until all children's responses are firm.)
 - c. (Point to the birds on the roof.)
Where are these birds? (Touch.) *On the roof.*
Say the whole thing. (Touch.) *These birds are on the roof.*
 - d. (Repeat step c until all children's responses are firm.)
4. Let's talk about the roof and the birds one more time.
 - a. (Point to the birds that are on the roof.)
Where are these birds? (Touch.) *On the roof.*
Say the whole thing. (Touch.) *These birds are on the roof.*
 - b. (Point to the birds over the roof.)
Where are these birds? (Touch.) *Over the roof.*



Say the whole thing. (Touch.) *These birds are over the roof.*
c. (Repeat part 4 until all children's responses are firm.)

Individual Turns

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



EXERCISE 10 Part/Whole – Coat

1. Today we're going to learn the parts of a coat.
 - a. (Circle the coat with your finger.)
Everybody, what is this? (Touch.) *A coat.*
Say the whole thing. (Touch.) *This is a coat.*
 - b. I'll name some parts of a coat.
(Point to the back.) *This is the back.*
(Point to the front.) *This is the front.*
 - c. Your turn to tell me the parts.
(Point to the back.) *What is this part called?* (Pause. Touch.) *The back.*
(Point to the front.) *What is this part called?*
(Pause. Touch.) *The front.*
 - d. (Repeat step c until all children's responses are firm.)
2. I'll name some more parts of a coat.
 - a. (Point to the collar.) *This is the collar.*
(Point to the sleeves.) *These are the sleeves.*
 - b. Your turn to tell me the parts.
(Point to the collar.) *What is this part called?* (Pause. Touch.) *The collar.*
(Point to the sleeves.) *What are these parts called?* (Pause. Touch.) *Sleeves.*
 - c. (Repeat step b until all children's responses are firm.)
3. Your turn to name the parts of a coat.
 - a. (Point to the back.) *What is this part called?* (Pause. Touch.) *The back.*
(Point to the front.) *What is this part called?*
(Pause. Touch.) *The front.*
(Point to the sleeves.) *What are these parts called?* (Pause. Touch.) *Sleeves.*
(Point to the collar.) *What is this part called?* (Pause. Touch.) *The collar.*
 - b. (Repeat step a until all children's responses are firm.)



- c. (Circle the coat.) *Front, back, collar, and sleeves are parts of . . .* (touch) *a coat.*
And what's the whole object called?
(Touch.) *A coat.*

Opposites

1. Find the dogs. ✓
 - a. Here's a rule about these dogs: The dogs that are not big will have brown spots.
 - b. What do you know about the dogs that are not big? (Signal.) *They will have brown spots.*
2. Circle the dogs that are not big. ✓
3. Draw brown spots on one of the dogs you circled. ✓
4. Later you'll make brown spots on the other dogs that are not big.

Classification

1. (Hold up the workbook. Starting with the kitten, point to each object, and ask:) **What is this?**
(Children are to identify each object.)
2. Listen. Here's the rule for this picture: Draw a line under every vehicle.
 - a. What are you going to do? (Signal.) *Draw a line under every vehicle.*
Yes, draw a line under every vehicle.
 - b. Do it. ✓
3. Next you are going to color all the vehicles blue. So put a blue mark on one of the vehicles. ✓
4. Later you'll color all the vehicles blue and the other objects any color you want.

Part/Whole

1. Everybody, turn your workbook page over. (Hold up the workbook. Point to the pencil with an eraser.) **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. (Point to the separate erasers.) **Here are the erasers for those pencils.**
 - b. Draw lines from the erasers to the pencils. ✓
4. Later you'll color the pencils.

Pair Relations

1. Find the box with the shoe and the line. ✓
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 shoe and a line.
 - b. Touch the next box at the top. ✓
What are the objects in that box? (Signal.)
A car and a moon.
2. Listen: All the other boxes have something missing.
 - a. You can fix a box if the first object is either a shoe or a car.
 - b. What does the first object have to be? (Signal.) *A shoe or a car.*
3. Listen: Circle every box that has a shoe or a car as the first object. ✓
4. Cross out every box that does not have a shoe or a car as the first object. ✓
5. Later you'll fix all the boxes you circled so they are like one of the boxes at the top.

Reread "Curious Carla Makes Everybody Happy" in Storybook 2, page 23.

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