

## Sample Activities—Lesson 75

The following sample activities occur in lesson 75, halfway through *Language for Thinking*. (To view a complete lesson from *Language for Thinking*, see the Sample Lessons section at the end of this guide.)

In lesson 75, you first present six exercises from the Presentation Book. Then you present two more exercises as students view their Picture Books. Finally, you direct students as they complete their Workbook activities.

## LESSON 75

### EXERCISE 1 Calendar

Look at the calendar.

- a. We're going to talk about today, tomorrow, and one week from today.
  - Tell me the day of the week it is today. Get ready. (Signal.)
  - Tell me the day of the week it will be tomorrow. Get ready. (Signal.)
  - Tell me the day of the week it will be one week from today. Get ready. (Signal.)(Repeat step a until firm.)
- b. Now the dates.
  - Tell me today's date. Get ready. (Signal.)
  - Tell me tomorrow's date. Get ready. (Signal.)
  - Tell me the date it will be one week from today. Get ready. (Signal.)
- c. Once more.
  - Listen. Tell me today's date. Get ready. (Signal.)
  - Tell me tomorrow's date. Get ready. (Signal.)
  - Tell me the date it will be one week from today. Get ready. (Signal.)(Repeat step c until firm.)

The first exercise in lesson 75 reviews calendar facts students have already learned. In step a, using a large wall calendar, students name what day today is, what day tomorrow will be, and what day of the week will be one week from today. In steps b and c, students identify today's date, tomorrow's date, and the date one week from today.

In other Calendar exercises, students learn the number of days in a week and a year, the number of weeks and months in a year, how to locate and interpret dates on a calendar, and how to write the days of the week and the seasons and months of the year.

In exercise 2, students make up an analogy about vehicles. In part 1, students identify what the analogy is going to tell (where vehicles go) and what vehicles will be used (boat, airplane). Then, in parts 2 and 3, students determine that a boat goes in water and an airplane goes in air. Finally, in parts 4 and 5, students say the analogy: *A boat goes in water as an airplane goes in air.*

The Analogies exercises allow students to apply what they have learned about classification and sameness. In other Analogies exercises, students complete analogies and tell what specific analogies are about. The exercises also set the stage for reading comprehension exercises that involve similes and metaphors.

## EXERCISE 2 Analogies

1. We're going to make up an **analogy**.
  - a. What are we going to make up? (Signal.) *An analogy.*
  - b. We're going to make up an **analogy** that tells where vehicles go. What is the analogy going to tell? (Signal.) *Where vehicles go.*
  - c. Here are the vehicles we're going to use in the analogy: a boat and an airplane. Which vehicles? (Signal.) *A boat and an airplane.*
2. Name the first vehicle. Get ready. (Signal.) *A boat.*
  - a. Tell me where that vehicle goes. Get ready. (Signal.) *In water.*
  - b. Here's the first part of the analogy. Listen. A boat goes in water. Say the first part of the analogy. (Signal.) *A boat goes in water.*  
*We told about the first vehicle.*
3. Now name the second vehicle. Get ready. (Signal.) *An airplane.*
  - a. Tell me where that vehicle goes. Get ready. (Signal.) *In air.*
  - b. Here's the second part of the analogy. Listen. An airplane goes in air. Say the second part of the analogy. (Signal.) *An airplane goes in air.*  
*We told about the second vehicle.*  
(Repeat parts 2 and 3 until firm.)
4. Now I'll say the whole analogy that tells where a boat goes and where an airplane goes. Listen. A boat goes in water **as** an airplane goes in air.
5. Your turn. Say the whole analogy that tells where a boat goes and where an airplane goes. (Signal.) *A boat goes in water as an airplane goes in air.*  
(Repeat part 5 until firm.)

In exercise 3 (not shown), students practice using pairs of opposite words. Exercise 4 is a Description game. You describe an object that students know (a cow), but you give it a funny name: *slup*. Students have to figure out what a *slup* is based on clues you give them: *A slup is an animal; a slup says moo.*

This exercise is particularly important because it shows students the difference between words and meanings. Students learn that not only can objects be labeled, they can also be defined based on their characteristics.

#### EXERCISE 4 Description

[**Note:** The children are not to memorize the “funny” names in this task.]

- a. I’m going to tell you about an object you know. But I’m going to call it a funny name. See if you can figure out what object I’m talking about.
  - (Hold up one finger.) *A slup is an animal. Say that.* (Signal.) *A slup is an animal.*
  - (Hold up two fingers.) *A slup says moo. Say that.* (Signal.) *A slup says moo.*
- b. Everybody, say the things you know about a *slup*.
  - (Hold up one finger. Signal.) *A slup is an animal.*
  - (Hold up two fingers. Signal.) *A slup says moo.*(Repeat steps a and b until all responses are firm.)
- c. Everybody, tell me the kind of animal I am calling a *slup*. (Pause.) *Get ready.* (Signal.) *A cow.*  
*Yes, I couldn’t fool you. It’s really a cow.*
- d. (Ask different children.)  
*How do you know a slup is a cow?*  
*How would you like to have a slup as a pet in your house?*

In exercise 5, students learn about the differences among questions, answers, and statements. In part 1, they ask a question about what class a bed is in: *What class is a bed in?* They first give the one-word answer (*furniture*) and then give the complete statement: *A bed is in the class of furniture.* Students repeat this pattern in part 2. After students complete both parts, you call on individual students to ask questions and make statements.

In other Questioning Skills exercises, students identify an object you’re thinking of by asking questions. They also ask questions about difficult words in paragraphs you read to them.

The first part of Lesson 75 concludes with exercise 6 (not shown), in which students identify what *can* and *cannot* be done with a particular object.

#### EXERCISE 5 Questioning Skills

1. We’re going to talk about a bed.
  - a. Everybody, ask the question about the class a bed is in. (Signal.) *What class is a bed in?*
  - b. Tell me the answer. (Signal.) *Furniture.*
  - c. Make the statement about the class a bed is in. (Signal.) *A bed is in the class of furniture.*  
(Repeat part 1 until all responses are firm.)
2. Let’s talk some more about a bed.
  - a. Everybody, ask the question about where you find a bed. (Signal.) *Where do you find a bed?*
  - b. Tell me the answer. (Signal.) *In a bedroom.*
  - c. Everybody, make the statement about where you find a bed. (Signal.) *You find a bed in a bedroom.*  
(Repeat part 2 until responses are firm.)

#### Individual Turns

(Repeat parts 1 and 2, calling on different children.)



## PICTURE BOOK

### EXERCISE 7 True/False

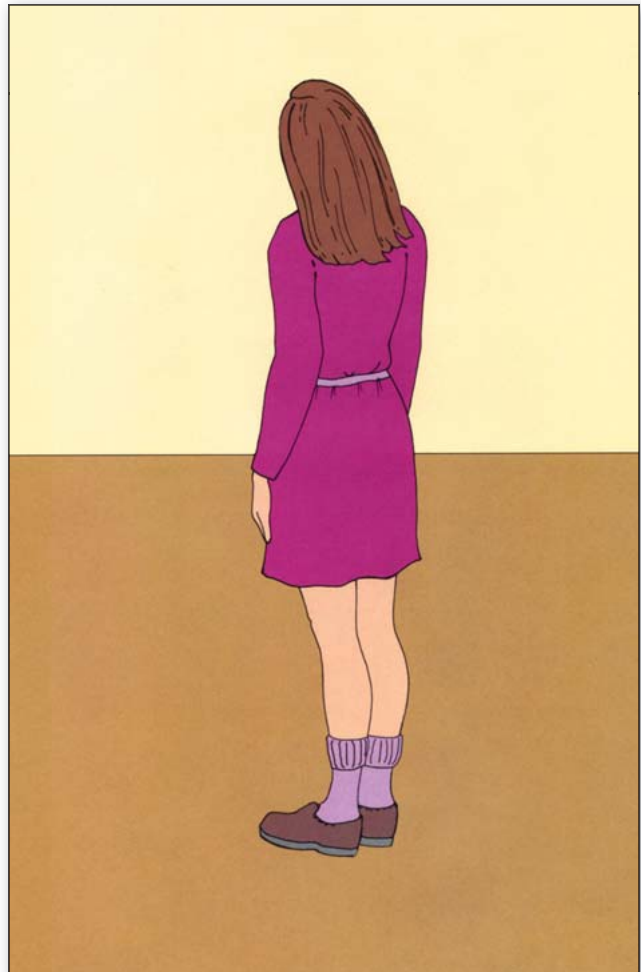
Open your picture book to lesson 75.

1. Look at the picture of the girl.
  - a. Listen to this statement. The girl in that picture is laughing. We can't see the girl's face, so we don't know if that statement is true or false. It may be true and it may be false.
  - b. My turn. The girl is laughing. Is that statement true or false? We don't know. Your turn. Is that statement true or false? (Signal.) *We don't know.*
  - c. Here's another statement. The girl has a tooth missing. Is that statement true or false? (Signal.) *We don't know.*  
(Repeat steps b and c until all responses are firm.)
  
2. Let's see how smart you are. I'm going to say some statements. Some of these statements are true. Some are false. Some statements may be true and may be false. Look at the picture.
  - a. The girl is wearing socks. True or false? (Signal.) *True.*
  - b. The girl is standing. True or false? (Signal.) *True.*
  - c. The girl is smiling. True or false? (Signal.) *We don't know.*
  - d. The girl has three sisters. True or false? (Signal.) *We don't know.*
  - e. The girl is wearing a hat. True or false? (Signal.) *False.*
  - f. The girl likes to read comic books. True or false? (Signal.) *We don't know.*
  - g. The girl has long hair. True or false? (Signal.) *True.*  
(Repeat part 2 until all responses are firm.)

For the next part of the lesson, you continue to use the Presentation Book as students look at illustrations in their Picture Books. In exercise 7, for example, students look at a picture of a girl with her back turned. You make a series of statements about the picture. Students indicate whether your statements are *true* or *false*. If a statement can be either true or false, students say, *We don't know*.

This True/False exercise demonstrates that true statements confirm what is observed, that false statements contradict what is observed, and that some statements refer to details that can be neither confirmed nor contradicted.

For the next exercise (not shown), students look at a sequence of pictures and answer questions about the events depicted.



After students finish the Picture Book exercises, you present the Workbook lesson activities. The first activity for lesson 75 involves classification. Students compare two pictures: one with many kinds of tools and one with only saws. In steps a and b, students identify and circle the class that is larger. In steps c

and d, you give them instructions for coloring the saw in each picture.

In the other Workbook activity for lesson 75 (not shown), students practice reading and writing the seasons of the year.

## WORKBOOK LESSON 75

### Classification

Open your workbook to lesson 75.

Look at the pictures. ✓

- a. Touch the picture that shows only **one** kind of thing. ✓
  - What kind of thing is that in the picture? (Signal.) *Saws.*
- b. Touch the picture that shows **more** than one kind of thing. ✓
  - Raise your hand if you can figure out the name of the class shown in that picture.  
Everybody, what's the name of that class? (Signal.) *Tools.*
  - Listen. The class that is larger is the class that has **more** kinds of things. What does the class that is **larger** have? (Signal.) *More kinds of things.*
  - Everybody, circle the class that is **larger**. ✓
- c. Touch the picture of the class that is **smaller**. ✓
  - How many kinds of things are in the class that is **smaller**? (Signal.) *One.*
  - The saws in that picture of the **smaller** class should be blue with red handles. What colors? (Signal.) *Blue with red handles.*
  - Mark a saw in that picture. ✓
- d. Touch the picture that shows the **larger** class. ✓
  - The saws in the picture of the **larger** class should be yellow with brown handles. What colors? (Signal.) *Yellow with brown handles.*
  - Mark a saw in that picture. ✓

