

**Objectives**

- Alphabetize words that start with different letters. (Exercise 1)
- Complete descriptions involving relative directions. (Exercise 2)
- **Indicate the number of objects in larger and smaller classes.** (Exercise 3)
- Listen to part 2 of a story and answer comprehension questions. (Exercise 4)
- Edit sentences to eliminate pronoun ambiguity. (Exercise 5)

**WORKBOOK**

**EXERCISE 1 Alphabetical Order**

helpful	knock
jumpy	gate
farmer	landed
inside	

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- Open your workbook to lesson 35 and find part A. ✓
  - Find the words in the box. You're going to write these words in alphabetical order. First you have to find the word that is earliest in the alphabet. I don't see a word that begins with **A**. I don't see a word that begins with **B**. I don't see a word that begins with **C**. I don't see a word that begins with **D**.
  - Look at the list and see if you can find one that begins with **E**. ✓
- Did you find a word that begins with **E**? (Signal.) No.
  - You looked for words that begin with **A, B, C, D,** and **E**. What letter will you look for next? (Signal.) **F**.
- See if you can find a word that begins with **F**. ✓
  - Everybody, did you find a word that begins with **F**? (Signal.) Yes.
- Write it on line 1. Cross it out from the list. Then write the other words in alphabetical order. (Observe students and give feedback.)

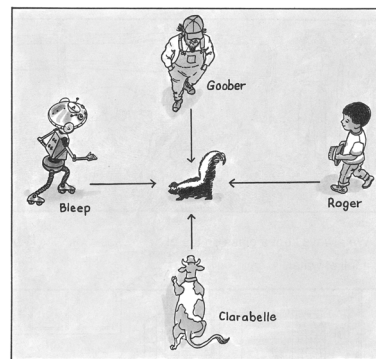
5. (Write on the board:)

- farmer
- gate
- helpful
- inside
- jumpy
- knock
- landed

- Here's what you should have.

**EXERCISE 2 Map Directions**

**Relative Direction**











- The skunk is north of \_\_\_\_\_
- The skunk is east of \_\_\_\_\_
- The skunk is west of \_\_\_\_\_
- The skunk is south of \_\_\_\_\_

- Find part B. You're going to look at the arrows and complete sentences.
- Sentence 1: The skunk is north of something. You complete that sentence with the name of the object on the north arrow.
  - Sentence 2: The skunk is east of something. You complete that sentence with the name of the object on the east arrow.
  - Sentence 3: The skunk is west of something. You complete that sentence with the name of the object on the west arrow.

- Sentence 4: The skunk is south of something. You complete that sentence with the name of the object on the south arrow.
  - Your turn: Complete all the sentences. Raise your hand when you're finished. ✓
3. Check your work. I'll read the first part of each sentence. You tell me the last part.
- Sentence 1: The skunk is north of . . . (Signal.) *Clarabelle*.
  - Sentence 2: The skunk is east of . . . (Signal.) *Bleep*.
  - Sentence 3: The skunk is west of . . . (Signal.) *Roger*.
  - Sentence 4: The skunk is south of . . . (Signal.) *Goober*.

### EXERCISE 3 Classification

#### Mental Manipulation

<p>A. This thing is in the class of bikes. _____</p>	<p>1. </p>
<p>B. This thing is in the class of black bikes. _____</p>	<p>2. </p>
<p>C. This thing is in the class of black bikes with a flat front tire. _____</p>	<p>3. </p>
<p>D. This thing is in the class of black bikes with a flat front tire and _____</p>	<p>4. </p>
	<p>5. </p>
	<p>6. </p>
	<p>7. </p>
	<p>8. </p>

- Everybody, find part C. ✓  
The pictures show different bikes. The sentences tell about the classes.
  - I'll read the sentences. Follow along.
  - Touch sentence A. ✓  
This thing is in the class of bikes. That's the big class.
  - Touch sentence B. ✓  
This thing is the class of black bikes. That's a smaller class.
  - Touch sentence C. ✓  
This thing is in the class of black bikes with a flat front tire.
- Here's what you're going to do. Below each sentence, write the number of every picture that sentence tells about.

- Touch sentence A. ✓  
This thing is in the class of bikes. You have to write the number of every picture that sentence tells about. You'll write the number of every picture that shows a bike.
- Picture 1 shows a bike, so you'd write number 1 on the line below sentence A.
- Picture 2 shows a bike, so you'd write number 2 under the sentence.
- Listen: Write the number of every picture that shows a bike. Raise your hand when you're finished.  
(Observe students and give feedback.)
- (Write on the board:)

1, 2, 3, 4, 5, 7

- Here are the numbers you should have under sentence A—1, 2, 3, 4, 5, 7. Raise your hand if you got it right. ✓
  - Everybody, look at picture number 6.
  - Why didn't you write that number under the first sentence? (Call on individual students. Idea: *A St. Bernard is not a bike.*)
  - Everybody, what other number didn't you write? (Signal.) 8.
  - Why didn't you write the number for Clarabelle? (Call on a student. Idea: *She's not a bike.*)
- Touch sentence B. ✓  
This thing is in the class of **black** bikes. Is that class bigger or smaller than the class of bikes? (Signal.) *Smaller*.
    - So you should have fewer things in this class.
    - Write the number of everything that's in the class of **black** bikes. Raise your hand when you're finished.  
(Observe students and give feedback.)
    - (Write on the board:)

2, 5, 7

- Here are the numbers you should have for the things in the class of black bikes. Raise your hand if you got it right.
- Touch sentence C. ✓  
This thing is in the class of black bikes with a flat front tire. Remember, it's in the class of **black** bikes with a flat front tire, not just any old bike with a flat front tire. Write the numbers for the things in that class. Raise your hand when you're finished.  
(Observe students and give feedback.)

- Everybody, which things are in the class of black bikes with a flat front tire? (Signal.) 5 and 7.
  - There are two things in that class, but we're going to tell about only one thing.
  - Touch **only** bike 5. ✓  
That's the bike with the flat front tire you'll tell about.
5. Touch sentence D. ✓  
It says: This thing is in the class of black bikes with a flat front tire and . . . something else.
- You're going to complete that sentence so it tells about bike 5 and **no other** bike that's black and has a flat front tire.
  - Look at the picture of bike 5. See what else you can say about that bike and write it. That bike has a flat front tire and something else. Raise your hand when you're finished. (Observe students and give feedback.)
  - (Call on different students to read their sentence. Praise sentences that tell about a flat rear tire. Say:) **That's a really super sentence: Raise your hand if you wrote that super sentence.** (Praise sentences that tell about a flat rear tire.)
  - **This is pretty hard, but a lot of you are too smart to get fooled.**

## EXERCISE 4 **Zelda the Artist Part 2**

### Storytelling

- I'm going to read some more about Zelda the artist. Listen:

Zelda read through Mrs. Hudson's book. Most of it was very, very boring. It told about things that were not very exciting—the rain falling in the springtime, chickens running around the barnyard, people going on long train trips—very boring.

Zelda did a couple of illustrations. The first one she did was for the part that said, "When we were on the farm, my brother and my sister had pet pigs. They just loved to roll around in the mud."

Zelda made a beautiful picture of Mrs. Hudson's brother and sister rolling around in the mud next to the barn.

In the picture that Zelda drew, the pet pigs were standing there, looking at the students in the mud. When Zelda finished that picture, she said, "That woman must have a very strange family."

Then she did the next illustration. That one was for the part that said, "Every day the children rode their horses through the valley. Their tails flew in the wind."

- Who does Zelda think had the tails? (Signal.) *The students.*
- Who was Mrs. Hudson telling about when she wrote: "**Their** tails flew in the wind"? (Signal.) *The horses.*

Zelda didn't know how many students to draw or how long to make their "tails." But at last she decided to show three children riding horses. She gave each of the children a long tail. She gave the horses regular horse tails. After she finished the illustration, she said, "That woman sure knows some very strange people."

Then she went on to the next part. It said: "We always kept a glass on top of the refrigerator. We kept it full of water."

- What does Zelda think was "full of water"? (Signal.) *The refrigerator.*
- What was really full of water? (Signal.) *The glass.*

Zelda decided to show a picture of somebody opening the refrigerator and water pouring out. She said to herself, "I don't know any other way to show that it was full of water."

Zelda didn't know what to put inside the glass. So she left the glass empty.

The part that was marked for the next illustration said this: “Our car stopped on top of the mountain. It was out of gas.”

- I think we’ve got another problem. Listen again:

“Our car stopped on top of the mountain. It was out of gas.”

- What part is Zelda going to confuse this time? (Call on a student. Idea: *What is out of gas.*)

Zelda read that part again and again. At last she said, “How am I going to show that the mountain is out of gas? I can’t illustrate this picture.” Zelda called Mrs. Hudson and said, “I’m having trouble with one illustration. It’s for the part that says, ‘Our car stopped on top of the mountain. It was out of gas.’ How am I going to show it was out of gas?”

“I see what you mean, my dear. Just looking at the picture, you wouldn’t really know that it was out of gas, would you?”

“I sure wouldn’t,” Zelda said.

“Well, what if you sort of showed the inside of it, and we could see the gas gauge?”

“The gas gauge?”

“Yes, my dear. You could put us on top of the mountain, looking inside the window, and show the gas gauge.”

“Looking inside **the window?**”

“Of course.”

“It has a window?”

“Well, certainly. It has windows all the way around it.”

“Wow,” Zelda said. “I’ll draw it, but I’ve never seen one with windows before.”

“Well, the next time I go over to your place, I’ll show you a picture of it.”

Zelda said, “I’ll take your word for it.”

After Zelda hung up the phone, she did the illustration of a great mountain with a car parked on top. The mountain had windows all the way around, and inside one of the windows was a great huge gas gauge.

Zelda looked at the picture and said, “That woman has sure been to some strange places.”

The next part of the book that was marked said this: “Our car went down the dirt road, leaving a dust cloud behind. Soon, it floated away on the breeze.”

- Uh-oh. I think Zelda is going to have trouble again. Listen to that part again:

“Our car went down the dirt road, leaving a dust cloud behind. Soon, it floated away on the breeze.”

- What do you think she’ll get wrong this time? (Call on a student. Idea: *What floated away.*)

Zelda read the part to herself two times. Then she shook her head and made the illustration. It showed a car floating through the air over a dirt road. Zelda said to herself, “That woman sure has some strange vehicles, too.”

Zelda worked on the illustrations week after week. And every week Mrs. Hudson would call Zelda and remind her that the book had to be finished soon. “Remember, Zelda,” she would say, “this book must go to the publisher by March. I certainly hope you’ll be done with all the illustrations by then.”

- The publisher takes the story Mrs. Hudson wrote and Zelda’s illustrations and makes them into a regular book that people can buy.

Every time Mrs. Hudson called to remind Zelda of getting the book ready for the publisher, Zelda would say, “I’m working as fast as I can, but some of these illustrations are not very easy.”

Every week, Mrs. Hudson called and said the same thing. Every week, Zelda told her the same thing.

But then, in the middle of February, Mrs. Hudson called and started to say, “Remember, Zelda, this book must go to the publisher before . . .”

“I’m done with the illustrations,” Zelda said.

“How perfectly wonderful!” Mrs. Hudson said. “How marvelous! Isn’t this just grand?”

She told Zelda that she would be right over and she was. She was still talking about how wonderful everything was when she arrived at Zelda’s place. “This is just perfect,” she said. “I can hardly wait to see your illustrations, my dear.”

Then Mrs. Hudson saw Zelda’s illustrations. She looked at the first one, and her eyes got wide, and her face became very serious and stiff. Her face stayed that way as she looked at the next illustration, and the next illustration, and the next illustration. She wasn’t saying anything like, “How wonderful this is.” She wasn’t saying **anything**. She was just staring at those illustrations with wide eyes and a very stiff face.

At last, she dropped the illustrations on the floor and said to Zelda, “What have you done to my wonderful book? These illustrations are awful. They are terrible. They are unbelievable. They are . . .” (She had run out of bad words.)

Zelda said, “Well, I did the best I could. I had never seen any of the things your book told about. Like the picture of the students with their tails flying in the wind. I didn’t know if they should have monkey tails, lion tails or short little bunny tails.”

“Stop it,” Mrs. Hudson said. “I do not find your wit one bit funny. And I find your illustrations terrible, awful, unbelievable, and simply . . .” (She’d run out of bad words again.)

“Well,” Zelda said, “I’m sorry. I don’t have time to redo them now, but I could . . .”

“No, this book must be at the publisher by March. If it’s not at the publisher by March, it doesn’t get published.”

“Well,” Zelda said, “Maybe you can send it in without the illustrations.”

“No,” Mrs. Hudson said, “I promised the publisher that I would have twenty beautiful illustrations. I didn’t know that I would have twenty illustrations that were unbelievable, terrible, awful, and just plain . . .”

So Mrs. Hudson picked up the illustrations, picked up her book and marched out of Zelda’s place.

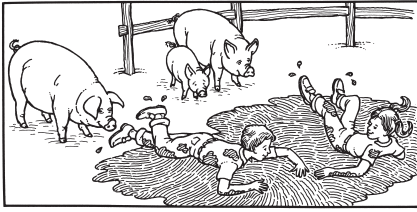
Nobody was very happy.

- Oh dear. I wonder what’s going to happen. We’ll have to wait till next time to find out.

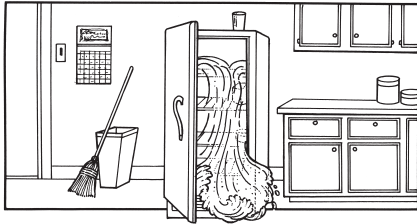


## EXERCISE 5 Interpreting Ambiguous Sentences

1. My brother and my sister had pet pigs. They just loved to roll around in the mud.



2. We always kept a glass on top of the refrigerator. We kept it full of water.



1. Everybody, find part D. ✓  
These are the illustrations that Zelda drew for two parts of the story.
  - You're going to fix up the sentences with the names that Zelda thought the sentences were talking about.
2. Touch number 1. ✓  
The picture below number 1 shows Mrs. Hudson's brother and sister rolling around in the mud.
  - I'll read what number 1 says. You follow along: My brother and my sister had pet pigs. They just loved to roll around in the mud.

- Touch the word that's underlined. ✓  
Everybody, what word is underlined? (Signal.) *They*.
  - What was Mrs. Hudson **really** writing about? (Signal.) *The pigs*.
  - What did Zelda think she was writing about? (Signal.) *Mrs. Hudson's brother and sister*.
3. Listen: Cross out the word **they** and write **my brother and sister** above the crossed-out word. Raise your hand when you're finished.  
(Observe students and give feedback.)
  4. Touch number 2. ✓  
I'll read what it says: We always kept a glass on top of the refrigerator. We kept it full of water.
    - Touch the word that's underlined. ✓  
Everybody, what word is underlined? (Signal.) *It*.
    - What was Mrs. Hudson really writing about? (Signal.) *The glass*.
    - What did Zelda think she was writing about? (Signal.) *The refrigerator*.
    - Listen: Cross out the word **it** and write **the refrigerator**. Raise your hand when you're finished.  
(Observe students and give feedback.)
  5. Now the sentences for both pictures tell what Zelda thought she should illustrate.
    - Later you can color the pictures.