Transition Lesson

EXERCISE 1  Actions—Following Directions and Body Parts

1. Get ready to do some actions. Watch my hand. Remember to wait for the signal.
   a. Everybody, stand up. (Signal. The children are to stand up.)
   b. Everybody, touch your nose. (Signal. Wait.)
   c. Everybody, sit down. (Signal. Wait.)
   d. Everybody, touch your hand. (Signal. Wait.)
   e. Everybody, put your hand down. (Signal.)
   f. (Repeat steps a through e until all children respond to your signal.)

2. Now let’s talk more about those actions.
   a. Everybody, stand up. (Signal.) What are you doing? (Signal.) Standing up.
   b. Everybody, touch your nose. (Signal.) What are you doing? (Signal.) Touching my nose.
   c. Everybody, sit down. (Signal.) What are you doing? (Signal.) Sitting down.
   d. Everybody, touch your hand. (Signal.) What are you doing? (Signal.) Touching my hand.

3. Let’s do that again.
   (Repeat part 2 until all children can perform the actions and say what they are doing.)

EXERCISE 2  Identity Statements

1. We’re going to talk about a girl.
   a. (Ask a girl in the group to stand up.) Everybody, what is this? (Signal.) A girl.
      Yes, a girl.
   b. My turn. I can say the whole thing. This is a girl. Listen again. This is a girl.
   c. Say the whole thing with me. (Signal. Respond with the children.) This is a girl.
   d. Again. (Signal. Respond with the children.) This is a girl.
   e. (Repeat step d until all children are making the statement with you.)
   f. Now it’s your turn. All by yourselves. Say the whole thing. (Signal. Do not respond with the children.) This is a boy.
   g. (Repeat step f until all children can make the statement.)

Individual Turns
(Call on different children to make the statements.)

CORRECTIONS

EXERCISE 1

● Error
   (Children don’t say Touching my nose.)

Correction
   1. Touching my nose. Say it with me. (Signal. Respond with the children.) Touching my nose.
   2. Again. (Signal. Respond with the children.) Touching my nose.
   3. All by yourselves. Say it. (Signal. Do not respond with the children.) Touching my nose.
   4. (Have the children put their hands down.)
   5. (Repeat part 2.)
Transition Lesson

EXERCISE 2 Object Identification

1. I'll tell you about these pictures.
   a. (Point to a.) This is a boy.
   b. (Point to b.) This is a girl.
   c. (Point to c.) This is a cat.
   d. (Point to d.) This is a dog.

2. Now it's your turn.
   a. (Point to a.) What is this? (Touch.)
      A boy.
   b. (Point to b.) What is this? (Touch.)
      A girl.
   c. (Point to c.) What is this? (Touch.)
      A cat.
   d. (Point to d.) What is this? (Touch.)
      A dog.

3. Let's name these things again.
   (Repeat part 2 until all children's responses are firm.)

4. Now let's do something else.
   a. (Ask a girl in the group to stand up.)
      Everybody, what is this? (Signal.) A girl.
   b. (Ask a boy in the group to stand up.)
      Everybody, what is this? (Signal.) A boy.

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

Individual Turns
(Repeat parts 2 and 4, calling on different children for each step.)
Transition Lesson

EXERCISE 3  Identity Statements

1. We’re going to talk about a dog. When I touch it, you tell me about it.
   a. (Point to the dog.) Everybody, what is this? (Touch.) A dog.
      Yes, a dog.
   b. My turn. I can say the whole thing. This is a dog. Listen again. This is a dog. Say the whole thing with me. (Touch. Respond with the children.) This is a dog.
   c. Again. (Touch. Respond with the children.) This is a dog.
      (Repeat until all children can make the statement with you.)
   d. Your turn. All by yourselves. Say the whole thing. (Touch. Do not respond with the children.) This is a dog.
      Again. (Touch. Do not respond with the children.) This is a dog.

2. (Repeat part 1 until all children can make the statement.)

3. We’re going to talk about a cat. When I touch it, you tell me about it.
   a. (Point to the cat.) Everybody, what is this? (Touch.) A cat.
      Yes, a cat.
   b. My turn. I can say the whole thing. This is a cat. Listen again. This is a cat. Say the whole thing with me. (Touch. Respond with the children.) This is a cat.
   c. Again. (Touch. Respond with the children.) This is a cat.
      (Repeat until all children are making the statement with you.)
   d. Your turn. All by yourselves. Say the whole thing. (Touch. Do not respond with the children.) This is a cat.
   e. Again. (Touch. Do not respond with the children.) This is a cat.

4. (Repeat part 3 until all children can make the statement.)

Individual Turns
(Repeat parts 1 and 3, calling on different children for each step.)
Transition Lesson

EXERCISE 4  Identity Statements

1. We're going to talk about these pictures.
   When I touch something, you tell me about it.
   a. (Point to a.)
      What is this? (Touch.) A cup.
      Say the whole thing. (Touch.) This is a cup.
   b. (Point to b.)
      What is this? (Touch.) A banana.
      Say the whole thing. (Touch.) This is a banana.
   c. (Point to c.)
      What is this? (Touch.) A hamburger.
      Say the whole thing. (Touch.) This is a hamburger.
   d. (Point to d.)
      What is this? (Touch.) A sandwich.
      Say the whole thing. (Touch.) This is a sandwich.

2. Let's do that again.
   (Repeat part 1 until all children's responses are firm.)

Individual Turns
(Repeat part 1, calling on different children for each step.)
Transition Lesson

EXERCISE 5  Action Statements — Pictures

1. We're going to talk about some actions.
   a. (Point to the girl.) Everybody, what is this? (Touch.) A girl.
      Say the whole thing. (Touch.) This is a girl.
   b. Listen. What is this girl doing? (Touch.) Standing.
   c. Let's say the whole thing about what this girl is doing. (Touch. Respond with the children.) This girl is standing.
   d. Again. (Touch.) This girl is standing.
   e. All by yourselves. Say the whole thing about what this girl is doing. (Touch.) This girl is standing.
   f. (Repeat steps a through e until all children's responses are firm.)

2. Now we'll talk about some more actions.
   a. (Point to the dog.) Everybody, what is this? (Touch.) A dog.
      Say the whole thing. (Touch.) This is a dog.
   b. What is this dog doing? (Touch.) Sitting.
   c. Say the whole thing about what this dog is doing. (Touch. Do not respond with the children.) This dog is sitting.
   d. Again. (Touch.) This dog is sitting.
   e. (Repeat steps a through d until all children's responses are firm.)

3. Get ready to do some more.
   a. (Point to the cat.) Everybody, what is this? (Touch.) A cat.
      Say the whole thing. (Touch.) This is a cat.
   b. What is the cat doing? (Touch.) Standing.
   c. Say the whole thing about what this cat is doing. (Touch.) This cat is standing.
   d. Again. (Touch.) This cat is standing.
   e. (Repeat steps a through d until all children's responses are firm.)

4. Let's do those again.
   a. (Point to the girl.) Everybody, what is this? (Touch.) A girl.
   b. What is this girl doing? (Touch.) Standing.
   c. Say the whole thing about what this girl is doing. (Touch.) This girl is standing.

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

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