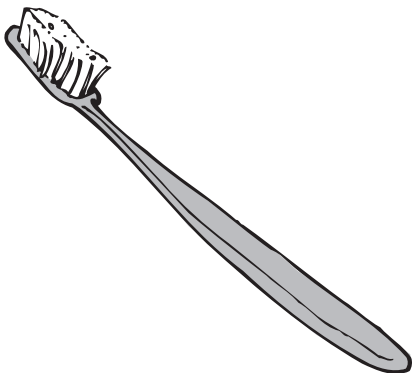
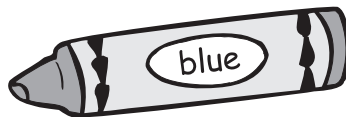
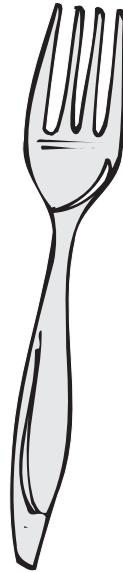
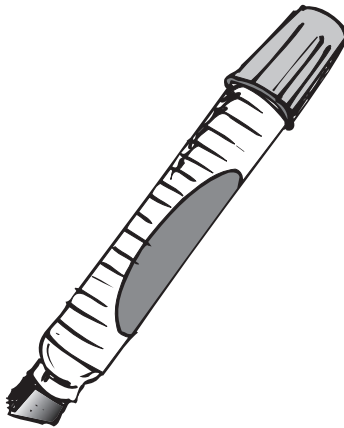
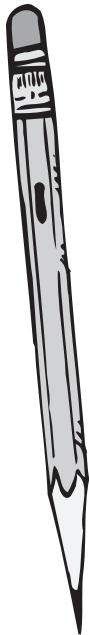


Task 5

Classifying

Goal: To identify objects that do a specific function

Look at all these pictures. Circle the things you could write with.



What do you like to use when you draw a picture? Why?

Task 14 (Instructor)

Contrasting

Goal: To recognize differences among members of a group

Give your students a copy of page 97. Read the directions with your students. Then read the clues on this page to your students.

1. Mr. McMurphy needs a pet to keep him company. He wants a pet that likes to take walks around the neighborhood. He wants a large pet with short fur and spots.
2. Austin lives in a big apartment complex. He can have a pet that is small and does not have fur.
3. Jasmine needs a pet that will fit in her lap. She wants a pet that will warn her if someone is at the door.
4. Miguel wants a pet that is full grown and knows how to use the litter box. He wants a pet that has fur but does not need to go for walks.
5. Lauren and her mom want more than one pet. They want the pets to keep each other company while they are at work and school. They like playful pets that purr and are fluffy.

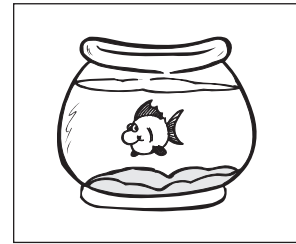
Task 14

Contrasting

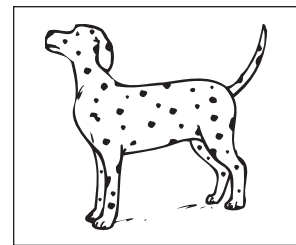
Goal: To recognize differences among members of a group

Each one of these animals will make a good pet for someone. Listen to the clues about what each person wants in a pet. When you guess which pet belongs with which person, draw a line to connect the two.

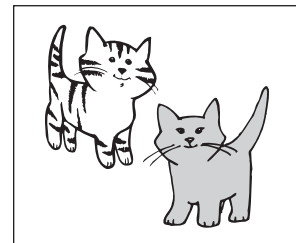
1.



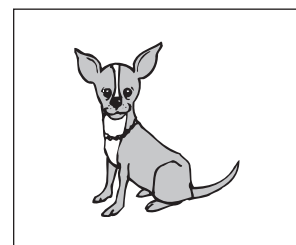
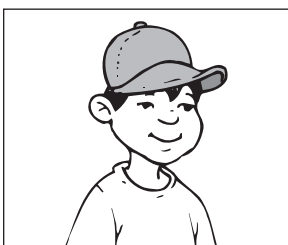
2.



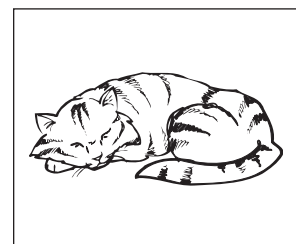
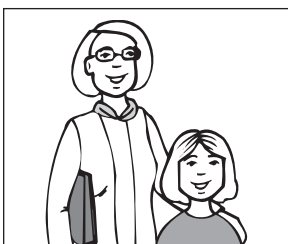
3.



4.



5.



Task 4

Answering *Who* Questions

Goal: To answer *who* questions appropriately

“These questions start with the word *who*. That means the answer must be people or a person.”

1. Who are the people in your family? (names appropriate family members)
2. Who is your friend? (names appropriate friend or friends)
3. Who gives you medicine when you are sick? (parent, nurse, doctor, sitter)
4. Who are your dad’s parents? (names grandparents)
5. Who are your mom’s parents? (names grandparents)
6. Who lives next door to you? (names appropriate neighbor)
7. Who do you know that has a pet? (Answers will vary.)
8. Who helps you with your homework? (Answers will vary.)
9. Who do you hug? (Answers will vary.)
10. Who washes dishes at your house? (Answers will vary.)
11. Who cooks in your family? (Answers will vary.)
12. Who is your best friend? (names appropriate friend)
13. Who is your aunt? (Answers will vary.)
14. Who does laundry in your family? (Answers will vary.)
15. Who is your sister’s teacher? (names teacher)
16. Who brings the mail to your house? (mail carrier)
17. Who cuts your hair? (barber, hairdresser, beautician, parent)
18. Who drives a school bus? (bus driver, names driver)
19. Who flies a plane? (pilot)

Task 3

Predicting Possible Outcomes

Goal: To predict several outcomes for a situation

Jackie went to her locker to get her lunch. When she got there, her locker door was open and everything was gone! What might have happened? Check off the things on this list that make sense. Then tell why each one makes sense.

1. Jackie forgot to close her locker.
2. Jackie yelled at her dog before school.
3. Jackie's locker was locked.
4. Jackie didn't close the lock on her locker.
5. Jackie gave her locker combination to someone else.
6. Jackie forgot her locker combination.
7. Jackie looked in the wrong locker.
8. Jackie left her lunch in her locker.

What should Jackie do now?



Task 1

Identifying Causes of Events

Goal: To answer questions about event causes, given visual cues

Look at the picture and answer the questions.



1. This firefighter just got back to the firehouse. What caused him to leave the firehouse before?
2. When the firefighter returned, he did something else. What did he do?
3. What causes a firefighter, an ambulance, and a police officer to go to the same place at the same time?

Task 3

Criticizing

Goal: To discriminate good criticism from whining or blaming

“Sometimes people criticize things as a way to complain or blame someone else for what’s bugging them. That’s not good criticism—it’s just whining.

“Listen to each comment. Tell me if it is good criticism or whining.”

1. It’s Roger’s fault we didn’t win the game. (whining)
2. We should have asked permission before we took those cookies. (criticism)
3. Cheryl could see the board better if she sat closer to it. (criticism)
4. It’s not fair that Danica gets the last piece of cake. (whining)
5. This shirt has a rip in it. (criticism)
6. I can’t stand the way Roger brags about everything. (whining)
7. We could go out for recess if Lucy would hurry up and finish her test. (whining)
8. Phil can’t catch the ball because the sun is right in his eyes. (criticism)
9. We would have been here on time if we hadn’t stopped to get gas. (criticism)
10. I can’t pay attention because Erin is looking at me. (whining)
11. I got a bad grade on the test because the teacher doesn’t like me. (whining)
12. Larry got a better grade on his science project than I did because his took more work than mine. (criticism)
13. This movie is dumb because I don’t understand what they’re saying. (whining)
14. That test was too hard because I didn’t know all the answers. (whining)
15. Jake is late because he fell on the way to school today. (criticism)
16. Page 72 is missing in my book. (criticism)
17. We can’t get tickets because they are all sold out. (criticism)
18. These plants have wilted because they didn’t get enough water. (criticism)