

# THINKING OPERATIONS

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## C. 4

NEW A : J

The next Thinking Operation is **Same**.

1. Anything you can point to is an object. What do we call anything you can point to? (Signal.) *An object.*
  - I'll name some objects. A box, a flower, a rock. When I call on you, name three more objects. (Call on individual students.)
2. I'll name three ways that a banana and a rock are the same. (Hold up one finger.) *They are objects.*
  - (Hold up two fingers.) *They take up space.*
  - (Hold up three fingers.) *You find them in some place.*
3. Do it with me. Name those three ways that a banana and a rock are the same. (Respond with the students. Hold up one finger.) *They are objects.*
  - (Hold up two fingers.) *They take up space.*
  - (Hold up three fingers.) *You find them in some place.*
  - (Repeat until the students are responding with you.)
4. All by yourselves. Name those three ways that a banana and a rock are the same.
  - (Hold up one finger.) *They are objects.*
  - (Hold up two fingers.) *They take up space.*
  - (Hold up three fingers.) *You find them in some place.*
  - (Repeat until the students say the facts in order.)
5. Anything you can point to is an object. Can you point to a horse and a ladder? (Signal.) Yes.
  - So, are a horse and a ladder objects? (Signal.) Yes.
  - So, name three ways that a horse and a ladder are the same. (Hold up one finger.) *They are objects.*

- (Hold up two fingers.) *They take up space.*
- (Hold up three fingers.) *You find them in some place.*
- (Repeat until the students say the facts in order.)

## C. 5

D C

The next Thinking Operation is **Description**.

1. 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.
2. (Hold up one finger.) *A lat is made of metal.*
  - (Hold up two fingers.) *A lat has a point and a head.*
  - (Hold up three fingers.) *You pound a lat with a hammer.*
3. Let's say the three things we know about a lat. (Respond with the students. Hold up one finger.) *A lat is made of metal.*
  - (Hold up two fingers.) *A lat has a point and a head.*
  - (Hold up three fingers.) *You pound a lat with a hammer.*



D. ج ج ج

The next Thinking Operation is **Definitions**.

1. **Amble.** What does **amble** mean? (Signal.)  
*Walk slowly.*
  - What word means **walk slowly**? (Signal.)  
*Amble.*
  - (Repeat step 1 until firm.)
2. **Listen.** **Ambling is fun. Say that.** (Signal.)  
*Ambling is fun.* (Repeat until firm.)
  - Now you're going to say that sentence with different words for **ambling**. (Pause.) **Get ready.** (Signal.) *Walking slowly is fun.* (Repeat until firm.)
  - (Repeat step 2 until firm.)
- 3.

### 3. Item





**A** \_\_\_\_\_

**B** \_\_\_\_\_



**C** \_\_\_\_\_

**D** \_\_\_\_\_

**E** \_\_\_\_\_



8. Here's the whole poem.  
A mechanic fixes cars,  
An astronomer looks at stars,  
A captain has two bars,  
And a boxer spars and spars.  
Say it with me. (Signal. Respond with the students. Repeat until students respond with you.)
9. All by yourselves. Say the poem. (Signal. The students say the poem. Repeat until firm.)

## C. 17

NEW A : A

1. You're learning about animals that have a backbone. How many classes of those animals are there? (Signal.) *Five.*
  - You've learned facts about two of those classes. Which classes? (Signal.) *Mammals and reptiles.* (Repeat until firm.)
2. Name a mammal. (Call on individual students. The group is to name at least five mammals.)
  - You learned two facts about **all mammals**. Everybody, tell me those two facts. (Hold up one finger.) *First fact. All mammals have hair.*
  - (Hold up two fingers.) *Second fact. All mammals are warm-blooded.*
  - (Repeat until the students say the facts in order.)
- 3.



6. Here are the two facts you've learned about **all birds**. (Hold up one finger.) **First fact.** *All birds have feathers.*
  - (Hold up two fingers.) **Second fact.** *All birds are warm-blooded.*
  - **Your turn.** Tell me the two facts about **all birds**. (Hold up one finger.) **First fact.** *All birds have feathers.*
  - (Hold up two fingers.) **Second fact.** *All birds are warm-blooded.*
  - (Repeat until the students say the facts in order.)
7. **Penguins are birds.** So, tell me the two facts you know about **penguins**. (Hold up one finger.) **First fact.** *Penguins have feathers.*
  - (Hold up two fingers.) **Second fact.** *Penguins are warm-blooded*