

MASTERING BASIC CONCEPTS AND SPECIFIC WORDS

Jean Gilliam DeGaetano

Illustrated by Kevin M. Newman

MASTERING BASIC CONCEPTS AND SPECIFIC WORDS is designed for students who need assistance in fully understanding the meaning of certain basic concepts and specific words.

Basic concepts and other specific words have a single meaning within a statement. Unless the specific words are fully understood, they cannot be shifted to another situation with total meaning. For example, the student may identify the longest table in a classroom after hearing this table identified over and over again as the longest, but may not be able to identify the longest pencil or the longest shelf because the actual meaning of longest has not been established.

The four-level unit is designed to teach broad understanding of certain basic concepts and other specific words. The text on each page is to be read aloud to the students. Students should not be asked to read the text as the unit is designed to be presented through demonstrations, verbal explanations and directions, and verbal interaction between the professional and students.

Directions for Use:

THE ENTIRE TEXT IS TO BE PRESENTED ORALLY TO THE STUDENTS.

LEVEL I and II are both found on each page for pages 1-49. LEVEL I applies to the hands-on demonstration and explanation of the meaning of the concept/word. The professional should present the demonstration according to instructions but add any additional examples or comments, as needed. LEVEL II provides a verbal explanation of the pictured concept/word and directs the student to find another picture on the page that shows the same concept/word. Verbal interaction is desirable but the student can be successful without verbally responding.

LEVEL III, pages 50-73, incorporates the concepts/words presented in LEVELS I and II by directing the student to follow certain directions with each specific pictured concept. The professional should read the directions aloud, one at a time or in a series, depending on the ability of the student. Errors should be discussed and the demonstration level presented again, if necessary. Verbal interaction is desirable but the student can be successful without verbal responses.

LEVEL IV, pages 74-93, requires verbalization by the student. On this level, the student will be told that all the pictures in a row should show a particular concept/word but that one picture does not belong since it shows something different. The student must identify the picture that does

not belong and tell why it doesn't belong. If a student is not capable of verbalization, selection of the illustration should be accepted as this will indicate the student understands the task, even though he/she may not be able to speak about it.

After completing the unit, the student as a special project, can compile a similar program to include other important terms that are not presented in this unit.

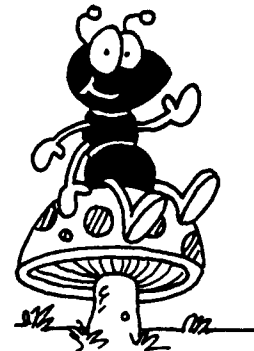
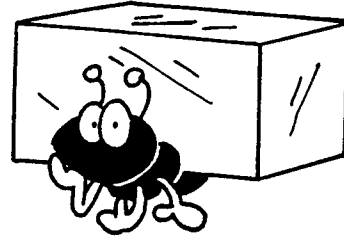
IMPORTANT REMINDER: THE TEXT IS TO BE READ TO THE STUDENTS.

NAME _____

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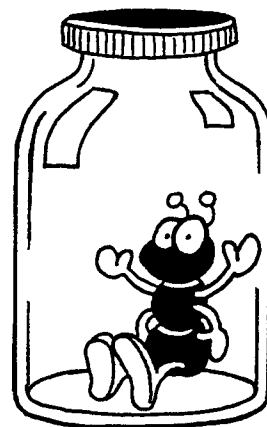
Demonstration by professional or parent:

Using a solid object, put your hand on top of it and tell the students, "My hand is on top of this." Next, put your hand under the object and say, "Now my hand is under it." Next, direct the students to put their hands on top or under the object. Practice until the students can easily perform the directions. (Compare only two positions.)

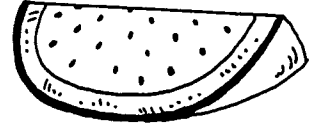


Say: "Look at the ant. The ant is on top of the apple. Now look at the three pictures on this side. (Pointing to the three pictures on the right.) One picture shows the ant on top of something. Find the picture and circle it."

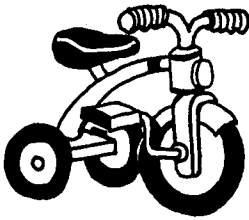
If the student wishes to talk about the other pictures, allow time for this communication.



NAME: _____



Say: "Circle the thing that is hot. Underline the thing that is cold. Put a box around the thing that is neither hot nor cold."

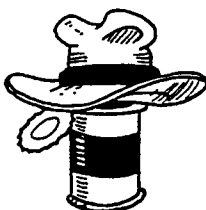
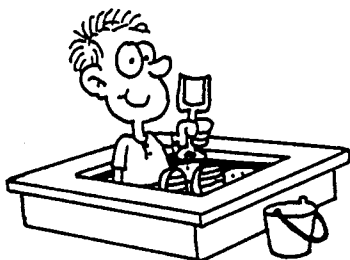


Say: "Circle the thing that is neither hot nor cold. Circle the thing that is cold. Put two lines under the thing that is hot."

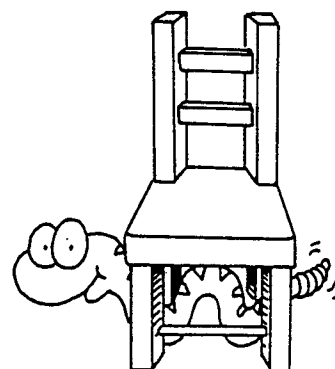
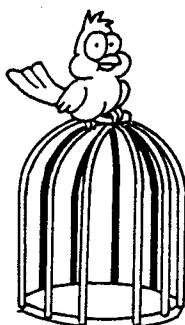
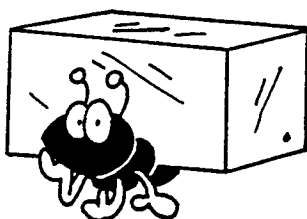


Say: "Circle the thing that is cold. Mark out the thing that is hot. Put a line under the thing that is neither hot nor cold."

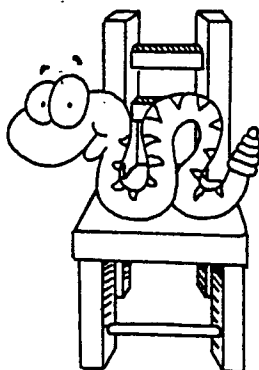
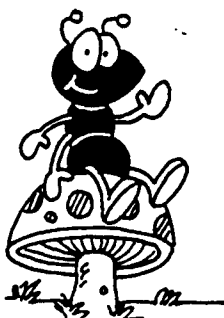
NAME: _____



Say: "In these pictures, the boy, the hat, and the ham should all be in something. One picture does not belong. Circle it and tell why it does not belong."



Say: "The ant, the bird and the snake should all be under something. One picture does not belong. Circle it and tell why it does not belong with the others."



Say: "The ant, the snake and the worm should all be on top of something. One picture does not belong. Circle the picture and tell why it does not belong with the others."