

# ICPS Words: Is, Some-All, Not, Or, And, Same-Different

Try incorporating and building upon individual ICPS words in the classroom. This will help you later on when you use ICPS dialoging in problem situations with children. It will also help children extend learning to real life.

## JUICETIME/LUNCHTIME

Tell me one boy who IS at our table.

Tell me one girl who IS at our table.

Tell me SOME of the children at our table.

Tell me ALL of the girls at our table.

Tell me SOME of the children who have on (for example, blue tops).

Who is NOT at our table?

This IS a (potato). It is NOT a \_\_\_\_\_.

(Point to a different food.) This IS a \_\_\_\_\_. (Name something it is not.)

No? Oh, I tried to trick you. This IS a \_\_\_\_\_.

\_\_\_\_\_ IS a boy. He is NOT an elephant.

He is NOT a \_\_\_\_\_.

What else is he NOT?

\_\_\_\_\_, are you eating or OR are you painting?

\_\_\_\_\_, are you eating (meat AND peas) OR (chicken AND rice)?

Is this (cracker) the SAME as this (juice)?

No, they are \_\_\_\_\_. (If needed: Are they the SAME or DIFFERENT?)

Who likes (chicken)?

Who likes something DIFFERENT?

Is it OK for DIFFERENT children to like DIFFERENT things?

Yes, it is OK.

\_\_\_\_\_ likes (chicken). Who likes the SAME thing as \_\_\_\_\_?

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## TRANSITIONS

(Child 1) IS helping to put the blocks away.

IS (Child 2) helping, too?

No, she is NOT helping.

We are getting ready to wash up for lunch.

Are we ALL getting ready to wash up for lunch?

No, \_\_\_\_\_ is doing something DIFFERENT.

What do we do to get ready for lunch?

Yes, we put our toys away AND go to the bathroom.

Did \_\_\_\_\_ put his toys away AND go to the bathroom?

Is \_\_\_\_\_ getting ready to go outside OR is she fussing?

Are SOME of you getting ready to go outside OR are ALL of you ready?

## FREE PLAY

What IS \_\_\_\_\_ doing?

Who is NOT doing what \_\_\_\_\_ IS doing?

\_\_\_\_\_ IS building an airport.

No? I tried to trick you. What IS she doing?

Tell me SOME of the children who are in the sandbox.

Tell me ALL of the children who are in the sandbox.

Tell me SOME children who are NOT in the sandbox.

Are (Child 1) AND (Child 2) on the slide OR are (Child 1) AND (Child 3) on the slide?

\_\_\_\_\_ is coloring with a (red) crayon. Who is coloring with the SAME color as \_\_\_\_\_?

Who is coloring with a DIFFERENT color?

IS \_\_\_\_\_ painting?

Who is doing the SAME thing as \_\_\_\_\_?

## LISTENING/NOT LISTENING

(Child 1) IS listening. (Child 2) is NOT listening. He is doing something DIFFERENT.

Is (Child 2) listening OR NOT listening?

Is (Child 1) OR (Child 2) listening?

Are SOME of you listening OR are ALL of you listening?

If ALL of you talk at the SAME time, can I hear (point to ears) what \_\_\_\_\_ is saying?

Are you ALL going to answer OR just \_\_\_\_\_?

## MINI-DIALOGUES

*The following examples show how a teacher uses the ICPS word DIFFERENT in two problem situations.*

**Situation 1:** Ben grabs a toy truck from Celia.

Teacher: *(To Ben)* What happened? What's the matter?

Ben: She's had it already.

Teacher: *(To Celia)* What do you think happened?

Celia: I'm not done making my road!

Teacher: *(To both)* It looks as though you two see what happened a DIFFERENT way. That means you have a problem. Can we solve this problem? *(To Ben)* Grabbing is one way to get the toy. Can you think of a DIFFERENT way? You can grab or \_\_\_\_\_.

Ben: No! I want it now.

Teacher: Celia, can you think of a DIFFERENT idea?

Celia: He can have the tractor until I'm done with the truck.

**Situation 2:** Laurie is exhibiting nagging, demanding behavior.

Laurie: I want the collage stuff.

Teacher: I can't get it now—we're about to clean up for lunch-time.

Laurie: But I want it now. I won't make a mess.

Teacher: I know you won't make a mess. You can play with it right after lunch. Can you think of something DIFFERENT to do now that will be easy to put away quickly?

Laurie: No! I want the collage!

Teacher: We're going to have lunch in 5 minutes. *(Shows time on watch.)* I bet if you think hard, you can think of something to do now all by yourself.

Laurie: *(Thinks a minute.)* I'll dress the baby doll.

*Had the idea to dress the baby doll been the teacher's instead of Laurie's, the child would likely have resisted and continued to nag.*