

Level 1

Autism & PDD™

Answering Questions

Linda Mulstay-Muratore

Skill Area: Answering Questions

Ages: 3 through 5

Grades: PreK through K



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About the Author



Linda Mulstay-Muratore, M.A., CCC-SLP, has worked as a speech-language pathologist in private practice since her graduation in 1996 from St. John's University in New York. She gained her experience with children with PDD/autism and Applied Behavior Analysis (ABA) while in college working with families in home based educational ABA programs. Linda now does both consulting and direct therapy for children in early intervention and preschool, writing programs for and working in conjunction with teams of special educators.

Autism & PDD: Answering Questions, Level 1 is Linda's first publication with LinguiSystems.



Dedication

For Jim and Judy, my parents: thank you for the incredible foundation and confidence you have given me and continue to build upon by example and love. And for all the amazing parents of children with special needs who have touched my life, including Susan and Hugh, Robyn and Allan, Michele and Jim, Gina and Bill, Lori and Rob, and Janine and Ron. You, too, have built a foundation for your children through your hard work, dedication, and love.



Cover design & illustrations by Michael Paustian
Page layout by Denise L. Kelly



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Introduction

Autism & PDD: Answering Questions, Level 1 was created for children who may have been able to grasp basic *Wh* questions, but have had difficulty advancing to comprehending more challenging linguistic and cognitive concepts. Specifically, children with a diagnosis of autism or pervasive developmental disorder (PDD) often have strong visual and concrete thinking skills, but lack the ability to think abstractly or out of a specific context. *Autism & PDD: Answering Questions, Level 1* uses simple, uncluttered illustrations as visual prompts and cues to help such children bridge the gap between concrete and abstract language.

Although some children can learn the correct response to these questions simply through rote memorization in discrete trials, allowing a child to visualize the concept provides the opportunity to actually *understand* the questions and the logic behind the responses.

Instruction Guidelines

- Children should be able to understand and answer simple *who*, *what*, and *where* questions before beginning this material.
- If you are using the pictures in discrete trials, you may want to copy and laminate each picture for quick access. Allow the child to color the pictures as instructed with dry-erase markers so the pictures can be used again.
- Read the instructions at the beginning of each section before starting.
- Accept responses as correct if they are appropriate and logical. Examples of logical answers are listed in the Answer Key, pages 188-191.
- Model correct grammar and syntax when necessary.
- Begin training with one target question form at a time. Once the child masters more than one target question form, intermix these question forms in random order without using picture cues. The child demonstrates mastery of these forms by answering similar questions appropriately and logically intermittently throughout your sessions and in natural contexts.



Introduction, *continued*

- When applicable, suggested Short Term Objectives (STOs) in data collection for discrete trial training using this book are as follows:

STO 1: Full modeled prompt with pictures in view

Present the picture and read the question to the child. Provide a verbal model and have the child repeat it. Advance to STO 2 when the child is able to repeat a correct response with 90% accuracy over 2-3 consecutive days.

STO 2: Independent responses with pictures in view

Allow the child time to respond independently. If the child correctly responds independently with 90% accuracy over 2-3 consecutive days, move on to STO 3.

STO 3: Independent responses, pictures not in view

Allow the child time to respond appropriately. If the child responds appropriately with 90% accuracy over 2-3 consecutive days, move on to STO 4.

STO 4: Independent responses, pictures not in view, with question forms in random order

Intermix the target question form with other question forms the child has already mastered. Allow the child time to respond appropriately. Mastery of a question form is achieved when the child answers the target question form appropriately when asked in random order with other question forms, with 90% accuracy over 2-3 consecutive days.

I enjoyed creating these functional language training materials for my students, especially those with autism or PDD. I hope you find them helpful with your students as well.

Linda



Before beginning this section, review the feelings *happy*, *sad*, *mad*, *hurt*, and *scared* with the child. Draw pictures of faces with various expressions. Name one of these expressions and have the child identify the feeling by pointing to the correct picture. Have the child make his own happy, sad, mad, hurt, and scared faces while looking in the mirror.

Directions

1. Photocopy each picture before presenting it to the child.
2. Have the child look at the picture. Read the question at the top of the page and allow the child to respond.
3. Ask the child to draw in the happy, sad, mad, hurt, or scared mouth after giving a correct response. If the child is unable to draw the mouth, use hand-over-hand guidance to help the child complete the picture. If the child does not provide a correct response, model the appropriate response and repeat the question. In this case, drawing in the mouth serves as a visual prompt.

Example

Stimulus (page 14) →

Ice cream dripped on John's shirt.
How does he feel?



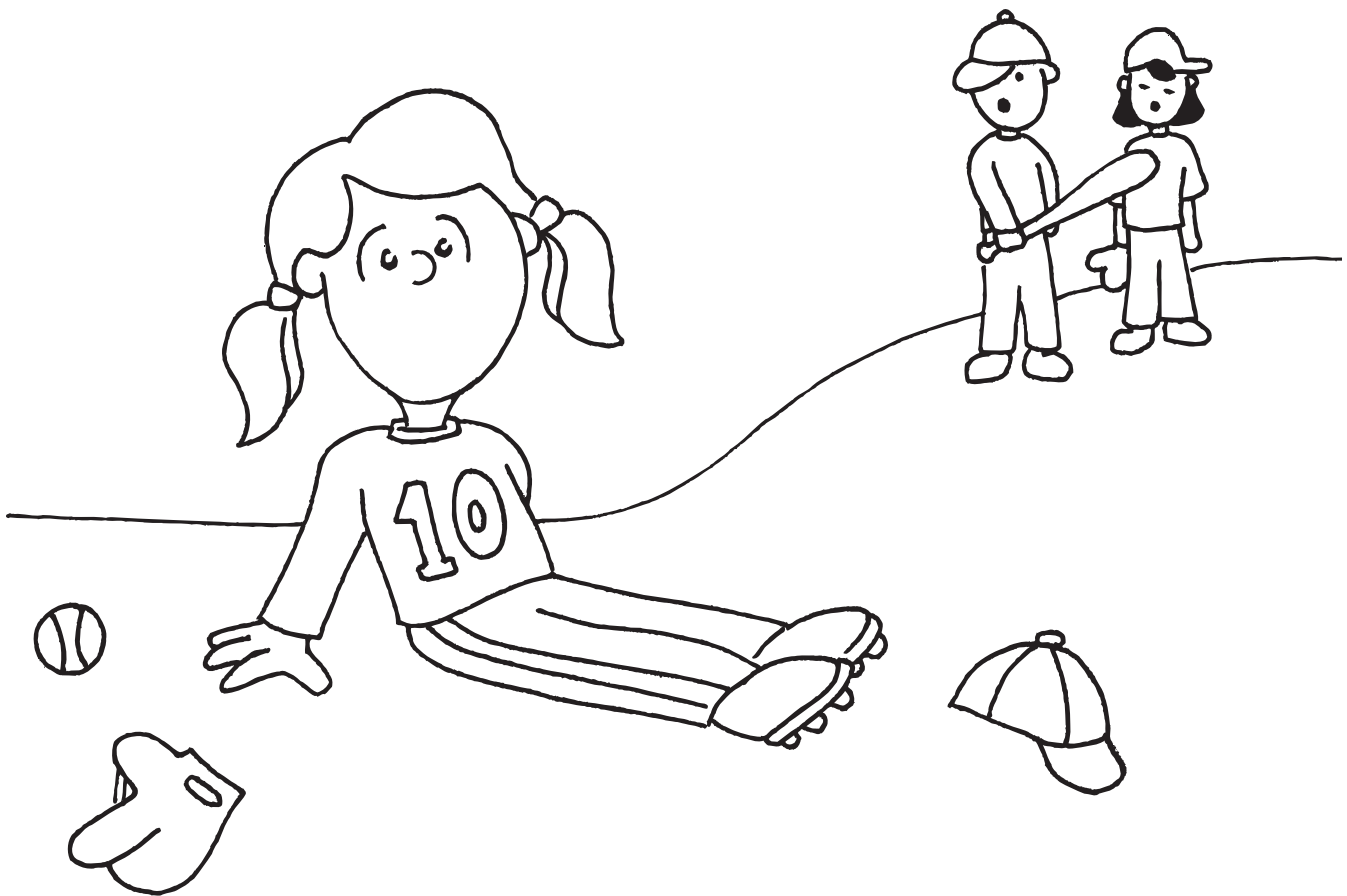
Appropriate Responses

Beginner	Intermediate	Advanced
↓	↓	↓
Single-Word Response	Multiple-Word Response	Complex Utterance
"Sad."	"Boy is sad."	"The boy is sad because ice cream dripped on his shirt."

Other Suggestions

- Have the child act out the pictured situation and demonstrate an appropriate response in symbolic play.
- Have the child answer the question without looking at the picture.
- Continue to explore other feelings, such as *disappointed*, *embarrassed*, and *proud*.

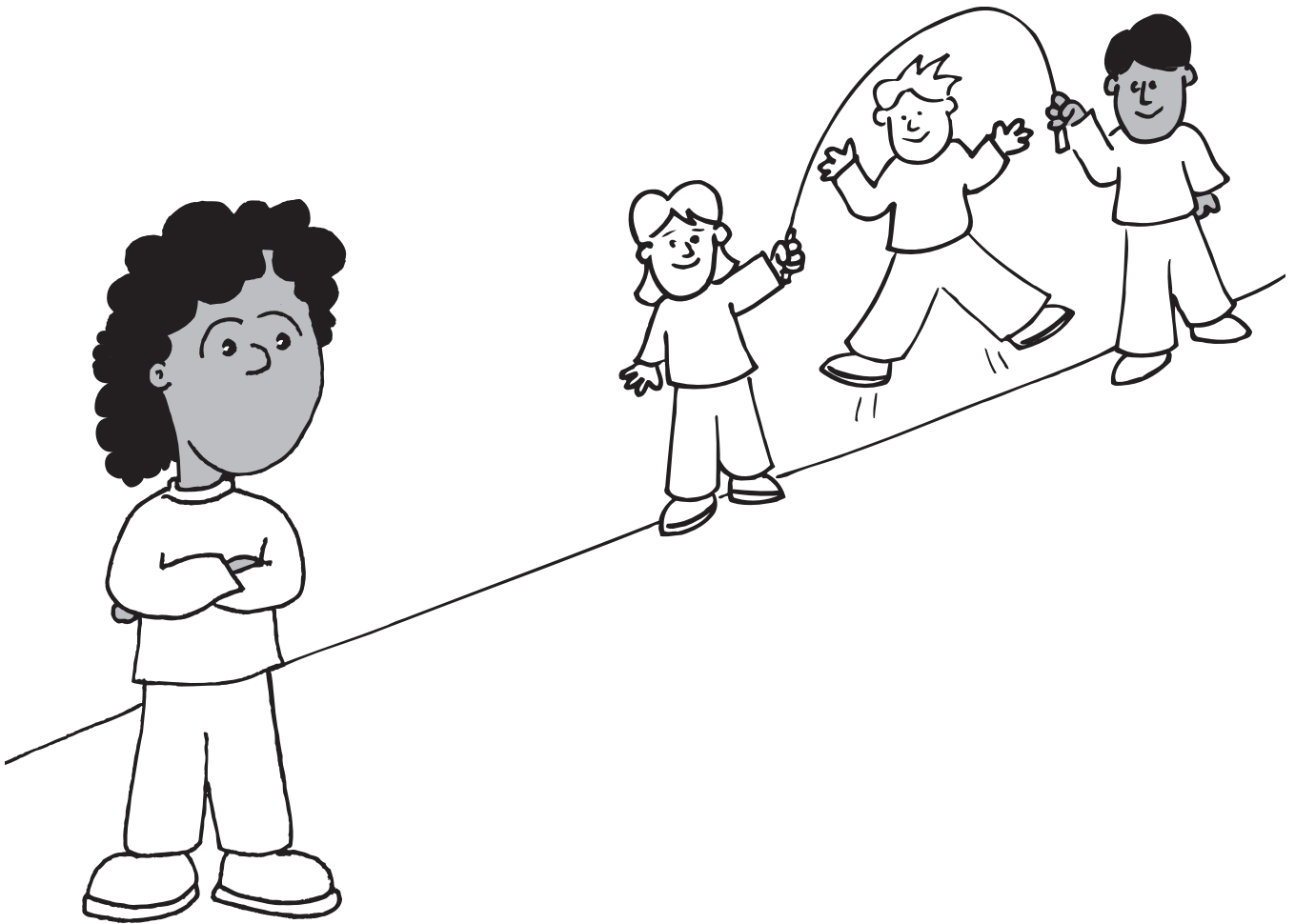
Everyone was playing baseball.
A ball hit Allison in the head.
How does she feel?



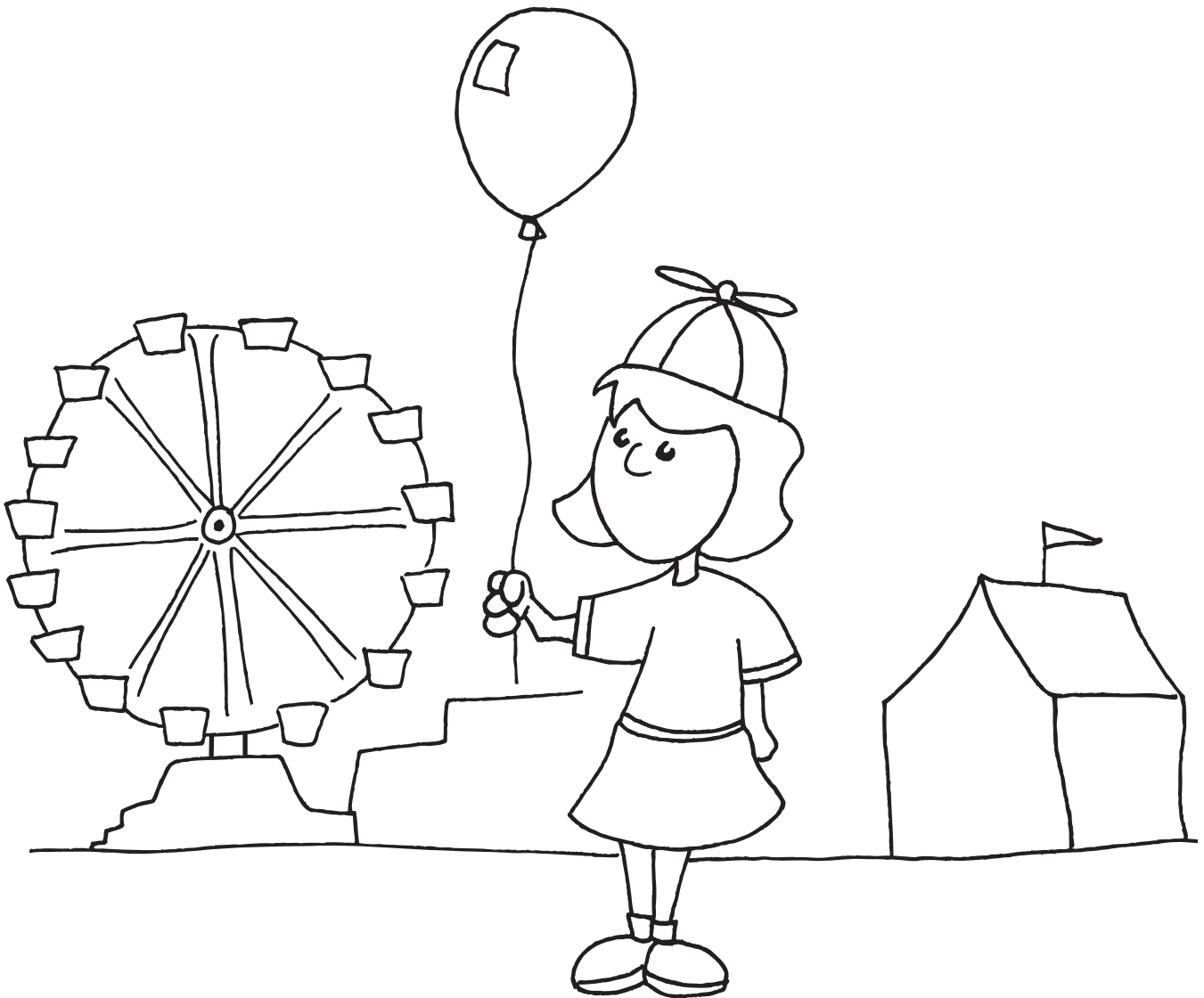
Somebody ripped Juan's favorite book.
How does he feel?



The other kids won't let Madison play.
How does she feel?



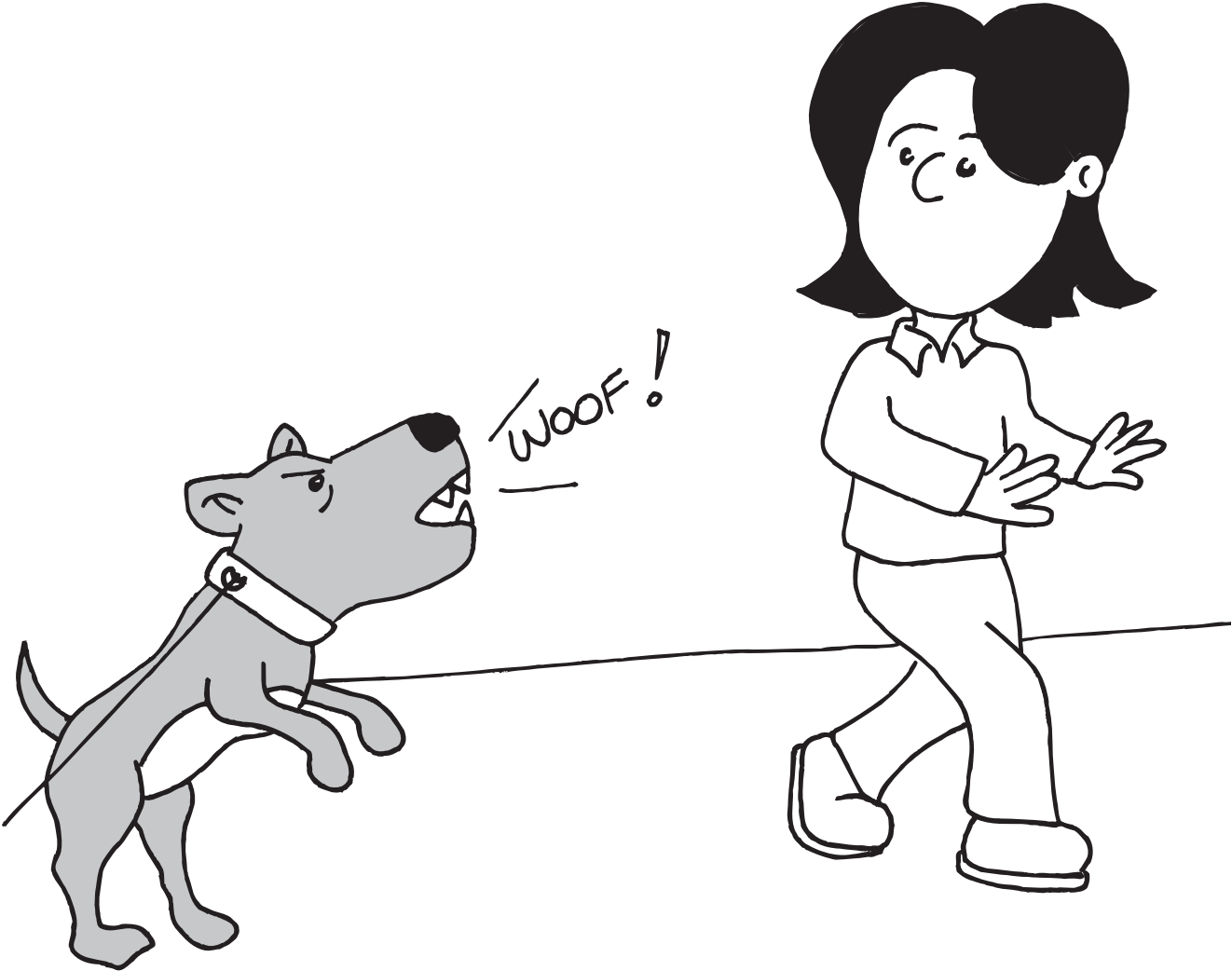
Josie is at a fair. Someone gave her a balloon.
How does she feel?



The lights went out in Josh's house.
The rain and thunder are very loud.
How does Josh feel?



A big dog with sharp teeth is barking at Maria.
How does she feel?



Ice cream dripped on John's shirt.
How does he feel?



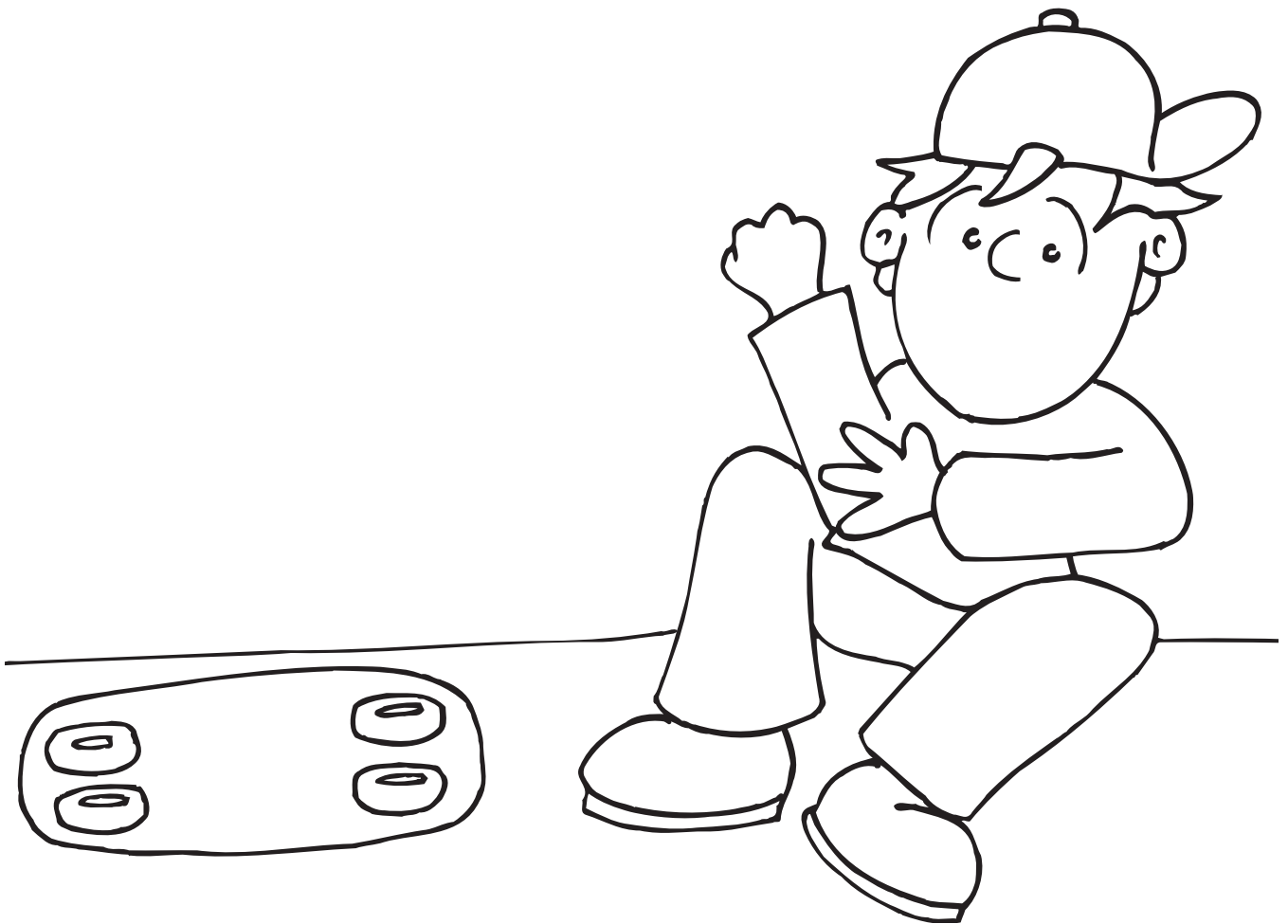
Mark touched a hot stove.
He burned his hand.
How does he feel?



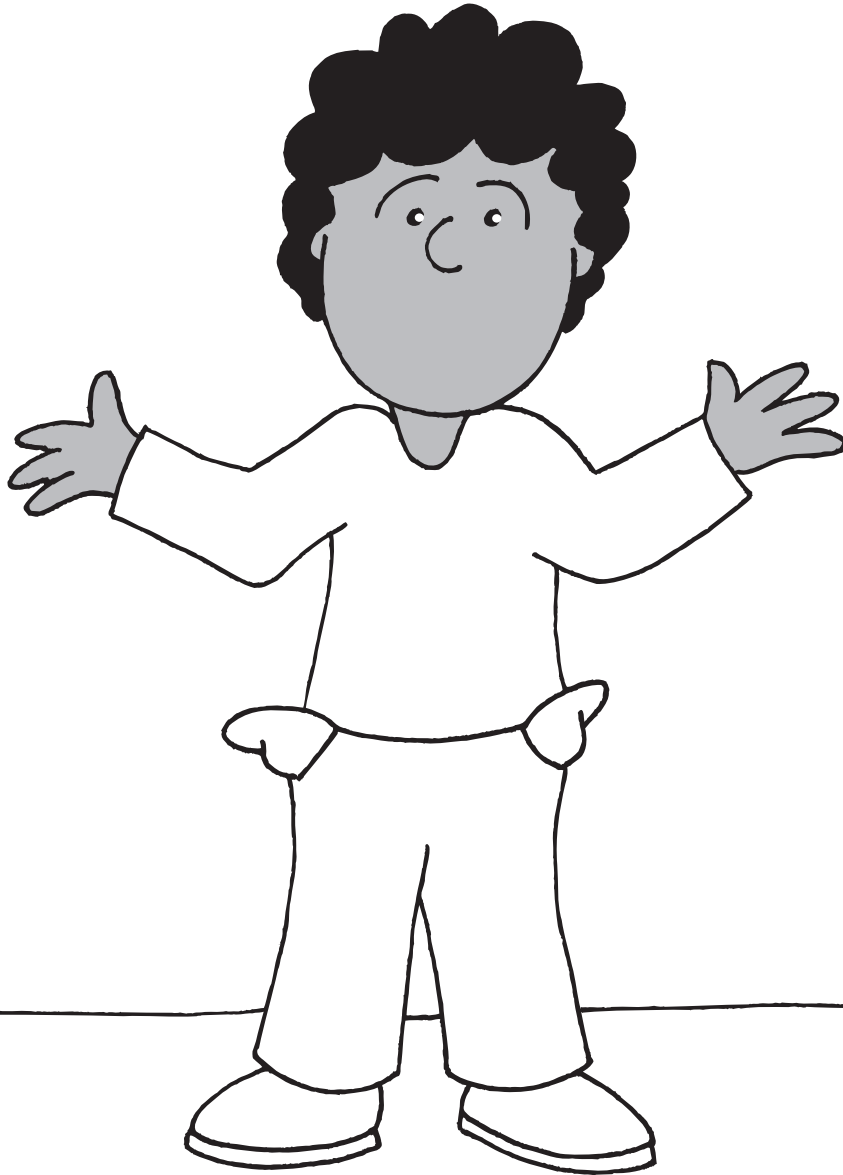
Kelly got a hug from her friend.
How do they feel?



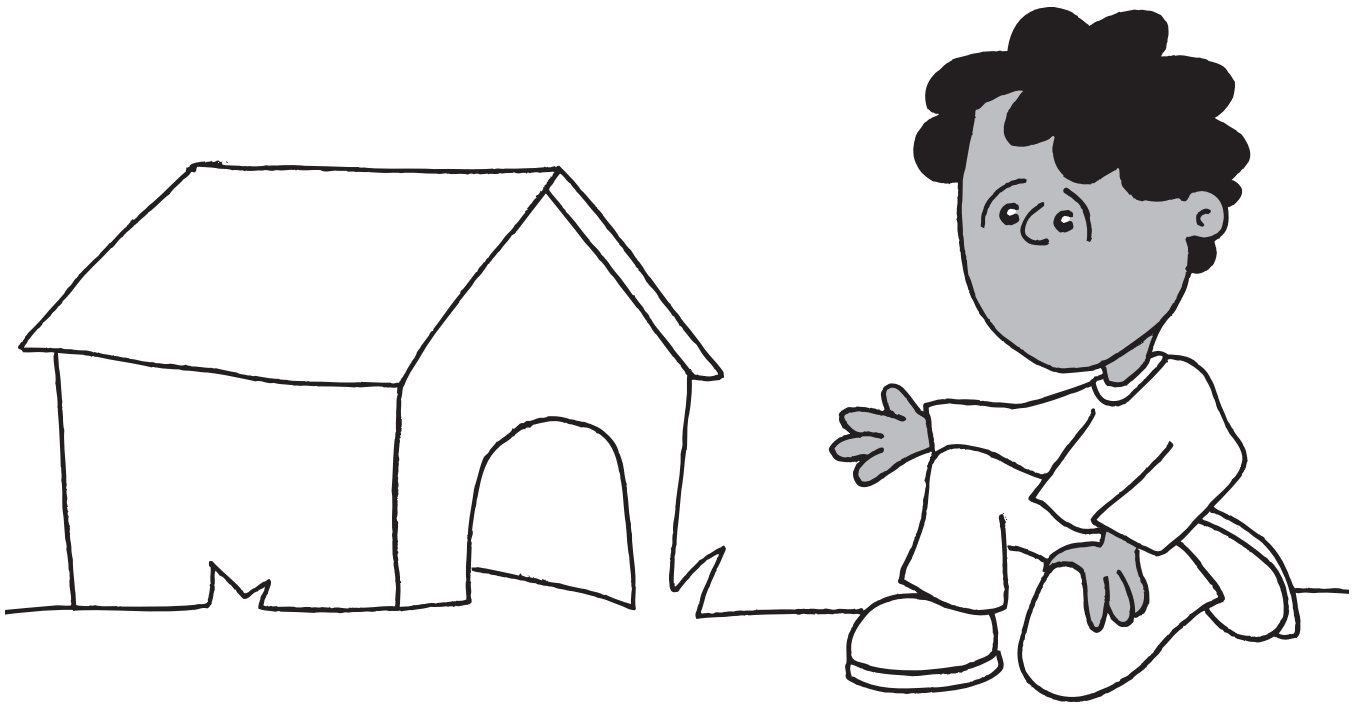
Rich fell off his skateboard.
How does he feel?



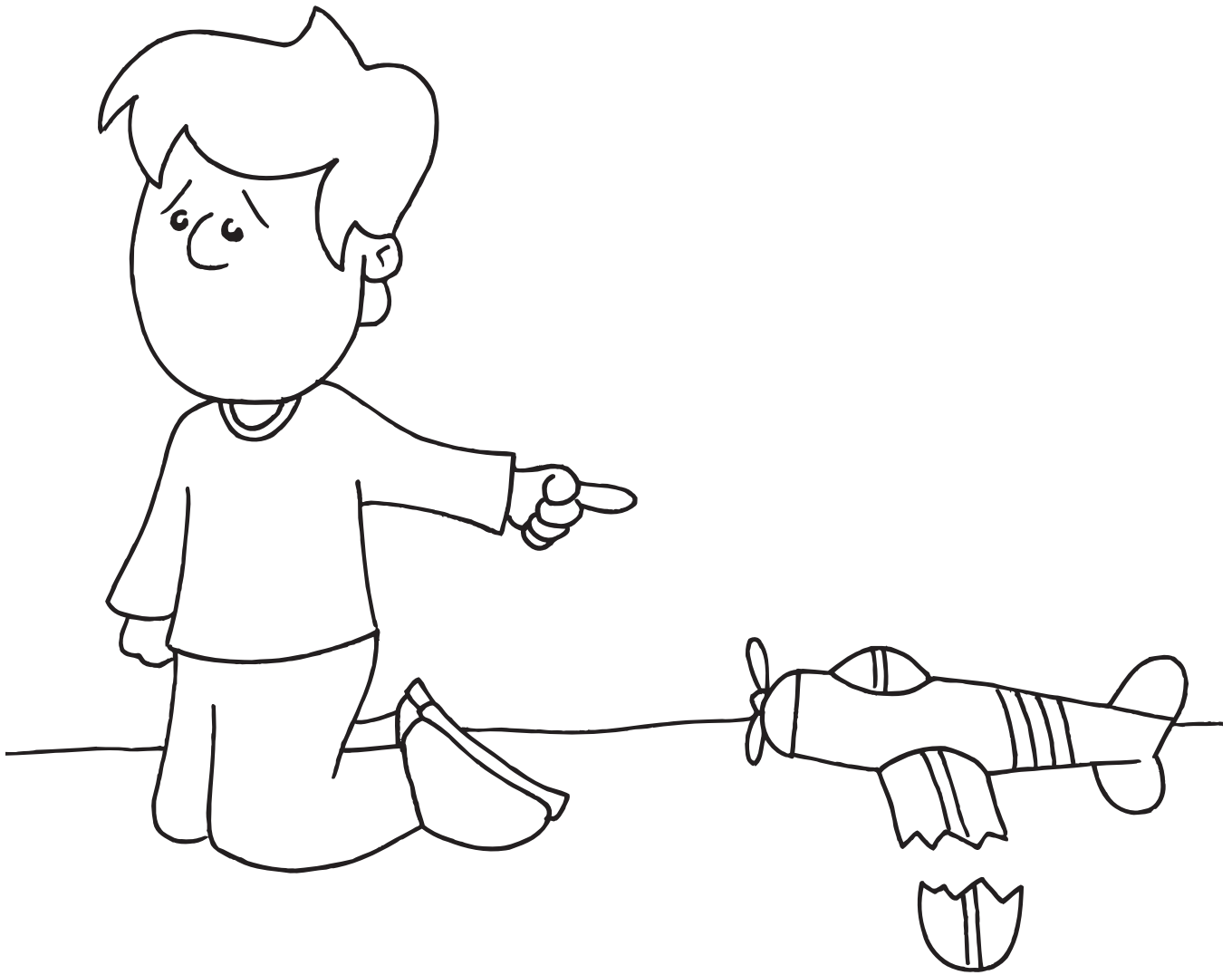
Someone took Jerry's money.
How does he feel?



Kyle can't find his dog.
How does Kyle feel?



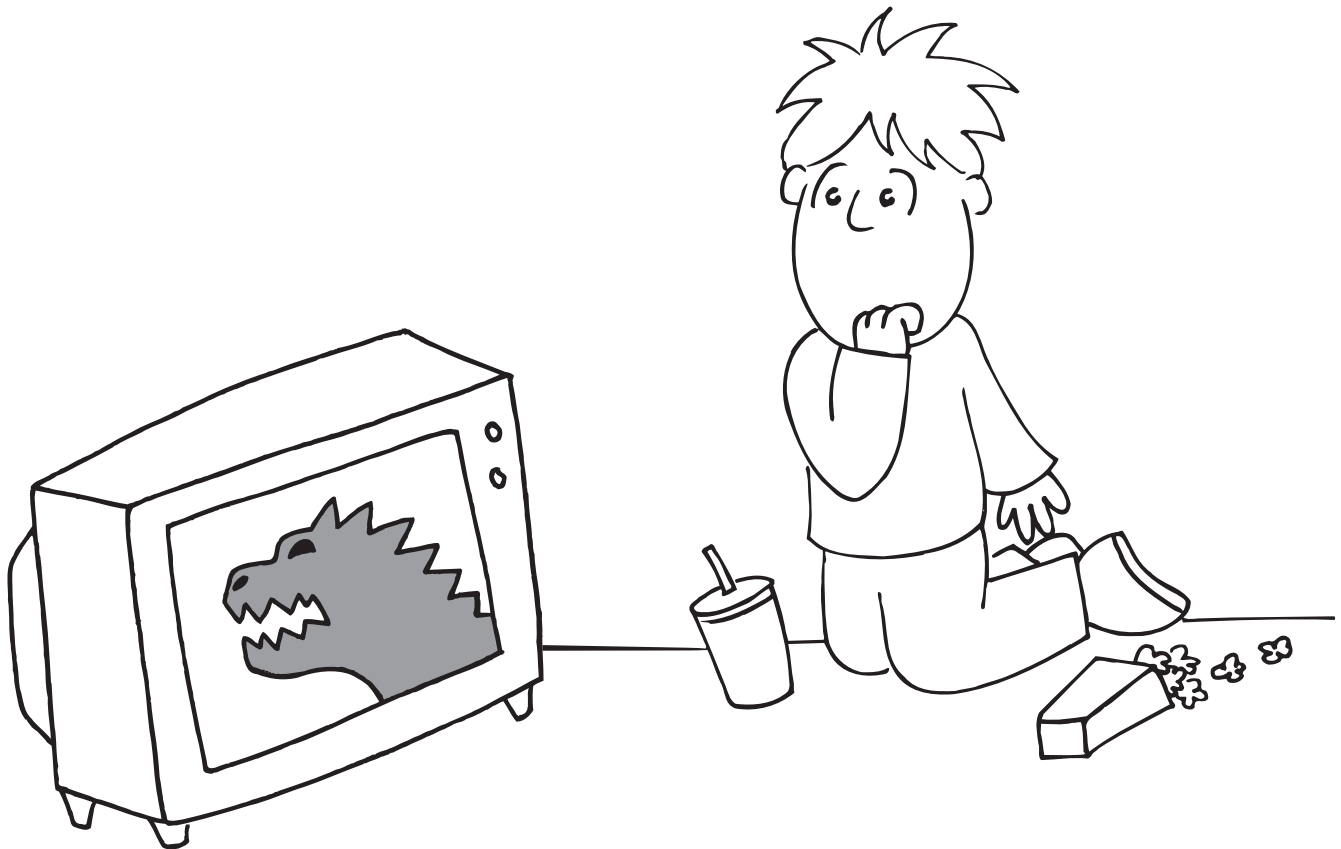
Michael's brother broke one of his toys.
How does Michael feel?



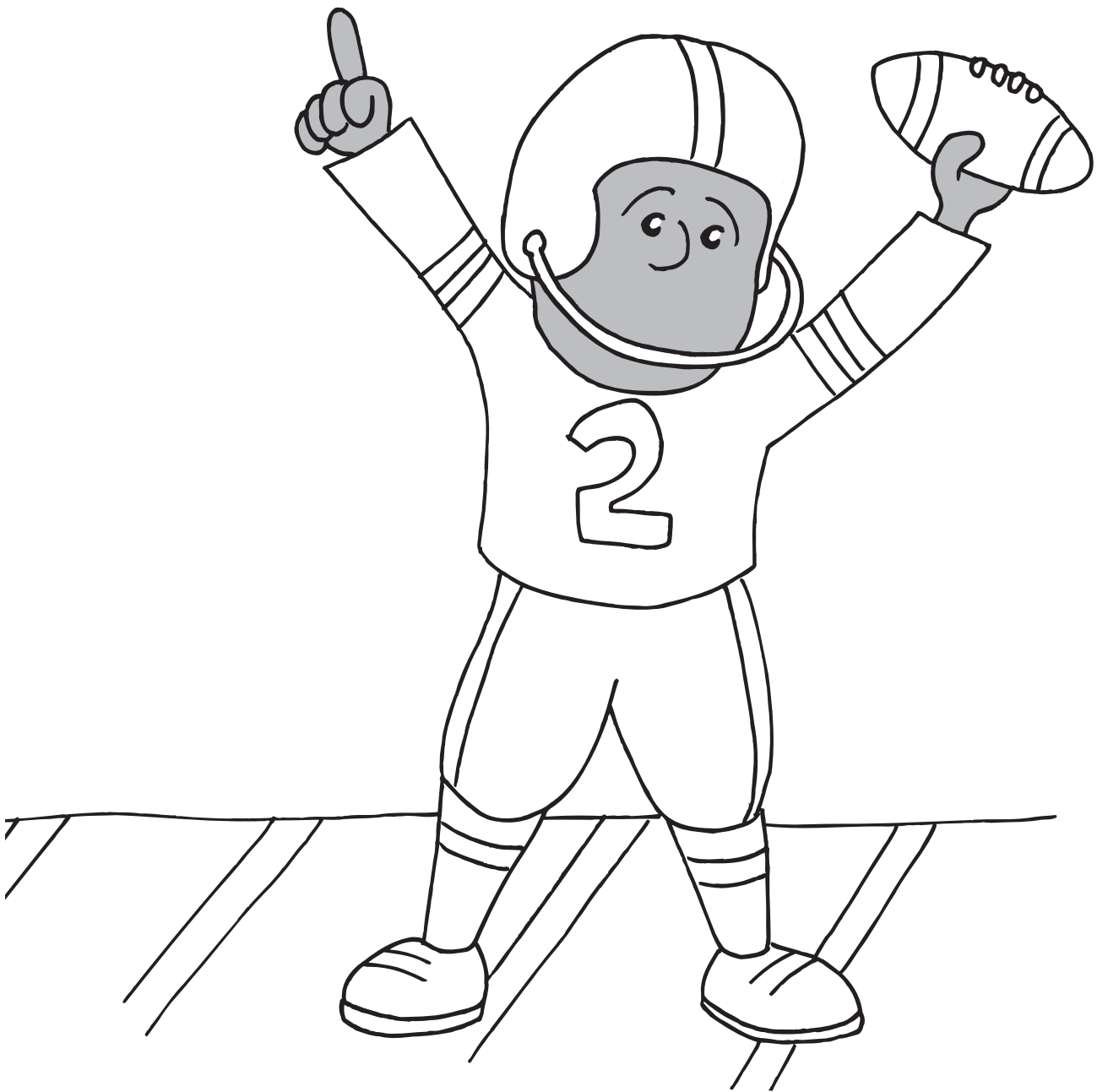
Mary got a present.
How does she feel?



Brandon is watching a movie about monsters.
How does he feel?



Jerome made a touchdown.
How does he feel?



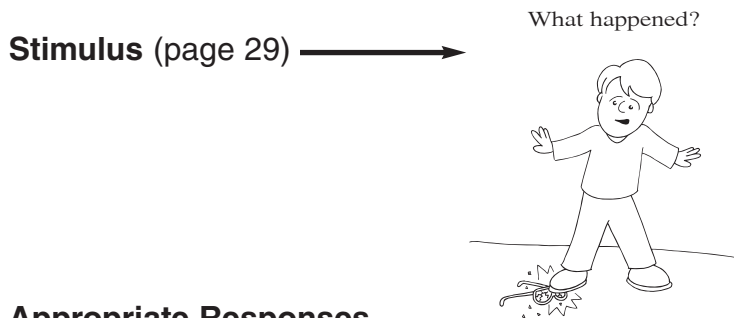


How often have you looked over at a crying, laughing, or juice-soaked child and asked, “What happened?” The ability to provide simple responses to this question help to explain boo-boos or fights with siblings, as well as to prevent future frustration, tantrums, or verbal outbursts.

Directions

1. Photocopy each picture before presenting it to the child.
2. Have the child look at the picture. Read the question “What happened?” Allow the child time to think about and formulate a response. If the child responds correctly, have the child color in the part of the picture that is significant to the answer. For example, if a picture shows a boy who got paint on his shirt, have the child color the paint on the boy’s shirt. This coloring may serve as a reinforcer. If the child does not respond correctly, model the correct response and repeat the question. Color the part of the picture that is significant to the response. In this case, the coloring may serve as a prompt.

Example



Appropriate Responses

Beginner	Intermediate	Advanced
↓	↓	↓
Single-Word Response	Multiple-Word Response	Complex Utterance
“Broke.”	“Boy broke glasses.”	“The boy stepped on glasses and they broke.”

Other Suggestions

- Act out simple cause/effect situations. For example, “accidentally” step in a puddle or write on your hand. Have the child explain what happened.
- Have the child “tattle” or tell on you to his or her parent or sibling for behaving silly, “breaking” something, etc., during your session.

What happened?



What happened?



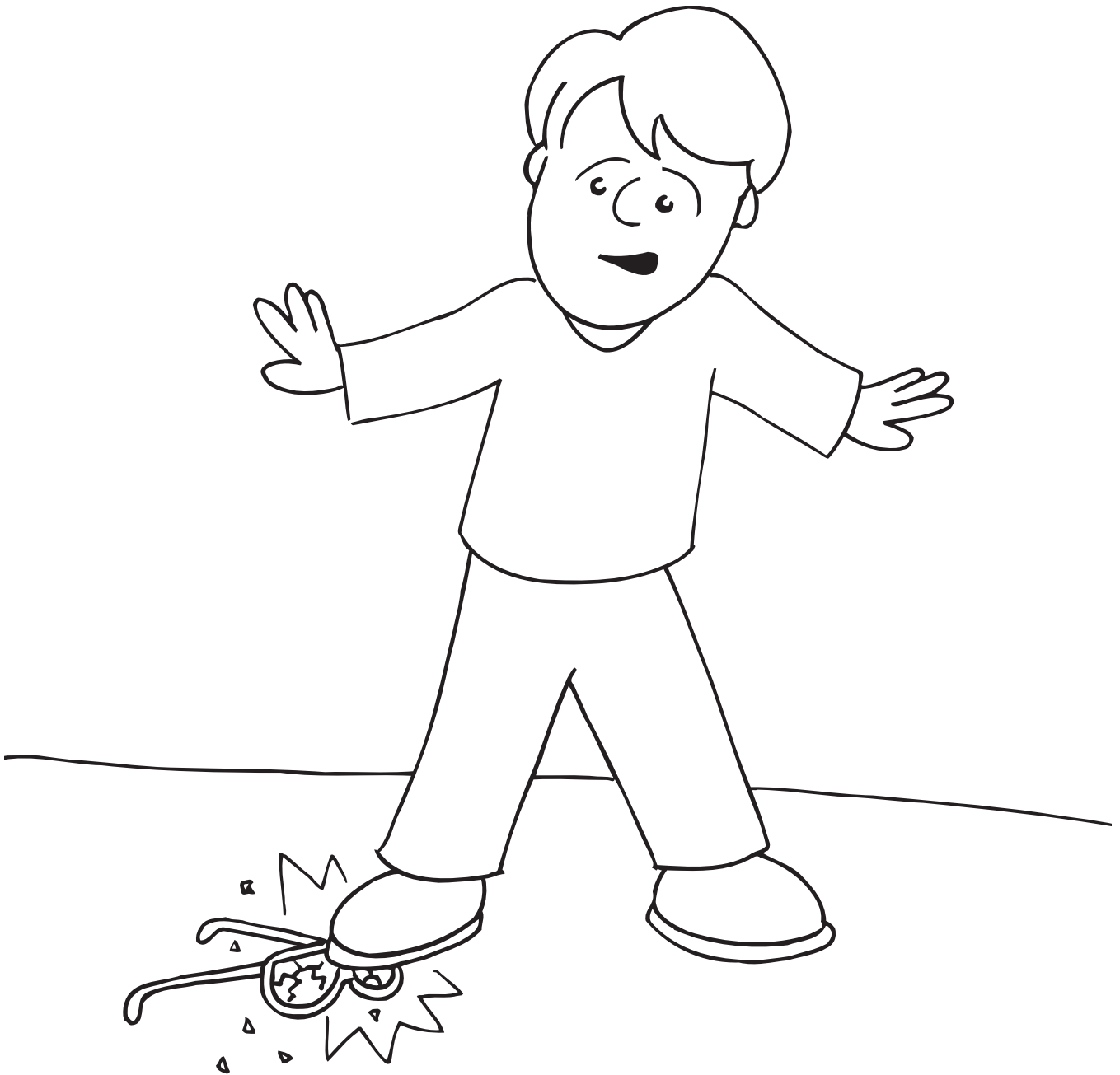
What happened?



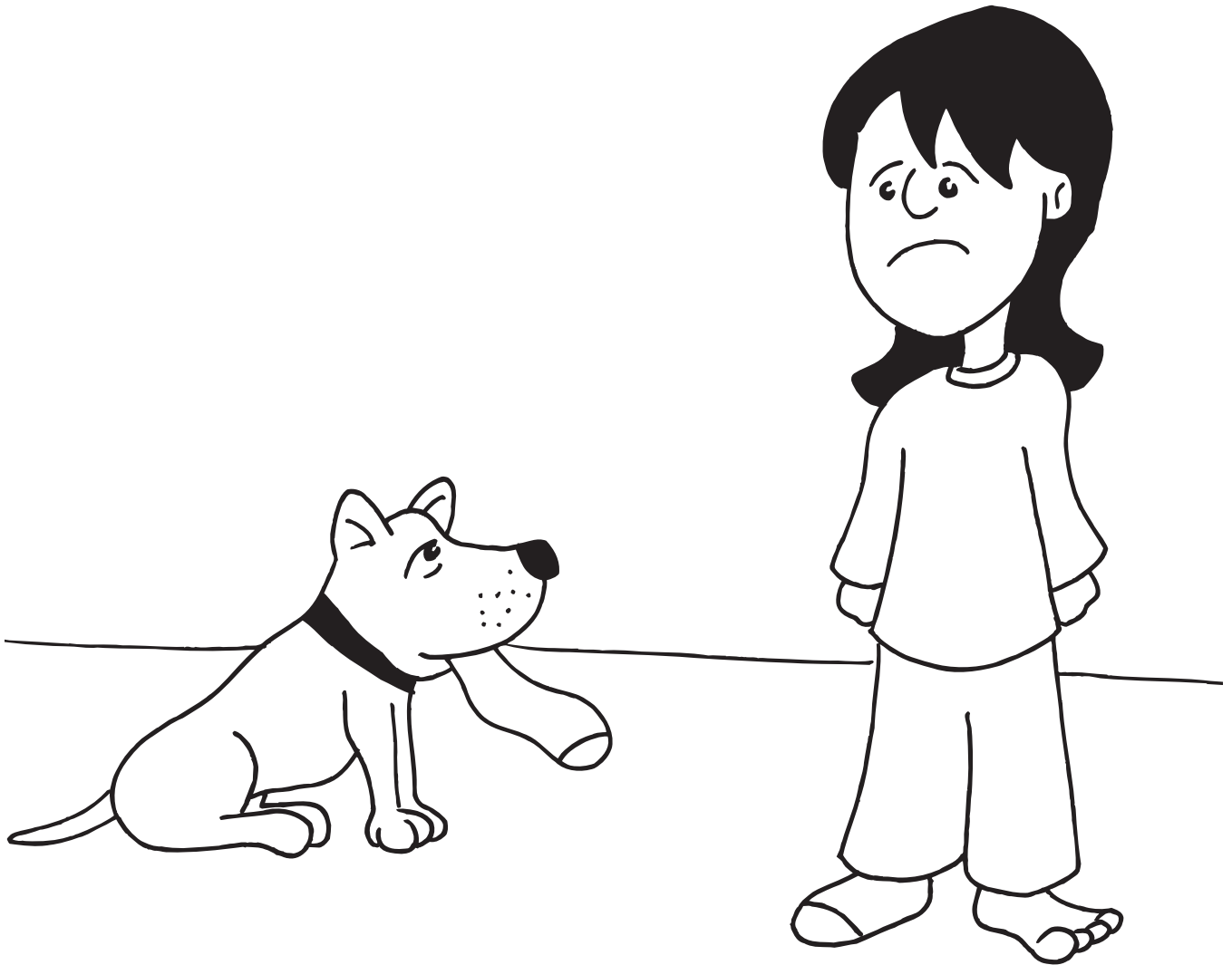
What happened?



What happened?



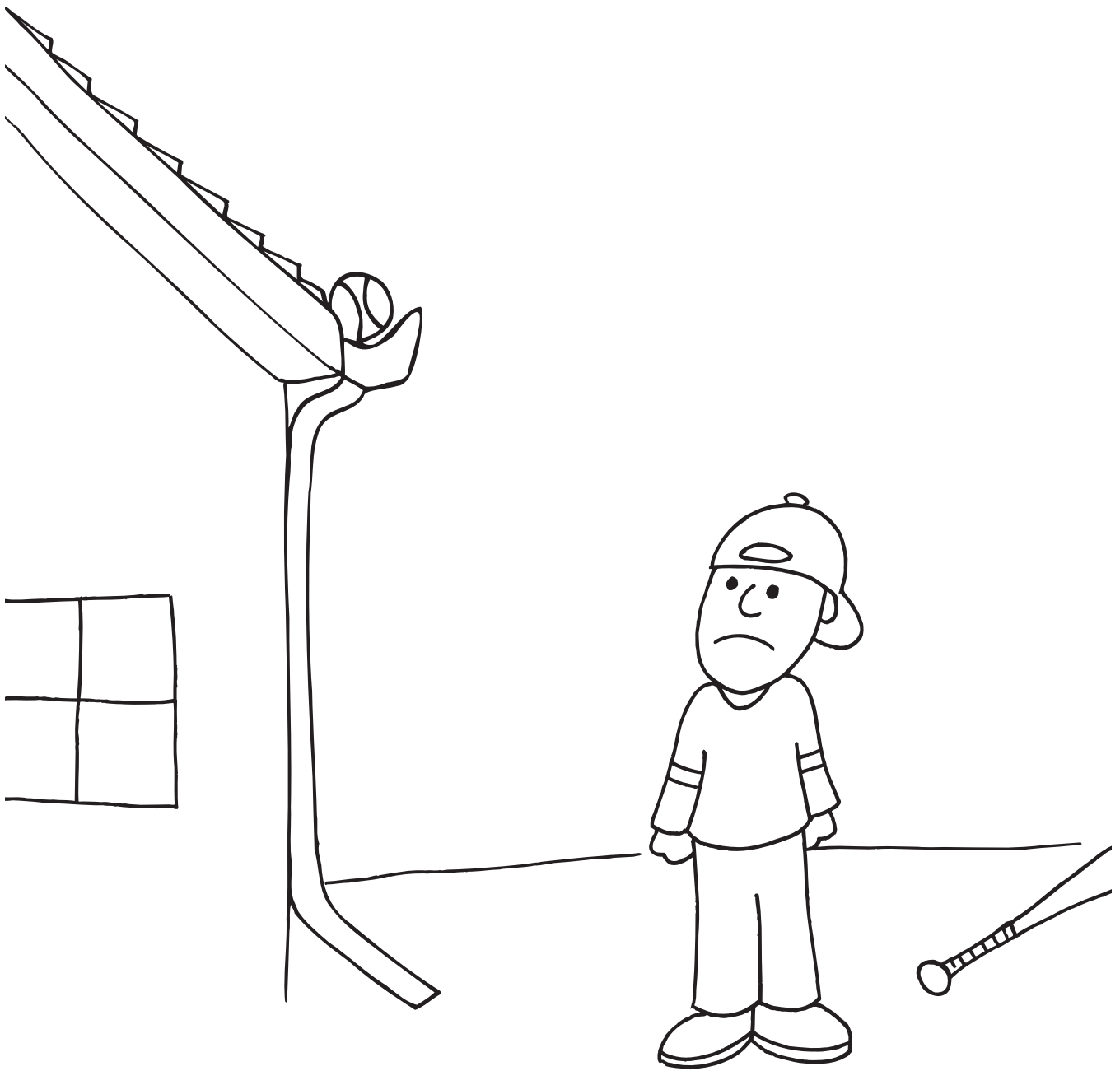
What happened?



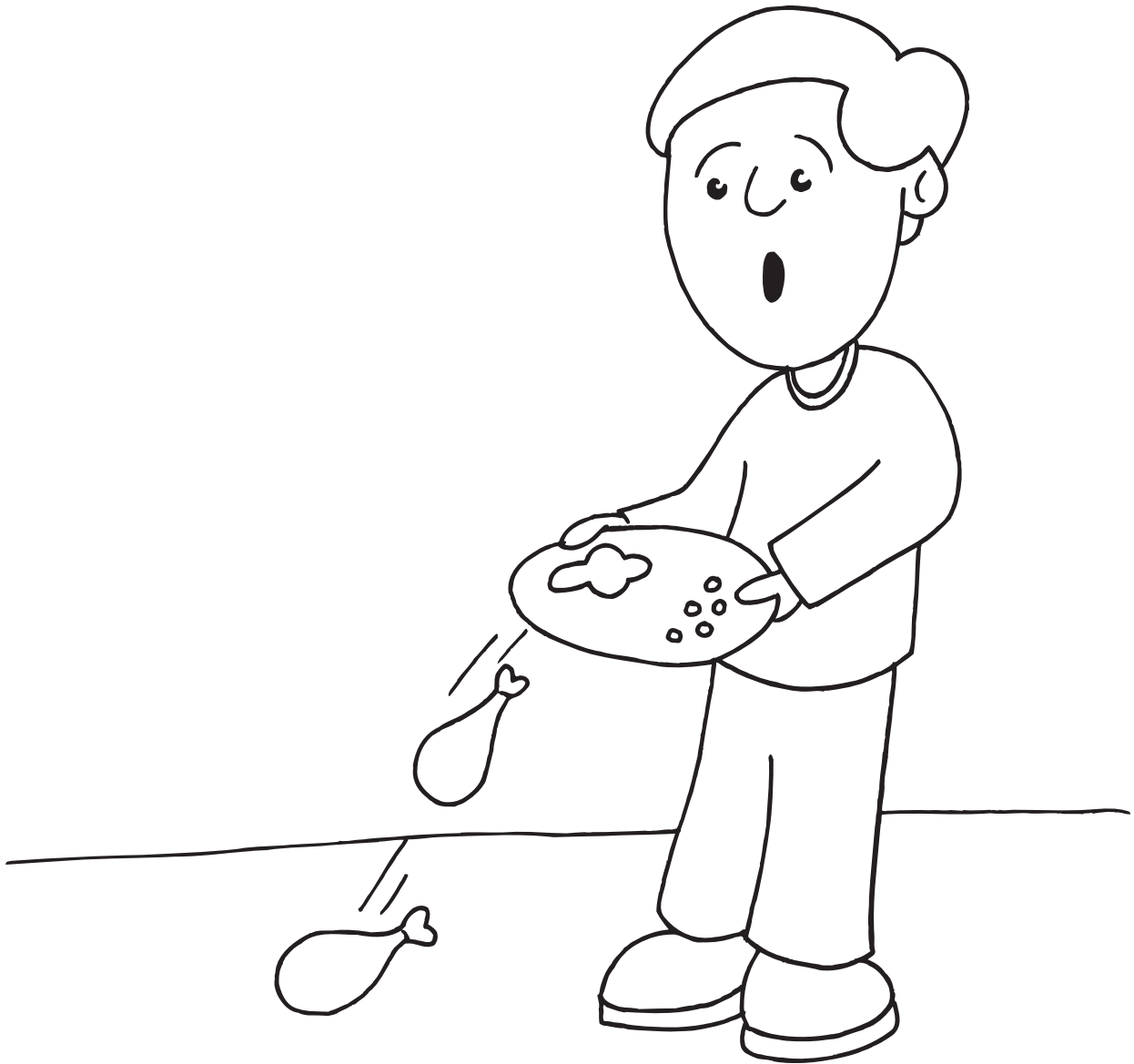
What happened?



What happened?



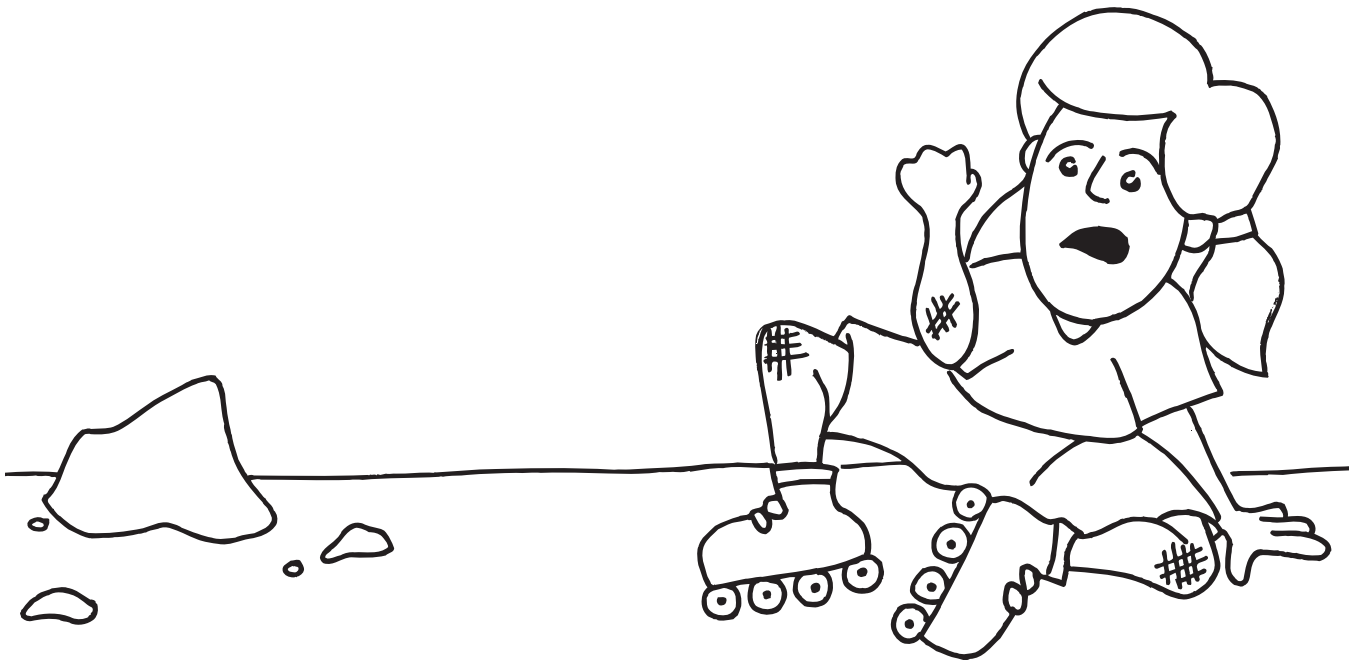
What happened?



What happened?



What happened?



What happened?



What happened?



What happened?



What happened?



What happened?





This section allows the child a novel way to answer questions logically. In responding to these questions, the child may draw from personal experiences or the experiences of others.

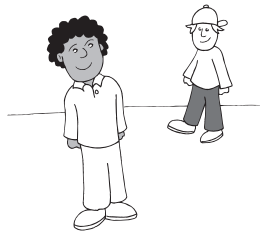
Directions

1. Have the child look at the first picture in each two-page set. Read the question “What do you do when . . .?” Allow the child time to think about and formulate a response.
2. If the child gives an appropriate response, turn to the second page as a reinforcement of the accurate response.
3. If the child has difficulty formulating a complete or specific response, turn to the second page to provide a visual prompt while you provide a verbal model and repeat the question. The second page serves as a visual prompt by depicting the correct response.

Example

Stimulus (page 52) →

What do you do when
you see your friend?



Appropriate Responses

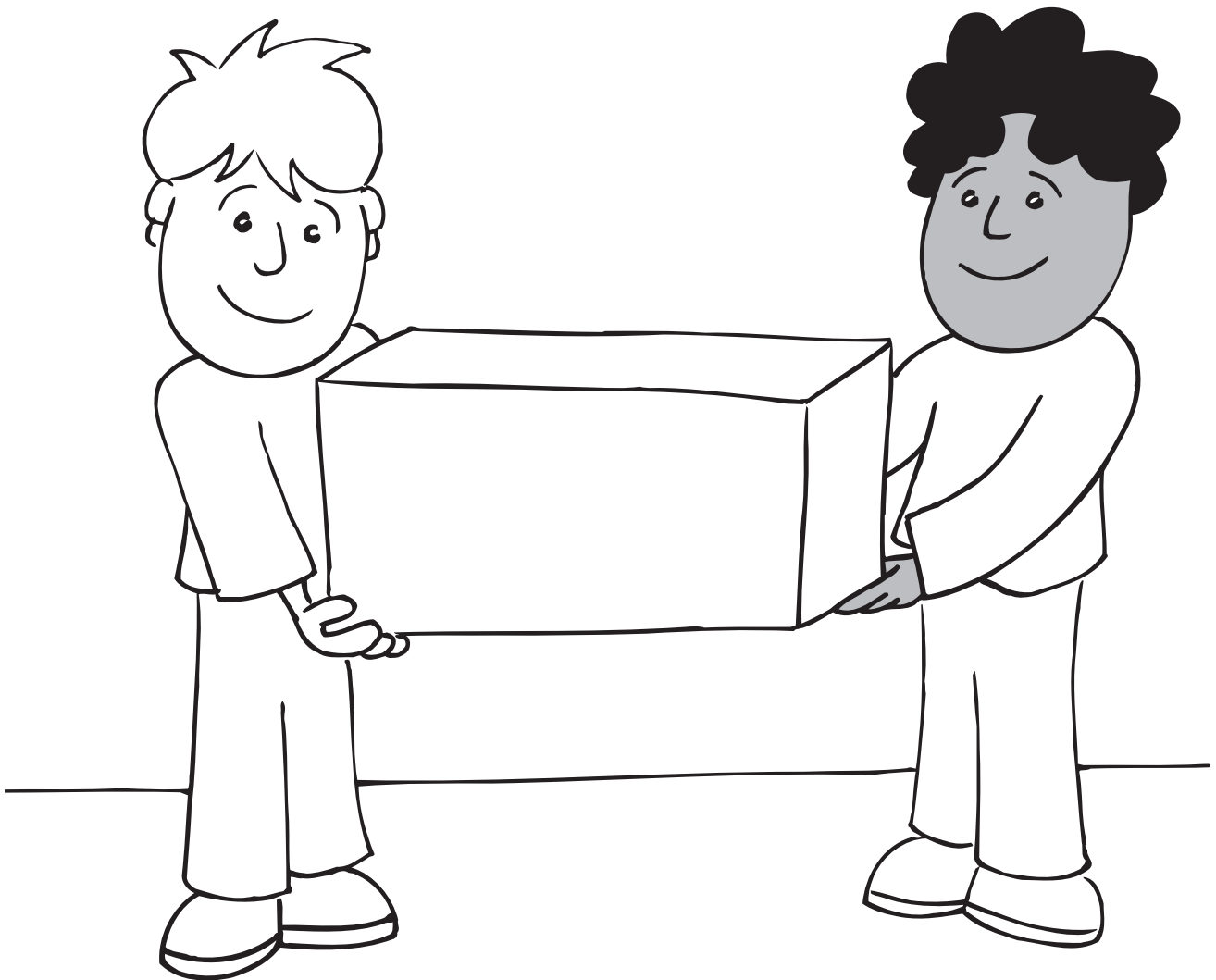
Beginner	Intermediate	Advanced
↓	↓	↓
Single-Word Response	Multiple-Word Response	Complex Utterance
“Wave.”	“Wave to your friend.”	“When you see your friend, you wave.”

Other Suggestions

- Act out similar situations. Drop your crayon or listen to the phone ring. Pretend not to know what to do. Ask the child, “What do I do when . . . ?”
- Reverse the form of your questions. For example, ask the child, “When do I give a present?” or “When do you put sunglasses on?”

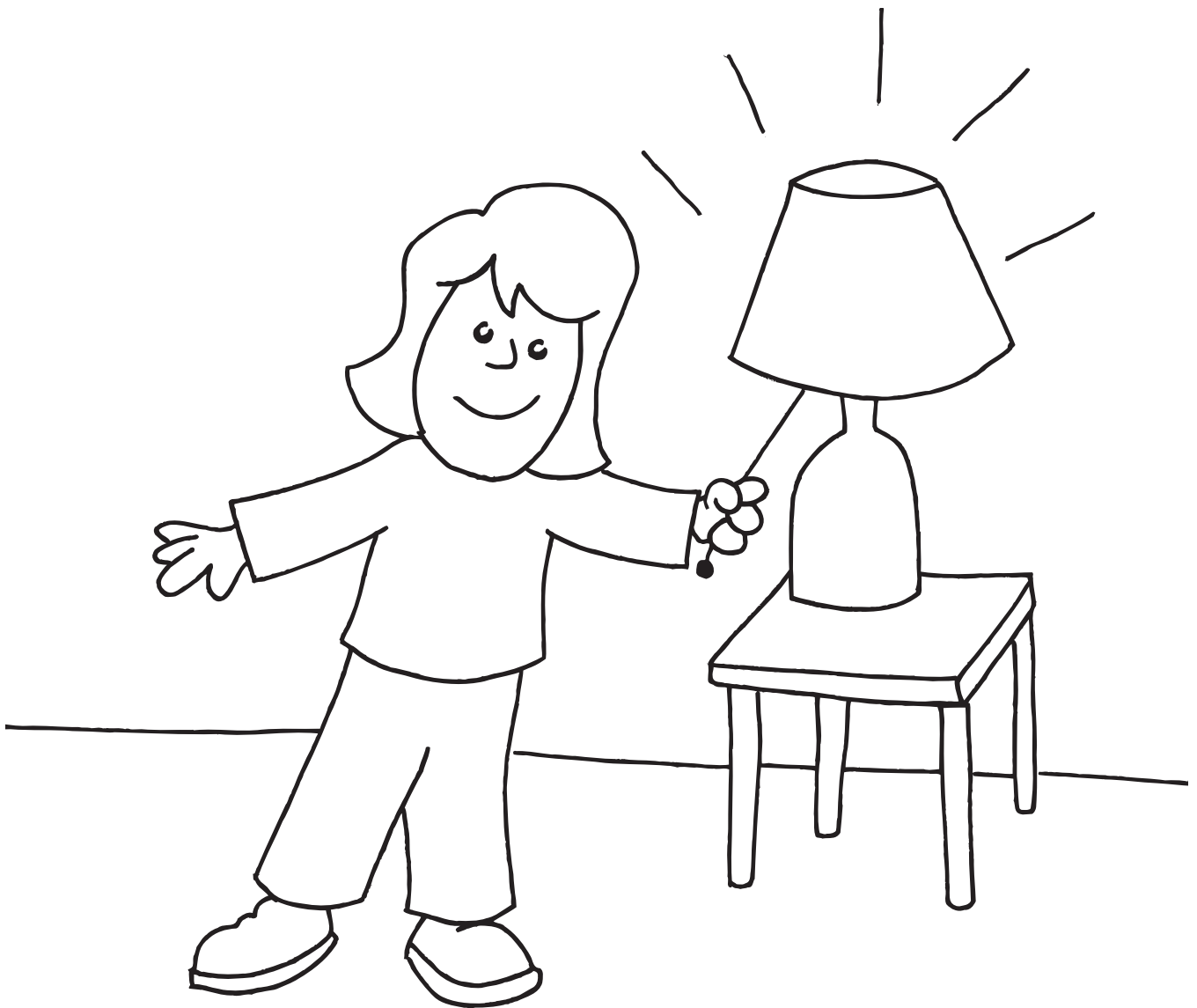
What do you do when somebody needs help?



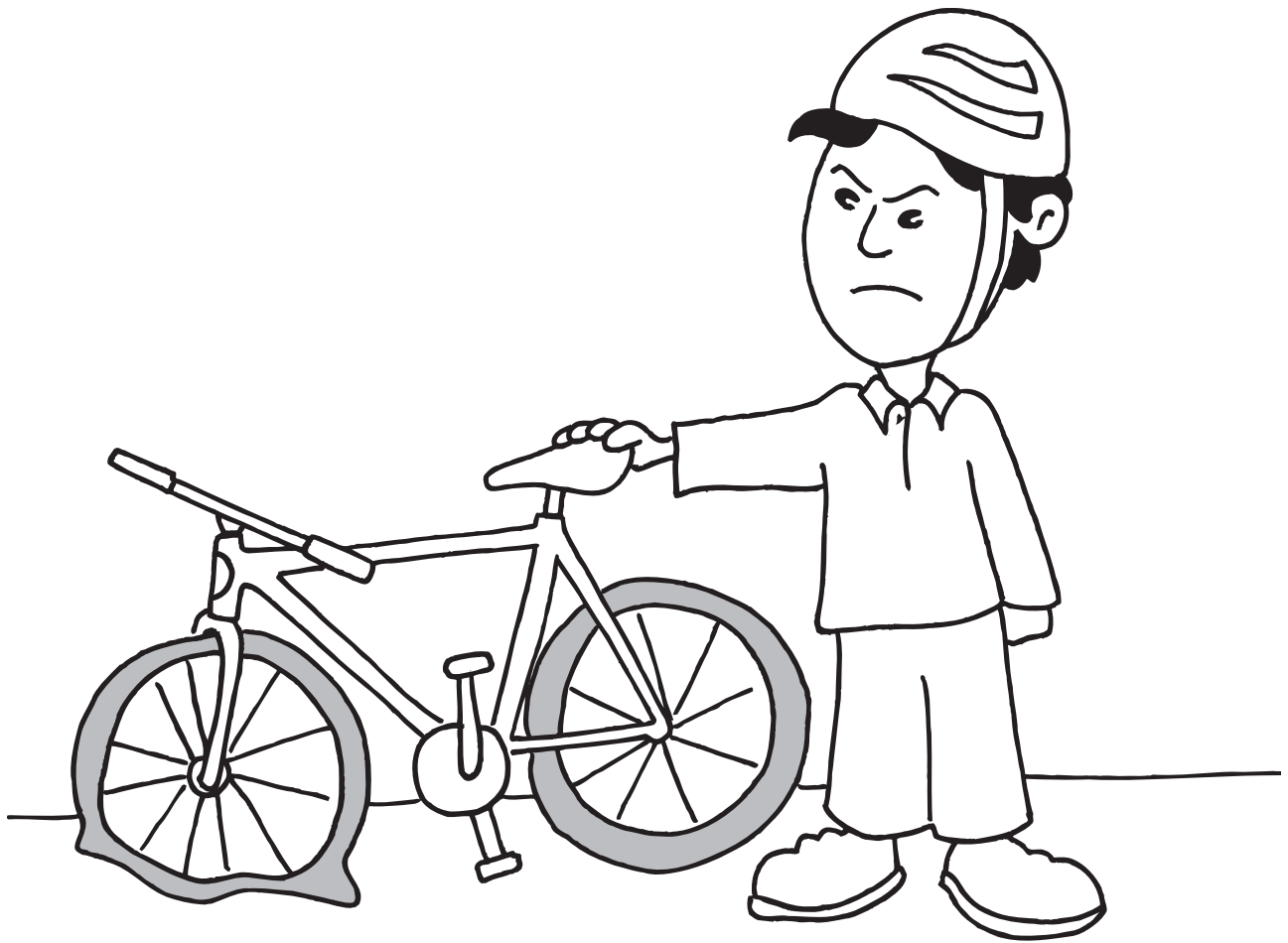


What do you do when
it's too dark to see?



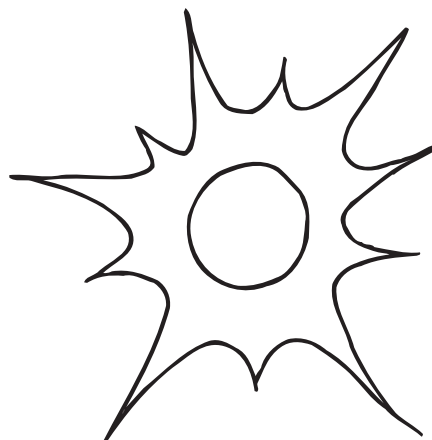


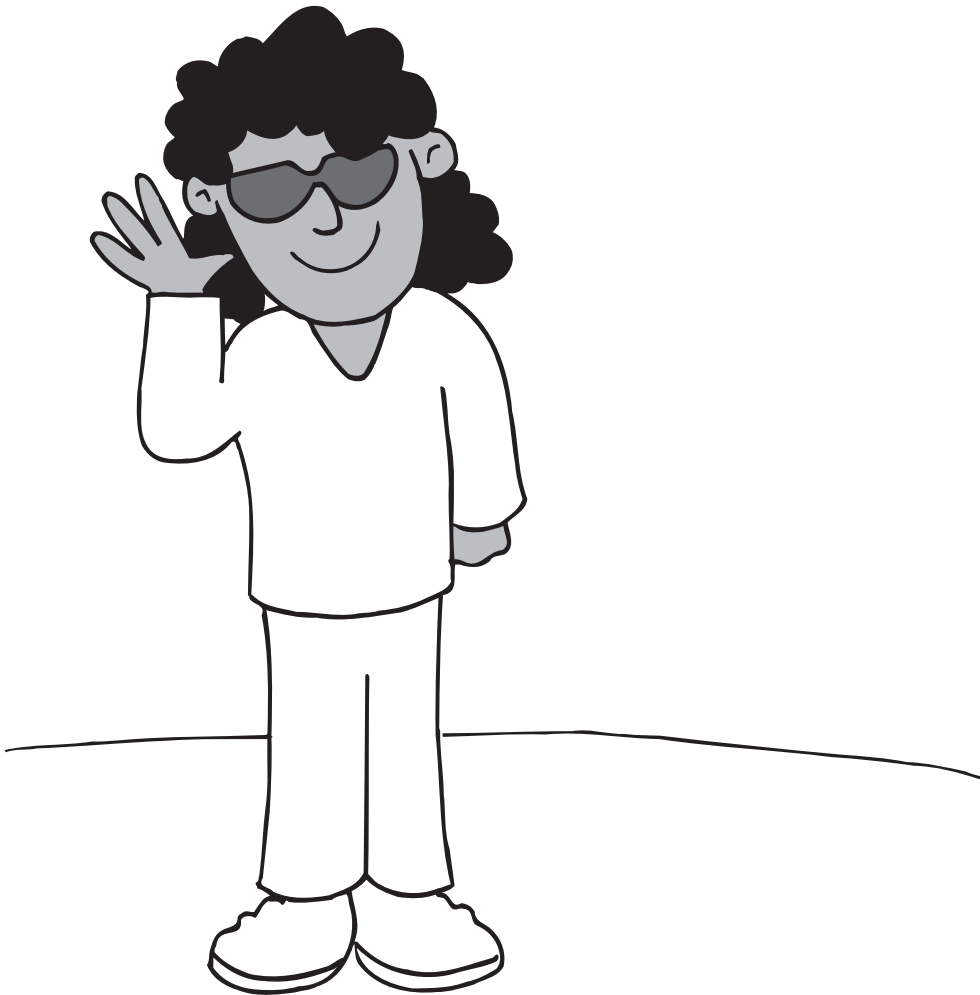
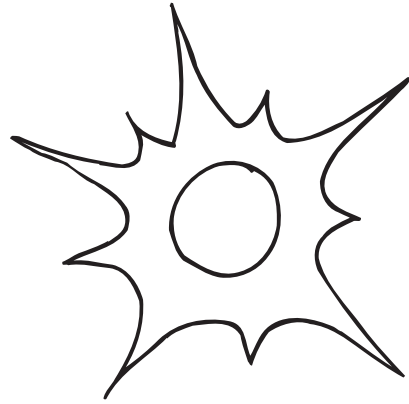
What do you do when you have a flat tire?



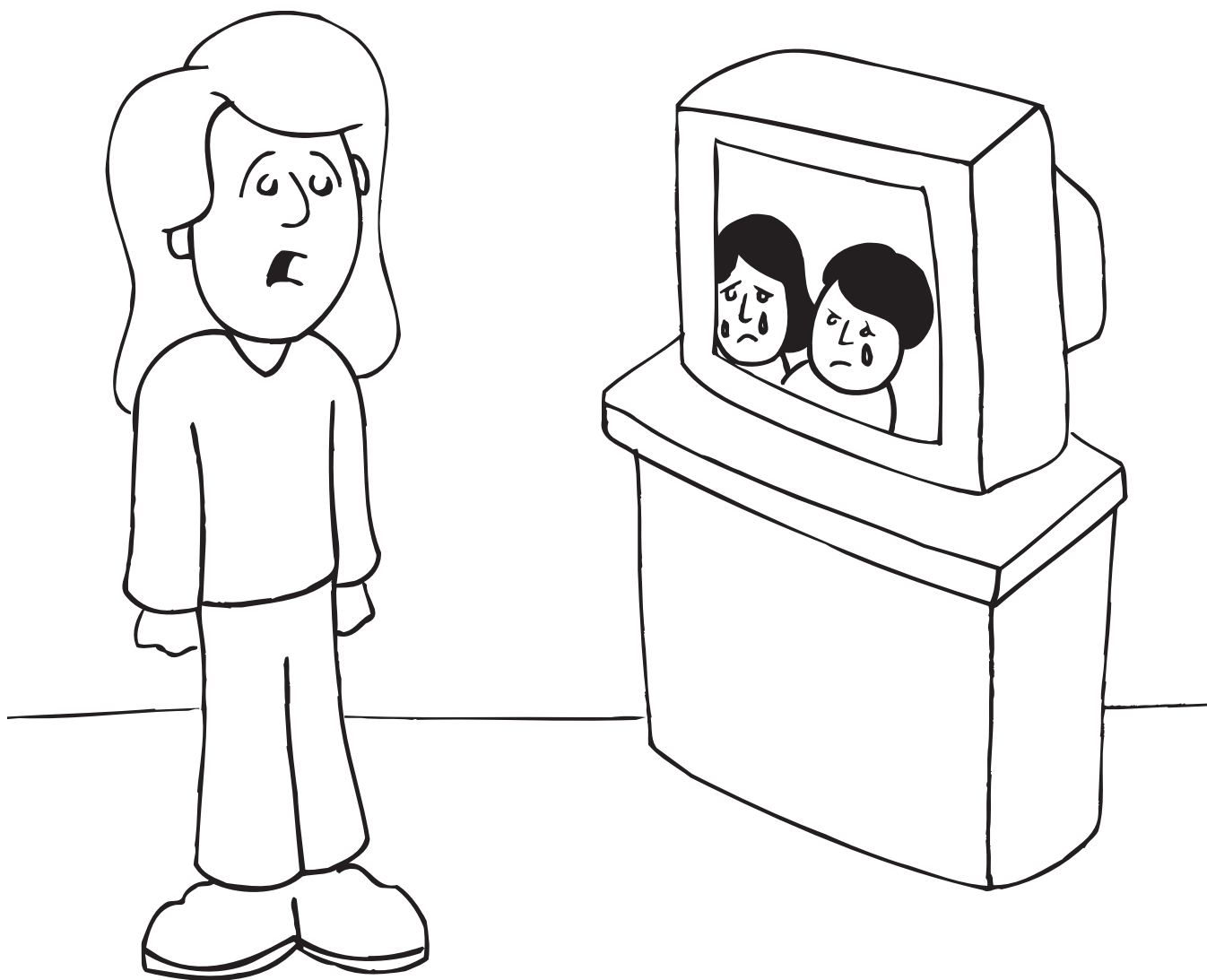


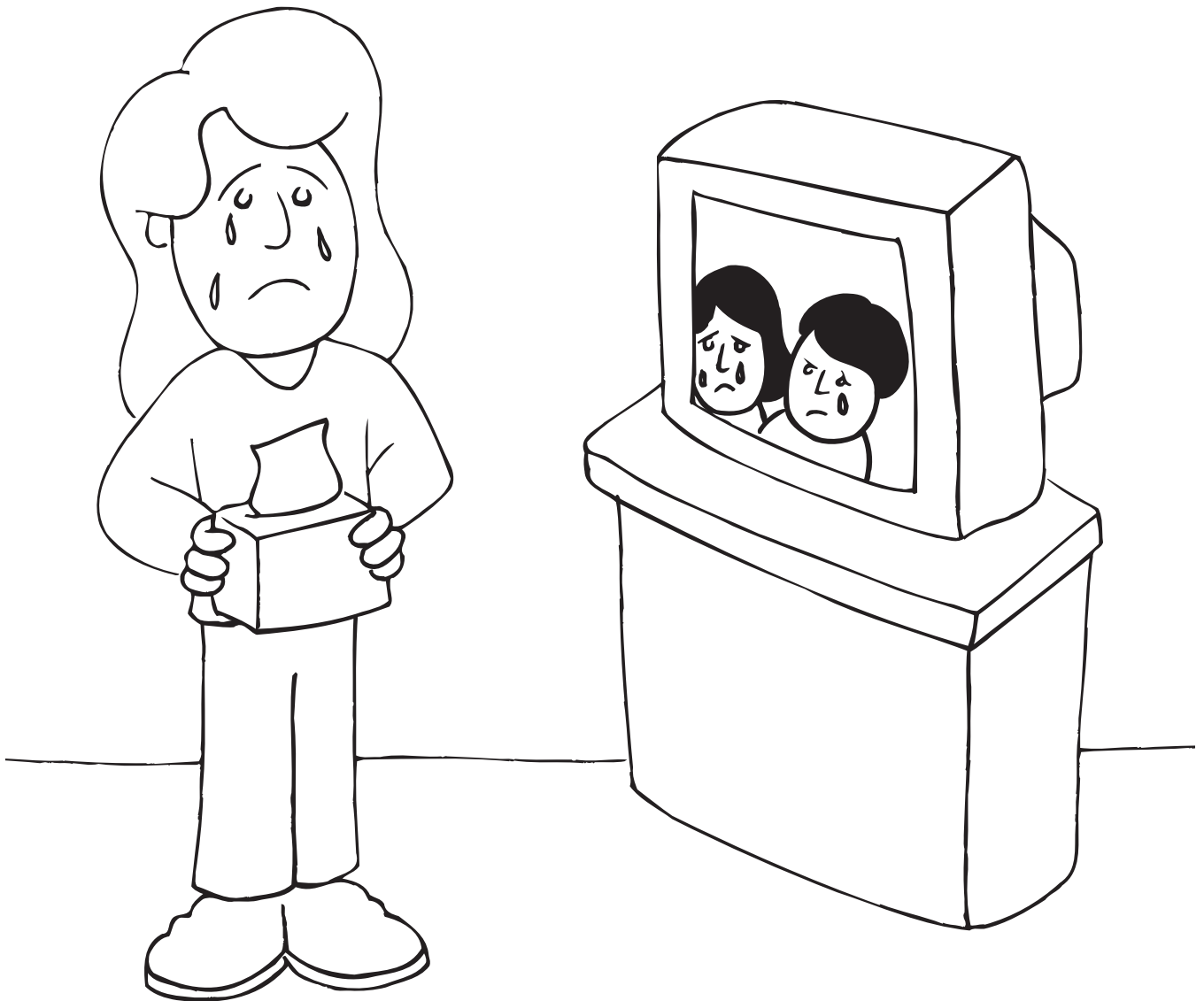
What do you do when it's very bright outside?



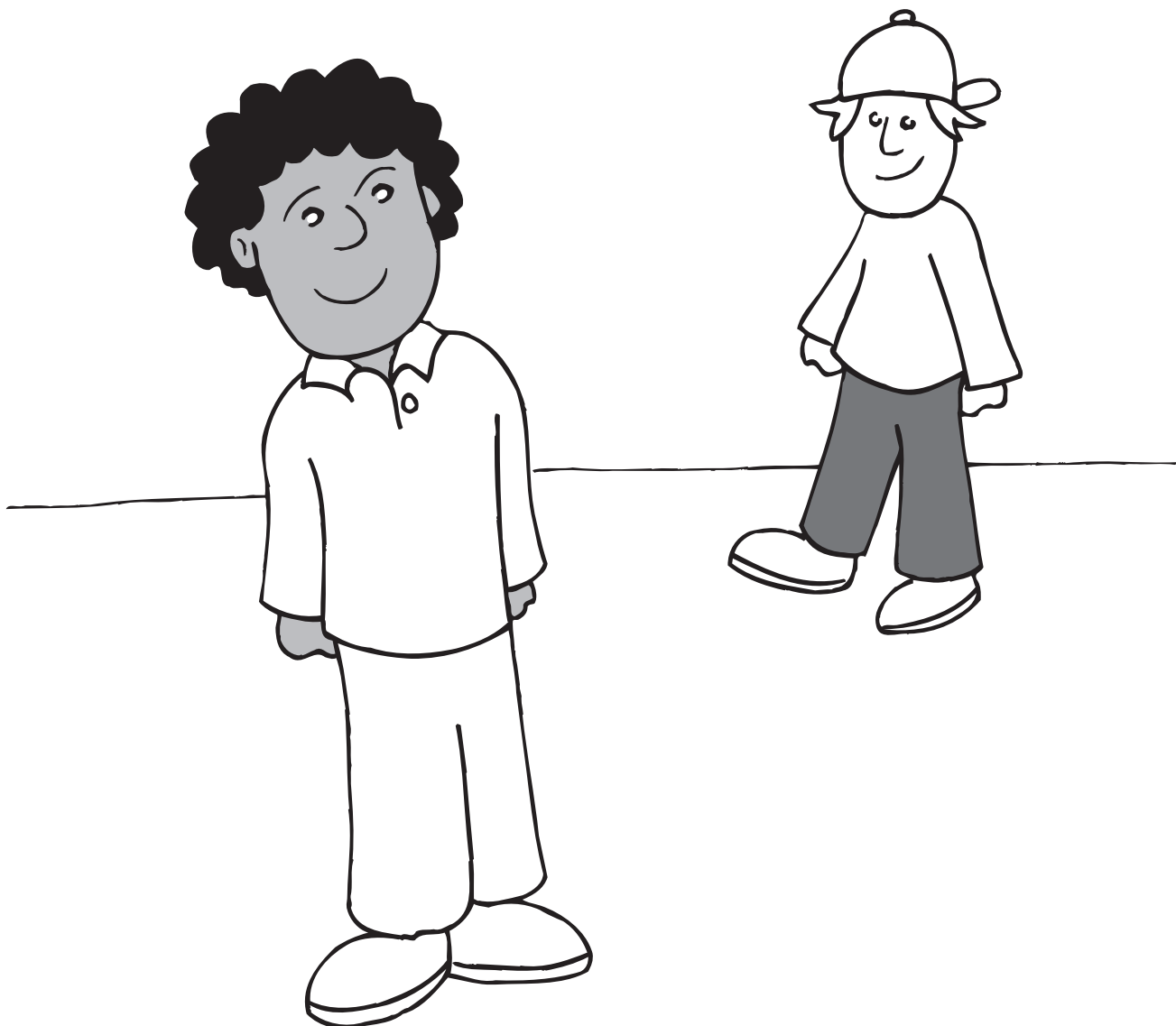


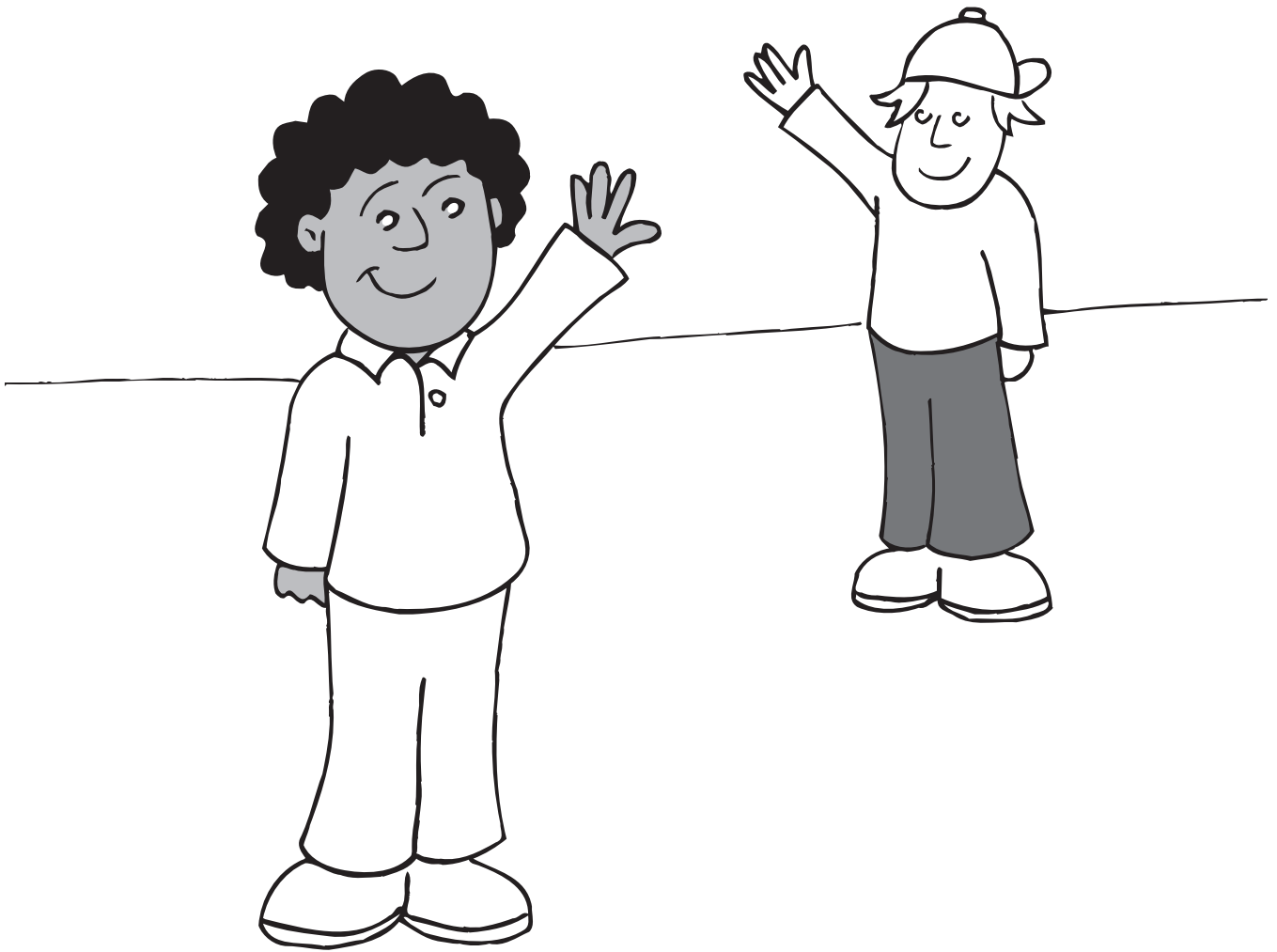
What do you do when you see something sad?



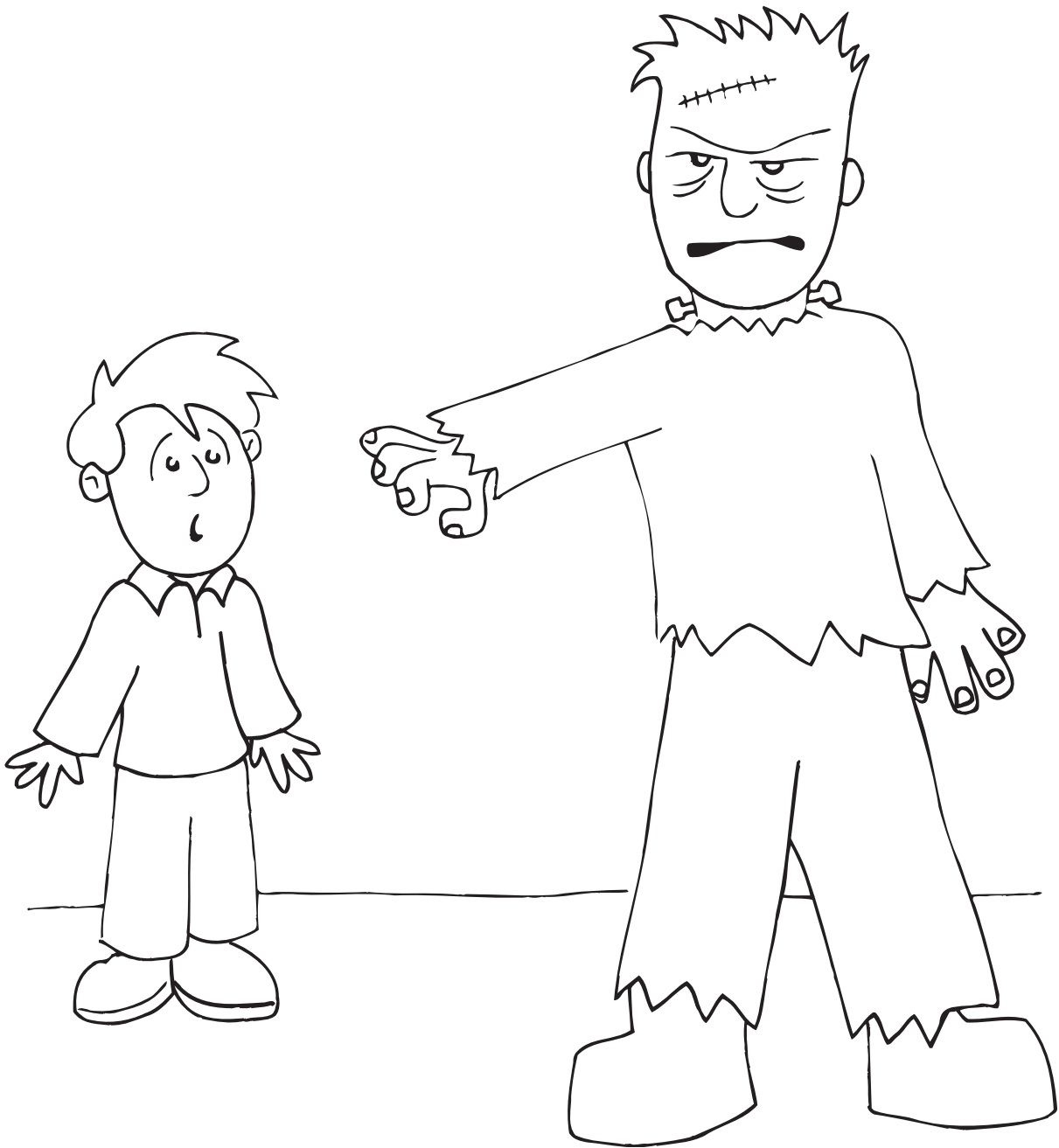


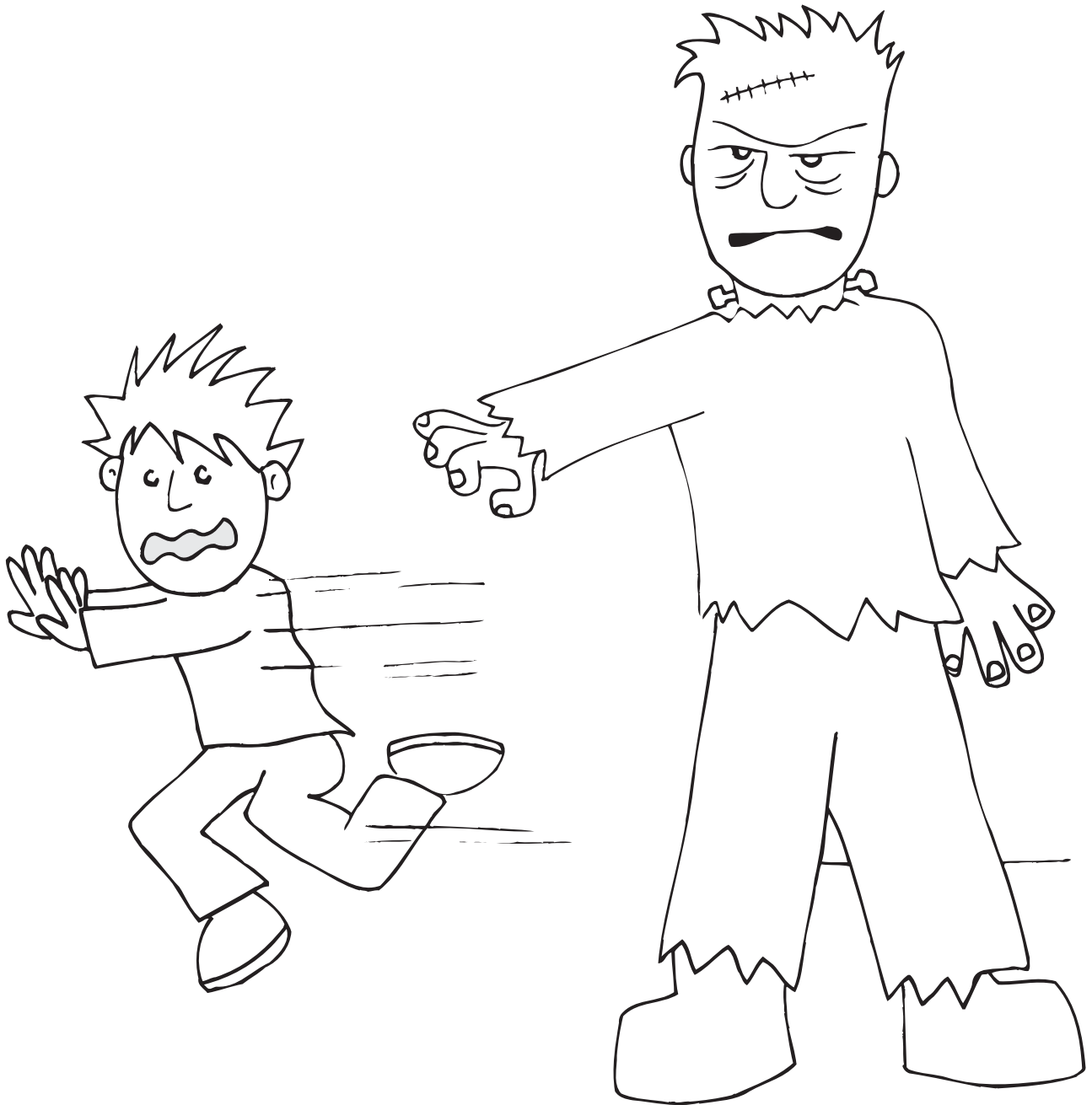
What do you do when you see your friend?





What do you do when you see something scary?



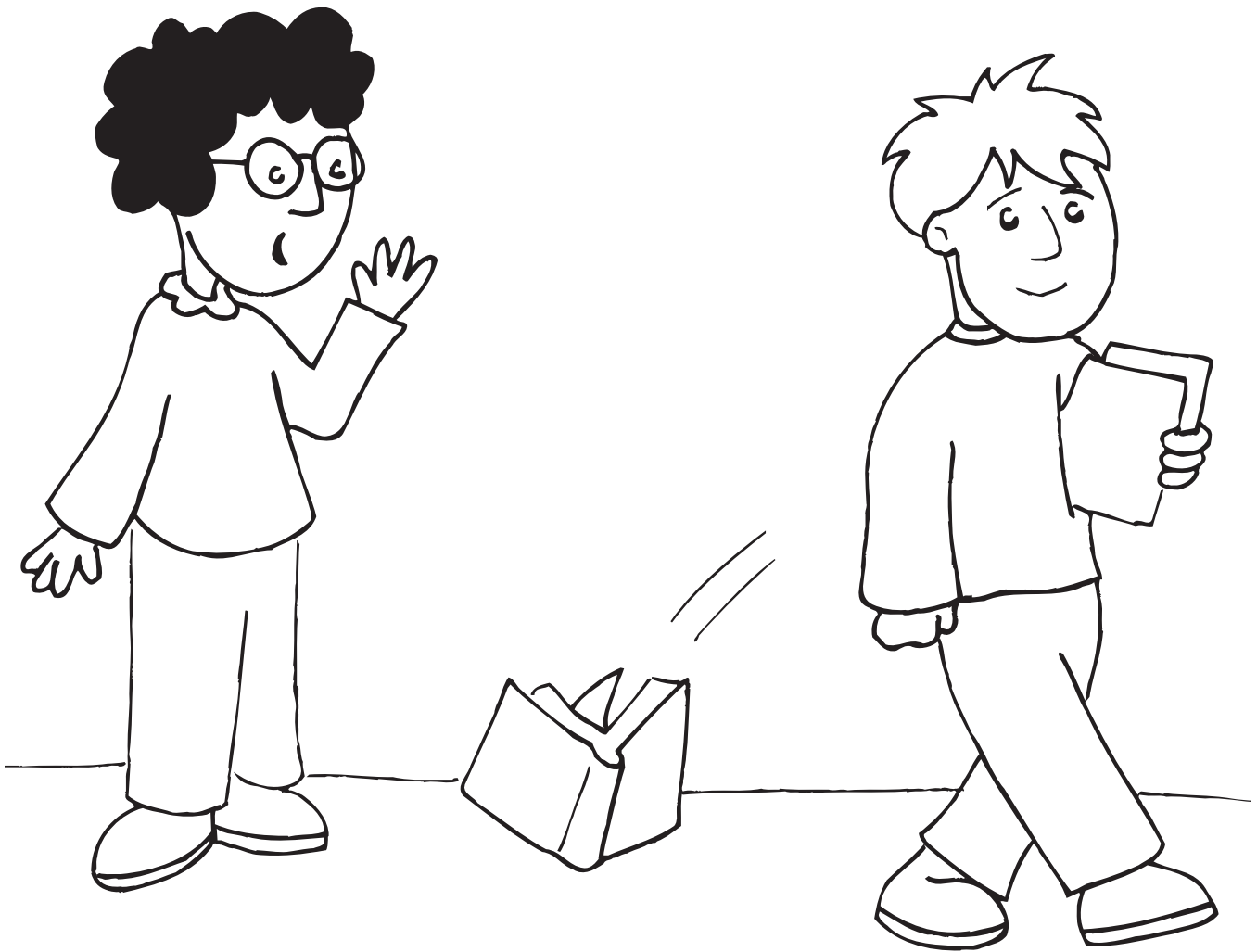


What do you do when you see something funny?



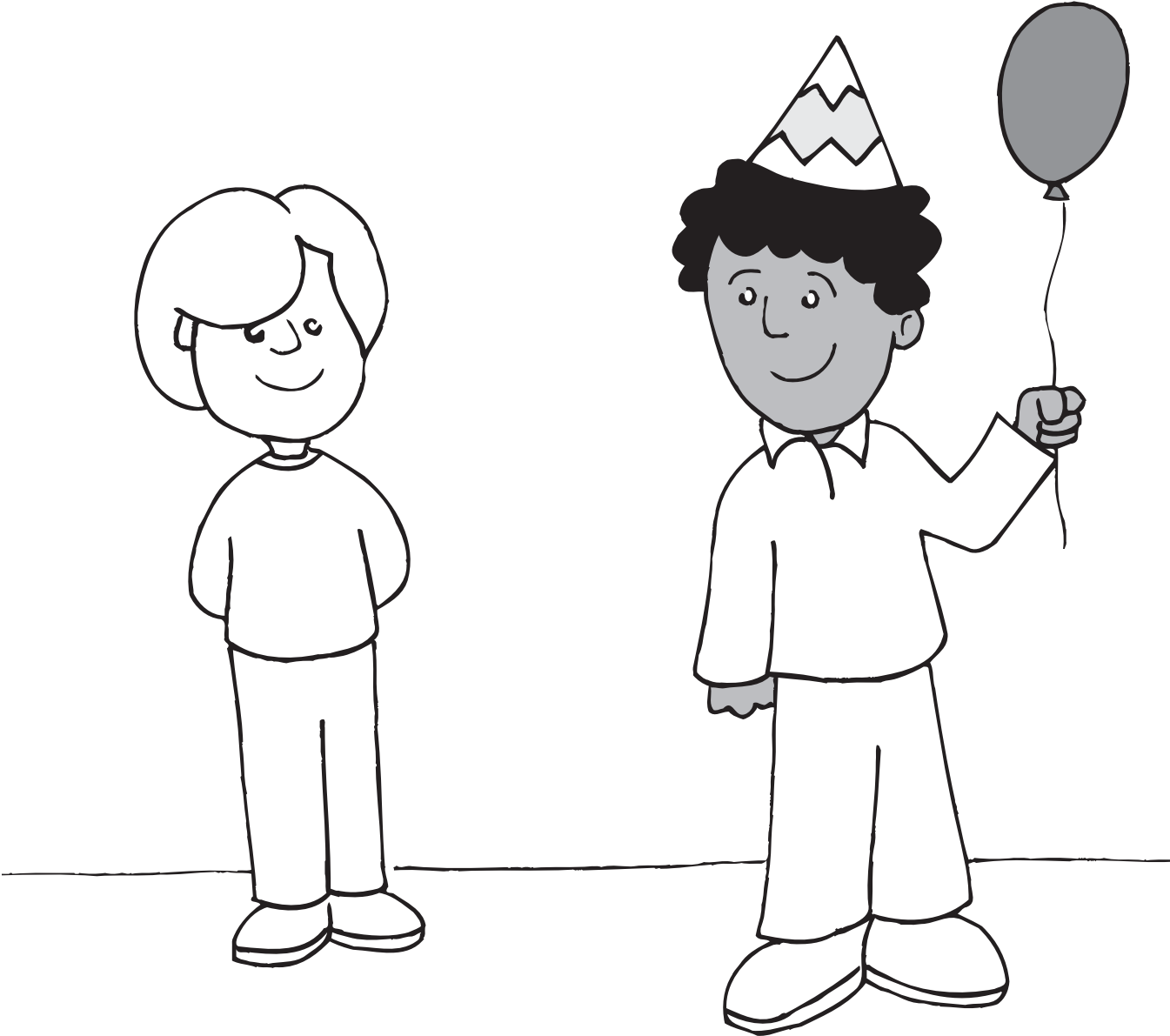


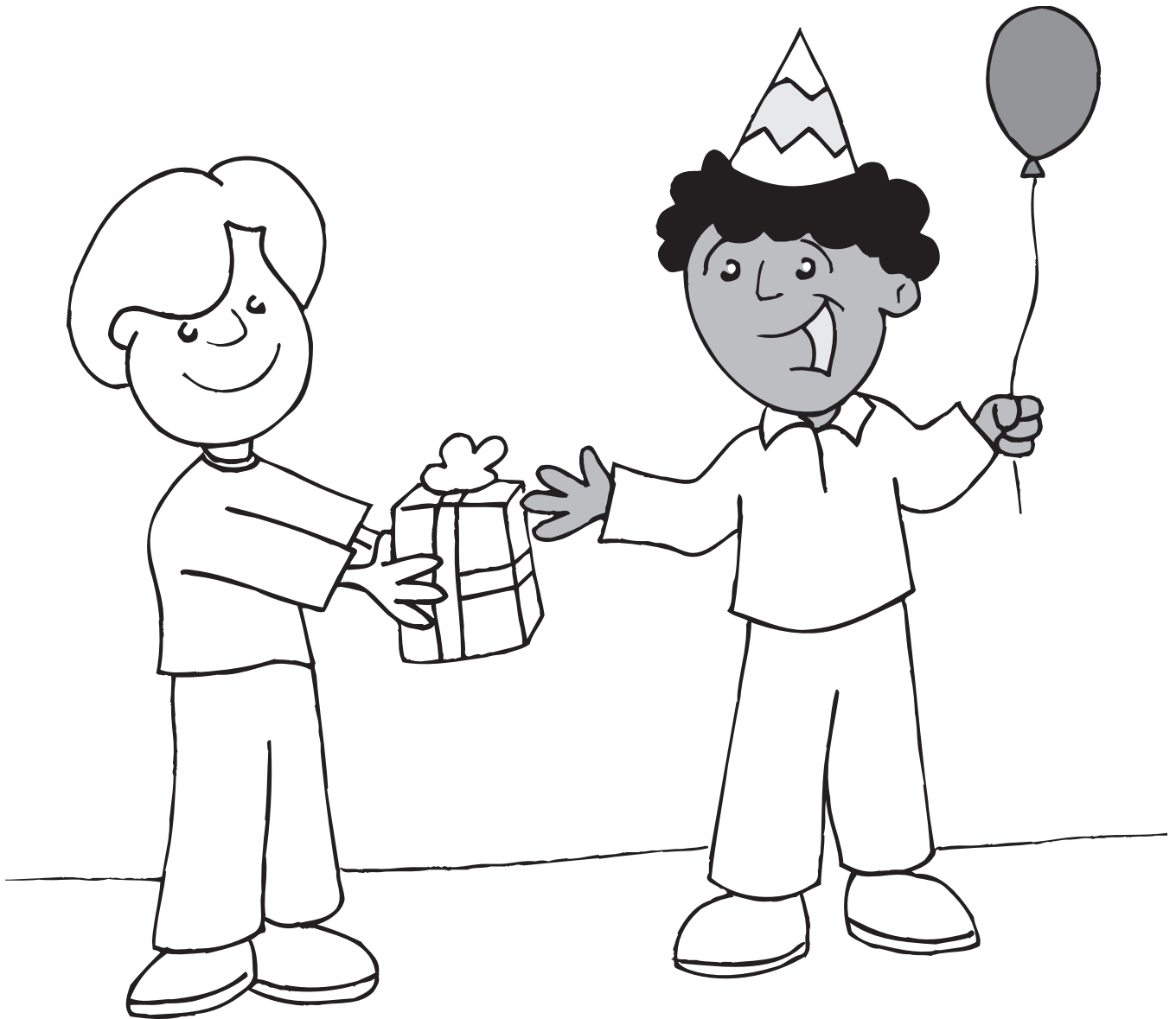
What do you do when
somebody drops something?





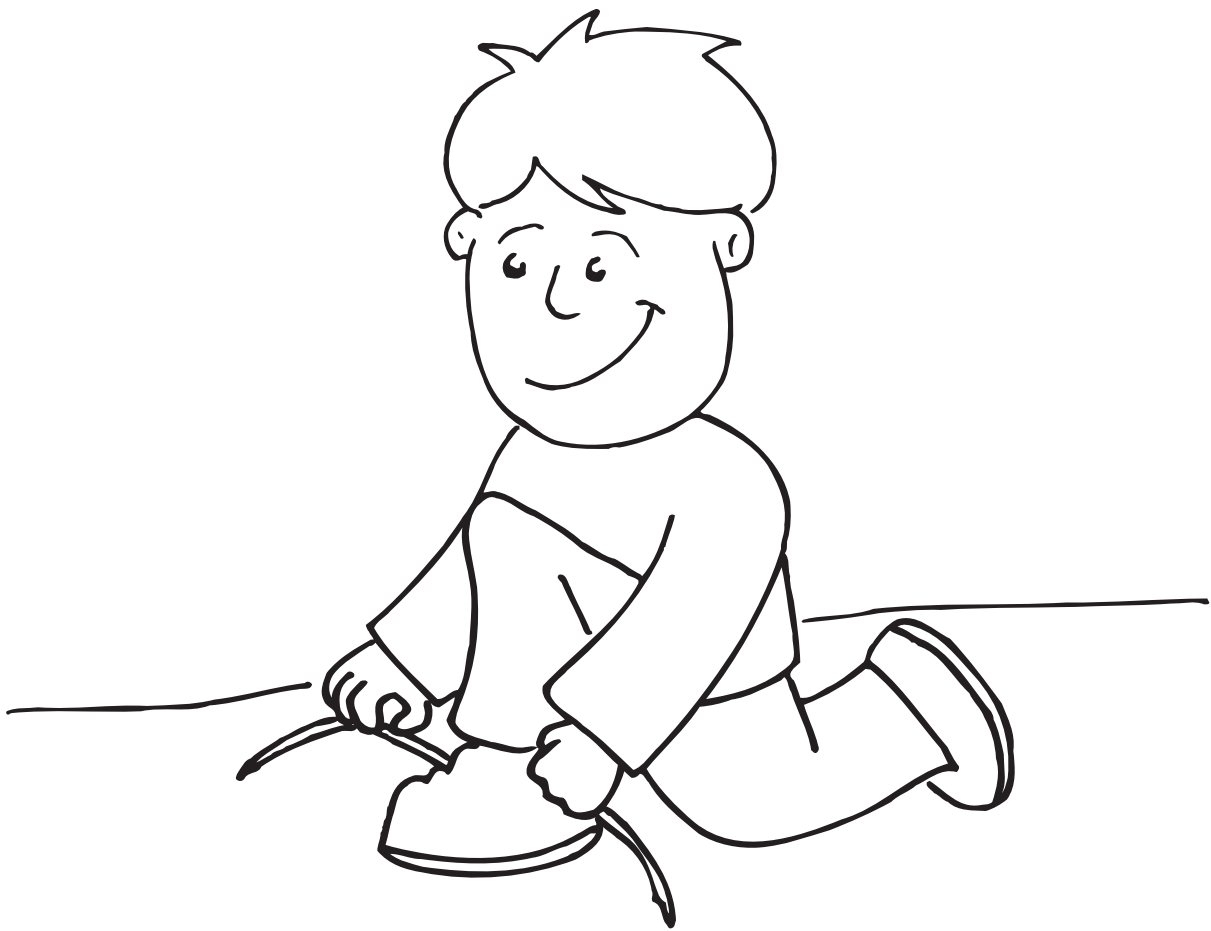
What do you do when it's somebody's birthday?



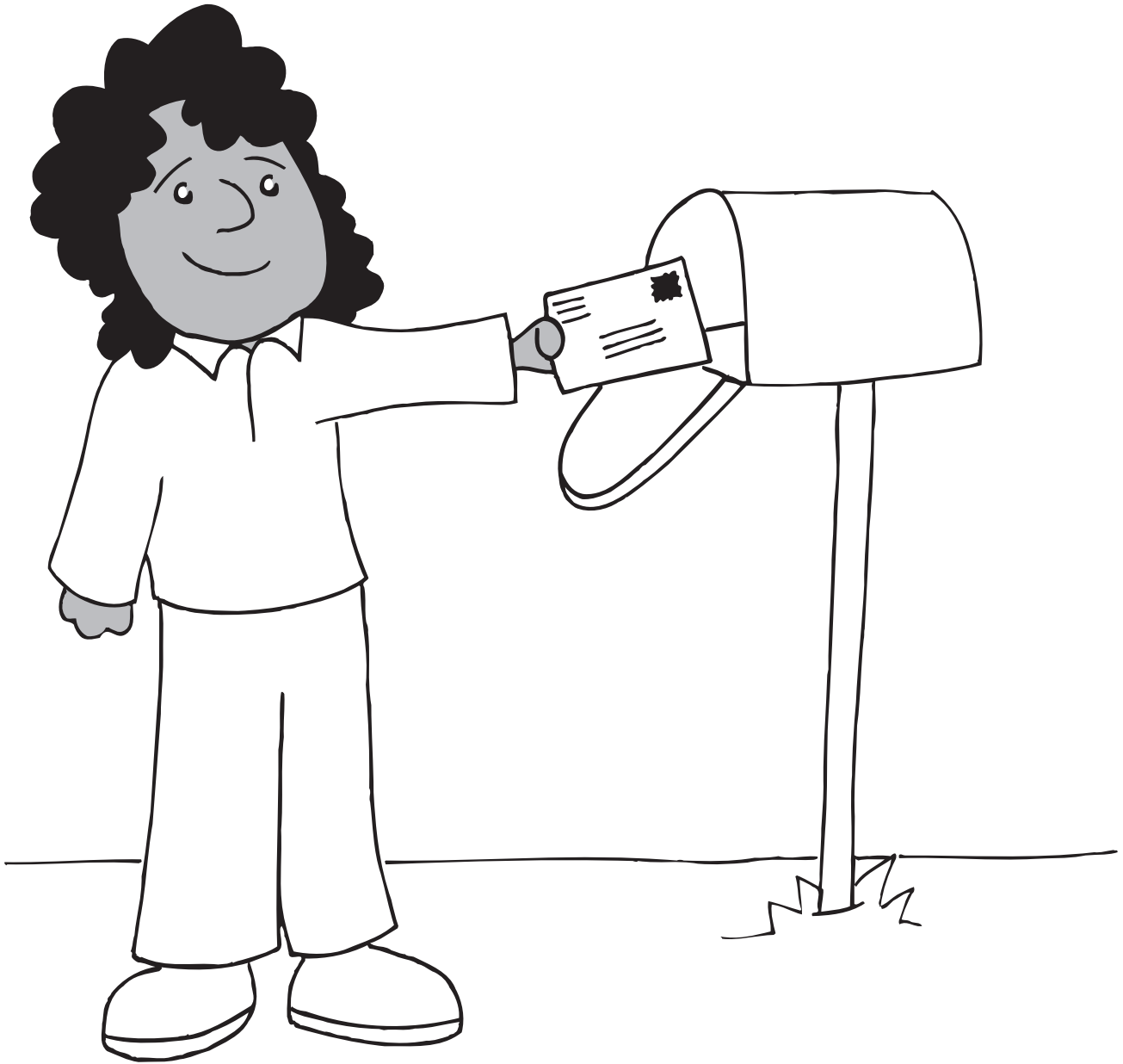


What do you do when your shoelace is untied?





What do you do when you get a letter?



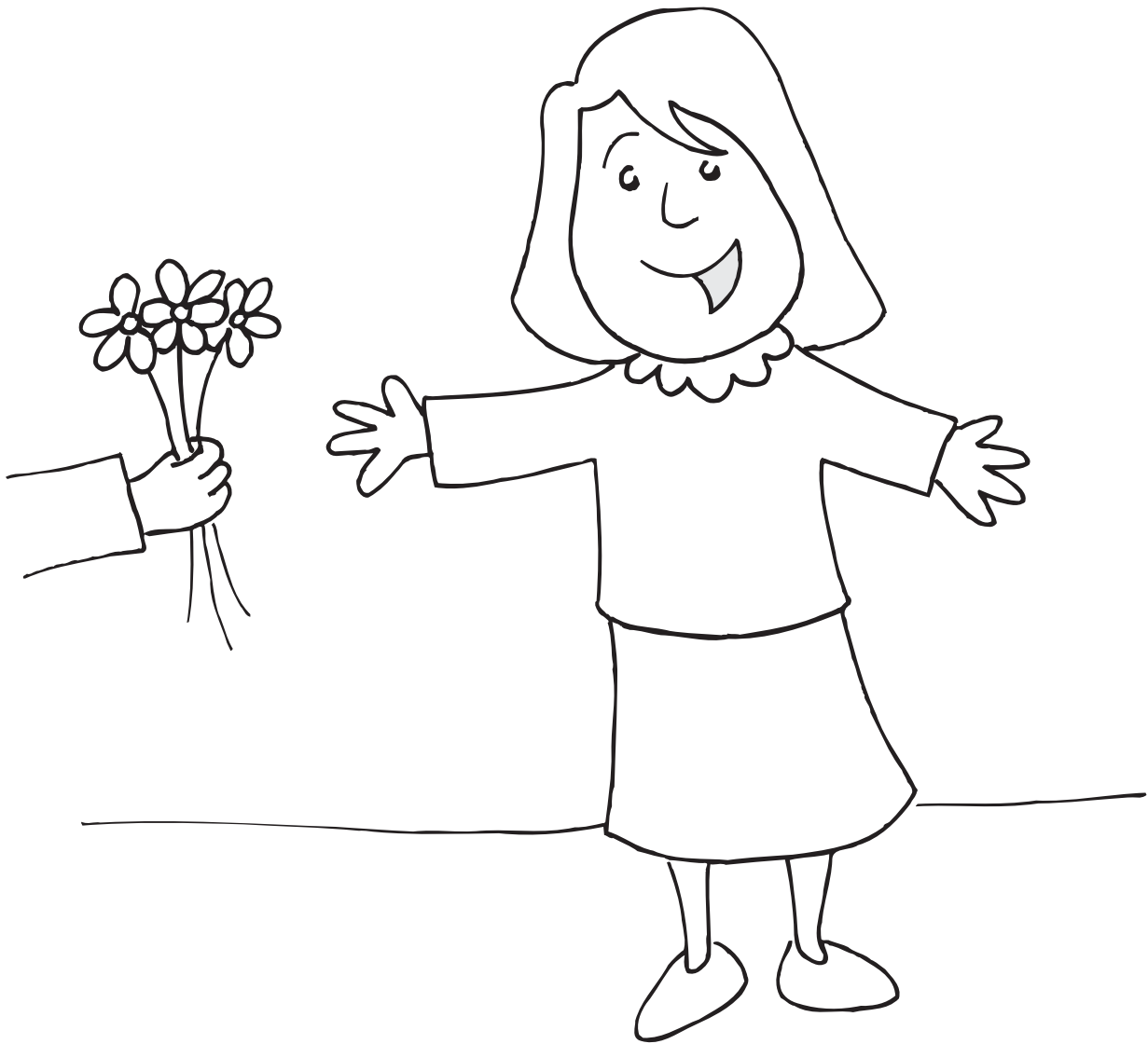


What do you do when you have lost something?





What do you do when someone
gives you flowers?





What do you do when you rip your pants?







“Why . . . ?” is one of the more difficult *Wh* questions and is generally one of the last question types children comprehend. Review the child’s ability to answer *who*, *what*, and *where* questions prior to beginning this section.

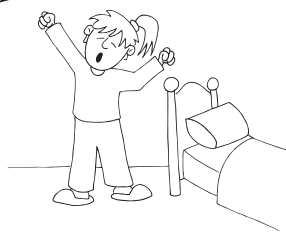
Directions

1. Photocopy each picture before presenting it to the child.
2. Have the child look at the picture. Read the question at the top of the page and allow the child time to think and give a correct response. Ask the child to color in the object/action that is the reason for the character’s happiness, sadness, etc. (If the child is unable to color independently, use hand-over-hand guidance to help him or her color.) For example, if a boy is happy because he got a balloon, have the child color in the balloon. If the child is unable to respond appropriately, provide a model of the correct response and repeat the question. Color in the appropriate part of the picture to serve as a visual prompt.

Example

Why did she put her pajamas on?

Stimulus (page 84) →



Appropriate Responses

Beginner	Intermediate	Advanced
↓	↓	↓
Single-Word Response	Multiple-Word Response	Complex Utterance
“Bedtime.”	“Because it’s bedtime.”	“She put pajamas on because it’s bedtime.”

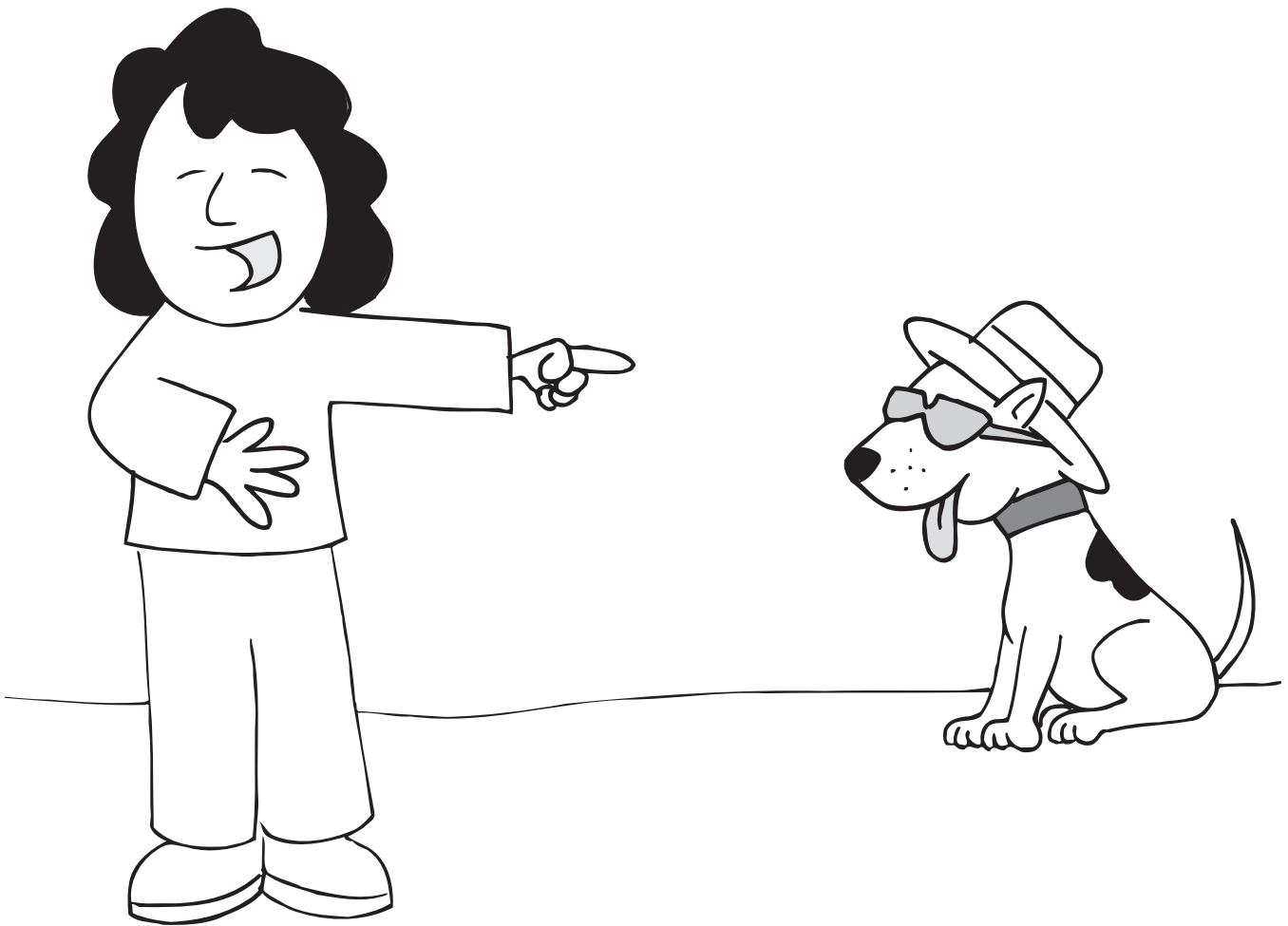
Other Suggestions

- Act out situations in symbolic play in which you pretend to be angry, happy, sad, etc. Have the child tell why you are angry, happy, sad, etc. For example, pretend to stub your toe and have the child tell why you are crying.
- To try more advanced *why* questions, tell a short story or read a short book and have the child answer simple *why* questions about the story.

Why did she get a mop?



Why is she laughing?



Why is he climbing a ladder?



Why is he crying?



Why did he go to the supermarket?



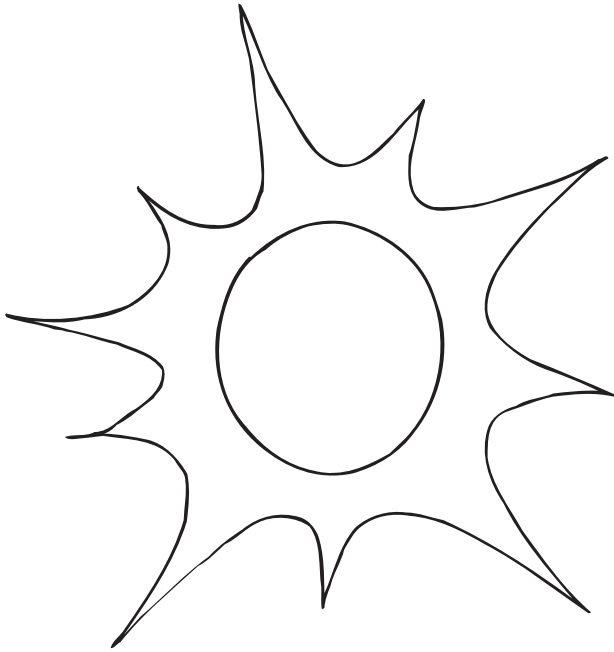
Why is he at the barbershop?



Why is she taking her medicine?



Why is he wearing sunglasses?



Why is he wet?



Why did she say she was sorry?



Why did he get a glass of cold water?



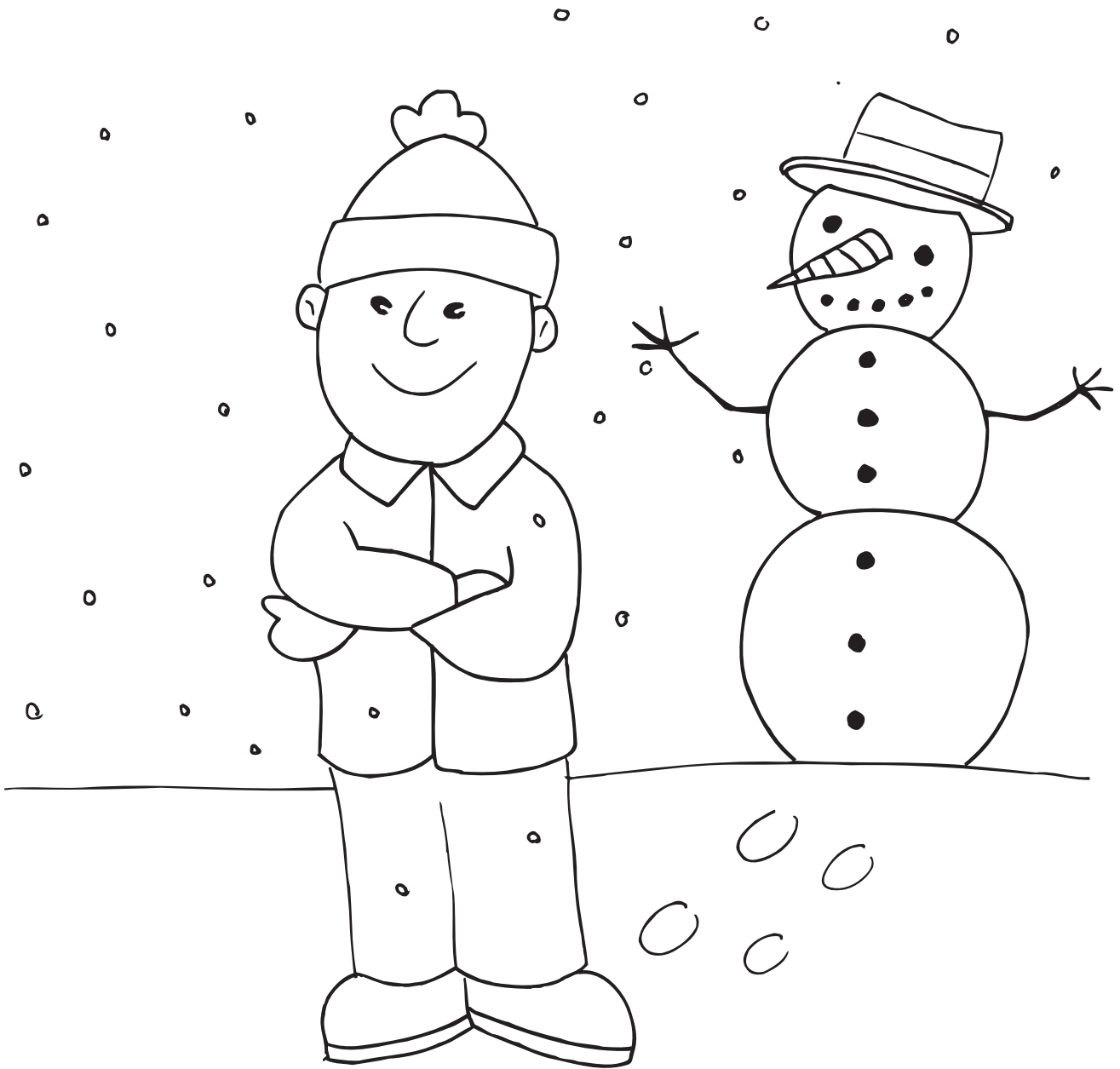
Why did she put her pajamas on?



Why did he open the present?



Why did he put his jacket and gloves on?



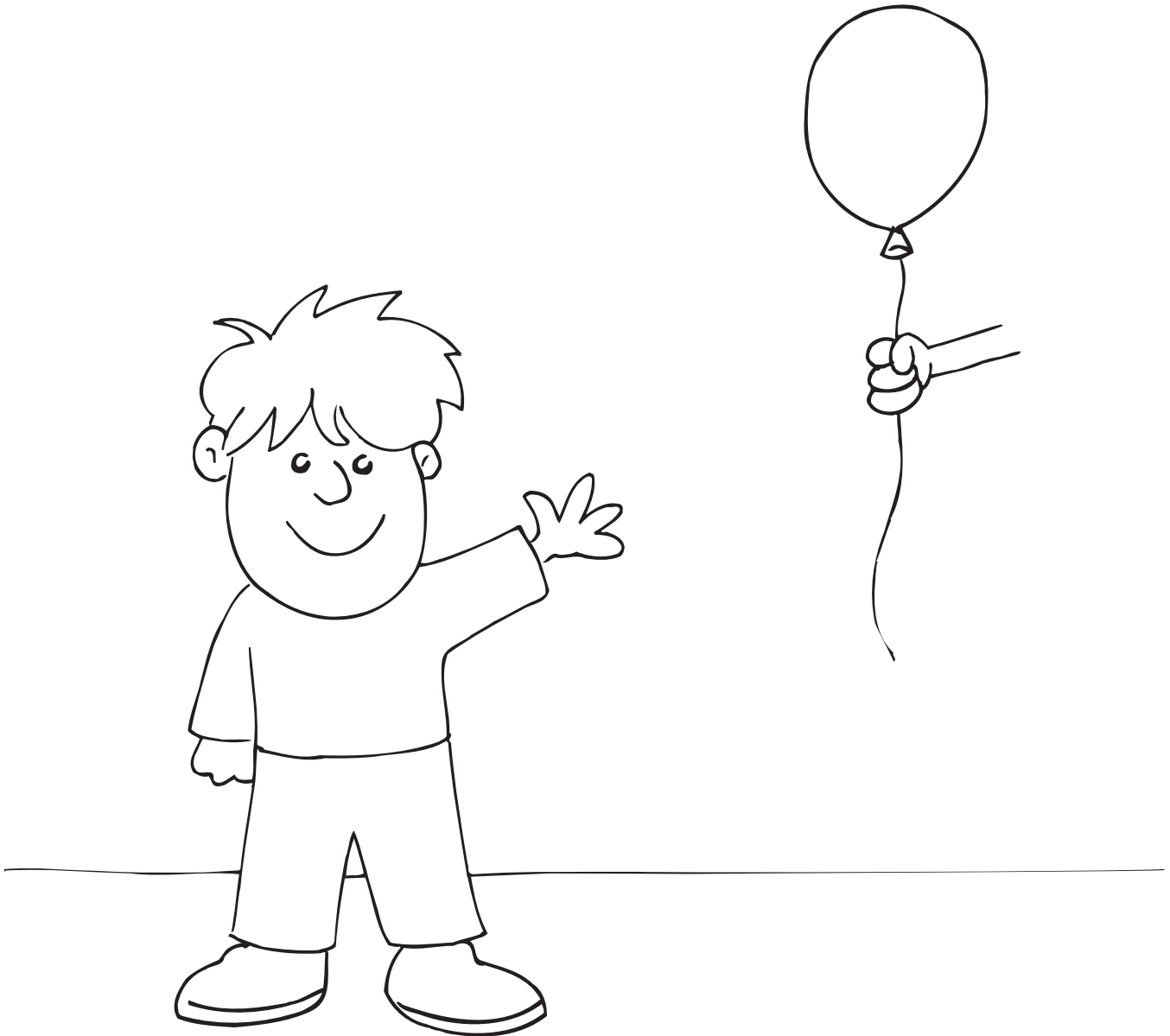
Why is she taking a bath?



Why is he walking home?



The boy is happy.
Why is he happy?



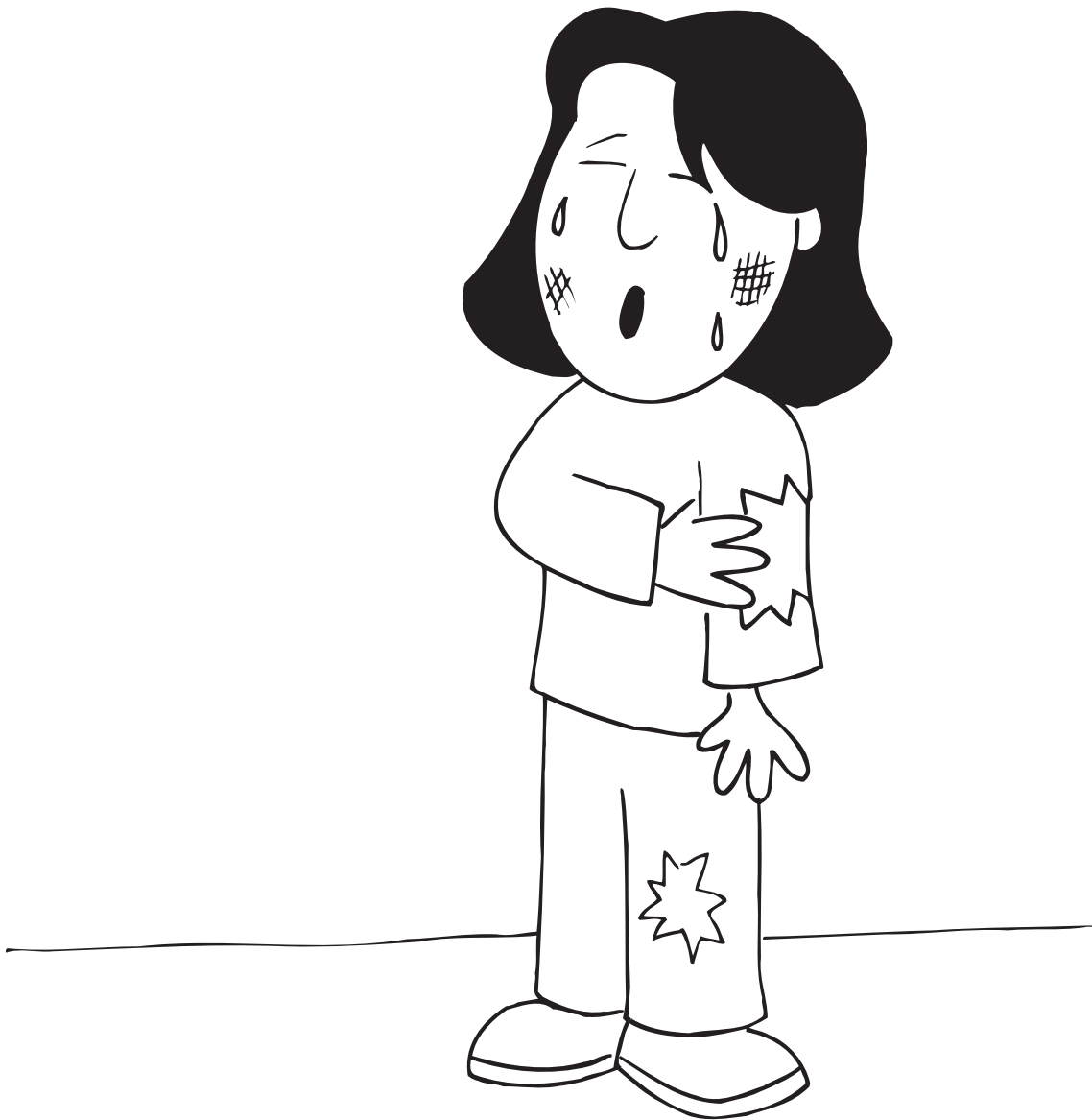
The girl is mad.
Why is she mad?



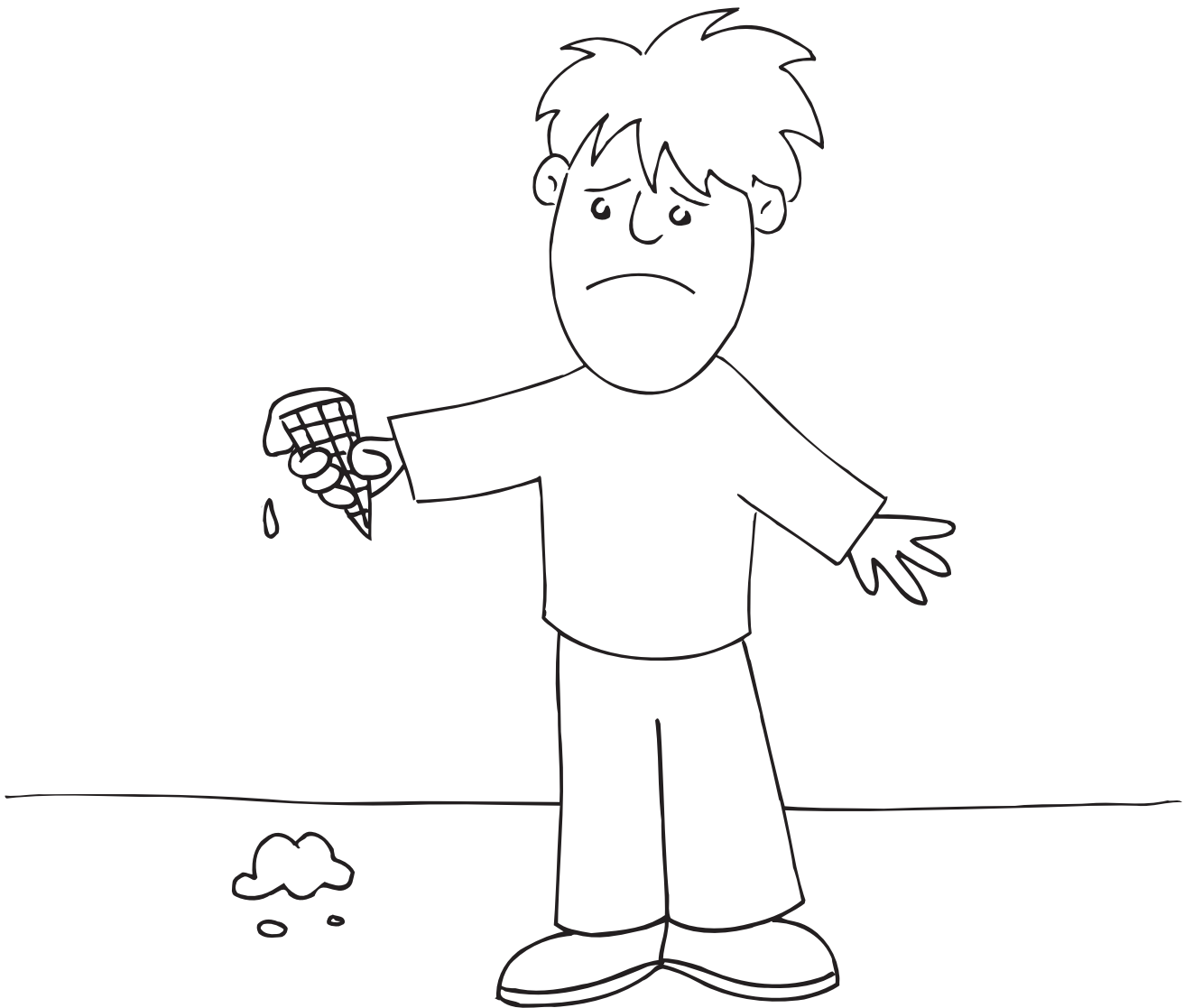
The man is mad.
Why is he mad?



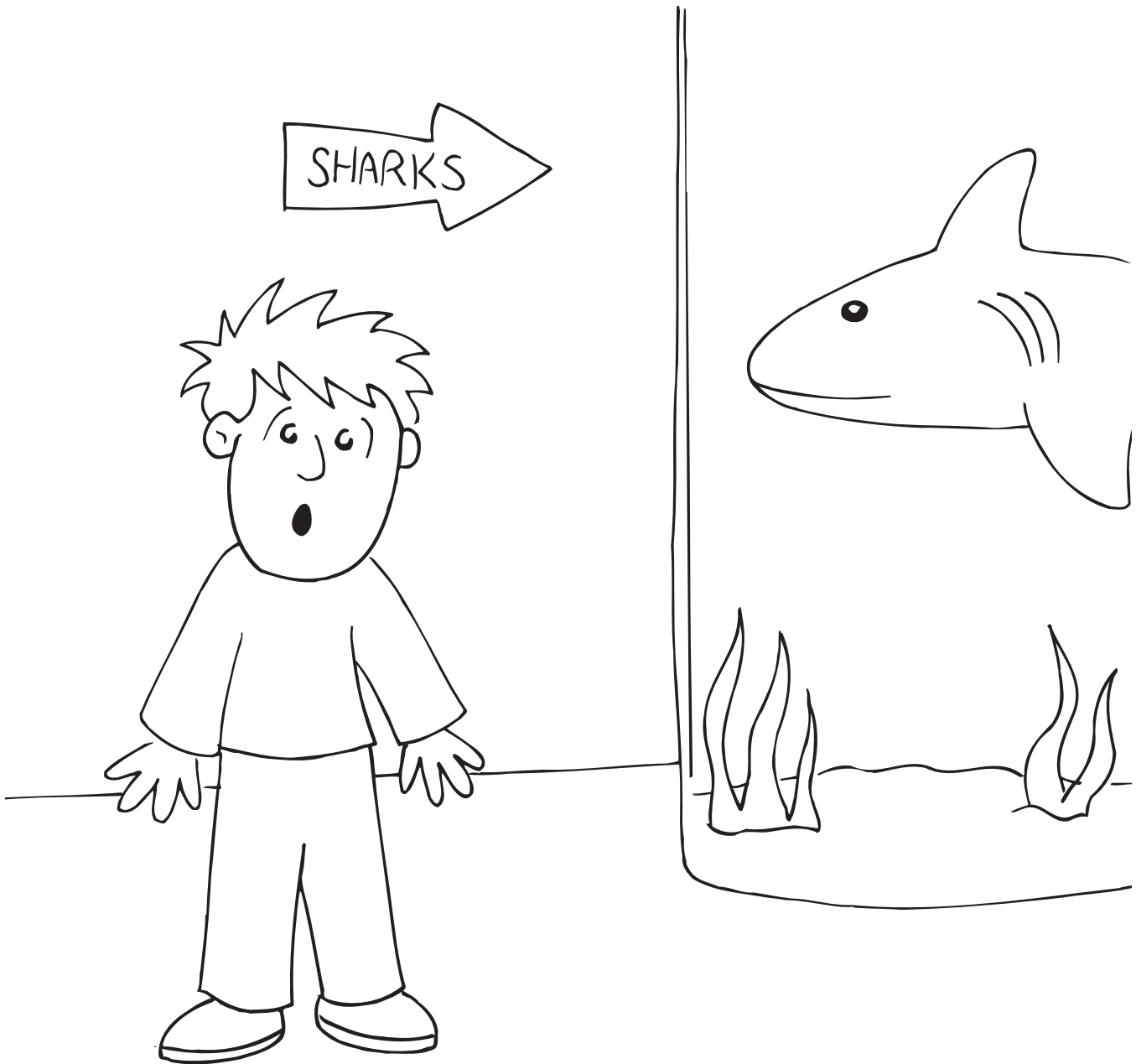
The girl is crying.
Why is she crying?



The boy is sad.
Why is he sad?



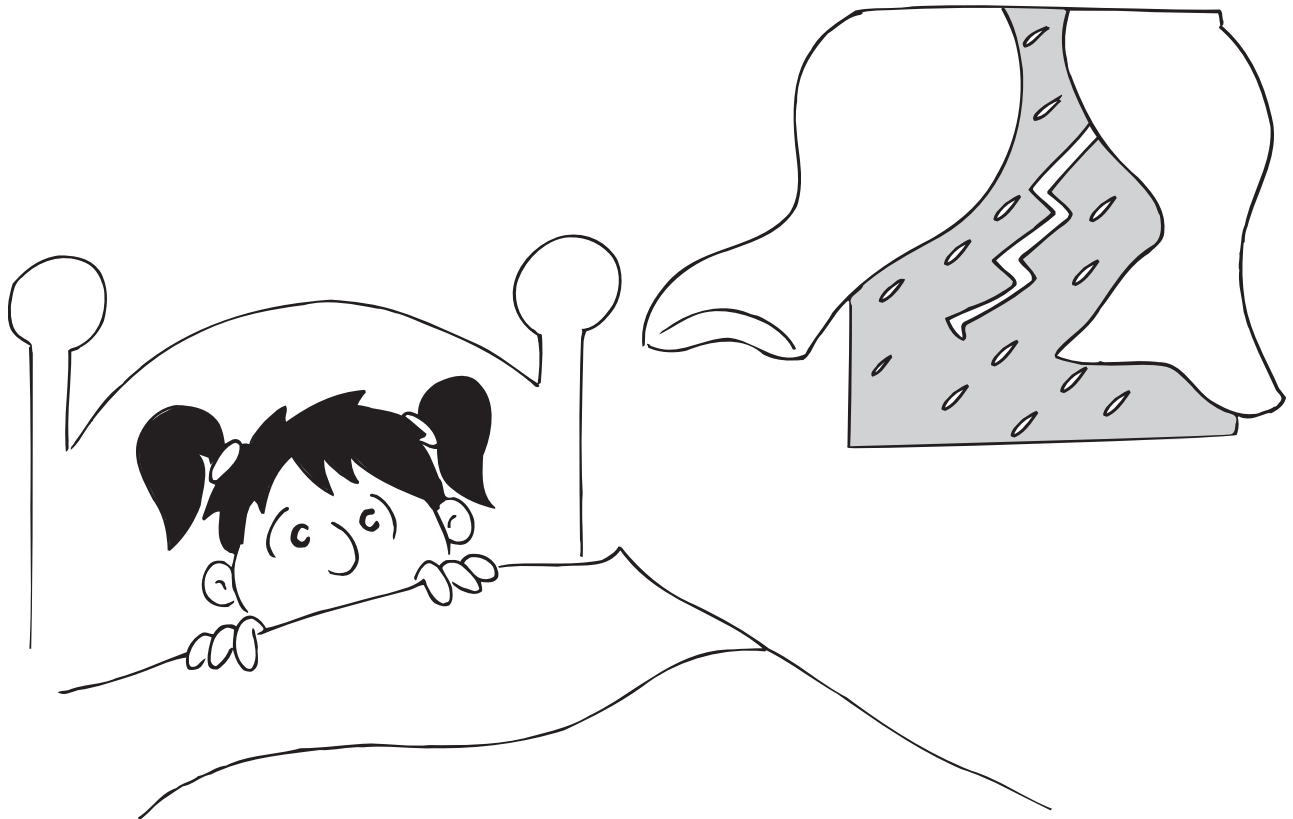
The boy is scared.
Why is he scared?



The girl is happy.
Why is she happy?



The girl is scared.
Why is she scared?



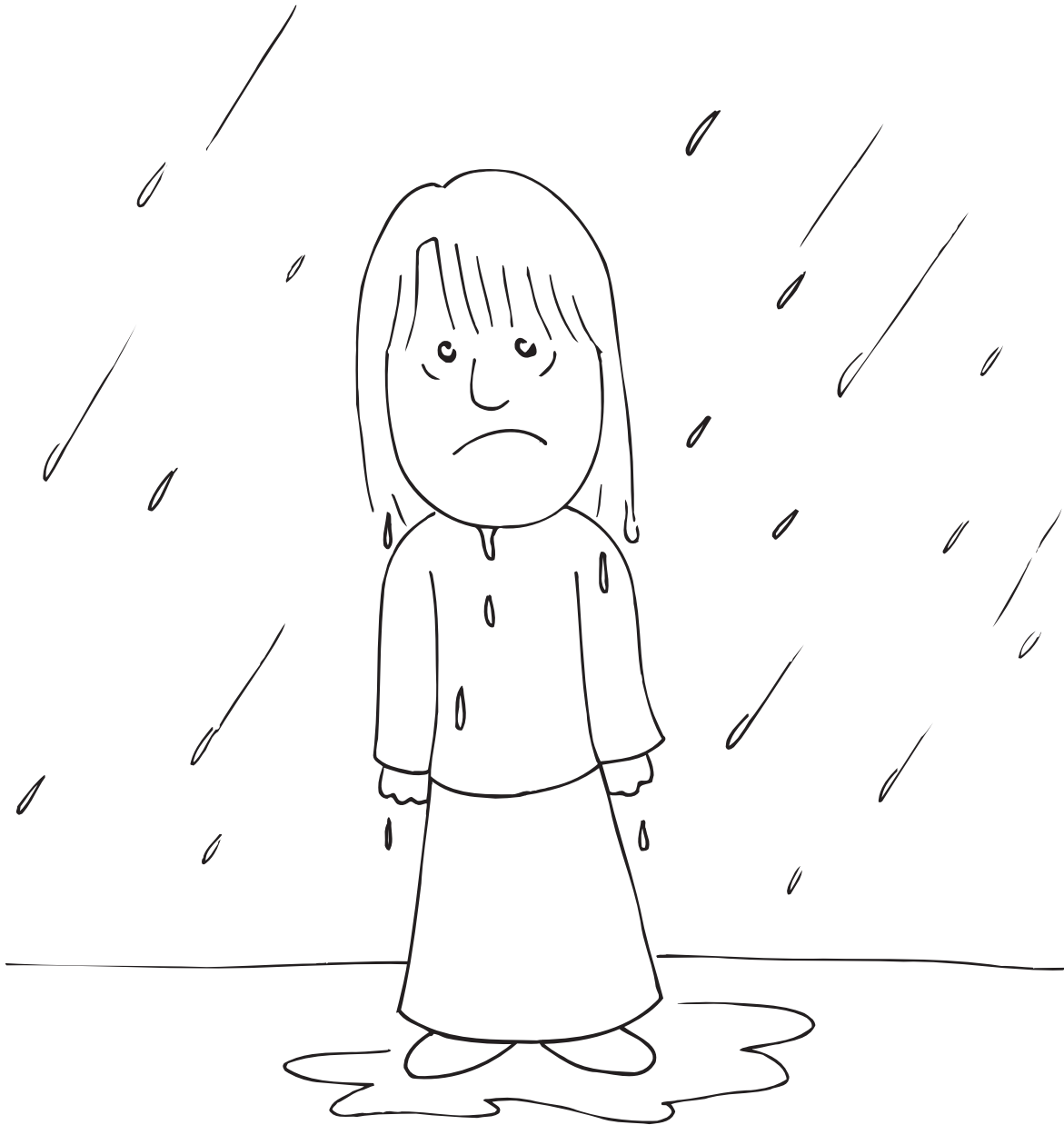
The boy is sad.
Why is he sad?



The boy is cold.
Why is he cold?



The girl is all wet.
Why is she wet?



The girl is laughing.
Why is she laughing?





This section teaches the child to make and express predictions. Given specific pieces of information, the child predicts what someone will do. The child needs to understand the concept of drawing conclusions and to use the modal *going to* (or *gonna*) to express personal intentions.

Directions

1. Have the child look at the first picture in each two-page set. Read the statement and question aloud. Allow the child time to respond.
2. Once the child has given a response, turn to the second page in the set. The second picture depicts a possible correct response. When appropriate, let the child color the picture as a reinforcer. If the child is unable to respond appropriately, turn to the second page. Provide a model of the correct response and repeat the question. In this case, the second page serves as a visual prompt.

Example

Stimulus (page 106) →

She has a glass and a pitcher of juice.
What is she going to do?

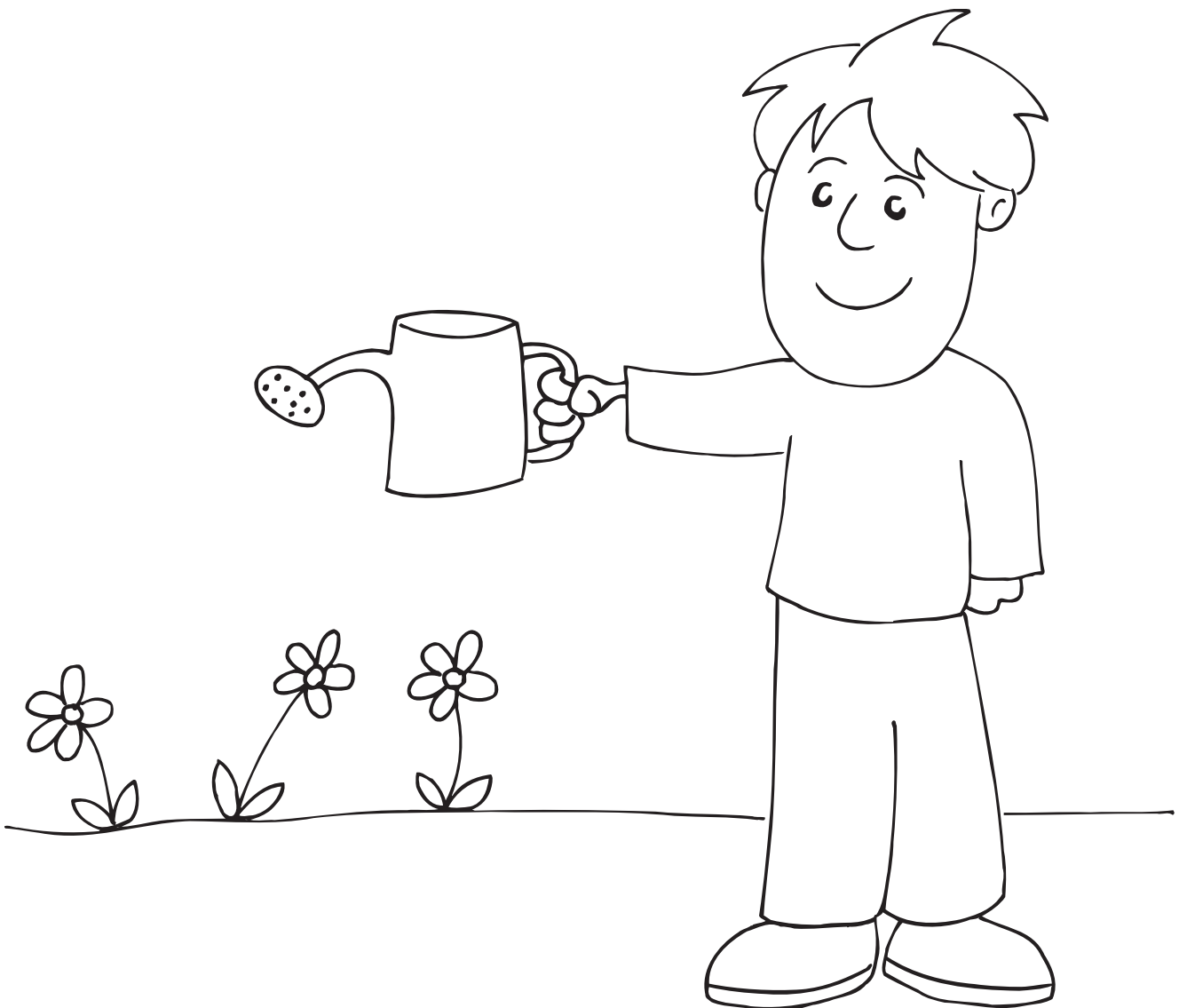
Appropriate Responses

Beginner	Intermediate	Advanced
↓	↓	↓
Single-Word Response	Multiple-Word Response	Complex Utterance
“Pour.”	“Gonna pour juice.”	“She is going to pour some juice.”

Other Suggestions

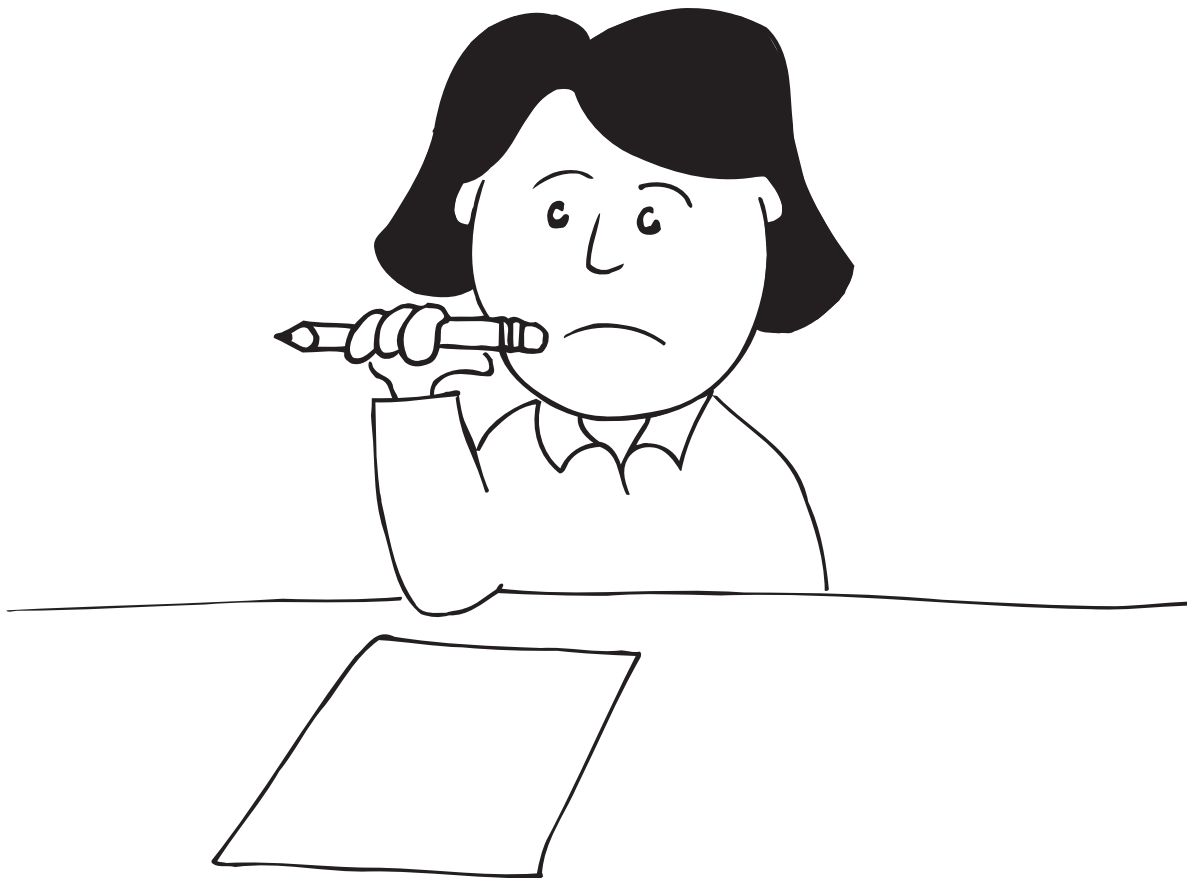
- Show the child one or two items and ask the child to guess what you are going to do with them.
- In a naturalistic context, catch the child with items before he or she uses them (e.g., a toothbrush, crayon, or ball). Ask, “What are you going to do?” Provide verbal models, if needed, and repeat.

He has a watering can and flowers.
What is he going to do?





She has a pencil and paper.
What is she going to do?





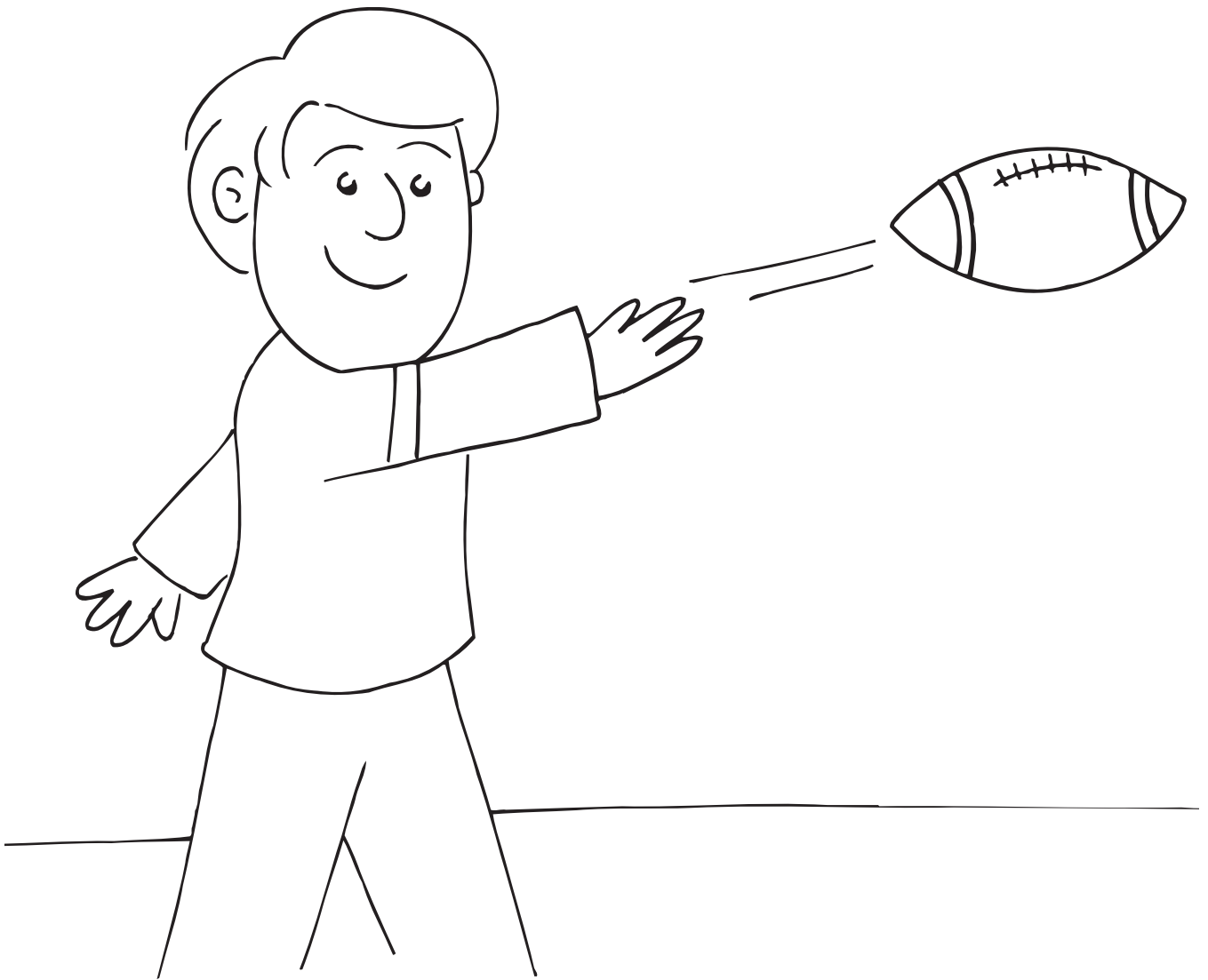
She has a glass and a pitcher of juice.
What is she going to do?





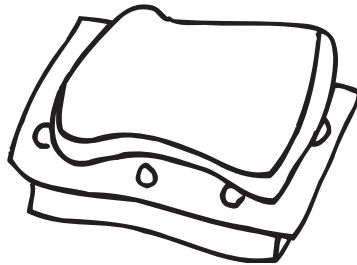
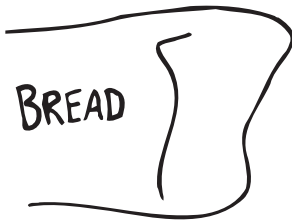
He has a football.
What is he going to do?





He has cheese and bread.
What is he going to do?



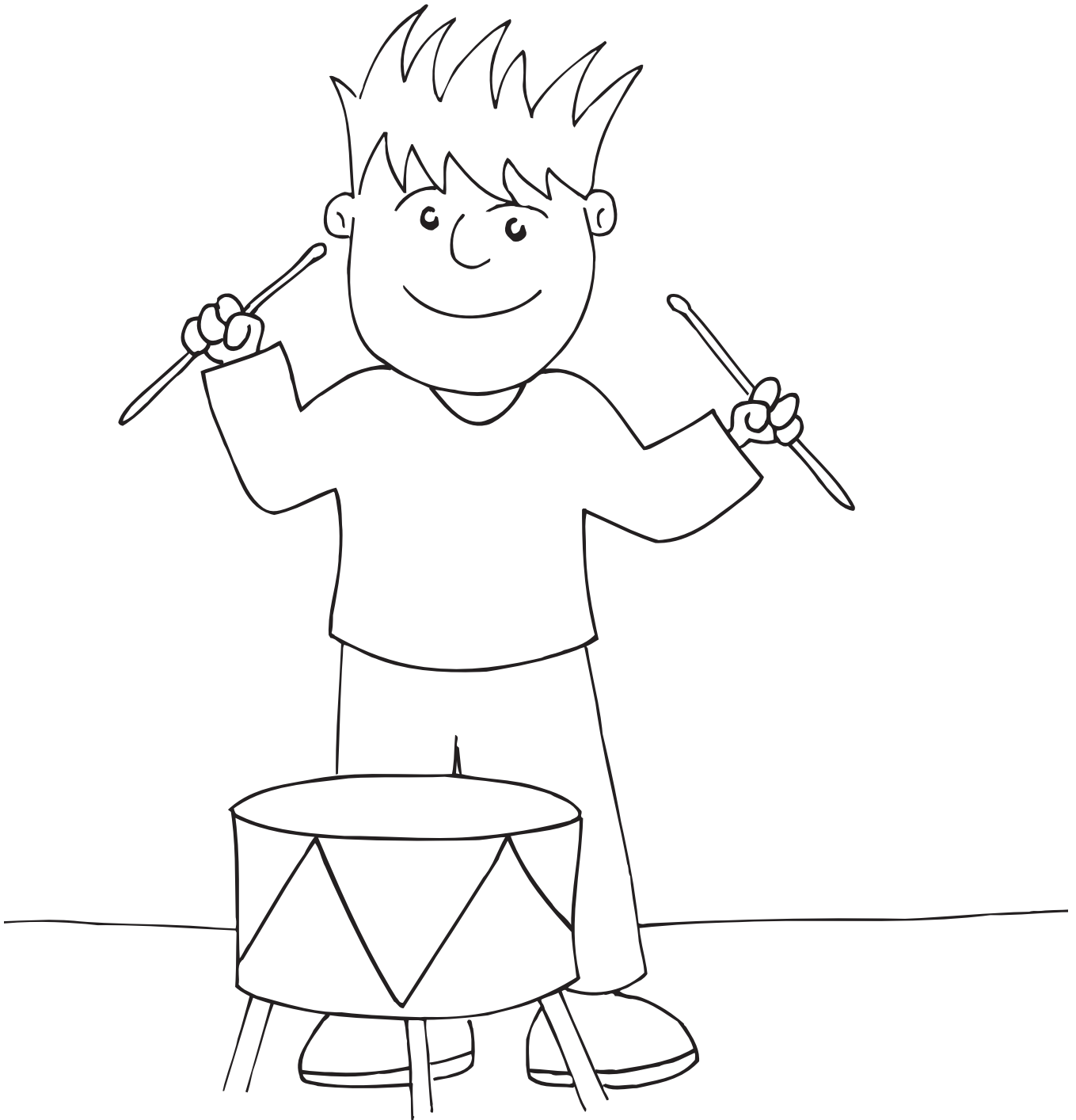


She has a shovel and some seeds.
What is she going to do?





He has a drum and drumsticks.
What is he going to do?





She has a fishing pole and worms.
What is she going to do?





He has shampoo.
What is he going to do?





She has a needle and thread.
What is she going to do?





He has a broom.
What is he going to do?







In this section, children are asked to demonstrate simple organizational skills, which are important prerequisites for such tasks as verbal sequencing and basic storytelling.

Directions

1. Photocopy each picture before presenting it to the child.
2. Have the child look at the picture. Read the directive. Allow the child time to think and respond appropriately. Draw in the items named in the child's response. For example, in responding to the directive "Name two things you need to play basketball," draw (or have the child draw) a ball and a hoop. Use the drawings as a reinforcer. When appropriate, allow the child to color the drawings, or use hand-over-hand guidance. If the child is unable to respond appropriately, provide a model of the correct response, draw in the named items, and repeat the question. In this case, the drawings serve as a visual prompt.

Example

Stimulus (page 136)



Name two things you need to brush your teeth.



Appropriate Responses

Beginner	Intermediate	Advanced
↓	↓	↓
Single-Word Response	Multiple-Word Response	Complex Utterance
"Toothbrush, toothpaste."	"Need toothbrush and toothpaste."	"You need a toothbrush and toothpaste to brush your teeth."

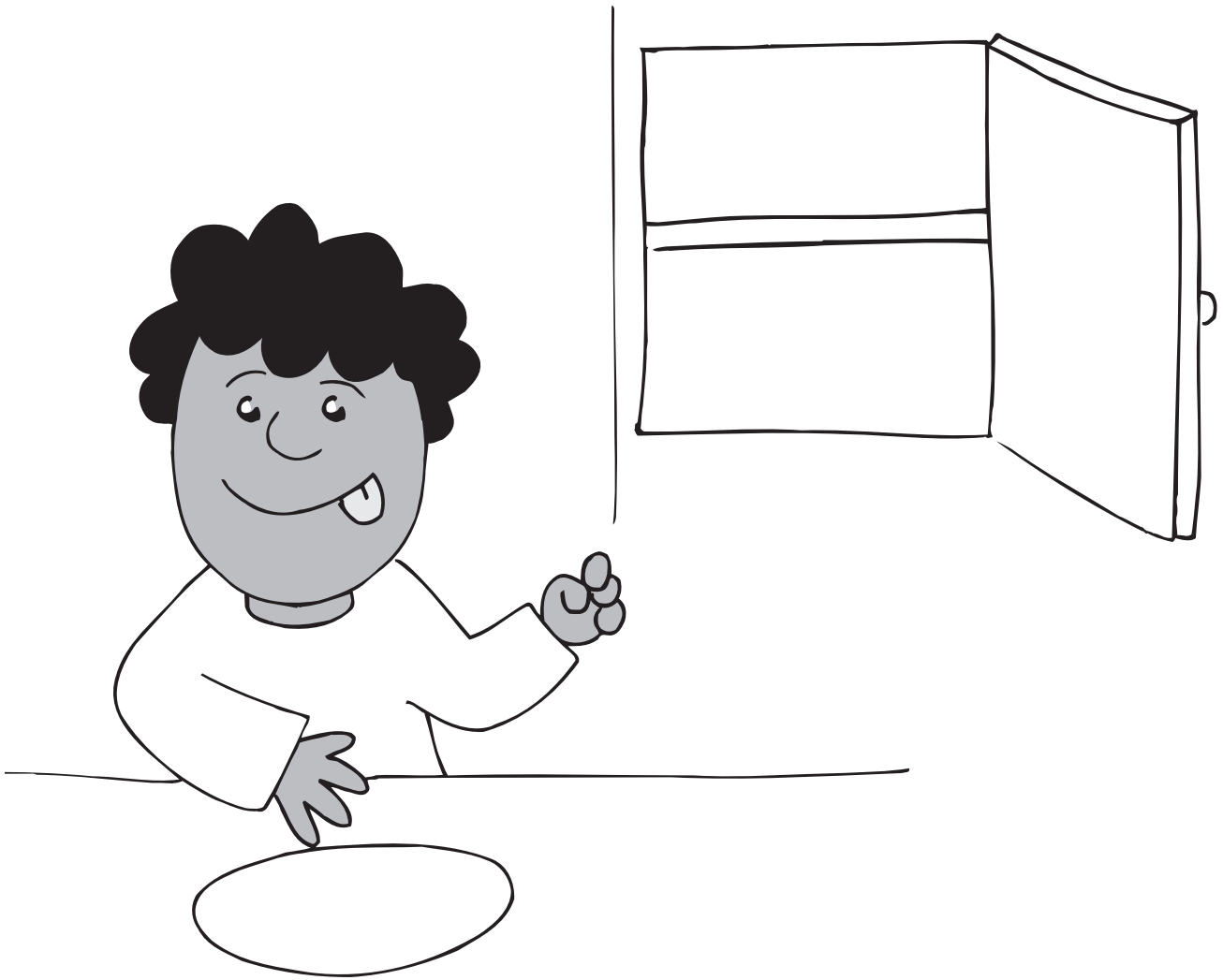
Other Suggestions

- Try other scenarios and have the child name up to three, four, or five items.
- Suggest activities to do with the child, such as coloring or baking. Have the child name the items needed before doing the activity you named.

Name two things you need
to play basketball.



Name two things you need
to make a sandwich.



Name two things you need
to make toast.



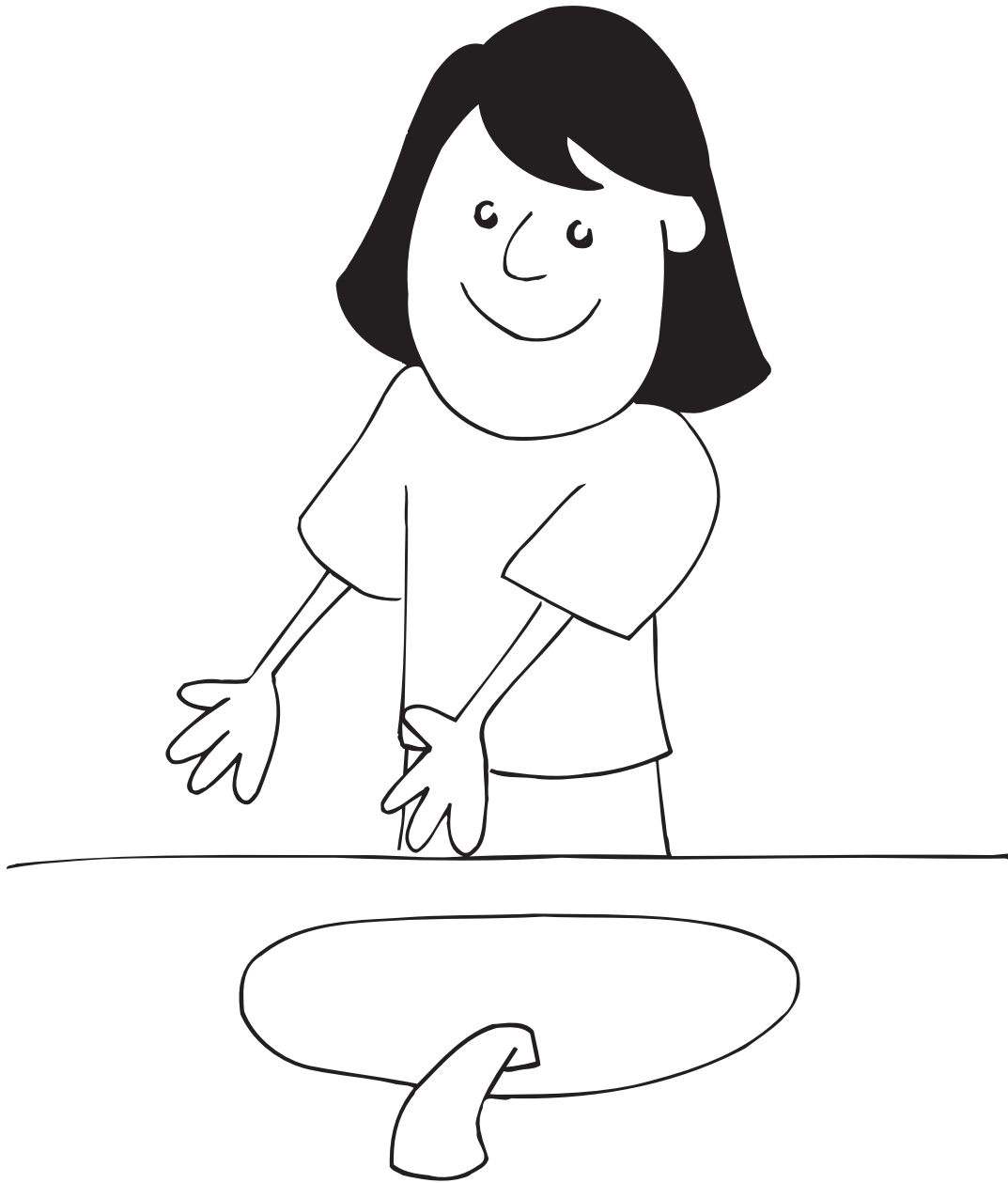
Name two things you need
to clean up a mess.



Name two things you need
to go swimming.



Name two things you need
to wash your hands.



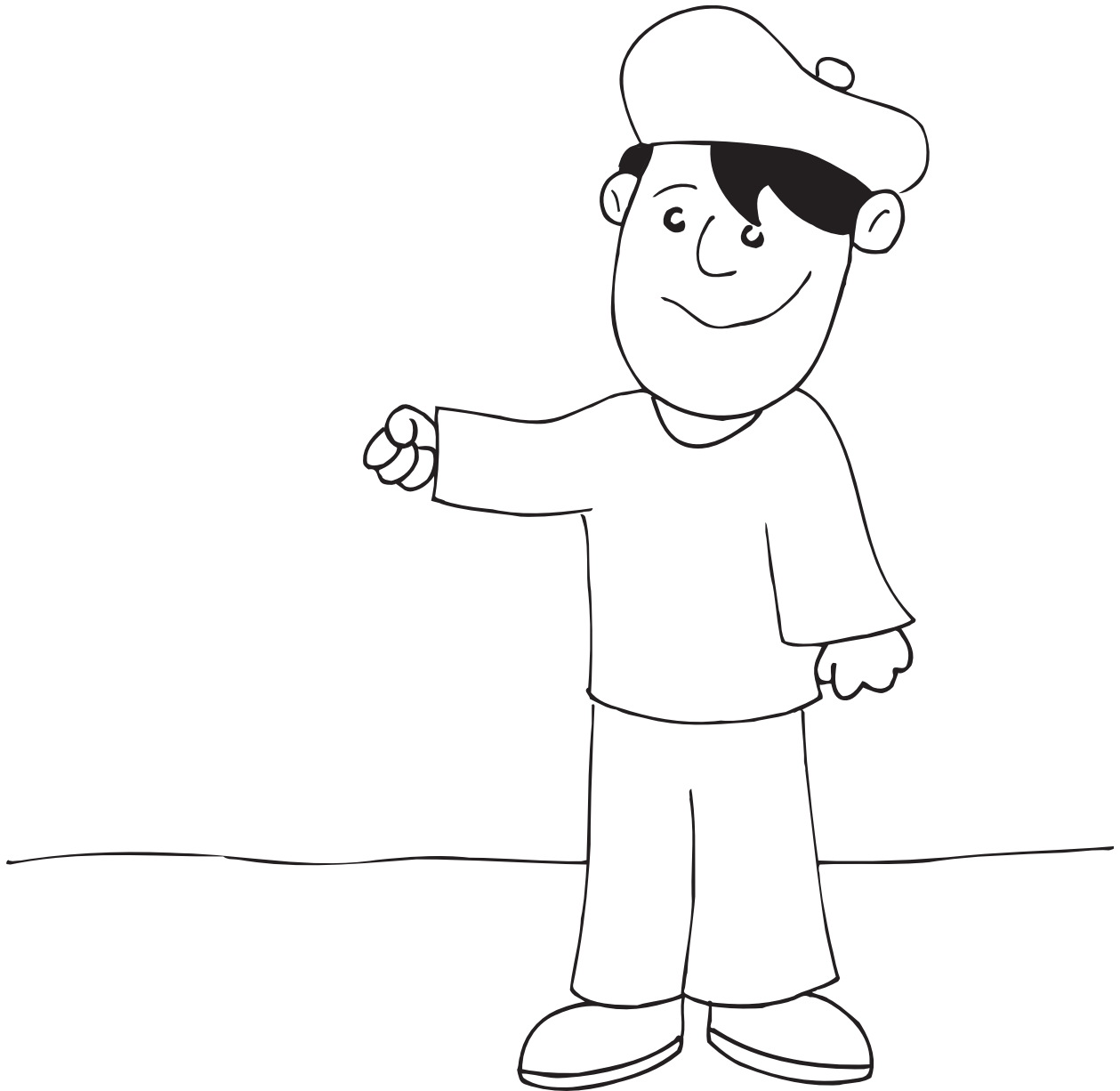
Name two things you need
to play soccer.



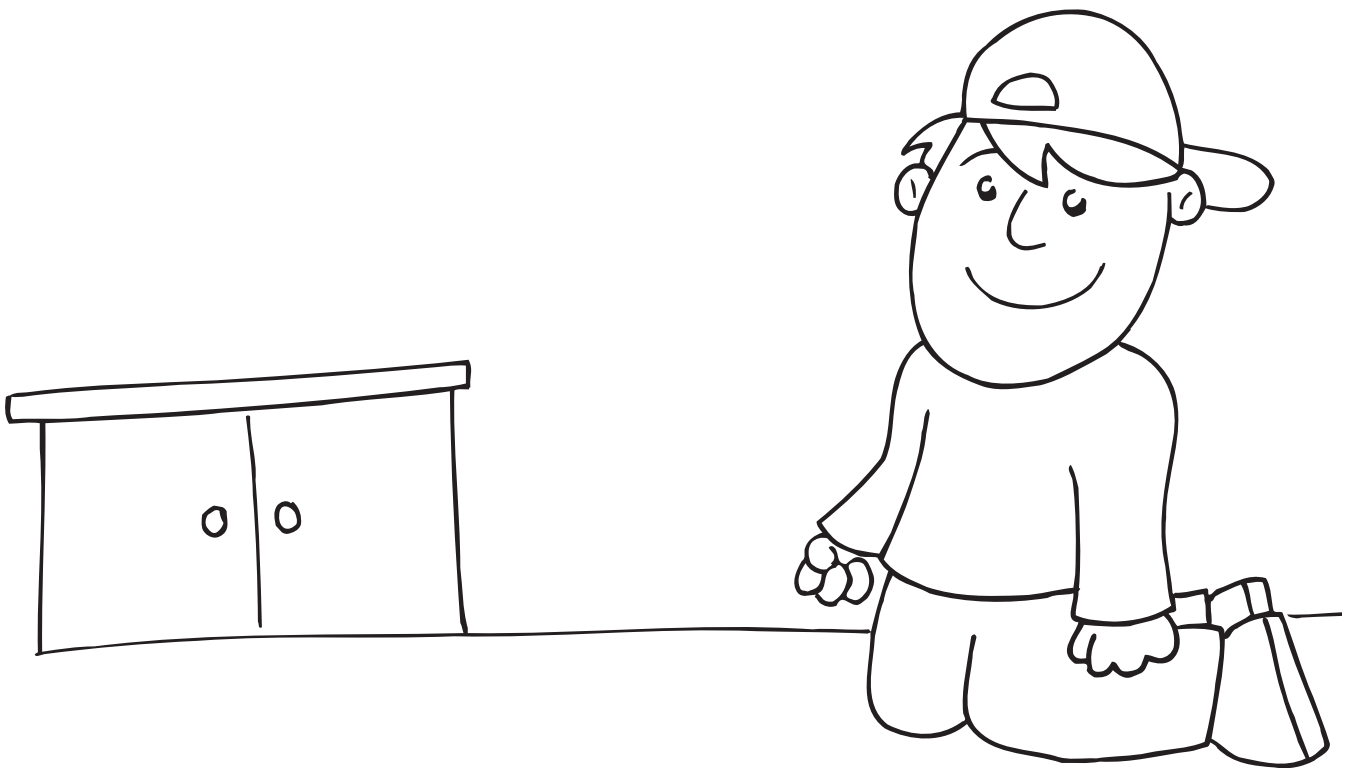
Name two things you need
to cook an egg.



Name two things you need
to paint a picture.



Name two things you need
to watch a video.



Name two things you need to draw a picture.



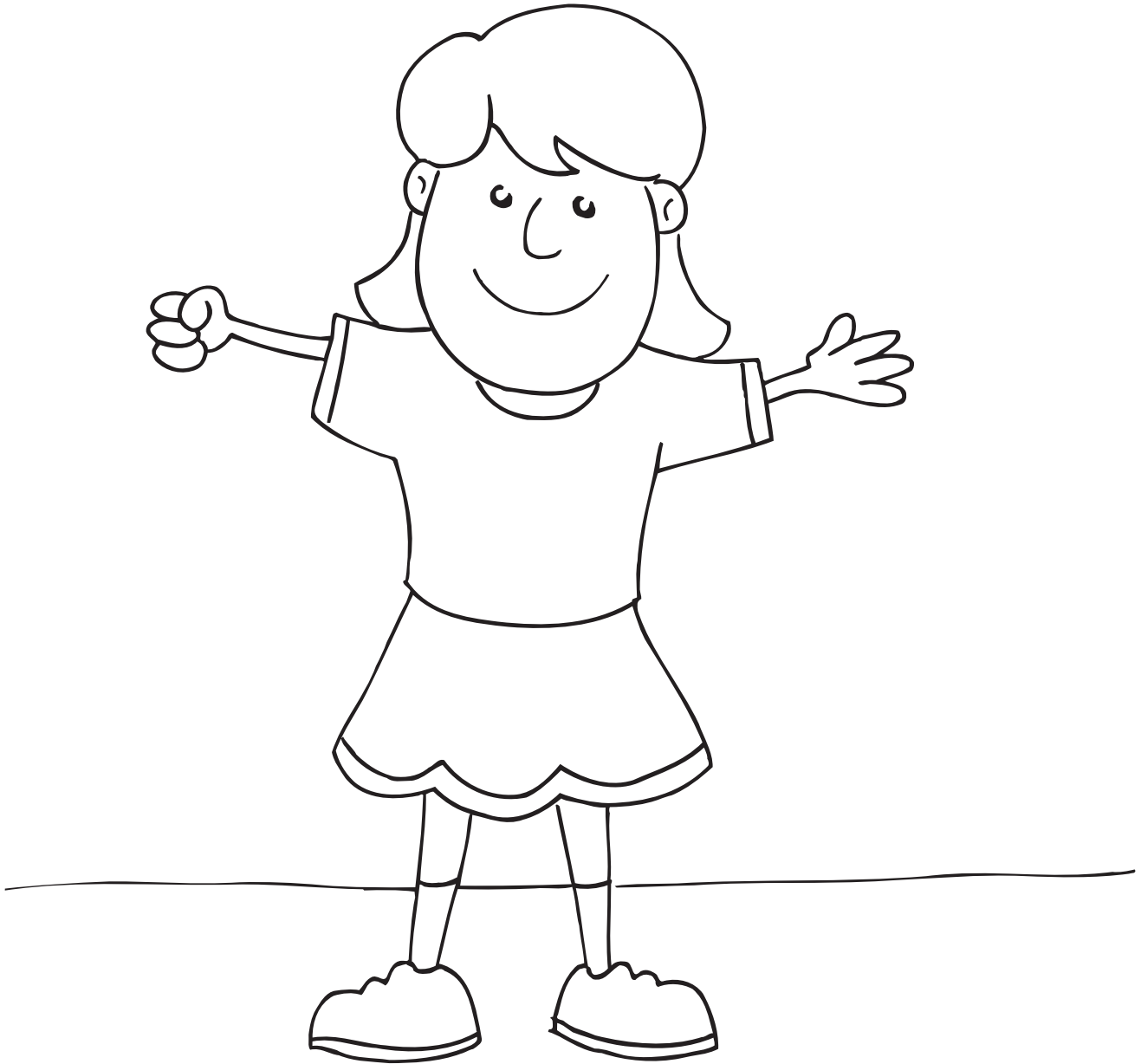
Name two things you need
to brush your teeth.



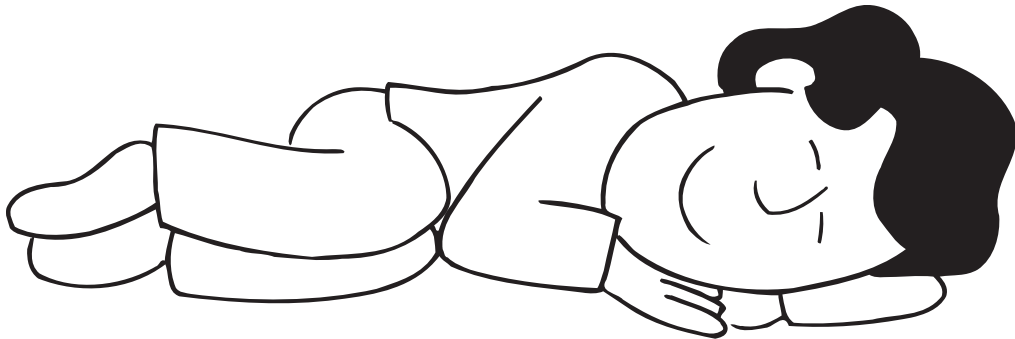
Name two things you need
to play baseball.



Name two things you need
to play tennis.



Name two things you need
to go to sleep.





By responding to questions in this section, children demonstrate beginning logic and problem-solving skills.

Directions

1. Have the child look at the first picture in each two-page set. Read the question at the top of the page. Allow the child time to think about the answer and respond.
2. Once the child has given a response, turn to the second page in the set. The second picture depicts a possible correct response. When appropriate, allow the child to color the picture as a reinforcer. If the child has difficulty responding, turn to the second page. Provide a model of the correct response and repeat the question. In this case, the second page serves as a visual prompt.

Example

Jack is tired. What should he do?

Stimulus (page 145) →



Appropriate Responses

Beginner	Intermediate	Advanced
↓	↓	↓
Single-Word Response	Multiple-Word Response	Complex Utterance
“Sleep.”	“Jack go sleep.”	“Jack should go to sleep.” or “Jack is tired, so he should go to sleep.”

Other Suggestions

- Act out *What should* situations in play. Spill something “accidentally.” Then have the child explain what you should do.
- Act out novel situations and play “dumb,” prompting the child to initiate a solution to the problem or situation.

John broke a glass.
What should he do?





Michael is dirty.
What should he do?



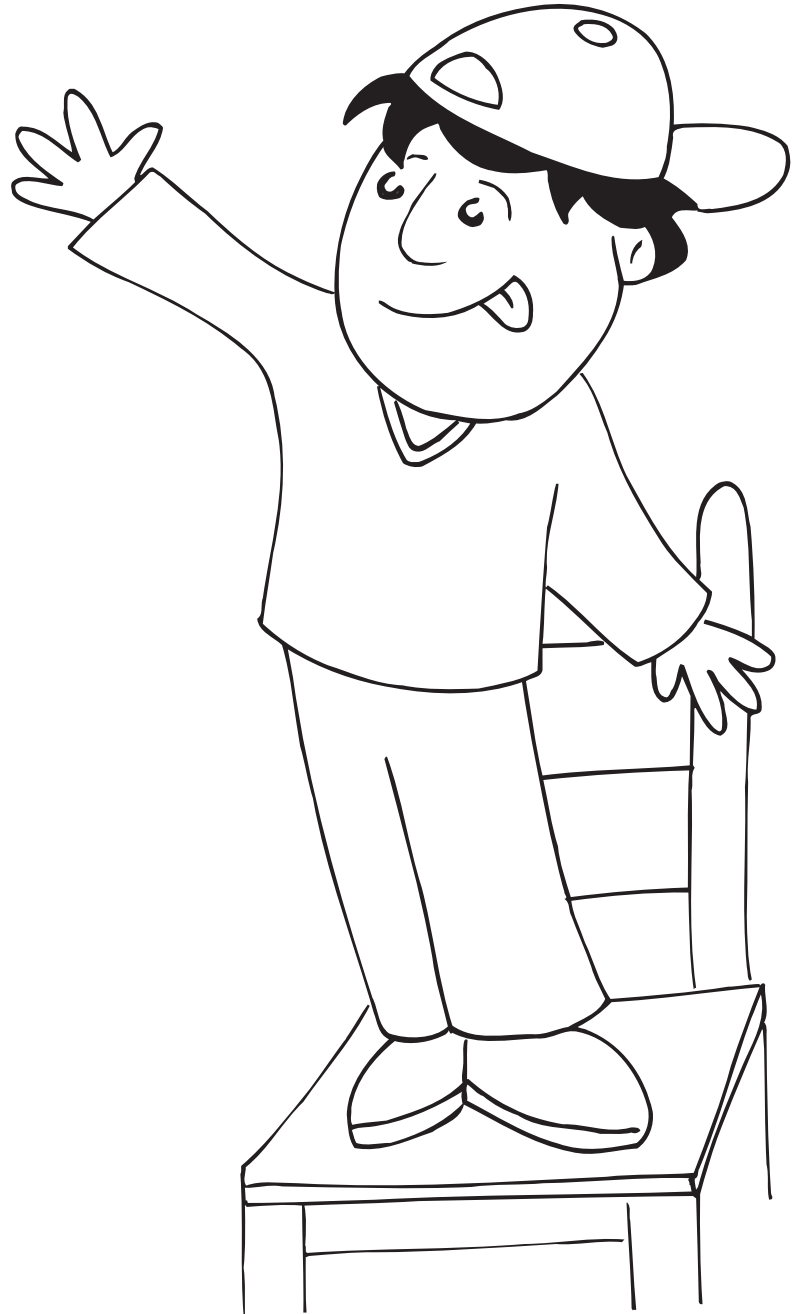


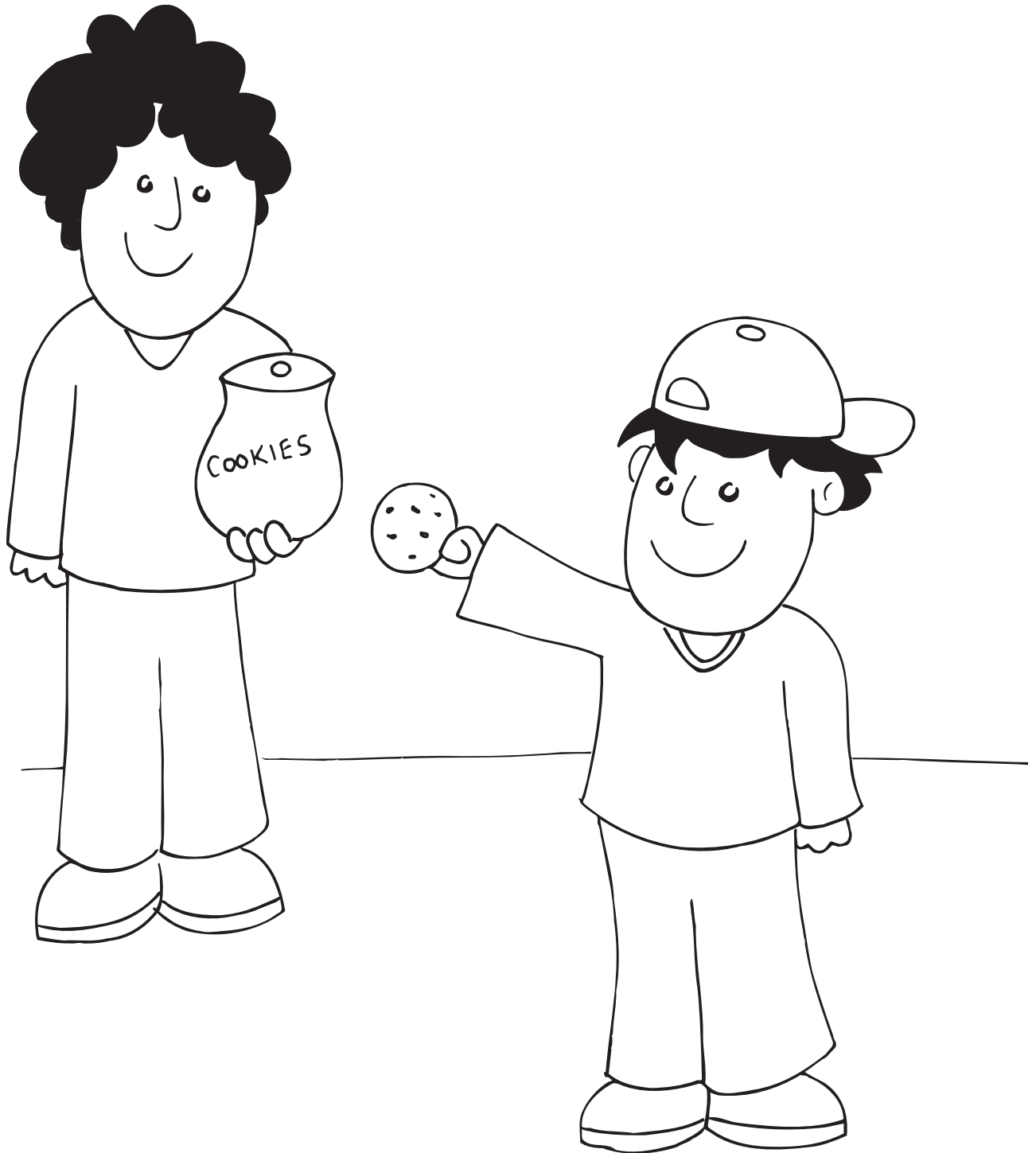
Jack is tired.
What should he do?





Eric can't reach the cookies.
What should he do?



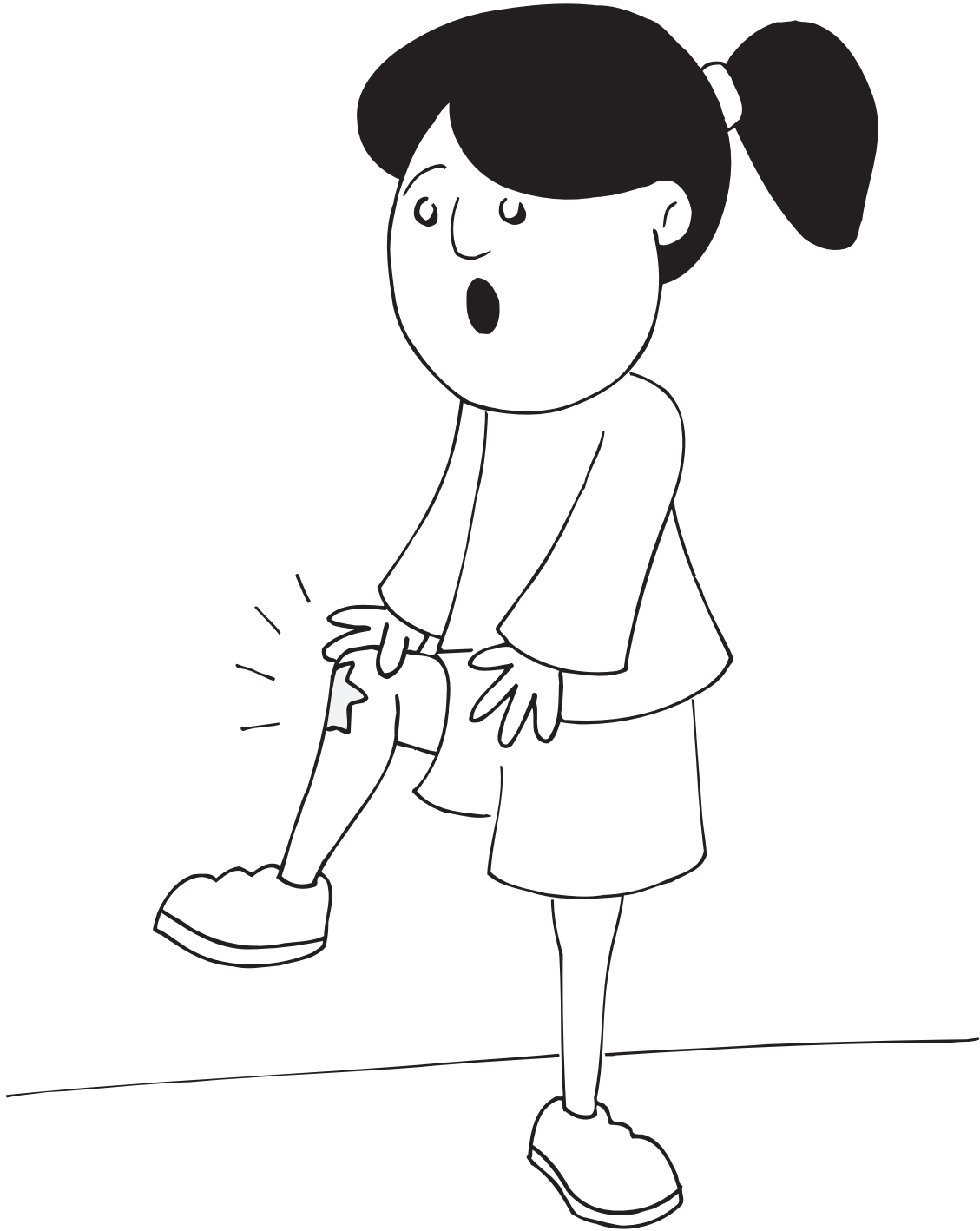


Susie is cold.
What should she do?





Carly hurt her knee.
What should she do?





Paul doesn't feel well.
What should he do?





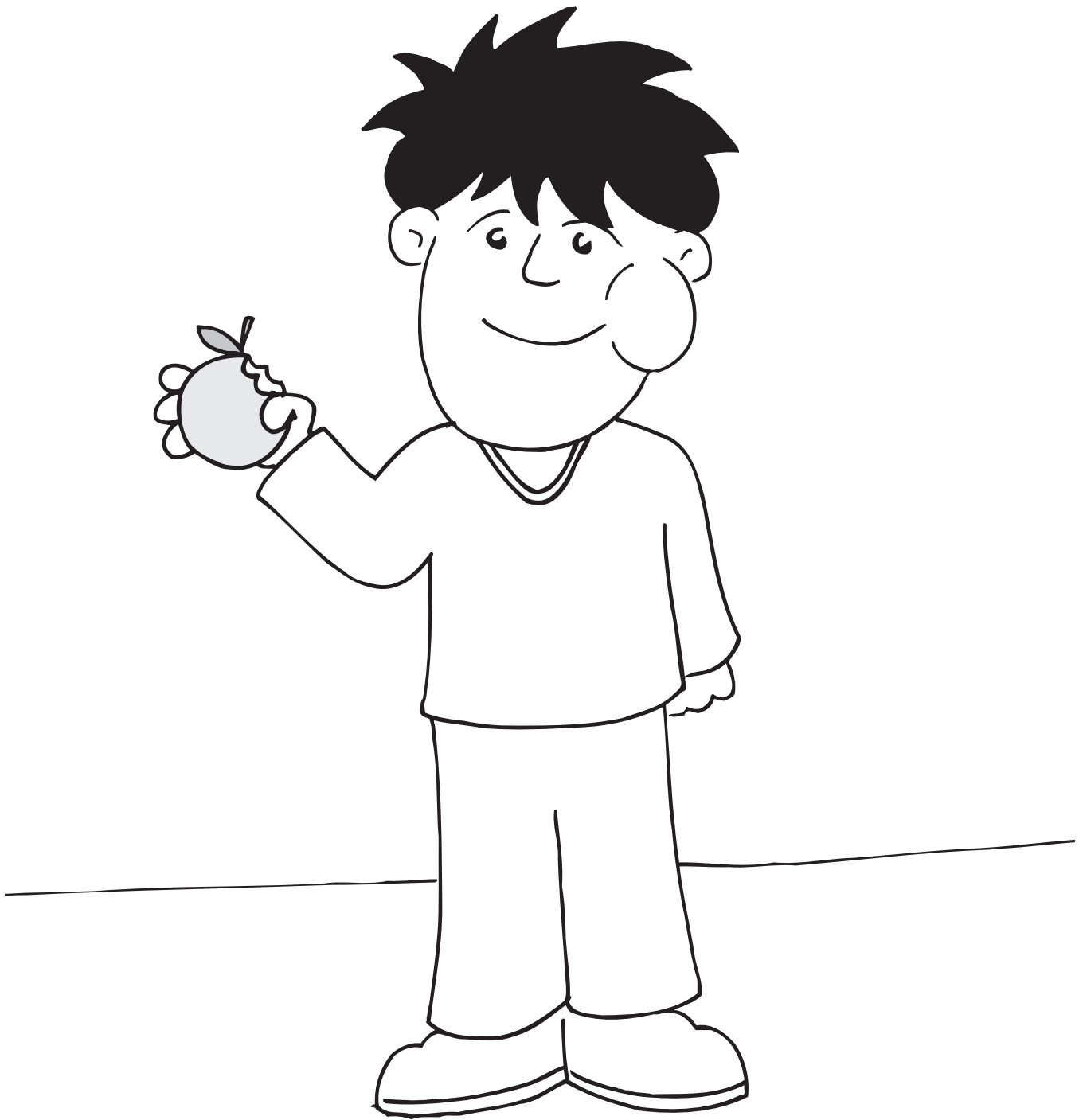
Lisa is thirsty.
What should she do?





Fred is hungry.
What should he do?





Beth is outside. It is starting to rain.
What should she do?







Problem-solving skills are important in both cognitive and language development. By answering *What if...?* questions, children are able to talk about and hypothesize about events they have not experienced themselves.

Directions

1. Have the child look at the first picture in each two-page set. Read the question and allow the child time to think about the answer and respond.
2. Once the child has given a response, turn to the second page in the set. The second picture depicts a possible correct response. When appropriate, allow the child to color the picture as a reinforcer. If the child has difficulty responding, turn to the second page. Provide a model of the correct response and repeat the question. In this case, the second page serves as a visual prompt.

Example

Stimulus (page 162) →

What happens if it's raining and you forget your umbrella?



Appropriate Responses

Beginner	Intermediate	Advanced
↓	↓	↓
Single-Word Response	Multiple-Word Response	Complex Utterance
“Wet.”	“You get wet.”	“If you forget your umbrella, you get wet.”

Other Suggestions

- Demonstrate *What if* situations in play. Let go of a balloon or step on something slippery. Have the child hypothesize what is going to happen.
- Read a story to the child. Before turning the pages, have the child guess what is going to happen next.

What happens if it's raining and
you forget your umbrella?



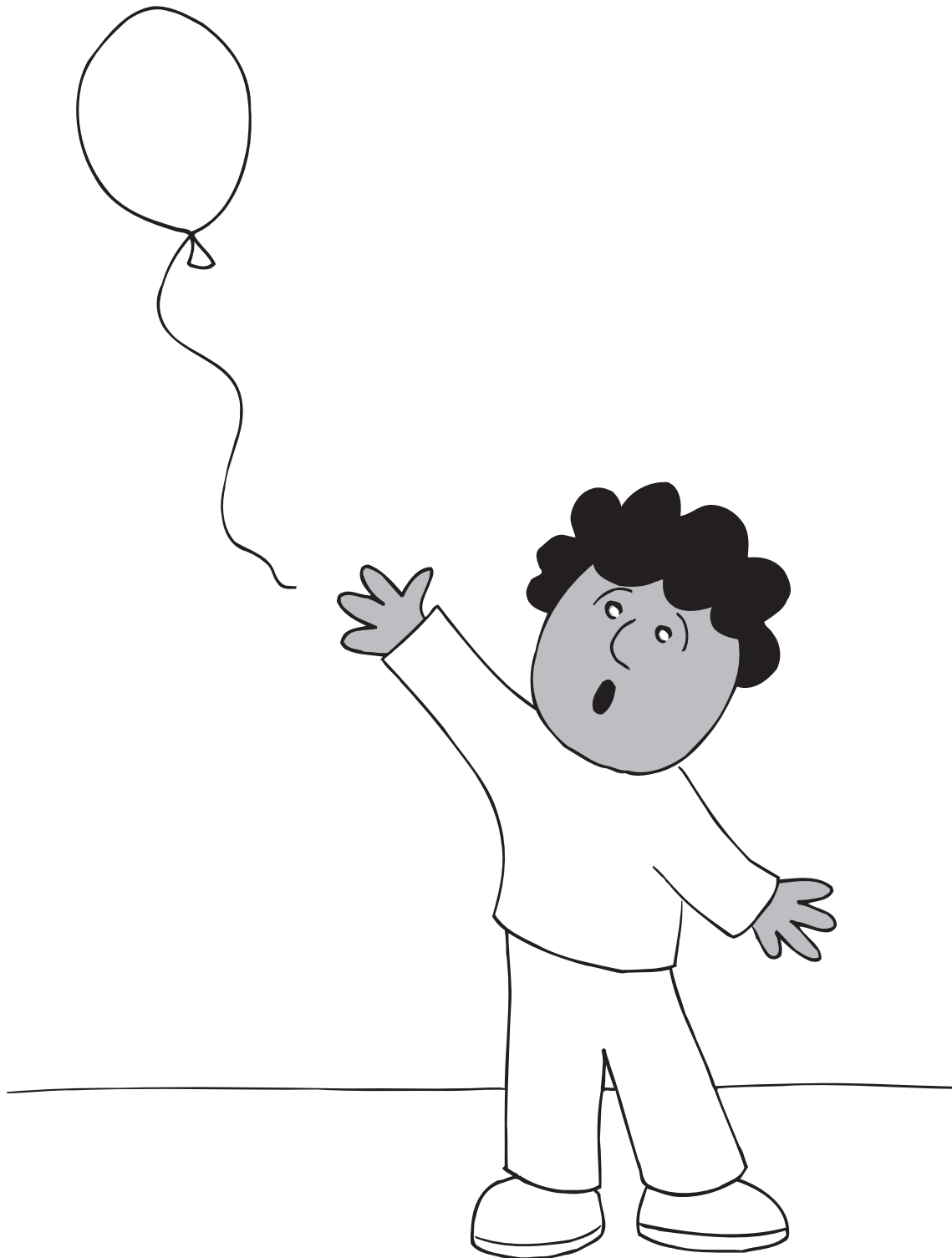


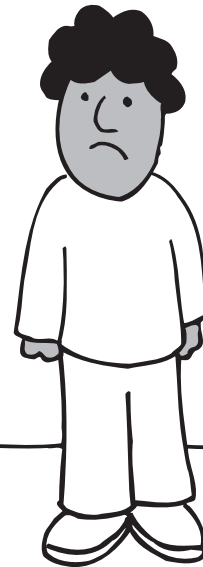
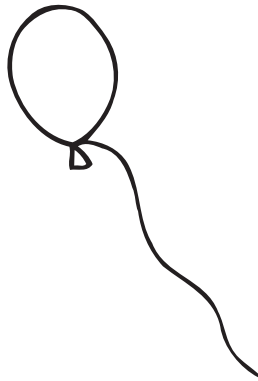
What happens if you step in a puddle?





What happens if you let go of a balloon?



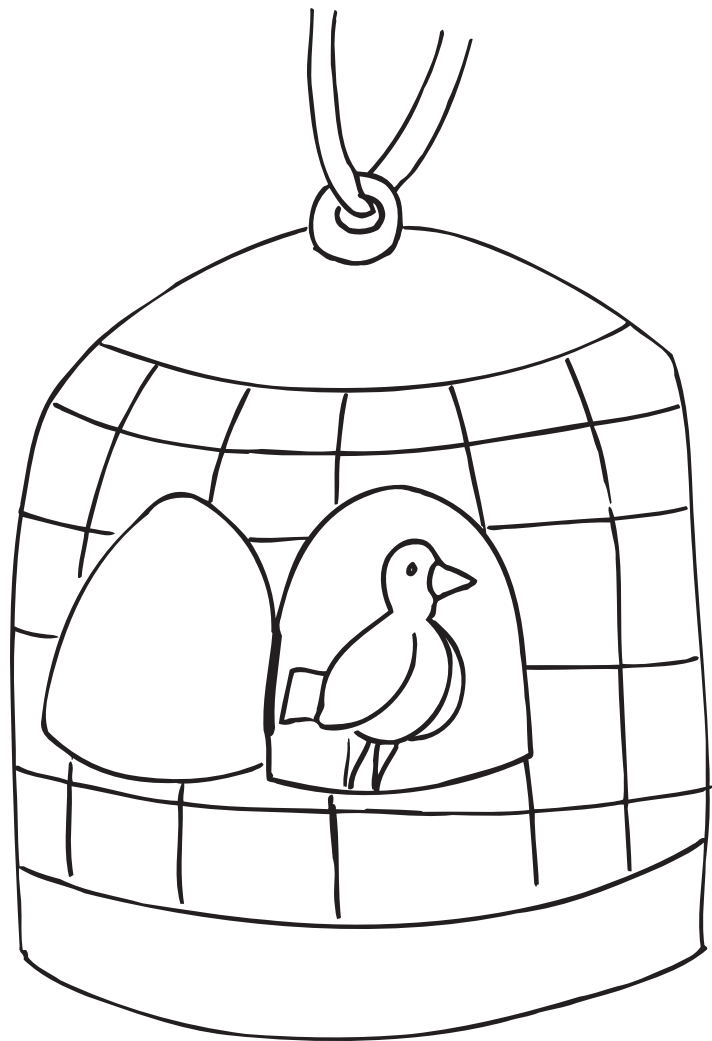


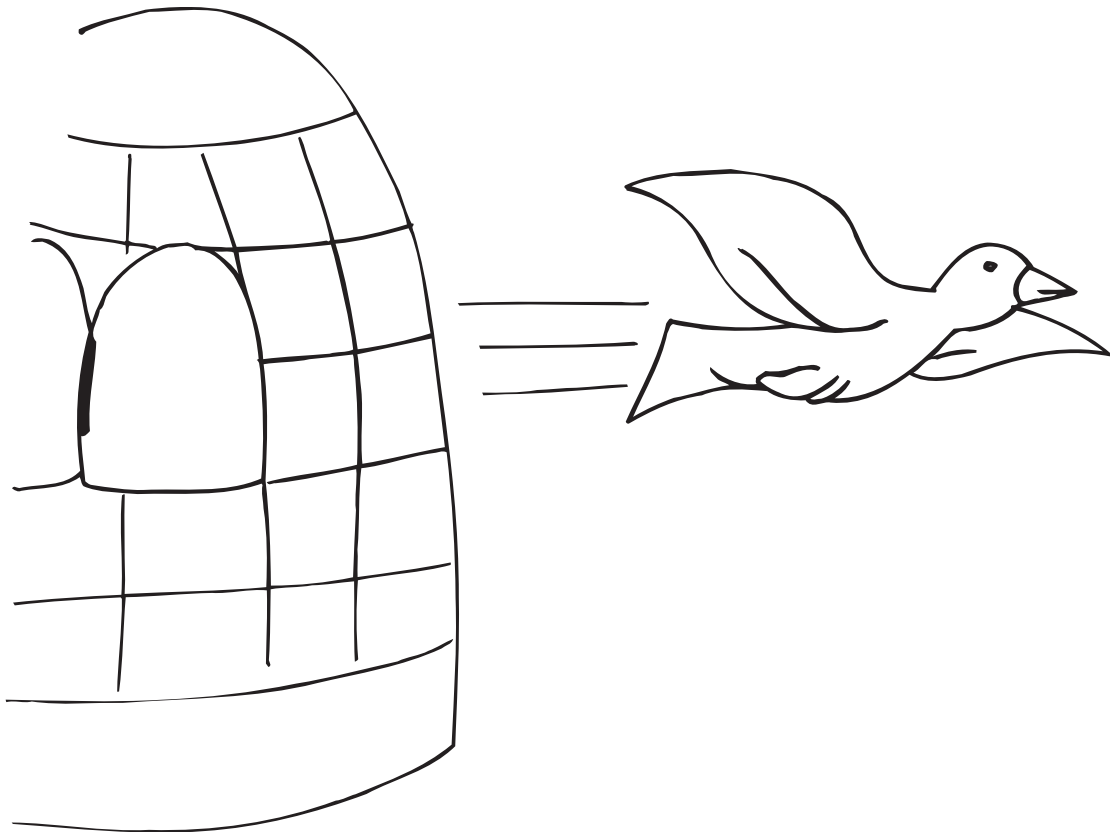
What happens if you fall out of a tree?





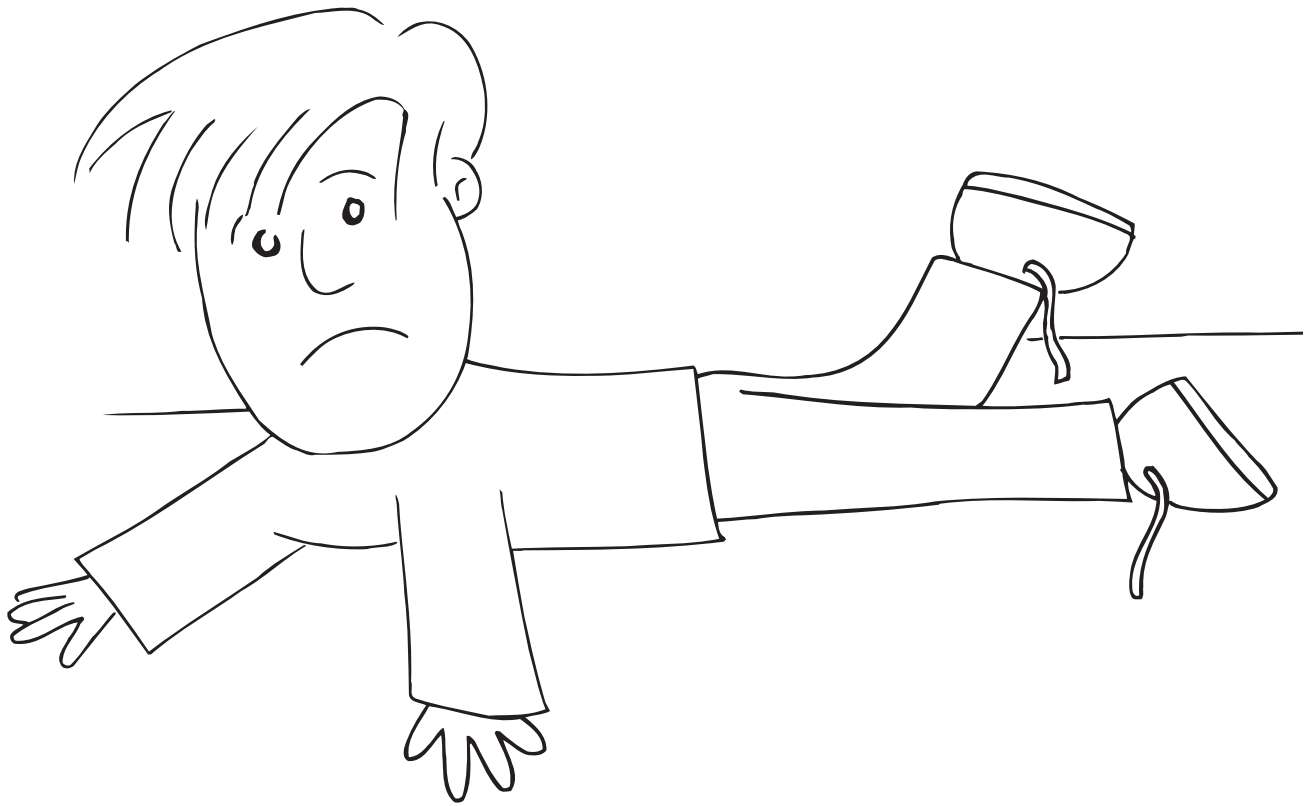
What happens if a birdcage is left open?



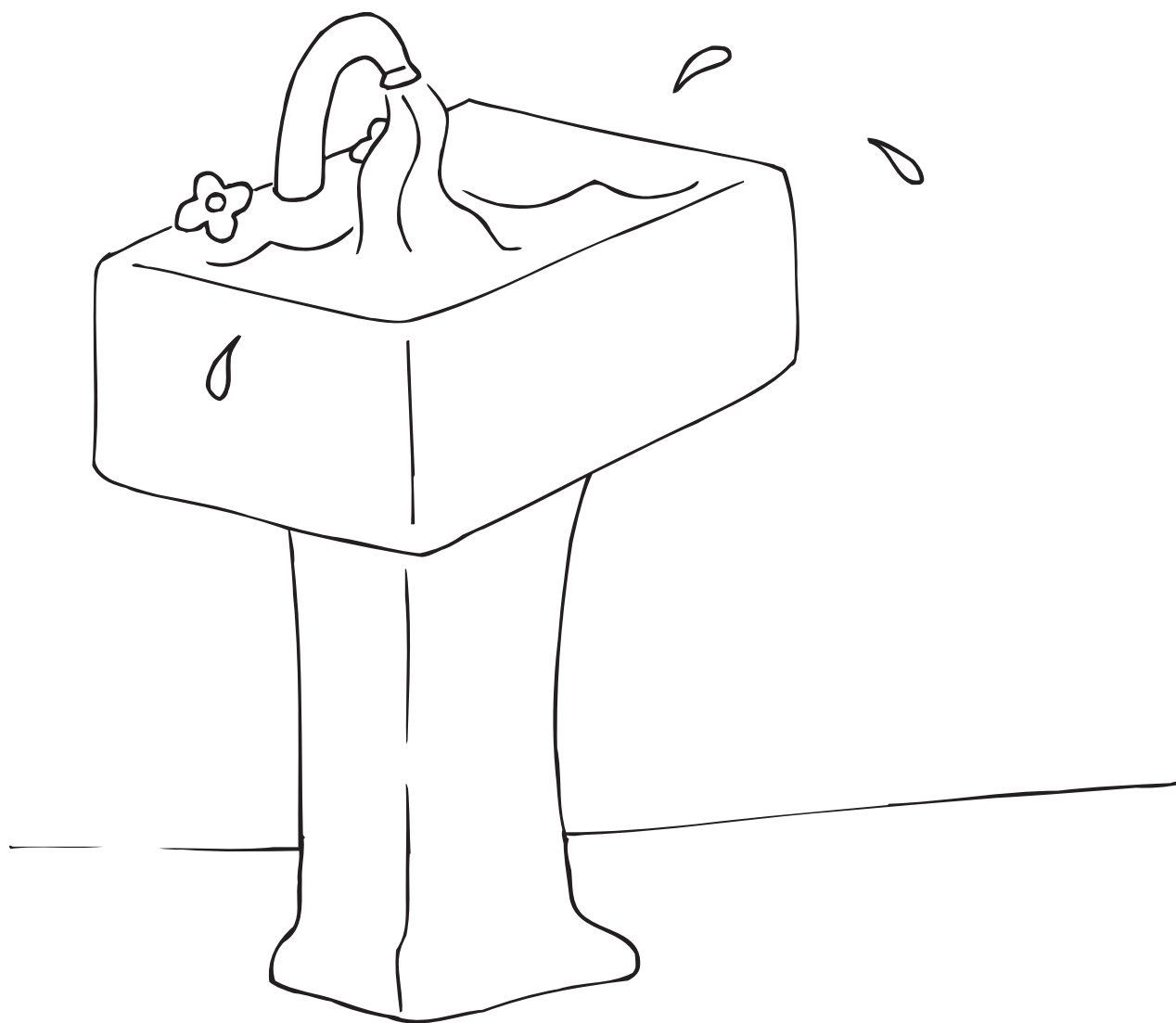


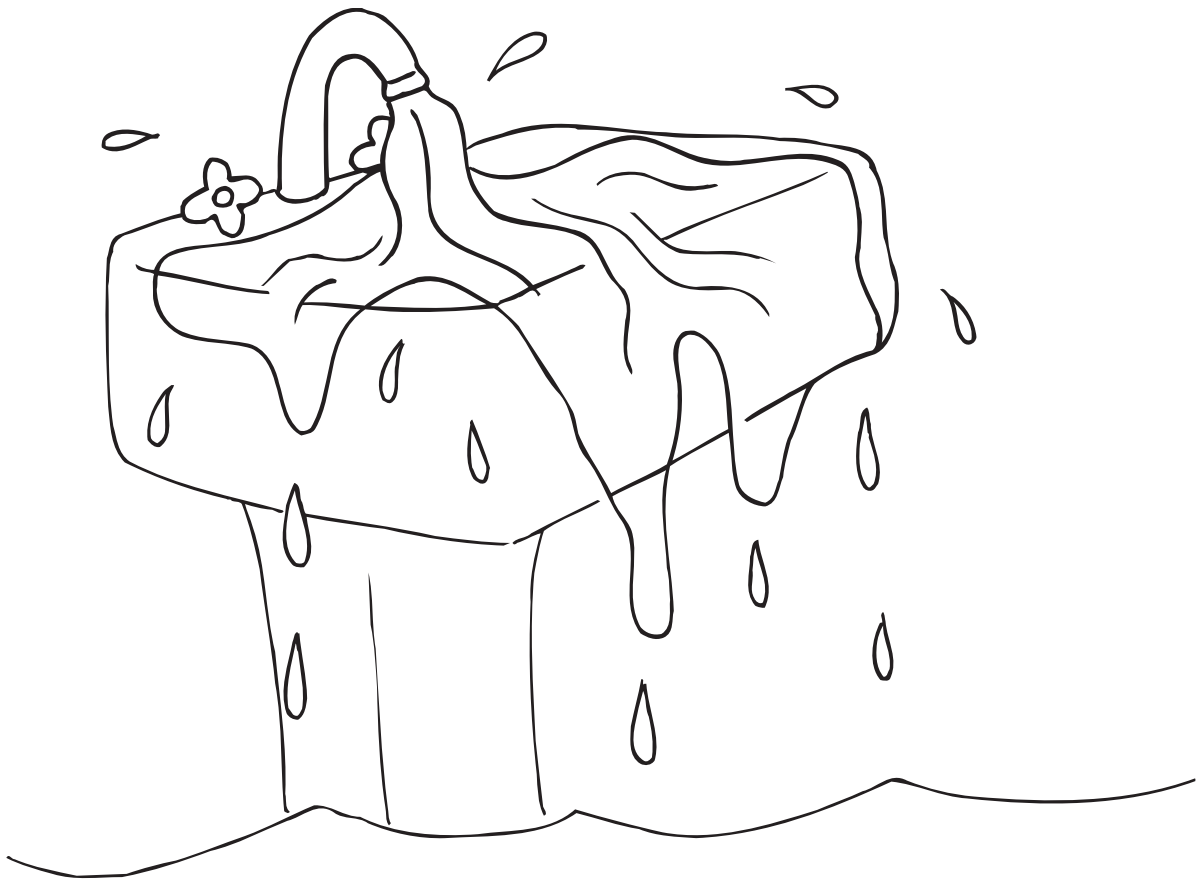
What happens if you run
with your shoelaces untied?





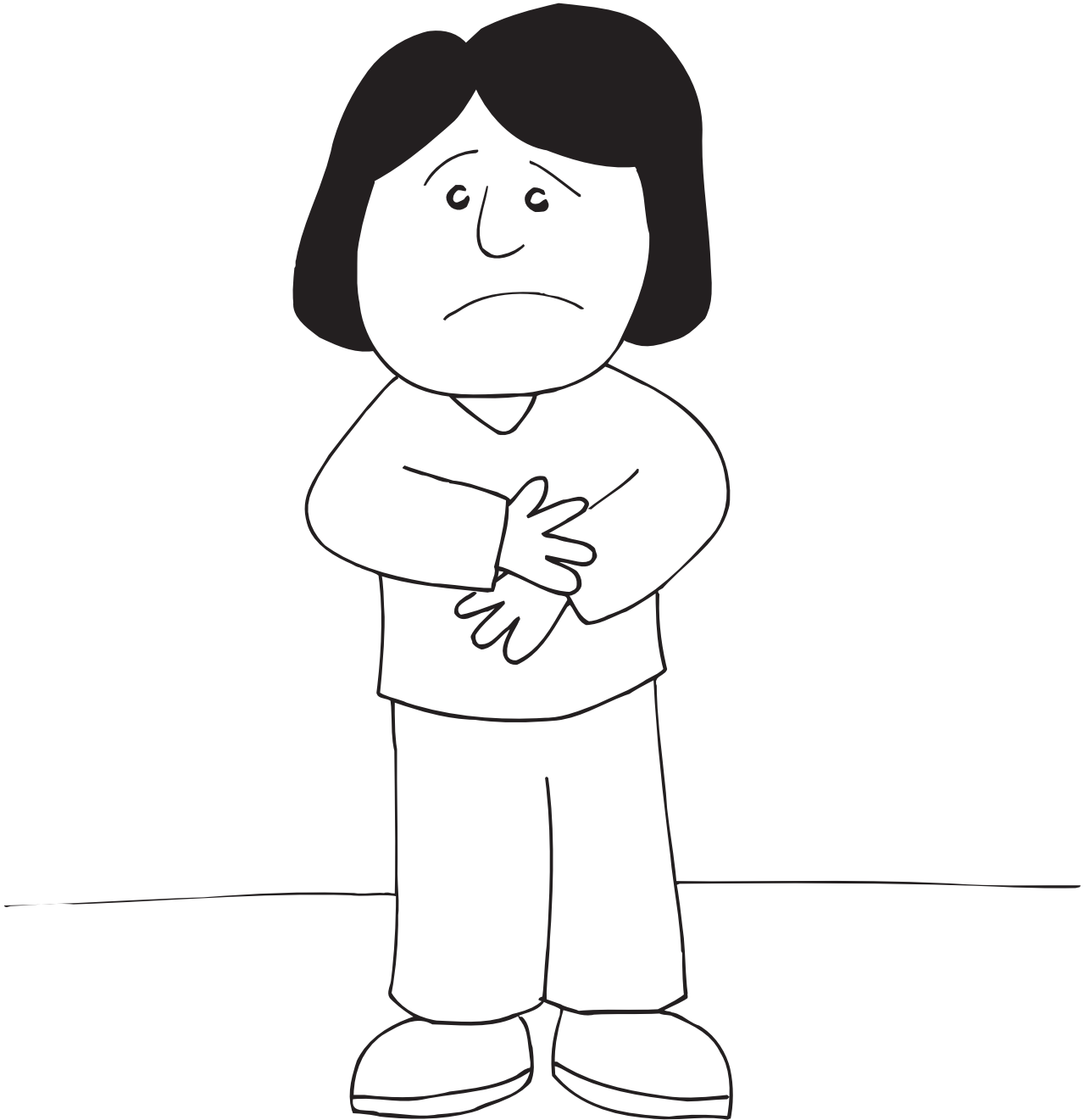
What happens if someone leaves the water on?



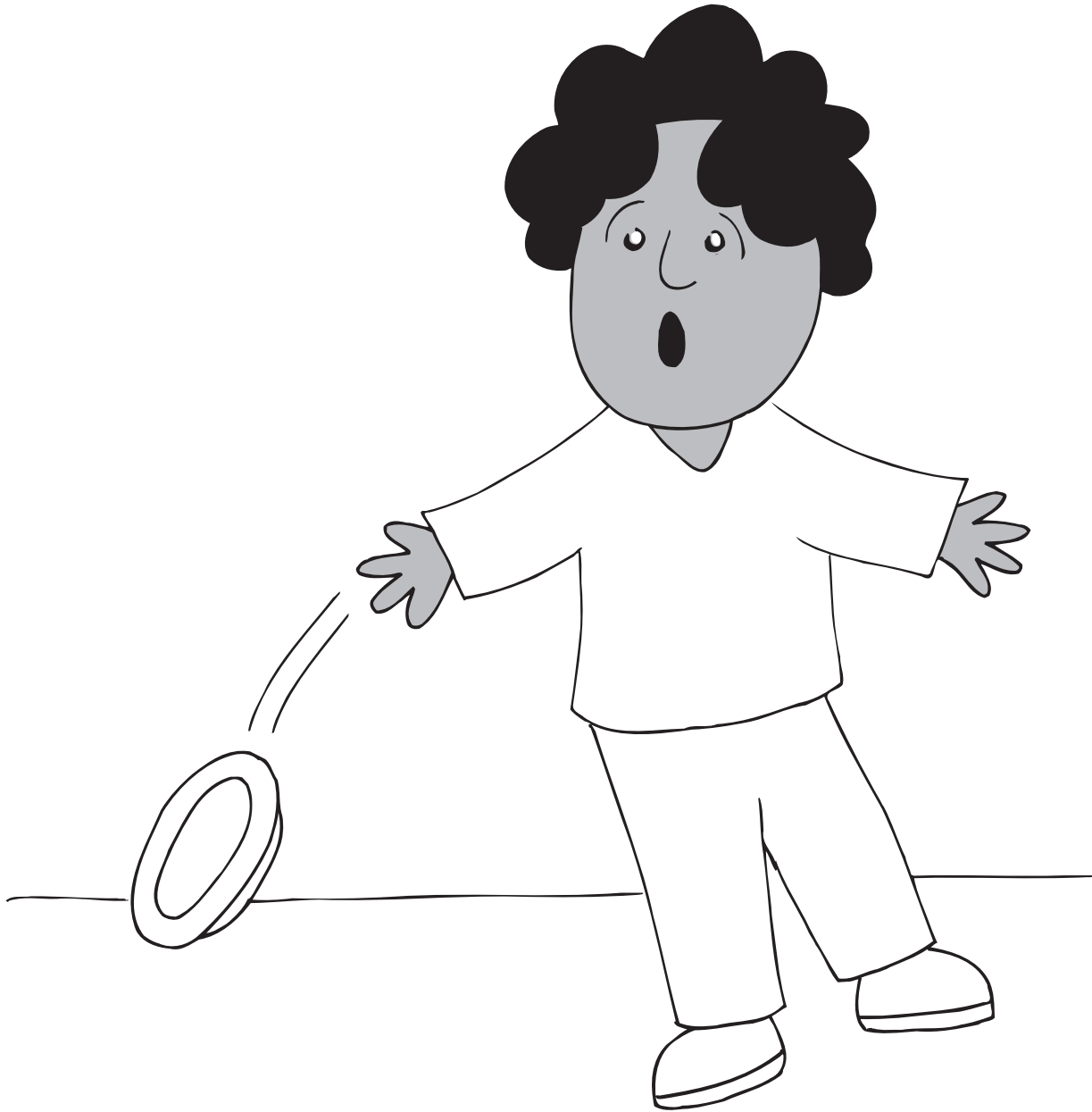


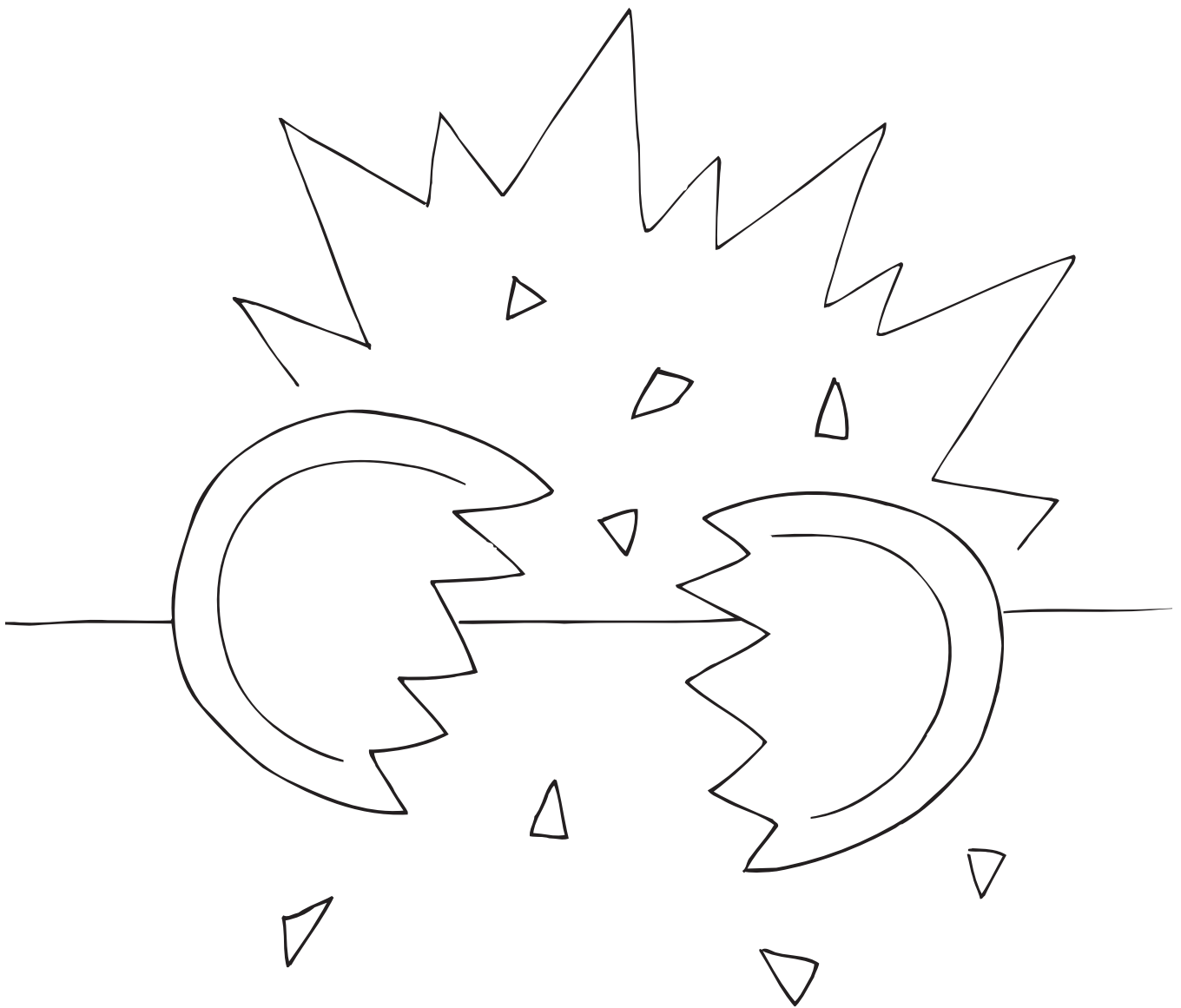
What happens if you eat too much candy?



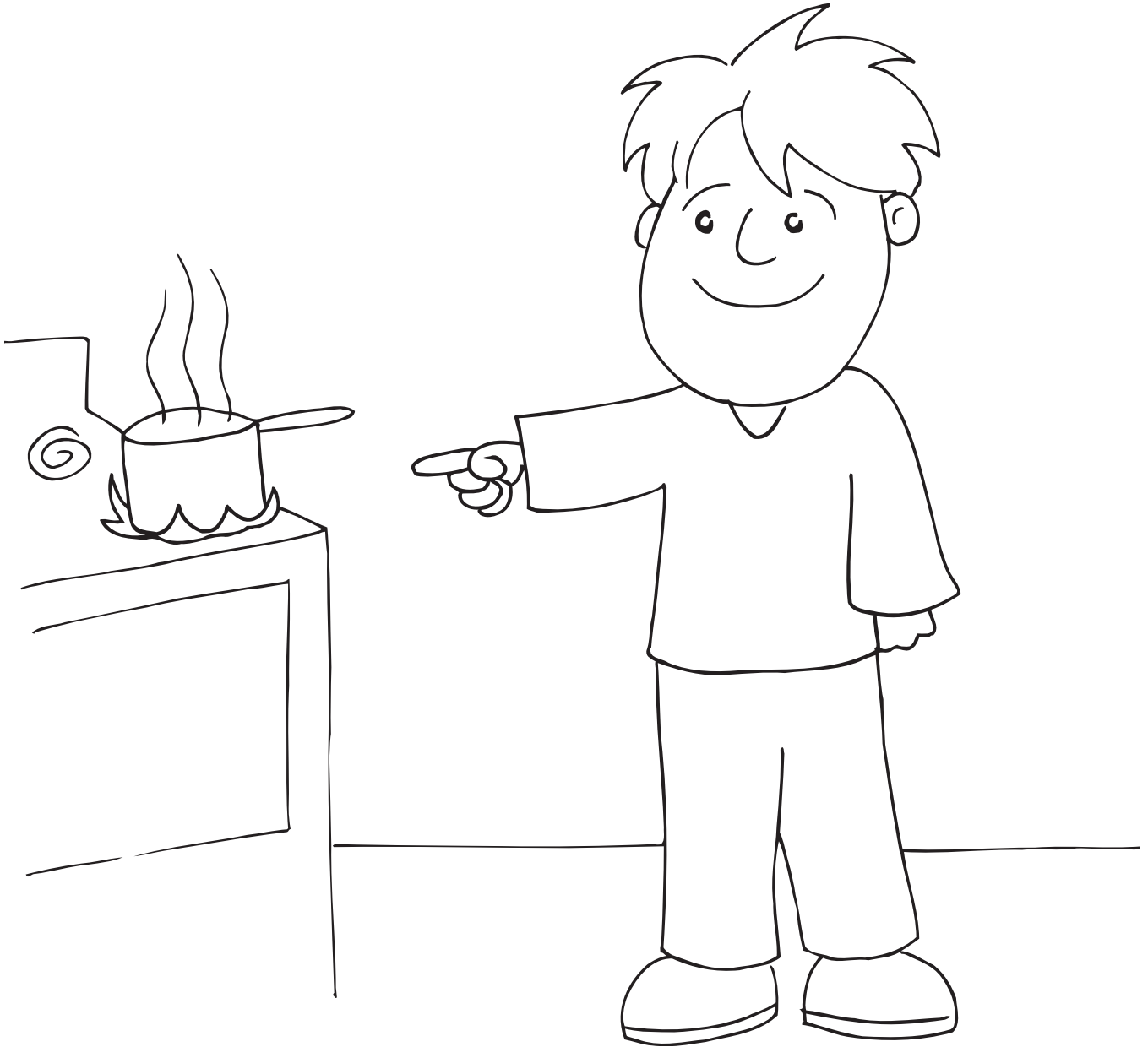


What happens if you drop a dish?



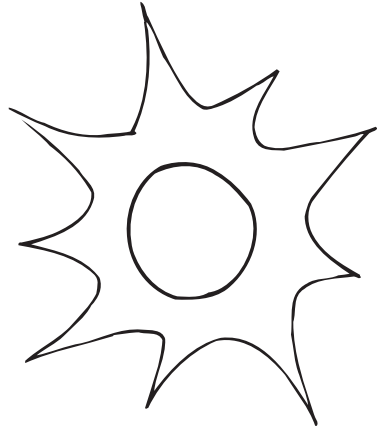


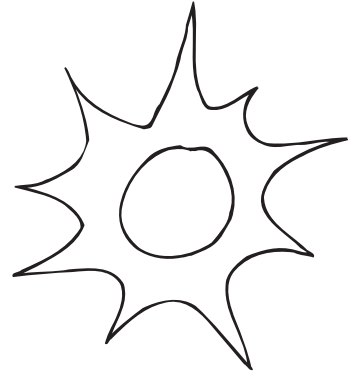
What happens if you touch a hot stove?



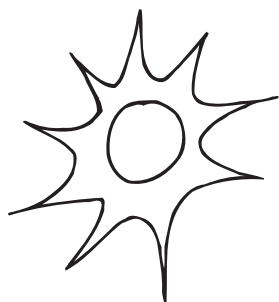


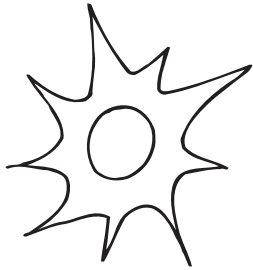
What happens if you lie out in the sun too long?



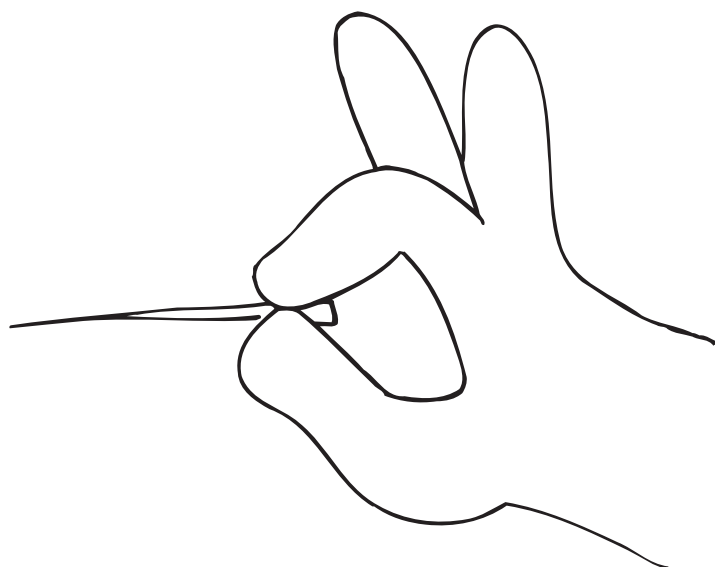
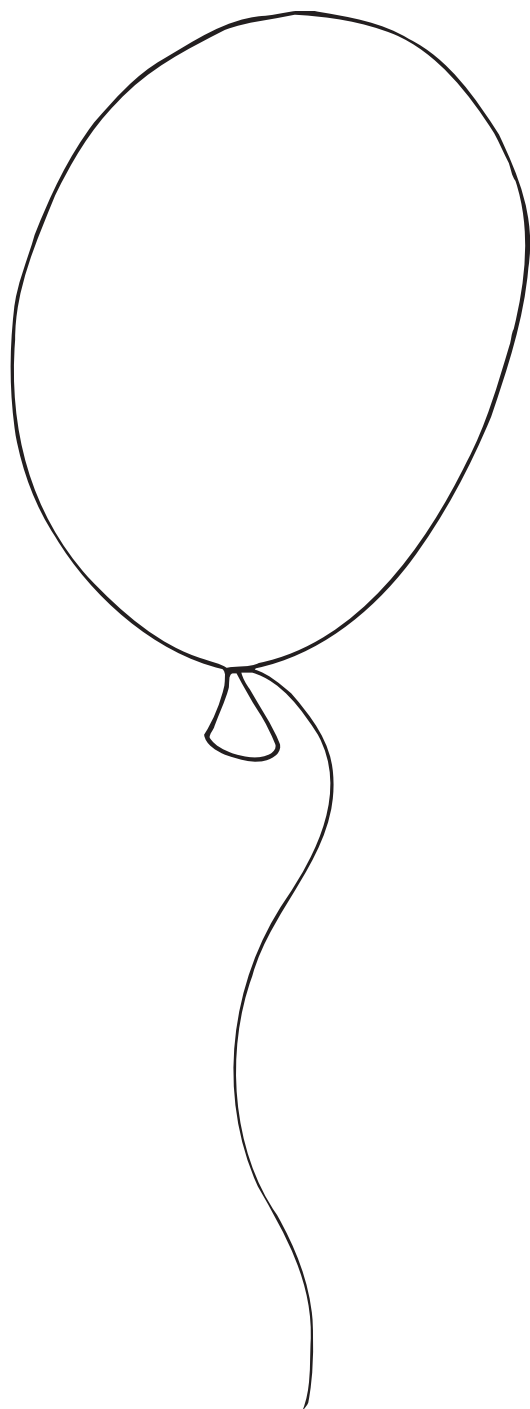


What happens if you hold ice cream in the sun?





What happens if you stick a pin in a balloon?







Describing Feelings

Page

- 8 She feels hurt.
- 9 He feels mad.
- 10 She feels sad.
- 11 She feels happy.
- 12 He feels scared.
- 13 She feels scared.
- 14 He feels sad.
- 15 He feels hurt.
- 16 They feel happy.
- 17 He feels hurt.
- 18 He feels mad.
- 19 He feels sad.
- 20 He feels mad.
- 21 She feels happy.
- 22 He feels scared.
- 23 He feels happy.

What Happened

Page

- 25 He stepped in the bucket.
- 26 The cat got stuck in a tree.
- 27 He dripped paint on the floor.
- 28 She broke the flowerpot.
- 29 He stepped on the glasses and broke them.
- 30 The dog grabbed her sock.
- 31 She spilled the juice.
- 32 The ball got stuck on the roof.
- 33 The chicken fell off his plate.
- 34 She got a flat tire.
- 35 She fell down and hurt herself.
- 36 The monkey took the boy's hat.
- 37 A bird sat on her head.
- 38 The grocery bag broke.
- 39 The cookies burned.
- 40 He shot a basket.

**What Do You Do When***Page*

- 42 When somebody needs help, you help him.
- 44 When it's too dark to see, you turn on a light.
- 46 When you have a flat tire, you pump it up.
- 48 When it's very bright outside, you wear sunglasses.
- 50 When you see something sad, you cry.
- 52 When you see your friend, you wave "Hi."
- 54 When you see something scary, you scream and run.
- 56 When you see something funny, you laugh.
- 58 When somebody drops something, you pick it up.
- 60 When it's somebody's birthday, you give a present.
- 62 When your shoelace is untied, you tie it.
- 64 When you get a letter, you read it.
- 66 When you have lost something, you look for it.
- 68 When someone gives you flowers, you put them in a vase.
- 70 When you rip your pants, you sew the rip together.

Why/Because*Page*

- 73 She got a mop because she spilled the bottle.
- 74 She is laughing because the dog is wearing sunglasses and a hat.
- 75 He is climbing a ladder because the cat is stuck in a tree.
- 76 He is crying because his thumb hurts.
- 77 He went to the supermarket because he needed to buy food.
- 78 He is at the barbershop because he needs a haircut.
- 79 She is taking her medicine because she is sick.
- 80 He is wearing sunglasses because the sun is bright.
- 81 He is wet because he was outside in the rain.
- 82 She said she was sorry because she broke the window.
- 83 He got a glass of cold water because he was hot and thirsty.
- 84 She put her pajamas on because she is going to bed.
- 85 He opened the present because it was for his birthday.
- 86 He put his jacket and gloves on because it is cold outside.
- 87 She is taking a bath because she was dirty.
- 88 He is walking home because his bike has a flat tire.

Answer Key, *continued*

- 89 He is happy because someone is giving him a balloon.
- 90 She is mad because her picture is ripped.
- 91 He is mad because his lawn mower is broken.
- 92 She is crying because she got hurt.
- 93 He is sad because his ice cream fell off the cone.
- 94 He is scared because he sees a shark.
- 95 She is happy because it's her birthday.
- 96 She is scared because there's a storm.
- 97 He is sad because the flower died.
- 98 He is cold because he isn't wearing a jacket in the snow.
- 99 She is wet because it's raining.
- 100 She is laughing because she sees a funny clown.

Going To

Page

- 102 He is going to water the flowers.
- 104 She is going to write.
- 106 She is going to pour a glass of juice.
- 108 He is going to throw the football.
- 110 He is going to make a sandwich.
- 112 She is going to plant some seeds.
- 114 He is going to play the drum.
- 116 She is going to go fishing.
- 118 He is going to wash his hair.
- 120 She is going to sew the shirt.
- 122 He is going to sweep.

What Do You Need

Page

- 125 You need a basketball and a hoop.
- 126 You need bread and (sandwich filling) to make a sandwich.
- 127 You need bread and a toaster to make toast.
- 128 You need water and a mop to clean up a mess.
- 129 You need a bathing suit and a towel to go swimming.
- 130 You need soap and water to wash your hands.
- 131 You need a soccer ball and a goal to play soccer.
- 132 You need an egg and a frying pan to cook an egg.
- 133 You need a paintbrush and paint to paint a picture.
- 134 You need a videotape and a VCR to watch a video.

Answer Key, *continued*

- 135 You need paper and crayons to draw a picture.
- 136 You need a toothbrush and toothpaste to brush your teeth.
- 137 You need a bat and a ball to play baseball.
- 138 You need a racket and a tennis ball to play tennis.
- 139 You need a bed and a pillow to go to sleep.

What Should

Page

- 141 He should clean up the mess.
- 143 He should take a bath.
- 145 He should go to sleep.
- 147 He should ask someone for help.
- 149 She should put a jacket on.
- 151 She should get a bandage.
- 153 He should go to a doctor.
- 155 She should get a drink.
- 157 He should eat something.
- 159 She should put up her umbrella.

What If

Page

- 162 If it's raining and you forget your umbrella, you will get wet.
- 164 If you step in a puddle, your shoe will get wet.
- 166 If you let go of a balloon, it will fly away.
- 168 If you fall out of a tree, you will get hurt.
- 170 If someone leaves a birdcage open, the bird will fly out.
- 172 If you run with your shoelaces untied, you will fall.
- 174 If someone leaves the water on, it will overflow.
- 176 If you eat too much candy, you will get a stomachache.
- 178 If you drop a dish, it will break.
- 180 If you touch a hot stove, you will burn yourself.
- 182 If you lie out in the sun too long, you will get a sunburn.
- 184 If you hold ice cream in the sun, it will melt.
- 186 If you stick a pin in a balloon, the balloon will pop.