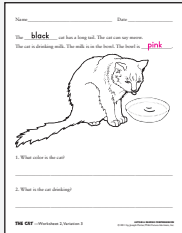


# THE CAT

## Worksheet 2, Variation 3



### Materials:

2 (Variation 3), pencils, and boxes of crayons for each child

### Color

### Variation 3:

**Black Cat**  
**Pink Bowl**



### Before the Lesson:

At <http://fhautism.com/arc.html>, find Worksheet 2 (Variation 3). Print one for each student, plus a few extras. Write the date on the board.

## Teaching the Lesson

1. Distribute the worksheets and pencils to your students. Say: “Write your name on your paper.” Make sure everyone writes his or her name. Then say: “Write the date. It is on the board.” Make sure everyone writes the date. Take the pencils from them.
2. Say: “(student’s name), please read the sentences at the top of the paper.” Ask several students to read. If no one can read the passage, read it yourself, or have an aide read it.
3. Say: “We want to color the picture. What two crayons do we need?” Ask the question several times, and allow different children to answer. Then help them find the black and pink crayons. Take the crayon boxes from them.
4. Say: “We will color the cat black and the bowl pink. What color do we color the cat?” Ask the question several times, and allow different children to answer.
5. Say: “Color the cat.” Make sure they color only the cat. Repeat the words “black cat” as often as possible.
6. Say: “What color do we color the bowl? Let’s look back at our story if we need a reminder.” Ask the question several times, and allow different children to answer.
7. Say: “Color the bowl.” Make sure they color only the bowl. Repeat the words “pink bowl” as often as possible. Then take the crayons.

## AUTISM & READING COMPREHENSION

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- 8.** Ask comprehension questions. Lead students to answer orally, in a complete sentence. For each question, if the student answers incorrectly, guide him or her to read the text again. Questions: 1. What color is the cat? 2. What is the cat drinking? 3. Where is the milk? 4. What color is the bowl? Answers: 1. The cat is black. 2. The cat is drinking milk. 3. The milk is in the bowl. 4. The bowl is pink
- 9.** Ask the questions again in random order. Give each student a chance to answer correctly, in complete sentences.
- 10.** Pass out pencils. This activity will help students make the connection between spoken and written language. Ask each comprehension question again. (See step 8 for questions and answers.) When a student answers correctly, write the sentence on the board. Say: “Copy the sentence onto your paper.” Do this for each question and answer. Take pencils from them.

Some students will not be able to copy the full sentence. If they write only the first letter, praise them for trying. Teach individualized lessons later to practice copying sentences from the board.

- 11.** Give out reinforcers.