

# THE BEAR

## Worksheet 6, Variation 4



### Materials:

Worksheet 6 (Variation 4), pencils, and boxes of crayons for each child

### Color

### Variation 3:

Gray Bear

Red Fish

Orange Plate



### Before the Lesson:

At <http://fhautism.com/arc.html>, find Worksheet 6 (Variation 4). 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 three crayons do we need?" Ask the question several times, and allow different children to answer. Then help them find the gray, red, and orange crayons. Take the crayon boxes from them.
4. Say: "We will color the bear gray, the fish red, and the plate orange. What color do we color the bear?" Ask the question several times, and allow different children to answer.
5. Say: "Color the bear." Make sure they color only the bear. Repeat the words "gray bear" as often as possible.
6. Say: "What color do we color the fish? Let's look back at our story if we need a reminder." Ask the question several times, and allow different children to answer.

## AUTISM & READING COMPREHENSION

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- 7.** Say: “Color the fish.” Make sure they color only the fish. Repeat the words “red fish” as often as possible.
- 8.** Say: “What color do we color the plate? Let’s look back at our story if we need a reminder.” Ask the question several times, and allow different children to answer.
- 9.** Say: “Color the plate.” Make sure they color only the plate. Repeat the words “orange plate” as often as possible. Then take the crayons.
- 10.** 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. Does the bear have feathers or fur? 2. What color is the bear? 3. What is the bear eating? 4. What color is the fish? 5. What color is the plate? Answers: 1. The bear has fur. 2. The bear is gray. 3. The bear is eating a fish. 4. The fish is red. 5. The plate is orange.
- 11.** Ask the questions again in random order. Give each student a chance to answer correctly, in complete sentences.
- 12.** Pass out pencils. Ask each comprehension question again. (See step 10 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.
- 13.** Pass out boxes of crayons. Say: “Choose one crayon.” Make sure they choose only one. Take boxes of crayons from them. Then say: “Color the flowers.” Make sure they color only the flowers. Take papers from them.
- 14.** Give out reinforcers.