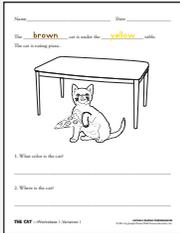


THE CAT

Worksheet I, Variation I



Materials:

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

Color Variation I:

Brown Cat
Yellow Table



Before the Lesson:

At <http://fhautism.com/arc.html>, find Worksheet I (Variation I). 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 brown and yellow crayons. Take the crayon boxes from them.
4. Say: "We will color the cat brown and the table yellow. 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 "brown cat" as often as possible. "Oh, that's a lovely brown cat," or "What a wonderful job you did coloring that brown cat." The more they hear the phrase "brown cat," the easier it will be for them to answer the upcoming question.
6. Say: "What color do we color the table? 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

- 7.** Say: “Color the table.” Make sure they color only the table. Repeat the words “yellow table” as often as possible. Then take the crayons.
- 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. Where is the cat? 3. What color is the table? 4. What is the cat eating? Answers: 1. The cat is brown. 2. The cat is under the table. 3. The cat is eating pizza. 4. The table is yellow.
- 9.** Ask the questions again in random order. Give each student a chance to answer correctly, in complete sentences. This will encourage students to listen to the questions and not rely on rote memory.
- 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.** 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 pizza.” Make sure they color only the pizza. Take papers from them.
- 12.** Give out reinforcers.