

Lesson Plans: Using the Five Senses

Size, Color, and Shape

Objective	<p>The student will describe a drawing by stating its size, color, and shape.</p> <p>The student will follow directions for size, color, and shape.</p>
Vocabulary	<p>size, small, medium, large, triangle, square, star, line, diamond, circle, oval, cross, pear-shape, L shape, checks, halves, color, red, blue, green (or any other colors)</p>
Preparation/ Materials	<ol style="list-style-type: none">1. Locate barriers to place between two students to occlude their lines of vision for this referential task. Boxes, stacks of large blocks, and large pieces of cardboard or plastic foam may be used as barriers.2. Give two or three colored markers (for example, red, blue, and yellow) to each student.3. Make copies of the drawings on pages 7, 8, and 9 for each student.4. Make a copy of the worksheet on page 10 for each student.
Anticipatory Set	<p>“I have a riddle for you. I am thinking of something that is usually the color red. Sometimes it is green. It is round and it is about the size of my fist. What do you think it is?”</p> <p>Encourage answers. Give additional clues if needed. When the students guess the answer (apple), tell them that you described the color, shape, and size of the object. This information was very helpful in identifying what the object was.</p>
Instruction	<p>“Today we will do an activity where you will describe the color, shape, and size of an object. Each of you will have a partner. You will be separated from your partner by a barrier. One of you will describe and the other will listen. You will not be able to see what your partner is describing so you may have to ask questions if you are unsure about the description. If both of you have listened carefully and described accurately, then your drawings will be exactly the same.”</p> <p>Demonstrate the barrier activity. Choose a student to listen as you give directions. Have available for both yourself and the student a copy of page 7 and red, blue, and yellow markers. As you give the directions, color the objects to correspond to the instructions.</p> <p>Say: “Find the picture with circles. Color the largest circle red. Let me know when you are ready for the next direction.” (Pause for response.) “Now color the medium-sized circle blue.” (pause) “Color the small circle yellow.”</p> <p>Compare the results. Emphasize that you described color, shape, and size and that the student listened and followed the directions.</p>

Guided Practice

Divide the class into pairs. Students may work simultaneously or watch as each team of two has a turn.

Closure

“Sometimes the object that you are describing may not be visible to your listener. Telling about its color, shape, and size can help the listener understand what you are talking about.”

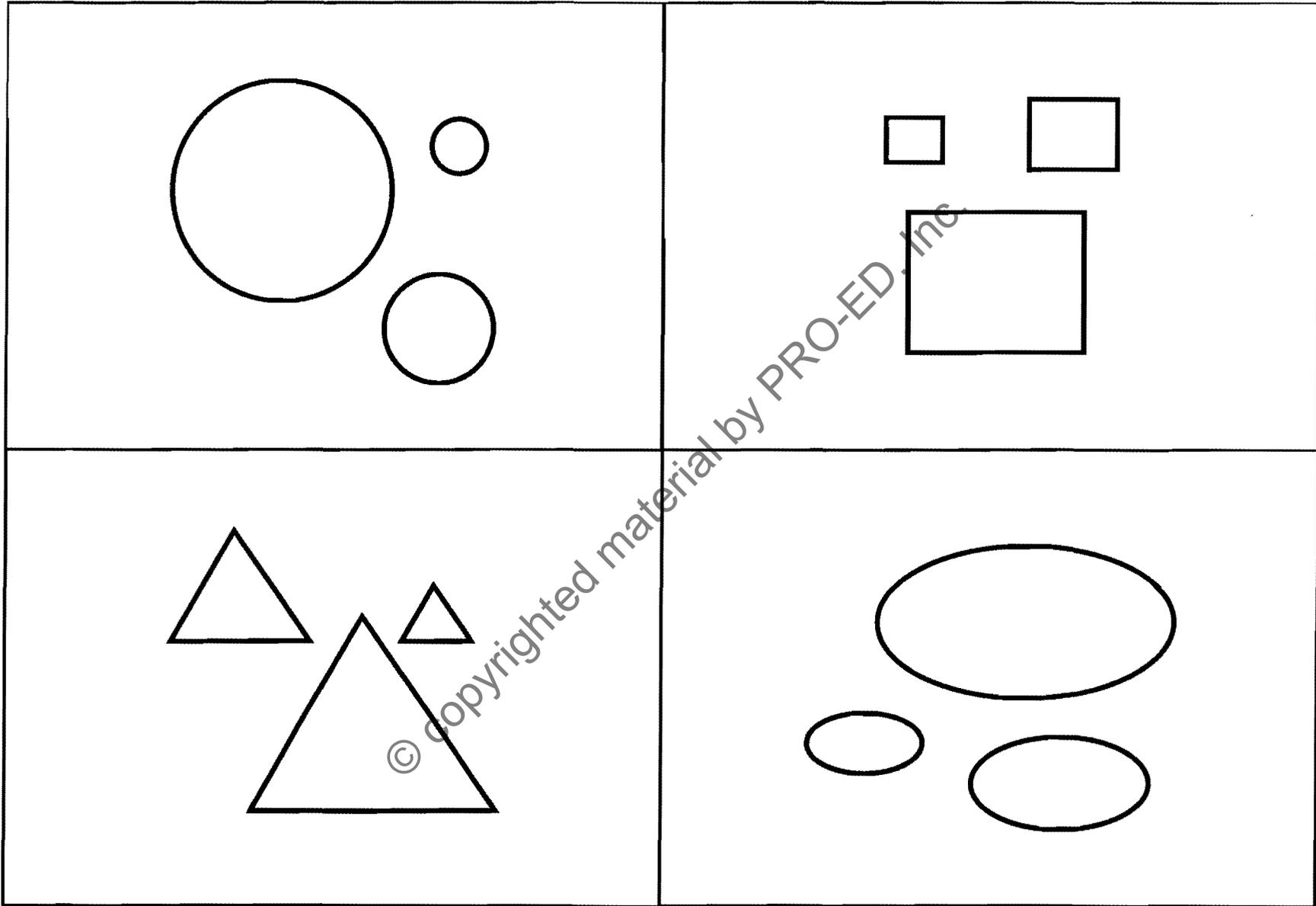
Encourage students to think about times when they might need to know and describe color, shape, and size; for example, when they are asked to retrieve a distant object or to describe a specific item they would like someone to buy for them.

Independent Practice

Assign the worksheet on page 10. Students must write the color, shape, and size of each item in the appropriate columns on the chart.

Additional Guided Practice

1. Make a poster that has drawings of gifts of different colors, shapes, and sizes. Put a number under each drawing. Have a student choose a present (identifying it to you by number only). Then the student should describe the gift to the class. Have the other students identify the gift by pointing to the item and repeating the clues given about color, size, and shape.
2. Use various colors, shapes, and sizes of beads in a barrier activity. One student should describe a design as it is put on a string. The other student should follow the direction. Compare and evaluate results to determine whether the communication was effective.



Directions: Make a copy of this page for each student who will take part in the lesson.

What shape is it ?

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Attribute Question Card for shapes: inside portion

Directions: Copy the double-sided page on heavy paper. Cut out along the solid lines. Fold along the dashed lines covering up the words of the question.