

SAMPLE LESSON PLAN

Main objective - To teach color recognition for the color yellow.

TEACHER'S NAME-

STUDENT'S NAME-

Disability of the child:

Learning style of the child- visual, auditory, kinesthetic (anything specific mention)

Behavioral objective:

If the student is given some yellow colored paper which is cut into different shapes and asked the question “ point to the yellow square” the child will be able to point to the yellow square five out of five times with 90% accuracy.

Materials required:

Thick cardboard sheets which are colored with yellow paint or stuck with yellow craft paper and cut into 4 different shapes like square, circle, rectangle, triangle. The color of the paper can be changed for different sessions depending on the color to be taught. This method can be used to teach any other primary colors also, like blue, red, green, black and white

Seating arrangement:

It is very important that the student with special needs is seated in a comfortable position with all the necessary aids attached to his seat before one starts the session with him.

Introduction:

Before starting the session, firstly tell them that “today we are going to learn to pick out the color yellow” place the yellow colored shape in front of the child and say “This is the color yellow and make him point to the color yellow”. Guide the child with physical help if needed to point to the card. Make them repeat the steps at least 3 to 4 times

Step by step procedure for the session:

1. Firstly, place a yellow piece of paper in front of each child and say, “This is the color yellow, point to the color yellow.” Guide the child if they do not point to yellow. Have the child point to the yellow piece of paper three times. If yellow paper is not available, any plain yellow colored cloth or thick cardboard sheet painted with yellow color can also be used.
2. Repeat step -1, except this time also places in front of the child a different colored shape. So when shown two squares, one yellow square and another red square and the child is asked to point to the yellow square. Once again verbal prompting and sometimes physical assistance may be needed to guide the child to point to the color yellow. Repeat this step until the child can point to the color yellow three consecutive times.
3. Repeat step -2, but this time try to change reverse the left-right position of the colored shapes (that is, if yellow was originally to the right of the second color, put it to the left). Use prompting again. Do this step until the child has pointed to the color yellow three consecutive times.
4. Add a third color to the group and repeat step one. Do this until the child has pointed to the color yellow three consecutive times. Everytime the child gives out the correct response, they have to be promptly praised with verbal complements like “very good” and “excellent” and after consistent correct responses he can be rewarded appropriately.
5. Finally add the fourth color and repeat step one. Do this until the student has pointed to the color yellow three consecutive times. If time allows mix up the colors and have the student pick out the yellow from the pile.

Advanced activity of the same lesson:

The children, who are able to identify the cards, can be asked to point out a few more things in the environment that are yellow in color.

For example, they can teach them to identify some of the colors in the environment, like banana, mango and show some objects that are yellow in color. Then the same set of objects can be presented with other colored objects and the student has to pick up the objects that are yellow in color.

Some objects in yellow color can be purposefully placed around in the classroom and the children can be asked to point out those objects verbally or non verbal gestures.