

Geometry: Sorting by Shape/Color/Size/Style

Students will learn to sort by multiple discriminations of shape, color, size, and style.

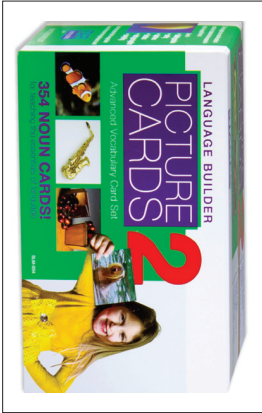
Suggested Materials

LB1 Language Builder: Picture Noun Cards

★ LB1 302 - 323

LB4 Language Builder: Picture Nouns 2

★ LB4 201 - 354



Notes

Student:

Projected activities for: ___/___/___ to ___/___/___

Monday	Tuesday	Wednesday	Thursday	Friday

IEP Goals

- When provided 2 trays, each with a different color card, and handed shape cards 1 at a time, in either of the 2 represented colors, [Student] will place the shape card with its appropriate color match, regardless of what shape the card depicts, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
- When provided 2 trays, each with a different color card, and a pile of shape cards, in either of the 2 represented colors, [Student] will independently pick up 1 shape card at a time and place the card with its appropriate color match, regardless of what shape the card depicts, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
- When provided up to 8 trays, each with a different color card, and a pile of shape cards, in any of the represented colors, [Student] will independently pick up 1 shape card at a time and place the card with its appropriate color match, regardless of what shape the card depicts, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
- When provided up to 8 trays, each with a different black shape card, and a pile of colored shape cards, [Student] will independently pick up 1 colored shape card at a time and place the card with its appropriate shape match, regardless of what color the shape is, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
- When provided multiple 3D object which vary in color, shape, size, and style, [Student] will sort the objects by the criteria requested by an instructor (e.g. sort the little ones from the big ones), in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

Geometry: Sorting by Shape/Color/Size/Style

Lesson Focus

Students will learn to sort by multiple discriminations of shape, color, size, and style.

Lesson Format

The primary lesson is designed for 1:1 instruction with a teacher or therapist.

Location

This lesson is intended as an indoor, classroom setup activity in which the teacher and student are seated across from each other at the table.

Preparation

Depending on what you are going to sort, pull:

- Colored shape cards from LB4 Language Builder: Picture Nouns 2
- 3-size, colored sorting bears
- Other classroom counters or sorting manipulatives

You can also pull the Color Cards from LB1 Language Builder: Picture Noun Cards to use as a base for sorting colors.

It may be easier when starting this activity to use 2 trays or pie plates for the student to sort into.

Procedures

Choose whether to sort by shape, color, size, or style. And choose whether to sort cards or manipulatives. For the primary procedures we will choose sorting colored shape cards.

Sorting by Color

Pick 5-6 cards of 2 different colors. For example:

- Choose a red square, red triangle, red circle, red heart, and red star.
- Choose a blue diamond, blue rectangle, blue square, blue oval, and blue circle.

It is not necessary to choose the same shapes in each color.

1. Place 2 solid color cards, in trays, in front of the student.
2. Hand the student 1 colored shape card and ask them to match it with the corresponding color. Typical commands include, "Sort **Red**," or "Put with **Red**."
3. Prompt if necessary.
4. Wait for the student to correctly place the colored shape card with its corresponding color, then reinforce as appropriate.

Sorting by Shape

If sorting by shape, pick 5 to 6 cards of 2 different shapes from LB4 Language Builder: Picture Nouns 2. For example:

- Choose a red square, blue square, green square, orange square, and yellow square.
- Choose a purple circle, orange circle, red circle, yellow circle, and green circle.

It is not necessary to choose the same color for each shape. Also, pick the corresponding black shape card from LB1 Language Builder: Picture Nouns Cards. In this example, pick the black square and the black circle.

1. Place the 2 black shape cards in front of the student. If using trays, place each shape card in a tray.
2. Hand the student 1 colored shape card and ask them to match it with the corresponding shape. Typical commands include, "Sort **Squares**," or "Put with **Square**."
3. Prompt if necessary.
4. Wait for the student to correctly place the colored shape card with its corresponding shape, then reinforce as appropriate.

See Lesson Progression section for details on how to build this lesson into a full sorting activity.

Sorting by Size or Style

If bringing in colored sorting bears or other classroom counters, teach sorting with each attribute, following the above process.

Prerequisites

Sorting by Shape/Color/Size/Style is an intermediate activity. The prerequisite for this lesson is:

- ★ **Lesson 91:** *Expressive Labeling -- 2D Shapes*

Standards

Head Start

- ★ P-SCI 3
- ★ IT-C 10

Common Core

- ★ CCSS.Math.Content.K.G.A.2

ABLLS-R

- ★ B2
- ★ B3
- ★ B5

VB MAPP

- ★ VPS & MTS 9-M

Record Keeping

Data Sheet

- ★ *Skills-Based Lessons*

Home Communication Sheet

- ★ *Emerging & Maintaining Skills*

Lesson Progression

It is often easier to teach sorting colors first rather than shapes. Choose whichever initial sorting task fits the student better. For purposes of this description, we will start with sorting colors.

- Select 2 colors to introduce first. Place a color card in each of 2 trays. Select multiple shape cards in each color.
 - » Start with a solid color card in each tray. Set one tray aside and teach only 1 color.
 - » Hand the student a colored shape card (i.e. **Red Square**)
 - » Give the instruction, “Match **Red**” or “Put with **Red**.”
 - » The student should place the **Red Square** on top of the solid **Red** card.
 - » Intersperse distractor trials of non-verbal imitation or following single verb commands.
 - » Leave the **Red Square** on the pile, and on the next trial, hand the student a different **Red** shape card, such as the **Red Circle**.
 - » Introduce a distractor color, i.e. a tray with a black card. Then, repeat the above steps, but randomly rotate the position of the distractor tray.
 - » When the student can regularly select Target Color 1 regardless of position or distractors, introduce Target Color 2 following the same procedure as above.
 - » When the student can regularly match Target Color 2, begin interspersing trials of Target Color 1 and Target Color 2.
- As the student masters matching colored shape cards to their corresponding color pile, with you handing the student the cards 1 at a time, work toward having the cards in a messy pile between the sorting trays.
 - » First, place all cards you will ask in a messy pile in between the two target piles.
 - » Reach into the pile and select 1 card at random. Give the instruction, “Put with **Blue**.”
 - » Reach into the pile again and select another card at random. Give the instruction, “Put with **Red**.”
 - » Continue until all cards in the messy pile have been matched to a color stack.
 - » Work toward having the student sift through the pile of cards independently and sort them into their correct tray.
- Increase the number of sorting trays until the student can sort a messy pile of colored shape cards into 6 to 8 different colors.
- When the student can successfully sort by color, move to sorting by shape, following the same procedure as described above.
- When the student can successfully match by shape and color in random rotation, within 1 lesson, introduce sorting with different materials and criteria, including size and style. Classroom counters are a good material for this activity.

Generalization

Once the student is able to sort across color/shape/size/style using picture cards:

- Have student sort by color/shape/size/style with another staff member.
- Increase the criteria upon which the student can discriminate into sorted categories.
- Have student find objects in their environment that match a shape, color, or other criteria and sort accordingly.
- Communicate which criteria the student is able to sort by, the commands used, and successful prompts used to parents and home staff using the *Emerging & Maintaining Skills Home Communication Sheet*, so parents can practice at home or in other environments outside of school.

Whole-Child Lesson Ideas

Giant Shape/Color Sort

In a basket, place a variety of child-safe household/classroom objects that are appropriately sized for the student to carry. The objects should be of the shape or color you are reviewing. On butcher paper, draw the corresponding shape or scribble the corresponding color. Let the student pour the objects from the basket onto the floor and match the object to the paper. If this is difficult, hand the student the shape or color card as a prompt. Or, cut out the objects from a magazine, so the activity becomes a 2D to 2D match. For a challenge, ask the student to sort 2 or 3 different shapes/colors.



Prompting

Suggested prompt ideas, in general from least to most invasive:

1. Place the correct tray closer to the student and the other choices further away.
2. Glance toward the correct tray.
3. Point to the correct tray.
4. Hand the card to the student, holding it right beside the correct tray where it should be placed.
5. Place only the target color/shape/size tray criteria tray on the table.
6. Hand over hand sort the cards to their appropriate shape, color, size, or style match.

Next Steps

Once the student has mastered Sorting by Shape/Color/Size/Style, you can move on to:

- ★ **Lesson 108:** *Receptive Labeling – Features*
- ★ **Lesson 109:** *Receptive Labeling – Functions*
- ★ **Lesson 110:** *Receptive Labeling – Classification*



Skills-Based Lessons DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Notes
V	Verbal	FP	Full Physical	
PV	Partial Verbal	PP	Partial Physical	
M	Model	G	Gesture	
PM	Partial Model	L	Location	

Command: _____

Desired Response: _____

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										