

Fine Motor: Coloring Within Lines

Student will learn to color within the lines of shapes or simple pictures using a crayon, marker, or colored pencil.

Suggested Materials

- ★ Coloring activity sheets. These are available in the Reproducible Activities Book.
- ★ Writing instruments appropriate to the student's ability.



Notes

Student:

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

Monday	Tuesday	Wednesday	Thursday	Friday

IEP Goals

1. When given a crayon or marker, and a paper with 1 large, thick-bordered shapes, [Student] will color within the lines using proper tripod-grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
2. When given a crayon or marker, and a paper with 2-4 thick-bordered shapes, [Student] will color within the lines using proper tripod-grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
3. When given a crayon or marker, and a paper with 2-8 thin-bordered shapes, [Student] will color within the lines using proper tripod-grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
4. When given a crayon or marker, and a paper with a simple picture, composed of basic shapes, [Student] will color within the lines using proper tripod-grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
5. When provided a selection of crayons or markers, and a paper with a simple picture, composed of basic shapes, [Student] will choose different colors to color within the lines using proper tripod-grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
6. When provided a selection of crayons or markers, and a picture to color, [Student] will choose different colors to color within the lines using proper tripod-grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

Fine Motor: Coloring Within Lines

Lesson Focus

Student will learn to color within the lines of shapes or simple pictures using a crayon, marker, or colored pencil.

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 a table.

Preparation

Find coloring tools (crayons, markers, or colored pencils) and a worksheet with pre-drawn shapes or a simple picture. You can make copies of the *Simple Coloring Shapes & Pictures Activity Sheets* that are provided in the Reproducible Activities Book, use pages from a coloring book, or simply draw your own shapes or simple pictures.

Procedures

1. Sit in a chair at the table facing the student.
2. Make sure you have the student's attention.
3. Place the worksheet in front of the student.
4. Give the instruction: "Color in the lines."
5. Prompt if necessary.
6. Wait for the student to color in the lines.
7. Reinforce the student.

Prerequisites

The prerequisite for **Lesson 51: Coloring Within Lines** is:

- ★ **Lesson 49: Tracing Shapes**

Standards

Head Start

- ★ P-PMP 3

Common Core

- ★ N/A

ABLLS-R

- ★ S2
- ★ Z10

VB MAPP

- ★ W 14-b

Record Keeping

Data Sheet

- ★ *Skills-Based Lessons*

Home Communication Sheet

- ★ *Emerging & Maintaining Skills*



Teacher Tip

It may help to have the student trace the shape before beginning to color.

Lesson Progression

Start with a large, thick-lined shape outline that nearly covers the entire sheet of paper. This will give the student a greater opportunity to be successful at coloring within the lines.

- Have the student use a single color crayon to color in the shape.
- As the student becomes more capable of staying inside the lines with a single, large, thick-lined shape, using a single color, introduce smaller, thick-lined single shapes for the student to color.
 - » Continue having the student use 1 color to fill the shape.
- Next, use worksheets with multiple thick-lined shapes.
 - » Start with just 2 shapes per sheet.
 - » Work up to more shapes per sheet.
 - » Have the student color 1 shape at a time, doing the best they can to stay inside the lines on that shape, before moving to another shape on the sheet.
- Move to thinner lined shapes for the student to color.
- As the student gets better at coloring basic shapes, introduce more complex images.
 - » Images that combine basic shapes are a good place to start. For example: A house is a square and a triangle, a sun can be a circle and a series of triangles, and a flower can be a circle and a series of ovals or additional circles.
 - » Continue encouraging the student to color within the lines, using a single color for each image.
- Once the student is successfully coloring within the lines of complex images, have the student use different colors on 1 image.
 - » For example: Color the trunk of the tree brown and leaves green or color the roof of the house orange, the door red, and the rest of the house yellow.
 - » You may need to prompt the student to select a new color, or initially select the color for the student.
- Increase the complexity of the images, moving away from simple shapes to various fun designs.

Generalization

Once the student has mastered coloring within the lines:

- Have the student practice coloring within the lines using different coloring implements, such as pencils, markers, or chalk.
- Have the student color in a coloring book as part of art activities.
- Trace an outline of the student on a large piece of paper on an outside surface using chalk and have the student color in the outline of themselves.
- Communicate progress, commands used, and successful prompts to parents and home staff using the *Emerging & Maintaining Skills Home Communication Sheet*, so parents can encourage students to color within the lines as a fun activity at home.

Whole-Child Lesson Ideas

Mock Stained Glass

Turn this lesson into a tactile experience with the help of some glue and cardstock/watercolor paper. For this activity, let the student do as many of the preparation steps as they are able, though feel free to support the student as needed. First, mix some black craft paint with white glue. Place the black glue back into a glue bottle. Using a thick Sharpie, draw an image. Or, create abstract shapes by drawing black lines at random, like a mosaic. Then, using the glue bottle, squeeze the black glue onto the black lines. Allow the glue to dry completely so there is a raised edge. Finally, let the student color in the raised glue lines with paints, watercolor, crayons, or any preferred drawing medium.

Prompting

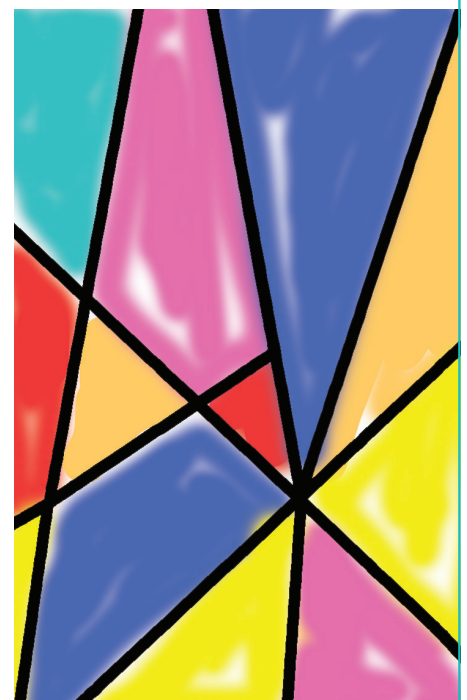
Suggested prompt ideas, in general from least to most invasive:

1. Place only the coloring paper and writing tool on the table.
2. Glance toward the writing tool and repeat the instruction.
3. Point to the paper to color and repeat the instruction.
4. Hand the crayon to the student and repeat the instruction.
5. Place the student's hand with the crayon at the start of the line they are to color within.
6. Trace a thick outline of the shape for the student before they start coloring.
7. Model holding a crayon using tripod grasp and color within a line.
8. Hand over hand color within the line of the image with the student.

Next Steps

Once student can color within the lines, move on to:

- ★ **Lesson 52:** *Trace Simple Pictures Dot-to-Dot*





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										