

Geometry for Children Who are Non-Speaking or Limited Speaking: Lessons for Soma®RPM and Choice Based Systems

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G Lesson 3: Identify and Describe Shapes in Different Sizes and Orientations

STATE: Today we are going to play a shape game.

ASK: What kind of game are we playing? (BOARD or SHAPE.) game?

"I love games. They make it so much more fun to learn!"

STATE: Take a look at these two shapes. (*Draw two triangles of different shape and size*)

ASK: What are we doing to these two shapes? (LOOKING. or BUYING)?

"Yep, we will look and a good thing we have eyes that can do so."

EXPAND: Are these the same shape? (YES. or NO)?

"They sure are. Even though they are different sizes they are both the same shape."

EXPAND: What shape are they? (SQUARE or TRIANGLE.)?

"Yes, they are triangles. We can tell because they have the same number of sides and corners."

EXPAND: What number word describes triangle? (4 or 3.)?

G Lesson 8: Analyze and Compare 2D and 3D Shapes (*Obtain a small sphere, cylinder, cone, pyramid, cube, and rectangular prism and picture of the pyramids in Egypt. It is also appropriate to quickly make the 3D shapes during the session. For students who need visual kinesthetic calming interaction or sensory break, this is a good idea.*)

STATE: We know that all things are made up of shapes.

ASK: Are (SOME or ALL.) things made out of shapes?

"Everything has a shape that is solid."

EXPAND: So, then, are you made up of different shapes? (SURE AM. or NO)?

"Yes, humans are made up of many shapes. Like our head is like an oval."

STATE: Let's look at this cube (*Help the student feel and look at the cube.*) and this square. (*Draw a square on the paper for keywords*)

SPELL: Let's spell CUBE.

"It is interesting because some ice cubes don't look much like cubes."

EXPAND: What is the same about this cube and square? They both have (SAME. or DIFFERENT) length on all edges and corner shapes?

"Yes, something is square only if all sides are the same length and there are four."

G Lesson 1: Name Shapes: Circle, Square, Rectangle, Triangle (STORY)

STATE: Mary sat outside in the sun. She looked at her house.

ASK: Where is Mary? (INSIDE or OUTSIDE.)?

"It must be a nice day outside!"

SPELL: HOUSE

STATE: She thought, "Look the door has (*Draw the door as you talk*) two long sides and two short sides. That is a rectangle."

ASK: Mary realizes her (DOOR. or DRESS) is a rectangle?

"Yes, her door is a rectangle."

EXPAND: What do you know of on a house that can also be a rectangle? (WALL. or LIGHT BULB)?

G Lesson 4: Shapes and Prepositions (STORY)

STATE: Brooke, picked a book off of the shelf and read.

ASK: What did she do with the book? (READ. or TOSSED) it?

"Yep, she read the book."

EXPAND: Ooo, I wonder what she read! Would you read a (FUNNY or SERIOUS) book?

"Yes, fun ones make us laugh!" or "Serious ones can make us think or cry."

STATE: Then Brooke, placed the book on the cube shaped bed stand. (*Draw the bed stand with the book on it.*)

ASK: She placed the book on the (FLOOR or BED STAND.)

"That is right, the bed stand."

EXPAND: Do you think she is (FINISHED. with or CONTINUING) to read the book now?

"Yes, she is finished with it for the time being."

G Lesson 2: Model Shapes (MOTOR)

SKILL OBJECTIVE: Student will form shapes with clay and toothpicks.

1st IDEA:

Skills to teach:

1-rolling a small clay ball OR place little pieces of clay handed to them in the spots they belong to connect with sticks.