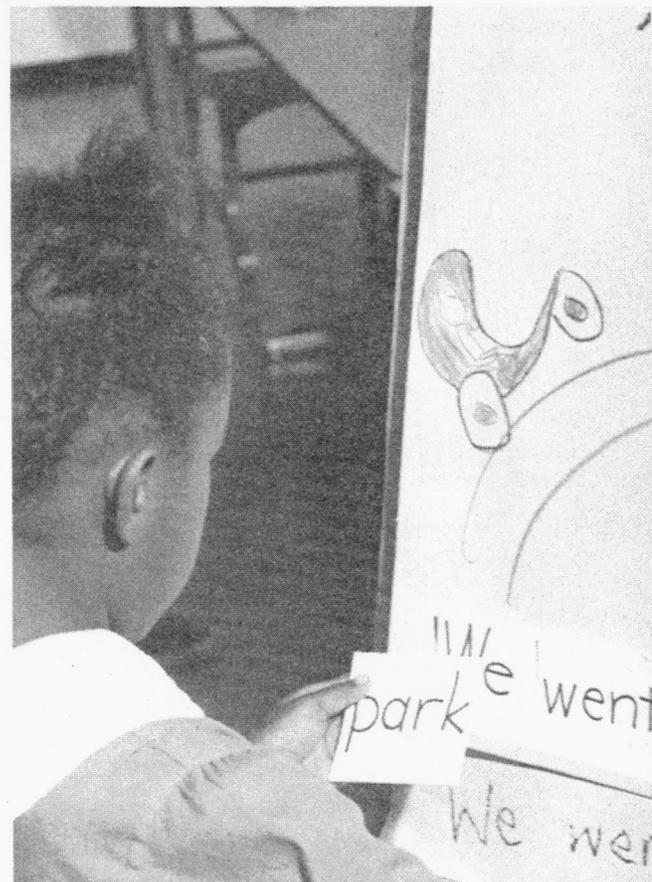


Matching



The Outline Game

Skills One-to-one correspondence; observing the shapes of objects; noticing similarities and differences; matching.



The child takes the objects out of the box one at a time and names the item. He then tries to place the object on its outline in only one trial.

Children who are very confident may like the challenge of attempting to reproduce the arrangement *off* the answerboard.

The teacher might discuss the activity as follows: "Can you find what shape this flag is on the answerboard? Why do you choose this one? Good thinking! Try it and see. Does it fit? Good. Find where all the objects go."

What did you do with the objects, Christopher?

How did you know where they would go on the answerboard?

Point to an object that is round. Point to one that is made of rubber.

How many objects are green? How many are *not* white, *not* red, or *not* brown? Show me.

What kind of material is this block made of? This bobby pin?

Show me something used to hold things together.

Show me something that cuts.

Point to an object that unlocks a lock.

Would you like to make a book of shapes? Find an object and trace around it on this paper. Bring it to me and I'll write the word for the object for you. When you have five pages, we'll put them together in a book.

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

Two 12" X 18" pieces of tagboard and cardboard.

Colored pencils to color outlines.

Clear contact paper to protect answerboard.

Masking tape to strengthen all edges.

Cloth tape for making hinges between the two sections of answerboard.

Small objects: block, key, chain, book, scissors, buttons, bobby pin, colored rubber bands, toys, paper clips, rings, comb, clothespin, flag, corks, etc.

Container for objects.

MATERIALS

The Little Rugs

Skills Distinguishing similarities and differences in color, texture, and pattern; developing the tactile and visual senses; making comparisons.



A child scatters the squares backed with tagboard on the floor. He takes a loose material square and looks for the matching square on the floor. He then places the matching square on top of the square on the floor.

When he is finished, the child places all the tagboard-backed squares in one box and the loose material squares in the second box. This automatically shuffles the pieces for the next child's use.

After completing this activity, the child may enjoy working with the squares in another way. He might choose any specific number of squares and take them outside the classroom to the cement where he can chalk out the area he thinks his squares would cover. Then he can lay the squares down and check his estimation. Children become increasingly accurate in their estimations with more frequent trials and are often very impressed with this new found power.

The teacher might say, "Scatter the squares with paper on the back around on the floor. Then see if you can find the material on the floor that matches these other squares."

What have you been doing? How did you go about it? Show me.

Gather up all the squares with plaid material and give them to me. And all the ones with stripes.

Point to all the squares that have red in them. Show me the squares that have yellow or white in them. Give me a square that does not have orange, or green, or red in it.

How many squares are there that are solid colors? Count them for me please.

Do you have a favorite pattern?

Show me some material that reminds you of something you have at home. Is there any material like the material on your couch or on a chair?

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

Two (4" x 4") squares of 25 different materials (to form 25 pairs).
6" x 6" tagboard to back one square of each pair.

Glue.

Box for tagboard-backed squares.

Box for loose material squares.

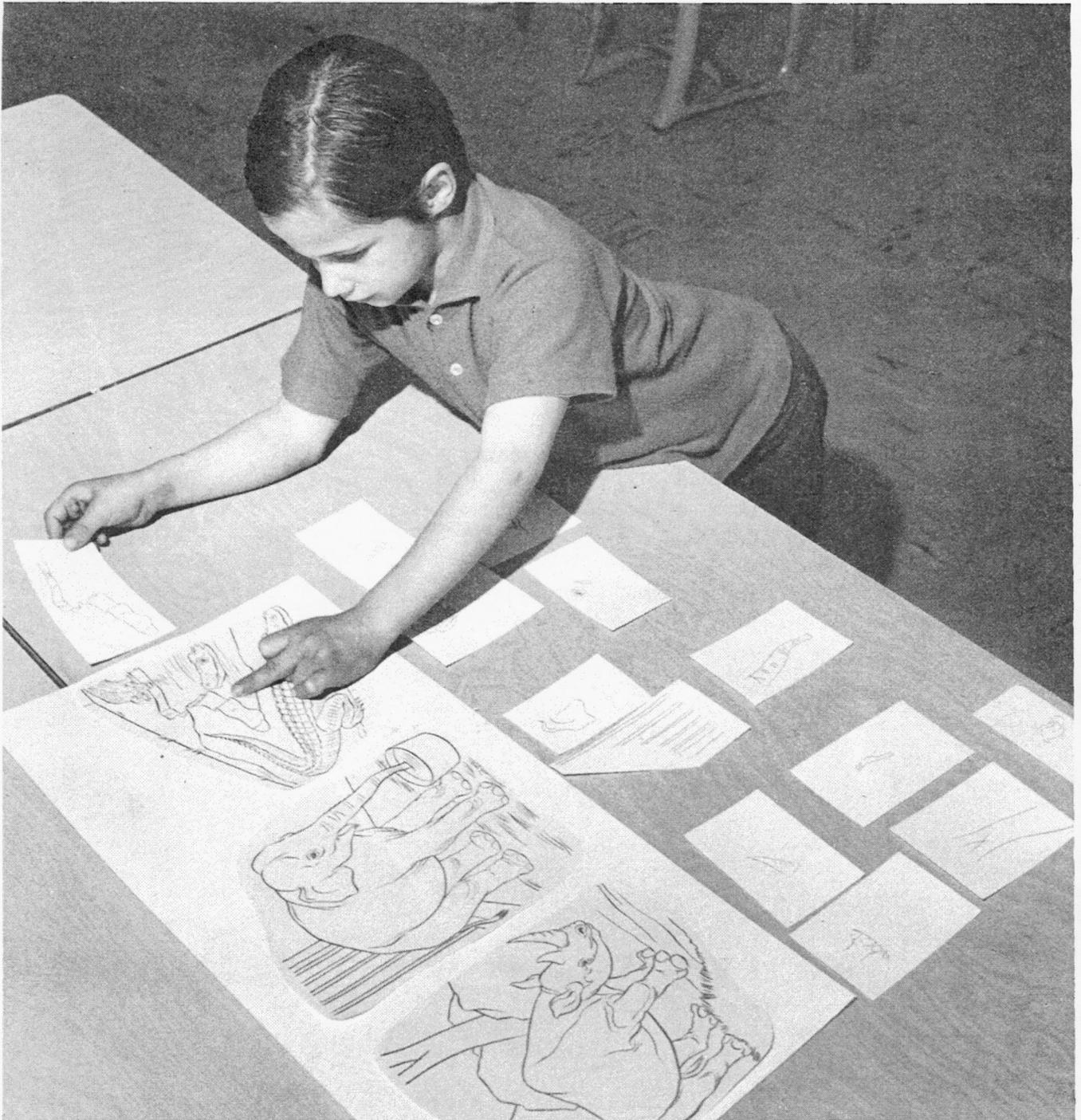
Large box for the two individual boxes.

Note: Any large upholstery store will gladly give a teacher its old sample books. Upholstery is excellent for this workjob because it is strong, does not unravel easily, and comes in 4" x 8" pieces.

MATERIALS

The Part - Whole Game

Skills Learning to look for clues; paying attention to details; seeing the relationship of part to whole; matching.



The child places the picture pieces in the appropriate place on the answerboard, matching the parts with the correct picture. A child who has difficulty with this activity can be given the pictures of the “parts” drawn on clear acetate. In this case, he can place the “part” directly on the “whole” and see that it matches. When the child becomes more sure of himself, he can assemble the parts off the answerboard without having to try them first on the picture.

The teacher may want to make several different sets of part-whole games so the children can have a wide variety of experiences through which to increase their skill.

The teacher might discuss the activity as follows: “Look carefully at this paper, Vincent. Can you find this same part on the answerboard? What makes you say this part is the same? I agree! How about these other pieces? Where do they go?”

Tell me about all these little pieces of paper, Vincent.

How do you know this part goes here?

Can you tell about the whole picture from looking at these small pieces? Why not?

What is this a picture of? And this?

How many pieces are part of the first picture? How many are part of the third?

Which picture has the most parts matched with it?

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

12" X 18" tagboard and cardboard.

Three photographs or pictures cut from magazines.

Clear contact paper to protect pictures.

Masking tape to strengthen edges.

Three to five pieces cut from pictures identical to those on the answerboard.

Container for cards.

MATERIALS

The Letter Boxes

Skills Recognizing similarities and differences; observing letter form; matching; making comparisons.



The child sorts the letter cards into the boxes with the matching letters. Similar workjobs can be made to help the child advance through various stages of reading readiness.

A first game might be made with a color on each box and matching colors on a set of cards to be sorted by the child into the boxes. A variation might be different shades of the color placed on the cards to be sorted into the boxes.

Another game could use different geometric shapes to be sorted. A more difficult set could employ two or three shapes together on each box.

The final game in the series might be several letters placed on each box such as

fan fat rat tan fun rot

In this way the child is gaining important perceptual training in observing letter sequence which is essential in word discrimination in reading.

The teacher, comparing the letter card with each letter on the front of the boxes, might ask, "Is this letter the same, Sherry? Where can it go?"

What did you do with the cards, Sherry?

Point to a sound you know. Good. Do you know any others? Show me the one that sounds like "mmmm."

How are these two letters different? Are they the same in any way?

Which letters have a circle as part of them? A straight line which goes above the line? A curved line that goes below the line?

Are any of these letters in your name?

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

- Empty 1/2-pint milk cartons, tops removed.
- Paper to cover cartons.
- Clear contact paper to protect covered cartons.
- Marking pen to write letters.
- Tagboard strips, 1-1/2" x 6" (five to ten for each letter in the series).
- Container for cards.
- Container for letter boxes and boxed cards.

MATERIALS

Labeling

Skills Matching words and objects; reading; writing.



Children should be very familiar with the labels around the classroom before beginning this workjob. The child selects some cards with words written on them. He matches them one at a time with real objects labeled in the classroom. He draws a picture of each object. Then he practices writing the word with a transparency over it and, when he is ready, writes it under his picture. Two children may enjoy working together on this activity.

ACTIVITY

The teacher might discuss the activity as follows: "Choose some word cards, Suzanne. See if you can find out what the words say by matching them to the words around the classroom. Draw a picture for each of your words and try to write the word when you finish."

GETTING STARTED

What do your words say, Suzanne? How did you find out?

What is the sound this word begins with?

Which word starts with "b"?

Point to the word that names what we use to enter and leave our classroom. How many doors are there in this room? Show me.

Which word names what we look out of to see the outside while we're still inside?

How many words can you read?

IDEAS FOR

FOLLOW-UP DISCUSSION

2" X 6" cards (two for each label).

Marking pen to write words for objects in the classroom (door, piano, wall, window, clock, books, table, chair, ceiling, etc.).

3" X 7" piece of cardboard and transparency taped on three sides with masking tape, making an envelope.

Crayon.

Tissue or cloth.

Paper for making a book.

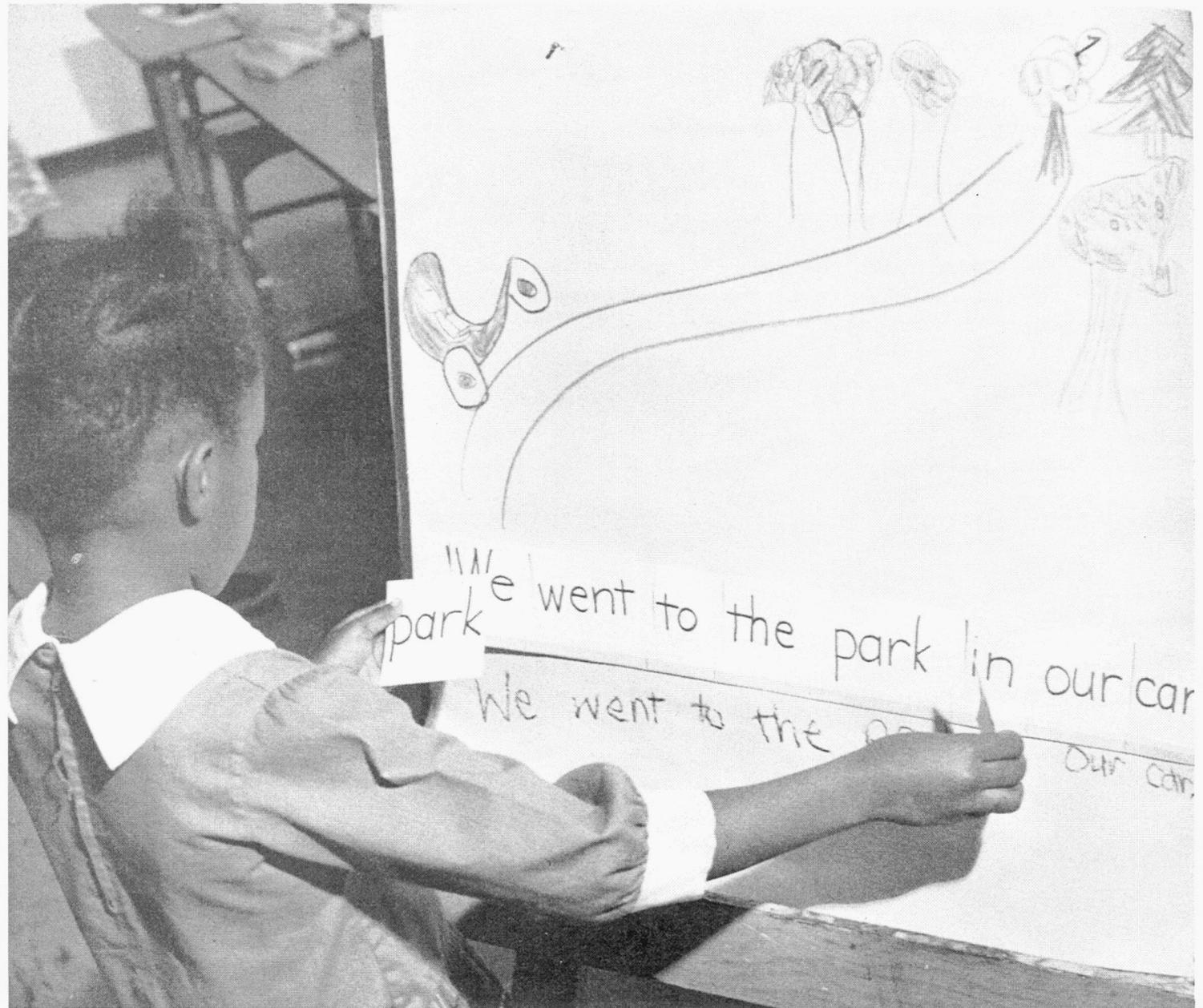
Container for cards and plastic envelopes.

MATERIALS

Note: One label is affixed to the object it names in the classroom. The other label is kept with the workjob.

Individual Sentence Charts

Skills Experiencing the ability to draw and write about what one thinks and share it with other people; matching words in a sentence; reading; writing practice.



The child draws or paints a picture. The teacher then writes at the bottom what the child tells about his picture. The child may try to write under the teacher's words. Later, the teacher writes the words from the sentence and puts on the tag strip to form pockets. The child then can match the individual words to the words in his sentence and practice reading.

Children can make books of these individual sentence pictures. When they have three or more sentences, they can mix up all the words from the sentences and learn the words individually as well as match them.

When the child has finished painting, the teacher might say, "Tell me about your painting. What would you like me to write down about your picture? Good. Read it to me. Would you like to try writing under my writing?" When the child is ready to match the word cards to the words in the sentence, the teacher can say, "Find where these words go in your sentence."

Tell me about your work. What is this at the bottom? Read it to me please.

Which word says "park"? Which one says "car"?

How many words are in your sentence?

Is this sentence you wrote today longer or shorter than the last one you wrote? Show me.

How many letters are in this word?

What do we call this area between the words? What is it for?

What is this mark at the end of the sentence called?

Which is your favorite picture of all the ones you've done? Why?

Mix up all the words from these three sentences, and see how many you can read to me.

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

Easel paper.

Paints and brushes for the child to paint pictures.

Marking pen for the teacher to write the child's sentence as it is dictated.

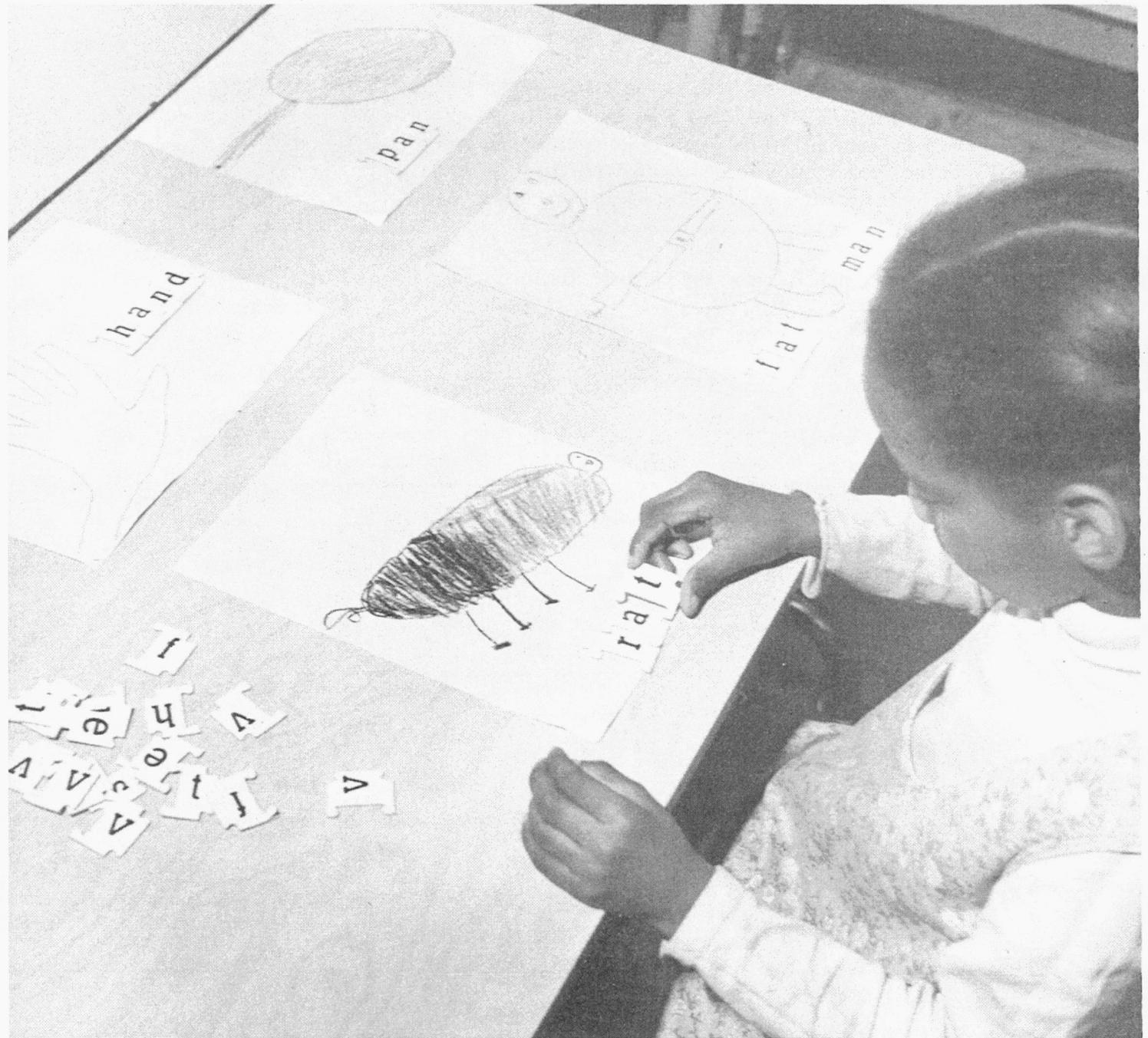
1" strip of tagboard taped to the bottom of each picture, making a pocket chart.

Word cards for writing each word of the child's sentence.

MATERIALS

Spelling

Skills Matching; strengthening left-to-right progression; observing letter and word forms; observing similarities and differences; making selections; reading.



The child matches the linking letters to the letters under the pictures and spells out words. When a child shows real confidence in this game he can cover the word traced on the picture with a strip of construction paper, scramble the letters in the word, and try to spell the word. He can remove the paper strip and check his work.

Eventually the child will be able to scramble the letters from all the words and reassemble them without having to look at the spelling.

The teacher will want to have a series of similar games using different words to give the children more experience.

The teacher might discuss the activity as follows: "What's this a picture of, Alicia? Do you have one? Would you like one? What do you think this word is? Very smart of you! To make this word, you need to find each letter and put them together. Can you find this letter under the picture of the airplane? Good! And what letter are you going to look for next?"

How many letters are in this word?

What do you think this word says? And this one?

How does this word start—with what sound?

Which word starts with the sound "ffff"? With "mmmmmm"?

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

Pictures cut from magazines or drawn by children.

9" X 12" tagboard to back each picture.

Rubber cement.

Clear contact paper to protect the pictures.

Linking letters needed to spell words.

Container for linking letters.

Container for cards and boxed letters.

Note: It is helpful to trace around the linking shape with a pencil and write the letters in each shape *before* using the clear contact paper.

MATERIALS

The Mailman

Skills Observing numerals in a series; matching; role-playing; noticing small details; strengthening left-to-right progression.



The child takes the folder of houses and envelopes and places the houses so he can see each house number. He matches each envelope to the house with the same number, so as to “deliver the mail.”

A child who shows an interest in doing this workjob but finds it too difficult may work with three to five houses and envelopes and work gradually up to ten.

The teacher might discuss the activity as follows: “Moses, have you ever gotten a letter at your house? How did the mailman know to deliver it to your house instead of the house next door? Look at this house and these two envelopes. Is there anything that is the same about this house and one of these envelopes?”

How did you go about delivering the mail, Moses?

But how did you know that this letter should go to this house? Why didn't it go next door?

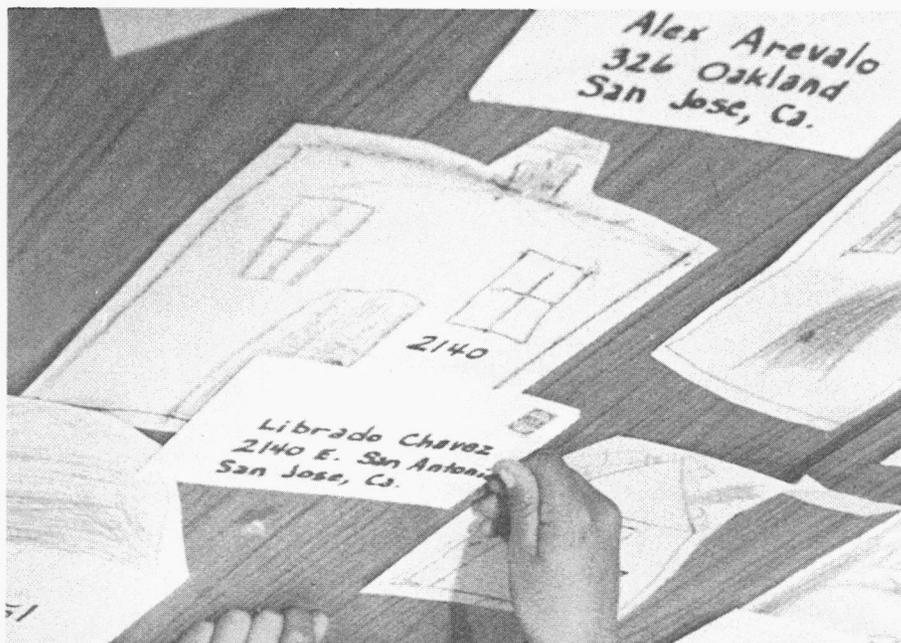
What is this writing on a letter called? And what is this called? Why do we put stamps on a letter?

What is this house number? What is your house number at home? What is the city you live in? Are all the letters you delivered in the same city? Are they all on the same street?

How many houses are there? How many envelopes? Were there more envelopes than houses?

Point to all the houses that have the numeral 6 in their house number.

Are there any house numbers that do *not* have the numeral 1?



Tagboard on which the children have drawn pictures of their houses.

Scissors for cutting out the houses.

Marking pen for writing house numbers.

Envelopes and stamps.

Names and addresses of the children in class whose houses are used.

Paper mailman's hat and mail pouch.

Container for mail pouch, hat, letters, and houses.

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

MATERIALS