Sight Reading: Matching – Word to Picture

Student will learn to match word cards to corresponding pictures.

✦ Suggested Materials

* ✳ **LB15 Language Builder: Phonics & Sight Words Card Set**
* ✳ Images from any of the following:
* **LB1 Language Builder: Picture Nouns Cards**
* **LB2 Language Builder: Occupations Cards**
* **LB3 Language Builder: Emotions Cards**
* **LB4 Language Builder: Picture Nouns 2 Cards**
* **LB11 Language Builder: Verb Cards**
* **LB13 Language Builder: Prepositions**
* **LB14 Language Builder: Opposites**

For quick reference, this list includes words for which there are corresponding picture cards in the Language Builder Card Sets that the student will have practiced matching word to word in the previous lesson.

water	swan	fire	farmer	flower
wash	boy	apple	chair	kitty
eyes	hand	baby	chicken	milk
pull	girl	bear	coat	rabbit
shoe	horse	boat	corn	sheep
heart	bird	bread	cow	squirrel
sew	table	cake	egg	toy
steak				

Student:

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

Monday	Tuesday	Wednesday	Thursday	Friday

◎ IEP Goals

1. When provided a field of 4-8 picture cards and given verbal direction by an instructor to match the word to its corresponding picture, [Student] will correctly match the word to the picture 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].

2. When provided a messy array of 8+ picture cards and given verbal direction by an instructor to match the word to its corresponding picture, [Student] will correctly match the word to the picture 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].

▨ Notes

Sight Reading: Matching – Word to Picture

🔍 Lesson Focus

Student will learn to match word cards to corresponding pictures.

📁 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

The front of this folder provides a list of picture cards that will work well for this activity. Make sure to use words which the student learned to match in **Lesson 154: *Matching – Word to Word***.

Pull relevant flashcards from LB15 Language Builder: Phonics & Sight Words Card Set.

Pull corresponding picture cards from any of the Language Builder Picture Card Sets.

📋 Procedures

1. Hold up the picture card and ask the student: "What is it?" -- "It is a **Cow**."
2. Reinforce the student and place the card down on the table: "Yes! It is a **Cow**."
3. Hold up the corresponding word card and ask the student to: "Put the word **[cow]** with the **Cow** picture."
4. Hand the student the word card and expect them to match the word **[cow]** to the picture of the **Cow**.
5. Prompt if necessary.
6. Wait for the student to match the cards correctly.
7. Reinforce or correct the student as appropriate.

☑ Prerequisites

The prerequisite for *Matching - Word to Picture* is:

★ **Lesson 154:** *Matching - Word to Word*

⭐ Standards

Head Start

★ N/A

Common Core

★ CCSS.ELA-Literacy.RF.K.3

ABLLS-R

★ Q5

VB MAPP

★ R 15-M

🖥 Record Keeping

Data Sheet

★ *Vocabulary-Based Lessons*

Home Communication Sheet

★ *Emerging & Maintaining Vocabulary*

Teacher Tip

You might expect there to be a Phase II in this lesson where we turn things around and ask the student to match the picture of the **Cat** to the word **[cat]**.

However, doing so would require the student to receptively identify the word in the field of words on the table, which is part of the next lesson.

In this lesson, we are just trying to get the student to understand that printed words correspond to real items. You are telling the student what the word is as part of the question. In reality, the student could perform this activity simply by receptively identifying the picture of the **Cat** in the field, without even attending to the word.

But, again, we want to at least introduce the broad concept that words correspond to real life items.

🎵 Lesson Progression

Follow this progression as you ask the student to match the word card to the picture card.

- Introduce 1 word to picture set at a time.
  - » Focus first on short words which easily pair to picture cards in the Language Builder series.
    - › For example: **cow**, **boy**, **egg**, **bird**.
- Follow this progression:
  - » Mass trial matching 1 word card only, such as **[cow]**.
    - › Hold up the picture card and ask the student: "What is it?" -- "It is a **Cow**."
    - › Reinforce the student and place the card down on the table: "Yes! It is a **Cow**."
    - › Do not include a distractor card in the field on the table
    - › Hold up the corresponding word card and ask the student to: "Put the word **[cow]** with the **Cow** picture."
      - • Emphasize the words "word" and "picture" to highlight the distinction.
    - › Hand the student the word card and expect them to match the word **cow** to the picture of the **Cow** which is on the table.
    - › Reinforce and prompt as appropriate.
  - » Following the same pattern as above, mass trial 1 word card vs. a distractor card.
    - › You may need to start with a blank distractor card. Or, you may be able to go right to a word-picture combo which looks very different from the target word and picture. For example:
      - • When teaching the word **[cow]**, use the word **[apple]**, as opposed to the word **[car]**, as the distractor.
    - › For this step, keep the distractor the same for each trial until the student can consistently match the target word. For example:
      - • Use the word **[apple]** as the distractor for every trial.
  - » For the next step, ask the student to match 1 word-picture combo vs. rotating distractors.
    - › Again, distractor cards should be cards you will not be initially teaching or cards that the student has already mastered.
    - › This time, rotate in a new distractor card each trial, or every couple trials, keeping the target word card consistent. For example:
      - • Use the **Apple** picture as the distractor on the 1st trial, then use the **Elephant** picture, then the **Boat** picture.
    - › Do this until the student can consistently match the word **cow** to the picture of the **Cow**, no matter which distractor you use.
  - » Introduce a 2nd target word, such as **[boy]**. Follow the above procedure, until the student can consistently match the word **[boy]** to the picture of the **Boy**, regardless of the distractor used.
  - » When the student can match 2 target words to corresponding pictures:
    - › Step 1: Mass trial matching word-**[cow]** to picture-**Cow** with the **Boy** picture. as the distractor -- Do not ask for the **Boy** picture.
    - › Step 2: Mass trial matching word-**[boy]** to picture-**Boy** with the **Cow** picture as the distractor – Do not ask for the word **[cow]**.
    - › Step 3: Random rotate asking the student to match **[cow]** word to picture and **[boy]** word to picture.
  - » As the student masters more word-picture matches, gradually increase the number of picture cards in the field from 2 to 3, to 4, etc.

⊕ Generalization

Once the student is able to match a significant number of sight words to corresponding pictures:

- Build upon the student's sight-word matching skills to include matching name to pictures of family members and favorite characters in books and videos.
- Have the student play a game of matching words to objects and pictures in their environment.
- Play a memory card game, Go Fish, Old Maid, or other pair-matching game using sight words and pictures.
- Use the *Emerging & Maintaining Vocabulary Home Communication Sheet* to share with parents and caregivers which sight words the student is able to match to corresponding pictures, people or objects, so they can teach matching words at home. This allows for the incorporation of early reading skills into daily routines.

◎ Whole-Child Lesson Ideas

Concentration

This classic card game is well-suited for practicing matching words to pictures. To play this game, you need a deck of cards that contains word cards and their corresponding picture cards. The back of all the cards should be the same (so in this unusual case, your Language Builder Cards are not the best alternative, as they are labeled on the reverse). Place all the cards in a grid, face down. Have the student flip over the cards 2 at a time. If there's a match, leave them face up. Otherwise, flip them back over and try again. Continue until all matches have been found. Let the student claim their matches as winnings and remove them from the game field. As a modification, you can play with all of the cards face up. Playing the game this way tests reading skills not in combination with memory skills. When you play with the pictures and words face up, you can use the Language Builder Cards.
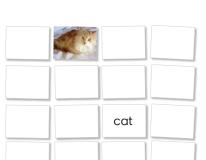
Vocabulary-Based Lessons
DATA SHEET

LESSON NUMBER

LESSON TITLE

STUDENT'S NAME   *DATE*

Prompt Codes				Trial Types		Notes
V	Verbal	FP	Full Physical	MT	Mass Trial	
PV	Partial Verbal	PP	Partial Physical	DT	Distractor Trial	
M	Model	G	Gesture	RR	Random Rotation	
PM	Partial Model	L	Location	REV	Review	

Words Practiced	MT	DT	RR	REV	Words Practiced	MT	DT	RR	REV	Distractors

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										