Box 1: Lesson 14

Matching: Identical Matching—Common Objects Photos

Student will learn to match identical picture cards depicting common objects.

✿ Suggested Materials

This lesson utilizes the identical cards in each of the below products which appear on a plain, white background.

LB1 Language Builder: Picture Nouns

✻ LB1 001, 002, 008, 009, 015, 016, 022, 023, 029, 030, 036, 037, 043, 044, 050 051, 057, 058, 064, 065, 071, 072, 078, 079, 085, 086, 092, 093, 099, 100

LB7 Language Builder: 3D-2D Matching Kit: Foods

✻ All cards

LB8 Language Builder: 3D-2D Matching Kit: Animals

✻ All cards

LB9 Language Builder: 3D-2D Matching Kit: Everyday Objects

✻ All cards

LB10 Language Builder: 3D-2D Matching Kit: Vehicles

✻ All cards

Student:

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

Monday	Tuesday	Wednesday	Thursday	Friday

◎ IEP Goals

1. [Student] will match 62 3D identical pictures of objects, when provided a field of 2-4 pictures and given verbal direction to 'match' by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

2. [Student] will match 62 3D identical pictures of objects, when provided a field of 4-8 pictures and given verbal direction to 'match' by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

3. [Student] will match 62 3D identical pictures of objects, when provided a field of 8 or more pictures in a messy array and given verbal direction to 'match' by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

▤ Notes

_____

_____

Academic Readiness Intervention System

Matching: Identical Matching—Common Objects Photos

🔍 Lesson Focus

Student will learn to match identical picture cards depicting common objects.

📁 Lesson Format

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

🧭 Location

This lesson is intended as an indoor activity that requires the teacher and student to be seated at a table or on the floor, either next to or across from each other. It is most common to sit at a table across from each other.

✂️ Preparation

Pull identical matching cards from:

1. LB1 Language Builder: Picture Nouns Box
2. LB7 Language Builder: 3D-2D Matching Kit: Foods
3. LB8 Language Builder: 3D-2D Matching Kit: Animals
4. LB9 Language Builder: 3D-2D Matching Kit: Everyday Objects
5. LB10 Language Builder: 3D-2D Matching Kit: Vehicles

📋 Procedures

Choose a picture card to begin the lesson.

Start with a picture card that is attractive or motivating to the student. It is a good idea to choose a picture card that the student has mastered matching in the 3D-2D matching activity.

It may be better to start with picture cards from LB7-LB10, which the student has recently used in the 3D-2D matching activity, and then progress to the 15 matched card pairs in LB1.

1. Sit in a chair or on the floor with the student.
2. Make sure you have the student's attention.
3. Place 1 picture card in front of the student.
4. Hand the student the corresponding picture card and ask the student to match the cards.
5. Use the instruction, "Match the **Apples**," "Put with same," or "Put **Apple** with **Apple**.
6. Prompt if necessary.
7. Wait for the student to match the object correctly.
8. Reinforce the student.

☑ Prerequisites

The prerequisites for *Identical Matching—Common Objects Photos* include the following and all preceding lessons:

* **Lesson 13:** *3D to 2D Matching*

⭐ Standards

Head Start
* ITC-10

Common Core
* N/A

ABLLS-R
* B5

VB-Mapp
* VPS & MTS 5-M, VPS & MTS 6-M

🖥 Record Keeping

Data Sheet
* *Vocabulary-Based Lessons*

Home Communication Sheet
* *Emerging & Maintaining Vocabulary*

Teacher Tip

Some of the identical cards in LB7-10 depict the same objects as the identical cards in LB1. For example: There are **Apple** and **Cookie** images in LB1, as well as in LB7. It is best not to use the LB1 Apple cards in the same trial as the LB7 Apple cards. In fact, when you first introduce this activity, you should not use LB1 cards in the same field with any of the LB 7-10 cards. The cards are different sizes and you want to be sure that the student is selecting a match based on the object depicted and not on the size of the card.

🎵 Lesson Progression

- Introduce 1 picture card at a time.
- Follow this progression:
  - » 1 card on the table only.
  - » 1 card vs. a blank distractor card.
  - » 1 card vs. a card which you will not be teaching right away.
    - › For this step, keep the distractor the same for each trial, until the student can consistently match the target cards.
    - › It is a good idea to use a distractor card which is as dissimilar as possible and from a different category. For example, if your target is **Apple**, use **Car** or **Dog** as a distractor, rather than **Orange**.
  - » 1 card vs. rotating distractor cards.
    - › Again, distractors should be cards you will not be teaching for a while.
    - › This time, rotate the distractor card each trial, or every couple trials, keeping the target card consistent.
    - › Start with distractors which are dissimilar and from a different category.
    - › Do this until the student can consistently match the target cards, no matter which distractor card you use.
  - » Introduce a 2nd target card, following the above procedure.
  - » When the student can match 2 target cards:
    - › Step 1: Mass Trial Target 1, with Target 2 as distractor. Do not ask for Target 2.
    - › Step 2: Mass Trial Target 2 with Target 1 as distractor. Do not ask for Target 1.
    - › Step 3: Random Rotate Targets 1 and 2.
  - » As the student masters more target cards, gradually increase the number of cards in the field from 2 to 3, to 4, etc.
  - » Start with a grid array of cards and progress to a messy array of cards.
  - » Continue until the student can match all identical matching cards in Language Builder ARIS.

⊕ Generalization

Once the student is able to match identical pictures from LB1 and LB7-LB10:

- Have the student match pictures of identical items with another staff member.
- Have the student match the pictures of items in another classroom.
- Use picture matching as part of the student's picture schedule at home and in the classroom (see Lesson 115).
- Use the *Emerging & Maintaining Vocabulary Home Communication Sheet* to communicate to parents and home staff about the student's progress. Identical picture matching can be taught at home so that a picture schedule can be incorporated for daily routines.

◎ Whole-Child Lesson Ideas

Memory

As soon as the student is able to consistently match identical pictures, you can then play fun games using the newly acquired matching skills. The traditional game of "Memory" uses identical matching skills in game play.

You can use the Language Builder Cards to play a modified version of the Memory game:

1. Place matching picture cards on the table, face up (as opposed to face down in the traditional Memory game).
2. Prompt the student to collect each of the matching cards 1 pair at a time.
3. Celebrate each win as the student finds another matching pair.
4. Start with only one matching pair on the table and add more pairs as the student understands the idea of the game.
5. If possible, you can try taking turns with the student, as an introduction to appropriate gameplay and peer interaction skills.
6. When finished, count the number of pairs that each of you have collected. (Counting is a later lesson, but it never hurts to incorporate future skills in natural settings.)

◉ Prompting

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

1. Place only the target card on the table.
2. Glance toward the correct match.
3. Point to the correct match.
4. Hand the picture card to the student, holding it next to the matching card.
5. Place the target card closer to the student and the other choices farther away.
6. Hand over hand match the picture card to its identical picture card.

➡ Next Steps

Once the student has mastered matching all of the identical photo cards, you can move to:

- ★ **Lesson 15:** *Identical Matching—Colors*
- ★ **Lesson 16:** *Similar Matching—Common Objects*
- ★ **Lesson 89:** *Identical Matching—Shapes*

Vocabulary-Based Lessons
DATA SHEET

aris™

STAGES learning

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										