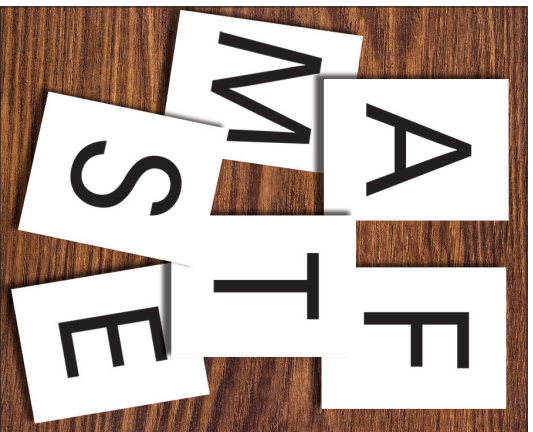*Box 2: Lesson 135*

Print Awareness & Letter Knowledge: Matching – Upper Case Letters

Student will learn to match identical upper case letters.

🎨 Suggested Materials

- ✶ **LB15 Language Builder: Phonics & Sight Reading Cards**
- ✶ Upper case plastic or wooden letter manipulatives

📖 Notes

_____

_____

_____

_____

Student:

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

Monday	Tuesday	Wednesday	Thursday	Friday

◎ IEP Goals

1. [Student] will match upper case letter cards with their corresponding upper case letter card, when provided a field of 4-8 cards and given verbal direction by an instructor to match the letters 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. [Student] will match upper case letter cards with their corresponding upper case letter card, when provided a field of 8 or more cards in a messy array and given verbal direction by an instructor to match the letters, 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].

Print Awareness & Letter Knowledge:
Matching – Upper Case Letters

🔍 Lesson Focus

Student will learn to match identical upper case letters.

📁 Lesson Format

The primary lesson is 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 across from each other.

✂️ Preparation

Pull 2 each of every upper case letter from LB15: Language Builder Phonics & Sight Reading Cards.

📋 Procedures

Start with 1 letter that may be interesting to the student, such as the first letter of their name. It is best to choose a letter that cannot be confused with a shape, such as an (**O**).

1. Sit in a chair or on the floor across from the student.
2. Make sure you have the student's attention.
3. Place 1 letter card in front of the student.
4. Hand the student the corresponding card and ask the student to match the cards.
5. Typical commands include:
   a. "Match the letters."
   b. "Put with same."
   c. "Put (**A**) with (**A**)."
6. Prompt if necessary.
7. Wait for the student to match the letter cards correctly.
8. Reinforce or correct the student as appropriate.

☑ Prerequisites

We suggest first doing:

★ **Lesson 134**: *Matching – Lower Case Letters*

However, if you feel the student would do better learning upper case letters first, you can switch the order.

Prerequisites for matching either upper or lower case letters include the following:

★ **Lesson 14**: *Identical Matching – Common Objects Photos*

★ **Lesson 89**: *Identical Matching – Shapes*

You also won't want to introduce this lesson until the student has basic expressive and receptive language skills.

⭐ Standards

Head Start

★ N/A

Common Core

★ N/A

ABLLS-R

★ N/A

VB MAPP

★ R 12-e

🖥 Record Keeping

Data Sheet

★ *Vocabulary-Based Lessons*

Home Communication Sheet

★ *Emerging & Maintaining Vocabulary*

Teacher Tip

Don't be discouraged if retention of letters is not perfectly linear. It might take a few passes for certain letters to stick!

🎵 Lesson Progression

Introduce 1 letter card at a time.

- Follow this progression:
  - » Mass trial matching 1 letter card only, such as (**A**).
  - » Mass trial 1 letter card vs. a distractor card you will not be teaching.
    - › You may need to start with a blank distractor card or an unrelated card like **Cat**.
    - › Do not choose a distractor card that starts with the letter you are teaching. For example, do not use the **Apple** card as a distractor for the letter (**A**).
    - › For this step, keep the distractor the same for each trial until the student can consistently match the target letter.
  - » Introduce a 2nd target letter such as (**B**), following the above procedure, until the student can consistently match the new target letter cards.
  - » When the student can match 2 upper case letters:
    - › Step 1: Mass trial (**A**) with (**B**) as distractor.
      - • Do not ask for (**B**).
    - › Step 2: Mass trial (**B**) with (**A**) as distractor.
      - • Do not ask for (**A**).
    - › Step 3: Random rotate asking for (**A**) and (**B**).
  - » As the student masters more target letters, gradually increase the number of letter cards in the field from 2 to 3, to 4, etc.
  - » Continue until the student can match all upper case letters in the alphabet.

⊕ Generalization

Once the student is able to match upper case letters from A to Z:

- Use handwritten flashcards to try matching, as they may look a bit different to the student than printed letters.
- Use handwritten flashcards with the letters written in different colors.
- Have the student match plastic or wooden letters to each other, or to the letter cards.
- Have the student match letter cards to letters in simple alphabet books or other learning materials.
- Play a modified memory game using letter cards.
- Play a modified game of Go Fish using letter cards.
- Have the student draw lines between matching letters, using the *Upper Case Matching Activity Sheets* in the Reproducible Activities Book.
- Use the *Emerging & Maintaining Vocabulary Home Communication Sheet* to let parents and caregivers know which upper case letters the student can match, so they can teach upper case letter matching at home and can begin to incorporate early reading skills into daily routines.

◎ Whole-Child Lesson Ideas

Butcher Paper Walk

Roll out and tape a 6-foot sheet of butcher paper to the floor. Write out the letters the student has mastered, making sure there are a matching pair of each letter. Hand the student a marker and ask them to circle and connect the matching pairs.

◉ Prompting

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

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

→ Next Steps

If you chose to introduce *Matching - Upper Case Letters* first, when the student has mastered matching all upper case letters, you can move on to:

- ★ **Lesson 134:** *Matching – Lower Case Letters*

When the student can match both upper and lower case letters, you can move on to:

- ★ **Lesson 140:** *Matching – Upper to Lower Case Letters*

If you think matching the different cases may be confusing to the student, you can try going first to:

- ★ **Lesson 136:** *Receptive Identification of Letters – Lower Case*

  – or –

- ★ **Lesson 137:** *Receptive Identification of Letters – Upper Case*

Another direction to go after the student can match letters is:

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

Feel free to experiment a little with lesson order. Different students may be successful approaching letter recognition in different ways.

Vocabulary-Based Lessons
DATA SHEET

LESSON NUMBER

LESSON TITLE

STUDENT'S NAME　　　　　　　*DATE*

Prompt Codes

V	Verbal	**FP**	Full Physical
PV	Partial Verbal	**PP**	Partial Physical
M	Model	**G**	Gesture
PM	Partial Model	**L**	Location

Trial Types

MT	Mass Trial
DT	Distractor Trial
RR	Random Rotation
REV	Review

Notes

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										