



Down Syndrome Achievement Centers  
educate. inspire. believe.

## GiGi's Playhouse Literacy Curriculum Activity

<b>Activity Name</b>	Matching Selecting Naming
<b>Purposeful Progression</b>	1.4 and 1.5 Learn whole words using matching, selecting and naming
<b>Materials Needed</b>	Use the category units that you already have from your tutoring sessions. Review the instruction guide at the end of this activity sheet
<b>Success Step</b>	Start each session by having the student show you something they already know!
<b>Procedure</b>	<p><b>Step 1: Matching</b> – Show the student the dictionary card, say the name of the picture and reference the word underneath. Next, show the student the word card that matches; say the word and give it to him/her to place on the matching word. Clap or celebrate that he/she matched the word correctly! Go through all of the dictionary and word cards in the unit as many times as you feel the student needs before moving on to selecting.</p> <p><b>Step 2: Selecting</b> – Selecting involves having the student choose the matching word card. Give the student one dictionary card and hold up two words cards. Then ask him/her to find the one that matches. For beginning or struggling readers, you can hold up the correct answer and a blank card in order to help the student choose successfully. You can also give the student two dictionary cards and then hand him/her a word card to find the correct match. Always celebrate a correct answer! Repeat selecting as many times as you feel necessary before moving on to naming. If a student struggles with selecting, go back to matching.</p> <p><b>Step 3: Naming</b> - In this step, you place the dictionary cards on the table and hold up the word cards while asking the student to tell you what is written on the card. The student can use the dictionary cards for reference if he/she needs to while practicing the skills of naming. You will be able to tell when the student no longer uses the dictionary cards and is just saying the names on the word cards. If a student is not able to say the name of the word verbally, he/she can demonstrate recognition of the words by signing or matching them to the picture cards that do not have words on them. Celebrate correct answers! If the student struggles with naming, go back to selecting.</p> <p><b>Step 4: Introduce High Frequency Words</b> – In this step, you introduce the repetitive words in the selected book. You can tell the student what the words are and practice matching, selecting, and naming them using the techniques described above. You are only using word-to-word recognition as there are no pictures for these words. For example, “Here is the word <i>the</i>, and here is the word <i>the</i>. Can you match <i>the</i> to <i>the</i>?”</p> <p><b>Step 5: Incorporate High Frequency Words and Word Cards into Sentence Strips</b> – Using the dictionary cards as a sentence model as needed, the student arranges the word cards into a sentence.</p>

	<p><b>Step 6: Read the Book:</b> - After the student has learned all of the words and sentences included in the book, he/she reads the book aloud to you. To build independence and fluency skills, first read the book to the student, then read the book together, and end by having the student read the book to you. (“I Do, We Do, You Do” strategy)</p> <p><b>Step 7: Reading Comprehension:</b> After the student reads the book, build comprehension skills by having fun talking about the book, what he/she liked about it, and how it relates to his/her own life or experiences.</p> <p><b>Additional Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>• You can incorporate matching, selecting, and naming into a variety of activities. For example, you can hide the words in a bin of beans and the student can search for them before matching them.</li> <li>• You can have the student run back and forth in relay race fashion to match the words.</li> <li>• Parents can create their own games based on the interests of the student.</li> </ul>
<b>Additional Notes</b>	<p>Relax and have lots of fun matching, selecting and naming</p> <p>At GiGi’s Playhouse, we teach using the I Do, We Do, You Do Teaching Method (Archer &amp; Hughes, 2010). Use this language to guide their efforts:</p>
<b>I do</b>	<p>Show the student what to do first.  “Watch me...”, “I’ll show you...”, “This is how I...”, “The way to do this...”</p>
<b>We do</b>	<p>Invite the student to join you and work on the task together.  “Help me...”, “Let’s...”, “We can...”, “Together we can...”</p>
<b>You do</b>	<p>Have the student try independently.  “Now you try...”, “You can...”, “I’ll watch you...”</p>
<b>Source of Activity</b>	<p>GiGi’s Playhouse One-on-One Literacy Program Curriculum Guide  <i>How to Teach Reading to Children with Down Syndrome</i>, Patricia Oelwein</p>

**A category or family unit should have all the following components**

<p><b>Dictionary Cards</b></p>	<p>A card with a picture and a word</p>	
<p><b>Word Cards</b></p>	<p>A card with only the word that matches the size and font of the dictionary card</p>	
<p><b>Picture Cards</b></p>	<p>A card with only the picture</p>	
<p><b>High Frequency Word Cards</b></p>	<p>A card with the repetitive words for the unit. You should have two sets.</p>	
<p><b>Book</b></p>	<p>This book is from <a href="http://www.readinga-z.com">www.readinga-z.com</a> We also create personalized units and books based on your student's interests. Just ask your literacy coordinator</p>	

## How to Implement Matching/Selecting/Naming:

Matching	Selecting	Naming
<ul style="list-style-type: none"> <li><input type="checkbox"/> Show the student the dictionary card (“this is a kitten”)</li> <li><input type="checkbox"/> Say the name of the picture and reference the word underneath (“this word says kitten”)</li> <li><input type="checkbox"/> Show the student the word card that matches (“and this word says kitten”)</li> <li><input type="checkbox"/> Hand the word card to the student and ask them to match it to the word on the dictionary card (“can you match kitten and kitten”)</li> <li><input type="checkbox"/> Clap and celebrate that he/she matched the word correctly</li> <li><input type="checkbox"/> Repeat this process with all the dictionary and word cards as many times as you feel the student needs before moving on to selecting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Give the student one dictionary card</li> <li><input type="checkbox"/> Hold up two-word cards</li> <li><input type="checkbox"/> You can begin selecting using a blank card and the correct answer to help student learn to choose.</li> <li><input type="checkbox"/> Ask the student to choose which one matches the dictionary card</li> <li><input type="checkbox"/> The student should choose the correct word card and place it on the dictionary card</li> <li><input type="checkbox"/> Celebrate the correct answer</li> <li><input type="checkbox"/> Repeat this process with all the dictionary and word cards as many times as you feel the student needs before moving to naming</li> </ul> <p>If the student chooses wrong answers or struggles with selecting, go back to matching.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Place dictionary cards on the table</li> <li><input type="checkbox"/> Hold up a word card while asking the student to read what that card says</li> <li><input type="checkbox"/> Students can name words by saying them, signing them or by matching them to a picture card with no word underneath</li> <li><input type="checkbox"/> The student can reference the dictionary cards if he/she needs to while practicing the skill of naming.</li> <li><input type="checkbox"/> Celebrate correct answers!!</li> </ul> <p>If the student struggles with naming, go back to selecting.</p>

## Teach High Frequency Words:

Use the matching/selecting/naming technique to teach the high frequency words in your unit.  
 “This word is “a” and this word is “a”, can you match “a” to “a”?”

## Use Sentence Strips to practice reading:

Arrange the high frequency words in sentence order and swap out the nouns.

You can place the dictionary cards above the sentence strip if the student needs to reference it. In this example, kitten would be swapped out for a different animal after the student reads this sentence.

 <p>kitten</p>	This	is	a	kitten
--	------	----	---	--------

## Read the Book after the student knows all the words

It is very powerful and builds tremendous confidence when our students can pick up a book and read all the words!

## Matching/Selecting/Naming does not have to be done just sitting at a table!!

Here are some fun ideas:

<p style="text-align: center;"><b>Playdoh</b></p> <p>Use cookie cutter letters to make phonogram letters or whole words from family book or interest book.</p>	<p style="text-align: center;"><b>Movin' It</b></p> <p>Write words or letters on notecards and lay on the floor around the tutoring lab. Call out a word/letter and have the student "stomp" on the correct word. (Variations: hop to it, crawl, crab walk, skip)</p>
<p style="text-align: center;"><b>Memory Game</b></p> <p>Lay the word cards and picture cards face down and have student turn over two at a time to see if they match</p>	<p style="text-align: center;"><b>Magnetic wands</b></p> <p>Add paper clips to the word cards so the student can pick them up with the magnetic wand</p>
<p style="text-align: center;"><b>Relay Races</b></p> <p>Have the student run back and forth to match the cards</p>	<p style="text-align: center;"><b>Sensory bins</b></p> <p>Place word cards in a bin filled with dry pasta, beans, cotton balls, pom poms, etc. and have them "dig" for them before matching</p>
<p style="text-align: center;"><b>Word walls</b></p> <p>Put the dictionary cards in the word wall and have student stand next to it and match them – pretend they are the "teacher"</p>	<p style="text-align: center;"><b>Come up with your own creative idea!</b></p> <p>Just be sure to include matching, selecting and naming in the fun!</p>