# Matching: Common Objects Similar Matching

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

## 🎨 Suggested Materials

**LB1 Language Builder:**
**Picture Nouns**

✸ LB1 001-105

✸ Blank distractor cards

**LB7-10 Language Builder:**
**3D-2D Matching Kits**

✸ Cards and objects for Apples, Cookies, Chairs, Beds, Boats, Cars, Cats, and Birds

**Student:**

**Projected activities for: __/__/__ to __/__/__**

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
|        |         |           |          |        |

📖 **Notes**

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# Matching: Common Objects Similar Matching

## 🔍 Lesson Focus

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

## 📁 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 at a table or on the floor, either next to or across from each other.

## ⚡ Preparation

Pull the similar matching cards from LB1 Language Builder: Picture Nouns Box.

## 📋 Procedures

Choose a card to start with and find a similar card (for example: LB1-001—Apple and LB1-003—Apples Sliced in Half). Start with a card that is attractive or motivating to the particular student. It is a good idea to choose a card with which the student has had significant success matching in **Lesson 14:** *Common Objects Photo Identical Matching*.

1. Sit in a chair or on the floor facing 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 similar picture card and ask the student to match the cards.
5. Typical commands include "Match (say the name of the picture)," "Put with same," or "Put **Apple** with **Apple**."
6. Prompt if necessary.
7. Wait for the student to match the picture correctly.
8. Reinforce the student.

## ☑ Prerequisites

Prerequisites for the *Common Object Similar Matching Lesson* include the following, and all lessons that precede it:

★ **Lesson 14:** *Common Objects Photo Identical Matching*

## ⭐ Standards

**Head Start**

★ ITC-10

**Common Core**

★ N/A

**ABLLS-R**

★ B8

**VB-MAPP**

★ VPS & MTS 9-M

## 🖥 Record Keeping

**Data Sheet**

★ *Vocabulary-Based Lessons*

**Home Communication Sheet**

★ *Emerging & Maintaining Vocabulary*

## 🎵 Lesson Progression

- Introduce one similar matching card category at a time.
- Follow this progression:
  - » 1 card only.
  - » 1 card vs. a blank distractor card.
  - » 1 card vs. a distractor card that you will not be teaching immediately.
    - › For this step, keep the distractor the same for each trial until the student can consistently match the target card to the corresponding card.
    - › It is a good idea to use a distractor that is as dissimilar as possible and from a different category. For example, if your target is **Apple**, use **Dog** as a distractor rather than **Orange**.
  - » 1 card vs. rotating distractor cards.
    - › Again, distractors should be cards you will not be teaching for awhile, or even cards that you will never teach with the similar matching lesson (i.e. cards that are not in the 001-105 section, such as **Elephant**, **Umbrella**, etc.)
    - › This time, rotate the distractor card each trial, or every couple trials, keeping the target card consistent. For example, instead of using **Dog** as the distractor for every trial, rotate distractors of **Dog**, **Elephant**, **Umbrella**, and **Table**.
    - › Again, start with distractors that are dissimilar and from a different category. If you are teaching **Apple**, don't use **Orange**, or even **Pizza**, as the distractor.
    - › Do this until the student can consistently match the target card to the corresponding card no matter which distractor card you use.
  - » Introduce a 2nd target object, following the above procedure until the student can consistently match the target card to the corresponding card when placed against rotating distractor cards. Stop teaching **Apple**, and teach **Bird**.
  - » When the student knows 2 target objects:
    - › Step 1: Mass Trial Target 1 with Target 2 as distractor. (Ask to match **Apple** 10 times in a row with **Bird** as distractor.)
      - › Do not ask for Target 2.
      - › Always start with the card on a white background (the student learned this in the *Identical Matching Lesson*) on the table first, and ask the student to match the same similar card each time.
      - › For example, start with Apple Card 001 on the table and only give the student Apple Card 003 to match.
      - › When the student can consistently match Apple 003 to Apple 001, start asking them to match Apple 004 to Apple 001.
      - › Once your student can match Apples 003-007 to 001, start with other Apple cards on the table. (i.e. Apple 005 on the table, and the student is asked to match Apple 007 to 005.)
    - › Step 2: Mass Trial Target 2 with Target 1 as distractor. (Ask to match **Bird** 10 times in a row, with **Apple** as distractor.) Do not ask for Target 1.
    - › Step 3: Random Rotate Targets 1 and 2. (Put **Apple** and **Bird** both on the table and randomly ask to match each during a 10 trial session.)
  - » As the student masters more target cards, gradually increase the number of objects 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 picture cards in Language Builder ARIS to their corresponding similar card. Your ultimate goal is to be able to put all 15 category cards on the table at once, and hand the student each similar matching card for them to stack with its appropriate category.
- You can also use the cards and objects from the 3D-2D Matching Kits for this lesson.
- Refer to the ABA and Instruction Basics chapter in the instruction manual for a detailed explanation on how to introduce new materials.
- To increase the possibility of initial correct responses, you may need to heavily prompt the first trials when you introduce a new similar matching category. Depending on the student's success on those first trials, increase or decrease the level of prompting as appropriate.

## ⊕ Generalization

Once the student is able to match all of the similar common object cards:

- Have the student match similar common object cards with another staff member.
- Have the student match the pictures of common objects in another classroom or area of the classroom.
- Use different manipulatives that are the same as the pictures to practice matching. You can start with the items in the 3D-2D Matching Kits then add other manipulatives or pictures you have in the classroom.
- Expand to matching similar objects when available throughout the student's day (dramatic play area, kitchen).
- Communicate to parents and home staff about the student's progress, so they can do similar matching activities at home.

## ◎ Whole-Child Lesson Ideas

### I Spy Matching Game

1. Show the student one of the similar matching cards.
2. The student will then need to look around the room and find the matching picture of the similar item or a 3D object that matches.
3. When they find the match, they can retrieve it and bring it back to you as quickly as they can.
4. Modify this activity by having all of the matches on a table on the other side of the room.
5. This is a great way to increase generalization of the similar matching skill.

## 🗨 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 match to the student, holding it right beside the corresponding card.
5. Place the target match closer to the student and the other choices further away.
6. Hand over hand match the target card to the corresponding similar picture card.

## → Next Steps

Once the student has mastered matching all of the common object cards, you can move on to:

- ★ **Lesson 19:** *Receptive 2D Picture Noun Labeling*

# Vocabulary-Based Lessons
## DATA SHEET

**aris**™  **STAGES** learning materials

*LESSON NUMBER*  *LESSON TITLE*

*STUDENT'S NAME*  *DATE*

| Prompt Codes | | | | Trial Types | | Notes |
|---|---|---|---|---|---|---|
| V | Verbal | P | Physical | MT | Mass Trial | |
| PV | Partial Verbal | PP | Partial Physical | DT | Discrete Trial | |
| M | Model | G | Glance | RR | Random Rotation | |
| PM | Partial Model | L | Location | REV | Review | |

| Words Practiced | MT | DT | RR | REV | Words Practiced | MT | DT | RR | REV | Distractors |
|---|---|---|---|---|---|---|---|---|---|---|
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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 | | | | | | | | | | |