

Matching

GOALS

Comprehension

Making predictions: Help students to use the title of the book and cover illustration to make predictions about what will be matched. After reading, check on predictions made at the beginning.

Vocabulary

High-frequency Words: can, I, put, some, what, with, you

Content Words: babies, balls, bats, cookies, cups, cutters, forks, hats, knives, lids, match, mothers, pens, people, saucers

Phonemic Awareness

Recognise and produce words that begin with the same sound: /kn/

Phonics

Letters and Sounds: Kn /n/

Words to Blend and Segment: knot, knit, knob, knee, knife

Fluency

Students practise reading the book on their own and then to the teacher (orally).



There are so many different homes for people to live in.

Before Reading

- Read the title. From the cover photo and title students predict what the text might be about. Ask: What do you think this text will be about? What do you know about matching? What does *match* mean? What things do you see matched? (socks) How do you know which pairs go together? (stripes and colours) Do you match your own pairs of socks at home? Do you have a pair of matching socks on now?
- Read the title page together. Ask: Are these things matching? How?
- Talk/walk through the pictures. Discuss what things they see to match on each page.
- Before turning to page 16, ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. On page 2 discuss the picture and what can be matched. Could these hats be matched to the people? Which word says *hats*? What letter would *hats* start with? Find the word that starts with h. Do the same for *people*, then read the words together, pointing to the words as they are read.
- Follow this pattern for each page discussing what different things can be matched, then looking for the initial letter of the key words before reading each page. Remind students to make sure the words look right, sound right and make sense. (reflect what is in the picture)
- On page 16, students reveal and read the ending. Notice it is a question for them to answer. Ask: How do we read a question? Ask students to copy your model.
- Have students notice the repetition on each page. Ask: How does this help the reader? *I can put some... with some....* (Helps predict and using pictures for clues about the new words.)

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the question on page 16. Ask: What things can be matched. Students illustrate and label these.
- Have students think of more things to match. They find newspaper or magazine pictures they can match. They glue these to make a collage chart and label them.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /kn/ /n/ (The k is silent.) Students listen for the /kn/ sound as words are spoken, then they repeat after you, slowly stretching the sounds, e.g. /n/ /o/ /t/, knot, knit, knob, knife, knee. Say more words beginning with /kn/, e.g. know, knight, knock, knew.
- Play a game where you say a word and students repeat it, stretching the sounds, then breaking the word into individual sounds, e.g. *knives* /n/ /i/ /v/ /s/. Note there is a long /i/ in *knives*.

Phonics

- Recognise words that begin with the sound /kn/, where the k is silent. Write the words knot, knit, knob, knee, knife on the board to practise blending and segmenting the sounds together as a group, e.g. /n/ /o/ /t/, knot. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *with, can, put, some, what, you, I*. Print a set of the flash cards from the inside front cover for each student. Read them together. Ask students to locate and read these words in the book.
- Have students make the words into a sentence, putting objects that match in the two blank spaces, e.g. pen and paper. They read their sentence to a partner.
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. *saucers, knives, cutters*. Discuss other new vocabulary and its meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. page 2, *I can put some hats with some people*.

Fluency

- Students practise reading the book on their own and then to you.

Writing

- Have students write a new text using the pattern of the text, e.g. I can put some buckets with some spades. They write the text and illustrate it.
- Students make a two-column chart to show things that were matched in the text, e.g. bucket/spade. They can add more to their chart and use the chart to retell the story to a partner. The chart can be illustrated and shared with the class.

Home/School Link

Take the book home and any related activity done in class to share with family.