

Word matching

What

In word matching activities, students seek to match words that are exactly the same or to sort them into piles of words that match.

There are many variations of word matching activities:

- match the cut-up words against the text
- build the text (class or team effort)
- remove the text word by word (class or team effort)
- match words from a familiar text and sort into groups
- find the missing word
- find the words that have been swapped.

Why

In word matching activities the focus is on visual discrimination of words (the way the words look).

Students are provided with opportunities to develop the following skills:

- visually discriminating words
- building a sight vocabulary
- using the metalanguage related to words and their position in the text.

How

There are six sample activities that provide ways in which this strategy may be applied with groups of students.

Peruse the six strategies; you will be required to select and trial one of these strategies as the activity for this section of the unit.

Activity 1 - Match the cut-up words against the text

You will need:

- a supportive text which has been used for shared reading, or one which the students are familiar with, or one which students can read along with, with minimal assistance
- a copy of the words of the text on cards (photocopied or printed by hand)
- blutac for puffing on the back of the cards if the activity is to be conducted on a whiteboard.

Steps	Examples
<ul style="list-style-type: none"> • Arrange the words in random order beside the text. It will be useful to limit the number of words by using small sections of the text at any one time. • The teacher aide and students read the text together with the teacher aide (or students) pointing to the words one by one. • Point to the first word in the text and say it aloud. • Invite students to find the first word from the randomly placed words and match it against the text. Use the terms such as first and word explicitly to help reinforce these metalinguistic concepts for students. • If space permits, place the words one by one against the original text to see that they match. • Continually read and re-read the assembled text reinforcing the notion of one-to-one correspondence. This procedure also models effective reading strategies. • Students may practise the word matching alone, with a partner or with a small group after many joint efforts, and with the teacher aide. • Make sure students read the words as they go. 	<p><i>Let's read this together.</i></p> <p><i>The first word is _____.</i></p> <p><i>See if you can find it and put it beside the word in the book.</i></p> <p><i>The next/last word is _____ . Find it and put it in the proper order.</i></p> <p><i>Read what you've built so far.</i></p>

Activity 2 - Build the text (class or team effort)

You will need:

- a copy of the short supportive text with which students are familiar
- cut-up words arranged in order.

Steps	Examples
<ul style="list-style-type: none">• Display the text so that students can see it to provide support when matching the words.• Distribute the words to students.• Read the text together.• Read the text again calling the words one at a time.• Invite students to bring out the words as they are called and arrange them in order to match the text. The words may be called in order, but they do not have to be.	<p><i>Look at the words you have in front of you. See if you have the word _____. If you do, put it next in order.</i></p>

NOTE:

Initially, the activity may be conducted with the text displayed. Later you may choose to cover the text and reveal it only when students are ready to check if the words match.

Activity 3 - Remove the text word by word (class or team effort)

You will need:

- a copy of the short supportive text with which students are familiar
- cut-up words arranged in order.

Steps	Examples
<ul style="list-style-type: none"> • Arrange the cut-up words in order beside the text. (Initially, put them beside the original text. As students become more familiar with the text you may use the words only.) • Read the text with students. • Name a word and invite students to remove the nominated word until there are no words left. Alternatively, invite students to remove a word that is described according to its position in the text, for example, the last word in the first line. • Invite students to identify the word that has been described in terms of its position. 	<p><i>Take away the word _____.</i></p> <p><i>Find the second word in the last line and remove it.</i></p> <p><i>What word is it?</i></p>

Activity 4 - Match words from a familiar text and sort into groups

You will need:

- multiple copies of some of the words from a familiar text (4 or 5 different words will be enough)
- a few 'distracter' words that are similar to some of the words.

Steps	Examples
<ul style="list-style-type: none"> • Spread all of the words in front of students. • Remind students which text the words come from. • Invite students to sort the words into piles of similar words. • Inform students that there may be some words that don't belong. • Suggest that the words that don't belong will need to be put to one side. 	<p>Make a little pile of all of the words that are the same.</p> <p>If there are any that don't belong, just put them to the side.</p>

Activity 5 - Find the missing word

You will need:

- a copy of the short supportive text with which students are familiar
- cut-up words arranged in order.

Steps	Examples
<ul style="list-style-type: none"> • Arrange the words in order beside the text. • Read the text with students. • Invite students to close their eyes. • Remove one word from the cut-up version of the assembled text. (As a more difficult activity you could close up the gap, but not until students are very familiar with the procedure.) • Invite students to see if they can work out which word has been removed. (To identify the word they will have to do one-to-one monitoring of words.) Alternatively, invite students to describe the position of the word that has been removed. • Invite someone to put it back in its place. 	<p>TA: <i>Close your eyes.</i></p> <p>TA: <i>See if you can work out which word is missing.</i></p> <p>S: <i>It is the second word in the first line.</i></p> <p>TA: <i>See if you can put the word back where it belongs.</i></p>

Activity 6 - Find the words that have been swapped

You will need:

- a copy of the short supportive text with which students are familiar
- cut-up words arranged in order.

Steps	Examples
<ul style="list-style-type: none"> • Arrange the words in order beside the text. • Read the text with students. • Invite students to close their eyes. • Swap two words from the cut-up version of the assembled text. • Invite students to see if they can work out which words have been removed. • Invite students to say the words that have been swapped. (To identify the word they will have to do one-to-one monitoring of words.) Alternatively, invite students to describe the position of the words that have been swapped. • Invite someone to swap the words back to their proper place. 	<p>TA: <i>Check to see if you can find two words that have changed places. You will need to read each word carefully and see if it is in the correct place.</i></p> <p>S: _____ has been swapped with _____.</p> <p>Or</p> <p><i>The first word has been swapped with the second word in the last line.</i></p> <p>TA: <i>See if you can put the words back in their proper place. How will you work it out?</i></p>