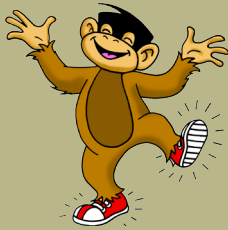


Academic Success for All Learners

Making a *Difference*



Sam & Friends

Reading for All Learners

Matching Sizes, Shapes and Colors

Academic Success for All Learners is making a difference in classrooms just like yours and in some of the toughest learning environments around the globe. Our programs will make a difference in the reading abilities and confidence of your learners. The Reading for All Learners Programs will make a difference in The Five Essentials:

- (1) phonemic awareness,*
- (2) phonics, (3) fluency,*
- (4) vocabulary, and (5) text comprehension.*

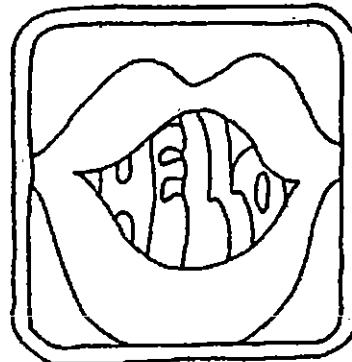
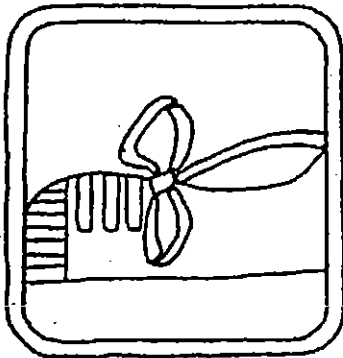
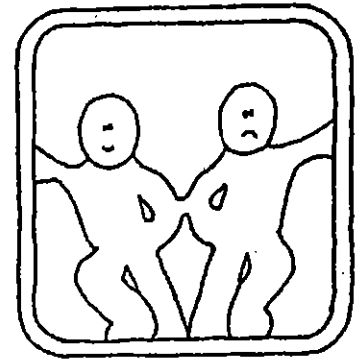
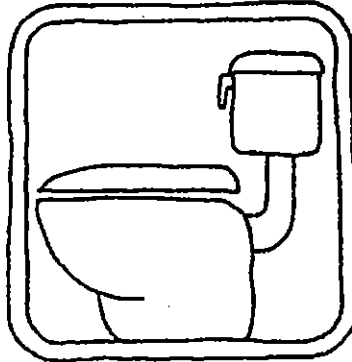
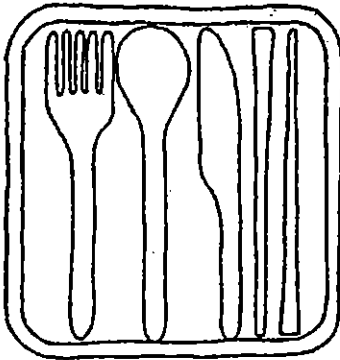
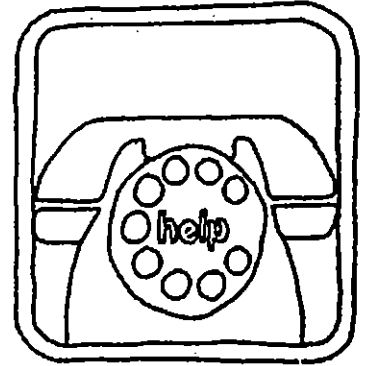
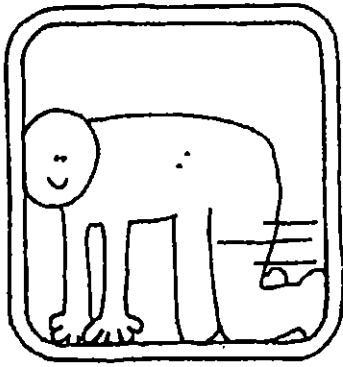
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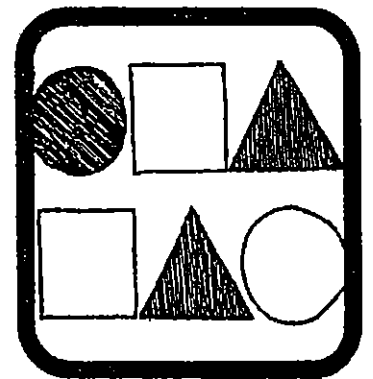
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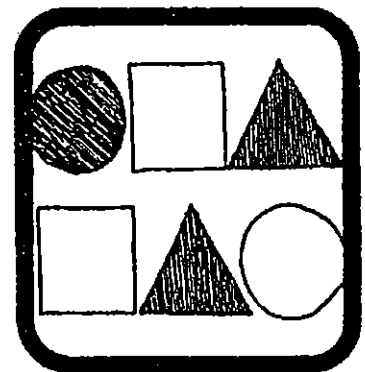
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**MATCHING SIZES,
SHAPES AND
COLORS**



MATCHING SIZES, SHAPES AND COLORS



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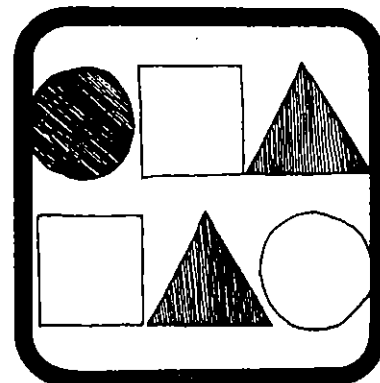
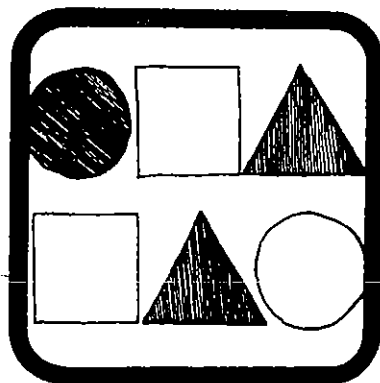
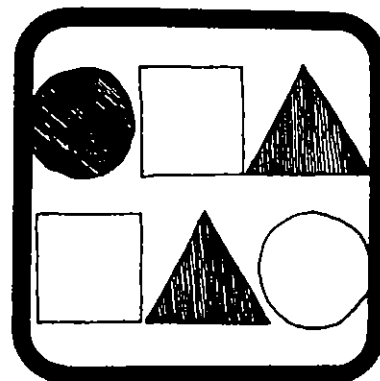
**Thanks to Julie Landeen and Michael Gallery for contributions
to development and validation**

The skills and concepts taught in this program provide the gateway
skills for successful participation in academic instruction.



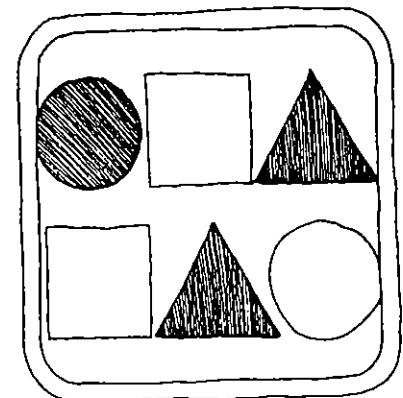
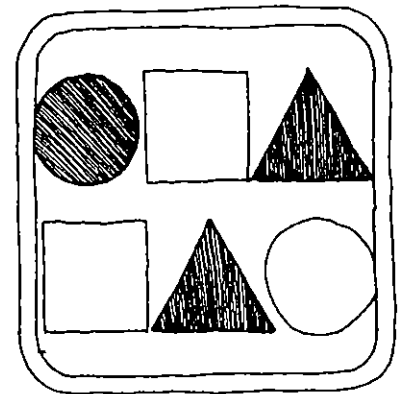
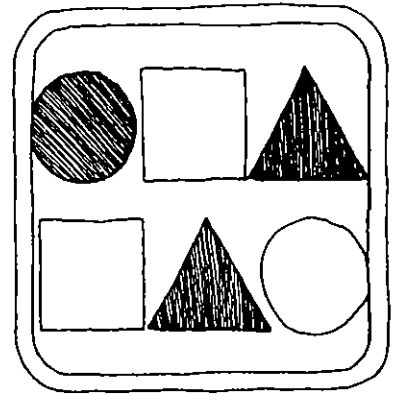
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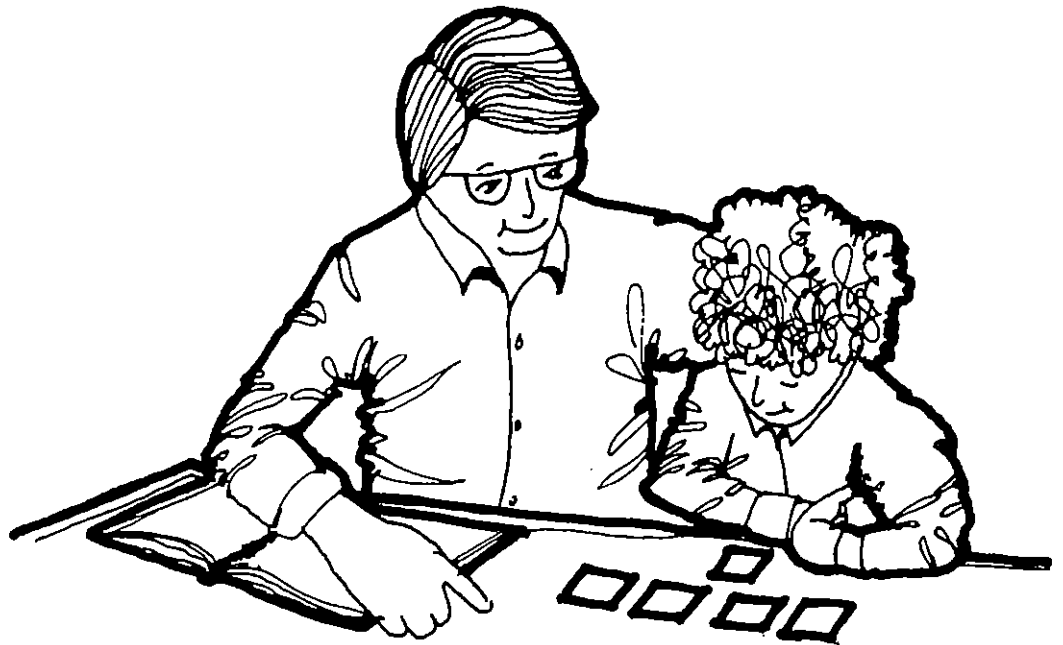
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INTRODUCTION

PURPOSE OF THIS PACKAGE

The purpose of this package is to teach the child to match objects that are alike in size, color, or shape such as putting squares with squares. This skill is necessary before the child can learn the more advanced skills, such as names of colors and shapes, reading, etc. This package is *not* designed to teach the child to *name* colors, sizes or shapes.



YOUR CHILD IS READY FOR THIS PACKAGE IF HE CAN:

- a.** Follow simple directions such as, "PUT THE PENCILS IN THE CAN."
- b.** Grasp small objects such as gumdrops or potato chips.

INTRODUCTION

GENERAL DIRECTIONS

LENGTH

Work no longer than 15 minutes a day.

PLACE

Choose a place that is free from distractions.

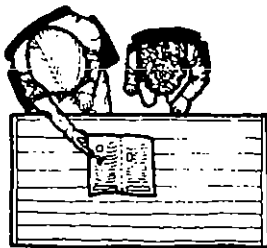
TIME

Try to work the same time each day. Do *not* choose a time during the child's favorite TV show *or* his play time.

GETTING READY

Have a work space, comfortable chairs, and the package materials ready at the scheduled time. When the child gets ready to work, praise him. (For example, "I like the way you get ready to work" or "We are going to have a good lesson".)

SEATING PLAN



PACE

If the child is losing interest, speed up the lesson.

TEACHING THE LESSONS

"P" stands for Parent.

"C" stands for child.

Directions are in parenthesis. ()

INTRODUCTION

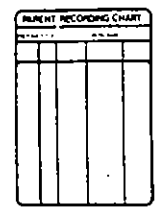
MATERIALS

INCLUDED IN THIS PACKAGE:

Instructor's Manual with Lessons (the book you are now reading.)



Parent Recording Chart.



YOU MUST PROVIDE:

Two (2) sheets of white 4" x 11" paper.

Three (3) sheets of white 8½" x 11" paper.

Shapes set (colored squares, circles, etc.)

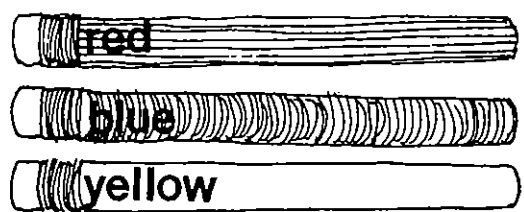
• Large squares 4"x4"

- 2 red
 - 1 yellow
 - 1 green
 - 1 blue
-

• Large triangles 4"

- 1 blue
 - 2 green
 - 1 orange
 - 1 red
-

Ten (10) of each of the following colored pencils: red, blue, and yellow.



• Small squares 2"x2"

- 1 yellow
 - 1 red
 - 1 orange
-

• Small triangles 2"

- 1 blue
 - 1 green
 - 1 yellow
-

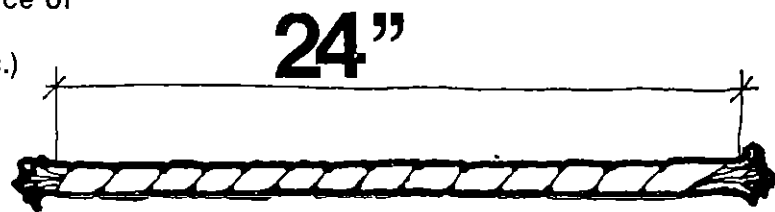
• Large circles 4" Dia.

- 1 red
 - 1 blue
 - 2 yellow
 - 1 green
 - 1 orange
-

• Small circles 2" Dia.

- 1 green
 - 1 yellow
-

One 24" long piece of cord (string, extension cord, etc.)



Soup can (or similar container).

PRAISING AND CORRECTING

specific praise

When the child does something correctly, it is important to tell him *immediately* what he did well, so that he'll be more likely to do it again. Saying "GOOD JOB" *does not* tell the child exactly what he did. Some better ways to praise are:

"Good job of putting the pencils together"

or

"That's the way to get ready to work"

correcting

Throughout the lessons, a specific form of correction has been outlined. In general, however, when the child makes a mistake, do the following:

him what to do (for example: PUT THE PENCILS TOGETHER).

If he still makes an error:

SHOW

him what to do (for example: WATCH ME PUT THE PENCILS TOGETHER. Put the pencils together. NOW YOU PUT THE PENCILS TOGETHER).

If he still makes an error:

HELP

HELP him do it (for example: LET'S PUT THE PENCILS TOGETHER. Help learner put pencils together. NOW YOU PUT THE PENCILS TOGETHER).





MATCHING

Lesson

1

PUTTING OBJECTS TOGETHER IN A CONTAINER

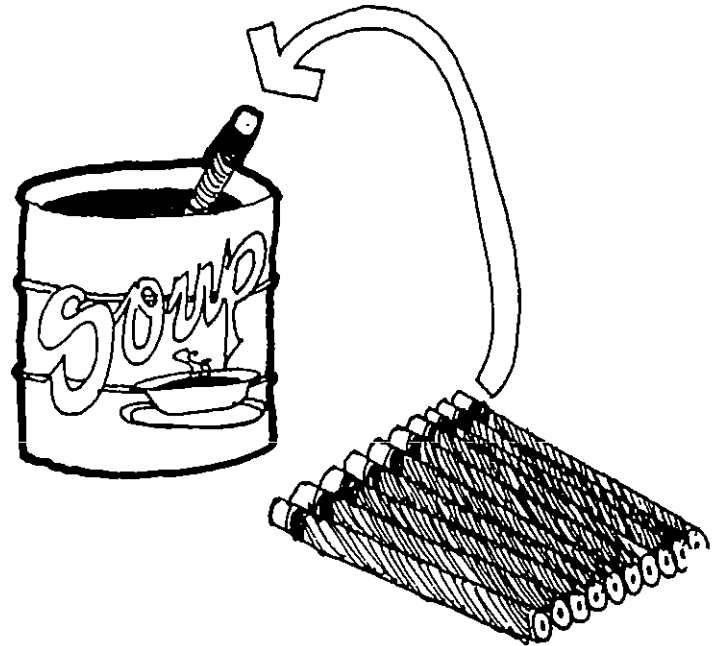
Work lesson 1 15 minutes *each day* until the child completes part B.

getting ready

Place ten (10) blue pencils on a table, next to a container (for example: a coffee can). Sit next to the child. (See picture below.)

part A

- P. WATCH ME.
(Pick up a pencil and place it in container.)
I'M GOING TO PUT THESE PENCILS TOGETHER.
(Place all pencils, one at a time, in container.)
THERE! I PUT ALL THESE PENCILS TOGETHER.
(Remove all pencils.)



part B

- P. WATCH.
(Pick up a pencil and put it in the container.)
- P. PUT THE PENCILS TOGETHER.
(Point to container.)
- C. (Puts the pencils in the container **one at a time, not** as a bunch.)



TO CORRECT: PUT THE PENCILS TOGETHER.
I'LL HELP.
(Take child's hand; help him pick up the pencils and put them in the container.)
NOW YOU DO IT BY YOURSELF.
PUT THE PENCILS TOGETHER.

- P. YOU DID IT! YOU PUT THE PENCILS **TOGETHER**.
(Repeat Part B until the child can put the pencils in the container 3 times in a row, without help. Then go to Lesson 2.)

MATCHING

Lesson

2

PUTTING OBJECTS TOGETHER ON PAPER

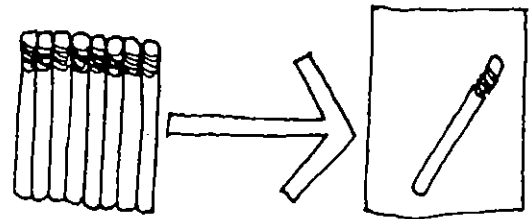
Work on this lesson 15 minutes *each day* until the child completes part B.

getting ready

Place 10 yellow pencils on table next to an 8½" x 11" sheet of white unlined paper. Sit next to the child.

part A

- P. WATCH ME.
(Pick up a pencil and place it on the paper.)
I'M GOING TO PUT THESE PENCILS TOGETHER.
(Place the pencils on the paper one at a time.)
THERE! I PUT ALL THESE PENCILS TOGETHER.



part B

Part B:

- P. WATCH.
(Pick up the pencil and put it on the paper.)
PUT THE PENCILS TOGETHER.
- C. (Puts the pencils on the paper, one at a time.)



TO CORRECT: PUT THE PENCILS TOGETHER. I'LL HELP.
(Take child's hand; help him pick up the pencils and put them on the paper.)
NOW YOU DO IT BY YOURSELF.
PUT THE PENCILS TOGETHER.

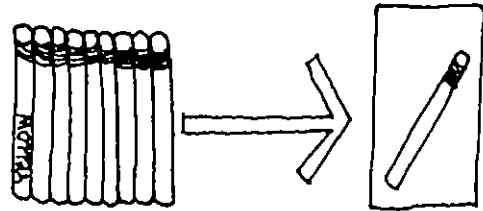
- P. **YOU DID IT! YOU PUT THE PENCILS TOGETHER.**
Repeat Part B until the child can put the pencils on the paper 3 times in a row, without help; to to Part C.

MATCHING

Lesson 2 (cont.)

part C

- P. (Remove the paper and replace it with a 4" by 11½" piece of white paper, repeat Step B. When the child can do this task 3 times in a row, without help, go to Lesson 3.)



Lesson

3

PUTTING OBJECTS TOGETHER INSIDE A CIRCLE

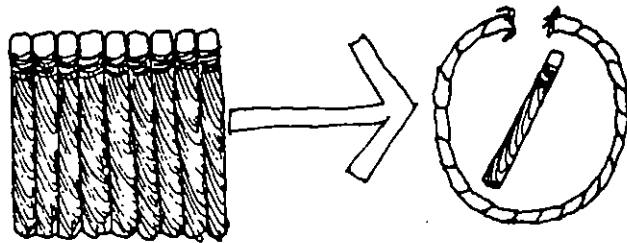
Work on Lesson 3, 15 minutes *each day* until the child can complete part B.

getting ready

Place ten (10) blue pencils on a table, next to an irregular circle made of cord. Sit next to the child. (See picture 3.)

part A

- P. WATCH ME.
(Pick up a pencil and put it in the circle.)
PUT THE PENCILS **TOGETHER**.
- C. (Puts pencils in the circle, one at a time).



TO CORRECT: PUT THE PENCILS TOGETHER. I'LL HELP.
(Take the child's hand and help him put the pencils in the circle, one at a time.)
NOW YOU DO IT.
PUT THE PENCILS TOGETHER.

- P. GOOD JOB PUTTING THE PENCILS TOGETHER.

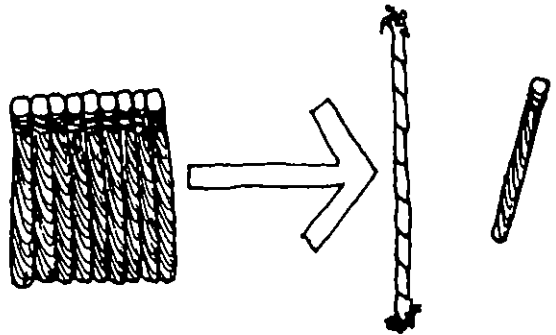
MATCHING

Lesson 3 (cont.)

(Repeat Part A until the child can put the pencils in the circle 3 times in a row without help. When he can, go to Part B.)

part B

- P. (Repeat Part A, this time making the cord into a straight line. When the learner can move the pencils from one side of the string to the other, 3 times in a row, *without help*, go to Lesson 4.)



Lesson

4

MATCHING RED AND YELLOW OBJECTS

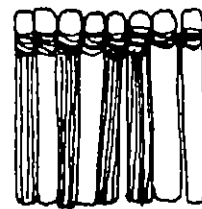
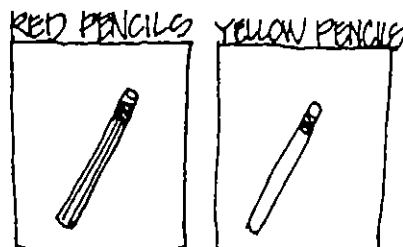
Work on this lesson 15 minutes each day until the child can complete part C.

getting ready

Place two sheets of white paper (8½" by 11") about 6 inches apart on the table. Place 10 pencils (5 red and 5 yellow, in no special order) in a straight line below the sheets of paper. Sit next to the child. (See the picture on page 3.)

part A

- P. THIS IS GOING TO BE TRICKY, WATCH ME.
(Pick up a red pencil.)
I PUT THESE TOGETHER HERE.
(Place *all* red pencils on left sheet.)
NEXT I PUT THESE (pick up a yellow pencil) TOGETHER OVER HERE.
(Put *all* yellow pencils on right sheet.)



MATCHING

Lesson 4

part B

- P. NOW IT'S YOUR TURN.
PUT THESE (pick up a red pencil) TOGETHER OVER HERE.
(Put pencil on left sheet.)
AND PUT THESE (pick up yellow pencil) TOGETHER OVER HERE.
(Put yellow on right sheet.)
- C. (Puts red pencils on left sheet, yellow pencils on right.)

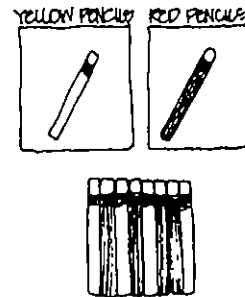


TO CORRECT: PUT THE PENCILS TOGETHER. I'LL HELP.
(Take the child's hand and help him put the pencils on the sheets.)
NOW YOU DO IT.

- P. THAT'S THE WAY TO PUT THE PENCILS TOGETHER.
(Repeat Part B until the child can pick up the pencils and correctly put them on sheets of paper, 3 times in a row, without help. When he can, go to Part C.)

part C

- P. (Repeat the steps in Part B, BUT this time put the yellow on the left and the red on the right. When the child can correctly do the task 3 times in a row, go to Lesson 5.)



Lesson

5

MATCHING RED AND YELLOW OBJECTS (WITHOUT PAPER)

- P. (Repeat the steps in Lesson 4; *however*, this time *do not* use paper. When the child can correctly sort the pencils, without help, go to Lesson 6.)

MATCHING

Lesson

6

MATCHING BLUE AND YELLOW OBJECTS

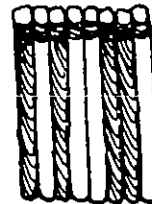
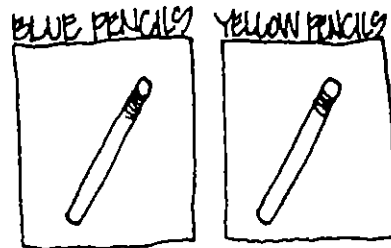
Work on this lesson 15 minutes *each day* until the child can complete part B.

getting ready

Place two sheets of white paper (8½" x 11") on the table, about 6 inches apart. Place 10 pencils (5 blue and 5 yellow in no special order) in a line below the sheets of paper. Sit next to the child (see picture on page 3).

part A

- P. PUT THESE (pick up a blue pencil) TOGETHER OVER HERE.
(Put blue pencil on left sheet.)
AND PUT THESE (pick up yellow pencil) TOGETHER OVER HERE.
(Put yellow on right sheet.)
- C. (Puts blue pencils on left sheet and yellow pencils on right sheet.)



TO CORRECT: PUT THE PENCILS TOGETHER. I'LL HELP.
(Take the child's hand and help him put the pencils on the sheets.)
NOW YOU DO IT.

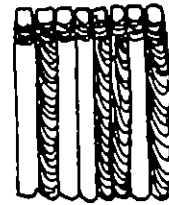
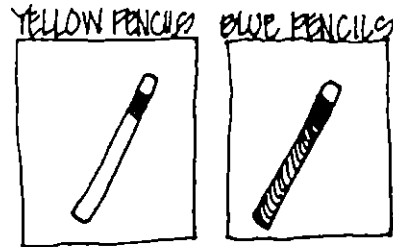
- P. GOOD JOB PUTTING THE PENCILS TOGETHER.
(Repeat Part A until the child can pick up the pencils and correctly put them on the sheets of paper 3 times in a row, without help. Then he can go to Part B.)

MATCHING

Lesson 6 (cont.)

part B

Repeat Part A; but this time, have the child put the blue on the *right* side and the yellow on the left side. When the child can correctly do the task 3 times in a row, without help, go to Lesson 7.



Lesson

7

MATCHING BLUE AND YELLOW OBJECTS (WITHOUT PAPER)

Repeat the steps in Lesson 6; however, this time *do not use* paper. When the child can correctly do the tasks, go to Lesson 8.

Lesson

8

MATCHING RED, YELLOW AND BLUE OBJECTS

Work on this lesson 15 minutes *each* day until the child can complete part C.

getting ready

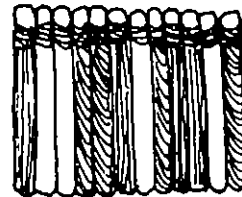
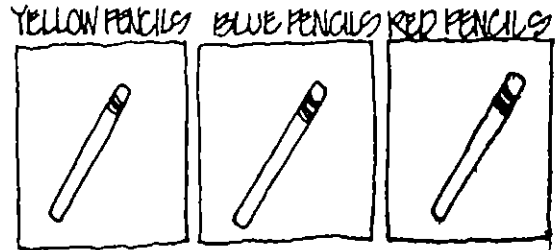
Place 3 sheets of 8½" by 11" white paper about three inches apart from each other on the table. Below the sheets, place 15 pencils, (5 blue, 5 red, and 5 yellow, in no special order.) Sit next to the child. (See picture 5.)

MATCHING

Lesson 8 (cont.)

part A

- P. WATCH ME.
 (Pick up a blue pencil.)
 I PUT THESE TOGETHER HERE.
 (Place all blue pencils on left sheet.)
 I PUT THESE TOGETHER HERE.
 (Place all red pencils on middle sheet.)
 AND I PUT THESE TOGETHER HERE.
 (Place all yellow on right sheet.)



part B

- P. NOW IT'S YOUR TURN.
 PUT THESE (pick up a blue pencil) TOGETHER OVER HERE.
 PUT THESE (pick up a red pencil) TOGETHER OVER HERE. (Put red on middle sheet.)
 AND PUT THESE (pick up yellow pencil) TOGETHER OVER HERE.
 READY? GO!
- C. (Puts blue pencils on *left* sheet, red pencils on *middle* sheet and yellow pencils on *right* sheet.)

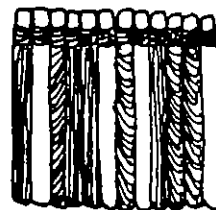
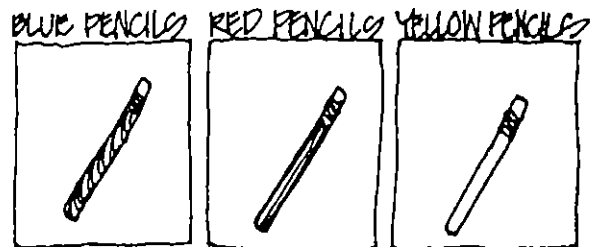


TO CORRECT: WATCH ME DO IT.
 (Pick up a blue pencil and hold it next to the yellow.)
 ARE THESE THE SAME? NO.
 (Hold it next to red.)
 ARE THESE THE SAME? NO.
 (Hold it next to the blue.)
 ARE THESE THE SAME? YES, SO I GUESS IT GOES HERE.
 NOW IT IS YOUR TURN.

- P. GOOD JOB PUTTING THE PENCILS TOGETHER.
 Repeat Part B until the learner can pick up the pencils and correctly put them on the sheets of paper, 3 times in a row, without help. When he can, Part C.)

part C

- P. (Repeat Part B; however, this time put the yellow on the *left*, the blue in the *middle*, and the red on the right. When the learner can correctly do that task 3 times in a row, without help, go to Lesson 9.)



MATCHING

Lesson

9

MATCHING RED, YELLOW AND BLUE OBJECTS (WITHOUT PAPER)

- P. (Repeat Parts A, B, & C in Lesson 8. However, this time *do not use paper*. When the learner can do this lesson without help, go to Lesson 10.)

Lesson

10

MATCHING COLORS

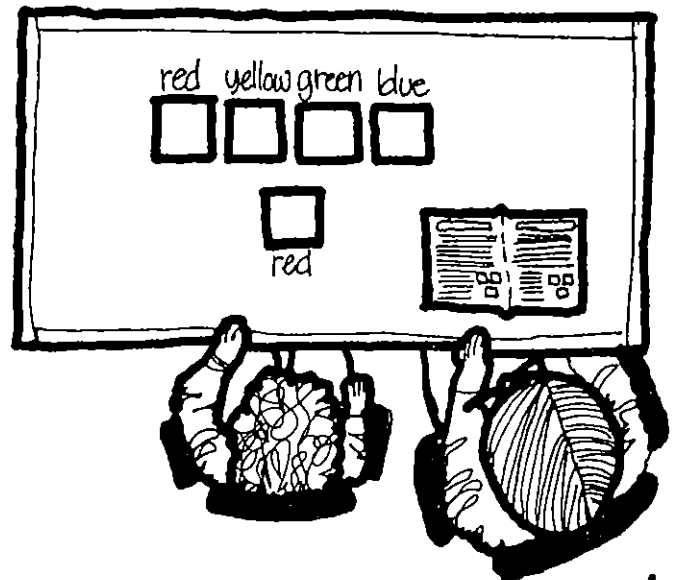
Work on this lesson 15 minutes each day until the child can complete part C.

getting ready

You will need the materials shown in parts A, B and C of this lesson.

part A

- P. (Place 5 squares in front of the learner as pictured.)
FIND THE **SAME** ONE AS THIS.
(Point to the **bottom** red block.)
UP HERE.
(Point to top row.)
- C. (Points to red block.)



MATCHING

Lesson 10 (cont.)

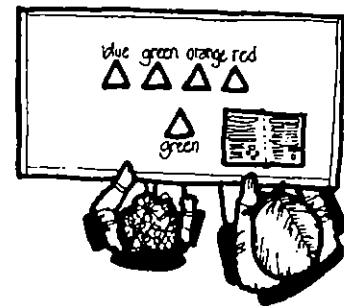


TO CORRECT: WATCH ME.
(Pick up the bottom *red* block and hold it next to the blue.)
ARE THESE THE SAME? NO.
(Hold it next to the green.)
ARE THESE THE SAME? NO.
(Hold it next to the yellow.)
ARE THESE THE SAME? NO.
(Hold it next to the red.)
ARE THESE THE SAME?
YES, THESE ARE THE SAME.
(Rearrange the top row.)
NOW FIND THE ONE THAT IS THE SAME UP HERE.
RIGHT! THOSE ARE THE SAME.

- P. RIGHT, THOSE ARE THE **SAME**.
(When the child can correctly do Part A without help, go to Part B.)

part B

- P. (Repeat Part A, but this time use circles, arranging them as shown.)

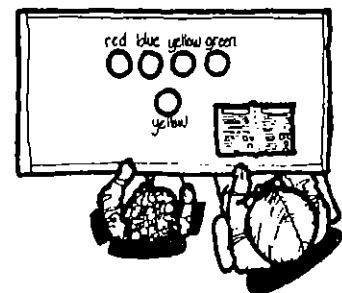


TO CORRECT:
If the child makes an error, repeat the correction procedure explained in Part A.

(When the child can do Part B without help, go to Part C.)

part C

- P. (Repeat Part A, this time using triangles, arranging them as shown.)



TO CORRECT: If the child makes an error, repeat the correction procedure explained in Part A.

MATCHING

Lesson

11

MATCHING SHAPES

Work on this lesson 15 minutes each day until the child can complete to Part G.

getting ready

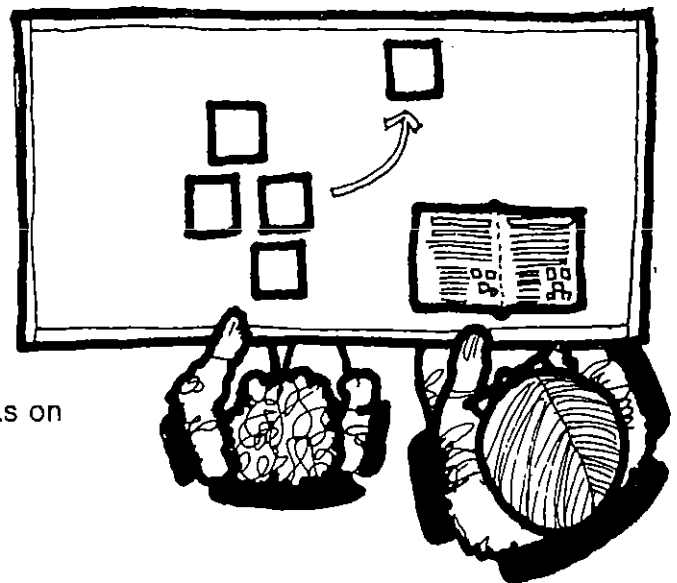
For this lesson, you will need: 5 black circles, 5 black squares, 5 black triangles.

part A

- P. (Place 5 squares in front of the learner.)
PUT THESE TOGETHER (pick up a square) OVER HERE.
(Place above others as pictured.)
- C. (Puts remaining squares with other square.)



TO CORRECT: TELL, SHOW, HELP, as on Page



- P. GOOD JOB PUTTING THE SQUARES TOGETHER.
(When the learner can do Step A two times in a row, *without help*, go to Part B.)

MATCHING

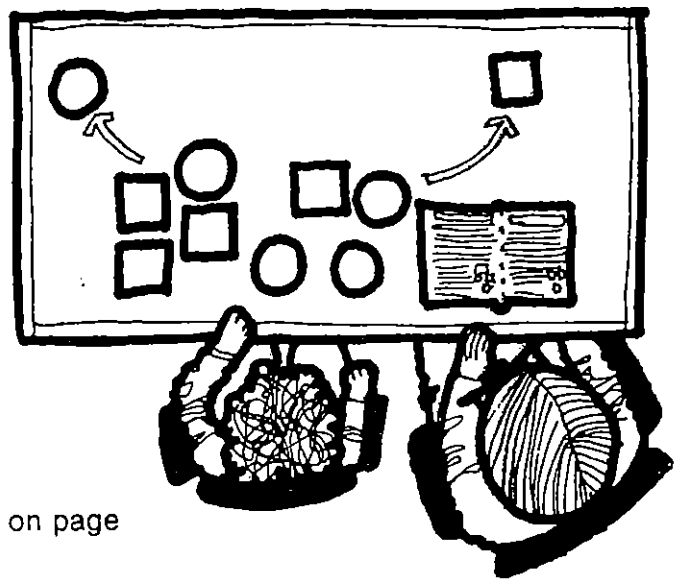
Lesson 11 (cont.)

part B

- P. (Repeat Part A, this time using circles.) (When the learner can do Part B two times in a row, without help, go to Part C.)

part C

- P. (Place 5 squares and 5 circles in front of learner.)
PUT THESE TOGETHER (pick up square) HERE.
(Place to child's right.)
AND PUT THESE TOGETHER (pick up circle) OVER HERE.
(Place to child's left.)
- C. (Puts squares with blocks and circles with circles.)

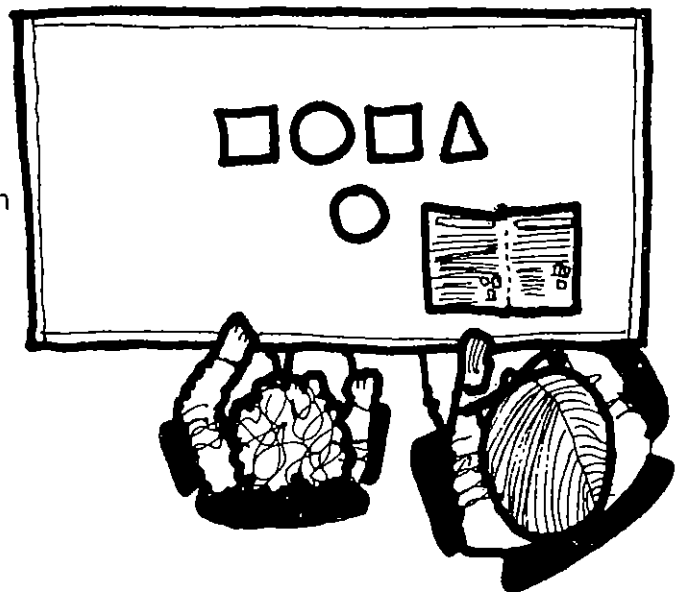


TO CORRECT: TELL, SHOW, HELP on page

- P. RIGHT! ALL THESE (point to squares) ARE THE SAME, AND ALL THESE (point to circles) ARE THE SAME.
(When the child can do this step two times in a row without help, go to Part D.)

part D

- P. (Place 2 squares, 2 circles, and 1 triangle in front of the child as shown.)
FIND THE SAME ONE AS THIS
(point to lower circle).
UP HERE.
- C. (Points to circle on upper row.)



MATCHING

Lesson 11 (cont.)

part D (cont.)



TO CORRECT: WATCH ME.
(Pick up orange circle and hold it next to blue square.)
ARE THESE THE SAME? NO.
(Hold it next to green square.)
ARE THESE THE SAME? NO.
(Hold it next to yellow circle.)
ARE THESE THE SAME? YES, THESE ARE THE SAME.
(Return orange circle to its original position and rearrange top row.)
NOW FIND THE ONE THAT IS THE SAME.
UP HERE.

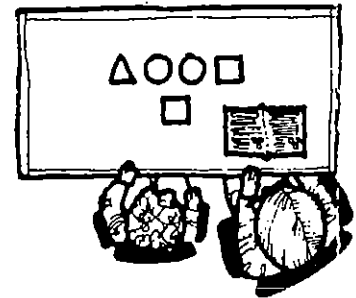
- P. YES, THOSE ARE THE SAME!
(When the child can do this part *without help*, go to Part E.)

part E

- P. (Repeat Part D, this time using 2 circles, 2 squares, and 1 triangle, as shown.)



TO CORRECT: If the child makes an error, repeat the correction procedure explained in Part D.



(When the child can correctly do this task two times in a row *without help*, go to Part F.)

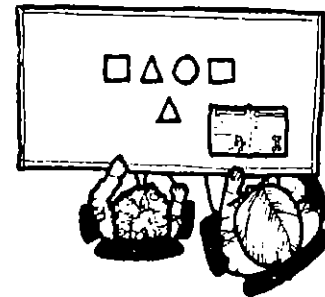
part F

- P. (Repeat Part D, this time using 2 squares, 2 triangles, and one circle, as shown.)



TO CORRECT: If the child makes an error, repeat the correction procedure explained in Part D.

(When the child can correctly do this step *without help*, go to Part G.)

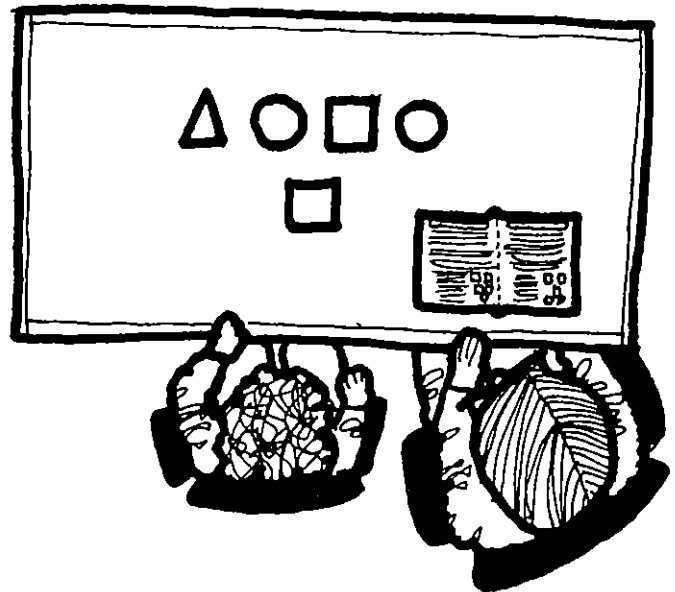


MATCHING

Lesson 11 (cont.)

part G

- P. (Place 2 squares, 2 circles, and 1 triangle in front of the child as shown.)
FIND THE SAME ONE AS THIS
(point to lower square).
UP HERE.
(Point to top row.)
- C. (Points to square on upper row.)
- P. (If the child makes an error, repeat Parts D-F.) Rearrange top row. When the child can correctly do this part *without help*, go to Lesson 12.)



Lesson

12

MATCHING SIZES

Work on this lesson 15 minutes each day until the child can complete Part F.

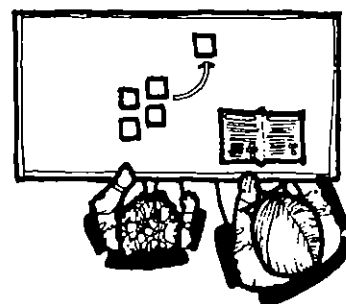
part A

getting ready

For this lesson, you will need: 10 black squares (5 large, 5 small), 10 black circles (5 large, 5 small), and 10 black triangles (5 large, 5 small).

Arrange these shapes as indicated in the pictures.

- P. (Place the 5 small squares in front of the child.)
PUT THESE TOGETHER (pick up a square) OVER HERE.
(Place it above the others.)
- C. (Puts all squares together.)



MATCHING

Lesson 12 (cont.)



TO CORRECT: TELL, SHOW, HELP on page 4.

- P. GOOD PUTTING THE SQUARES TOGETHER!
(When the child can do this step **without help**, go to Part B.)

part B

- P. (Repeat Part A, this time using **large** squares.)

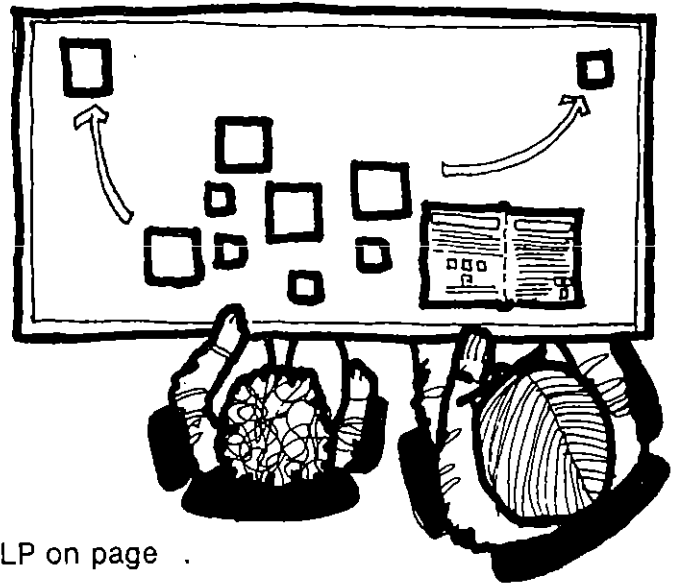


TO CORRECT: TELL, SHOW, HELP on Page 4.

(When the child can correctly do this part without help, go to Part C.)

part C

- P. (Place both the large and small squares in front of the child.)
PUT THESE (pick up large squares) TOGETHER OVER HERE.
(Place to left of child.)
AND THESE (pick up **small** squares) TOGETHER OVER HERE.
(Place to right of child.)
- C. (Puts large squares together with large, and small with small.)



TO CORRECT: TELL, SHOW, and HELP on page .

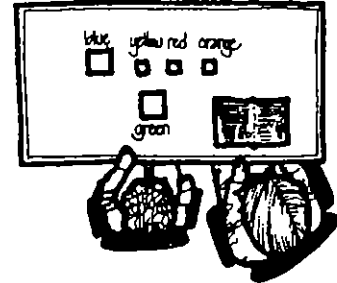
- P. THAT'S THE WAY TO PUT THEM TOGETHER!
THESE (point to large) ARE THE SAME, AND THESE (point to small) ARE THE SAME.
(When the child can do this step **without help**, go to Part D.)

MATCHING

Lesson 12 (cont.)

part D

- P. (Place two large squares and three small squares in front of the child as pictured.)
- P. FIND THE SAME ONE AS THIS. (point to green square) UP HERE.
(Point to top row.)
- C. (Points to blue square.)



TO CORRECT: (Pick up lower large square and hold it next to top large.)
 ARE THESE THE SAME? YES.
 (Rearrange the squares on top and say:
 FIND THE SAME ONE AS THIS
 (point to lower)
 UP HERE.)

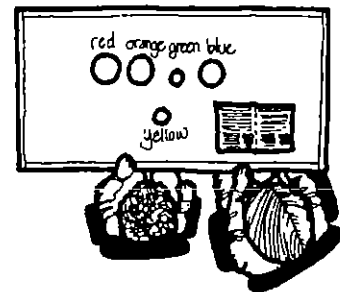
- P. THAT'S RIGHT! THOSE ARE THE SAME.
 (When the child can do this *without help*, go to Part E.)

part E

- P. Repeat Part D, this time, however, use 2 small and 3 large circles, as pictured.)



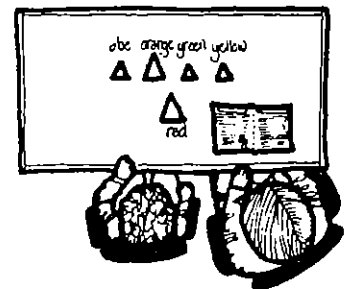
TO CORRECT: If the child makes an error, use the correction procedure explained in Part D.



(When the child can correctly do this part without help, go to Part F.)

part F

- P. (Repeat Part D, this time using 3 small and 2 large triangles as pictured.)



TO CORRECT: If the child makes an error, repeat the correction procedure explained in Part D.