

MATCH, READ, and WRITE

The Community & Its Workers

Whole Language Vocabulary Builders

with Multi-Lingual Options

pre-k to grade 3 * ESL * special education

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published by: Wendy's Bookworks
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Santa Ana, CA. 92799



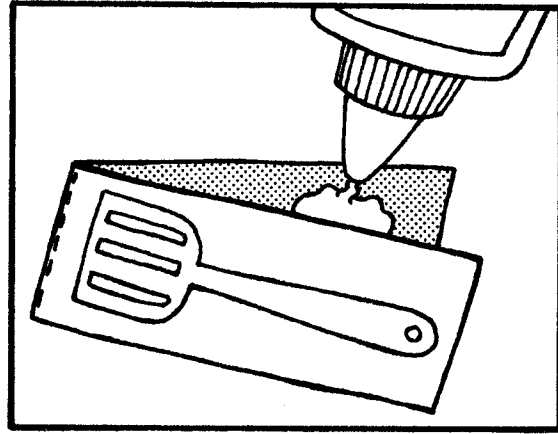
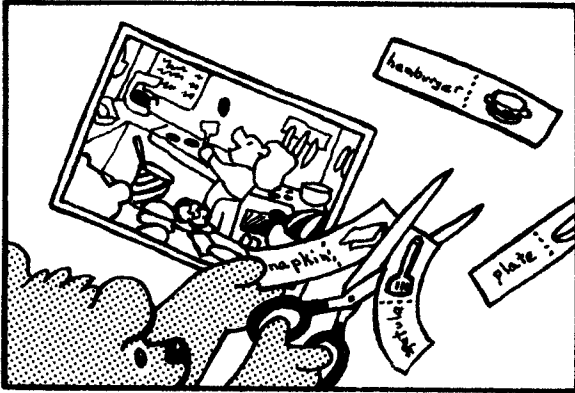
Table of Contents

instructions.....	3
medical center.....	6
dental office.....	12
police station.....	15
fire station.....	18
post office.....	21
supermarket.....	24
clothing store.....	30
toy store.....	33
bicycle shop.....	36
hardware store.....	39
verbs.....	42
people and pets	45
opposites.....	46
blank grid.....	47
blank story page.....	48

INSTRUCTIONS

OBJECTIVES

The objectives of these activities are to link the written word with a picture (bathtub and a picture of a bathtub) then link the picture and word with a larger concept (the bathtub as part of the bathroom.) The child then uses language and art to integrate the words and enlarge the concept into his knowledge base (writing and illustrating stories and reading books about related subjects.)



PREPARATION OF MATERIALS

Permanent Classroom Set:

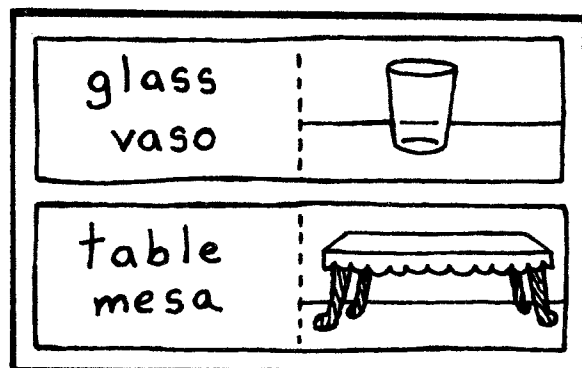
1. Reproduce the picture page and the picture/word card pages on white construction paper or index weight card stock paper. For example: the kitchen set would be pages 7 through 9.
2. Color all pieces and cut out the picture/word cards along the solid lines. Save the writing idea cards.
3. Fold the picture/word cards along the broken line so that picture and word are back to back, as shown above. Apply a small amount of glue between the backsides to hold the card in the folded position. Do the same with the picture/word cards on pages 88 through 94.
4. Laminate all pieces including the writing idea cards. Sets can be labeled and stored individually in pocket folders or gallon-sized resealable plastic bags.

Child's Set:

- * Follow the instructions above but let the child cut out and color the picture and picture/word cards. Do not laminate the set.
- ** If the child's picture/word cards are not glued in the back to back position, they can be used again later to make a picture dictionary (see instructions on page 5.)

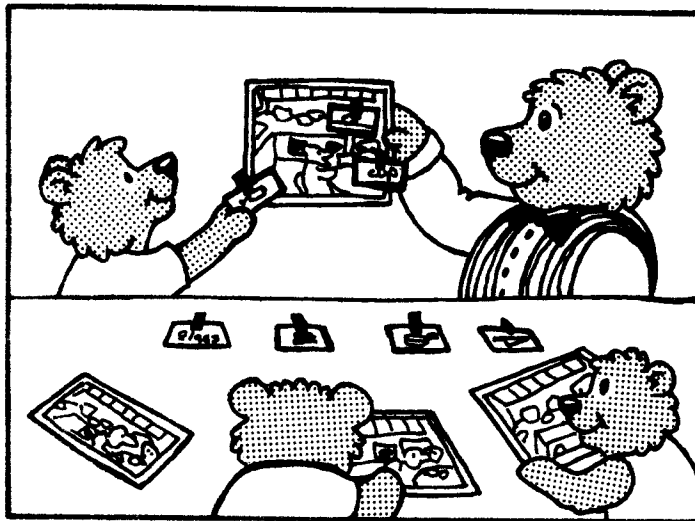
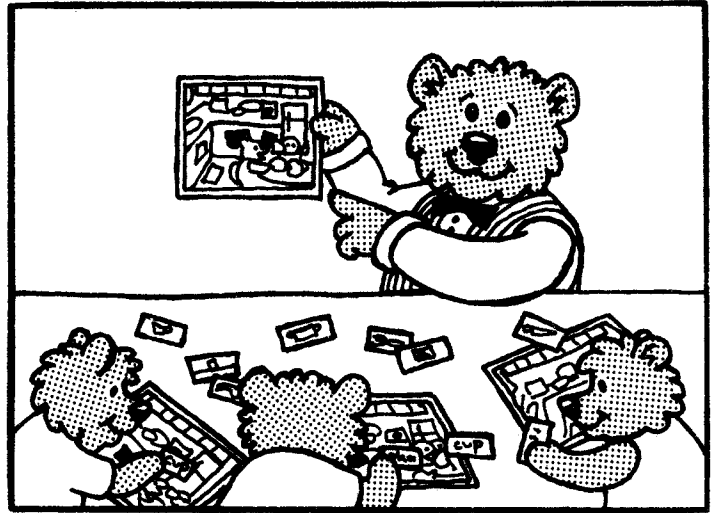
Multi-lingual Opportunities:

Write the word in the desired language directly below the English word printed on the picture/word cards. The cards can be used with children who are learning English as well as English-speaking children who are learning other languages.



MATCH, READ, AND WRITE — THE PROCESS WITH A SMALL GROUP

1. Hold up the picture a discuss what is happening in the picture. Where is the action taking place? Can the children relate personal experiences to the action in the picture?



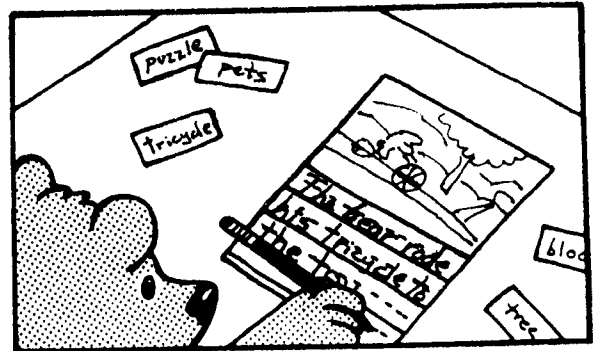
2. Spread the picture/word cards on the table. Depending on the level of the students, show all words face up OR all pictures face up. Let each child, in turn, choose a card, say the word, find the object in the picture, and attach the card to the picture with a small piece of tape. If the children have brought their own set to the table, they may follow along, placing their own card over the matching object in their picture.
3. When all the cards have been taped to the picture, remove them, one by one, asking the children to repeat the word. (Remove and dispose of the bits of tape.)

4. Put up a pocket chart and make some simple sentences using the picture/word cards. Words can be added as needed by using the blank grid on page 95. When a child adds a word he draws a small picture on the picture portion of the card. These child-generated picture/word cards are later laminated and placed in an index card box to be used when needed for future sentences and stories.

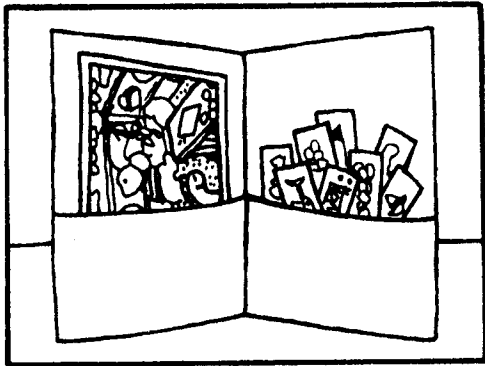
* Some commonly used words are provided on pages 88 through 94.



5. The children return to their desks where they use their individual sets of picture/word cards to help them write and illustrate a story. They may want to use the writing ideas provided with each set to get them started. Page 96 can be reproduced for the stories.

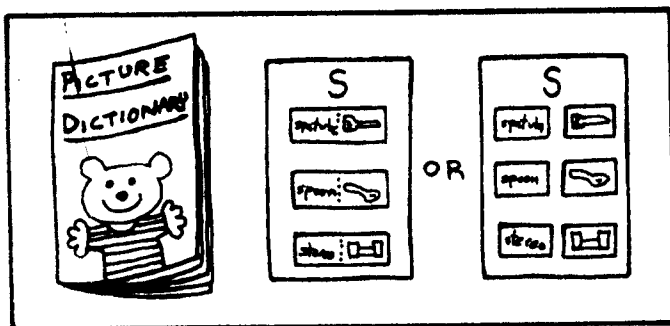
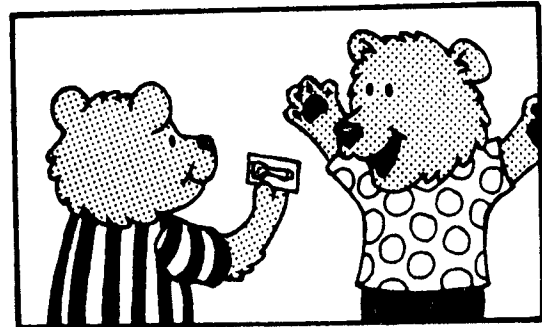


INDIVIDUAL ACTIVITIES

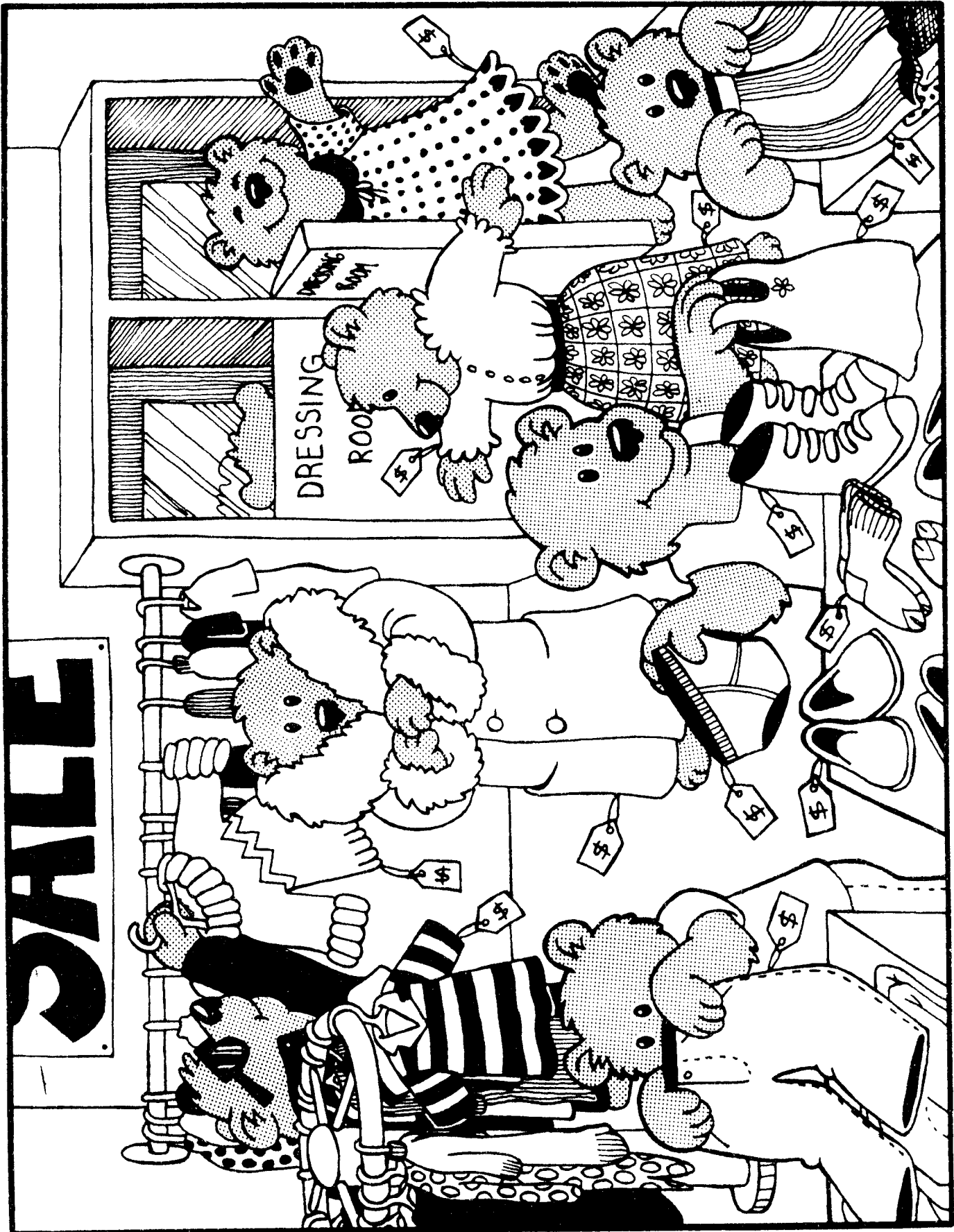


1. A pocket folder containing a laminated picture and picture/word cards can be used as a matching game at a language center.

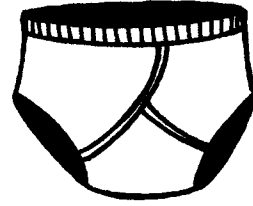
2. Laminated picture/word cards can be used for flash card games at a language center.



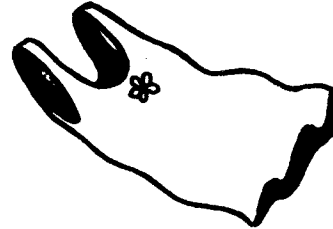
3. Make a picture dictionary. Provide 26 sheets of paper stapled along the left side, like a book. The child prints a letter of the alphabet at the top of each page. As the child finishes writing a story using the picture/word cards, he can unfold the cards and glue each one on the page in the book with the appropriate beginning letter.



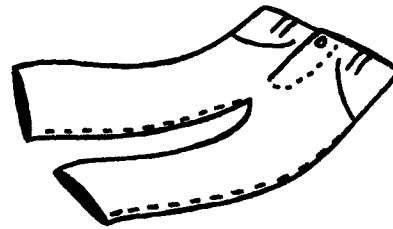
underwear



undershirt



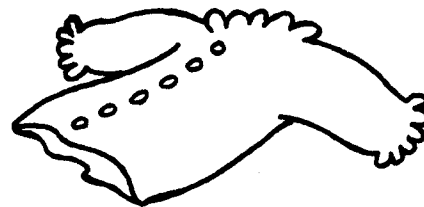
pants



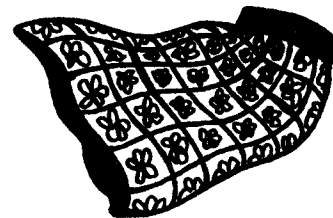
shirt



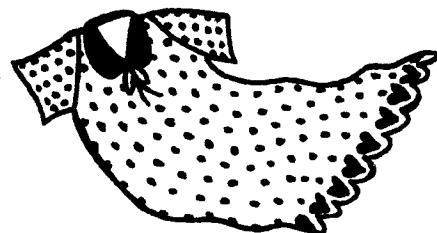
blouse

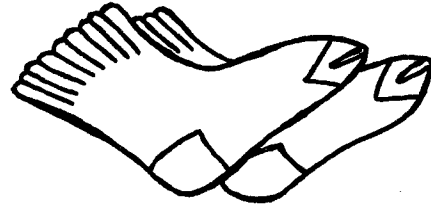


skirt



dress



shoes**socks****sweater****coat****boots****Writing ideas:**

1. Describe and illustrate your favorite outfit.
2. Collect the clothing sales pages out of the newspaper. Cut out five items you would like have and glue them to a piece of paper. Add up the prices of the five items. Write a letter to your mom or dad explaining why you should buy these items.
3. Describe and illustrate clothing for the year 2025.