

## THE RIGHT MATCH



## LITERACY ELEMENTS

question mark  
"th" sounds: the, this, that

## WORDS TO DISCOVER

button  
this  
one  
is  
right  
size  
colour  
shape

## MATH CONNECTIONS

DATA MANAGEMENT AND  
PROBABILITY  
identifying attributes

## ESL CONSIDERATIONS

Model the attributes  
considered.

## Story Synopsis

In this story, Nikki notices the button eye missing from her teddy bear. The attributes of the button are clear, and she sets out to find a matching button. The reader is shown buttons of different colours, sizes, and shapes, and is encouraged to decide whether those buttons match the missing one. Finally, Nikki finds a button that is the right match, her father sews it back on, and she and her teddy bear fall asleep happily.

## Overall Learning Opportunities

- A B C** Children will:
  - make sense of written materials using reading strategies that are appropriate for beginners
  - demonstrate understanding of stories that are read to them
- 1 2 3** Children will:
  - collect, display, and interpret data in daily activities

## Activity Menu

*Reading Together*, page 59

Read the story to the class or a small group. The questions in the story will encourage children to respond to the text.

*Guided Reading/Picture Walk*, pages 60–61

Meet with children who are at Instructional Level C to guide them through the text, using discussion, a Picture Walk, Independent Reading, and Revisit and Reinforce the Story.

*As a Group*, pages 62–63

**A B C** *My Favourite Animal* – Children use descriptive language to tell about a favourite stuffed animal.

*Button Collection* – Children complete a variety of activities using the language of attributes.

**1 2 3** *Matching Game* – Children play matching games with a collection of buttons.

*All Sorts of Bears* – Children sort stuffed animals in a variety of ways.

*Independent Work*, pages 64–67

**A B C** Blackline Master 25 challenges children to identify and describe a missing element.

Blackline Master 26 challenges children to draw a picture of a described button.

**1 2 3** Blackline Master 27 provides a template for a matching game.

Blackline Master 28 provides bear cutouts for sorting and resorting.



## LEARNING OPPORTUNITIES

Children will:

- listen to stories for enjoyment and information
- make connections between their own experiences and those of storybook characters
- identify some features of books

## YOU WILL NEED

- paper in 4 different colours
- scissors

## PLANNING AHEAD

For the *Extension* activity, prepare models of the buttons highlighted in the story.

## Getting Ready to Read

Without showing the cover, ask children to name some of their favourite stuffed toys. Show the picture on the cover and say:

- This is Nikki's teddy bear and it has a problem. What do you think it might be?
- How could the problem be solved?
- Who might do it?

## As You Read

The story invites participation on page 3 and poses questions to the reader throughout. Stop at these times and allow children to respond.

The text on page 5 asks children to identify the characteristics of the button Nikki is seeking. List these characteristics.

Encourage children to examine and describe the buttons Nikki has selected and then compare them to the one on Teddy's face. Conclude each comparison by asking:

- Why isn't it the right (colour)?
- What (colour) does Nikki need to find?

Some children may spot a matching button in the pictures. Encourage them to share their observations. Continue to read, asking children to watch carefully to see if Nikki finds the button, too.

## Returning to the Story

Engage children in talking about the story by using open-ended questions, such as:

- What was your favourite part of the story?
- How was Nikki trying to help fix her bear?
- How do you think Nikki felt when she found the button that matched the bear's other eye?

Help children examine the specific characteristics of the button Nikki is looking for by examining the pictures. In turn, show the buttons on pages 6, 9, and 11. Ask:

- Is this button the right colour?
- Is this button the right shape?
- Is it the right size? Why not?

Before rereading the story, invite a volunteer to point to and read the title of the book. Encourage children to join in and read along to any part they remember.

## Extending the Reading Experience

- As you reread the story, encourage children to chime in with an answer after each question.
- Prepare paper models of the buttons in the story: 1 that is the right match, 3 of different sizes, 3 of different shapes, and 3 of different colours, to match the attributes indicated in the story. Invite a volunteer to hold the matching button. Have 3 volunteers form a size group, with each volunteer holding a different-sized paper button. Create a colour group and a shape group as well. Reread the sentences in the book that describe one of the attributes of the button (too big), and have the children hold up the button that matches the attribute (the large button).





## LEARNING OPPORTUNITIES

Children will:

- make connections between their own experiences and those of storybook characters
- demonstrate understanding that written words convey meaning

## Setting the Scene

Talk with the children about any stuffed toys that they have. Ask:

- What stuffed toys do you have?
- Which one is your favourite? Why?

Invite children to describe their favourite in terms of its colour, size, and so on, and to talk about why that particular stuffed toy is their favourite.

Show the cover art and talk about Nikki's teddy bear. Ask:

- What do you notice that's missing from the bear's face?
- The title of this book is *The Right Match*. Why do you think that's the title? What does it mean when you try to match something?
- What do you think the story will be about?

## Reading the Text

### Picture Walk

Have the children turn to page 2. Ask:

- What is Nikki looking at?
- What is the bear missing? Nikki would like you to help her find it.

Turn to pages 4–5. Ask:

- What does Nikki need to fix her bear?
- What should the button look like?

Turn to pages 6–7. Ask:

- Is either of these buttons the right colour?
- Is either of these buttons the right shape?
- Is either of these buttons the right size? Why not?
- What would Nikki be wondering when she looks at this button?

Turn to page 8. Ask:

- What colour is the button she needs?

Point to each of the buttons that Nikki is holding and ask:

- What colour is this button?

Turn to page 9. Ask:

- Is this button the right size? The right shape? The right colour?

Turn to page 10. Ask:

- What shape is this one?

Elicit oval and say:

- What shape is this one? Yes, this one is oval.

Turn to page 11. Ask:

- Is this button the right colour? The right size? The right shape?

Turn to page 12. Ask:

- What is Nikki doing? Yes, she's still looking for the right button. Do you see it in the picture?

- What are the 3 things she has to look for when she's trying to make the right match?

- What colour is the button that matches?

- What size is the one that matches?

- What shape is it?

Turn to pages 14–15. Ask:

- What did Nikki find?

- What is her dad doing?

Turn to page 16. Ask:

- Is everything O.K. now? How do you know?



## OBSERVING FOR ASSESSMENT

During *Independent Reading*, you can assess specific reading behaviours and make anecdotal notes of your observations. For example, does the child:

- show an interest in reading the book independently?
- appear to use the picture cues and clues when necessary?
- self-monitor by finger pointing and sub-vocalizing when reading silently?

## TEACHING tip

During *Reinforce the Story*, print the word “green” using a green marking pen. Draw a square beside the word “square.”

## Independent Reading

Have the children read the whole book independently.

## After Reading

Ask children:

- Have you ever lost a part of any of your stuffed animals or toys? What did you do? Were you able to fix it? Tell us your story.

## Revisit the Story

Engage children in talking about the story by using open-ended questions, such as:

- What part of the story did you enjoy most? Why?
- Did you enjoy the pictures? Why or why not?

Engage children in recalling specific information from the story by asking:

- What colour was the missing eye?
- What shape was it?
- What size was it?
- Which eye was missing—the right or the left?
- Where did Nikki look for a new one?
- What were the 3 questions she had to ask herself to be sure she was looking for the right match?

As you ask these questions, focus children’s attention on the language of the story by using language such as the following:

- Raise your hand in the air when I say the colour of the bear’s eye: blue, red, yellow, green.
- Raise your hand in the air when I say the shape of the bear’s eye: circle, triangle, rectangle, square.
- Raise your hand in the air when I say the size of the bear’s eye: as big as a penny, as big as a nickel, as big as a quarter, as big as a dime, just the right size.

Provide children with **Blackline Master 25** and challenge them to identify and then describe the item that is missing from each face.



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## Reinforce the Story

On chart paper, print the word “green.” Ask:

- Does this word tell us the size of the bear’s eye? The shape? The colour?

Next, print the word “square.” Ask:

- Does this word tell us the size of the bear’s eye? The colour? The shape?

Then, print “just right.” Ask:

- Do these words tell us the shape of the bear’s eye? The colour? The size?





## LEARNING OPPORTUNITIES

Children will:

- demonstrate awareness of some conventions of written materials
- respond to media materials verbally

## YOU WILL NEED

- children's own stuffed animals
- chart paper and a marker
- camera and film

## Activity: My Favourite Animal

Have the children bring their favourite stuffed animals to class.

Invite them to tell about their stuffed animal, including its name, what kind of animal it is, and why it's a favourite.

Develop a 4-column chart to record the information.

## Extension

Photograph each child with his/her stuffed animal, and take a class picture as well. When the photos are developed, spread the pictures out on the floor so the children can look at them and comment. Make a display of the photographs to invite further observation and comment.

## LEARNING OPPORTUNITIES

Children will:

- follow simple directions
- communicate effectively by speaking

## YOU WILL NEED

- a button collection
- colouring materials
- word cards: 1 set for sizes, 1 set for colours, and 1 set for shapes

## Activity: Button Collection

Invite the children to bring to class buttons of various sizes, shapes, and colours.

Use the buttons to play language games related to size, shape, and colour. For example:

- Children sit in a circle, each with a random collection of buttons spread out on the floor in front of him/her. From a prepared set of word cards, select a size, colour, and shape card (large, red, square; small, green, triangle), and read them to the children. Have children indicate if they have a button to match the set of cards.
- Have the children select 1 button from their collection and put it on the floor in front of them. From the word cards, select a word from each of the 3 groups and read to the children. As each attribute is read aloud, the child decides if his/her

button matches the attribute. If so, the button remains in front of the child; if not, it's returned to the collection.

- Each child selects 1 button from his/her collection. In turn, going around the circle, each child describes the button according to its size, colour, and shape.
- Have the children choose 2 buttons from their collection. Name attributes, 1 at a time, and ask children to hold up 1 of their buttons if it matches the attribute you have named.

## Extension

Provide children with **Blackline Master 26**. Challenge them to draw pictures that show each of the buttons described on the sheet.





## LEARNING OPPORTUNITIES

Children will:

- compare information on objects using two categories

## YOU WILL NEED

- a button collection
- stiff paper
- glue
- small, sealable, clear plastic bags

## Activity: Matching Game

- Look at pages 2–3 of *The Right Match*. Ask:

- What is the button like that Nikki is trying to find?

List the words children use to describe the button.

- Play a matching game with children. Display a small collection of buttons. Tell the children that you are thinking of one of the buttons. Ask them to guess which one it is by asking such questions as:

- Is it smooth?
- Is it shiny?
- Is it square?
- Does it have 4 holes?

After each negative response remove the buttons that share the characteristic mentioned. For example, remove all the smooth buttons, leaving only the bumpy

buttons. From the bumpy buttons remove all shiny buttons, leaving only bumpy, dull buttons.

- On other days, ask children to assume your role while you join the class in asking descriptive questions to determine which button the volunteer has in mind.

## Extension

Copy Nikki's bear, **Blackline Master 27**, on stiff paper. Have children choose 2 matching buttons for Teddy's eyes. They glue 1 eye in place and place the other in a small plastic bag with 5–10 other buttons. Volunteers take turns presenting their bear and their button collection, describing their missing button, and challenging their classmates to find the right match. Place children's bears and button collections at a centre for others to enjoy.



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## LEARNING OPPORTUNITIES

Children will:

- sort and classify objects into sets according to specific characteristics and describe those characteristics

## YOU WILL NEED

- a collection of stuffed bears
- yarn or hoops for sorting
- paper
- glue

## Activity: All Sorts of Bears

Ask children to bring in their own stuffed bear (provide extras for children to borrow if necessary). Reread *The Right Match*. Ask:

- What words describe Nikki's bear?

Look at the display of children's bears. Explore ways to sort and resort the bears according to characteristics of size, colour, type, material, and features. Use large hula hoops or circles of yarn to define the sets. Each time the bears are sorted, ask children to label each group and model the criteria used for sorting. For example, say:

- We sorted the bears by size. How would we describe the size of the bears in this group? In this group?

## Extension

Copy **Blackline Master 28** on different-coloured paper and cut to make a collection of bears. Ask children to create a set of bears that is alike in some way, and to glue the bears to a piece of paper.

Invite volunteers to present their sets to the class, asking their classmates to guess their rule for sorting.

After the sets have been shared, help children label their sets, then compile the pages in a booklet for everyone to enjoy.



Page 67

Name \_\_\_\_\_

Draw what is missing.





# The Right Match

BLM 26

Name \_\_\_\_\_

Draw.

This button is big.

This button is small.

This button is red.

This button is blue.

This button is  
big and red.

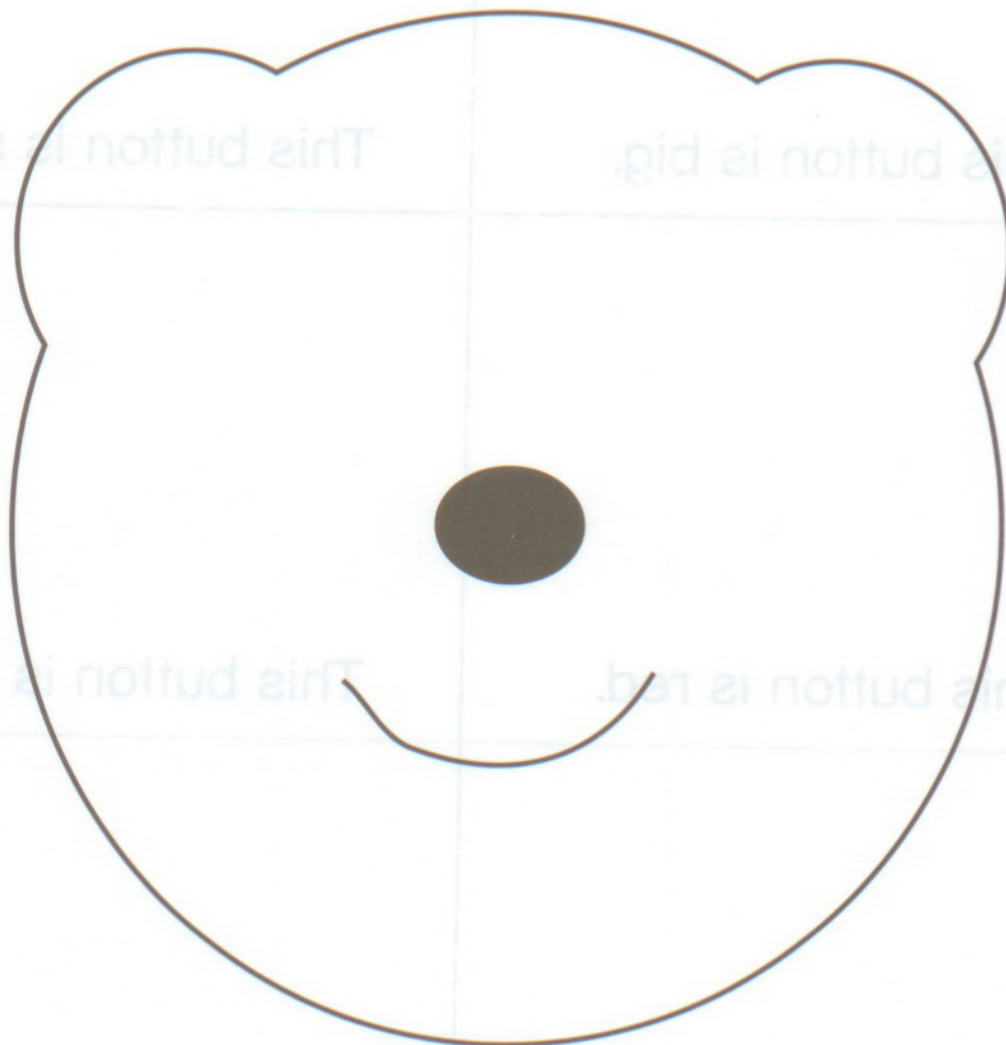
This button is  
small and blue.



# The Right Match

BLM 27

Name \_\_\_\_\_





# The Right Match