Box 1: Lesson 13

Matching: 3D to 2D Matching

Student will learn to match 50 3D objects to the corresponding 2D pictures, including foods, animals, everyday objects, vehicles, and blocks.

Suggested Materials

LB6 Language Builder: Blocks

- All blocks with matching cards

LB7 Language Builder: 3D-2D Matching Kit: Foods

- All

LB8 Language Builder: 3D-2D Matching Kit: Animals

- All

LB9 Language Builder: 3D-2D Matching Kit: Everyday Objects

- All

LB10 Language Builder: 3D-2D Matching Kit: Vehicles

- All

Student:

Projected activities for: ___ /___ /___ to ___ /___ /___

Monday	Tuesday	Wednesday	Thursday	Friday

Notes

Matching: 3D to 2D Matching

Lesson Focus

Student will learn to match 50 3D objects to the corresponding 2D pictures, including foods, animals, everyday objects, vehicles, and blocks.

Lesson Format

The primary lesson is designed for 1:1 instruction with a teacher or therapist.

Location

This lesson is intended as an indoor activity that requires the teacher and student to be seated at a table or on the floor, either next to or across from each other. It is most common to sit at a table across from each other.

Preparation

Pull target objects and cards for the current lesson focus from:

1. LB6 Language Builder: Blocks
2. LB7 Language Builder: 3D-2D Matching Kit: Foods
3. LB8 Language Builder: 3D-2D Matching Kit: Animals
4. LB9 Language Builder: 3D-2D Matching Kit: Everyday Objects
5. LB10 Language Builder: 3D-2D Matching Kit: Vehicles

Procedures

Choose a 3D object to begin the lesson.

It is a good idea to choose an object with which the student has had significant success matching in the 3D-3D matching activity. As mentioned in 3D-3D matching, if the student tends to engage in wheel-spinning stimulatory behavior, you may not want to start with wheeled vehicles.

1. Sit in a chair or on the floor with the student.
2. Make sure you have the student's attention.
3. Place 1 picture card in front of the student.
4. Hand the student the corresponding 3D object and ask the student to match the object to the picture.
5. Use the instruction, "Match the **Apples**," "Put with same," or "Put **Apple** with **Apple**."
6. Prompt if necessary.
7. Wait for the student to match the object correctly.
8. Reinforce the student.

Once the student has mastered matching one object to the corresponding photo card, you can then move through the list of objects to match. As the student becomes more competent matching an object to a card in a field of one, you can then add more cards to the selection field so the student will have to scan the cards before matching.

Prerequisites

The prerequisites for *3D to 2D Matching* include the following and all lessons which precede:

- **Lesson 12:** *3D to 3D Matching*

Standards

Head Start

- ITC-10

Common Core

- N/A

ABLLS-R

- B6

VB-Mapp

- VPS & MTS 7-d

Record Keeping

Data Sheet

- *Vocabulary-Based Lessons*

Home Communication Sheet

- *Emerging & Maintaining Vocabulary*

Why Do We Teach This?

Teaching daily living skills to children with autism often depends on using activity schedules and sequencing charts. These tools are effective only at the point at which children have mastered the prerequisite skills of matching a 2D image to a 3D object (Haas, 2011). Until a child has the capacity to understand that a 2D image, such as a picture of a toothbrush, represents an actual object, prompting a child to engage in brushing their teeth cannot be accomplished using an activity schedule or card.

Lesson Progression

- Introduce one object at a time.
- Follow this progression:
  - » 1 card on the table only.
  - » 1 card vs. a blank distractor card.
  - » 1 card vs. a card depicting an object which you will not be teaching right away.
    - › For this step, keep the distractor the same for each trial, until the student can consistently match the target object to the corresponding card.
    - › It is a good idea to use a distractor which is as dissimilar as possible and from a different category. For example, if your target is **Apple**, use **Car** or **Dog** as a distractor, rather than **Orange**.
  - » 1 card vs. rotating distractor cards.
    - › Again, distractors should be cards you will not be teaching for a while.
    - › This time, rotate the distractor card each trial, or every couple trials, keeping the target card consistent.
    - › Again, start with distractors which are dissimilar and from a different category.
    - › Do this until the student can consistently match the target object to the corresponding card, no matter which distractor card you use.
  - » Introduce a 2nd target card, following the above procedure.
  - » When the student can match 2 target objects to corresponding picture cards:
    - › Step 1: Mass Trial Target 1, with Target 2 as distractor. Do not ask for Target 2.
    - › Step 2: Mass Trial Target 2 with Target 1 as distractor. Do not ask for Target 2.
    - › Step 3: Random Rotate Targets 1 and 2.
  - » As the student masters more target objects, gradually increase the number of objects in the field from 2 to 3, to 4, etc.
  - » Start with a grid array of cards and progress to a messy array of cards.
  - » Continue until the student can match all 3D objects to cards in Language Builder ARIS.

Generalization

Once the student is able to match all of the 3D objects to 2D pictures:

- Have the student match objects with another staff member.
- Have the student match the objects in another classroom.
- Reverse the process and have the student match the 2D pictures to the 3D items.
- Incorporate "Scavenger Hunt" into classroom and peer play activities.
- Use the *Emerging & Maintaining Vocabulary Home Communication Sheet* to communicate to parents and home staff about student progress so they can do matching activities at home.

Whole-Child Lesson Ideas

Scavenger Hunt

As soon as the student masters the task of matching several of the 3D objects to their corresponding picture cards, you can play fun games using the newly acquired matching skills. "Scavenger Hunt" is a great way to reinforce the student's ability to match 3D objects with picture cards.

1. Give the student a clipboard with a piece of paper containing about 5-10 pictures of items from around the room.
2. Ask the student to go to each item, and when they find the 3D match, they should cross it off on their clipboard.
3. You can have the student pretend to be a detective finding clues or time them to make it more exciting and fun.
4. Start by placing objects near the student and in very clear places, before gradually making the objects more difficult to find.

** Note: "Scavenger Hunt" involves starting with a card and finding a matching object (as opposed to starting with an object and matching it to a card), so you should have practiced this permutation with the student prior to introducing "Scavenger Hunt."

Prompting

Suggested prompt ideas, in general from least to most invasive:

1. Place only the target card on the table.
2. Glance toward the correct match.
3. Point to the correct match.
4. Hand the 3D object to the student, holding it right beside the matching card.
5. Place the target card much closer to the student and the other card choices further away.
6. Hand over hand match the 3D object to the card.

Next Steps

Once the student has mastered matching all of the 3D objects to pictures, move to:

★ **Lesson 14:** *Common Objects Photo Identical Matching*

Vocabulary-Based Lessons
DATA SHEET

STAGES learning materials

LESSON NUMBER **LESSON TITLE**

STUDENT'S NAME DATE

Prompt Codes				Trial Types		Notes
V	Verbal	P	Physical	MT	Mass Trial	
PV	Partial Verbal	PP	Partial Physical	DT	Discrete Trial	
M	Model	G	Glance	RR	Random Rotation	
PM	Partial Model	L	Location	REV	Review	

Words Practiced	MT	DT	RR	REV	Words Practiced	MT	DT	RR	REV	Distractors

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: ____________ Staff Initials: ____________ Notes:
Time Started: ____________
Time Finished: ____________ % Correct: ____________

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P
Prompt Code										

Date: ____________ Staff Initials: ____________ Notes:
Time Started: ____________
Time Finished: ____________ % Correct: ____________

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P
Prompt Code										

Date: ____________ Staff Initials: ____________ Notes:
Time Started: ____________
Time Finished: ____________ % Correct: ____________

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P
Prompt Code										

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