

# MATCH THE WORD



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# MATCH THE WORD

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Match The Word (C)  
C.A.L.P. , Dunedin, 1986

C o m p u t e r

A s s i s t e d

L e a r n i n g

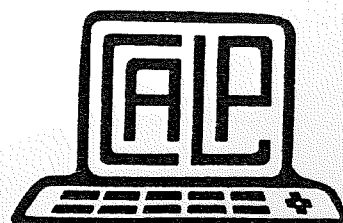
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## AIMS

To recognise words and distinguish them from one another (an essential part of reading) and then to reproduce them (spelling) requires that we look at the parts of the words and distinguish them from one another. This is referred to as visual discrimination because we use our eyes and compare this work with others already known.

1. To improve visual discrimination of words by means of a matching activity which encourages the trainee to look closely at the parts of a word.
2. To improve hand-eye co-ordination.
3. To offer a repetitive task often carried out in spelling tutoring in a 'game' context which will increase the enjoyment of the task so that the student will continue longer.

## ACTIVITIES INVOLVED

A single randomly displayed word has to be found within a list of ten words. Not all the list can be seen at one time so the trainee has to expose more of the list words in the 'window' until the matching word is found. Each of the ten words is matched one after the other.

When preset criteria of time and the number correct are reached, the trainee moves on to a different set of words.

Each set of words has been chosen according to a different criteria and the tutor or supervisor may choose to omit some sets.

It is possible for the supervisors to make up their own word lists for this program.

## REQUIREMENTS.

Preparation: This can be used as a stand alone activity although it is probably of most use if in the case of a reading student they have already done some work on sight words; and for a spelling student if they have worked on rapid visual discrimination exercises.

Supervision: Once again this depends on the type of use to which the program is being put. If it is a backup to work done by a Reading and Learning Assistance Tutor they may well wish to observe the student, particularly in the early stages. For a poor reader it is helpful to get the student to read the word as it appears in the left hand box before they search for it in the list, in order to check that they can read the word and are not just recognising the letter order.

Follow-up: For a tutor it may be helpful to see whether the student's reading or spelling of the words has improved after doing the game.

Time: This will vary according to the number of lists covered by the student.

Technical Information: Core name " MATCH".

COPY MATCH will copy all files necessary for this program.

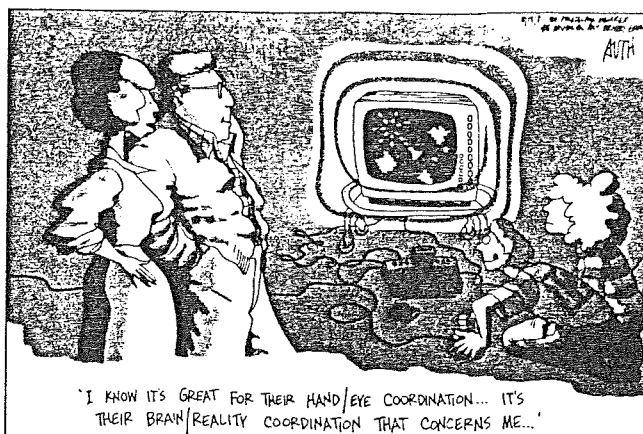
Disk Menu should CHAIN " MATCH.BAC ". The main program is MATCH.BAC

Files on disk are : MATCH1.BAC

MATCH.BAC

MATCH.DAT

## INSTRUCTIONS



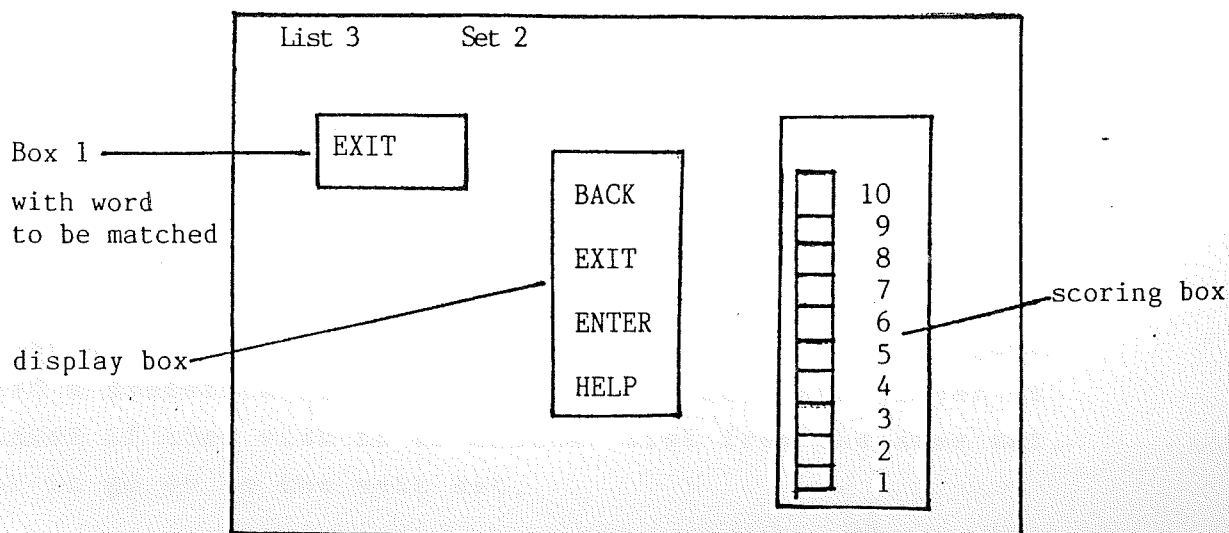
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### HOW TO PLAY.

At the beginning the player is asked if they have played this game before. If not, they are taken through the instruction stage. Only after they are reasonably proficient or have completed all the lists in Set 0 do they continue to Set 1.

If they answer that they have played before, they are asked which set they reached, and they begin immediately on that set. (See Choosing a Set p.8)

The screen looks like this when play is in progress:



The aim is to match the words used in Box 1 with the same word in the display box. This is done by placing the cursor over the correct word, (using the cursor or arrow keys) and pressing ENTER.

Each list has 10 words, only 4 of which can be seen in the display box at one time. When the cursor hits either the top or the bottom of the display box more of the list words are revealed.

Immediate feedback is provided on whether the choice was correct. The appropriate square in the scoring box will fill with green if they have highlighted the same word as in Box 1, but it will fill with red if they have chosen an incorrect word.

After a list or 'game' has been completed (occasionally a list may have less than 10 words) the player sees a score sheet of the games they have played in that set, and in the lower left hand corner of the screen they receive a non-committal or praise comment, are told what they will be doing next - repeating the list, doing another list or having the choice to move on to another set. The criteria for these options are as follows:

If they score 5 or less they repeat the same list.

If they score between 6 or above they go on to another list of the same set.

Once they have scored 9 or 10 on two consecutive games the time they have taken is also taken into consideration.

(N.B. While they are learning the manual operations necessary to play the game, and until they can discriminate between words with a high degree of accuracy, and co-ordinate these hand and eye tasks, time is not considered important.)

When the accuracy is maintained over 2 consecutive games, and a predetermined time criteria is met, the player is asked if they wish to do another list from the same set, or to go on to the next set.

## SUGGESTIONS FOR USE

Match the Word can be used in several different ways.

- 1) It may be used just as a game. It is likely that used in this way it may still have the effect of improving spelling without the player being aware of it.
- 2) It may be used to focus the person's attention on the letters and combinations of letters in a word and improve their visual discrimination, reading and spelling.

a) Reading. Many of us can match words quite effectively although we cannot read or understand the word e.g. Which is the odd man out - ignythyceous, ignythaceous and ignythyceous ? Similarly this computer program used alone tells you only whether the trainee can compare words and match the same words. It does not tell you whether s/he can read or understand the words. If you have a trainee who is a poor reader, the supervisor or tutor can sit with them and ask them to read the words in Box 1. If they read incorrectly, or are unable to read any word the correct word should just be supplied without comment.

It can be used for extra practice once words have been learned with a tutor.

b) Spelling. The program is of most use when it is used to consolidate discrimination skills, particularly when a tutor has already done some work on visual discrimination. The game can then offer extra practice in an enjoyable format. Whether or not this has happened it will be most effective if the trainee is i) aware of its purpose.

ii) aware of the criteria by which words  
in a particular set have been chosen.



### Choosing a Set.

There are 2 points at which this choice can take place:

1) At the beginning when the student is asked if they have played this game before, and if so what set they reached,

2) When they have reached the criteria for both accuracy and speed on a list. They are given the choice of doing another list within the same set, or moving on to the next set.

In the latter case they should be encouraged to opt to do the other lists in the same set a) if they have found difficulty reading words in the set.

b) if they have taken more than 5 games to reach the criteria.

c) if the aim is to give them more practice at recognising and discriminating a specific set of words e.g. social sight words (see below) or a set of lists entered by the tutor or supervisor.

If on the other hand they reach the criteria with ease, and have no difficulty reading the words, they should move on - unless they themselves choose to continue on the same set.

## SETS

IT NEEDS TO BE STRESSED THAT THE SETS ARE NOT LEVELS OF INCREASING DIFFICULTY, BUT MERELY DIFFERENT SETS OF WORDS CHOSEN ACCORDING TO DIFFERENT CRITERIA, as follows:

- |         |                                       |
|---------|---------------------------------------|
| Set 1   | Dolch Sight Words (4 or less letters) |
| Set 2   | Dolch Sight Words (5 or more letters) |
| Set 3   | Social Sight Words                    |
| Set 4   | Social Sight Words                    |
| Set 5   | Three letter look alike words         |
| Set 6   | Consonant Blends                      |
| Set 7   | Suffixes and Prefixes                 |
| Set 8   | Words with three or more syllables.   |
| Set 9 ) | available for the tutor/supervisor    |
| Set 10) |                                       |

The explanations given below should help to make the decisions which set/s are most appropriate for any one trainee.

### Set 1 and 2 (Dolch Sight Words.)

The Dolch Sight Words make up 50- 75% of all reading matter. They include words like the, they, their, because, she. Because they occur so frequently they need to be known at 'sight' and be able to be written without hesitation. They are generally small words, very similar in appearance, and often do not obey the 'rules'. For these reasons they are relatively difficult to distinguish and to remember. However many trainees will have mastered them at school.

### Set 3 and 4 (Social Sight Words)

Social Sight Words also need to be recognised immediately for they are used to direct us in public places and when filling in forms e.g. EXIT, SURNAME. Because they are generally in capitals they have fewer identifying characteristics to allow easy discrimination. Most trainees will be able to read these but may not always be able to spell them.

### Set 5 (Three letter look alike words)

These are the types of words that are used in exercises designed to develop auditory and visual discrimination skills with students

.../

.../

wishing to improve their spelling. They often have only one letter different e.g. dig, dug, dog, dag.

#### Set 6 (Consonant blends)

Poor spellers often do not recognise the importance of double letters (e.g. cr, cl ), and because they have not attended to them will not put the letters in the correct order e.g. cruel may be written curel.

#### Set 7 (Suffixes and Prefixes)

Recognition of syllables that occur at the beginning (prefixes), or end (suffixes) of words allow us to decode words more efficiently and help our spelling if we recognise them as independent of the base word, e.g. recommend has only one c because it is re-commend or to commend strongly.

Some suffixes have the same sound e.g. -sion

-tion

-xion

-cion

and we need to recognise which words use which variation.

#### Set 8 Words of three or more syllables

We often remember the beginnings and ending of words but have difficulty remembering the middle syllables because we've never taken much notice of them.

This set is of most use to the good reader whose spelling is only average.

#### Sets 9 and 10

These are reserved for the use of tutors or supervisors who have specific lists of words which they wish the trainee to get practice at recognising. See Appendix 1 for instructions on how to enter your own words.

## Appendix I

### ENTERING YOUR OWN WORDS

As mentioned, Sets 9 and 10 have been left blank for the tutor or supervisor to enter their own words.

To get into the program for doing this:

Go into Basic from the Disk Menu. (Type PB if it is a Polymenu).

When the yellow READY appears,

either : 1) Type Run "SERVICE" and choose to " Add words to lists 9 and 10 in the MATCH THE WORD PROGRAM "  
or : 2) Type run " MATCH1"

You will be asked:

Which set (9, 10) ?

Which list (1,2,3,4,5,6,7,8,9,10) ?

Word no. 1 ?

Word no. 2 ?

etc.

At each point, type in the appropriate number or word, and press ENTER.  
(N.B. Each word is limited to a maximum of 12 letters).

There is a maximum of 10 words in each list. To enter less, just press ENTER for the blanks.

There are 10 lists in each set. At the end of the list you will be asked if you wish to exit at that point. On exiting the program will take you back to the menu.

To use your own lists:

1. On the MENU page, choose 'Match a Word'.
2. When asked, "Have you played this before?", type yes.
3. When asked, "What set did you reach ?" type the number of the set you have entered, (9 or 10).

## Appendix II

### WORD LISTS

#### SET 0 : Practice Lists

SET= 0	LIST= 1	NEXT	KEY	BACK	ENTER	SHIFT
		EXIT	HELP	REPEAT	CAPS	POLY
SET= 0	LIST= 2	LOG	BOOK	MENU	DISK	DRIVE
		COMPUTER	KEYBOARD	TYPE	PRESS	PAUSE
SET= 0	LIST= 3	NAME	ASK	TRY	USE	PENCIL
		PAPER	BOOK	WORK	TOGETHER	END
SET= 0	LIST= 4	SCREEN	VDU	MEMORY	RAM	ROM
		FLOPPY	ERROR	EXIT	THINK	CARE
SET= 0	LIST= 5	REMEMBER	PUT	DISKS	IN	COVERS
		NO	SMOKING	FOOD	DRINK	FOOLING
SET= 0	LIST= 6					
SET= 0	LIST= 7					
SET= 0	LIST= 8					
SET= 0	LIST= 9					
SET= 0	LIST= 10					

#### Set 1 : Dolch Sight Words

SET= 1	LIST= 1	as	at	am	an	on
		so	if	off	off	or
SET= 1	LIST= 2	this	they	that	them	then
		three	when	where	there	who
SET= 1	LIST= 3	the	she	can	ten	get
		yes	one	see	saw	was
SET= 1	LIST= 4	good	look	down	too	two
		into	to	soon	some	from
SET= 1	LIST= 5	all	my	me	be	by
		but	fly	do	its	will
SET= 1	LIST= 6	jump	play	green	brown	blue
		black	just	cold	walk	sleep
SET= 1	LIST= 7	here	help	said	away	like
		come	going	did	not	and
SET= 1	LIST= 8	run	yellow	little	today	red
		ride	old	eat	Mr	Mrs
SET= 1	LIST= 9	long	had	around	under	before
		stop	pretty	his	make	time
SET= 1	LIST= 10	your	our	four	for	you
		him	her	shout	he	came

SET 2 : Dolch Sight WordsSET 3 : Social Sight Words

SET= 2	LIST= 1	about	again	always	after	eight
		every	even	very	never	seven
SET= 2	LIST= 2	upon	once	over	own	open
		only	our	got	goes	grow
SET= 2	LIST= 3	give	gave	have	five	find
		fall	found	fast	first	kind
SET= 2	LIST= 4	how	has	hold	hot	hurt
		new	now	sit	sing	came
SET= 2	LIST= 5	carry	funny	any	many	say
		try	why	may	bring	buy
SET= 2	LIST= 6	while	warm	work	would	with
		what	which	want	went	wish
SET= 2	LIST= 7	let	put	ran	ate	ask
		cut	us	use	full	pull
SET= 2	LIST= 8	drink	draw	does	don't	done
		thank	those	these	think	their
SET= 2	LIST= 9	together	because	better	eight	laugh
		myself	small	take	know	keep
SET= 2	LIST= 10	please	pick	pull	well	were
		fell	shall	show	start	night
SET= 3	LIST= 1	NAME	NINE	NINETY	NINETEEN	MAIL
		MALE	MAIN	OFFICE	MARRIED	SALE
SET= 3	LIST= 2	EXIT	EIGHT	EIGHTY	ELEVEN	EIGHTEEN
		ENGAGED	ENTRANCE	ENQUIRIES	ESCALATOR	EMERGENCY
SET= 3	LIST= 3	ACCIDENT	CRESCENT	AVENUE	CHRISTIAN	ADDRESS
		CLOSED	AIRPORT	COFFEE	CAUTION	CLEARLY
SET= 3	LIST= 4	CITY	GENTS	CENTS	ROAD	COINS
		RATES	CHEQUES	SUGAR	NOTES	SALT
SET= 3	LIST= 5	SURGERY	SUBURB	STATION	SIXTY	SEVEN
		SIXTEEN	SINGLE	SEVENTEEN	STREET	SILENCE
SET= 3	LIST= 6	STOP	SIX	TEN	USE	TEA
		UP	YES	ONE	P.M.	A.M.
SET= 3	LIST= 7	AGE	GO	Dr.	Mr.	Mrs.
		Miss.	Ms.	no	NO	MEN
SET= 3	LIST= 8	CAPITALS	FOURTEEN	FIFTEEN	FOUR	FEMALE
		FIFTY	FOREMAN	FORTY	FIVE	CARE
SET= 3	LIST= 9	COME IN	DO NOT TOUCH	BIRTH DATE	MEN WORKING	POISON
		PEDESTRIANS	POST OFFICE	PAY HERE	SIGNATURE	TAKE-A-WAY
SET= 3	LIST= 10					

# Set 4 : Social Sight Words

SET= 4 LIST= 1

PULL	PUSH	PARK	PLEASE	PRESS
HOTEL	OPEN	MOTEL	TOTAL	TOILET

SET= 4 LIST= 2

THEATRE	THIRTEEN	TWELVE	TWENTY	THREE
THIRTY	WAIT	WIRES	WOMEN	VACANT

SET= 4 LIST= 3

SLOW	STAIRS	SHUT	QUIET	FRUIT
FIRST	FIRE	LIFTS	LADIES	BRIDGE

SET= 4 LIST= 4

BEWARE	BLOCK	CHEQUES	CROSS	DOWN
HAND	BUS	TOWN	TWO	PRINT

SET= 4 LIST= 5

POLICE	PRIVATE	RAILWAY	TELEPHONE	TICKETS
RESTAURANT	REST AREA	SEPARATED	SECRETARY	SURNAME

SET= 4 LIST= 6

FOR SALE	FIRE ALARM	AIR MAIL	FIRE ESCAPE	KEEP LEFT
THANK YOU	KEEP OUT	LIVE WIRES	KEEP OFF	ROAD WORKS

SET= 4 LIST= 7

NO PARKING	WAY OUT	WORKS END	NO SMOKING	WAY IN
WAITING ROOM	NO STOPPING	WET PAINT	NO ENTRY	NO EXIT

SET= 4 LIST= 8

SUPERVISOR	DIVORCED	DOCTOR	DANGER	DOLLARS
SINGLE LANE	GENTLEMEN	HOSPITAL	HUNDRED	LIBRARY

SET= 4 LIST= 9

SET= 4 LIST= 10

Set 5 : Short vowel, single syllable words.

SET= 5 LIST= 1

dig	dag	dog	dug	day
den	din	dam	dip	did

SET= 5 LIST= 2

come	came	can	call	cat
calm	cot	cop	car	con

SET= 5 LIST= 3

mop	map	mat	met	men
mob	man	mum	mod	may

SET= 5 LIST= 4

bad	bed	bid	bod	beg
bud	big	bug	bog	bag

SET= 5 LIST= 5

tag	tig	tog	tug	tip
top	tup	tap	toy	tow

SET= 5 LIST= 6

nun	nan	nip	nag	nap
nut	net	not	nit	nib

SET= 5 LIST= 7

pip	pup	pop	pep	pan
pen	pin	pun	pug	pig

SET= 5 LIST= 8

lip	lid	lad	lap	lop
lob	lit	let	lug	lot

SET= 5 LIST= 9

fun	fan	fin	fob	top
fat	fit	fab	fig	fag

SET= 5 LIST= 10

for	far	fir	cor	nor
sir	jar	bar	tar	car

# Set 6 : Consonant Blends

# SET 7 : Prefixes and Suffixes

SET= 6 LIST= 1

slip	slap	slop	ship	shun
shin	shop	slob	slab	slid

SET= 6 LIST= 2

crash	fresh	brash	crass	brass
dress	crush	brush	cress	dross

SET= 6 LIST= 3

clock	block	flock	pluck	cluck
black	flack	slack	fleck	click

SET= 6 LIST= 4

skein	freight	chase	break	plain
slain	shade	drain	brain	shale

SET= 6 LIST= 5

crime	brine	drive	crave	brave
drove	drone	crone	frame	crane

SET= 6 LIST= 6

chime	shine	shame	chain	Shane
shone	chive	choke	skite	skive

SET= 6 LIST= 7

flame	flake	slake	fleet	bleat
cleat	stake	sleep	steak	skate

SET= 6 LIST= 8

clear	clean	glean	drear	creep
sheen	steer	sheer	cheer	chain

SET= 6 LIST= 9

brash	crash	flush	flash	slash
stash	slosh	slush	clash	plush

SET= 6 LIST= 10

frail	braille	broil	scorn	shorn
crown	drown	frown	brown	blown

SET= 7 LIST= 1

suspicion	situation	invasion	condition	direction
admission	permission	population	proportion	protection

SET= 7 LIST= 2

direction	fraction	session	motion	station
nation	fashion	tension	million	passion

SET= 7 LIST= 3

district	disturb	dispute	dislike	displease
distress	disgrace	disobey	disgust	discuss

SET= 7 LIST= 4

article	entitle	pickle	paddle	tremble
stumble	scramble	settle	middle	meddle

SET= 7 LIST= 5

confuse	convict	confess	consider	confine
constant	compare	command	commend	commit

SET= 7 LIST= 6

totally	equally	lately	safely	usually
lively	lovely	really	lonely	gradually

SET= 7 LIST= 7

include	inspire	invade	insane	inquire
inform	inhabit	insist	invent	increase

SET= 7 LIST= 8

courageous	religious	gracious	precious	suspicious
delicious	courteous	repetitious	gorgeous	cautious

SET= 7 LIST= 9

fully	exactly	lonely	shady	study
guilty	thirsty	safety	surely	hasty

SET= 7 LIST= 10

respond	repent	remind	record	report
export	import	remember	require	respect



### Set 8 ; Three and Four syllable Words

SET= 8 LIST= 1  
observation opposition extravagant combination application  
opportunity possibility conqueror congregationpossibility

SET= 8 LIST= 2  
parliament probably permanent perseveranceacquaintance  
ignorance intelligenceperformance circumstanceconvenience

SET= 8 LIST= 3  
successfullyordinary generosity generator operator  
instructor opportunity occupation occasionallycontinually

SET= 8 LIST= 4  
accompany accomplish association suspicion discourage  
determined argument government affectionateadvertising

SET= 8 LIST= 5  
heaviness weariness wholesome cleanliness messenger  
reference resignation presentationorganizationrecommend

SET= 8 LIST= 6  
celebration expedition introductionventilation application  
illustrationappreciationexhibition comfortable temperature

SET= 8 LIST= 7  
expensive generally radiator behaviour medical  
miserable reasonable traveller compliment magnificent

SET= 8 LIST= 8  
university affectionateceremonial victorious industrious  
electricity atmosphere consequence situated mischievous

SET= 8 LIST= 9  
atmospheric immediately acknowledge responsible assessment  
peculiarity separating manageable ridiculous extremely

SET= 8 LIST= 10  
distinguish directory community Invercargillintroductory  
programming dictionary suspicious suspension memorandum

SET= 9 LIST= 1

### Set 9 : Supervisor's Lists

SET= 9 LIST= 2

SET= 9 LIST= 3

SET= 9 LIST= 4

SET= 9 LIST= 5

SET= 9 LIST= 6

SET= 9 LIST= 7

SET= 9 LIST= 8

SET= 9 LIST= 9

SET= 9 LIST= 10

Set 10 : Supervisor's List

SET= 10      LIST= 1

SET= 10      LIST= 2

SET= 10      LIST= 3

SET= 10      LIST= 4

SET= 10      LIST= 5

SET= 10      LIST= 6

SET= 10      LIST= 7

SET= 10      LIST= 8

SET= 10      LIST= 9

SET= 10      LIST= 10

