
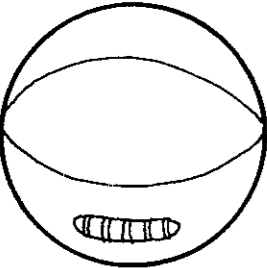

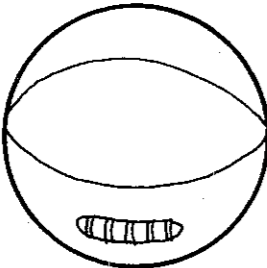

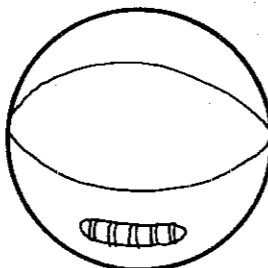

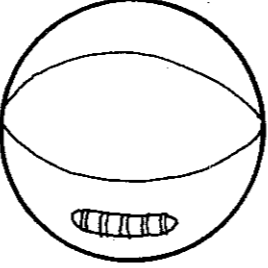
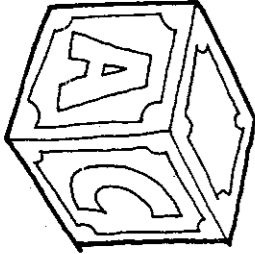
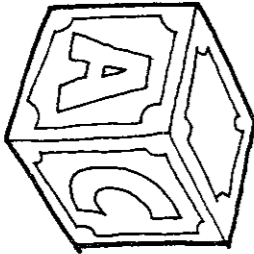
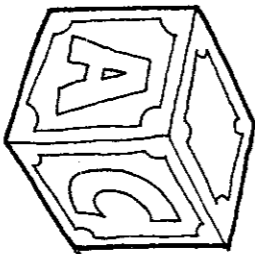
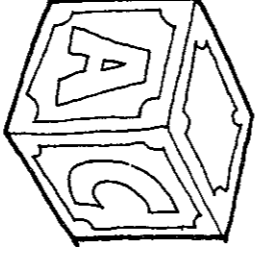
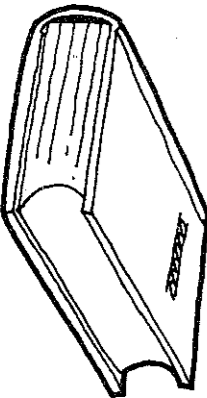
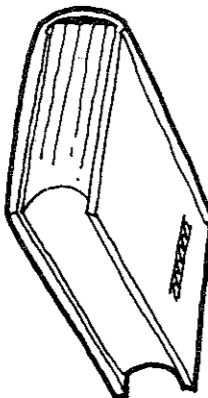
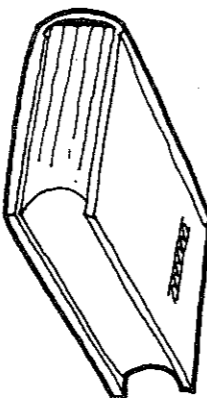
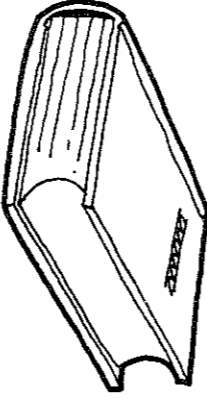
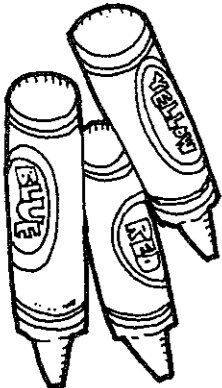
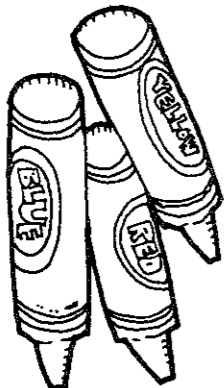
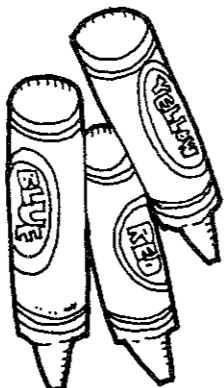
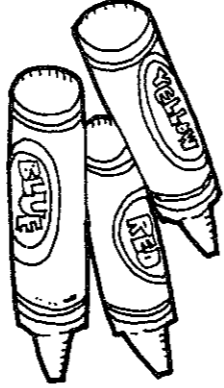



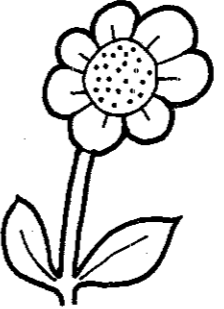


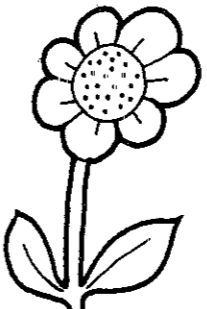


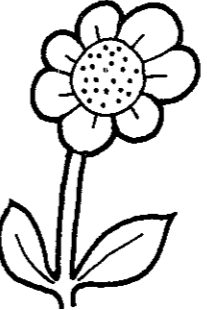


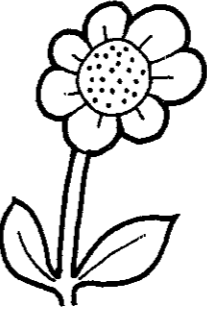
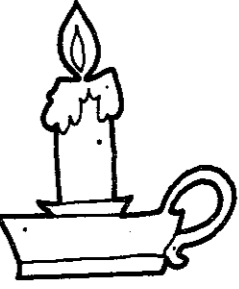
The REAL items for these pictures will be placed on a tray. Look at them for two minutes. Then turn away and one will be removed. Turn around, look for the missing item. Find its picture on the correct line and color it. Repeat four times, completing one row at a time.

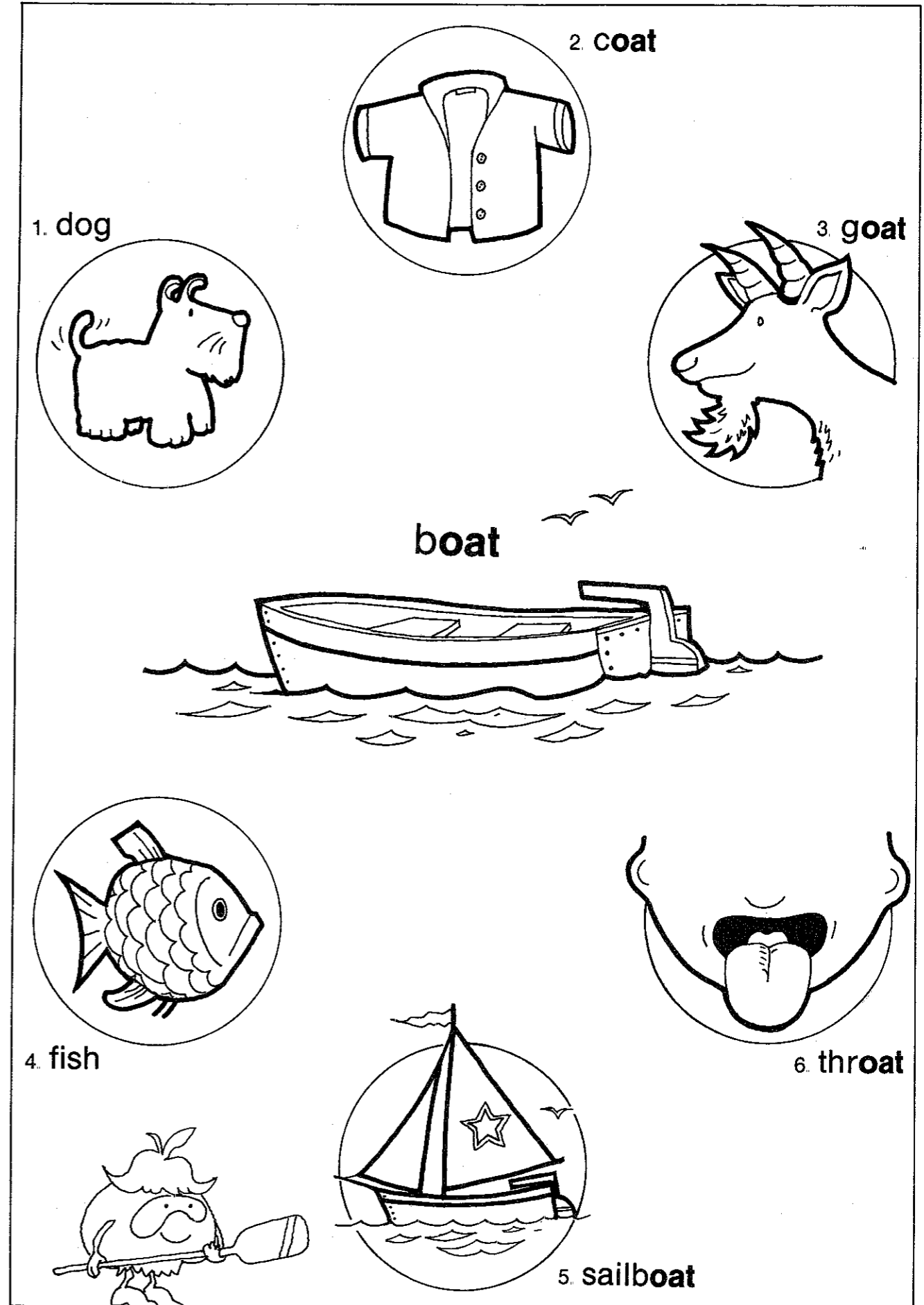
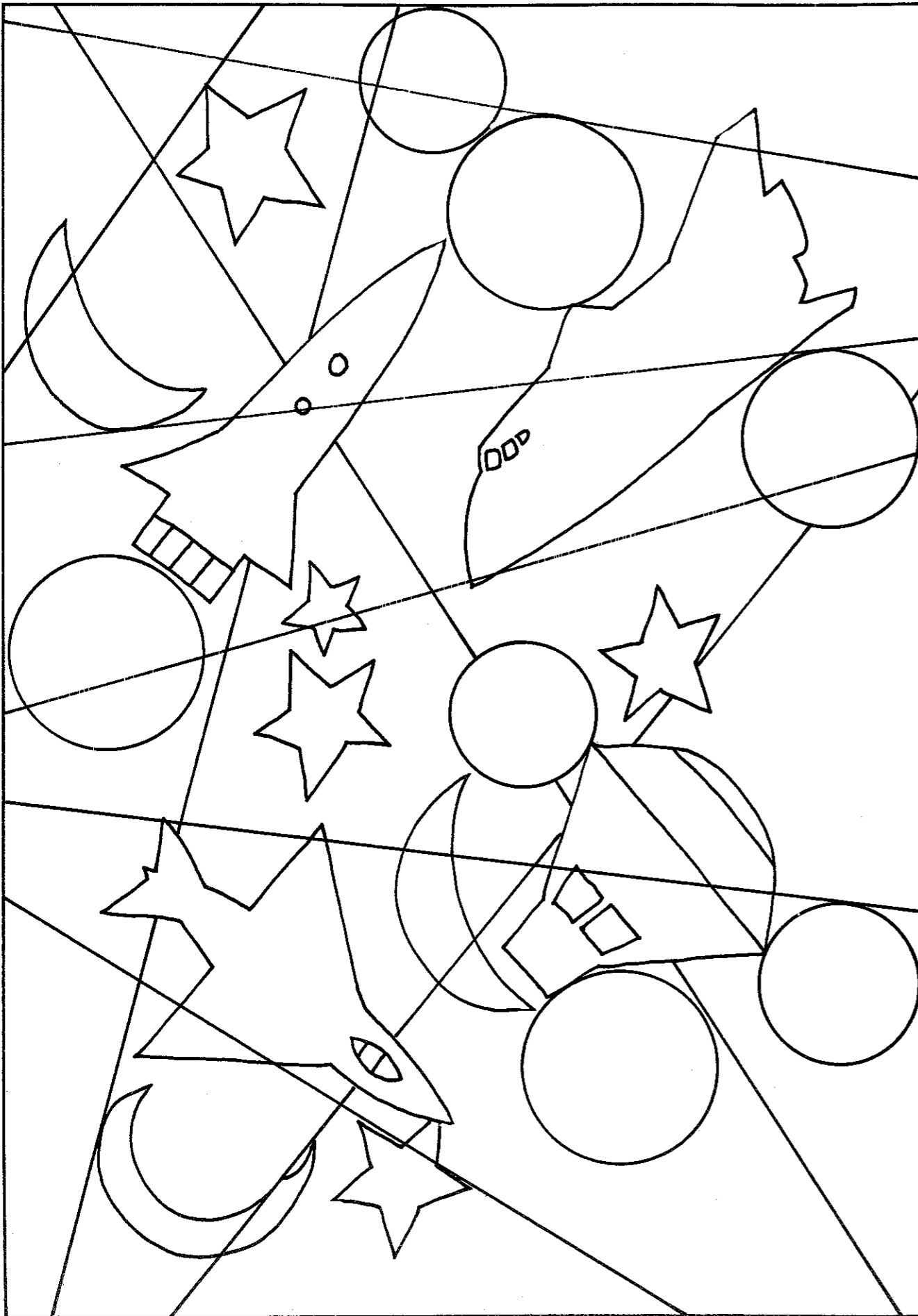



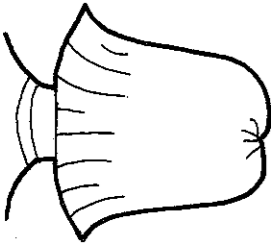
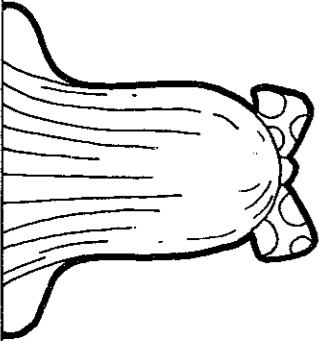
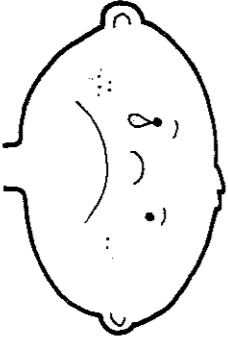
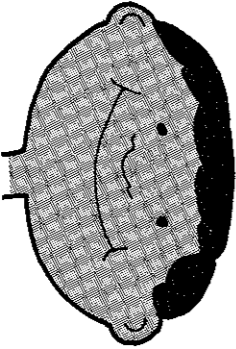
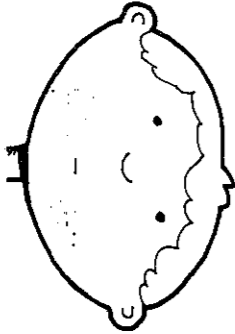
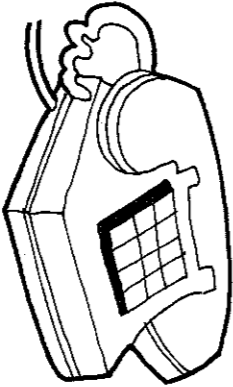
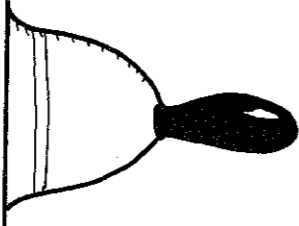
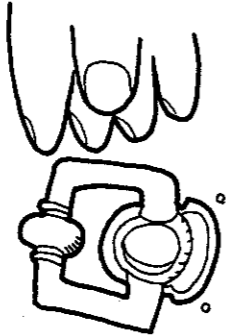
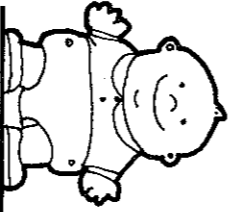
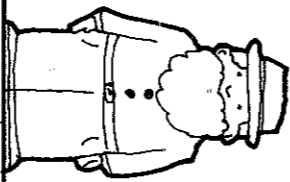
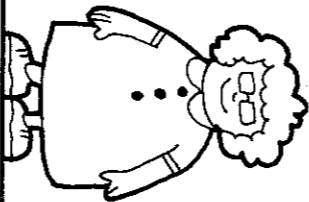
 	 	 	 
			
			
			

Listen carefully while the directions are read. Complete only one row each time the directions are given. Refer to the Answer Guide for the correct series of directions.





<p>4. Cynthia brushed her very long brown _____</p>   	<p>3. The funny circus clown made everyone _____</p>   	<p>2. Kathy quickly ran to answer the ringing _____</p>   	<p>1. She is a very friendly older _____</p>   
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ANSWER GUIDE

LEVEL 1

MOTOR SKILLS

Left-Right

During all L-R exercises, hold the back of the child's head to prevent movement. By demanding "eye movement" rather than allowing "head movement" the eye muscles needed for reading will be strengthened. The marker must not touch any lines more than two times per row. Each row done correctly receives one point. This can be repeated in a different color.

Hand-Eye

1, 4 The marker line being drawn must not break away from the lines (leaving an actual space between the line and the marker line) more than ten times from beginning to end. Do not allow child to lift their marker or move the page around once they have started.



2. Color each band a different color to determine accuracy. Colors must not cross the lines more than three times per row. Each band counts as one point.
 3, 5 Evaluation is based on whether the patterns have the same lines, are similar in size and drawn in the same direction. All must be accomplished to score the point.

Patterns

The marker must remain reasonably on the dotted lines when tracing and be similar in size and drawn in the same direction when copying. Encourage one try but two attempts are allowed. Use a second color marker if the second attempt is necessary.

VISUAL SKILLS

Similarities

- | | | | | |
|-----------------------|------------------------|----------------|---------------------|----------------------|
| 1. hats — SAME | 2. balloon — with star | 3. cat — SAME | 4. keys — DIFFERENT | 5. 3 eggs — 6 eggs |
| baseball — basketball | wagon — SAME | book — SAME | chair — SAME | turtle — snail |
| bird — SAME | casserole — pot | cake — frosted | shoe — SAME | friend — SAME |
| sunflower — rose | butterfly — SAME | bike — trainer | plant — DIFFERENT | scissors — DIFFERENT |
| | | | hat — SAME | bug — SAME |
| | | | frogs — DIFFERENT | house — SAME |

Memory

The following items will need to be gathered from home or a drawing made of it. More items than what are included in each list may be added if they do not cause frustration. (Be sure to remove only the items listed though.) Place them on a tray and let the child look at them for two minutes. When they turn away, remove one item. The child will then turn around and look at the tray for the missing item, name the missing object, and mark it on their page. Return the "missing" item and repeat the activity three more times, each time removing a different item.

- (Pg. 6) The items shown must include a doll (toy), scissors, paper clips, and crayons.
- (Pg. 18) The items shown must include a small ball, building block, book, and crayons.
- (Pg. 30) The items shown must include drawings of a circle, diamond, triangle, and a rectangle.
- (Pg. 42) The items shown must include drawings of a rectangle, star, triangle, and circle.
- (Pg. 54) The items shown must include crayons, scissors, pencil, ruler, and rubber bands.

Figure Ground

Read the name or names of the objects and have the child describe them and trace them with their fingers to assure that they understand what to look for. The child should try to outline the pictures and then color them in carefully.

AUDITORY SKILLS

Similarities

These listening exercises will help the child begin to understand the concept of "differences" in sounds. Make sounds that are as "similar" as your child can hear accurately without a great deal of trouble. For example hearing the differences between a bell ringing and a book closing is quite easy whereas the differences between a book closing and clapping your hands would require more effort. This ability is essential before children can begin understanding differences in letter sounds. It is also beneficial to encourage children to identify the particular sounds that they hear although this is not required.