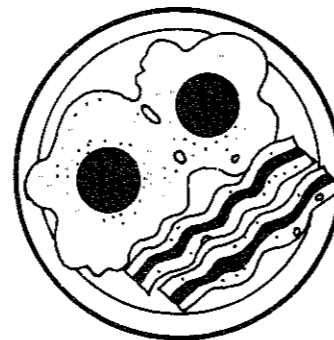
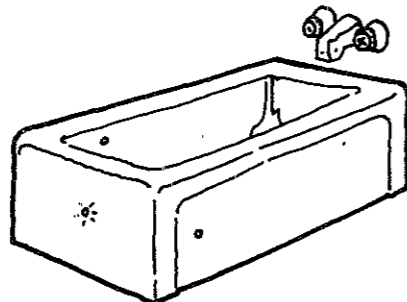
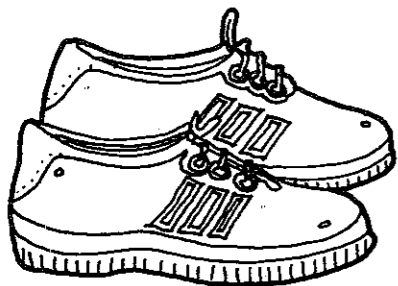
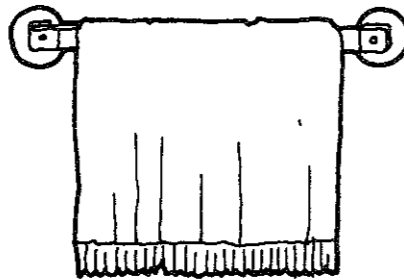
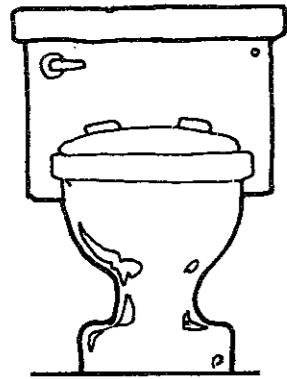
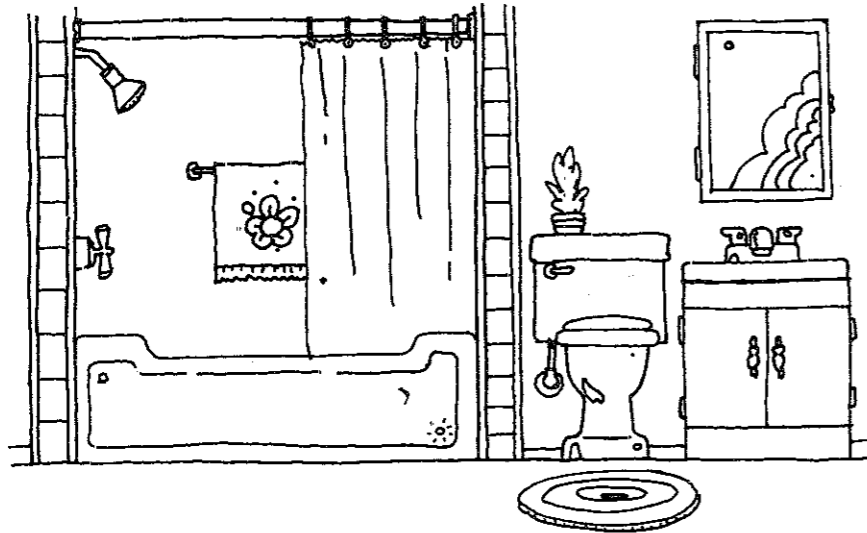


Find and color four pictures that belong in a bathroom. Cross out the wrong pictures

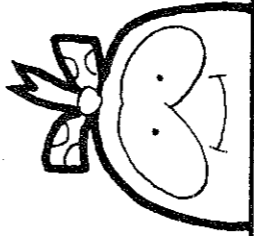

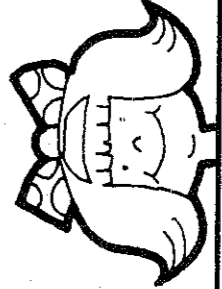

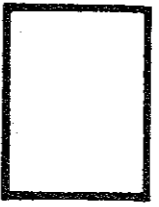
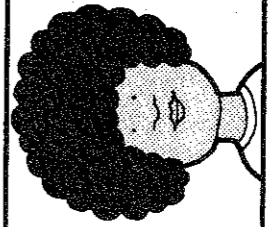
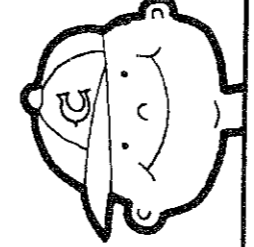
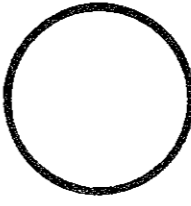
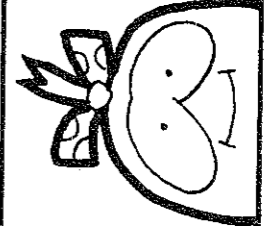
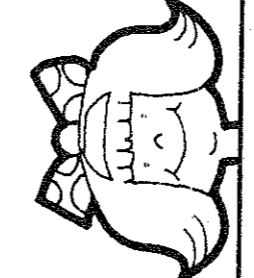
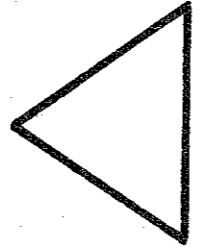
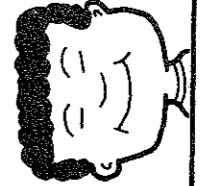
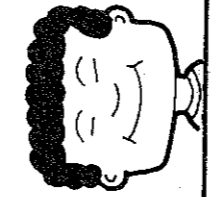
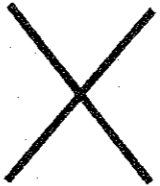
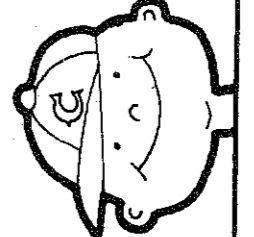
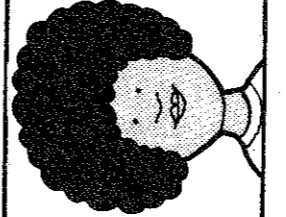

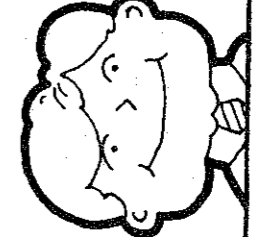


# BATHROOM



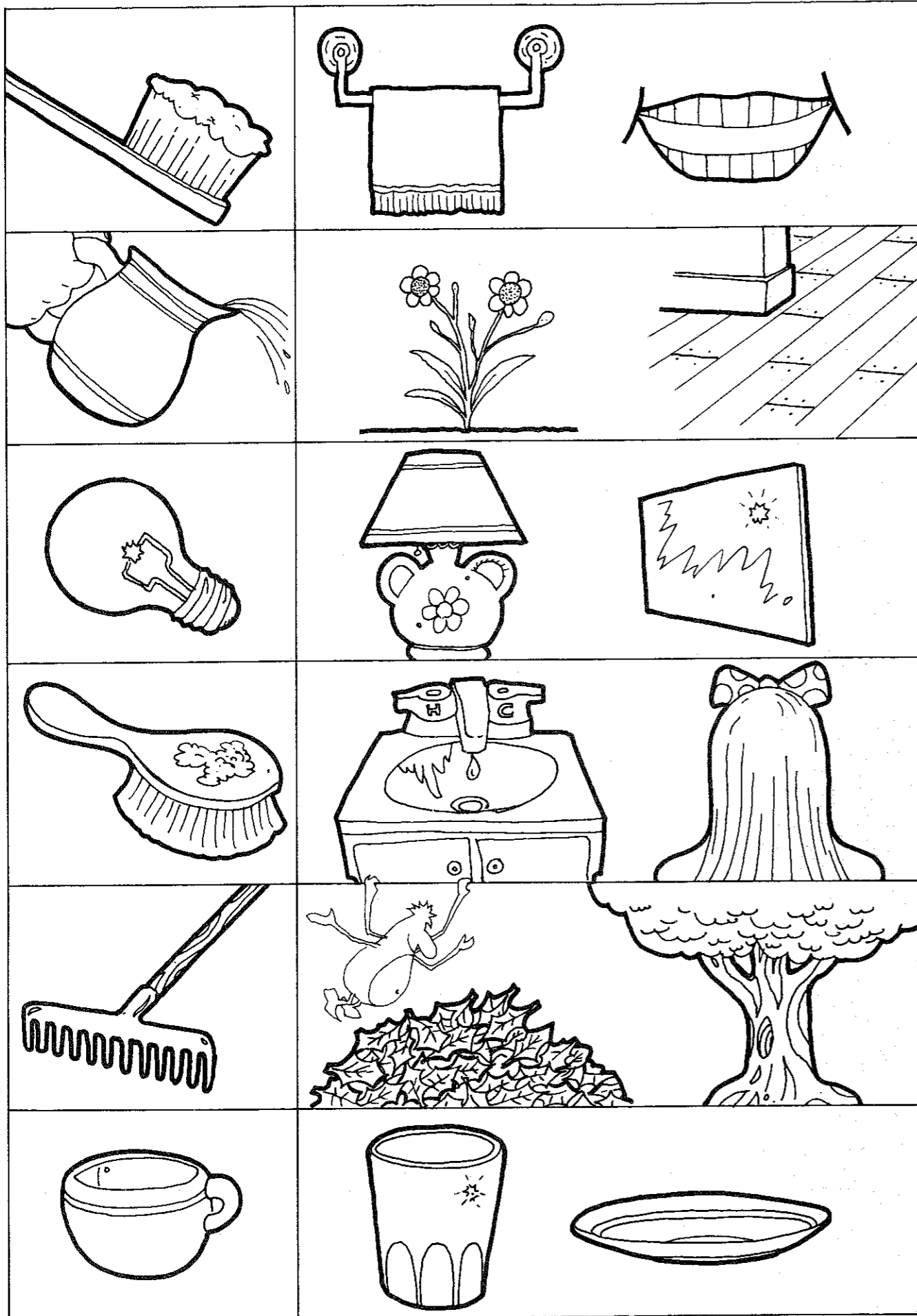
Look at the pattern under each face. Then draw the matching pattern below in 4 minutes



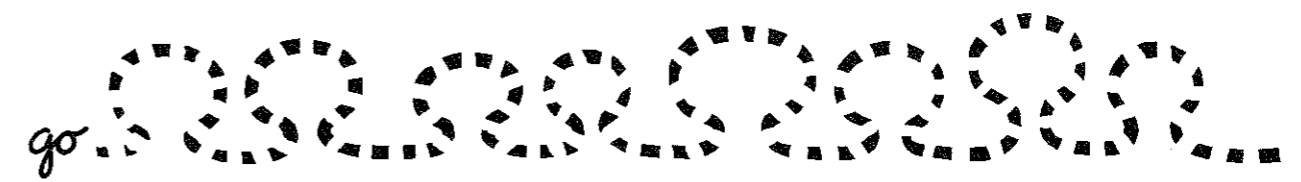
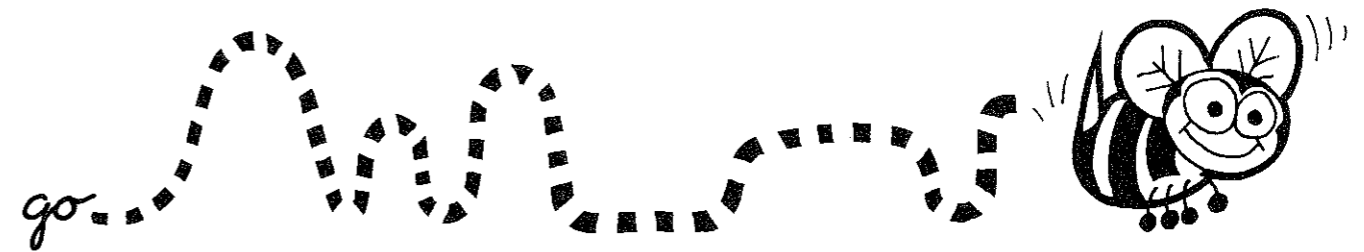
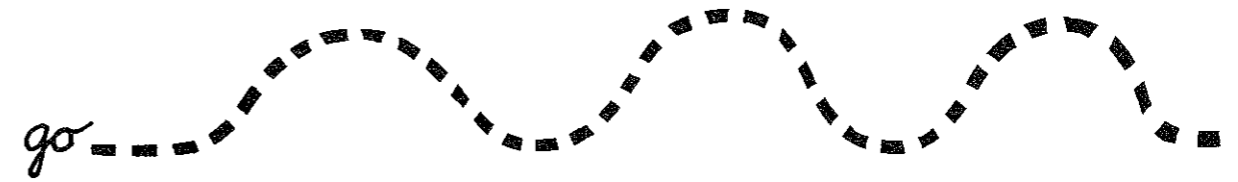
Look at the picture on the left. Color the item on the right that belongs with it

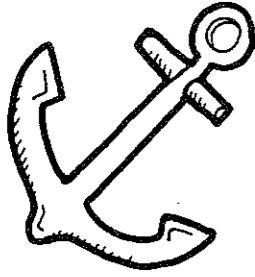
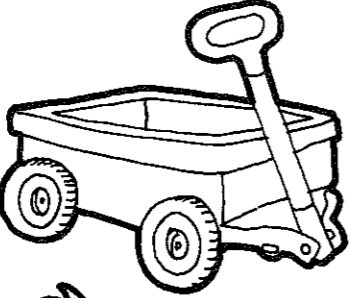

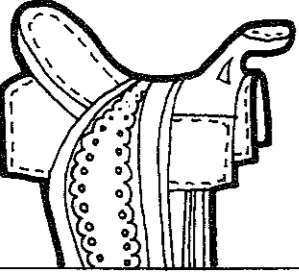
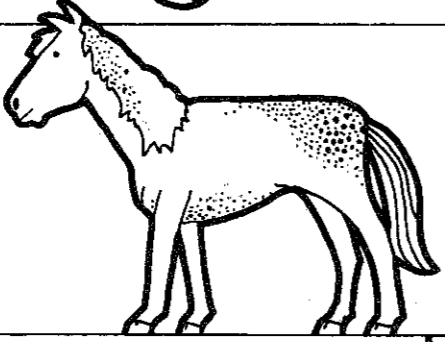


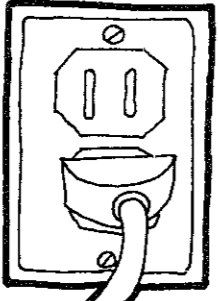




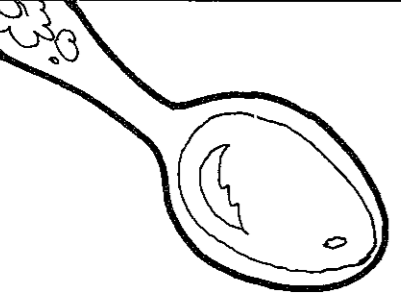
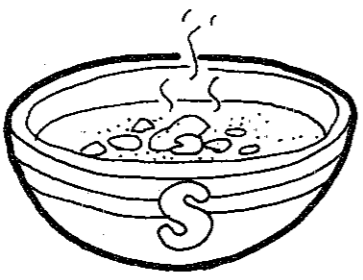

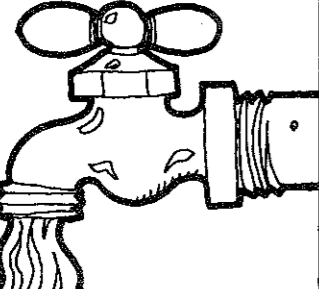
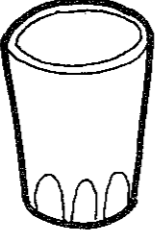

4






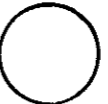




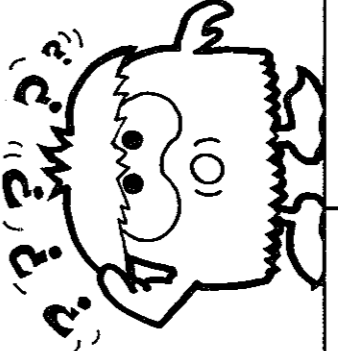
Follow Busy Bee from left-to-right across your page  
Start at "go" and do not lift your marker until you reach the end

4



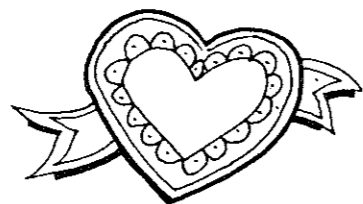
		
		
		
		
		
		

<b>Tu</b>		
<b>Cs</b>		
<b>Kr</b>		
<b>St</b>		
<b>Bo</b>		
<b>Ag</b>		
<b>Lm</b>		
<b>Da</b>		

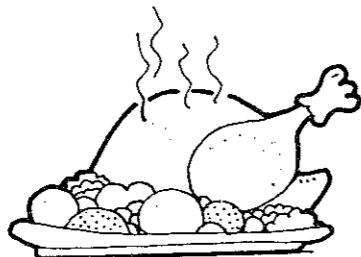
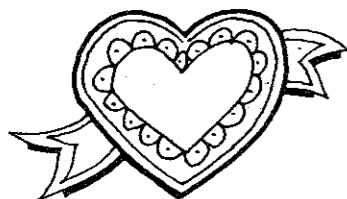


<b>St</b>	
<b>Lm</b>	
<b>Tu</b>	
<b>Kr</b>	
<b>Da</b>	
<b>Cs</b>	
<b>Bo</b>	
<b>Ag</b>	

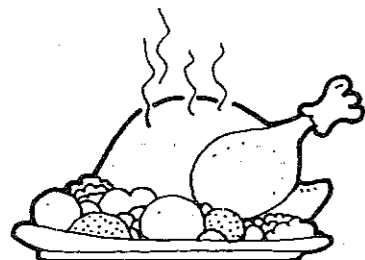
1. I dressed up as a ghost and ate a lot of candy



2. We just decorated our tree with pretty lights and ornaments.



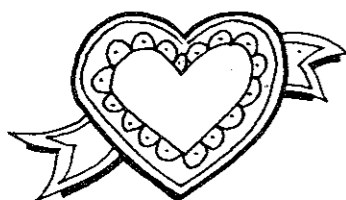
3. I will light the candle on the Menorah.



4. Today we begin a brand new year.



5. Are you going to send an "I love you" card to your girlfriend?



6. Are you going to hunt for painted eggs today?



# ANSWER GUIDE

## LEVEL 2 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.

- 1-2 The marker must not touch any lines more than two times per row for 75% accuracy.
- 3-4 The marker must not leave the boxes more than two times per row and must follow through the footprints down to the next row for 75% accuracy.
- 5 The marker must not break away from the lines (leaving an actual space between the line and the marker) more than two times per row for 75% accuracy. Can be repeated in a different color.

### Hand-Eye

- 1,3,4 The marker must not break away from the lines (leaving an actual space between the line and the marker) more than three times for 75% accuracy. Score a+ for 75% or a 0 if unsuccessful. Can be repeated in a different color.
- 2,5 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.

### Maze

Always have the child study the maze for two minutes before beginning. Encourage one try but two attempts are allowed for 75% accuracy. Use a second color marker if the second attempt is necessary. Do not allow stopping once they have started.

## VISUAL SKILLS

### Similarities

- 1 plane — wings
- dress — SAME
- birds — chest
- glove — mitten
- lamp — SAME
- cycle — SAME
- 2-5 Refer to the first symbol in each row. It is beneficial to discuss how they are similar or different.

### Memory

Draw on separate cards the following numbers or letters. Show one card at a time, in that order, for five seconds. Take the card away and the child will mark the one seen on the answer sheet. To add more difficulty, delay the time between removal of the card and marking the answer for up to one minute.

- 1 (Pg 6) z, g, t, e
- 2 (Pg 18) 8, 4, 2, 1
- 3 (Pg 30) 1, 3, 9, 5
- 4 (Pg 42) D, P, C, U
- 5 (Pg 54) h, b, o, p

### Figure Ground

When reading the name or names of the hidden objects, have the child describe them to assure that they understand what to look for. The child should try to outline the hidden pictures to determine their visual accuracy. Then they may color them in carefully. A picture must be correctly outlined to receive the point.

## AUDITORY SKILLS

### Similarities

The following lists of words are used for teaching a child to hear differences in sounds. Read each pair of words clearly in a normal tone of voice two times. Always review the samples first.

- |                      |                        |                        |                          |                          |
|----------------------|------------------------|------------------------|--------------------------|--------------------------|
| 1. (Pg 3)            | 2. (Pg 15)             | 3. (Pg 27)             | 4. (Pg 39)               | 5. (Pg 51)               |
| S — man / boy        | S — dog / doll         | S — for / door         | S — weak / wheat         | S — from / form          |
| S — <u>am</u> / am   | S — <u>run</u> / run   | S — <u>flap</u> / flap | S — <u>money</u> / money | S — <u>drop</u> / drop   |
| 1 fire / match       | 1 come / came          | 1 snail / nail         | 1 <u>happy</u> / happy   | 1 stair / pair           |
| 2 <u>fun</u> / fun   | 2 <u>jacks</u> / jacks | 2 <u>mom</u> / mom     | 2 laugh / half           | 2 three / tree           |
| 3 girl / cup         | 3 book / hook          | 3 heat / feet          | 3 toad / road            | 3 <u>street</u> / street |
| 4 <u>jump</u> / jump | 4 <u>no</u> / no       | 4 <u>bump</u> / bump   | 4 <u>mop</u> / mop       | 4 <u>brown</u> / brown   |
| 5 up / up            | 5 go / so              | 5 house / mouse        | 5 pear / bear            | 5 slide / sloppy         |
| 6 no / nail          | 6 <u>he</u> / he       | 6 <u>top</u> / top     | 6 two / who              | 6 brand / rain           |