

Level 7: Fine-Motor Response—Two-Step, Simple Directions, *continued*

Give the student a copy of page 91. Present the following directions.

Look at Row 1.

- Write the letter *H* in the smallest triangle and the letter *T* in the largest triangle.
- Write the letter *A* in the middle triangle. Then, write the word that these letters spell to the right of the last triangle.
- Draw a line under the second triangle and above the third triangle.

Look at Row 2.

- Cross out the book and write the word *sun* in the sun.
- Draw a heart around the grapes and add a leaf to the stem.
- Put the number that comes after 6 to the right of the book and the number that comes before 6 to the left of the book.

Look at Row 3.

- Cross out the third plus sign and make another plus sign to the right of the last plus sign.
- Put a circle around the plus sign that comes first and draw a diamond around the plus sign that is last.
- To the left of the second plus sign, make the sign that means “subtraction.” Then, to the right of the sign you wrote, make the sign that means “multiplication.”

Look at Row 4.

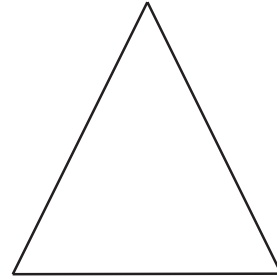
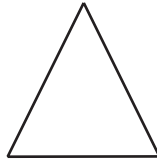
- Draw smoke coming out of the chimney and draw a knob on the door.
- Draw apples on the tree and flowers under the tree.
- Draw a leaf to the right of the tree and a stick to the left of the tree.

Following Directions

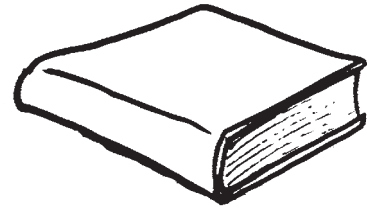
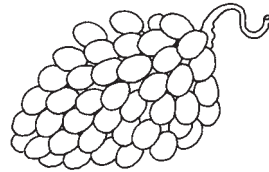
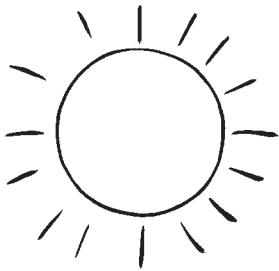
Name _____

Listen carefully to the directions for each row.

Row 1



Row 2



Row 3



Row 4



7. **Set A** "What do you think of when you see a ___?"

piano
red, white, and blue flag
wheelchair
life guard
eagle

Set B Give the student a copy of page 81 and say, "Show me the letters that go with the sound blend I say."

br
sp
dr
fl
st

Set C Say, "Tell me another word that begins with the same sound as the word I say."

brown
spice
drug
flake
steak

Level 3: Associative Thought Exercises

In this section, the student associates thoughts presented in phrases or sentences with the target words *who*, *when*, *where*, *what*, *why*, or *how*. Give the student a copy of the Word Sheet, page 88. Tell the student, "After I say a phrase or a sentence, you choose the word that tells what kind of phrase or sentence I said."

1. Mrs. Jones did. (who)
2. a gift (what)
3. at the playground (where)
4. Jason and Michael (who)
5. at midnight (when)
6. The letter was mailed. (what)
7. After it's finished, it will taste good. (when)
8. I gave it to Mr. Smith. (who)
9. It's at the store. (where)
10. Take your umbrella just in case it rains. (why)
11. It's John. (who)
12. in school (where)

Word Sheet

who

what

when

where

why

how

Following Lectures

Name _____

Metals

When a scientist classifies a particular piece of matter as a metal, he or she has gone through a checklist of primarily physical properties to help in making that decision. The six physical properties make metal fairly easy to identify. *Luster* means that metal is shiny—think of a new penny. *Ductile* means that metal can be drawn out into strings—think of thin wires. *Malleable* means that metal can be hammered into thin sheets—think of aluminum foil. *Conduction* means that heat and electricity move through metal easily—think of an electric stove. *Density* means that metals are heavy in relation to their size—think of weights. *Melting point* means that metals will become liquid at high temperatures—think about molten steel. Using this checklist, you will find that most of the matter on Earth is classified as a metal.

Check whether or not the student remembered these ideas in paraphrasing the above information.

1. Metals are classified according to six physical properties.
2. Most matter on Earth is metal.

Use this guide to score items 3-5 below. Give the student full credit for listing 3 of the 6 physical properties by name, accompanied by an explanation (i.e., “*Luster* means shiny, *ductile* means draw out into thin strings,” etc.). Give the student half credits for listing a term or its explanation only.

- 3.
- 4.
- 5.

yes	no

