

INTRODUCTION

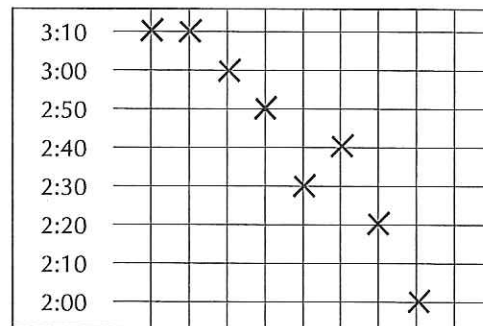
Ann Arbor Letter Tracking is designed to improve visual discrimination in students. Problems that may be caused by the lack of good visual discrimination include reversals, skips, left to right directionality, omissions, substitutions, and excursions over the page with the eyes. Letter tracking programs are appropriate for beginning readers, remedial cases at all levels, and adults. The second edition features expanded instructions, a revised progress chart, and clearer page layout, but the exercises are largely the same as the earlier *Letter Tracking Book 1*.

Lessons in *Letter Tracking* progress from 24 to 19 point font size. If the type size in one section is too large or too small for a particular student, switch to a section with more appropriately sized type. The number of different exercises makes it unlikely that a student could change exercise results by memorizing tracking sequences.

Users are permitted to copy the exercises in *Letter Tracking* for classroom or clinical use, as long as the content is not sold. Make four copies of the progress chart at the end of the book for each student.

How to Record Times

Users of *Letter Tracking* may choose to time students as they complete the exercises. Record times on a copy of the progress chart. A sample is at right. Copy the chart for each set of exercises a student will complete, and record the student's time upon completing the exercise. Mark an "X" at the intersection of the exercise number and closest time for that exercise on the chart. Progress will be indicated by a downward slope in the times. This gives the student valuable feedback and positive reinforcement. Round times to nearest 10 seconds. See chart for further instructions on how to use it. Use a clock, stopwatch or timer of your choice.



How to Use the Exercises

Each lesson in *Letter Tracking* consists of paragraphs made up of nonsense words. You might want to instruct the student to draw a line under each line of text, from left to right. As the student encounters each of the letters of the alphabet in sequence, he or she should then circle them, starting with the first "a" in the first line. The student should then circle the first "b" after the first "a", and so on. This continues through all the letters of the alphabet in sequence. This method helps students practice scanning text with the smooth, left-to-right motion characteristic of successful readers.

Here is how a completed line from the middle of a paragraph would look:

gump thur fres eart. Neg rouf bav sper tique jowk. Ghad

Every line contains at least one letter that is needed for the sequence. If the student goes through an entire line without finding a letter in the sequence, he or she has made a mistake and must go back and locate the missed letter. The student will only be able to complete the exercise by finding each letter in sequence. Users may find it helpful to demonstrate this procedure for students, and allow them to practice it, giving feedback where necessary to ensure understanding.

abcdefghijklmnopqrstuvwxyz

dhoe stil onap cred myf bix moc hez togu
jod helk pyx wrog zil vuf smolt nik ruz
gamp hyb tawp vox sanc quork tuk bisy
baj pazt wrenk tox dof wabs bulst myzu
gand tew bocer fatz gepy bast quck gax
dich rebaf biz jalf deb setch gek chay
hukn mib nep bafil vob chone ply awec
croix ah strel yabe mez goelp noch fipt

#1 - Min ___ Sec ___

jolk whin fleg vos pexy liat bromp duz
yip culn mog dist huk zerp soy wuth nost
figor quap zot bivy whax klom tiput wolk
capy raj stek dozer lub duc fraz mup
sart nadow thef byst zabid yeb chiw epat
duk gleq frud mish yeld thib jum ceval
wonk fing jilk beh axop marf ebel yola
gif hald perd grup bac mits tarf zuber

#2 - Min ___ Sec ___