

Introduction

An important link in the Ann Arbor Tracking Program, *Symbol/Letter Tracking* enables each learner to track symbols, numbers, lower case and upper case letter in groups of six through 20. The book forms a bridge between the lower level *Symbol Discrimination and Sequencing* and the higher level *Letter Tracking*. It introduces the learner to the task of tracking longer lines of symbols and letters.

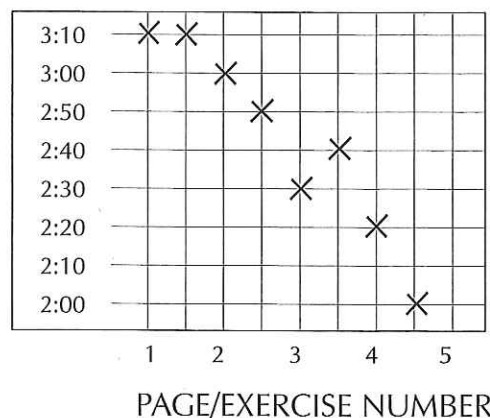
Symbol/Letter Tracking is designed to improve visual discrimination, symbol memory and left-to-right directionality, while correcting problems with reversals, omissions, substitutions and additions. The book is appropriate for non-readers, beginning readers, slow readers and readers whose first language is not English.

In general, sessions using *Symbol/Letter Tracking* may be scheduled in five to ten-minute segments, three to five times per week. Experimenting with varying frequencies and lengths of the sessions is the best way to determine the conditions under which training is most effective.

Each of the *Symbol/Letter Tracking* exercises may be timed, with progress noted on the charts provided at the end of each section. The diminishing times recorded give the learner additional positive feedback and reinforcement.

How to Record Times

Users of *Symbol/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.

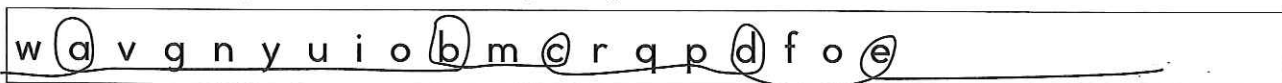


How to Use the Exercises

The learner is to look at the line of symbols (or numbers or letters) at the top of each page. Beginning with line one of the exercise, the learner is to find the first symbol (number or letter) that matches the first symbol (number, letter) in the sample line at the top of the page and put a circle around it. The learner then continues across the line of the exercise, from left to right, finds the second symbol (number, letter) that matches the second symbol (number, letter) in the sample line, circles it, et cetera. The learner must always move left to right, line per line.

Every line contains at least one symbol (number, letter) that is needed for the sequence. If the learner misses a symbol (number, letter) it will not appear again in that line or the next one. In this way he knows he has made an error and must go back and locate the symbol (number, letter) he has missed. The exercise cannot be completed using all the symbols (numbers, letters) unless they are found in sequence.

Here is how a completed line from the beginning of an exercise would look:



Users may find it helpful to demonstrate this procedure for students, and allow them to practice it, giving feedback where necessary to ensure understanding.

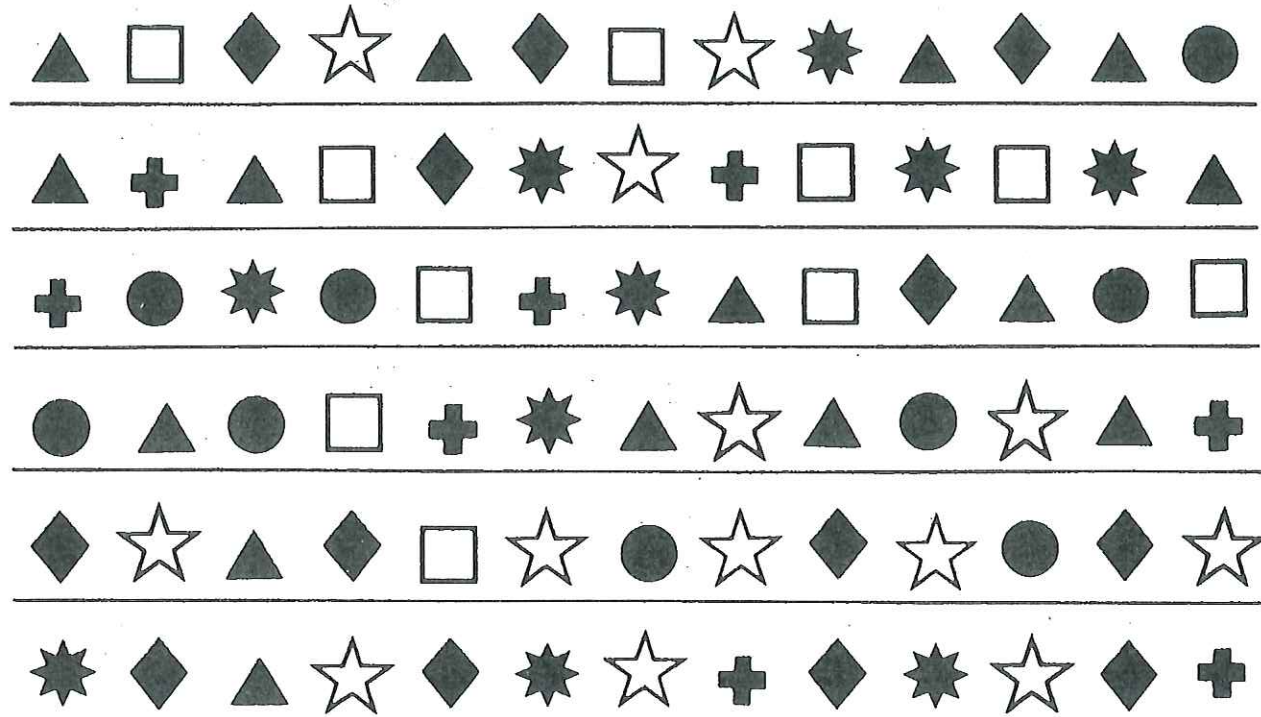
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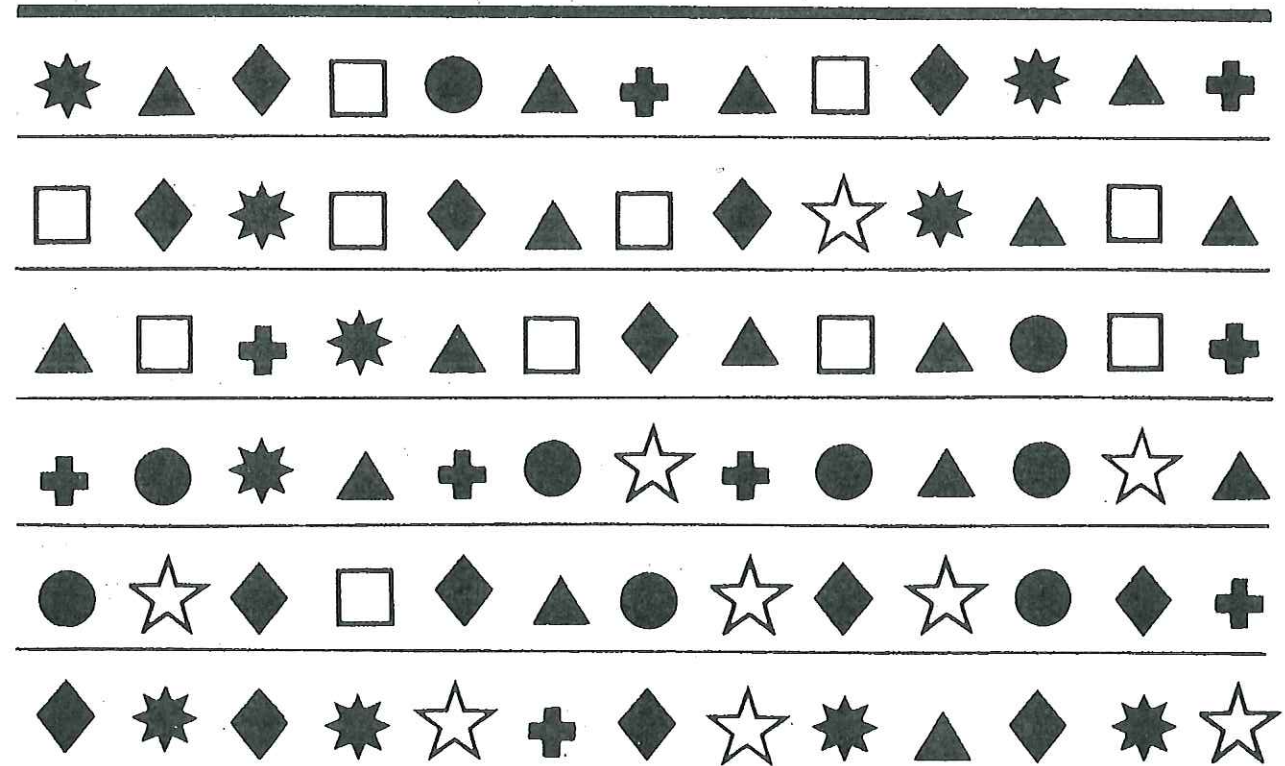
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a b c d e f

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b p y g p s v o u i p q r
p o l m x p c v a s r n t
r o a k l b x s d v o x w
t z q e b l s l b n t r h
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i v c t n o m o p w s x f

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