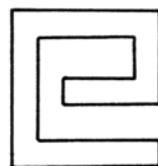
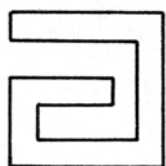
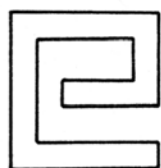
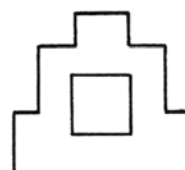
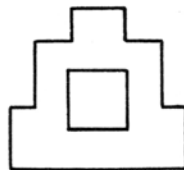
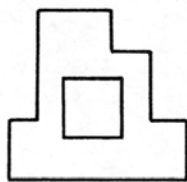
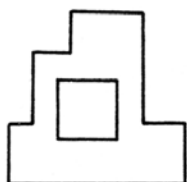
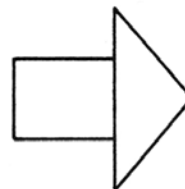
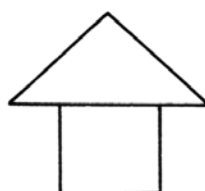
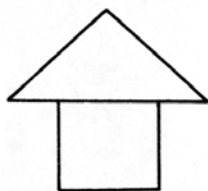
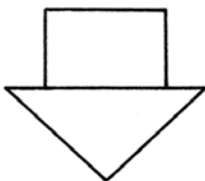
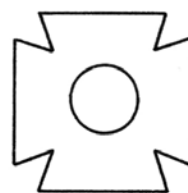
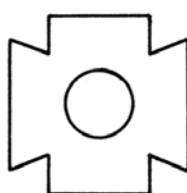
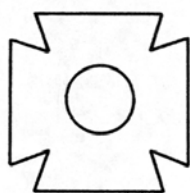
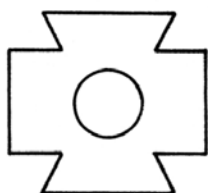
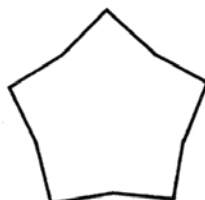
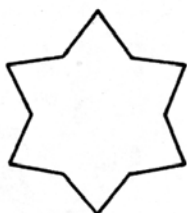


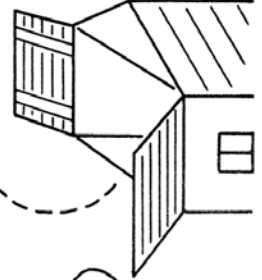
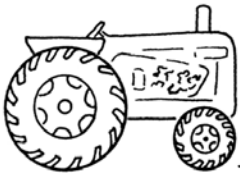
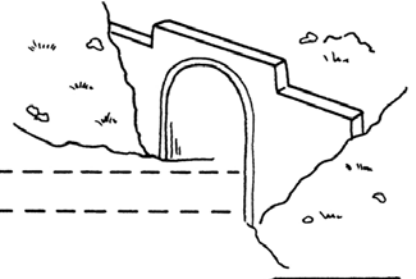
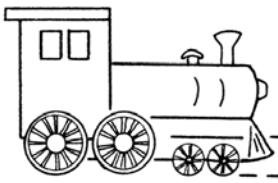
Circle two shapes in each row that are the same.



The dotted circles should be traced in the first row as a sample. After the two identical shapes in each row are circled correctly, they should be colored the same.

Extra: Can child identify circles, squares, and triangles on this page?

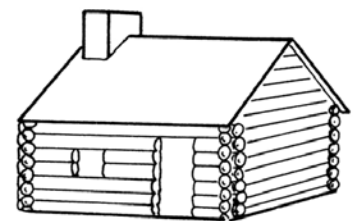
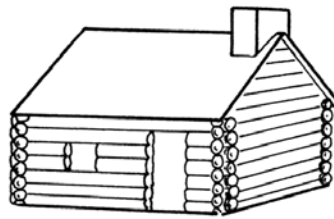
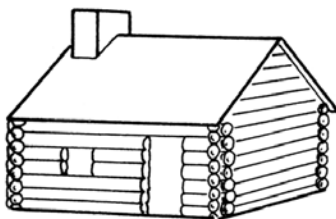
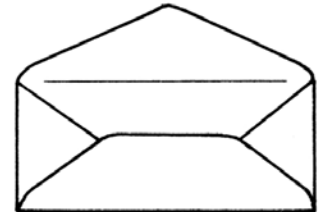
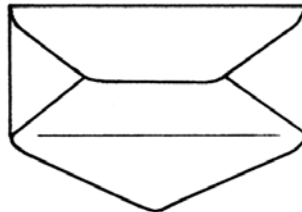
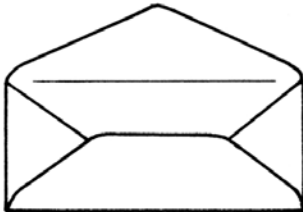
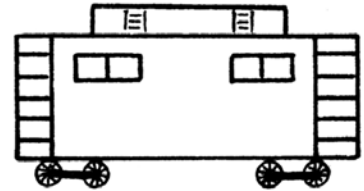
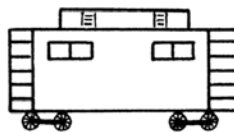
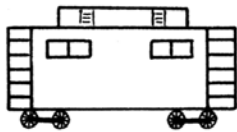
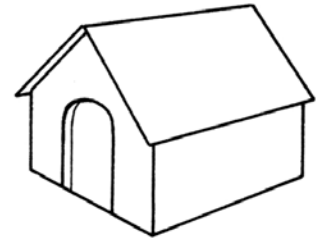
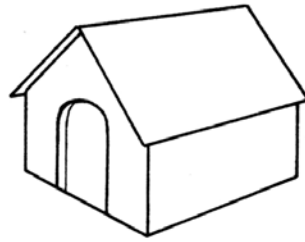
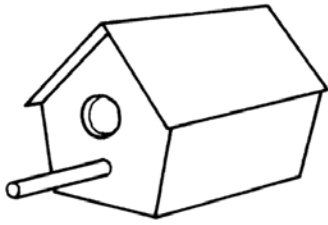
Trace the dotted lines carefully. Go from left to right.



Discussion: Have child tell you which is the left column. Ask child, "Where is each one going?" (The train will go through the tunnel, the tractor will go into the shed, the baseball will be caught in the glove, and so forth.)

Directions: The dotted lines should be traced with pencil first; then with crayon. Be sure child is holding his pencil correctly. (See page 63.) Does child stay on the lines? He should stop but not lift his pencil at the corners to make the points sharp instead of rounded.

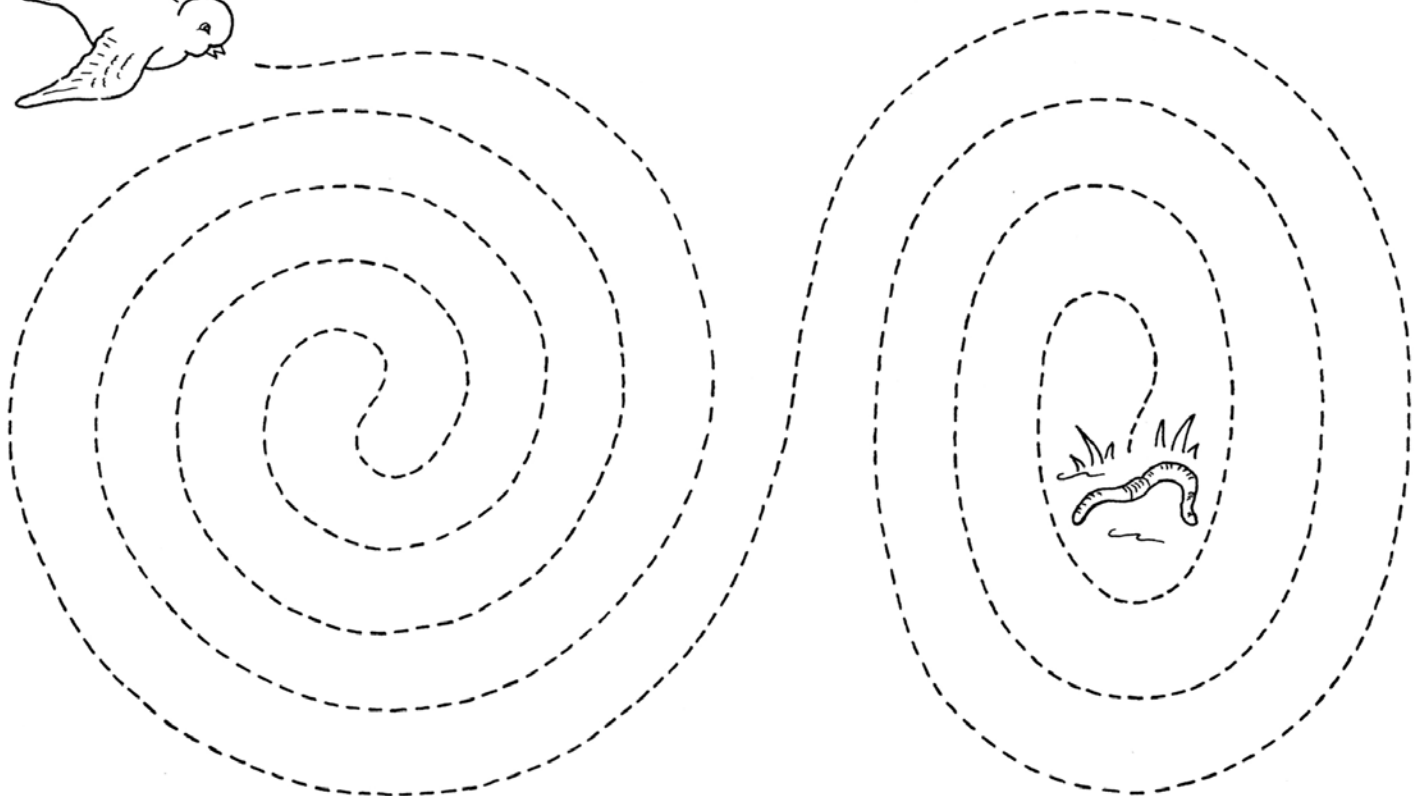
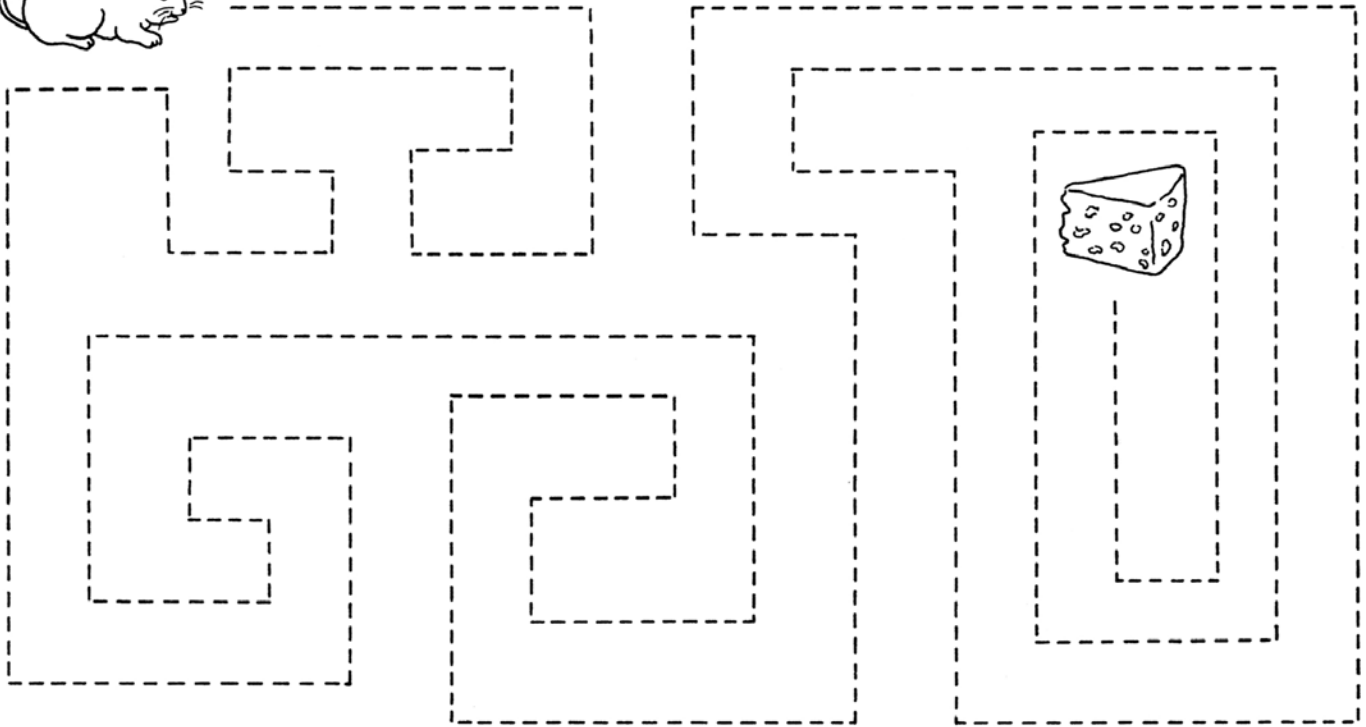
Put a big X on the one that is different in each row.



Can child tell how one picture in each row is different?
(Row 1—Different objects: birdhouse and doghouses. Row 2—Different size. Row 3—Different position.

Row 4—Different direction. Row 5—Different location of chimneys. Row 6—Different size, different kind, and different number of books.)

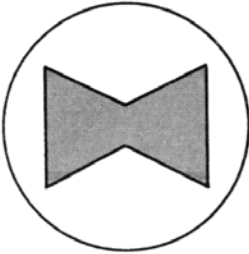

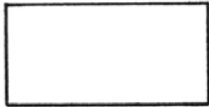

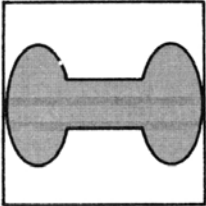
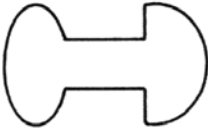
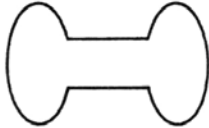
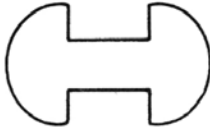
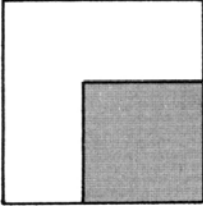
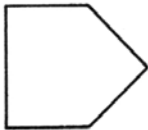
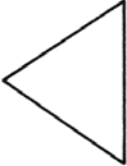
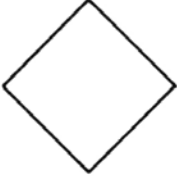
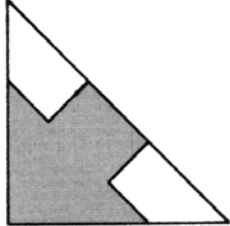

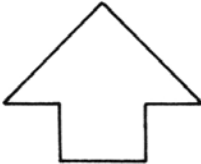
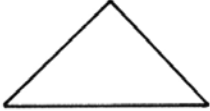
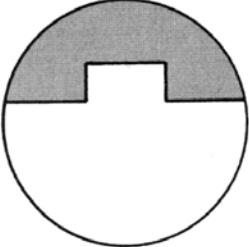



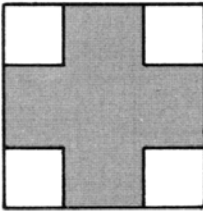

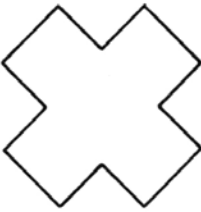
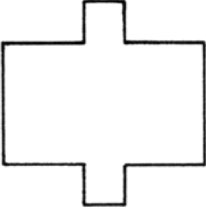
Trace the dotted lines carefully. Start at the left.



Is child holding his pencil correctly, making the corners square instead of rounding them, and tracing with pencil first before using crayon? (See instructions on page 3.)

Discussion: Ask child, "What does the mouse want to eat? Will the mouse or the bird get the worm?"

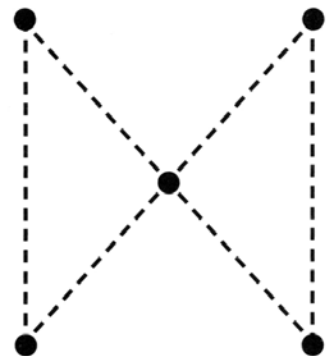
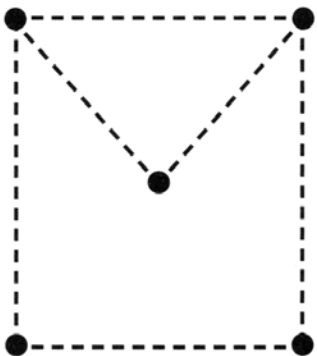
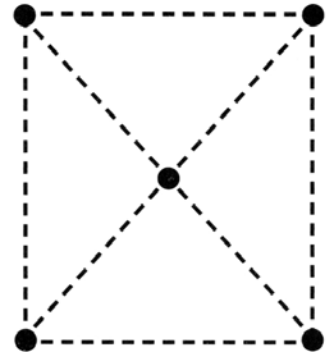
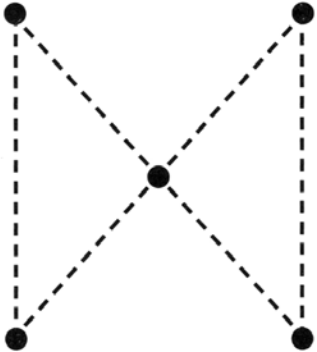
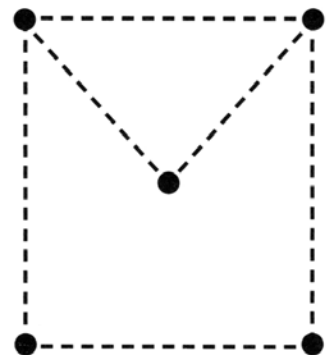
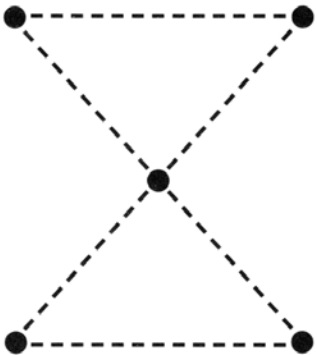
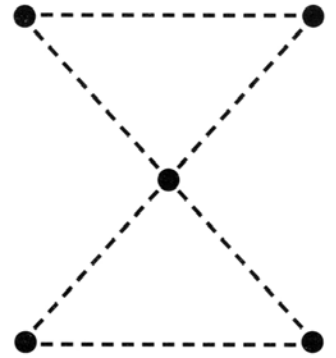
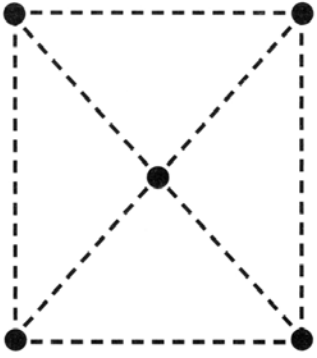
Circle one piece in each row that fits the shaded area.

Child should study the shaded area in the shape at the left. Then he should look at each piece in the same row to find the one that would fit the shaded area exactly.

Extra: Can child tell you which shapes in the left column are circles, squares, or triangles?

Trace and match the designs.



With pencil, child should trace the dotted lines from top to bottom and from left to right in the left column; then in the right column. Does he stay on the lines and stop at

the dots? Next, he should draw a line from each design in the left column to the same design in the right column. The matching designs should be traced alike with crayons.