

Spelling Tracking

Perceptual Training Workbook

Kenneth A. Lane, O.D.

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Introduction

The activities in this book were developed for children ages five and older. They are designed to help children in their early school years by improving the following skills:

1. Ocular Motor Skills: The smooth, accurate, and effortless eye movements necessary for efficient reading
2. Sequencing: The ability to do a task in the correct step-by-step order
3. Figure-Ground Separation: The ability to separate a subject from its background
4. Visual Concentration: The ability to concentrate and pay attention visually to a task
5. Left-to-Right Visual Scanning: The ability to move one's eyes in a left-to-right direction when reading
6. Spelling: Learning the proper spelling of basic sight words

General Directions

There are five levels of activities in this workbook, ranging from least to most difficult. All children should start with Level 1. Each activity challenges the child to spell a word. He or she is to start with the first row and, as quickly as possible, going from left to right, find the letters in the word and circle them in the proper sequence. In Levels 1 and 2, the child can use a finger to help keep his or her place; however, in Levels 3–5, the child should not use a finger. If the child cannot spell the word, it is acceptable to look at the word for the correct spelling.

The child must find the letters in the correct sequence. A child who misses one of the letters will not be able to complete the activity. For example, if the child is required to spell the word *DOG*, he or she should find the first *D* and circle it, then the first *O* after the *D*, and finally the first *G* after the *O*.

K L O **ⓓ** B K S T U **ⓐ** P K S
S B Y U D C X T A A B **ⓐ** O T

The activities leave no margin for error if the first occurrence of any letter is missed.

Record the time it took the child to do the activity correctly. If the child did not find all the letters, have him or her do it again until all the letters are circled correctly in the proper sequence. The goal is for the child to do the exercises faster as he or she proceeds through the levels.

Level 1

SPELL: **WAS**

O K I J L M P U N H B G T R F L
X C D W Z Q E Q P O R I F K G A
U G Y H T I P O X P Z O I V C S
F Y T D N T B V Y N C Z X I O M

Min. _____ Sec. _____

SPELL: **FUN**

L O K M I J P H Y G B T V R F D
E X S Z A S Q D E R A L U K D I
W K S I D G T A R V L C P O N D
A Z S D B C S V X N S V X G Q C

Min. _____ Sec. _____

Level 2

SPELL: **some**

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

Min. _____ Sec. _____

SPELL: **when**

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

Min. _____ Sec. _____

SPELL: **very**

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

Min. _____ Sec. _____

Level 3

SPELL: **longer**

Scd fvzx jkmi uhju yt. Qsd fd jui kjhy
kjmlbv qui kiuj bvcoxd. Saqw fcxz
kmpuyh. Y juyhn yuji cfdx ipuytfvc
iki xvcfsv. Ugyt asfdc qws sdfevc
mxksji. Diu qrw kiuy kzmjdfp xc.

Min. _____ Sec. _____

SPELL: **friend**

Lop kjhy gvcxs qwa gtyhjuki. Tbv
fcxghj kloa wpqol hy klm. Cvgb jki
hryt. Atg jk la bifvgt xswqa aplpoq.
T gbv lkepa slwkqa vbcgy plhg xzja
lk qpoi ghyt cvnxb uytmdh.

Min. _____ Sec. _____