

**CODING**  
**VISUAL ANALYSIS V – Visualization 3**

PURPOSE: To develop the ability to recall visually presented materials and to manipulate these images mentally.

PROCEDURE\*:

	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b>A</b>	<b>C</b>	<b>R</b>	<b>E</b>	<b>W</b>	<b>P</b>
<b>B</b>	<b>M</b>	<b>S</b>	<b>A</b>	<b>J</b>	<b>Z</b>
<b>C</b>	<b>I</b>	<b>T</b>	<b>B</b>	<b>O</b>	<b>F</b>
<b>D</b>	<b>L</b>	<b>U</b>	<b>H</b>	<b>X</b>	<b>K</b>
<b>E</b>	<b>V</b>	<b>G</b>	<b>N</b>	<b>D</b>	<b>Y</b>

Each letter on the Coding Activity worksheet has a letter-number coordinate or code. In the example above, the code *A1* stands for the letter C, the code *C3* stands for the letter B.

Step 1: Place the Coding Activity worksheet on a wall approximately 5 feet away. Name the code for individual letters and have your child name the corresponding letter.

Step 2: Next, have your child identify simple words that correspond to a particular coding sequence. For example, in the worksheet above, “What does the code *A1 B3 C2* spell?”

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\*adapted from: Scheiman M, Rouse M. *Optometric Management of Learning-Related Vision Problems*. St. Louis: Mosby-Year Book, Inc; 1994.

Answer: CAT. The child is not allowed to write down any letters but should maintain the image of the letters by using visualization strategies. Encourage the child to make a “picture” in his or her mind to help remember the letters. Once all the letters are found that spell out the word, the child can call out the word. Work up to 4- and 5-letter words, depending on the child’s reading level. The attached word list can be used for the 3-, 4-, and 5-letter words.

**GOAL FOR THE WEEK:**

	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>A</i>	<b>C</b>	<b>R</b>	<b>E</b>	<b>W</b>	<b>P</b>
<i>B</i>	<b>M</b>	<b>S</b>	<b>A</b>	<b>J</b>	<b>Z</b>
<i>C</i>	<b>I</b>	<b>T</b>	<b>B</b>	<b>O</b>	<b>F</b>
<i>D</i>	<b>L</b>	<b>U</b>	<b>H</b>	<b>X</b>	<b>K</b>
<i>E</i>	<b>V</b>	<b>G</b>	<b>N</b>	<b>D</b>	<b>Y</b>

## WORD LIST

All	His	Way	Fell	Lost	Tail	Brown	Round
And	Hop	Who	Find	Made	Take	Carry	Seven
Any	Hot	Why	Fine	Make	Talk	Catch	Shall
Are	How	Yes	Fire	Many	Tell	Chair	Sheep
Arm	Its	You	Fish	Milk	Than	Child	Sleep
Ask	Leg		Five	Much	That	Clean	Small
Ate	Let	Away	Four	Most	Then	Climb	Sound
Bad	Men	Baby	From	Must	Them	Color	Stand
Bag	May	Back	Full	Name	They	Could	Start
Bed	Met	Ball	Game	Near	This	Dress	Stick
Bee	New	Bark	Gave	Nest	Time	Drink	Stone
Big	Not	Barn	Gear	Next	Told	Early	Store
Box	Not	Been	Girl	Nine	Town	Eight	Story
Boy	Nut	Bell	Give	Nose	Tree	Every	Table
But	Off	Best	Goat	Once	Turn	First	Thank
Buy	Old	Bird	Goes	Only	Upon	Floor	There
Can	One	Blue	Gold	Open	Very	Found	These
Car	Our	Boat	Good	Over	Walk	Funny	Thing
Cat	Out	Book	Grew	Pick	Wall	Going	Think
Cow	Own	Both	Grow	Play	Want	Grass	Those
Cry	Pet	Cake	Hair	Pony	Warm	Green	Three
Cup	Pie	Call	Hand	Pull	Wash	Guess	Today
Cut	Pig	Came	Have	Rain	Well	Happy	Train
Day	Put	Care	Head	Read	Went	Heard	Truly
Did	Ran	City	Hear	Ride	Were	Hello	Under
Dog	Red	Coat	Help	Ring	What	Horse	Until
Ear	Run	Cold	Here	Road	When	House	Wagon
Eat	Sat	Come	Hide	Roll	Will	Kitty	Watch
Egg	Saw	Cock	High	Said	Wind	Laugh	Water
Eye	Say	Corn	Hill	Seed	Wish	Light	Where
Far	See	Does	Hold	Ship	With	Money	Which
Fly	She	Doll	Hole	Shoe	Wood	Mouse	White
Fur	Sit	Done	Home	Show	Work	Mouth	Woman
For	Sir	Don't	Hurt	Side	Year	Never	Would
Fun	Sun	Door	Into	Sing		Night	Write
Get	Ten	Down	Jump	Sled	About	Noise	Yours
Got	The	Draw	Just	Snow	After	Other	
Had	Too	Duck	Keep	Soft	Again	Paint	
Has	Top	Each	Kind	Some	Apple	Paper	
Hat	Toy	Face	Knew	Song	Began	Party	
Hay	Try	Fall	Like	Soon	Begin	Ready	
Her	Two	Farm	Live	Slay	Black	Right	
Hen	Use	Fast	Long	Step	Bread	River	
Him	Was	Feet	Look	Stop	Bring	Robin	