

Memory Test – Part 2

Student Name: _____

Date of Birth: _____

Date: Pre-Test: _____

Date: Post-Test: _____

Instructions: I am going to read a short sequence of numbers. You have to repeat the numbers back to me, but this time it's a little different. I want you to say the numbers backwards. So if I say 7 3, you say 3 7. I can only say the numbers once, so listen carefully.

Part 2 – Digits Backwards

| Digits: | | Pre-test | Post-test |
|---------|-------|----------|-----------|
| 1 9 | (9 1) | _____ | _____ |
| 5 3 | (3 5) | _____ | _____ |
| 8 7 | (7 8) | _____ | _____ |
| 2 8 | (8 2) | _____ | _____ |

| Digits: | | Pre-test | Post-test |
|---------|---------|----------|-----------|
| 2 9 4 | (4 2) | _____ | _____ |
| 4 7 3 | (3 4) | _____ | _____ |
| 8 5 4 | (4 8) | _____ | _____ |
| 7 3 1 | (1 3 7) | _____ | _____ |

| Digits: | | Pre-test | Post-test |
|---------|-----------|----------|-----------|
| 9 1 2 8 | (8 2 1 9) | _____ | _____ |
| 4 1 5 9 | (9 5 1 4) | _____ | _____ |
| 3 7 1 2 | (2 1 7 3) | _____ | _____ |
| 2 8 7 1 | (1 7 8 2) | _____ | _____ |

| Digits: | | Pre-test | Post-test |
|-----------|-------------|----------|-----------|
| 6 3 1 8 1 | (1 8 1 3 6) | _____ | _____ |
| 7 3 2 4 9 | (9 4 2 3 7) | _____ | _____ |
| 1 3 4 2 7 | (7 2 4 3 1) | _____ | _____ |
| 4 3 7 6 2 | (2 6 7 3 4) | _____ | _____ |

Verbal Working Memory – Letters

Advanced Level

Explanation: The student is required to listen to a letter provided verbally by the clinician. The student then names the letter, which is four letters distant either before or after the named letter.

Instructions: *"I am going to say a letter from the alphabet. Your task is to tell me the letter that comes two or three letters before or after that letter on the alphabet."*

1. Which letter comes four letters after *g*?
2. Which letter comes four letters after *b*?
3. Which letter comes four letters before *y*?
4. Which letter comes four letters after *o*?
5. Which letter comes four letters before *z*?
6. Which letter comes four letters after *l*?
7. Which letter comes four letters before *j*?
8. Which letter comes four letters after *f*?
9. Which letter comes four letters before *w*?
10. Which letter comes four letters after *e*?

Verbal Working Memory - Sentences

Response Form - *Intermediate Level*

| No. | Question 1 | Response | Question 2 | Response |
|-----|---------------------------------------|----------|---|----------|
| 1 | What is angry? | | What is the <i>final</i> word in the sentence? | |
| 2 | Why did Cam sleep? | | What are the final two words in the sentence? | |
| 3 | Why did Sarah eat the pizza? | | What are the first three words in the sentence? | |
| 4 | What will happen if Paul does get up? | | What are the final two words in the sentence? | |
| 5 | What will Jake eat? | | What are the final two words in the sentence? | |
| 6 | Who won the race? | | What are the final two words in the sentence? | |
| 7 | What did the girl win? | | What are the first three words in the sentence? | |
| 8 | What did the man do? | | What is the third word in the sentence? | |
| | | Total | | Total |

SAMPLE

Street Directions - Compass

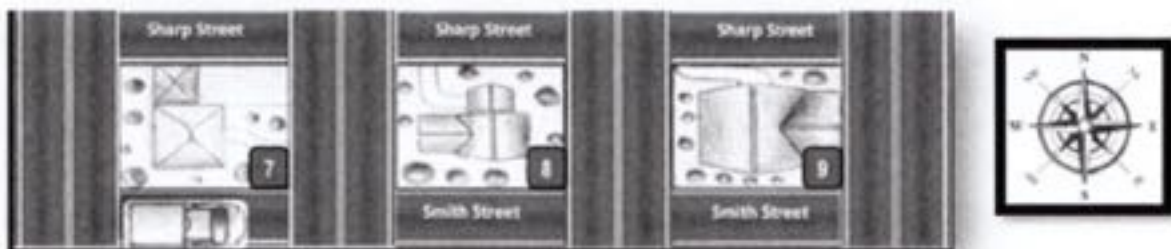
The needle on a compass always points *true north*, toward the North Pole. The other main directions on a compass are *east*, *west* and *south*. *North* is opposite to *south* and *west* is opposite to *east*. In *street directions* the compass is a simple means of showing in which direction a vehicle needs to be pointed. For the purposes of our activity, north is always situated at the top of the page. Initial instructions will instruct the player to place the car pointing a particular direction such as *north*, *south*, *east* or *west*. **For instance...**

"Place the small van on the road to the right of building 9, pointing *north*."



SAMPLE

In this example we can see that the removal van has been correctly placed to the far right of building 9 and *within the context of the activity* is pointing *north*. Encourage students to always position the compass next to the *street map* board when learning how to correctly place a vehicle.



In this example the van begins the activity below and to the left of building 7, pointing *east*.

Robot Journey Sequence

The *Robot Journey* activity is presented initially as three separate sections. Each section has an important story function and ultimately forms an oral narrative which students are encouraged to narrate in their own words using the vocabulary words taught as part of the activity. The three sections are listed below. Choose one of the vocabulary words to teach alongside a single activity. For instance, for entry level activity 1 you might choose the word *procedure*, for intermediate level activity 1 you might select the word *orbit* to teach.

Entry Level

Control Room: Students use a compass and a special ruler that have been designed for this activity to steer the robot into the right areas to unlock the 5 word code that will allow the robot to complete its mission and make it to the outside of the space station. The five high utility words students will learn in this section are *procedure*, *robust*, *sequence*, *delicate*, and *restrict*.

Intermediate Level

Space Station: Once on the outside of the space station, the robot is required to prepare the spacecraft for travel. This involves following directions and activating separate navigation and power switches located in exact locations on the space station's surface. As with the control room, students are required to manipulate a compass and ruler to direct the robot accurately to different points on the space station. The language used by the robot in this section is moderately more complex than the robot journey entry level. The five high utility words students will learn in this section are *coarse*, *soar*, *robust*, *immense*, and *ascended*.

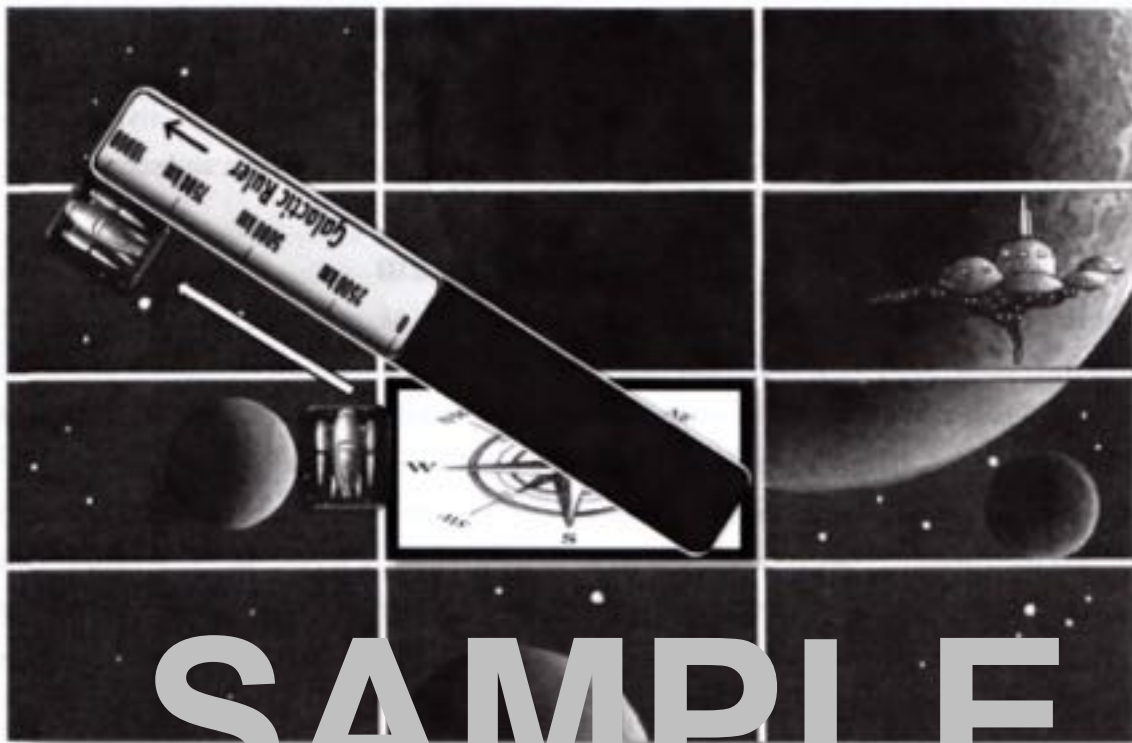
Advanced Level

Space Flight: Students are required to navigate a spacecraft around moons to different points in the solar system to avoid space hazards such as solar flares, asteroid strikes and deadly radiation. Also, being fully conscious that this particular activity knowingly breaks every recognized rule of celestial navigation, students are required to use a compass and special 'galactic' ruler to maneuver their spacecraft about the planetary bodies. The five high utility words students will learn in this section are *contraption*, *immense*, *ascended*, *frigid*, and *propel*.

Oral Retell

In part 2, at the completion of the three *Robot Journey* sections and after having being introduced to all the 15 high utility words, students are prompted to present a summation of the events depicted in the three sections into an oral retell. Story retell elements are introduced in *Robot Journey part 2* and provide the necessary scaffolding that will enable students to successfully attempt and complete an oral retell. Students working memory abilities will be stimulated attempting to remember key sequences within the structure of a story grammar retell.

Tutorial - Space Flight Advanced



SAMPLE

“Turn the space craft so that it points *north-west* then travel forward 10000 kilometers.”

During the space flight sequence of activities students are required to maneuver the spacecraft around space to avoid a number of deadly space hazards. As with previous exercises, students use a *compass* and *ruler* to navigate the space craft safely home. In the advanced level students use a galactic ruler with distance marked in thousands of kilometers. Note that the compass has been shaped to fit into the rectangle boxes. This allows students to accurately measure distances on points of the compass such as *north-east*, *north-west*, *south-east* and *south-west*. The compass has a lengthened rear to aid in accurately measure from all points on the compass, as shown.

