

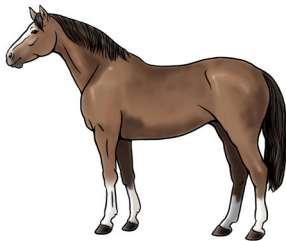
**Strategy: Visual Approach**

Cut on dotted lines only, fold back on solid line, tape to create double-sided card.



**moon**

**moon**



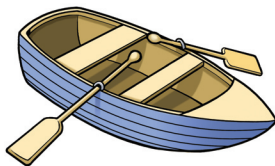
**horse**

**horse**



**cake**

**cake**









**boat**

**boat**

**Strategy: Visual Approach**

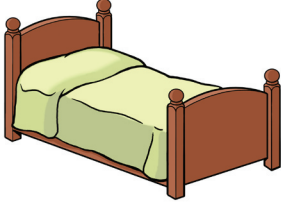

 Cut on dotted lines only, fold back on solid line, tape to create double-sided card.

  <b>fish</b>	<b>fish</b>
 <b>ring</b>	<b>ring</b>
 <b>sock</b>	<b>sock</b>
 <b>cat</b>	<b>cat</b>



**Strategy: Visual Approach**

Cut on dotted lines only, fold back on solid line, tape to create double-sided card.

 <p><b>bed</b></p>	<p><b>bed</b></p>
 <p><b>sun</b></p>	<p><b>sun</b></p>



# Student Record Form: Word Recognition

## DAR Level 0

### Strategy: Visual Approach

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Place a check (✓) to indicate when the student was able to read each word.

Word	Student was able to read at the beginning of the lesson	Student was able to read at the end of the lesson
moon		
horse		
cake		
boat		
fish		
ring		
sock		
cat		
bed		
sun		

#### Comments:

<p><b>During this activity, the student seemed:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively engaged</li> <li><input type="checkbox"/> Somewhat engaged</li> <li><input type="checkbox"/> Passively cooperative</li> <li><input type="checkbox"/> Not interested</li> <li><input type="checkbox"/> Other: _____</li> </ul>	<p><b>Additional Comments:</b></p>
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