Finish the Shape

VISUAL CLOSURE | VISUAL PROCESSING | GRADE 2 | SET 1 OF 3

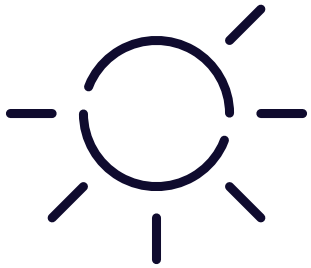
WHAT TO DO

Each picture has parts of its outline missing. Work out what it is, then draw in the missing lines to finish it. Write the name underneath.

THE STRATEGY

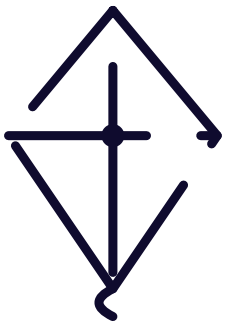
Scan the whole shape before you guess. The easy mistake is to look at one piece and jump. Take in the whole outline first — how tall it is, how wide, where the gaps fall — then decide.

1 EASIER



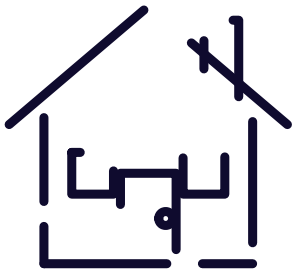
This is _____

2 EASIER



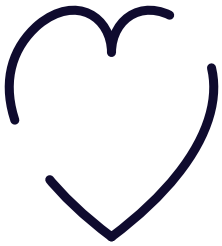
This is _____

3



This is _____

4

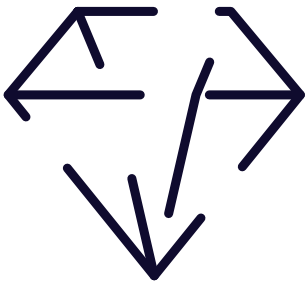


This is _____

5 HARDER

This is _____

6 HARDER



This is _____

THINK ABOUT IT

Was it easier to name the picture or to finish drawing it? Why?

Finish the Object

VISUAL CLOSURE | VISUAL PROCESSING | GRADE 2 | SET 2 OF 3

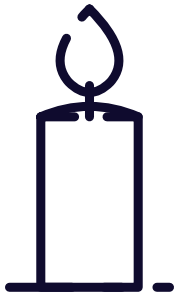
WHAT TO DO

Each picture has parts of its outline missing. Work out what it is, then draw in the missing lines to finish it. Write the name underneath.

THE STRATEGY

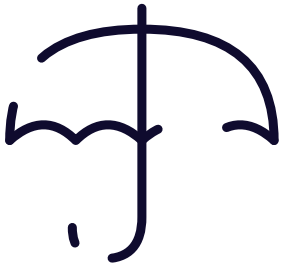
Scan the whole shape before you guess. The easy mistake is to look at one piece and jump. Take in the whole outline first — how tall it is, how wide, where the gaps fall — then decide.

1 EASIER



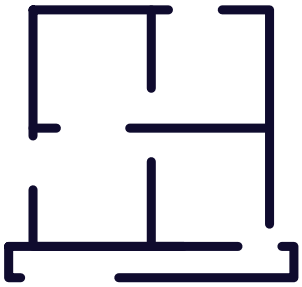
This is _____

2 EASIER



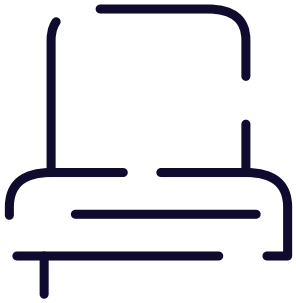
This is _____

3



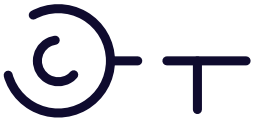
This is _____

4



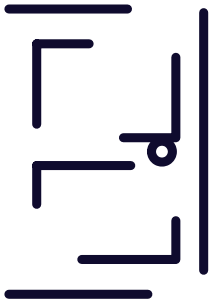
This is _____

5 HARDER



This is _____

6 HARDER



This is _____

THINK ABOUT IT

Was it easier to name the picture or to finish drawing it? Why?

Finish the Animal

VISUAL CLOSURE | VISUAL PROCESSING | GRADE 2 | SET 3 OF 3

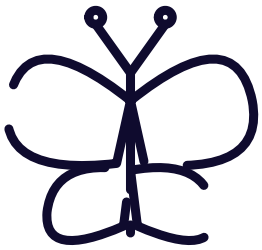
WHAT TO DO

Each picture has parts of its outline missing. Work out what it is, then draw in the missing lines to finish it. Write the name underneath.

THE STRATEGY

Scan the whole shape before you guess. The easy mistake is to look at one piece and jump. Take in the whole outline first — how tall it is, how wide, where the gaps fall — then decide.

1 EASIER

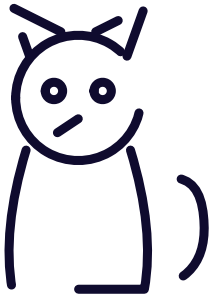


This is _____

2 EASIER

This is _____

3



This is _____

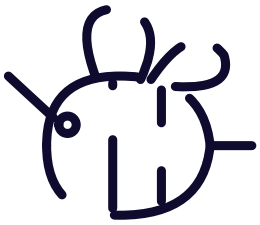
4

This is _____

5 HARDER

This is _____

6 HARDER



This is _____

THINK ABOUT IT

Was it easier to name the picture or to finish drawing it? Why?

Answers

VISUAL CLOSURE | GRADE 2 | PACK 5

Set 1 · Finish the Shape

1. **the sun**
2. **a kite**
3. **a house**
4. **a heart**
5. **the moon**
6. **a diamond**

Set 2 · Finish the Object

1. **a candle**
2. **an umbrella**
3. **a window**
4. **an armchair**
5. **a key**
6. **a door**

Set 3 · Finish the Animal

1. **a butterfly**
2. **a fish**
3. **a cat**
4. **an elephant**
5. **an owl**
6. **a bee**

For Parents & Teachers

HOW TO RUN IT

What this trains. Visual closure — recognising a whole thing from incomplete information. It is what lets a child read a word on a patchy photocopy, or recognise a letter they have formed badly themselves. Weak closure is one of the quieter causes of slow, effortful reading.

What it does not do. This will sharpen visual closure and it will not raise a child's IQ. Cognitive practice improves the skill practised; it does not reliably transfer to unrelated abilities. That is why every set names a strategy — the habit of scanning before committing is the part that travels.

If a child is stuck. Do not name the picture. Ask what the whole shape reminds them of, whether it is taller than it is wide, and which part they are most sure about. Naming it for them removes the exact step the activity is training.

Difficulty. Items run easier to harder across each set, and the three sets are equal in difficulty — do one a day rather than all three at once. If items 5 and 6 are a struggle, that is the right edge to be working at.