# In the Kitchen

VISUAL CLOSURE · VISUAL PROCESSING · GRADE 6 · SET 1 OF 3

**WHAT TO DO**

Each picture has parts of its outline missing. Nothing has moved and nothing is hidden behind anything — there is simply less of the line than there should be. Work out what each one is, and write it down.

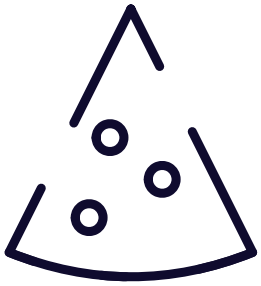
**THE STRATEGY**

**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

I think this is _____

**2** EASIER



I think this is _____

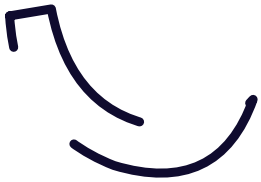
**3**

I think this is _____

**4**

I think this is _____

**5** HARDER



I think this is _____

**6** HARDER

I think this is _____

**THINK ABOUT IT**

Have you ever known what was for dinner before you could see all of it?

# Out and About

VISUAL CLOSURE | VISUAL PROCESSING | GRADE 6 | SET 2 OF 3

**WHAT TO DO**

Each picture has parts of its outline missing. Nothing has moved and nothing is hidden behind anything — there is simply less of the line than there should be. Work out what each one is, and write it down.

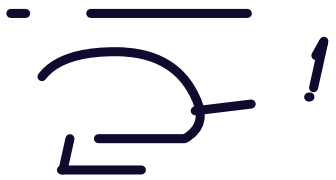
**THE STRATEGY**

**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

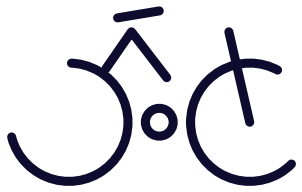
I think this is _____

**2** EASIER



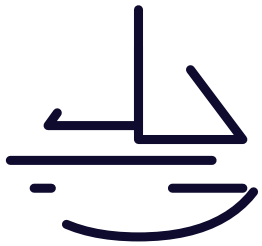
I think this is _____

**3**



I think this is _____

**4**

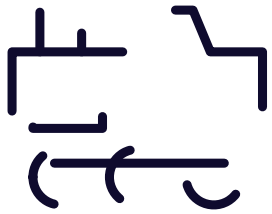


I think this is _____

**5** HARDER

I think this is _____

**6** HARDER



I think this is _____

**THINK ABOUT IT**

Where might you see only part of a vehicle and still know what it is?

# Shapes and Nature

VISUAL CLOSURE | VISUAL PROCESSING | GRADE 6 | SET 3 OF 3

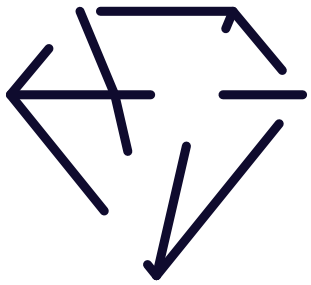
**WHAT TO DO**

Each picture has parts of its outline missing. Nothing has moved and nothing is hidden behind anything — there is simply less of the line than there should be. Work out what each one is, and write it down.

**THE STRATEGY**

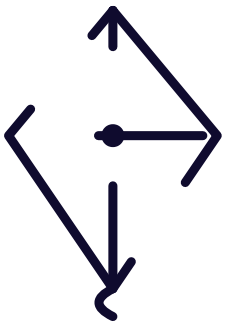
**Scan the whole shape before you guess.** The easy mistake is to look at one piece and jump. Take in the whole outline first — how tall it is, how wide, where the gaps fall — then decide.

**1** EASIER



I think this is _____

**2** EASIER

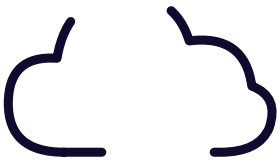


I think this is _____

**3**

I think this is _____

**4**

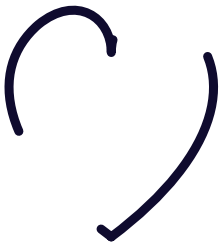


I think this is _____

**5** HARDER

I think this is _____

**6** HARDER



I think this is _____

**THINK ABOUT IT**

Where do you see these shapes when you are outside?

# Answers

VISUAL CLOSURE | GRADE 6 | PACK 4

### Set 1 · In the Kitchen

1. **a cupcake**
2. **a slice of pizza**
3. **a carrot**
4. **an ice cream**
5. **a banana**
6. **an apple**

### Set 2 · Out and About

1. **a scooter**
2. **a helicopter**
3. **a bicycle**
4. **a boat**
5. **a rocket**
6. **a train**

### Set 3 · Shapes and Nature

1. **a diamond**
2. **a kite**
3. **a star**
4. **a cloud**
5. **the sun**
6. **a heart**

## 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.