Look, Cover, Draw

Grade 6

1 LOOK

Study, then turn over

Domain: Memory | Skill: Visual sequential memory | Strategy: Give each shape a name

Look at the 6 shapes for 9 seconds.

Remember them in order, from left to right. When the time is up, turn this page over and draw them. Do not look back at this page.

TIMER Ask someone to time you, or set a phone timer for 9 seconds. No timer? Count slowly to 9.

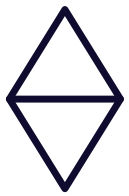
Today's strategy · Give each shape a name

A shape you can name is a shape you can keep. Give each one a quick name as you look at it — arrow, half-moon, ladder — then say your list of 6 names to yourself in order.

The sequence

read left to right, top row first

1

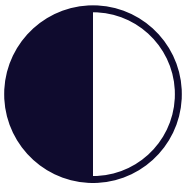


2

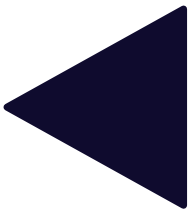
3

4

5



6



Time up? Turn the page over now — and leave it face down.

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2 DRAW

From memory

Domain: Memory | Skill: Visual sequential memory | Strategy: Give each shape a name

Draw the 6 shapes in the order you saw them.

Neat drawing does not matter — the right shape in the right place does. If one will not come back to you, leave the box empty and move on. Turn each shape the same way round as you saw it.

1

2

3

4

5

6

Helper bank — only if you are stuck. Three of these 9 were never on the first page.

Finished? Turn back and check — then fill in your score on the last page.

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3 CHECK

Compare and score

Domain: Memory | Skill: Visual sequential memory | Strategy: Give each shape a name

The answer

Shapes correct

_____ out of 6

The right shape, anywhere

Order correct

_____ out of 6

The right shape in the right box

Helper bank

used / not used

Circle one — both are fine

Your ladder — write your Order score here each time you finish a sheet in this grade.

Sheet 1	Sheet 2	Sheet 3	Sheet 4	Sheet 5

Where does this show up?

Copying from the board before it is rubbed off. Holding a phone number in your head long enough to type it. Following a three-step instruction in the right order.

Which of those three is hardest for you? _____

For parents & teachers

This sheet trains visual sequential memory — holding a short visual sequence in mind and reproducing it in order. Practice makes that specific skill steadier; it does not raise general intelligence, and we will never tell you otherwise. The strategy box is the part that carries over, so talk through it out loud before the timer starts.

Laminate it and use a dry-erase marker to reuse the sheet.
Untimed version: leave page one open and cover it by hand when the child is ready.

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