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Illustrated by Kevin M. Newman

The purpose of the AUDITORY PROCESSING SUPER PACK is to promote attentive listening and accurate language processing of short statements. The unit is designed to be used by younger children who will be more successful in developing listening skills and auditory comprehension when visual clues are present.

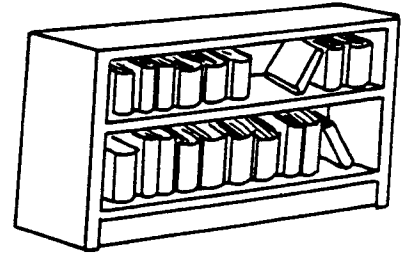
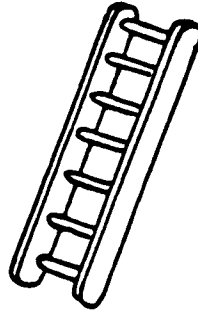
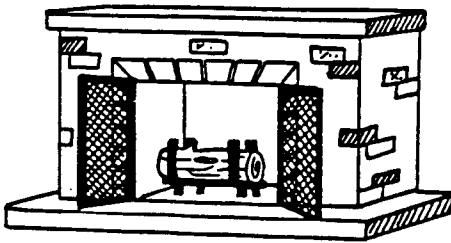
More often than not, young students are required to accurately comprehend specific information or instructions presented aloud while they are looking at specific visual clues. (workbooks, oral presentations, show and tell, etc.) Many children come to school not adequately prepared for this type of attentive listening and processing of specific information. In addition, they may also be weak in quickly switching from one subject to another with equal attention to each subject statement.

The unit's activity sheets provide repetitious practice of various skills that require attentive listening and accurate processing if the students are to correctly incorporate the visual clues in the statement or associate them to the information presented orally. Specific directions are given at the top of each activity sheet. All items in the unit should be presented aloud. The material may be used in small or large groups or for individual work.

DIRECTIONS:

Before using the unit, review the material and become familiar with the various skills presented. Use the original set of blackline masters to make the number of copies needed. Separate the copies and store them according to the various skills presented. Specific directions are given at the top of each activity sheet. ALL ITEMS IN THE UNIT SHOULD BE PRESENTED ALOUD.

Directions: 1. The statements are to be read aloud to the student.
 2. The student both points to the picture and says the correct word to complete the sentence.



1. Climb up a _____.

2. Build a fire in a _____.

3. Put fishfood in a _____.

4. The bird laid eggs in a _____.

5. Look at the animals in the _____.

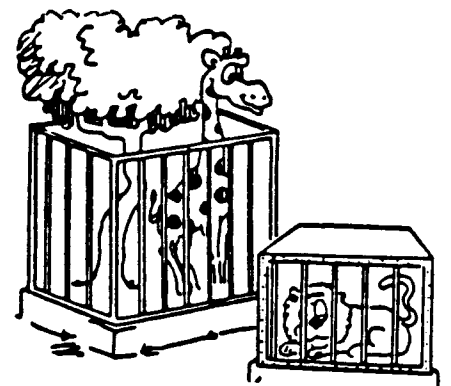
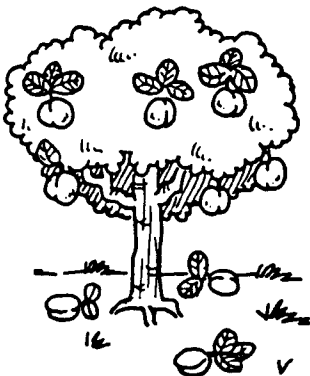
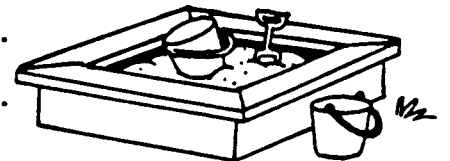
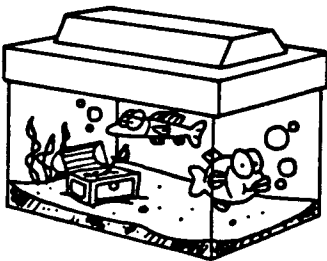
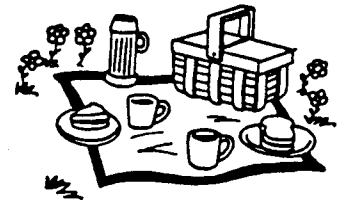
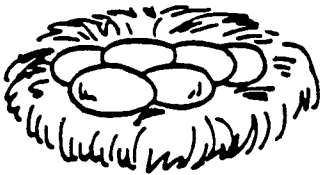
6. Put books in a _____.

7. Peaches grow on a _____.

8. Many people ride on a _____.

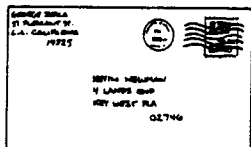
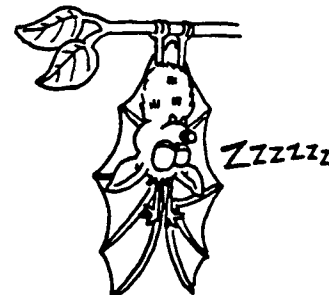
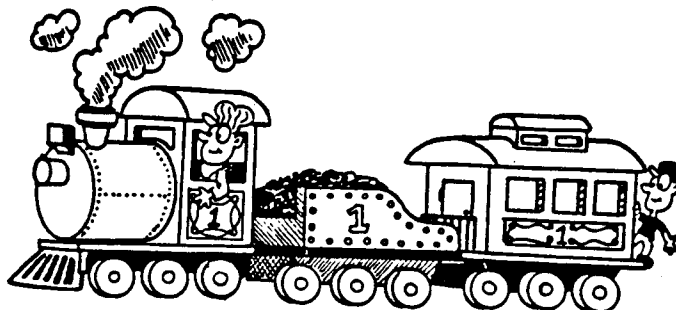
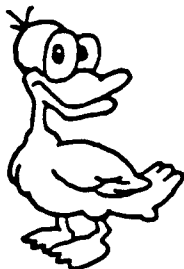
9. Put the sand in a _____.

10. We packed the food in a _____.

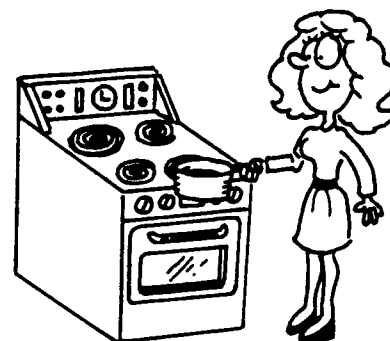
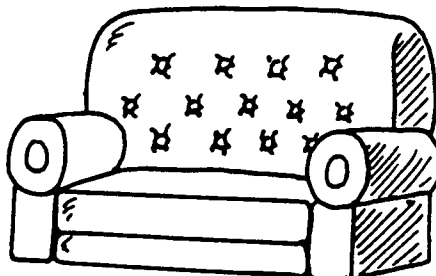
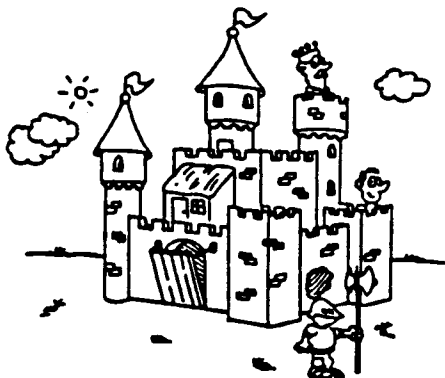
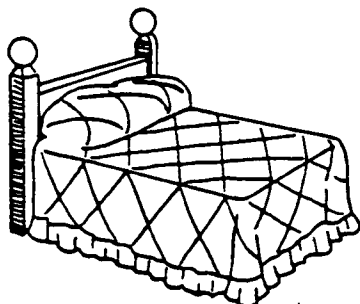


NAME: _____ DATE: _____

- Directions: 1. The questions are to be read aloud to the student.
 2. In answering, the student should point to the correct picture and say the word aloud.



1. What has bumpers?
2. What has stuffed arms?
3. What has a mattress?
4. What has a stamp?
5. What has dials?
6. What has wings?
7. What has webbed feet?
8. What has a heel?
9. What has a caboose?
10. What has towers?

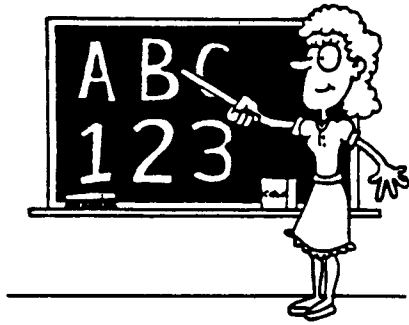
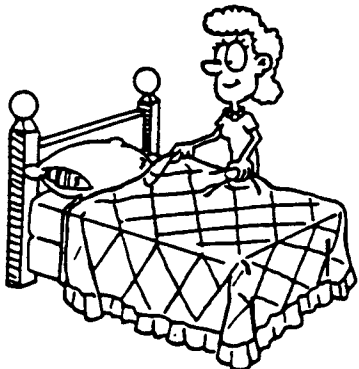


NAME: _____ DATE: _____

Directions: 1. Each statement is to be read aloud to the student.
2. The student should follow the directions in identifying the person most likely to be saying or thinking the statement.

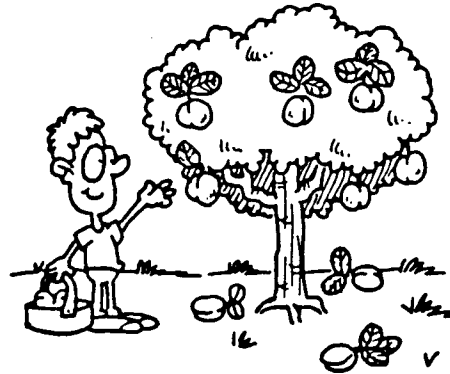
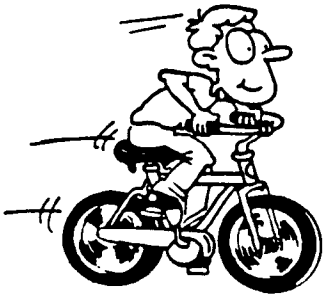


1. Mrs. Reed said, "Look at this letter." Circle Mrs. Reed.
2. Mrs. Jones said, "I'll make this up." Underline Mrs. Jones.
3. Mrs. Smith said, "It's time for a ride." Draw two lines under Mrs. Smith.
4. Mrs. Cook said, "I need to let this cool." Color Mrs. Cook's eyes blue.
5. Mrs. Green said, "I need to heat this." Color Mrs. Green's dress red.
6. Mrs. Best said, "I must go home and cook dinner." Color Mrs. Best's hair brown.



NAME: _____ DATE: _____

- Directions: 1. Each statement is to be read aloud to the student.
2. The student should follow the direction to identify the picture that matches the statement.



1. I am in a hurry. Circle me.

2. I love music. Underline me.

3. I love my mother's baking. Color my shirt yellow.

4. I want to have big muscles. Color my eyes blue.

5. Mom wants to bake a pie so I must do this. Put two dots above my head.

6. I want to be an artist. Color my hair brown.

