

MULTIPLE AUDITORY SKILLS SUPER PACK

Jean Gilliam DeGaetano

Illustrated by Kevin M. Newman

MULTIPLE AUDITORY SKILLS SUPER PACK is designed to promote attentive listening, accurate language processing, and strategy methods to assist auditory memory. The unit is one level more difficult than AUDITORY PROCESSING SUPER PACK and provides more challenging activities.

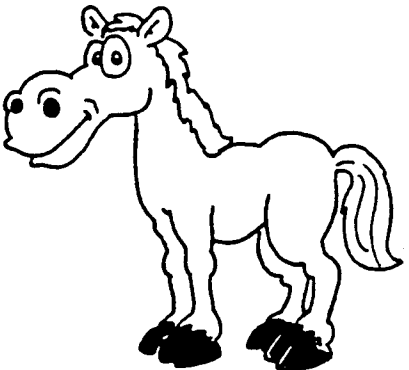

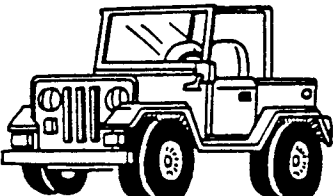
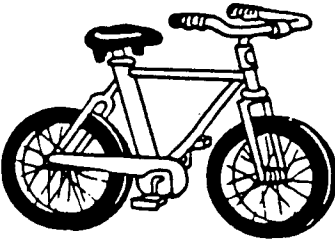
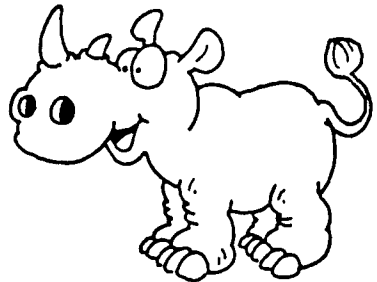
Each section will have a special instruction sheet. This page can be copied and sent home to parents if they are expected to work with their child at home.

The unit provides repetitious practice of various skills in each section. This will enable the student to master the skill before going on to a new format. In three of the four sections, answers are determined by selecting the appropriate pictures and marking the pictures as instructed. The pictures serve as a visual reinforcement that is often needed to assure students of having answered correctly.

The unit consists of 118 reproducible masters. The masters are not to be used by the student but should be used to make all copies. Directions are provided at the top of each page as a convenience to both the professional and parents. When the material is used at home, however, the parents should be given the special instruction sheet for each section.

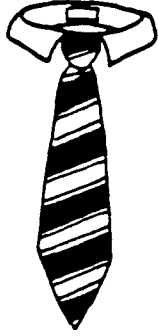
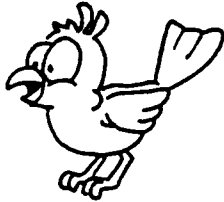
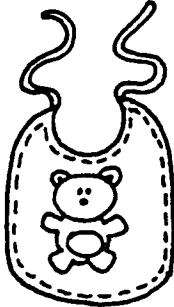

NAME: _____ DATE: _____

DIRECTIONS: The purpose of this activity is for the students to identify pictures that correspond to auditory clues. The directions and descriptive clues are to be read aloud to the students. The students should listen carefully while looking at the pictures and then identify the correct picture and mark it as instructed. One picture is extra and will not be used.

<p>1. Circle <input type="radio"/> something that</p> <ul style="list-style-type: none">A. is not aliveB. has four wheelsC. has a motorD. does not have a horn	
<p>2. Put an "X" on something that</p> <ul style="list-style-type: none">A. does not have wheelsB. does not have a motorC. has hornsD. is alive	 
<p>3. Put a <u>line</u> under something that</p> <ul style="list-style-type: none">A. does not have wheelsB. does not have a hornC. does not have a motorD. is alive	
<p>4. Put a box <input type="checkbox"/> around something that</p> <ul style="list-style-type: none">A. is not aliveB. has wheelsC. has a hornD. has a motor	

NAME: _____ DATE: _____

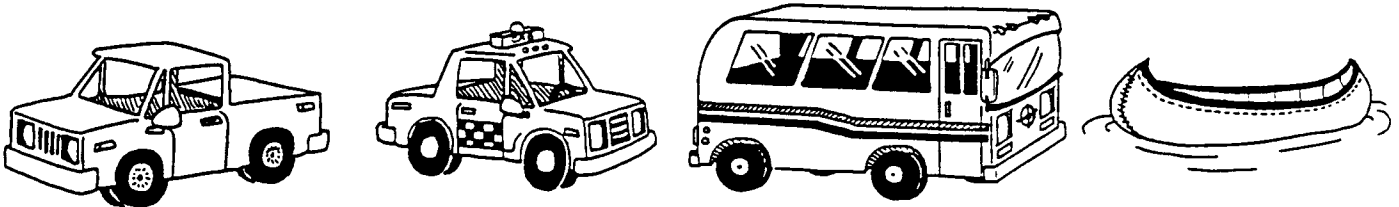
DIRECTIONS: The purpose of this activity is for the students to identify pictures that correspond to auditory clues. The directions and descriptive clues are to be read aloud to the students. The students should listen carefully while looking at the pictures and identify the correct picture and mark it as instructed. One picture is extra and will not be used.

<p>1. Circle <input type="radio"/> something that</p> <ul style="list-style-type: none">A. has stripesB. goes up in the airC. is not aliveD. is not worn	
<p>2. Put an "X" on something that</p> <ul style="list-style-type: none">A. is wornB. is not aliveC. cannot flyD. does not have stripes	
<p>3. Put a <u>line</u> under something that</p> <ul style="list-style-type: none">A. has stripesB. is wornC. is not aliveD. cannot fly	
<p>4. Put a box <input type="checkbox"/> around something that</p> <ul style="list-style-type: none">A. can flyB. is aliveC. does not have stripesD. is not worn	

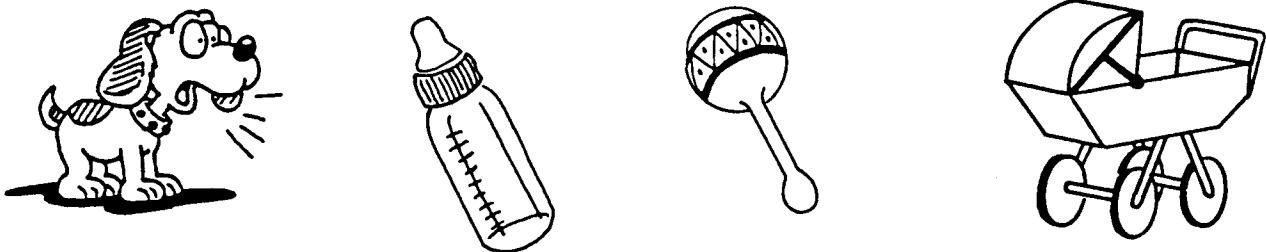
NAME: _____ DATE: _____

DIRECTIONS: The purpose of this activity is to identify pictures in the same category. Each statement or direction is to be read aloud to the students. The students should listen carefully while looking at the pictures and then follow the instructions.

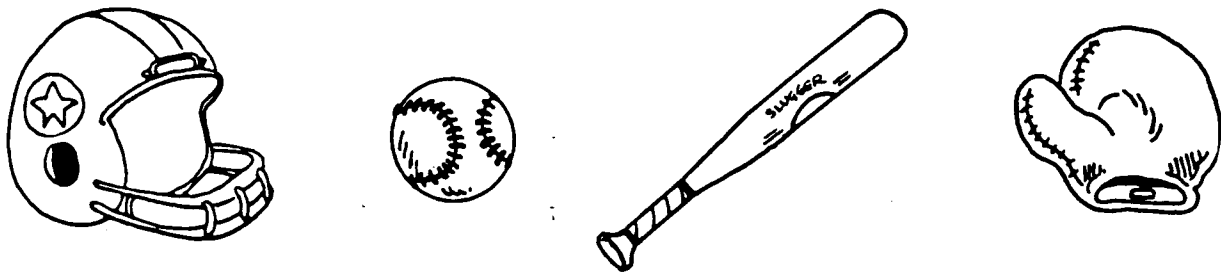
1. You are looking for vehicles that travel on roads. Cross out the one that doesn't belong.



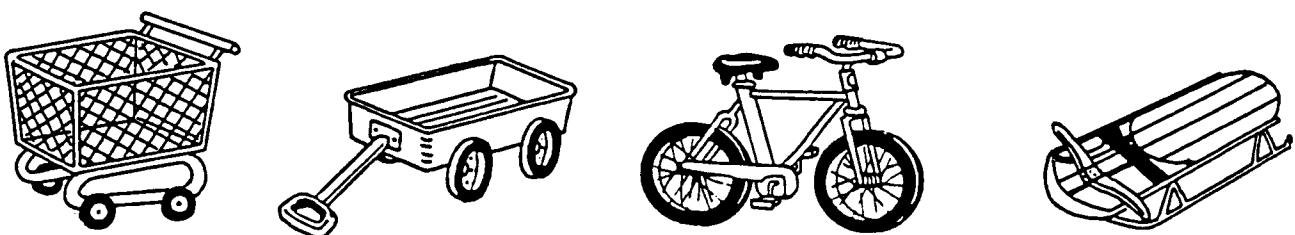
2. You are looking for things that a baby uses. Cross out the one that doesn't belong.



3. You are looking for things that are used in a baseball game. Cross out the one that doesn't belong.



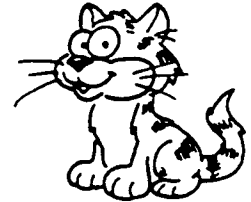
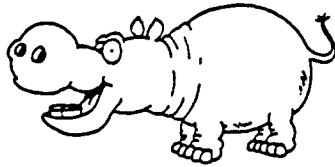
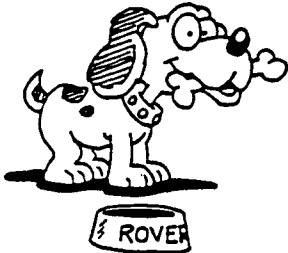
4. You are looking for things that roll. Cross out the one that doesn't belong.



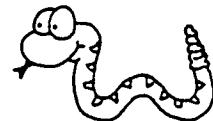
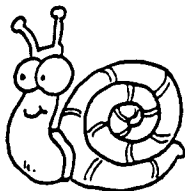
NAME: _____ DATE: _____

DIRECTIONS: The purpose of this activity is to identify pictures in the same category. Each statement or direction is to be read aloud to the students. The students should listen carefully while looking at the pictures and then follow the instructions.

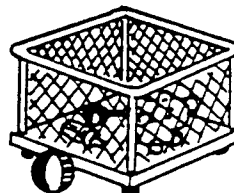
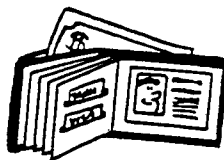
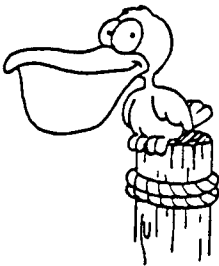
1. You are looking for pets. Cross out the two things that are not pets.



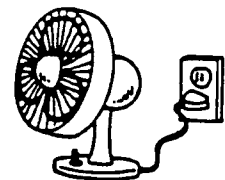
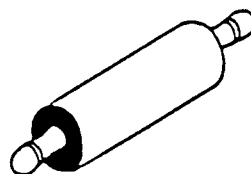
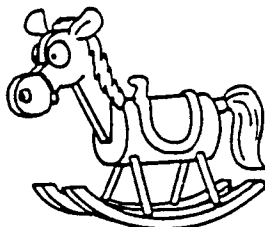
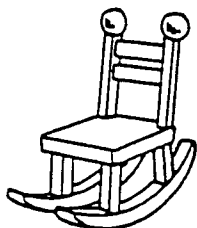
2. You are looking for things that crawl. Cross out the two things that do not crawl.



3. You are looking for two things that are used to hold money. Cross out the two things that are not used to hold money.



4. You are looking for things that rock. Cross out two things that do not rock.



NAME: _____

DATE: _____

DIRECTIONS:

Before beginning, give each student the large copy of the picture shown on this page. First, the story is to be read aloud to the students. It may be read more than once if necessary. The students are to look at the picture while listening to the story. Next, the questions are to be read aloud to the students, with the students taking turns answering. After all the questions have been answered, the students may color the picture.



On Saturday, Dad bought a new tree to plant in the front yard. That afternoon, he saw the sky starting to get cloudy and decided he should plant the tree right away so that the tree could get plenty of water if it rained. First, Dad dug a deep hole. Next, he poured water into the hole. Finally, he loosened the bag around the tree and put the tree into the hole. After he piled all the dirt back around it, he looked up at the sky and knew he had made a wise decision. It was going to start raining very soon and that would help the little tree to grow.

1. Who bought a tree?
2. Where is Dad going to plant the tree?
3. Why did Dad decide he needed to plant the tree right away?
4. How does rain help a little tree?
5. What did Dad do first?
6. When did he loosen the bag that was around the tree?
7. What did he do after he put the tree in the ground?
8. Why did he know he had made a good decision?
9. Where will the tree be when the rain starts?
10. Where will Dad be while it is raining?