

MASTERING AUDITORY SEQUENCING

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Illustrated by Kevin M. Newman

The purpose of this unit is to provide practice for strengthening auditory sequencing. Sequencing is difficult for students who do not easily comprehend time concepts such as before and after, and the order in which events occur. Auditory sequencing is particularly difficult for students who are not auditory learners. One strength of this unit is that excellent visual clues are provided as part of the answering process to reassure students they have answered correctly. Giving oral answers to oral questions sometimes does not give the necessary reinforcement that visual illustrations can provide. Visual clues are needed by students who cannot fully comprehend without visual reinforcement.

The use of this material is not limited to a particular age group but is appropriate for any student who needs practice to enhance their understanding of time concepts as they apply to sequencing.

Mastering Auditory Sequencing is composed of four different skill tasks. Directions for each skill task are written at the top of each page. Prior to beginning each task, the directions should be explained to the students. After reviewing the directions, the students should listen to the information as it is read to them and then arrange the pictures accordingly.

Section One, Two and Three consist of two parts each. The directions for completing each activity are written at the top of each page. The directions should be explained to the students before the work begins. After reviewing the directions, each part is to be read aloud to the students, one part at a time. The students should listen and then complete the activity for Part One before listening and completing the activity for Part Two.



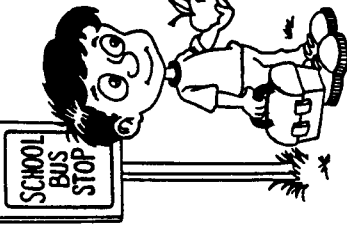


Section Four also has general directions at the top of the page which should be explained to the students prior to beginning the activity. After reviewing the directions, the story is then read to the students. The students are to look at the pictures as the story is being read to them. Only three of the pictures match the events in the story. The students should identify and mark the picture that was not part of the sequential story.

NAME: _____

DATE: _____

Directions: The students should cut apart the pictures at the bottom of the page. First, Directions A, one at a time, should be read aloud to the students. The students should listen to each direction and then paste the picture in the correct box. Next, Directions B, again, one at a time, should be read to the students. The students should listen to each direction and then paste the picture in the correct order of events.

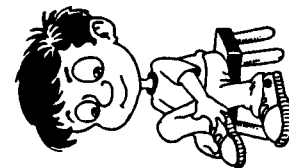

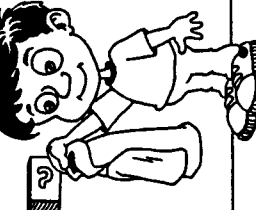
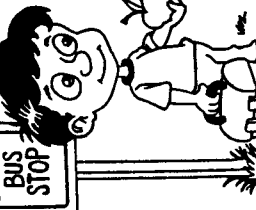

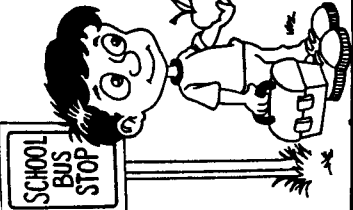

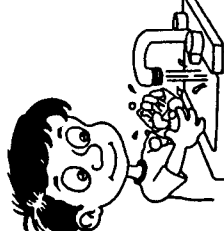
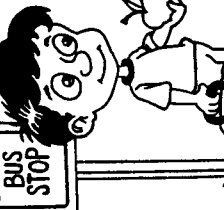


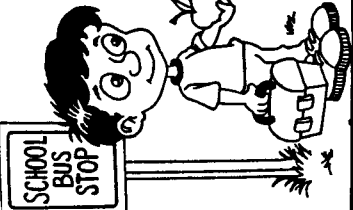
Directions A:		Directions B:	
1. Find the picture of Joey brushing his teeth and paste it on Box 2.	1. Before Joey brushed his teeth, he washed his hands. Find the picture of Joey washing his hands and paste it where it belongs.	2. Before Joey put on his shoes, he poured a glass of milk. Find the picture of Joey pouring a glass of milk and paste it where it belongs.	3. After Joey put on his shoes, he put his coat back on the hook because his mom said the weather was warm. Find a picture of Joey hanging up his coat and paste it where it belongs.
2. Find the picture of Joey putting on his shoes and paste it on Box 4.	3. Find the picture of Joey waiting for the school bus and paste it on Box 6.		
3. Find the picture of Joey waiting for the school bus and paste it on Box 6.			

				
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NAME: _____ DATE: _____

Directions: The students should first cut apart the pictures at the bottom of the page. The two-part story, each part with three sequential events, is to be read aloud to the students. The students should listen to the stories and then paste the pictures in the correct order of events.

<p>Part 1:</p> <p>Today was Joey's first day of school. He woke up early and washed his hands. Next, he brushed his teeth. Then he poured a glass of milk to drink with his breakfast.</p>	1.	2.	3.
<p>Part 2:</p> <p>After breakfast, Joey put on his shoes. He thought he would need a coat but his mom said it was warm outside and he put his coat back on the hook. After that, he went to the bus stop with his lunch box and an apple for his teacher.</p>	1.	2.	3.

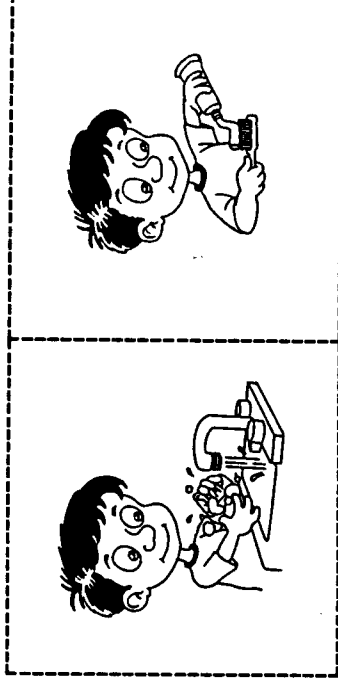
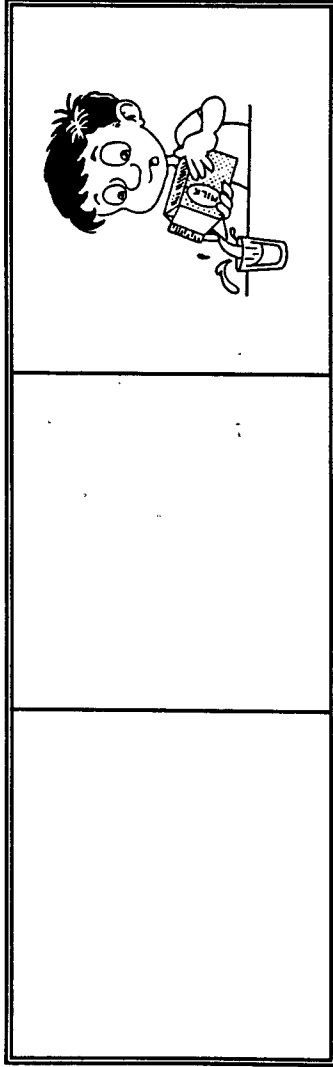
											
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NAME: _____ DATE: _____

Directions: The students should first cut apart the pictures on the right side of the page. Next, the sentences for each part should be read aloud to the students. The students should listen to the sentences and then paste the pictures in the correct order of events.

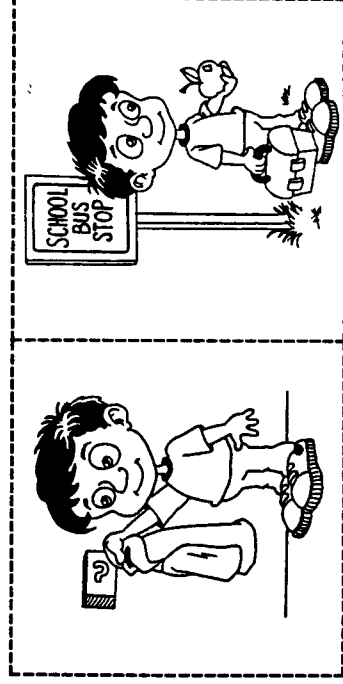
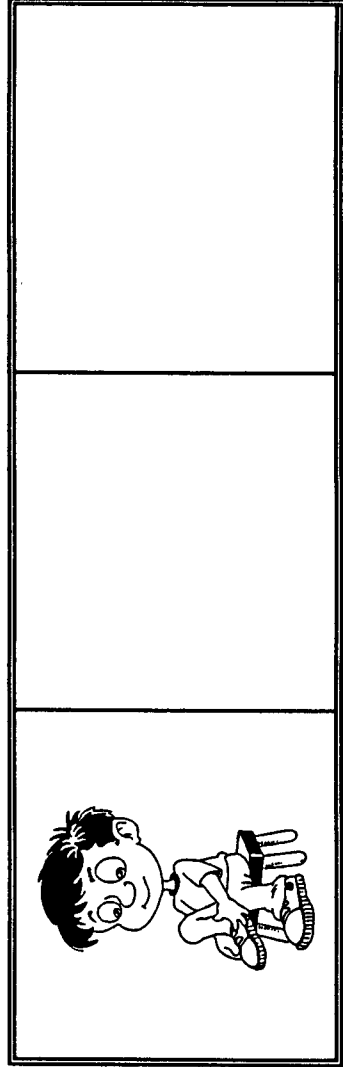
PART 1:

1. Before Joey poured a glass of milk, he washed his hands.
2. Before Joey washed his hands, he brushed his teeth.



PART 2:

1. After Joey put on his shoes, he put his coat back on the hook because he did not need it.
2. After Joey put his coat back on the hook, he went to the bus stop to wait for the bus.



NAME: _____

DATE: _____

Directions: In this activity, the students are to identify the picture that is not part of the sequential story. The students should listen as the story is being read aloud. Then, they should identify the picture that does not belong and put an "X" on the line under it.

Story:

First, Joey brushed his teeth. Then he poured a glass of milk to drink with his breakfast. After breakfast, Joey put on his shoes.

