

# **LISTENING, UNDERSTANDING, REMEMBERING, VERBALIZING!**

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Illustrations by Kevin M. Newman

Designed for ages 6-8

Listening to a story, understanding its meaning, remembering the details, and then being able to verbalize answers to questions are essential steps in developing higher-level language skills and in progressing in academic learning. The four skills need to be combined in activities, recognizing that each skill is dependent on the others if children are to master higher-level language.

The goals of the unit are:

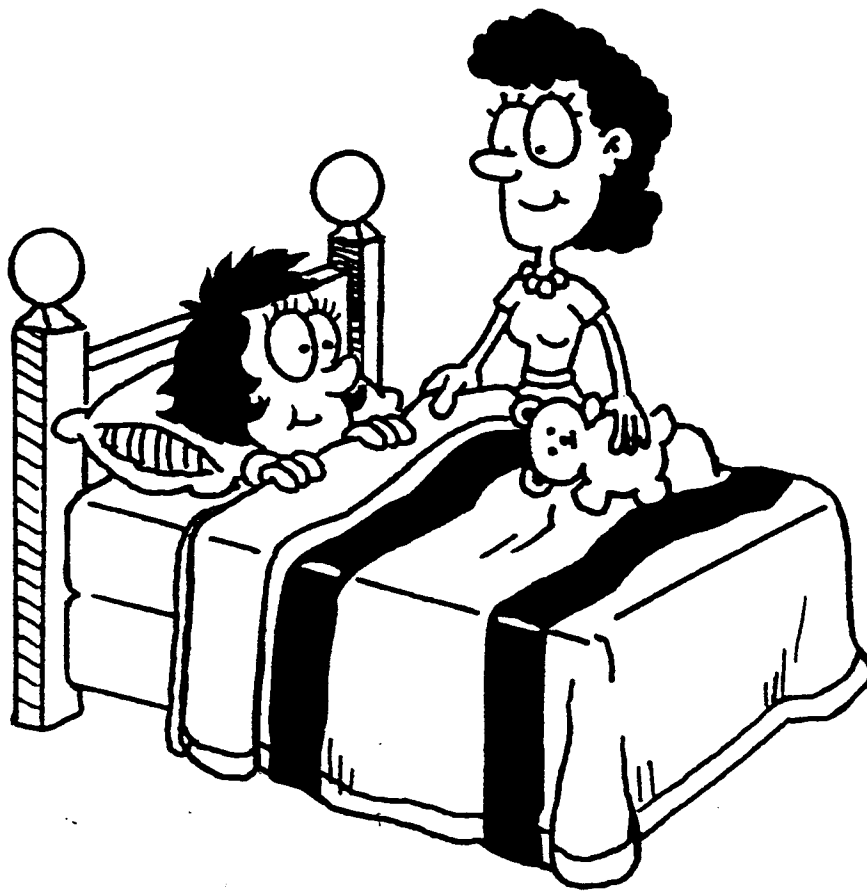
1. to be able to listen attentively to a story.
2. to understand the story.
3. to remember the details.
4. to be able to answer questions about the story.
5. to retell the story.

The short stories are to be read aloud to the students as they look at the pictures, utilizing both the visual and auditory channels of learning.

To determine how well the details have been retained; questions, sentence completions and answer choices are provided for each story. These should reinforce remembering the details and assist the students in the final step of retelling each story.

At the end of every four stories, a summary is presented to show how well the students have retained the details of all four stories. Again, both visual and auditory clues are presented to assist the students in remembering the details in all four stories.

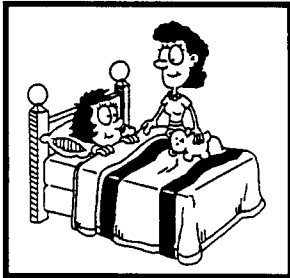
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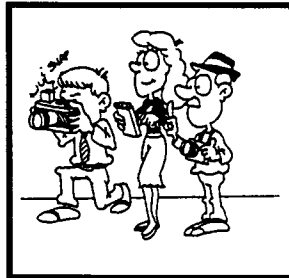
# Instructor's Worksheet

# Remembering Stories 1-4

**Directions:** This summary activity worksheet should follow the four consecutive stories below. This review will determine if facts in the four stories have been retained. The students should have the student worksheet with the pictures in front of them as the questions are being read aloud. Students should take turns answering the questions.



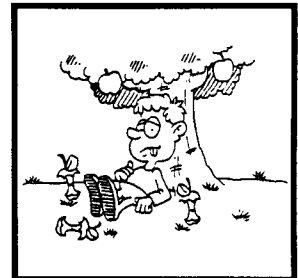
Story #1



Story #2



Story #3

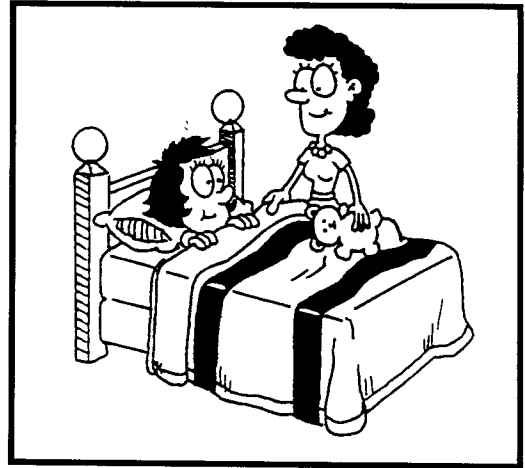


Story #4

1. Was Molly sleepy or sick?
2. Molly told her mom she thinks she ate too much \_\_\_\_\_.
3. Molly's mother asked her where she hurt and she pointed to her \_\_\_\_\_.
4. Did Molly eat a little bit or too much candy?
5. Were the children having a music program or an art program at school?
6. Who came to take pictures of the children's music program?
7. Did the reporters write down the children's names or their pets' names?
8. Where will the children look to see their pictures?
9. Why is Mr. Jones taking a walk in the woods?
10. Did Mr. Jones pass a big cave or a little pond?
11. Did Mr. Jones know what was inside the cave?
12. Did Mr. Jones walk away from the cave slowly or did he hurry away?
13. Did Michael pick the apples off the tree or pick them up off the ground?
14. Did Michael eat just one apple?
15. Did Michael eat three apples or ten apples?
16. Was something wrong with the apples or did Michael just eat too many?

# Instructor's Worksheet

**Directions:** Before beginning, each student should be given a copy of the picture that corresponds to the instructor's worksheet. The students are to look at the picture as they listen to the story being read aloud. Utilizing both the visual and auditory channels simultaneously will aid the students in remembering the details of the story. The students are to answer the questions or complete the sentences as they are read aloud. Finally, the students should look at the picture and retell the story in their own words.



## Story #1:

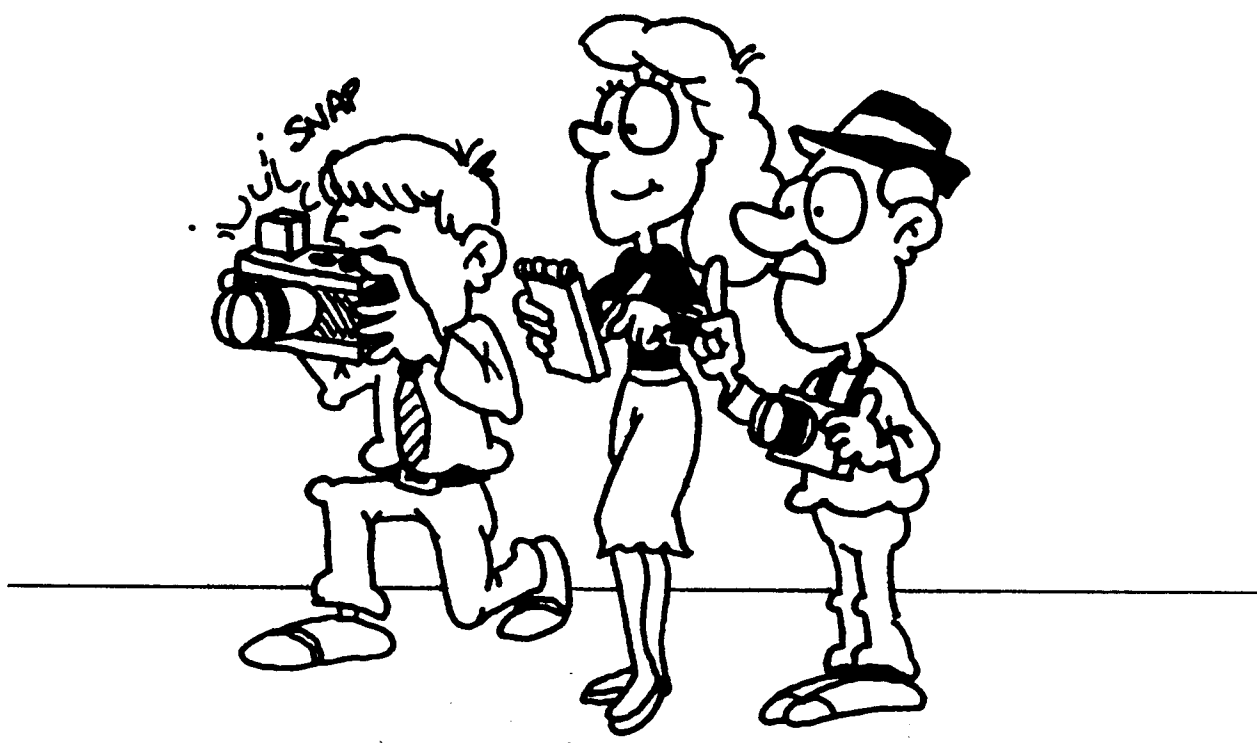
Molly is sick. She is lying in her bed. Yesterday, she ate too much candy. The candy was delicious. The problem is Molly ate too much of it. Now she has an upset stomach. Molly's mother did not know that Molly had eaten that much candy.

### A. Will you help Molly explain what happened and why she is sick?

1. Is Molly sleepy or sick?
2. She is lying on her \_\_\_\_\_.
3. Molly's mother is not sure why Molly is \_\_\_\_\_.
4. Molly told her mom she thinks she ate too much \_\_\_\_\_.
5. Did Molly eat the candy today or yesterday?
6. Her mother asked her where she hurts and Molly pointed to her \_\_\_\_\_.
7. Molly said she ate too much because the candy was \_\_\_\_\_.
8. Did Molly eat a small amount of candy or too much candy?
9. Is Molly's stomach twisted or upset?
10. Molly's mother told her to try to sleep and maybe she will feel \_\_\_\_\_.

### B. Look at the picture and retell the story.

Name: \_\_\_\_\_



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## Story #2:

Today, there is a special music program at school. Three newspaper reporters have come to take pictures to put in the newspaper. They have written down all the children's names and information about the music program. They have told the children to look in the newspaper tomorrow to see their pictures.

### A. Will you help the children explain what happened today at school?

1. Are the children having a music program or an art program?
2. Where is the music program being held?
3. Who came to the program? Why did the newspaper reporters come?
4. How many reporters came to the program?
5. They used their cameras to take \_\_\_\_\_.
6. Where are they going to put the pictures?
7. Did the reporters write down the children's names or pets' names?
8. What else did the reporters write down?
9. Where will the children look to see their pictures?
10. When will the pictures be in the newspaper?

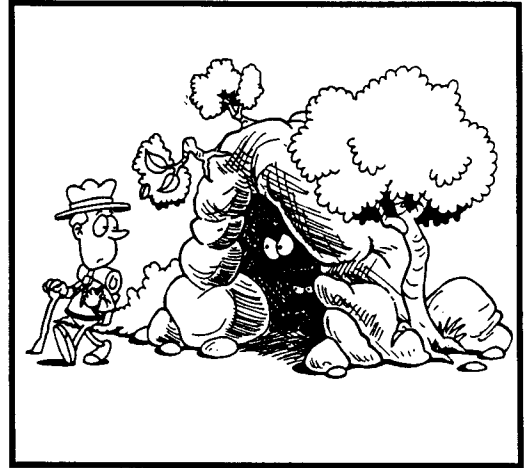
### B. Look at the picture and retell the story.

Name: \_\_\_\_\_



# Instructor's Worksheet

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## Story #3:

Mr. Jones is a teacher. He is taking a hike in the woods to see if this trail will be a good nature walk for his students. Mr. Jones passes a cave. Suddenly, he sees four eyes. The problem is he cannot see in the cave and doesn't know if the eyes belong to bears, owls, cats or raccoons. He hurries away very fast.

### A. Will you help Mr. Jones explain what he saw?

1. Is Mr. Jones a teacher or a doctor?
2. Mr. Jones is walking in the \_\_\_\_\_.
3. Why was he taking a hike in the woods?
4. Did he pass by a big cave or a little pond?
5. Inside the cave, he sees four \_\_\_\_\_.
6. Can Mr. Jones see inside the cave?
7. Does Mr. Jones know what is inside the cave?
8. What kind of animals do you think are inside the cave?
9. Did Mr. Jones walk away from the cave slowly or did he hurry away?
10. Do you think he will take his students inside the cave? Why not?

### B. Look at the picture and retell the story.

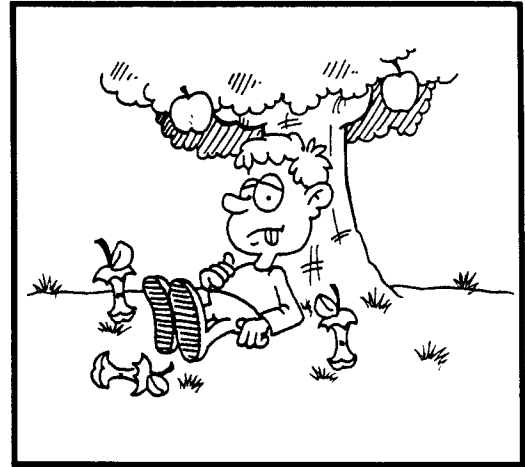


Name: \_\_\_\_\_



# Instructor's Worksheet

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## Story #4:

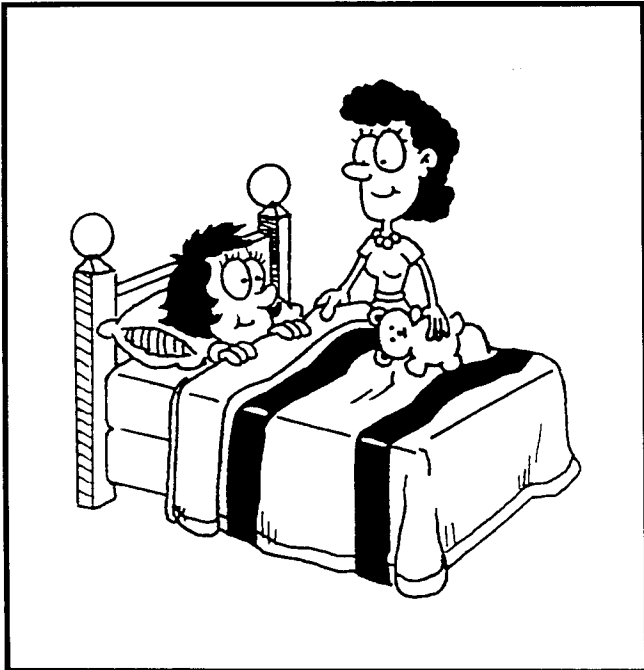
Michael saw some big red apples on an apple tree. He pulled one off and ate it. It was so good that he ate another one. Then he ate another one. Soon his stomach began to hurt. He sat down under the tree and thought, "I don't feel good. The apples were delicious but I ate too many. My tummy hurts."

### A. Will you help Michael explain what happened?

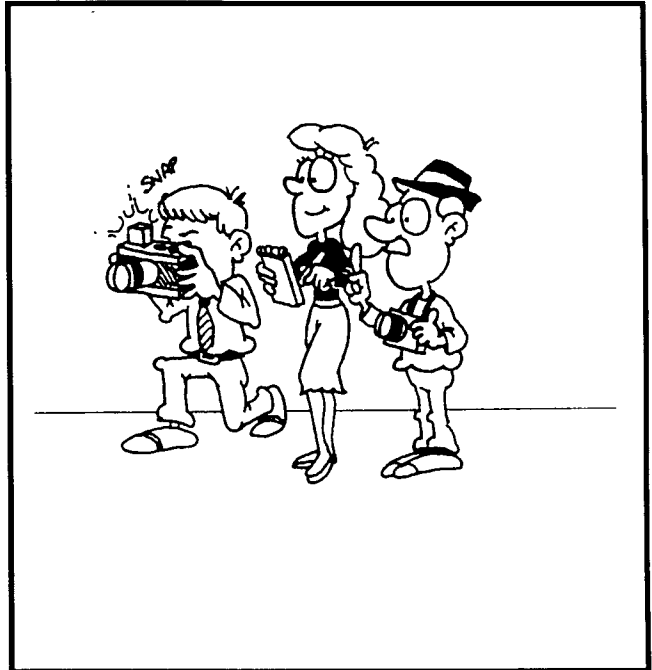
1. What was on the tree?
2. Were the apples red or yellow?
3. Did Michael pick an apple off the tree or pick it up off the ground?
4. What did Michael do with the apple?
5. Did Michael eat just one apple?
6. Did Michael eat more than two apples?
7. Did Michael sit down under a tree or under an umbrella?
8. How did he feel after he ate the apples?
9. Did the apples taste delicious or did they taste sour?
10. Was something wrong with the apples or did Michael eat too many?

### B. Look at the picture and retell the story.

Name: \_\_\_\_\_



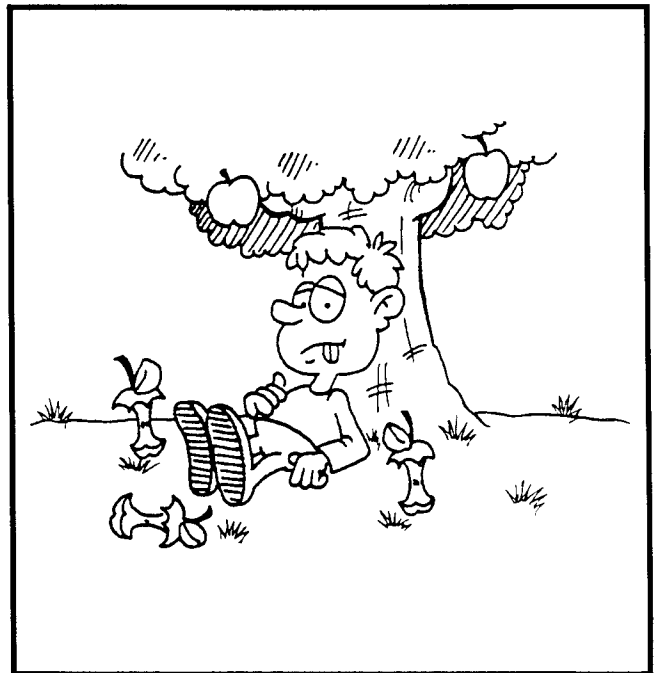
Story #1



Story #2



Story #3



Story #4