

Comprehending More Complex Auditory Information

(Sequencing, Concrete Details, Subtle Clues, Social Language)

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The goals for the activities in this unit are to listen to two-part and three-part sequential stories to retell the order of events, to comprehend and retain important details and subtle information, and to be able to accurately answer questions at both the end of each paragraph and at the end of the complete story.

Each lesson has a two-part or three-part sequential story that is to be read aloud to the students. The picture corresponds to one section of the story and serves as a visual clue for the other parts. There are five short questions at the end of each section of the story. At the end of the entire story, questions are organized by skills and apply to the entire two-part or three-part story. All questions should be read aloud to the students. The students, taking turns, should answer all questions orally. One person can retell the story or each may take a turn.

The pages in this book are masters that are to be used to make additional copies for students. The masters should not be consumed. It is recommended, for your convenience, that copies of all lessons be made and filed for when they are needed.

Directions are provided on each instructor's worksheet to enable the professional to use the unit without prior preparation. These not only serve as a manual for the professional but also inform parents as to how the activities were presented in class and how parents can reinforce progress by going over the papers at home.

The unit can be used with individual students or in groups. While only one student answers questions at a time, group lessons allow the other students to listen and observe both the questions and answers.

The material is recommended for students who are having difficulty with auditory processing of oral language, remembering events in order, retaining specific information, retaining subtle implied information, and who need practice in relating events that occur in more than one time period. These activities will be too difficult for students who are just beginning to understand simple sequential stories where pictures are shown for each event.

Name: _____



Instructor's Worksheet - Activity Page 1: "Snowboarding"

The purpose of this activity is to help students understand and remember both details and sequential order of more complex sequential stories.

Directions: The instructor should read the first part of the sequential story aloud while the students look at the picture that shows a scene from the story. Following this, the instructor should read the five questions aloud for part one of the story. The students should take turns answering them orally. Next, the instructor should read the second part of the sequential story aloud to the student, followed by the questions being read aloud and answered orally.



Story #6: Part 1

Lee loves to snowboard and he is quite good at this sport. The only problem is that he is a terrible show-off. He goes faster than his friends, tries to scare them by coming too close to them when he passes, and laughs at them when he makes them fall. He is a really nice person otherwise, but he is a big show-off on the snow slopes.

1. What sport does Lee like?
2. Is he skilled at this sport?
3. What is his problem?
4. What are some of the ways he shows off?
5. Is he a really nice person when he isn't snowboarding?

Story #6: Part 2

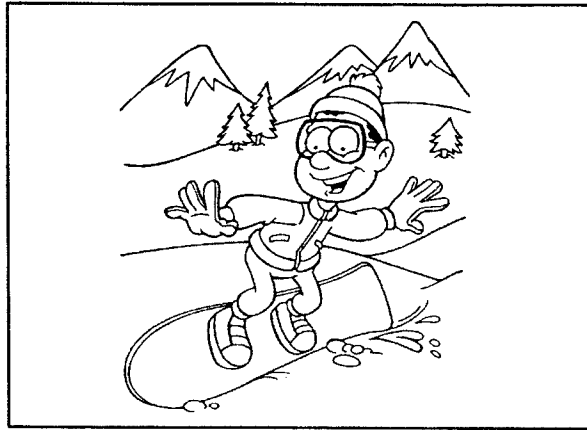
One day, his friend's cousin, who is visiting, asked Lee if he would like to snowboard down the slope at the same time with him. Lee thought this would be a great way to show off again and told the cousin he would like to. What Lee did not know was that the cousin was a champion snowboarder. The cousin did fancy moves, raced past Lee and then came so close to Lee that he made Lee fall off his board and roll down the hill in the snow. Lee was so embarrassed. The cousin came over to him and helped him up. He said, "Lee, someone just needed to teach you a lesson so that you will not be a big show-off anymore." Lee said, "I think I have learned my lesson."

1. What did the cousin ask Lee if he would like to do?
2. What did Lee not know?
3. What did the cousin do to Lee?
4. Why did the cousin teach Lee a lesson?
5. Does Lee think he has learned a lesson?

Instructor's Worksheet- Activity Page 2: "Snowboarding"

The purpose of the following activities is to remember and understand subtle information in the story (information that was implied, rather than specifically stated), to retain the information in sequential order, to understand time concept vocabulary about the story, to participate in rapid recall of specific information in the story, and finally, to be able to retell the story in sequential order.

Directions: If these activities do not directly follow activity page 1, the story may need to be read aloud again to the students. The students should look at the picture that shows a scene from the story as all questions and sentence completions are read aloud by the instructor. The students should answer orally. One student can answer all the questions or the students can take turns answering the questions.



Remembering the Subtle Points of the Story:

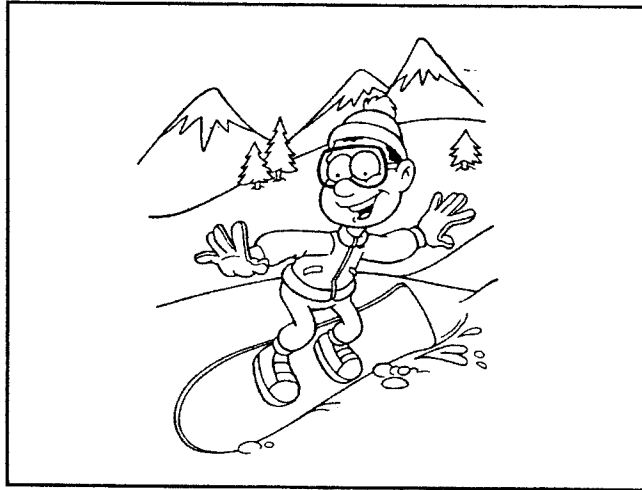
1. What does Lee do that makes him a "show-off?"
2. Is he always a "show-off?"
3. What trick did his friend's cousin play on Lee?
4. Why do you think Lee agreed to snowboard with him?
5. Why was Lee embarrassed?

Remembering Sequencing through Clues:

1. Before Lee makes one of his friends fall, what does he do?
2. Before Lee went snowboarding with the visiting cousin, did Lee know he was a champion snowboarder?
3. After Lee fell off his snowboard, what did the cousin do?
4. What did the cousin tell Lee after he made him fall?
5. When did Lee decide not to be a "show-off" anymore?

Instructor's Worksheet - Activity Page 3: "Snowboarding"

Continuation of Activities from Activity Page 2



Understanding Time Concepts:

1. Did Lee go fast to scare his friends before or after he learned to snowboard well?
2. Did Lee become a "show-off" before or after he became really good at snowboarding?
3. Did Lee know the cousin was a champion snowboarder before or after he agreed to race him down the slope?
4. Did Lee know he had been tricked before or after they started down the hill?
5. Did Lee stop being a "show-off" before or after the trick was played on him?

Rapid Recall of Specific Information:

1. Lee loves to _____.
2. The only problem is that he keeps acting like a "_____."
3. One day, his friend's cousin joined them and he was a snowboard _____.
4. He played a trick on Lee, making Lee fall off his _____.
5. When he fell off and landed in the snow, Lee was very _____.

Retelling the Sequential Story:

A student can retell the story without prompting or the following prompt can be read aloud to assist the student in getting started.

Lee loves to snowboard, but this is what he does to his friends. (Student retells the story.) If needed to complete the story, add this clue: When someone's cousin came to visit, what happened?