

# **Auditory Processing of Early Language Comprehension Skills**

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The purpose of these lessons is to increase comprehension of multiple language skills in early learning in the primary grades. While these lessons are primarily designed to improve auditory processing skills, the multiple comprehension skills that are introduced are skills that will appear in their reading comprehension activities later on. By first mastering the various comprehension skills through listening and answering orally, the students should make a smoother transition to developing reading comprehension skills and being able to do independent reading comprehension "seat work."

Observing and interpreting details in a picture is also an essential skill in being successful in completing these lessons. The students should be reminded to constantly look for clues in the pictures. The instructor can expand on the questions by asking if the students knew the answer by looking at the picture or by only hearing the information. While some of the answers can be determined by looking at the picture, other answers can only be found in the story's information.

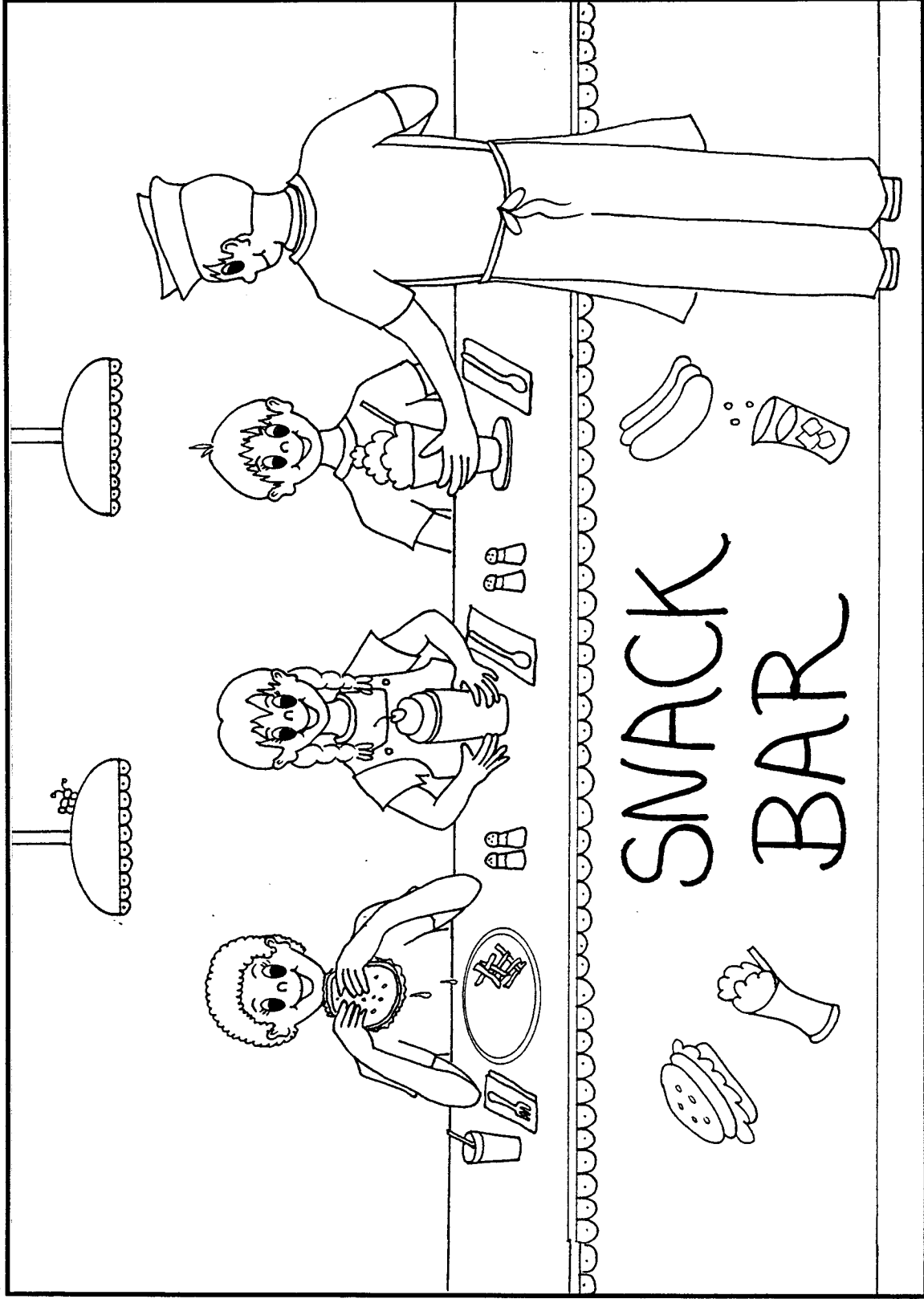
While looking at the picture, students should listen to a story about the picture. Questions are then asked that separate the story information into specific language comprehension skills, such as; general information comprehension, following directions comprehension, context clues comprehension (to complete the missing words in sentences), time and spatial details comprehension, etc.

Being able to transfer information from skill area to skill area is difficult for some students. Practicing these tasks in auditory processing exercises before doing them in independent work helps students to be more successful in their mastering these comprehension skills.

While these tasks may seem difficult for students with auditory processing weaknesses, learning to complete the tasks in these highly structured lessons will help them learn it is not difficult to separate information in the stories.

If copies of the pages are made prior to working on each lesson, the same pages can be used over again at a later date to practice other skills, such as; doing independent "seat work," learning to write their answers, etc.

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

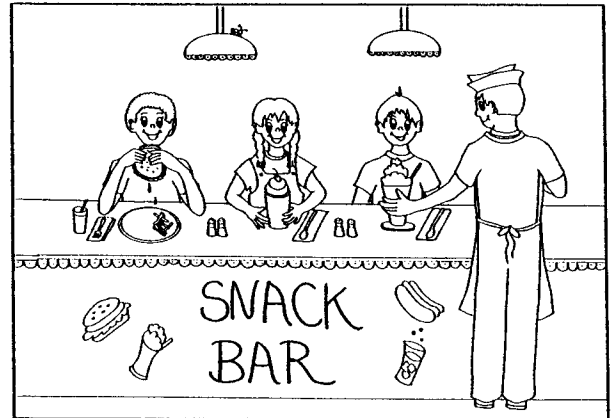


**Instructor's Worksheet:** The purpose of this activity is to help students understand and remember the general meaning and specific details of each story.

**Directions:** Before beginning, cut out small colored-paper squares to use in the **Following Directions** activities. Each student should be given two squares each of blue, red, yellow and green paper and one copy of the large picture. The instructor will read the story aloud while the students look at their large picture. The students should touch the people and objects in the picture as the story is being read if this aids them in remembering the information. Next, the instructor will read each activity aloud, allowing adequate time for the students to complete each task. When placing a paper square, the students should shield their papers until everyone has finished and then uncover their papers to see if everyone has used the same color and put it in the same place. When answering questions, students should take turns answering the questions aloud. Remembering names may be difficult. The students may need these names reviewed as the questions continue.

**Story:**

You see Rick, Pam and Chris at the Snack Bar. It is one of their favorite places. Pam and Chris are sister and brother. Rick is their best friend. Their farms are very close to town and it is not too far if they decide to walk. Their parents drove into town today and they rode along. Their parents are at a town meeting. They suggested to the children that today would be a perfect day for them to go to the Snack Bar while their parents are at the meeting. Rick loves hamburgers. He is having a hamburger, french fries and a glass of grape drink. Pam decided to have her favorite thing, a chocolate milkshake. Chris ordered the giant triple-decker ice cream float with whipped cream on top. His float has three kinds of ice cream - chocolate, vanilla and strawberry. You are looking at three very happy children.



**Auditory Processing for General Comprehension:**

1. Where are the children?
2. Why are they there today?
3. How did they get to town?
4. Did they all order the same thing?
5. Explain how you know they do not mind that their parents had to go to a meeting.

**Auditory Processing and Separating Information:**

1. Which child preferred not to have something too sweet?
2. Which child preferred to have everything be chocolate?
3. Which child has a brother there?
4. Which child loves lots of flavors of ice cream?
5. Who will take their money for the food?

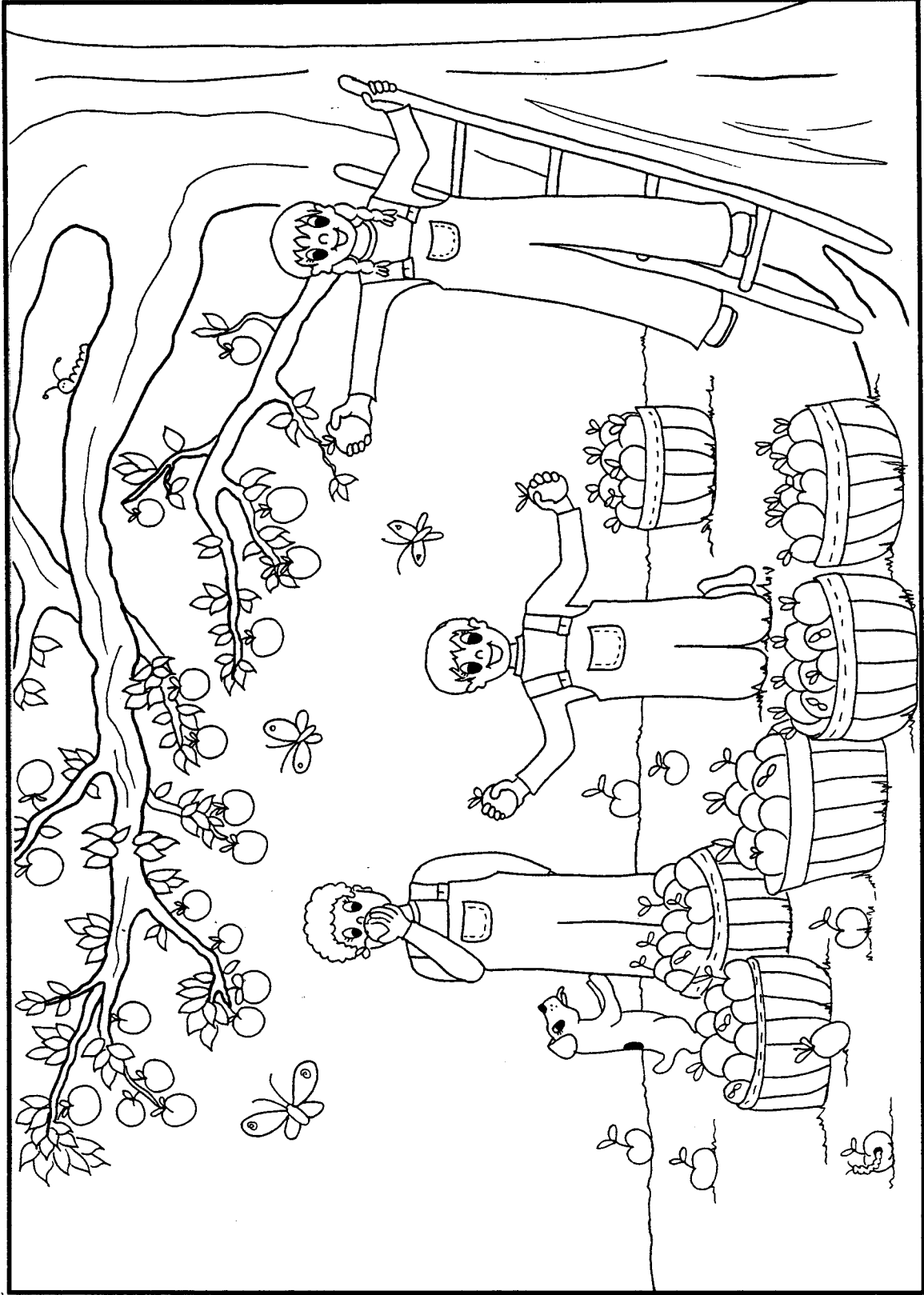
**Auditory Processing and Sentence Completion:**

1. The hamburger was ordered by \_\_\_\_\_.
2. Pam ordered a \_\_\_\_\_.
3. Their parents are at a \_\_\_\_\_.
4. Today, they rode to \_\_\_\_\_.
5. On the top of Chris's ice cream float is \_\_\_\_\_.

**Auditory Processing and Retelling Information:**

1. Describe Chris's ice cream float.
2. Describe what Rick ordered.
3. Describe Pam's milkshake.
4. Tell two ways that the children can get to town.
5. Describe where the children live.

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



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### **Story:**

Chris and Pam live on a farm. Rick is their next door neighbor. He lives on a farm also. Chris and Pam asked their parents if they could pick apples and sell them at the fruit and vegetable stand their family owns. Their parents thought that would be a fine idea and they could earn money all by themselves. They asked their friend Rick if he would like to do it with them. He was very happy to join them because the children are best friends and play together all the time. You can see in the picture that the apple tree is full of apples, so it is easy to pick a lot of them. Some have already fallen on the ground. They will not use them unless they are in perfect shape with no bruises from falling on the ground.



### **Auditory Processing for General Comprehension:**

1. What good idea did Chris and Pam think of?
2. What kind of tree will they need to climb?
3. What do they plan to do with the apples?
4. Who is going to help them?
5. Where do these children live?

### **Auditory Processing for Following Directions:**

1. Put a yellow square on each of the two children who live on this farm.
2. Put an blue square on the shoulder of their next door neighbor.
3. Circle the apple that no one wants to eat.
4. Draw a line under all of the butterflies.
5. Put a green square on the tree trunk. ;

### **Auditory Processing and Sentence Completion:**

1. Today, Chris and Pam thought of a great \_\_\_\_\_.
2. They wanted to pick apples to \_\_\_\_\_.
3. Their next-door friend is named \_\_\_\_\_.
4. They put all the apples in \_\_\_\_\_.
5. There are still lots of apples left on the \_\_\_\_\_.

### **Auditory Processing and Remembering Specific Information:**

1. What are the names of the three children?
2. Who lives on this farm?
3. Where does Rick live?
4. Where will they sell the apples?
5. How many baskets of apples have they picked?