

Auditory Processing of Higher-Level Language Skills

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Illustrations by Inky Whalen

The purpose of these higher-level language skills lessons is to help students learn to interpret events, gaining an understanding of concrete and subtle social interpretations, along with grasping the main points of each event. As additional events take place (another story), the students will learn to move on in following that new event, much as they would in going from event to event in their school day. By remembering the information and separating that information in certain higher-level language skills, reflecting back on the information in the stories should help them learn to better organize information about events in their daily lives.

While these lessons are primarily designed to improve auditory processing skills, the multiple comprehension skills that are introduced are skills that are needed in every area of learning as well as their interpretation of social language with peers. The goal of further developing comprehension skills in all of these areas is one of the main purposes of these lessons.

Observing and interpreting details in a picture is also an essential element in being successful in completing these lessons. The students should be reminded to look for clues in the pictures. The questions can be expanded by asking the students if they 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 a picture, other answers can only be found in the story's information. In easier auditory processing books, more visual clues are present than in these lessons. These lessons' pictures serve as visual reminders rather than presenting a number of clues. The main information is presented in the story information. For the strong visual-learner, the pictures may not necessarily give them answers but will help them to stay focused on the main idea of the story.

While looking at the picture, students should listen to the 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
- Time and Spatial Details Comprehension, etc.

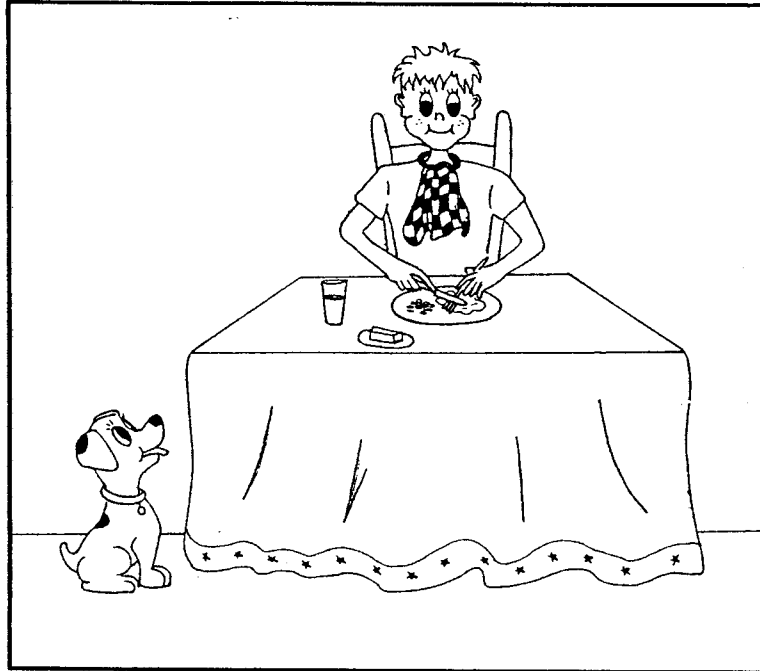
Being able to transfer information from skill area to skill area is difficult for some students. Practicing these tasks in auditory processing exercises before doing them in independent work helps students be more confident about doing independent work.

While these tasks may seem difficult for students with auditory processing weaknesses, learning to complete the tasks in highly structured lessons will help them learn how to separate information.

Do not consume this workbook. Use the pages as masters to make additional pages. The same pages can be used over and over again at a later date to practice other skills.

Student's Page:

Story #1



Story #2



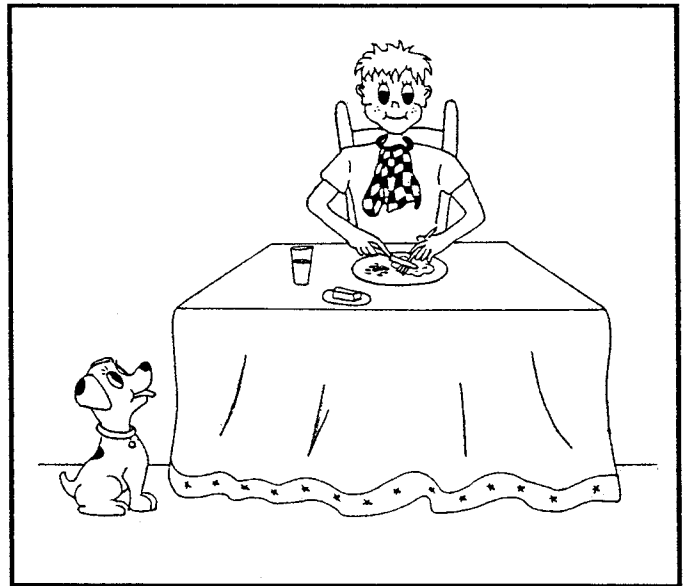
Instructor's Worksheet: Part 1

Before beginning, each student should be given the picture page that corresponds to the story page. The stories are to be read aloud to the students as they scan their picture pages.

The purpose of the pictures and the stories is to help students learn to interpret events, gaining an understanding of concrete and subtle social interpretations, along with grasping the main points of each event. As another event takes place (another story), the students will learn to move on in following that new event, much as they would in going from event to event in their school day. By remembering the information and separating that information in certain higher-level language skills, reflecting back on the information in the stories should help them learn to better organize information about events in their daily lives.

Story #1:

Mick was so hungry this morning when he climbed out of bed. All night long he had dreamed about food and being hungry. He asked his mother if she would make him lots of food for breakfast and she did. She put the butter on the table in case he needed more on his toast. Mick's dog PJ was watching him eat. PJ was hoping Mick might decide to give him some of his food. Mick's mother noticed that PJ looked like he really wanted something to eat. Mick's mother said, "Come on, PJ, I will feed you your dog food. Maybe you were dreaming about being hungry all night, also."



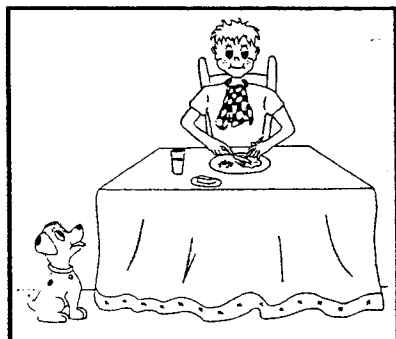
Story #2:

Sam was sitting on the bank of grass at the pond when Meggy and Patty came by. They were barefooted so Patty walked into the water. Meggy just stayed on the grass. Sam already had his pants rolled up and had his feet in the water. They saw that he had a plastic, water-proof box on his lap and they asked him why he had it. He took the lid off and there were four little green frogs swimming in a little water. Sam said, "I love catching them. After I play with them a little while, I put them back in the pond." The girls asked him how he kept the water in the box. Sam told them how he lined the box with a clear plastic bag. He told the girls he would make one for them and they were excited.



Instructor's Worksheet: Part 2

Directions: After the stories have been read aloud by the instructor, the students should then answer the following questions for each story. The students should look at the picture pages for visual support. The first two sets of questions review the stories while the following questions break the information into higher-level language comprehension skills. Finally, the students should retell each story, giving as many details as possible.



Story #1



Story #2

Reviewing the Story About Mick Being so Hungry:

1. What did Mick dream about last night? Explain.
2. Was he still hungry this morning? Explain.
3. How did Mick's mom help him? Explain.
4. What did Mick's mom think PJ was trying to say?
5. How did she help PJ? Explain.

Reviewing the Story About Sam by the Pond:

1. Where was Sam?
2. Why did he have his shoes off?
3. What was in the box he was holding?
4. What did Meggy and Patty do? Explain.
5. What does Sam do after he plays with the frogs? Explain.

Separating the Main Ideas of the Stories:

1. Which story is about discovering something new? Which story is about how someone feels?

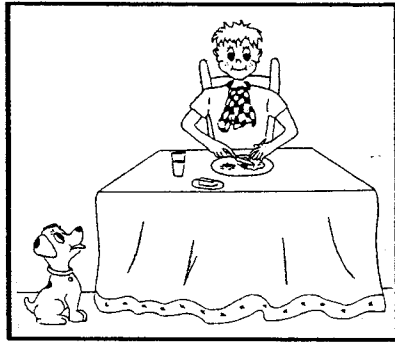
Forming Conclusions:

1. How did Mick's mom know PJ was hungry? Explain.
2. How do you know that Sam wants the frogs to be all right? Explain.

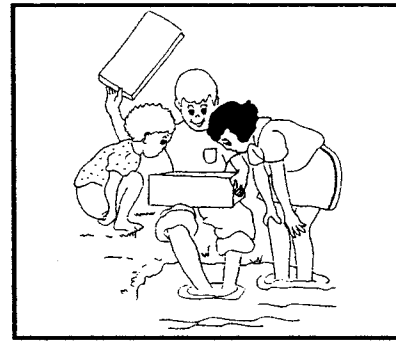
Separating Subtle Information:

1. In which story does someone ask an older person for help? Explain.
2. In which story were the people curious? Explain.
3. How did PJ let Mick and his mom know dogs can be hungry too? Explain.
4. Do you think PJ ate some of the food on the table? Explain.
5. Did Sam figure out a way for the box to hold water? Explain.
6. Does Sam plan to take the frogs home with him? Explain.
7. Will the little frogs ever get back in the pond? Explain.
8. Did all the children want to get their feet wet? Explain.
9. Did Mick even notice that PJ was begging for food? Explain.
10. Do you think the children at the pond are the same age? Explain.

Instructor's Worksheet: Part 2



Story #1



Story #2

Predicting What Will Happen Next:

1. Will Mick and PJ be hungry all morning? Explain.
2. Will Sam's box be wet and need to be thrown away? Explain.

Retelling the Stories:

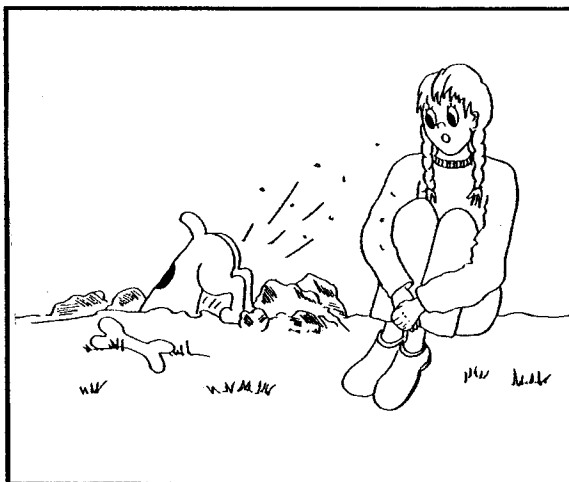
Retell each of the stories. Tell as many interesting details as you can remember about each story.

Student's Page:

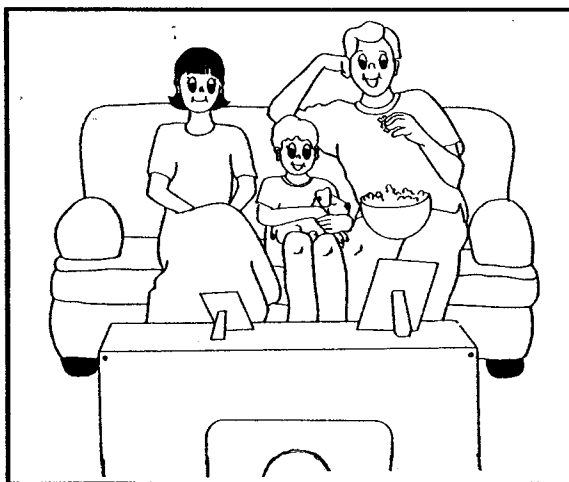
Story #1



Story #2



Story #3



Instructor's Worksheet: Part 1

Before beginning, each student should be given the picture page that corresponds to the story page. The stories are to be read aloud to the students as they scan their picture pages.

The purpose of the pictures and the stories is to help students learn to interpret events, gaining an understanding of concrete and subtle social interpretations, along with grasping the main points of the event. As another event takes place (another story), the students will learn to move on in following that new event, much as they would in going from event to event in their school day. By remembering the information and separating that information in certain higher-level language skills, reflecting back on the information in the stories should help them learn to better organize information about events in their daily lives.

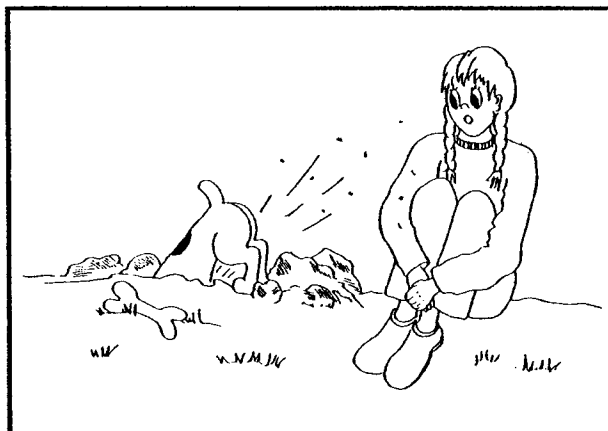
Story #1:

Cindy decided to bake cupcakes. She thought she had put all the ingredients in her batter but when she tasted the batter, it wasn't sweet at all. She thought, "Oh, no! I forgot to put in sugar." She was so glad she had tasted the batter before she put the batter in the pans to bake.



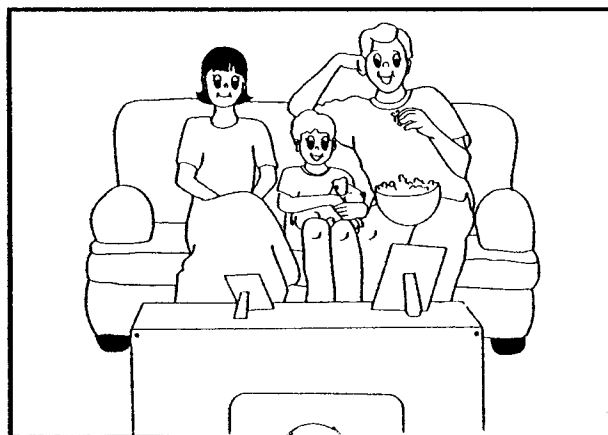
Story #2:

Beth has been digging in the garden where she wants to plant some flowers. It was hard work and now she is sitting on the ground to rest. Her dog Spot came up and started digging in the garden. Beth asked, "What are you doing? Why are you digging that deep hole?" Then Beth saw a big bone on the grass. She knew that Spot wanted to bury the bone in her flower garden.



Story #3:

Will was watching a television program with his parents. The program was about cats. Will thought his dog would love seeing the show so he put his dog on his lap to watch. As you can see, his dog was not interested at all in seeing the cats and went to sleep.

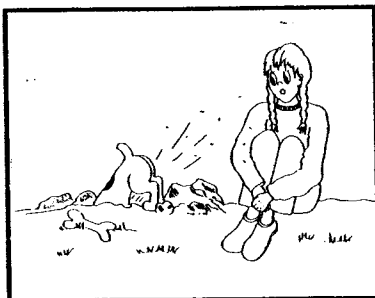


Instructor's Worksheet: Part 2

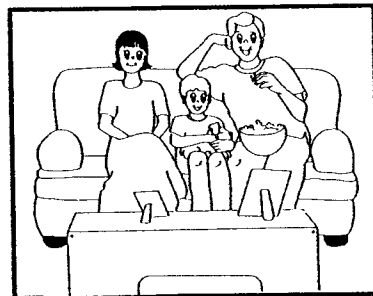
Directions: After the stories have been read aloud by the instructor, the students should complete the activities and answer the questions while looking at their picture pages for visual support. Various higher-level language comprehension skills are covered. Finally, the students should retell each story, giving as many details as possible.



Story #1



Story #2



Story #3

Remembering and Separating Story Details:

1. In which story did someone forget something important? Explain.
2. In which story was there a program about cats? Explain.
3. In which story was something being hidden? Explain.
4. In which story is someone making something? What?
5. In which story was there something in the garden besides flowers? Explain.
6. In which story did the people enjoy something but the dog didn't? Explain.

Separating Subtle Information:

1. In which story was something almost ruined? Explain.
2. In which story was the dog very bored? Why?
3. In which story did the dog find a great spot for burying something? Why?

Identifying the Main Ideas of Each Story:

1. Digging a hole.
2. Making a cake.
3. Watching a cat show.

Predicting Outcomes:

1. Story #1: The cake will be ruined or she adds sugar and the cake will be fine.
2. Story #2: The dog will give the bone to Beth or the dog will bury the bone.
3. Story #3: The dog will bark at the cats or the dog will sleep through the whole TV show.

Finding Cause and Effect:

1. Cindy forgot to put sugar in the batter (cause) so the cake was almost _____ (effect).
2. Will thought his dog would love seeing the cats (cause) but the dog is so bored it _____ (effect).
3. Spot wants to bury a bone (cause) so he _____ in the soft dirt (effect).

Retelling the Stories:

1. Retell each of the stories. Tell as many interesting details as you can remember about each story.