

AUDITORY COMPREHENSION/VOCABULARY ACTIVITIES FOR NON OR MINIMALLY VERBAL CHILDREN

**By Jean Gilliam DeGaetano
Illustrated by Kevin M. Newman**

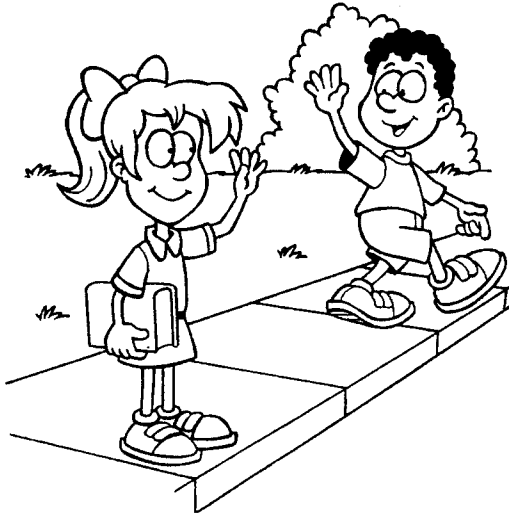
The purpose of this book is to provide structured comprehension lessons and vocabulary building for young children who either have not started talking or have minimal verbal skills. While the material is appropriate for any young child in developing these skills, it is especially designed for the minimally verbal child to help them communicate by pointing to pictures, indicating they know much more than they are able to orally express. Every lesson is designed with a pictured answer for every question or statement. This allows the child to simply point to the correct picture that answers the question or corresponds to the statement read by the instructor. All statements or questions are to be read aloud to the child. This strengthens the child's listening skills and ability to process information that is provided through the auditory channel. It provides a method for the child to indicate that he/she is processing what the speaker is saying by simply pointing to the pictured answer. If the child is able to verbally respond in any way, it will give the child an opportunity to do so, even if the response is a single word.

Numerous concepts, action words, and new vocabulary are introduced in the lessons. The directions for the instructor indicate that for any item the child does not know, the answer should be clearly explained and help given to help the child mark the correct picture. The reason for explaining each item the child does not understand is because the purpose of the activities is to teach new skills and information, not to "test" the child. While recognizing the child does not understand is valuable information that will help the instructor in preparing future lessons, it is not the main purpose of the activities. The primary purpose is to enhance comprehension, vocabulary, and auditory processing skills by helping the child learn new information. If the child does not respond to a specific direction and has been successful on others, it can be assumed that the child does not know the information. Explaining the information, while the child is looking at the correct picture, adds that knowledge to the child's memory.

Because every question and direction for each lesson is written on the instructor's page, the lessons can be easily used by parents at home or used by teaching aides to reinforce lessons. These clear instructions and questions eliminate the concern of not being sure how to teach the lessons.

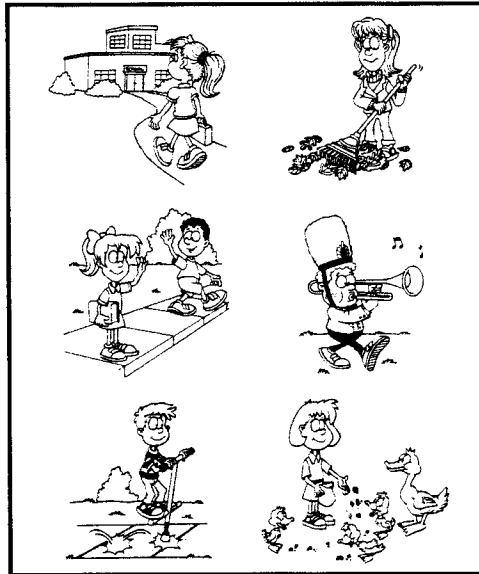
Recommended for children ages 3-7.

Student Worksheet



Instructor's Worksheet

Directions: Before beginning, each student should be given a copy of the student worksheet that corresponds to the instructor's worksheet. All directions are to be read aloud to the students. In the first section (Level 1), students should point to the correct picture for each direction. These directions are simple and only require recognizing action words and matching each to a picture. In the second section (Level 2), students should follow each direction for marking a picture that matches the description that is read aloud. If any direction/description is not followed correctly, the instructor should explain the correct answer and assist the students in marking the picture correctly. Students who are capable of orally answering should be encouraged to do so when appropriate. Answering orally is not required as the goal is to help students expand their comprehension and auditory processing skills, whether or not they are able to verbalize answers.



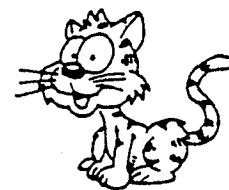
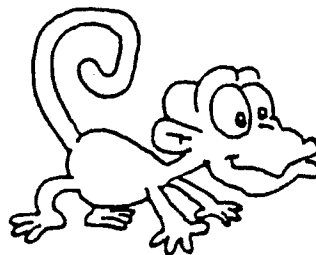
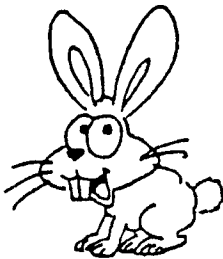
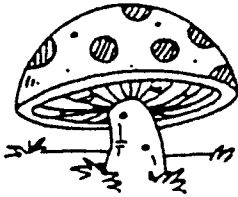
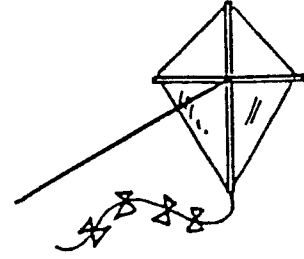
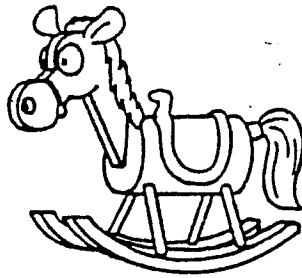
Level 1:

1. Point to someone who is waving goodbye to a friend.
2. Point to someone who is feeding bread to the ducks.
3. Point to someone who is walking to school.
4. Point to someone who is jumping on a pogo stick.
5. Point to someone who is raking leaves.
6. Point to someone who is playing a trombone horn.

Level 2:

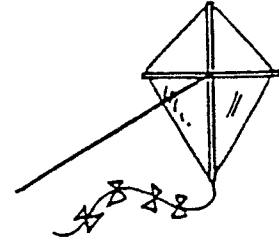
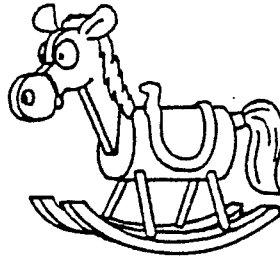
1. Put a line under someone who is working in her yard.
2. Circle someone who is waving goodbye to her friend.
3. Put an X on someone who is walking to a building.
4. Underline someone who is in the school band.
5. Circle someone who has a bag of bread crumbs.
6. Circle someone who is making a toy bounce.

Student Worksheet

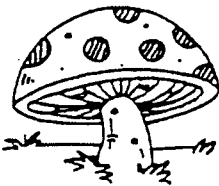


Instructor's Worksheet

Directions: Before beginning, each student should be given a copy of the student worksheet that corresponds to the instructor's worksheet. All statements are to be read aloud to the students. In this activity, a statement will be read that is only true for one of the pictures. The style used to present these statements is very structured so that the students' concentration can focus on identifying the correct picture. If the correct picture is not identified, the instructor should explain the correct answer and assist the students in marking the picture correctly. Students who are capable of orally answering should be encouraged to explain why they chose a certain picture.



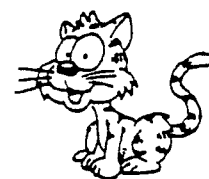
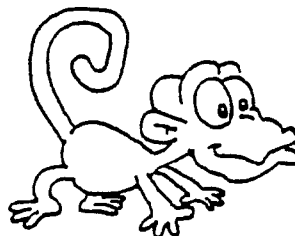
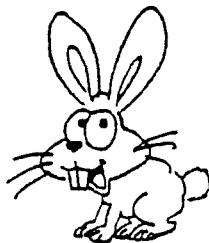
One of these toys flies in the sky. Circle it.



One of these is found inside of a house. Draw a line under it.

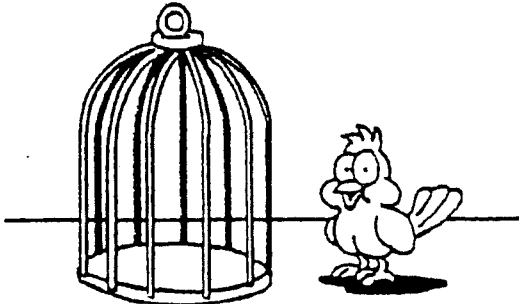
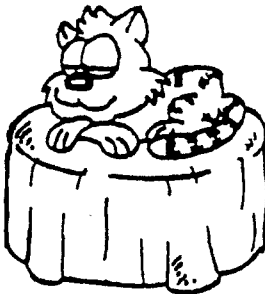
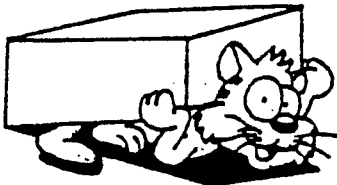
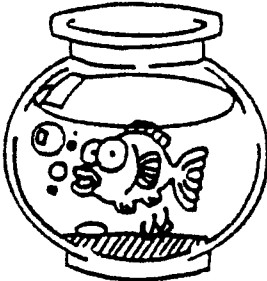
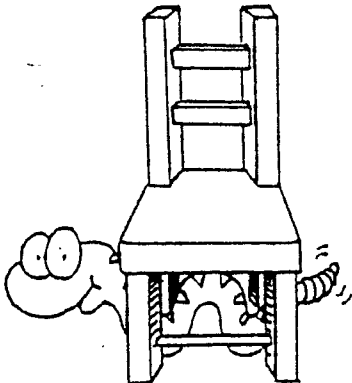
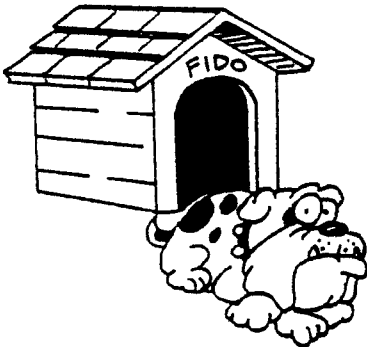


One of these items is always served cold. Circle it.



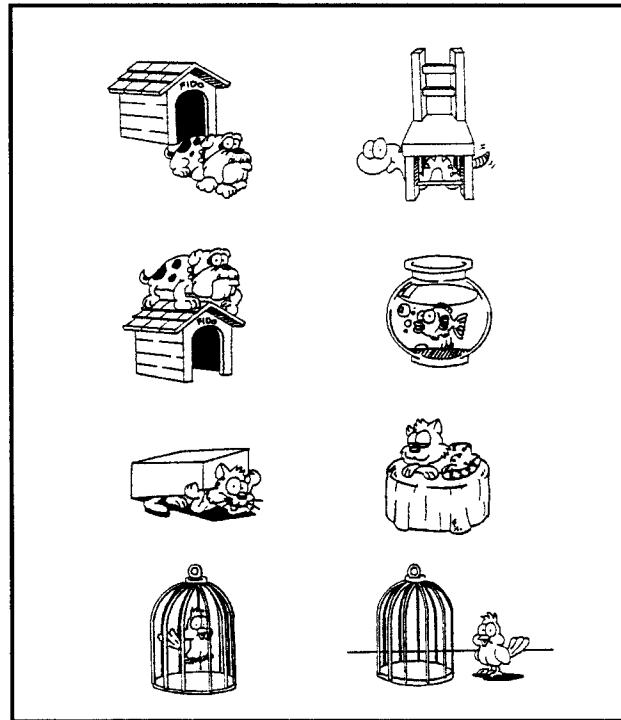
One of these animals can swing on tree branches. Draw a line under it.

Student Worksheet



Instructor's Worksheet

Directions: Before beginning, each student should be given a copy of the student worksheet that corresponds to the instructor's worksheet. The activity focuses on comprehending spatial positions in directions. All statements and directions are to be read aloud to the students. Each direction for marking the pictures will be different and will require the students to identify an animal (ant, insect, snake) in a certain spatial position (on top, under, in, in front, etc.) If the correct picture is not chosen, the instructor should explain the correct answer and assist the students in marking the correct picture. Students who are capable of orally answering should be encouraged to explain why they chose certain pictures.



Follow these directions by drawing a line from the picture on the left column to the correct picture in the right column.

1. Draw a line from the dog that is out of its house to the picture of something else that is out of its house.
2. Draw a line from the dog that is on top of its doghouse to something else that is on top of something.
3. Draw a line from the cat that is under a box to another thing that is under something.
4. Draw a line from the bird that is in its cage to something else that is in its home.