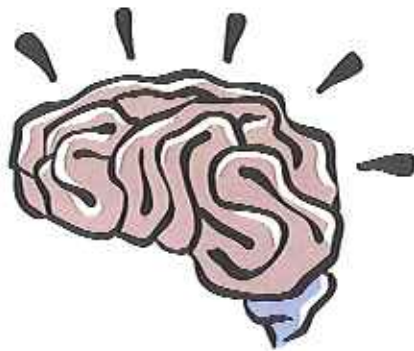




Auditory Processing & Listening Activities



ACTIVITY 9

- Activity** Antonyms: Stating the opposite meaning of words
- Comment** This activity is also useful for auditory association, comprehension, discrimination, vocabulary development and word recall skills.
- Instructions** Explain that you are going to read some short sentences. Vocally emphasize the underlined word in each sentence. Ask the students to identify the emphasized word and supply a word of the opposite meaning.

1. The chair was painted black. (*white*)
2. My lemonade is sour. (*sweet*)
3. The pillow was hard. (*soft*)
4. My new friend is a boy. (*girl*)
5. I live in the city. (*country*)
6. The door was closed. (*open*)
7. The girl started to laugh. (*cry*)
8. His rope was short. (*long*)
9. The soup was hot. (*cold*)
10. David's shirt was dirty. (*clean*)
11. The glass was full. (*empty*)
12. My kitten is skinny. (*fat*)
13. Ellen's homework was easy. (*hard*)
14. The coat was old. (*new*)
15. Bethany's swimsuit was wet. (*dry*)
16. Suzanne is young. (*old*)
17. The answer was yes. (*no*)
18. Bruce was too early. (*late*)
19. It was on the bottom. (*top*)
20. It was his sister. (*brother*)
21. Janice is poor. (*rich*)
22. I am sad. (*happy/glad*)
23. Her answer was right. (*wrong*)
24. Roger was last. (*first*)

25. Brian turned the lights off. (*on*)
26. The man was weak. (*strong*)
27. The answer was false. (*true*)
28. I visited her last summer. (*winter*)
29. The lion was wild. (*tame*)
30. The car was slow. (*fast*)
31. I must go. (*stay*)
32. The birds flew south. (*north*)
33. Karl's knife was dull. (*sharp*)
34. The sheets were rough. (*smooth*)
35. My hat was loose. (*tight*)
36. I painted the ceiling. (*floor*)
37. He is my enemy. (*friend*)
38. Our house faces east. (*west*)
39. The water was shallow. (*deep*)
40. The road was crooked. (*straight*)
41. My pencil was lost. (*found*)
42. Kim was rude. (*polite*)
43. She is awake. (*asleep*)
44. The road was narrow. (*wide*)
45. He was found innocent. (*guilty*)
46. The baby was noisy. (*quiet*)
47. Casey is my uncle. (*aunt*)
48. The girl was healthy. (*sick/ill/unhealthy*)
49. Jeff likes to work. (*play*)
50. He said "hello." (*good-bye*)
51. My brother is short. (*tall*)

ACTIVITY 10

- Activity** Inferences: Drawing conclusions from inclusive and exclusive descriptions
- Comment** This activity is also useful for auditory association, comprehension and vocabulary development.
- Instructions** Explain that you are going to give the students some descriptions. Following each description, read the three choices and ask them to select the correct answer.

- Name the food that is yellow and is a vegetable.
banana, corn, lemon
- Name the animal that has horns and can be seen at the zoo.
bull, rhinoceros, lion
- Name a type of shoe we wear but not in cold weather.
ski boots, sandals, cowboy boots
- Name the piece of furniture that is made of wood but is not seen in a school.
desk, coffee table, chair
- Name something that we can ride but is not found at an amusement park.
tricycle, roller coaster, merry-go-round
- Name a food that is baked but is not a dessert.
cake, cookies, bread
- Name something that is an appliance but is not found in the kitchen.
stove, hairdryer, dishwasher
- Name the day we do not have to go to school but it is not a holiday.
Sunday, Christmas, Labor Day
- Name the sport that needs only one person to play but more than one can play at the same time.
tennis, football, golf
- Name the food that is red but is not a fruit.
apple, beet, strawberry
- Name the animal that roars and has stripes.
lion, gorilla, tiger
- Name the toy that is made of paper and is used outdoors.
kite, coloring book, story book
- Name the food that can be eaten on potatoes and is hot.
gravy, butter, sour cream
- Name a part of your body that is small and you can point with it.
nose, toe, finger
- Name something that is electric and is not found in the bathroom.
electric knife, electric razor, curling iron

16. Name a food that can be eaten raw and is not a vegetable.
carrot, pear, celery
17. Name an animal that lives on a farm and lays eggs.
chicken, pig, rooster
18. Name something we can drink but is not made with water.
milk, lemonade, Kool-Aid
19. Name something we eat in warm weather but does not melt.
ice cream, Popsicle, watermelon
20. Name something that is black and white but does not have stripes.
zebra, panda bear, skunk
21. Name the month that is in the fall and has Thanksgiving as a holiday.
December, November, October
22. Name a bird that can be blue or green and is not large.
parakeet, peacock, parrot
23. Name the item that is found in the country and is a place where animals can sleep.
silo, barn, wagon
24. Name the item that can hold liquids and keep them either hot or cold.
bathtub, glass, thermos
25. Name the part of your body that always grows and doesn't hurt when you cut it.
finger, hair, foot
26. Name the disease that makes a person feel sick and his face look puffy.
measles, cold, mumps
27. Name a food that is yellow and is not a fruit.
banana, cheese, lemon
28. Name an item that has the shape of a circle and is heavy.
howling ball, marble, ring
29. Name the shape that has three sides and looks like a pyramid.
square, circle, triangle
30. Name the part of a room that is on four sides and usually has a door.
floor, walls, ceiling
31. Name an item that is small, can be stretched and can be worn.
sweater, swimsuit, sock
32. Name the liquid that is white, is something we drink and is kept cold.
milk, ice cream, water
33. Name the animal that has four legs, lives on a farm and can run fast.
deer, giraffe, horse
34. Name the thing we can ride on, is found on a playground and takes us up in the sky.
airplane, swing, merry-go-round



ACTIVITY 11



- Activity** *Who* questions: Identifying characters in familiar nursery rhymes and children's stories
- Comment** This activity is also useful for auditory association, comprehension and long-term memory.
- Instructions** Explain that you are going to describe some familiar people and animals from nursery rhymes and stories. Ask the students to tell you who they are.

1. I am a girl. One of my best friends is a little lamb. My lamb likes to follow me everywhere.
Who am I? (*Mary*)
2. There are three of us. We have to watch out for the wolf. He tries to blow down our house.
Who are we? (*The Three Little Pigs*)
3. I am a boy. I sit in a corner and love to eat plum pie. I never use a fork when I eat my pie.
Who am I? (*Little Jack Horner*)
4. I am a boy. My mother sent me to town to sell our cow. She was not pleased when I traded our cow for some magic beans. Who am I? (*Jack*)
5. There are two of us, a girl and a boy. We climbed a hill to get a pail of water.
Who are we? (*Jack and Jill*)
6. I am made of gingerbread and I am good to eat. A fox would like to eat me.
Who am I? (*The Gingerbread Man*)
7. There are three of us. We started to cry when we lost our mittens.
Who are we? (*Three Little Kittens*)
8. I am a girl. I have a very mean stepmother and a very nice fairy godmother.
Who am I? (*Cinderella*)
9. I am a boy. Sometimes I forget to watch the sheep and cows because I fall asleep in the hay.
Who am I? (*Little Boy Blue*)
10. I am a girl. I like to wear red clothing and visit my grandmother.
Who am I? (*Little Red Riding Hood*)
11. I am a girl. I am very sad because I have lost my sheep.
Who am I? (*Little Bo Peep*)
12. There are three of us. We must learn to lock our door when we go for a walk in the woods.
Who are we? (*The Three Bears*)
13. I am a girl. I like to sit on a tuffet and eat. I do not like spiders.
Who am I? (*Little Miss Muffet*)
14. I am a very jolly king. I like to listen to three of my fiddlers play music.
Who am I? (*Old King Cole*)
15. I am a princess. I have seven very good small friends and one wicked stepmother.
Who am I? (*Snow White*)
16. I am an old woman with a cupboard. I have a dog that likes to chew on bones.
Who am I? (*Old Mother Hubbard*)

SOUNDS AND NOISES

Explain to the students that you are going to make some statements about sounds. Ask them to write an X in either the True or the False column following each statement.

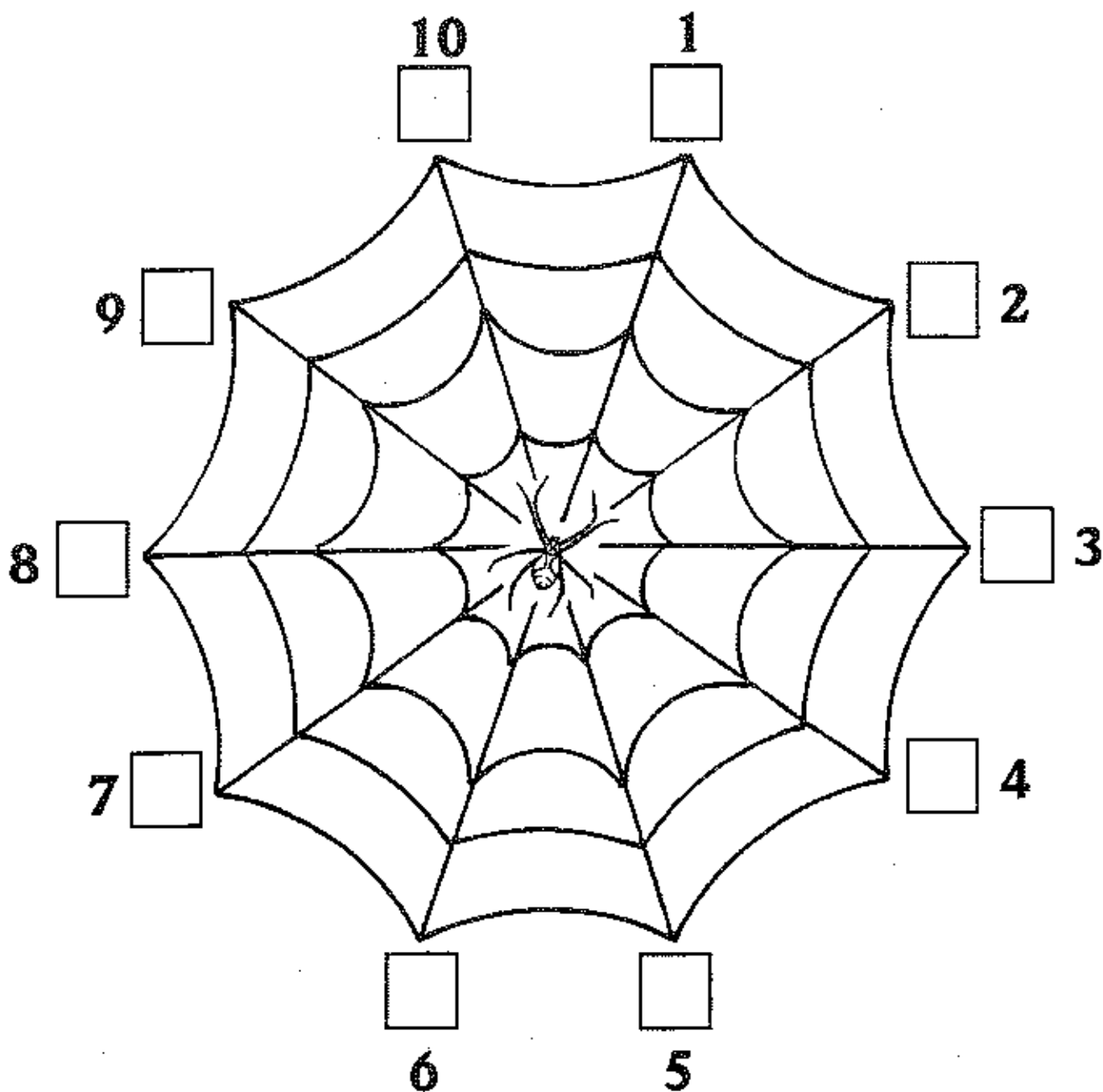
	 TRUE	 FALSE
1. If a feather drops on the floor, it will make a sound.		
2. When you blow up a balloon and it breaks, it will make a noise.		
3. You can hear thunder.		
4. If you break a dry stick, it will make a noise.		
5. You can hear a baby cry.		
6. Light makes a noise.		
7. The sound of music is never loud.		
8. A dog's bark sounds like a cat's meow.		
9. Big trucks make noise.		
10. A whisper is loud.		
11. Chalk makes a sound when it is used on a chalkboard.		
12. You can hear a bug bite.		
13. Wind blowing through trees makes a sound.		

	 TRUE	 FALSE
14. You can hear bacon frying.		
15. You cannot hear paper crumple.		
16. You can hear a rainbow.		
17. Water running in a bathtub makes a noise.		
18. You can hear a red apple.		
19. You can hear your nose itch.		
20. People can hear soft music playing.		
21. You can hear a bird fly.		
22. A marble will make a noise if it rolls on the floor.		
23. You can hear a star twinkle.		
24. Fire makes a sound.		
25. A sound is something you can hear.		
26. Red and blue make a sound when they are mixed together.		
27. Cartoon pictures make sounds.		
28. You can hear an earring.		

TRUE OR FALSE

Tell the students to write a "T" for true and an "F" for false in the spider web boxes for each of the following numbered statements. The statements correspond to the numbered boxes. Following the activity, discuss the habits of spiders and encourage the students to express their ideas and experiences with spiders.

1. A spider can eat flies.
2. A spider does not lay eggs.
3. A spider can be black.
4. A spider spins webs.
5. A spider has eight legs.
6. A spider can eat a frog.
7. A spider never bites.
8. A spider can live in your house.
9. A spider can fly.
10. A spider can walk on its web.

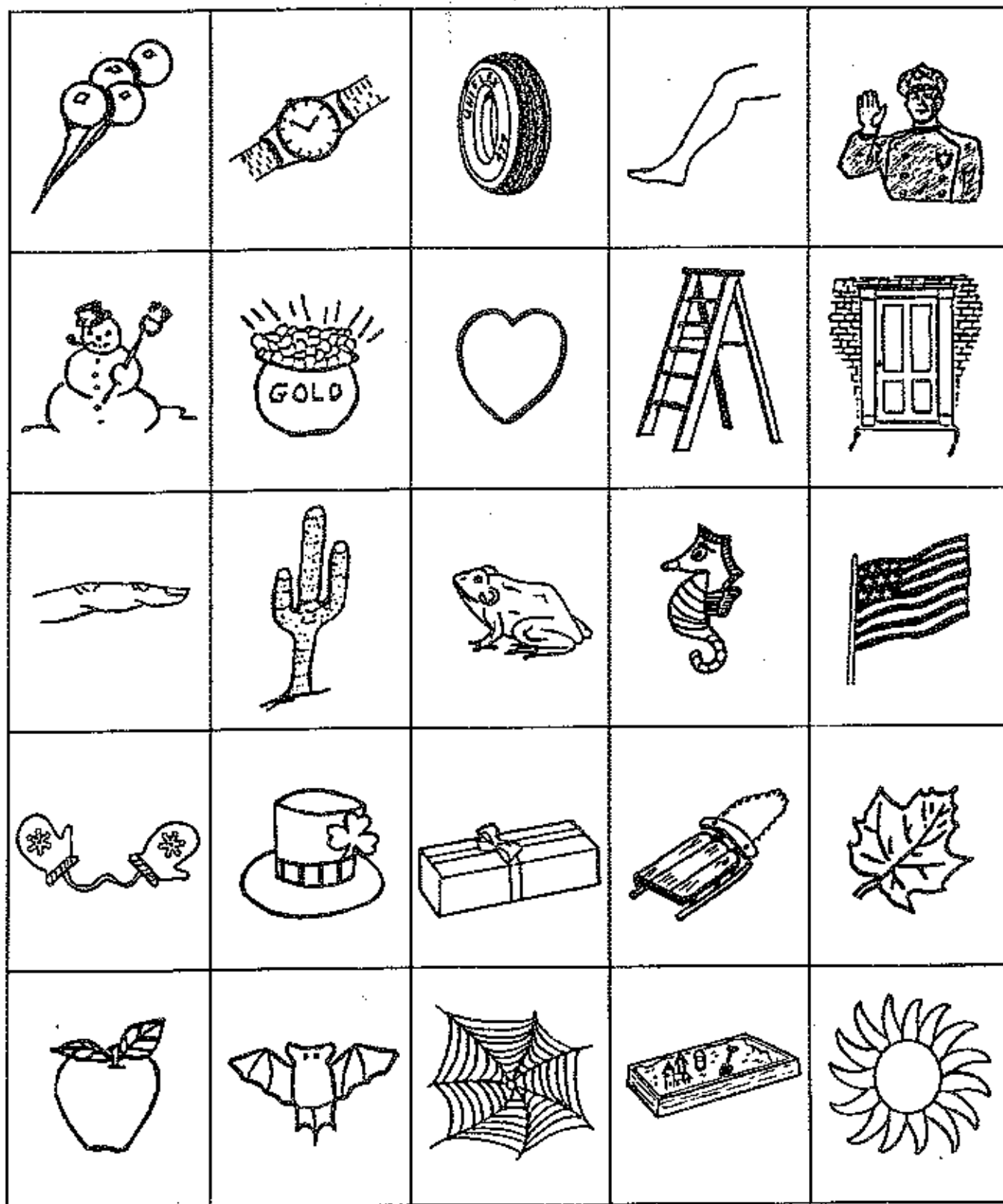


LISTENING AND POINTING

Tell the students you want them to listen carefully to your directions and point to pictures on the worksheet (next page). Read the directions and observe any hesitations made by the students.

1. Point to the frog.
2. Point to the finger.
3. Point to the picture below the cactus.
4. Point to the picture to the left of the sandbox.
5. Point to the picture to the right of the tire.
6. Point to the picture above the spider web.
7. Point to the picture to the right of the apple.
8. Point to the first picture in the first row.
9. Point to the picture below the ladder.
10. Point to the picture above the leaf.
11. Point to the picture over the pot of gold.
12. Point to the picture to the left of the bat.
13. Point to the picture above the flag.
14. Point to the last picture in the fourth row.
15. Point to the picture below the seahorse.
16. Point to the second picture in the last row.
17. Point to the last picture in the third row.
18. Count four pictures down from the leg and point to it.
19. Count three pictures to the right in the fourth row and point to it.
20. Count three pictures up from the sun and point to it.
21. Count four pictures to the left of the sun and point to it.
22. Count three pictures to the right of the finger and then count two pictures up and point to it.
23. Count four pictures to the left of the door and then count two pictures down and point to it.
24. Count five pictures to the right in the second row and point to it.
25. Count two pictures to the left of the policeman and then count three pictures down and point to it.
26. Count three pictures to the right in the fourth row and point to the picture above it.
27. Count one picture up from the frog in the third row and point to it.
28. Count three pictures down from the last picture in the first row and point to it.

LISTENING AND POINTING



DO IT IF YOU CAN

Explain to the students that you are going to give them some directions to follow. Tell them that some of the directions will be very clear, and they are to do exactly as the directions say. Explain that some of the directions are impossible to follow. Tell them to draw an X on the line in front of each row of pictures (next two pages) that has directions that cannot be followed.

1. In row 1, draw an X through the bus.
2. In row 2, draw a circle around the hot dog and the ice cream cone.
3. In row 3, draw an X on that one.
4. In row 4, draw a circle around all three of them.
5. In row 5, draw an X through the nose, the eyes and the ear.
6. In row 6, draw an X through the middle picture.
7. In row 7, draw an X over there.
8. In row 8, draw an X through the box of crayons, the letters and the pencils.
9. In row 9, draw a circle on it now.
10. In row 10, draw an X on the car, the policeman and the pirate.
11. In row 11, draw a circle around the stars and the sun.
12. In row 12, draw an X beside it.
13. In row 13, draw a circle around both of them.
14. In row 14, draw an X through the kite and circle the balloons.

DO IT IF YOU CAN

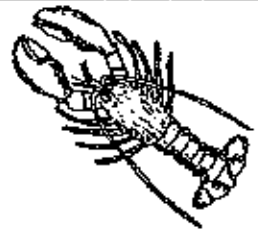
_____ 1



_____ 2



_____ 3



_____ 4



_____ 5



_____ 6



_____ 7

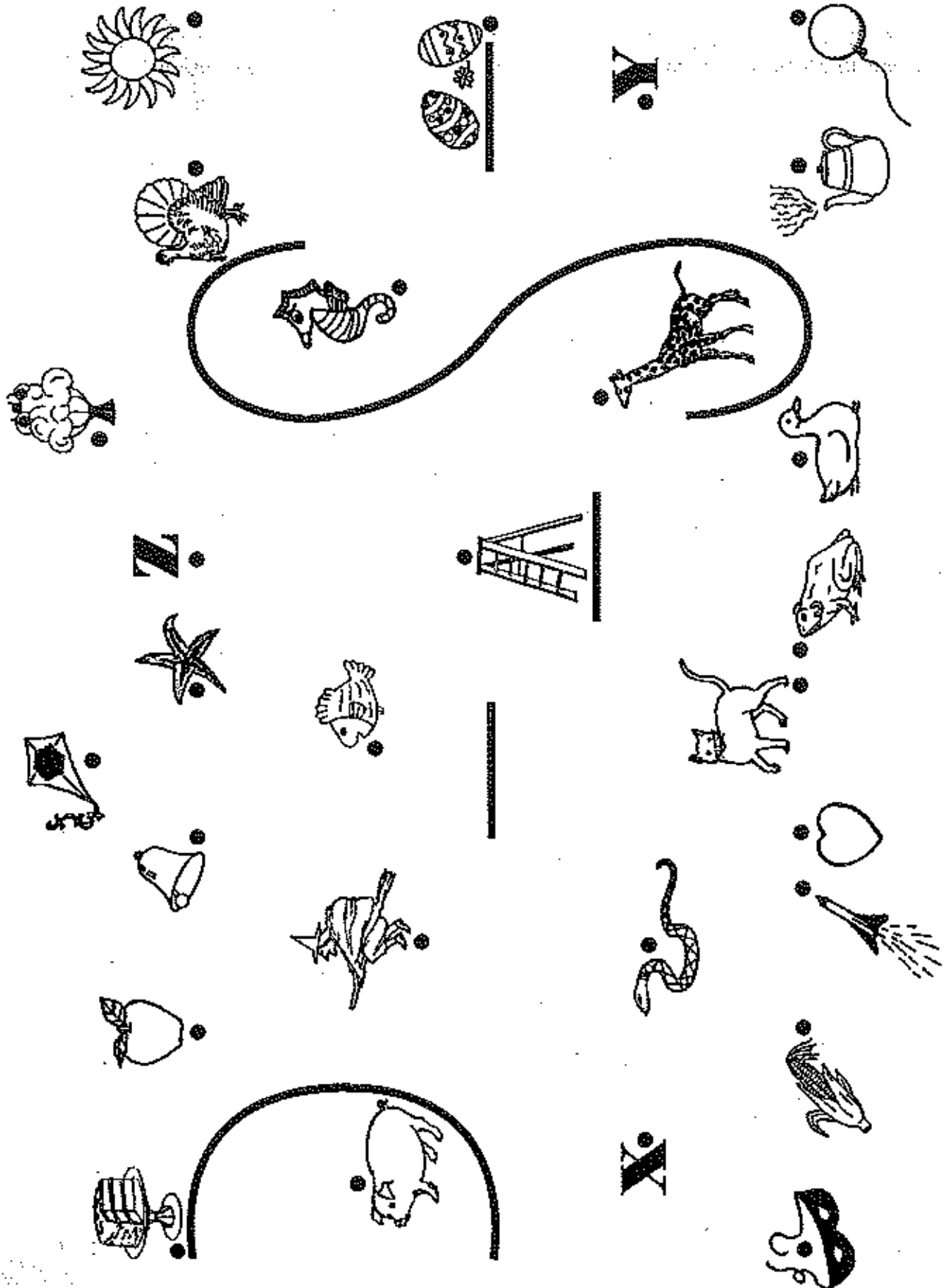


THE MAGIC WORD

Tell the students you are going to give them some directions. Explain that if they follow the directions exactly, a magic word will appear on their dot-to-dot worksheet (next page). Tell them to draw very straight lines on the worksheet as they follow the directions.

1. Draw a straight line from the apple to the corn.
2. Draw a straight line up from the teapot to the turkey.
3. Draw a straight line from the rocket to the corn.
4. Draw a straight line from the sun to the turkey.
5. Draw a straight line down from the cake to the mask.
6. Draw a straight line to the left from the starfish to the bell.
7. Draw a straight line down from the bell to the heart.
8. Draw a straight line up from the frog to the Z.
9. Draw a straight line down from the Z to the duck.
10. Draw a straight line to the right from the heart to the cat.
11. Draw a straight line to the left from the balloon to the teapot.

THE MAGIC WORD



ACTIVITY 14

Activity Problem solving: Responding to situational questions by selecting the most appropriate solutions

Comment This activity is also useful for auditory association and attention.

Instructions Explain that you are going to read some sentences and ask questions about them. After asking a question, read the three possible answers. Tell the students that there may be more than one answer to a question but there is only one best answer. Ask them to explain why they chose the particular answer.

1. Brian found a broken window in his house. On the ground under the window, he saw a feather, a rock and a folded newspaper. What do you think broke the window?
 - a. the feather
 - b. *the rock*
 - c. the newspaper
2. If you were in a forest and you became hungry, what would you do?
 - a. Eat some berries.
 - b. *Wait until you get home to eat.*
 - c. Ask a stranger for some food.
3. If you were lost in a large city, what would you do?
 - a. Sit down and wait for someone to find you.
 - b. Walk until you found your way home.
 - c. *Ask a police officer for help.*
4. Robert was fishing with his father. He caught a fish but couldn't get the fish off the fishhook. What do you think Robert should do?
 - a. *Ask his father to help him take the fish off the hook.*
 - b. Cut the fishing line and leave the hook in the fish's mouth.
 - c. Leave the fish on the hook and put the fish back into the water to catch a larger fish.
5. Your crayons break every time you use them to draw a picture. Why do you think they break?
 - a. They are not made right.
 - b. *You push too hard on them.*
 - c. Someone cracked them.

6. Every time you put a ball on your kitchen floor, it rolls away from you.
Why do you think this happens?
 - a. *The floor is not level.*
 - b. The wind blows on the ball.
 - c. The ball does what it wants to do.

7. Suzanne has a cat, Bethany has a bird and David has a dog. One morning they found their father's favorite slippers buried in the back yard. Which pet was probably responsible?
 - a. *the dog*
 - b. the cat
 - c. the bird

8. You dropped and broke a glass bottle on the sidewalk. What should you do?
 - a. Carefully pick up the pieces with your fingers.
 - b. Use a vacuum cleaner.
 - c. *Use a broom and dustpan.*

9. Your dog ran away and your neighbor returned it to you. A short rope was still tied to the dog's collar. What do you think happened?
 - a. *The rope broke.*
 - b. The neighbor let the dog loose.
 - c. The knot in the rope came untied.

10. When you left your house to go to the store, you put two dimes in your pocket. When you got to the store, you found that you had not two dimes but three dimes in your pocket. What do you think happened?
 - a. Someone put another dime in your pocket when you were not looking.
 - b. The two dimes magically turned into three dimes.
 - c. *The third dime was already in your pocket when you put in the two dimes.*

11. Your goldfish keeps jumping out of its goldfish bowl. How could you stop it from getting out of the bowl?
 - a. Tell it to stop jumping out.
 - b. *Take some of the water out of the bowl.*
 - c. Have your cat stand guard over the bowl.

12. You have to put three balloons in a box. The box is large enough for only two balloons. How could you get all three into the box?
- Let all the air out of one of the balloons.*
 - Break one of the balloons.
 - Buy smaller balloons.
13. Your sister cannot get her ring off her finger. What could you do to help her remove her ring?
- Put wet soap on her finger.*
 - Put her hand in hot water.
 - Cut her ring off with a saw.
14. Every time Betsy goes to the beach to swim, she gets a sunburn. What do you think she should do to keep from getting sunburned at the beach?
- Stop going to the beach.
 - Use suntan lotion.*
 - Keep all of her clothes on at the beach.
15. Jerry's older brother receives letters through the mail but Jerry receives none. What do you think Jerry did so he would receive letters also?
- He wrote letters to himself and mailed them.
 - He wrote letters to some of his friends who live out of town.*
 - He asked the mail carrier to bring him some letters.
16. In one week, Lisa has a dental appointment. She usually doesn't remember the appointments she has to keep. What do you think she put a mark on to help her remember the date of the dental appointment?
- her bedroom wall
 - the back of her hand
 - a calendar*
17. Jeff wanted to make a toy boat for his younger brother. He wanted the toy boat to float on water like a real boat. What kind of material did Jeff use to build the boat?
- wood*
 - paper
 - iron

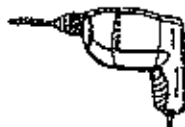
WHAT WOULD YOU USE?

Explain to the students that you are going to ask them some questions. Tell them to "X" out the two pictures that would not be good answers to each question.

1. You want to protect your eyes from the bright sun. What would you use?



2. You want to make a hole in a board. What would you use?



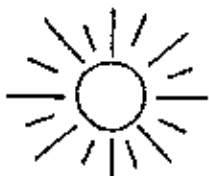
3. You want to keep the rain from making you wet. What would you use?



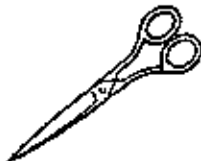
4. You have spilled sand on the floor and you have to clean it up. What would you use?



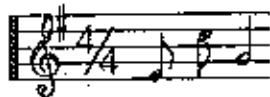
5. You have to cook a hot dog at a picnic. What would you use?



6. You have to cut paper into pieces. What would you use?



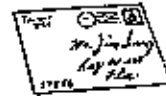
7. You want to write a letter. What would you use?



8. You have to pack some clothes for a trip. What would you use?



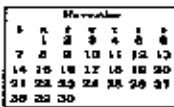
9. You want to talk to a friend in another city. What would you use?



10. You want to make a fruit pie. What would you use?



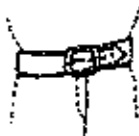
11. You want to know what time it is. What would you use?



12. You want to borrow a book. What would you use?



13. You want to sew a button on your coat. What would you use?



14. You have to say the last three letters of the alphabet. What would you use?

A B C

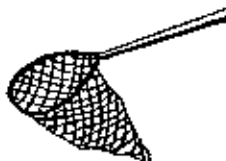
X Y Z

J K L

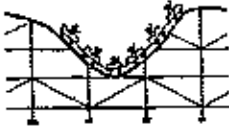
15. You want to keep your hands warm in the winter. What would you use?



16. You want to keep a pet bird in your house. What would you use?



17. You want to ride up and down very fast. What would you use?



18. You want to read a fairy tale. What would you use?



19. You want to wear a disguise. What would you use?



20. You want to slide down a slippery hill. What would you use?



21. You want to sit in the shade. What would you use?



22. You want to make a dark room brighter. What would you use?



23. You want an animal that will catch a mouse. What would you use?



24. You want to play with a toy that needs a windy day. What would you use?



25. You want to carry water to clean the floor. What would you use?



COMPLETE THE SENTENCE

Tell the students you are going to read some sentences that have one or more words missing. Ask them to follow as you read each sentence and then look at the pictures. Tell them to write, in the blank space, the number of the picture that would best complete the sentence.

1. Jody ate three _____.



2. Tom camped out in a _____.

3. _____ make honey.

4. The _____ shines in the daytime.

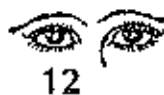


5. Don't blink your _____.



6. When it _____, you need an _____.

7. Bethany saw _____ Christmas morning.



8. A carpenter uses a _____.

9. A _____ crawls slowly.

10. Our _____ likes to chew on _____.



11. David's _____ likes to eat worms.

12. You can fly a _____ on a windy day.

13. A _____ tells the time of day.

14. I use paper and _____ in school.

15. An _____ rides a _____ to the _____.

16. Momock the Eskimo lives in an _____.

17. Suzanne helped the farmer milk his _____.

18. The _____ buried the treasure chest on the _____.

19. At the zoo we saw an _____.

20. Dad read the _____.

21. Easter morning I found two _____.

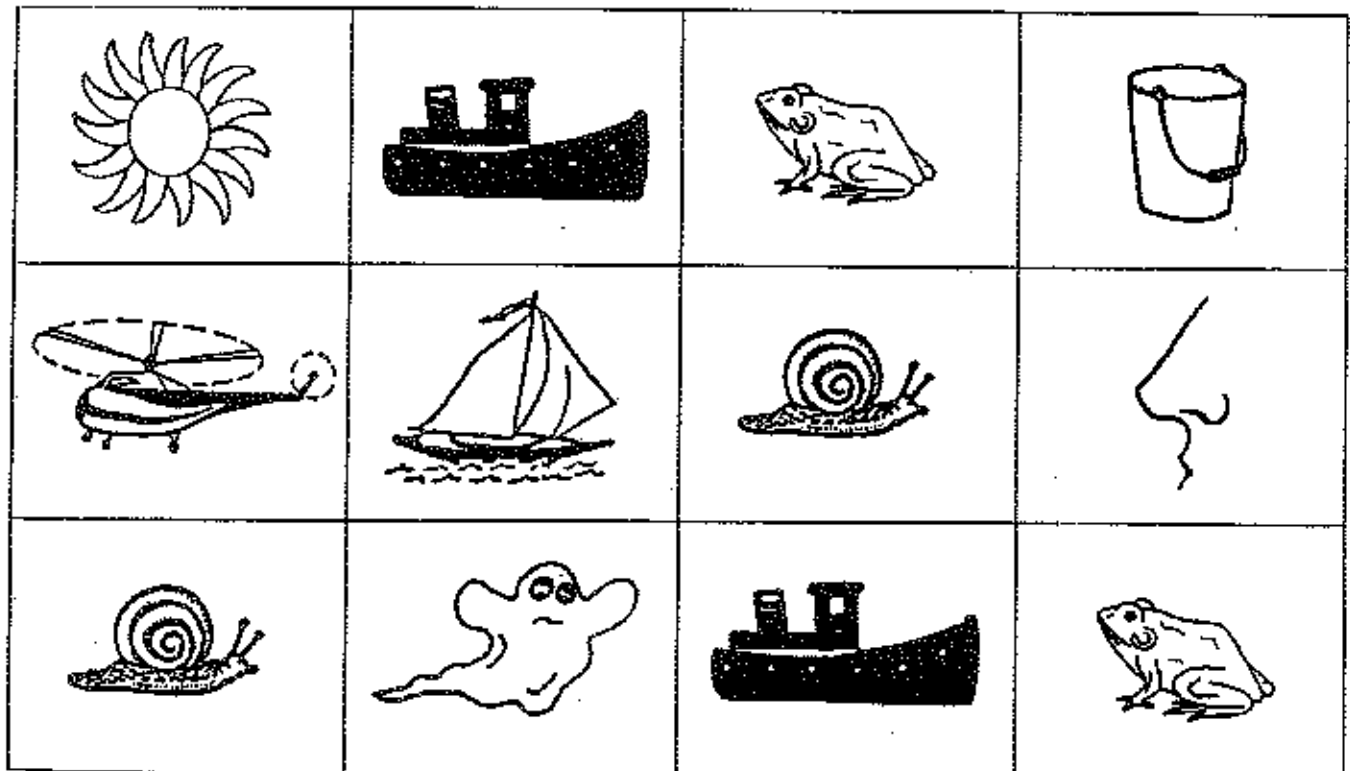
22. The _____ hid two _____ in a hollow tree.



SOME YOU CAN, SOME YOU CAN'T

Explain to the students that you are going to give them some directions to follow. Tell them some of the directions will be easy to follow and others will be impossible to follow. Ask them to look at the picture chart while you give the directions. For each direction that is impossible to follow, ask them to draw a small circle in the rectangular strip below the chart. When the activity is completed, encourage the students to explain why they could not follow some of the directions.

1. Draw an X on the sun.
2. Eat the frogs.
3. Pick up one snail and place it on the other snail.
4. Draw a straight line above the nose.
5. Fill the pail with water.
6. Write the number "2" in the box with the ghost.
7. Put your finger on the red tugboat.
8. Color the sail on the sailboat black with your pencil.
9. Draw an X through all three tugboats.
10. Draw a mustache under the nose.
11. Count the number of wheels on the helicopter.
12. Write the initial of your first name on the igloo.



WHAT HAPPENED?

Explain to the students that you are going to describe some situations or actions. Tell them to circle the picture that best shows what happened in each situation or action.

1. Too much air was used. What happened?



2. Three fire trucks raced down the street. What happened?



3. You heard loud thunder during a storm. What happened?



4. A tadpole changed. What happened?



5. A cub grew older. What happened?



6. You heard a loud bang on the Fourth of July. What happened?



7. A man did not shave for one year. What happened?



8. You heard a crashing sound in the kitchen. What happened?



9. It was winter and the roads were slippery. What happened?



10. You fell off your bicycle. What happened?



11. A bird ate breakfast in the morning. What happened?



12. The sun made the day very warm. What happened?



13. Mother planted seeds in her garden. What happened?



14. A caterpillar changed. What happened?



15. Aaron had an accident while playing baseball. What happened?



16. A baby chick was born. What happened?



CHOOSE THE WORD

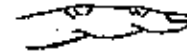
1. The bees flew toward the hollow _____.



2. Jason heard the bees coming with his _____.



3. Jason felt the honey with the end of one _____.



4. Quickly, out of the hole came his _____.



5. Jason put his finger into his _____.



6. He tasted the honey and then ran to hide in the _____.



7. Closer and closer flew the _____.



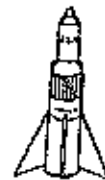
8. They looked for Jason and saw his red _____.



9. The bees flew to him and one stung Jason on the _____.



10. Jason jumped up from the flowers and ran to his five speed _____.



ACTIVITY 7

- Activity** Sentence Imitation: Repeating six-word sentences
- Comment** This activity is also useful for auditory attention.
- Instructions** Explain to the students that you are going to read some sentences. Ask them to listen very carefully and repeat each sentence exactly as you read it.

1. I don't like to play games.
2. Did Helen say he went yesterday?
3. Sammy and Alex are both crying.
4. It was broken by Bruce's dog.
5. We'll eat some soup and crackers.
6. It is going to fall down.
7. I didn't forget you last week.
8. The lake is not frozen yet.
9. He hasn't gone home since Monday.
10. Brian's leg wasn't hurting this morning.
11. All of the stars are shining.
12. Bethany wants to sing a song.
13. We both want to eat hamburgers.
14. She doesn't like to swim far.
15. Suzanne is much older than JoAnn.
16. I think her mother doesn't know.
17. David didn't leave his red mittens.
18. I was not lost last night.
19. The three lamps were sold yesterday.
20. Janice didn't sleep well last night.
21. It was not stuck until today.
22. My new sweater has a collar.
23. Ellen can't run very fast anymore.
24. Can't you please stop that shouting?
25. It didn't rain here until Thursday.
26. Why did your sister come late?
27. He didn't laugh at the cartoon.

ACTIVITY 8

- Activity** Sentence imitation: Repeating seven-word sentences
- Comment** This activity is also useful for auditory attention.
- Instructions** Explain to the students that you are going to read some sentences. Ask them to listen very carefully and repeat each sentence exactly as you read it.

1. I don't like to play silly games.
2. No, Helen didn't say he went yesterday.
3. Sammy and Alex both cried last night.
4. It was broken by Bruce and Brent.
5. We'll eat some soup and crackers later.
6. It is not going to fall down.
7. I will not forget you this time.
8. The lake hasn't frozen yet this winter.
9. He hasn't gone home since last summer.
10. Brian's leg doesn't hurt when he runs.
11. Now all of the stars are shining.
12. Bethany wants to sing with a band.
13. We want to eat hamburgers and fries.
14. She didn't like swimming in the lake.
15. Suzanne is not older than her brother.
16. Why do you think her mother knows?
17. David doesn't have your new red mittens.
18. I'm lost and can't find my car.
19. Will the three lamps be for sale?
20. Janice could not fall asleep last night.
21. It has been stuck since last Tuesday.
22. It's my new sweater that's been torn.
23. Ellen can run around the block quickly.
24. Can't you stop that shouting right now?
25. It did not rain here until yesterday.
26. Did your sister and brother come late?
27. He laughed out loud at the cartoons.

ACTIVITY 9

- Activity** Sequencing: Recalling and supplying words omitted from word patterns
- Comment** This activity is also useful for auditory discrimination.
- Instructions** Explain to the students that you are going to read some groups of words. Tell them to notice that some of the words are repeated in a pattern. Ask them to tell you what word would follow the last word you said in each group. After the last word in a group is supplied, the entire pattern should be repeated by the students.

1. wish, dish, wish, _____ (*dish*)
2. chip, chirp, chip, _____ (*chirp*)
3. frog, from, frog, _____ (*from*)
4. price, prize, price, _____ (*prize*)
5. Sam, same, Sam, _____ (*same*)
6. sharp, shape, sharp, _____ (*shape*)
7. tub, tube, tub, _____ (*tube*)
8. thing, think, thing, _____ (*think*)
9. bath, both, bath, _____ (*both*)
10. give, gave, give, _____ (*gave*)
11. these, those, these, _____ (*those*)
12. flash, flush, flash, _____ (*flush*)
13. pit, pat, pit, _____ (*pat*)
14. red, dead, red, _____ (*dead*)
15. leave, leaf, leave, _____ (*leaf*)
16. win, when, win, _____ (*when*)
17. sassy, saucer, sassy, _____ (*saucer*)
18. peach, teach, peach, _____ (*teach*)
19. cove, cow, cove, _____ (*cow*)
20. cob, cod, cob, _____ (*cod*)
21. laughing, laughter, laughing, _____ (*laughter*)
22. agree, agreed, agree, _____ (*agreed*)
23. jump, jumps, jump, _____ (*jumps*)
24. ruler, rooster, ruler, _____ (*rooster*)
25. itches, inches, itches, _____ (*inches*)

Information

Task G: Using Information to Make Inferences

Listen to each situation I describe, and answer the questions. I'll do the first one for you.

1. A man orders a bowl of soup for lunch. The waitress places a large bowl of steaming soup in front of him. When he puts the first spoonful in his mouth, he yells and quickly drinks some ice water. What does this tell you?

The soup is very hot.

2. Ms. Jefferson hears a loud thud and sees juice spreading across the kitchen floor. Her daughter Betsy says she's sorry. What does this tell you?
3. Bart comes into the house. His hair is a little wet on the edges. He's so out of breath that he can't speak. What does this tell you?
4. The leaves of the plant are drooping over the sides of the pot. The leaves are yellow and brown. The dirt in the pot feels dry. What does this tell you?
5. Kara was riding her new, red bicycle up and down the gravel drive. Suddenly, there was a loud thud and Kara was sitting on the driveway holding her leg and crying. What does this tell you?
6. Two children are playing checkers. One of the children hops her piece over the other pieces on the board. She begins to cheer. The other child begins to cry. What does this tell you?
7. Jenny checks the chicken in the oven. It's turning hard and brown. What does this tell you?
8. The family is running a little late this morning. When the children finally get ready, they hurry to the bus stop. Although ten children catch the bus there each morning, today there isn't anyone around. What does this tell you?
9. There's a cake with candles in it, a table of presents, and a roomful of children. After the candles are lit, everyone sings to the little girl with the paper crown. What does this tell you?
10. The teacher is standing in front of the class. Each of the children has a sheet of paper and a pencil. The teacher says a word, and the children begin writing. When the teacher has said 20 words, the children turn the papers in. What does this tell you?
11. The scout troop is on an evening hike through the woods. Each scout carries a small flashlight. Michael's flashlight isn't very bright. By the end of the hike, it isn't working at all. What does this tell you?

I.E.P. Goal: The client will make inferences from information presented aloud, with 90% or greater accuracy.

Information

Task G: Using Information to Make Inferences, *continued*

Listen to each situation I describe, and answer the questions.

12. Mr. Horner was coming home from work Thursday evening. The car's fuel gauge was on "E." As he turned the corner three blocks from home, the car stopped in the middle of the road. Mr. Horner couldn't get it started again. What does this tell you?
13. The children ran from the apartment, slamming the door behind them. When they tried to get back in, the doorknob wouldn't turn. What does this tell you?
14. The Albert family came home during a terrible storm. There was lots of lightning and thunder. When they arrived home, none of the lights worked. What does this tell you?
15. Missy dreaded going to school this morning because her class was getting their math tests back. After she got her test paper, though, she had a big smile on her face. What does this tell you?
16. Some children in the class squealed with delight at the antics of the monkeys swinging from limb to limb in their cage. Others enjoyed walking along the path past the lion, tiger, bear, giraffe, and elephant cages. What does this tell you?
17. As the children were waiting for the bus, a huge red truck came down the street with its lights flashing and its siren blaring. It stopped in front of the Bowers' apartment. Several workers in black coats, helmets, and boots hooked up the hoses to the hydrant. Two other workers helped the Bowers get outside. What does this tell you?
18. Daniel was a little chilly sitting on the table with most of his clothes off. He didn't feel very well either. He jumped when the woman in the white jacket put a cold circular instrument on his chest. After listening to his lungs, and looking in his mouth and ears, she told him he could get dressed. What does that tell you?
19. The little boy came in the house with dirty clothes, face, and hands. An hour later, his hair was wet and neatly combed. His face was clean, and he was wearing pajamas. What does this tell you?
20. The children were going to play basketball. They pumped up the ball because it was flat. A short time later, they realized the ball wasn't bouncing very well, and it felt soft. What does this tell you?
21. When we opened the refrigerator the light bulb came on, but it felt warm inside. What does this tell you?

I.E.P. Goal: The client will make inferences from information presented aloud, with 90% or greater accuracy.

Information

Task H: Using Information to Make Decisions

Use the information I give you to decide what to do in each situation. I'll do the first one for you.

1. You're going to spend the afternoon with your best friend. You know that:
You have two hours to spend together.
The weather is nice.
You need to stay close to home.
You both enjoy sports and outdoor activities.
What will you do this afternoon? *ride bikes, play ball*
2. Your grandma asks you what you'd like for breakfast. You know that:
You only have a few minutes to eat.
You don't like eggs.
Your grandma just bought bread, oatmeal, and cereal.
It is very hot outside.
What would you like for breakfast?
3. You're buying a gift for a friend. You know that:
She doesn't need clothes.
Your friend likes to do things outdoors.
Other friends are giving her a kite and a book on butterflies.
You have \$10 to spend.
What do you decide to buy your friend?
4. Your family decides to get a new pet. You know that:
You have a small fenced yard.
Your mom won't let you have mice, gerbils, or hamsters.
Your brother is allergic to cats.
Your sister has an old fish tank in the basement.
What kind of pet will you get?
5. You have gymnastics class at 6:30 P.M. and a poster project due tomorrow morning. You know that:
You'll get home at 3 P.M.
Your other homework will take an hour.
The poster project is almost finished.
Gymnastics is one hour long.
When will you do your poster project?

I.E.P. Goal: The client will use information presented aloud to make appropriate decisions, with 90% or greater accuracy.

Information

Task H: Using Information to Make Decisions, *continued*

Use the information I give you to decide what to do in each situation.

6. Angie and Kara have both invited you to come over tomorrow afternoon. You know that:
 - Angie lives two doors down, and Kara lives across town.
 - Angie has a trampoline in her backyard.
 - Kara lives near the park.
 - You see Angie every day at school.
 - You see Kara about once a month.Who will you spend tomorrow afternoon with?

7. Your father is taking you and your brother to a movie this afternoon. You know that:
 - Your father only has money for the tickets and one snack for each of you.
 - The drinks and the snacks cost the same.
 - You're feeling very thirsty.
 - Your brother says he's willing to share.What do you ask your dad to get at the snack bar?

8. Your family's television no longer works. You need to buy a new one. You know that:
 - The broken television was very small.
 - There's space for a larger television in the room.
 - There's a sale on all televisions at the appliance store.
 - Your family doesn't watch television very much.What does your family do about replacing the television?

9. You're trying to decide what to serve for dinner this evening. You know that:
 - You have some chicken in the freezer.
 - You'll arrive home at 4 P.M.
 - The kids had pizza for lunch today.
 - You need to go to the grocery store.What do you decide to have for dinner?

10. The bus schedule was changed. The bus now arrives at your stop at 7 A.M. instead of 7:30 A.M. You know that:
 - You don't mind getting up earlier.
 - A second bus stop two blocks away picks up at 7:15 A.M.
 - School starts at 8 A.M.
 - It takes 20 minutes to walk to school.How do you decide to get to school?

I.E.P. Goal: The client will use information presented aloud to make appropriate decisions, with 90% or greater accuracy.

Information

Task I: Identifying Relevant Information

Tell which information is important to know for each event I describe. I'll do the first one for you.

1. When you're having a party, is it important to know:
 - a. the number of guests? *yes*
 - b. the color of the rug? *no*
 - c. the food you'll be serving? *yes*
2. When you're playing a game, is it important to know:
 - a. the color of the game board?
 - b. the rules of the game?
 - c. the number of players?
3. When you're borrowing a book at the library, is it important to know:
 - a. how long you can keep the book?
 - b. the librarian's name?
 - c. how long the book is?
4. When you're visiting a doctor, is it important to know:
 - a. the color of the appointment desk?
 - b. the time of the appointment?
 - c. what medicine you can take?
5. When you're buying new shoes, is it important to know:
 - a. the number of shoes sold last month?
 - b. the size shoe you need?
 - c. the kind of shoe you want?
6. When you're moving to a new school, is it important to know:
 - a. the name of the school?
 - b. the color of your hair?
 - c. how to make friends?
7. When you're going to the circus, is it important to know:
 - a. when the performance is?
 - b. who is going to take you?
 - c. why you are short?
8. When you're catching the school bus, is it important to know:
 - a. how much the bus weighs?
 - b. where to wait for the bus?
 - c. when the bus is scheduled to come?

I.E.P. Goal: The client will identify relevant information for situations presented aloud, with 90% or greater accuracy.

Information

Task I: Identifying Relevant Information, *continued*

Tell which information is important to know for each event I describe.

9. When you're deciding what to wear to school, is it important to know:
 - a. what season it is?
 - b. what size you wear?
 - c. how warm it is outside?

10. When you're changing a diaper, is it important to know:
 - a. where to put the dirty diapers?
 - b. the name of the company that makes the diapers?
 - c. where clean diapers are kept?

11. When you're buying a car, is it important to know:
 - a. the age of the salesperson?
 - b. the make and model of the car?
 - c. the color of the car?

12. When you're writing a book report, is it important to know:
 - a. how long it should be?
 - b. how many students are in the class?
 - c. when the report is due?

13. When you're running a race, is it important to know:
 - a. who crosses the finish line first?
 - b. how fast you can run?
 - c. who's the shortest in the race?

14. When you're setting a new watch, is it important to know:
 - a. the name of the owner?
 - b. the color of the watch?
 - c. the time of day?

15. When you're buying a sweater, is it important to know:
 - a. the size of the sweater?
 - b. the style of the sweater?
 - c. the color of the sweater?

16. When you're making a long-distance call, is it important to know:
 - a. the telephone number?
 - b. how tall the operator is?
 - c. how cold it is outside?

I.E.P. Goal: The client will identify relevant information for situations presented aloud, with 90% or greater accuracy.

Information

Task I: Identifying Relevant Information, *continued*

Tell which information is important to know for each event I describe.

17. When you're attending a meeting, is it important to know:
 - a. the location of the meeting?
 - b. the size of the meeting room?
 - c. the time of the meeting?

18. When you're ordering lunch at a restaurant, is it important to know:
 - a. the number of chairs?
 - b. the kinds of food served?
 - c. the cost of the food?

19. When you're mailing a letter to a friend, is it important to know:
 - a. the friend's address?
 - b. the amount of postage needed?
 - c. the size of the mailbox?

20. When you're buying a belt, is it important to know:
 - a. the size of your waist?
 - b. your height?
 - c. what the belt is made of?

21. When you're ordering from a catalog, is it important to know:
 - a. the product order number?
 - b. what you want to buy?
 - c. the thickness of the catalog?
 - d. the cost of the product?

22. When you're making a dinner reservation, is it important to know:
 - a. the time you want to go?
 - b. the type of tablecloth?
 - c. the number of people you expect?
 - d. if you want to sit in the smoking or non-smoking section?

23. When you're working a summer job, is it important to know:
 - a. if you're left or right-handed?
 - b. the hours of work?
 - c. the type of work?
 - d. the amount of pay?

I.E.P. Goal: The client will identify relevant information for situations presented aloud, with 90% or greater accuracy.

Questions

Task A: Answering Questions About Common Objects

Answer the questions about objects I name. I'll do the first one for you.

1. bagel
 - a. Is it round? *yes*
 - b. Is it big? *no*
 - c. Is it bread? *yes*
 - d. Is it a food? *yes*
 - e. Is it heavy? *no*

2. blanket
 - a. Is it warm?
 - b. Does it have corners?
 - c. Does it have sleeves?
 - d. Is it big?
 - e. Is it soft?

3. orange
 - a. Can it be peeled?
 - b. Is it a fruit?
 - c. Can it roll?
 - d. Is it juicy?
 - e. Does it have a core?

4. newspaper
 - a. Is it made of metal?
 - b. Does it contain pictures?
 - c. Is it sharp?
 - d. Is it made of paper?
 - e. Is it easy to tear?

5. ladder
 - a. Is it small?
 - b. Is it easy to carry?
 - c. Is it sturdy?
 - d. Is it fluffy?
 - e. Is it easy to hide?

6. wallet
 - a. Does it fit in your pocket?
 - b. Does it have sections?
 - c. Is it hard to hold?
 - d. Is it curly?
 - e. Can you find it in a purse?

I.E.P. Goal: The client will answer yes/no questions presented aloud about common objects, with 90% or greater accuracy.

Questions

Task A: Answering Questions About Common Objects, *continued*

Answer the questions about objects I name.

7. broccoli
 - a. Is it sweet?
 - b. Is it nutritious?
 - c. Is it a vegetable?
 - d. Is it yellow?
 - e. Does it have a peel?
8. mailbox
 - a. Does it open and shut?
 - b. Does it keep things warm?
 - c. Is it a container?
 - d. Does it have a motor?
 - e. Are deliveries made to it?
9. oven
 - a. Is it a tool?
 - b. Is it an appliance?
 - c. Does it have racks in it?
 - d. Does it get warm?
 - e. Does it have a light in it?
10. light bulb
 - a. Is it made of plastic?
 - b. Is it breakable?
 - c. Does it come in different sizes?
 - d. Is it sharp?
 - e. Can you use it more than twice?
11. zipper
 - a. Is it found on a sock?
 - b. Does it have teeth?
 - c. Can it fasten?
 - d. Is it smooth?
 - e. Can it be broken?
12. greeting card
 - a. Can it be bent?
 - b. Can it have a signature?
 - c. Can you buy it?
 - d. Can it be washed?
 - e. Does it melt?

I.E.P. Goal: The client will answer yes/no questions presented aloud about common objects, with 90% or greater accuracy.

Questions

Task A: Answering Questions About Common Objects, *continued*

Answer the questions about objects I name.

13. chorus
 - a. Is it musical?
 - b. Is it pleasant to listen to?
 - c. Are there more than three members?
 - d. Does someone direct it?
 - e. Does it perform at a concert?

14. tornado
 - a. Is it calm?
 - b. Does it destroy things?
 - c. Is it frightening?
 - d. Is it hoped for?
 - e. Is it predictable?

15. electrical outlet
 - a. Is it triangular?
 - b. Does it have holes in it?
 - c. Is it found on a wall?
 - d. Are things plugged into it?
 - e. Is it part of the plumbing system?

16. aluminum can
 - a. Is it enormous?
 - b. Is it lightweight?
 - c. Is it rough?
 - d. Can it be recycled?
 - e. Does it have corners?

17. typewriter or computer keyboard
 - a. Does it contain the alphabet?
 - b. Does it have symbols on it?
 - c. Is it smooth?
 - d. Should it be washed daily?
 - e. Can it be dialed?

18. dashboard of a car
 - a. Is it outside the car?
 - b. Does it display information?
 - c. Can it be padded?
 - d. Is it wooden?
 - e. Is it above the windshield?

I.E.P. Goal: The client will answer yes/no questions presented aloud about common objects, with 90% or greater accuracy.

Questions

Task C: Answering Questions About Activities

Answer the following questions. I'll do the first one for you.

1. Which clothing would be better for:
a summer day? *shorts or a sweater*
a dance? *pajamas or a shirt and pants*
a hot day at the beach? *a bathing suit or a sweat suit*
a mountain hike? *hiking boots or sandals*
2. Which food would be right for:
a picnic? *sandwiches or scrambled eggs*
breakfast? *spaghetti or pancakes*
a party? *cereal or snacks*
lunch on a cold day? *hot soup or cold watermelon*
3. Which room would be best for:
sleeping? *the kitchen or the bedroom*
washing your hair? *the bathroom or the family room*
eating dinner? *the dining room or the living room*
washing clothes? *the den or the laundry room*
4. Which item would you need to:
write a letter? *a pen or a fork*
color a picture? *a crayon or an eraser*
do a crossword puzzle? *a felt marker or a pencil*
draw a straight line? *a paper clip or a ruler*
5. Which item would you need to play:
catch? *a racquet or a ball*
checkers? *a board or dice*
football? *a helmet or a bat*
volleyball? *a mask or a net*
6. Which container would you need for:
a letter? *a jar or an envelope*
shoes? *a box or a cup*
loose change? *a coin purse or a suitcase*
dirty clothes? *a drawer or a hamper*
7. Which person would you ask to help you:
find a book? *a nurse or a librarian*
learn to read? *a police officer or a teacher*
learn to play soccer? *a secretary or a coach*
paint a picture? *an artist or a farmer*

I.E.P. Goal: The client will make choices to answer questions presented aloud about activities, with 90% or greater accuracy.

Questions

Task C: Answering Questions About Activities, *continued*

Answer the following questions.

8. Which item would you need to:
dig a hole? a rake or a shovel
trim a tree? clippers or a lawn mower
cut your nails? a brush or clippers
sew on a button? thread or tape
9. Which items would you take with you to go:
swimming? roller skates or earplugs
bird watching? binoculars or a radio
to school? a garbage bag or a backpack
out to dinner? a Thermos or a wallet
10. Which place would you go to if:
you broke your arm? the doctor's office or the drugstore
your dog was hurt? the pet shop or the veterinarian's office
your car was wrecked? the auto body shop or the car wash
you needed a loan? the city hall or the bank
11. Which would you need if you:
sprained your ankle? a sling or crutches
burned your hand? salt or ice
cut your finger? gauze or stamps
got a splinter? tweezers or pliers
12. Which would you see if you were:
in the country? haystacks or skyscrapers
under the ocean? coral reefs or pinecones
in the desert? prairie dogs or parakeets
on a mountaintop? an ostrich or an eagle
13. Which would you hear if you were in a:
school? machinery or children
library? hollering or whispering
nursery? crying or snoring
barn? neighing or roaring
fire station? singing or sirens
14. Who would you see if you visited a:
courtroom? lawyers or directors
college? electricians or professors
locker room? athletes or customers
circus? entertainers or judges
warehouse? tourists or workers

I.E.P. Goal: The client will make choices to answer questions presented aloud about activities, with 90% or greater accuracy.

Questions

Task D: Choosing Appropriate Questions

Tell which question fits each situation I describe. I'll do the first one for you.

1. A child is crying next to a bicycle. Would you ask:
 - a. Isn't it a pretty day? *no*
 - b. Are you hurt? *yes*
2. Someone is knocking at your door. Would you ask:
 - a. Who's there?
 - b. Where's the telephone?
3. Your teacher is giving a homework assignment. Would you ask:
 - a. When is it due?
 - b. Whose jacket is this?
4. Your mother comes in the door soaking wet. Would you ask:
 - a. Whose turn is it to wash the dishes?
 - b. Is it raining outside?
5. Your brother can't find his watch. Would you ask:
 - a. Have you seen my cap?
 - b. When was the last time you wore it?
6. Your friend invites you to come for dinner. Would you ask:
 - a. What time will you eat?
 - b. When is your bedtime?
7. Your uncle gives you a package. Would you ask:
 - a. Is this for me?
 - b. How much do you weigh?
8. Your piano teacher puts his hands over his ears. Would you ask:
 - a. Are you tired?
 - b. Did I make a mistake?
9. The cashier returns a dollar you gave her. Would you ask:
 - a. Did I give you too much?
 - b. Do you like paper bags or plastic?
10. Your father waves to you from the roof. Would you ask:
 - a. Do you want me to pick up the ladder?
 - b. What did the rug say to the floor?
11. Your sister hasn't spoken to you all day. Would you ask:
 - a. May I borrow ten dollars?
 - b. Is something bothering you?

I.E.P. Goal: The client will choose questions presented aloud that are appropriate to ask in various situations, with 90% or greater accuracy.

Sequencing

Task A: Prioritizing Daily Activities

For each situation I describe, tell which action is the most important and why. I'll do the first one for you.

1. You wake up in the middle of the night because you're very cold. Should you:
 - a. get an extra blanket?
 - b. check the alarm clock?

get an extra blanket to get warm
2. Barb is giving the baby a bath. The phone rings in the next room. Should Barb:
 - a. go answer the phone?
 - b. finish bathing the baby?
3. You've just discovered your cat is missing. Should you:
 - a. look for him in the neighborhood?
 - b. post flyers with your cat's description?
4. Mr. Tyler has many things to carry from the car to his house. Should Mr. Tyler carry in:
 - a. some trash from the floor of the car?
 - b. his briefcase?
5. Ms. Tilley is late for work. She only has five minutes to get dressed. Should Ms. Tilley:
 - a. put on her shoes?
 - b. put on a ring?
6. You've received a big stack of mail. Should you first open:
 - a. the envelope marked "occupant"?
 - b. the envelope marked "urgent"?
7. Pete has to leave for school in five minutes. Should he:
 - a. start making some banana bread?
 - b. make his bed?
 - c. clean out his closet?
8. You bring home the groceries and begin to unpack them. Should you first put away:
 - a. aluminum foil?
 - b. lettuce?
 - c. ice cream?

I.E.P. Goal: The client will prioritize events in daily situations presented aloud, with 90% or greater accuracy.

Sequencing

Task A: Prioritizing Daily Activities, *continued*

For each situation I describe, tell which action is the most important and why.

9. You wake up in the morning and go downstairs. Should you:
 - a. let the dog go outside?
 - b. read the morning paper?
 - c. clean out the refrigerator?

10. You need several things at the grocery store, but you only have enough money to buy one of them. Should you buy:
 - a. furniture polish?
 - b. a magazine?
 - c. toothpaste?

11. You see smoke coming from your neighbors' upstairs window. Should you first:
 - a. check to see if their car is in the garage?
 - b. call the emergency number and report a fire?
 - c. knock on their door?

12. Mr. Bass is driving home and his car stops suddenly. Should he:
 - a. check the gas gauge to see if he's out of gas?
 - b. check the tire pressure?
 - c. check the radiator to see if it's overheated?

13. Company is coming to Mrs. Valenti's house for dinner in one hour. Should she:
 - a. clean out the garage?
 - b. finish preparing the dinner?
 - c. dust the living room?

14. Jane is watching three young children on the playground. Should she first go to the child who is:
 - a. asking to be pushed on the swing?
 - b. crying because she fell and skinned her knee?
 - c. playing quietly in the sandbox?

15. You come home and have three messages on your answering machine. Should you first return the call from:
 - a. your friend who you talked to this morning?
 - b. your doctor?
 - c. a salesperson you don't know?

16. The mail carrier is across the street. Should you get ready to mail:
 - a. the check for your rent that's due in two days?
 - b. the card for your sister's birthday next month?
 - c. the check for the electric bill that's due next week?

I.E.P. Goal: The client will prioritize events in daily situations presented aloud, with 90% or greater accuracy.

Sequencing

Task B: Putting Information in Order

Answer each question about order. I'll do the first one for you.

Which word would come first in alphabetical order?

- | | |
|-------------------|------------------------------------|
| 1. monkey
bear | 8. king
ice |
| 2. car
ship | 9. table
goat
book |
| 3. pen
hat | 10. vest
belt
hook |
| 4. dog
mouse | 11. zebra
harp
ice
king |
| 5. shoe
house | 12. card
swing
lemon
moon |
| 6. wolf
apple | |
| 7. vest
yarn | |

Which word would come last in alphabetical order?

- | | |
|---------------------|-----------------------------------|
| 13. cork
gum | 20. block
eraser |
| 14. saw
box | 21. machine
winter
donkey |
| 15. world
race | 22. people
lotion
ketchup |
| 16. deer
elf | 23. razor
cupcake
sugar |
| 17. puddle
table | 24. hair
broom
cuff
jeep |
| 18. keys
castle | |
| 19. jungle
hedge | |

I.E.P. Goal: The client will identify initial or final items in sequences presented aloud, with 90% or greater accuracy.

Sequencing

Task B: Putting Information in Order, *continued*

Answer each question about order.

Which author's name would come first in a card catalog?

- | | |
|-------------------------|---|
| 25. Clarke
Brown | 30. Taylor
Li
Rocca |
| 26. Rose
Little | 31. Seuss
Carle
Potter |
| 27. Wood
Moore | 32. Feinstein
Tan
Rocca
Wagner |
| 28. Abel
Core | |
| 29. Henderson
Harris | |

Which book title would come first in a card catalog?

- | | |
|---|---|
| 33. <i>Whales
Fishing</i> | 38. <i>Hop on Pop
Goodnight Moon
Curious George</i> |
| 34. <i>Rebecca
Heidi</i> | 39. <i>Alaska
Gone with the Wind
The Good Earth</i> |
| 35. <i>Circus Fun
Bob's Birthday</i> | 40. <i>Lonesome Dove
Hawaii
Jane Eyre
Moby Dick</i> |
| 36. <i>Goldilocks and the Three Bears
Pinocchio</i> | |
| 37. <i>Go, Dog, Go
On Beyond Zebra</i> | |

If you put these files in numerical order, which would come last?

- | | |
|---------------------------|--|
| 41. file #5
file #2 | 46. file #250
file #300
file #600 |
| 42. file #50
file #20 | 47. file #1,000
file #500
file #750 |
| 43. file #75
file #100 | 48. file #27
file #105
file #63
file #7 |
| 44. file #14
file #17 | |
| 45. file #88
file #47 | |

I.E.P. Goal: The client will identify initial or final items in sequences presented aloud, with 90% or greater accuracy.

Sequencing

Task C: Sequencing Words in Sentences

Listen to each mixed-up sentence. Then, say the words in order so they make sense. I'll do the first one for you.

1. Down sit. *Sit down.*
2. Go don't.
3. Home let's run.
4. The ball kick.
5. The door open.
6. Ketchup pass the.
7. Dena my name is.
8. Quiet be!
9. Melted the ice.
10. Who here is?
11. I ate yesterday breakfast.
12. The brown are leaves.
13. I wear nine size.
14. Off take your shoes.
15. Where the scissors are?
16. Out watch for the car!
17. The game you win.
18. Was who on the telephone?
19. Are we having what for dinner?
20. Too much noise the students are making.
21. Hot buttered popcorn best tastes.
22. On the ice slipped I and broke my wrist.
23. If it rains, sure be to take your umbrella.
24. Cried I hard so because sad was the movie.

I.E.P. Goal: The client will resequence words presented aloud into sentences, with 90% or greater accuracy.

Sequencing

Task D: Sequencing Alphabetically

Put these words in alphabetical order. I'll do the first one for you.

- | | | |
|------------------------------------|-------------------------------------|---|
| 1. dog
bee
<i>bee, dog</i> | 16. Georgia
Alabama
Florida | 27. king
queen
jack
ace |
| 2. sock
hat | 17. car
apple
bed | 28. north
south
east
west |
| 3. hand
ring | 18. horse
duck
sheep | 29. forty
eighty
twenty
sixty |
| 4. dance
jump | 19. zipper
axe
moon | 30. Monday
Wednesday
Friday
Sunday |
| 5. oak
elm | 20. jar
king
lemon | 31. box
vest
yarn
zero |
| 6. tape
glue | 21. boat
present
hose | 32. watch
hoop
slide
duck |
| 7. cup
ball | 22. corn
ice
lock | 33. court
latch
bear
kid |
| 8. sun
truck | 23. sun
rose
queen | 34. knife
seat
rug
pear |
| 9. piano
trailer | 24. egg
orange
girl | 35. dial
oak
nest
cagle |
| 10. wolf
cake | 25. green
blue
yellow
pink | |
| 11. oats
peas
beans | 26. Dan
Ray
Ken
Bob | |
| 12. yes
no
maybe | | |
| 13. run
jump
hop | | |
| 14. vanilla
chocolate
lemon | | |
| 15. elephant
leopard
giraffe | | |

I.E.P. Goal: The client will alphabetically sequence word lists presented aloud, with 90% or greater accuracy.

Stories

Task B: Identifying Times, *continued*

Listen to each story I read. Then, tell when the story takes place.

5. Sing-Song

Jenna loves to sing. One day last summer, she was singing in her backyard. Suddenly, Jenna heard someone else singing. She looked around the yard. Nobody was there. She looked over the fence into the next yard. Nobody was there. Finally, she looked up into a tree and saw a mockingbird. It was the mockingbird who was copying Jenna's song!

When does the story take place?

6. Catching Breakfast

Stan awoke early. He got up and got dressed quietly so he wouldn't wake anyone else. He gathered his fishing gear and walked the short distance from the cabin to the lake. The sun came up just as Stan was throwing his line into the water the first time. Soon he felt a tug on the line. Maybe they would have fish for breakfast!

When does the story take place?

7. Alligator Alley

While on vacation in Florida, we went on a boat ride down a lazy river. The cypress trees were covered with Spanish moss that hung down and touched the water. Turtles moved slowly along the grassy banks. On the small islands in the middle of the river, alligators sunned themselves in the hot July sun. They blinked at us sleepily, more interested in their naps than in us.

When does the story take place?

8. Watch That Watch!

Mr. Quinn was waking up every night around 4:00. Mrs. Quinn was worried about her husband because he was so tired all the time. One night she woke up thirsty. While she was getting a drink of water, she heard a high-pitched beeping sound. It was coming from Mr. Quinn's jacket which was hanging next to his bed. Mrs. Quinn pulled his new watch out of his pocket and turned off the alarm. No wonder the watch never beeped at 4:00 in the afternoon when it was time to get off work!

When does the story take place?

I.E.P. Goal: The client will tell when a story presented aloud takes place, with 90% or greater accuracy.

Stories

Task C: Identifying Places

Listen to each story I read. Then, tell where the story takes place.

1. The Crowded Room

When we walked into the waiting room at the doctor's office, there were only two empty seats. My mother told the receptionist that we were there. We sat to wait our turn. Since I had a sore throat, I just sat quietly until the nurse called for me. When we got up to go in, someone quickly took our seats. It sure was a busy day!

Where did the story take place?

2. If Books Could Talk

I was finishing my research for my history report. Julie, my best friend, was studying for her exams. I looked at all the library books surrounding us. Just think how noisy it would be if all the books could tell what they knew! Instead, the books were silent, and all I heard were the occasional whispers of the people checking out books at the front desk.

Where did the story take place?

3. The Silent Island

In the midst of clinking silverware and rattling trays, is a peaceful spot we call the "silent table." Children who talk too loud, run in the halls, or misbehave in class, have to sit at the silent table to eat their lunches. No talking is allowed. If they talk, they have to sit there the next day, too. Most kids don't like to sit at the silent table.

Where did the story take place?

4. A Shaky Crossing

My hands were shaking so much I could hardly keep from spilling my drink. In the seat beside me, my mother tried to put on her lipstick. A sudden bump made her draw a pink line on her chin. The woman across from us looked frightened, but the conductor told her not to worry. He said that the train always shakes when going across this bridge.

Where did the story take place?

I.E.P. Goal: The client will tell where stories presented aloud take place, with 90% or greater accuracy.

Task C: Identifying Places, continued

Listen to each story I read. Then, tell where the story takes place.

5. Our Field Trip

On our field trip, we visited a place that looked a lot like a garage. We saw two big red trucks. The trucks had big hoses and ladders with helmets and heavy coats hanging on hooks. When the alarm went off, the workers put on their coats and helmets and jumped onto the moving trucks as they pulled out of the garage.

Where did the story take place?

6. The Shopping Adventure

My mom promised to take my brother and me to buy some new tennis shoes after school. When we got off the school bus, we got in the car and were on our way. In a few minutes, Mom parked the car in a huge parking lot. We hiked to one of the entrances. There, we looked at the directory for the shoe store. Since it was on the lower level, we took the escalator down. Both my brother and I think moving stairs are neat. Maybe next week we can shop for something else!

Where did the story take place?

7. Quiet Efficiency

The secretary sat just inside the door. Her greeting was warm and friendly. She took my name and asked me to take a seat while I waited. She spoke quietly into the phone and then returned to her computer. When my lawyer was available for our appointment, she politely directed me to his office.

Where did the story take place?

8. Visual Attraction

Last weekend I visited my favorite place. It has rack after rack of the latest movies for rent. Television sets hang from the ceiling and show a current feature or soon-to-be available movie. At the cash registers are big boxes of candy and microwave popcorn for sale to make your visit seem just like a trip to the movie theater.

Where did the story take place?

I.E.P. Goal: The client will tell where stories presented aloud take place, with 90% or greater accuracy.

Stories

Task D: Identifying Characters, Times, and Places

Listen to each story I read. Then, tell me the names of the characters, when the story takes place, and where the story takes place.

1. A Tall Tree Tale

Last summer, Scott took a job with the Forest Service. He worked in a large national forest clearing away dead trees. One day, Scott was cutting a large tree with a chain saw. Suddenly the tree split in two and began rolling toward Scott. Luckily he jumped aside just in time!

- Who is the story about?
- When does the story take place?
- Where does the story take place?

2. A Tasty Walk

When I get off the bus after work, I try to walk straight home without stopping. As I get close to the corner, I notice the wonderful odors coming from Rebecca's Bakery. The smell just pulls me right off the sidewalk and through the door. Before I know it, I have a fresh roll or bagel in my hand and Rebecca is saying, "Thanks for stopping, Carol. See you tomorrow."

- Who is the story about?
- When does the story take place?
- Where does the story take place?

3. Twice the Fun

Jill and Judy are twins. They look alike, but they don't always like the same things. On Saturday mornings, they take piano lessons from a woman who lives downstairs in their apartment building. Jill loves to play the piano, but Judy doesn't. After Jill takes her lesson, she runs upstairs and puts on a different shirt. Then, she goes back downstairs and takes Judy's lesson for her. Now, if only they could figure out what to do about that duet they're supposed to play in the recital!

- Who is the story about?
- When does the story take place?
- Where does the story take place?

I.E.P. Goal: The client will identify the character, time, and place of stories presented aloud, with 90% or greater accuracy.

Stories

Task D: Identifying Characters, Times, and Places, *continued*

Listen to each story I read. Then, tell me the names of the characters, when the story takes place, and where the story takes place.

4. Mr. Adams' New Hat

Yesterday was such a nice day that our history teacher, Mr. Adams, opened our classroom windows. The heat was making everyone drowsy until suddenly a bird flew in the window and began flying around the room. It finally landed on Mr. Adams' head. History class has never been so exciting!

- a. Who is the story about?
- b. When does the story take place?
- c. Where does the story take place?

5. A Smashing Success

On Thursday evening, our class presented our school play. The school auditorium was filled with people. Suddenly the lights went out and the play began. Everything was going fine until Tracy caught her sleeve on a cardboard tree. She accidentally pulled the tree over and it hit Will on the head. Then, Will bumped into the house and it fell, too. You might say our play was a smashing success!

- a. Who is the story about?
- b. When does the story take place?
- c. Where does the story take place?

6. Easy Money

George earns money walking his neighbor's dogs. Every morning and evening, rain or shine, he walks five dogs around the block. First, he takes the two small ones together. Then, he walks the three bigger ones separately. When George gets paid at the end of the week, he agrees that dogs are man's best friends!

- a. Who is the story about?
- b. When does the story take place?
- c. Where does the story take place?

I.E.P. Goal: The client will identify the character, time, and place of stories presented aloud, with 90% or greater accuracy.

Stories

Task E: Using Descriptive Words from Stories

Listen to each story I read, and then answer the questions.

1. The Lemonade Stand

The neighborhood children set up a lemonade stand on a hot, sticky day. The lemonade stand was made from a large cardboard box. The children mixed lemon juice, water, and sugar in a pitcher. They sold cups of lemonade for ten cents each. By the end of the day, they had only two customers, so they drank the lemonade themselves. Next time, the children decided, they needed to use more sugar and a bigger stand.

- What was the weather like?
- What did the children use to make the stand?
- How much was a cup of lemonade?
- How many customers did the children have?

2. Siena's Ball of Fur

Siena got a new puppy yesterday for her birthday. He is brown and white with a short tail and big feet. His fur is thick and soft, and his ears are long and floppy. Siena named him Checkers. Siena says Checkers is the best present she's ever had.

- How old do you think Checkers is?
- How does Checkers' fur feel?
- What do Checkers' ears look like?
- What size are Checkers' feet?
- How does Siena feel?

3. The Outdoor Cookout

Dad lit the gas grill to cook the hamburgers for dinner. Yellow flames turned into blue ones and the grill became very hot. Dad put the round, cool, pink meat on the grill, sprinkled it with seasonings, and shut the top. Puffs of smoke escaped through the sides, making my eyes fill with tears. I suddenly felt very hungry as I smelled the meat cook. Dad turned the hamburgers with a spatula. Now the tops were dark brown. "In just a few minutes, Daniel," he said to me, "they'll be ready to eat." I could hardly wait!

- What colors were the flames?
- What shape were the hamburgers?
- How did the fire feel?
- How did Daniel feel?
- What color did the hamburgers turn?

I.E.P. Goal: The client will answer questions with descriptive words from stories presented aloud, with 90% or greater accuracy.

Stories

Task E: Using Descriptive Words from Stories, *continued*

Listen to each story I read, and then answer the questions.

4. Bikes, Fast and Slow

It was a beautiful spring day. The breeze was warm on our shoulders as we pedaled down the bike path. I had a green racing bicycle with a blue and green seat. My friend Shannon had a brown mountain bike with small, thick tires. No matter how fast she pedaled, she couldn't keep up with me, even on the very flat, smooth road. After a five-mile ride, Shannon was exhausted and I felt refreshed.

- a. How did the breeze feel?
- b. What color was Shannon's bicycle?
- c. Describe Shannon's tires.
- d. How did the road look?
- e. How did Shannon feel at the end of the ride?

5. The Pizza Feast

The pizza place was dimly lit when we arrived. We waited a long time before we were seated and our order was taken. The kids ordered small, single-topping pizzas, while my husband and I ordered a thin crust vegetable pizza. When our food arrived, we began eating immediately. Our pizzas were crunchy, but not overcooked. When we left, we were full and content.

- a. How did the pizza restaurant look?
- b. How was the service?
- c. How did the children's pizza look?
- d. Describe the parents' pizza.
- e. How did they feel when they left the restaurant?

6. Sheets Shipshape

On Saturdays, one of our chores is to change the dirty sheets on our beds. We strip our beds and wash the sheets with detergent and bleach to whiten them. We use a softener in the dryer to make the sheets fresh and soft. Then, while they're still warm from the dryer, we put the sheets back on the beds. I always sleep better when my sheets are clean and bright.

- a. How do the sheets look before they're washed?
- b. How do the sheets look when they're put back on the beds?
- c. How do the clean sheets feel?
- d. How do the clean sheets feel when taken immediately from the dryer?
- e. How do the sheets smell after they're dried?

I.E.P. Goal: The client will answer questions with descriptive words from stories presented aloud, with 90% or greater accuracy.

Stories

Task E: Using Descriptive Words from Stories, *continued*

Listen to each story I read, and then answer the questions.

7. Playground Happenings

The new playground is full of fun equipment. There are two sets of swings, a tall, curving slide, and a short, straight baby slide. The sandbox is huge with lots of clean, white sand. A jungle gym sits in the shade of some tall pine trees. The playground is alive with happy shouts and squeals from the children.

- How many sets of swings are there?
- What does the sand look like?
- What does the baby slide look like?
- What do the pine trees look like?
- How does the playground sound?

8. Battin' Bates Saves the Day

It was the ninth inning. The score was tied 7-7. The Farmville Flyers needed to win this game to go to the playoffs. Eddie Bates couldn't believe he was next to bat. He had been having a terrible season. As Eddie walked to the plate, his knees felt wobbly and his hands were sweaty. He took a deep breath and concentrated on the ball. All of a sudden, Eddie heard a loud crack. He was so surprised to hit the ball that he almost forgot to start running.

- How did Eddie feel when he went to bat?
- How did Eddie's knees feel?
- How did Eddie's hands feel?
- How did the ball sound when it hit the bat?
- How did Eddie feel when he hit the ball?

9. The Student Mom

Mrs. Jackson decided to become a practical nurse. All of her children were grown and had lives of their own. She was lonely being in that big house by herself all the time. Learning a new job would be fun and would keep her busy. When she registered for her first class, Mrs. Jackson was a little nervous. She hadn't taken a class for over thirty years! What if she couldn't pass the tests? As it turned out, she had nothing to worry about. She graduated at the top of her class. Her children were so proud of their student mom!

- How did Mrs. Jackson feel about living by herself?
- How did Mrs. Jackson feel about learning a new job?
- How did Mrs. Jackson feel when she registered for school?
- What was Mrs. Jackson worried about?
- How did Mrs. Jackson's children feel when she graduated?

I.E.P. Goal: The client will answer questions with descriptive words from stories presented aloud, with 90% or greater accuracy.

Stories

Task G: Paraphrasing Stories

Listen to each story I read, and then retell it in your own words.

1. Fun with Fingerpainting

We fingerpaint every Tuesday at school. It is one of our favorite things to do. With our smocks on, we paint on large sheets of white paper. Once our pictures are done, we hook them on a clothesline to dry. We take our paintings home every Friday to hang on the refrigerator door or on the bedroom wall.

2. The Haircut Tale

Last Thursday, my mother took me to have my hair cut. I want to let my hair grow longer, but Mom says that I can't have it so long that it is in my eyes. When my name was called and I went back to the shampoo area, Sharon asked me what I wanted to have done. My mom said I just needed a little trim. What a relief! I thought my mom would make me have it cut really short. Maybe haircuts aren't so bad after all.

3. Making a Movie Date

Harry asked his mother if they could go to the movies that afternoon to see the new science fiction thriller. His mom said it was too pretty a day to spend it inside. Instead, she suggested that Harry and his friend Robby take advantage of the warm weather to play in the backyard or ride their bikes. She promised they'd go to the movie some evening or on a rainy Saturday afternoon.

4. The Spelling Bee

Tonia was nervous. She had never been in a district spelling bee before today. There were nine other children in her age group standing with her on the high school stage. She quickly scanned the audience to find her parents and her little brother, Antonio. They smiled back at her and gave her the "thumbs up" sign. She could tell they were proud of her even if she didn't win.

5. The Fishing Expedition

Charlie, Maria, and Toby set out for Mr. Holt's pond. Armed with bamboo poles, fishing line, and hooks, they hoped to catch some fish to keep as pets. They wandered down the shady path where the air felt cool on this hot, summer day. When they arrived at the pond, they spread out along the bank so their lines wouldn't become tangled. After three hours, none of them had caught a thing, not even an old shoe. So, they packed up and went "fishing" instead for goldfish at the pet store.

I.E.P. Goal: The client will paraphrase stories presented aloud, with 90% or greater accuracy.

Stories

Task G: Paraphrasing Stories, *continued*

Listen to each story I read, and then retell it in your own words.

6. The Live Rock

One hot afternoon, Brian was playing outside with his dog, Ralph. He spied a multicolored rock by the oak tree. When Brian reached for what he thought was a rock, it moved! And, it had feet! When the "rock's" head slowly appeared, Brian saw that it was really a turtle. He put the turtle outside of the fence where his dog, Ralph, couldn't get it. He hoped "the rock" would be able to find its way home.

7. Ted to the Rescue

Yesterday, Ted started his new job as a lifeguard. The morning went pretty much as he expected. The small children played in the wading pool and the older children and adults swam in the big pool. All of a sudden, Ted spied a little child sinking to the bottom of the big pool. Without a moment's hesitation, he dove into the pool and scooped up the child. He was surprised how light the child was and how easy it was for him to pull her out. He was even more surprised to see that his first rescue was of a large doll that a child had thrown into the pool. Although his friends teased Ted about saving the doll, he knew he would do the same thing again. A lifeguard can never be too cautious.

8. The Grocery Store Theft

Last Wednesday, Mrs. Silas went to the grocery store. She usually goes on Wednesdays as some of her best friends shop on that day and it is double coupon day. Mrs. Silas started in the produce section, and then moved her way through the canned vegetables, cereal, baking goods, and frozen food aisles. After paying for her groceries, she went to get her car to pick them up from the pick-up lane. The attendant put her groceries in the car and Mrs. Silas headed home after a brief stop for gas. Once at home, she realized that the groceries in her car weren't hers, so she went back to the store. When she got there, she found another woman with the wrong groceries. Fortunately, the other woman had Mrs. Silas' groceries. Instead of the "Great Grocery Theft," it turned out to be a case of the "Great Grocery Goof-Up."

I.E.P. Goal: The client will paraphrase stories presented aloud, with 90% or greater accuracy.

Stories

Task G: Paraphrasing Stories, *continued*

Listen to each story I read, and then retell it in your own words.

9. A Cool Pool

José and Evan were riding bikes in the alley when a friend ran up yelling about a broken water main two blocks away. The boys hurried to the spot where a huge geyser of water was spewing up from the middle of the street. Four water department workers were trying to shut off the water so they could repair the broken pipe. The drainage system backed up, resulting in a small swimming hole. The kids ran to put on bathing suits and spent the afternoon in their own private swimming pool beside the street. By the next day, the water main was repaired and the swimming pool became a memory—a very pleasant, refreshing one.

10. A Beach Getaway

Last summer, my family took a short trip to the beach. We camped in a tent, cooked over the campfire, and took showers in the campground restrooms. During the day, we put up an umbrella and a couple of chairs on the beach. We spread out a quilt to sit on while we read and ate lunch. The kids played in the water and the sand, collecting shells and building sand castles. We took long walks on the beach and played volleyball at the campground late in the afternoon. On the second evening there, we went to a seafood restaurant to sample some of the day's catch. It was only a few days, but it seemed like a long vacation. Everyone should take a beach getaway from time to time.

11. The Sack Race

Today was the annual carnival. There were rides and food and games for everyone to enjoy. The most popular game was the sack race. Everyone who entered the race stepped into a brown sack or bag that was pulled up to the waist. At the sound of the bell, you had to hop as quickly as you could in your sack to the finish line. It isn't as easy as it sounds! The winner of the race received a blue ribbon and a basket of goodies.

I.E.P. Goal: The client will paraphrase stories presented aloud, with 90% or greater accuracy.

Stories

Task H: Answering Interpretive Questions

Listen to each story I read, and then answer the questions.

1. Run Micah, Run!

Micah ran as fast as he could to the next tree. He hid behind it until the coast was clear. Then, he ran to another tree. The branches were so thick overhead Micah didn't know if it was night or day. He could still hear the animals howling behind him. They were getting closer. Suddenly, he heard a loud noise, like the ringing of a bell. He sat up suddenly and saw the sunlight streaming through his bedroom window. Micah blinked his eyes and looked around the room. Then, he gave a sigh of relief.

- Why was Micah running from one tree to another?
- What kind of a place do you think Micah was running through?
- What kind of animals do you think were chasing Micah?
- Why didn't Micah know if it was day or night?
- What could you look for in a forest to tell you if it was day or night?
- What was the loud noise Micah heard?
- Why did the place of the story change from a forest to a bedroom?
- How do you think Micah felt during his dream?
- Why did Micah give a sigh of relief when he woke up?

2. A Wet Welcome

Kurt ran in the house and slammed the door behind him. "This weather is only fit for ducks," he exclaimed as he shook water from his hair. "What about the baby? Is it here yet?" asked Anna. "No, it probably won't be born until tonight," answered Kurt. "You know how stubborn Silver is." "She sure is," agreed Anna. "But I can't wait to see her baby. The new baby animals and the budding trees are a sure sign that winter is behind us." "I hope so," answered Kurt. "Now I'd better call Doc Benson and tell him to be ready for a new foal. But this time I'll remind him to put some gas in that old jalopy of his so he gets here before the baby does."

- Does this story take place during the day or night?
- What is the weather like?
- How do you know what the weather is like?
- What season of the year is it?
- What details in the story give you a hint about the season?
- What kind of animal is Silver?
- What kind of doctor is Doc Benson?
- What do you think happened the last time Kurt called Doc Benson?
- Where do you think Kurt and Anna live?

I.E.P. Goal: The client will answer interpretive questions about stories presented aloud, with 90% or greater accuracy.

Stories

Task H: Answering Interpretive Questions, *continued*

Listen to each story I read, and then answer the questions.

3. The Peanut Butter Pancake

Susan was a finalist in the Perky Peanut Butter cooking contest. She traveled to Richmond, Virginia for the cook-off. Susan was sure her Peanut Butter Sponge Cake would win. During the cook-off, Susan was careful to measure everything exactly. She stirred the batter until it was as smooth as silk. When the cake was done, she set it on the counter to cool. Just then someone slammed a door and a heavy mirror fell off the wall with a loud thud. Susan's cake fell, too, along with her hopes of winning the contest.

- What kind of contest was Susan in?
- What type of food was in everyone's recipe?
- Where was the contest held?
- What did Susan bake in the cook-off?
- Why was Susan careful when measuring the ingredients?
- Why did the mirror fall?
- What do we mean when we say "the cake fell"?
- Do you think Susan can still win the contest? Why?
- Why do you think this story is called "The Peanut Butter Pancake"?

4. Tropical Paradise

Helen adjusted her mask and shut her teeth over the mouthpiece. Then, she took a deep breath and slipped into the clear aqua water. She kicked her fins and moved deeper under water. Suddenly, Helen saw a bright flash of color. She swam toward it but couldn't stay to see what it was. Helen thought her lungs were going to burst. She swam quickly to the surface, gasping for air when she reached the top. Helen floated on the top of the water for a while, enjoying the warm sun on her back. Then, she dove under the surface again, for another look at the tropical paradise.

- Why was Helen wearing a mask and a mouthpiece?
- What was Helen wearing on her feet?
- What do you think the bright flash of color was?
- Why couldn't Helen stay to see what the flash of color was?
- Why did Helen swim quickly to the surface?
- Did Helen really think her lungs would burst?
- How could Helen float on the water with the sun on her back?
- Where do you think Helen was swimming? Why?
- Do you think Helen was diving in very deep water? Why?

I.E.P. Goal: The client will answer interpretive questions about stories presented aloud, with 90% or greater accuracy.

Stories

Task I: Drawing Inferences from Stories

Listen to each story I read and answer the questions.

1. A Birthday in the Dark

It was time for Carlos' birthday party. Suddenly the sky became very dark, lightning flashed and it began to pour outside. With the next streak of lightning, the lights went out. Carlos' mom lit candles and brought out flashlights. Since she couldn't heat any food, Carlos' mother called several pizza places to find one that had power to fix a pizza. Carlos and his friends ate pizza by candlelight. Next, Carlos opened his presents. Then, the kids tiptoed through the dark house with flashlights and told scary stories. One child said as he left, "This was the neatest birthday party ever."

- Why did the lights go out?
- Why couldn't Carlos' mom cook his birthday dinner?
- Why did Carlos' mom have to call a lot of pizza places?
- What made Carlos' birthday party different from others?

2. The Circus Fan

The line for the circus tickets was very long. Andrew almost didn't get in for the six o'clock show. He squeezed his way into the circus tent and took one of the last empty seats in the back row. The show had already started. The first act, the horses, was almost done. Next came the lions and then the elephants. Andrew wondered how they taught the animals all those tricks. After the jugglers, the clowns, and the tigers, the final act, the acrobats, appeared.

- Why did Andrew have to squeeze into the circus tent?
- How do you know that Andrew was late?
- How can you tell Andrew didn't understand about the animal training?
- How do you know that Andrew went to the early evening show?

3. Decided at the Buzzer

The game was very competitive with the teams trading baskets up and down the court. The blue team was ahead 80-76 when the white team scored a two-point basket. The blue team came back down the court, shooting the ball at least three times with no basket scored. When the final buzzer sounded, the teams shook hands with one another as they filed off the court.

- How do you know the blue team won?
- How do you know that the white team was the last one to score?
- How do you know the game was over?
- How can you tell the players were good sports?

I.E.P. Goal: The client will make inferences about stories presented aloud, with 90% or greater accuracy.

Sounds in Words

Task D: Identifying Final Sounds in Words

Tell the ending sound for each word I say. I'll do the first one for you.

1. What sound does *bird* end with? *d*
2. What sound does *dip* end with?
3. What sound does *leaf* end with?
4. What sound does *cork* end with?
5. What sound does *June* end with?
6. What sound does *late* end with?
7. What sound does *grass* end with?
8. What sound does *gum* end with?
9. What sound does *ear* end with?
10. What sound does *cove* end with?
11. What sound does *has* end with?
12. What sound does *flash* end with?
13. What sound does *sob* end with?
14. What sound does *mug* end with?
15. What sound does *breathe* end with?
16. What sound does *witch* end with?
17. What sound does *fudge* end with?
18. What sound does *bath* end with?
19. What sound does *ring* end with?
20. What sound does *bay* end with?
21. What sound does *he* end with?
22. What sound does *vow* end with?
23. What sound does *hi* end with?
24. What sound does *the* end with?

I.E.P. Goal: The client will identify final sounds in words presented aloud, with 90% or greater accuracy.

Sounds in Words

Task D: Identifying Final Sounds in Words, continued

Tell the ending sound for each word I say.

25. What sound does *hoe* end with?
26. What sound does *boy* end with?
27. What sound does *ginger* end with?
28. What sound does *stadium* end with?
29. What sound does *motorbike* end with?
30. What sound does *bedspread* end with?
31. What sound does *bath tub* end with?
32. What sound does *medal* end with?
33. What sound does *jitterbug* end with?
34. What sound does *dangerous* end with?
35. What sound does *parrot* end with?
36. What sound does *unknown* end with?
37. What sound does *reply* end with?
38. What sound does *jackie* end with?
39. What sound does *multiplies* end with?
40. What sound does *repay* end with?
41. What sound does *relative* end with?
42. What sound does *bathe* end with?
43. What sound does *childbirth* end with?
44. What sound does *establish* end with?
45. What sound does *hopscotch* end with?
46. What sound does *undertow* end with?
47. What sound does *handkerchief* end with?
48. What sound does *prism* end with?

I.E.P. Goal: The client will identify final sounds in words presented aloud, with 90% or greater accuracy.

Sounds in Words

Task E: Recognizing Medial Sounds in Words

Listen for the middle sound in each word I say. I'll do the first one for you.

1. Does *radio* have /d/ in the middle? *yes*
2. Does *pencil* have /k/ in the middle?
3. Does *baby* have /b/ in the middle?
4. Does *finger* have /g/ in the middle?
5. Does *curtain* have /z/ in the middle?
6. Does *shuffle* have /b/ in the middle?
7. Does *fluffy* have /f/ in the middle?
8. Does *furry* have /r/ in the middle?
9. Does *pillow* have /p/ in the middle?
10. Does *baker* have /k/ in the middle?
11. Does *lobby* have /b/ in the middle?
12. Does *banner* have /m/ in the middle?
13. Does *button* have /t/ in the middle?
14. Does *hairy* have /p/ in the middle?
15. Does *captain* have /z/ in the middle?
16. Does *pony* have /n/ in the middle?
17. Does *gravy* have /v/ in the middle?
18. Does *fiddle* have /d/ in the middle?
19. Does *buckle* have /f/ in the middle?
20. Does *listen* have /s/ in the middle?
21. Does *lucky* have /k/ in the middle?
22. Does *sorry* have /w/ in the middle?
23. Does *pencil* have /k/ in the middle?
24. Does *cartoon* have /r/ in the middle?

I.E.P. Goal: The client will answer yes/no questions when listening for medial sounds in words presented aloud, with 90% or greater accuracy.

Sounds in Words

Task G: Identifying Positions of Sounds in Words

Tell if each sound is in the beginning, middle, or end of the word. I'll do the first one for you.

1. Where is /b/ in *bed*? *beginning*
2. Where is /g/ in *fig*?
3. Where is /f/ in *first*?
4. Where is /l/ in *yellow*?
5. Where is /sh/ in *shout*?
6. Where is /t/ in *button*?
7. Where is /v/ in *stove*?
8. Where is /ch/ in *patches*?
9. Where is /d/ in *danger*?
10. Where is /h/ in *horse*?
11. Where is /m/ in *drum*?
12. Where is /p/ in *gallop*?
13. Where is /th/ in *thumb*?
14. Where is /w/ in *wagon*?
15. Where is /k/ in *handshake*?
16. Where is /th/ in *mother*?
17. Where is /n/ in *hen*?
18. Where is /j/ in *pajamas*?
19. Where is /r/ in *radio*?
20. Where is /s/ in *fuss*?
21. Where is /k/ in *keep*?
22. Where is /w/ in *wig*?
23. Where is /y/ in *yell*?
24. Where is /z/ in *buzz*?
25. Where is /sh/ in *bushes*?
26. Where is /th/ in *bathtub*?
27. Where is /f/ in *hoof*?
28. Where is /b/ in *rub*?
29. Where is /d/ in *buddy*?
30. Where is /l/ in *light*?
31. Where is /v/ in *seven*?
32. Where is /ch/ in *crutch*?
33. Where is /p/ in *hopping*?
34. Where is /o/ in *obey*?
35. Where is /pl/ in *please*?
36. Where is /sk/ in *roller-skate*?
37. Where is /st/ in *doorstep*?
38. Where is /kl/ in *clock*?
39. Where is /e/ in *see*?
40. Where is /a/ in *bat*?
41. Where is /fl/ in *flag*?
42. Where is /st/ in *stack*?
43. Where is /r/ in *narrow*?
44. Where is /kr/ in *discreet*?
45. Where is /sn/ in *snail*?
46. Where is /bl/ in *blueberry*?
47. Where is /gr/ in *grateful*?
48. Where is /kw/ in *conquest*?

I.E.P. Goal: The client will tell if target sounds are in the beginning, middle, or end of words presented aloud, with 90% or greater accuracy.

Sounds in Words

Task H: Recognizing Blends and Digraphs in Words

Tell if each sound is in the word I say. I'll do the first one for you.

1. Is /br/ in the word *brick*? *yes*
2. Is /sl/ in the word *stink*?
3. Is /sk/ in the word *swell*?
4. Is /fr/ in the word *friend*?
5. Is /sw/ in the word *skate*?
6. Is /bl/ in the word *blue*?
7. Is /tr/ in the word *branch*?
8. Is /st/ in the word *stack*?
9. Is /kl/ in the word *cloud*?
10. Is /spr/ in the word *spill*?
11. Is /th/ in the word *brother*?
12. Is /sm/ in the word *small*?
13. Is /fl/ in the word *freeze*?
14. Is /dr/ in the word *train*?
15. Is /pl/ in the word *press*?
16. Is /str/ in the word *straight*?
17. Is /sn/ in the word *snow*?
18. Is /gr/ in the word *dress*?
19. Is /sw/ in the word *swell*?
20. Is /sp/ in the word *stain*?
21. Is /th/ in the word *brief*?
22. Is /gl/ in the word *glass*?
23. Is /pr/ in the word *prince*?
24. Is /ch/ in the word *coach*?
25. Is /st/ in the word *just*?
26. Is /skw/ in the word *stroller*?
27. Is /spr/ in the word *ghosts*?
28. Is /pl/ in the word *apply*?
29. Is /sh/ in the word *chirp*?
30. Is /dr/ in the word *protein*?
31. Is /shr/ in the word *prescribe*?
32. Is /ch/ in the word *charade*?
33. Is /kr/ in the word *crayon*?
34. Is /spl/ in the word *splendid*?
35. Is /br/ in the word *umbrella*?
36. Is /sw/ in the word *squirrel*?
37. Is /skw/ in the word *upstream*?
38. Is /spr/ in the word *bedspread*?
39. Is /thr/ in the word *throw*?
40. Is /sh/ in the word *mustache*?
41. Is /spr/ in the word *shrink*?
42. Is /pl/ in the word *complain*?
43. Is /sl/ in the word *accidental*?
44. Is /dr/ in the word *hydrogen*?
45. Is /th/ in the word *birthday*?
46. Is /tr/ in the word *country*?
47. Is /kr/ in the word *sauerkraut*?
48. Is /sk/ in the word *ask*?

I.E.P. Goal: The client will tell if blends and digraphs are present in varied positions in words presented aloud, with 90% or greater accuracy.