1986

A Curriculum For Developing Listening Skills in Kindergarten

Eileen Feagin

University of North Florida

Suggested Citation
https://digitalcommons.unf.edu/etd/18
A CURRICULUM FOR DEVELOPING
LISTENING SKILLS IN KINDERGARTEN

By
Eileen Pyatt Feagin

A thesis submitted to the
Department of Curriculum and Instruction
in partial fulfillment of
the requirements for the degree of
Master of Education

University of North Florida
College of Education and Human Services
April, 1986

Signature Deleted

Janice A. Wood, Advisor

Signature Deleted

James Middelstadt, Committee

Signature Deleted

Dr. Paul D. Eggen, Committee
ABSTRACT

The goal of this project was to develop a comprehensive program for teaching listening skills to kindergarten children which could be incorporated into a given curriculum. The focus of this paper was to identify the basic need of listening skills to the kindergartener and suggest a plan whereby this apparent deficiency could be addressed. Included are activities that the classroom teacher could utilize to increase the child's ability to listen.

Five of the seven basic skills identified as necessary pre-reading skills are considered; listening skills, visual discrimination, visual memory, auditory discrimination, and auditory memory. Activities compatible with the development of these skill areas are offered.
ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to Dr. Janice Wood for all of her guidance and support throughout the research and development of this project. My sincere thanks to Dr. Elinor Scheirer for her helpful suggestions in the editing process.

My very special thanks to the entire faculty and staff that helped make my years at the University of North Florida enjoyable. Last, but by no means least, a special thanks for the encouragement offered by my husband, Richard, throughout these learning years.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>ABSTRACT</strong></td>
<td>i</td>
</tr>
<tr>
<td></td>
<td><strong>ACKNOWLEDGEMENTS</strong></td>
<td>ii</td>
</tr>
<tr>
<td>1.</td>
<td><strong>Introduction</strong></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Definition of Terms</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Review of Related Literature</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>What the Literature says about Listening</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>The Relationship Between Reading and Listening</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Factors Affecting the Teaching of Listening</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Methods of Teaching Listening</td>
<td>19</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Design of the Project</strong></td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Suggestions for Use</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Subjects</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Criteria for Activity Selection</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Sample of an Activity Format</td>
<td>26</td>
</tr>
<tr>
<td>4.</td>
<td><strong>A Curriculum for Developing Listening Skills in Kindergarten</strong></td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Activities and Games</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Advanced Organizers</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Listening Skills Instruction</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Dot-to-Dot Worksheets</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Following Directions Worksheets</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Short Stories Worksheets</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td><strong>REFERENCES</strong></td>
<td>82</td>
</tr>
</tbody>
</table>
Chapter 1
Introduction

There is more to listening than meets the ear. Noah Webster has duped the American people for almost two hundred years by comparing "hearing" with "listening" in his dictionary definitions. One does not have to venture far to discover that listening comprises more than the physical process of sound waves being received and modified by the human ear. Throughout history there seems to have been a deficiency in the development of listening skills. This concern was expressed as far back as Shakespeare's time when he remarked, "It is the disease of not listening . . . that I am troubled withal" (King Henry IV, 1603). Oliver Wendell Holmes wrote, "It is the providence of knowledge to speak and it is the privilege of wisdom to listen" (The Poet at the Breakfast Table, 1887).

Kearns (1984) wrote that with the advent of television most Americans have become accustomed to a picture supplementing the message. This visual dependency may actually contribute to a loss of listening skills in today's students. The Sperry Corporation launched a major advertisement program in 1980 aimed at increasing the public's awareness about the importance of listening.
In summarizing the school's emphasis on listening, the study reported that "listening is the one communication skill that we are never really taught. We are taught how to read, to write, and to speak, but never to listen" (cited by Kearns, 1985, pp. 45-46).

In 1927, Rankin followed children, adolescents, and adults through the activities of their daily routine to discover which of the language arts dominated their conduct. He discovered that only 9% of each day was devoted to writing, 16% was given over to reading, 30% dealt with speaking, and amazingly 45% was in the listening area (as cited by Devine, 1982). A subsequent study was conducted by Wilt (1950) in several elementary classrooms. She discovered that the children devoted 60% of their time to listening.

The Federal government of the United States has also recognized the need for developing listening skills by including it among the basic skills in the Title II Section of the Elementary and Secondary Education Act of 1978. In addition, the President's Commission on Excellence in Education (1982) called for expanded support for listening skills to be taught in the curriculum.

Listening is regarded as a skill which a child must be taught from the time of birth. Devine (1982) stated that in order to develop this skill the child
must first be aware of sound, discriminate among various sounds, attach meaning to those sounds, and finally use these skills to improve comprehension and to follow directions.

Teachers and significant others in a child's life need to develop beyond this point a new attitude and process of listening purposefully in order to properly equip the child to master listening comprehension. It is the purpose of this project to develop a curriculum that can be utilized on a regular basis in the Kindergarten classroom. Large and small group activities will be offered that foster the development and refinement of discrimination between sounds, auditory memory, and identifying the source of sounds. Listening skill worksheets will be included that will instruct students in following directions and listening for detail in stories.
Definition of Terms

Auditory Discrimination: the ability to differentiate between various sounds, including differences in direction, rhythm, volume, or tone. It is also used to describe the ability to perceive parts of a word and to identify them and produce those sounds in the proper order (Lapp & Flood, 1978, p. 759).

Auditory Memory: the ability to recall and reproduce a number of sounds after hearing them only once (Lapp & Flood, 1978, p. 760).

Cloze Procedure: a measurement of comprehension of readability in which a reading selection is given and certain words are deleted. The student must then insert the words to provide closure according to the context clues (Lapp & Flood, 1978, p. 761).

Comprehension: the level of understanding of readability a person can attain in response to the combination of meaning and word symbols. Comprehension involved understanding of both oral and written language (Lapp & Flood, 1978, p. 761).

Critical Listening: the most complex kind of listening to teach or to learn. It implies the use of a highly conscious standard or criterion for evaluating spoken material while comprehending (Donoghue, 1977, p. 764).
Hearing: the process by which speech sounds in the form of sound waves are received and modified by the human ear (Taylor, 1973, p. 6).

Listening: the process of becoming aware of sound sequences. In listening to speech, the person first identifies the component's sound and then recognizes sound sequences as known words through the avenues of auditory analysis, mental reorganization, and/or association of meaning (Taylor, 1973, p. 6).
Chapter 2
Review of the Literature

This in-depth review of the related literature is intended to demonstrate that research indicates a need to teach listening skills and that listening skills can be successfully taught. The following areas will be given consideration: 1) what the literature says about listening, 2) how listening and reading are related, 3) various factors affecting the teaching of listening skills, and 4) various methods of teaching listening.

What the Literature Says about Listening

"The eye has been the favored son of educators whereas the ear has been the neglected child. The ear has been left to shift for itself and the neglected ear functions poorly in a world where it is forced to work overtime" (Nichols & Stevens, 1957, p. 206). Research shows that on an average we listen at a level of approximately 25% efficiency (Nichols & Stevens, 1957).

In an age when oral presentation carries so large a proportion of total communication, the above percentage may indicate gross neglect. Wolven and Coakley (as
cited by Fletcher, 1981), suggested that listening is an active process consisting of four components: 1) the physiological process of receiving; 2) attending or the focused perception of selected stimuli; 3) assigning meaning to the aural stimuli heard and attended to; and 4) remembering or storing aural stimuli for future recall.

Smith (1973) separates listening into four categories: 1) attentive, 2) appreciative, 3) analytical, and 4) marginal. Teachers should focus on attentive listening according to Gold (1981), as this type of listening forms for younger children a foundation upon which to build skills in all other disciplines.

Nichols and Stevens (1983) stated that "listening is a skill that can be improved through training and practice, just as reading, writing, and speaking."

In addition, researchers such as Pratt (1953), Canfield (1961), Trivette (1961), Lundsteen (1963), DeSousa and Cowles (1967), Thorn (1968), the Thompson (Colorado) School District (1970), Kranyik (1972), Morrow (1972), Lemons (1974), and others as noted by Early (1960) and Duker (1969) in their respective reviews on listening could indeed improve in listening comprehension (as cited by Pearson & Fielding, 1982).
Klein and Schwartz (as cited by Pearson & Fielding, 1982) found that second and third grade students trained in either auditory sequential memory or sustained attention to a task made significant gains in auditory sequential memory as measured by following directions to complete a task, over a cognitive enrichment group and a no-treatment control group. Sticht, Beck, Hawke, Kleiman, and James (as cited by Pearson & Fielding, 1982) reviewed some thirty-one studies that compared comprehension for recall of information through the reading and listening modes at various grade levels. They found that in the elementary grades almost all of the studies favored the listening mode. The proportion of studies showing an advantage to reading comprehension increases as do the studies showing no difference between the two modes as one moves from grades seven to twelve.

Pearson and Fielding (1982) offered the following conclusion concerning teaching of listening comprehension:

First, listening training in the same skills typically taught in reading comprehension curricula tends to improve listening comprehension. Second, listening comprehension is enhanced by various kinds of active verbal responses on the part of students, during and after listening. Third, listening to literature
tends to improve listening comprehension.

Fourth, certain types of instruction primarily directed toward other areas of the language arts (e.g., writing or reading comprehension) may improve listening comprehension as well. Finally, the direct teaching of listening strategies appears to help children to become more conscious of their listening habits than do more incidental approaches."

Sonnenschein (1984) and Sonnenschein and Whitehurst (1984) investigated how feedback from a listener helps kindergarteners attend to message quality and how such feedback affects speaking and listening skills. Specifics on this study are discussed later in this report. Sonnenschein and Whitehurst (1984) found that children of this age learn to assess messages adequately through observing a model flounder with inadequate messages but understand the message when he or she receives explicit feedback detailing the nature of the ambiguity.

Finally, a study by Mullin and Lange (1984) sought to determine if training on auditory and visual memory tasks would have any effect on kindergarteners' ability to remember stimuli that are presented either visually or auditorily. More emphasis is given here to this study as it seems critical in the curriculum development
to be undertaken in this project. There were 44 students involved in this particular study which consisted of 25 fifteen-minute lessons. Each lesson was divided as equally as possible between auditory and visual training. Because of the nature of this project, the auditory training procedures are explained in more depth than the visual training procedures.

The teacher used attention cues such as, "listen and try to remember." Both the pre-test and the post-test consisted of a ditto booklet for each child. The auditory test contained 22 pages and the visual test had 19 pages. The administrator had a large stimulus card for each page in the student booklet. An example of the auditory test would be a page with pictures of six familiar objects (fish, ball, flower, shoe, train, and snowman). The student was told to "put an X on the fish and the shoe". The students at first were asked to remember and respond to two auditory stimuli, with the numbers increasing until they were asked to respond to a sequence of five; directions also became more complex with students marking objects in different ways.

The following are some examples of lessons which the children received:
(1). The teacher clapped a rhythm and the children were asked to repeat the rhythm.

(2). The teacher made statements such as "dog, chair, brick - Name the one that is living. Apple, pencil, hours - Name the one that is food."

(3). The teacher gave a chain of verbal commands and asked the children to carry out the commands in sequence. The number of directions required to carry out the commands were gradually increased.

(4). The teacher aided the children in memorizing poems of increasing length.

(5). The teacher stated sentences with one incorrect or nonsense word. The children were asked to state the incorrect word and supply a correct word in its place. For example, "The garden was beautiful with lots of red shovels all in a row."

Scores on the pre-test for auditory memory ranged from a high of 31 to a low of 11, with a mean of 25.62, and the post-test scores ranged from 44 to 17 with a mean of 32.45. The difference between the pre-test and post-test was significant. According to Mullin and Lange (1984), it appears that a program designed to increase the ability of kindergarten-age children to recall auditory stimuli can have a positive effect on their ability to do so.
The Relationship Between Reading and Listening

The relationship between auditory skills and reading achievement has been the focal point of various studies in the past two decades. Numerous conclusions have been reported. Lemons and Moore (1982), stated that reading and listening are both receptive modes of the language arts. Austin (as cited by Lemons & Moore, 1982) supports the belief that training in listening should result in improved reading and that training in reading should result in improved listening. If one can learn to improve listening comprehension, he or she should be able to understand similar material by reading it. Fries (1962) stated that "learning to read is not a process of learning new or other language signals than those the child has already learned. The language signals are all the same."

Lundsteen (1979) said that listening and reading are the receiving skills of the language arts, and listening is a crucial beginning link in a subskill chain necessary for proficient problem-solving.

Clymer (1967) offered a four-part process to reading: 1) decoding, 2) understanding, 3) evaluating the message, and 4) finally making that message a part of one's general attitude and behavior in life.
Tuman (1980) suggested that this approach to reading reveals that only the first of these four elements is exclusively within the domain of reading. The last two elements, critical thinking and actions, are products of eduction in general. Whether or not understanding, the second element, has some properties associated with reading is still open to question.

With such disagreement among writers, a review of findings from several studies may be helpful. Lemons and Moore (1982) worked with Black fourth-grade children from an inner-city school who were classified as being from lower-class to lower-middle-class socioeconomic families. All of the children were reading at least on a 2.5 grade level and had no physical hearing problems. The children in the experimental group attended 20 minute listening training sessions five days a week for six weeks. To measure participants on reading, the Metropolitan Achievement Test: Elementary Form F was used. Analysis of the data collected indicated that there was a significant improvement \((p>.01)\) in reading skills of the experimental groups over the no-treatment control groups.

Kohts (as cited by Lemons & Moore, 1982) did a similar study. Kohts administered a daily ten-minute period of listening instruction to seventy-seven fourth
graders for twelve weeks in six different schools. She found a significant improvement in both listening and reading in the experimental groups.

Kennedy and Weener (1973) utilized the cloze procedure to determine if training poor readers to attend auditorially or visually to the contextual cues in a sentence would improve listening comprehension and/or reading comprehension. They contend that syntactic cues, the way words are joined in a phrase or sentence, and semantic cues, the meaning of words, are important sources of contextual information.

Due to the nature of this project Kennedy and Weener's study (1973) on the effect of the cloze procedure in reading and listening comprehension will be explained in greater detail. These researchers divided students into four groups (two experimental and two control groups). The experimental reading group was given visual training with cloze procedure, and the experimental listening group received training auditorially with the cloze procedure. One control group remained in the normal classroom with no special training. The other control group used their time individually practicing oral reading. This study focused on below average readers who were completing the third grade. The two experimental groups received individual training
for five sessions of twenty minutes each. The experimental listening group was given ten training sentences auditorally. A bell was rung in place of the deleted word. Students could have the sentences repeated as often as necessary. The students received positive verbal reinforcement for correct responses. For incorrect responses the experimenter repeated the sentences and asked if the incorrect response made sense, and then asked for another response. If an incorrect response was given the second time, the students went to another sentence.

During the second half of the training session a short story was introduced auditorially. The same presentation and correction procedures were used as in the first session. The experimental reading group followed the same procedures except that their sentences were written on individual pieces of paper and read. Application of the findings according to Kennedy and Weener was that training in the cloze procedure warrants serious consideration as a remedial program for below average readers. This study is also in agreement with the earlier research by Best (as cited by Kennedy & Weener, 1973), who also improved the reading comprehension of underachieving readers by training them with the cloze procedure.
Duker (1965) cited 19 major studies between 1926 and 1961 on the relationship between reading and listening and found that teaching one of these skills tends to improve the other skill. Converse to this, Duker also cited 23 other studies which suggested that poor readers will not usually benefit from aural instruction.

While the sum total of such studies would indicate a direct correlation between reading and listening skills, such conclusions bring forth critics. Devine (1968) challenges these findings in two specific areas. He notes that there is scant evidence to support the idea that instruction in reading or listening strengthens the other skill. He cites studies that show little or no impact of listening instruction elevating reading comprehension scores; however, he is quick to add that these studies are yet inconclusive and that further research is needed.

If there is an area where criticism is warranted, it lies in the perennial question: "Can listening skills be taught?" This issue was raised by Bakan (1956) and Hackett (1955) and still seeks an answer. Additional studies may solve this matter, but the bit of evidence that does exist could be considered sufficient for the task of improving these skill areas. One major concept now known is that reading teachers
should invest their resources in the general area of cognitive development (Tuman, 1980). Students must be convinced that printed and/or verbal information is worth knowing and therefore worth having. In this venture the student can learn to expend the necessary effort to grasp the multitude of messages of interest to them in their daily life.

✓ In conclusion, research indicates that most students, particularly low achievers, do improve their listening and reading skills with listening skill instruction. Likewise, the studies consulted reveal that there is definitely a direct correlation between listening and reading.

Factors Affecting the Teaching of Listening

There have been numerous studies exploring various factors which affect the teaching of listening. Van Wingerden (as cited in Devine, 1967) studied the effects of teaching listening skills and found that teachers say they spend more time teaching listening skills than they actually do, that they rely more on incidental instruction than direct instruction, and that they work with fewer aids and instructional materials than those who use a specific curriculum for teaching listening skills.
Doyle (1973) studied the effect of age on listening and noted that objective scores on listening tests increased with age. Barker (1971) found that listeners who are only children tend to comprehend better than those who are members of larger families. The effect of position in and size of the family was studied by Brown (as cited by Devine, 1967) who found that children with older and younger siblings were not better listeners than oldest or youngest children, and that children from small families were not better listeners than those from large families.

The influence of seating was investigated by Furbay (as cited by Devine, 1967) who discovered that scattered seating in a room, as opposed to compact seating, resulted in listeners tending to shift toward the thesis of the speaker's talk. Brooks and Wulftange (as cited by Devine, 1967) studied the effect of interest on listening comprehension and found that interest in the materials presented as well as the personality of the speaker affected listening comprehension.

In addition, Barker (1971) supports the idea that listening actually improves when the speaker is visible. When considering intelligence, Samuels (1974) stated that except for a very small percentage of the population, most students have the necessary
level of functioning to make sense of what a speaker is saying, providing the topic is one which is familiar to them. Another study by Higgins (as cited by Devine, 1967) investigated the influence of personality factors on listening. He discovered that listening was not influenced negatively or positively by anxiety and that no substantial relationship existed between listening ability and anxiety.

Finally, a study by Orr, Friedman, and Williams (as cited by Devine, 1967) supports the idea that speaking rates can be increased without loss in listening comprehension. They found that time-compressed speech at rates up to 475 words per minute produced no significant loss in comprehension.

The aforementioned studies seem to suggest that numerous factors are interwoven in the process of listening. As noted, both the listener and the speaker play grave roles in the act of listening.

Methods of Teaching Listening

"Listening is a skill which requires a good deal of practice to perfect. It is a skill that crosses all disciplines and may well be the building block in cognitive development" (Kearns, 1985). Lundsteen (as cited by Wolven & Coakley, 1982) suggests that
listening is the most basic area of language development. As such it is the primary skill that children develop. A child must first learn to listen and speak before he or she can learn to write.

When one considers the amount of time spent in listening each day and the dependence of students at all levels on listening in order to learn, it is interesting that many educators note that not a great deal of research has been done on the process of listening until recently. Possibly this lack of attention can be blamed upon the fact that listening today is so much a part of everything we do and because as Samuels (1974) states, all but the handicapped hearer can listen with relative success. The need to hone this skill has not seemed as vital as the other language skills of reading, writing, and speaking. However, concern about listening is growing, and the number of studies related to this matter seems to be increasing.

One prominent method used to teach listening skills is the cloze procedure which can be administered by auditory or visual means. This method employs the use of a sentence with one or more words deleted. The position or the "form class" may have an effect on the results so a "variance method" is proposed. In a series of ten sentences therefore, three sentences
could have the first or second word deleted. The next four sentences could have a word deleted from the medial section—from the third word in the sentence to the third word from the end of the sentence. The final three deletions could be from the last or next to last word in the sentence. The form classes used for deletion could be (a) prepositions and conjunctions, (b) verbs and adverbs, (c) adjectives and articles, and (d) nouns.

An additional method designed to train children in listening is Modeling Feedback (e.g. Sonnenschein, 1984; Sonnenschein & Whitehurst, 1984). In this method the children are given a set of four pictures and are asked to choose the correct picture (referent) on the basis of the speaker's message. The speaker utilizes two different messages in the process. The messages provide either adequate information to make a correct response or ambiguous information which requires additional questioning by the listener prior to making a correct response.

Prior to assuming the listener's role, the children observe a model demonstrating three (variant) responses to ambiguous messages: (a) a model asking general questions in response to ambiguous messages, (b) a model asking specific questions, and (c) a model asking specific questions accompanied by an explanation of
an underlying strategy. From this point the child becomes a listener and is shown a series of sets as determined by the speaker. With each set the speaker offers either adequate or ambiguous information from which the child is to make a correct response. Should the information be ambiguous, then the child is encouraged to request additional information or clarification of the information presented prior to making a decision.

A third method in developing listening skills focuses upon offering advanced organizers to children. An illustration of this method is to tell the children that we are going to read the poem entitled *Five Cats* (Ausubel, 1960). The children are instructed to listen attentively to the poem to ascertain the colors of the cats. The use of this method offers the child a task-oriented response to further his or her interest in listening.

The methodologies cited are employed by many others in various studies. Beyond these are many other methods used, but perhaps less extensively.

A thorough review of the research on listening has provided evidence that listening skills can indeed be taught. The research has also shown that listening and reading are correlated. The cloze procedure, modeling feedback and advanced organizers are examples
of successful means of developing improved listening skills in students. With research disclosing that up to 60% of the student's day is spent listening, a curriculum for the development of listening skills in Kindergarteners is certainly merited.
Design of the Project

In a teachers lounge one often hears the comment, "My children haven't heard a thing I've said all day." This expression of frustration is echoed many times throughout the schools across America. This rhetorical response indicates a need to develop a curriculum for the improvement of listening skills of students at the entry level in public education. To further establish this need a review of the literature was conducted. The literature indicates that a justifiable need does exist. Out of these needs the literature also suggests what objectives are appropriate for a listening curriculum to emphasize.

Suggestions for Use

This curriculum guide will provide the best results when used on a regular basis in the classroom. Most activities can be modified for either large or small groups. Likewise, activities can be used for remediation purposes with individuals who have a deficiency in auditory areas.

Subjects

This curriculum guide was developed to be used with Kindergarten children. It may also be utilized
by resource people who are involved in remediation of children who are known to have a deficiency in auditory areas.

Criteria for Activity Selection

Content areas to be emphasized in this curriculum guide were derived from the review of related literature. The project developer has reviewed activities in the literature and in general use, and determined which activities will be appropriate for Kindergarten children. This determination was based on the following criteria:

(1). Is the activity appropriate for the attention span of a five year old child?

(2). Do the activities for discrimination between sounds provide a variety of practice in rhyming words, beginning sounds, and differentiation between words that are alike and different?

(3). Do the activities for auditory memory provide a variety of sequencing length and vary from simple to complex?

(4). Can the activity fit into the regular readiness program?

(5). Do the activities encourage the focus of a child's attention with the intent of providing structure to the auditory task?

(6). Do the activities include a variety of auditory-visual devices to insure variation in approaches?

After selecting the activities for this curriculum guide, all activities will be categorized according to specific auditory
tasks (e.g., following directions, auditory memory, identifying the source of sound, discriminating between sounds and listening for detail in stories). Material needs for each activity will also be listed.

The author of this project is indebted to Eileen George for the following format.

Sample of Activity Format

"Find the Timer" Source of sound

Material: kitchen timer

Directions: Have one child go outside the room. Either the teacher or a child may hide the timer. The child from outside is asked to come inside and find the timer by listening for its ticking.

Variation: Several children may work together to find the timer.

Evaluation

The guide will be evaluated by the Kindergarten team at Middleburg Elementary School, Clay County School District, where portions of the curriculum will be piloted. This team consist of eight teachers. It will also be evaluated by two Primary Education Specialists at the developer's school.
1. "The Mystery Box" Identifying sounds

Materials: Objects such as a rattle, whistle, pieces of sandpaper, blocks, zipper, bell, paper, etc.

Directions: Place the above objects in a "Mystery Box" and set behind a screen. Select one child to go behind the screen and choose one item from the box, and make a sound with the object. The other children are to listen to the sound and guess what object is making the sound. After the object has been identified another child may step behind the screen, pick an object, and make a noise with that object.
2. "Listening Walk"  

Identifying sounds

Materials:  Tape recorder with a blank tape.

Directions:  Take a walk around your school using the tape recorder to record all sounds. When you return to your classroom listen to the tape and have the children identify the source of each sound.

3. "Classroom Talk"  

Identifying sounds

Materials:  Tape recorder with a blank tape.

Directions: Throughout the day turn on the tape recorder and tape the classroom activities. This can be done with, or without the children's knowledge. At the end of the day replay the tape and allow the children to identify the activity they were engaged in, and whose voices they hear on the tape.
4. "Mystery Voices"  
Identifying sounds

Materials:  Tape recorder with a blank tape.

Directions: Acquire pictures of some familiar people at school. Possibilities are the Principal, office secretary, librarian, custodian, or other teachers your children are around often at the school. Using the tape recorder have each of these people say something and have the students match their voices to their pictures.

A variation would be to tape voices of popular television characters and match their voices with a picture.

5. "Shake and Listen"  
Discrimination of sounds

Materials: Twelve (12) baby food jars, pennies, rice, sand, rocks, paper clips, tacks, or such.
Directions: Cover the outside of each jar leaving the bottom clear. Put pennies in two jars, rice in two jars, sand in two jars, and so forth. The children shake the jars until they find the two that sound alike. Then they can turn the jars over to look at the bottoms to check for their accuracy.

6. "Tap Tap" Discrimination of sounds

Materials: Various objects such as a wooden block, fork, pencil, glass, pad of paper, and a pillow.

Directions: One at a time, tap each object on a table for the children to hear. Choose one child to turn his or her back and another child to select one object and tap it on the table. The children are to identify the object being tapped on the table. This activity can be used in both large or small groups.
7. "Musical Instruments" Discrimination of sounds

Materials: A pair of various musical instruments.

Directions: Place one of each musical instrument behind a screen. Distribute the others to the remaining children. Choose one child to go behind the screen and pick an instrument and play it. The child in the group who has the identical instrument is to play their instrument.

Another variation is for the child behind the screen to play his or her instrument from one to five times, and the child with the identical instrument must play his or her instrument the same number of times.

8. "A Color Story" Recall

Materials: Squares of colored construction paper.
Directions: Give each child a piece of colored construction paper. After each child has a piece of colored paper tell a story to the children using all of the colors. As the child hears his or her color he or she stands up, then sits back down. The plot of the story is insignificant. One possibility might be a story about spring time. Include the colors of birds, flowers, animals, etc. Another possibility might be a trip to a circus and all of the colors one might see there.

9. "Whisper Game"  
Auditory Memory  
Recall

Materials: None.

Directions: Have the children sit in a circle. Tell the first child a simple sentence, such as, "Tomorrow is John's birthday." That child in turn tells it to the next child. After the sentence has been told around the circle the last child tells what he or she was told.
10. "Clapping Game"  

Auditory Memory

Materials: None

Directions: Have the children sit in a circle. Have the leader clap a rhythm. Call on several children to reproduce the same rhythm. Following is a suggested rhythm:

- Clap, clap, clap
- Clap, clap, pause, clap
- Clap, pause, clap, pause
- Clap, stamp, clap, stamp
- Stamp, stamp, clap, clap
- Stamp, clap, clap, stamp.

A variation would be to use rhythm sticks to produce the rhymes.

11. "Good Morning"  

Identifying sounds

Materials: Blindfold.

Directions: Call one child up to the front of the room and blindfold him or her. Motion for another child to come forward and
say "Good Morning (child's name)". The blindfolded child guesses who said Good Morning to them. Continue game as above for the duration of interest.

12. "Ring Bell, Ring"

Materials: Bell.

Directions: Have each child put their head down. Give a bell to one child and ask them to quietly tip-toe to any corner of the room. Tap another child on the shoulder who will listen for the bell to ring and point in the direction of the bell. Continue the game for the duration of interest.

13. "May I"

Materials: None.

Directions: Have all children sit in their chairs. Call a child's name and give them a command such
as, "________ stand and turn around three times then sit down." The child must say, "May I". If he or she fails to say "May I", another child will be called upon. Those who forget to say "May I" should be given another chance later on. Continue game until all children have had a turn.

14. "Following Directions"  

Following directions

Materials: None.

Directions: Act out the following poems:

Let's all stand up - straight and tall
Chins up high one and all
Hands on hips, hands on knees
Put them behind you - pretty please.

Touch your fingers - now your nose
Touch your ears and now your toes.
Raise your hands high in the air
Down at your sides and hold them there.
Now cross your arms - if you please
Touch your elbows - now your knees.
Raise your hands high as before
And sit like an Indian on the floor.

Hands on your shoulders, hands on your knees,
Hands behind you - if you please.
Touch your shoulders, now your nose,
Now your hair, and now your toes.
Hands up high in the air,
Down at your sides, now touch your hair.
Hands as high as before,
Now clap your hands - one, two, three, four.

15. "Restaurant"

Materials: Pictures of foods or food items from the kitchen play area.

Directions: The children will play "Restaurant". One child will be the waiter or waitress. They will take the food order from several other children and fill those orders. Simple picture menues can be made for
use in this activity. Check for the accuracy of each food order brought to the customer.

16. "Simon Says" Following directions

Materials: None

Directions: Play Simon Says starting with simple-to-follow directions and advancing to more complex directions.

17. "Mother Cat and Kittens" Source of sound

Materials: None.

Directions: Choose one child to be the mother cat and blindfold that child. Now select one to four children to be kittens. The kittens hide in the room and the mother cat meows as calling the kittens. The kittens respond with their meows and the mother cat must locate her kittens by
following the sounds made by the kittens meowing. Instruct the kittens to meow one at a time so as not to confuse the mother cat with sounds from all around the room. Children really enjoy this activity.

18. "Clapping Game" Discrimination of sounds

Materials: Any object suitable for hiding, such as an eraser.

Directions: Send one child out of the room. Hide the eraser somewhere in the room. After inviting the child back in the room, the children will clap loudly as the child gets closer to the eraser and softly as the child moves away from the eraser. Continue until the eraser is found. Then select another child to go outside and follow the rules again until interest has diminished.
19. "Beat The Clock"  

Source of sounds

Materials:  Kitchen timer or wind-up alarm clock.

Directions:  Send one to four children out of the room.  
Set the timer or clock for several minutes and hide it in the room.  Call the children to come back inside the room and find the timer by listening for its sound.  Select more children to go outside while the timer is hid again.  Children love this game.

20. "Name Those Things"  

Auditory memory

Materials:  A box with ten (10) varied objects.

Directions:  Call one child to the box and tell him or her to pull out three (3) objects and name them to the rest of the class.  Then have the child place these objects where the remainder of the children cannot see them.  Then this child calls upon another child to name the objects pulled from the box.
21. "Little Tommy Tittlemouse" Identifying sounds

Materials: None.

Directions: Choose one child to be the mouse. He or she will go to their house (a chair facing away from the class, a big box, or behind a screen). The group chants:

Little Tommy Tittlemouse
Lives in a little house
Someone's knocking, me - oh - my

While the children are chanting the teacher points to one child to tip-toe behind the mouse and stand. After the children have chanted the three lines above the child standing behind the mouse says:

Someone's calling, "Is it I?"
The mouse tries to guess which child is knocking at his door.
22. "Blindman's Bluff"  Identifying sounds

Materials: None.

Directions: Have the children form a circle. Tell each child what animal they are to be. Blindfold one child and place him or her in the middle of the circle and spin them around. Point to a child who will make his or her animal sound. The "blindman" tries to guess who made the animal sound. If this proves too difficult you can have the "blindman" walk to the animal sound.

23. "Thumbs Up"  Auditory discrimination

Materials: None.

Directions: The teacher will say two words that are similar or alike. The children will give the thumbs-up sign if the words are the same, and a thumbs-down sign if the words are different. Here are some possible
word selections:

- shirt - skirt
- boy - boy
- towel - howl
- rock - rake
- still - still
- ouch - out

24. "Missing Letter"  
Auditory discrimination

Materials: A stack of fifteen (15) varied pictures.

Directions: Show the children all of the pictures and go over their names. Display the cards where the children can see them. Say the ending part of the picture leaving off the first sound. Example: For the picture of a shirt you would say - "irt". The children must complete the word.

- ird = bird  
- owel = towel  
- indow = window  
- able = table  
- og = dog  
- oy = boy  
- ed = bed  
- an = man  
- ow = cow  
- op = top  
- ree = tree  
- ruck = truck
25. "Little Red Riding Hood" Recall

Materials: Any story such as Little Red Riding Hood, The Three Bears, or The Gingerbread Man.

Directions: Divide the class into groups and have each group listen for a certain word, and make a specific sound or action every time they hear that word. Example: In the story of Little Red Riding Hood have the boys be the wolf. Every time the word "wolf" is said the boys howl once, turn around and sit down. The girls can say "Ahaaaaaaa" every time you say Little Red Riding Hood. Each time you say the word pause to allow the children time to respond. As they get better you can increase the parts to make it more complex. Other stories can also be used in this activity.
26. "Color Match"  
**Auditory memory**

**Materials:** A set of colored chips for each child - red, blue, green, black, orange, brown, and purple.

**Directions:** Ask children to listen to the sequence of colors and line up their colors in the same sequence.

**Example:**

- blue, yellow, orange
- green, red, purple
- green, blue, yellow, red
- blue, orange, red, brown (etc.)

27. "Crack the Safe"  
**Auditory memory**

**Materials:** A small box decorated to look like a safe with a combination lock drawn on the front, prizes to put in the safe.

**Directions:** To "crack the safe" and take the prize, ask the child to remember the combination he or she is told. Tell the child a series
or 3, 4, or 5 numbers to repeat in the proper sequence. Continue until each child has had the opportunity to try for a prize.

28. "Parade Line-up"  

Auditory memory

Materials: Small toys representing: car, horse, truck, wagon, boy, girl, tractor, bus, etc.

Directions: Ask a child to line up the objects for a parade in the order directed. Ask the child to repeat the verbal command before making the visual representation.

Possible arrangements:
- cat, girl, wagon, bus
- house, truck, horse
- horse, boy, tree, truck
- tractor, dog, wagon
- girl, boy, truck, tree, wagon
- girl, house, block
- dog, boy, truck
- car, wagon, horse, boy
29. "Grow-a-Sentence"  

Auditory memory  

Materials: None.

Directions: Say a simple sentence and ask a child to repeat it. Then add more information to the sentence continuing to have the child repeat after you. Continue until the sentence becomes too difficult for the child. Example:

- I have a kite.
- I have a red kite with stripes.
- I have a red kite with stripes that my Mother bought me.

- We went to the zoo.
- We went to the zoo on Thursday morning.
- We went to the zoo on Thursday morning with my Aunt and Uncle while my Mother went to the store.
- We went to the zoo on Thursday morning with my Aunt and Uncle while my Mother went to the store and my Dad went to work.
ADVANCED ORGANIZERS

For the following short stories the children will need representations of the eight basic colors. These can be buttons, markers, strips of paper, etc. A color wheel may also be utilized. To make a color wheel divide an eight inch circle into eight pieces and cover each "pie slice" with a different color. Now place a spinner in the center fastening same with a brad as shown here:

Read each short story to the children and have the children show you the correct color. Since children like to hear their own name, you may substitute names from your class in the stories.

Following are some sample stories:

1. I am going to read a story about Margaret. Listen to find out what color blouse Margaret wore to the birthday party.

   Janie sent Margaret an invitation to her birthday party. "Oh Mother", she said, "What will I wear?" Margaret tried on
her blue blouse but it did not match her skirt. Her red blouse had a dirty spot on it. Margaret put on her yellow blouse, She liked this blouse and decided to wear it.

What was the color of the blouse Margaret wore?

2. Listen to this story and find what color balloon Mary picked.

Mary and her family went to the circus. Mary loved the clowns. One clown was giving away balloons. Mary's sister chose a red balloon. Her brother chose a blue balloon. Mary chose a green balloon. Her mother chose a yellow balloon. Everyone was happy with their balloon.

What color was the balloon Mary chose?
3. Listen to find what color puppy Mark chose.

Mark's mother told him that he could have a new puppy. Mark went to the pet store to look at the puppies. There was a pretty brown puppy playing with a ball. A spotted puppy was sleeping. A black puppy was chasing his tail. "I want the puppy that is chasing his tail", said Mark.

Which color puppy did Mark chose?

4. Listen to find what color flowers Susan got for her birthday.

Today is Susan's birthday. Her sister gave her a red ball. Her Father gave her yellow flowers. Her best friend gave her a beautiful sweater. Susan had a wonderful birthday.

What color were the flowers Susan got?
5. Listen to find the color of Mike's favorite hot wheels.

Mike has been collecting hot wheels since he was four years old. He now has twenty-one (21) hot wheels. He has red cars, blue cars, and green cars. The orange cars are his favorite. He also has black cars and brown cars.

What is the color of Mike's favorite hot wheel cars?

6. Listen to find the color of crayon Jack used to color the table.

When Jack's aunt came to visit she brought a box of crayons and a coloring book for Jack. Jack went to his desk to color some pictures. He colored a bike black. He colored a table green. He colored the clock brown. Finally he colored a car red. Jack had fun with his coloring book and crayons.
What color did Jack color the table?

7. Listen to find what color insect Sara brought to class.

Sara's class is studying about insects. Her teacher asked everyone to bring an insect to class. Max brought in a black insect. Jerry found a blue insect and brought it in. Sara brought a green insect and Joe brought a black insect. The children like collecting insects.

What was the color of the insect Sara brought to class?

8. Listen to find what color apples mother bought at the store.

Mother always did her shopping on Thursday. Today when she went to the store she bought five yellow bananas, two green apples,
and one brown coconut for a fruit salad.

What color apples did mother buy?

9. Listen to find what color chair the cat was sleeping on.

My Aunt Mary has four cats. She always lets me play with them when I visit her. This time when I visited I found two cats playing with a brown rubber mouse. One cat was sleeping on Aunt Mary's blue chair and the other cat was under the red sofa.

What color chair was the cat sleeping on?

10. Listen to find the color of Mandy's bike.

Mandy and her friends lived close to the school. On nice days they rode their bikes to school and parked them in the bike rack. Heather rode a purple bike. Mandy rode an orange bike.
Lucy rode a red bike. They were all very proud of their bikes.

What was the color of Mandy's bike?

11. Listen to find what color house Betsy live in.

Betsy, John, Alice and Carol lived on the same street. On Saturdays they met and walked to the ballfield. On their way they passed the yellow house where Betsy lived. They also passed the green house where John and Alice lived.

What color house does Betsy live in?

12. Listen to find what color of the rainbow George liked best.

George had a swimming pool in his back yard. All of the children in the neighborhood liked
to visit George and swim in his pool. One day while they were swimming Martha said, "Look... a rainbow." Everyone stopped swimming to look at the beautiful rainbow. Jerry said that he liked the green color best. Ryan said that he liked the red color best. George's favorite color was blue and Maggie's favorite color was pink. The children watched the rainbow until it disappeared.

What was George's favorite color in the rainbow?

13. Listen to find which bird flew to the cherry tree.

Cheryl's family liked to visit the park and watch the birds. Often they would take bread to feed the birds. Cheryl would throw bread into the air and the birds would catch it and fly off. A blue bird took his bread and went to the apple tree. The red bird flew to a cherry tree and a brown bird flew to a walnut tree. What fun Cheryl and her family had watching the birds that day.
What was the color of the bird that flew to the cherry tree?

14. Listen to find what color Danny painted his rocks.

Mrs. White's class went on a nature walk to collect rocks. When they got back to the room each child painted their rock. Tony painted his rock orange. Sue painted her rock black. Danny painted his rock purple and Gary painted his rock green. Mrs. White said that she had never seen such pretty rocks.

What color did Danny paint his rock?

15. Listen to find what color hat Joey made for the play.

Mrs. Smith's class is writing a play about four boys who wear silly hats. Each boy was allowed to make his own hat for the play. Thomas made a red hat with stripes. George made a
black hat with polka-dots. Joey made a yellow hat with lace and Barry made a brown hat with a mouse on it. Everyone laughed at the silly hats that the boys had made.

What color hat did Joey make for the play?
LISTENING SKILLS INSTRUCTION

Dot-to-Dot Worksheets (Pages 59 to 64)
The children will need their red, yellow, blue, green, orange, black, brown and purple crayons for most of these activities. After the children have written their names on the paper, go over each of the pictures so that the children will recognize them. Demonstrate on the board how the children are to draw the lines from dot to dot and not from picture to picture. Also demonstrate how straight lines are to be drawn between the dots. The dot-to-dot worksheets are to be intermingled with the "Following Directions" worksheets.

Following Directions Worksheets (Pages 65 to 72)
The children will need the eight basic colors for most of these activities. For the first few skill sheets give the children only the colors they will need. On the board give examples of over, under, circle, box, and x'ing, if applicable. Have the children put their name on the worksheet. Then go over every picture for identification purposes. Have the children turn their papers over so that they cannot see the front. Since children are not born with the ability to listen we must teach them. Give the children the first direction
(Example: draw a red line under the tree). Have the children repeat the directions out loud several times. Now have them turn over their paper and complete the task. As they complete the task have them turn their paper back over and wait quietly for the next directions. On the first few sheets walk around the room and look for children who have not successfully completed the task. Repeat the directions to them and have the child repeat these directions back to you. They should now be able to complete the task.

**Short Stories** (Pages 73 to 81)

Draw several examples on the board and demonstrate how to fill in the circle under the correct picture. It is not necessary to go over each picture with the children. The children should be looking at their papers as you read the short story.
Draw a blue line from the wagon to the house.
Draw a brown line from the clock to the fish.
Draw an orange line from the clock to the pail.
Draw a green line from the house to the plane.
Draw a purple line from the wagon to the plane.
Draw a red line from the leaf to the fish.
Draw a black line from the wagon to the clock.
Draw a yellow line from the wagon to the leaf.
Draw a blue line from the plane to the clock.
Draw a purple line from the wagon to the fish.
What did you draw?
Draw a red line from the pencil to the mouse.
Draw a green line from the heart to the cup.
Draw a blue line from the tree to the butterfly.
Draw a black line from the tree to the heart.
Draw an orange line from the mouse to the butterfly.
Draw a yellow line from the umbrella to the cup.
Draw a purple line from the butterfly to the heart.
Draw a red line from the umbrella to the boat.
Draw a purple line from the sun to the kite.
Draw a green line from the umbrella to the kite.
Draw a brown line from the tree to the dog.
Draw a blue line from the boat to the heart.
Draw an orange line from the sun to the umbrella.
Draw a yellow line from the kite to the heart.
What did you draw?
Draw a red line from the angel to the tree.
Draw a green line from the bell to the tree.
Draw a red line from the star to the present.
Draw a blue line from Santa to the bell.
Draw a yellow line from the present to the bell.
Draw a purple line from the star to the bell.
Draw an orange line from the angel to Santa.
What did you draw?
Draw a brown line from the pencil to the key.
Draw a blue line from the tree to the apple.
Draw a purple line from the dog to the candle.
Draw an orange line from the book to the apple.
Draw a red line from the pencil to the clock.
Draw a black line from the dog to the heart.
Draw a green line from the key to the clock.
Draw a yellow line from the umbrella to the tree.
Draw an orange line from the candle to the heart.
Draw a brown line from the umbrella to the book.
What did you draw?
Draw a red line from the happy face to the sad face.
Draw an orange line from the umbrella to the pencil.
Draw a purple line from the heart to the bird.
Draw a green line from the bike to the fork.
Draw a purple line from the kite to the candle.
Draw a yellow line from the clock to the cup.
Draw a brown line from the star to the tree.
Draw a black line from the cup to the tree.
Draw an orange line from the bike to the kite.
Draw a red line from the clock to the star.
Draw a blue line from the fork to the candle.
Color the two circles black.
What did you draw?
Draw a black line under the horn. * Draw green circle around the glass. * Draw a red line over the umbrella.

Draw a green box around the dog. * Draw a red circle around the cat. * Put a black X on the pencil.

Draw a red line over the clock. * Put a black X on the sock. * Circle the key with your green crayon.
Draw a red line over the bell. * Put an orange X on the hat. * Draw a green circle around the rocket.

Draw a black line over the rake. * Put a brown line under the bat. * Put a purple X on the hammer.

Draw a yellow box around the ring. * Draw a blue line over the kite. * Put a green X on the sail boat.
Color the pig's ears brown. * Color the ducks bill and feet orange. * Draw some yellow hay for the cow to eat.

Color the handle of the pot red. * Color the can green. * Draw a red apple to go in bag.

Color the sun yellow and orange. * Color the fish's tail brown. * Color the clown's hair and his mouth red.

Color the cloud black. * Make blue rain falling from the cloud. * Color the big glass red. * Color the little glass purple. * Draw a brown bone for the dog. * Give the dog black spots on his body.

Color the flowers on the valentine card yellow. * Color the heart red. * Color two of the blocks red. * Color the other block green. Color the big sock orange and purple. Color the little sock blue.
Color the flower yellow. * Color the leaves green. * Color the mop handle brown. * Draw a black puddle of water under the mop * Color the apple yellow * Draw a brown worm crawling under the apple.

Color the fan blue and yellow. * Color the rabbit yellow. * Draw an orange carrot for the rabbit. * Color the top part of the lamp red. * Color the bottom part of the lamp green.

Color the clown's nose red. * Color his hair orange. * Color the dress purple. * Draw a pair of black shoes to wear with the dress. * Color the big door red color the little door black.
Color the butterfly over the fence yellow. * Color the butterfly under the fence green. * Draw a yellow light bulb for the lamp. * Color the lamp orange. * Color the clown's hat red. * Color the ruffle around his neck purple.

Draw a black spider to go in the web. * Color the fly brown. * Color the collar around the dog's neck red. * Color the dog's nose and ears brown. * Color the dots on the bug green and yellow. * Draw a purple worm for the bug to eat.

Color the bike tires black—color the seat red. * Color the steam yellow—color the kettle orange, * Color the seal black—color the ball green.

Color the whale brown—color the water blue. * Color the fire yellow—color the match stick brown. * Color the cake purple—draw a blue knife to cut the cake.

Color the star yellow—color the flag pole blue. * Color the nest brown—color the eggs orange. * Color the man's hair brown—color his mustache black.
Color the comb red-color the brush black. * Color the owl yellow-color the tree brown. * Draw a red broom for the snow man-color his hat black.

Color the cat's tail red-color his ears green. * Color tie tie black and blue-draw a blue pocket on the shirt. * Color the ice cream cone brown-color the ice cream orange.

Draw a black circle around the big mouse-color the little mouse purple. * Color the doll's blouse red-color her shoes brown. * Color the bird's bill yellow-color his water bowl green.
I fell on this and it did not hurt me. Which picture shows what I fell on?

My mother told me if I slept on this I might catch a cold. Which picture shows what my mother was talking about?

Mother will not allow me to sleep with my favorite toy. She says I might get hurt. Which picture shows my favorite toy?

My brother was so tired from pulling me to town in the wagon that he had to have this before he could pull me home. Which picture shows what my brother had?
John bought some raisins, an apple, and a can of orange juice. He drank the orange juice and ate the apple. Which picture shows what John had left?

Baby Duck went for a walk and got lost. While he was walking he met a frog and they played awhile. Finally his mom and dad found him and they went swimming. Which picture shows who went swimming?

One day Sara and her friend were walking in the park near their house. They heard a noise and looked up to see the animal that was making the noise. Which picture shows the animal that was making the noise?

The doctor said that Jane was not to use a lot of energy. Which picture shows what the doctor would let Jane do?
Sam plans to take a trip to his Grandmothers who lives far away. He wants to take his time and look at the sights as he goes. Which picture shows how Sam will travel?

Mother lite one candle at breakfast. She lite one candle at noon and she lite one candle at dinner. Mother did not blow any of the candles out. Which picture shows the candle that Mother lite at breakfast?

Jeff wanted to go fishing. He ask his mother and she said he could go. Jeff got his fishing pole, a bucket, and some worms. Which picture shows what Jeff did not take with him to go fishing?

John's father bought him a horse as a suprise birthday present. John invited his friends over to see his horse but he wanted to suprise his friends. Which picture shows where John hid the horse so his friends could no see it?
Linda was very hungry when she came home from school. She ate a banana, some crackers and drank a glass of milk. Which picture shows what Linda ate when she came home from school?

Mary moved into a new two story house with big windows and a fireplace. Mary has her own room and loves it. Now she can invite her friends over to spend the night. Which picture shows Mary's new house?

Rusty heard a ringing sound. Then he heard his mother talking to someone. Which picture shows what made the ringing sound?

George was given a bright yellow balloon. He ran and ran watching the balloon fly through the air. George's dog thought it was fun to chase them. George ran under a tree and the balloon popped. Which picture shows what popped the balloon?
Molly's mother told her to dress for rain. What pair of shoes would she wear?

Sara has a new cat. John came to see her new cat and brought his dog. Sara's cat and John's dog liked each other. Which picture shows Sara's pet?

My teacher asked a clown to come to our class. He was always smiling and he wore a big hat. Everyone liked the clown. Which picture shows the clown that came to our class?

Gerald's family stopped at McBurgers for lunch. Mother said "I'm not very hungry, I'll just have something to drink." Which picture shows what mother had?
Joyce's baby kitten was playing in the kitchen. Joyce heard a crash and ran to see what happened. The kitten was sitting on the table in a plate licking its paws. On the floor was a broken glass. Which picture shows what made the loud crash?

Mother told Betty to put away the glasses, the plates, and the forks. Which picture shows what mother told Betty to put away?

Sara dusted the living room. First she dusted the television. Second she dusted the coffee table. The last thing she dusted was the lamp. Which picture shows the first thing that Sara dusted?

Alice and Julie are going to paint a picture. They will need some paint, some paint brushed and some paper. "I'll get the paper" said Alice. "I'll get the paint" said Julie. Which picture shows what the girls still need?
For breakfast Darl usually eats cereal and drinks a glass of milk. This morning however, he ate two eggs. Which picture shows what Carl ate for breakfast this morning?

For Carol's birthday her mother bought her a dress. Her father brought her a necklace. Which picture shows what Carol's mother gave her?

Lee usually rides the bus to school but this morning his mother drove him to school. Which picture shows how Lee got to school this morning?

Brenda has a pet mouse and often plays with insects. But Brenda is very scared of snakes. Which picture shows the animal that Brenda is scared of?
John had a great time at the circle. He saw elephants with pretty girls riding on them. He saw dancing bears. He also saw lions and a lion tamer. Which picture shows what animal John saw at the circus?

Gary's class went on a nature walk around the school. George found a frog. Marcia picked two flowers and Heather found an ant. Which picture shows what Gary's class found on their nature walk?

Beth has three birds living in her back yard. The biggest bird has babies. The other two birds do not have any babies. Which picture shows the bird that has babies.

Mother looked out the kitchen window and saw a spotted dog chasing their cat. "Quick" said mother "open the door and let the cat in". Which picture shows the dog that was chasing our cat?
Joey earned money by mowing his neighbors yards. He decided to buy a new toy. When Joey went in the store he saw a balloon, a stuffed animal, and a truck. Joey decided to buy the stuffed animal. Which picture shows what Joey bought?

Stacey went to the grocery store. She bought two bananas, an apple and a loaf of bread. Which picture shows what Stacey bought first?

One Saturday my family worked in the yard. First we raked all the leaves. Then we watered the grass. Finally we sat under a tree and rested. Which picture shows what my family did last?

Jerry and his friend went to the zoo. They thought it was funny to see the giraffe scratching his neck. The elephant was giving himself a bath and got water on the boys. The lion was sick and did not come out. Which picture shows the animal the boys did not see?
References


Language Arts, 60 (2), 163-165.

Language Arts, 59 (6), 617-629.


