

# Strategies to Strengthen Listening Skills

## Table of Contents

### **Common Direction Vocabulary (page 2):**

This checklist contains many common words used in following directions. They are listed in the order children often acquire these words, but there is a lot of variability in real life. The ages are just to give you an idea of typical development. Use the checklist to keep track of the vocabulary your child already knows and what they might need to work on.

### **Auditory Memory Practice (pages 3-6):**

These pages contain four different types of memory practice to help your child increase the amount of verbally presented information they can remember. Detailed directions are given.

### **Following Direction Practice (pages 7-13):**

These pages contain a picture to be printed multiple times and five stories for your children to complete the picture by following directions. You may also make up your own directions and continue to use the activity past these five stories. Detailed directions are given.



**Frames**

*My*CuteGraphics  
**Children and Cats in Classroom  
Picture**



**Plant, books, and table  
in Classroom Picture**

# Common Direction Vocabulary

<b>Vocabulary</b>	<b>Approximate Age of Mastery</b>	<b>Mastered?</b>	<b>Notes</b>
<b>Front</b>	4 years		
<b>Back</b>	4 years		
<b>Beside</b>	4 years, 6 months		
<b>Next to (position)</b>	4 years, 6 months		
<b>Top</b>	4 years, 6 months		
<b>Middle</b>	4 years, 6 months		
<b>Bottom</b>	4 years, 6 months		
<b>Above</b>	5 years		
<b>Below</b>	5 years		
<b>High</b>	5 years		
<b>Low</b>	5 years		
<b>Between</b>	5 years, 6 months		
<b>Ahead of</b>	5 years, 6 months		
<b>Behind</b>	5 years, 6 months		
<b>First</b>	5 years, 6 months		
<b>Second</b>	5 years, 6 months		
<b>Third</b>	5 years, 6 months		
<b>Next (in a sequence)</b>	5 years, 6 months		
<b>Last</b>	5 years, 6 months		
<b>Left</b>	6 years		
<b>Right</b>	6 years		

# Auditory Memory Practice

**Goal:** Your child will increase his or her ability to remember information of increasing length presented verbally.

**Sections:** Number Memory  
Related Words  
Unrelated Words  
Sentences

**Directions:** Start at the beginning of a section. Say the words with about a half second pause between them. Have your child repeat them back to you. (Say the sentences at a normal pace.) The goal is for your child to repeat the groups of words or sentences back in the correct order.

If your child is at least 80% successful with one group of words or sentences, move on to the next group in that section. Continue to work until your child falls below an 80% success rate or becomes bored with the activity.

If your child is having difficulty, give them a visual cue that he can "attach" each word to. For example, if you are working on repeating four words, draw four Xs on a piece of paper and have your child touch each one as he hears the word and then as he repeats it back to you.

You will likely run out of words or sentences before your child achieves 80% success at each level. Feel free to make your own groups of words or sentences.

You may have your child color or play with play-dough while doing these exercises. Or you could play a board game and your child has to repeat one set of words or sentences back to you before she can take her turn.

# Auditory Memory Practice

## Numbers

2-8-6-1

4-2-7-3

1-8-2-6

3-2-9-6

5-2-7-1-0

3-7-5-9-1

2-6-9-3-7

1-6-3-7-9

6-2-8-3-4-7

0-3-8-2-7-5

6-8-1-3-7-4

9-4-1-7-3-8

6-2-8-4-3-9-7

2-7-4-3-9-3-1

0-2-5-9-5-8-6

2-6-8-7-4-3-9

## Related Words

Blue-red-purple

Dog-mouse-rabbit

Fork-spoon-knife

Table-chair-couch

Car-truck-van

Plate-cup-bowl-cup

Tree-flower-grass-bush

Football-soccer-baseball-basketball

Green-yellow-red-orange

Sock-pants-shirt-underwear

Spoon-knife-fork-napkin-plate

Bed-pillow-blanket-dresser-chair

Sink-toilet-bathtub-towel-comb

Tiger-bear-giraffe-lion-monkey

Pencil-marker-pen-paint-eraser

## Unrelated Words

Dog-book-sock

Cabinet-tree-car

Flower-pen-doll

Picture-moon-envelope

Window-van-block-paper

TV-cat-blanket-eggs

Ball-car-stairs-peanut butter

Log-box-banana-counter

(continued on next page)

# Auditory Memory Practice

## Unrelated Words (cont.)

Driveway-TV-flower-fish-pencil

Shirt-hair-pillow-bike-mailbox

Fireplace-apple-tiger-hand-book

Spoon-sidewalk-sandal-bucket-movie

## Sentences

The cat is gray.

Do not shop there.

My book is boring.

You can walk fast.

Read the first paragraph.

The light is too bright.

I can't hear the TV.

I am making a picture.

You can't go upstairs now.

Get out the big platter.

I wrote a book about our vacation.

The clothes are in the basket.

The fort I built fell down.

I really want hot dogs for lunch.

The weather is cold and rainy.

We are going to study plants and animals.

Please go upstairs and brush your teeth.

Your father will be home at 5 o'clock.

Can you help me fold the laundry?

Write down what you want at the store.

# Auditory Memory Practice

## Sentences (cont.)

Turn off the TV and put your shoes on.

Get the planet book to take to the library.

Put on a coat because it is cold today.

Your brother left to go to the grocery store.

You will need to clean your bathroom tomorrow.

You need to get lesson 43 in your math book done.

Your father is grilling hamburgers and vegetables for dinner.

Can you take the dirty laundry and put it in the wash machine?

I saw a movie about President Roosevelt the other night.

Have you read the book about the spider and the pig?

Make your bed, pick up your laundry and brush your teeth, please.

I couldn't find any apples that looked good at the store today.

The largest country in Asia is the People's Republic of China.

We need to empty the garage today, sweep it out and put everything back.

The hockey game you wanted to watch is on channel 36 at 7:30 tonight.

I heard there is a big hurricane headed toward the beach and people need to evacuate.

Did you know Marie Curie was the first woman to win the Nobel Prize?

On page 103 in your grammar books it explains how to diagram sentences.

I need you to buy ground beef, lettuce, and ginger for tonight's dinner.

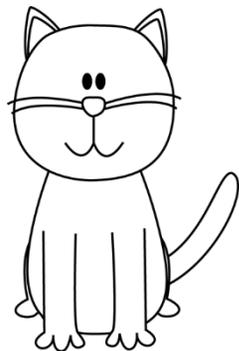
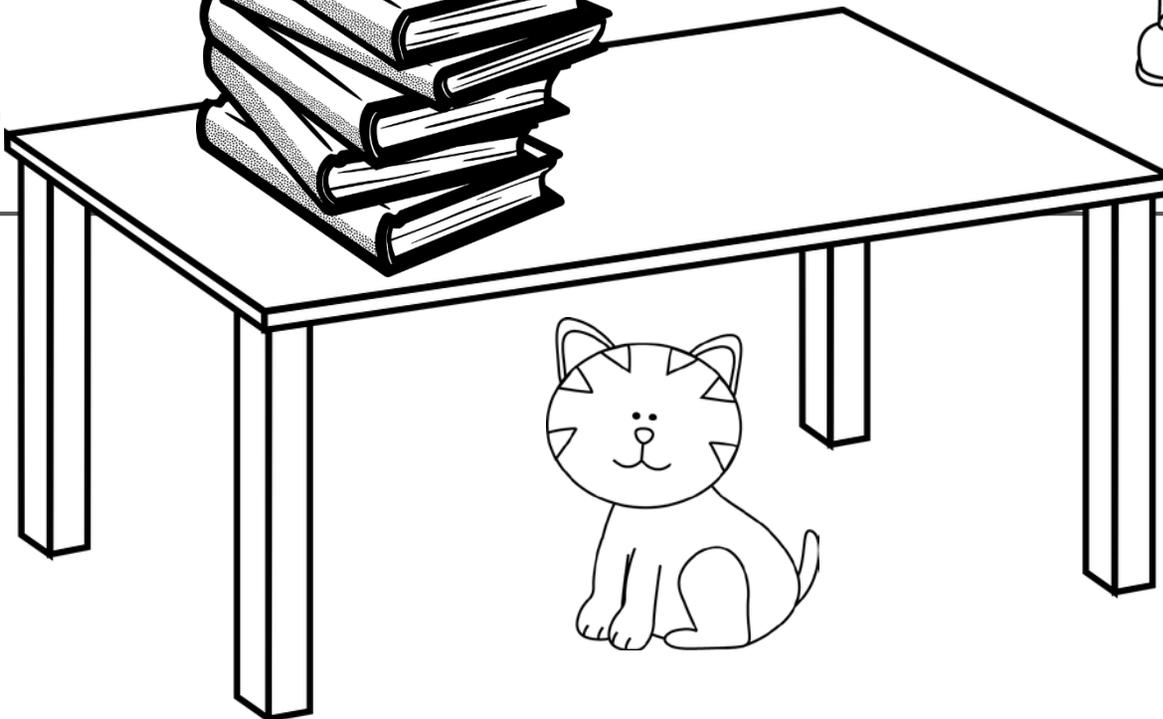
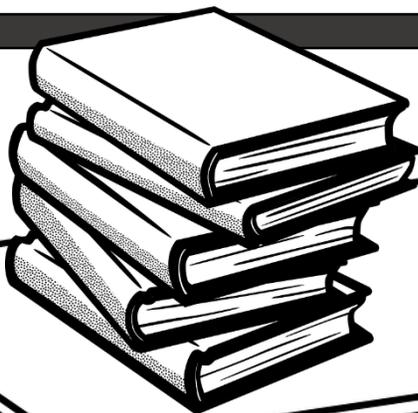
Are you going to your friend's house tonight or staying home to watch a movie with us?

# Following Directions

Print one picture for each child for each story you do. You will need a box of crayons. Direction vocabulary has been **bolded**.

Modifications are given for most directions as examples of how to make the activity easier for children who are working at a simpler level. Feel free to further modify as needed.

These activities are to help teach your child how to follow directions and to give them practice. They are not tests. The goal is for your child to experience at least 80% success. Modifications will help your child achieve this level of success. As your children become better at following directions, decrease the amount of help you are giving them.



# Following Directions: Back to School

## Science Class

- 1) It's time for science class. Write "Science" at the **top** of the white board. (*Modification:* if your child is not yet spelling, just ask him to put an S at the top of the board or spell the word 'science' out for him.)
- 2) Draw a big red circle on the poster to the **left** of the white board. Write "Mars" **above** it. (*Modification:* First, have your child complete the first sentence. Then, read the second sentence to them.)
- 3) Draw one large star and four small stars on the poster to the **right** of the white board. Write "Stars" above them. (*Modification:* First, have your child complete the first sentence. Or even break the sentence into two parts: "Draw one large star on the poster to the right of the white board." "Now add four smalls stars." Then, read the second sentence to them.)
- 4) Draw a pile of blue modeling clay on the table. The kids can use it to make models of planets.
- 5) Write "Astronomy" on the **front** cover of the **top** book and then color it green. (*Modification:* break into two parts. Modify spelling if needed.)
- 6) Write "The Moon" on the spine of the **middle** book and then color it orange. (*Modification:* break into two parts.)
- 7) Color the cat **under** the table brown.
- 8) Give the other cat a tag that says "Bob". (*Modification:* change to a letter B if your child is not spelling, yet.)
- 9) Draw red and blue stripes on the girl's shirt. (*Modification:* have child just color the shirt all one color.)
- 10) Give the boy blue shoes and brown hair. (*Modification:* break into two parts.)

# Following Directions: Back to School

## Math Class

- 1) It's time for math class. Write "Math" at the **bottom** of the white board. (*Modification:* if your child is not yet spelling, just ask him to put an M at the bottom of the board or spell the word 'math' out for him.)
- 2) Draw a greater than symbol on the poster to the **left** of the white board. (*Modification:* Make it harder or easier by having your child draw something she is currently learning in math.)
- 3) Draw a less than symbol on the poster to the **right** of the white board. (*Modification:* Make it harder or easier by having your child draw something she is currently learning in math.)
- 4) You are going to draw red circles on the table. Draw two rows with five circles in each row. Write how many circles there are **below** the circles. (*Modification:* break into two parts. Make the array easier (1 row of 5 circles) or harder (4 rows of 4 circles).)
- 5) On the **second** book, write Addition on the spine. Then color it blue. (*Modification:* break into two parts. If not yet spelling, write an A on the spine.)
- 6) On the **fourth** book, write Division on the spine. Then color it yellow. (*Modification:* break into two parts. If not yet spelling, write a D on the spine.)
- 7) Color three leaves on the plant green.
- 8) Write the equation  $2 + 4 = 8$  on the board. (*Modification:* Have your child write an incorrect equation similar to what they are currently learning in math.)
- 9) Is this equation correct? If not, put an X over the answer and write the correct answer **next to** it.
- 10) Draw five whiskers on the cat **under** the table.

# Following Directions: Back to School

## History Class

- 1) It's time for history. Write "The Civil War" in the **middle** of the white board. (*Modification:* if your child is not yet spelling, just ask him to put a CW in the middle of the board or spell the words out for him.)
- 2) Write 1861 on the poster to the **left** of the white board. (*Modification:* Say each digit separately if not familiar with larger numbers.)
- 3) Write 1865 on the poster to the **right** of the white board. (*Modification:* Say each digit separately if not familiar with larger numbers.)
- 4) Color the **second** book green and the **last** book orange. (*Modification:* break into two parts.)
- 5) Write Gettysburg on the **front** cover of the **top** book and then color it red. (*Modification:* break into two parts. Write 'war' on the cover.)
- 6) Color the girl's shirt blue and the boy's shirt gray. (*Modification:* break into two parts.)
- 7) Color the **top** of the table brown and the legs black. (*Modification:* break into two parts.)
- 8) Write "The North" at the **top** of the white board.
- 9) Write "The South" at the **bottom** of the white board.
- 10) Write "Lee" on the cat **under** the table and "Grant" on the cat next to the table. (*Modification:* break into two parts.)

# Following Directions: Back to School

## Lunch

- 1) It's time to eat lunch. Write "Lunch Time" at the **top** of the white board. (*Modification:* if your child is not yet spelling, just ask him to put an L at the top of the board or spell the words out for him.)
- 2) Draw an apple on the poster to the **left** of the white board. Write "Fruits" **above** it. (*Modification:* break into two parts. If your child is not yet spelling, just ask her to put an A at the top of the poster or spell the word out for her.)
- 3) Draw a carrot on the poster to the **right** of the white board. Write "Vegetables" **above** it. (*Modification:* break into two parts. If your child is not yet spelling, just ask her to put a V at the top of the poster or spell the word out for her.)
- 4) Draw a circle on the table and draw a sandwich in the **middle** of the circle. (*Modification:* break into two parts.)
- 5) Draw a square food dish **in front of** the cat **under** the table. (*Modification:* simplify by not giving a shape to the dish and/or where to put it.)
- 6) Draw a napkin tied around the other cat's neck.
- 7) Write your favorite book's title on the cover of the **top** book and then color it orange. (*Modification:* break into two parts. Draw a picture from favorite book instead of writing title.)
- 8) Color the girl's pants blue and the boy's shirt red. (*Modification:* break into two parts.)
- 9) Lunch ends at 12:30. Write "12:30" in the **middle** of the white board. (*Modification:* explain how to write 12:30 or have child draw a clock showing 12:30 if working on time.)
- 10) Draw a brown garbage can to the **left** of the girl.

# Following Directions: Back to School

## End of the Day

- 1) It's the end of the day. Write "Homework" at the **top** of the white board. (*Modification: if your child is not yet spelling, just ask him to put an H at the top of the board or spell the word out for him.*)
- 2) Draw a line **under** the word Homework and write "Read a book" under the line. (*Modification: break into two parts. If your child is not yet spelling, ask her to draw a book.*)
- 3) On the poster to the **left** of the white board, write "Start". Then write 8:00 **underneath** the word. (*Modification: break into two parts. If your child is not yet spelling, just ask her to put an S at the top of the poster or spell the word out for her.*)
- 4) On the poster to the **right** of the white board, write "End". Then write 2:00 **underneath** the word. (*Modification: break into two parts. If your child is not yet spelling, just ask her to put an E at the top of the poster or spell the word out for her. Feel free to give your usual start and stop times.*)
- 5) Draw a muffin on the table for afternoon snack.
- 6) Draw a red hat and blue jacket on the girl so she can go outside and play. (*Modification: simplify by not giving colors.*)
- 7) Draw a green hat and orange jacket on the boy so he can go outside and play. (*Modification: simplify by not giving colors.*)
- 8) Color the **third** book purple and the **fifth** book orange. (*Modification: break into two parts or have both books be the same color.*)
- 9) Draw a blue blanket next to the cat under the table so he can take a nap. (*Modification: leave out the color and where to put the blanket.*)
- 10) Draw a green ball can to the **left** of the plant so the children can take it outside to play. (*Modification: leave out the color and where to put the ball.*)

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