

LISTENING AND REMEMBERING SPECIFIC DETAILS

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The goals for the activities in this unit are to listen to short stories, to retain the important details in the stories, and to be able to accurately answer questions about the stories.

The unit has 30 activity lessons with a corresponding instructor's manual for each lesson. Each lesson has two stories that are to be read aloud to the students. For the first story, the large picture provides visual clues for remembering specific details in that story. Before reading the story aloud, the students will be told three things to remember while the story is being read. After the story has been read, the students will be asked five questions about the story. Following the same procedure, the second story will be read. The difference between the two stories is that the second story has no picture because the story is about a sequential event that has not yet happened.

The pages in this unit are masters that are to be used to make additional copies for the students. The masters should not be consumed. It is recommended, for your convenience, that copies of all lessons be made and filed prior to using this unit.

Directions are provided on each instructor's worksheet enabling the professional to use the unit without prior preparation. These not only serve as a manual for the professional but also inform the parents as to how the activities were presented in class or how they can be used to review the work or as a homework assignment.

The unit can be used with individual students or in groups. While only one student is addressed at a time, group lessons allow the other students to listen and observe the questions and responses of classmates.

When sending work home, the note below may be copied and attached to the student's worksheet and the instructor's worksheet.

Student's Name: _____

The purpose of this activity is to learn to listen for specific details in stories. There are two stories in each lesson. The first story has a picture to help the students remember specific details. The second story does not have a picture because it is about something that has not happened. Before beginning, each student should be given three clues about what they are to remember in each story. After listening to the story, they will be asked five questions about each story. Three of the questions match the clues given before the story was read. The other two are surprise questions. The instructor's page is attached to the student copy for home review. Thank you if you will review this lesson at home.

STUDENT WORKSHEET



ANN'S BIRTHDAY PARTY

INSTRUCTOR'S WORKSHEET

INSTRUCTOR'S DIRECTIONS:

Before beginning, the instructor should give each student the worksheet that corresponds to the instructor's worksheet. Before reading Story #1, the instructor should ask the students to listen carefully to three questions and remember the information as the story is read. The instructor then reads the story aloud. After the story is read, the instructor asks the same three questions along with two additional questions for the students to answer aloud. Their large picture should provide visual clues. In Story #2, the same process is repeated, keeping in mind that the questions and story do not refer directly to the picture.



ANN'S BIRTHDAY PARTY

Story #1 (Pictured)

Things to remember:

1. Who is having a birthday?
2. How old is Ann?
3. What is special about her cake?

Ann is having a birthday party. She is six-years-old today. Ann told her mother she would like a very special cake for her sixth birthday. She said she wanted a birthday cake with three layers: a large layer on the bottom, a medium-sized layer in the middle and a small layer on top. She is very happy because her mother baked her a cake exactly like she wanted.

Questions:

1. Who is having a birthday?
2. How old is Ann?
3. What is special about her cake?
4. What does her cake look like?
5. Does she like her cake?

Story #2: (Not Pictured)

Things to remember:

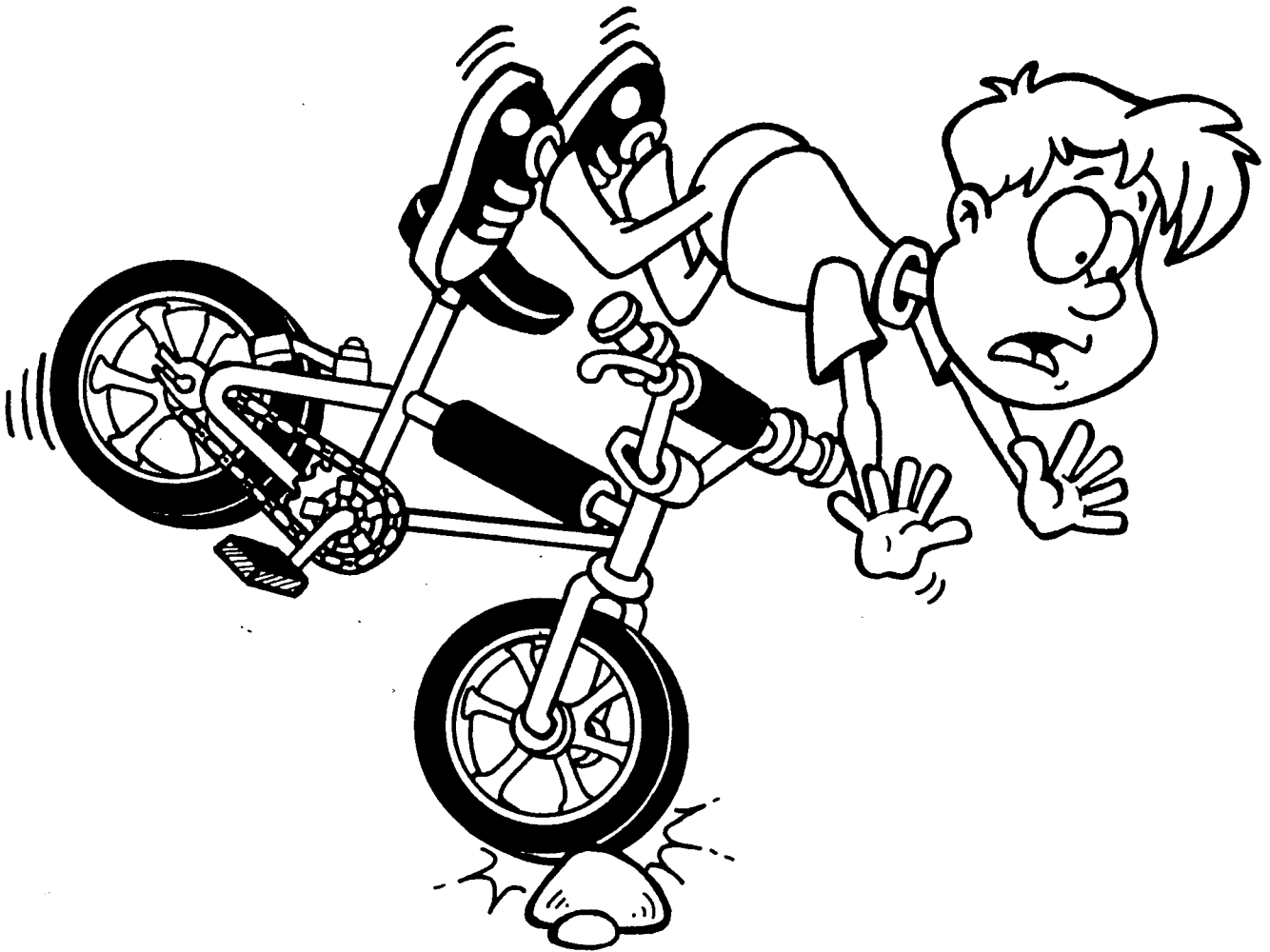
1. Did many people come to her party?
2. What was her favorite gift?
3. Did her grandparents come?

Ann's party was so much fun. Ten of her classmates came to it. They gave her wonderful gifts. The one she loved the best was a big beachball that her friend Barbara gave to her. She plans to take it on vacation when she goes to the beach. Ann's grandparents also came. They gave her a new pair of roller skates. They loved her birthday cake and took a picture of it.

Questions:

1. Did many people come to her party?
2. What was her favorite gift?
3. Did her grandparents come?
4. What did they give her?
5. Did they like her cake? How do you know?

STUDENT WORKSHEET

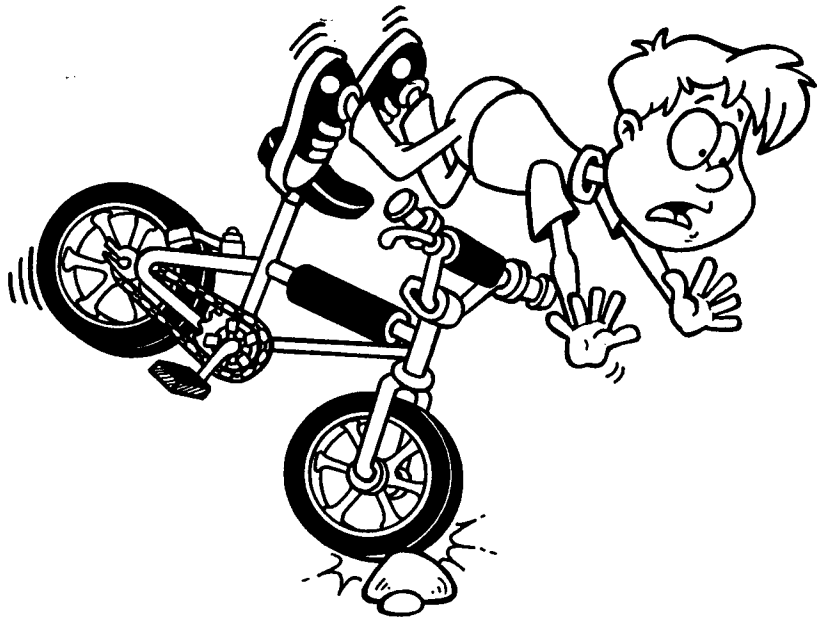


BUDDY HAS A BICYCLE ACCIDENT

INSTRUCTOR'S WORKSHEET

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Before beginning, the instructor should give each student the worksheet that corresponds to the instructor's worksheet. Before reading Story #1, the instructor should ask the students to listen carefully to three questions and remember the information as the story is read. The instructor then reads the story aloud. After the story is read, the instructor asks the same three questions along with two additional questions for the students to answer aloud. Their large picture should provide visual clues. In Story #2, the same process is repeated, keeping in mind that the questions and story do not refer directly to the picture.



BUDDY HAS A BICYCLE ACCIDENT

Story #1 (Pictured)

Things to remember:

1. Where was Buddy riding his bicycle?
2. Who else was riding a bicycle?
3. What happened when Buddy was not paying attention?

Buddy was riding his bicycle through the park. While he was riding, he was talking to his friend, Joe. Buddy was talking too much and did not pay attention to where he was going. He did not see a rock in the road. Bam! His bicycle hit the rock. Buddy's hands came off the handlebars and he fell off his bicycle.

Questions:

1. Where was Buddy riding his bicycle?
2. Who else was riding a bicycle?
3. Why was Buddy not paying attention?
4. What happened when Buddy was not paying attention?
5. Why did Buddy fall off his bicycle?

Story #2: (Not Pictured)

Things to remember:

1. What happened when Buddy fell off his bicycle?
2. Did he tear his shirt or his pants?
3. What happened to Buddy's bicycle?

When Buddy fell off his bicycle, he landed on his hands and knees. He scraped both of his hands and tore his pants. He got up slowly and looked at his bicycle. The bicycle had a flat tire and bent handlebars. Buddy picked up his bicycle and slowly started walking home. He asked his mother to fix his cuts and bruises and asked his dad to fix his bicycle.

Questions:

1. What happened when Buddy fell off his bicycle?
2. What happened to Buddy's hands?
3. Did he tear his shirt or his pants?
4. What happened to Buddy's bicycle?
5. Who did Buddy ask to fix his bicycle when he got home?