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An Auditory Training Program for Kindergarten

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Statement of the Problem

The intent of this project is to develop an auditory training program for kindergarten children which will strengthen auditory perception. The program will identify the essential auditory skills, establish objectives, construct evaluative measures and outline activities that will develop basic auditory perception skills.

Rationale

Auditory perception is essential for success in reading because the reading process requires fine discrimination between sounds within words. Too often, auditory training is neglected or insufficient. Children are thrust into reading programs without the necessary prerequisite auditory skills and consequently meet difficulty or failure.

Because of its importance, auditory training is a necessary part of a readiness program which prepares kindergarten children for the complex task of learning to read. A sequential program that helps kindergarten children build auditory skills from simple to more complex is essential.

A need exists for a program that will identify the essential auditory skills, establish objectives, construct evaluative measures and outline activities to aid the kindergarten teacher in carrying out an effective auditory training program.

Survey of the Literature

Man's knowledge of his world comes from systematic processing of information that he perceives through his senses. His perceptions are his basic tools for understanding and learning.

Auditory perception has begun to be recognized as a primary channel which can aid man in his learning process. Educational researchers have begun to look at the effects that auditory perception has on children's ability to learn.

Because the ability to read is closely linked with success in school and in society in general, the reading process has been the focus of many research studies. Numerous studies have been conducted to look at the relationships between success in reading and the development of certain auditory skills.

Robinson (1972) identified children according to their strong and weak modalities and compared their reading progress through the third grade. Two methods to reading were employed: a phonetic approach and a sight word approach. In her conclusions, Robinson stated that regardless of method used "auditory discrimination made a significant contribution to all reading while visual perception did not". The effects were evident at both first and third grade levels. In summary, Robinson suggested that "perhaps intensive training in this weak modality (auditory) would increase the rate of learning to read".

In an earlier study (Wepman, 1960),it was reported that a relationship of importance exists between poor reading achievement and auditory discrimination disability. In a similar study Christine and Christine (1964) looked at reading retardation and fundamental articulation problems and their data supported Wepman's findings. Their study indicated the importance of auditory discrimination in reading and also in speech learning.

Clark and Richards (1966) reported that separate works by Monroe (1932) and Schonell (1942) established positive relationships between poor auditory discrimination and reading failure.

Working together, Durrell and Murphy (1965) suggested that children who are unsuccessful with phonics are not able to perceive similarities and differences in sounds of words. This inability handicaps their attempts to read.

Lerner (1971) in reviewing the research of DeHirsch (1966) and Dykstra (1966) stated, "In spite of the lack of clear-cut evidence showing

cause - effect relationships and the impreciseness of our knowledge of subskills that make up auditory perception, authorities do agree that auditory perception is an essential factor in learning and that children should be helped to acquire these skills".

Auditory skills and the disadvantaged child have been the topic of several studies during the nineteen sixties and early seventies. While learning disabilities are not indigenious to people of lower socioeconomic status, the incidence of learning difficulty is disproportionately higher within this group as compared to persons in higher socioeconomic status (Oakland, 1971).

Oakland's study indicated that children from the upper-middle class had better auditory discrimination ability than did children from the upper-lower class, who in turn had better auditory discrimination ability than did children from the lower-lower class. His findings supported earlier works by Deutsch (1963) and Clark and Richards (1966).

Deutsch (1963) also indicated that poor readers within social class groups have more difficulty with auditory discrimination than do good readers within the same class. This difference between good and poor readers of the same social class was far greater for the lower social classes.

The question of whether auditory skills can be taught or whether they are a function of intelligence or maturation is an important issue.

The development of auditory skills depends upon the organic capability of hearing. Hearing can not be taught. But as Deutsch (1963) points out, "it is quite possible to have intact end organs and still be unable to discriminate differences in stimuli".

Perception is a learned skill which implies that the teaching process can have a direct impact on the development of perceptual skills (Lerner, 1971). The goal of education is to build the ineffective modality into a useful and productive channel for learning. Lerner suggests that the auditory process can be improved in this way.

Tinker (1971) comments that many children learn very little about even the sounds that they hear most frequently unless they are guided in paying attention to them.

An important study conducted by Silvaroli and Wheelock (1966) deals with the influence of auditory training on the ability of beginning readers to discriminate basic speech sounds. After a period of auditory training,

the children made significant gains from the pretest to the posttest.

Similiarly, Stanchfield (1971) found that after a planned program to teach auditory skills, the experimental group achieved a higher score in the total test of auditory discrimination of phonemes than did the control group who did not participate in the program .

Current research supports the theory that auditory skills can indeed be taught through planned programs.

Both the need for auditory skills training and the evidence that auditory skills can be taught have been discussed. Dunn (1968) suggests, "Now we must apply our emerging technology to work out programs of instruction in the areas of auditory and visual training. In this regard visual perceptual training has received growing emphasis pioneered by Frostig (1964), but auditory perceptual training has been neglected".

Likewise, Lerner (1971) states that the auditory modality has been neglected. Oakland (1971) says that "educators will find a dearth of important research information from which to build an emperically valid auditory skill building program".

Auditory disabilities appear early in a child's academic career. "Most six year old children speak in sentences; they have several thousand words in their speaking vocabulary and know many thousands more which they have met in their listening; their speech is usually adequate. It is in the area of auditory discrimination that many children need supplementary experiences after they enter first grade" (Dawson and Bamman, 1967). Stanchfield (1971) states that many children are not able to acquire all of the necessary readiness skills in the time that is allotted in the first grade.

Rather than allowing children to fall behind in the area of auditory perception, Clark and Richards (1966) suggest that a preventative approach rather than one of remediation take place. Oakland (1971) also states that activities that are designed to develop basic auditory abilities are often successful with young children but that they tend to be less successful with older elementary children.

Therefore, the literature supports the theory that early training in auditory skills is advisable.

Glossary of Terms

Auditory discrimination refers to the capacity to distinguish between individual sounds of speech.

Auditory memory refers to the ability to retain and recall stimuli which is received through the auditory channel.

Auditory perception refers to the process by which phenomena are apprehended when stimuli are received through the ear.

Auditory training is the process of making sound meaningful and forming habits of attending to sounds.

Fine auditory discrimination deals with the skills for making fine judgements and discriminations that are necessary to detect sound differences between words.

Gross auditory discrimination refers to the ability to distinguish fundamental differences between sounds.

Maturation refers to the development of an individual through his biological inheritance.

Modality refers to the sensory pathway through which children learn.

Phonetic approach is an approach to learning to read in which the sound of each letter is learned and then sounds are blended to form words.

Sight word approach is an approach to learning to read in which whole words are learned first.

Visual perception refers to the process by which phenomena are apprehended when the stimuli are received through the eye.

Delimitation of the Problem

This auditory training program is written for kindergarten. Traditionally, kindergarten is a child's first formal introduction to school life. Much of the kindergarten curriculum is designed to give the child a basic foundation for the years ahead.

As has been previously discussed, auditory skills are necessary prerequisites for success in reading as well as many other areas. Because learning to read is usually a task which is begun in first grade or at the end of kindergarten, auditory training should begin in kindergarten.

The intent of this auditory training program is to be a preventive measure rather than one of remediation.

The objectives, the pre and posttests and the activities are designed to match the developmental level and interests of kindergarden children.

Procedures

There is much discussion concerning which skills and objectives are necessary in an auditory training program. Many sources offer hierarchies of skills and suggestions for sequential ordering (Fass, 1976; Lerner, 1971; Oakland, 1971; Valett, 1974; Wallace & Kauffman, 1973).

In identifying the auditory skills for this program, the author has considered the suggestions of the above mentioned sources as well as her own professional experiences.

The program is divided into three parts. Within each part the objectives are listed. They are followed by one test which serves as both a pre and posttest. For continuity, the pre and posttest questions are keyed to each objective and vice versa.

The objectives are individually restated and are followed immediately by a listing of the activities. In an attempt to keep the activities interesting for the child, visual and psychomotor skills are incorporated into many activities. However, the primary focus remains on the development of auditory skills.

An Auditory Training Program

The auditory training program described below is designed as a prephonics program for the kindergarten level. Its purpose is to develop beginning skills in auditory perception.

The program is divided into three parts:

Part One: Gross Discrimination of Sounds
Part Two: Auditory Memory
Part Three: Fine Discrimination of Sounds

Part One is intended as a prerequisite for Part Three because it is believed that the development of gross skills should precede the development of finer skills. Part Two should parallel the other two parts because it involves a learning process which can continue to be refined and expanded upon.

Within each part, the objectives are stated. Then, one test follows which serves as both the pre and posttest. As a pretest it is designed to diagnose areas of weakness. As a posttest its purpose is to evaluate the progress made. The tests should be administered individually to assess accurately the ability of each child.

The objectives are individually restated and the activities corresponding with that objective follow immediately.

For greater continuity, the pre and posttest questions are keyed to each objective and vice versa.

Some of the suggested activities include visual and psychomotor skills as well as auditory skills. They are included to provide variation and hold the interest of the students.

The majority of the activities have been found in a number of different sources and, therefore, have not been credited to any one source. Many activities have been modified to better meet the intent of the objectives and to fit the age level of the target population. When appropriate, a source has been cited.

Part One: Gross Discrimination of Sounds

The skills in this part of the program are designed as prerequisite skills for Part Three. They follow a logical developmental sequence and are concerned with gross auditory discrimination.*

The objectives for Part One are:

1. Given the use of his own body and/or any object in the classroom, the student will create a distinct sound.

2. Given a sound, the student will identify the source of the sound.

3. Given two sounds, the student will identify whether they are alike or different.

4. Given two sounds that differ, the student will identify the way in which they differ.

5. Given a sound, the student will indicate the direction from which the sound is coming.

6. The student will respond to an oral question asked against a background of irrelevent environmental noises.

*Gross auditory discrimination refers to the ability to distinguish fundamental differences between sounds.

Pre and Posttest for Part One

Can you make a sound using your body? Elicit two examples. (Refer to Objective 1)

1.

2.

Can you make a sound using something in the room? Elicit two examples. (Refer to Objective 1)

3.

4.

(Note: Prepare a tape of the following sounds with a pause between each: a drum beat, an airplane overhead, a whistle blowing, sharpening a pencil, a cat mewing, a triangle ringing. Play one sound and stop the tape.)

Can you tell me what is making this sound? Repeat for all six sounds. (Refer to Objective 2)

5.

6.

7.

8.

9.

10.

(Note: Prepare a tape of the following sounds in pairs with a pause after each pair:

a drum and a cymbal
the lowest note on a xylophone and the highest note
a bark of a dog and the same bark
a slamming door and a quiet closing door
a fast piece of music and a slow piece of music

Are these two sounds alike or different? If they are different, what makes them different? (Refer to Objective 3 and 4)

11.

12.

13.

14.

15.

Blindfold the child, ring a bell behind him and in front of him. Each time ask: Can you point to the bell? (Refer to Objective 5)

16. (behind)

17. (front)

Tape these questions against a background of street noises: (Refer to Objective 6)

18. What is your name?

19. What do you like to do in school?

20. How old are you?

Objective 1

Given the use of his own body and/or any object in the classroom, the student will create a distinct sound (Refer to Pre and Posttest questions 1, 2, 3, 4).

Activities

1. Have the children sit on the floor. Ask:

   Who can make a sound using his/her hands? (Clapping, slapping parts of the body, snapping fingers, clapping with cupped hands, etc.)

   What are some sounds you can make with your mouth? (Tongue clacking, teeth clicking, lip smacking, hissing, sighing, whistling, etc.)

   If you stand up what new sounds can you make with your feet? (Stamping, shuffling, tapping toes, etc.)

2. Place objects on the table such as: blocks, a whistle, a spoon, a pencil, a book, a rubber band, a bell, a cup, etc. Have one child at a time make a sound with one of the objects on the table. Allow them ample opportunity to create many sounds with the objects and tell how they made the sound.

3. Using the entire classroom as stimuli, the children can make sounds from the objects in the room. (Slamming doors, knocking on tables, bouncing balls, running the water faucet, etc.) Encourage new or unusual sounds. The children may make several different sounds with the same object.

4. Using the playground or any other outside area, the children can create a sound from the objects they find. (Breaking a twig, hitting two stones together, tapping a pipe with a twig, etc.)

5. Play "Can you make this sound?"

   The stimulus questions can be put on tape for an individual or a group to respond to. Examples are:

   What sound do you make when you eat something you really like?
   when you sneeze?
   when you bump into something hard?
   when you yell for a horse to stop?
   when you are asked to be quiet?
   when you blow out a candle?
   when you think something is really funny?

Objective 2

Given a sound, the student will identify the source of the sound (Pre and Posttest Questions 5, 6, 7, 8, 9, 10).

Activities

1. Fill a mystery box with objects such as: a rattle, whistle, pieces of sandpaper, horn, a handful of pennies, a zipper, a deck of cards, a saw and block of wood, bells, etc.) One child can pick something from the mystery box and go behind a screen and create a sound with it. The other children listen and guess what is making the sound. The first child to guess correctly can pick something from the mystery box and the game continues.

2. Close the shades in the room. Everyone sits quietly and listens to the sounds outside the classroom. The objective is to identify the source of the sounds that are heard. (airplanes, trucks, children on the playground, the teacher next door, etc.)

3. Take a walk around the school and the neighboring community and bring a tape recorder. Tape all the sounds heard on the walk. Play back the tape when you return and give the children an opportunity to identify and discuss the sounds that were recorded.

4. Provide a variety of foods for sampling such as: celery, carrots, apples, sour balls, dry cereal, gum, marshmallows, peanut brittle, etc. Encourage the children to listen and describe the sound that the food makes while it is being eaten.

5. Turn the tape recorder on while the children are playing, working or whenever there is a lot of sound being created. During a quiet time, play back the tape. The children can identify what was happening while the tape was recording. Individual voices and objects can be identified.

6. Play "Tommy Tittlemouse". One child goes behind a screen, another child stands outside the screen, and the others chant:

   Little Tommy Tittlemouse
   Lives in a little house
   Someone's knocking, me - oh - my
   Someone's calling: "It is I".

   The child outside is the only one to say "It is I". The child behind the screen guesses who is knocking at his door. Take turns being Tommy Tittlemouse.

7. Shake and Listen Game. Fill small jars with hard objects such as: pennies, rice, toothpicks, matches, bells, stones, salt, sand, etc. Spray paint the outside and top of jars; leaving only the bottoms clear for identification. The child "shakes and listens" to identify the contents.

8. Experiment with rhythm instruments. Listen to the sounds that each make. One person can select an instrument and play it while others close their eyes and try to identify the instrument being played. Take turns selecting and playing an instrument.

9. Listen to a tape of sounds such as: slamming a door, shaking a rattle, sweeping with a broom, sharpening a pencil, crushing a piece of paper, popping a balloon, tooting a horn, etc. Individually, or in a small group, the children can identify the source of each sound. Some children can help make the tape initially.

10. Play a record from the Sounds I Can Hear Series (Scott Foresman and Co.)

    Sounds Around the House
    Sounds Around the Zoo
    Sounds Around the Neighborhood
    Sounds Around the School

    Listen to the record and match the sound with the picture that identifies the source. (Pictures are contained in the series.)

11. Play "Blindman's Bluff". One child in the group says something, like an animal sound, sentence, question or phrase. The blindfolded child tries to guess who said it.

12. Form two teams, play a tape or record of animal sounds. Take turns naming the animals. The team who names the most wins.

13. One child turns his back, another child taps an object on the table such as: a glass, a box, a can, a drum, etc. The child turns around and points out the object tapped. This can be played with two children or in a group.

14. Play a record such as "Tubby the Tuba" where instruments signal the characters. The children can listen and clap their hands when they hear Tubby speak.

15. Listen to a tape of sounds such as the tape used in Activity 9. On a worksheet prepared to accompany the tape, the child will circle the picture that identifies the source of the sound that he hears on the tape.

16. (a) The children can prepare a tape of rhythm instruments being played one at a time. Upon completion, the children can replay the tape and point to the instrument that is being played.

    (b) A worksheet can be made to accompany the tape. The children can circle the appropriate picture of the rhythm instrument that they hear on the tape.

17. (a) Play "Mystery Voices". Take or collect pictures of some of the familiar people at school such as: the principal, the custodian, the secretary, the cafeteria manager, etc. and also tape them saying something. The children can listen to the tape and guess the identity of the "mystery voice" and then match the picture to the voice.

    (b) "Mystery Voices" can also be played by taping the children in the class.

Objectives 3 and 4

Given two sounds, the student will identify whether they are alike or different.

Given two sounds that differ, the student will identify the way in which they differ.

Activities

1. Experiment with rhythm instruments. The children can classify the instruments according to the sounds each makes. For example:

Tinkling	Ringing	Tapping
jingle bells	triangles	castanets
dinner bells	metal rods	rhythm sticks
sleigh bells	cymbals	wood blocks
	pie pans	

Rattling	Booming
aluminum can shakers	drums
tambourines	tambourines
	tom-toms

2. Make one string violin by stretching a rubber band around a box. Pluck the "string"; hear the tone; see it vibrate.
Make a second violin, but make the rubber band more taut than the first. Compare the two tones.

3. Encourage the children to collect different kinds of whistles such as: wooden, plastic, metal, slide, large and small. Compare the sound of each. Sequence them from high to low.

4. Listen to a story or recording such as The Three Bears or The Billy Goats Gruff. The children can discuss the differences in the pitch of the voices of the characters. Encourage suggestions or generalizations about why a particular character sounds the way it does.

5. Fill jars with various amounts of water, then strike each with a spoon. Listen for the differences in sound or pitch. A child may wish to demonstrate his observations to the class or small group.

6. Using a xylophone, a individual child or a group can experiment with pitch. One child can demonstrate his observations to the class or to a small group.

7. Using bells, such as Melody Bells, a child or a group can experiment and arrange the bells in sequence of high to low sounds.

8. Using a piano, xylophone or bells the teacher or a child can play a note four times in a row then play another note. The group can indicate whether the final note was higher or lower by raising their hands up high or squatting down low.

9. Using stairs or a "Rock'n Row" by Creative Playthings, the children can step up if the note played by the piano, xylophone or bell is higher than the first note; step down if it is lower; stand still if it is the same.

10. Play "Who said it?" The children cover their eyes and someone disguises his voice and says "Good morning". The children guess who is speaking and tell whether the disguised voice was higher or lower than the person's normal voice.

11. Collect soft items such as cotton balls, yarn, marshmallows, material and hard items such as pennies, blocks, magnets, scissors. Encourage the children to experiment with the sound each can make (when hit on the table, etc.). Classify each by its sound and put all the hard objects in one box and the soft objects in another.

12. Listen to a tape of sounds. Clap when a loud sound is heard and raise your hand when a soft or quiet sound is heard.

13. Make paper megaphones. The children can use them to alter the quality of their voices.

14. Play "Find the bell". One child leaves the room while the bell is hidden. When he returns, the other children can help him find the bell by clapping loudly when he approaches the bell and softly when he goes away from it.

15. Using drums or empty cardboard cartons, the children can experiment with creating loud and soft sounds.

16. Listen to a record with different tempos of music. Direct the children to stomp loudly when the music gets loud, tip toe to soft music and walk for medium tempo music.

17. Using rhythm instruments, the children can imitate the sound of a train as it moves away or gets closer. (louder and softer) The fast or slow buildup of a train can also be created.

18. The children can help make a tape consisting of paired sounds. Pair similar sounds (both loud or both soft) and different sounds (one loud and one soft). Replay the tape, after listening to one pair of sounds the children can indicate whether they are alike or different. If the sounds differ the children can state how they differ.

19. Listen to a record that contains music that has a strong beat, but varying tempo such as the "Fast and Slow March" by Hap Palmer. Encourage the children to march to the record and keep time with the tempo. (Fast when the music is fast and slow when it slows down.)

20. Play to a record such as "Creative Movement and Rhythmic Expression" by Hap Palmer. Listen to the different tempos and encourage the children to skip, gallop, hop, run, and clap to the music.

21. Using rhythm instruments, the children can play along with familiar songs. With practice they can keep along with the rhythm of the song.

Objective 5

Given a sound, the student will indicate the direction from which the sound is coming. (Refer to Pre and Posttest questions 16 and 17)

Activities

1. Four children with bells in their hands station themselves at four opposite corners of the room. The other children close their eyes. One child rings his bell, the children with their eyes closed point to the direction that the ringing came from.

2. All children put their heads down, one child makes a sound such as a whistle, hum, beep, sneeze, etc. The children with their heads down must guess who made the sound.

3. Play "Mother Cat and Her Kittens". Three kittens and a mother lie down to take a nap. While the mother is sleeping the three kittens run and hide. When the mother gets up she calls the kittens by mewing. She finds them by listening for their answering mews.

4. Play "Find the Sound". One child hides a music box or ticking clock and the others try to find it by locating the sound.

5. Play "The Pied Piper". The teacher or a child blows a whistle while walking around the room. The other children try to follow the route that was taken by carefully listening to the direction of the sound.

6. Play "Near or Far?". Identify outdoor sounds with eyes closed and indicate whether they are near or far.

Objective 6

The student will respond to an oral question asked against a background of irrelevent environmental noises. (Refer to Pre and Posttest questions 18, 19, 20)

Activities

1. Listen to a story that is taped against a background of music. At the end of the tape orally answer general questions concerning the story.

2. Listen to a story that is taped against a background of classroom noises. From a group of pictures, circle the pictures that illustrate the story.

3. Listen to a rhyme that is taped against a background of street noises. Draw a picture depicting the rhyme.

4. Answer questions on a tape that is taped against a background of playground noises. Question examples are:

   What are you wearing today?
   What have you been doing in school today?
   What is your favorite animal? Pet?

Part Two: Auditory Memory

The second part of the program is concerned with the development of auditory memory.*

Auditory memory is included in this program because it enables the student to retain and communicate the stimuli which he has learned to discriminate.

The development of auditory memory is a continuous process. Learning in this area should begin as soon as a child enters school and can continue throughout life. Auditory memory can always be improved upon and refined. Because of this, the objectives and activities offered here are only a beginning. They can easily be expanded to meet the needs of more advanced children.

The objectives for Part Two are:

1. The student will sing or recite a familiar song or rhyme.

2. Given a sequence of four sounds, the student will be able to repeat the sounds in sequence.

3. Given a sequence of four oral commands, the student will be able to correctly respond to each in proper sequence.

*Auditory memory refers to the ability to retain and recall stimuli which is received through the auditory channel.

Pre and Posttest for Part Two

Can you sing a song?
or
Can you say a rhyme?

Criterion: The song or rhyme must be presented in its entirety without aid from the tester. (Refer to Objective 1)

1. Yes _____ No_____

(Note: With the child's back turned, the teacher will make four sounds in sequence: ring a triangle, hit a drum, crumple a piece of paper and clap hands once)

Turn around. Make the four sounds in the same order that I did. (Refer to Objective 2)

2. Yes_____ No_____

(Note: Instruct the child to listen to all four directions before he carries them out.)

Turn around. (Refer to Objective 3)
Touch your toes.
Then, sit on the floor.

3. Yes_____ No_____

Objective 1

The student will sing or recite a familiar song or rhyme (Refer to Pre and Posttest question 1)

(Note: The reason for the option to sing or recite is that some children are uncomfortable singing alone.)

Activities

1. Beginning with simple songs that have accompanying actions, sing every day. Encourage the children to sing along with you or a record. Singing in a group will help children overcome their self consciousness. If the atmosphere is pleasant and relaxed the tune and the words will come easily. After a while a small group or an individual may volunteer to sing to the others.

2. Simple finger plays or simple poems with hand and body actions can be recited until they become familiar.

3. Familiar nursery rhymes can be sung or recited. Pictures that illustrate the rhymes will act as cues to remembering the words. Many records of simple rhymes are available.

4. Give each child an animal picture to hold up when it is time to sing about that animal in "Old MacDonald Had a Farm".

5. Before going home, the children can name the songs, rhymes, poems, etc., that were sung that day.

6. Play "Name the Song". The teacher or a child can say something about a song (rhyme or poem) and the others will guess what song (rhyme or poem) is being described. For example: "I am thinking of a song about farm animals." Answer: Old MacDonald Had a Farm.

7. Select a category and the children can name as many songs as they can that deal with that category. Categories may include: Christmas songs, songs about colors, songs about animals, etc.

8. Using a teacher-made tape of the first bar of several familiar songs with a pause between each, the child or group can identify the song and sing it.

Objective 2

Given a sequence of four sounds, the student will be able to repeat the sounds in sequence. (Pre and Posttest question 2)

Activities

1. With eyes closed, the child or group must listen and tell how many times a ball bounced. Use only one, two or three bounces at first. One child can demonstrate exactly how many times the ball was bounced.

2. With a drum for each child (empty cartons may be used) the group can imitate the teacher by repeating the pattern of her drumming. Loud, soft, fast and slow qualities can be used once the children become proficient.

3. For a variation on the activity above, the children can clap and/or stomp a pattern.

4. Play "Going On a Picnic". Begin by saying "I am going on a picnic and I will take a blanket." The next child repeats the statement but adds one more item. For example: "I am going on a picnic and I will take a blanket and a sandwich." Continue with several children adding to the list. Pictures may be used to help with auditory memory.

5. Play "Little Echo". Say a simple sentence the child must repeat a little more softly. Increase the length of the sentence as the child becomes more proficient.

6. On a tape, record a sequence of words, letters or numbers. Begin with two at a time and increase as necessary. The child must listen and repeat the sequence. The tape can repeat the sequence so that the child can check himself.

7. Children can learn their own phone numbers. Visual clues can be used at first. Offer a special privilege for anyone who can recite their phone number from memory.

8. While children are closing their eyes, play two rhythm instruments (hit drum one time, shake bell one time). A child can repeat exactly what was done. Increase the number of times each instrument is played and add instruments as the children become more proficient.

9. Make a sound with two objects in the room such as: tear a paper and slam the door. One child can repeat exactly what you did. Increase the sounds as necessary.

10. Using the rhyme "Let's Go On a Bear Hunt" or a similar rhyme, the children can repeat the rhyme after the teacher and make the appropriate sound effects.

11. Form a circle. Start a message by whispering something to the person next to you. He will pass your message on in the same way. When the last person receives the message, he says it out loud. Compare your original message with what it turned out to be. Try to discover why and where the message was changed.

12. Make vegetable soup in class with a small group, being sure to name and repeat all the ingredients used. Afterwards the group can tell the others how they made the soup and what they used.

Objective 3

Given a sequence of four oral commands the student will be able to correctly respond to each in the proper sequence. (Refer to Pre and Posttest question 3)

Activities

1. Assign each child a number, color or shape for the day. When lining up, call the number (color or shape) and each child will line up according to his number (color or shape).

2. Play "Giants". The children form a circle. The leader stands in the center. When he calls "Giants" the children stand on tip-toe. When he calls "Men" they stand naturally. When he calls "Dwarfs" they stoop. Change leaders often.

3. Play "Bring Me". The teacher or a child will call a child's name and say "Bring Me". When he names something that can be brought, the child must bring it. But when he says something silly, like "Bring me the window", the child must remain still without moving.

4. Using colored paper, cut out different colored squares. Paste on tagboard to make a parking lot. Draw different colored garages at the bottom of the paper. Using small cars the child "drives" the car on the tagboard according to the teacher's directions. For example: "Drive the red car to the yellow garage."

5. Set up an obstacle course using Indian clubs, boxes, ropes, etc. Give the child one instruction at first. For example: "Jump over the Indian club and return to the starting line." Increase the number of instructions as ability increases.

6. Using a teacher-made tape, the child will listen to the tape and follow the directions and draw a specific picture. (The tape can be used to reinforce concepts such as: "Draw a red circle. Put a blue triangle on top of the circle," etc.)

7. Play "Simon Says" with a small group of children. Begin giving directions slowly and increase the speed as ability increases. Take turns being Simon.

8. Place five or six objects in front of the child and give a series of directions to follow. For example: "Put the red flower on your head and place the orange block under the window." The list can increase as ability increases.

9. Set up a restaurant. Children can cut out pictures of food from a magazine. Set a table. The "customers" place their order with a "waiter" who fills it with the appropriate pictures. The "waiter" then distributes each "order" to the proper "customer". This idea can be used with other merchandise such as clothing, toys, furniture, etc. (Van Witsen, 1967).

10. Play "Cross the River". Using colored paper make large "stones" and lay them across the "river" (the floor). The only way across is to step on the correct combination of "stones". Call out a sequence of colors, the child must step on the correct color "stone" in the correct order. For example: red, green, yellow. Make the "river" wider and the combinations trickier as ability increases.

11. Using a teacher-made tape and accompanying worksheet, listen to directions and mark the worksheet accordingly. For example: "On row one draw a red circle around the happy girl."

Part Three: Fine Discrimination of Sounds

The final part of the program is concerned with the fine auditory discrimination of sounds.*

The objectives for Part Three are:

1. Given two and three syllable words, the student will clap out the rhythm of the words.

2. The student will identify pairs of words that rhyme.

3. The student will identify pairs of words that begin with the same initial sound.

4. Given two words, the student will indicate whether they begin with the same sound or end with the same sound.

*Fine auditory discrimination deals with the skills for making finer judgments and discriminations that are necessary to detect sound differences between words.

Pre and Posttest for Part Three

Clap out the rhythm of these words:

1. happy	Correct_____	Incorrect_____
2. pencil	Correct_____	Incorrect_____
3. window	Correct_____	Incorrect_____
4. Indian	Correct_____	Incorrect_____
5. Thanksgiving	Correct_____	Incorrect_____

(Refer to Objective 1)

Shake your head "yes" if the words rhyme.
Shake your head "no" if they do not rhyme.

6. cat	bat	Correct_____	Incorrect_____
7. hill	pill	Correct_____	Incorrect_____
8. look	ladder	Correct_____	Incorrect_____
9. moon	spoon	Correct_____	Incorrect_____
10. run	rabbit	Correct_____	Incorrect_____

(Refer to Objective 2)

Shake your head "yes" if the two words begin with the same sound.
Shake your head "no" if they do not begin with the same sound.

11. monkey	mouse	Correct_____	Incorrect_____
12. car	cat	Correct_____	Incorrect_____
13. book	cook	Correct_____	Incorrect_____
14. plant	chair	Correct_____	Incorrect_____
15. fire	father	Correct_____	Incorrect_____

(Refer to Objective 3)

Listen carefully, and tell me if these words are the same at the beginning or if they are the same at the end.

16.	tooth	tummy	Correct_____	Incorrect_____
17.	peach	pear	Correct_____	Incorrect_____
18.	may	pay	Correct_____	Incorrect_____
19.	fat	sat	Correct_____	Incorrect_____
20.	fun	foot	Correct_____	Incorrect_____

(Refer to Objective 4)

Objective 1

Given two and three syllable words, the student will clap out the rhythm of the words (Refer to Pre and Posttest questions 1, 2, 3, 4, 5)

Activities

1. Using a piano, xylophone or record, play a simple melody such as "Baa, Baa, Black Sheep" until it is familiar to the children. Play a second melody. Replay the first melody and ask the children to raise their hands when they recognize the first melody. Repeat the activity using other melodies until the children become proficient at identifying a familiar melody in the A-B-A form. (Theme A changes to Theme B and ends with Theme A) (Croft & Hess, 1972)

2. Play a selection which has an A-B-A form. One group can play drums along with Theme A parts. Another group can play triangles along with Theme B. (Croft & Hess, 1972)

3. Using the children's names clap out names that have one syllable such as John, Ann, Ruth. Then, ask them to clap out two syllable names and note the difference. Most names will have two syllables such as Richard, Mary, Jerry, Lucy, Robert. Use three syllable names such as Christina, Maryann, Rebecca, Joshua. (Use four syllable names if any children have them.)

4. Use rhythm sticks or drums to tap or beat out the children's names as in the above activity.

5. Using two and three syllable words, clap out the rhythm of words. (Also use rhythm sticks and drums.)

6. Using both names and words as in the above-mentioned activities, vary the tempo while clapping so that the children can experience fast and slow.

7. Using both names and words, accent the correct syllable by clapping, tapping or beating louder on the accented syllable and softer on the others.

Objective 2

The student will identify pairs of words that rhyme. (Refer to Pre and Posttest questions 6, 7, 8, 9, 10)

Activities

1. Using a familiar rhyme such as "Humpty Dumpty", say the rhyme but omit the last word (fall). The children can fill in the missing word. Help them discover how they knew the missing word. Identify other words in the rhyme that sound alike (wall). Repeat with many familiar rhymes.

2. Using "Objects that Rhyme" (Ideal School Supply Company) match pairs that rhyme. (Star and car, moon and spoon, etc.)

3. Make individual rhyming lotto boards by pasting four or six magazine pictures on tagboard squares. Each child can match his board pictures with pictures that rhyme by drawing from a box of pictures. The first to cover his board is the winner.

4. Children can draw pictures to answer riddles that rhyme such as:
   It rhymes with hope
   You use it to wash your hands. (soap)

   It rhymes with kittens
   When it's cold you wear them on your hands. (mittens)

   It rhymes with head
   You sleep in it. (bed) (Rounds, 1975)

5. Using a teacher-made tape, listen to pairs of words and clap the pair rhyme. The tape can provide feedback by giving the correct response.

6. Set up a train using chairs or boxes. The child can board the train by naming a word that rhymes with the picture on the side of the "car".

7. Make a game board similar to a Monopoly board. Also make small cards with a picture and a number on each. Take turns drawing a card. If the child can name a word that rhymes with the picture on the card, he can advance the number of spaces indicated on the card. The first person to reach the finish line is the winner. (Making the game can be an activity in itself.)

8. Make a deck of cards with pictures of pairs of words that rhyme. Shuffle and deal an equal number of cards to each player. Each player draws a card in turn from the next player's hand. The goal is to match pairs of rhyming pictures. The person with the most pairs wins. (The children can make the cards themselves.)

Objective 3

The student will identify pairs of words that begin with the same initial sound. (Refer to Pre and Posttest questions 11, 12, 13, 14, 15)

(Note: Prephonics training does not introduce letter names or the association between letter symbols and speech sounds. When using the following activities only introduce one or two new sounds at a time.)

Activities

1. Make sound boxes by putting a picture of something that begins with the sound being studied on the outside of the box. The children can collect objects that begin with the same sound as the picture and put them in the box.

2. Make a sound board by cutting out pictures from magazines that begin with three different speech sounds. Paste pictures on a large posterboard. Using rings that are cut from heavy paper, circle all the pictures that begin with the same sound. Remove the rings and circle the pictures that begin with another sound.

3. Make a large poster to hang in the classroom by cutting out magazine pictures that begin with the same sound and pasting them on the poster.

4. When forming a line to leave the room, ask all the children whose name begins with a certain sound to line up together. For example: "Anyone whose name starts like Sally's please line up."

5. When dividing the class into small groups for any activity, group those children together whose name begins with the same sound.

6. While discussing the daily calendar, identify children's names that begin with the same sound as the days of the week.

7. Make an individual sound booklet. Fold several pieces of newsprint paper in half and staple them together. Draw pictures of objects that begin with the same sound on the same page. Use a separate page for each sound.

8. Use brown wrapping paper to make a large animal shape such as a tiger or a monkey. The children can "feed" the animal by filling him up with pictures of things that begin with the beginning sound of his name. Tigers can only eat things that begin with the T-sound, etc.

9. A small group can make up nonsense sentences by using words that begin with the same letter. For example: "Big Betty bit blueberries." Tape the sentences on a tape recorder to play back to the rest of the class.

10. Draw pictures to illustrate the nonsense sentences in the above-mentioned activity.

11. Choose a sound of the week and make a snack that begins with that sound. For example: butter and bread for the b sound, coconut cookies for the k sound, marshmallows for the m sound, etc.

12. Play "Sound Concentration". Make pairs of cards with pictures that begin with the same sound. Place five pairs face down and mix them up. Form pairs by turning over cards to match initial sounds. The person with the most pairs wins. Increase the number of pairs as ability increases.

13. Play "Sound Lotto". Divide a square piece of tagboard into six squares. Place a key picture in one square and leave the remaining squares blank. Each key picture should represent a different initial sound. To play, take turns drawing from a pile of picture cards and fill each board with pictures beginning with the same sound as the key picture.

14. Make a game board on tagboard. Also, make small cards with a picture and a number on each. Children take turns picking a card. If they can name a word that begins with the same sound as the picture on the card, then they can advance the number of spaces that the number indicates. The first person to reach the finish line wins.

15. Using a teacher-made tape, listen to pairs of words and clap if the two words begin with the same initial sound. The tape can provide immediate feedback by giving the correct response.

Objective 4

Given two words, the student will indicate whether they begin with the same sound or end with the same sound. (Refer to Pre and Posttest questions 16, 17, 18, 19, 20)

Activities

1. The activities suggested for Objectives 2 and 3 will enable the student to master this objective.

2. Using a teacher-made tape, listen to pairs of words and then state whether they begin with the same sound or end with the same sound. The tape can provide immediate feedback by providing the correct response.

Suggestions for Implementation

The purpose of this section is to discuss some possible ways to utilize the Auditory Training Program.

The pretests are provided to help the classroom teacher diagnose the ability or lack of ability of each student and to prescribe necessary instruction.

Many students will benefit from beginning with the first objective of Part One and continuing through to the end of Part Three. Other children may need very little work in Part One and be ready to pick up with Parts Two and Three. More advanced students may come to kindergarten with most of their pre-phonics skills and with very little preparation they will be ready for a phonics program.

Once a student's ability level is determined, he can begin working on objectives that as yet have not been mastered. All of the suggested activities may be necessary before mastery is attained, or, for some children, only a few activities will be needed.

The posttests can be given when the teacher observes that the child has mastered all of the skills in a particular section. Recycling is imperative when a child is unable to achieve an appropriate score on the posttest.

Most of the suggested activities can fit into any organizational scheme.

For a classroom that utilizes learning centers, most activities can easily be set up in centers. Some will be ideal for one student to work alone while others are suited for small groups of two to six children.

Many of the activities require little or no adult supervision. A number of activities can be carried out by the children themselves if an adult will participate and help direct during the first round of the activity. After this initial help, the children can teach each other how to play. It may also be helpful to teach one or two children how to do an activity and then set them up as helpers for that activity.

The teacher who uses the more traditional small group or "reading group" approach will find that the activities lend themselves very well to this organization. A group of four to six children and a teacher can participate in most every activity.

Several activities can be utilized by a large group or the entire class. Because they are presented in game form, the activities will succeed in

holding the attention of most large groups. While this approach certainly has its place in a kindergarten classroom, it is not recommended that large group participation be used as the sole basis for instruction. As previously discussed, within the normal kindergarten classroom a wide range of abilities will exist. It is inconceivable that an entire classroom will always be ready for or in need of the same activities at the same time.

Most of the materials that are required can be made by the children themselves. The making of the materials constitutes an activity in itself.

The Auditory Training Program presented here is designed as a prephonics program. Upon successful completion of this program, a student will possess high levels of auditory skills. He will be prepared to utilize his auditory channel as he begins the complex task of learning to read.

Conclusion

The Auditory Training Program described here is designed specifically for kindergarten. In the past very little attention has been paid to the systematic development of auditory skills at this level. It is hoped that this program will guide the kindergarten teacher to a better understanding of the importance of a sequential auditory program.

The program provides a means for identifying necessary skills, diagnosing ability and prescribing the activities to meet the needs of each individual student.

This program is not intended to present a rigid schedule which must be followed. It is an attempt to offer the information needed in order to properly assess and develop auditory skills at the kindergarten level.

Regardless of whether a phonetic, a sight word, a linguistic or a learning experience approach is used to teach beginning reading, auditory skills are vital for success in any reading program.

In the opinion of the author, there is a need for similar systematic programs in the areas of visual perceptual training and psychomotor development at the kindergarten level. Both visual and psychomotor training, as well as the auditory training, will contribute to success in reading.

Perhaps, thorough preparation at the prereading level will eliminate the reading problems and failures that so many children experience today.

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