

Communication Activities and Reproducible Exercises

CARE

Language Processing Intervention Resource

**Developed by
Academic Communication Associates**



**Academic
Communication
Associates**

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Table of Contents

Introduction	1
Instructional Activities	5
Activity 1 - Uses Context to Select Words	7
Activity 2 - Substitutes Words with Similar Meanings	13
Activity 3 - Uses Context Cues within Paragraphs	19
Activity 4 - Rephrases Sentences	26
Activity 5 - Combines Details into a Single Sentence	37
Activity 6 - Combines Words to Create Sentences	44
Activity 7 - Creates Relevant Questions	56
Activity 8 - Defines Words in Sentences	61
Activity 9 - Defines Words with Multiple Meanings	70
Activity 10 - Explains the Meaning of Expressions	77
Activity 11 - Follows Task Instructions	90
Activity 12 - Recalls Steps in a Process	93
Activity 13 - Recalls a Series of Requested Items	96
Activity 14 - Recalls Details from Telephone Messages	99
Activity 15 - Identifies Words After Hearing Definitions	102
Activity 16 - Uses Clues to Identify Words	106
Activity 17 - Makes Inferences	112
Activity 18 - Recalls Facts from Articles	118
Activity 19 - Summarizes Content of Articles	141
Answer Key	145
References	155

Introduction

Individuals with communication disorders or learning disabilities often have language processing deficits that affect their ability to comprehend and use language effectively. Limited knowledge of vocabulary, memory problems, and short attention spans are among the problems that can affect language processing. Some individuals have impairments within the central nervous system that affect their processing of auditory stimuli. Language processing difficulties are commonly observed in individuals with aphasia, autism, and developmental disabilities that affect intellectual functioning.

Language processing difficulties in the classroom often result from the ineffective use of higher level thinking strategies. Skill in comprehension requires much more than the ability to pay attention and recall information. To make sense of the information being presented, students must be able to relate new information to what they have previously learned. Students who are “good language processors” actively search for meaning, monitor comprehension by asking themselves questions, make inferences, and use contextual information to make sense of the information being presented.

Listening comprehension and reading comprehension are closely related. When we listen to a speech or read a book, we use our previously acquired knowledge to help us understand the information. We fill in missing details by making inferences based on the information being presented and what we know about the topic. Children with language disorders, however, often perform poorly on tasks that require them to make inferences (Naremore, Densmore, & Harmon, 1995). These students often need help learning to use the cognitive strategies that their peers are using on a daily basis within the classroom.

Overview of CARE

The *CARE Language Processing Intervention Resource* is a collection of reproducible activities designed to help students develop language processing skills that are critical for effective communication and for academic success within the school curriculum. The book was created primarily for students between 11 and 18 years of age who have language-based learning difficulties. The activities are also suitable for adults with language processing difficulties resulting from a cerebral vascular accident or head injury.

Target Skills

Each of the 19 activity sets in this book focuses on a specific skill. The target skills are described briefly below:

1. **Uses Context to Select Words.** The student selects the word that best completes a sentence from a choice of three words. The student must use contextual information to identify the appropriate word for each sentence.
2. **Substitutes Words with Similar Meanings.** The student replaces a word in each sentence with a word that has a similar meaning. The student must use his/her knowledge of word meanings to select the appropriate word.
3. **Uses Context Cues within Paragraphs.** After listening to a short story, the student completes each sentence from that story by filling in the missing word.
4. **Rephrases Sentences.** The student rephrases each sentence by making word changes that do not modify the meaning of the sentence.
5. **Combines Details into a Single Sentence.** After listening to a short story, the student creates a sentence that includes the critical story details. This task challenges students to create a concise summary of the story details.
6. **Combines Words to Create Sentences.** After listening to three words, the student creates a sentence that includes all three words. The student must use his/her knowledge of language structure to create meaningful sentences.
7. **Creates Relevant Questions.** When presented with an answer to a question, the student creates a question that could be asked to elicit that answer.
8. **Defines Words in Sentences.** The student defines each word based on how it is used in a sentence. The student must use contextual information to define each word.
9. **Defines Words with Multiple Meanings.** The student defines each multiple meaning word based on how it is used in a sentence.
10. **Explains the Meaning of Expressions.** The student defines each idiomatic expression based on how it is used in a sentence.
11. **Follows Task Instructions.** The student follows instructions for completing a task that requires three or more actions.
12. **Recalls Steps in a Process.** The student recalls a series of instructions for completing a task.
13. **Recalls a Series of Requested Items.** The student is presented with a restaurant order for specific food items and names all of the items that were requested.
14. **Recalls Details from Telephone Messages.** The student is presented with a telephone message and recalls the important details in the message.

15. **Identifies Words After Hearing Definitions.** After listening to the definition of a word, the student identifies the word that was defined.
16. **Uses Clues to Identify Words.** After listening to a description of a noun, the student identifies the word that was described.
17. **Makes Inferences.** After listening to a short story, the student responds to a question by making an inference.
18. **Recalls Facts from Articles.** After listening to a short article, the student responds to factual questions related to the content of the article.
19. **Summarizes Content of Articles.** After listening to a short article, the student identifies the topic of the article and describes the important details.

The activities in *CARE* challenge students to focus their attention on meaning as they answer questions, summarize information, make inferences, and construct sentences. In creating this book, an effort was made to select skills that are often emphasized within school curriculum standards. Research has demonstrated the importance of these skills for success within the classroom literacy curriculum. (Kispal, 2008; NICHD, 2000).

Presenting the Activities

Most of the tasks in this book are presented orally to the student. Thus, the instructor reads the task stimuli to the student and records his/her responses on the reproducible worksheets. Some of the worksheets, however, can be completed independently by students. The answer key at the end of this book is designed specifically for use in scoring these worksheets.

When using this book, activities should be selected based on the specific learning needs of the student. Tasks may be simplified for students with memory deficits or short attention spans. By adapting the materials, the resources in this book can be used with students in a variety of educational contexts. All of the worksheets in this book may be reproduced for instructional use.

Activity 1

Uses Context to Select Words

Goal

After listening to a sentence in which a word is missing, the student will select the word that best completes that sentence from a choice of three words.

Procedure

Each sentence has a word that is missing. The student's task is to select the word that best completes the sentence from a choice of three words.

Say, "I am going to read a sentence. One word will be missing. I will tap the table when I get to the spot where the missing word is. After finishing the sentence, I will say three words. Tell me which word fits best in the sentence."

Practice Item 1:

I went to the _____ (tap table) to buy groceries.

door

car

store

Which word fits best in this sentence?

Correct answer: store

Practice Item 2:

The construction worker was _____ (tap table) when he fell off the step.

cheerful

injured

interesting

Which word fits best in this sentence?

Correct answer: injured

To stimulate thinking skills, ask the student to give reasons for selecting the word that was chosen.

Sample question: Why is the word that you chose the best choice?

Scoring

Record a correct response if the student selects the correct word to complete the sentence.

Activity 1

Uses Context to Select Words

Worksheet #1-1

Name: _____ Date: _____

Instructions: Fill in the missing word in each sentence with the word that fits best.

1. The patient was _____ from the hospital after the operation.

charged
released
absent

2. A police report was _____ after the crime.

increased
submitted
punished

3. You need to _____ your attention on the lesson.

focus
revise
prepare

4. The recipe includes many healthy _____.

meals
ingredients
bites

5. The criminal was _____ of the crime last week.

confident
convicted
pretending

6. Alice won the tennis _____.

race
bench
match

7. The visitors took a short _____ of the city.

tour
section
mixture

8. The damaged furniture was _____ and looks new.

mixed
restored
introduced

Activity 1

Uses Context to Select Words

Worksheet #1-2

Name: _____ Date: _____

Instructions: Fill in the missing word in each sentence with the word that fits best.

1. We need to _____ the cause of the problem.
identify
restore
complicate
2. The new _____ of the house is resting.
basement
occupant
impression
3. Every _____ of the television program was funny.
episode
meeting
donation
4. The money from the concert was donated to a _____.
bank
charity
laundromat
5. Driving quickly on a crowded road can be a _____.
hazard
reward
celebration
6. Injuries occur when people are _____.
cautious
careless
reading
7. Elena's silly behavior at the luncheon was quite _____.
funny
serious
balanced
8. After the family moved out, their house was completely _____.
exhausted
vacant
occupied

Activity 2

Substitutes Words with Similar Meanings

Worksheet #2-1

Name: _____ Date of Testing: _____ Tested by: _____

Instructions: Replace the underlined word in each sentence with a word that has a similar meaning.

- ____ 1. The defective motor needed to be repaired. _____
- ____ 2. The dispute continued until Tom thought of an appropriate solution. _____
- ____ 3. His suffering did not endure for very long. _____
- ____ 4. A teaspoon of sugar is an essential ingredient. _____
- ____ 5. Much labor had to be done before the concert. _____
- ____ 6. Dan was fortunate to be selected for the job. _____
- ____ 7. We need to abandon the house before the storm arrives. _____
- ____ 8. Andrew was astonished when he saw how well his brother could sing. _____
- ____ 9. Carlos was baffled because the instructions made no sense to him. _____
- ____ 10. Andrew was detained by the police after the robbery. _____
- ____ 11. The magician would not disclose his secret. _____
- ____ 12. The gold in the bracelet was genuine. _____
- ____ 13. The wound did not heal because the doctor was negligent. _____
- ____ 14. The chapter about holidays was excluded from the book. _____
- ____ 15. Please pause after reading the second sentence. _____
- ____ 16. Sarah had a legitimate reason for not attending the concert. _____
- ____ 17. The study session resulted in a significant improvement in test scores. _____
- ____ 18. We have a large variety of health plans from which to choose. _____
- ____ 19. The speech was modified prior to the presentation. _____
- ____ 20. Telephone service was terminated when the bill was not paid. _____

Activity 4

Rephrases Sentences

Worksheet #4-5

Name: _____ Date: _____

Instructions: Ask the student to rephrase each sentence by creating a sentence that has the same meaning.

___ 1. It is wise to obtain a second opinion after hearing a doctor's treatment recommendations.

___ 2. Television advertising often includes misleading information.

___ 3. Physicians have identified the symptoms of the disease.

___ 4. There is no guarantee that the beverages will result in improved health.

___ 5. Good study habits result in improved academic performance.

___ 6. Consult with a physician if this medication has no effect within seven days.

___ 7. Educational programs for children with disabilities help them learn more effectively.

___ 8. People accused of crimes should be considered innocent until proven guilty.

___ 9. Products that prove to be unsatisfactory may be returned for a refund with no questions asked.

___ 10. Individuals with disabilities are permitted to park their vehicles close to the building entrance.

Activity 8

Defines Words in Sentences

Worksheet #8-2

Name: _____ Date: _____

Instructions: Each of the vocabulary items listed below is followed by a sentence that contains that word. Read each sentence to the student and ask him/her to define the target word.

___ 1. deformed - The old table was quite deformed.

___ 2. operate - The computer does not operate well on the internet.

___ 3. repel - The odor will repel insects.

___ 4. duplicate - We could not duplicate the artwork.

___ 5. released - When the jar opened, the gas was released into the air.

___ 6. alignment - The bones in his back are now in perfect alignment.

___ 7. demeanor - The boss has a good demeanor when interacting with employees.

___ 8. confiscate - The police had to confiscate the weapons from the crook.

___ 9. conflict - The two employees had a conflict relating to their ideas for the project.

___ 10. initiative - Karen took the initiative to find out why the computers weren't working.

Activity 14

Recalls Details from Telephone Messages

Worksheet #14-2

Name: _____ Date: _____

Instructions: Read each telephone answering machine message below to the student. Then ask, “What was the message?”

- ___ 1. This is Ricardo. I made reservations for our trip to Dallas. The flight takes off at 8:00 in the morning and arrives at 11:30. We will then take a taxi to the hotel.
- ___ 2. This is Dr. Dicter. I analyzed the X-rays and noticed that you have two cavities that need to be filled. I'd like to schedule you for an appointment on Tuesday. I have an opening at two o'clock.
- ___ 3. This is Tom. I have the package that I promised to deliver to you. When I was getting into my car, I heard a growl. This might sound hard to believe but there was a bear in my garage. I couldn't even get into my car. I'll try to get over there tomorrow morning before work. I hope that the bear leaves before then because I'm afraid to leave my house.
- ___ 4. This is Al. I'm calling to let you know that we're having band practice tomorrow in my house. Our drummer can't make it. I'm wondering if you'd like to play the drums during our rehearsal. Give me a call.
- ___ 5. My name is Chuck. We're offering raffle tickets for a drawing on Friday. The winner of the raffle will get a guitar. All money we receive from the raffle tickets will be given to charity. The tickets are one dollar each. I'll call back tomorrow with more information.
- ___ 6. This is Maricella. I can't get my computer to work. It starts up and runs for a few minutes. Then it freezes up and I can't get it to do anything. I need to write a report for school and may need to use your computer.
- ___ 7. This is Carlos. I'm calling to thank you for letting me use your car. I had a little problem when I was driving it. It started to make a funny noise and then the engine stopped. The car is on the side of the road near the new elementary school. Call me using my cell phone number.
- ___ 8. I'm calling from Sam's Donut Shop to let you know that you won this week's drawing. You have won six dozen chocolate donuts. Give us a call by Friday to pick up your prize.
- ___ 9. This is Mr. Brooks from Brook's Landscaping. We have received your job application and would like to set up an interview with you. I would also like to speak with your previous employer, but I don't see a telephone number on your application. Please call me this week. You can come for an interview any day but Thursday.
- ___ 10. This is Nathan. I seem to have lost Carla's address and telephone number. I need to talk to her about our class project as soon as possible. Would you please call me this evening. Thanks.