

# HELP<sup>®</sup> 1

Handbook of Exercises for Language Processing

by Andrea M. Lazzari and Patricia Myers Peters

Skills	Ages	Grades
<ul style="list-style-type: none"><li>■ auditory discrimination/phonological awareness</li><li>■ question comprehension</li><li>■ auditory association</li><li>■ auditory memory</li></ul>	■ 6 through adult	■ 1 and up
Evidence-Based Practice		
<ul style="list-style-type: none"><li>■ Effective vocabulary instruction strategies actively engage the student and require higher-level cognitive processing. These strategies include using new words in novel sentences based on connections to prior knowledge, identifying synonyms and antonyms, and analyzing word features (Kester-Philips, Foote, &amp; Harper, 2008).</li><li>■ Evidence indicates that beyond elementary school, phonological awareness and decoding tasks can be improved by teaching phonological awareness (Schuele &amp; Boudreau, 2008).</li><li>■ Association is a powerful way of connecting new vocabulary to well-established vocabulary. Also, direct teaching of common prefixes, roots, and suffixes is also effective as this targeted information can assist with comprehension of a variety of words (Bromley, 2007).</li><li>■ Children with specific language impairment have significant difficulty storing and retrieving verbal information in short-term memory in comparison to visual or nonverbal information (Riccio, Cash, &amp; Cohen, 2007).</li><li>■ Explicit teaching of listening skills is vital in both elementary and middle school given that a majority of academic skills are delivered verbally. Listening skills are necessary for both literacy development and overall academic achievement (Beall, Gill-Rosier, Tate, &amp; Mattec, 2008).</li><li>■ Asking <i>wh</i>- questions is a common method of teaching. Difficulty answering <i>wh</i>- questions affects a child academically, linguistically, and socially (Parnell, Amerman, &amp; Hartin, 1986).</li></ul>		
<p><i>HELP 1</i> incorporates these principles and is also based on expert professional practice that is functionally based.</p>		
<p><b>References</b></p>		
<p>Beall, M.L., Gill-Rosier, J., Tate, J., &amp; Matten, A. (2008). State of the context: Listening in education. <i>The International Journal of Listening</i>, 22, 123-132.</p> <p>Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. <i>Journal of Adolescent &amp; Adult Literacy</i>, 50(7), 528-537.</p> <p>Kester-Philips, D.C., Foote, C.J., &amp; Harper, L.J. (2008). Strategies for effective vocabulary instruction. <i>Reading Improvement</i>, 45(2), 62-68.</p> <p>Parnell, M.M., Amerman, J.D., &amp; Hartin, R.D. (1986). Responses of language-disordered children to <i>wh</i>- questions. <i>Language, Speech, and Hearing Services in Schools</i>, 17, 95-106.</p> <p>Riccio, C.A., Cash, D.L., &amp; Cohen, M.J. (2007). Learning and memory performance of children with specific language impairment (SLI). <i>Applied Neuropsychology</i>, 14(4), 255-261.</p> <p>Schuele, C.M., &amp; Boudreau, D. (2008). Phonological awareness intervention: Beyond the basics. <i>Language, Speech, and Hearing Services in Schools</i>, 39, 3-20.</p>		



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### Dedication

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This book is respectfully dedicated to Russel Murphy and the Reverend Curtis Robertson.

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**Auditory Discrimination**

**Task A: Discrimination of Minimal Pairs**

I'm going to say two words. You tell me if the words are the same or different.

s = same; d = different

- |                       |                        |
|-----------------------|------------------------|
| 1. pin - been (d)     | 24. gate - gate (s)    |
| 2. hat - hat (s)      | 25. not - knot (s)     |
| 3. day - play (d)     | 26. back - bat (d)     |
| 4. meat - neat (d)    | 27. beer - bean (d)    |
| 5. lot - lot (s)      | 28. wet - wet (s)      |
| 6. share - chair (d)  | 29. hat - ham (d)      |
| 7. car - bar (d)      | 30. near - neat (d)    |
| 8. ride - ride (s)    | 31. car - car (s)      |
| 9. free - tree (d)    | 32. sing - sink (d)    |
| 10. play - lay (d)    | 33. rope - wrote (d)   |
| 11. block - lock (d)  | 34. pan - pant (d)     |
| 12. rain - train (d)  | 35. raise - raise (s)  |
| 13. fox - fox (s)     | 36. wish - witch (d)   |
| 14. mine - man (d)    | 37. weigh - weight (d) |
| 15. win - win (s)     | 38. day - date (d)     |
| 16. ten - tan (d)     | 39. floor - floor (s)  |
| 17. ride - red (d)    | 40. rack - rack (s)    |
| 18. got - goat (d)    | 41. cow - cowl (d)     |
| 19. pin - pin (s)     | 42. knob - fob (d)     |
| 20. read - read (s)   | 43. tale - tale (s)    |
| 21. clock - clack (d) | 44. cool - cool (s)    |
| 22. tent - tint (d)   | 45. beat - meat (d)    |
| 23. fix - fit (d)     | 46. set - sit (d)      |

**Auditory Discrimination**

**Task E: Discrimination of Word Endings as being the Same or Different**

I'll say two words. You tell me if the words have the same last sound or different last sounds. Listen carefully.

1. hot - lot (s)
2. bid - book (d)
3. sit - kit (s)
4. seem - dream (s)
5. bill - fill (s)
6. chair - crash (d)
7. ice - is (d)
8. knife - have (d)
9. bug - egg (s)
10. orange - fudge (s)
11. jail - nail (s)
12. jack - pat (d)
13. jeep - slap (s)
14. corn - bin (s)
15. arm - swan (d)
16. park - make (s)
17. pea - fee (s)
18. act - rack (d)
19. hop - Bob (d)
20. rate - sat (s)
21. door - chair (s)
22. roll - now (d)
23. shore - more (s)
24. sun - nine (s)
25. break - fate (d)
26. sing - ring (s)
27. shoot - rook (d)
28. shy - fly (s)
29. brush - witch (d)
30. face - raise (d)
31. pet - got (s)
32. theme - calm (s)
33. thief - if (s)
34. pick - pig (d)
35. mom - farm (s)
36. this - miss (s)
37. vain - train (s)
38. whip - sip (s)
39. nerve - have (s)
40. which - wish (d)
41. quail - crow (d)
42. zoo - boot (d)
43. bat - back (d)
44. wind - Maine (d)
45. twine - mine (s)
46. mug - mud (d)

**Auditory Discrimination**

**Task L: Identification of Presence or Absence of a Syllable in a Word**

We're going to listen for words that can be parts of other words. Listen carefully.

1. Do you hear meet in the word meat? (y)
  - meeting? (y)
  - maybe? (n)
  - meteor? (y)
  - metal? (n)
  
2. Do you hear bake in the word baby? (n)
  - bacon? (y)
  - baking? (y)
  - book? (n)
  - back? (n)
  
3. Do you hear book in the word notebook? (y)
  - bookbag? (y)
  - basketball? (n)
  - bookends? (y)
  - broker? (n)
  
4. Do you hear an in the word finger? (n)
  - fan? (y)
  - animal? (y)
  - pan? (y)
  - box? (n)
  
5. Do you hear pen in the word pencil? (y)
  - Popsicle? (n)
  - pigpen? (y)
  - pickle? (n)
  - pens? (y)
  
6. Do you hear die in the word dime? (y)
  - dryer? (n)
  - diet? (y)
  - dial? (y)
  - radio? (n)
  
7. Do you hear bat in the word rabbit? (n)
  - battery? (y)
  - apartment? (n)
  - combat? (y)
  - acrobat? (y)