



## The Auditory Memory, Integration, and Discrimination Game

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### **Look Who's Listening® includes:**

- Sturdy, Colorful 18" x 18" Game Board
- 216 Foam Tokens (36 in six colors)
- 240 Auditory Processing Skills Cards
- Die/Game Instruction Sheet

### **Introduction**

*Look Who's Listening®* is a unique board game for students who have difficulty with auditory processing tasks. The 240 skills cards address ten essential auditory processing skills (24 cards per skill).

#### Auditory Discrimination

- Minimal Pairs
- Word Parts
- Sounds in Words

#### Auditory Memory

- Numbers
- Words
- Sentences
- Facts/Details in a Paragraph

#### Auditory Integration

- Interpretation of Directions
- Listening for Key Words
- Following Multi-level Commands

(See reverse side for detailed card instructions.)

### **Object of the Game**

To fill all of the game board squares with tokens.

### **Getting Ready to Play**

The teacher/clinician selects one of the auditory skills decks and shuffles the cards. Each student (2–6) chooses a different set of tokens. Teacher keeps the cards. Students sit around the board. (Note: As an option, you may use more than one deck per game.)

### **How to Play**

1. Teacher/clinician draws a *Look Who's Listening®* card and reads it aloud to the first player. Teacher asks player to complete one question/instruction task on the card. (Depending on each student's ability, teacher may ask student to complete two or more auditory tasks per turn.)
2. First player completes his/her task(s), and then rolls the die. Player places on the board squares the number of tokens shown on the die. (If die roll is "2," player puts two tokens on the board.)
3. Play continues in turn until each square has a token on it (or until time runs out).
4. When play ends, the player with the most tokens on the board wins!

### **Game Variations**

- 1. Uncover It.** The object of this game is to collect the most tokens from the board. Place any color token on each space of the board. The teacher draws a *Look Who's Listening®* card and reads it to the first player. After completing the task, the student rolls the die and takes the number of tokens from the board as shown on the die. Play continues in turn until the board is empty. The player collecting the most tokens wins.
- 2. Dare to Be Square.** The object of this game is to make a square using four tokens. Each player chooses a different colored set of tokens. The teacher reads a *Look Who's Listening®* card. The first player answers and places a token on the board. Play continues in turn, with each player attempting to make a square with four of his/her tokens. Players may use strategy to "block" their opponents from making a square. The first player to make a square with four tokens wins. (As a modification, use the die and place the number of tokens shown on the die on the board to increase the pace of the game.)
- 3. Three in a Row.** The object of this game is to place three tokens in a row across, down, or diagonally. Each player chooses a different colored set of tokens. The teacher reads a *Look Who's Listening®* card. The first player answers and places a token on the board. Play continues in turn with each player attempting to get three tokens in a row. Players may "block" each other. The first player to get three tokens in a row wins. (As a modification, play four or five in a row. Use the die and place the number of tokens shown on the die on the board.)
- 4. Auditory Race.** The object of this game is to be the first player to "race" all of his/her tokens from one side of the board to the other. Each player (2–4) puts 3–6 tokens on the row of squares nearest them. Players roll die and move tokens horizontally/diagonally with each turn. Players may "jump" over other players' tokens. First player to get all tokens to the other side wins!
- 5. Using the Cards Alone:** Read a *Look Who's Listening®* card to each student in turn. If the student answers correctly, he/she gets the card. At the end of the session, the students add up all of the cards they collected. Most cards wins!

# How to Use the *Look Who's Listening*<sup>®</sup> Auditory Processing Skills Cards

(Note: Answers are printed in red on the cards.)

## Auditory Discrimination Skills

- **Minimal Pairs (light purple):** Each card contains four pairs of words (minimal pairs). One pair of words is the same. The other three pairs are different. The teacher asks if the words are the same or different for each pair. The student answers after hearing each pair. (For example, Teacher: "Are these words the same or different?" (pause) "Chair-share." Student: "Different." Teacher: "Are these words the same or different?" (pause) "Eight-eight." Student: "The same.")
- **Word Parts (pink):** Each card contains three words, two two-syllable words and one three-syllable word. The teacher reads the directions to the student and asks the student to repeat a word. Then, the teacher asks the student to repeat the word without one of the syllables. (For example, Teacher: "Say the word 'basketball.'" Student: "Basketball." Teacher: "Now say the word without 'ball.'" Student: "Basket.")
- **Sounds in Words (dark purple):** Each card contains five words. Three words have a specific target sound/phoneme in them. Two words do not have a target sound/phoneme in them. The teacher asks the student if he/she hears the sound in each of the five words. The student indicates whether the sound is included in each word by answering "yes" or "no." (For example, Teacher: "Do you hear 'z' in the word 'window?'" Student: "No." Teacher: "Do you hear 'z' in the word 'busy?'" Student: "Yes.")

## Auditory Memory Skills

- **Numbers (red):** Each card contains a series of three, four, and five numbers. The teacher reads the numbers one set at a time. After each set, the student repeats the numbers in sequence. (For example, Teacher: "Say these numbers after me." (pause) "7-9-4-3." Student: "7-9-4-3.") A variation of this task is for the student to recall the numbers in reverse order. (For example, Teacher: "I will say some numbers. You say them after me but say them backwards from the way I say them." (pause) "1-5-6." Student: "6-5-1.")
- **Words (dark green):** Each card contains sets of three, four, and five one-syllable words. The teacher reads the words from top to bottom, pausing after each one. The student recalls the words in that order. (For example, Teacher: "Say these words after me." (pause) "Peach-nap-dent." Student: "Peach-nap-dent.")
- **Sentences (yellow):** Each card contains three sentences that increase in length from eight syllables to ten syllables, and then to twelve syllables. The teacher reads the first sentence. The student recalls that sentence exactly. (For example, Teacher: "Say these sentences after me. 'The swing set is in the back yard.'" Student: "The swing set is in the back yard.") The teacher and student follow this same procedure for sentences two and three.
- **Facts/Details in a Paragraph (dark blue):** Each card contains a short paragraph followed by three questions about the paragraph. Each question requires recall of information from different parts of the paragraph. The teacher reads the paragraph and asks the questions. The student recalls certain facts or details by answering the questions. (For example, Teacher: "Aunt Mary invited us to dinner last Saturday. She fixed.... Who invited guests for dinner?" Student: "Aunt Mary.")

## Auditory Integration Skills

- **Interpretation of Directions (light blue):** Each card contains specific directions for the student to interpret. The teacher reads the direction. The student explains what specifically the direction is asking. (For example, Teacher: "What would you do if I said 'Go to the playground with Michael and Jacob?'" Student: "I would get Jacob and Michael and go out to the playground." If the student responds with, "I would go play with them," encourage the student to explain in his/her own words what the directions were asking him/her to do, where he/she was to go play, or with whom he/she would play. Prompt him/her by saying, "Where did I tell you to go and play?" or "Who were you told to go and play with?") Do not accept repetition of the directions.
- **Listening for Key Words (orange):** Each card contains three sentences that increase in complexity. The student has to identify one to three key words in each sentence. The teacher reads the sentence and asks a question about the sentence. The student processes the information heard and answers the question. (For example, Teacher: "Listen to each sentence. Then, answer each question. 'James was so thirsty that he drank a glass of lemonade and then a glass of water. What drinks did I say?'" Student: "Lemonade and water.")
- **Multi-level Commands (light green):** Each card contains a two, three, and four step command. The teacher reads each command separately. The student interprets the information and then physically performs each task in order. (For example, Teacher: "Follow these directions. 'Touch your nose and blink your eyes three times.'" Student touches his/her nose and blinks his/her eyes three times.)

