

Auditory Learners

Process parts of concepts in order to understand the whole idea. Learn through listening. Following directions, analyzing sounds & numbers, processing large amounts of information, and thinking logically are strengths.

They like:

- ✓ Listening and speaking
- ✓ Varied and well-modulated voice
- ✓ Clear, very audible voice
- ✓ Calm and organized voice
- ✓ Voice with emotional intensity
- ✓ Statistics and facts
- ✓ Etymology/languages
- ✓ Poetry/jokes/riddles
- ✓ Detailed descriptions
- ✓ Journaling & creative writing
- ✓ Audio tapes
- ✓ To hear your enthusiasm
- ✓ To talk out loud so they can process what you say

Teaching Techniques:

- ✓ Audio tapes
- ✓ Books on tape
- ✓ Music & Rhyming
- ✓ Songs to learn facts
- ✓ Stories read aloud
- ✓ Computers
- ✓ Oral reading / presentations
- ✓ Discussion/explaining
- ✓ Compare/contrast
- ✓ Verbalizing to oneself
- ✓ Mnemonic devices
- ✓ Word webs to remember concepts
- ✓ Storytelling
- ✓ Using humor
- ✓ Teaching others
- ✓ Debating points of view

Programs/Publishers to consider:

Language Arts –

- ✓ Sing, Spell, Read & Write (PK-3)
- ✓ Antelopes to Zebras (PK) and Astronauts to Zippers (K-3) from Sing 'n Learn
- ✓ Letterland (online and CD, PK-3)
- ✓ Greathall Productions (audio tapes by Jim Weiss, K-12)
- ✓ Institute for Excellence in
 - Writing products on CDs (K-12)
- ✓ Use of 6-Traits of Writing (K-12)

Math –

- ✓ Math-U-See (K-12)
- ✓ Teaching Textbooks (3-11)
- ✓ I Can Learn Math (interactive online/DVD, 6-10)
- ✓ Learning Upgrade (no reading involved, 1-9)
- ✓ Saxon (w/teaching DVDs, K-12)
- ✓ VideoText (8-11)
- ✓ ChalkDust (3-12)

Other -

- ✓ Story of the World on CDs
 - (history, 1-8)
- ✓ Lyrical Life Science (science songs, 4-10)
- ✓ The Teaching Company (many subjects, 9-12)
- ✓ AGS (textbooks available on CDs,
 - 6-12)
- ✓ Time4Learning (many subjects, PK-12)

AUDITORY LEARNERS:

has limited attention to visual tasks
may have poor handwriting
has problems copying from the board
may have reversals or inversions in writing, or may leave out whole words or parts of words
may rub their eyes or show other signs of eye problems, or complain that their eyes hurt.
may do poorly on written spelling work, but may perform better in spelling bees
may not remember much of what they read and does better on material discussed in class
may read below grade level, or below the level expected for their general ability
may show consistent patterns; in math errors, when carefully analyzed, in attention to signs, confusion of similar numerals and so forth
may not seem to observe things
other children comment on: new bulletin board displays, a broken window, or teacher's new sweater
may do poorly on map activities
may be poor at visual word attach so that they confuse words that look similar, such as bill, bell, ball, and bull
may do poorly on matching activities, especially where a series of lines must be drawn from one column to another
probably dislikes "ditto" activities, but given the chance, will sort through a stack of dittos for the clearest copy
often skips words or even whole lines in reading, and uses a finger as a guide whenever possible
may enjoy memory work
may be a "mumbler" muttering or whispering during silent reading or other quiet seatwork; may also whistle or hum without being aware of it, rather than doodling on scratch paper
may have trouble identifying "how many?" without counting
organizes papers poorly; often writes the answer in the wrong blank on workbook pages, or can't find where the answers to
may seem lost on material requiring a separate answer sheet
spells a word the way it sounds: mean for mean and so forth

Study TIPS – HOME

Move your lips when silently reading new information

Read aloud to yourself; tape record your reading for later playback

Let someone read to you; look at the words and follow along as they read

Request verbal instructions

Limit note taking if it interferes with your concentration

Tape Lectures (if teacher allows)

Turn visual information into "stories" you tell yourself or record

Rhyme or "rap" the information you are studying

Keep a mental beat, or rhythm, while listening to information

Caution: background music may help you study, but it may also cause too much distraction



Study TIPS – TEACHER

Enjoys dialogue, plays, avoids lengthy descriptions, unaware of illustrations, moves lips, sub-vocalizes

remembers names, forgets faces

use phonics approach to reading

READ directions out loud, check for understanding

Teach effective memory techniques which employ the sense of sound

talks to self

talks problems out, tires solutions verbally, sub-vocally, talks self through problems

Shouts with joy or anger, blows up verbally but soon calms down, expresses emotions, verbally and through change tone of voice, volume, pitch

Enjoys listening, but cannot wait to talk; descriptions are long but repetitive likes hearing self and others talk; use words such as HEAR, LISTEN, etc.

matching clothes not so important, or explain choices of clothes

Favors music; finds less appeal in visual arts, but is readily available to discuss

Favors music; finds less appeal in visual arts,

commits things to memory by repeating them aloud

easily distracted by noise

expresses emotions in words

conducts debates and panel discussions