

LEVEL I: MATCHING EXPERIENCE

The request is related directly to the material in front of the child.
Answers are usually obvious and short.

Things to talk about

- a. Name objects, matching.
- b. Label objects by sight, sound, touch
- c. Remember information

Questions to ask

- What's this?
Find one like this.
- What did you hear/touch /smell?
- What did you see?

LEVEL II: ANALYSING EXPERIENCE

The child is asked to attend to specific aspects of the material.

Things to talk about

- a. Objects Functions
- Locations
Descriptions
- b. Differences
eg. This bike is big, but this one is little
- c. Categories
eg. Foods, transport, furniture
- d. Describing Objects
Scenes
- e. Remembering information
eg. In the news you told me your friend's name was Tom.

Questions to ask

- What is _____ for?
Find something to cut with.
Where is it?
How does it feel?
- Find one that's different.
- Find all the pieces of furniture
Tell me 3 foods.
- Find me one that's _____ and _____.
Eg. Find me one that is big and you can ride it.
What is happening?
- Who was there?
What happened?
Where were they?
What things ?

LEVEL III: ORGANISING EXPERIENCE

The child needs to attend more closely to the language of the instructions and pay less attention to the obvious aspects of the material.

Things to talk about

- a. Sequences of events
eg. How to make a drink or complete a craft activity.
- b. Giving directions
- c. Talk about things that are not
eg. This one's not for eating with.
- d. Similarities
eg. Knife and scissors are for cutting.
- e. Model role playing.
Pretend to be different characters in play, in stories, with puppets.
- f. Model stories from books, magazines, pictures, drawings, sequence pictures

Questions to ask

- What will happen next?
- Tell me how to _____?
Do _____ then _____.
- Find something that's not a _____?
Find something that can't _____.
- Find 2 the same.
- What could he say?
- Tell this story.

LEVEL IV: REASONING ABOUT EXPERIENCE

The child is required to reason, predict, justify and provide solutions related to the material/topic.

Things to talk about

- a. Predicting
i.e. I think it will _____ because _____
- b. Justifying
i.e. He is going to _____ because _____.
- c. Identifying causes
e.g. That happened because _____.
- d. Giving explanations
_____ and _____ are the same because _____.

Questions to ask

- Where will _____?
What would happen if _____?
- Why will _____?
Why do you think that?
- What could you do?
What do we need?
- How are they the same?
How are they different?
Why is _____?

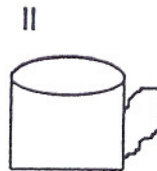


What is this?

Find one like this.

Say "This is a tea cup".

**MATCHING
EXPERIENCE**



What do you do with this?

You drink from a

Find a cup that is big and blue.

Find one that is different.

**ANALYSING
EXPERIENCE**



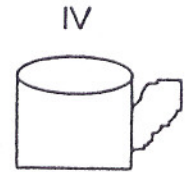
Tell me how to use this.

Find a cup that is the same.

Find things that are not cups.

Tell me something that holds water but is not a cup.

**ORGANISING
EXPERIENCE**



Why is this called a tea cup?

If it didn't have a handle would it still be a cup - why?

What could you use if you didn't have a cup.

**REASONING
ABOUT
EXPERIENCES**

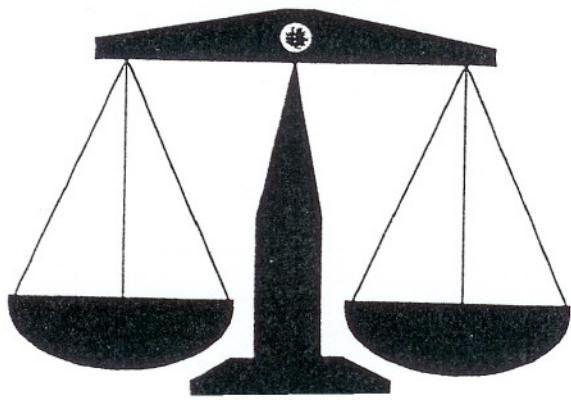
~~~~~ INCREASING PERCEPTUAL - LANGUAGE DISTANCE ~~~~~

# Balance

It is important to keep a balance  
between the input you give,  
and the questions you ask.

"The child is like a language sponge. We don't  
build skills by trying to squeeze things out.  
We build skills by getting things to soak in."

(Weiner, 1988;47, cited by M. Reynolds 1991)



## MAKING IT EASIER

If a question is too difficult for a child, you can try:

- ◆ repeating it
- ◆ rewording it
- ◆ giving a hint
- ◆ modelling an answer
- ◆ focussing the child's attention on the relevant information
- ◆ give a choice – is it \_\_\_\_\_ or \_\_\_\_\_?
- ◆ relate the question to something the child knows
- ◆ give part of the answer by starting the sentence for the child  
eg This one is big, but this one is .....



Also, remember that there is often more than one right answer to a question. Encourage children to give more than one answer and to justify the answer they give.

Praise children for trying, for listening and for thinking.



## POINTS TO REMEMBER

Blank activities and goals lend themselves to many types of classroom activities

*art*

*science*

*hands on maths*

*newstime*

*shared reading etc.*



Many children benefit from small group work that is hands on. It is often more beneficial to have groups of 4-5 children, who are actually engaged in an activity, rather than them observing someone else do the activity. In this way, Blank questions can be related to what the child is doing. Of course, this is not always possible and a shared book activity can occur with a whole class.

Become familiar with ways to make questions easier. If a child responds incorrectly or doesn't respond at all, simplify the question rather than going to another child for the answer.

## LEVEL 11: Analysing Experience

The child is asked to attend to specific aspects of the material.

### Questions to ask:

- Find one that can ..... (Function)
- What do you do with this?
- Where is it? (Location)
- What is happening? (Describing a scene)
- Find me one that is ..... and ..... (Attending to two characteristics e.g. find me one that is big and you can ride on it)
- Find one that is different. (Identifying differences)
- Name something that is a ..... (Giving an example within a category e.g. animal)

### **LEVEL 111: Organising Experience**

The child needs to attend more closely to the language of the instruction and pay less attention to the obvious aspects of the material.

#### **Questions to ask:**

- Find one to use with this. (Using verbal and visual knowledge)
- Tell me how to ..... (Giving directions on how to make/do something)
- Do ..... then ..... (Following a set of directions)
- Make these pictures into a story (Arranging pictures in a sequence)
- What (same thing) happened to all of these. (Formulating a generalisation about a set of events)
- Find two the same (Identifying similarities)
- What happened to all of these?
- Find something that's not a ..... (Exclusion e.g. something that's not for eating with, something that's not an animal etc.)
- Find something that can't ..... (eg. can't jump, can't talk etc.)
- What is a .....? (Defining words)
- What could he say? (Role playing – i.e. pretending to be different characters in a story)
- Tell this story. (Model stories from books, magazines, pictures)

## **LEVEL IV: Reasoning about experiences**

The child is required to reason, predict, justify and provide solutions related to the material / topic.

### **Questions to ask:**

- What might happen next? (Predicting)
- Where will .....?
- What would happen if .....?
- Why will .....? (Justifying e.g. He is going to .... because .... )
- Why do you think that?
- Why wouldn't it .....?
- What made it happen? (Identifying causes e.g. that happened because ...)
- What could you do? (Formulating a solution)
- What could we use? (Selecting a means to a goal)
- Why should we use that? (Explaining a means to a goal)
- How can we tell? (Explanation)
- Why can't we .....?
- How are they the same? (Explaining same and different concepts e.g. ... and ..... are the same because ..... )