

Activities for Blank's Questions - Level 1

Look at it!! These questions are related to what the child can see in front of them and hear at the time, or to objects or pictures that have just been removed.

Focus	Questions	Activities
Matching <ul style="list-style-type: none"> • Colours • Shapes • Numbers • Pictures/objects • Pictures/pictures 	Find one like this. Find one the same as this. Match this one with one the same.	<ul style="list-style-type: none"> • Treasure hunt - hold up an item & say "Find one like this" have the child search the room for one the same. • Lay items on a table hold up an item and ask the child to "Match this with one the same" • When looking through books point to items in pictures eg a bird and ask the child to "Find one like this".
Identifying the source of noises	What can you hear? Who is making that noise? What's that noise? What's that I can hear?	<ul style="list-style-type: none"> • Be very quiet and listen for sounds in the environment. Ask the child to identify what it is eg "What can you hear?" • Sit in a circle with a child in the middle. Secretly select someone in the circle to make a sound eg animal noise, ring a bell. Ask the child in the middle "What's that noise?", and "Who is making that noise?" • Ask the child "What's that I can hear?" to draw their attention to noises eg phone ringing, knocking at the door, alarm
Naming objects	What is it? What's this? What's this called? Tell me what this is. What do you want? What is it called? What are you touching?	<ul style="list-style-type: none"> • Have a mystery bag. Pull items out of the bag and ask eg "What's this?", "Tell me what it is" • When a child is pointing to request an item ask, "What do you want?" • When looking through books point to items in pictures and say "What's this?", "Tell me what it is" • Make a pair of pretend binoculars. Hold up items for the child to see and ask eg "What's this?" • When grocery shopping ask your child to name the items as they go in the trolley.
Naming people	Who is that? What's her name? What's his name? What's he called? What's she called?	<ul style="list-style-type: none"> • When looking through books point to people in pictures and say "What's his/her name?", "Who is that?" • When looking at photos ask eg "Who is that?" • When out eg shopping ask "What's s/he called?" (when you see a shop assistant, dentist, baker, butcher, doctor, mechanic, policeman etc)
Naming actions	What are you doing? What am I doing? What do you want to do? What do you want me to do?	<ul style="list-style-type: none"> • Play games whereby you take turns to do actions. Ask "What are you doing?", or "What am I doing?" • Play games whereby you ask "What do you want me to do?" and the child names an action • When watching TV or reading a book ask "What are they doing?"
Imitating a simple sentence (eg. from a book you are looking at)	Say this:	<ul style="list-style-type: none"> • When reading a book have the child repeat a simple sentence eg "Say this ..."
Remembering objects pictured in a book	What did you see?	<ul style="list-style-type: none"> • Look at and talk about a picture in a book. Close the book and ask "What did you see?"
Remembering the names of things recently seen or done	What did you see? Where did you go? What did you do?	<ul style="list-style-type: none"> • After an outing eg to the park ask "What did you see?", "What did you do?" • Let the child have a peek at items hidden under a cloth. Cover them over and ask "What did you see?"

Activities for Blank's Questions - Level 2

Talk about it!! These questions are still related to what the child can see in front of them, or to objects or pictures that have just been removed. At this level the child is expected to look more carefully at the object and talk about what they can see (eg. size, shape, colour, what it is used for).

Focus	Questions	Activities
Describing something that is happening at the time, or a scene on TV or in a book	Tell me what's happening Tell me what has happened.	<ul style="list-style-type: none"> When reading a book with your child find a picture with activity happening and say "Tell me what's happening". Encourage sentences not just labelling of pictures. During an ad break in a TV show eg cartoon ask your child to "Tell me what has happened" When playing with your child ask them to "Tell me what's happening"
Remembering information from a short statement (eg. from a conversation or book).	Who? What? Where?	<ul style="list-style-type: none"> After reading the beginning of a story ask your child "Who is in the story?", "Where are they?", "What did ... do?" After giving a simple instruction, ask "What did I say?"
Finishing a sentence.	Finish this sentence. Eat some	<ul style="list-style-type: none"> When driving in the car or transitioning between an activity make up the start of a sentence and ask your child to "Finish this sentence eg I see a....."
Identifying and describing the characteristics of objects.	What size is it? What shape is it? What colour is it? How does it feel? How does it taste? How does it smell? How many? Where is it?	<ul style="list-style-type: none"> 20 Questions - Child has object in a bag which only they can see. Others ask questions eg "What size is it?" to help them guess what the mystery item is. When on an outing (eg park) ask your child about various things they see (eg with a pinecone "How does it feel?"). When grocery shopping ask your child to tell you what an item feels like/colour/size/shape etc as you put it in the trolley.
Identifying objects according to their function or use.	Show me one we use for What do you use for?	<ul style="list-style-type: none"> Spread a mixture of items on the table & ask for them by their function instead of their name. E.g "Give me the one we use for cutting" (scissors) Treasure hunt- ask your child to find items around the house that you ask for by function/use instead of name eg "Get me the thing we use to sweep the floor with" Have a mystery bag filled with various items- pull one out & ask "What do we use a brush for?"
Identifying differences. Objects may differ in relation to size, shape, colour, texture, taste, smell, location or function.	How are these different?	<ul style="list-style-type: none"> Point out common objects around the house ask your child "How are these different?" eg when teeth cleaning point out 2 toothbrushes, apple & orange, fridge & oven, 2 plants, T.V & radio
Naming an object from a category (eg. food, clothing, toys, furniture).	Tell me something that's a kind of	<ul style="list-style-type: none"> As you read/look through books with your child point out things and ask them to name other objects from that category eg if you see a bird ask "Tell me something else that flies".

Activities for Blank's Questions - Level 3

Think about it!! - These questions are much more complex and involve the child in listening very carefully to every word of the question as well as thinking over what the question has asked them to provide an appropriate answer.

Focus	Question	Activities
Identifying objects that can be used with another (i.e. knife and fork)	"Find me one to use with this" "Which one goes with this?"	<ul style="list-style-type: none"> • Matching items - lay various items/pictures of items that match on the table. Pick one up & ask "Find me one to use with this", "Which one goes with this?" eg toothbrush/ toothpaste, stamp/letter, pencil/paper, straw/popper, • Treasure hunt - Give your child an item & help them to find something in the house or classroom that goes with it eg paintbrush/paint, cup/juice, key/lock, dress/hanger, flower/vase
Describing an event that might happen	"What will happen next?"	<ul style="list-style-type: none"> • During an ad break in a TV show ask your child "What will happen next?" • When playing a computer game ask your child "What will happen next?" • When reading a book, before you get to the end ask "What will happen next?"
Assuming the role of another person	"What would that person say?" "What could she say?" "What could he say?" "What might s/he say?"	<ul style="list-style-type: none"> • When reading a book with your child pause and ask "What could/might s/he say?" before you read the words.
Giving directions	"Tell me what to do" "What should I do?" "Tell me how to do it?"	<ul style="list-style-type: none"> • When playing any sort of game (eg computer game) ask your child "What should I do?", "Tell me what to do next", "Tell me how to do it" • When helping your child get dressed ask them "Tell me what to do next", "Tell me how to do it"
Following 2 stage directions	"Do and then"	<ul style="list-style-type: none"> • Play Simon Says. Have your child follow 2 step directions eg "Sit down then clap your hands"
Identifying similarities ie share size, colour, shape, taste, location or function	"How are these the same?"	<ul style="list-style-type: none"> • Matching items: lay various items on the table make a pair/group out of items that have something in common eg colour, function and ask "How are these the same?" eg sticky tape/glue, strawberry/tomato/red cordial • When looking through picture books point out items that have something in common and ask "How are the same?" eg bird/plane, shoes/ socks
Identifying objects by exclusion of a characteristic	"Which one is not"? "Which ones are not"? "Find the things that are not.....?" "Find something that can but is not....."	<ul style="list-style-type: none"> • When looking through picture books ask your child to point to "Which one is not...?" eg not sitting, not talking, not fluffy, • Lay various items/pictures on a table & ask your child to find the one you want eg "Find something that can walk but is not a person" (dog),
Identifying an alternative	"Tell me something else we could use?" "What could we use instead of"?"	<ul style="list-style-type: none"> • When creating/building something with your child ask them for suggestions of other items you could use.
Changing pictures in a sequence	"Make these into a story" "Which one goes first?" "Which one goes last?" "Which one goes in the middle?" "Which one comes next?" "Show me the beginning" "Show me the middle" "Show me the end"	<ul style="list-style-type: none"> • Cut up simple cartoon sequences from newspapers, kids magazines etc ask your child which one might go first, last in the middle etc
Describing a sequence of pictures logically	"Tell me the story"	<ul style="list-style-type: none"> • Cut up simple cartoon sequences from newspapers, kids magazines etc ask your child to tell you a story about them (doesn't have to relate to the joke of the cartoon) • Using picture books ask your child to "Tell the story"
Generalising about a set of events	"What happened to all of these?"	<ul style="list-style-type: none"> • Ask your child to generalise about events eg "Why are all the children running in from the rain?", "How did all these papers end up on the ground?" (wind),
Defining a word	"What is a"	<ul style="list-style-type: none"> • As you read a story with your child occasionally ask them to tell you what a word means eg "What is a dog?" Encourage your child to tell you plenty of information.

Activities for Blank's Questions - Level 4

Solve it!! - These questions expect the child to think about what may have happened, what could happen or what would happen if..... The child is expected to think things through and come up with a solution. This is the most complex Blank Level.

Focus	Questions	Activities
Predicting	"What will happen if"	<ul style="list-style-type: none"> • After looking at the cover of a book ask "What will this book be about?" • When reading stories to your child pause to ask "What will happen if" eg "What will happen if the boy lets the dog off the lead?"
Justifying a prediction	"Why.....?"	<ul style="list-style-type: none"> • After asking the above questions follow them with "Why.....?"
Identifying the cause of an event	"Why did" "What made it happen?" "Why did it happen?"	<ul style="list-style-type: none"> • Ask your child to try and explain what it was that made something happen eg "What causes sunburn?", "What made the toast go brown?", "Why is the boy frightened?"
Providing the solution to a problem	"What could you do?" "What would you do?" "What should you do?" "What could he do?" "What should she do?" "What would they do?"	<ul style="list-style-type: none"> • When you encounter problems in stories ask your child "What should (character) do?" • When your child has problems in the playground or at home ask them "What could/should you do?"
Explaining obstacles to a solution	"Why can't we"? "Why wouldn't it"?	<ul style="list-style-type: none"> • Ask your child to explain why possible solutions wouldn't work eg "Why can't we store ice cream in the oven?", "Why wouldn't the boy wear swimmers to play in the snow?", "Why shouldn't we use feathers to hold the paper down?"
Explaining an observation	"How can we tell"?"	<ul style="list-style-type: none"> • When looking at pictures with your child ask them to explain observations eg "How can you tell the boy feels sad?", "How can we tell the girl is going to school?", "How can you tell the egg is cooked?"
Selecting the means to a goal	"What could we use?"	<ul style="list-style-type: none"> • When playing/doing craft/ ask eg "What could we use for a body?", "What could we use to make it stand up?" • When accidents occur ask "What could we use to clean it up?"
Explaining the means to a goal	"Why should we use that?" "Why did you choose that?"	<ul style="list-style-type: none"> • After asking questions in the above section follow up with "Why should we use that?"
Explaining the construction of objects	"Why is made of"? "Why isn't made of"	<ul style="list-style-type: none"> • Ask your child to explain why items are made/are not made of certain materials eg "Why aren't clothes made of ice cream?", "Why aren't houses made of paper?", "Why are chairs made of metal/plastic/wood?"