**Understanding Questions – Using Blank levels**

When developing understanding and use of sentences it is important for children to have a clear understanding of the question words and what they relate to, for example **where** relates to **places** and **who** relates to **people.**

Understanding question words such as what, where, who is a good first step. Children start by understanding **concrete language** – the here and now and progressing through to more abstract language.

The early stages involve understanding and using language for purposes of labelling or describing characters, objects, and actions. The later, more abstract levels, involve using language for purposes of inferencing, analysing, hypothesising, or reflecting on and integrating ideas and information.

**Blank’s Levels of Questions**

**Blank Level One Questions:** ***look at it'***- talking about objects that are present.

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| Matching | Find one like this |
| Source of noise | What can you hear? |
| Naming objects | What is it? |
| Naming people | Who is that? |
| Naming actions | What are you doing? |
| Imitation | Say this |
| Remembering objects in book | What did you see? |
| Remembering seen/done | What did you see/do? |

**Blank Level Two  Questions:** that require the child to focus on specific aspects and events and/or integrate separate components

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| Describe scene | What's happened? |
| Remembering information | Who/what/where? |
| Finishing sentence | Finish this sentence… Jack and Jill went up the…. |
| Identify and describe characteristics of objects | What size is it? What shape? What colour? How many? How does it taste/smell/feel? Where is it? |
| Identifying object functions | Show me the one we use for … |
| Identifying differences | How are these different? |
| Naming object from category | Tell me something that's a type of … |

**Blank Level Three Questions:** that require the child to process information that is not perceptually present

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| Describe event might happen | What will happen next? |
| Give directions | Tell me what to do |
| Assume role of another | What would/could/might he say? |
| Follow 2 stage directions | Do … and then … |
| Identify similarities | How are these the same? |
| Identify objects by exclusion | Which one is not …? |
| Identify alternative | Tell me something else we could use |
| Change pictures in sequence | Make these into a story  Show me the first/middle/last |
| Describe sequence of pictures logically | Tell me the story |

**Blank Level Four Questions:** Encourages the child to think about the relationships between objects, people and events and give reasons as to why things happen.

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| Predicting | What will happen if … |
| Justifying prediction | Why? |
| Identifying cause of event | Why did it happen? |
| Provide solution to problem | What could you do? |
| Explaining obstacles to solution | Why can't we … |
| Explaining observation | How can we tell? |
| Selecting means to goal | What could we use? |
| Explaining means to goal | Why should we use that? |
| Explaining construction of objects | Why is … made of …? |