

What's That?

(Blanks Levels Of Questions)



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“What’s That”

Based on Blank’s 4 stages of question acquisition

Introduction

Blank’s questions are a list of different types of questions, from easy to more difficult, which have been found to help student’s learning. As the student’s understanding of language and general language skills develop, they are able to understand and respond to more difficult questions. Students need to demonstrate strong skills in the earlier levels (Levels 1 and 2) before they can move on to mastering the much more complex questions and language in the more difficult levels (Levels 3 and 4).

The 4 stages of Blank’s questions are:

- **Level 1**- questions related to what the student can see in front of them and hear at the time, or to objects or pictures that have just been removed.
- **Level 2** – questions still related to what the student can see or hear, or objects/pictures just removed but more detail is expected in the answer.
- **Level 3** – more complex questions involving careful listening to the question and thinking about what information the question has asked them to provide.
- **Level 4** – the student is expected to think about what may have happened, what could happen or what would happen in a given situation. Involves problem solving to come up with an answer.

Instructions

Trial Set

“The Elephant” trial questions are used to indicate what level of questions the student is able to answer.

- Show the student the picture and ask the corresponding questions from each of the three trial sets.
- If the student has difficulty at a particular question level, then move through the booklet targeting:
 - The simpler level below the target level
 - The target level
- Once a particular level is mastered move on to the higher levels.

If the student is having difficulty some strategies include:

- **Ask easier level questions and work back up to the target level.**
- Demonstrate/show/explain the answer to the question.
- Relate the situation to the student's own experience.
- Offer the student a choice of answers.
- Give the student the first part of the answer and ask them to complete the sentence, e.g. "The elephant is big and the mouse is..."
- Model the correct answer for the student.
- Supply the correct answer and get the student to repeat it, e.g. "The elephant is big. What is he?"

Blank 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.

<i>Activity</i>	<i>Questions</i>
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.
Identifying the source of noises	What can you hear? Who is making that noise? What's that noise? What's that I can hear?
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?
Naming people	Who is that? What's her name? What's his name? What's he called? What's she called?
Naming actions	What are you doing? What am I doing? What do you want to do? What do you want me to do?
Imitating a simple sentence (eg. from a book you are looking at)	Say this:
Remembering objects pictured in a book	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?

Blank 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).

<i>Activity</i>	<i>Questions</i>
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.
Remembering information from a short statement (eg. from a conversation or book).	Who? What? Where?
Finishing a sentence.	Finish this sentence. Eat some
I 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?
I identifying objects according to their function or use.	Show me one we use for What do you use for?
I identifying differences. Objects may differ in relation to size, shape, colour, texture, taste, smell, location or function.	How are these different?
Naming an object from a category (eg. food, clothing, toys, furniture).	Tell me something that's a kind of

Blank 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.

<i>Activity</i>	<i>Question</i>
I 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?"
Describing an event that might happen	"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?"
Giving directions	"Tell me what to do" "What should I do?" "Tell me how to do it?"
Following 2 stage directions	"Do ... and then"
I identifying similarities ie share size, colour, shape, taste, location or function	"How are these the same?"
I 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....."
I identifying an alternative	"Tell me something else we could use?" "What could we use instead of"?"
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"
Describing a sequence of pictures logically	"Tell me the story"
Generalising about a set of events	" What happened to all of these?"
Defining a word	"What is a" "

Blank 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.

<i>Activity</i>	<i>Questions</i>
Predicting	"What will happen if"
Justifying a prediction	"Why.....?"
Identifying the cause of an event	"Why did happen?" "What made it happen?" "Why did it happen?"
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?"
Explaining obstacles to a solution	"Why can't we"? "Why wouldn't it"?"
Explaining an observation	"How can we tell"?"
Selecting the means to a goal	"What could we use?"
Explaining the means to a goal	"Why should we use that?" "Why did you choose that?"
Explaining the construction of objects	"Why is made of"? "Why isn't made of"?"