

Blank's Levels of Questions for Storybook Sharing

Blank's Level 1 -	Blank's Level 2	Blank's Level 3	Blank's Level 4
<p>NAMING - Using language related to the immediate environment; for example labelling or identifying something a child is able to see. MUST HAVE PICTURE OR THE OBJECT IN FRONT OF THE CHILD.</p>	<p>DESCRIBING - Using language that is related to objects in the immediate environment but focusses on selected aspects of the material such as shape, colour and differences in function. SHOULD HAVE PICTURE OR THE OBJECT IN FRONT OF THE CHILD.</p>	<p>THINKING ABOUT IT - Ask students to use their understanding of the materials presented but in a wider context. This may involve sequencing, following a set of directions or making generalisations. PICTURES OR REAL OBJECTS WILL BE HELPFUL.</p>	<p>EXPLAIN IT - Using language which places higher demands on a student's imagination, problem solving skills, and their ability to predict outcomes, identify causes, explain inferred information and make justifications for their answers. PICTURES MAY NOT BE NEEDED.</p>
<ul style="list-style-type: none"> • Show me... • What is this? • Find another... • What can you see? • Say... 	<ul style="list-style-type: none"> • What is different about ___ and ___ • What is happening in the picture? • Who is this? • Where are they? • What can you use to... • Tell me another type of... • What does that feel like 	<ul style="list-style-type: none"> • What might happen next? • What could ___ say? • Arrange the pictures in the right order • Tell me what happened in the story. • How are these ___ the same? • Name something that is not ___ • What does this word mean? 	<ul style="list-style-type: none"> • What would happen if... • Why did that happen? • Why would / wouldn't that be a good idea? • How does this work? • How could we solve this problem? • How can we tell...