

ASKING GOOD QUESTIONS

Illustrated by Linda Kauffman Rademacher

ASKING GOOD QUESTIONS is a 60-page reproducible language stimulation program consisting of 20 three-page story units. The material is designed to be used with children between the ages of three through six.

The purpose of the program is to show how asking meaningful questions can integrate auditory processing, visual observations and expressive language to strengthen essential language skills and to enhance vocabulary development.

The simple illustrations are representative of the endless source of pictures that can be found in coloring books and magazines. The simplicity of the pictures is intentional, showing how almost any picture can be used to stimulate learning if good questions are asked that will incorporate who, what, why, when, where, how, how many, same, different, etc.

When used by professionals who routinely ask key questions, the unit provides the convenience of having the pictures and questions on hand and organized for their use.

When assigned by the professional as a unit for home practice, the material teaches the parents the technique of asking good questions, a skill that can be used in all learning situations with their child. Several or all of the story units can be utilized to develop the habit of asking good questions. The end results should encourage parents to be more aware of how they communicate with their child and whether or not they are stimulating thinking skills, observation skills, auditory listening/comprehension and correct responses to specific questions.

The unit should be viewed as a stepping-stone in asking good questions and stimulating meaningful conversation. Professionals and parents are encouraged to ask additional questions of their choice and to encourage questions from the child. Additional vocabulary words can be added to the vocabulary section and more color-association instructions can be given.

The purpose of the program is to increase learning through meaningful verbal interaction. If a child does not know an answer, the correct answer should be explained while pointing to the parts of the picture that provide the information. Later, the same questions can be repeated to determine if the child retained the new information.

A letter to parents is provided, along with instructions for using the unit for home practice.

Initially, extra copies of the masters should be made and stored. Next, as many working copies as desired should be made and filed with the three pages of each story unit kept together so as to provide continuity as the lessons are presented.

The material can be used in class, for home practice or both. This should be decided by the professional in charge of the child's educational program.

Directions for Use:

- 1-A The large picture is to be used by the child. It will be used in answering questions, vocabulary naming and coloring.
- 2-B This page is to be used by the professional (parent) working with the child. The activities are divided into three sections:
 - Part one consists of questions that are to be read to the child. The child should be given adequate time to answer and/or talk about the answer. If the child does not know an answer, the professional (parent) should point to the answer while telling the child the correct information in an interesting manner. Later, the same questions can be asked again to see if the child has retained the information.
 - Part two is the vocabulary section. First, the professional (parent) should say the vocabulary word and ask the child to point to the picture of the word. Next, the professional (parent) should point to the vocabulary word's picture and ask the child to name it. Again, the child should be told or shown the correct answer if this information is not known and the vocabulary section repeated. Usually, identifying words by pointing is an easier skill than naming the words.
 - Part three provides color association clues for coloring certain parts of the picture. If a child does not identify the color correctly from the clue, an easier clue can be given. The child is then instructed to choose the colors to complete the picture.
- 3-C This activity page is designed to help the child understand same and different and their synonyms. These basic concept terms are very confusing for many children because they can be expressed more than one way.



MOTHER'S HELPER

1. How many people are in this picture?
2. Who do you think the people might be?
3. Is the mother taller or shorter than the boy?
4. Is the boy standing up straight? Explain.
5. What is the mother holding?
6. What is the mother doing with the broom?
7. What is the boy holding?
8. What do you think the mother is sweeping into the dustpan?
9. Are they cleaning inside or outside their house?
10. What is on the wall behind the mother?
11. Is the boy tall enough to look out of the window?
12. What is covering part of the window?
13. Are the mother and son working or playing?
14. Do you have a broom or dustpan at your house? If so, have you ever used either one to help your mother clean house?

VOCABULARY:

WINDOW

CURTAINS

BROOM

DUSTPAN

HAIR

SHOE

SHIRT

PANTS

FLOOR

DIRT

HANDS

WALL

COLORING THE PICTURE:

If the mother's hair is blond, what color crayon will you use to color her hair? If the boy has dark hair, what color will you make his hair? The broom handle is the color of limes. The rest of the broom is the color of corn. The dustpan is the color of a cherry. You may choose the the other crayons to finish coloring your picture.



1



2

SAME AND DIFFERENT

Directions: Have the student answer each of the following questions. Stimulate conversation by having the student explain why the pictures are the same or different.

1. Are the dustpans alike in both pictures? Explain.
2. What is different about the brooms in the pictures? Explain.
3. Is something different about what they are sweeping into the dustpans? Explain.
4. Do the windows look the same in both pictures? Explain.
5. Are the people's shoes alike in both pictures? Explain.