ASKING MORE SPECIFIC QUESTIONS

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Illustrated by Kevin M. Newman

ASKING MORE SPECIFIC QUESTIONS is a 60-page reproducible language stimulation program consisting of 20 three-page units. The material is designed to be used with students between the ages of four and eight.

The purpose of the program is to ask multiple questions and to give specific directions using important basic concept terms so as to strengthen essential language skills for academic learning and to develop total understanding of the basic concepts. The activities integrate auditory processing, visual observations, comprehension of specific terms, and verbal expression about these terms.

When used by professionals who routinely ask specific questions and who give specific directions, the program provides the convenience of having the material on hand, organized for their use.

When assigned by the professional as a unit for home practice, the directions, below, can be sent home for parent use.

DIRECTIONS:

Initially, extra copies of the masters should be made and stored. As many working copies as desired should be made and filed with the three pages of the unit. These should be kept together to provide continuity as the lessons are presented. Double copies of the large pictures should be made since a copy is needed for each activity page.

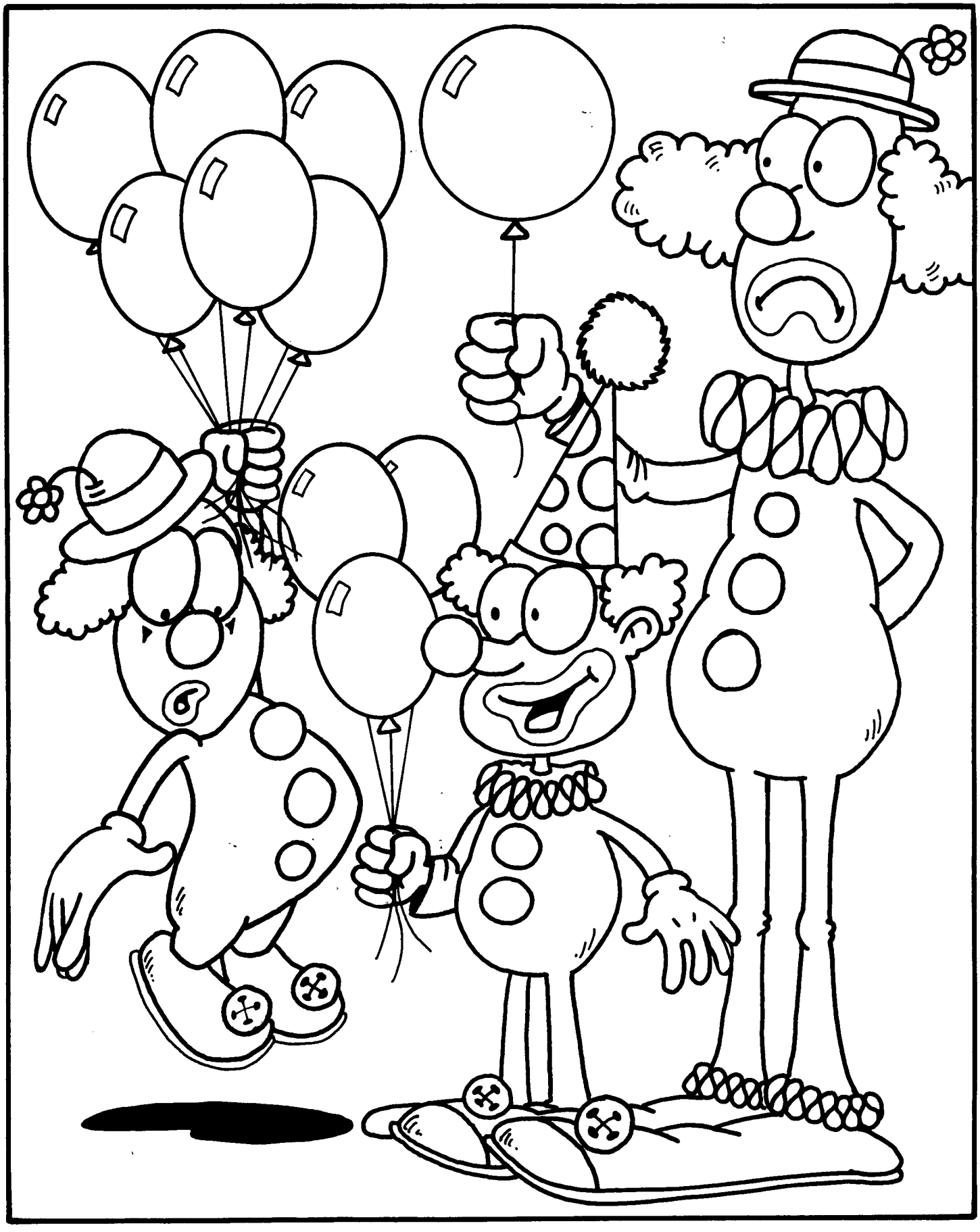
In each three-page unit there is a large picture page, a question page, and a following-directions page. Before beginning the question activity page, the student should be given a copy of the large picture. The questions and statements should be read aloud to the student. Adequate time should be given for the student to answer and/or talk about the answer. If the student does not know an answer, assistance should be given by pointing to the answer and telling the student the correct information. Later, the same question can be asked again to see if the information has been retained.

When using the following-directions activity page, the student is given another copy of the large picture page to work on while listening to the directions being read. The directions reinforce the basic concepts presented on the question page.

Some similar stories (zoo, birthdays, snow scenes) are presented to help students be attentive to new events of a similar nature and with new characters.

For students having difficulty grasping basic concepts, the lesson presented in class can be repeated at home by simply sending another set of the unit home (including two copies of the large picture page). This manual can be attached to aid the parent.

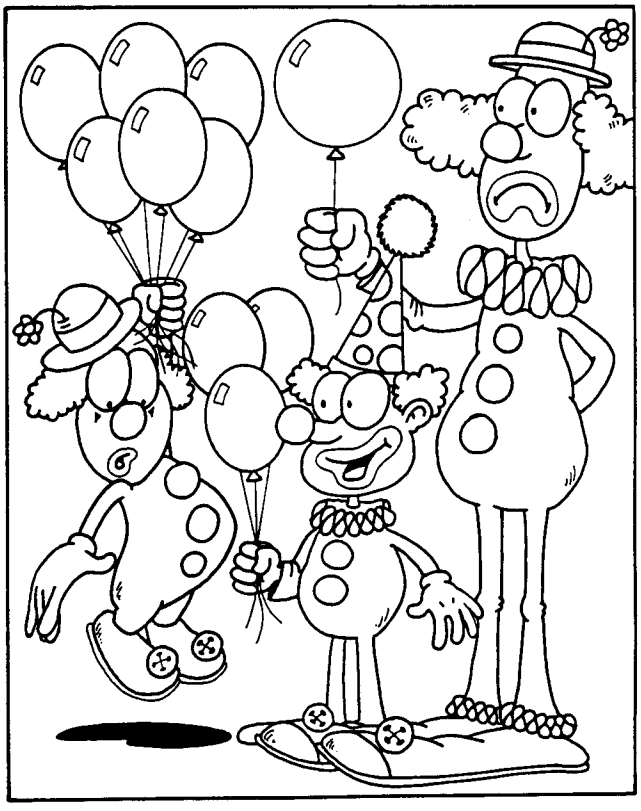
NAME _____ DATE _____



NAME _____ DATE _____

Directions: 1. Each question or statement should be read aloud to the student.

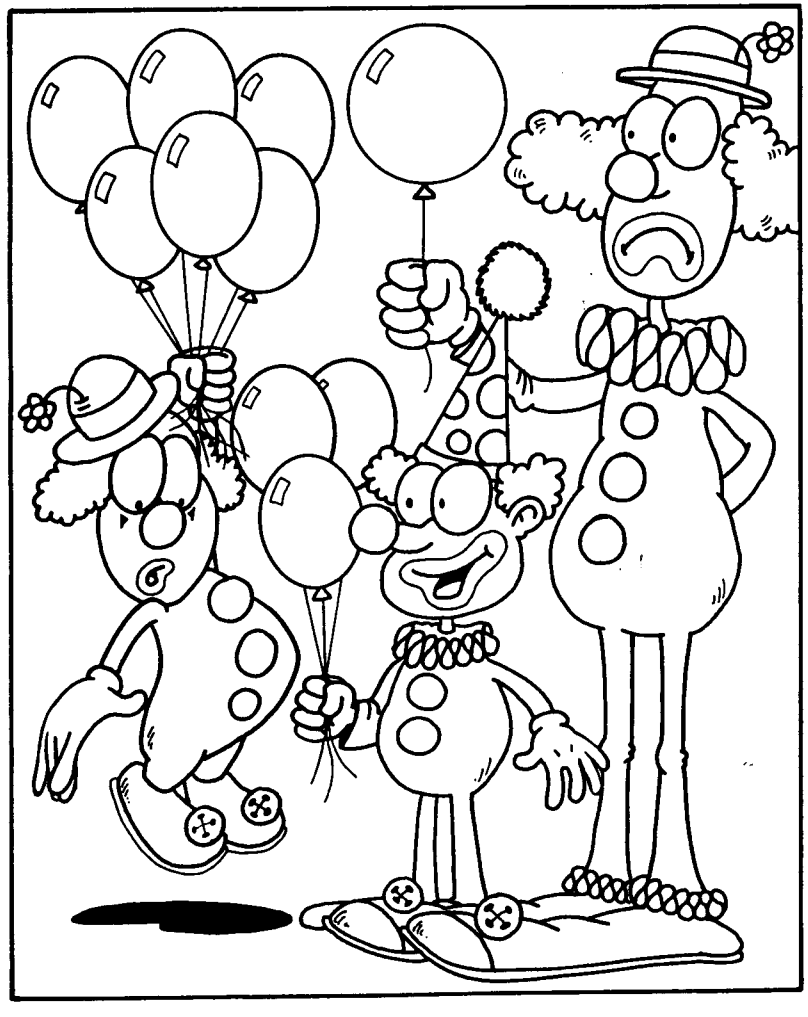
2. The student should answer the question and/or follow the directions given in each statement.



1. How many clowns do you see in this picture?
2. Do all of the clowns look happy?
3. Do any of the clowns look sad? Point to the sad clown.
4. Is the tallest clown happy or sad? How can you tell?
5. Are all of the clowns standing on the ground? Which one is not?
6. How many balloons do you see in this picture?
7. Do all of the clowns have the same number of balloons?
8. Does the tallest clown have the most balloons?
9. Does the tallest clown have the longest nose?
10. Point to the clown who has the longest feet.
11. Does the happy clown have the most balloons?
12. Does the happy clown have on a hat that is the same as the hat the sad clown is wearing?
13. Do you think one of the clowns has lifted off the ground? Do you think this is because he has the most balloons?
14. Is the clown on the left standing on the ground?
15. How many of the clowns have curly hair?
16. Point to the clown who has the longest legs. Which clown has the shortest legs?
17. Point to the clown who has neither the longest nor the shortest legs.
18. Do both short clowns have flowers on their hats?

NAME _____ DATE _____

Directions: 1. Each statement should be read aloud to the student.

2. The student should follow the directions given in each statement.

1. Color the tallest clown's hair yellow.
2. Color the bells on the longest pair of shoes red and the tips of the shoes black.
3. Draw a blue circle around the clown who is holding the most balloons.
4. Color the sad clown's balloon green.
5. Draw blue polka dots on the happy clown's suit.
6. The clown with the least number of balloons is also the tallest clown. Color his costume pink.
7. One clown has on the tallest hat. Draw a blue circle around that clown and color his hat orange.
8. Point to the clown with the least number of buttons on his costume and color them yellow.
9. Point to the largest bunch of balloons. Color these balloons orange, green and red.
10. Color the mouth of the sad clown red.
11. One hat does not have a flower on it. Point to this hat and color the pom-pom purple.