**Blanks activities and games**

There are lots of activities and games you play with children whilst using blank’s levels of questioning. This document will show some activities and give examples of questions and statements you can make during the activity.

[Building or making something](#_Building_or_making)

[Feely bags](#_Feely_bags)

[Going on an outing](#_Going_on_an)

[Playing a picture lotto game](#_Playing_a_picture)

[Playing musical instruments](#_Playing_musical_instruments)

[Reading](#_Reading)

[Treasure hunt](#_Treasure_Hunt)

# Building or making something



You can use blank's questions whilst making something with the child such as making a sandwich, building a den or making seasonal decorations. It gives you a lot of opportunities to ask questions and make statements about what is going on. It also helps build children's sequencing skills.

## Level 1

**Name objects, people and what they are doing.** For example, while making a sandwich you may say:

"This is the bread". "You found the cheese." "What is this?" "Hayden is cutting."

**Encourage the child to match**. For example, while making a sandwich you may say:

"Here is another cutter like this one." "Can you find one like this?"

## Level 2

**Describe an object by its function**. For example, when preparing for a task, you can ask the child to carry out an activity by making statements about the functions of the objects:

"We need something we can cut with." "We can use this knife to spread the butter."

**Talking about how things are like each other (categorisation).** For example, during an activity you may say:

"We need to find all the foods that we will use to make our sandwich." "We need to wash up all the tools we used to make our sandwich."

## Level 3

**Sequencing skills**. For example, use picture cards to show the different stages of the activity. The can then put the cards into the correct order. They can then use the cards to retell the activity after. During the activity you can say:

"What happened after we spread the butter?" "Before we ate our sandwich, we cut it in half." "We used the knife to cut the bread."

**Giving definitions**. For example, during or after the activity you may say:

"What does 'utensils' mean?" "Utensils are..." "Sandwich fillers are the foods we put between the bread." "A knife is used for cutting."

## Level 4

**Problem solving skills**. For example, the child can do the activity before solving the problems. You can say:

"If we didn't have a knife, we could use our hands." "If you dropped your sandwich what would you do?" "I don't like marmite, can I have cheese instead?"

**Inference**. For example, after doing the task, you can say:

"You can tell James like his sandwich as he smiled." "How do we know the den is strong?"

# Feely bags



You can use a feely bag to ask questions and make statements about what they can feel in the bag. You can theme the bag around different topics such as animals, vehicles or clothes.

## Level 1

**Name objects, people and what they are doing**. For example, you may say:

"You have a dinosaur." "Show me his nose." "What have you got?"

## Level 2

**Describe the characteristics of the object**. For example, you may say:

"What shape is this?" "Find the star shaped cutter." "This one is green."

**Describe an object by its function**. For example, you can ask the child to find objects based on of the objects. You may say:

"Find one that's for cutting." "This one is for rolling."

## Level 3

**Add extra conditions**. For example, while playing the game with the child you may say:

"Find me the one that you would not wear in the winter." "This is red, but not a jumper." "Give me one that you would wear on your top but wouldn't keep you warm."

**Simple definitions**. For example, you may say:

"The scarf keeps us warm." "What does the belt do?"

## Level 4

**Justifying**. For example, you may say:

"We wear shorts in the summer to keep cool." "Why will a swimming costume be best in the pool?" "Mrs Smith couldn't wear this because it's too small."

**Problem solving skills**. For example, you may say:

"What could you do if it is hot?" "If it was sunny and your eyes hurt, you would wear sunglasses." "If my gloves got wet in the snow, I would put them near the heater."

# Going on an outing

Go on a listening walk. Encourage the child to listen carefully as they walk. You can make some ‘listening ears’ for the child to put on.

What can you see? Encourage the child to look around as they walk. You can make some ‘binoculars’ for them to use when looking around.

If you are a parent, you can go out to a park.

If you are an educational professional, you can take the child out to the playground, around the school or use the questions during a school trip.

## Level 1

**Name objects, people and what they are doing**. For example, you may say:

“What is this.” “Here is the swing.” “There’s a slide.” “What are you playing?”

**Encourage the child to match**. For example, while making a sandwich you may say:

“Find one like this.” “I can hear another bird.”

## Level 2

**Describe an object by its function**. For example, you can ask the child to find objects based on of the objects. You may say:

“You can climb up ladders.” “What is this for?” “You use this to go round and round.”

**Encourage them to answer who, what and where questions**. For example, you may say:

“Alex is on the slide.” “The swing is near the bin.” “What does this do?”

## Level 3

**Sequencing skills**. When you get back home or to class, talk with the child about what you did together. Try to use language around first or last. For example, you may say:

“First you went on the slide.” “What did you do next?” “At the end we went on the roundabout.”

**Thinking about something from someone else’s point of view**. For example, you may say:

“Claire didn’t like it when the lorry went past. Why was that?” “Ben wanted to ask Josh to play with him, he could say…”

## Level 4

**Justifying**. For example, you may say:

“Why did we stay in the playground?” “We need to be quiet when we walk past the classrooms, so we don’t distract from others when learning.” “We held hands when we crossed the road to keep us safe.”

**Inference.** For example, you may say:

“If it rained when we were outside, we would get wet.” “What could happen if the dog came into the playground?” “We can’t go outside the school gates because there’s a busy road.”

# Playing a picture lotto game



You can use the picture lotto game or print some pictures/photos of various creatures, people and objects.

## Level 1

**Name objects, people and what they are doing**. For example, you may say:

“You’ve found the horse.” “Here’s the cow.” “Point to the sheep.”

**Encourage the child to match**. For example, while making a sandwich you may say:

“Find one like this.” “Here’s another sheep.”

## Level 2

**Talking about how things are like each other (categorisation).** For example, during an activity you may say:

“These are all animals.” “Tell me some farm animals.” “Which animals are brown.”

**Remembering information**. For example, you may say:

“Where was the horse?” “Did Arya have the giraffe?” “I saw a cow.”

## Level 3

**Add extra conditions**. For example, while playing the game with the child you may say:

“Find the animal that has a curly tail.” “This animal is not brown.” “The horse is an animal that lives on a farm.”

**Simple definitions**. For example, you may say:

“Who has something that goes with a cart?” “The horse goes with the cart as it can pull it.” “The cow eats grass and makes milk.”

## Level 4

**Justifying**. For example, you may say:

“We can’t put ice cream in the oven because it will melt.” “Why might the dog chase the cat?” “The tractor carries hay to feed the animals.”

**Problem solving skills**. For example, you may say:

“The dog barks to scare off the animals.” “Why does the sheet have a woolly coat?” “The horse has a tailed to swat away the flies.”

# Playing musical instruments



You can provide a range of instruments.

If you are a parent, these can be improvised instruments like pots and pans.

If you are an educational professional, there should be enough instruments for you and your pupils to have one of every instrument.

## Level 1

**Name objects, people and what they are doing**. For example, you may say:

“It’s a tambourine.” “What is that?” “James is shaking the tambourine.” “Point to the drum.”

**Encourage the child to match**. For example, while making a sandwich you may say:

“Find one like this.” “Here’s another shaker.”

## Level 2

**Describe the characteristics of the object**. For example, you may say:

“Find one that you blow into.” “Which one is big?” “The bells are shiny.”

**Encourage them to answer who, what and where questions**. For example, you may say:

“Niamh has the tambourine.” “What does this do?” “The drum is in the basket.”

## Level 3

**Describe the sounds the instruments make**. Play the instrument and describe the sound. You can give an example with an extra condition. For example, you may say:

“Find one that does not need a beater.” “This whistle is not loud.” “The whistle is noisy and you have to blow it.

**Predictions**. For example, during or after playing instruments you may say:

“If I beat the drum from up high, what might happen?” “When the whistle sounds in the playground, you line up.” “When I hear bells at Christmas, I think Santa is coming.”

## Level 4

**Talk about the causes.** For example, you may say:

“What made the whistle make a noise?” “The sound was so loud because Emma shook it hard.” “The beater hits the drum to make the noise.”

**Justifying**. For example, you may say:

“Why is the drum louder than the shaker?” “We can’t play our instrument in a library as it distracts people.” “The whistle has holes to change the notes we play.”

# Reading



A great way to use blank's questions is when reading a story. It gives you lots of opportunities to ask questions and make statements about what is going on. It also helps build children's sequencing skills.

## Level 1

**Name objects, people and what they are doing**. For example, while reading the story you may say:

"Who is that?" "I can see an elephant" "Show me an elephant." "What is Nelly the elephant doing?" "Point to Nelly"

**Encourage the child to match**. For example, while reading the story you may say:

"Find another one like this." "Here is another ball."

## Level 2

**Describe what is happening**. For example, while reading the story you may say:

"The boy is walking through the forest" "What does the Gruffalo look like?"

**Remembering information**. For example, after reading the story you may say:

"Who took a stroll through the woods?" "Where was the mouse meeting the Gruffalo?"

## Level 3

**Sequencing skills**. For example, after reading the story the child is given pictures representing different parts of the story. The child will try to put them in the correct order. They will then retell the story.

Alternatively, you can use a story sack with props. The child can retell the story through play.

**Predictions**. For example, during or after reading the story you may say:

"After the caterpillar eats all the food, he will get fat." "Show what could happen next."

## Level 4

**Problem solving skills**. For example, while reading the story you may say:

"What could the hungry caterpillar do to feel better?" "If you are thirsty you use your water bottle." "If I am cold, I put a jumper on."

**Inference**. For example, while reading the story you may say:

"The caterpillar felt poorly because he ate too much." "How do we know the caterpillar is poorly?" "The caterpillar is changing into a butterfly inside the cocoon."

# Treasure Hunt

You can encourage the child to dress up as a pirate. Hide ‘treasure’ in a sand pit or around the room. If you hide it in a sand pit you can encourage the child to dig to find it.

The treasure can relate to whatever you want to work on, for example animals, clothing, pictures of body parts or vehicles.

## Level 1

**Name objects, people and what they are doing**. For example, while reading the story you may say:

“Find the dress.” “It’s a shoe.” “This is a belt.”

**Encourage the child to match**. For example, while reading the story you may say:

"Find another one like this." "Here is another dress."

## Level 2

**Describe what is happening**. For example, you may say:

“You found the jumper.” “What’s happening?” “The coat was under the scarf.”

**Talking about how things are like each other (categorisation).** You can bury items from 2 different categories like animals and vehicles. Get the child to sort these into the 2 categories. The child can talk about why the items are similar and go together in their categories.

For example, during an activity you may say:

“These are all farm animals.” “Find some vehicles.” “Which animals are brown.”

## Level 3

**Thinking about something from someone else’s point of view**. For example, you may say:

“What might the pirates say about hiding the treasure?” “Ben couldn’t find any treasure, he could say ‘can someone give me a clue?’”

**Following or giving a set of instructions**. For example, you may say:

“Find a space, dig for treasure in the bucket.” “Hide the pig, the hose and the cow.” “Tell your partner what to do.”

## Level 4

**Problem solving skills**. For example, you may say:

“The shirt has a tear in it. He could use a needle and threat.” “Why would you need a van to move house in?” “When it is wet and muddy, I need to wear my wellington boots to keep me dry.”

**Inference**. For example, you may say:

“How we know the car is a vehicle?” “The digger is broken as stream is coming out.” “George is excited to find the tractor, he is smiling.”