

Table of Contents

Introduction	5
Certificates	6
WHAT Questions	7
Answering WHAT Questions	8
Basic	8
Sentences	21
Paragraphs	29
Inferential	33
Asking WHAT Questions	37
WHO Questions	45
Answering WHO Questions	46
Basic	46
Sentences	59
Paragraphs	67
Inferential	71
Asking WHO Questions	75
WHERE Questions	83
Answering WHERE Questions	84
Basic	84
Sentences	97
Paragraphs	105
Inferential	109
Asking WHERE Questions	113
WHEN Questions	121
Answering WHEN Questions	122
Basic	122
Sentences	133
Paragraphs	141
Inferential	145
Asking WHEN Questions	149
WHY Questions	157
Answering WHY Questions	158
Basic	158
Sentences	169
Paragraphs	177
Inferential	181
Asking WHY Questions	185
HOW Questions	191
Answering HOW Questions	192
Basic	192
Explanations	195
How Many	199
Feelings	201
Directions	205
Inferential	207
Compare/Contrast	211
Asking HOW Questions	213
Master Sheets	217
References	225

Introduction

Increasing children's ability to accurately answer and ask *wh*-questions is a language skill that many speech-language pathologists working with preschool and school-aged children encounter daily during their therapy sessions. As speech-language pathologists, we have long recognized that students with learning disabilities have difficulties answering and asking questions based on information presented orally or in writing (Aram & Nation, 1975; Bashir, Wiig, & Abrams, 1987; & Wiig & Wilson, 1994). Since asking *wh*-questions is a common method of teaching, when students have difficulty answering these questions, it affects them academically, linguistically, and socially (Parnell, Amerman, & Hartin, 1986). Lacking these fundamental skills is frustrating for students and those around them. Addressing these areas of weakness becomes a top priority in order for students to find success in the classroom, as well as in other areas of their lives.

DOT WH? Questions was designed to provide a language workbook which contains motivating activities for speech-language pathologists to use as they assist their students in acquiring the ability to answer a variety of *wh*-questions at several different difficulty levels. It also illustrates the process of helping students to acquire the beginning steps of asking *wh*-questions. This reproducible workbook contains worksheets targeting six major *wh*-question forms: *what*, *who*, *where*, *when*, *why*, and *how*. Each question form is further divided to advance from answering basic questions to progressively more advanced-level practice (at the sentence, paragraph, and inferential levels). Most of the sections target both expressive and receptive language. There are numerous pages per section to ensure that your students will get plenty of practice within each area.

For your convenience, the following are also included in this workbook: certificates to give to students who are showing progress, data charts for each section to assist in keeping records, and blank master sheets for you to customize.

As always, the paint markers (bingo-type markers) serve as the motivation component. Each student should be given a paint marker and a game sheet prior to following the directions that appear at the top of each worksheet. The students are able to fill in the open circles on their game sheets as they correctly answer the questions. Many students find the use of the paint markers motivating time after time. However, other items can be used as incentives as you progress through this book. Paint markers can be replaced with motivating stickers, small snacks, magnetic chips, or other items that students can place in the circles as they correctly progress through each game sheet. The students can also color the circles upon completion of the exercises. Use your expertise and knowledge of your students as your guide to help keep them motivated. *DOT WH? Questions* provides a unique and motivating format for students to expand and enhance their current language abilities.

I hope you will find the activities on these game sheets useful, effective, and encouraging for the students you serve!

Dotting WHAT? Questions

Name _____

Receptive Directions: Use your paint marker to dot the circle with the correct answer. (Instructor reads each question aloud.)

Expressive Directions: Listen as each question is read aloud. Use your paint marker to dot the circle with the correct answer as you say it.

1.

What do you use to write?



2.

What do you use to see in the dark?



3.

What do you use to lock a door?



4.

What do you use to eat soup?



5.

What do you use to dig?



6.

What do you wear to hold up your pants?



Follow the DOTS—HOW? (Explaining)

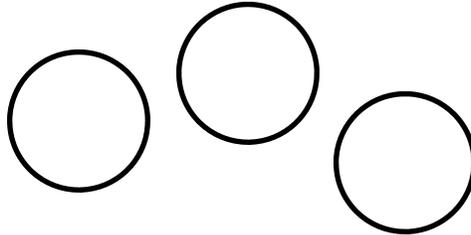
Name _____

Expressive Directions: Start where indicated. Read/Listen to each question. Use your paint marker to dot each circle as you answer the question by explaining in 3 steps how to complete the task. Continue explaining and dotting as you travel to the next question.

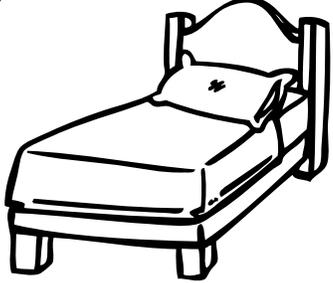
START



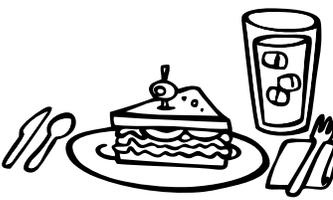
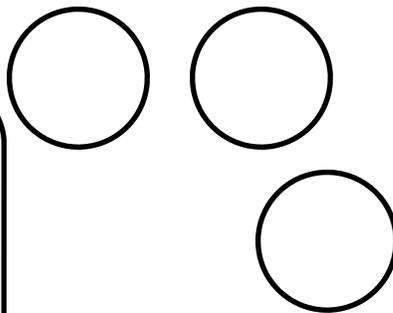
How do you wash your hands?



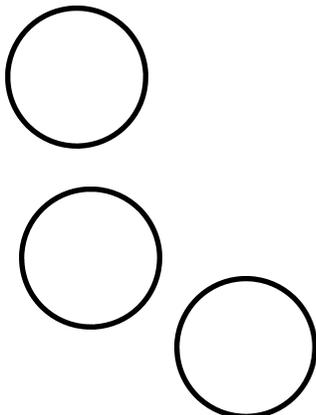
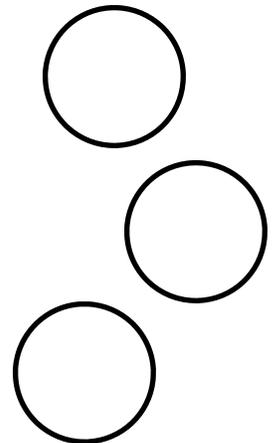
How do you shoot a basketball?



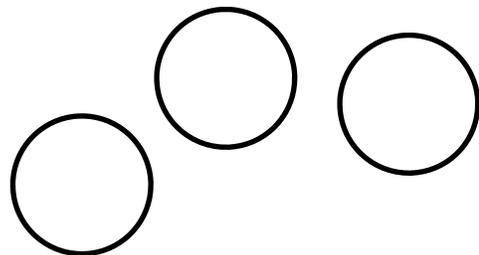
How do you make a bed?



How do you make a sandwich?



How do you fix your hair?



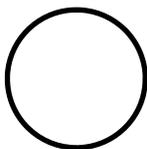
FINISH

Inferential DOTS— WHY?

Name _____

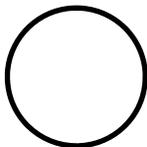
Directions: Read/Listen to each situation. Use your paint marker to dot the circle after you answer each question.

1. Adam picked up a stick and threw it. His dog ran and got it. Then Adam threw the stick again.



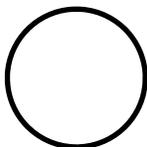
Why did Adam throw a stick?

2. Ally went to the beach. She put an umbrella in the sand and set out a towel. Then she put sunscreen on.



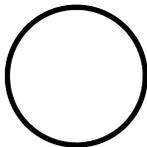
Why did Ally set up an umbrella when it wasn't raining?

3. It was a hot summer's day. Brooke went to the ice cream store. She bought a cone, but stayed inside the store to eat it.



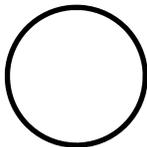
Why did Brooke eat her ice cream cone inside the store?

4. Oliver's math teacher handed back all the tests. Oliver didn't do as well as he wanted. Some friends were comparing scores. Oliver walked away.



Why did Oliver walk away?

5. Today was picture day at school. Ron put on a nice shirt and then went into the bathroom to comb his hair.

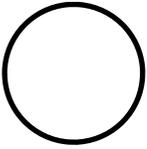


Why was Ron combing his hair?

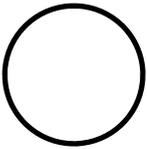
Answering DOTS—WHERE? in Sentences

Name _____

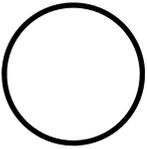
Directions: Read/Listen to each sentence and question. Use your paint marker to dot the circle after you answer each question.



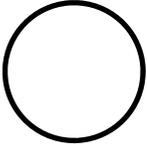
Jesse went into the kitchen to get a snack. Where did Jesse go?



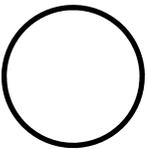
Yesterday, Darrell went to the park to play basketball. Where did Darrell go?



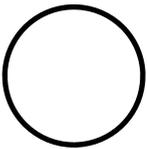
I talked with Mandy about being nice in school. Where did Mandy need to be nice?



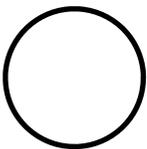
Neil rode his bike to the park. Where did Neil ride his bike?



While I was sick, my class went on a field trip. Where did the class go?



Paul went to the library to return his book. Where did Paul go?



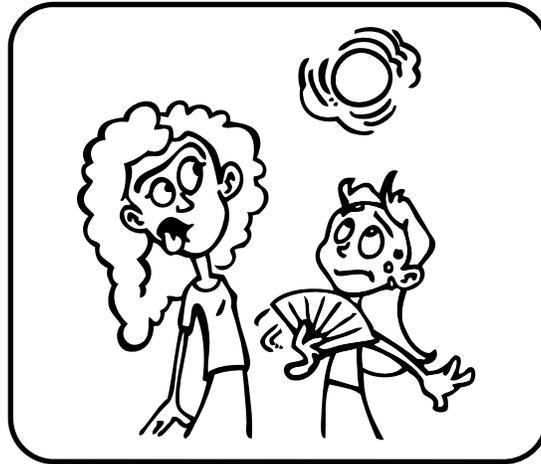
Ty went to the football game last night. Where did Ty go?



Comprehending WHO? in Paragraphs

Name _____

Directions: Read/Listen to each situation. Use your paint marker to dot the circle with the correct answer.



Jessica went outside to play. It was so hot! She went back inside her house and told her sister, Sally, about the heat. Sally grabbed a fan and went outside. They both decided it was too hot to play outside, so they went inside and played video games with their brother.

1. Who was the first person to go outside?

Sally

Jessica

their brother

2. Who brought a fan outside?

Sally

Jessica

their brother

3. Who did the girls play video games with after they went back inside the house?

Sally

Jessica

their brother

WHO? DOT Decisions

Name _____

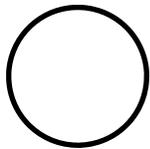
Receptive Directions: I will read each question. Answer it by pointing to the correct picture in the *Picture Bank*. Then use your paint marker to do the circle under the question.

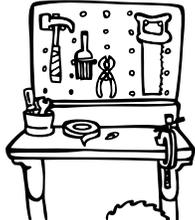
Expressive Directions: Read/Listen to each question. Answer it by choosing the correct picture from the *Picture Bank*. Use your paint marker to dot the circle under each question after you answer it.

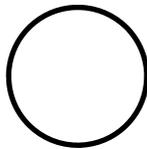
Picture Bank

 dancer	 custodian	 bus driver	 carpenter	 coach
---	--	---	---	--

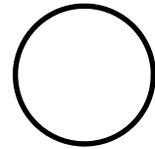

Who drives a bus?



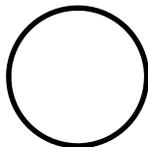

Who builds homes?




Who teaches students how to play sports?




Who cleans the school?




Who dances?

