ABSTRACT
                This program, included in "Effective Reading
Programs...," serves approximately 800 four-year-old children
enrolled at 26 public schools. The program was begun in 1965, and in
1971 major revisions were made in it. Children attend prekindergarten
classes for two and one half hours a day, five days a week. Specific
written objectives for cognitive, social, emotional, and psychomotor
development are the foundation for instruction, with emphasis on
cognitive skills. Broad program goals are development of skills in
discrimination, spatial relationship concepts, skills in sequence,
and skills in classification. A diagnostic checklist is used to
assess each child's entry level and needs, providing continuous
feedback on the student's progress. Teaching methods and materials
vary, but all teachers use criterion tasks, an activities reference,
and a resource file, all locally developed. Underlying all
instruction are identification of objectives, diagnosis,
documentation, and teaching to meet individual needs. Parents are
encouraged to carry out specific activities at home with their
children to facilitate learning. (TO)
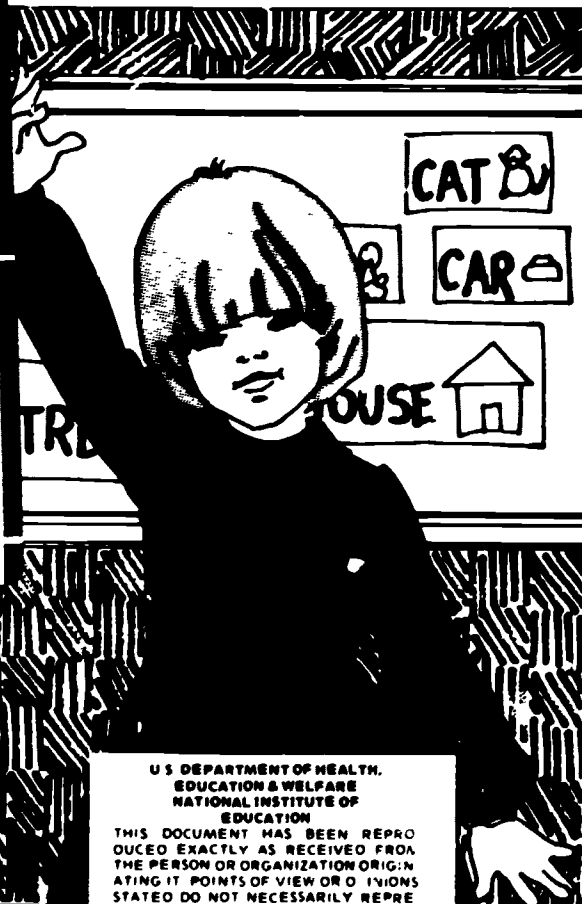
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Primary
Language
Development

A report from
the Department of Special Program
Development. Columbus Public Schools.
"Serving Children today . . . for tomorrow."

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The Signs of Need

Many children with educational needs lack confidence in their abilities to cope with school tasks. Others may learn at a slower rate than their classmates. Still others may have an undetected physical problem such as poor eyesight or a hearing loss. All of these factors affect children's progress in school. When a child shows disinterest in classroom activities, can't express his ideas or makes insufficient gains in reading and writing, he clearly needs additional help in the skills of communication. Primary Language Development is designed to provide educational experiences which will help him overcome his learning difficulties.

PLD: Help for Children Who Need it Most

Children who are recommended by classroom teachers as having serious learning problems receive consideration for Primary Language Development classes. The final selection of children is determined by test results. Language development teachers serve children whose test scores indicate the greatest need in language skills. To help make individual attention possible, the number of children per teacher is limited to approximately 45. Children who qualify at levels Kindergarten through Grade Three attend PLD classes daily. To foster program continuity from the earliest introduction to school, the Title I Prekindergarten now operates as a component of Primary Language Development.

Built-in Diagnosis, Treatment and Evaluation

The success of any program depends upon its ability to provide for the individual needs of the children it serves. There must be a way to diagnose individual problems and provide specifically designed learning opportunities. Then the learners' progress must be evaluated continuously.

The PLD guidebook, **Plan for Individualized Learning in Primary Language Development,** incorporates the program objectives, suggestions for skill learning opportunities and a list of related materials. It is used in conjunction with the teacher checklists, which span the range of language skills from level Prekindergarten-Kindergarten through Level Three. A series of checks, given before and after learning opportunities, pin-point the specific needs and progress of individual children.

Interest and Challenge: The Crux in learning

The Primary Language Development team respects children's dignity and their ability to grow academically and socially. The learning activities are geared to children's levels of readiness and achievement and stimulate the use of related skills. The variety of opportunities in the guidebook permits a choice for individual challenge. The same skill may be practiced in many activities so that it transfers naturally in its application to reading and writing.

The learning center approach lends itself to activities designed to help individuals. As many as three centers may be operating in the language development room while the teacher works with one child. Center activities are usually an outgrowth of small group or individualized instruction. They may consist of simple materials prepared for the application of newly-learned skills. On the other hand, it may be that the children are learning skills independently through the use of tape recorders, projectors and other teaching aids, in accordance with activities presented in the guidebook or developed by the teacher.

Reaching the Goal in PLD

...Language Development emphasizes
...responsibility and critical
...strengths are promoted where
...learning were formerly evident
...has been reached when the child
...this communication skills to permit
...knowledge about the world in
...through the processes of
...listening, observing, reading and
...indeed a happy moment when a
...he has closed the learning
...school and his regular classmates

Dedication. Involvement, Support: Solution to Educational Progress

...the Primary Language Development
...the result of teachers' willingness to
...learn and become involved in program
...In-service meetings provide time
...and study, research and the
...of new materials for PLD children
...teachers have contributed ideas which are
...the program guidebook. Grade level
...committees represent the teaching
...selection of new materials and
...sion Every effort is made to provide
...opportunities which will supplement
...regular classroom activities
...parents in PLD is one of support and
...Columbus parents have reacted
...through the work of the Parent
...council, parent coordinators and
...classroom visits by parents encourage
...interaction by children and teachers
...each person cares is another
...the power to communicate through
...the key to understanding, to
...opportunity
...tion on any Title I or DP program
...partment of Special Program
...at 225-2720

Language is the Key . . .

to understanding, to learning, to opportunity. We hear language, we see it, and reply. We perceive its sounds and interpret its meaning. We form its symbols to express our thoughts. We observe the language of life around us . . . in the roar of the freeway, a child's laughter, the gestures of man. We hear and speak it, see and read it, think and write it, and in doing these things, we accumulate knowledge. Language is the basis of learning. It is the tool which communicates regardless of the source or circumstance.

Certain children have both a need to acquire the skill to use language as a stepping stone to knowledge, and a disadvantage. It is the purpose of Primary Language Development to catalyze this new power among Columbus children.

Title I: A Source of Assistance

The Federal "Elementary and Secondary Education Act" challenges school systems throughout the country to provide better ways of meeting children's educational needs. The Primary Language Development Program (PLD) qualifies for ESEA Title I funds; it operates in elementary schools where the greatest number of children need assistance in overcoming their language disadvantages.

PROGRAM RATIONALE: BASIS FOR PROGRAM GOALS

Rationale

The instructional model is based upon the assumption that adequate reading behaviors are linked unconditionally with initial and increasingly more sophisticated skills in language development.

Language is acquired first through the ear, becomes verbal through representational thought and sound production, and visual through the recognition of symbols which represent units of thought and speech. The language skills are inseparable.

Intervention techniques in the auditory, tactile, verbal and visual development of the language skills should be applied simultaneously. The levels at which these skills will develop should overlap to provide for individual differences.

BROAD GOALS: BASIS FOR PROGRAM OBJECTIVES

The position that language skills are inseparable precludes the isolation of auditory, tactile, verbal and visual application in learning activities. Four major categories, as follow, synthesize the perceptual skills and provide a basis for broad program goals:

1. The Development of Skills in Discrimination

    a. The learner will be able to discriminate gross to finer sounds, objects, pictures, letters, words, ideas, meanings and verbal and printed messages.

2. The Development of Spatial Relationship Concepts

a. The learner wil
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in relation to
symbols, letter
and sentences.

3. The Development of

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4. The Development of
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The broad goals ge
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INSTRUCTIONAL OBJECTIVE
GUIDE

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FOR PROGRAM OBJECTIVES

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to finer sounds, objects,
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rbal and printed messages.

of Spatial Relationship

a. The learner will be able to posi-
tion sounds, objects, symbols, let-
ters, words, meanings and sentences
in relation to other sounds, objects,
symbols, letters, words, meanings
and sentences.

3. The Development of Skills in Sequence

a. The learner will be able to sequence
the order of the procedures, math-
ematical values, ideas, meanings,
and environmental events represent-
ed by sounds, objects, pictures,
letters, numerals and words.

4. The Development of Skills in Classifi-
cation

a. The learner will be able to classi-
fy sounds, objects, symbols, let-
ters, words, ideas and meanings in
the interpretation of verbal and
printed messages.

The broad goals generalize the pro-
gram intent and establish the categorized
components of language development.

INSTRUCTIONAL OBJECTIVES: SPECIFIC PROGRAM
GUIDELINES

The purpose of the objectives is to
clarify the intent of the program for which
they are written. What is it that we ex-
pect children to be able to do when the in-
struction is completed? The program objectives
should answer the question in relation to
specific skills. The composite of objectives
should present a clear picture of the program
expectations in terms of the planning and
execution of activities. The teacher will

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have planned, often with the child's assistance, and the learner will have executed the plans.

The "givens" in the primary language development objectives express the opportunities that children must have in order to acquire the skills expected. An expressed given is in terms of activities or materials. In the final analysis, the objective will have stated the skill ʰhat the learner will have acquired as a result of the instructional opportunities and the materials or activities which will have been available to him in his pursuit of the skill.

The specific instructional objectives and related activities are arranged in overlapping groups to provide for the individual needs of children in levels pre-kindergarten through three.

GOALS IN PSYCHOMOTOR DEVELOPMENT

A major consideration in primary language development is the appropriateness of the program to the individual needs of the child. The psychomotor development among young children is likely to be highly individualized. Since psychomotor readiness is a factor in the realization of successful school experiences, it is the responsibility of the program to provide developmental opportunities. Observation will reveal the children's individual needs which require development beyond the "built in" opportunities provided in the specific guidebook activities.

1. Given opportunities to grasp, hold, throw, catch, bounce, guide, model,

lace, tie, pour, manipulate and and objects, the coordinate eye

2. Given eye-hand will be able to to hold a prima nant hand and gu produce given de erals, and to sa needs in paintin craft.

3. Given natural op walk, run, crawl climb, bend, sto the child will b those movements cific patterns o

4. Given opportunit duce speech soun in relation to h child will be ab eye-hand movemen accomplish the t tives.

AFFECTIVE GOALS: OP
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bounce, guide, model,   ·

lace, tie, pour, paint, color, cut,
manipulate and maneuver given materials
and objects, the child will be able to
coordinate eye and hand movement.

2. Given eye-hand coordination, the child
will be able to follow oral directions
to hold a primary pencil in his domi-
nant hand and guide it to trace or re-
produce given designs, letters or num-
erals, and to satisfy his aesthetic
needs in painting, coloring or hand-
craft.

3. Given natural opportunities to step,
walk, run, crawl, jump, hop, skip,
climb, bend, stoop, balance, and stretch,
the child will be able to coordinate
those movements in tasks requiring spe-
cific patterns or directions.

4. Given opportunities to hear and repro-
duce speech sounds, and to articulate
in relation to his experiences, the
child will be able to coordinate speech,
eye-hand movement and body control to
accomplish the tasks in related objec-
tives.

AFFECTIVE GOALS: OPEN DOOR TO POSITIVE
BEHAVIORS

The Primary Language Development phi-
losophy recognizes the worth and growth
capacity of the children served by the pro-
gram. The broad premise is that, in order
to develop positive attitudes and values,
children must have opportunities to dis-
criminate acceptable and unacceptable be-
havior in terms of their effects upon the
individual. It is fitting that the pro-
gram's affective statements should reflect

confidence in children's ability to adapt
to social and academic challenges.

1. Given social and instructional oppor-
tunities to test his ideas and know-
ledge, the child will be able to de-
velop values, responsibilities and in-
dependence on the basis of the tria'
outcomes.

   a. Given equal participation in group
      activities, the child will be able
      to understand the tasks and privi-
      leges related to group membership.

      1) The child will contribute to
         group efforts.

      2) The child will accept respon-
         sibility for the approved be-
         havior in given situations.

      3) The child will practice the
         approved social amenities.

      4) The child will show appreci-
         ation for the group opportun-
         ities and privileges extended
         to him.

      5) The child will defend demo-
         cratic principles in work and
         play.

   b. Given respect and constructive re-
      actions to his efforts in group
      participation, the child will be
      able to accept himself as an effec-
      tive group member.

      1) The child will realize that he
         has both strengths and weak-
         nesses in social and academic
         areas.

      2) The child will strive to meet
         the strengths and overcome the
         weaknesses.

3) The child w
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engths and overcome the
ses.

3) The child will understand the
    humanness in having likes, dis-
    likes and limitations in toler-
    ances.

4) The child will determine his
    right to freedom and choice on
    the self-evaluated basis of
    past performance.

c. Given self-acceptance, the child
    will be able to accept and appre-
    ciate his peers and associates.

    1) The child will understand that
        language and customs may differ
        among people.

    2) The child will show respect
        for the potential in other
        persons.

    3) The child will show empathy
        in his relations with other
        persons.

        The child's affective growth
        in school is closely related to
        his success in the tasks he
        undertakes. His willingness
        to venture into the academic
        "unknown" will depend upon
        the appreciation demonstrated
        by teachers for his experiential
        knowledge.

        The primary language develop-
        ment position is that, given
        opportunities to draw upon this
        knowledge, the child will be able
        to associate ideas within his own
        conceptual framework and to
        accommodate extended relation-
        ships through inference-making.
        Consequently, the climate for

critical thinking is set by the
tenor and openness of the teach-
er's questions.

The concern for this aspect of
child development at the primary
levels has prompted the teach-
ing staff to formulate general
questions that can be selected
with regard to their appropriate-
ness in a variety of teaching-
learning situations. The ques-
tions precede Level Pre-K-Kin-
dergarten in A Plan for Individ-
ualized Learning in Primary
Language Development.

THE SOURCE OF SPECIFIC OBJECTIVES

The history of Primary Language Develop-
ment shows a progressively greater concern
for the clarification of program goals.
Formerly the goals were stated in terms
of expected pupil behaviors at pre-kinder-
garten, kindergarten and primary grade levels.
The specific instructional objectives are
a composite of goal statements derived from
regular and special programs in language
development. The direction is toward more
precise terminology in recognition of a
shared teacher-learner responsibility in
education.

Seventy-seven objectives (excluding
psychomotor and affective statements) were
derived from the program goals. Every
objective is interrelated among the four
broad goals, but each is more initially
related to one or another of the goal cate-
gories (similarities and differences, po-
sition, sequence or classification).

Following the 1972 implementation

of Plan for Individuali
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SPECIFIC OBJECTIVES

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of Plan for Individualized Learning, con-
sideration was given to a division of ob-
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total number. The majority decision was
to retain the important relationships with-
in the objectives. The separation of skills
for evaluation purposes was accomplished
through a block division on the teacher
checklist.

THE DISTRIBUTION OF THE SPECIFIC OBJECTIVES

e ..dividual differences among the
chiloien served by the Primary Language
Development Program demand a broad scope
in learning experiences. The instructional
objectives (with related activities) arranged
on the overlapping levels "Pre-Kindergarten-
Kindergarten", "Kindergarten-One" and "One-
Three" provide a scale on which every
child's readiness and progress can be chart-
ed. Rather then a sequence of learning, the
arrangement implies the need for transitional
experiences in the broad goal areas at each
level. While the same objective might be
included at all levels, the requirements of
the objectives-in-common reflect an increas-
ing difficulty in skill. The assumption is
that skills become more permanently estab-
lished as transfer is achieved from one level
of difficulty to the next.

THE PROGRAM GUIDEBOOK

A Plan for Individualized Learning in
Primary Language Development is the program
guidebook. At each learning level, the
order in which teachers should follow the
objectives is relative to children's needs.
Since the needs are individual, it is un-
likely that all children will benefit from
the same learning experiences at a given
time. It is an entirely realistic assumption

that children (for example) on the kinder-
garten-one level should engage initially
in activities designed for the pre-kinder-
garten-kindergarten level. By the same
token, when individual children have acquired
the skills implicit in the designated
"criterion tasks" at the (for example) kinder-
garten-one level, those children should
move to the next-higher level.

Teacher planning is implied under the
column "The Child Should". The objective
"givens" are described in the activity
procedures and under the column "Materials".
The selection by teachers of appropriate
questions to initiate instruction will
enable the child to become self-directed in
his execution of suggested activities.

"Activity" connotes involvement beyond
specific oral questions and answers or
pencil and paper assignments. Plans which
encourage the child to channel both his
mental and physical energies toward the
task at hand stimulate interest and effec-
tive learning. The variety of activities
relating to the skill development in a
specific objective permits a choice of
learning center opportunities by indivi-
dual children.

THE LEARNING CENTER: DESIGN FOR INDIVIDUAL
ACHIEVEMENT

The primary language development learn-
ing center focuses upon individual needs.
Equipment such as a tape recorder and head
phones are used frequently. However, the
centers are more characterized by their
simplicity than by elaborate materials.
Plan for Individualized Learning provides
the basic activities for learning centers.
One child or several might be engaged in

a variety of processes
to the same skill devel
on the floor. Several
purposes are likely to
same classroom.

A learning center
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TEACHER CHECKLISTS: CO

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a variety of processes and materials related
to the same skill development at a table or
on the floor. Several centers for dii rent
purposes are likely to be in operation in the
same classroom.

A learning center has unlimited means
to provide transfer through the reinforce-
ment of skills in different contexts. Equally
important, however, is its potential for in-
dependent problem solving through the use of
materials that provide immediate feedback.
If the learning center is reduced to "busy
work", its value is no greater than tradi-
tional seatwork. The language development
staff emphasizes the use of learning centers
to instruct children individually in meaning-
ful, enjoyable ways. A Plan for Individualized
Learning in Primary Language Development con-
tributes to this concept as a resource and
guidebook for teachers.

TEACHER CHECKLISTS: CONTINUOUS EVALUATION

The guidebook-related teacher checklists
provide another source of direction for in-
structional planning. Used effectively by
language development teachers Pre-K through
Three in conjurction with the criterion tasks,
the checklists provide continuous feedback
regarding the children's readiness and pro-
gress.

The three checklists are identified by
level.   Objectives for the specific over-
lapping level are numbered and stated in
brief at the top of the checklist. On the
left are spaces for the names of children
who attend language development class during
the same time period. Following the name
spaces and below the abbreviated objectives
are blocks in which the teacher will record
+ or - to indicate the children's current

progress with regard to the objectives.
Since there is no failure in language
development, the - symbol indicates that
a child has not been checked in the parti-
cular area due to the difficulty of the
skill or that he needs more time to accom-
plish the related tasks. The + symbol
indicates that the criterion has been met
in at least one context and that the skill
will be checked for transfer throughout
the school year. The checklists should be
used as follows.

1) Level pre-kindergarten-kindergarten
   children should be pre-checked before
   November 1, continuously evaluated
   throughout the year and post-checked
   during May.

   a) The criterion tasks to be used
      for pre and post-checking are
      located in the resource file.
      These should be reserved for check-
      ing purposes only. Record plus or
      minus (+ or -) in the appropriate
      block for each of the 44 objectives
      on the Pre-K checklist. If the
      skill is accomplished during the
      post-check, the symbols should be
      circled (⊕ or ⊖ or ⊗) to different-
      iate them from the pre-check.
      When a child has accomplished the
      skill during the time between pre
      and post-checks, a check mark
      should be placed across the minus
      symbol (✔).

   b) By mid-year or soon after, some
      children may have completed all
      criterion tasks successfully at the
      pre-kindergarten-kindergarten level.
      Those children should be placed on
      the kindergarten-one level and
      should engage in the objective-re-
      lated activities for that level.

The kindergarte
should be used

2) Level kindergarten-
   activities overlap
   generously to compe
   among children who
   benefits of pre-kin
   experiences. For t
   tives appear on the

   a) The criterion t
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   b) Some children w
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      completion. Th
      then be placed
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3) At the beginning of
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r that level.

The kindergarten-one criterion tasks
should be used as a post-check.

2) Level kindergarten-one objectives and
activities overlap the previous level
generously to compensate readiness needs
among children who have not had the
benefits of pre-kindergarten-kindergarten
experiences. For this reason, 64 objec-
tives appear on the K-One checklist.

a) The criterion tasks for pre and post-
checking are located in the K-One
section of the resource file. These
tasks should be reserved for checking
purposes only. Record plus or minus
(+ or -) in the appropriate block for
each of the 64 objectives on the short
and long checklists. If the skill is
accomplished during the post-check,
the symbol should be circled (⊕ or ⊖
or ⊘) to differentiate them from the
pre-check. When a child has accomp-
lished a skill during the time be-
tween the pre and post-checks, a
check mark should be placed across
the minus symbol (✔).

b) Some children will have completed
the kindergarten-one criterion tasks
successfully during the school year.
The circled ⊕ should be used in the
checklist blocks to indicate the
completion. The children should
then be placed on the one-three level
and should engage in objective-re-
lated activities for that level. The
One-Three checklist and criterion
tasks should be used for post-checking.

3) At the beginning of the year, level one-
three children should be pre-checked in
accordance with the Kindergarten-One
checklist and criterion tasks.

a') Some children may have pre-checked successfully in accordance with the kindergarten-one criterion tasks. The circled ⊕ should be used in the checklist blocks to indicate the completion. The children should then be placed on the one-three level and should be checked periodically and post-checked according to the One-Three checklist. If the skill is accomplished during the post-check, the symbols should be circled (⊕ or ⊖ or ⊘) to differentiate them from the pre-check. The criterion tasks are located in the One-Three section of the resource file. These tasks should be reserved for checking purposes only. When a child has accomplished the skill during the time between pre and post-checks, a check mark should be placed across the minus symbol (✔).

b) Individual differences may indicate the need of some children to work at two levels. Many of the objectives are common to the kindergarten-one and one-three levels. The less difficult activities for an objective at level kindergarten-one might be substituted for the same objective with more difficult activities at level one-three. However, the child should be checked successful on the One-Three checklist only after he has completed the more difficult criterion task (One-Three).

The use of the checklists offers several advantages for children and teachers.

1. The criterion tasks can be administered and recorded during the normal classroom instruction without program interruption.

2. The objective-rela   are diagnostic. T   immediately to the   children. There i   "formal" testing,   late for the diagn   learning problems.

3. The procedures hel   formal evaluation   children.

4. The results provid   uation for both te

5. Each succeeding ye   prepared by the te   ing, will provide   next teacher may i   instruction.

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2. The objective-related criterion tasks
   are diagnostic. The teacher can respond
   immediately to the needs of individual
   children. There is no need to wait for
   "formal" testing, which is usually too
   late for the diagnosis and correction of
   learning problems.

3. The procedures help eliminate the fear of
   formal evaluation for both teachers and
   children.

4. The results provide a means of self-eval-
   uation for both teachers and children.

5. Each succeeding year, the class checklist,
   prepared by the teacher after post-check-
   ing, will provide a record from which the
   next teacher may initiate individualized
   instruction.

An approved individual checklist is avail-
able to teachers for use in children's school
records. Only the approved list should be used
in records for school files or sent to another
school when a child moves.

One copy of the teacher checklist for each
class served by the language development teach-
er is requested by the project staff for research
purposes. The pre-check copies should be sub-
mitted on November 1 and the post-check copies
on the last school-day in May. This request is
in the interest of continuous program improve-
ment through a better understanding of children's
development in the language skills.

What kinds of questions should teachers ask? Are questions always questions? How do questions relate to our beliefs about the social, emotional and educational growth of children?

The Primary Language Development staff is especially concerned about the well-being of children and how teacher behavior affects their dignity, self-respect and potential for success in school and beyond. Generally, the questions asked and the statements made should reflect this attitude, should depend upon the individual child and should refer indirectly to the ·subject at hand to stimulate critical thinking. Consequently, the questions in Plan for Individualized Learning are kept to a minimum, while the activities format implies the teacher's role in eliciting answers from children.

The staff recognizes the importance of direct questions as a means of gathering vital information and checking the growth of children in specific skills. The latter is particularly beneficial to teachers with regard to their own sense of accomplishment in teaching children.

The following questions and statements are recommended by the Primary Language Development team when teachers aim to give children maximum opportunities in their pursuit of extended knowledge.

Open-en

1. What would you call
2. I like what you did
    this in another way
3. What if you changed
4. What do you see in
5. Tell me why you pla
    (pictures) together
    group them?
6. Where could you go
    you do if .....?
7. How did that make y
8. Why would we use th
9. Where could we use
10. How are these objec
    (different)?
11. What else is happen
12. What do you think t
13. What do you suppose
14. What would people d
15. What do you plan to
16. What do you think w
17. What can we do to m
18. Is there another wa
19. How would you tell
    looks and feels lik
20. Who would use (or n
21. What would he do wi
22. What might have mad
23. What do you think i
24. Tell me about this.
25. Show me (tell) how
26. You're working very
    you did this.
27. I wonder why that h
28. Describe the sound

questions should teachers	**Open-ended Questions**
always questions? How	
to our beliefs about	1. What would you call this?
nal and educational	2. I like what you did, how can you use
?	this in another way?
	3. What if you changed this?
nguage Development staff	4. What do you see in this picture?
rned about the well-	5. Tell me why you placed these objects
nd how teacher behavior	(pictures) together; how else could you
ty, self-respect and	group them?
ss in school and beyond.	6. Where could you go if .....? What would
tions asked and the	you do if .....?
uld reflect this atti-	7. How did that make you feel?
d upon the individual	8. Why would we use this?
fer indirectly to the	9. Where could we use these?
stimulate critical	10. How are these objects (pictures) alike
ntly, the questions in	(different)?

Open-ended Questions

1. What would you call this?
2. I like what you did, how can you use this in another way?
3. What if you changed this?
4. What do you see in this picture?
5. Tell me why you placed these objects (pictures) together; how else could you group them?
6. Where could you go if .....? What would you do if .....?
7. How did that make you feel?
8. Why would we use this?
9. Where could we use these?
10. How are these objects (pictures) alike (different)?
11. What else is happening in the picture?
12. What do you think this might be called?
13. What do you suppose this would do if .....?
14. What would people do if .....?
15. What do you plan to do next?
16. What do you think will happen?
17. What can we do to make this work?
18. Is there another way we could do it?
19. How would you tell someone what this looks and feels like?
20. Who would use (or need) this?
21. What would he do with it?
22. What might have made that sound?
23. What do you think is in this (bag, box)?
24. Tell me about this.
25. Show me (tell) how you did this.
26. You're working very hard, tell me how you did this.
27. I wonder why that happened.
28. Describe the sound you hear.

Left column fragments (cut off):

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