

# Practice Exercise for Commenting at Levels

		Input Age	Output Age
I	Matching Perception	1	2
II	Selective Analysis of Perception	2	3
III	Reordering Perception	3	4
IV	Reasoning About Perception	4	5

We offer comments at the level of the child's age and up.

We choose books where Level III and Level IV can be discovered.

We remain informative without pushing.

**NO DEMANDS:** no questions, no directions, no praise

We can't make a carrot grow faster, nor can we see them grow.

We can only create enrichment.

# A Multiple Choice Challenge Using This Image



# Create at Level I a Matching Perception Comment



A comment to a one-year-old  
or something a two-year-old might say.

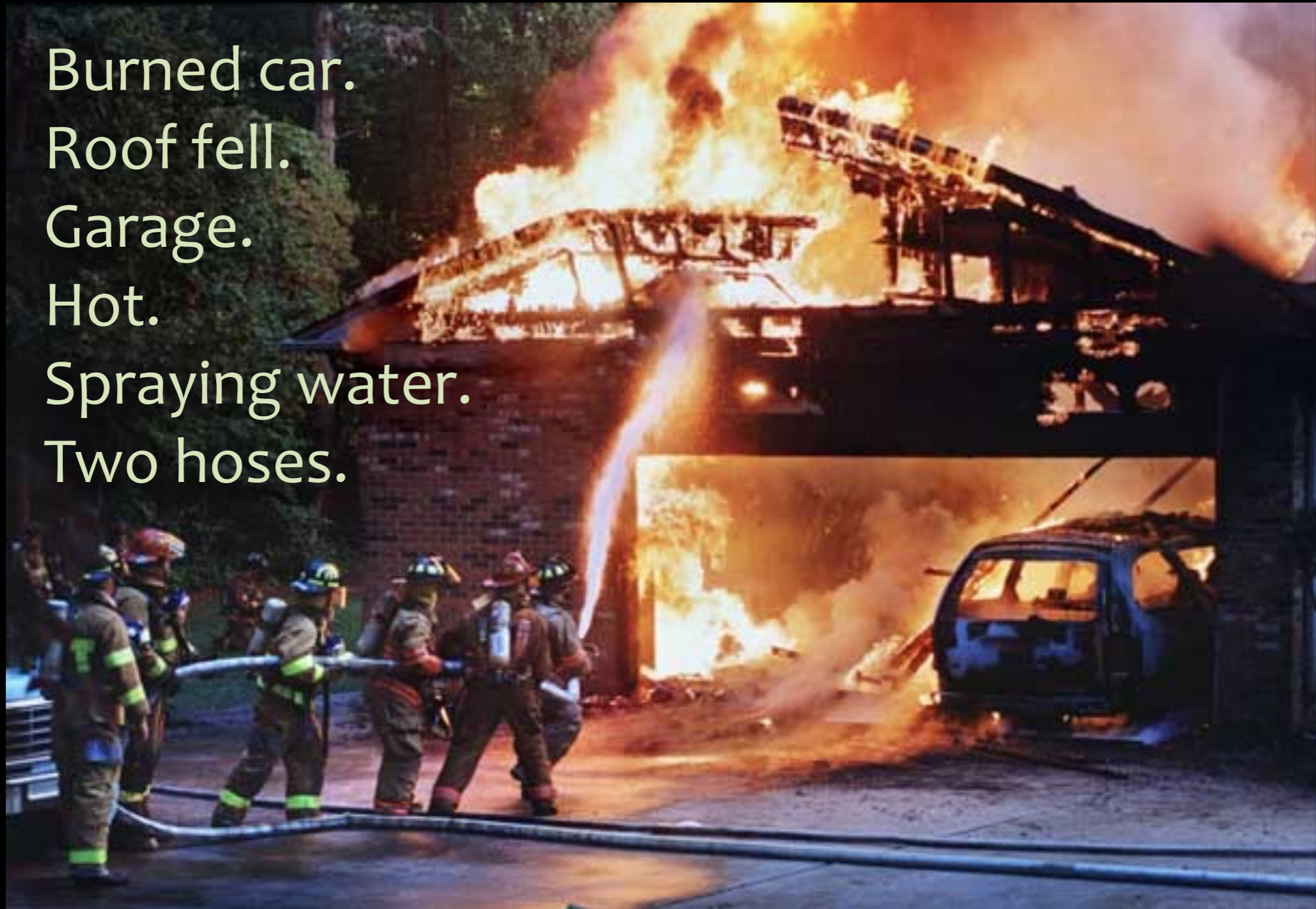
# Examples of Level I — Matching Perception

Fire!  
Fire fighters.



# Which of these are Level I Matching Perception?

Burned car.  
Roof fell.  
Garage.  
Hot.  
Spraying water.  
Two hoses.



## Level 1 — Matching Perception

Burned car.

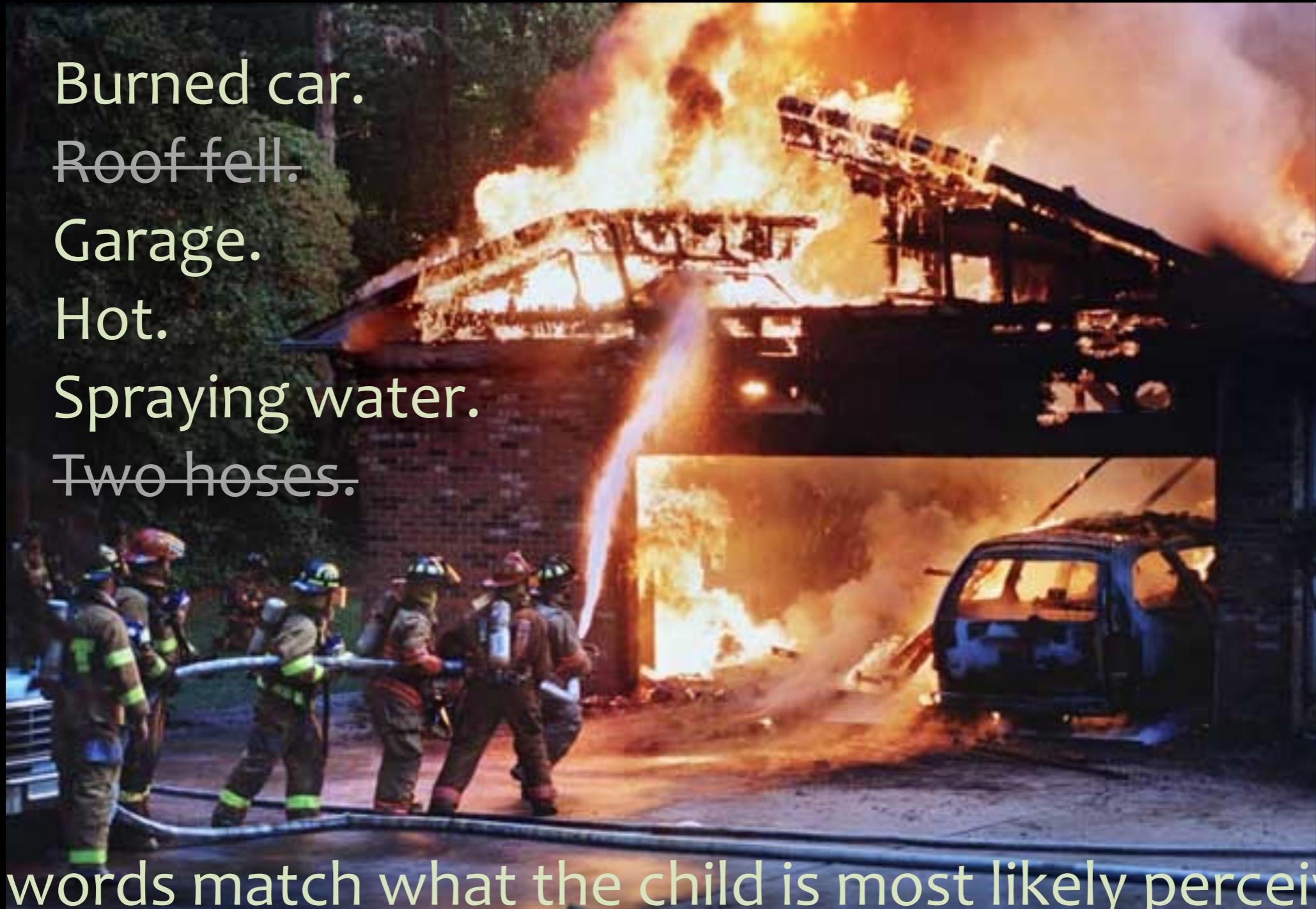
Roof fell.

Garage.

Hot.

Spraying water.

Two hoses.



The words match what the child is most likely perceiving.  
(It's always a guess.)

# Create a Level II Selective Analysis of Perception Comment



Comment to a two-year-old or something a three-year-old might say.

# Example of Level II — Selective Analysis of Perception



The paint is burnt off the car.

# Which are Level II — Selective Analysis of Perception?

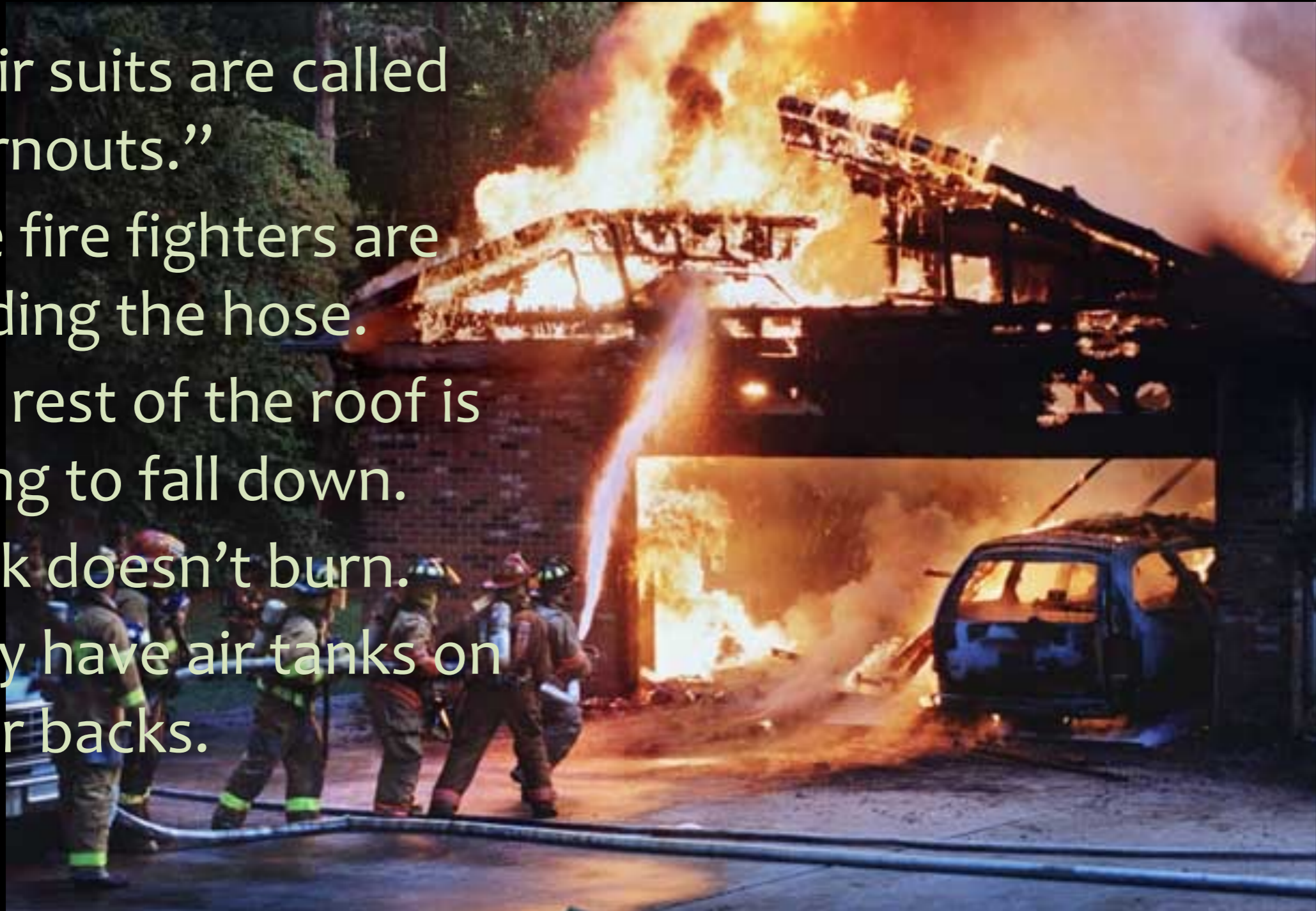
Their suits are called  
“turnouts.”

Five fire fighters are  
holding the hose.

The rest of the roof is  
going to fall down.

Brick doesn't burn.

They have air tanks on  
their backs.



## Level II — Selective Analysis of Perception

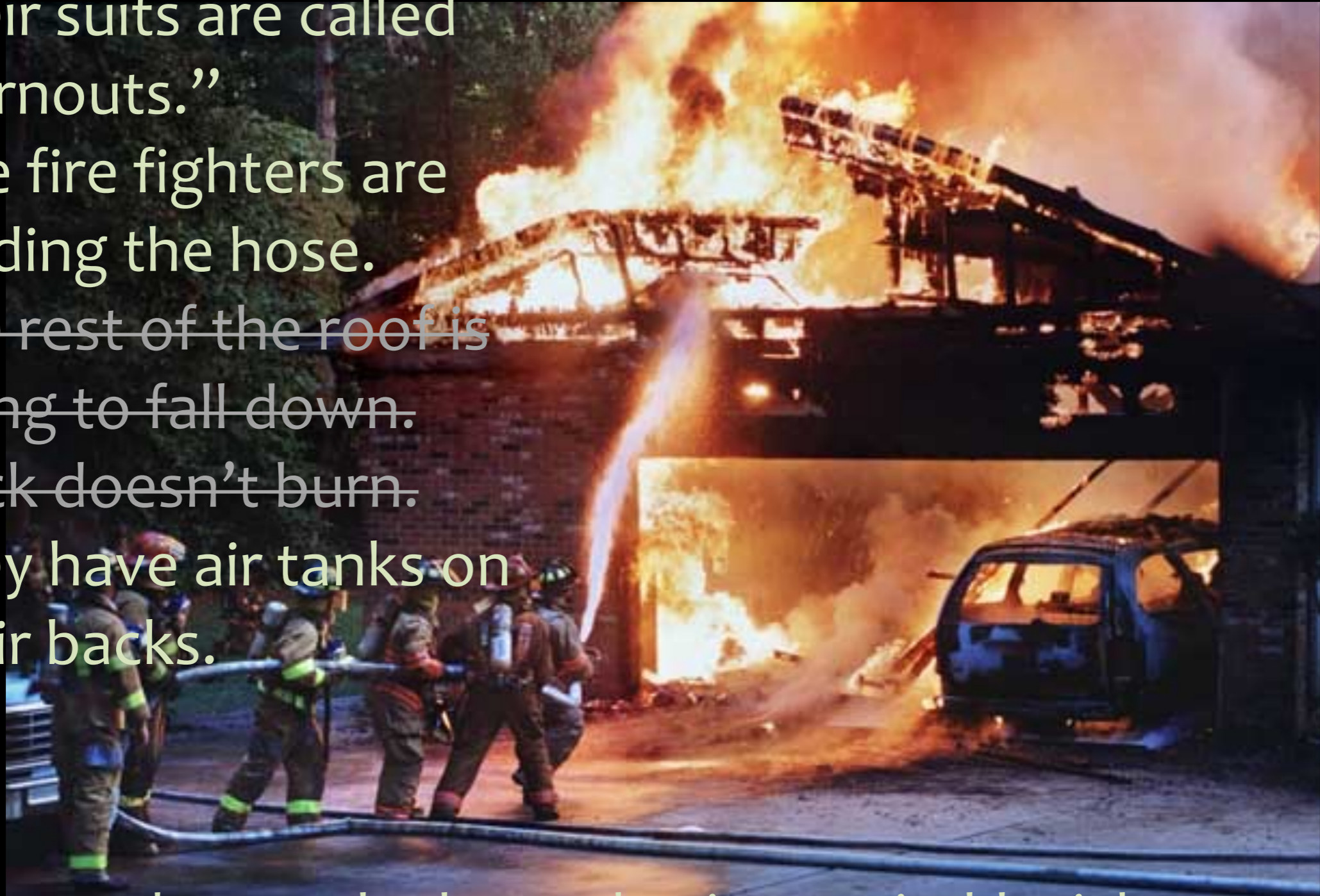
Their suits are called  
“turnouts.”

Five fire fighters are  
holding the hose.

~~The rest of the roof is  
going to fall down.~~

~~Brick doesn't burn.~~

They have air tanks on  
their backs.



The words are only about what is perceivable right now with nothing added. Complex vocabulary and concepts included.

# Create a Level III Reordering of Perception Comment



Comment to a three-year-old or something a four-year-old might say.

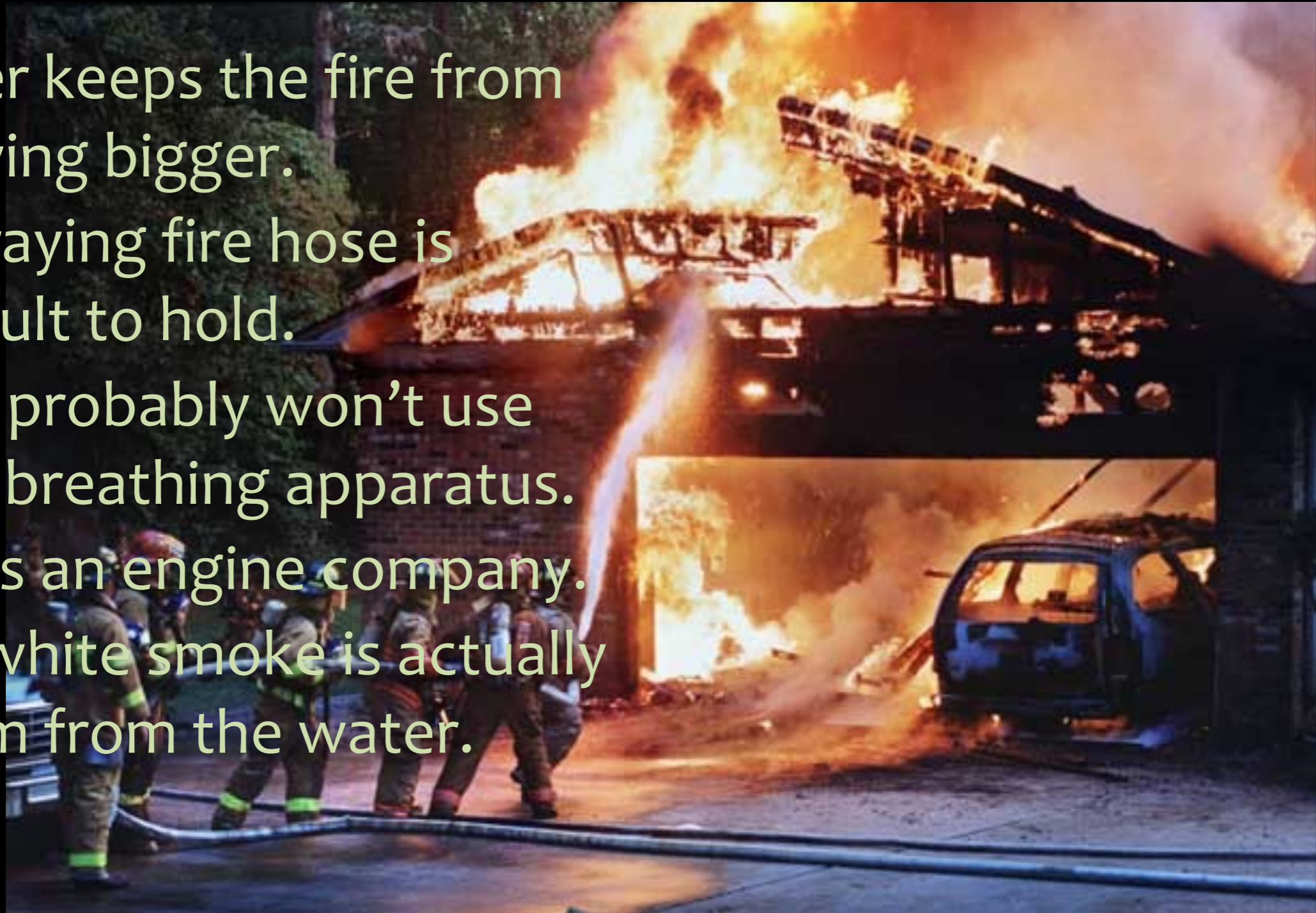
# Example of Level III — Reordering Perception



Brick doesn't burn.

# Which are Level III — Reordering Perception?

Water keeps the fire from growing bigger.  
A spraying fire hose is difficult to hold.  
They probably won't use their breathing apparatus.  
This is an engine company.  
The white smoke is actually steam from the water.



## Level III — Reordering Perception

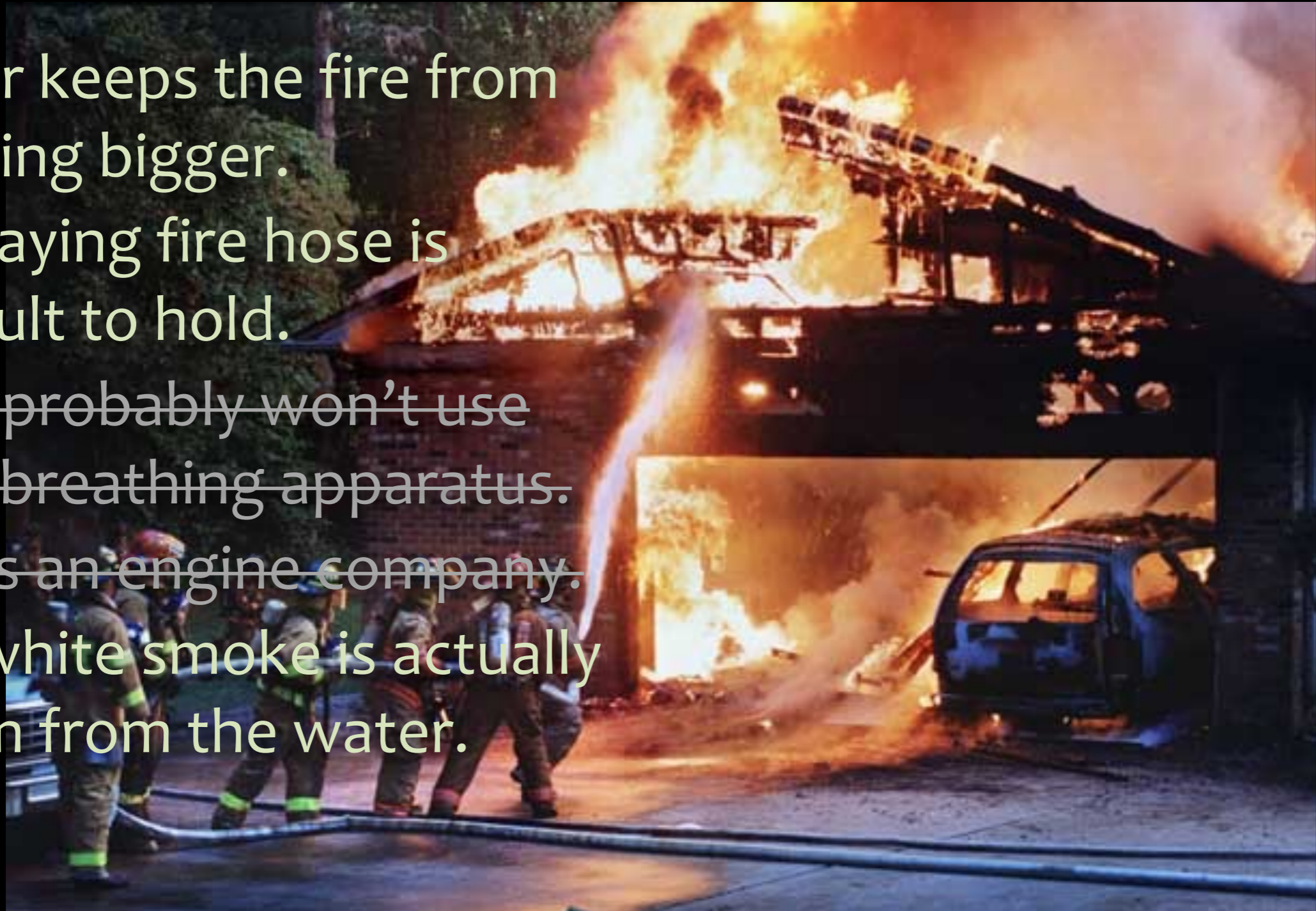
Water keeps the fire from growing bigger.

A spraying fire hose is difficult to hold.

~~They probably won't use their breathing apparatus.~~

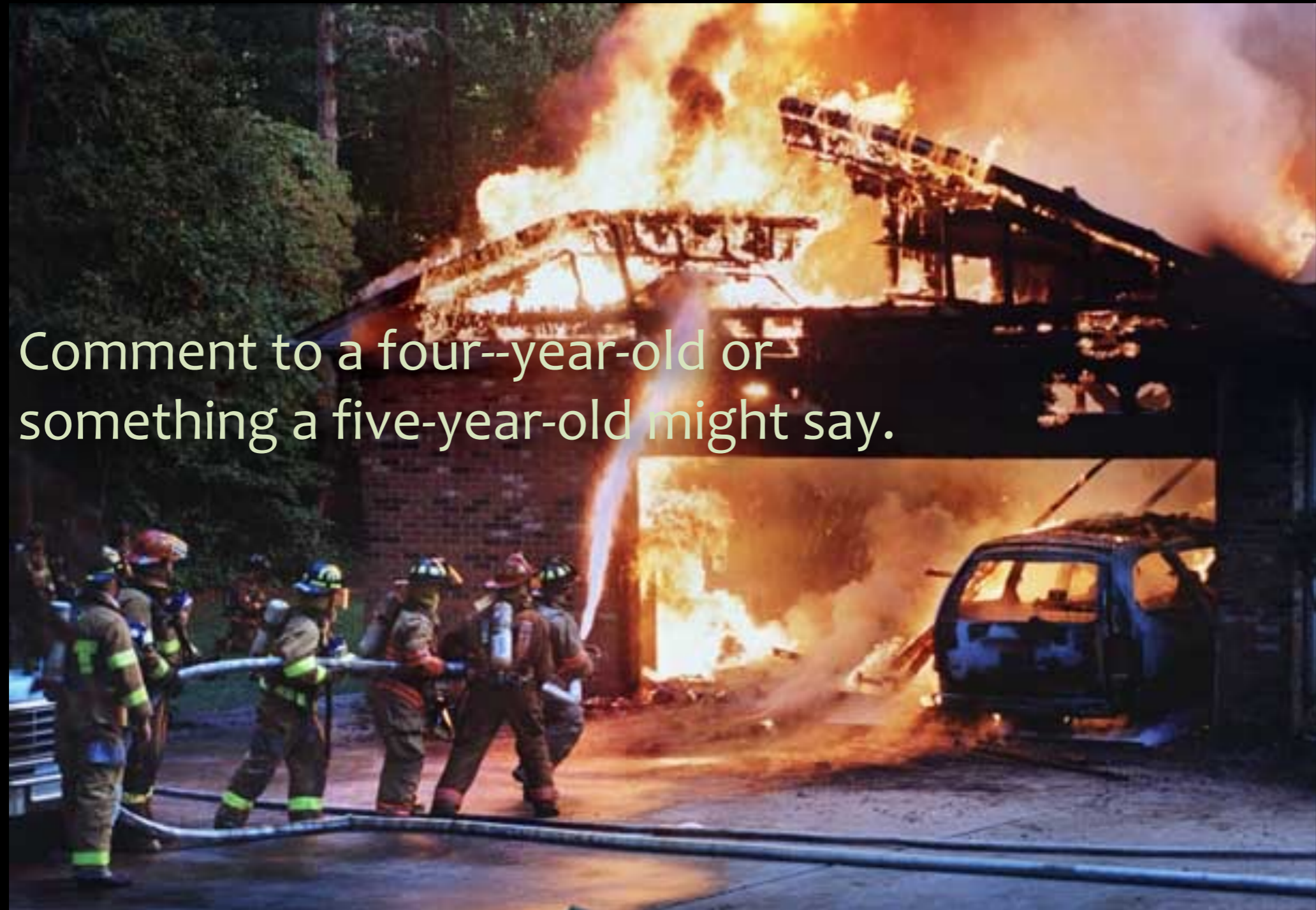
~~This is an engine company.~~

The white smoke is actually steam from the water.



What is perceivable right now is altered by language, connecting ideas, but all is present.

# Create a Level IV Reasoning about Perception Comment



Comment to a four-year-old or something a five-year-old might say.

# Example of Level IV — Reasoning About Perception



The hose is connected to the pump in the fire engine.

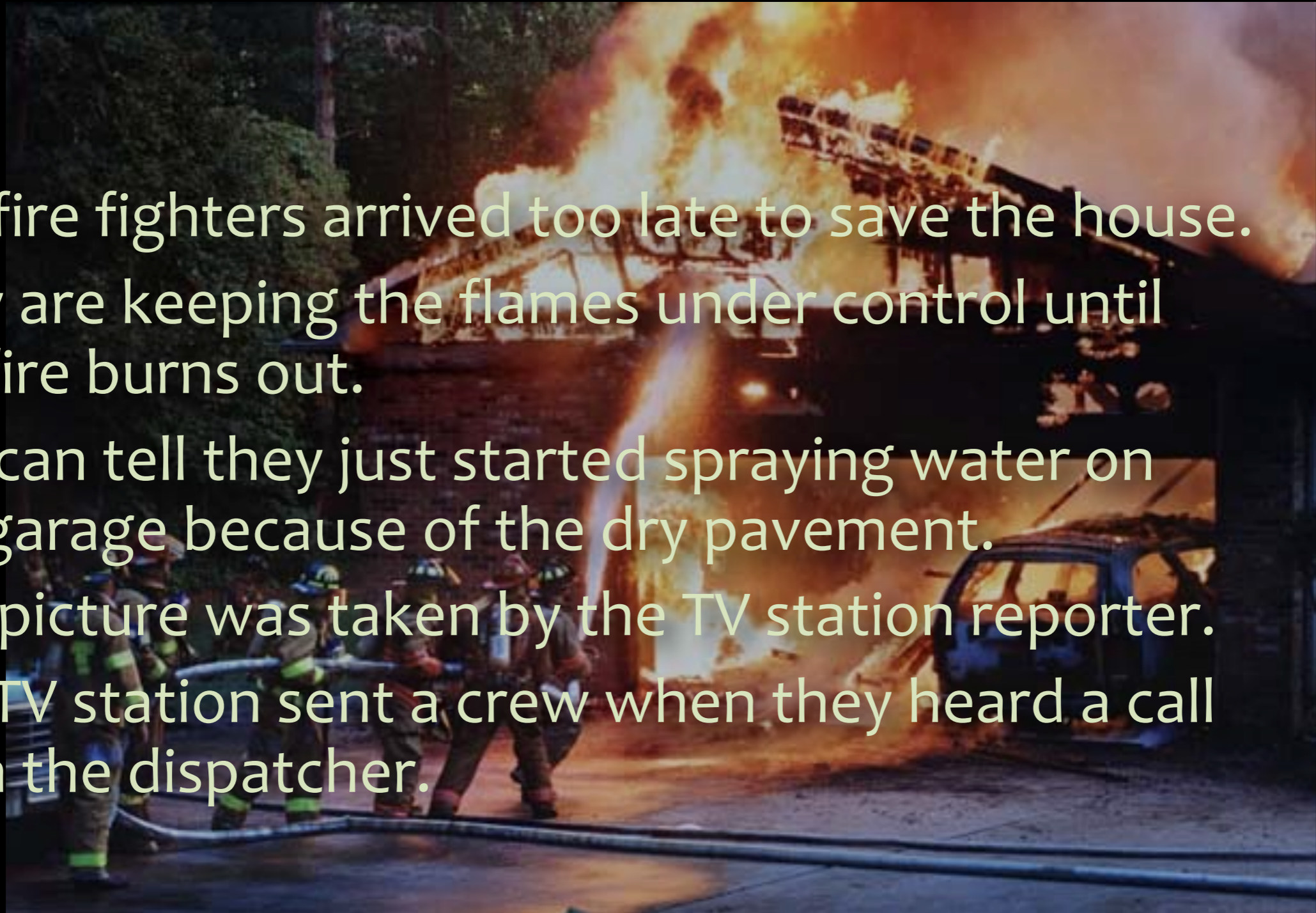
## Which are Level IV — Reasoning About Perception?

The fire fighters arrived too late to save the house. They are keeping the flames under control until the fire burns out.

You can tell they just started spraying water on the garage because of the dry pavement.

This picture was taken by the TV station reporter.

The TV station sent a crew when they heard a call from the dispatcher.



## Level IV — Reasoning About Perception

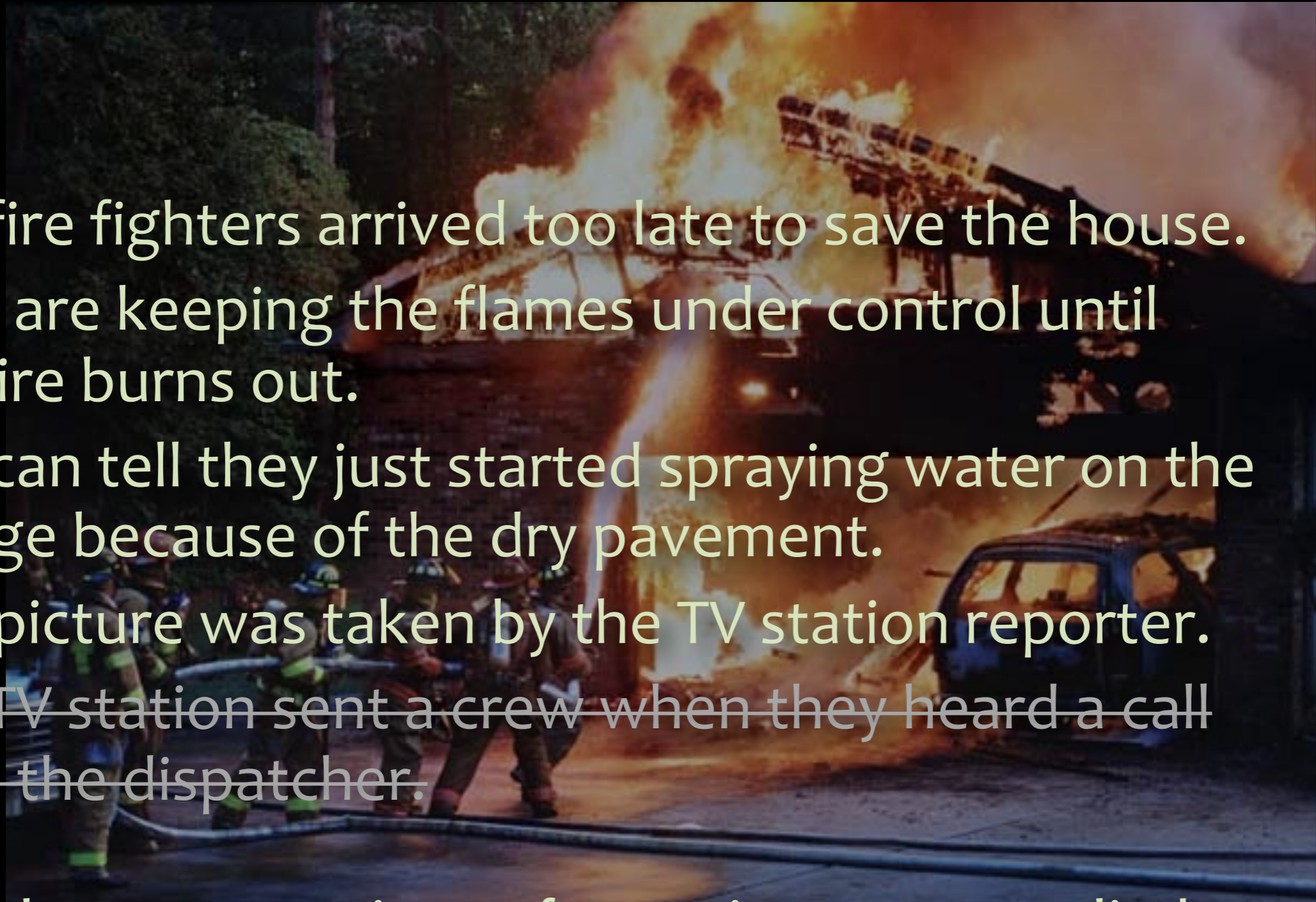
The fire fighters arrived too late to save the house. They are keeping the flames under control until the fire burns out.

You can tell they just started spraying water on the garage because of the dry pavement.

This picture was taken by the TV station reporter.

~~The TV station sent a crew when they heard a call from the dispatcher.~~

Mental representations of experience are applied to what is perceivable. Ideas are anchored to what is present.



## Commenting at Four Levels of Abstraction

Matching Perception	Selective Analysis of Perception	Reordering Perception	Reasoning About Perception
Level I	Level II	Level III	Level IV
<i>Description:</i> Strongest aspect Attending to	<i>Description:</i> Events Differences Details	<i>Justifications:</i> We know that is... because... You can tell because...	<i>Predictions:</i> What happens next is... If we don't have... then... will happen.
<i>Short term memory:</i> That was... You heard...	<i>Common Purpose:</i> Uses Functions We use... to do...	<i>Instructions:</i> These are the steps... First, then, then,...	<i>Rationale for Reality:</i> Reasons for things Reasons for events
<i>Narration:</i> You are doing...	<i>Narrations of others:</i> He is doing...	<i>Possibilities:</i> Visible solutions Visible alternatives	<i>Possibilities:</i> Solutions are ideas Alternatives are ideas
		<i>Generalization:</i> Visible similarities	<i>Generalization:</i> Commonalities where one is not present
		<i>Definition:</i>	<i>Definition:</i>

Short term memory: That was... You heard...	Common Purpose: Uses Functions We use... to do...	Instructions: These are the steps... First, then, then,...	Rationale for Reality: Reasons for things Reasons for events
Narration: You are doing...	Narrations of others: He is doing...	Possibilities: Visible solutions Visible alternatives	Possibilities: Solutions are ideas Alternatives are ideas
Level I                      Level II		Generalization: Visible similarities	Generalization: Commonalities where one is not present
		Definition: Perceivable object This word means...	Definition: Abstract concept This word means...
		Dialog: Pretend dialog Dramatic speaking This person is saying...	Level IV
		Not: This is not a ...	
		Level III	

Adapted from

Blank, Marian (1983) Ware Press, Cambridge, MA.