# Picture Book: Possum Magic Author: Mem Fox and Julie Vivas

Students learn best when picture books are read and re-read. Read the picture book to the student every day and include a different set of questions within your book sharing time.

#### DAY 1

Page	Question to be aske	ed	Question Level
	Tell me some things about the possums.		
2	Adequate response	(Child says at least two things about the possum) - they live in the bush; they have long tails; their names are Hush and Grandma Poss; they've got fur; they live in a tree.	2
	Inadequate response	(Child says only one thing about the possums); them in the tree; there two.	
	What do we usually slide down?		
9-10	Adequate response	A slide; a waterslide.	3
	Inadequate response	He slide down his tail; he sliding; I don't know.	
27-28	How can you tell t	hat Hush is happy?	
	Adequate response	She's smiling; she's smiling and dancing.	4
	Inadequate response	Because she's not invisible anymore; because they can see her; she's happy.	•

#### DAY 2

Page	Question to be aske	ed	Question Level
	Tell me which anir	mals are not blue.	
3-4	Adequate response	The possum, kookaburras, dingo and emu.	3
	Inadequate response	The wombat blue; (child does not name all the other animals); (child points to the animals).	
	Look at the picture	e. What time of day is it?	
16	Adequate response	Night time.	3
	Inadequate response	It's dark; bed time; I don't know.	
	How can you tell i	ts night time?	
16	Adequate response	Because it's dark; because the koala's sleeping; all the animals are sleeping.	4
. •	Inadequate response	Them sleeping; because it's night time; I don't know.	•
	How has Hush cha	anged?	
27-28	Adequate response	She was invisible and now she's not; she was invisible and now you can see her.	3
	Inadequate response	She ate people food; she was invisible; you can see her.	

Tips for asking students questions

When asking a student questions, it is important to support and teach them what the question means and how you want them to answer it. If a student has difficulty understanding a question, uses incorrect grammar or doesn't give enough detail in their answer, you can:

- 1. Repeat the question using visual cues to support (e.g. pictures and gestures).
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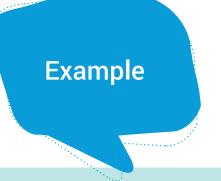
# Picture Book: Possum Magic Author: Mem Fox and Julie Vivas

### DAY<sub>3</sub>

Page	Question to be aske	ed	Question Level
	What does invisible mean?		
5-6	Adequate response	It means no one can see you; it means you can't be seen; you can't see them.	3
	Inadequate response	You can be naughty; you can't see; I don't know.	
	Why is Hush sad?		
18	Adequate response	Because no one can see her; because she's still invisible and she wants the animals to see her; because Grandma Poss couldn't find the spell to fix her.	4
	Inadequate response	He invisible; she's sad; she's invisible.	
25-26	What part of Hush	is still invisible?	
	Adequate response	Her head; her face.	2
	Inadequate response	Her tail/legs/body; she's not invisible anymore.	

### DAY 4

Page	Question to be asked		Question Level
	What is Hush doir	ng?	
7-8	Adequate response	Trying to pull her tail out because the koala's sitting on it; her tail is stuck and she is trying to get it out.	2
	Inadequate response	Him stuck; the koala's sitting on his tail; pulling.	
	What might Hush do now?		
23-24	Adequate response	She might eat more vegemite sandwiches; Hush might find more people food to eat.	3
	Inadequate response	She's not invisible anymore; eat more; don't know.	
	Tell me one place	that Hush went in the story.	
30	Adequate response	Adelaide; Melbourne; Sydney; Brisbane; Darwin; Perth; Tasmania.	2
	Inadequate response	The bush; Australia; I don't know.	_



The following is an example to show how you might assist a student who has given an inappropriate or inadequate answer.

Picture Book: Possum Magic Author: Mem Fox and Julie Vivas

Adult: Why is Hush sad? Student: She's invisible.

Adult: Does she want to be invisible?

Student: No, she's sad.

Adult: That's right, Hush is sad because she doesn't want to be

invisible anymore.

# Picture Book: **The Gruffalo**Author: **Julia Donaldson and Alex Scheffler**

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#### DAY 1

Page	Question to be aske	ed	Question Level
	Why is the fox running away?		
4	Adequate response	Because he's scared; he thinks the gruffalo is going to eat him up.	4
	Inadequate response	He's scared of the mouse; he is going to catch the mouse; I don't know.	•
	The snake has no	legs. What other animal has no legs?	
9	Adequate response	A worm; a fish; a shark; an eel; (names another animal with no legs).	3
	Inadequate response	(Names an animal with legs); I don't know.	
17	What is the snake	scared of?	
	Adequate response	The gruffalo; that the gruffalo is going to eat him.	4
	Inadequate response	The mouse; that thing; the monster.	

### DAY 2

Page	Question to be aske	ed	Question Level
	Why does the owl	want the mouse to come for tea?	
6	Adequate response	Because he wants to eat him up; he wants to eat him.	4
	Inadequate response	He is really kind; because they are friends .	•
	An owl is a bird. To	ell me another type of bird.	
19	Adequate response	(Names another type of bird).	3
	Inadequate response	(Can not think of another type of bird).	
	Tell me, where doe	es the fox live?	
21	Adequate response	Underground; in an underground house.	2
	Inadequate response	There (points); in the hole.	_

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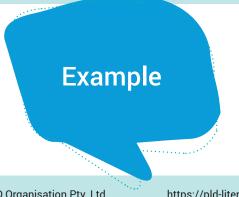
# Picture Book: The Gruffalo Author: Julia Donaldson and Alex Scheffler

### DAY<sub>3</sub>

Page	Question to be asked		Question Level
	What is a stream?		
7	Adequate response	Like a river/creek; it's like a pond.	3
_	Inadequate response	This (points to picture); I don't know.	
	How do we know that the mouse is very clever?		
19	Adequate response	Because he goes with the gruffalo and the animals are scared; because he keeps on tricking the other animals so they don't eat him.	4
	Inadequate response	He is smiling; he makes the other animals scared.	
22	Were the animals	really afraid of the mouse?	
	Adequate response	No; no, they were scared of the gruffalo.	4
	Inadequate response	Yes; yes because they all ran away.	

### DAY 4

Page	Question to be asked		Question Level
	How do we know	that the owl is a bird?	
8	Adequate response	Because it has a beak/feathers; it can fly.	4
	Inadequate response	It looks like a bird; I don't know.	_
	How can we tell th	nat this story is in a forest?	
20	Adequate response	Because there are lots of trees; there are lots and lots of trees and grass.	4
	Inadequate response	Because they are in the forest; I think the mouse is walking in the trees.	_
	The mouse is eati	ng a nut. What else do mice like to eat?	
23	Adequate response	Cheese; corn.	3
	Inadequate response	I don't know; leaves.	



The following is an example to show how you might assist a student who has given an inappropriate or inadequate answer.

Picture Book: The Gruffalo Author: Julia Donaldson and Alex Scheffler

How can we tell that this story is in a forest?

Student: The mouse is walking in the forest.

Adult: We know it's a forest because there a lots of trees.

There are lots of trees in a forest.

Student: Yeah, there are lots of trees.

Adult: That's right. We know it's a forest because there are lots of trees.

### Picture Book: Who Sank the Boat? Author: Pamela Allen

Students learn best when picture books are read and re-read. Read the picture book to your student every day and include a different set of questions within your book sharing time.

#### DAY 1

Page	Question to be asked		Question Level
	What do we use a boat for?		
1	Adequate response	To go on the water; to row.	2
_	Inadequate response	To go there; go in.	
	Why do you think	the donkey might sink the boat?	
10	Adequate response	Because he's heavy; he's really big.	4
	Inadequate response	He'll make the boat go down; he's light.	•
	How do we know that the donkey and the cow weigh the same?		
13	Adequate response	Because the boat's even/level; because it's the same size on the cow's side and the donkey's side.	4
	Inadequate response	He's heavy; they didn't splash; it's flat.	
25	Why isn't the mou	se wet?	
	Adequate response	He's holding on to the oar; he's up high.	4
	Inadequate response	He isn't wet; he didn't go in the boat.	•

### DAY 2

Page	Question to be aske	Question to be asked	
	Point to one of the	e animals, but not one who is brown.	
3	Adequate response	(Points to the pig, the sheep or the mouse).	3
	Inadequate response	(Points to the cow or the donkey).	
	Which animal has horns?		
6	Adequate response	The cow.	2
	Inadequate response	They are on his head; the donkey.	_
	Why is the pig hol	ding on to the jetty?	
15	Adequate response	So he doesn't fall in; he doesn't want to get wet.	4
	Inadequate response	He's scared; he is making it splash.	

Tips for asking students questions

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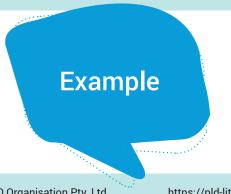
## Picture Book: Who Sank the Boat? Author: Pamela Allen

### DAY<sub>3</sub>

Page	Question to be aske	ed	Question Level
	Which animal is h	olding something?	
4-5	Adequate response	The pig; the sheep; the pig and the sheep.	2
	Inadequate response	(Names another animal); I don't know.	_
	What is the same	about the pig and the wool?	
10	Adequate response	They are both pink.	3
	Inadequate response	They are different; I don't know.	
22	What do you think	is going to happen?	
	Adequate response	The boat is going to sink; the mouse will make the boat sink.	4
	Inadequate response	The mouse is jumping.	_

### DAY 4

Page	Question to be aske	ed	Question Level
	What does 'sank' mean?		
4	Adequate response	The boat goes down into the water; it means it goes under the water.	3
	Inadequate response	It goes splash; they can't go in it.	
	Why is the cow looking worried?		
10	Adequate response	Because he thinks the donkey is going to make the boat go down; because the donkey might sink the boat.	4
	Inadequate response	He doesn't like it; he's scared.	
25	Who is not wet?		
	Adequate response	The mouse.	3
	Inadequate response	All the animals; they got wet; him.	



The following is an example to show how you might assist a student who has given an inappropriate or inadequate answer.

Picture Book: Who Sank the Boat? Author: Pamela Allen

Adult: What does 'sank' mean?

Student: I don't know.

Adult: Do you think it means went under the water or go out?

Student: It went under the water.

Adult: Yes, 'sank' means that it went under the water.