

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 asked		Question Level
2	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.	
	Inadequate response	(Child says only one thing about the possums); them in the tree; there two.	
9-10	What do we usually slide down?		3
	Adequate response	A slide; a waterslide.	
	Inadequate response	He slide down his tail; he sliding; I don't know.	
27-28	How can you tell that Hush is happy?		4
	Adequate response	She's smiling; she's smiling and dancing.	
	Inadequate response	Because she's not invisible anymore; because they can see her; she's happy.	

DAY 2

Page	Question to be asked		Question Level
3-4	Tell me which animals are not blue.		3
	Adequate response	The possum, kookaburras, dingo and emu.	
	Inadequate response	The wombat blue; (child does not name all the other animals); (child points to the animals).	
16	Look at the picture. What time of day is it?		3
	Adequate response	Night time.	
	Inadequate response	It's dark; bed time; I don't know.	
16	How can you tell its night time?		4
	Adequate response	Because it's dark; because the koala's sleeping; all the animals are sleeping.	
	Inadequate response	Them sleeping; because it's night time; I don't know.	
27-28	How has Hush changed?		3
	Adequate response	She was invisible and now she's not; she was invisible and now you can see her.	
	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).
2. Rephrase the question or ask it in a different way.
3. Give two alternatives for the student to choose between.
4. Model the correct answer.

DAY 3

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

DAY 4

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

Example

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

DAY 2

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

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Picture Book: **The Gruffalo**

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DAY 3

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

DAY 4

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

Example

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**

Adult: 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 are 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**

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DAY 1

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

DAY 2

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

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

DAY 4

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

Example

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.