

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 Type
2	Why do you think this is called a bottle tree?	Predictive
	Adequate response It has a bottle shaped trunk; it looks like a bottle shape.	
	Inadequate response It's a tree; looks like it.	
6	What does 'din' mean?	Interpretative
	Adequate response It's a loud noise; it means they were making a lot of noise.	
	Inadequate response They found him; they were quacking; don't know.	
19	What is the name of the fountain?	Interpretative
	Adequate response The Archibald fountain.	
	Inadequate response It's a fountain; I don't know.	
26	How can we tell Alexander has not learnt his lesson?	Evaluative
	Adequate response Because he is still not staying with his family; because he is still not looking where he is going; because he is still behind all the others.	
	Inadequate response He is following his mum; he got lost; don't know.	

DAY 2

Page	Question to be asked	Question Type
3	Show me which one Alexander is. How do we know that is Alexander?	Interpretative
	Adequate response (Points to the last duckling) It says he was behind; because he is behind the others; Alexander was straggling behind; because he has his head in the air.	
	Inadequate response (Points to anything other than the last duckling) It is; that's Alexander; because he is a duck.	
9	How can we tell that the young man is kind?	Evaluative
	Adequate response Because he is trying to help; he is trying to get Alexander; he is trying again and again to help Alexander.	
	Inadequate response He used an umbrella; he can't get him; don't know.	
21	What are the people going to do with their water?	Predictive
	Adequate response They will pour it into the hole; tip the water into the hole; they are putting the water into the hole.	
	Inadequate response In there; carry it; don't know.	
26	How did Alexander get out of the hole?	Interpretative
	Adequate response The people filled the hole with water and he floated to the top; the water took him to the top of the hole.	
	Inadequate response He jumped out; he is out now; don't know.	

If the student is having difficulties answering a question...

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 answering 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. pointing to pictures and using gestures).
2. Rephrase the question or ask it in a different way.
3. Give two alternatives for the student to choose between (e.g. How did Alexander get out of the hole? Did he fly out or did he float out?)
4. Model the correct answer.

DAY 3

Page	Question to be asked	Question Type	
3	Here they are walking along Art Gallery Road. What do you think this building is?	Predictive	
	Adequate response		The art gallery; it is the art gallery.
	Inadequate response		(Any response except art gallery).
12	Why do you think Alexander looks angry?	Evaluative	
	Adequate response		He got hit in the head with the sandwich; he got a sandwich on his head; the sandwich landed on his head.
	Inadequate response		He wants to get out; he is sad; don't know.
23	Why is the water going up and up?	Interpretative	
	Adequate response		People are putting water in the hole; they are putting water in the hole to fill it up.
	Inadequate response		It's deep; it's filled up.
27	Where is Alexander and his family going?	Predictive	
	Adequate response		They are going home.
	Inadequate response		Across the street; to the park; past the tree.

DAY 4

Page	Question to be asked	Question Type	
5	How would Alexander's mother and brothers and sisters feel now?	Predictive	
	Adequate response		They would be worried; they might feel scared that he was lost; they would be anxious about finding Alexander; his mum is really worried about him and the other ducklings are scared.
	Inadequate response		They can't find him; they are happy; sad.
16	Why do all the people look so surprised?	Evaluative	
	Adequate response		The boy poured his drink down the hole.
	Inadequate response		The boy's drink; he drowned him; the boy tipped out his drink.
25	Why is the mother so happy?	Evaluative	
	Adequate response		Alexander is safe; Alexander is out of the hole; Alexander can get out now.
	Inadequate response		She is happy; she is flapping her wings; don't know.
28	Do you think Alexander's mother was glad she went on an adventure? Why?	Evaluative	
	Adequate response		No because that was bad when Alexander fell down the hole; no because Alexander fell down a hole and she was worried; no because Alexander didn't follow her.
	Inadequate response		She is happy; they are home; yes she had fun.

A Note on Vocabulary

Students with a good vocabulary will stop and ask when they hear a word they don't know. Research shows that students with poor vocabulary and word categorisation skills find it very difficult to recognise when they hear a word they don't understand. These students will misinterpret meaning and find it hard to pinpoint which word they don't know. Encourage students to ask when they don't know a word, but more importantly, train them to listen out for words that they don't recognise and then ask the word's meaning by saying "what does (the word they don't know) mean?".

Causes for concern and possible speech pathology referral.

- If most of the student's responses are less than 5 or 6 words.
- If the responses contain a number of grammatical errors, including: putting words in the wrong order; using the wrong word when talking about 'he' or 'she'; using immature or 'telegram' like sentences (e.g. "girl not happy the boy").
- If the student's response is hard to understand because of lack of detail.
- If the student's response is hard to understand because of poor articulation or speech sounds.
- If the student is not giving adequate responses to questions or does not actually answer the question you have asked.

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 Type
2	Where does Edward live?		Interpretative
	Adequate response	At the zoo.	
	Inadequate response	(Any other response).	
6	How can we tell that Edward has been swimming?		Evaluative
	Adequate response	Because he is all wet; because he has water dripping off him.	
	Inadequate response	He's with the seals; he went swimming.	
14	Which animal do you think Edward will pretend to be next?		Predictive
	Adequate response	He will be a snake.	
	Inadequate response	(Any other response).	
21	Why is Edward so excited?		Evaluative
	Adequate response	Because someone likes the emus best.	
	Inadequate response	(Any other response).	

DAY 2

Page	Question to be asked		Question Type
2	Which animal lives next door to Edward?		Interpretative
	Adequate response	The seals.	
	Inadequate response	(Any other response).	
8	What is this man's favourite thing to see at the zoo?		Interpretative
	Adequate response	He likes the lions.	
	Inadequate response	(Any other response).	
18	Why is Edward trying to be like the other animals?		Evaluative
	Adequate response	Because he thinks that is what people want to see; because he thinks that nobody likes the emus.	
	Inadequate response	He is not a snake; don't know.	
25	How does Edward feel?		Evaluative
	Adequate response	He is shocked; he's surprised.	
	Inadequate response	Happy; mad; don't know.	

If the student is having difficulties answering a question...

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 answering 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. pointing to pictures and using gestures).
2. Rephrase the question or ask it in a different way.
3. Give two alternatives for the student to choose between (e.g. Do the seals or the koala live next door to Edward?)
4. Model the correct answer.

DAY 3

Page	Question to be asked		Question Type
4	Where is Edward going to jump to?		Predictive
	Adequate response	Into the seal's area; in the seals cage.	
	Inadequate response	(Any other response).	
8	What animal do you like to see best at the zoo?		Evaluative
	Adequate response	I love the giraffe (or any other zoo animal).	
	Inadequate response	Don't know; I love cats.	
18	What makes Edward look similar to the snake?		Interpretative
	Adequate response	He has a long skinny neck; his nose is the same; his neck is long and twisting like the snake.	
	Inadequate response	He's a emu; don't know.	
26	Why do you think the zookeepers brought in another emu?		Predictive
	Adequate response	Because Edward was not in his cage; because Edward kept leaving his cage to be something else.	
	Inadequate response	There is two emus; don't know.	

DAY 4

Page	Question to be asked		Question Type
6	What things do seals like to do?		Interpretative
	Adequate response	They like to swim and dive; seals lie in the sun and they like to balance a ball on their noses; (must name at least two).	
	Inadequate response	Swim; don't know.	
11	Why is Edward making that face?		Evaluative
	Adequate response	Because he is trying to copy the lion; because he wants to be the same as the lion.	
	Inadequate response	He is screaming; he's funny.	
21	What other animals has Edward pretended to be?		Interpretative
	Adequate response	A seal, a lion and a snake.	
	Inadequate response	(Any other response).	
27	Why is Edward happy now?		Evaluative
	Adequate response	Because he has a friend/girlfriend/wife; because now people want to see the emus; because he is not alone anymore; because she thinks he is the best.	
	Inadequate response	He looks mad; don't know.	

A Note on Vocabulary

Students with a good vocabulary will stop and ask when they hear a word they don't know. Research shows that students with poor vocabulary and word categorisation skills find it very difficult to recognise when they hear a word they don't understand. These students will misinterpret meaning and find it hard to pinpoint which word they don't know. Encourage students to ask when they don't know a word, but more importantly, train them to listen out for words that they don't recognise and then ask the word's meaning by saying "what does (the word they don't know) mean?".

Causes for concern and possible speech pathology referral.

- If most of the student's responses are less than 5 or 6 words.
- If the responses contain a number of grammatical errors, including: putting words in the wrong order; using the wrong word when talking about 'he' or 'she'; using immature or 'telegram' like sentences (e.g. "girl not happy the boy").
- If the student's response is hard to understand because of lack of detail.
- If the student's response is hard to understand because of poor articulation or speech sounds.
- If the student is not giving adequate responses to questions or does not actually answer the question you have asked.

Picture Book: **Knuffle Bunny** Author: **Mo Willems**

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 Type
2	How old do you think Trixie is? Why?		Predictive
	Adequate response	She's 2 (or 1) because she can walk but she can't talk yet/doesn't have any hair yet.	
	Inadequate response	(Any other response).	
7	Do you think Trixie really is helping Daddy put clothes in the machine? Why?		Interpretative
	Adequate response	No, she is just pulling everything out; no she's playing dress-ups; no she is making a mess.	
	Inadequate response	She's helping.	
14	Did her Daddy understand what she said?		Evaluative
	Adequate response	No he thinks she said 'we're going home'.	
	Inadequate response	(Any other response).	
22	What do you think the Daddy is thinking now?		Predictive
	Adequate response	'Oh no we left it behind'; 'now I know why she was screaming'.	
	Inadequate response	He's sad.	

DAY 2

Page	Question to be asked		Question Type
2	How can we tell that Trixie is really young?		Evaluative
	Adequate response	Because it says that she couldn't speak words; because she doesn't have any hair/is carrying a teddy/she is really small.	
	Inadequate response	She's little.	
9	Why do you have to put money in the machine?		Interpretative
	Adequate response	To pay to do the washing; to make the machine work you have to pay.	
	Inadequate response	You put money in.	
14	What is the problem?		Interpretative
	Adequate response	She is trying to tell her daddy that they left the bunny behind but she can't talk yet; she is trying to tell him about the bunny but he can't understand her.	
	Inadequate response	She lost her bunny; she's sad.	
24	Where are they running to?		Predictive
	Adequate response	The Laundromat; the laundry place.	
	Inadequate response	Home; to the park.	

If the student is having difficulties answering a question...

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 answering 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. pointing to pictures and using gestures).
2. Rephrase the question or ask it in a different way.
3. Give two alternatives for the student to choose between (e.g. Are they running home or to the Laundromat?)
4. Model the correct answer.

DAY 3

Page	Question to be asked		Question Type
4	How can we tell that Trixie is happy?		Interpretative
	Adequate response	Because she is putting her arms out and her head up/dancing along.	
	Inadequate response	She's happy.	
10	What has Trixie left behind?		Interpretative
	Adequate response	Her bunny.	
	Inadequate response	(Any other response).	
18	How does the Daddy feel?		Evaluative
	Adequate response	He's angry/grumpy; he's getting very frustrated.	
	Inadequate response	Sad.	
30	How can we tell that Knuffle Bunny is still wet?		Evaluative
	Adequate response	It has water on it; it is dripping on the floor.	
	Inadequate response	It's wet; it was in the washing machine.	

DAY 4

Page	Question to be asked		Question Type
6	What is a Laundromat?		Interpretative
	Adequate response	A place where you take your washing; it has lots of washing machines so you can do your washing.	
	Inadequate response	For washing.	
12	What do you think Trixie realised?		Interpretative
	Adequate response	That she left her bunny behind; that she has lost her bunny.	
	Inadequate response	(Any other response).	
20	Why is Daddy unhappy?		Evaluative
	Adequate response	Because she has been screaming/crying all the way home.	
	Inadequate response	He's sad.	
31	What were the first words Trixie ever said?		Interpretative
	Adequate response	Knuffle Bunny.	
	Inadequate response	(Any other response).	

A Note on Vocabulary

Students with a good vocabulary will stop and ask when they hear a word they don't know. Research shows that students with poor vocabulary and word categorisation skills find it very difficult to recognise when they hear a word they don't understand. These students will misinterpret meaning and find it hard to pinpoint which word they don't know. Encourage students to ask when they don't know a word, but more importantly, train them to listen out for words that they don't recognise and then ask the word's meaning by saying "what does (the word they don't know) mean?".

Causes for concern and possible speech pathology referral.

- If most of the student's responses are less than 5 or 6 words.
- If the responses contain a number of grammatical errors, including: putting words in the wrong order; using the wrong word when talking about 'he' or 'she'; using immature or 'telegram' like sentences (e.g. "girl not happy the boy").
- If the student's response is hard to understand because of lack of detail.
- If the student's response is hard to understand because of poor articulation or speech sounds.
- If the student is not giving adequate responses to questions or does not actually answer the question you have asked.