Highland Literacy
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Literacy Toolkit: Asking the Right Questions at the Right Time
'The Gruffalo' – Author: Julia Donaldson; Illustrator: Axel Sheffler

	Descriptor	Example Questions
Level 1	**Level 1:** ➢ is the most concrete level ➢ focuses on the whole object ➢ focuses on what the child can see ➢ focuses on objects in the 'here and now' or the immediate past.	**Pgs. 3-4:** ➢ (Point to the fox) What is this? ➢ Show me the claws. ➢ Show me the mouse. ➢ (Point to the pine cone) Find one like this. ➢ What did the fox do?
Level 2	**Level 2:** ➢ still refers directly to an object but is specific on part of an object ➢ moves away from the most concrete questions ➢ is still about the 'here and now'.	**Pgs. 5-6:** ➢ What does the owl use to fly? ➢ The mouse is walking on the ….. ➢ An owl is a type of bird. Can you think of another bird? ➢ Find a small rock. ➢ Find a yellow flower. ➢ What is happening in this picture? ➢ What is different about an owl and a dragonfly? ➢ Who is flying? ➢ What is the mouse doing? ➢ Where does the owl live?
Level 3	**Level 3:** ➢ moves away from concrete perception to abstract thought ➢ talks about the 'here and now' as well as things in the future ➢ begins to think about ideas from another person's perspective ➢ can tap into the context of the child's pre-existing knowledge ➢ can require a child to predict what happens next.	**Pgs. 9-10:** ➢ Point to the snake, the mouse and a leaf. ➢ Show me a frog that is not swimming. ➢ How are the mouse and the frog the same? ➢ Have you ever been for a walk in the woods? What did you do there? ➢ What might this frog say to the other frog? ➢ How might the mouse feel? ➢ How might the snake feel? ➢ What is a mushroom? ➢ What has happened in the story so far? ➢ What might happen next? (it's only prediction if the child doesn't know the story)
Level 4	**Level 4:** ➢ requires thinking about abstract concepts, drawing on knowledge and experiences not specifically related to the 'here and now' ➢ requires higher level problem solving and explanation.	**Using the whole book:** ➢ Why does the Gruffalo want to eat the mouse? ➢ What made the fox run away from the mouse at the end of the book? ➢ What would you do if you met a Gruffalo? ➢ What do you think <insert reader's name> would do if they met a Gruffalo? How could they avoid being eaten? ➢ How can we tell that it's daytime in this story? ➢ What does the mouse in this story like to eat? ➢ Why can't the mouse fight the Gruffalo? ➢ Let's act out the story – what do we need?