The Gruffalo

	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.	**Pages 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'.	**Pages 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.	**Pages 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?

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