

# Pete the Cat, I Love My White Shoes

## Questioning Guide

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**Purpose 1:** To ask and answer ‘wh’ questions regarding key details within the story.

**Common Core State Standard:** CCSS.ELA-LITERACY.RL.1.1 :Ask and answer questions about key details in a text.

**Cueing Hierarchy:** Listed below is the cueing hierarchy I chose from least to most invasive. I would present the general question (ex. “What did Pete the Cat step in?”), repeat the question providing a verbal cue (ex. “What did Pete step in to change the color of his shoes? He stepped in a pile of what type of food?”), provide a visual cue. (ex. Provide a visual cue of the food Pete stepped in), repeat the question by modeling the correct answer. (Ex. “ What did Pete the Cat step in? He stepped in a pile of strawberries!”)

1. General ‘wh’ question regarding story.
2. Repeat the question providing a verbal cue.
3. Provide visual cues
4. Repeat the question with modeling the correct response.

Thank you to Natalie Goodwin, Speech Language Pathologist at The Kids Spot in Bowling Green, KY, for developing this questioning guide to support our family storybook exploration.

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## **During Reading-**

**Introduction & Relevant Information to Instructors:** For this activity, assume that the students listening to this book are able to answer ‘WH’ questions. The questions will include simple ‘wh’ questions regarding colors, foods and common objects.

### **Procedures of Instruction:**

<b>Activity</b>	<b>Procedures and Comments</b>
Introduction	1. Ask ‘wh’ questions regarding the foods and objects Pete stepped in while walking.
Naming	Verbally name different types of foods and/ or objects that Pete could have stepped in while walking.
Visual Models	Provide models of types of foods (play food) and objects (examples/models of common objects) for visual representation.
Summarizing and Reflecting	The students have been provided with verbal cues and visual cues during the activity. At this time ask the students about the food or object Pete stepped in to turn the color of his shoes. If the students do not provide the accurate answer. Repeat the question and model the answer.

## After Reading-

**Introduction & Relevant Information to Instructors:** For this activity, assume that the students have their own personal experiences of stepping into food, mud, water or spilling the items on their clothes.

**Materials:** Pete the Cat I Love My White Shoes, strawberries, blueberries, mud, water, four bowls, package of q-tips, paper towels.

## Procedures for Connection Activity:

Activity	Procedures and Comments
Introduction	1. Have the students discuss times where they have stepped in foods/mud/water or spilled food/mud/ water.
Models	Provide models of the types of things that Pete stepped in while walking including strawberries, blueberries, mud and water.
Tactile	Use white Q-tips to stick in the strawberries, blueberries, mud and water to experience what it felt like for Pete to step in these different items.
Follow up	Ask the students ‘wh’ questions regarding ‘what Pete stepped in while walking.’
Summarizing and Reflecting	The students have verbally discussed personal experiences of spilling types of foods on their clothes or stepping in foods, mud and water. Followed by visually experiencing the items that Pete stepped in. The students experienced ‘stepping’ into these items using Q-tips. After completing the verbal, visual and tactile portions of the activity, the students are asked ‘wh’ questions regarding key details of the items that Pete stepped into while walking.

