

Yes, No, Maybe

Educator Notes



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Illustrated by Andrew Joyner

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Recommended for: ages 3-7
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Plot Summary

Can houses move? Can bananas be blue? When you ask Tree a question, the answer might shock you!

Learn and laugh with the all-knowing Tree, who can answer any question with yes, no or maybe! *Yes, No, Maybe* is packed with funny facts that will surprise and delight young minds.

Themes

- Imagination
- Facts
- Hypothesising
- Science
- Inquiry
- Oral language – receptive and expressive development

Rich and interesting words: Java, caravan, cushions, excellent, billion

Key Curriculum Learning Areas

Early Years Learning Framework:

Outcome 1 – Children have a strong sense of identity

The 'question and answer' aspect of this book allows time to ask the readers – what do you think? In a group setting (or even adult-child reading), this provides an opportunity for the child to not only form an opinion, but also take turns and listen to others' opinions. It assists children in displaying awareness of others' perspectives, particularly if they have a different answer to their own; and emphasises the need to take turns and wait so that others can have their turn.

Outcome 2 – Children are connected with and contribute to their world

The questions in this story focus on themes of the natural world – fruit, clouds, rocks, animals, amongst many others. These themes focus on concepts children have come across in their everyday life, making it easier for children to relate the book back to their own lives.

Outcome 4 – Children are confident and involved learners

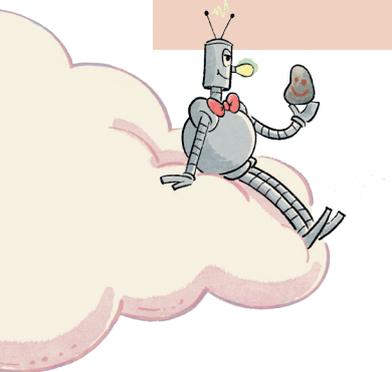
The themes of questions and answers throughout this book encourages children to think about their own answers before turning the page to find the answer. Hypothesising is an important skill for children to develop their own curiosity and critical thinking skills.

Australian Curriculum

Learning Area: English

Foundation

<p>Language: Language for expressing and developing ideas</p>	<p>Explore the contribution of image and words to meaning in stories and informative text (AC9EFLE07)</p>
<p>Language: Language for expressing and developing ideas</p>	<p>Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school (AC9EFLE08)</p>
<p>Literacy: Phonic and word knowledge</p>	<p>Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) (AC9EFLY09)</p>
<p>Literacy: Examining literature</p>	<p>Recognise different types of literary texts and identify features including events, characters, and beginnings and endings (AC9EFLE03)</p>



Conversation Starters

Before Reading

- 'This book is called *Yes, No, Maybe*. What can you see on the cover?' Using open-ended questions allow for language-building opportunities and back-and-forth interactions.
- You may like to explore the meaning of the word 'maybe'. Do children understand what maybe means? Giving children context and meaning for new words helps them to understand and expand their vocabulary.
- Ask children to make predictions about what they think this book is about based on the front and back cover.

While Reading

- There is repetition on each page, with the phrase 'Yes, no, maybe?' You can encourage children to actively participate, joining in at the end of each page.
- The question-and-answer format of this book allows time for children to formulate their own answers. It's a great opportunity to stop and allow readers to think about the why behind their answers, before turning the page to find out the answer.
- The illustrations are quite busy and detailed throughout this book. Take time to stop and discuss what is happening on each page, pointing to various illustrations and allowing children to make their own observations.
- Don't only read the words on each page – take time to delve further into the answers. For example, explaining what an echo is on the cave page, or discussing in further detail how spiders wrap their prey in silk (also known as 'prey wrapping').

After Reading

- Take time to explain what a fact is – 'a fact is a piece of information that is true.'
- Ask children to recount some of the questions in *Yes, No, Maybe*. This assists their narrative recall skills, strengthening their oral language skills and helping them to become effective storytellers.
- 'What are some other questions you would like to find the answer to?' Encourage children to ask questions about their natural environment, sparking their curiosity. Take it one step further by assisting them in finding the answers – this might be their first step into the skills required for research and lifelong learning.
- You may like to document some of the children's ideas and what they've found, either in a floor book, a shared book or display for children to revisit.

FURTHER ACTIVITIES AND DISCUSSIONS

You may like to explore some of the facts found in *Yes, No, Maybe* further. If Java bananas are available in your area, you may like to try some together to see how they look and taste.

Create your own *Yes, No, Maybe* game using the free downloadable cards on the Little Book Press website. You may like to use the questions provided, or children may like to make up their own questions. Encourage families in your service to play the game at home.

Check out the activities on our website littlebookpress.com.au

About the Author

Ursula Dubosarsky is an award-winning author of over 60 books, and is a beloved name in Australia children's literature. She has received international award nominations for the Hans Andersen and Astrid Lindgren awards. She has a PhD in English Literature, and resides in Sydney with her family.

About the Illustrator

Andrew Joyner is an award-winning, internationally published illustrator, author and cartoonist based in South Australia. He collaborated with Ursula Dubosarsky on the modern classics *The Terrible Plop* and *Too Many Elephants in this House*, and illustrated the New York Times #1 Bestseller, *The Horse Museum*.

