

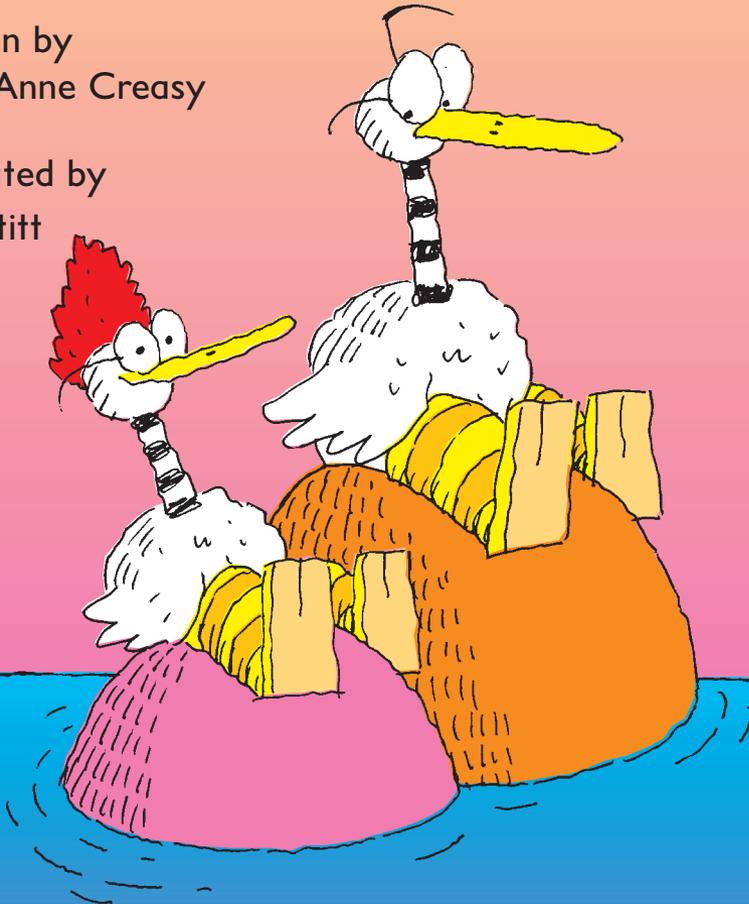


alphakids

# Sebastian's New Sister

Written by  
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Illustrated by  
Alex Stitt



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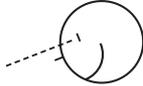
## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- The book features characters found in other Alphakids titles, including *Sebastian* (Level 9), *Hiccups* (Level 12) and *Sebastian Learns to Fly* (Level 5).
- Direct speech is used.

## Vocabulary

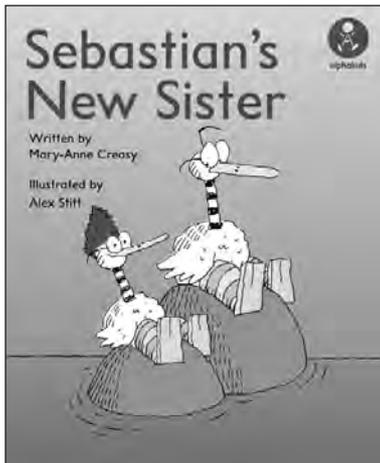
anywhere, counted, covered, eyes, hide-and-seek, Isabella, opened, outside, Ruby, sandpit, Sebastian, yelled

## Setting the context

Talk to the children about their experiences when they have had to play with a younger brother or sister or any other younger child. *What was it like? Did you want to play with them? Could they play the games you like?*

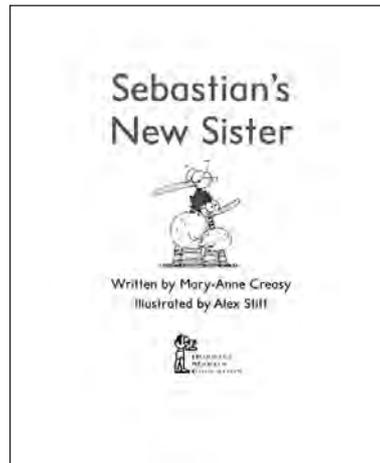
## Introducing the book

*This is a book about a bird called Sebastian who has to play with his baby sister, Ruby.*



### Front cover

*What are Sebastian and his sister Ruby doing? How do you think Sebastian is feeling? Why?*



### Title page

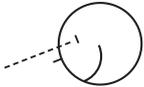
Read the title together.  
Point out the names of the author and illustrator.



## **Talkthrough**

*Sebastian has a new sister. Her name is Ruby.*

*What does Sebastian's father want him to do? Does Sebastian want to play with Ruby? How do you know?*



## **Observe and support**

*Can the children use their knowledge of phonics to work out new words, such as 'Ruby'?*

*What does the word start with? What does it end with? Can you break the word up?*

Sebastian had a new sister.  
Her name was Ruby.

'Go and play with Ruby,'  
said Dad.

'No,' said Sebastian.  
'She can't play.'

'Yes she can,' said Dad.



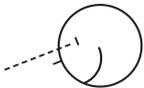


## **Talkthrough**

*Sebastian and Ruby go outside to play hide-and-seek.*

*Have you ever played hide-and-seek? How do you play it? Does Ruby know how to play?*

*What do you think might happen?*



## **Observe and support**

Can the children explain the purpose of quotation marks? Point to the quotation marks.

*What are these called? What do they tell you? How do you know who is talking?*

Sebastian and Ruby went outside.

'We can play hide-and-seek,'  
said Sebastian. 'Let's play.'

'Play?' said Ruby.

'Yes,' said Sebastian.  
'You can hide and I will seek.'

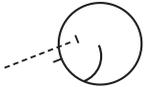
'Seek?' said Ruby.





### **Talkthrough**

*Sebastian covered his eyes and counted to ten. What happens next? What does Sebastian say to Ruby?*



### **Observe and support**

Do the children modulate their voices to indicate that Ruby is asking a question? Point out the question mark.

*How can you change your voice to show that Ruby is asking Sebastian what 'hide' means?*



Sebastian covered his eyes  
and counted to ten.

Sebastian opened his eyes.  
Ruby was still there.

6

'No!' said Sebastian.  
'When I cover my eyes  
you have to hide!'

'Hide?' said Ruby.

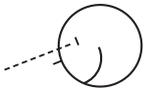


7



## **Talkthrough**

*What does Sebastian suggest next? What happens when he covers his eyes and counts to ten? How does he react to this?*



## **Observe and support**

*Can the children explain the purpose of the arrow in the illustration?*

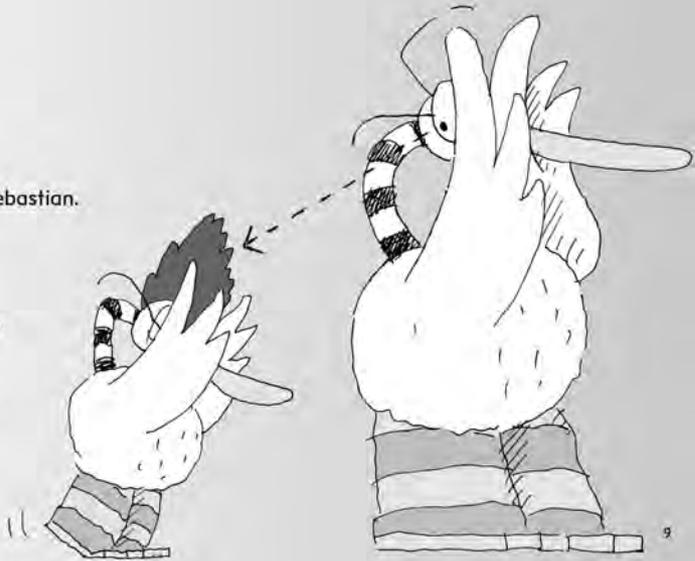
*What is this arrow for? What does it tell us?*



'Let's try again,' said Sebastian.  
He covered his eyes  
and counted to ten.

Ruby covered her eyes  
and counted to ten.

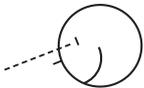
'No! That's not right!'  
yelled Sebastian.  
'Try again!'





### **Talkthrough**

*Isabella came to play. What does Isabella ask? What does Sebastian discover has happened? Is he worried? How do you know?*



### **Observe and support**

Do the children pay attention to the punctuation to support expressive reading? Point to the exclamation marks.

*What do these exclamation marks tell us? How is Sebastian feeling? How might you read these sentences?*



Then Isabella came to play.

'What are you doing?' she asked.

'I am trying to play hide-and-seek with Ruby,' said Sebastian.

10

'Where is Ruby?' asked Isabella.

'Oh no!' cried Sebastian.

'She's gone!'

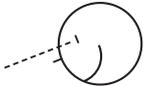


11



## **Talkthrough**

*Look at the pictures on these pages. Where have Sebastian and Isabella looked for Ruby?*



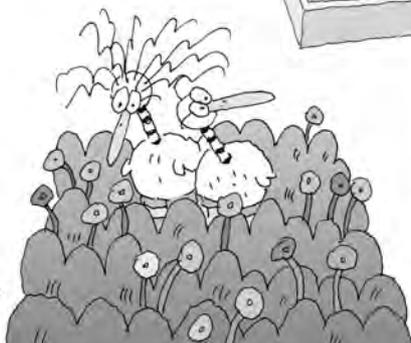
## **Observe and support**

Do the children use a range of information on the page to support their reading?

*When you looked at the pictures before you read the text, what were you looking for? How did that help you? What else did you check?*

Sebastian and Isabella  
looked in the sandpit.

They looked  
in the garden.



12

They looked in the shed.

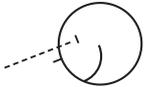


13



### **Talkthrough**

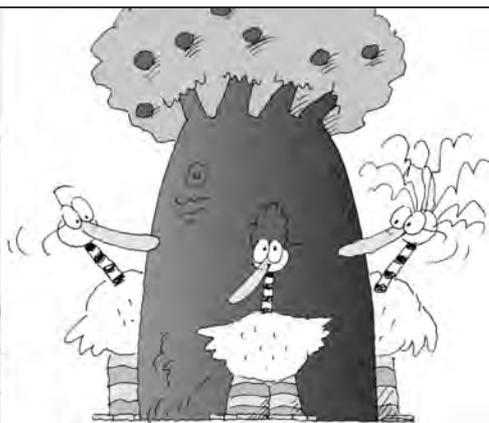
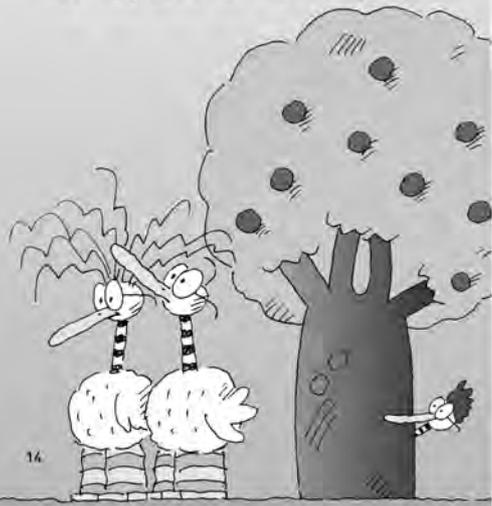
*How will this story end? Read to the end of the book and see if you were right. Where do they find Ruby? What does Ruby say?*



### **Observe and support**

*Can the children read the text with expression? How would Sebastian and Isabella be feeling? How would you read the text on page 14? How would you read the sentence, 'Ruby was there!'*

But they could not find her anywhere.

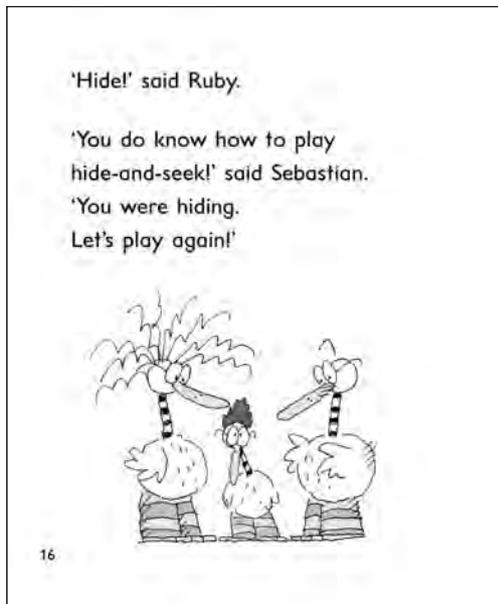


Then they looked  
behind the apple tree.  
Ruby was there!



## Talkthrough

*Does Ruby know how to play hide-and-seek? How do you know?  
What are the characters going to do now?*



## After reading

### Being a meaning maker

Encourage the children to support their responses with evidence from the book as they discuss these comprehension questions:

*What game does Sebastian try to teach Ruby?*

*Why doesn't Sebastian think Ruby can play at the start of the book? Is he right?*

*Is Ruby too young to play the games that Sebastian likes?*

*What other games might Ruby be able to play?*

## Being a code breaker

Explore the following language features:

- Words that rhyme with 'play': bay, day, gay, hay, lay, may, pay, ray, say, stay, tray, way.
- Punctuation: explore the use of quotation marks, question marks and exclamation marks to support expressive reading.

## Being a text user

Refer to the text when discussing these questions:

*What kind of book is this? Is it fact or fiction?  
Would many children have had the same kind of experience as Sebastian?  
Would this add to their enjoyment of the book?*

## Being a text critic

*What does the author think about brothers and sisters?  
Are all big brothers like Sebastian?*

## Responding to text

 Ask the children to make a map of Sebastian's backyard showing all the places that Sebastian and Isabella looked for Ruby.

 The children could complete a word substitution activity using sections of the text. After the activity they could discuss whether their changes alter the meaning of the text and whether their new version makes sense.

 Ask the children to look through this book and other familiar texts and find words the authors have used instead of 'said'.

## Writing

Select a sentence from the text that includes 'said' and ask the children to suggest other words that could fit. They could then work in pairs through a number of other sentences that include 'said', providing an alternative that may make each sentence more interesting.

## Assessment

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Can the children:

- explain who is talking and how this is indicated in the text?
- read the text fluently and expressively?



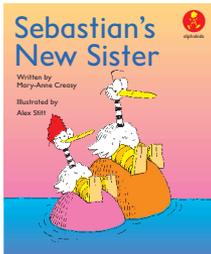
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Families

**Curriculum link:** SOSE

**Text type:** Narrative

**Reading level:** 10

**Word count:** 200

**High-frequency words:** a, am, and, are, came, can, could, do, had, have, her, his, how, go, in, no, not, said, she, then, there, they, to, was, we, went, were, what, when, will, with, yes, you

**Vocabulary:** anywhere, counted, covered, eyes, hide-and-peek, Isabella, opened, outside, Ruby, sandpit, Sebastian, yelled

### Possible literacy focus

Understanding and using punctuation associated with direct speech.

Reading dialogue fluently and expressively.

### Summary

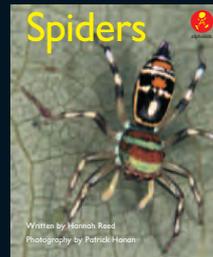
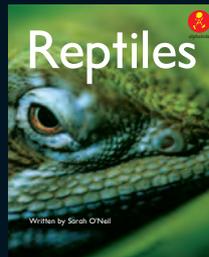
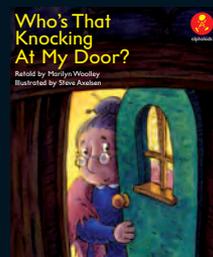
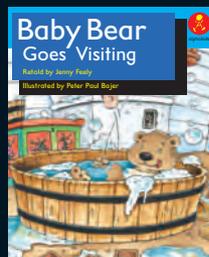
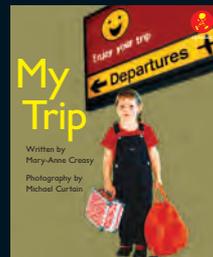
This book is a narrative about a bird called Sebastian who tries to play hide-and-peek with his younger sister.

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## Other books at this level



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