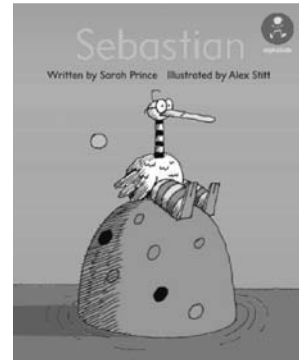


# Sebastian

*Written by Sarah Prince  
Illustrated by Alex Stitt*



## Getting ready for reading

Discuss how children feel about going to school. Ask questions such as: *Have you ever not liked going to school? What did you say? What did you do? How did you get over this feeling? Have you ever met someone who didn't like going to school? Did you help them? What did you do?*

## Talking through the book

You might say: *This book is about a bird called Sebastian who doesn't like going to school.* Turn through the book talking about what is happening on each page. For example on page 7: *What is Sebastian's mother asking him to do here? She says 'Time to clean your teeth.' What is Sebastian doing? – hiding under the table.*

## Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

## Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

### ***Being a meaning maker***

Discuss these questions. Encourage children to support their responses with evidence from the book.

- What did Sebastian do to try to get out of going to school?*
- What happened when Isabella asked Sebastian to play with her?*
- Why didn't Sebastian want to go to school?*
- Why did he feel like crying when the teacher asked him to do things?*
- When people don't like to come to school how can they be helped?*

### ***Being a code breaker***

#### **Vocabulary**

- High-frequency words: *was, very, he, a, of, could, do, but, like, to, go, his, would, get, up, the, your, did, good, just, come, and, one, day, when, said, play, with, me, went, now*
- Word families: *cry – by, dry, fly, my, sty, shy, try*  
*play – day, bay, fray, gay, hay, lay, may, pay, pray, ray, stay, say, stray, tray, way*

## TEXT FEATURES

- **This book is a narrative telling the story of a bird who overcomes his reluctance to go to school.**
- **From two to six lines of text per page.**
- **Text placement varies throughout and is clearly separate from the illustrations.**
- **Colour illustrations support the text and carry some of the story.**
- **Line breaks support phrasing.**

## Sounds and letters

- Hearing sounds: Children listen for words that end with /ing/ – *morning, crying, sing*

## Writing conventions

- Punctuation: capital letters, full stops, ellipses, quotation marks, commas
- Grammar: contractions – *didn't*; use of past tense – *was, knew, didn't*

## Being a text user

Discuss:

*Did you enjoy reading this book?*

*Would you read it again?*

*Where is the best place to start reading this book? In the middle? At the start?*

*Why?*

## Being a text critic

Discuss:

*Do all children get upset about coming to school?*

*Does having someone to play with help everyone to like school?*

*How is Sebastian's school the same as your school? How is it different?*

*The illustrator has chosen to draw Sebastian as a bird. How does this influence how you see him? Would you feel the same if Sebastian had been drawn as a tiger?*

## Literacy learning centres

### **Interactive literacy centre**

Children work in cooperative groups to make stick puppets and then practise and perform a play retelling the story of Sebastian. (Blackline Master 6 provides stick puppet instructions.)

### **Writing centre**

Children write about a time that they felt scared or sad about going to a place. What did they do about the feeling? Encourage them to illustrate their writing.

### **Word centre**

Provide two sets of word cards with high-frequency words from the text so that children can play Concentration or Snap.

was	very	he	a	of
could	do	but	like	to
go	his	would	get	up
the	your	did	good	just
come	and	one	day	when
said	play	with	me	went
now				

## Keeping track

Teachers can moderate their assessment of children's learning by comparing their assessment with that of another teacher, and reaching consensus about what it indicates about the child's development.