



alphakids

Sebastian Learns to Fly

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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

- New words are repeated throughout the text.
- Direct speech is used.

Vocabulary

Dad, flap, flapped, fly, Grandma, Isabella, jump, jumped, Mum, Sebastian, wings

Setting the context

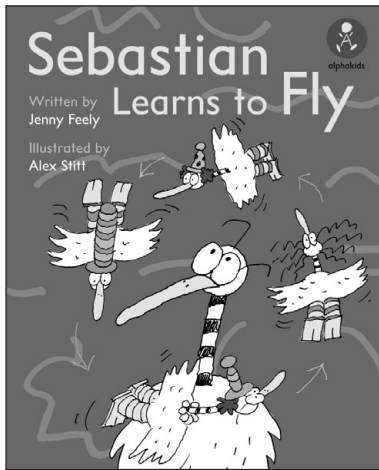
Have you ever tried to learn to do something new (swim, ride a bike, tie your shoelaces)? How did you feel while you were learning? How did you learn to do it? Did other people try to help you? What did they do? Did it help?

Introducing the book

This book is about a bird named Sebastian. He wants to learn to fly. His mum, dad, Grandma and friend Isabella try to teach him how to fly.

Encourage the children to practise their skills of prediction.

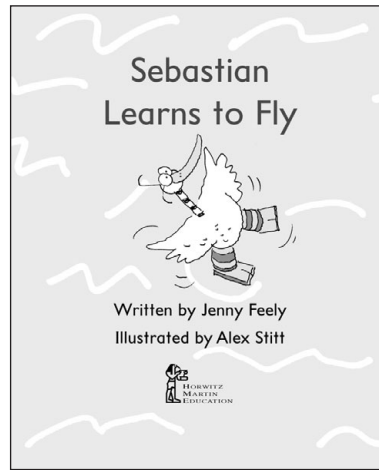
How do you think the book will start?



Front cover

This book is called Sebastian Learns to Fly. What do we call the name of a book? (The title)

Point out the flying birds in the illustration. How do you think Sebastian feels when he sees the other birds flying?



Title page

This is the title page. It tells us the name of the book and the names of the author, illustrator and publisher.

Read the title with the children.



Talkthrough

Point out the bird on the ground.

This is Sebastian. He can't fly. His mum and dad and grandma can fly. So can his friend, Isabella. They all know that to fly, birds need to jump off the ground and flap their wings. How do you think Sebastian feels about not being able to fly?



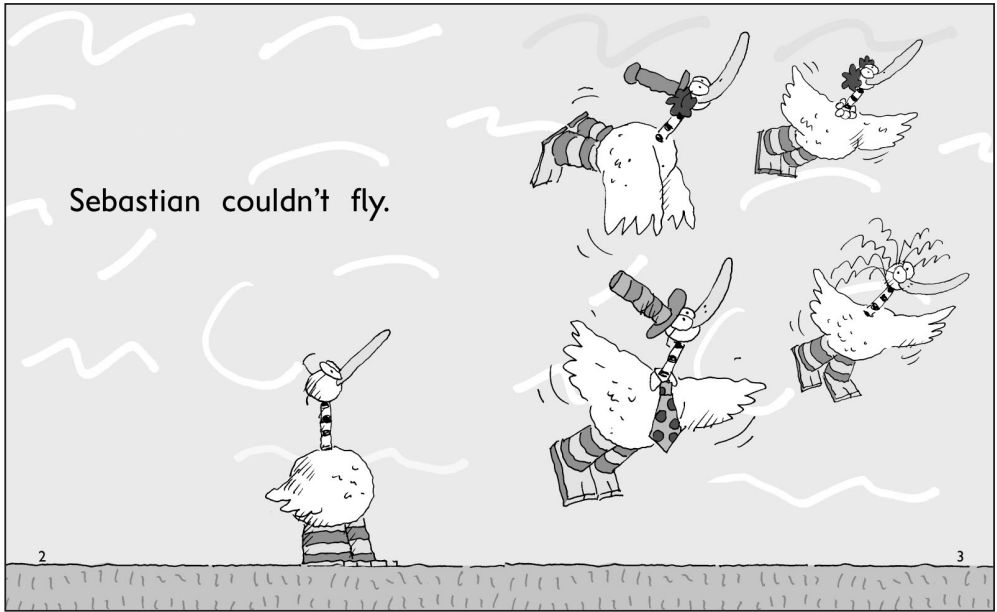
Observe and support

Can the children understand the text at the literal level?

Point to the bird on the ground?

Can Sebastian fly? How do you know?

Sebastian couldn't fly.





Talkthrough

On this page Sebastian's mother is trying to help him learn to fly. She tells him to jump and flap his wings. Does Sebastian do this?

Point out the quotation marks.

These are called quotation marks. The words between these marks are what the characters in the book say.

Point to the word 'said'.

This tells us who is saying the words.



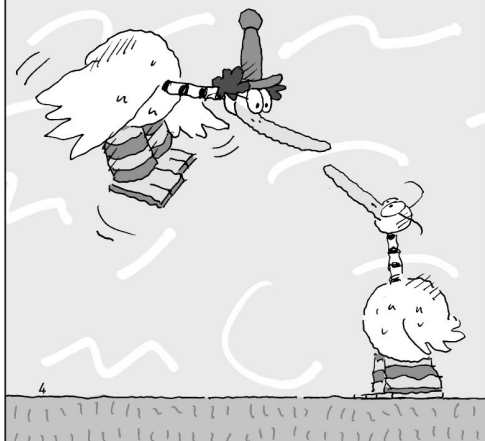
Observe and support

Do the children read the text with attention to phrasing?

Point out that the line breaks can help.

Can you read a few words together?

Mum said, 'You can do it.
Jump and flap your wings.'



Sebastian didn't jump
and he didn't flap
his wings.





Talkthrough

Next Sebastian's father tries to help him learn to fly. He says, 'You can do it'. What does Dad tell Sebastian to do? What does Sebastian do? Will he be able to fly if he just jumps? What else does he need to do?



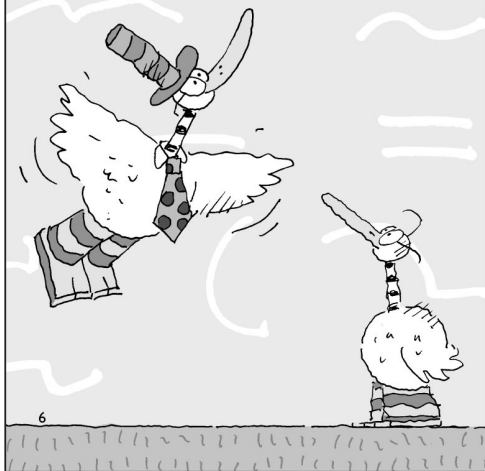
Observe and support

Do the children use their knowledge of high-frequency words to support their reading of other words?

If they make an error, you could say:

Can you read the words you know? What could the next word be? What would make sense? What would look right?

Dad said, 'You can do it.
Jump and flap your wings.'



Sebastian jumped,
but he didn't flap
his wings.





Talkthrough

Sebastian's grandma tries to help too. She knows that Sebastian would be able to fly if he just jumped and flapped his wings. Does Sebastian get it right this time? What does he do? What does he forget to do?

Point out the word 'Flap' in the illustration.

This word is 'Flap'. Why did the illustrator write 'Flap' around Sebastian's wings? Why did he draw lots of wings? What does this tell us Sebastian is doing?

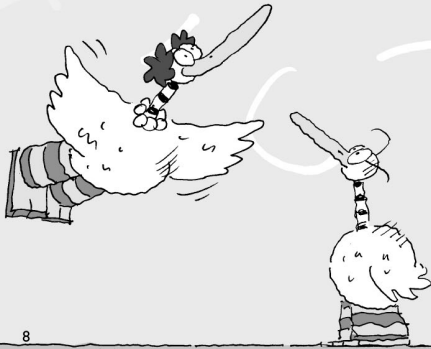


Observe and support

Do the children understand visual conventions?

Does Sebastian really have lots of wings? Why is he drawn this way?

Grandma said,
'You can do it.
Jump and flap your wings.'



Sebastian flapped his wings,
but he didn't jump.



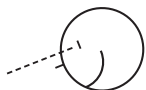


Talkthrough

Why is Sebastian lying on the ground?

How do you think he is feeling?

What do you think his friend Isabella will say to him?

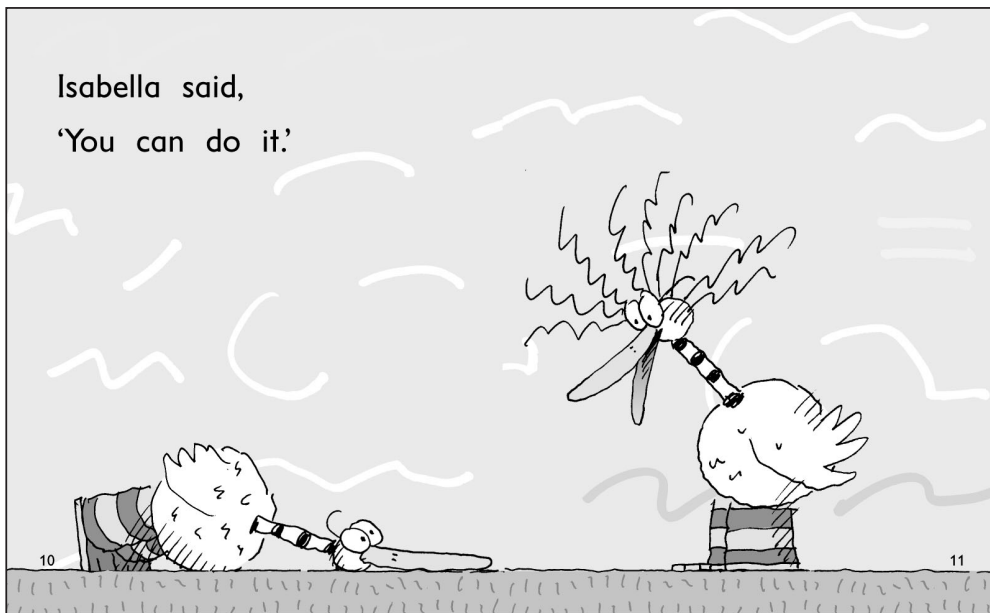


Observe and support

Do the children search for a range of cues as they read?

Try that again and think about what would make sense.

Isabella said,
'You can do it.'





Talkthrough

Isabella shows Sebastian how to flap his wings. Sebastian flaps his wings with Isabella. Then Isabella jumps and Sebastian jumps. What happens?

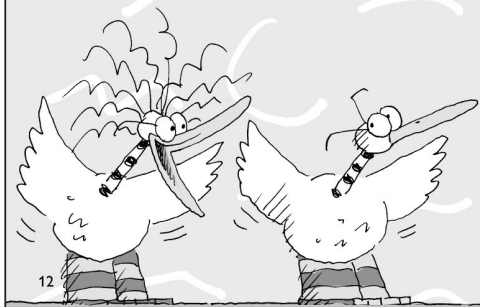


Observe and support

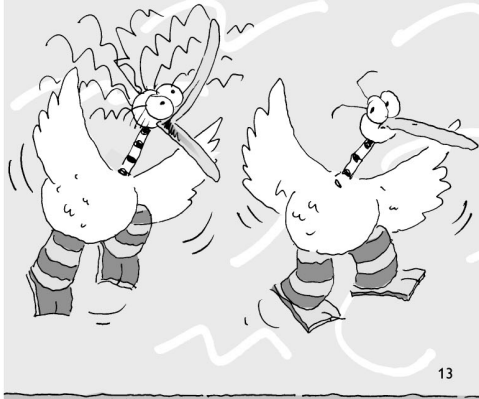
Do the children use their understanding of the book to predict what will happen next?

What do you think will happen now? Why do you think that?

Isabella flapped her wings.
Sebastian flapped his wings.



Isabella jumped.
Sebastian jumped.





Talkthrough

What is Isabella doing? What is Sebastian doing? What does Sebastian say? How does he say it?



Observe and support

Do the children use their knowledge of letter–sound relationships to work out ‘began’?

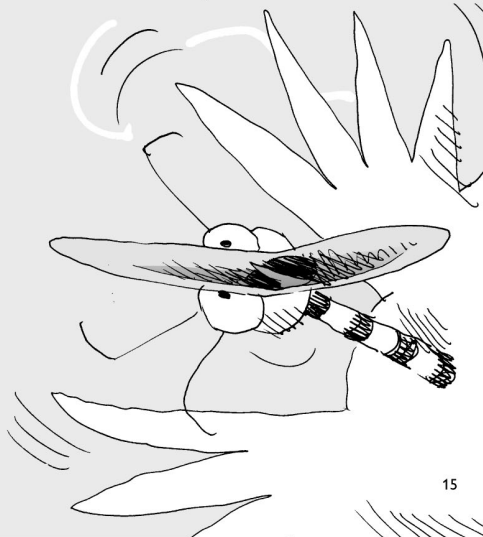
What can you see at the start of that word? What sound might it make? What could the word be? Try it. Does it sound right?

Isabella began to fly.



14

'I can do it!' yelled Sebastian.



15



Talkthrough

What does Sebastian say now? How does he say it?

Point out the exclamation mark.

This is a statement.

What does this tell us about how Sebastian says 'I can fly!'?



After reading

Being a meaning maker

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

What did Sebastian need to do to start to fly?

Why was Isabella able to get Sebastian flying?

Would Sebastian be able to fly the next day?

Are all things learned as easily as this?

Being a code breaker

Explore the following language features:

- Hearing sounds: Ask the children to listen for the /fl/ sound as they are read sections from the book.
- Punctuation: Full stops, capital letters to begin sentences, quotation marks, commas, apostrophes, exclamation marks.
- The use of handwritten text in illustrations (page 9).

Being a text user

Refer to the text when discussing these questions:

How do we know who is speaking? What punctuation is there to help us? What are these marks called?

Turn to page 9.

Why did the illustrator write the word 'Flap!' all around Sebastian?

Being a text critic

Can all people learn to do anything they want to?

Does everyone have lots of people to help them to learn new things?

Responding to text



Have the children work in cooperative groups to practise and perform the story as a play.



Ask the children to retell the story as a comic strip. Provide felt pens and paper folded into eighths. Encourage the children to use speech balloons to record the text.



Have the children write and illustrate certificates to celebrate learning a new skill; for example, learning to ride a bike.

Writing

Talk with the children about other things that Sebastian could learn to do; for example, ride a bike, learn to swim, learn to use in-line skates. Plan the story together.

How would this story start? Who would help Sebastian to learn? What would happen at first? How long would it take Sebastian to learn?

Write the story with the children according to the plan you have devised.

Assessment

Can the children:

- explain what problem Sebastian had and how it was solved?
- say what the writing adds to the illustrations?



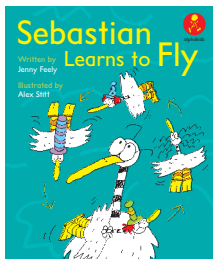
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Families

Curriculum link: Health and Physical Education

Text type: Narrative

Reading level: 5

Word count: 92

High-frequency words: and, but, can, couldn't, didn't, do, he, his, it, Mum, no, said, then, to, you, your

Vocabulary: Dad, flap, flapped, fly, Grandma, Isabella, jump, jumped, Mum, Sebastian, wings

Possible literacy focus

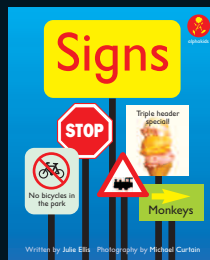
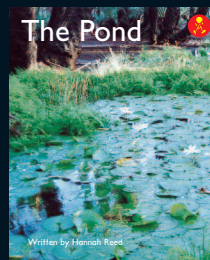
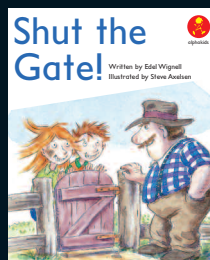
Interpreting narrative structure: orientation, problem, resolution.

Interpreting the use of words in illustrations.

Summary

This book tells the story of a young bird who learns to fly with the help of his family and friend.

Other books at this level



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