

Sebastian Tidies Up

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Illustrated by Alex Stitt

Level 18

Getting ready for reading

Ask the students to discuss the times they have put something down at home only to return to find it is no longer there. *What was the thing? How did you find it? Who had moved it? Why had they moved it?*

Talking through the book

Give each student a copy of the book. Talk about the title. *What will Sebastian tidy? How will his family feel about this? Why might he be saying 'Tsk! Tsk!'?*

Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the students to support their answers with evidence from the book as they discuss these questions.

Why does Sebastian tidy up?

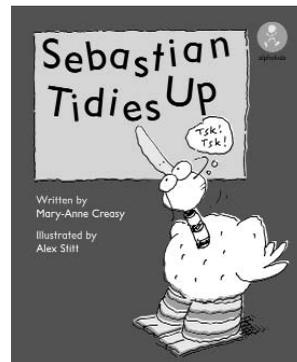
Did he need to do this?

Did it help his family?

Is Sebastian really helpful?

Being a code breaker

Students could explore the letters used to represent the long /i/ sound throughout the book: *tidies, I'm, otherwise, I'll, beside, inside, I, outside.*



TEXT FEATURES

- **This is the fourth Alphakids narrative about a bird called Sebastian – see *Sebastian* (level 9), *Sebastian Gets the Hiccups* (level 13), *Sebastian's Special Present* (level 15), *Sebastian the Great* (level 19). In this story, Sebastian decides to tidy up the house, but then no-one can find their belongings.**
- **The story has a circular structure.**
- **The text is extended and enhanced by humorous colour illustrations.**
- **The text features direct speech.**

Being a text user

Discuss:

How important are the illustrations when reading this book?

What information is contained in the illustrations?

What would we not know if there were no illustrations?

Being a text critic

Discuss:

Why has the author chosen to have Sebastian put each object where he does?

What would happen to the story if this did not happen?

Could this story happen at your house?

What would your family say if you tidied up in this way?

Literacy learning centres – follow-up activities

WRITING CENTRE 1

Students could innovate on this book to tell a story about tidying up at their house. 

WRITING CENTRE 2

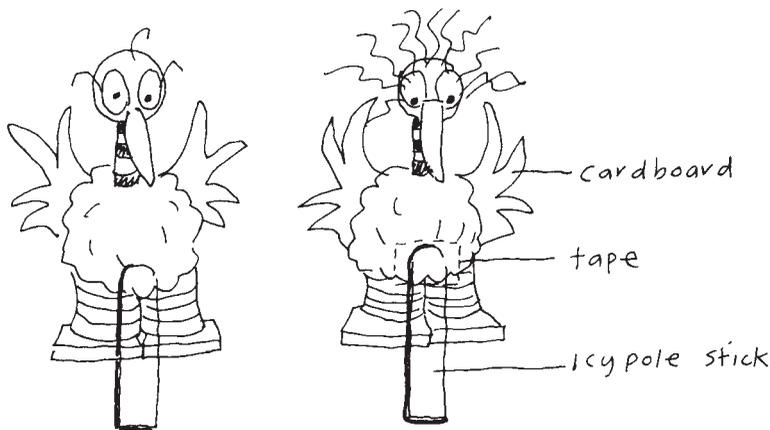
Students could draw a picture and place five hidden objects in the picture for someone in their group to find.

TEXT CENTRE

Students could make a floor plan of Sebastian's house that shows where each item was put and where it was moved to.

INTERACTIVE LITERACY CENTRE

Students could work in cooperative groups to make stick puppets of the characters in the book (see Blackline Master 9, page 120). These could be used to develop and perform a puppet-play retelling of the story.



WORD CENTRE

Students could look for a range of words that have the long /i/ sound. These could be written on large cardboard cut-outs of the letter 'i'.

Keeping track

Keeping anecdotal records of a student's responses provides teachers with a useful record of each student's development. This can be useful when comparing development over time.