

The Great Sebastian

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Level 19

Getting ready for reading

Talk about any magic tricks students know how to do or have seen performed. Ask: *How was the trick done? Did the person doing the trick tell you how to do it?*

Talking through the book

Give each student a copy of the book. Read the title. Ask: *What do you think this book will be about? Why is Sebastian wearing a top hat?*

Reading the book

Students read the book individually to page 11 while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. Discuss the story to this point. Ask: *What do you think will happen next? Why do you think this will happen?* Ask the students to read the rest of the book. Discuss with them whether their predictions about the story were confirmed or not.

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.

What does Sebastian do to his mother's watch?

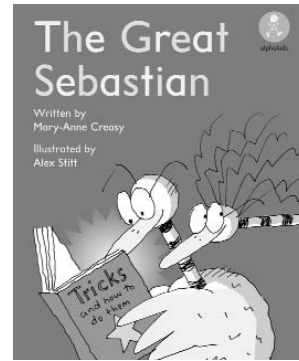
Does Isabella really know how Sebastian does his magic tricks?

Why does Isabella keep shouting out that she knows how the tricks were done?

Had Sebastian planned to make Isabella disappear from the start?

Being a code breaker

Discuss the various words used to indicate who is speaking: *announced, said, asked, yelled, cried, shouted, smiled.*



TEXT FEATURES

- This is the fifth Alphakids narrative about a bird called Sebastian – see *Sebastian* (level 9), *Sebastian Gets the Hiccups* (level 13), *Sebastian's Special Present* (level 15), *Sebastian Tidies Up* (level 18). In this story, Sebastian attempts to perform magic tricks while his friend wants to tell everyone how they are done.
- The text is extended and enhanced by humorous colour illustrations.
- The text features direct speech.
- Text is placed in various positions on the page to encourage readers to use their understandings of print conventions to read the story.
- The text provides opportunities for revisiting phrases and new words throughout (mileage), although it is not repetitive.

Ask:

What do these words tell you about how each character is speaking?

Students could also discuss how they knew which part of the text to read next on each page.

Being a text user

Discuss:

What type of book is this? Fiction or factual?

Does this book teach you how to do magic tricks?

What could this book teach you to do?

Being a text critic

Discuss:

What are magic tricks?

How are they done?

Are they really magic?

Literacy learning centres – follow-up activities

WRITING CENTRE

Students could write instructions for doing magic tricks. The instructions can be made into a book of magic tricks.

TEXT CENTRE

Students can analyse the characters of Sebastian and Isabella, using the character chart (see Blackline Master 13, page 124).

INTERACTIVE LITERACY CENTRE

Students could work in cooperative groups to practise and perform the book as a readers theatre. Masks of Isabella and Sebastian can be made for students to wear in the readers theatre.



WORD CENTRE

Students can use *The Great Sebastian* and other familiar texts to make a bookmark listing other words to use instead of 'said'. This could be stored in each student's writing folder to assist with writing.

Keeping track

Teachers can moderate their assessment of students' reading behaviours by discussing completed records of reading behaviours with colleagues.