

## Uncle Hen's Gumboots Ideas and Suggestions

1. Ideas and Suggestions for using Uncle Hen's Gumboots.
2. Key Themes and Strategies for Uncle Hen's Gumboots.
3. Transition from dialogical reading to text reading.
4. Things we know about 'Text-Shy' readers.

### Ideas and Suggestions for Using Uncle Hen's Gumboots.

- Read the book yourself before sharing it with children.
- Introduce the book by looking at the cover together.
- Turn to "The Rouges Gallery" (pictures of the key characters). Start at top left – The Seagull (The "baddie") - Mother Duck (the "hero") – Uncle Hen (He's important because he's Uncle Hen) and the others we'll find out as we read the story).
- Then **show page 2 & 3** – and ask, "*What's happening?*". You could also point to 1 or 2 Speech Bubbles and ask, "*What is Mama saying?*"
- Page 4  
**"Who has won the fight?" Q: "What is Mama Duck Thinking?"**
- Page 5  
**What do you think Mama Duck is going to do?**  
Accept whatever they say! For older children you might add "**Why do you think Mama Duck thinks of Uncle Hen?**"
- Page 6  
The text starts here – You can choose to:
  - a) Tell the story in your words (recommended for very young children) while **the children read the pictures** OR
  - b) If there's Speech and Thought Bubbles get them to **suggest** what might be in them.
- Page 7  
**What's in Uncle Hen's special brew for lost ducklings?**  
Continue on, telling or reading, while your child/children read the pictures or some of the text.
- Page 9
  - Top picture (for young children) Q: **What's happening?**
  - Bottom picture (older children) Q: **Why don't the ducklings follow Uncle Hen into the staffroom?**
- Page 10  
Read or tell –then ask Q: "**What did Uncle Hen answer?**" "**What in the picture gives us a clue?**"
- Page 13  
This picture sums up Page 11-13. Q: "**What do you think Uncle Hen will do?**"
- Pages 14-16  
Is summed up in the Picture on age 16 and the phrase "not even any fresh duckling poop!"
- Page 19 Picture at top  
Note Mrs. Carey has now become Whaea Carey.

Q: For older Children ***“What has Whaea Carey been feeding the ducklings?”***

- Page 20

Q ***“Whose footprints are those at the bottom, right?”***

- Page 22

The picture at bottom is explained by the Visual Speech bubble (This is a world first I think!! Hasn't Rebecca done well?!!)

- Page 23

Doesn't need the words –The picture tells the story. Q: ***“Why are the children jumping for joy and pointing?”***

- Page 24 & 25

***Is this the end of the story?”*** – *Well let's turn the page and see.*

- Note - the ducklings sitting on “Mum's lap” watching T.V.
- Note - Mama Duck on Uncle Hen's lap.
- Note - Another duck sitting on the back of Uncle Hen's Chair.  
Here are all the answers to the questions we had at the beginning.

Q: ***How many can you get right now?***

***One last Question from Uncle Hen “Are young ducklings “house-trained when they are born.? “How do you know?” (Page 27 might help you answer his question). Have FUN and ENJOY***

## 2 (a) Themes in Uncle Hen

- ❖ Courage
- ❖ Caring
- ❖ Kindness
- ❖ Attachment
- ❖ Imprinting

## 2 (b) Strategies That Support Reading for Meaning

Using Uncle Hen's Gumboots.

- ❖ Visual Narrative P7, P9, P13, P17, 24, 25.
- ❖ Prologue P 2 & 3
- ❖ Epilogue P 26 & 27
- ❖ Speech Bubbles P 2 & 3, P5 &6, \*P10, P13, P22,
- ❖ Thought Bubbles P4, P5, P6, P15, P50, P15, P25 & 26
- ❖ Graphic Novel Approach P6-7, P17
- ❖ Inferential Pictures P16, P20, P26.
- ❖ Prediction P13, P21, P23

## 3. The Transition from Dialogical Reading to Text Reading

*Uncle Hen's Gumboots* welcomes you to the wonderful world of ***Early Reading***. This process starts with ***Dialogical Reading***. Dialogical Reading starts with ***Picture Books*** being read or told to a child and the child 'reading' the ***pictures*** while the ***adult engages in a dialogue*** with the child based on the pictures.

This process is repeated many times in Early Childhood Centers, Kindergartens and at home, with increasing degrees of questioning, prediction, identification of feelings and emotions.

This results in the expansion of the child's oral language. This process needs to take place before children are introduced to text. By 5 or 6 years of age this process has been developing for up to 2-3years at-least for most children.

### ***Transitioning From 'Picture Reading' to 'Text Reading.'* (This is the core business of the school)**

This process starts with:

**Stage 1. Picture /Dialogical Reading** - While Dialogical Reading is the core business of Early Childhood Centers and for most new-entrants today – this is a revision process. However, for those students who have had no or intermittent Pre-schooling, they will need more time on Dialogical Reading.

**Stage 2. Pictures Plus Some Text** - Use of Picture Books to consolidate Ready to Read readers and basic phonetic teaching and provide variety in the reading.

**Stage 3 Increased Ratio of Text to Pictures** - Increased text per page-yet still have detailed pictures that ensure that the general meaning of the story can be obtained from the pictures without decoding all the text when reading independently.

**Stage 4 Reading Text with Occasional Support from illustrations** - Getting this balance right for all students is challenging task for teachers. **Uncle Hen's Gumboots Is a Picture Book that has been developed specifically to support teachers with this challenge.**

### **Things We Know About 'Text-Shy' Readers**

- Young 'Text Shy' readers **rarely** become **Life-long Readers**.
- Because a 9-year-old 'Text Shy' reader can not read text alone at a 9-year-old level it **does not** mean they can't read and understand stories written for 9-year-olds and above if they are supported by pictures (e.g. Picture Books / Chapter Books /Graphic Novels with Speech and Thought Bubbles, Visual Narrative etc.)
- The **Less effort** it takes a 'Text Shy' to read a book, the **More room** there is left for then to read and **enjoy** the **story**.
- Text Shy Readers need opportunities to **Read and Re-Read** stories like Ivan The Terrible and Graphic Novels.

The most popular books in Children's Book Shop currently include:

- Captain Underpants and Dog Man Series by Dav Pilkey.

- The '104' Story Tree-house series by Andy Griffiths and Terry Dalton.
- Timmy the Ticked-Off Pony: The Great Escape Fartist.  
by Magda Szubanski.
- Funny Kid by Matt Stanton.  
These books use a range of the techniques we have used in Uncle  
Hen's Gumboots.

**A Question to Ponder:**

What use is it to make children **expert decoders** of text **IF** in the **process** they lose their **love of reading**?