Button 1Uncle Hen’s Gumboots Ideas and Suggestions edited July 2021

1. **Ideas and Suggestions For Using Uncle Hen’s Gumboots**
2. **Key Themes and Strategies For Uncle Hen’s Gumboots**
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5. **Ideas and Suggestions For Using Uncle Hen’s Gumboots.**

* Read the bookyourself 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**?
* P4 Q; ***Who has won the fight?*** *Q:* ***What is Mama Duck Thinking****?*
* P5 Q: ***What do you think Mama Duck is going to do?***

Accept what ever they say! For older children you might add

*“****Why do you think Mama Duck thinks of Uncle Hen?***

* P6 The Text Starts here – You can choose to**….**

1. Tell the story in your words (recommended for very young children) while **the children read the pictures** OR
2. If there’s Speech and Thought Bubbles get them to **suggest** what might be in them –

* P7 Q: ***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….

* P9 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?***

* P10 read or tell –then ask Q**: “*What did Uncle Hen answer?” “What in the picture gives us a clue?”***
* P13 This picture sums up P11-13 ***Q: What do you think Uncle Hen will do?”***
* P14-P16 Is summed up in the Picture on P16 and the phrase

“not even any fresh duckling poop!”

* P19 Picture at top—note Mrs Carey has now become Whaea Carey.. Q For older Children ***“What has Whaea Carey been feeding the ducklings?”***
* P20 Q **“*Whose footprints are those at the bottom right?***
* P22 The picture at bottom is explained by the Visual Speech Bubble

( This is a world first I think!! Hasn’t Rebecca done Well!!)

* P23 Doesn’t need the words –The picture tells the story…

(Q: **“*Why are the children jumping for joy and pointing?”***

* P24 & 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*?”** (P27 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 of in Early Childhood

Centres , 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 is an 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 / 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 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 that 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 loose their **love of reading?**