**Devezy & Bennett (2024). *Don’t worry Felix***

This book deals with the important theme of student wellbeing.

Target: K/P-1

English textual concepts: *character, narrative, representation of feelings*

**Suggested teaching sequence:**

This teaching sequence is not suggested as a stand-alone activity; it should be incorporated into a cohesive unit of work, perhaps incorporating other texts that amplify the common English textual concept(s).

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| Day | Teaching focus | Activity |
| Monday  AC9EFLE01  AC9EFLA06 | - Orientation to text/ activating background knowledge  - Read aloud/ focus on meaning making | - Talk about cover. Predict what the book may be about. Discuss with students the audience and purpose of the text (audience: young children; purpose: to discuss our feelings with others so we feel better). Play a musical feelings game. Talk about what worries you at school and how we can help each other to feel happier. Take a picture walk through the text together. Complete an artwork titled ‘What makes me happy’. Share artworks.  - Read text to students with prosody. Discuss each double-page spread. Reflect on illustrations to facilitate discussion E.g. *What are lucky socks and why does Felix want to wear them?* *How does Felix’s body tell him he is feeling weird? Do you ever feel this way? Is the balloon real? What does it mean/ represent?* Notice the illustrations throughout and encourage students to comment on them, focusing on making meaning. *How did Felix know his classmate was nervous in the story?* With a friend, try dad’s special trick in the story. Discuss whether students’ think it is useful. |
| Tuesday  AC9EFLA05  AC9MUFC01 | Fluency/ visual grammar/ narrative structure | Re-read text. Focus on visual grammar. Point out story paths in the text. Story paths direct the reader through the text, with text matching illustrations in a creative, yet easy to follow way. Salience is evidenced in the use of red to draw the eye to the balloon as we move through the text. Use story paths in the text to revise narrative structure. Students draw circles to show what happens in the beginning, middle and end of story. Share story paths with class. *What was the complication? How was it resolved?* |
| Wednesday  AC9EFLA08  AC9MUFE01 | Vocabulary building/ feelings words | Students join in reading with the teacher, following text on IWB. Make a list of interesting/unfamiliar vocabulary in the text, to display in the classroom and use as an authoritative source for independent writing. Observe and discuss facial expressions throughout. Students play a *how do you feel game* by pointing to the appropriate feelings word on a chart and making a face to match. Draw a face and caption with feelings words. Or, take photos and caption them with feelings words to display. |
| Thursday  AC9EFLY02  AC9MUFC01 | Character | Provide opportunities for students to re-read text in pairs/small groups - building reading fluency. Discuss characters. Draw character charts for dad and Felix. *What words tell us about them?* Surround each character with *words that describe* them, e.g. Felix - *scared, nervous, unsure, shy, quiet*; Dad - *kind, intuitive, helpful, caring*. Students make their own character charts. |
| Friday  AC9EFLA08  AC9EFLE01  AC9MUFC01 | Punctuation/ reflection on text | Identify punctuation used in text, e.g. speech marks, commas, capital letters and full stops to show sentence boundaries.  Complete modelled, guided and independent writing activities from text, focusing on punctuation. Learn the [punctuation rap](https://www.youtube.com/watch?v=35_SUhUW_Ek&t=55s).  Class discussion: reflect on text and discuss what students thought of the text and why. |

A child on a chair with a backpack

AI-generated content may be incorrect.