



alphakids

Finding Rainbow



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© Eleanor Curtain
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How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

Before reading

Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

During reading

Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

After reading

A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

Selected text features

- The story told in first person
- Direct speech is used
- The story focuses on animals and captivity

Vocabulary

chirped, corridor, knew, laid, neighbour's, proper, spied, staring, trail, wrapped

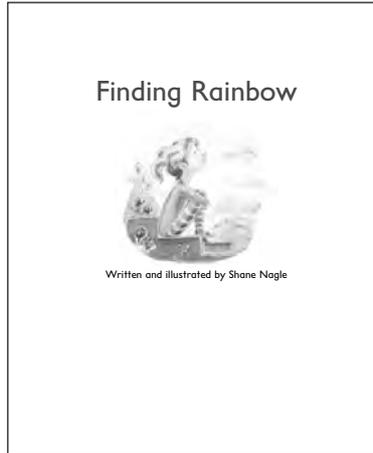
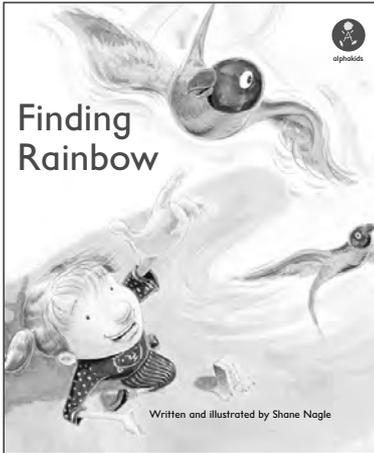
Setting the context

Have you ever had a pet bird?

Did your pet bird ever escape? What happened?

Do birds like to live inside?

Do you think wild birds like to live inside? Why?



Front cover

What kind of book do you think this is?

Why do you think so?

Title page

This is the title page. What does a title page tell us?

Point out that the author and illustrator are the same person.

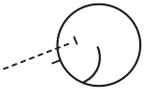
● **Predict**

Look at the picture on pages 2 and 3.
How do you think the girl is feeling?
What do you think may be wrong with the bird?
How could she help the bird?

● **Read** to the end of page 5.

● **Reflect**

Why did she call the bird Rainbow?
How do you think Rainbow is feeling?



Observe and support

Ask one child to read to you while the others are reading silently and check for phrased and fluent reading.
Can the child understand the literal meaning of the text?
How did the girl look after Rainbow?

One day I found a sick bird.

It didn't fly away when I got close.
It didn't make a sound.

It just lay there, breathing fast and staring at me.

I knew I had to help it.



2

3

I punched holes in a box and found an old, soft blanket. I put water in a small dish and put it inside the box.

'Come on!' I said. 'In you hop!' But the bird didn't move.

So I wrapped it in the blanket and took it to my room. I made it a cosy bed in the box and fed it some honey through a dropper. I kept it warm under my lamp.

After school, I bought a mirror and some seed.

I named the bird Rainbow.



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● **Predict**

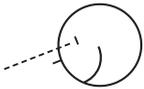
Do you think Rainbow will get better? How do you know?

● **Read** to the end of page 7.

● **Reflect**

How do you think the young girl felt when Rainbow flew off?

Why do you think Rainbow flew off?



Observe and support

Can the child scan the text for key words?

Can you find the word ‘wing’? What helped you find this word in the text?

After a few days, Rainbow looked much better.
He folded his sore wing and stood up in his box.
I put him on my finger.
Ouch! His claws pinched my skin. I stroked his feathers.
Then he skipped around, chirping, and played with his mirror. He pecked at his seed.



6

The next morning, the lid was open on Rainbow's box.

I saw him on top of my lamp. I jumped up to close my door, but he was too fast!

Rainbow flew out of my room, down the corridor and onto the back door-step. He looked at me with one beady eye, chirped for a moment and took off.



7

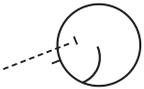
● **Predict**

*Do you think Rainbow will come back? Why?
Will the food that the girl has put out encourage Rainbow to come back?
What do you think will happen next?*

● **Read** to the end of page 11.

● **Reflect**

*Why does the girl want Rainbow to come back?
Do you think this is fair? Why?
Why did other birds visit the garden?*



Observe and support

Can the child use critical literacy skills to compare the ideas in the book with their own point of view?
*The girl's mum says that 'If you love something you should let it be free'. What does she mean by this?
Do you agree?*

After school, I set up his box outside.
I filled up his seed and water and left the lid open.
I made a trail of biscuit crumbs so he could see
our garden from up high.
I cleaned his mirror, called out to him and waited.

The next day, other birds came.
They ate the seed and drank the water.
The neighbour's cat ate all the crumbs.
'Rainbow has gone back to where he belongs,'
said Dad. 'You can get a pet bird if you want.'
But I topped up the seed and water and made
another trail of crumbs.



The next day, more birds came.
Cats scratched and hissed over the crumbs.
'If you love something you should let it be free,'
said Mum. But I wanted Rainbow to come back.
So I topped up the seed and water, laid out some
more crumbs and made a wish.

The next day, there were still more birds and
more cat fights, but no Rainbow.
Then I ran out of seed.



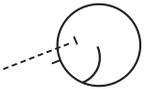
● **Predict**

*Do you think that Rainbow will come back? Why?
What do you think will happen to Rainbow?*

● **Read** to the end of page 14.

● **Reflect**

*Why do you think Rainbow came back? Who came with
Rainbow?
Do you think Rainbow is happy? Why?*



Observe and support

Can the child interpret the text?
*Rainbow brought a friend back with him. Why do you
think he did this?*

A few days later, I was playing outside when I heard a loud chirping.

Two birds were bobbing up and down on the fence. Rainbow had come back and he'd brought a friend with him!

I grabbed some bread crumbs, put out my hand and called, 'Rainbow! Rainbow!'



12

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He jumped onto my finger.

Ouch! His claws pinched my skin. He looked at me with one beady eye and flew off.

Around and around the yard the two birds flew, dipping and diving and chirping loudly.



14

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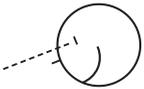
● **Predict**

What are the birds doing? How do you think the girl feels about this? How do you know?

● **Read** page 16.

● **Reflect**

*Why did they build their nest in the bird box?
What happens next?*



Observe and support

Can the child explain the main idea of the book?
Tell me what the author's main message is in this story.

Can the child explain what they would do if they found an injured bird?
What would you do if you found an injured bird? Is this the same or different from what the girl did in the story?

I sprinkled out breadcrumbs, stocked up on seed,
and hung his mirror in the tree.

Rainbow and his friend returned almost every
day.

Dad helped me build them a proper box.
It was a perfect place to build a nest.

And we finished it just in time.



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

Why did the girl put Rainbow in a box with a blanket?

Why did Rainbow fly away?

Should wild animals live with people? Why?

Being a code breaker

Explore the following language features:

- the sound /a/: Rainbow, away, day, lay, named, trail, waited, ate, made, playing
- use of exclamation marks to support expressive reading

Being a text user

Focus on the structure of a narrative.

What happens at the beginning of the story?

What problem occurs for the girl?

How does the girl solve her problem?

Being a text critic

Could this story happen to a real girl?

Did you like the ending?

How would you have ended the story?

Responding to text



Children could work in cooperative groups to write a list of arguments for and against keeping Rainbow as a pet. Share these arguments with the class. The other class members could vote to say whether they agree or disagree with the proposal.



Brainstorm a list of words that describe Rainbow. Write these on the board. Ask children to use these words to help them write a description of Rainbow. Share these descriptions with a friend.



Children could work in pairs and brainstorm a list of words that describe birds. These could be written on bird-shaped cards and hung as a mobile in the classroom.

Possible assessment focus

Can the child:

- state the main idea of the book?
- explain what they would do if they found an injured bird?
- say why that matches or differs from the story?



whole text activity



sentence activity



word activity

Writing links

Shared writing

Discuss what could happen next.

Independent writing

Children could write a sequel to 'Finding Rainbow'. This could be titled 'Rainbow's Children'. These stories could tell how the girl helps Rainbow to look after the chicks. Share these sequels with the class.



Teacher Edition

Topic: Pets

Curriculum link: Science, SOSE

Text type: Narrative

Reading level: 20

Word count: 536

Vocabulary: chirped, corridor, knew, laid, neighbour's, proper, spied, staring, trail, wrapped

Possible literacy focus

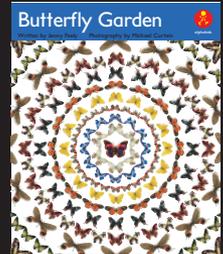
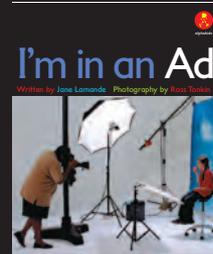
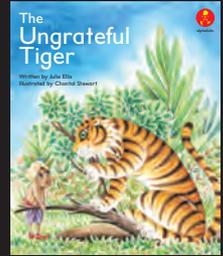
Identifying themes in the text.

Using critical literacy skills to compare the ideas in the book with own point of view.

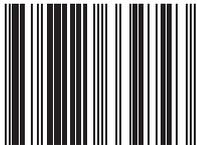
Summary

This narrative describes the relationship between a girl and an injured bird she saves. The girl wants the bird to be her pet but when the bird recovers it flies away.

Other books at this level



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