

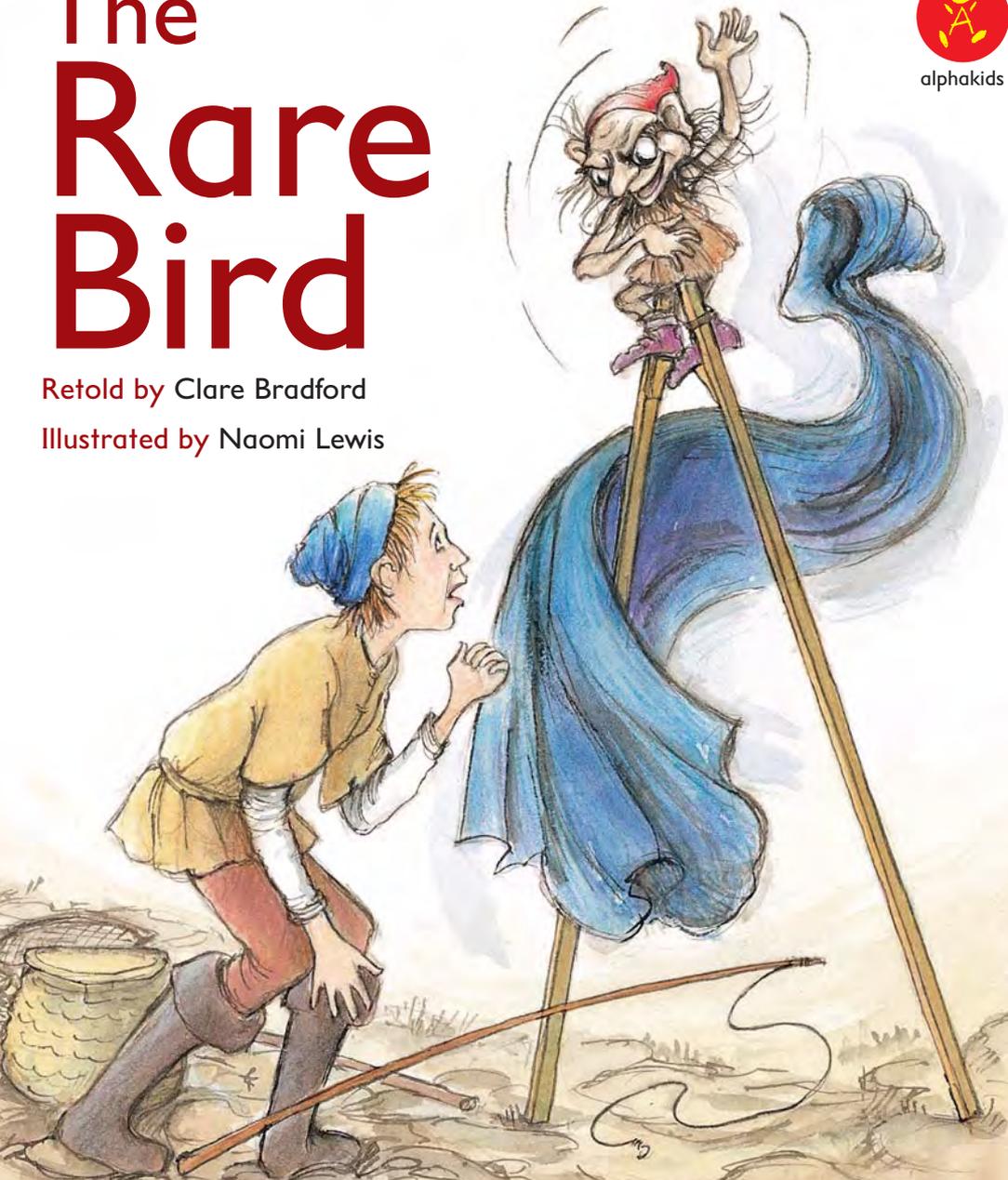
The Rare Bird

Retold by Clare Bradford

Illustrated by Naomi Lewis



alphakids



HORWITZ GARDNER
LIMITED
168c High Street
Egham, Surrey
TW20 9HP
United Kingdom

Published edition
© Eleanor Curtin
Publishing 2004
Text © Kerrie Shanahan
Photographs
© Eleanor Curtin
Publishing

First published 2004

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by
Eleanor Curtin Publishing
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3290 5

1 2 3 4 5 6 7 8 9
04 05 06

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

- Language associated with folk tales is used
- Direct speech is used throughout

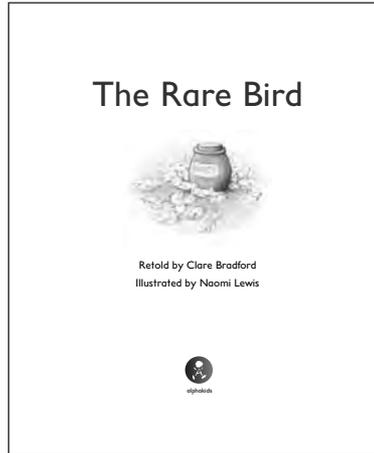
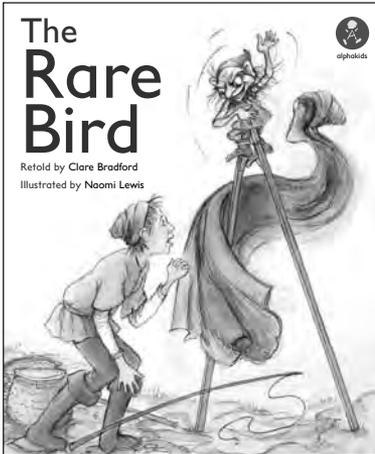
Vocabulary

agreement, astonished, cackling, celebrations, cloak, crammed, despair, drought, fisherman, forever, glum, goblin, imagination, moaned, mountains, promise, rare, rubbed, slave, squawking, trembling, wish, wriggled, wrinkled

Setting the context

What is a promise? What things might you promise to do?

What happens if you don't keep your promise? Should you keep all promises?



Front cover

Is the character on the stilts a kind person or an unkind person? How do you know?

What do you think he is saying to the man?

What type of book do you think this is?

Why?

Title page

This story is retold by Clare Bradford.

What does 'retold' mean?

What clue does this give us about the type of story this will be?

Predict

Look at the illustration on pages 2 and 3.

How is the man feeling? Why do you think he is feeling like this?

How do you think this man spends his time?

Turn to pages 4 and 5.

Who do you think is visiting the fisherman?

How do you think the fisherman is feeling now?

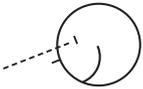
 **Read** to the end of page 5.

Reflect

Why did Bartek say, 'I might as well become a beggar'?

Would you have taken the deal? Why?

What do you think will happen next?



Observe and support

Does the child integrate a range of information on the page to help solve problems when they read?

At the point of difficulty you might say: *What can you see that would help you work it out?*

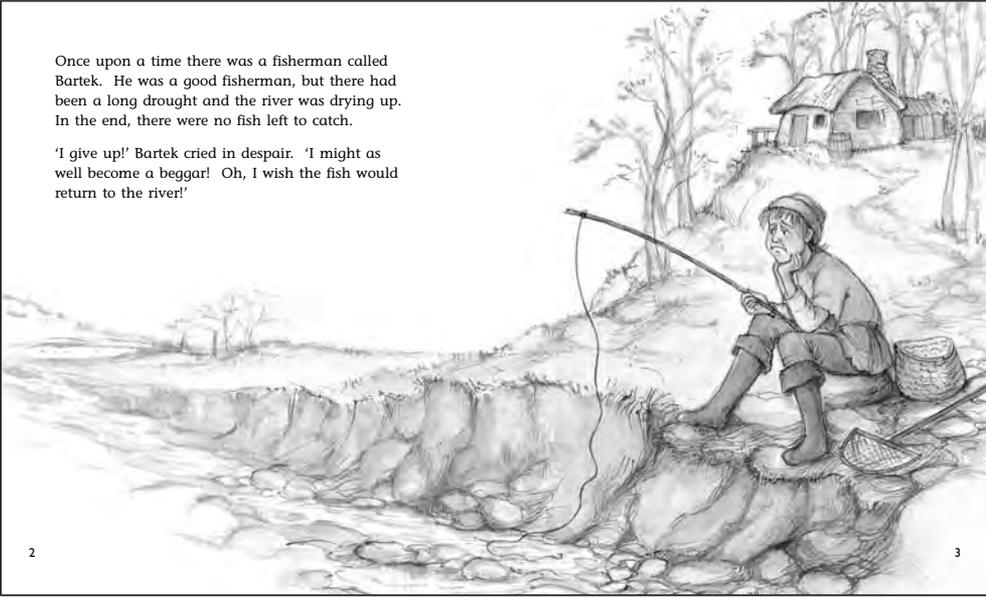
What would make sense?

What does the word start with?

Can you read on to help you understand the meaning of the sentence, then come back?

Once upon a time there was a fisherman called Bartek. He was a good fisherman, but there had been a long drought and the river was drying up. In the end, there were no fish left to catch.

'I give up!' Bartek cried in despair. 'I might as well become a beggar! Oh, I wish the fish would return to the river!'



As the words left his mouth, a strange old man wearing a long cloak appeared beside him. The old man said to Bartek, 'I can make your wish come true. All you need to do is promise me one thing.'

Bartek was amazed.

'You can make the fish return to the river?' he asked. 'What must I promise?'

'I will end the drought,' said the old man. 'For one, whole year, the river will be full of fish for you to catch. But at the end of the year, I will ask you to show me a rare bird. If I cannot name the bird, the river will remain full. But if I can name it, I will make you my slave forever.'

Bartek thought to himself, 'A year of good fishing and all I have to do in return is find a bird? Fantastic!'

'Done!' he said to the old man.



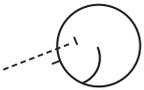
● **Predict**

*Look at the picture on pages 6 and 7.
Who is under the cape?
How might Bartek be feeling?
Look at the picture on pages 8 and 9.
What is this picture telling us?
How are the two characters feeling?*

● **Read** to the end of page 9.

● **Reflect**

*What is a goblin?
How is Bartek feeling now?
What would you do if you were Bartek?*



Observe and support

*Is the child able to read with expression?
How would the goblin be speaking to Bartek?
How would Bartek be speaking to the goblin?
How would the goblin's voice sound when he is cackling?
What does the exclamation mark tell you about how your voice should sound when you are reading?*

'Well then,' said the old man, 'since we have an agreement, I should tell you my name.'

He took off his cloak. Bartek saw that he was not an old man at all, but a tiny, wrinkled goblin, walking on stilts to make himself seem taller.

'My name is Rokita,' said the goblin.



Bartek's face turned white. He started trembling with fear. He had heard many stories about Rokita and how cruel he was to his slaves.

'I think,' said Bartek in a very small voice, 'I'd like to change my mind. I take back my promise.'

The goblin cackled. 'It's too late now!' he cried. 'I'll be back in a year to see your rare bird.' And he disappeared, just like that.



Predict

Look at the pictures on pages 10 and 11. How do they make you feel?

Draw the children's attention to pages 12 and 13.

What role might the dog play in this story?

Why do you think Bartek is looking so terrible?

Read to the end of page 13.

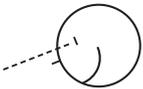
Reflect

What do you think Akmen means when he says that he has "a wonderful imagination"?

What is his plan?

How would you be feeling if you were in Bartek's position?

What could Bartek do to beat the goblin?



Observe and support

Can the child understand inferences in the text?

What deal did Bartek make with the goblin? Why did

Bartek make this deal? Is it a fair deal? Why?

Why is Bartek so upset? What threat does the goblin hold over Bartek?

Why did Akmen make this deal with Bartek? Is this a good deal for Bartek? Why?

Is Akmen going to help Bartek? How do you know this?

Almost at once, it began to rain. It rained and rained. The river filled up and Bartek caught many fish.

Every evening, after a long day of fishing, Bartek would search for a rare bird. He looked in all the trees along the riverbank. He climbed mountains and walked through forests. But try as he might, he could not find one.

As the months went by, Bartek got more and more upset.



10



11

As he sat feeling sorry for himself one afternoon, he heard a voice. 'Don't look so glum,' said the voice. 'I can help you.'

Bartek looked down to see a skinny, three-legged dog with a torn ear.

'I know I'm not very good-looking,' said the dog, 'but I have a wonderful imagination. I'd like to help you. All you need to do is promise me one thing.'

'Not another promise,' moaned Bartek. 'Promises only get me into trouble.'

'Not this one,' said the dog. 'I just want you to be my friend.'

'Well,' said Bartek, 'that doesn't sound too bad. I'll call you Akmen.'



12

Akmen and Bartek became great friends.

Whenever Bartek started getting worried about the goblin, Akmen would say, 'Don't worry about a thing. You can count on me. Remember, I have a wonderful imagination.'

The night before the goblin was due to return, Akmen spent a long time in the shed behind Bartek's house. Inside the house, Bartek tried to sleep, but he tossed and turned with worry.



13

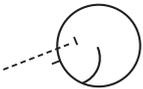
● **Predict**

*What is Akmen doing? Do you think it will work?
How is Bartek feeling now?
What do you think the goblin is thinking?*

● **Read** to the end of page 17.

● **Reflect**

*How has Akmen used his imagination?
Do you think the goblin has fallen for the trick?
How will the goblin react?*



Observe and support

Does the child understand language related to the text type?
*Would there really be a bird called a ‘Popplesnitch’?
Why?
What does ‘make you my slave’ mean?
What does ‘cackling with glee’ mean?*

In the morning, Akmen called Bartek into the shed.

There were some pillows in one corner of the shed. Akmen had torn them up so that feathers spilled over the floor. In another corner, he had emptied a large jar of honey.

'Don't worry about a thing,' said Akmen. 'You can count on me. All you have to do is remember the name of a very, very rare bird. Its name is... the Popplesnitch.'



Akmen rolled in the honey. He wriggled and rubbed and smeared himself with honey.

When every hair on his body was dripping with stickiness, Akmen dived into the pile of feathers.

He rolled in the feathers. He covered and coated and crammed himself with feathers.



Suddenly, a voice called, 'Bartek! Where are you? The year is over, remember? I have come to make you my slave.' Rokita was cackling with glee.

Bartek went to meet him. 'First,' Bartek said, 'you have to name the rare bird I keep in my shed.'

'Ha ha,' laughed the goblin. 'This will be fun. No one has ever got the better of me.'



Akmen burst out of the shed, squawking and hopping, covered in white feathers.



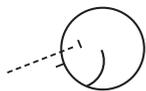
Predict

*Why is the goblin pulling out his hair?
What are Bartek and Akmen looking at?
What does the picture on page 20 tell you about the ending of the story?*

Read to the end of page 20.

Reflect

*Bartek and Akmen tricked the goblin. Was it a fair thing to do? Why?
Did the goblin get what he deserved? Why?
Did you expect the story to end with the phrase ‘they lived happily ever after’? Why?*



Observe and support

Can the child use their knowledge of phonics to work out challenging words such as ‘celebrations’?
If the child is having difficulty you might say:
*Look at the beginning of the word. What sound might it start with? Could this letter make another sound?
Look at the ending of the word. Have you seen this group of letters before? What sound does this group of letters make?
Can you break the word up?
What would make sense here?*

The goblin looked astonished. His face turned purple. His eyes bulged. He couldn't seem to find his voice. 'Its...' he squeaked. 'Its name... its name is...!' but Rokita could not name the bird.



18

'This,' cried Bartek, 'is none other than... the Popplesnitch!'

Rokita was furious. He stamped his feet and tore at his hair. He shook his finger at Bartek. He puffed his cheeks and rolled his eyes. But there was nothing he could do.

He was so ashamed that he began to shrink, right there on the spot, until all that was left of him was a small, angry, red dot.



19

In a few moments, Rokita disappeared altogether and he was never seen again. His slaves were released and there were celebrations all over the countryside.

As for Bartek and Akmen, they lived happily ever after, catching fish and doing what good friends do.



20

After reading

Being a meaning maker

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

What did Bartek promise Rokita he would do?

Should he have made a promise that he wasn't sure that he could keep? Why?

How did Akmen trick the goblin?

What should you think about when you make a promise?

Should you always keep your promises? Why?

Being a code breaker

Children may like to explore the following language features:

- punctuation used to show direct speech
- words used to indicate how characters are speaking: a very small voice, cackled, cried, cried in despair, moaned, laughed, squeaked

Being a text user

What kind of book is this?

You may like to discuss the features of the story that suggest it is a folk tale such as:

- the language used – ‘Once upon a time’ / ‘I can make your wish come true’
- the type of characters – goblins, talking animals
- devices in the story, e.g. magic
- the setting of the story – in the past before the development of modern technology.

Being a text critic

The book finished by saying, ‘They lived happily ever after, catching fish and doing what good friends do.’

What do you think the author meant by that?

What do you think this author thinks about making promises? Do you agree with her?

Responding to text



Children could work in cooperative groups to make a set of cards retelling the story. These could be given to other children for them to assemble in the correct order. Encourage the children to use writing and illustration to retell the story.



Children could write character descriptions for each of the characters in the book.



Children could list the words used in the book to indicate how a character is speaking, e.g. ‘squeaked’, ‘moaned’. The list could be expanded by browsing through other familiar books. All suggestions could be written and illustrated on cards and used as references for writing.

Writing links

Shared writing

Read another folk tale to the children. Ask the children to retell the story in their own words. Scribe the story onto a large piece of paper.

Independent writing

Children could retell another folk tale that they know in their own words. These could be collated into a class book of tales from around the world.

Possible assessment focus

Can the child:

- explain that this book is a folk tale and provide evidence from the book to support their point of view?
- comment on the author’s point of view about promises and say whether or not they agree?



whole text activity



sentence activity



word activity



Teacher Edition

Topic: Friendship

Curriculum link: English

Text type: Folk tale

Reading level: 23

Word count: 921

Vocabulary: agreement, astonished, cackling, celebrations, cloak, crammed, despair, drought, fisherman, forever, glum, goblin, imagination, moaned, mountains, promise, rare, rubbed, slave, squawking, trembling, wish, wriggled, wrinkled

Possible literacy focus

Exploring the features of a folk tale.

Developing critical literacy skills.

Summary

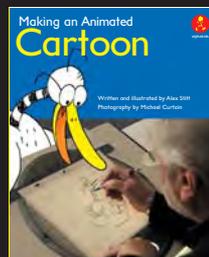
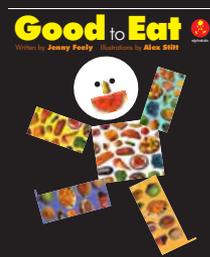
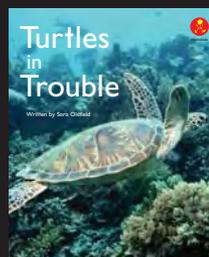
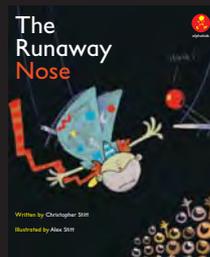
This book is a retelling of a folk tale. It tells the story of a young fisherman who is tricked by a goblin. The young fisherman finds an unlikely friend in a three-legged dog who helps him to beat the goblin.

ISBN 0-7253-3290-5



9 780725 332907

Other books at this level



alphakids