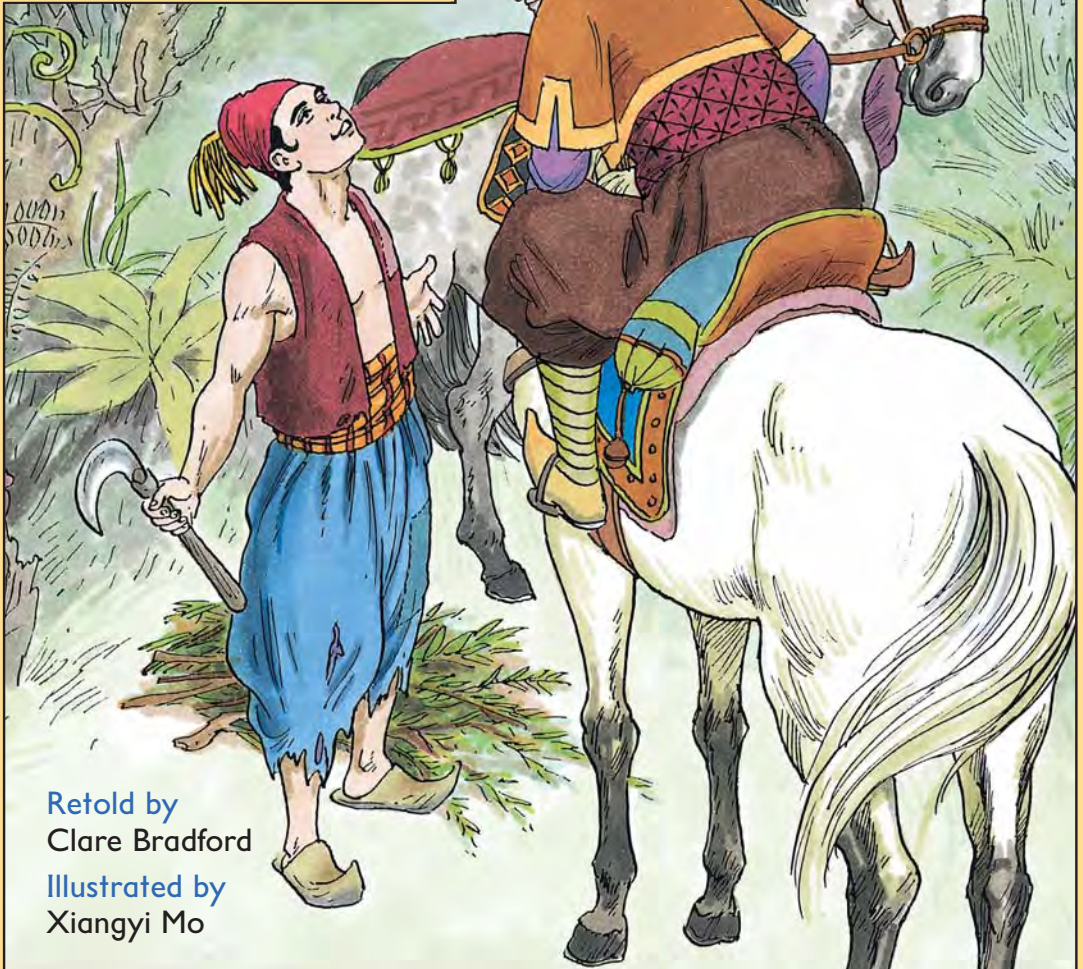


# The Story of Zadig



alphakids



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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

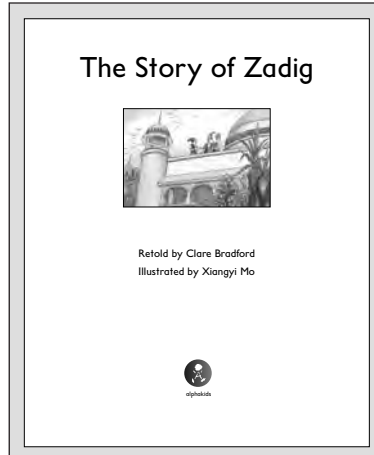
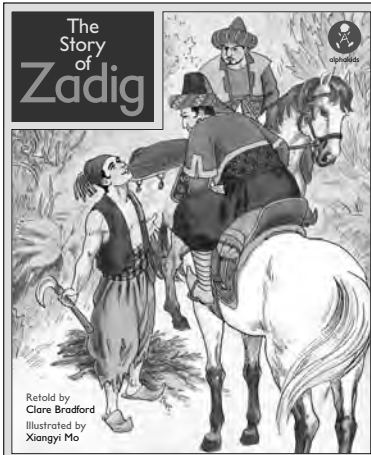
- Direct speech is used throughout
- Thinking clouds are used to show what Zadig is describing

## Vocabulary

advisor, astonished, bit, chief, dungeon, forefoot, hooves, huntsman, impressed, majesties, searching, servants, spaniel, trot

## Setting the context

Discuss some of the folk tales that the children like to read and why they are popular.



## Front cover

Show children the front cover.  
*This book is called 'The Story of Zadig'.  
What kind of book do you think this is?  
What makes you think that?  
When do you think the story is set?  
Where do you think the story is set?*

## Title page

Look at the title page and direct children's attention to the architecture of the building.  
*Have you seen a building like this before?  
Where?*

● **Predict**

*What might be the first sentence in the book? Why do you think that?*

*Who might the men in the illustration be and what could they be doing?*

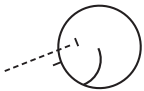
● **Read** to the end of page 2.

● **Reflect**

*How does the author introduce us to the main character?*

*What do you know about him so far?*

*Where does the story take place? How do you know?*



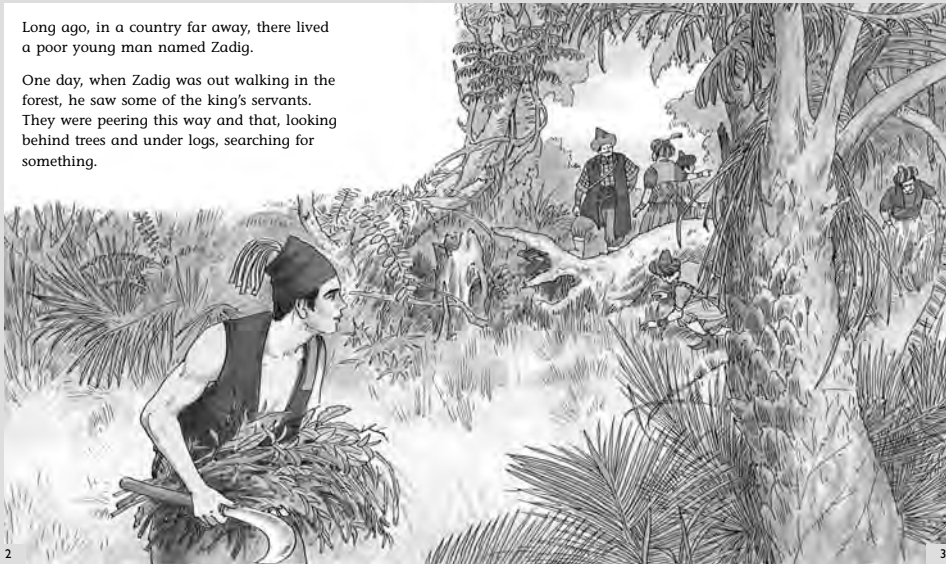
**Observe and support**

Ask one child to read aloud to you while the others are reading silently. Does the child read the text fluently?

*I liked the way you read that. It sounded like talking.*

Long ago, in a country far away, there lived a poor young man named Zadig.

One day, when Zadig was out walking in the forest, he saw some of the king's servants. They were peering this way and that, looking behind trees and under logs, searching for something.



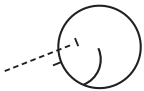
● **Predict**

*Why are the servants talking with Zadig?  
What might Zadig say to them?*

● **Read** to the end of page 6.

● **Reflect**

*What did Zadig know about the spaniel?  
How could he know so much if he has never seen  
the dog?  
Why did the author include this episode?*



**Observe and support**

Can the child identify unfamiliar vocabulary and explain its meaning?  
*How did you work out the word 'forefoot'? Can you see a word you know in 'forefoot'?  
What does it mean? What clues in the story did you use to work it out?*

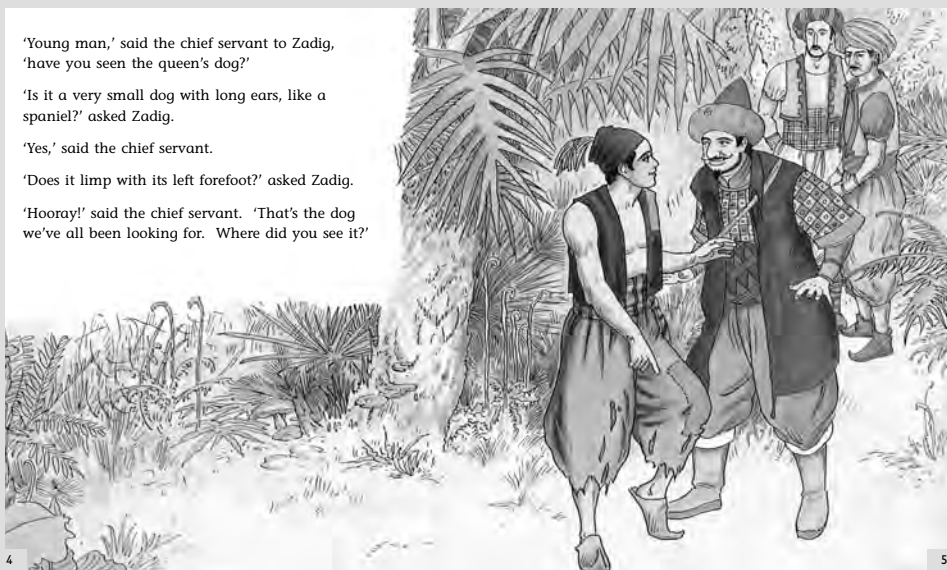
'Young man,' said the chief servant to Zadig, 'have you seen the queen's dog?'

'Is it a very small dog with long ears, like a spaniel?' asked Zadig.

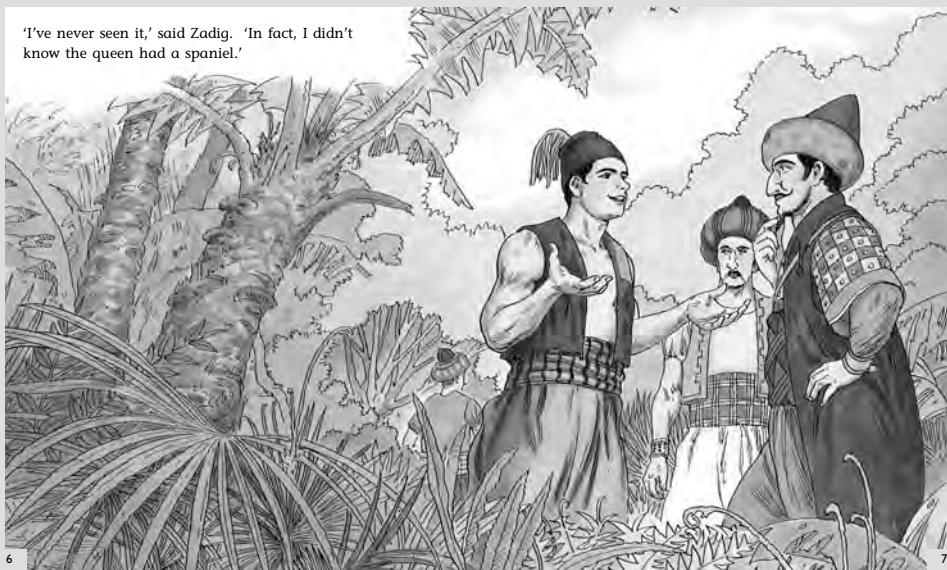
'Yes,' said the chief servant.

'Does it limp with its left forefoot?' asked Zadig.

'Hooray!' said the chief servant. 'That's the dog we've all been looking for. Where did you see it?'



'I've never seen it,' said Zadig. 'In fact, I didn't know the queen had a spaniel.'



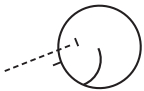
● **Predict**

*What might happen next?  
How might Zadig be involved?*

● **Read** to the end of page 10.

● **Reflect**

*What does Zadig ask the servants?  
How do they react to his answers?  
What did we learn about Zadig from this event?*



**Observe and support**

Can the child identify a question mark and explain what it is used for?

*Can you show me a question mark? What does it tell you when you are reading? How does your voice sound when you read a question?*



Just a day later, the finest horse in the king's stable escaped. The king was very upset and sent his huntsmen to search for it.

As they passed through the forest, they met Zadig.

'Young man,' said the chief huntsman, 'have you seen the king's horse pass this way?'



8

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'Is he the fastest horse in the king's stable?' asked Zadig.

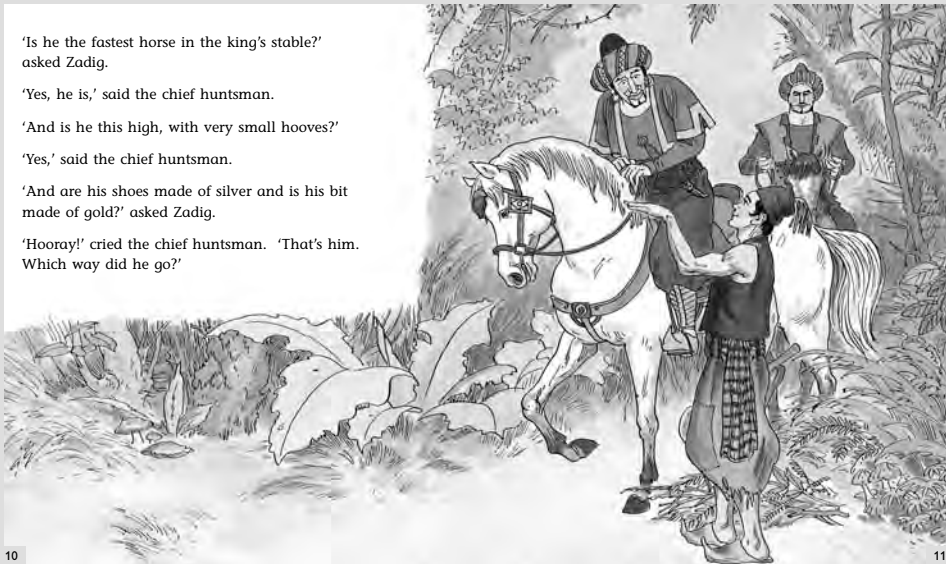
'Yes, he is,' said the chief huntsman.

'And is he this high, with very small hooves?'

'Yes,' said the chief huntsman.

'And are his shoes made of silver and is his bit made of gold?' asked Zadig.

'Hooray!' cried the chief huntsman. 'That's him. Which way did he go?'



10

11

● **Predict**

*Will Zadig have seen the horse?*

*How will the king and his servants react? Why?*

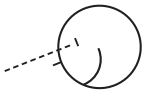
● **Read** to the end of page 14.

● **Reflect**

*What is a dungeon? How do you know?*

*Why did the king order Zadig to be locked in the dungeon?*

*Is the king doing the right thing or the wrong thing? Why?*



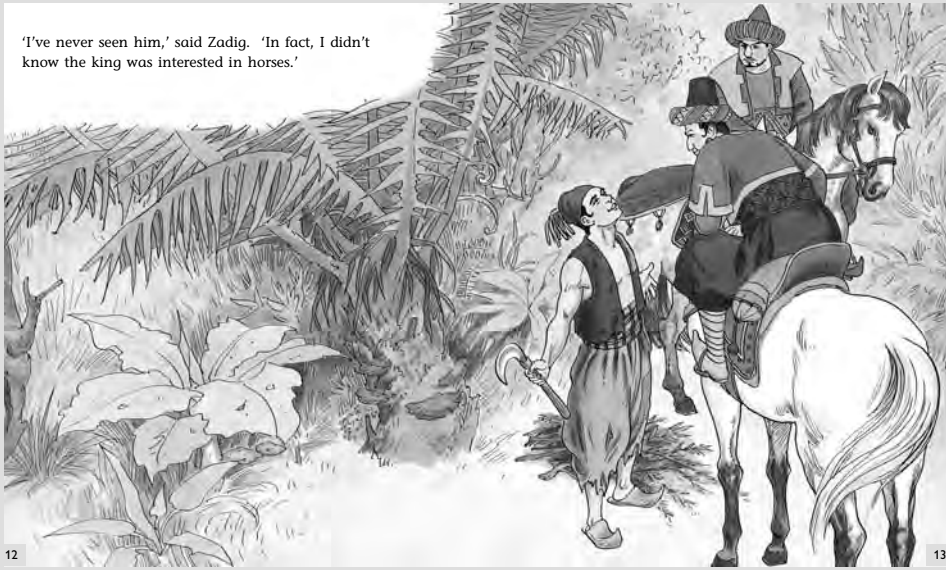
**Observe and support**

Can the child integrate all information sources (visual, structural and meaning) when reading?

If the child is relying heavily on one source, ask questions that will draw their attention to the others.

If the child makes an error say: *Try that again. What would look right? What would sound right?*

'I've never seen him,' said Zadig. 'In fact, I didn't know the king was interested in horses.'

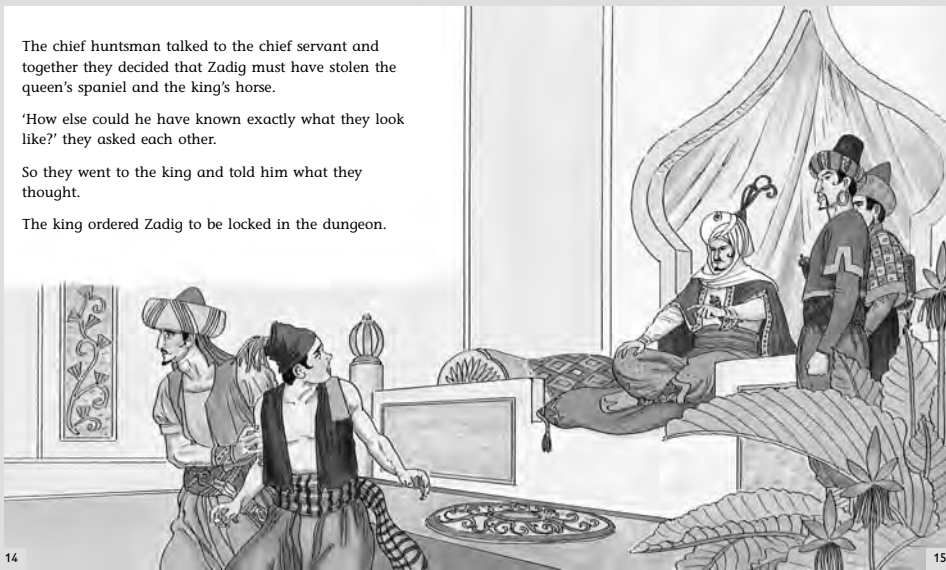


The chief huntsman talked to the chief servant and together they decided that Zadig must have stolen the queen's spaniel and the king's horse.

'How else could he have known exactly what they look like?' they asked each other.

So they went to the king and told him what they thought.

The king ordered Zadig to be locked in the dungeon.



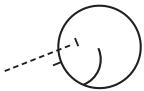
● **Predict**

*How will Zadig's problem be resolved?  
What will be his explanation for knowing about the queen's spaniel?*

● **Read** to the end of page 18.

● **Reflect**

*Why did the king and queen want to talk to Zadig?  
How does the illustration on pages 18 and 19 support the telling of Zadig's tale?  
What is unusual about this illustration?*



**Observe and support**

Can the child use their knowledge of phonics to work out new words such as 'majesties'?  
*Can you break the word up? What might that part say? What sound do you think the word will start with/finish with?*

The next day, the queen's spaniel and the king's horse were found in distant parts of the forest. The chief servant, the chief huntsman, the king and the queen were all astonished.

'If Zadig did not steal the spaniel and the horse,' they asked each other, 'how did he know so much about them?'

The king and the queen ordered that Zadig be released from the dungeon and brought before them to tell his story.

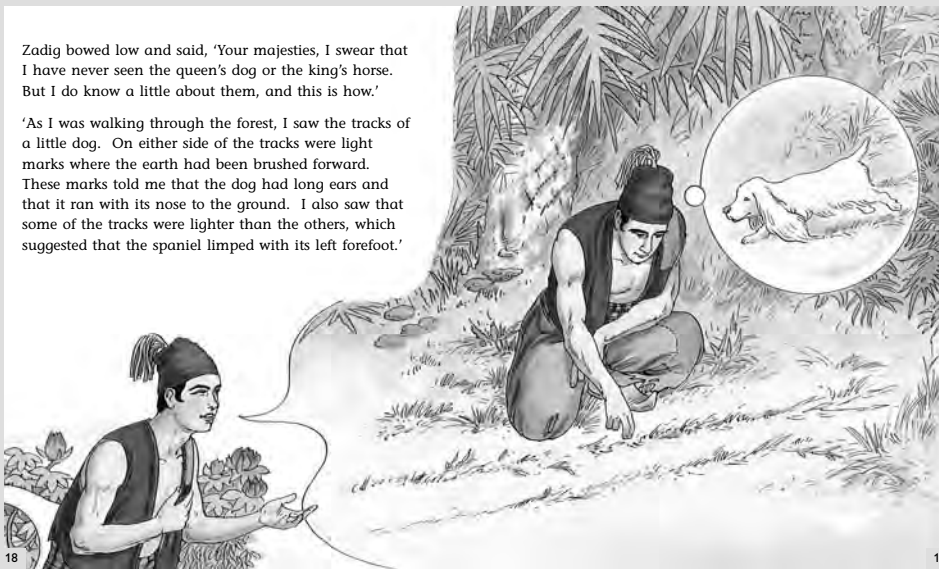


16

17

Zadig bowed low and said, 'Your majesties, I swear that I have never seen the queen's dog or the king's horse. But I do know a little about them, and this is how.'

'As I was walking through the forest, I saw the tracks of a little dog. On either side of the tracks were light marks where the earth had been brushed forward. These marks told me that the dog had long ears and that it ran with its nose to the ground. I also saw that some of the tracks were lighter than the others, which suggested that the spaniel limped with its left forefoot.'



18

19

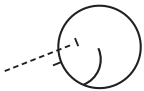
● **Predict**

*What might be Zadig's explanation for the horse?  
If you were the author, what would happen next?*

● **Read** to the end of page 22.

● **Reflect**

*Could anyone really notice as much as Zadig?  
Does he act in a believable way? Why do you think so?  
Did his story match your prediction?*



**Observe and support**

Does the child search for a range of information on the page to support their reading?  
*When you looked at the pictures before you read the text, what were you looking for? How did that help you? What else did you check?*

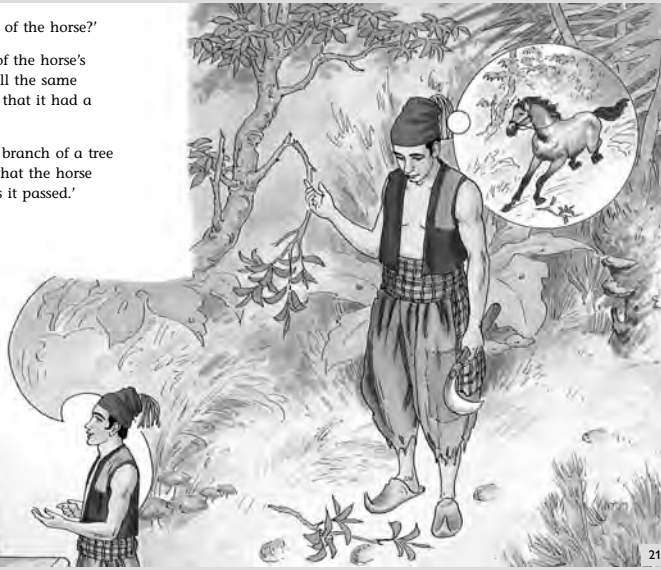
'Amazing,' said the queen. 'But what of the horse?'

'Well,' said Zadig. 'I saw the marks of the horse's hooves and I noticed that they were all the same distance apart. From that I could tell that it had a fast, even trot.'

'Some leaves had been broken off the branch of a tree which overhung the path. I guessed that the horse had brushed them from the branch as it passed.'



20



21

'What about the gold bit and the silver shoes?' asked the king.

'As for that,' said Zadig, 'when the horse stopped to eat some grass growing under a tree, his bit rubbed against the tree trunk, and I saw a trace of gold. And where the horse ran over stony ground, its shoes left little specks of silver.'



22



23

● **Predict**

*How will this story end?*

*Will the king and queen believe Zadig?*

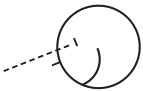
● **Read** to the end of page 24.

● **Reflect**

*What happened to Zadig?*

*Did the story end in a satisfactory way?*

*Are there any words you are unsure of? What do you think they mean? How could you find out?*



**Observe and support**

Can the child understand the text at the literal level?

*Which part of the text tells you that the king and queen are pleased with Zadig?*

If the child experiences difficulty ask them to re-read sections of the text.

*What did you learn about the king and queen by reading this paragraph?*



The king and the queen were most impressed.

In fact, they were so impressed that they asked Zadig to be their advisor and to come and live with them in the palace.

Zadig was very pleased to accept their offer and, from that time on, always gave the king and queen extremely good advice.



## After reading

### Being a meaning maker

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

*How did Zadig know that the queen's dog limped?*

*Why did the king and queen put Zadig in prison?*

*Why did they let Zadig out of prison?*

*Would Zadig be a good advisor?*

*Why?*

*What kind of person was Zadig?*

### Being a code breaker

Children may like to explore the following language feature:

- use of the possessive apostrophe in the text: queen's, king's, horse's

### Being a text user

You may like to focus on aspects of the text that indicate this is a traditional tale:

*This story starts: 'Long ago, in a country far away...' What does this tell you about the story?*

*What characters are in the story?*

*What other things tell you that this is a traditional story?*

### Being a text critic

*Could anyone really be as observant as Zadig?*

## Responding to text



Children could retell the story as a newspaper report titled 'Zadig – the royal advisor'.



Children could write a character brief highlighting Zadig's characteristics. These could be presented as 'Wanted' posters or passports.



Become a 'word detective'. Provide a passage of the text that has had extra words inserted. Children could read it through and identify the words that have been added. Discuss the results. For example:

*The king spaniel and the queen were very most impressed.*

*In fact truth, they we were so amazed impressed that they asked wanted Zadig to be their chief friend advisor and to come and visit live with them us in the their palace.*

## Writing links

### Shared writing

Children work with a partner to create a summary of the story. A simple guide sheet highlighting the features of the narrative could be used to support them.

For example:

The Story of Zadig

Setting:

Characters:

Main Events:

Ending:

Discuss and compare the results.

### Independent writing

Children could write their own stories in which they create other puzzles that Zadig could solve.

## Possible assessment focus

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Can the child:

- explain what kind of story this is?
- explain different aspects of the plot?

*Why did Zadig get put into the dungeon?*

*Why did he become the king and queen's advisor?*



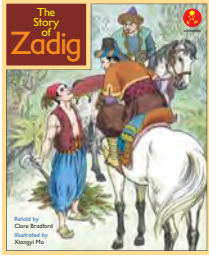
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Observation

**Curriculum link:** English

**Text type:** Folk tale

**Reading level:** 24

**Word count:** 676

**Vocabulary:** advisor, astonished, bit, chief, dungeon, forefoot, hooves, huntsman, impressed, majesties, searching, servants, spaniel, trot

### Possible literacy focus

Investigating aspects of folk tales.

Recalling a sequence of events in a narrative.

Identifying plot features: orientation (who, what, where, when), problem (what went wrong) and resolution (how the problem was fixed).

### Summary

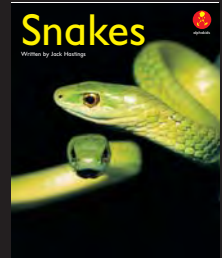
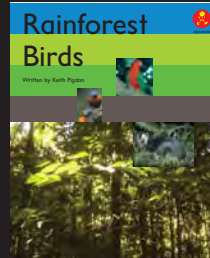
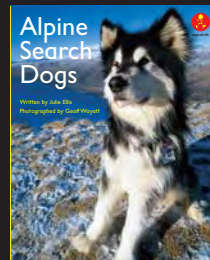
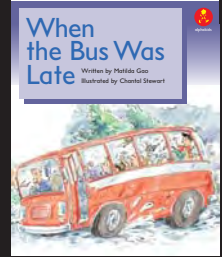
This book tells the tale of an observant man who was wrongly imprisoned but eventually becomes the king's and queen's advisor.

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## Other books at this level



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