

## Level 1

|                         |  |
|-------------------------|--|
| <b>Suitable for:</b>    | young learners who have completed up to 50 hours of study in English |
| <b>Type of English:</b> | British  |
| <b>Headwords:</b>       | 200  |
| <b>Key words:</b>       | 5 (see pages 2 and 5 of these Teacher's Notes)                       |
| <b>Key grammar:</b>     | simple present, adjectives   |

## Summary of the story

Lorikeet does not like his dull feathers and wishes they could be red, blue, yellow and green. He asks three friends (Brolga, Koala and Kangaroo) if they are happy with being grey and discovers that they are. But Lorikeet is still not content and wants to look colourful. He sees a rainbow in the sky and flies up to it. He plays on it and slides down the arc of colours. When Lorikeet flies down from the rainbow he sees that the colours of the rainbow have rubbed off on him. He has become a rainbow lorikeet.

## Background information

*Rainbow Bird* is an adaptation of an Aboriginal story, explaining how the Australian rainbow lorikeet got its colours. It is associated with the Dreamtime in Aboriginal culture which has a history going back tens of thousands of years. Each tribe has many Dreamtime stories which cover a vast range of themes and topics such as how sacred places were created; how geographical features of the land were formed; people; animal behaviour; plant species; Aboriginal law, customs and culture. The stories are told to children and sung or acted out in dances on ceremonial occasions.

## Did you know ... ?

The 'Dreamtime' stories, as they are referred to today, do not have specific names or titles because when Aboriginal ancestors told the stories, they just referred to them as 'marrathal warkan' which means 'long, long time ago, when time first began for our people, as people on this land after creation.' The stories establish the values, symbols, and laws of Aboriginal culture and society.

The purpose of Dreamtime stories is to teach young children the necessary skills to survive on the land and to abide by the lessons learned from their forefathers in combination with the cultural laws of their society.

## The characters

**Lorikeet** is an Australian bird that does not like his grey feathers.

**Brolga** is Lorikeet's friend who likes his grey feathers.

**Koala** is another Australian animal who is happy with his own grey colouring.

**Kangaroo** is Lorikeet's friend who likes his own grey fur.

## Topics and themes

**Australian animals** Prepare pictures beforehand of the Australian animals featured in the story: koala bear, kangaroo, brolga and rainbow lorikeet, to teach their names before reading. Then show pupils the cover of the book. What do they see? Which country does the bird come from? Talk about wildlife in Australia and find out what the children already know.

**Appearance** Lorikeet does not like the way he looks at the beginning of the story. Ask the pupils why. Do they think appearance matters? After all, the other animals are happy being grey. At the end of the story Lorikeet is happy with his new colours. Can people change their appearance? Is this a good idea? Why? Talk about fashion, clothes, hair styles and other ways of changing appearance.

**Friendship** When Lorikeet was sad the other animals tried to cheer him up. What did they try to tell him? Were they still his friends at the end of the story? This can open a discussion on how to be a good friend.

**Colours** Lorikeet loves bright colours. What does he think of grey? Which colours are not mentioned in the story? Do pupils have a favourite colour? Which colours do pupils think are bright, and which are dull? Why? Are there other words to describe colours?

**Story making** This story, or a version of it, belongs to Australian aboriginal culture. It originated thousands of years ago and has been passed down through the ages. It attempts to explain why and how rainbow lorikeets have

## Key words

(see page 5 of these Teacher's Notes for the Key words in context)

|             |          |
|-------------|----------|
| grey (adj)  | sky (n)  |
| feather (n) | up (adv) |
| rainbow (n) |          |

become so colourful and beautiful. Do the pupils know any other stories like *Rainbow Bird*? What story could pupils invent about how a penguin got his black and white suit, for example?

## Notes on the photocopiable activities

**Page 5:** Have pupils paste the list of Key words into a notebook. Ask pupils to learn this vocabulary as homework and then test them on it. Encourage pupils to make sentences using these words.

**Page 6:** While-Reading activities, **Activity 1:** Ask pupils to correct the false sentences: 1 *Lorikeet is a sad bird.* 3 *He sees red, blue and yellow flowers.* 4 *Lorikeet is a grey bird.* **Activities 2 and 3:** After pupils have completed the activities have them read the completed sentences aloud.

**Page 8:** After-Reading activities, **Activity 1:** After pupils have completed the activity, give them a sheet of A4 paper and ask them to draw one of the scenes from it.

## Class Activities (After Reading)

Here are some activities to do with your class after reading *Rainbow Bird*.

### 1. A guessing game with flashcards

**Materials:** card, pictures of Lorikeet as Rainbow Bird, Brolga, Koala, Kangaroo

- Before the session, make picture flashcards. Draw or paste a picture of each animal on one side of a piece of card and put the word on the other side.
- Play a guessing game. Hide one of the flashcards behind your back. Say, for example, *My animal has two long legs and grey feathers* (Brolga). *My animal flies*. The children try to guess which animal you have hidden.
- The students can also make their own flashcards of the story animals, or they can choose other Australian animals such as the wombat, emu, platypus, possum and frilled necked lizard.

### 2. A flock of rainbow lorikeets collage

**Materials:** a very large sheet of paper (for the background); coloured pens or paints; scissors; glue

- Before the session prepare the background sheet for the collage. Draw / paint a tall eucalyptus tree with spreading branches.
- Show the background and tell pupils they are going to paint their own rainbow birds to paste on the tree.
- Give some sheets of white paper and coloured pens / paints to the pupils.
- Ask the pupils to draw and paint a rainbow lorikeet.
- Give out the scissors and glue. The pupils cut out their lorikeets and take turns to stick their pictures onto the tree.

### 3. Colour sets

**Materials:** photocopiable worksheet; coloured pencils or wax crayons; scissors; glue; seven large

sheets of paper to display pupils' work. Put a different blob of colour at the top of each sheet (red, orange, yellow, green, blue, pink, purple).

- Before the session copy the worksheet, one for each student.
- Talk about the colours of the rainbow. How many colours are there, and what are they? (refer to the colours in the song: red, orange, yellow, green, blue, pink, purple).
- Ask pupils to give an example of something red, something yellow, something green, etc., e.g. a red apple, a green frog, a yellow flower, an orange butterfly, a blue car.
- Tell the pupils they are first going to colour some objects on a worksheet
- Next they are going to cut them out.
- Lastly the pupils take turns to paste their objects on the large sheets according to the colour.
- When the seven large sheets are complete, talk about the results. How many red cars are there? Are there any blue apples? How many pink things are there? What are they?

### 4. Move like a brolga!

This is a group activity which needs an open space.

**Materials:** large flashcards of each animal in *Rainbow Bird*

- Before the session, if it is possible, show pupils video clips of kangaroos, koala bears, brolgas and rainbow lorikeets. The idea is to show how the animals move. If you can't use video clips, talk about the animals and ask the children to show you how they think they move, using only their hands. Later pupils can get up and move with their whole bodies.
- Establish a movement for each animal from *Rainbow Bird* with the following sentences.  
*Lorikeets fly fast.*  
*Kangaroos jump* (hop).  
*Brolgas dance in pairs.*  
*Koala bears climb trees.*

- Keep the flashcards behind your back and bring them out to show the class, one at a time. When pupils see the brolga, for example, they do the dancing movement with their hands. Allow individual pupils to hold up the cards.
- If you have space in the room, the pupils can invent movements with their whole bodies for each animal. For this activity, use a lead-in sentence before flashing up one of the animal pictures: *You're walking through a rainforest and you see a \_\_\_\_\_ (lorikeet, etc.).* The pupils immediately move like lorikeets. Stop each round of movement with a whistle.
- Extend the range of animals in this activity if pupils have included other Australian animals in a previous game (e.g. Activity 1, *A guessing game with flashcards* on page 3 of these Teacher's Notes).

## Key words



**grey** ..... I'm a grey bird. (p. 2)

**feather** ..... do you like grey feathers? (p.2)

**rainbow** ..... There is a big rainbow. (p. 9)

**sky** ..... The four animals see some colours in the sky. (p. 8)

**up** ..... Lorikeet goes up, up and up. (p. 10)



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## While-Reading activities

### Activity 1 (pages 1–3)

Read and write *T (True)* or *F (False)*.

- 1 Lorikeet is a happy bird. \_\_\_\_\_
- 2 He likes colours. \_\_\_\_\_
- 3 He sees grey flowers. \_\_\_\_\_
- 4 Lorikeet is a red bird. \_\_\_\_\_
- 5 Brolga likes grey feathers. \_\_\_\_\_

### Activity 2 (pages 4–7)

Circle the right word.

- 1 Lorikeet talks to **Brolga** / **Koala**.
- 2 Koala **doesn't like** / **likes** grey.
- 3 Kangaroo has a grey **feather** / **coat**.
- 4 Brolga, Koala, and Kangaroo look at the grey **bird** / **tree**.
- 5 Grey feathers **are** / **aren't** beautiful.

### Activity 3 (pages 8–11)

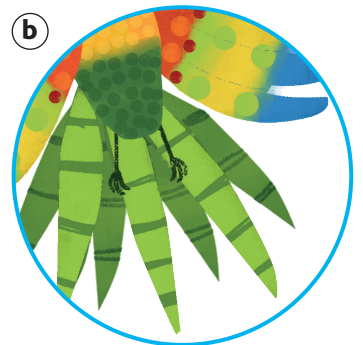
Match the sentences.

- |                           |                                   |
|---------------------------|-----------------------------------|
| 1 The four animals see    | <b>a</b> up in the sky.           |
| 2 There is a big rainbow. | <b>b</b> on the rainbow.          |
| 3 Lorikeet goes           | <b>c</b> some colours in the sky. |
| 4 He plays and sings      | <b>d</b> happy.                   |
| 5 Lorikeet is             | <b>e</b> It is beautiful.         |

## Activity 4 (pages 12–14)

Match the sentences and the pictures.

- 1 'Who are you?'
- 2 'I'm a Lorikeet!'
- 3 'My head's blue.'
- 4 'My tail's green.'
- 5 'You're a rainbow bird!'



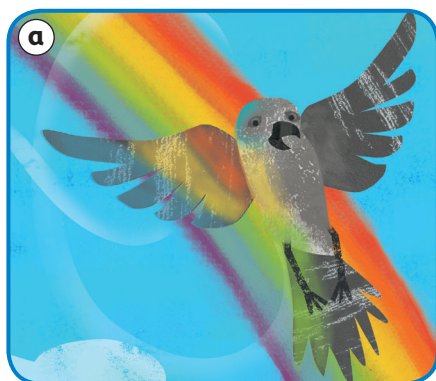


## After-Reading activities

### Activity 1

Copy the sentences under the right picture.

- 1 Lorikeet sees red, blue and yellow flowers.
- 2 Brolga, Koala, and Kangaroo look at the grey bird.
- 3 The four animals see some colours in the sky.
- 4 He plays on the rainbow.
- 5 You're a rainbow bird!



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## Activity 2

Write the correct name next to the sentences.

Lorikeet Brolga Koala Kangaroo

- 1 'Grey feathers are beautiful.' \_\_\_\_\_
- 2 'Yes, it's nice.' \_\_\_\_\_
- 3 'Do you like grey?' \_\_\_\_\_
- 4 'You're a rainbow bird!' \_\_\_\_\_

## Activity 3

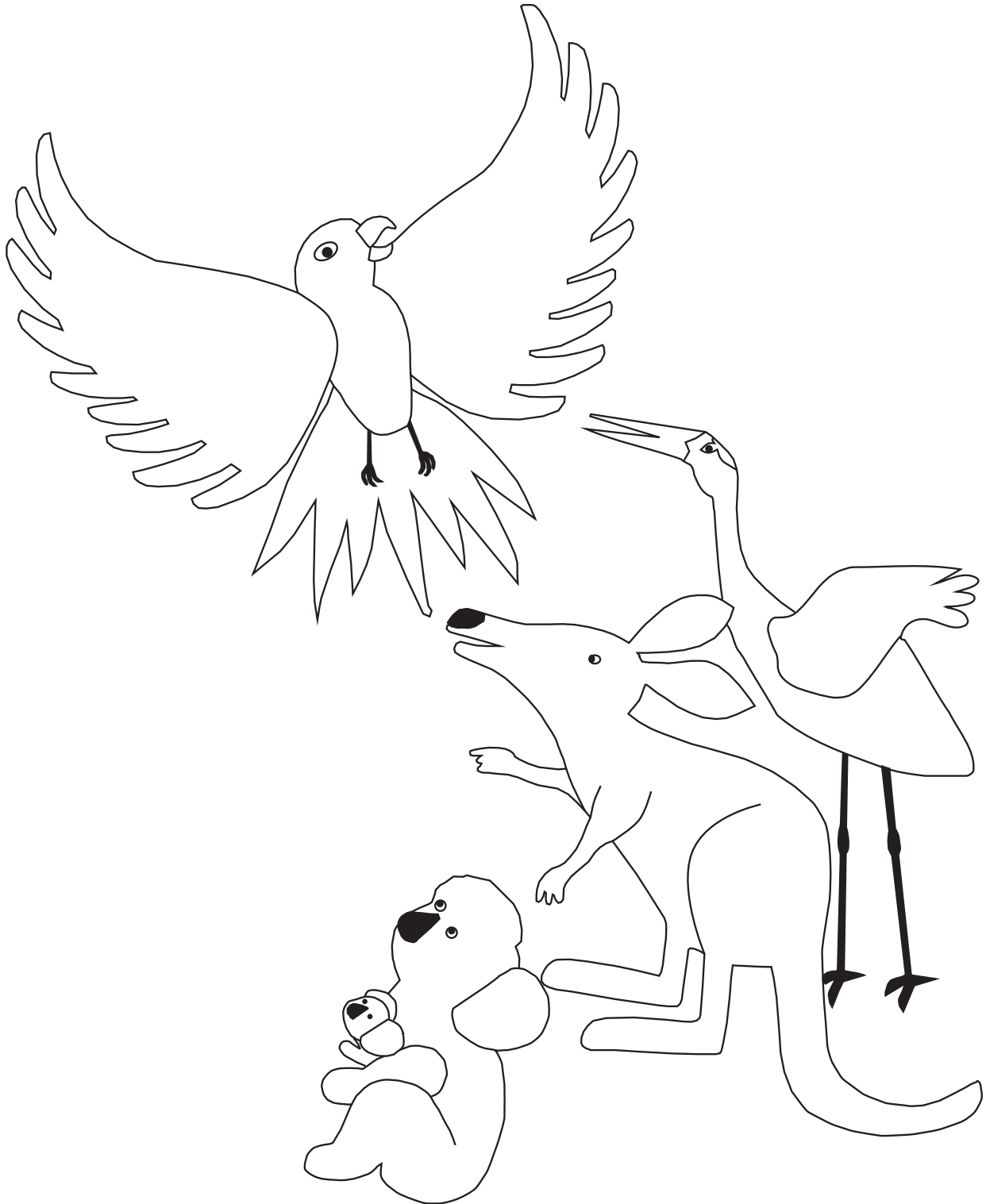
Find and circle the words.

bird rainbow feather flower tree

biflraghtbirdderflowerdscvrfeatreerfeatherlkjrainvgswrainbowghirlorikket

## Activity 4

Colour Lorikeet and his friends.



## Answer Key

### In the back of the Reader

#### Before You Read

1 e, c, a, f, b, d

#### After You Read

1 d, c, a, e, b

2 1 young 2 sad 3 grey 4 beautiful

### In these Teacher's Notes

#### While-Reading activities

##### Activity 1

1 F 2 T 3 F 4 F 5 T

##### Activity 2

1 Koala 2 likes 3 coat 4 bird 5 are

##### Activity 3

1 c 2 e 3 a 4 b 5 d

##### Activity 4

1 e 2 a 3 d 4 b 5 c

## After-Reading activities

### Activity 1

1 b 2 c 3 d 4 a 5 e

### Activity 2

1 Brolga 2 Kangaroo 3 Lorikeet 4 Koala

### Activity 3

b i f r a g h t b i d d e r f l o w e r d s c v r f e a t r e e r f e a t h e r k j r a i n g s w r a i n b o w g h i r l o r i k e e t