

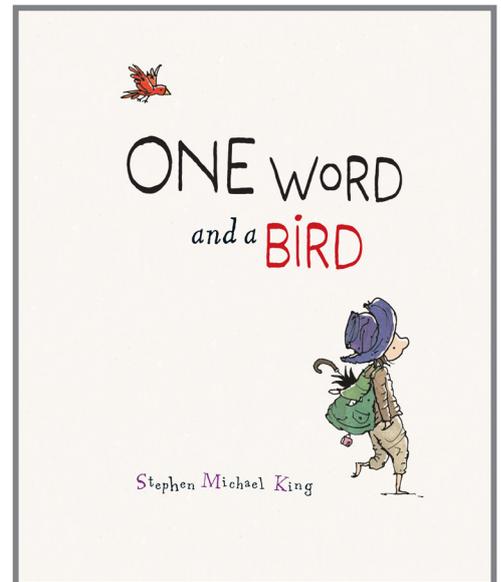
One Word and a Bird

AUTHOR/ILLUSTRATOR
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SCIS: 5525183

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RECOMMENDED FOR: Lower Primary



SYNOPSIS

*From out of the sky,
like a clear idea,
flew a bird.
She landed on my nose . . .*

From the author and illustrator who brought you *Three*, *Rainbow Bear* and *Leaf* comes a story of serendipity, love and looking for the right word when nothing seems to fit.

ABOUT THE CREATOR

Award-winning author and illustrator Stephen Michael King has illustrated more than twenty books for Scholastic. His first picture book, *The Man Who Loved Boxes*, skyrocketed to popularity, winning the Family Award for Children's Books in 1996. It was also shortlisted in the Crichton Award for Children's Book Illustration and has been sold around the world. He was awarded the CBCA Honour Book for *Leaf* in 2009 and *Mutt Dog* in 2015, was shortlisted for the CBCA Early Childhood Book of the Year for *Rainbow Bear*. In 2020, *Three* was the CBCA Honour Book for Picture Book of the Year. Stephen works mainly with watercolours and ink.

STUDY NOTES

- Before reading the story, discuss the book cover and title. Some things to include in your discussion might be:
 - What is the picture on the front cover showing?
 - Where do you think the person is going? Why do you think this?
 - What is the person on the front cover carrying?
 - What is the person on the front cover wearing and what does this tell us about them?
 - Look carefully at the picture on the back cover. What can we learn about the main character from this picture?
 - Who else appears in the illustration on the back cover?
 - What is happening in the back cover illustration? How does it differ from the front cover?
 - Which scene do you think might appear first in the story, the one shown on the back of the book or the one shown on the front?
 - What do you predict might happen during the story?
 - What type of story do you think this could be, and why do you think this?
- Before starting to read the book, look carefully at the artwork at the very front. Looking at both the single page, and

the title page double-page spread. As a class, discuss what you can see in these illustrations. Some things you might like to include in your discussion could be:

- How many people can you see appearing on the very first page?
- Where are the people on the very first page?
- Looking at the very first illustration, what do you think is going to happen next?
- How would you describe the countryside shown on the very first page?
- On the double-page spread, what is the character looking at?
- Where do you think the character might be going, and why do you think this?
- What challenges can you see them needing to overcome?
- What other animals can you see appearing on this double-page, what are they doing, and what role do you think they might have in the story?
- The story starts with the main character saying that they were a long way from home. Have you ever been a long way from home? What does being a long way from home feel like? If you have never been a long way from home, how does thinking about it make you feel?
- The character in the story is looking for a big word to make them feel tall. Read the 'big words' from the story. Which of them do you think is the biggest word? Why do you think this? Can you think of any other really really big words? Create an artwork featuring a really big word, or even several really big words. Caption your artwork with your chosen words. How does looking at your artwork and thinking about these words make you feel?
- As a class, discuss what the important words all mean. Do you already know what one or more of these words mean? What are the dictionary definitions of these words? In three groups create posters sharing the meaning of these three words. Each poster should have one of the three words at its centre, with the definition of the word written below it. Individually create relevant illustrations to surround the word and its definition.
- Look carefully at the illustration of the skyscrapers and crane. What can you see happening in this artwork? What are all the different characters doing? Can you see a character or creature in this artwork who is somewhere that you wouldn't normally expect to find them?
- Are there any long words that you know and enjoy using, that didn't appear in the story? If there are, share your word with the class, including what the word means and when you like to use it.
- How does reading this story make you feel? Why do you think it makes you feel this way?
- What is the most important thing that the main character in this book finds, and why do you think this?
- In pairs or small groups, create an illustrated retelling of this story.
- How many different animals, birds, insects and sea creatures can you find in the pages of this book? In pairs or small groups, re-read the story, looking carefully at all the illustrations to try to locate and identify all the creatures shown. As a class, make a list of every creature that appears in the pages of the story, and count how many there are. Which animals did you struggle to identify? Are there any animals that you couldn't identify at all?
 - As a class, go on a walk around the school grounds or local area, and see how many different animals, birds, and insects you can spot. Can you identify all these different creatures? When you return to class, create an illustrated class list of all the different lifeforms that you saw on your walk. Did you find more than appeared in the story? Why do you think this might be the case?
- What is your favourite scene in this story and why do you like it the most?
- Create an artwork that you feel represents a place that you are familiar with. It might be near where you or a family member live, or it could be somewhere you have visited on holiday. Use the illustrations in the book as inspiration. Look carefully at your favourite illustration from the book, and try to use a similar style of painting and drawing for your own artwork. Some things to discuss as a class before you start creating might be:
 - How would you describe the artist's style?
 - How would you describe the illustrations in the book?
 - How do you think the author created their artworks? What medium/media do you think they used to create these pictures? eg. pen and ink, watercolours, pencils, acrylic paints, crayon, etc. As a class, discuss what your hypotheses are and why you think this.
 - Read the (very small) writing at the front of the book to find out what media the author used to create their illustrations.

- How does the creator use whitespace in his artwork? Why do you think some pages have a lot of white space and others have none?
- What colours have been used in these illustrations? How would you describe the colour palette as a whole?
- How would you describe this book to someone who hasn't read or seen it? Create a short description of the book that could be used in a catalogue or magazine about books.
- What can this book teach us about life and what is important? If you had to choose the one most important thing that this book can teach us, what would it be?

AUTHOR OF NOTES
RAE CARLYLE