

The Tale of the Magic Wishing Fish

by Aukoa DeJesus & Kristen Gagnon

Art by Maluhia Sanchez



Learn to Read with ALOHA

All of the books in the Hawaiian Cat Tales collection were designed, written, and illustrated by schoolchildren, most of whom reside on the Big Island of Hawai'i.

Keiki Classroom* teachers, with 50+ years of experience between them, developed the curriculum. These books bring aspects of the Hawaiian culture to life while addressing social and emotional issues. Reluctant readers become excited when identifying with their peers' stories. Each book represents a letter of our alphabet and teaches phonics, parts of speech, homophones, sentence starters for proper grammar and writing, and spelling rules. The intention of the Hawaiian Cat Tales Collection A-Z is: **Learn to Read with ALOHA.** Read with love, joy, and connection.

Keiki

Get ready to go on a treasure hunt! Look for the paw print in each picture. Find the Paw and pause. Reflect on what is happening in the picture. Then, challenge yourself as you read about the adventures of Brotu, Brycen, Brent, and the Magic Wishing Fish. You will find words that teach you new vocabulary. The more paws you find, the better treasure hunter you are!

*Keiki Classroom is a Division of Creating Keiki Curriculum, 501(C)(3) Non-Profit

Parents and Teachers

Read the “Teaching Tips” in the back of this book. Each section will guide you so you get the most out of reading with your child. Make connections to the story by asking your child deep-thinking questions such as, “How would you react if you saw a little one getting pulled out into the ocean? What would your three wishes be if you found the Magic Wishing Fish’s cave?”

We have also added a few ways to improve your child’s reading experience. Be on the lookout for our YouTube Channel, Customized Curriculum By Kristen, where experts explain the wisdom of these simple suggestions. Most of all, enjoy the time reading with your child. If you bring the fun factor to reading, it will be a joyful experience. Through our work at Keiki Classroom, we hope to instill a lifelong love of reading. Also, children whose parents read with them become better readers and behave better in school.

There is also an enrichment section at the back of this book. Please reach out to us with your feedback as you read these books to your students.

LearningIsFunInKona@Gmail.com

And look for one-minute teaching tips by Mrs. G on YouTube:

<https://www.youtube.com/watch?v=uwfHGrHAaek>



Living on the beautiful Island of Hawai`i were two kind feline brothers, Brycen and Brotu. They woke up early every day before school just to be in the water. As the brothers were walking to the surf one morning, they stopped to smell the plumeria blossoms. Buzzing bees were enjoying the fragrant tropical flowers, too.

The older brother, Brycen, was a black cat who wore blue and burgundy Hawaiian board shorts. Brotu was a brown cat with white paws who liked to bodyboard. Because brown cats are rare, Brotu was exotic-looking. He was a quiet soul and quite shy about his beautiful appearance. When Brotu became bored, he took his bodyboard to shred the waves. He always combed his glossy fur as soon as he got out of the water.

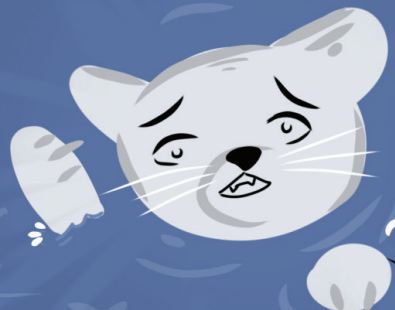


The brothers participated in all water sports. Both were experts on reading the water and waves. Brycen was famous in town for his surfing maneuvers. Brotu was known for his bodyboarding tricks like airs, 360's, and rollos. Both cats could tell when sets were coming in, how the currents were flowing, and even when the fish were biting. Because of this knowledge, they also knew when a swimmer was in trouble.

The boys grew up in a family which loved and respected everything about the ocean; the way it smelled, the way the waves surged in the wind, and the way it sprayed mist when they walked along the lava rocks. The ocean taught them how to be patient by making them wait to catch the right wave. They also realized that being in the ocean, paddling to catch waves, and flying down the face of a wave made them feel balanced and centered.







On occasion, Brotu would get upset if things didn't go his way. Brotu eventually broke free from being impatient. The ocean taught him to let go of his anger. He began to live a more holoholo¹ life.

One morning Brotu and Brycen were surfing near a kitten with a cute bear on her t-shirt. She was catching waves on her bodyboard. A few moments later, they noticed the kitten was drifting out to sea in the strong rip current. The brothers knew that she was being pulled out too far to be able to swim back to the shore. Quickly, they jumped in and paddled with their bare paws to save her.

Because the brothers knew how to read the currents, they were able to save the kitten just in time from being taken out to sea. When they got her on shore and she was safe, they waved bye and walked down the beach.

¹ Holoholo - Hawaiian Language: to walk, ride or sail with pleasure, to move with the flow of life having no expectations.


Now, at the same time the brothers were in the water, there happened to be a local news reporter surfing nearby. When the brothers rescued the kitten, the reporter paddled in and wanted to know the names of the cats so he could write a story about the rescue. Unfortunately, by the time he paddled in, the brothers had already walked away.

Another cat on the beach had also watched the kitten's rescue. His name was Bossy Brent. Bossy Brent had that nickname because he was bossy and always telling everyone what to do. The more bossy he was, the fewer friends he had. Bossy Brent was as dark as the night and wore a black tank top with a skull on it. He was a bit older than Brycen and Brotu.

Bossy Brent had watched the rescue and didn't lend a hand to Brycen and Brotu. He just watched. He approached the news reporter and claimed, "I know you saw them rescue the kitten, but I was the one who told those felines to save her! I just didn't have my board to go out there myself. I saw the kitten being taken by the current and told those two brothers to rescue her."

Bossy Brent was boasting and taking all the credit. The reporter shook his head, shrugged his shoulders, and quietly walked away. He knew Bossy Brent wasn't telling the truth.



The background of the page features a stylized illustration. On the right, a large waterfall cascades over a dark rock formation. To the left of the waterfall, a dark, jagged shape represents a cave entrance. The sky is a solid blue, and the ground is a mix of green and tan. In the foreground, a glass bottle with a cork lies on its side on the tan ground. A scroll is partially unrolled from the bottle, showing a black paw print and some wavy lines. The text is arranged in four paragraphs on the left side of the page.

Meanwhile, as Brycen and Brotu were walking back home, they noticed something shiny poking out of the sand. It was a glass bottle with a scroll inside! They dug out the bottle. When they popped the cork, they discovered a treasure map with a fishtail on it! Brycen said, “This map reminds me of the tale of the Magic Wishing Fish. Brotu, do you remember the legend of the Magic Wishing Fish? The legend says that every 100 years, if you find the cave of the Magic Wishing Fish and call his name, he grants those with a generous heart three wishes.”

Brotu wondered, “Wow, Brycen, now that we have the map that shows the directions to his cave, all we need to know is the name of the Magic Wishing Fish?”

Brycen replied, “Hmm, we don’t know his name yet, but this map shows the Wishing Fish’s cave with a fishtail print on the outside. So, if we find that cave with the print, we will know we found the RIGHT cave!”

With the map in hand, the brave brothers began their journey to find the name of the Magic Wishing Fish.



However, their big search came with a big problem, Bossy Brent! There were rumors in their beach town that Bossy Brent was the only one who knew the name of the Magic Wishing Fish. The bewildered brothers didn't know what to do next?

Bossy Brent had quietly followed the brothers down the beach listening to their conversation. He overheard them talking about their discovery and the legend of the Magic Wishing Fish. He knew the legend was true because he had discovered the name of the Wishing Fish when he was a kitten. He had always wanted to find the Wishing Fish too, but, he didn't have the map to the cave.

Bossy Brent caught up with the brothers and boasted that he had the name of the Magic Wishing Fish. Bossy Brent bragged that the name was hidden in a treasure box on his boat in the harbor.

At this point, the brothers had the map and no name and Bossy Brent had the name, but no map! Bossy Brent glanced at the map and bolted down the beach. The race between the kind-hearted brothers and Bossy Brent was on! Who was going to find the Magic Wishing Fish's cave first?





As the brothers brainstormed, they cried aloud, “We need to get on Bossy Brent’s blue boat! We need to find the treasure chest with the Magic Wishing Fish’s name inside!” They charged down the beach, hopped into their boat, and quietly motored to the harbor where Bossy Brent’s boat was moored. Almost instantly, they spotted his blue boat.

Brotu stealthfully snuck aboard Bossy Brent’s fishing boat followed by Brycen. Bossy Brent was asleep and the boat was anchored. Silently, Brotu looked for the treasure box.

As Brotu searched the boat, Brycen kept watch. Brotu finally found the treasure box hidden beneath a stack of life jackets. The brothers gave each other a thumbs up, slipped off the boat, and quietly cruised away.

Bossy Brent heard the purr of the brothers' motor and woke up in a panic! He saw the life jackets strewn about the boat. He knew his rivals had discovered the treasure box with the name of the Magic Wishing Fish in it! Now the race was on to the Magic Wishing Fish's cave. He just had to find the brothers and follow their trail.





As Brycen and Brotu made their way out of the harbor, they opened the treasure box. On a piece of paper inside the box was the name Byaku Ban. They had found the name of the Magic Wishing Fish! The note read, “Byaku Ban lives in the cave with his mermaid cat companion and best friend, Boseidon. They are inseparable.”

They pulled out the map, studied it, and raced to the entrance of the Magic Wishing Fish’s cave! But alas, they saw Bossy Brent speeding in the same direction on his blue boat! “Oh no,” the brothers yelled, “he knows we have both clues!”

Briskly, the speeding boats flew to the cave. Brycen and Brotu outraced Bossy Brent and blew past him, but unfortunately, in their haste, they took a wrong turn. Then, they started over and followed the map more closely. The brothers found their way to the cave.



An illustration showing the backs of two cats, one dark grey and one brown and white, as they look towards a cave entrance. The cave is blocked by large, dark grey boulders. The background is a light grey with faint, dark grey outlines of trees and a blue stream flowing through the scene.

When Brotu and Brycen saw the Magic Wishing Fish’s cave entrance, Bossy Brent’s boat was already anchored there. Bossy Brent had barricaded the cave with boulders to block the brothers from entering!

The brothers started brainstorming, again. Brotu exclaimed, “How are we going to break through this rock wall?” Brycen cried out, “I wish we had a bomb to blow up the boulders!” But, no such luck, they didn’t have a random bomb on their boat. The brothers decided to swim below the boulders and discovered an opening that led into the cave. “Hooray!”, they cried.



Once inside the cave, they swam towards a silver-blue glow in the distance. The brothers knew they were getting close as the light grew bigger and brighter. Up ahead, they spied the Magic Wishing Fish! Byaku Ban was a swordfish radiating that sparkling silver-blue light. With bold and boisterous voices, the two braddahs¹ yelled, “Byaku Ban!” Just then, Bossy Brent appeared from the shadows.

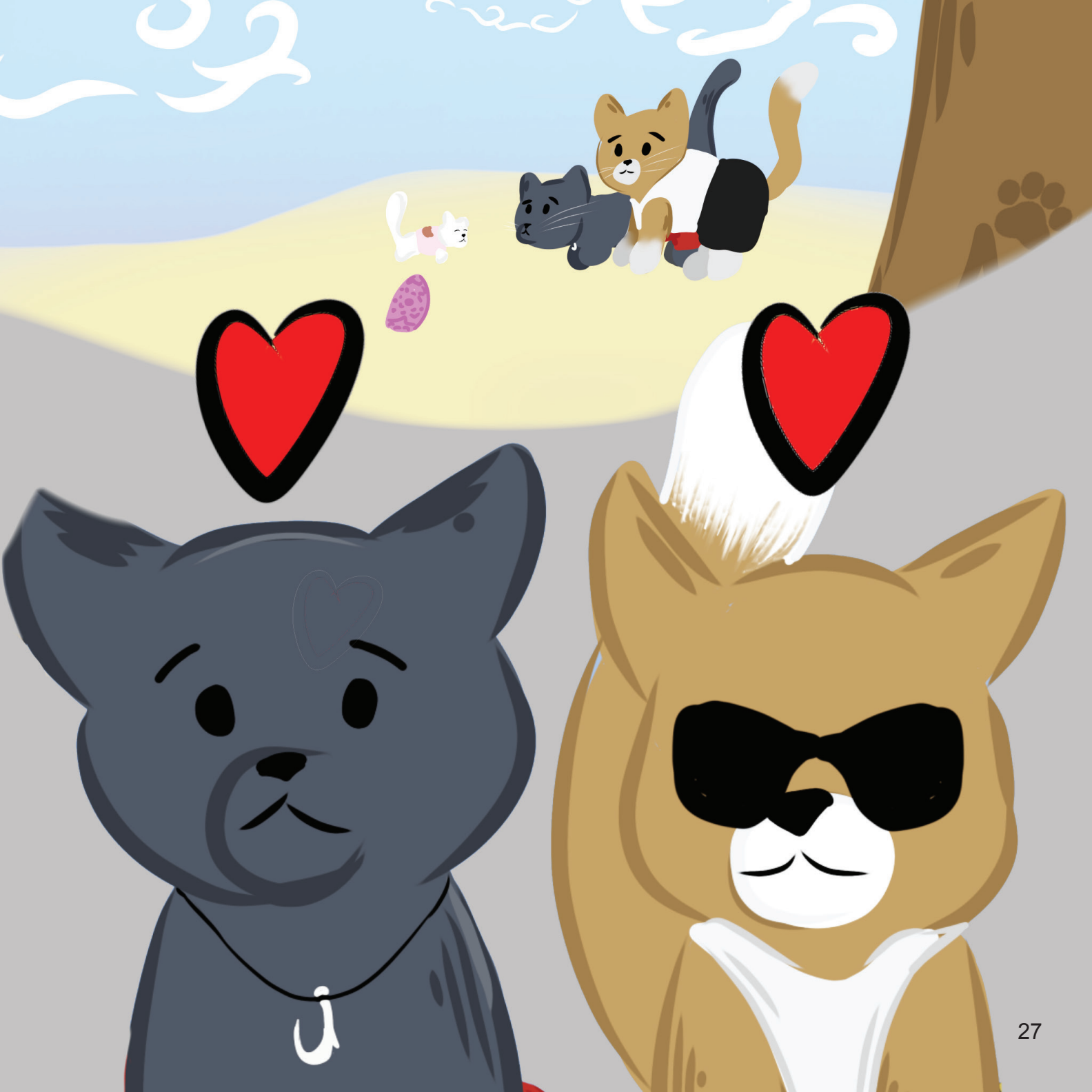
Byaku Ban read the hearts of the three cats standing before him. He felt the brothers’ integrity and caring character. Bossy Brent was a selfish and dishonest cat, whereas, the brothers were kind and generous.

¹ Braddahs - Hawaiian Pidgin: brothers, male friends.



The Magic Wishing Fish had magical powers. He knew everything that happened in the sea. He saw and remembered when the brothers saved the kitten from drowning. Byaku Ban truly knew their hearts. He could see their good intentions when they rescued the kitten. He had a flashback vision of the generous brothers saving the kitten while Bossy Brett took credit. The Magic Wishing Fish made his decision and granted Brycen and Brotu three wishes! Bossy Brent was denied any wishes.

Byaku Ban had for filled his promise, and within moments the Magic Wishing Fish quietly vanished into the deep-blue sea.





In the end, the brothers learned that generous hearts receive fortune, while the selfish are denied. To this day, not a soul knows what wishes Brycen and Brotu made.

What would your three wishes be if you had found Byaku Ban?

Moral: Being generous and kind has many rewards.

Parent and Teacher Tips

Tips to decode a word you don't know:

1. Look for the base word. Is there an affix, a prefix or suffix attached? Is it a compound word? Cover up parts of the word with your finger so the student sees the base word.
2. Sound out the word phonetically. Use your phonemic awareness (sounds that letters or groups of letters make) memory and apply blends.
3. Look for context clues. What words surround the unknown word? Make it a game.
4. Pronounce the first syllable.
5. Keep giving clues: the word has 2 syllables, it starts with a "r", it is in the sky when it rains, it is a compound word. Let the child shout out the word "RAINBOW". Let the child be successful as it builds self confidence. Watch the light bulb go on, and celebrate with Aloha.
6. Ask a friend.

Tips to create a successful learning environment:



1. Always have a glass of water nearby. Water is as essential. Children think better when hydrated. "When children are dehydrated, they lose concentration and focus," according to Carla Hannaford PhD, author of Smart Moves Why Learning is Not All In Your Head, pages 150-156. Dr. Hannaford began her research in Kailua Kona, on the Big Island, and now resides in Montana.



2. Watch the child's eyes. If they continuously struggle when looking at a word. It might be wise to get their eyes checked by a behavioral ophthalmologist. The eyes have to mature to have the capacity to work together to read. This is called eye teaming. If they are not tracking (following the words in the sentence from left to right) there may be a visual block. One strategy is to use Brain Gym movements or any physical activity that crosses the midline of a child's body. In Brain Gym these are called Lazy Eights. See our YouTube channel for a quick video.

<https://www.youtube.com/@customizedcurricu-lumbykris3018>

You need three visual abilities to learn to read: the ability for the eyes to work together (eye teaming,) the outer muscles of the eyes to move left to right (tracking,) and the inner muscles for the eyes to focus from far-sighted to near-sighted (foveal vision).

If you notice a visual challenge, another teaching tip is use books with large print. Look for books with one or two sentences on a page while keeping content relevant and on grade level. Schools and libraries have large print books. Ask the children's librarian. Also, the text in online books can be enlarged. Use a visual aid bookmark so the student sees one line at a time.



3. Lighting is critical. Use natural light, not fluorescent lighting. Fluorescent lights flicker rapidly and cause agitation, hyperactivity, and aggression. Poor lighting causes distraction between the eye and brain, leading to reading, writing, and behavioral challenges. Lamps with a warm glow are attractive, even in the day-time because they mimic a camp fire. Everyone loves sitting around a campfire..



4. The room needs good-quality airflow, not AC. Overhead fans are fine. Ultimately, you want to be breathing fresh air.



5. Encourage keiki to be barefoot. In our experiences over the years, a child's working memory, body awareness, balance, calmness, and comfort all are enhanced when he/she is barefoot. It also saves your carpeting.



6. Your child needs 10 hours of sleep each night. If they fall asleep when reading, let them sleep. If that is not an option, use a brain break where their head is lower than their heart.



7. Limit screen time.

We design our lessons to guide keiki to become whole-brain learners. Learning needs to be a joyful experience. Otherwise, students have difficulty integrating information. Integrated means both sides of the brain are optimally working together. When children are happy, they learn better. We want their hearts open while they **Learn with Aloha.**

Teacher Tips

by Kristen Gagnon and
Rex Dubiel Shanahan

Teacher Enrichment Extensions for Lessons with Book B

1. Have the student look at a vocabulary word from this story and write his/her own sentence using one or all of the words. Another activity is to ask, "Who wants to find the vocabulary in the story and write down the page number and definition?"
2. Homophone Charades- after the children find the homophones in the book and are familiar with them, divide the class into two groups for homophone charades. Have one team act out the word and the other team write the word on a dry erase board. They must spell the word correctly on a whiteboard to win the point. As an extension, the students can write the homophone and draw a picture in their journal.
3. Make a chart and divide it into two to eight columns. Label each column with a part of speech. Then find the parts of speech in the story and write them in the proper column. Have the students share their findings with the class. This is a good partner activity.
4. Sentence starters - with a partner, begin your own creative sentence with each one of the eight parts of speech. Use comedy or action in your new sentence.
5. Write a paragraph and retell the story with a beginning, middle, and end. This helps students with sequencing. You need a topic sentence, three supporting detail sentences, and a closing. Teachers may want to do this writing assignment with at least three students. One child writes the topic sentence. One child writes the detail sentences. One child writes the closing.
6. Create a diorama of a favorite scene from the book.
7. Build a sculpture with newspaper and masking tape of a favorite character from the story.
8. Reading comprehension: make stick puppets for each character and retell the story. Assist the student "make the movie" in his/her head. Have the child recreate the story with their puppets, allow them to embellish and create new plot twists or endings.

Phonics:

The letter B makes the /b/ sound, not the /buh/ sound. We need to be careful so the vowels after the B can be clearly heard. Examples in the story include “Broth”, “bay”, boys”, “biting”, “broke”, and “began”. Can you find more?

Spelling Rules:

If a word ends in “mb”, the “b” is silent. Examples in the story include “combed”, “climbed”, “thumb”, “bomb”, “doubted”. Can you find more?

Vocabulary:

If a student misses more than five words on a page, the book is too hard for them to read alone. Read the book to them. Listening comprehension is two years greater than their own reading comprehension level.

Use synonyms when your child comes to a vocabulary word he/she doesn't understand. Some words in the book may not be understood. The following are possible synonyms:

Feline - Cat
Fragrant - Smells Good
Burgundy - Dark Red
Physique - Body
Maneuvers - Actions
Occasion - Happening
Conversation - Talk
Stealthfully - Carefully
Strewn - Thrown Around
Haste - Quick
Bolted- Dashed
Bewildered- Confused

Latin and Greek Roots:

Location: “loc” means a place.

Spectator: “spec” means to look at, view, to see.

Sentence Starters:

1. Starting with a noun: Brotu, Brycen, Fish, Magic, etc.
2. Starting with a preposition: aboard, after, at, before, beside, during, except, following, from, in, near, on, over, to, under, until, within, without, etc.
3. Starting with an adverb ending in “ly”: quickly, slowly, daily, rarely, extremely briskly, etc.
4. Starting with a verb ending in “ing”: fishing, sleeping, reading, listening, etc.
5. Starting with a transition word: when, while, where, as, since, if, although, etc.
6. Concise sentences: Sentences containing only 2 - 5 words: “They are inseparable.”

Ask the students, “How many examples can you find for each sentence starter in this story?”

Homophones:

Homophones are words that sound the same, but are spelled differently and with different meanings. In Latin homo means same and phone means sound, therefore meaning same sound.

Bee There is a bee on that flower.

Be He loved to be near the ocean.

Bear There was a bear in our yard last night.

Bare They jumped in with their bare paws.

Blew The wind blew the sand everywhere.

Blue She wore blue shorts to the beach.

Board He took his surfboard out for a ride.

Bored I was bored while sitting in the car all day.

Beat I beat my sister in a game.

Beet We found a beet in the garden.

Break Everyone needs a break from working.

Brake Use the brake when you are driving too fast.

Buy Don't buy too much food!

Bye Say bye to your friends when they leave

By I stood by the waves and watched the water

Parts of Speech:

Noun, Pronoun, Adjective, Verb, Adverb, Conjunction, Interjection, Preposition

Noun: Person, Place, Thing, Idea, Activity

Proper nouns are always capitalized

Plural nouns describe more than one

Possessive nouns show ownership

Person:

Brotu, Brycen, Bossy Brent, Byaku Ban

Place:

Hawaii, Big Island, Kona

Thing:

Hawaiian Cat Tales, fish, surfboard, wish, fortune

Place:

cave, harbor, boat, beach

Idea:

magic

Activity:

swim, surf, bodyboard

Plural Nouns:

cats, boys, wishes, holes, minutes, friends, clues

Possessive Nouns:

Singular: Bossy Brent's, Brycen's, Boisiden's

Plural: cats' wishes, boys' boats

Pronouns:

Words that replace a noun: he, she, us, you, I, they, ours, his, hers

