

Busy Bird



alphakids

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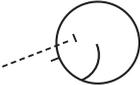
How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- Displays all the features of a narrative text
- Direct speech
- Colour illustrations support and extend the story

Vocabulary

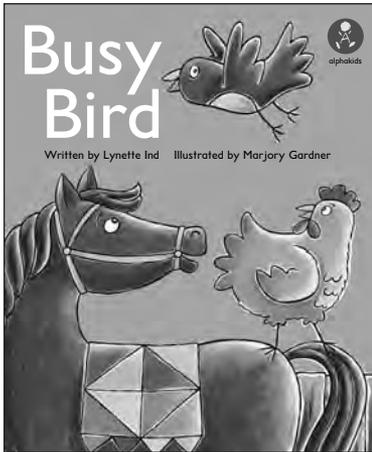
busy, laid, excited, beak, feathers, noise

Setting the context

Show the children photographs of different kinds of nests. Discuss what nests are made from and how birds gather the materials. Ask: *Have you ever seen a bird's nest? What was the nest made from?*

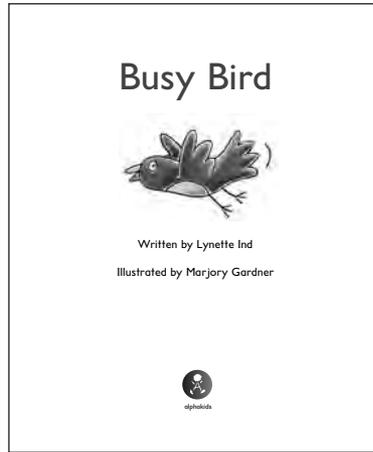
Introducing the book

This book is called 'Busy Bird'. It is about a bird who comes to live on a farm with a sheep, a horse and a chicken. She is always busy! The other animals wonder what she is doing. What do you think she could be busy doing?



Front cover

Look at the title and the illustration. What kind of book do you think that this will be? Why?



Title page

What is the title of this book? Show me the author's name and the illustrator's name.

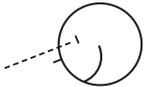


Talkthrough

These are the animals that lived on the farm. They knew everything about each other.

Discuss the illustration.

*Why is the woman holding Horse's leg? What is she doing?
What is the man doing to Sheep? What kind of machine is he using?*



Observe and support

Can the child explain the difference between the word 'knew' and 'new'? Read the text on page 3.

What is the difference between the word 'knew' and 'new'?

Some animals lived together
on a farm. They knew
everything about each other.

They knew when Chicken
laid her eggs.

They knew when Horse
got his new shoes.

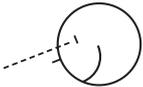
They knew when Sheep
had her wool cut.





Talkthrough

Why did the other animals want to get to know Bird? Why didn't she take the time to get to know them?



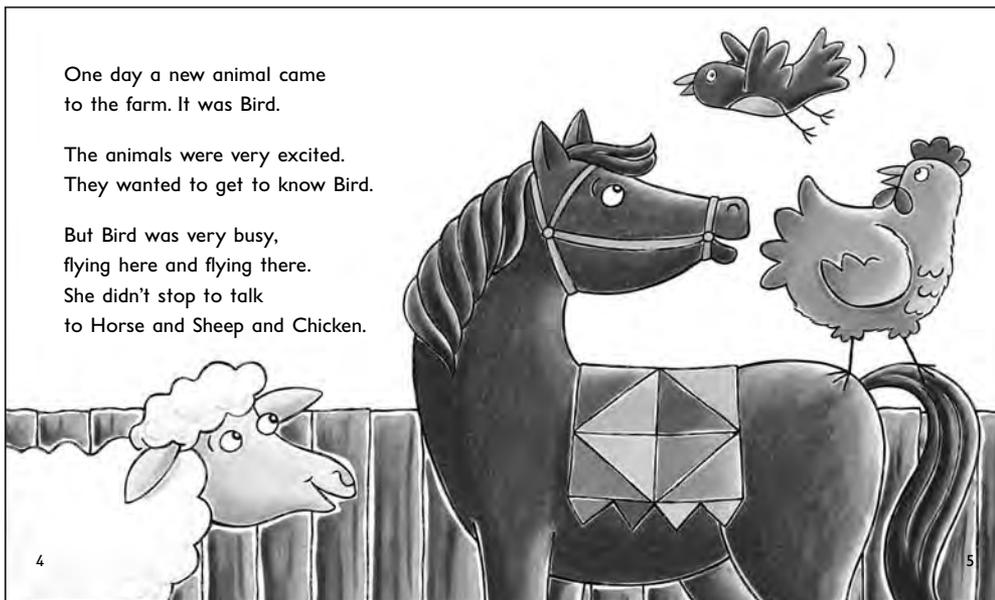
Observe and support

Can the child explain the inferred meaning of the text?
Why didn't Bird stop to talk to Horse and Sheep and Chicken?

One day a new animal came
to the farm. It was Bird.

The animals were very excited.
They wanted to get to know Bird.

But Bird was very busy,
flying here and flying there.
She didn't stop to talk
to Horse and Sheep and Chicken.

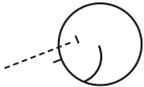




Talkthrough

What did Bird want from Sheep? What did she want from Horse? How do you think this made Sheep and Horse feel?

Highlight the use of punctuation associated with direct speech: speech marks, commas and new lines to indicate a different speaker.



Observe and support

Does the child recognise the punctuation associated with direct speech?

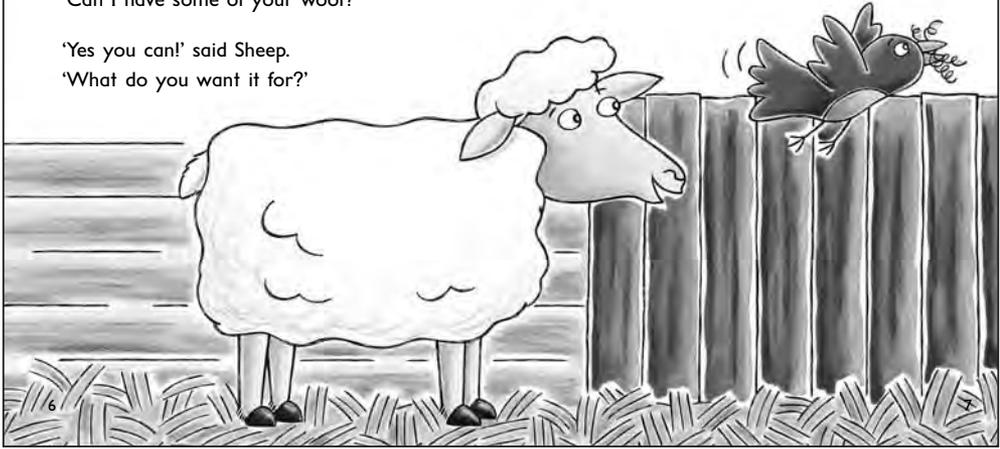
Can you find the speech marks on page 6? Who is talking?

Then one day Bird did stop.

'Good morning Sheep,' said Bird.
'Can I have some of your wool?'

'Yes you can!' said Sheep.
'What do you want it for?'

But Bird did not stop.
She picked up the wool in her beak
and flew away.



'Good morning Horse,' said Bird.
'Can you give me some of your hay?'

'Of course!' said Horse.
'What do you want it for?'

But Bird did not stop.
She took some hay in her beak
and off she flew.





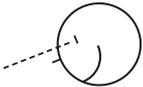
Talkthrough

Look at pages 10–11.

Why would Bird need feathers?

Turn the page.

How do the animals feel about Bird? Where could Bird be hiding?



Observe and support

Can the child read the text with expression?

Can you read the text so that it sounds like Bird, Sheep, Horse or Chicken is talking?

'Good morning Chicken,' said Bird.
'Can you give me some of your feathers?'

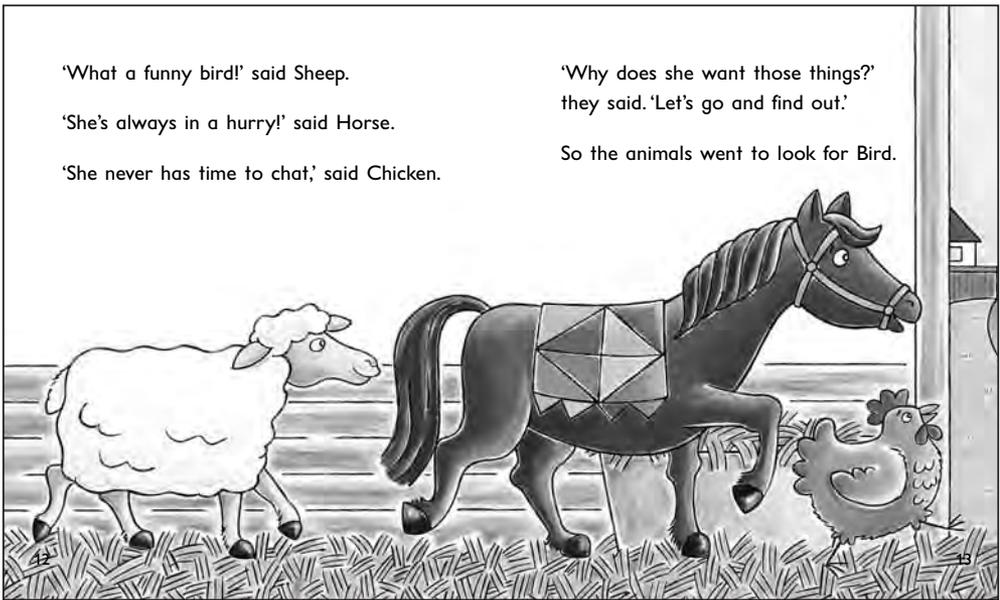
'Yes!' said Chicken.
'What do you want them for?'

But Bird did not stop.
She picked up the feathers in her beak.
And off she flew.



'What a funny bird!' said Sheep.
'She's always in a hurry!' said Horse.
'She never has time to chat,' said Chicken.

'Why does she want those things?'
they said. 'Let's go and find out.'
So the animals went to look for Bird.





Talkthrough

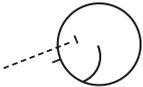
Where do the animals look for Bird?

Before children turn to page 16, ask them to predict what they expect to see.

What do you think that they will see in the bush?

Turn to page 16.

Can you spot the items that Bird borrowed from the other animals?



Observe and support

Does the child monitor their own reading by re-reading the text when necessary?

I like the way that you re-read the text when you made a mistake.

They looked in the old tree,
and under a bush.
They looked down by the pond.

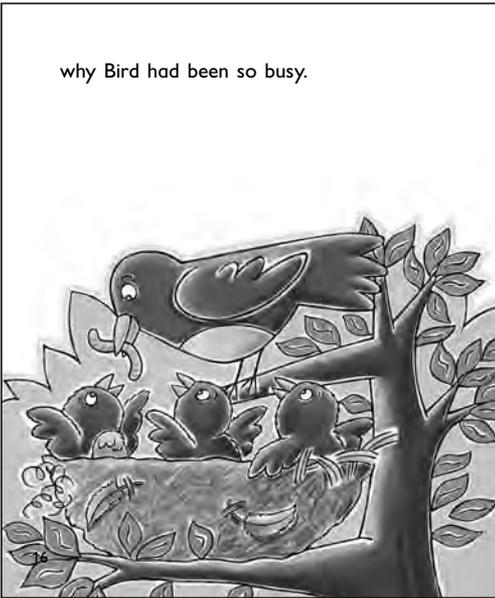
But they couldn't find Bird anywhere.



Then they heard a noise in the bushes.
They looked and saw ...



why Bird had been so busy.



Being a meaning maker

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

What did Bird want from Sheep?

Why did Bird need wool, hay and feathers?

Should Bird have told the other animals why she wanted these items? Why or why not?

Did the other animals have the right to know what Bird was doing with the wool, hay and feathers?

Is it okay to have secrets? Why?

Being a code breaker

Explore the following language feature:

- Punctuation associated with direct speech: speech marks, commas and new lines to indicate a different speaker.

Being a text user

Did you like this book? Why or why not?

Who would you recommend this book to?

What kind of book is it? Fiction or information? How do you know?

Being a text critic

In the book the author lets the animals find out why Bird has been busy. Do you think this is fair? Should Bird have been left alone?

Responding to text



Children work in small groups to make stick puppets of the characters in the book. Provide children with time to rehearse a play based on the story to present to the class.



Working in pairs, allow children to have a conversation in writing. Give each child a different coloured felt-tipped pen so they can take turns to 'communicate'. One child writes a sentence:

'I liked Busy Bird,' said Hannah.

The other child can reply.

'I did too,' said Dario.

Encourage the use of correct punctuation.



Highlight words with the /or/ sound: horse, course, morning, for, saw.

Assessment

Can the child:

- Use the punctuation related to direct speech to read the text expressively?
- Understand the correct punctuation that is used to write conversation?
- Say why each character acted as they did?

List these words on the board and ask children to find other words that fit these patterns.

Writing links

Shared/guided writing

Rewrite the text with one of the other animals as the busy animal. Horse, Sheep or Chicken could have a reason why they are so busy that they do not have time for their friends.

Alternatively, children could choose to write a story using completely different animals.

Independent writing

Retell the story as a comic. Provide large paper folded into eighths.

Children compare their finished work with the text, noting similarities and differences.



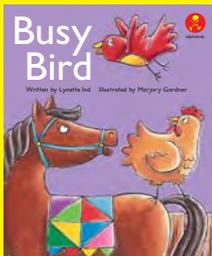
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Living things

Curriculum link: Science

Text type: Narrative

Reading level: 13

Word count: 286

Vocabulary: busy, laid, excited, beak, feathers, noise

Possible literacy focus

Reading punctuation associated with direct speech.

Identifying character motives in texts.

Summary

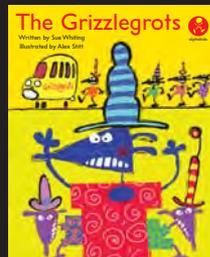
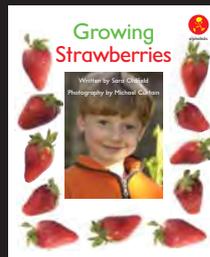
'Busy Bird' is a narrative about a bird that gathers hay, wool and feathers from the animals that live in the barn. The other animals finally discover that the busy bird has been busy building a nest.

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Other books at this level



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