

# Busy Bird

from an original story by Kene Martin  
illustrated by Dick Frizzell



## Book Summary

A busy mother bird builds her nest, hatches her eggs, and feeds her chicks.

## Features of the Book

- Clear, evenly spaced, two-word text.
- Consistent placement of text.
- Playful illustrations to support text.
- The high-frequency words – “Some” and “A.”
- The initial “b” consonant – “busy” and “bird.”
- The sequential nature of the visual story line.
- The use of “s” to denote the plural form – “twigs,” “eggs,” “heads,” and “chicks.”
- The use of the exclamation point on page 8.

## Purpose

*Busy Bird* can be used in a guided reading setting to introduce the following skills and strategies:

- S** predicting the meanings of new or unfamiliar words from the context of the story;
- S** recognizing the relationship between letters and their sounds;
- S** pointing one-to-one at each word to ensure an appropriate match;
- S** writing a story that incorporates a similar model to that of the book.

## Introducing the text

Look at the cover illustration and ask:

- *Why is the bird so busy?*
- *Why do the chicks have their beaks open?*
- *Have you ever seen a bird's nest with eggs or chicks in it?*

Say the title together. Read the names of the author and illustrator to the group.

## Reading the text

- S** Predicting the meanings of new or unfamiliar words from the context of the story.
- S** Recognizing the relationship between letters and their sounds.

- S** Pointing one-to-one at each word to ensure an appropriate match.

## Title page

- *Why is the mother bird looking so happy?*

## Pages 2 and 3

- *What is the bird doing?*
- *Who can read the word that tells us what the bird has in her beak on page 2?*
- *Where is she taking the things she is picking up?*

## Page 4

- *What has the bird built?*
- *How has it made the nest stay in the tree?*

## Page 5

- *What has the bird got now?*

Pages 6 and 7 – Ask questions that will prompt a range of responses from the readers.

- *What has happened?*
- *What do you call baby birds?*
- *How does the mother bird feel?*
- *What will happen next?*

Page 8 – Note the exclamation point and discuss. Children now read the book independently.


## Revisiting the text

Look at the “ch” blend. List other “ch” words. Talk about why the author has used the exclamation point on page 8.

- *How would you say these words?*

## Following Up

- S** Writing a story that incorporates a similar model to that of the book.

 Innovate on the story by making your own big book story using “some” as the starting word.

- B** Complete the blackline master opposite.