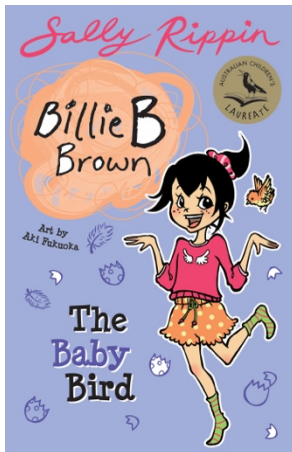


Billie B Brown Teacher's Notes



The Baby Bird

Written by Sally Rippin

Illustrated by Aki Fukuoka

Teacher's Notes by Gisela Ervin-Ward

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Billie B Brown is an Australian children's book series for newly independent readers written by Children's Laureate Sally Rippin and illustrated by Aki Fukuoka. Download the full series teacher's notes from <https://publishing.hardiegrant.com/en-au/teacher-notes>

LEARNING OUTCOMES

RECOMMENDED FOR

Readers aged 4+

THEMES

Title's Situational Theme:

Respecting the environment.

Wild animals and pets.

Title's Social Emotional Themes:

Learning about the environment helps you be more empathetic. Respect that all animals are not pets.

SYNOPSIS

Billie pretends to be a bird but is frustrated because her baby brother Noah interrupts. She goes outside and finds a real baby bird. Excited, she shows Jack, who is worried about interfering with it because it's a wild animal, and you aren't supposed to touch wild animals. They try to help the bird, but nothing works, and Jack becomes upset. They can hear Noah crying because he wants them to go back and play with him. Billie is torn between helping the baby bird, comforting Jack, and playing with Noah. She chooses to comfort Jack, and while she is doing that, the parent birds fly in to care for their chick. Billie realises that it's better to leave wild animals alone, even if they are cute, and that she and Jack have the cute-as-a-bird baby Noah to play with inside.



Sally Rippin

All kids can be readers!

Australian Children's Laureate 2024-2025



KEY AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS:

Year 2:

HPE:

AC9HP2P0; AC9HP2P02; AC9HP2P03;

English:

AC9E2LA08; AC9E2LA09; AC9E2LE01; AC9E2LE03; AC9E2LY02

Year 3:

HPE:

AC9HP4P0; AC9HP4P03; AC9HP4P04; AC9HP4P06

English:

AC9E3LA0; AC9E3LA02; AC9E3LA09; AC9E3LA10; AC9E3LE02; AC9E3LY02; AC9E3LY05

KEY VOCABULARY:

Key Vocabulary: ‘Prioritise’

Definition: Prioritise means to decide which tasks or things are the most important and need to be done first.

Before the session: Share the definition of ‘prioritise’ with the students.

During the session: Point out when you or the students are using the word ‘prioritise’ or ‘priority’ in context.

End of the session: Ask students to create sentences using the word ‘prioritise’ that relate to what you have been learning about. This helps reinforce their understanding and application of the word.


After the session: Use the word ‘prioritise’ in context during other parts of the day to draw students’ attention to it.

CIRCLE TIME READING AND DISCUSSION:

What happens in the story?

Read the Book

Read the book through at least once without stopping.



[Optional] Read through a second time, pausing to point out key features but don't go too deeply into questioning yet.

Facilitate a group discussion about what happens in the story

Show Page 6.

Ask:

- What are Billie and Jack doing in this picture?
 - Elicit: Looking at a baby bird on the ground that might have fallen out of a tree. They are offering it some food.
- How do they feel about finding the bird?
 - Elicit: Worried. As though they want to help it.
- How can you tell this from the story/pictures?
 - Elicit: P23 Billie and Jack are crouched down offering the bird some food. They have worried looks on their faces.
Quote: 'Billie crouches down next to Jack. She puts the bowl of water near the little bird. It opens its eyes. But then it closes them again.

Jack's bottom lip sticks out. He looks like he might cry. He stands up and begins to run back into the house.' P27.

Discuss Billie's choices

Ask:

Read P28-30.

- There are four people or things in this story that Billie wants to help or spend time with at the same time. Who are they?
 - Elicit: The bird, Jack, Noah and herself.
- How does Billie feel about having to make a choice about who to help? How can you tell from the text?
 - Elicit: She is torn between who she should help.

At the start of the story, Billie wants to spend time by herself rather than playing with Noah. Later, Billie really wants to help the bird more than she wants to listen to Jack's advice. When Jack becomes upset, she wants to comfort him. She also knows that Noah wants to play with her but doesn't do that until the end of the story. At different points in the story, Billie has to make choices about who to help or spend time with. She has to decide who is the most important or needs her help the most. She must **prioritise** who to help, even if it's not the person she wants to help the most at that moment.

What are some of the things that happen that help Billie to prioritise being with or helping different people at different times?

- Noah
 - Elicit: Dad agrees to look after him so Billie can go outside. Later Billie and Jack are playing a game in can join in on if they change it a little bit,
- The Bird
 - Elicit: The bird seems to be in serious danger, which is more important than anything else, including Jack's reasons for being reluctant to help it.
- Jack
 - Elicit: When Jack gets upset, Billie knows it's more important to comfort and be with him than with the bird.
- Billie
 - Elicit: At the start of the book, Billie enjoys reading and playing by herself. She prioritises peace and quiet over playing with Noah.

Relate the Story to Our Lives

Ask:

- Can you think of a time when you had to prioritise tasks or things that you couldn't do or have all at the same time?
 - Elicit: An example relevant to your context.
- What factors helped you make these choices?
 - Elicit: An example relevant to your context.