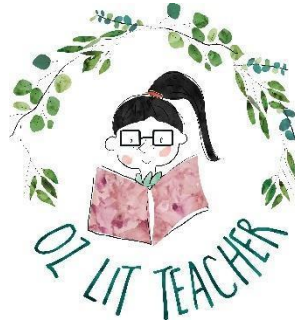


BOWERBIRD BLUES AURA PARKER



F	1	2	3	4	5	6	7	8	9	10
	✓	✓	✓	✓						

Writing	
Ideas	✓
Organisation	
Voice	
Word Choice	✓
Sentence Fluency	✓
Conventions	✓
Presentation	✓



Reading	
Determining Importance	
Inferring	✓
Making Connections	✓
Predicting	✓
Questioning	✓
Summarising & Synthesising	✓
Visualising	

Bowerbird Blues, created by Aura Parker, is a beautifully illustrated book that tells the story of a lonely bowerbird in search of something special. They search high and low for it but their search is made all the more difficult because they're not exactly sure what it is that they're searching for- until they find it!

Writing

IDEAS: This is a great example of a topic for writing that is tight and manageable. It is essentially about someone who has lost something and is trying to find it. How relatable is that!? When is a time your students have lost something? What journey did they take to find it? Once students have a tight and manageable idea like this, they will then be able to add in specific details (e.g. 'Aha, treasure! Magnificent cobalt. Brilliant, vibrant BLUE!'). **WORD CHOICE:** This is the standout on this text. The author's use of powerful verbs helps to drive the storyline. There are plenty of tier 2 verbs that could be used as a part of explicit vocabulary instruction, including: swooping, snatching, scouring, scavenging, peeping, peering, seeking, soaring, grasp, slipping, freefalling, wandering, fluttering, fidgeting, gliding, glistening, sorting, prancing, weaving, tinkering, discovering, crackling, rustling, nesting, snuggling. Some of these words could be used for a word gradient activity. E.g. Which is faster: soaring or swooping? How are they different? **PRESENTATION:** Look at the author's choices in terms of where they have placed the words on the page. Why might they have written the same word three times, each on a different line? What impact does it have on how this is read aloud?

Reading

MAKING CONNECTIONS: Read a short information text with your students on bowerbirds. What connections can they make between the information text and this story? **PREDICTING:** After reading the information text about bowerbirds, have students make some predictions about what this text could be about. Discuss the vocabulary word 'blues' from the title of the book. What does this word mean? How could understanding this word help students to make more informed predictions about the text? **QUESTIONING:** What questions do they have about bowerbirds after reading this text? Where could they find answers to these questions?

