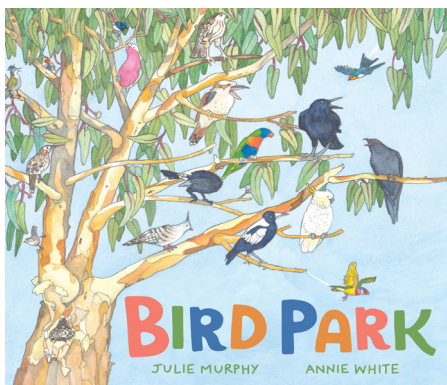




Author: Julie Murphy
Illustrator: Annie White
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Blurb

Birds paddle and skedaddle.
They hop and drop and coo and woo.
See them walking! Hear them squawking!
Come and explore our magical Australian
bird park! Can you spot all 61 bird species?

About the author

Julie Murphy has been a children's book author for over 20 years. Often inspired by animals and nature, she first trained as a zoologist and zookeeper. Other books of Murphy's include *Cheer up, Blobfish!*, *I've Got a Tail!*, *I've got Eyes!* and *Tiny Possum and The Migrating Moths*.

About the illustrator

Annie White works from her studio in Melbourne, Australia, where she has illustrated over 90 books for children. Her picture books have appeared on the CBCA Notables list, the Speech Pathology shortlist and the Prime Minister's Literary Awards shortlist. Her picture book *Clementine's Treasure* was listed in the CBCA Early Childhood Book of the Year Notables 2023.

BIRD PARK

Teachers' Notes

Recommended for: Preschool and lower primary

Australian Curriculum Content

Learning Areas

- EYLF
 - Outcome 2: children are connected with and contribute to their world
 - Outcome 4: children are confident and involved learners
- Foundation + Year 1
 - English
 - HASS
 - Dance
 - Science
- General Capabilities
- Creative and critical thinking
- Literacy

Before You Read

Invite students to examine the front and back covers of the book closely and share their observations with a partner or small group. Encourage students to look for clues—title, illustrations and other visual details—and predict what the story could be about. Record students' ideas and revisit them after reading to compare their predictions with the text.

As a class, identify any birds students recognise from the cover illustrations. Discuss where they may have seen them before and what they already know about them. Encourage students to share personal experiences of observing birds in their local environment such as parks, gardens or school grounds.

Support student comprehension by making connections before reading. Students may make text-to-text connections, recalling other stories, informative books or documentaries about birds and wildlife. Text-to-self connections can be discussed through questions such as 'what is your favourite bird?' and 'where have you seen birds in your local community?'. Text-to-world connections may focus on how people care for natural

habitats and wildlife, and why these places are important for birds and other living things.

After You Read

Creative response

Using a variety of craft materials, invite students to create their own bird character that could live in the park with the other birds in the story. Students can label and describe their birds using single descriptive words, inspired by the text such as 'tall', 'quiet', 'colourful', 'fast'. Provide students with the opportunity to present their bird to the class and explain why they chose their word.

Scientific investigation

Use *Bird Park* as a springboard for exploring how the physical features of birds help them survive in different environments. Through videos, informative texts or guided research, investigate the types of birds you may find in your local area. Encourage students to carefully observe each bird and describe what they notice. Prompt students with questions

such as 'what colour is the bird?', 'how does the bird move? Is it hopping, walking or flying?', 'what shape is its beak?' and 'what sounds can you hear it making?'.

After observing, invite students to sort different pictures of birds and compare their features. Discuss how birds can look and behave differently and begin to think why this might be. Some birds may need long, thin beaks for nectar or strong beaks for cracking seeds. Students could draw the bird they have observed, and label or describe one feature that helps them survive in their habitat.

Playground investigation

Take students on a bird-spotting safari walk around the school playground. Encourage students to use their senses and look closely to observe the birds around them.

- What colours can students see?
- What sounds can they hear?
- What is the environment around them?
- How are the birds moving?

Students can work together to create a class tally chart or a pictorial list of the birds they find.

After the investigation, discuss similarities and differences in the birds found. Students may draw their favourite bird from the survey and share an interesting thing they noticed during observation.

Dance and movement

Invite students to bring the birds from the story to life through movement and sound. As each bird is encountered in the book, encourage students to mimic its actions, such as soaring, hopping, pecking or flapping. Students can also recreate bird calls and experiment using their bodies to express different sizes, speeds and bird behaviours.

Extend the activity by exploring the movements of other Australian animals. Students might bound like a kangaroo, slither like a snake, waddle like a penguin or stride like an emu. Encourage students to compare how different animals move, and discuss why their bodies are suited to those movements and the environments those animals live in.

Taking learning beyond *Bird Park*

Discuss ways in which people can help birds thrive in their local area. As a class, brainstorm simple actions such as keeping the playground free from litter, planting native flowers, leaving water out for birds in hot weather or protecting nesting sites. Students could create a class poster, or a pledge to share one action they would like to take to help birds and their habitats.

Encourage students to continue noticing birds in their everyday lives. Whether at home, at school or out at local parks, observing and talking about birds will help students to develop curiosity about the natural world.

