

# Too Busy

Written by Greg Lang

Illustrated by Joy Antonie

## Level 3

This book recounts the efforts of two children to get their busy parent to play with them. It is a simple repetitive text supported by colour illustrations. The text is placed in speech balloons and there are two lines of text to a page with a return sweep. The question-and-answer format uses the sentence stem: *Can we go and play ...?* and the sentences *Not now. I'm too busy.* The pattern changes on the final two pages.

## Getting ready for reading

Discuss times when children have wanted to do something with their parent or carer but they have been told that they were too busy. Role-play the situation, with child asking 'Can we ...' and the parent responding 'Not now. I'm too busy.'

## Talking through the book

You might introduce the book by saying: *This is a book about two children who want to go out and play but their mum is always too busy.* Turn to each page of the book and say: *She was too busy to play soccer. She was too busy to play tennis* and so on. When you reach page 14 ask: *Who is busy on this page?*

## Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### BEING A MEANING MAKER

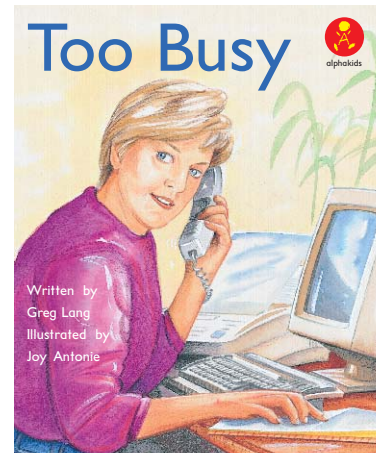
Discuss:

*What did the children want to do?*

*Was their mum really too busy?*

*Why did the children keep asking their mother to play?*

*Were the children really too busy to play at the end?*



### Check this

Draw children's attention to speech balloons, and point out how they let the reader know who is speaking. Ask children to read the text as if they were the people in the book.

## BEING A CODE BREAKER

### Vocabulary

- High-frequency words: *can, we, go, and, play, not, now, I'm, too*
- Word families: *play – clay, day, hay, lay, may, pay, say, way;*  
*now – bow, cow, how, row, sow, flower, shower*

### Sounds and letters

- Hearing words: Children put out a counter for every syllable they hear in a word or sentence.
- Hearing sounds: /b/: *basketball, busy*; medial sound in *busy*

### Writing conventions

- Punctuation: upper case letters, question marks, full stops, apostrophes and exclamation marks
- Grammar: words related to questions – *can*; contractions – *I'm / I am*

## BEING A TEXT USER

### Discuss

*Did you like this book?*

*Who would you recommend should read it?*

## BEING A TEXT CRITIC

### Discuss:

*Is your family like this one?*

*How is it the same? How is it different?*

*Are all families like this one?*

## Literacy learning centres – follow-up activities

### ☺ WORD CENTRE

Children make and record words related to words from the book:

play: clay, day, hay, lay, may, pay, ray, say, way  
now: bow, cow, how, sow

### 🎧 INTERACTIVE LITERACY CENTRE

Children practise reading the text and tape-record it for the class.



### ✍️ WRITING CENTRE

Children write their own text modelled on *Too Busy*. Provide lists of words related to activities children like to do.