

1

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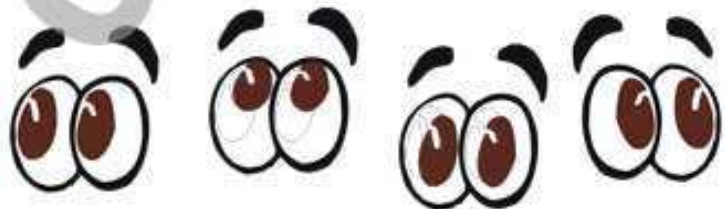
2



Little Bunny was having such fun climbing under fallen branches and over mounds and rocks. He hid behind the anthills, while the butterflies flew around the meadow.



When Little Bunny stopped to rest, he looked around and realised that he was lost. He looked left and right. He looked backwards and forwards but did not recognise any of the plants or hills around him.



7

He was so scared.
He had never been
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Now he was all
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He hopped over to a
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8



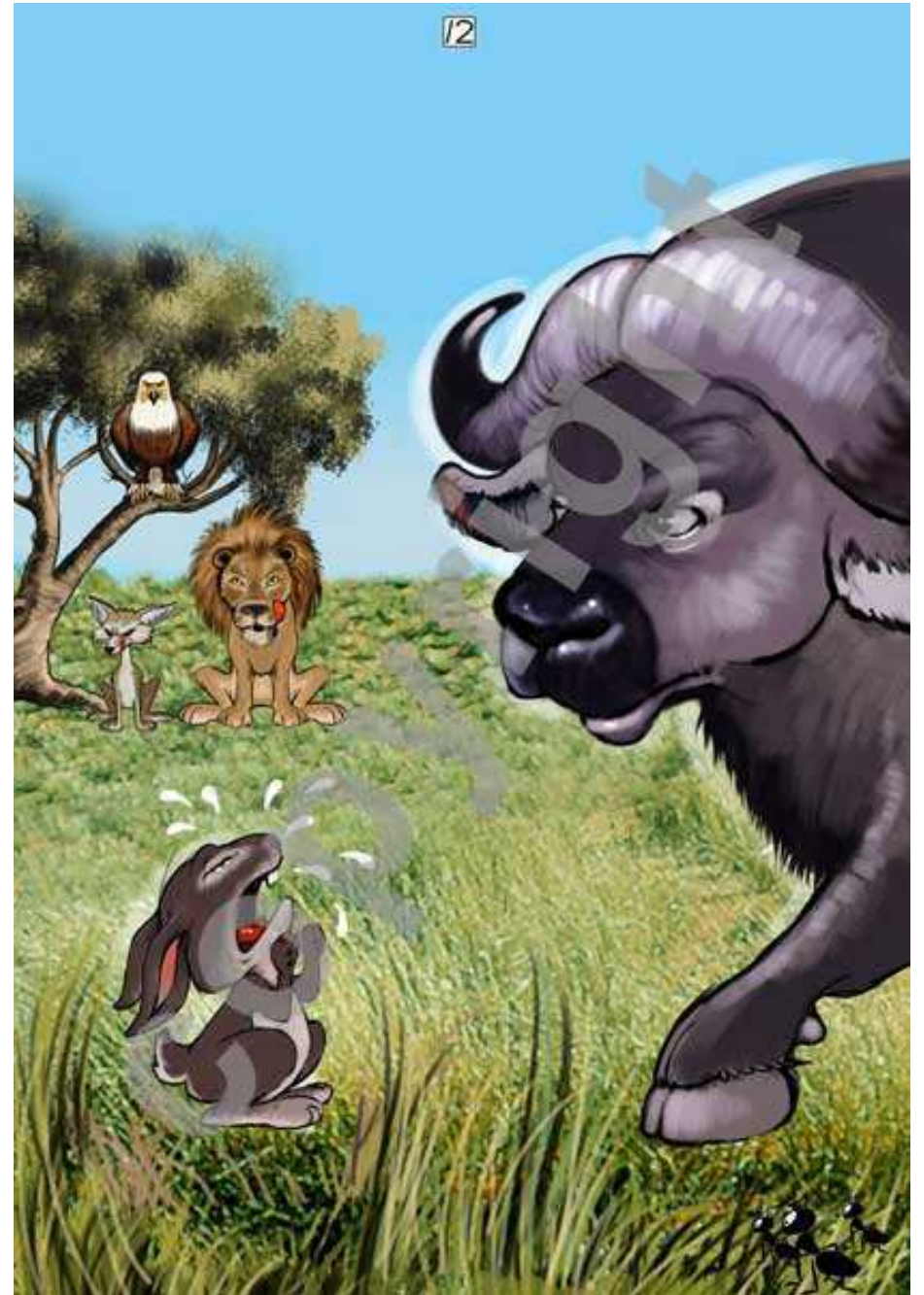
He got such a fright when all of a sudden the tree moved. He looked up and there was the biggest animal he had ever seen. It stared at him with its big eyes. "What is the matter Little Bunny?" asked Billy Buffalo.





"I am lost and don't know where my mommy is," said Little Bunny.

He cried and sobbed so loudly that the other animals heard him and came to see what the problem was.



13



Billy Buffalo realised that Willy Fox, Eddy Eagle and Lenny Lion might be close by and that they would love to eat Little Bunny for their next meal.

14



Billy Buffalo needed to protect Little Bunny and help him find his mommy. "Stay very close to me," he said as they walked over to the big tree where Mrs Owl lived. "She is very wise and sees everything that happens in the wild."





Mrs Owl said she knew an area where many of the bunnies lived. "I will fly over there and see if I can find Little Bunny's mommy," she said.



Not far away Mrs Owl found a warren of bunnies having a meeting. "Are you looking for Little Bunny?" she asked. "Yes, we are!" replied Bunny's mommy. "We have found him and look, there he comes with Billy Buffalo!" said Mrs Owl. Everyone was very happy that he was safely back home. Little Bunny was the happiest of all.



LITTLE BUNNY AND THE BUFFALO: Topics and Activities.

The Little Bunny series covers a variety of topics or themes - listed below - with ideas on what to do or discuss. It is important for the pupils to be able to link the story to their own lives and experiences and see similarities and differences.

MAIN TOPIC:**SAFETY:** Discuss the following:

- *Listen to your parents or the person in charge.
- *Don't go anywhere by yourself unless someone knows exactly where you are.
- *Stay near your home and lock yourself in when you are alone.
- *Don't open the door to strangers.
- *Be aware of your surroundings and don't be distracted when you are going somewhere. (Little Bunny was distracted and got lost.)
- *Dangerous places to play - rubbish dumps, roads, construction sites, railway lines, bushes ...
- *Discuss safe places to play.
- *Don't go anywhere with strangers. (Discuss the fact that there are good and bad strangers - the buffalo was good as he helped the bunny - and how you could know the difference.)
- *Discuss who can protect and help you in emergencies and what information to give them. Let the pupils MAKE LISTS of important phone numbers to keep.
- *Make sure pupils know their personal details: name, address, contact number.

DEGREES OF COMPARISON:

happy, happier, happiest / big, bigger, biggest.

SUPPORTING TOPICS:**FEELINGS:**

*Discuss the different feelings portrayed in the book: happy, worried, frightened, sad ...
*Discuss situations where the pupils would feel those same feelings.

SENSES:

*Sight and sound.
*How being able to see and hear keeps us safe.

COLLECTIVE NOUNS:

*Warren of bunnies.
*Discuss collective nouns for lions, birds, buffaloes, trees, foxes ...

SYNONYMS AND ANTONYMS:

*big (huge) / small (little, tiny)
*happy (glad) / unhappy (sad)
*lost / found
*far / near (close)

ANIMALS:

WILD:
*How many wild animals are in the story?
*Discuss where and how they live and what they eat.
*Types of wild animals.
*Discuss how they move around - hop, fly, run, etc.
*Sounds animals make.
*Names of baby animals.

INSECTS:

*What kind of animal is the butterfly? (insect)
*What does the butterfly eat?
*Life cycle of a butterfly.
*Characteristics of an insect.
*Different types of insects.
*Which insects help us.
*Which insects harm us.

POSITION IN SPACE:

next to, behind, in front of ...

English, Perceptual and Maths skills can be found on pg. 23

EXTRA RESEARCH OR PROJECT WORK: Divide the class into groups and let each group select one wild animal. They can do a written or oral assignment on the animal of their choice, including the following: What the animal looks like; where it lives; what it eats; babies - what they are called, where they are born and how they are raised; any additional interesting facts.

SOME QUESTIONS THAT COULD BE ASKED:

1. (pg. 1-2) What was Little Bunny doing? (Playing with the butterflies.)
2. (pg. 1-2) What were the butterflies doing? (Flying through the field and flitting from one flower to the next.)
3. (pg. 1) What word describes how bunnies move? (Hop) And butterflies? (Fly) And birds? (Fly) (pg. 17)
4. Do you think Little Bunny heard his mommy's warning? Why/why not?
5. (pg. 5-6) When did Little Bunny realise he was lost? (When he stopped to rest.)
6. (pg. 5-6) What made him realise he was lost? (He didn't recognise any of the plants or hills.)
7. (pg. 7-8) How did Little Bunny feel when he realised he was lost? (He was very scared.)
8. (pg. 7-8) Was Little Bunny crying next to a small tree? What do you think it is? (Own answers.)
9. What is another word for bunny? (Rabbit, hare.)
10. (pg. 9-10) Why did Little Bunny get a fright? (The "tree" moved.)
11. (pg. 9-10) Did the tree really move? Who was the "tree"? (It wasn't the tree that moved, but Billy Buffalo.)
12. (pg. 11-12) Why did the other animals come to see what the problem was? (They heard Little Bunny sobbing loudly.)
13. (pg. 13-14) What did Billy Buffalo realise about Willy Fox, Mr Eagle and the Lion? (That if they were close by they would want to eat Little Bunny.)
14. Why would they want to eat Little Bunny? (They are carnivores or flesh-eating animals.)
15. (pg. 15-16) Where did Billy Buffalo take Little Bunny? (To Mrs Owl.)
16. (pg. 15-16) Where did Mrs Owl live? (In the big tree.)
17. (pg. 15-16) What word tells us Mrs Owl knows things? (Wise.)
18. Why do you think Mrs Owl could see everything? (She lived high in the tree; owls have good eyesight; she could fly all over and see from above.)
19. (pg. 17-18) What did Mrs Owl know? (The area where many of the bunnies lived.)
20. (pg. 19-20) Who was having a meeting? (A warren of bunnies which included Little Bunny's mommy.)
21. (pg. 19-20) Who was the happiest to be home? (Little Bunny.)
22. Who do you think the hero of the story was? (Billy Buffalo.) Why? (Own answers.)

Little Bunny and the Buffalo

Pages 1 and 2



Little Bunny went hop, hop, hop. "Do not go too far!" Mother called, but Little Bunny was playing with the butterflies that were flying through the field, flitting from one flower to the next.

Pages 3 and 4



Little Bunny was having such fun climbing under fallen branches and over mounds and rocks. He hid behind the anthills, while the butterflies flew around the meadow.

Pages 5 and 6



When Little Bunny stopped to rest he looked around and realised that he was lost. He looked left and right. He looked backwards and forwards but did not recognise any of the plants or hills around him.

Pages 7 and 8



He was so scared. He had never been away from his mommy before. Now he was all alone and could not even see where to go because the grass was so long. He hopped over to a small tree and started to cry.

Pages 9 and 10



He got such a fright when all of a sudden the tree moved. He looked up and there was the biggest animal he had ever seen. It stared at him with its big eyes. "What is the matter Little Bunny?" asked Billy Buffalo.

Pages 11 and 12



"I am lost and don't know where my mommy is," said Little Bunny. He cried and sobbed so loudly that the other animals heard him and came to see what the problem was.

Pages 13 and 14



Billy Buffalo realised that Willy Fox, Eddy Eagle and Lenny Lion might be close by and that they would love to eat Little Bunny for their next meal.

Pages 15 and 16



Billy Buffalo needed to protect Little Bunny and help him find his mommy. "Stay very close to me," he said as they walked over to the big tree where Mrs Owl lived. "She is very wise and sees everything that happens in the wild."

Pages 17 and 18



Mrs Owl said she knew an area where many of the bunnies lived. "I will fly over there and see if I can find Little Bunny's mommy," she said.

Pages 19 and 20



Not far away Mrs Owl found a warren of bunnies having a meeting. "Are you looking for Little Bunny?" she asked. "Yes, we are!" replied Bunny's mommy. "We have found him and look, there he comes with Billy Buffalo!" said Mrs Owl. Everyone was very happy that he was safely back home. Little Bunny was the happiest of all.

Use this page to read the story to the pupils so that you don't have to try to read from the pages you are showing them.

TEACHER'S / PARENT'S GUIDE

HOW TO USE THIS BOOK (applicable for all grades/ages).

The Little Bunny series is invaluable in teaching the pupils a variety of skills in an enjoyable, interesting and educational way.

This book (and the other Little Bunny books) can be used for Gr R - Gr 3. The topics/ themes on pg. 21 may apply to specific grades but can be used as additional information in other grades. The English and Mathematics skills below can be used in any of the grades but the complexity of the skills taught must be altered accordingly.

SUGGESTION

Fold the book back if you want the pupils to only see the pictures OR do the following if you would like them to see the text at the same time:
Lay the closed book flat on the table with the front cover facing down. Open the back hard cover to the right and then turn the next page to the right (this is the page you will be reading from). Page 23 will then be on your right and page 22 on your left. Pick the book up and read the story to the pupils from pg. 23. You can turn the pages facing the pupils so that they can see the story and the text, but keep pg. 23 and the hard cover on your right. You can also ask them the questions on pg. 22 as you are reading the story.
Before reading the story, make a list of the skills below on which you would like to focus.

ENGLISH SKILLS

LISTENING, READING AND SPEAKING:

- *Talk about the pictures on each page.
- *Use the book cover and pictures to predict what the story is about.
- *Discuss the pictures.
- *Listen to the story without interrupting.
- *Discuss the story.
- *Express feelings about the story.
- *Give an opinion about events in the story.
- *Identify main ideas/topics/themes.
- *Identify main characters and describes them.
- *Ask questions about the story.
- *Listen to instructions or questions and respond accordingly.
- *Answer closed and open-ended questions.
- *Role play - act out the story or parts of it.
- *Sequence events.
- *Recognise cause and effect.
- *Make and discuss links to own experiences and talk about personal experiences.
- *Identify key details.
- *Recognise words in the text, especially high frequency words.
- *Read about along with the class and teacher.
- *Divide words into syllables - let pupils clap out the syllables in words you choose out of the story.
- *Use a dictionary.
- *Summarise information.

PHONICS AND SPELLING:

- *Recognise sounds - aurally and visually.
- *Rhyming - some paragraphs may have words that rhyme - let the pupils find those words, or if there are no words that rhyme, give them two rhyming words and ask them to find the third one in the paragraph. E.g. if the word 'cat' is in the paragraph you can ask "What word rhymes with 'cat' and they answer 'the word 'bat' OR you can ask them what words rhyme with 'cat' and they reply with any rhyming words.
- *Recognise that some sounds can be represented by a number of different spelling choices, e.g. color (sound, blue, few, etc).
- *Find and recognise words with the same beginning, middle and end sounds.
- *Identify consonant digraphs (sh, ck, ng) at the beginning and end of a word.
- *Identify and use consonant blends, sound families, vowel digraphs, silent 'e', 'k', 'l', 'b', 'w', and double consonants.
- *Recognise spelling patterns.
- *Recognise puns.
- *Spell words correctly using their phonic knowledge.
- *Identify words that start with the sound or letter of their name or surname.

LANGUAGE:

- *Identify and use terms for different parts of speech: nouns, verbs, adjectives, pronouns ...
- *Identify and use terms for punctuation: full stop, comma, exclamation marks ...
- *Identify sentences, statements, questions, commands ...
- *Identify antonyms, synonyms, homonyms, homophones ...
- *Identify suffixes like -ly, -es, -ful, -ness and prefixes like un- and re-.

WRITING:

- *Draw pictures to convey a message about the story.
- *Contribute ideas and words for a class story (shared writing).
- *Copy one or two sentences from the story.
- *Write one or two sentences on the topic, using capital letters and full stops.
- *Write sentences using words containing the phonic sounds and common sight words already taught.
- *Write a simple book review.
- *Build own word bank and personal dictionary.
- *Spell and write common words from the story.
- *Spell or write more difficult words, using their phonic knowledge.
- *Form the plurals of familiar words.

MATHEMATICS

NUMBERS, OPERATIONS AND RELATIONSHIPS:

- *Estimate and count objects in the stories. Count in 1's and 2's.
- *Count forwards and backwards.
- *Compare objects: many, few, more, least, more than, less than, same or different.
- *Order them from most to least and vice versa: smaller than, greater than, more than, less than, is equal to.
- *Order them from smallest to greatest and vice versa: before, after, in the middle/between.
- *Ordinal numbers: first, second, third (last).
- *Doubling and halving.
- *Solve word problems involving the pictures.
- *Add, e.g. How many butterflies? How many flowers? How many altogether? 5 flowers + 3 more?
- *Subtract: 5 balloons, if 1 popped how many would be left? You had 7 balloons, now 2 less. How many are left?
- *Multiplication: if one lion has 4 legs, how many legs do 4 lions have?
- *Division: 3 children, 6 sweets. How many sweets does each child get?

PATTERNS, FUNCTIONS AND ALGEBRA:

- *Find patterns in pictures, nature and objects.
- *Describe and draw patterns, using lines, shapes or objects.

SPACE AND SHAPE

- *Recognise and name 3D objects in the story (balls, boxes, cylinders, cubes).
- *Describe, sort and compare these objects in terms of: size, colour, objects that roll, objects that slide, objects that can be stacked.
- *Recognise and name 2D shapes in the story: circles, triangles, squares.
- *Describe, sort and compare these shapes in terms of: size, colour, straight sides, round sides.
- *Look for lines of symmetry in the shapes and objects in the story.

Position in space:

- *Recognise the following positions in the story: on top of, in front, behind, left, right, up, down, next to ...

MEASUREMENT:

- *Compare objects and quantities: more than, less than, empty, full.
- *Informal measuring: long, short, longer, shorter, tall, wide, taller, wider, light, heavy, lighter, heavier.
- *Time: yesterday, today, tomorrow, morning, afternoon, night, early, late.

PERCEPTUAL SKILLS

The following perceptual skills can be reinforced and developed:

- *Visual perception: interpreting and acquiring information visually.
- *Visual discrimination: being able to see and identify similarities, differences and details of objects accurately.
- *Visual memory: remembering what has been seen as well as the correct sequence it was seen.
- *Auditory perception: acquiring and interpreting information aurally.
- *Auditory discrimination: hearing similarities and differences in sounds.
- *Auditory memory: remembering what has been heard as well as the sequence in which it was heard.
- *Figure-ground perception: being able to identify objects whilst ignoring others in the same picture; reading one word in a sentence ...
- *Form perception: being able to recognise forms, shapes, symbols, letters, etc. regardless of their position, size or background, e.g. identify a circle in a picture.
- *Spatial orientation: being able to see the relationship between two things, e.g. on top of, below, underneath ...

