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“Good morning Little Bunny. It is time to get up,” whispered Mother after she opened the curtain and window to let in fresh air and morning sunlight.



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Little Bunny, who was normally full of energy in the morning, was feeling very, very ill. "What is the matter?" Mother asked. "My tummy is sore!" replied Little Bunny.



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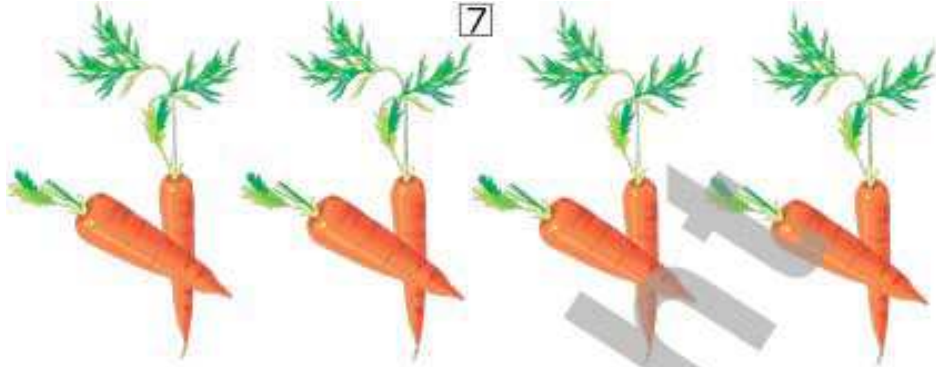


“What did you eat that would have given you a sore tummy?” asked Mother. “We all had a healthy dinner last night!”

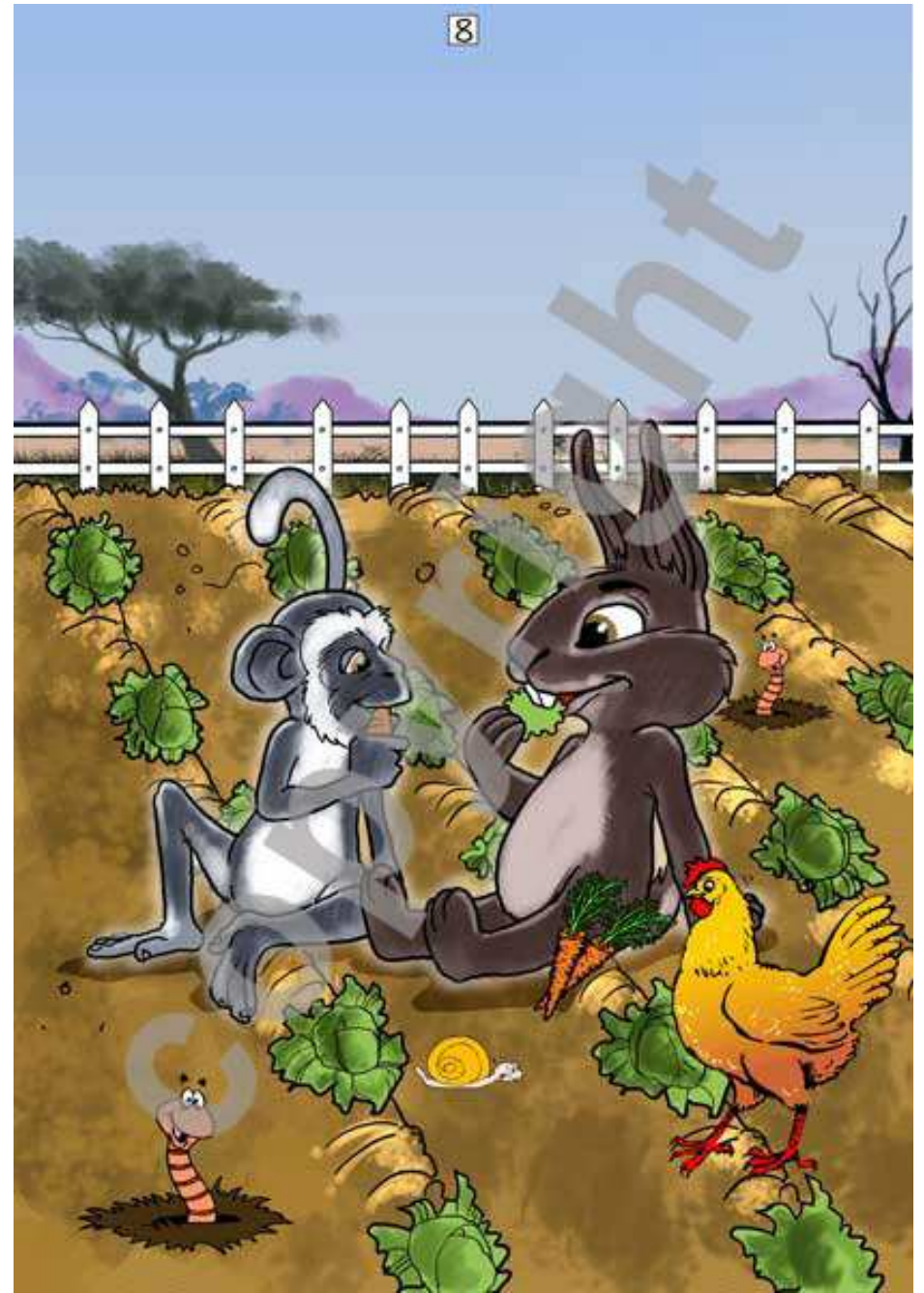
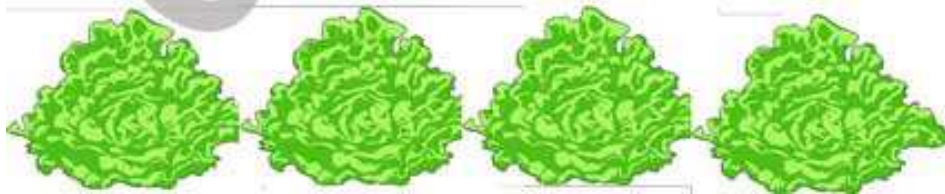


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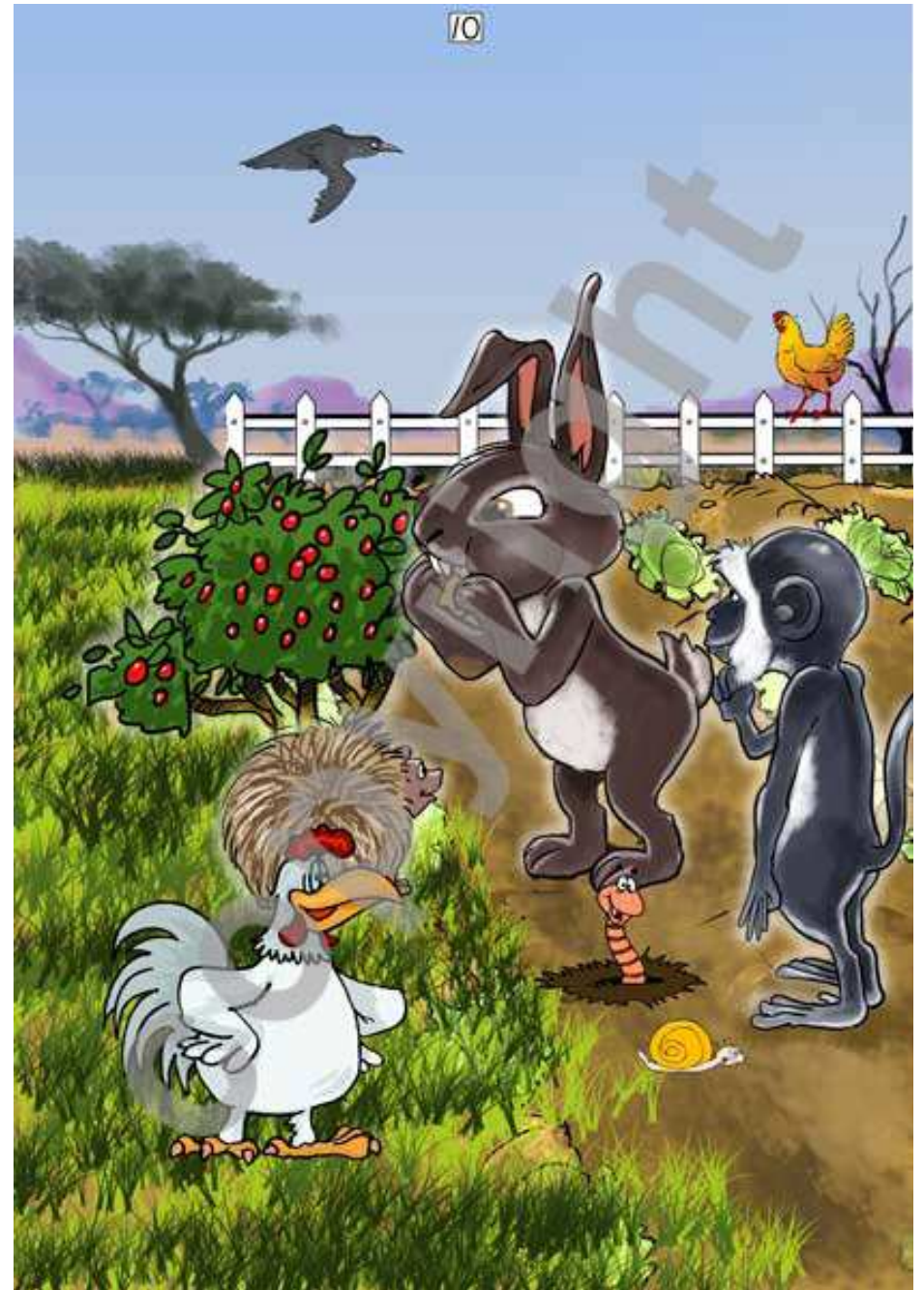
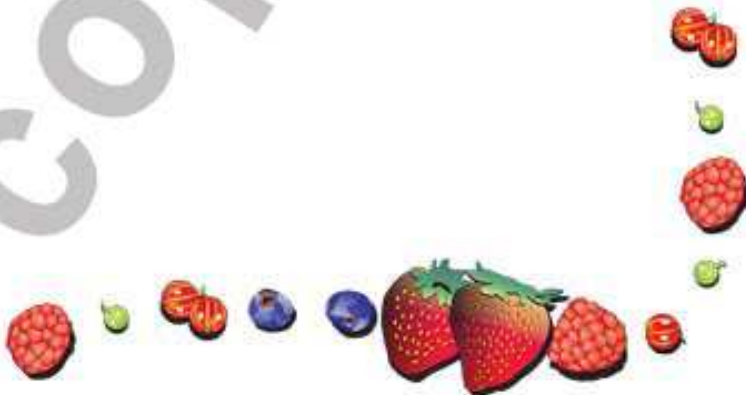


“On our way home from school yesterday, my friends and I stopped at the farmer’s field to eat some carrots and lettuce,” said Little Bunny.



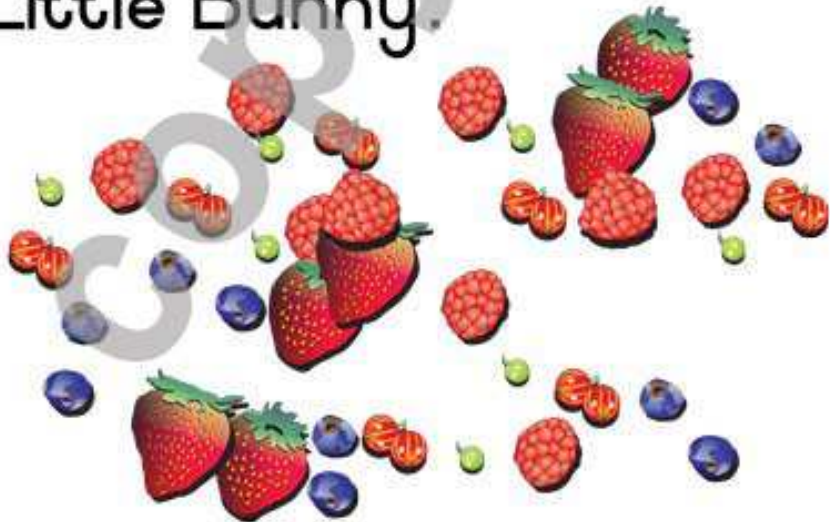


“While we were eating,
Harry Hedgehog called
us over to have some
berries.”





"Oh!" exclaimed Mother,
"and how many berries
did you eat?"
"Not too many," replied
Little Bunny.



“How many times have I told you to be careful what you eat during the day!” said Mother. “The berries are lovely and sweet, but eating too many is not good for you!”

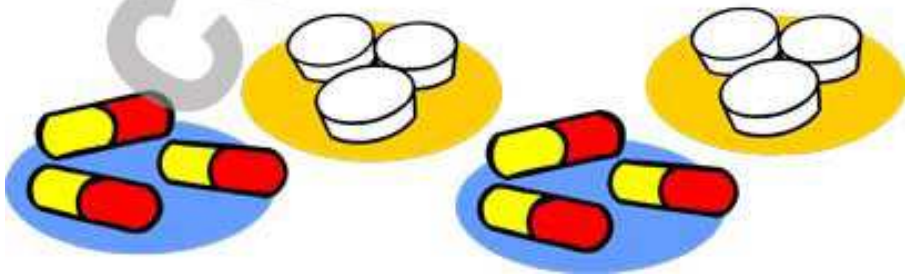




“I know,” replied Little Bunny. “I did eat my lunch at school, but I was still hungry and so I ate just a few berries!”



Mother took Little Bunny to the doctor to see if he could make Little Bunny feel better. The doctor said the problem was not serious. He gave Little Bunny some medicine to take.



“Now remember Little Bunny,” said the doctor, “you must be careful what you eat and do not eat too many sweet berries!”



LITTLE BUNNY AND THE BERRY BUSH: 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:

FOOD: Discuss the following:

FRUIT AND VEGETABLES:

*Different types.
*Different textures and tastes.
*Different shapes and colours.
*Where they come from.
*Why we should wash fruit and vegetables before eating them.

FOOD GROUPS:

*Different types of food: meat, vegetables, fruit, dairy, legumes ... and where they come from.
*Food groups: carbohydrates; proteins ...

HEALTHY AND UNHEALTHY FOODS:

*Discuss healthy and unhealthy foods.
*Healthy choices and the right amount of food. (Little Bunny ate berries which are healthy, but he ate too many, which was not good for him.)
*Not all foods are good for everyone. Eggs may be good for some people and other people may be allergic to them. Many people are also allergic to dairy products, nuts and wheat.

TIME: Yesterday and today.

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

SUPPORTING TOPICS:

PROTECTING AND STORING FOOD:

Discuss:

*How we can protect our food from flies and from going rotten: cover it, refrigerate it ...
*How food can be stored: canning, drying, freezing, smoking, salting ...

SEASONS:

*How seasons affect plants.
*Different plants grow in different seasons. (Seasonal fruit and vegetables.)

SOIL:

*Different types of soil, colours and textures.
*Creatures that live in the soil: earthworms; moles ...
*Creatures that eat things that live in or on the soil - birds; snails; snakes ...
*Uses of soil.

PLANTS AND SEEDS:

*Why we need plants: for food, shade, shelter for animals, help prevent soil erosion.

*Characteristics of plants: roots, stems, leaves, flowers.
*Similarities and differences: compare the plants in the story - carrots, lettuce, berries ...

*What plants need to grow.
*Seeds and where they come from.

*How seeds germinate and grow into plants.

PEOPLE WHO HELP US:

*Why we need doctors and health workers.

*Other jobs in the medical or health industry: nurses, dentists, pharmacists, ambulance drivers.

*Discuss when we would need help from the different professionals.

EXTRA RESEARCH OR PROJECT WORK: Divide the class into groups. Each group works out a healthy meal plan for the day. They must include all of the food groups. They can present it orally or do it in project form. Instead of working out a meal plan for a day each group could choose one meal, e.g. breakfast, lunch OR dinner.

SOME QUESTIONS THAT COULD BE ASKED:

- (pg. 1-2) What time of the day was it and how do you know? (Morning: Mother woke him up; there was sunlight.)
- (pg. 1-2) How did Little Bunny wake up in the mornings? (His mommy woke him up.) How do you wake up in the morning?
- (pg. 1-2) Why did Mother open the curtain and window? (To let in fresh air and sunlight.)
- (pg. 3-4) What was wrong with Little Bunny? (His tummy was sore and he was feeling very ill.)
- (pg. 5-6) What was Little Bunny thinking of when Mother asked him what he had eaten? (The food he had eaten for supper.)
- (pg. 7-8) When did Little Bunny stop at the farmer's field? (On his way home from school.)
- (pg. 7-8) Was he alone? (No.)
- (pg. 7-8) Who was with him? (His friends.)
- (pg. 7-8) Where did they find the carrots and lettuce? (In the farmer's field, growing in the soil.)
- (pg. 9-10) Where was the berry bush? (Right next to the carrots and lettuce/farmer's field.)
- (pg. 11-12) Do you think Little Bunny was telling Mother the truth about how many berries he had eaten? Why/why not?
- (pg. 13-14) What had Mother previously told Little Bunny? (To be careful what he eats during the day.)
- (pg. 15-16) Where did Little Bunny eat his lunch? (At school.)
- (pg. 15-16) Did Little Bunny have enough lunch to eat? How do you know? (No, he was still hungry and that's why he ate some berries.)
- (pg. 17-18) Was the doctor very worried about Little Bunny? (No, the problem was not serious.)
- (pg. 17-18) What was the medicine for? (To make him feel better/make his tummy better.)
- (pg. 19-20) What advice did the doctor give Little Bunny? (To be careful what he eats and not to eat too many sweet berries.)

Little Bunny and the Berry Bush

Pages 1 and 2



"Good morning Little Bunny. It is time to get up," whispered Mother after she opened the curtain and window to let in fresh air and morning sunlight.

Pages 3 and 4



Little Bunny, who was normally full of energy in the morning, was feeling very, very ill. "What is the matter?" Mother asked. "My tummy is sore!" replied Little Bunny.

Pages 5 and 6



"What did you eat that would have given you a sore tummy?" asked Mother. "We all had a healthy dinner last night!"

Pages 7 and 8



"On our way home from school yesterday, my friends and I stopped at the farmer's field to eat some carrots and lettuce," said Little Bunny.

Pages 9 and 10



"While we were eating, Harry Hedgehog called us over to have some berries."

Pages 11 and 12



"Oh!" exclaimed Mother. "and how many berries did you eat?" "Not too many," replied Little Bunny.

Pages 13 and 14



"How many times have I told you to be careful what you eat during the day!" said Mother. "The berries are lovely and sweet, but eating too many is not good for you!"

Pages 15 and 16



"I know," replied Little Bunny. "I did eat my lunch at school, but I was still hungry and so I ate just a few berries!"

Pages 17 and 18



Mother took Little Bunny to the doctor, to see if he could make Little Bunny feel better. The doctor said the problem was not serious. He gave Little Bunny some medicine to take.

Pages 19 and 20



"Now remember Little Bunny," said the doctor, "you must be careful what you eat and do not eat too many sweet berries!"

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 half 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 describe 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 aloud 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 ball and cat?" and they answer "the word 'at'". OR you can ask them what words rhyme with 'at' and they reply with any rhyming words.
- Recognise that some sounds can be represented by a number of different spelling choices, e.g. 'ow' 'ou', 'oo', 'oi', etc.
- Find and recognise words with the same beginning, middle and end sounds.
- Identify contained digraphs (sh, ch, th) at the beginning and end of a word.
- Identify and use consonant blends, sound families, vowel digraphs, silent 'e', 'i', 'b', 'w', and double consonants.
- Recognise spelling patterns.
- Recognise plurals.
- 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, imperatives...
- 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, most, least, more than, less than, same as, different.
- Order them from most to least and vice versa, smaller than, greater than, more than, less than, in order 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...

