



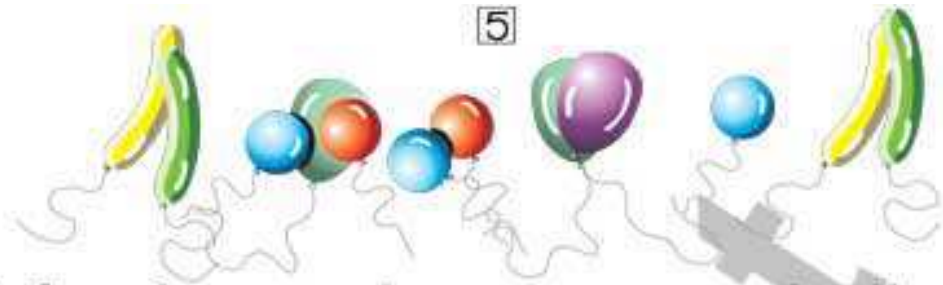
Little Bunny was very excited. It was his birthday and his friends were coming to his party.





Little Bunny helped his mother set the table in the garden. They then arranged the eats and the treats for the party.





Mother decorated the table with flowers and tied some balloons to the tree. Mitch Monkey helped hang some more balloons from the branches of the tree.





The decorations were lovely and the eats and treats looked so nice that they made Wally Hippo's mouth water. He could not wait to eat them.



Soon all the friends arrived and it was time to play a game. They played hide-and-peek and Fluffy Finch was the last to be found.



The friends were very thirsty after running around. They all had a cooldrink and then it was time for Little Bunny to blow out the candles on his cake.





Mother lit the  
candles and the  
friends all sang  
Happy Birthday  
to Little Bunny.



Then mother gave each friend a plate with eats and treats. She was very careful not to give too many sweets. She did not want them to damage their teeth.







Not all the friends brought Little Bunny a present. Little Bunny did not mind because he just enjoyed having fun with his friends.



It was getting late and the time came for all the friends to leave. Everyone helped clean up and they thanked Little Bunny and his mother for the lovely party.



## LITTLE BUNNY AND THE BIRTHDAY PARTY: 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:

#### SPECIAL DAYS:

Discuss the following:

\*Types of special days or events we celebrate:

- birthdays.
- weddings.
- anniversaries.
- engagements.
- sports days.
- religious days.

\*Activities at the events: Discuss additional entertainment, e.g. clowns, magicians, bands, jumping castles ...

\*Discuss different games that are played at the parties, especially birthday parties.

\*Discuss different types of food and decorations for specific events:

- birthday parties, Christmas, theme parties, weddings ...
- religious events ...
- sport events ...

### SUPPORTING TOPICS:

#### WAYS WE COMMUNICATE:

\*Discuss ways of sending out invitations:

- telephone calls; messaging; emails; cards, etc.
- Discuss who to invite - particularly as regards the pupils in your class. Make it clear that if they do not invite everyone in the class, they should invite people privately, so that those who aren't invited don't know about it.
- Discuss how pupils must feel if they are never invited to parties, especially if invitations are given to others right in front of them.

#### FRIENDS: Discuss:

- How we are similar and different.
- Qualities of a good friend.
- How you should treat your friends:
  - \*with kindness; respect; sharing;
  - \*helping;
  - \*don't hurt or bully them;
  - \*deal positively with conflict.

#### JOBS PEOPLE DO: (in the "party" industry.)

- event planners.
- party planners.
- clowns, magicians, singers ...
- caterers.
- people who own venues and the different types of venues.

#### GOOD MANNERS:

- Reply to invitations to say whether or not you will be attending.
- Thank your hosts for the party.
- Thank people for the gifts and for attending if you are the host of the party.
- Not everyone will or can bring a gift. Do not make them feel bad - the important thing is that they come to your party.

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

**EXTRA RESEARCH OR PROJECT WORK:** Divide the class into groups and each group designs an invitation for a specific event. They could choose their own event or it could be given to them. The invitation must include: The event; the venue (including name, address and directions they could research an actual venue); the menu; the theme; dress code; and any other information required for that particular event.

### SOME QUESTIONS THAT COULD BE ASKED:

1. (pg.1-2) Why was Little Bunny excited? *(It was his birthday and his friends were coming to his party.)*
2. (pg.3-4) Who set the table in the garden? *(Little Bunny and his mother.)*
3. (pg.3-4) What were they arranging on the table? *(The eats and treats for the party.)*
4. (pg.5-6) Who tied balloons to the tree? *(Mother.)*
5. (pg.5-6) Who hung balloons from the branches of the tree? *(Mitch Monkey.)*
6. (pg.5-6) What else did Mother do? *(She decorated the table with flowers.)*
7. (pg.7-8) Why did Wally Hippo's mouth water? *(The eats and treats looked so nice and he could not wait to eat them.)*
8. (pg.9-10) How many friends do you see in the picture? *(Five.)*
9. (pg.9-10) What game did they play? *(Hide-and-seek.)*
10. (pg.9-10) Who was the last to be found and where was he hiding? *(Fluffy Finch. He was hiding in the tree behind a leaf.)*
11. (pg.11-12) How did the friends feel after running around? *(Very thirsty.)*
12. (pg.11-12) What colours were their cooldrinks? *(Red, yellow and green.)*
13. (pg.11-12) What were they going to do after they had each had a cooldrink to drink? *(Little Bunny was going to blow out the candles on his cake.)*
14. (pg.13-14) Who lit the candles? *(Mother.)*
15. (pg.13-14) What song did they sing to Little Bunny? *(Happy Birthday ...)*
16. (pg.15-16) What did Mother give each friend? *(A plate with eats and treats.)*
17. (pg.15-16) Why did Mother not give them too many sweets. *(She did not want them to damage their teeth.)*
18. (pg.17-18) Did all of Little Bunny's friends bring him presents? *(No.) Why didn't Little Bunny mind? (He just enjoyed having fun with them.)*
19. Do you mind if your friends don't bring you a present for your birthday? *(Own answers.) We must like our friends for the types of people they are and not for what they bring us or give us.*
20. (pg.19-20) What word tells us they enjoyed the party? *(Lovely.)*
21. (pg.19-20) Who did they thank for the lovely party? *(Little Bunny and his mother.)*

## Little Bunny and the Birthday Party

Pages 1 and 2



Little Bunny was very excited. It was his birthday and his friends were coming to his party.

Pages 3 and 4



Little Bunny helped his mother set the table in the garden. They then arranged the eats and the treats for the party.

Pages 5 and 6



Mother decorated the table with flowers and tied some balloons to the tree. Mitch Monkey helped hang some more balloons from the branches of the tree.

Pages 7 and 8



The decorations were lovely and the eats and treats looked so nice that they made Wally Hippo's mouth water. He could not wait to eat them.

Pages 9 and 10



Soon all the friends arrived and it was time to play a game. They played hide-and-seek and Fluffy Finch was the last to be found.

Pages 11 and 12



The friends were very thirsty after running around. They all had a cooldrink and then it was time for Little Bunny to blow out the candles on his cake.

Pages 13 and 14



Mother lit the candles and the friends all sang Happy Birthday to Little Bunny.

Pages 15 and 16



Then mother gave each friend a plate with eats and treats. She was very careful not to give too many sweets. She did not want them to damage their teeth.

Pages 17 and 18



Not all the friends brought Little Bunny a present. Little Bunny did not mind because he just enjoyed having fun with his friends.

Pages 19 and 20



It was getting late and the time came for all the friends to leave. Everyone helped clean up and they thanked Little Bunny and his mother for the lovely party.

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 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 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 'sit' is in the paragraph you can ask "What word rhymes with 'sit' and they answer 'the word sit'." OR you can ask them what words rhyme with 'sit' and they reply with any rhyming words.
- \*Recognise that some sounds can be represented by a number of different spelling choices, e.g. cove, found, blue, few, etc.
- \*Find and recognise words with the same beginning, middle and end sounds.
- \*Identify consonant digraphs (such as 'ch' at the beginning and 'ck' at 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 mark.
- \*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, 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, 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, 8 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...

