

1



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2



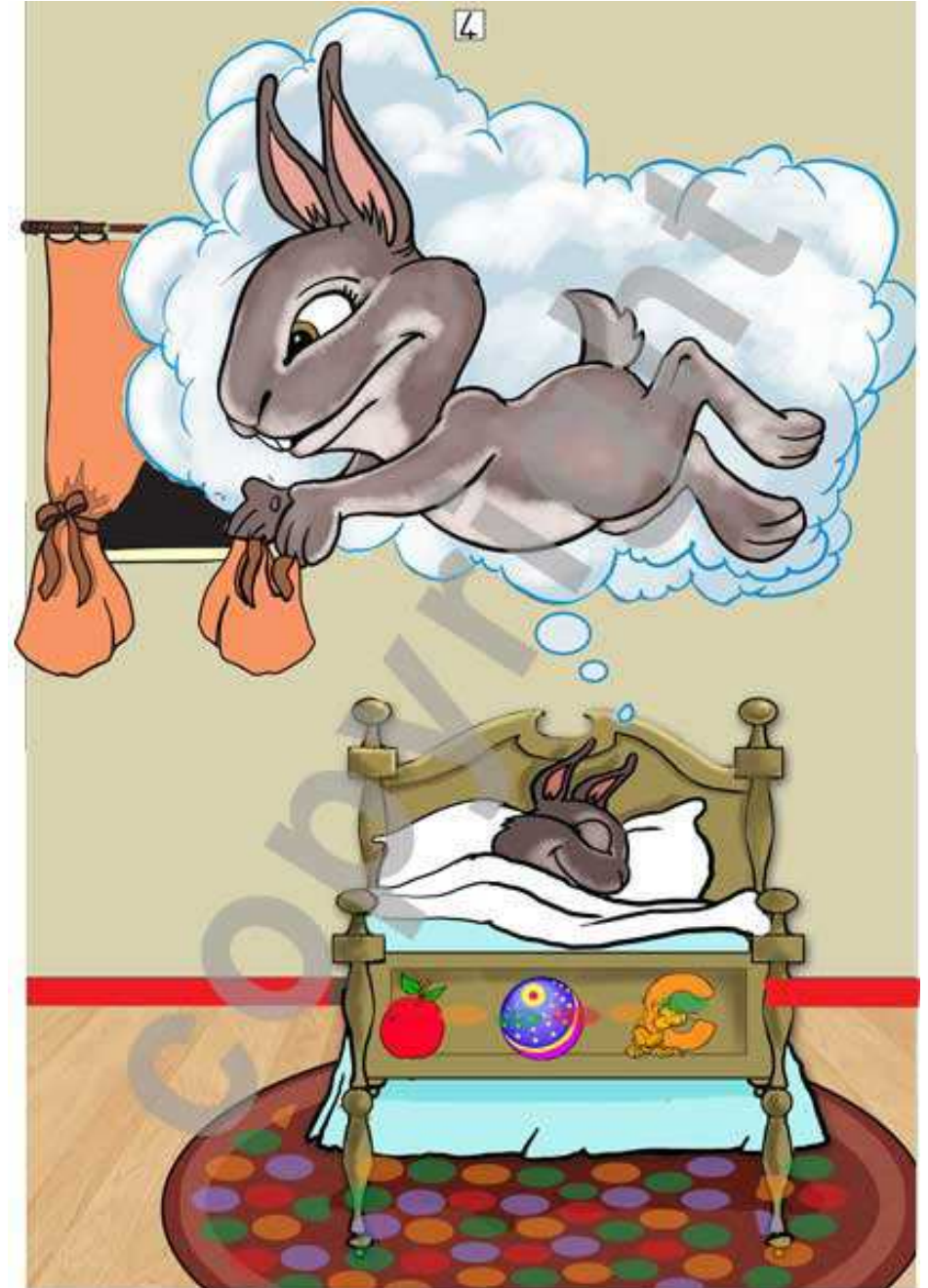
3



He felt as if he was drifting through the air. After a little while he saw a beautiful field full of flowers. They were all different colours.



4





5



The sky was blue and soft, fluffy clouds floated by. Butterflies and bees were flying from one flower to the next. Little Bunny had never seen such a lovely sight before.



6

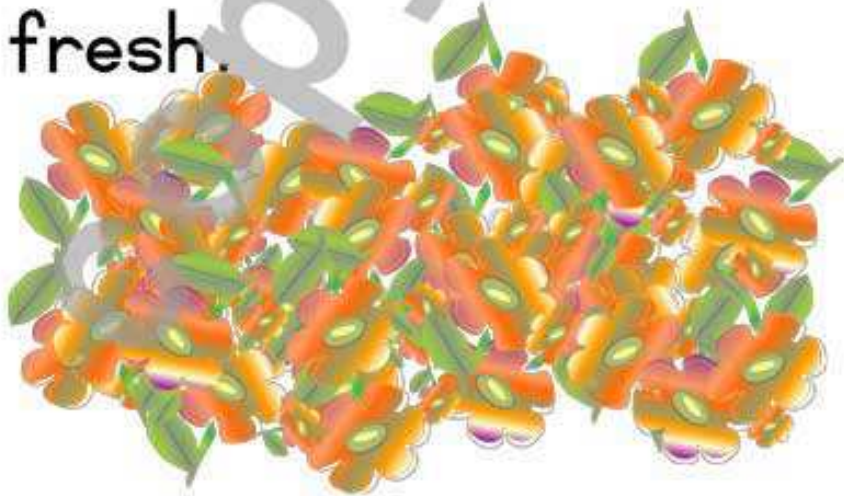




7



He floated down into the field and landed with a little bump, right in the middle of the flowers. They smelt so sweet and fresh.



8







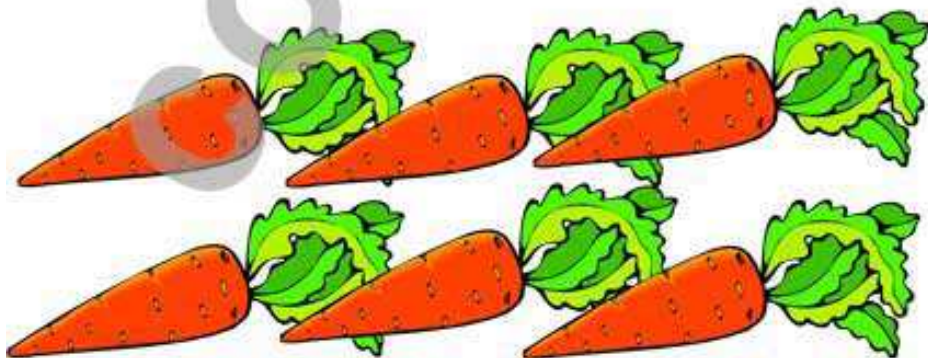
One flower smelt like honey and some others smelt like the cake that his mommy had baked last week. One small flower did not smell very nice but others smelt like perfume. Little Bunny started to get hungry.





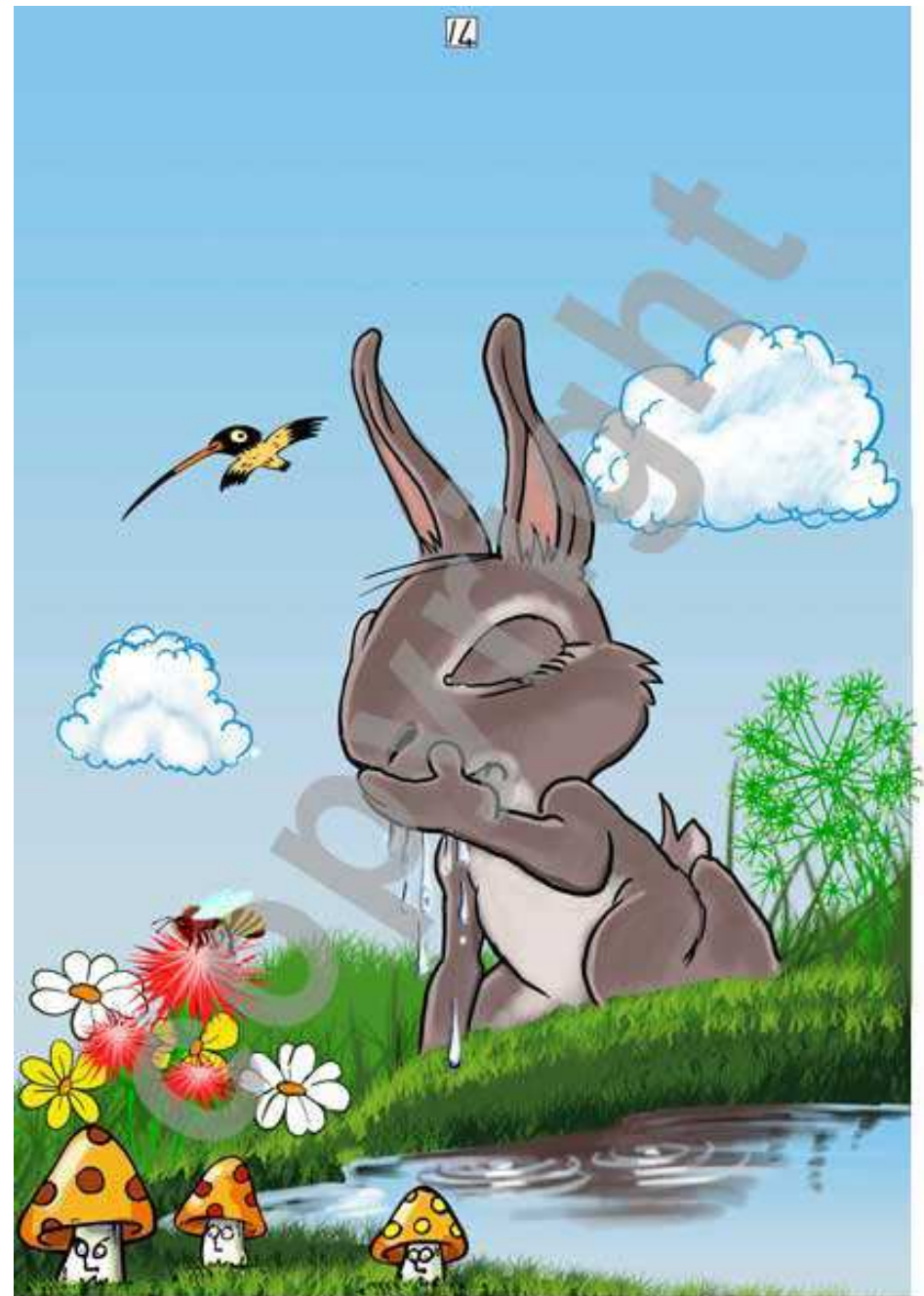


He looked around and found a little carrot patch. He nibbled on the fresh, crisp carrots.





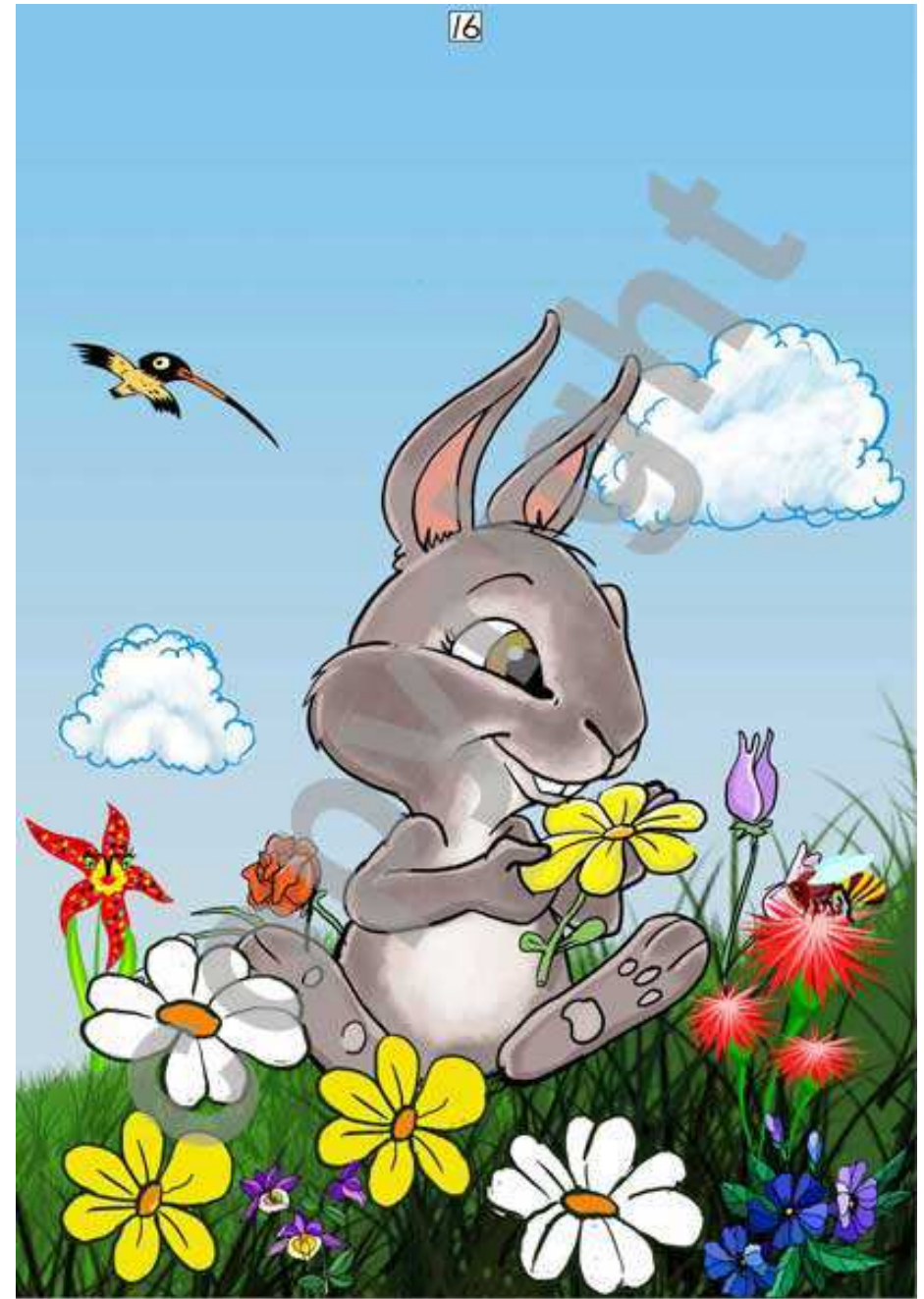
He even found a few herb plants that he normally did not like, but mixed with the carrots, really tasted yummy. Even the water in the stream tasted sweet and bubbly.







He looked closely at the flowers and noticed that each leaf and flower was different. Some had soft, smooth petals and leaves and others felt hard and rough.





Little Bunny was having such fun listening to all the different birds in the trees. The other animals in the field were making sounds of delight. Little Bunny heard his name being called and he looked around to see who was calling him.





The person called again and again until Little Bunny opened his eyes to see Mother standing next to his bed. "Good Morning Little Bunny, time to get up!" said Mother.





**LITTLE BUNNY IN DREAMLAND: 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:****SENSES:**

Discuss the following:

**SOUND:**

- Different sounds we hear in different places.
- What makes the sounds we hear.
- How hearing keeps us safe.
- Looking after our ears.
- Sounds different animals make.
- Hearing aids.

**SIGHT:**

- Things we see around us.
- Ugly things we see; lovely things we see.
- Light, dark and shadows.
- How being able to see keeps us safe.
- Looking after our eyes.
- Glasses/spectacles and sunglasses.

**TOUCH:**

- Different things feel different.
- Describe different temperatures and textures.
- Words that describe how things feel: hard, soft, smooth, rough, cold, hot, warm, cool ...

**SUPPORTING TOPICS:**

- What part of your body can we feel with.

**TASTE:**

- We taste with our tongues.
- Tastes we like and tastes we don't like.
- Tastes that are new to us.
- Safety when tasting.

**SMELL:**

- We smell with our nose.
- Different smells around us.
- Where smells come from.
- Good smells, bad smells.

**AT NIGHT:**

- When do most people go to work?
- When do most people go to sleep?
- Discuss sleeping times and amount of sleep needed.
- Talk about dreams and dreaming.
- Discuss what the sky looks like at night: colour, clouds, moon, stars, light ...

**PEOPLE WHO WORK AT NIGHT:**

- \*Security officers.
- \*Police.
- \*Doctors.
- \*Nurses.
- \*Pilots.
- \*Truck drivers ...

**SOME ANIMALS COME OUT AT NIGHT:**

- porcupines; owls; hamsters; leopards; jackals ...

**BEDTIME ROUTINES:**

Discuss:

- \*What we do in the evenings.
- \*What time we eat dinner.
- \*Hygiene: bathing; brushing teeth; brushing hair; making we have clean clothes for the morning.

English and Maths skills can be found on pg. 23

**EXTRA WORK:** Each pupil can do a short oral presentation (speech) on the worst or best dream they have had.

**SOME QUESTIONS THAT COULD BE ASKED:**

- (pg.1-2) What was Little Bunny's day like? (Very busy.)
- (pg.1-2) What did he do before he went to bed? (Had a bath.)
- What do you do before you go to bed? (Own answers. Discuss bedtime routines.)
- (pg.3-4) Was Little Bunny asleep or awake? (Asleep.)
- (pg.3-4) How did he feel? (As if he was drifting through the air.) What did he see? (A beautiful field full of flowers.)
- (pg.5-6) Describe what the sky looked like? (Blue with soft, fluffy clouds floating by.)
- (pg.5-6) What insects did he see? (Butterflies and bees.)
- (pg.7-8) Did Little Bunny have a hard or soft landing? (Soft.) How do you know? (It was a little bump.)
- (pg.7-8) Where did he land? (In the middle of the flowers.)
- (pg.9-10) What did one flower smell like? (Honey.)
- (pg.9-10) And some of the others? (Like the cake his mother has baked last week.)
- (pg.9-10) What did the small one smell like? (Not very nice.) What things don't you like the smell of? (Own answers.)
- (pg.9-10) Why did Little Bunny start to get hungry? (The flowers smell like nice things to eat.)
- (pg.11-12) What did he find to eat? (Fresh, crisp carrots.) Where were the carrots? (In a carrot patch.)
- (pg.13-14) What plants did he normally not like? (Herb plants.)
- (pg.13-14) What did he do to make them taste better? (He ate them mixed with the carrots.)
- (pg.13-14) What did the water in the stream taste like? (Sweet and bubbly.)
- (pg.15-16) What did Little Bunny notice about the flowers? (That each leaf and flower was different.)
- (pg.15-16) How did they feel when he touched them? (Some felt soft and smooth and others felt hard and rough.)
- (pg.17-18) What was Little Bunny having fun listening to? (All the different birds in the trees.)
- (pg.17-18) What were the other animals in the field doing? (They were making sounds of delight.)  
(Let the pupils imitate sounds that different animals and birds make.)
- (pg.17-18) Who do you think was calling Little Bunny? (Own answers.)
- (pg.19-20) What did Little Bunny see when he opened his eyes? (Mother.) What time of the day was it? (Morning.)

**Little Bunny in Dreamland**

Pages 1 and 2



Little Bunny had had a very busy day. After his bath he climbed into bed and was soon fast asleep.

Pages 3 and 4



He felt as if he was drifting through the air. After a little while he saw a beautiful field full of flowers. They were all different colours.

Pages 5 and 6



The sky was blue and soft, fluffy clouds floated by. Butterflies and bees were flying from one flower to the next. Little Bunny had never seen such a lovely sight before.

Pages 7 and 8



He floated down into the field and landed with a little bump, right in the middle of the flowers. They smelled so sweet and fresh.

Pages 9 and 10



One flower smelt like honey and some others smelt like the cake that his mommy had baked last week. One small flower did not smell very nice but others smelt like perfume. Little Bunny started to get hungry.

Pages 11 and 12



He looked around and found a little carrot patch. He nibbled on the fresh, crisp carrots.

Pages 13 and 14



He even found a few herb plants that he normally did not like, but mixed with the carrots, really tasted yummy. Even the water in the stream tasted sweet and bubbly.

Pages 15 and 16



He looked closely at the flowers and noticed that each leaf and flower was different. Some had soft, smooth petals and leaves and others felt hard and rough.

Pages 17 and 18



Little Bunny was having such fun listening to all the different birds in the trees. The other animals in the field were making sounds of delight. Little Bunny heard his name being called and he looked around to see who was calling him.

Pages 19 and 20



The person called again and again until Little Bunny opened his eyes to see Mother standing next to his bed. "Good Morning Little Bunny, time to get up!" said Mother.

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:**

Flip 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 'ball' is in the paragraph you can ask "What word rhymes with ball and call?" and they answer "the word 'all'". OR you can ask them what words rhyme with 'all' and they reply with any rhyming words.
- \*Recognise that some sounds can be represented by a number of different spelling choices, e.g. row, ruid, rug, few, etc.
- \*Find and recognise words with the same beginning, middle and end sounds.
- \*Identify compound digraphs (sh, ch, th) 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, comments.
- \*Identify antonyms, synonyms, homonyms, homophones.
- \*Identify suffixes like -ly, -ies, -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, slopes 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 ...

