

1

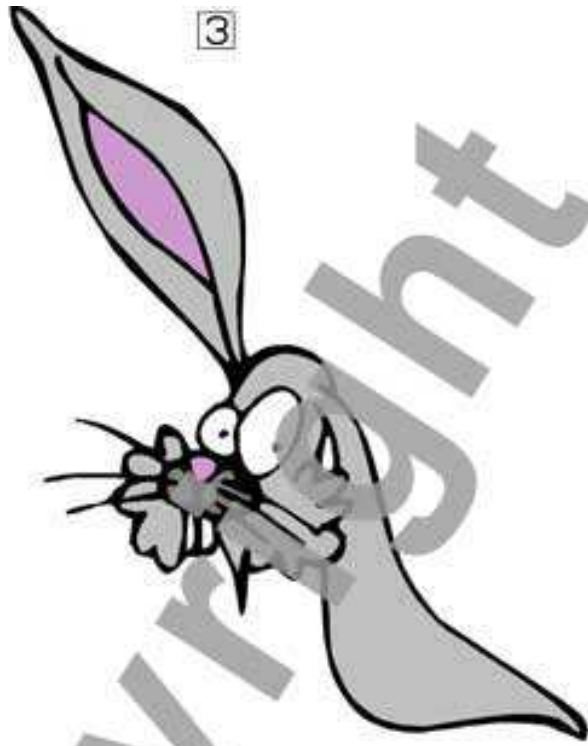


Little Bunny and Harry Hedgehog are on their way to find some berries across the field. "Please be careful when you cross the paths!" calls Mother.



2





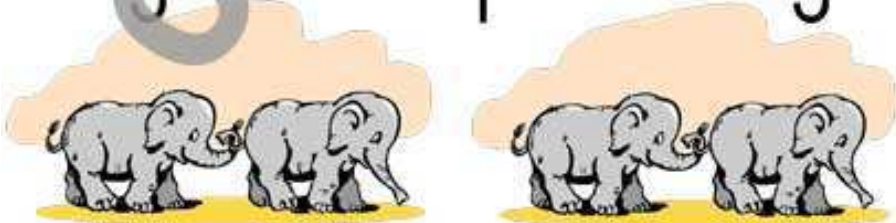
Mother has taught Little Bunny all about the dangers of crossing the paths that the bigger animals use.



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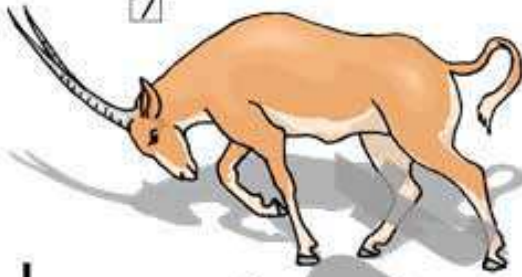
The elephants are very big. They cannot even see Little Bunny in front of them. As they slowly make their way towards the watering hole, Little Bunny must wait until they have all passed by.



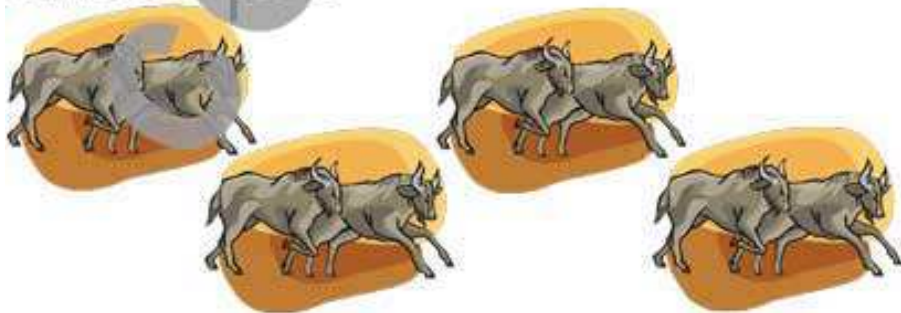
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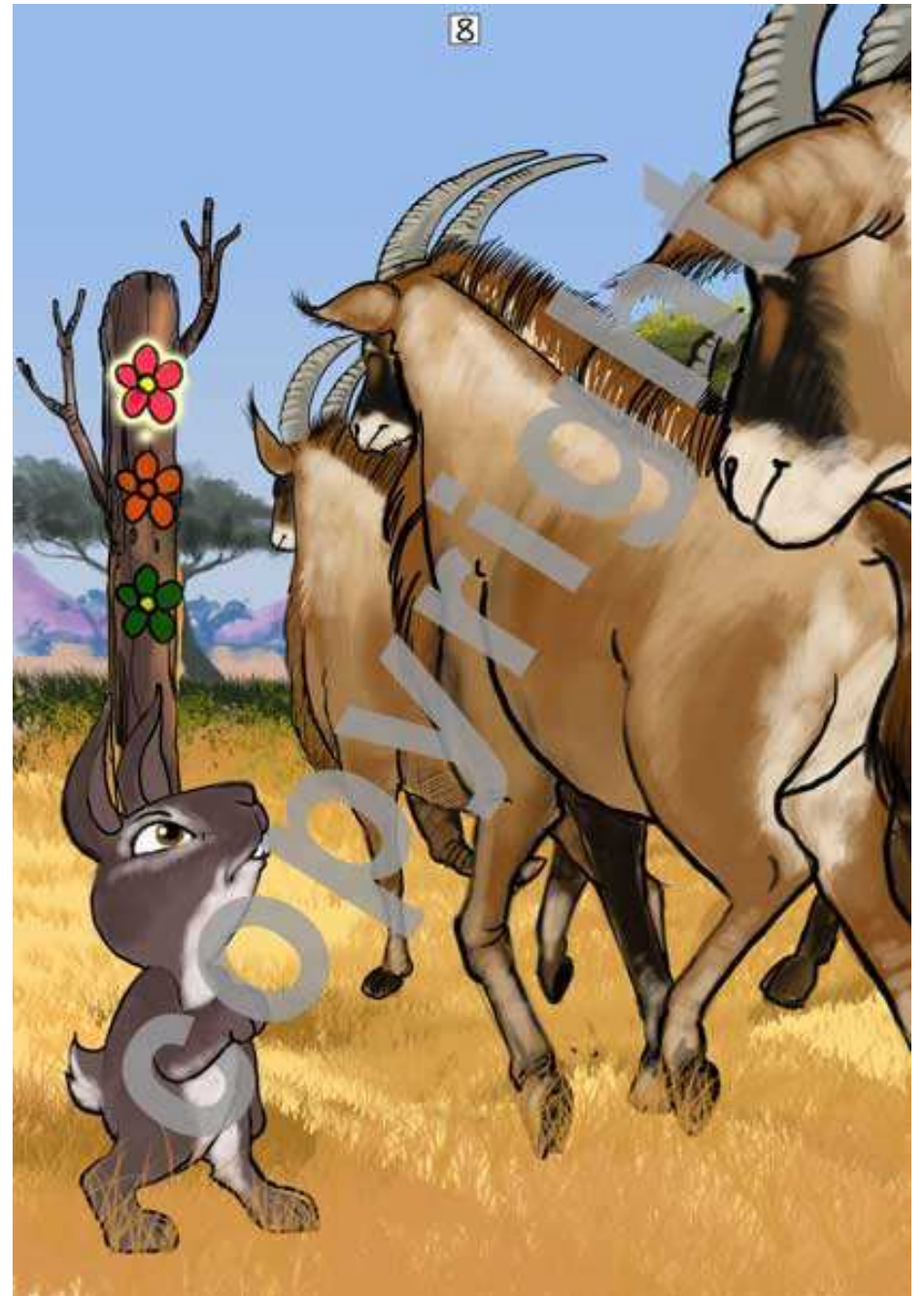
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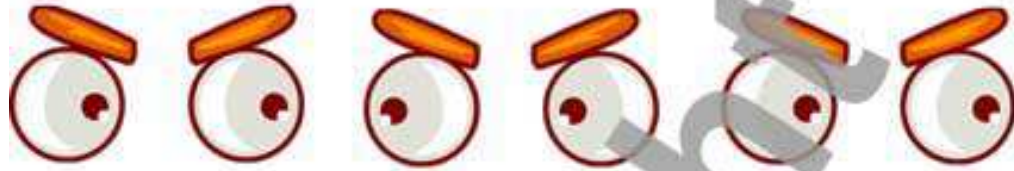


The antelope run across the fields. They use many paths at the same time. It is very dangerous to try to run across the paths in between the herd of antelope.



8





Sometimes the paths
look clear to cross but
Little Bunny always
looks left, then right
and then left again.





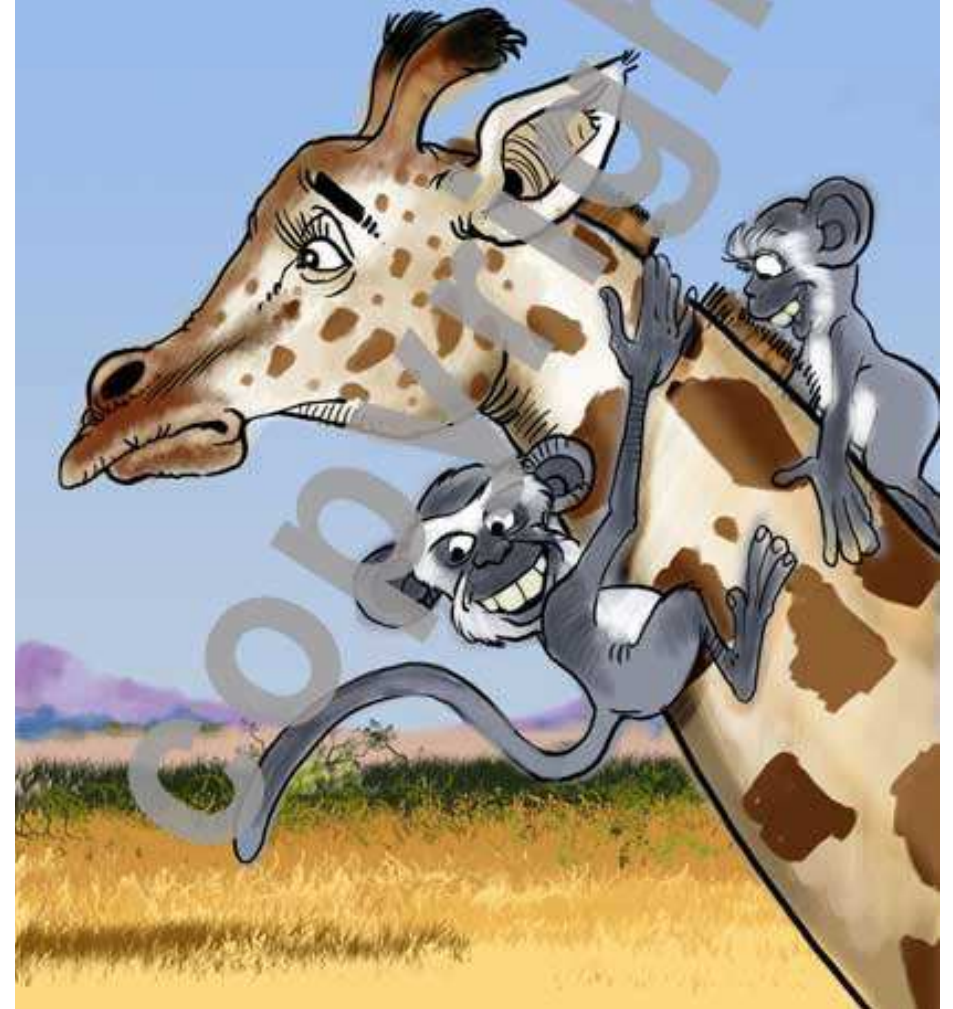
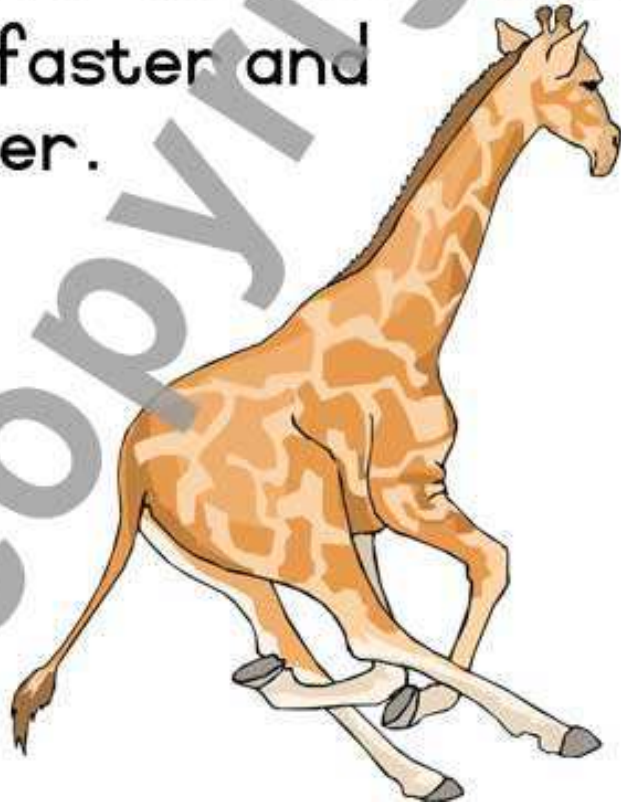
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Suddenly Little Bunny sees danger coming. Willy Fox and Laughing Hyena are always having races. They run so fast down the paths.

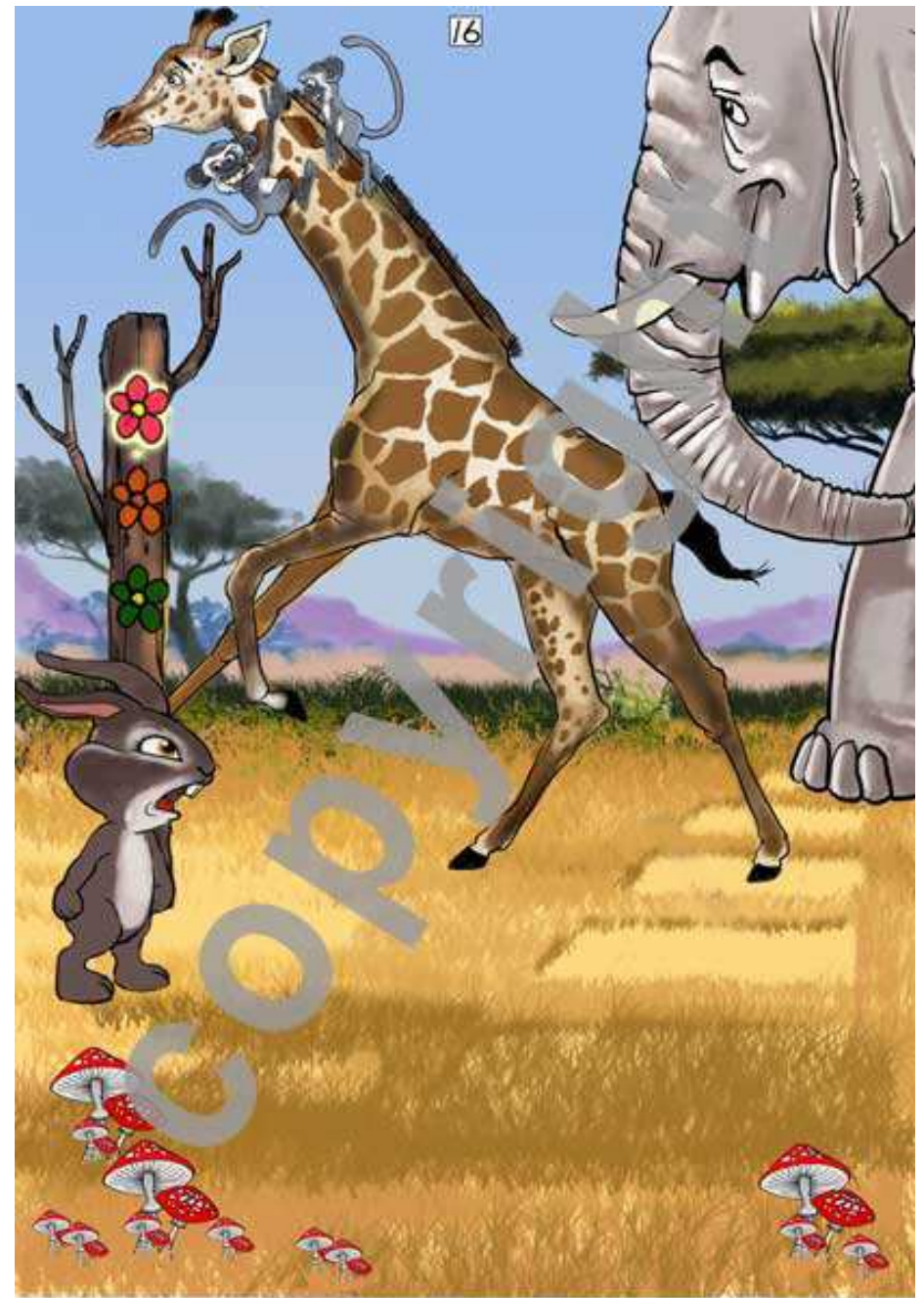
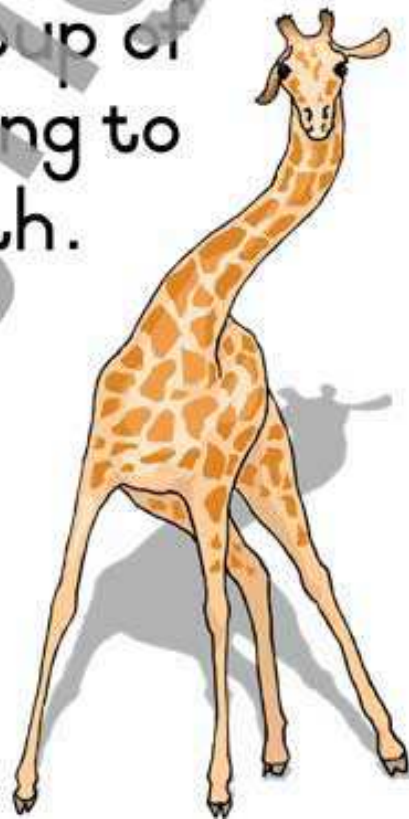


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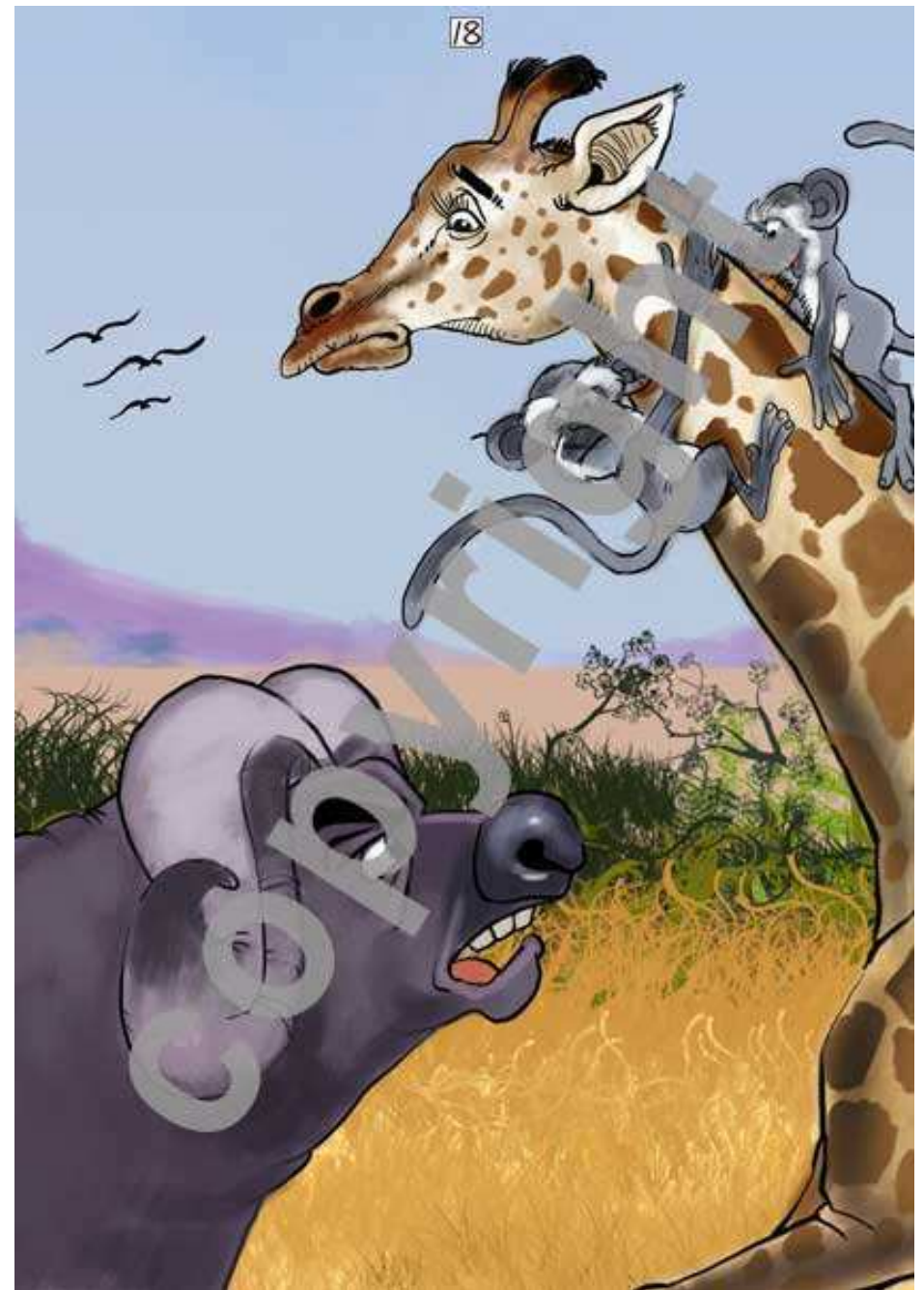
Mitch Monkey and his friends like to ride on Galloping Giraffe. The monkeys tickle the giraffe to make him run faster and faster.



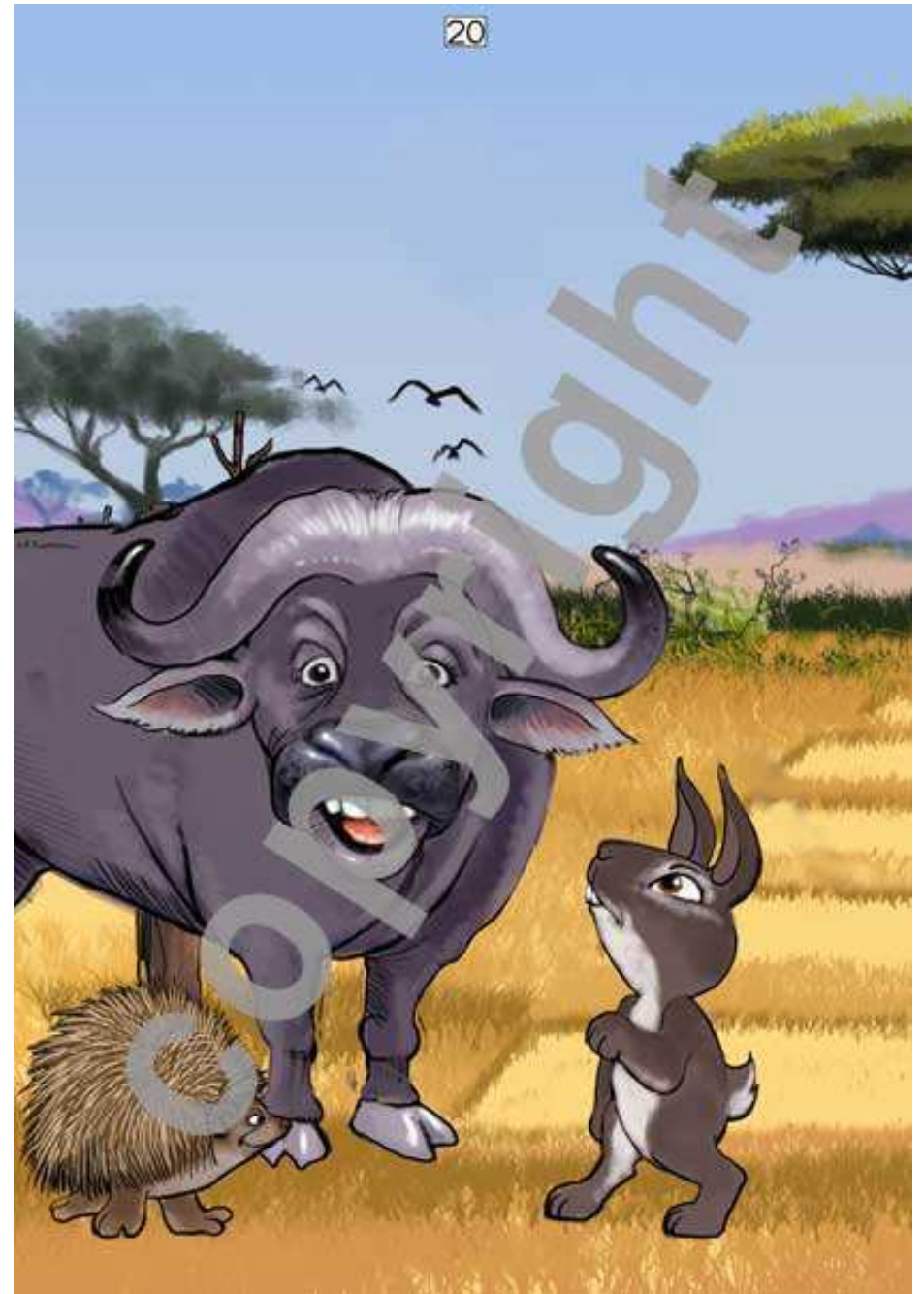
Galloping Giraffe runs between the herd of antelope, past the elephants and very close to a group of animals waiting to cross the path.



The animals are very unhappy about the careless way that Galloping Giraffe is running around. They report him to Mr Buffalo who gives the monkeys and Galloping Giraffe a very stern talking to!



“Everybody has to be very careful while crossing or using the paths!” warns Mr Buffalo.



LITTLE BUNNY AND THE GALLOPING GIRAFFE: 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:**TRANSPORT AND ROAD SAFETY:**

Discuss the following:

*Different types of transport:

- road
- air
- water

*Uses of different types of transport.

*How the pupils get to school - you can put the information on a graph.

*Transport long ago.

*Ways of keeping safe on the roads:

- pedestrian safety.
- safety for cyclists.
- safety for passengers.

*Discuss and learn the different road signs that the pupils would need to know.

*How traffic officers help us.

*How scholar patrols help us.

*Responsibilities on the road.

SUPPORTING TOPICS:**ANIMALS:**

*Discuss wild animals, where they live and how they move around.

COMPARISON TO OWN LIVES:

*Compare the animals in the story with the people and vehicles using our road.

- The elephants can be compared to:

- trucks and big vehicles.

- Antelope:

- rush hour traffic.

- Willy Fox and Laughing Hyena:

- fast cars that appear out of nowhere.

- Galloping Giraffe:

- any drivers that disregard the rules of the road and put passengers in danger.

- Mitch Monkey and his friends:

- passengers who continually distract the driver.

- Mr Buffalo:

- a traffic officer.

JOBS PEOPLE DO: (in the transport/road industry.)

*Driver: taxi, truck, train, planes,

bus

*Mechanic

*Engineers.

*Couriers.

*Police officers.

*Publicity. (For accidents.)

*Tow-truck drivers.

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

EXTRA RESEARCH OR PROJECT WORK: Divide the class into groups and let each group select a different type of transport. They can select a vehicle like a train, bus, plane etc. and do a written or verbal assignment covering the following: The type of transport they selected; who uses that type of transport; safety rules; how fast it is; advantages and disadvantages of using it.

SOME QUESTIONS THAT COULD BE ASKED:

1. (pg.1-2) Where were Little Bunny and Harry Hedgehog going? *(To find berries across the field.)*
2. (pg.1-2) What did Mother tell them to be careful of? *(Crossing the paths.)*
3. Do you cross any roads or paths on your way to school? What do you have to be careful of? *(Own answers.)*
4. (pg.3-4) What has Mother taught Little Bunny? *(The dangers of crossing the paths that the bigger animals use.)*
5. What do you think some of the dangers could be? *(Own answers.)*
6. (pg.5-6) Why must Little Bunny wait for the elephants to first pass by? *(They can't see him and could trample him.)*
7. (pg.5-6) Which word tells the elephants they are not in a hurry? *(Slowly.)*
8. (pg.7-8) How do the antelope run across the fields? *(They use many paths and run in groups.)*
9. (pg.7-8) What would happen if Little Bunny and Harry Hedgehog tried to run across the paths in between the antelope? *(The antelope would run right over them; they would get hurt.)*
10. What would happen if you tried to cross a very busy road in between the cars? *(Own answers.)*
11. Where should you cross a road? *(Stop streets, robots, pedestrian crossings ... when the cars have stopped.)*
12. Why must you look left, then right, then left again, before crossing a road? *(To make sure it is safe to cross.)*
13. (pg.11-12) What danger did Little Bunny see coming? *(Willy Fox and Laughing Hyena running fast down the paths.)*
14. (pg.13-14) What made Galloping Giraffe run faster and faster? *(The monkeys were tickling him.)*
15. Do you think he liked them tickling him? *(Own answers.)*
16. (pg.15-16) Who ran faster: the giraffe or the elephants? How do you know? *(The giraffe - he ran past the elephants.)*
17. (pg.17-18) What were the animals unhappy about? *(The careless way in which Galloping Giraffe was running around.)*
18. (pg.19-20) What did Mr Buffalo say to the animals? *(They must be careful while crossing or using the paths.)*

Little Bunny and the Galloping Giraffe

Pages 1 and 2



Little Bunny and Harry Hedgehog are on their way to find some berries across the field. "Please be careful when you cross the paths!" calls Mother.

Pages 3 and 4



Mother has taught Little Bunny all about the dangers of crossing the paths that the bigger animals use.

Pages 5 and 6



The elephants are very big. They cannot even see Little Bunny in front of them. As they slowly make their way towards the watering hole, Little Bunny must wait until they have all passed by.

Pages 7 and 8



The antelope run across the fields. They use many paths at the same time. It is very dangerous to try to run across the paths in between the herd of antelope.

Pages 9 and 10



Sometimes the paths look clear to cross but Little Bunny always looks left, then right and then left again.

Pages 11 and 12



Suddenly Little Bunny sees danger coming. Willy Fox and Laughing Hyena are always having races. They run so fast down the paths.

Pages 13 and 14



Mitch Monkey and his friends like to ride on Galloping Giraffe. The monkeys tickle the giraffe to make him run faster and faster.

Pages 15 and 16



Galloping Giraffe runs between the herd of antelope, past the elephants and very close to a group of animals waiting to cross the path.

Pages 17 and 18



The animals are very unhappy about the careless way that Galloping Giraffe is running around. They report him to Mr Buffalo who gives the monkeys and Galloping Giraffe a very stern talking to!

Pages 19 and 20



"Everybody has to be very careful while crossing or using the paths!" warns Mr Buffalo.

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 1 - Gr 3. The topics/ themes on pg. 21 may apply to specific grades but can also be used as additional information in other grades. The English and Mathematics skills 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 and pictures at the same time:
Lay the closed book flat on the table with the front cover facing down. Open the back cover 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 up the book and read the story to the right, but keep page 22 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. There are no words like 'the' give them rhyming words and ask them to find the rhyming words in the paragraph. E.g. if the rhyming words in the paragraph you can ask "What words rhyme with ball and cat?" and they answer "the" OR you can ask them what words rhyme with 'the' and they reply with any rhyming words.
- Recognise that some words can be represented by a number of different spelling choices, e.g. 'eye' 'you', 'blue', 'fire', etc.
- Find and recognise words that begin with beginning, middle and end sounds.
- Identify consonant digraphs (at the beginning and end of a word).
- Identify and use common heart blends, sound families, vowel digraphs (e.g. 'a', 'i', 'b', 'w', and 'ou').
- Recognise punctuation.
- Spell words correctly using their phonic knowledge.
- Identify words that start with the same sound or same letter.

LANGUAGE:

- Use terms for different parts of speech: nouns, verbs, adjectives, pronouns.
- Use terms for punctuation: commas, exclamation marks, question marks, apostrophes, statements, questions, etc.
- Identify antonyms, synonyms, homonyms, alliterations.
- 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, less, more than, less than, same, different.
- Order them from most to least and vice versa; smaller than, greater than, more than, less than, equal to.
- Order them from smallest to largest and vice versa; before, after, in the middle/between.
- Ordinal numbers: second, third, last).
- Doubling and halving.
- Solve word problems in 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, SHAPES AND ALGEBRA:

- Identify patterns in nature and objects.
- Copy and draw patterns, using lines, shapes or objects.

SIZE 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...

