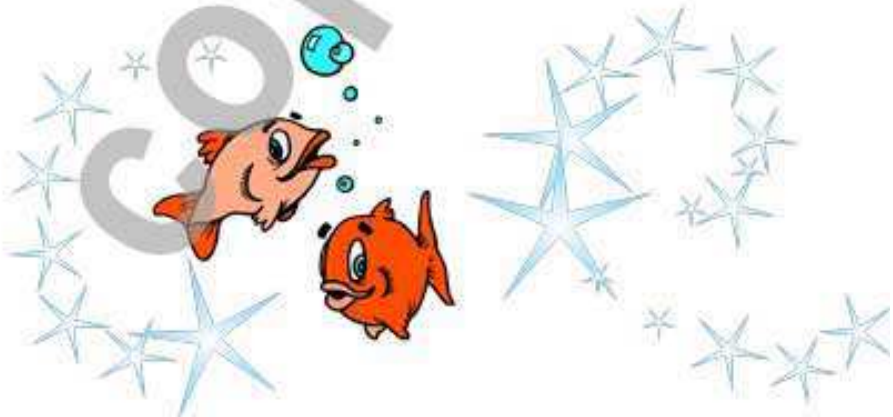


Little Bunny was playing near the stream when he saw something floating in the water. He looked closer and saw that it was Bubbles the fish.



Little Bunny called out to Bubbles but he did not answer. Bunny called Mitch Monkey and asked him to swing over the water and bring Bubbles to the side of the stream.



5



Little Bunny found something stuck in Bubbles' mouth. Mitch pulled and pulled on the object until it popped out.



6

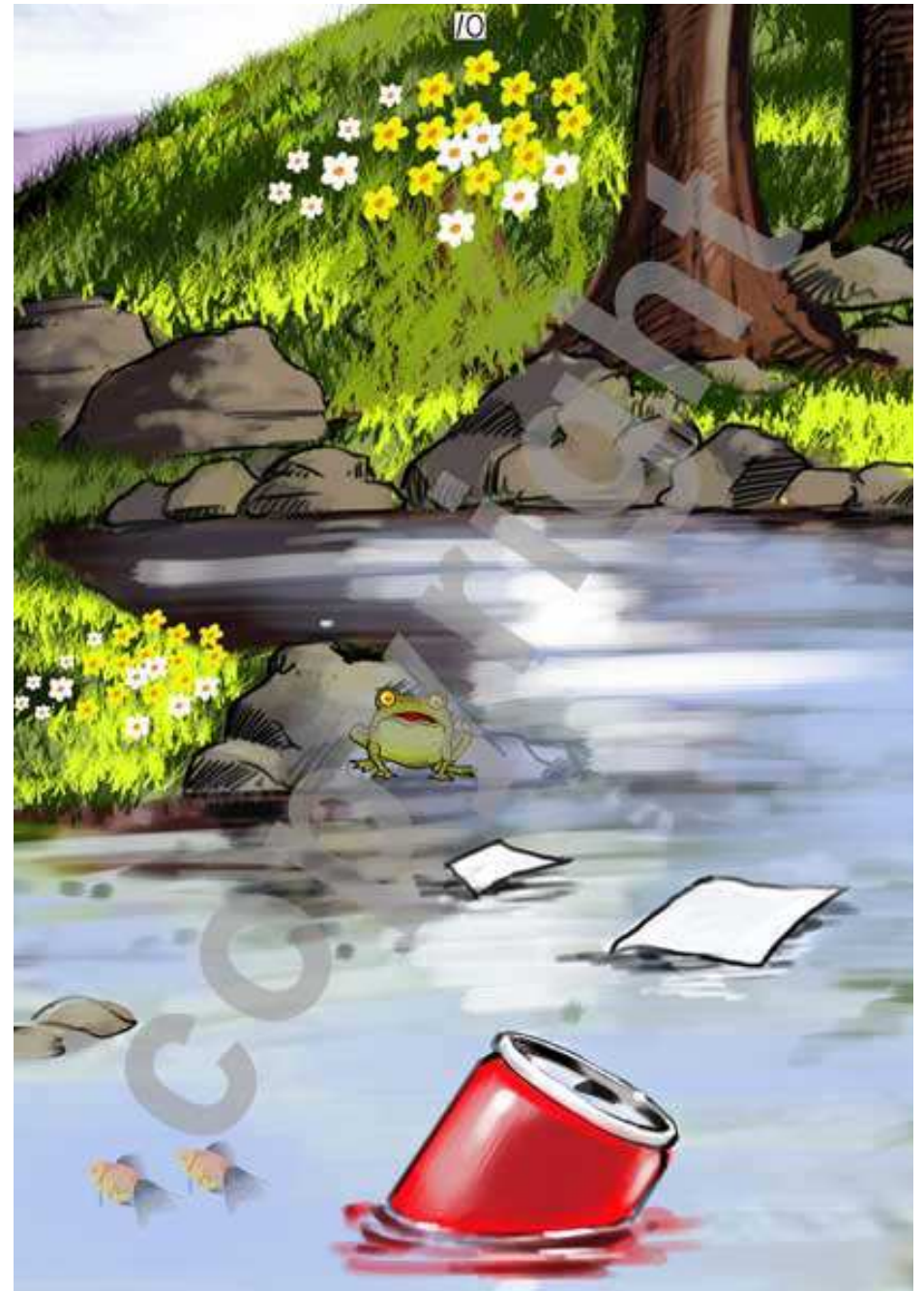


“I wonder what it is?” said Little Bunny. “We know!” said Olly Owl and Harry Hedgehog. “Yesterday we saw some people throw rubbish out of their car as they drove past,” they said.





The wind had blown the litter across the field and into the stream. Bubbles had thought it was food and had swallowed some plastic which had become stuck in his throat.





“We must do something to help clean up the mess,” said Little Bunny. So the friends collected all of the litter that they could find and carried it to the bin on the side of the road.





The next day the animals all had a meeting about the amount of litter that was in the field. Mrs Owl said that she had seen a road sign that had fallen over at the top of the road. "I think it is a road sign asking people not to litter," she said.





The friends found the sign and they all helped to put it back into the hole in the ground. They really wished that people would not litter.



“Litter is very dangerous for animals and the environment. If everyone put their litter in the bins we would have a beautiful clean field to live in,” said Billy Buffalo.



Little Bunny was so happy that Bubbles was fine after he had choked on the piece of plastic.



LITTLE BUNNY AND THE LITTER BUGS: 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:**POLLUTION AND THE ENVIRONMENT:**

Discuss the following:

- What the "environment" is.
- What "pollution" is.
- The importance of a clean environment.
- How pollution affects animals.
- How pollution affects people.
- How pollution affects the environment.

"Ways in which people pollute the environment.

"Different types of pollution:

Walk around the school and look where people have littered.

Discuss ways in which the problem can be solved, e.g.

- Should you have more dustbins.
- Maybe all the pupils should have to pick up any litter for 5 min before break ends or after break has ended ...

SUPPORTING TOPICS:**FEELINGS:**

"Discuss how the animals would have felt about:

- Bubbles nearly dying.
- People littering.
- After they had cleaned up.

"Discuss what things make the pupils feel:

- happy
- sad
- angry
- scared

"Discuss good ways to deal with those feelings, e.g. the animals did something about the littering which had upset them and nearly killed one of their friends.

"Discuss when to apologize and good ways to apologize.

RECYCLING:

Discuss:

- What recycling is.
- Used things that can be made into something new.
- What happens to our waste.
- Importance of recycling.
- What can be recycled.
- What can't be recycled.

"Other ways to minimize waste:

- Reduce: use less.
- Re-use: don't just throw things away but re-use them where possible, e.g. paint or restore old furniture ...
- Re-use water: e.g. use bath water to water the plants in your garden.
- Make compost with kitchen and garden waste.

Discuss ways of recycling at home and at school.

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

EXTRA RESEARCH OR PROJECT WORK: Divide the class into groups and each group must select a different type of pollution, e.g. land, air, chemical, water ... and find out more information. They must describe the type of pollution; the causes; the effects and ways we can help. It can be presented orally or in project form.

SOME QUESTIONS THAT COULD BE ASKED:

1. (pg. 1-2) Where was Little Bunny playing? (Near the stream.)
2. (pg. 1-2) What did he see? (Something floating in the water.) Who was it? (Bubbles the fish.)
3. (pg. 3-4) What happened when Little Bunny called out to Bubbles? (He didn't answer.)
4. (pg. 3-4) What did Little Bunny ask Mitch Monkey to do? (To swing over the water and bring Bubbles to the side.)
5. (pg. 5-6) What did Little Bunny find? (Something was stuck in Bubbles' mouth.)
6. (pg. 5-6) Who pulled it out? (Mitch Monkey.)
7. (pg. 7-8) What had Olly Owl and Harry Hedgehog seen the day before? (They saw some people throw rubbish out of their car as they drove past.)
8. Do you ever throw rubbish out of the window when you are in a car? (Own answers.)
9. (pg. 9-10) What did the wind do to the litter? (It blew the litter across the field and into the stream.)
10. (pg. 9-10) Why did Bubbles swallow some plastic? (He thought it was food.)
11. (pg. 11-12) What did Little Bunny and his friends do to clean up the mess? (They collected all the litter they could find and put it in the bin on the side of the road.)
12. (pg. 13-14) When did the animals have a meeting? (The next day.)
13. (pg. 13-14) What was the meeting about? (The amount of litter in the field.)
14. (pg. 13-14) What did Mrs Owl say? (That she had seen a road sign that had fallen over at the top of the road. She thought the sign was asking people not to litter.)
15. (pg. 15-16) What did the friends do with the sign? (They put it back into a hole in the ground.)
16. (pg. 15-16) Were they happy about people littering? (No.) How do you know? (They wished people would not litter; they wanted to do something about the mess; Mr Buffalo said how dangerous it was for the environment.)
17. (pg. 17-18) What did Billy Buffalo say about litter? (That it's dangerous for animals and the environment.)
18. Why do you think it is dangerous? (Own answers.)
19. (pg. 19-20) Why was Little Bunny happy? (He was happy that Bubbles was fine, after choking on the plastic.)

Little Bunny and the Litter Bugs

Pages 1 and 2



Little Bunny was playing near the stream when he saw something floating in the water. He looked closer and saw that it was Bubbles the fish.

Pages 3 and 4



Little Bunny called out to Bubbles but he did not answer. Bunny called Mitch Monkey and asked him to swing over the water and bring Bubbles to the side of the stream.

Pages 5 and 6



Little Bunny found something stuck in Bubbles' mouth. Mitch pulled and pulled on the object until it popped out.

Pages 7 and 8



"I wonder what it is?" said Little Bunny. "We know!" said Olly Owl and Harry Hedgehog. "Yesterday we saw some people throw rubbish out of their car as they drove past," they said.

Pages 9 and 10



The wind had blown the litter across the field and into the stream. Bubbles had thought it was food and had swallowed some plastic which had become stuck in his throat.

Pages 11 and 12



"We must do something to help clean up the mess," said Little Bunny. So the friends collected all of the litter that they could find and carried it to the bin on the side of the road.

Pages 13 and 14



The next day the animals all had a meeting about the amount of litter that was in the field. Mrs Owl said that she had seen a road sign that had fallen over at the top of the road. "I think it is a road sign asking people not to litter," she said.

Page 15 and 16



The friends found the sign and they all helped to put it back into the hole in the ground. They really wished that people would not litter.

Pages 17 and 18



"Litter is very dangerous for animals and the environment. If everyone put their litter in the bins we would have a beautiful clean field to live in," said Billy Buffalo.

Pages 19 and 20



Little Bunny was so happy that Bubbles was fine after he had choked on the piece of plastic.

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 lists of rhyming words and ask them to find the first 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. 'oy' & 'oi', 'blue' & 'ble', etc.
- *Find and recognise words with the same beginning, middle and end sounds.
- *Identify consonant digraphs (sh, ch) 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 plurals.
- *Spell words correctly using their phonetic 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, exclamations ...
- *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? $5 \text{ flowers} + 3 \text{ moles?}$
- *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 ...