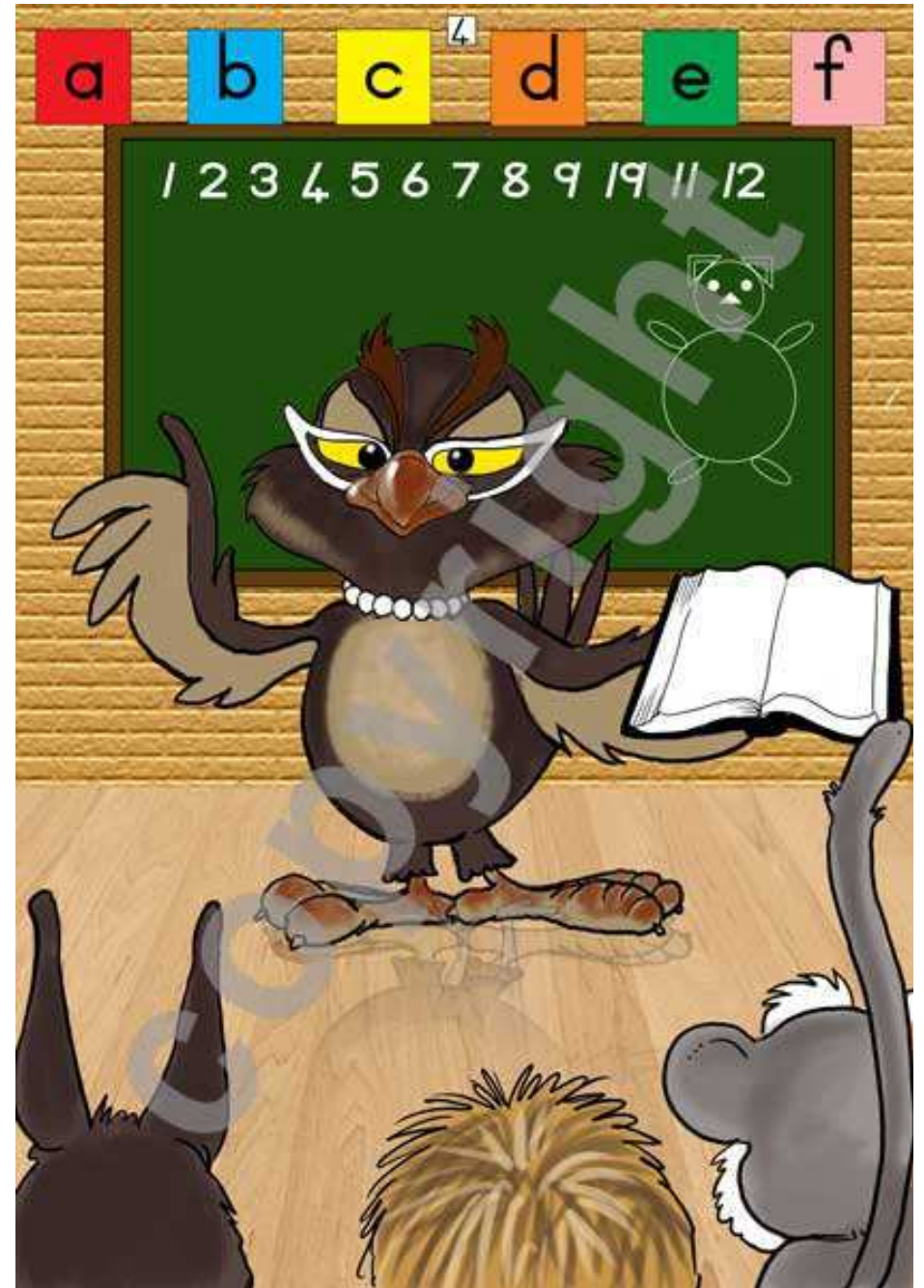


Little Bunny loves going to school every day. Each morning during the week he walks to school with his friends.

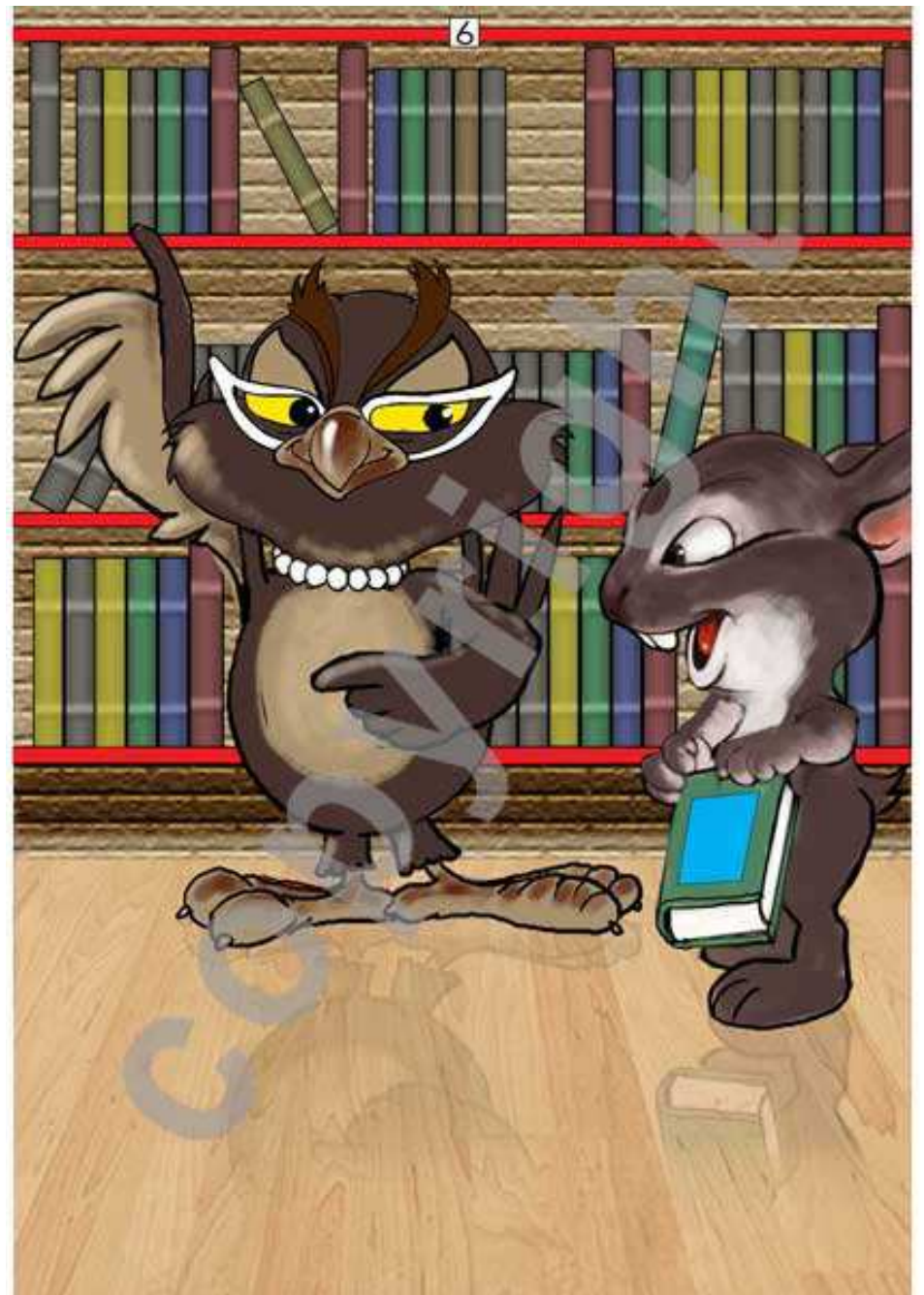




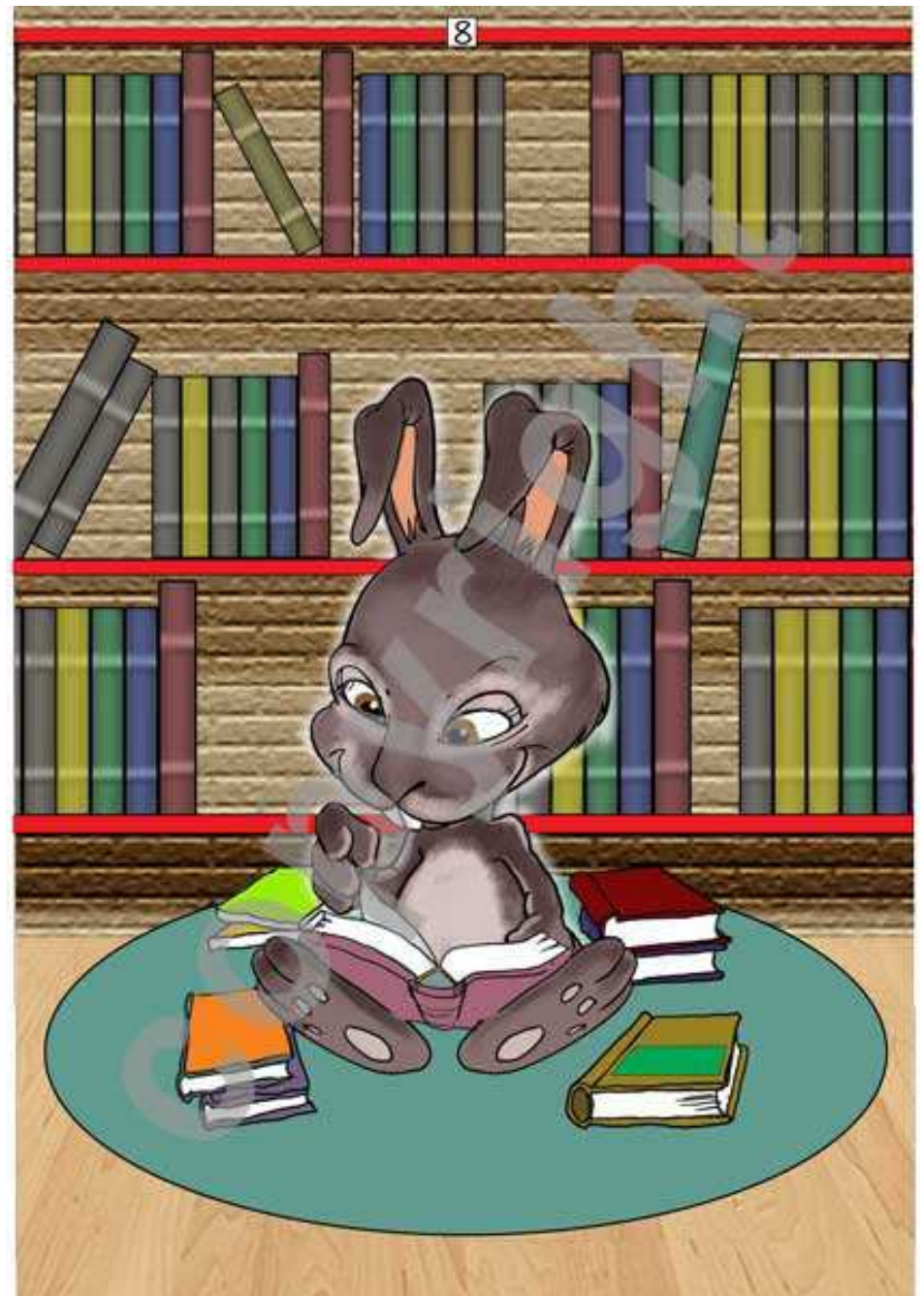
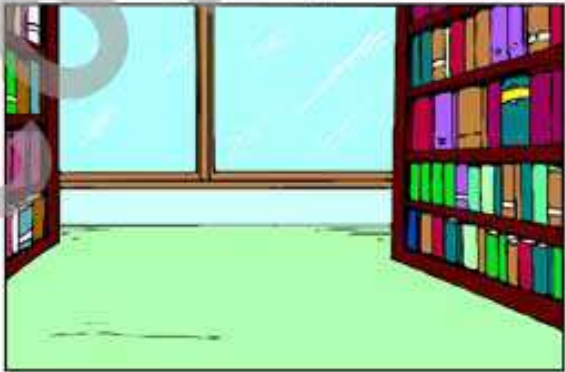
Mrs Owl is Little Bunny's teacher. She always has exciting things for Little Bunny and his friends to do. They have to listen very carefully as Mrs Owl explains.



Little Bunny loves to read books. He handles the books very carefully and turns the pages gently. He loves stories about far away countries.



In the library there are many books. "If you read lots of books, Little Bunny, you will learn about many interesting places and things," Mrs Owl explains.





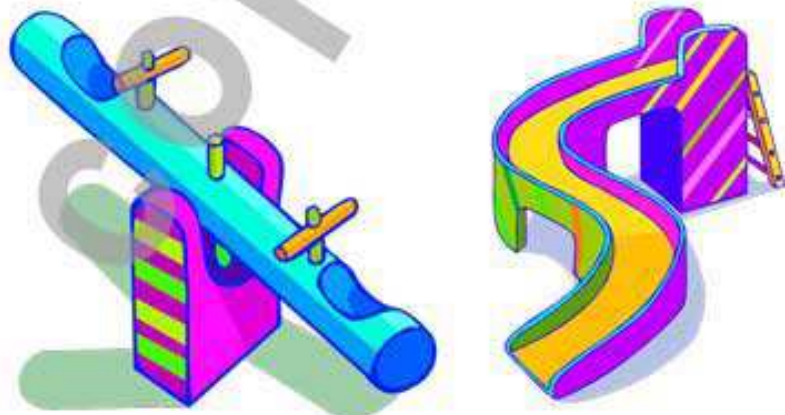
Mrs Owl has some toys on the shelves in her classroom. Every day, during class when everyone has finished their work, Mrs Owl allows them to play quietly with the toys.



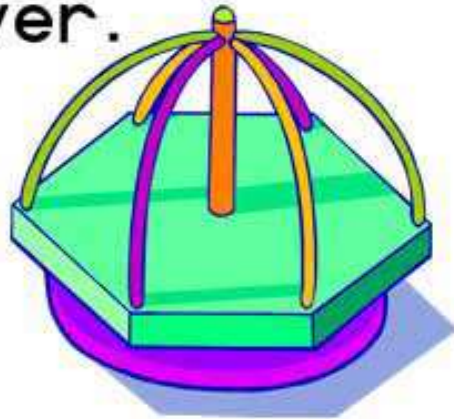
The friends share the toys and take care not to break any. After they have finished playing, they pack all the toys away.



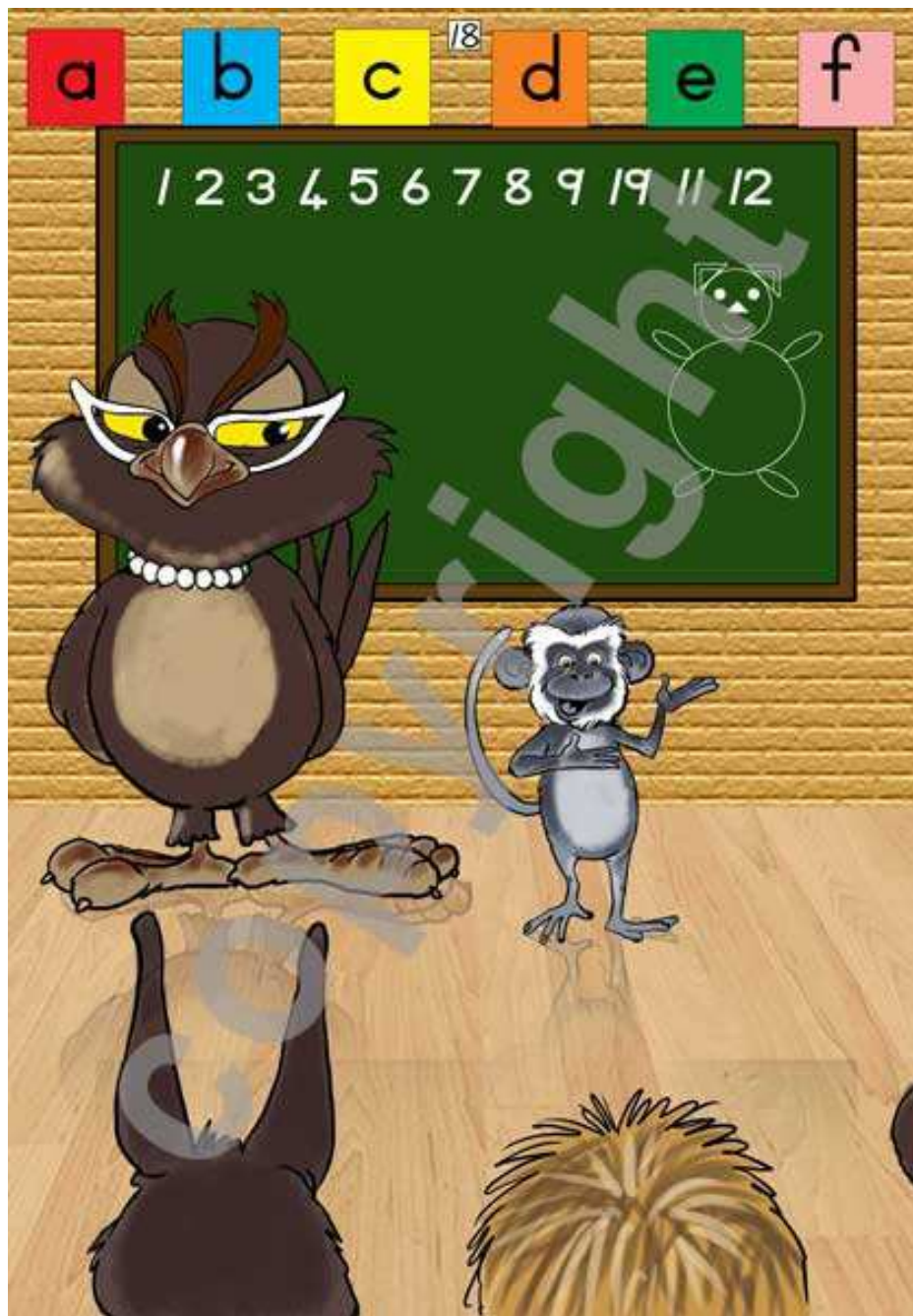
When it is time for break, the friends go outside to play. "Be careful and do not run! If you fall you will hurt yourselves!" warns Mrs Owl.



The friends all play together. Mrs Owl always comes to watch the friends playing. She helps Harry Hedgehog up when he gets bumped over.

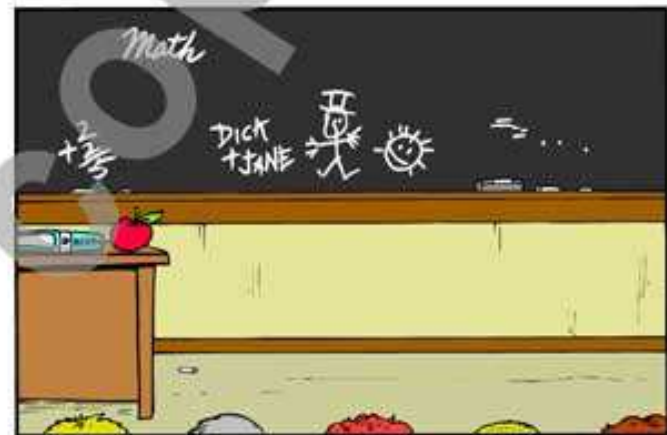






17

Back in class each friend gets a turn to tell the class what he or she did over the weekend. The friends all listen carefully.



The bell rings and school is finished for the day. Little Bunny and his friends skip and play as they walk home.



**LITTLE BUNNY AT SCHOOL: 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:****AT SCHOOL AND IN THE CLASSROOM:**

Discuss the following:

**AT SCHOOL:**

- \*Names of:
  - Teacher.
  - School.
  - Principal.

**\*Different areas at school:**

- Classrooms.
- Offices.
- Play areas.
- Bathrooms.
- Sportsfields.
- Hall ...

**\*Rules and routines at school.****\*IN THE CLASSROOM:**

- Where I keep my things in the classroom.
- Classroom rules.
- Working/playing together in the classroom.
- How to express what I feel.
- How to show my feelings in the classroom.

**SUPPORTING TOPICS:****BOOKS:**

Discuss the following:

**\*Where we can find books:**

- Libraries.
- Book shops ...

**\*Types of books and information:**

- Fiction/non-fiction.
- Hardcover books; paperback books.
- Reference books.

**\*How books are stored and where we can find them in a library/shop:**

- Fiction/non-fiction.
- Authors.
- Titles ...

**\*How to care for books.****\*What types of stories we enjoy reading.****TRANSPORT:**

- \*How we get to school.
- \*Different types of transport.
- \*How to travel safely. (Safety rules.)
- \*Transport long ago.

**JOBS PEOPLE DO AT SCHOOL:**

- Principals.
- Teachers.
- Secretaries.
- Sports coaches.

**MANNERS AND RESPONSIBILITIES:**

- Greeting people you know and people you don't know.
- Waiting your turn.
- Listening to others.
- Sharing.
- Showing kindness.
- Being honest.
- Respecting other people and their possessions.

**DISCUSS AND RESPONSIBILITIES OF PUPILS AT SCHOOL.****DAYS OF THE WEEK:**

We go to school from Monday - Friday

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

**EXTRA RESEARCH OR PROJECT WORK:** Divide the class into groups and let each group select a quality to do with "Good manners". They must give a short oral presentation by introducing their "quality" and then act out a scene where they use the quality they have chosen.

**SOME QUESTIONS THAT COULD BE ASKED:**

1. (pg.1-2) How does Little Bunny get to school? (*Walks with his friends.*)
2. (pg.1-2) How often does he go to school? (*Everyday during the week.*)
3. (pg.1-2) Does Little Bunny like school? (*Yes.*) How do you know? (*It says he loves going to school.*)
4. (pg.3-4) Who is Little Bunny's teacher? (*Mrs Owl.*)
5. (pg.3-4) What do you like to do in class that makes your lessons exciting? (*Own answers.*)
6. (pg.5-6) What does Little Bunny love? (*Books and to read stories about far away countries.*)
7. (pg.5-6) How does he handle the books? (*Carefully. He turns the pages gently.*)
8. How do you handle books? (*Own answers.*)
9. (pg.7-8) Where do you find many books? (*In the library.*)
10. (pg.7-8) What can you learn from reading books? (*About many interesting places and things.*)
11. (pg.7-8) What word means the same as "lots of"? (*Many.*)
12. (pg.9-10) Where does Mrs Owl keep some toys? (*On the shelves in her classroom.*)
13. (pg.9-10) What are Little Bunny and his friends allowed to do when they have finished their work? (*Play with the toys.*)
14. (pg.11-12) What do they do when they have finished playing with the toys? (*They pack them away.*)
15. How do you look after your toys and other people's toys? (*Own answers.*)
16. (pg.13-14) What do the friends do during break time? (*Go outside to play.*)
17. What do you do during your break or playtime? (*Own answers.*)
18. (pg.13-14) Why doesn't Mrs Owl want them to run? (*She doesn't want them to fall and hurt themselves.*)
19. (pg.15-16) Who gets bumped over? (*Harry Hedgehog.*)
20. (pg.15-16) Who watches the friends playing? (*Mrs Owl.*) Who watches you when you play outside? (*Own answers.*)
21. (pg.17-18) What happens when they get back to class? (*They all get a turn to tell the class what they did over the weekend.*)
22. (pg.19-20) What tells them that school is finished for the day? (*The bell rings.*)
23. (pg.19-20) How do they get home after school. (*They walk home.*)

**Little Bunny at school**

Pages 1 and 2



Little Bunny loves going to school everyday. Each morning during the week he walks to school with his friends.

Pages 3 and 4



Mrs Owl is Little Bunny's teacher. She always has exciting things for Little Bunny and his friends to do. They have to listen very carefully as Mrs Owl explains.

Pages 5 and 6



Little Bunny loves to read books. He handles the books very carefully and turns the pages gently. He loves stories about far away countries.

Pages 7 and 8



In the library there are many books. "If you read lots of books, Little Bunny, you will learn about many interesting places and things," Mrs Owl explains.

Pages 9 and 10



Mrs Owl has some toys on the shelves in her classroom. Every day, during class when everyone has finished their work, Mrs Owl allows them to play quietly with the toys.

Pages 11 and 12



The friends share the toys and take care not to break any. After they have finished playing, they pack all the toys away.

Pages 13 and 14



When it is time for break, the friends all go outside to play. "Be careful and do not run! If you fall you will hurt yourselves!" warns Mrs Owl.

Pages 15 and 16



The friends all play together. Mrs Owl always comes to watch the friends playing. She helps Harry Hedgehog up when he gets bumped over.

Pages 17 and 18



Back in class each friend gets a turn to tell the class what he or she did over the weekend. The friends all listen carefully.

Pages 19 and 20



The bell rings and school is finished for the day. Little Bunny and his friends skip and play as they walk home.

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 like 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 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. 'oye' / 'oyed', 'blue' / 'ble', etc.
- Find and recognise words with the same beginning, middle and end sounds.
- Identify consonant 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 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, statements ...
- 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, more, 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, 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 ...