

1



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2



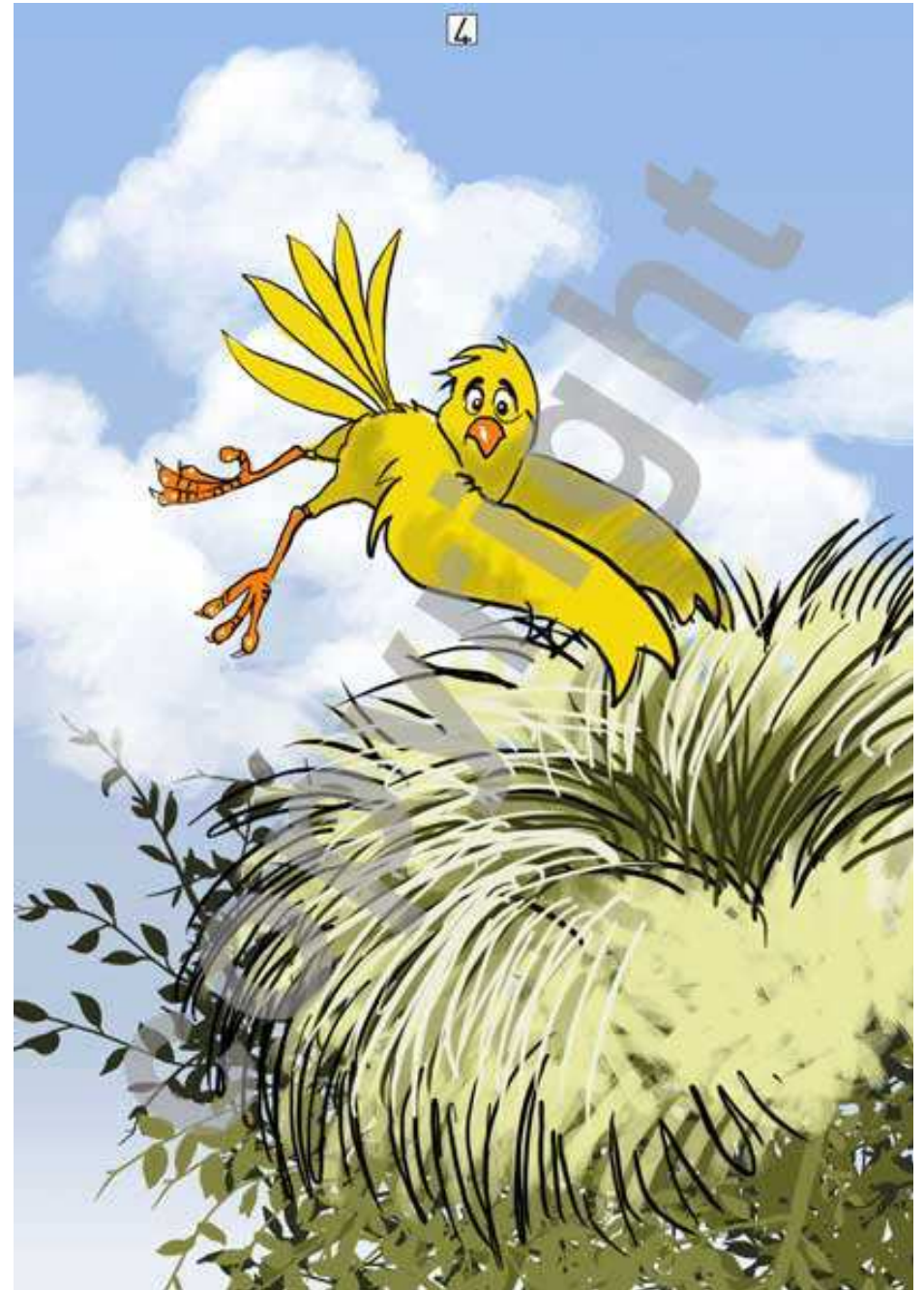
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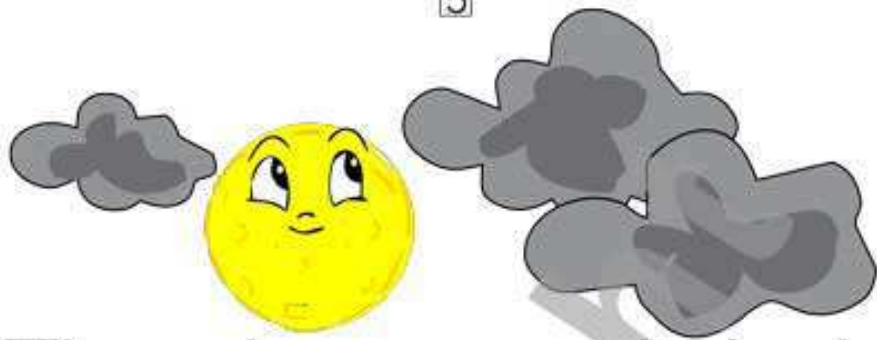
In the afternoon a gentle breeze blew across the fields. Soon the breeze began blowing harder until a strong wind made the trees bend. Fluffy Finch had to hold on very tight in his little nest.



4



5



The sky turned dark as the clouds became big and black. Little Bunny was scared and started hopping home. Max Mouse was also scared.



6





There was a big bang and a bright crack of lightning.

The thunder was so loud that Little Bunny jumped with fright. It started to rain and rain.



“Let’s stand under the tree to keep dry,” said Little Bunny. “No! No! You must never stand under a tree in a thunderstorm!” said Harry Hedgehog. “Yes, it is very dangerous,” said Mitch Monkey.





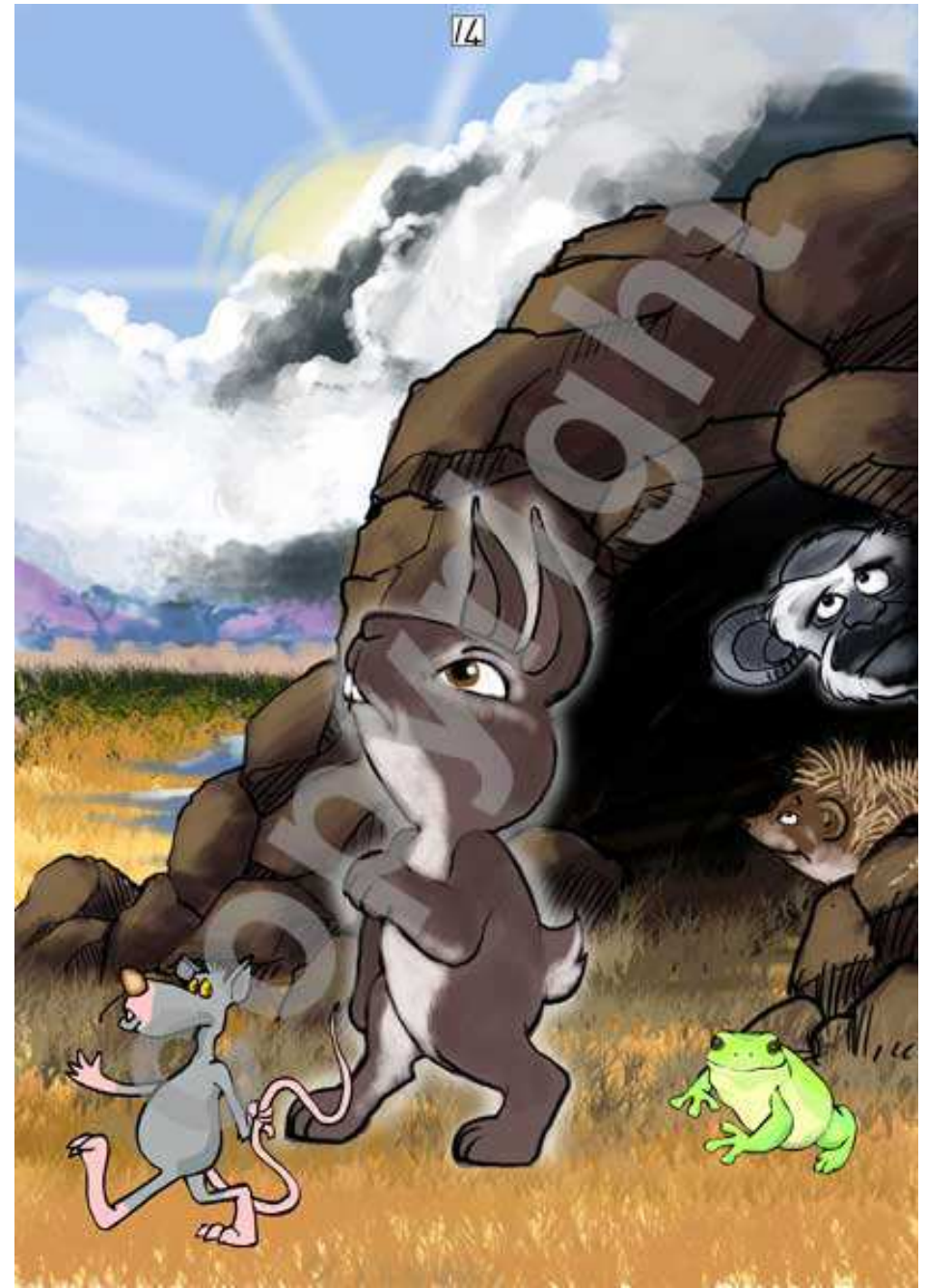
So the friends climbed into the cave with all the other animals.

It was raining very hard, but everyone kept dry.





A short while later the wind blew the storm away. The sun stuck its head out and the animals came out to play.



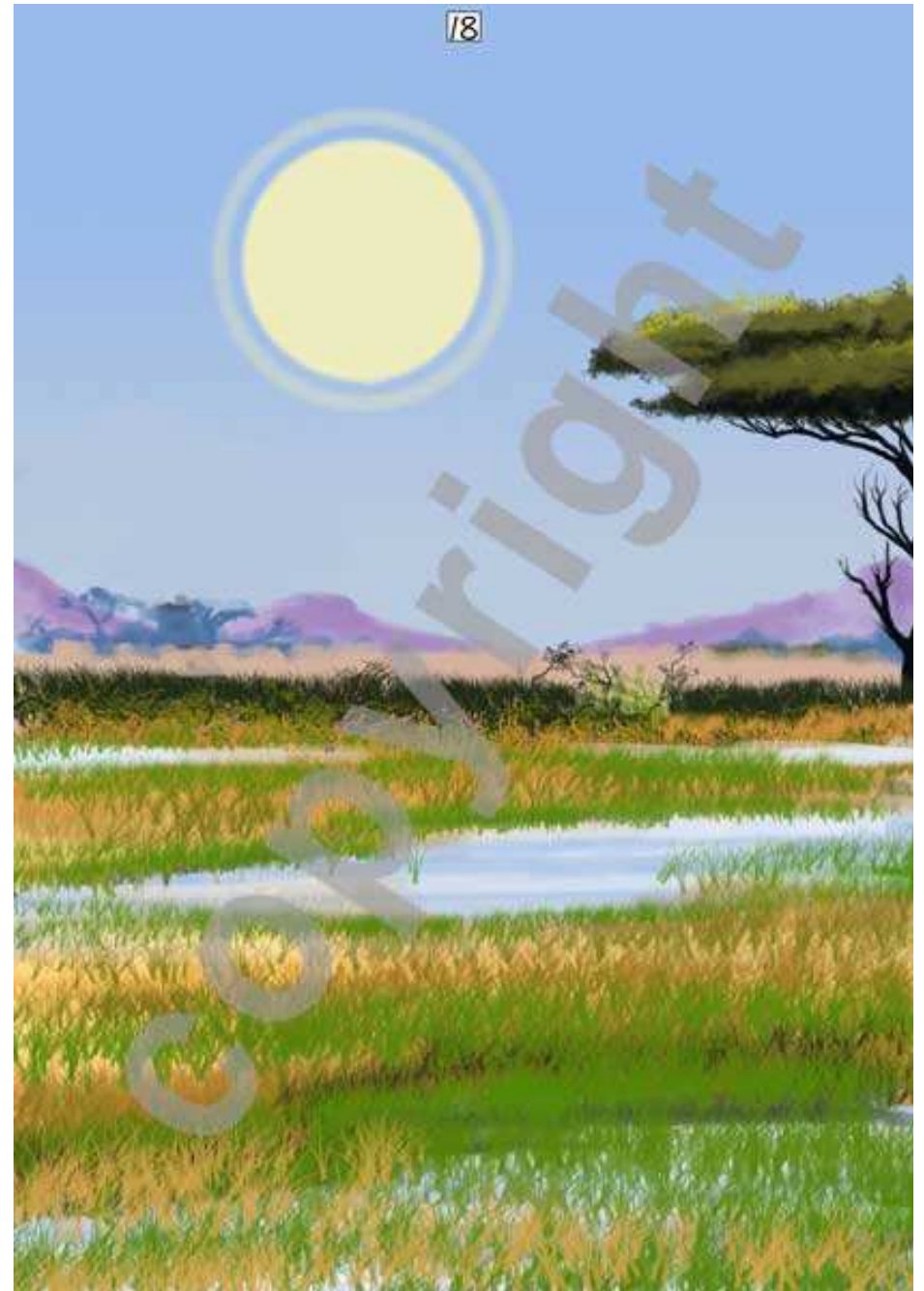


Little Bunny hopped
out of the cave and
took a deep breath.
The air smelt so
fresh after the rain.





The animals were so happy because the streams and ponds were full of water again. They knew that the rain gave animals water to drink and helped plants to grow.



Little Bunny hopped home and told his mother about the big storm. Now Little Bunny knew a little more about rain and the weather.



LITTLE BUNNY AND THE THUNDERSTORM: 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:**SUPPORTING TOPICS:****WEATHER:**

Discuss the following:

- Different types of weather conditions:
 - precipitation. (Rain, sleet, hail, snow ...)
 - cloudy.
 - thunderstorms (thunder, lightning, rain, hail ...)
 - sunny; hot; heat waves ...
 - hurricanes, tornadoes.

*Terminology like:

- temperature.
- climate ...
- precipitation.

*How the weather affects us:

- What we wear.
- Where we live.
- What we do.
- What we eat.

*How the weather affects:

- nature - plants; animals; insects; soil; etc.

THE SKY:

Discuss what the sky (colour, clouds etc.) looks like:

- on a clear day.
- during a storm.
- a cloudy day.
- sunset.
- sunrise.

NEVER LOOK DIRECTLY AT THE SUN.

Discuss how to keep safe during a storm especially as regards lightning.

DISASTERS:

Discuss different disasters as regards the weather:

- Floods.
- Drought.
- Storms.
- Lightning.
- Hurricanes.
- Tornadoes.

JOBS PEOPLE DO:

- * Meteorologists.
- * Climatologists.
- * Researchers.
- * Weather forecasters.
- * TV Broadcasters.
- etc.

CAREERS AFFECTED BY THE WEATHER:

- * Farmers.
- * Sportsmen/women.
- * Event planners.
- * Tour guides.
- * Tow-truck drivers.

*Discuss the benefits of rain.

Seasons:

- Different seasons and how they are formed.
- Advantages and disadvantages of each season.

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

EXTRA RESEARCH OR PROJECT WORK: Let the pupils keep a daily weather chart and observe the different weather conditions. The chart can be updated morning, noon and evening (done the next morning). In this way they can see that the weather can change throughout the day.

SOME QUESTIONS THAT COULD BE ASKED:

- (pg.1-2) Where had Little Bunny and his friends been playing? (*Outside.*)
- (pg.1-2) What was the weather like? (*Beautiful, warm, sunny, big puffy clouds.*)
- (pg.3-4) When did a gentle breeze blow across the fields? (*In the afternoon.*)
- (pg.3-4) What happened to the gentle breeze? (*It blew harder and became stronger and started making the trees bend.*)
- (pg.5-6) What happened to the sky? (*It turned dark as the clouds became big and black.*)
- (pg.5-6) How was Little Bunny feeling? (*Scared*) And Max Mouse? (*Also scared.*) What makes you feel scared? (*Own answers.*)
- (pg.7-8) What happened next? (*There was a big bang and a bright crack of lightning.*)
- (pg.7-8) How did Little Bunny react to the thunder? (*He jumped with fright.*)
- (pg.7-8) What came after the thunder and lightning? (*The rain.*)
- (pg.9-10) Where did Little Bunny want to stand? (*Under the tree.*)
- (pg.9-10) Why is it dangerous to stand under a tree in a thunderstorm? (*Lightning can strike the tree and you could die or get badly hurt.*)
- (pg.11-12) Where did the friends all take cover? (*In a cave.*)
- (pg.11-12) What was happening with the weather while they were in the cave? (*It was raining very hard.*)
- (pg.11-12) Did anyone get wet? (*No, everyone kept dry.*)
- (pg.13-14) How long did the storm last? (*A short while.*)
- (pg.13-14) What happened to the storm? (*The wind blew it away.*)
- (pg.13-14) What did the animals do when the sun came out? (*They came out to play.*)
- (pg.15-16) What did Little Bunny do when he came out of the cave? (*He took a deep breath.*)
- (pg.15-16) How did the air smell? (*Fresh.*)
- (pg.17-18) Why were the animals happy? (*Because the streams and ponds were full of water.*)
- (pg.17-18) Why would that make the animals happy? (*There was water to drink and to help the plants grow.*)
- (pg.19-20) What did Little Bunny tell his mother? (*He told her about the big storm.*)

Little Bunny and the Thunderstorm

Pages 1 and 2



Little Bunny and his friends had been playing outside all day. It was a beautiful, warm, sunny day, with big, puffy clouds in the sky.

Pages 3 and 4



In the afternoon a gentle breeze blew across the fields. Soon the breeze began blowing harder until a strong wind made the trees bend. Fluffy Finch had to hold on very tight in his little nest.

Pages 5 and 6



The sky turned dark as the clouds became big and black. Little Bunny was scared and started hopping home. Max Mouse was also scared.

Pages 7 and 8



There was a big bang and a bright crack of lightning. The thunder was so loud that Little Bunny jumped with fright. It started to rain and rain.

Pages 9 and 10



"Let's stand under the tree to keep dry," said Little Bunny. "No! No! You must never stand under a tree in a thunderstorm!" said Harry Hedgehog. "Yes, it is very dangerous," said Mitch Monkey.

Pages 11 and 12



So the friends climbed into the cave with all the other animals. It was raining very hard, but everyone kept dry.

Pages 13 and 14



A short while later the wind blew the storm away. The sun stuck its head out and the animals came out to play.

Pages 15 and 16



Little Bunny hopped out of the cave and took a deep breath. The air smelt so fresh after the rain.

Pages 17 and 18



The animals were so happy because the streams and ponds were full of water again. They knew that the rain gave animals water to drink and helped plants to grow.

Pages 19 and 20



Little Bunny hopped home and told his mother about the big storm. Now Little Bunny knew a little more about rain and the weather.

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 '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. 'oye', 'oyed', 'blue', 'fay', etc.
- Find and recognise words with the same beginning, middle and end sounds.
- Identify compound digraphs (ch, sh, 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, 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 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 ...

