

It was holiday time and Little Bunny needed something to do. "What can I do today?" Little Bunny asked his mother. "Why don't you visit each of your friends at home and you can see where they live," said Mother.



“That’s a great idea,” said Little Bunny and off he marched to visit Olly Owl. Olly’s home was a hollow in a tree trunk that his father, Mr Owl, had found for the family. It was too small for Little Bunny to go inside but it looked cozy and warm.



His next visit was to Harry Hedgehog who, just like Little Bunny, lived in a burrow in the ground. Harry Hedgehog invited Little Bunny in. They played with Harry's toys until Harry's mom called the friends to come and have some lunch.



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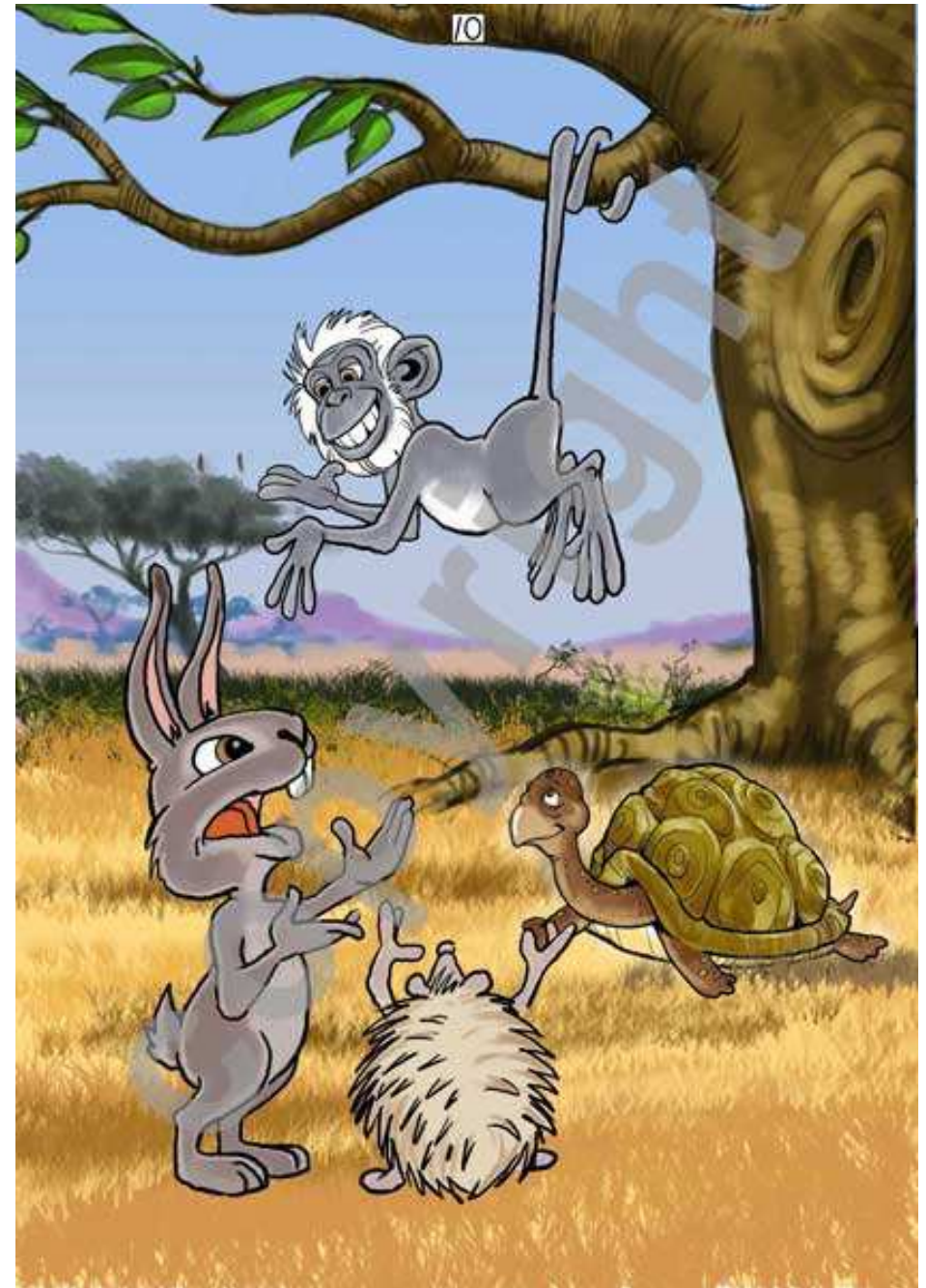
After lunch Little Bunny and Harry Hedgehog went to visit Bubbles the fish. Little Bunny thought Bubbles was so lucky to be able to live in the stream. "You will never get hot during the summer!" said Little Bunny. "I know," said Bubbles, "but you would get very cold in the winter!"



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Across the field Little Bunny saw Mitch Monkey who was always swinging from one tree to the next. "Where is your home Mitch?" asked Little Bunny. "Monkeys sleep wherever they are at the end of each day, and I try to find cover if it rains," said Mitch.





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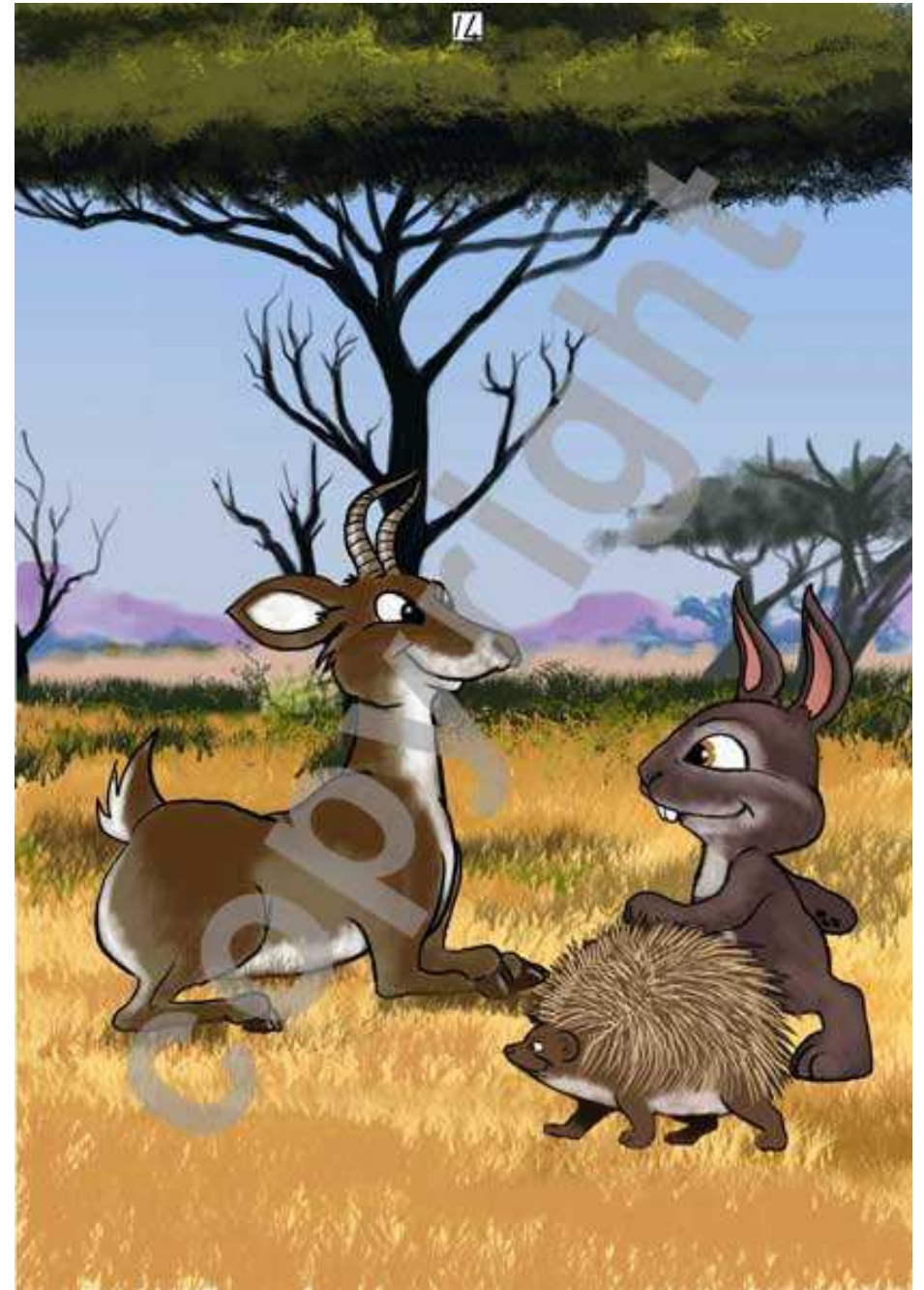


Little Bunny and Harry Hedgehog crossed the field and passed large anthills, spider webs and even a beehive that was hanging from a tree. In the tree was a bird's nest where he knew Fluffy Finch lived. Mr Finch was very busy repairing the nest.

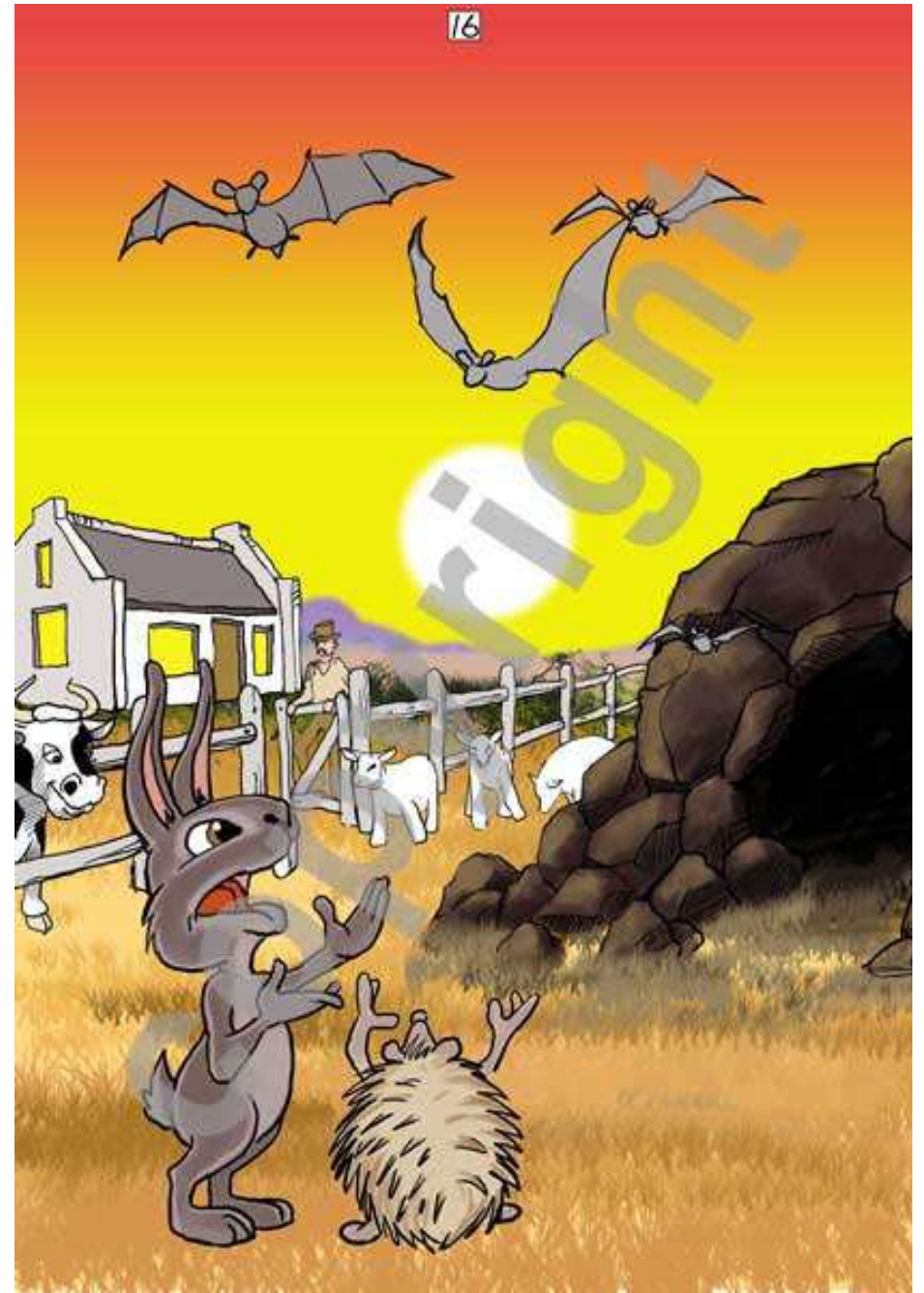
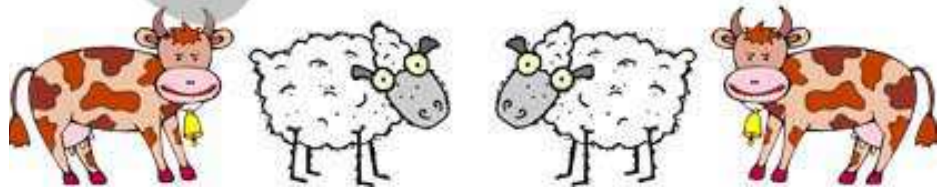


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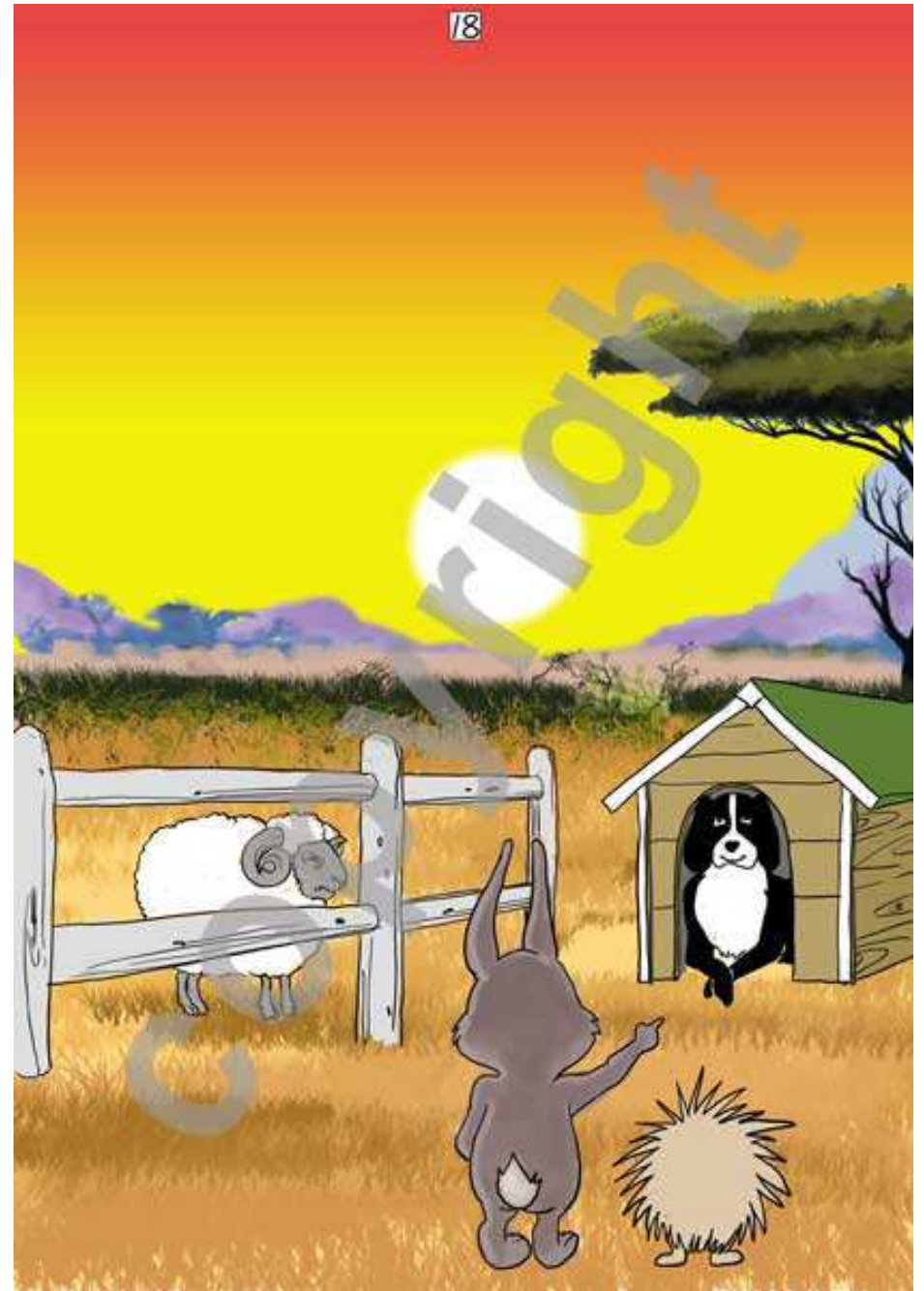
Anthony Antelope was resting in the shade under a tree. Just like Mitch Monkey, Anthony didn't have a home and just roamed the fields grazing. "Many of the animals who live on the plains are roaming animals," said Anthony. Little Bunny thought it was very strange, that the animals didn't have homes.



It was getting late so Little Bunny and Harry Hedgehog started making their way home. They passed the bats coming out of the caves. Little Bunny could see the farmer opening the pens and stalls where the sheep and cattle slept at night.



The farmer's dogs were helping to herd the sheep and cattle into the pens and stalls. Little Bunny saw the kennels that the dogs slept in at night. He thought they looked like little houses, very similar to the one the farmer slept in.



It had been such a fun day for Little Bunny. He had visited and seen so many different homes. He was very happy to have somewhere to call his home.



LITTLE BUNNY VISITS HIS FRIENDS: 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:

MY HOME:

Discuss the following:

*Who lives at home.

*What we do at home: eat; sleep; watch TV; read; do homework; talk to family members; play with friends ...

*Different jobs we do at home: make beds; wash dishes; help with preparing food; work in the garden ...

*Whose parents work from home and what types of jobs they do.

*Different types of homes: houses; huts; flats; mobile homes; shacks ...

*What different homes are made of: wood; bricks; stones; tin; mud ...

SUPPORTING TOPICS:

*Different homes to suit different types of weather conditions.

ANIMAL HOMES:

Discuss the following:

*Animals that make their homes:

birds, bees, ants ...

*Animals and creatures that find a home:

owls, baboons, snakes, squirrels ...

*Animals and creatures that carry their homes: tortoises, snails ...

ANIMALS AS PETS:

Discuss:

*What types of animals we can keep as pets.

*How we would look after that pet: food, shelter, water, cleanliness ...

*How we would treat our pet: be kind to them, don't hurt them, exercise them, don't lock them in cars ...

*Let the pupils each choose an animal that they have or would like to have as a pet. They must write a short essay on how they would, or do look after that pet.

FARM ANIMALS:

Discuss:

*Types of farm animals.

*Their uses.

*Different types of farming.

*Animals that give us food and/or clothing.

BIRDS:

Discuss:

*Different types of birds.

*Where they live.

*What they eat.

*General characteristics of a bird: beak, wings, feathers;

legs; lay eggs ...

*Birds that cannot fly, e.g. ostrich, penguins ...

English and Maths skills can be found on pg. 23

EXTRA RESEARCH OR PROJECT WORK: Divide the class into groups and each group can research the different types of homes found in different countries, eg. Iceland; India; China; Japan; Europe, etc. Their project must include the following: Name of country; most common types of homes (can be more than one); materials used and why (e.g. for weather); pictures.

SOME QUESTIONS THAT COULD BE ASKED:

- (pg. 1-2) Why did Little Bunny need something to do? (It was holiday time.)
- (pg. 1-2) What did Little Bunny ask his mother? (What he could do.) What did she say? (That he must visit his friends at home and see where they live.)
- (pg. 3-4) What did Little Bunny think of Mother's idea? (He thought it was great.) What do you do during the holidays? (Own answers.)
- (pg. 3-4) Who was the first person Little Bunny visited? (Olly Owl.)
- (pg. 3-4) Where did Olly Owl live? (In a tree trunk found by his father, Mr Owl.)
- (pg. 5-6) Who did he visit next? (Harry Hedgehog.) Where did he live? (In a burrow in the ground.)
- (pg. 5-6) What did they do until lunch time? (Played with Harry's toys.)
- (pg. 7-8) Did Little Bunny go alone after lunch? (No.) Who went with him? (Harry Hedgehog.)
- (pg. 7-8) Who did they visit and where did he stay? (Bubbles the fish and he lived in the stream.)
- (pg. 9-10) Where was Mitch Monkey? (Across the field, swinging from one tree to the next.)
- (pg. 9-10) Where does he sleep? (Wherever he is at the end of the day.)
- (pg. 9-10) What happens if it rains? (Mitch tries to find cover.)
- (pg. 11-12) What did Little Bunny and Harry pass as they crossed the fields? (Large anthills; spider webs; beehive.)
- (pg. 11-12) What was in the tree and who lived there? (A bird's nest where Fluffy Finch lived.) What was Fluffy Finch doing? (Repairing his nest.)
- (pg. 13-14) Where was Anthony Antelope and where was his home? (Resting in the shade under a tree. He didn't have a home and simply roamed the fields.)
- (pg. 13-14) What did Little Bunny find very strange? (That some animals didn't have homes.)
- (pg. 15-16) What did Little Bunny and Harry pass on the way home? (Bats coming out of the cave.)
- (pg. 15-16) Where did the sheep and cattle sleep at night? (In the pens and stalls.)
- (pg. 17-18) What were the dogs' homes called? (Kennels.) What did they look like? (Like little houses.)
- (pg. 19-20) Did Little Bunny enjoy his day? (Yes.) What was he happy about? (That he had somewhere to call his home.)

Little Bunny visits his friends.

Pages 1 and 2



It was holiday time and Little Bunny needed something to do. "What can I do today?" Little Bunny asked his mother. "Why don't you visit each of your friends at home and you can see where they live," said Mother.

Pages 3 and 4



"That's a great idea," said Little Bunny and off he marched to visit Olly Owl. Olly's home was a hollow in a tree trunk that his father, Mr Owl, had found for the family. It was too small for Little Bunny to go inside but it looked cozy and warm.

Pages 5 and 6



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Pages 7 and 8



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Pages 9 and 10



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Pages 11 and 12



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Pages 13 and 14



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Pages 15 and 16



It was getting late so Little Bunny and Harry Hedgehog started making their way home. They passed the bats coming out of the caves. Little Bunny could see the farmer opening the pens and stalls where the sheep and cattle slept at night.

Pages 17 and 18



The farmer's dogs were helping herd the sheep and cattle into the pens and stalls. Little Bunny saw kennels that the dogs slept in at night. He thought they looked like little houses, very similar to the one the farmer slept in.

Pages 19 and 20



It had been such a fun day for Little Bunny. He had visited and seen so many different homes. He was very happy to have somewhere to call his 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 hard 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 '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. 'oy' 'oi' and 'ou', 'blue', 'flee', 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 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 mark.
- 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...

