



Little Bunny and his friends loved to cool off in the little stream that trickled down the hill and through the field.





Each afternoon during the summer, they raced to get to the little stream. It was the best place to swim and cool off.



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The friends would slide down the rocks and dive off the branches of the trees that hung over the water.



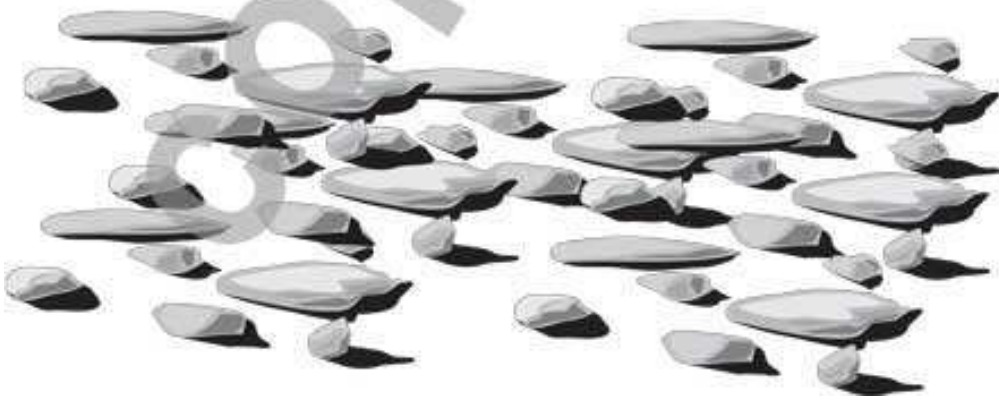
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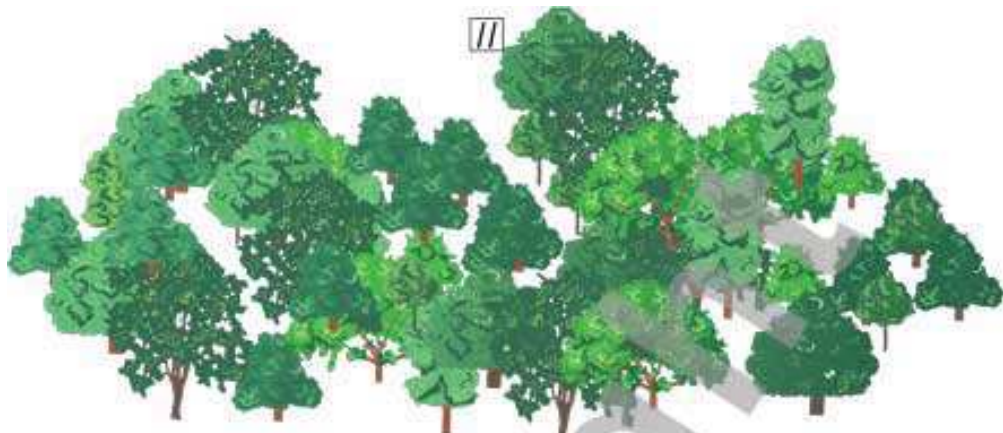


One day the friends  
raced to the stream,  
only to find it all dried  
up. "Where is all the  
water?" they asked  
each other.



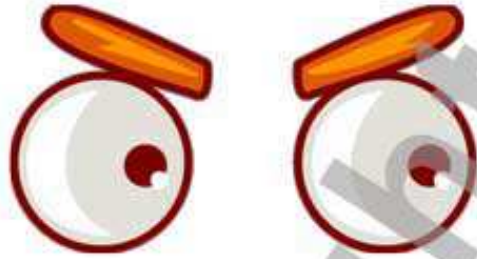
“The stream must have stopped flowing!” said Little Bunny. “Let us go and see why.”



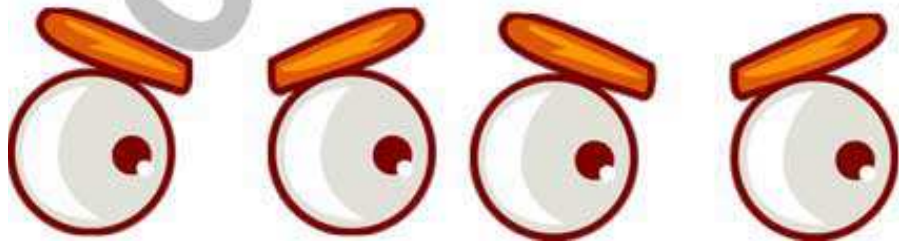


They followed the dry stream across the field, up the hill and through the forest. They had never walked so far before and were very surprised to find a wide open field full of animals.



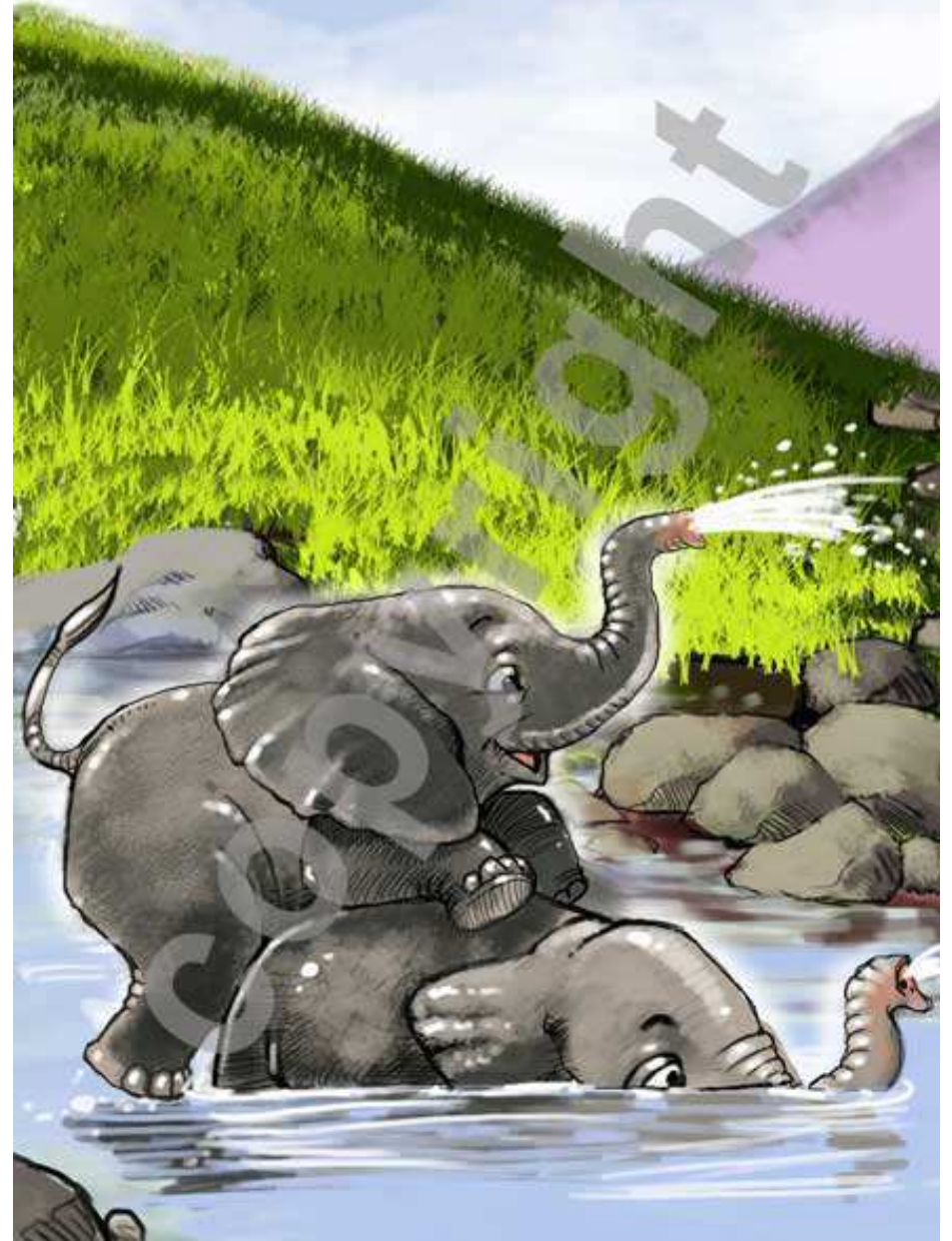


“Look!” exclaimed  
Harry Hedgehog.  
“That is where all  
the water is going!”





Across the field was a large lake and just like Little Bunny and his friends, Eddie Elephant and his friends were playing in the water to cool off.








The problem was that the elephants were splashing so much and spraying the water into the air and out of the lake. They were wasting all the water.



“Oh no! Please do not waste the water!” cried Little Bunny. “We all need water to fill our stream.” Eddie Elephant and his friends felt bad and stopped spraying the water. Soon there was enough water to flow down the hill and over the field to fill the stream again. 



## LITTLE BUNNY AND THE WATER WASTERS: 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:

#### WATER:

Discuss the following:

\*What is water? (Use a dictionary where possible.)  
How does it look, feel, taste?

\*Why we need water.

- To drink.
- To clean ourselves and our homes, clothes, etc.
- For transport.
- For fun: swimming, water sports ...
- For plants to grow.
- For animals to drink and bathe.
- For electricity.
- For farming.
- Some animals and creatures live in the water.

\*Ways water is wasted.

- \*Ways of saving water.
- \*Measuring water.
- \*Simple ways of purifying water.
- \*Safe and unsafe drinking water.

### SUPPORTING TOPICS:

#### SOURCES OF WATER:

##### \*NATURAL:

- Rain.
- Snow (melted).
- Oceans.
- Rivers.
- Lakes.
- Streams.
- Ponds.
- Springs.
- Underground water.

##### \*MAN MADE:

- Dams.
- Wells.
- Canals, etc.

#### WATER STORAGE:

- Dams and reservoirs.
- Tanks ...

#### ANIMALS:

- \*Animals or creatures that live in water.
- Fresh water: (ponds, dams and rivers.)  
fish, tadpoles, frogs, dragonflies, crocodiles ...
- Salt water: (sea, rockpools.)  
fish, shark, crayfish, dolphins, crab ...

#### OBJECTS THAT FLOAT AND SINK

Write a list of objects on the board and the pupils must then investigate whether they float or sink.

Examples of objects:  
wooden block, pencil, pen, eraser,  
small piece of paper, stone, coin,  
ring, bottle top; paper clip ...

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

**EXTRA RESEARCH OR PROJECT WORK:** The pupils can do their own assignment on one page. They must investigate the following: the percentage of water the earth consists of; the percentage of water our bodies are made up of; how much water we should drink and how water benefits our bodies. They must decide how best to lay out their page to display the information.

### SOME QUESTIONS THAT COULD BE ASKED:

1. (pg.1-2) What did Little Bunny and his friends love to do? (*Cool off in the stream.*)
2. (pg.1-2) What word tells us that the stream moved slowly? (*Trickled.*)
3. (pg.3-4) What season of the year did they go swimming? (*Summer.*) How often did they go? (*Each afternoon.*)
4. (pg.3-4) Where was the best place to cool off? (*The little stream.*)
5. (pg.5-6) What would they do when they got there? (*They would slide down the rocks and dive off the branches of the trees.*)
6. (pg.7-8) What had happened to the stream? (*It was all dried up.*)
7. What do you think happened to the water? (*Own answers.*)
8. (pg.9-10) What did Little Bunny say they should do? (*Go and see why it had stopped flowing.*)
9. (pg.11-12) Where all did the dry stream lead them? (*Across the field, up the hill and through the forest.*)
10. (pg.11-12) What were they surprised to find? (*A wide open field full of animals.*)
11. (pg.13-14) Who first noticed where all the water was going? (*Harry Hedgehog.*)
12. (pg.15-16) Where was a large lake? (*Across the field.*)
13. (pg.15-16) Who was playing in the water? (*Eddie Elephant and his friends.*)
14. (pg.15-16) Why were they in the water? (*They wanted to cool off.*)
15. (pg.17-18) What was the problem? (*The elephants were splashing and spraying the water out of the lake. They were wasting all the water.*)
16. (pg.19-20) What did Little Bunny ask them not to do? (*He asked them not to waste the water.*)
17. (pg.19-20) How did the elephants feel? (*Bad.*)
18. (pg.19-20) What did they do? (*They stopped spraying the water.*)
19. (pg.19-20) What happened to the water? (*There was soon enough water to flow down the hill and fill the stream again.*)

## Little Bunny and the Water Wasters

Pages 1 and 2



Little Bunny and his friends loved to cool off in the little stream that trickled down the hill and through the field.

Pages 3 and 4



Each afternoon during the summer, they raced to get to the little stream. It was the best place to swim and cool off.

Pages 5 and 6



The friends would slide down the rocks and dive off the branches of the trees that hung over the water.

Pages 7 and 8



One day the friends raced to the stream only to find it all dried up. "Where is all the water?" they asked each other.

Pages 9 and 10



"The stream must have stopped flowing!" said Little Bunny. "Let us go and see why."

Pages 11 and 12



They followed the dry stream across the field, up the hill and through the forest. They had never walked so far before and were very surprised to find a wide open field full of animals.

Pages 13 and 14



"Look!" exclaimed Harry Hedgehog. "That is where all the water is going!"

Pages 15 and 16



Across the field was a large lake and just like Little Bunny and his friends, Eddie Elephant and his friends were playing in the water to cool off.

Pages 17 and 18



The problem was that the elephants were splashing so much that they were spraying the water into the air and out of the lake. They were wasting all the water.

Pages 19 and 20



"Oh no! Please do not waste the water!" cried Little Bunny. "We all need water to fill our stream." Eddie Elephant and his friends felt bad and stopped spraying the water. Soon there was enough water to flow down the hill and over the field to fill the stream again.

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 lists of rhyming words and ask them to find the third 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. cpe (sped, bus fee, 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', 'l', 'b', 'w', and double consonants.
- \*Recognise spelling patterns.
- \*Recognise plurals.
- \*Spell words correctly using 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, commands ...
- \*Identify antonyms, synonyms, homonyms, homophones ...
- \*Identify suffixes like -ly, -ies, -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, 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 ...

