

# Poor Old Rabbit!

## Before reading

- Read the title. Ask the children: *Do you have a toy rabbit? What will you do if it gets dirty?*
- Look through the story to see what happened to the toy rabbit. Ask: *Is it a lucky rabbit?*
- Look at some of the pictures and talk about what the story might be about.

## During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- Ask the children to be aware of sentences of the same structure.

## Observing

Check that the children:

- start reading from left to right automatically
- use a variety of cues, including grammatical knowledge, pictures and general guessing, to work out unknown words.

## Group and independent reading activities

### Text level work

#### Objective

To be aware of story structures, e.g. climax, and the ways that stories are built up and concluded.

- Ask the children: *At the beginning of the story, why did Floppy say "Poor old rabbit"? If you saw such a toy rabbit, would you want it?*

*Did Kipper throw the rabbit away? What did he say?*

*Did Mum throw the rabbit away? What did she say?*

*What did Dad do for the rabbit?*

*What did Kipper do for the rabbit?*

*What did Chip and Wilma do for the rabbit?*

*Why did everyone want it now?*

*Turn to page 34-<sup>(12)</sup>. What happened to the rabbit?*

*Does the story have a happy or sad ending? How does everyone feel on page 35-<sup>(13)</sup>?*

**Observing** Do the children understand that the drama of the story heightens as everybody wanted the rabbit?

### **Sentence level work**

**Objective** That words are ordered left to right and need to be read that way to make sense.

**You will need** individual word cards of the words in the following sentence:

Nobody wants it

Dad washed it.

- Jumble up all the word cards and ask the children to make them into two sentences.
- Can they make other sentences from the cards?

**Observing** Do the children use grammatical awareness to choose the words to sequence?

### **Word level work**

**Objective** To identify families of rhyming CVC words.

- Ask the children to think of words that rhyme with “wash”

and write their suggestions on the board.

- Ask them to make up a sentence using these words, e.g. "I wash the fish and brush the dish".

**Observing** Do the children re-read the words to confirm the phoneme?

## **Speaking and listening activities**

**Objective** Speak with clear diction; choose words with precision; sustain concentration.

- Ask the children to put on a play according to the text. You will need a toy rabbit and you put it on the floor.
- Ask someone to be Kipper who found the rabbit. Start the play from here.
- Ask the children to takes their turns to act and speak out loud what they are doing.

## **Writing**

**Objective** To write simple sentences to describe drawings.

- Show students pictures of this lesson with no words below.
- Ask the children to write one sentence for each picture.
- Encourage them to check the book after finishing writing.