

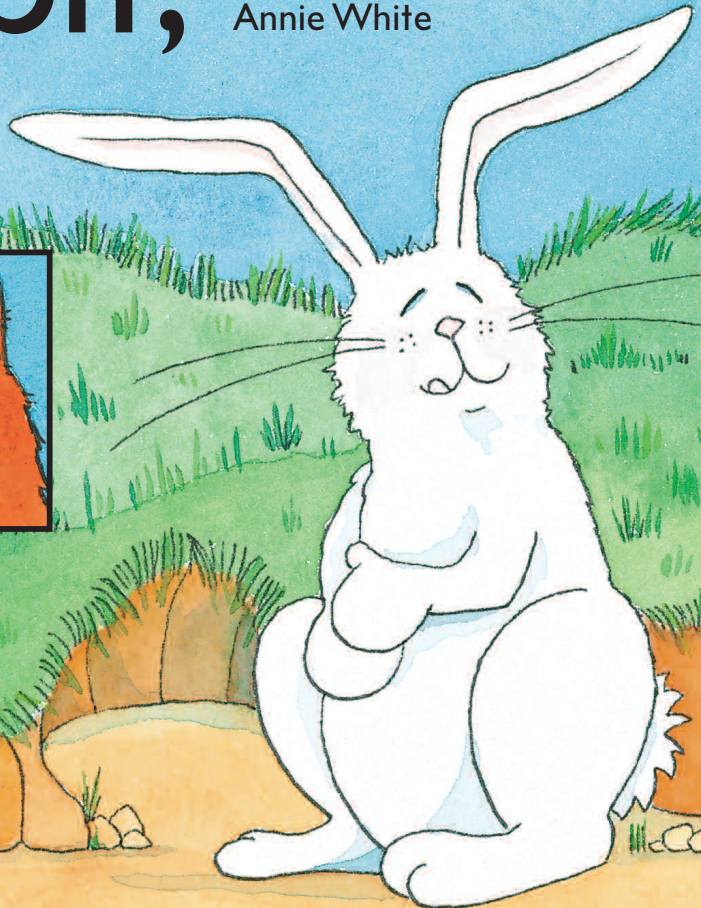
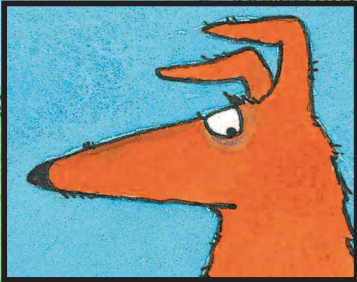
Run, Rabbit, Run!

Written by
Julie Ellis

Illustrated by
Annie White



alphakids



Published edition
© Eleanor Curtain
Publishing 2004

First published 2004

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by
Eleanor Curtain Publishing
Text: Elizabeth Golding
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3387 1

1 2 3 4 5 6 7 8 9
04 05 06

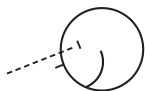
How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- The text features directional language: through, along, under, past, around.
- Colour illustrations support the text.
- The illustrations carry a subplot.

Vocabulary

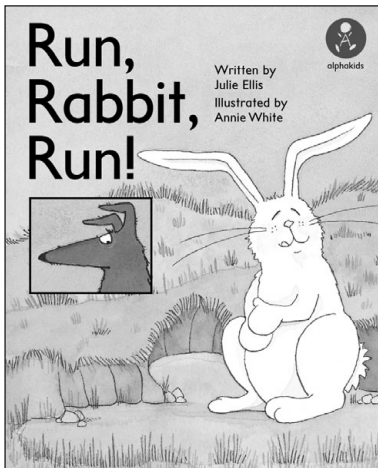
along, around, clothes line, fence, grass, hopped, house, past, path, through, under, wheelbarrow

Setting the context

Prepare cards with the words 'through', 'along', 'under', 'past' and 'around' on them. Ask the children to move as directed by the cards. For example: Hold up 'past' and ask them to walk past the chair.

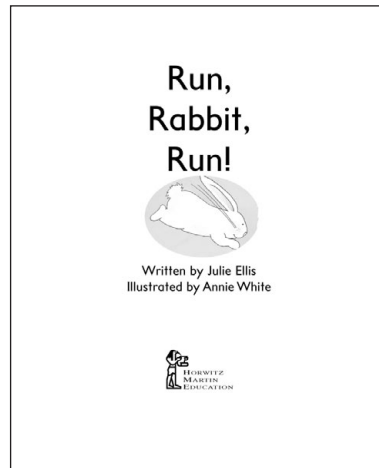
Introducing the book

In this book, a rabbit runs all the way from his hole to the carrot patch. He doesn't know that a dog is trying to catch him.



Front cover

Read the title to the children and point out the names of the author and illustrator.
Why do you think the rabbit will have to run?



Title page

*Look at the picture of the rabbit.
Where might he be running to?*



Talkthrough

What animals can you see? The rabbit is holding his tummy and licking his lips. What do you think that means?

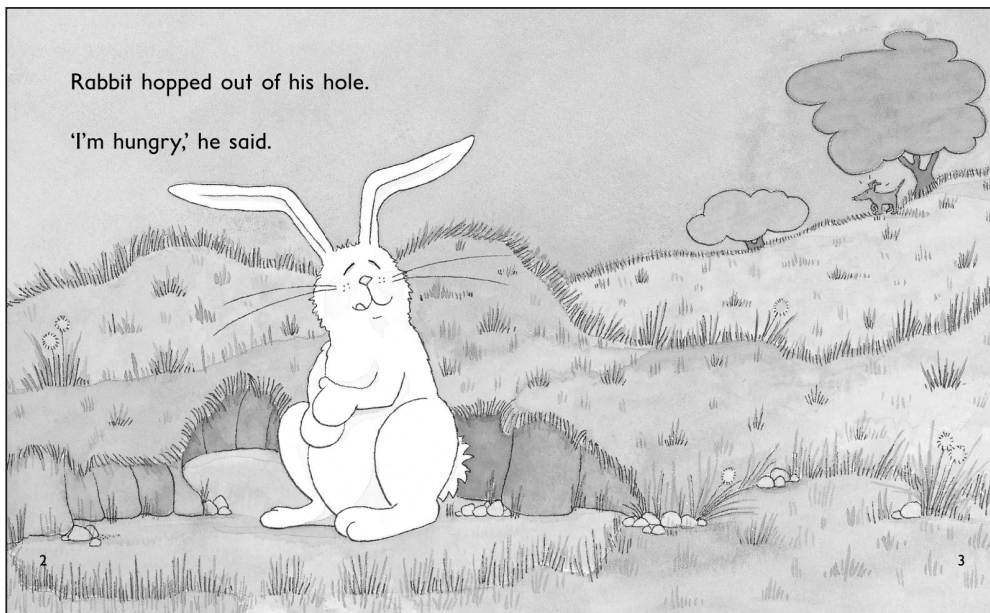


Observe and support

Do the children understand the literal meaning of the text? Can they also gain meaning from the illustrations and use this information to make sensible predictions?
Where has the rabbit just come from? What does the rabbit say? What do you predict will happen next?

Rabbit hopped out of his hole.

'I'm hungry,' he said.





Talkthrough

*What is happening in this picture? Where is the rabbit going?
Is it easy for a rabbit to hop through grass?*



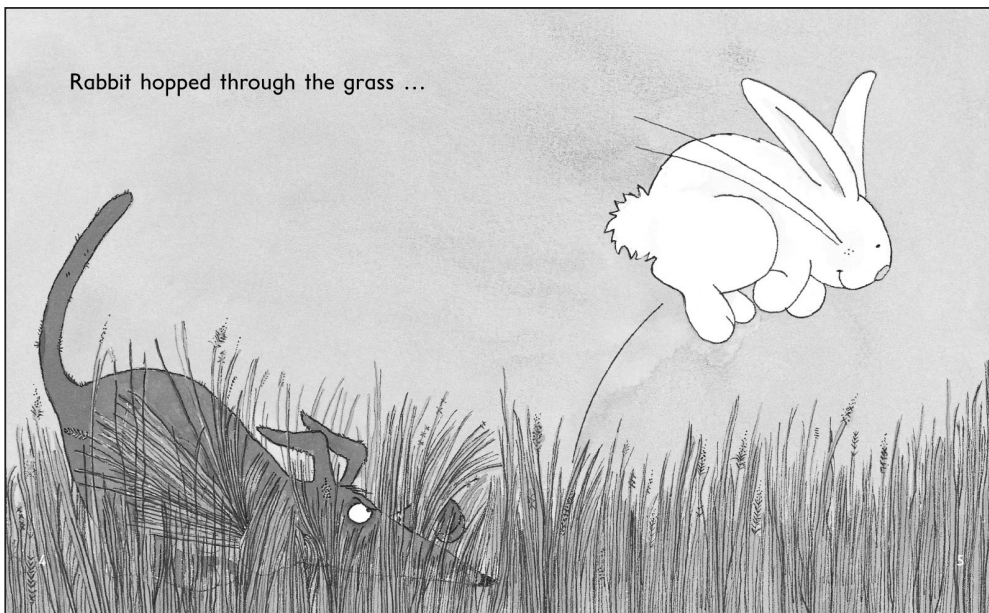
Observe and support

*Do the children notice when they have made a mistake?
Do they correct it?*

I like the way you fixed that up. How did you know it was wrong?

I didn't understand that sentence. Could you read it again?

Rabbit hopped through the grass ...





Talkthrough

Where is the rabbit hopping now? Yes, along the path.

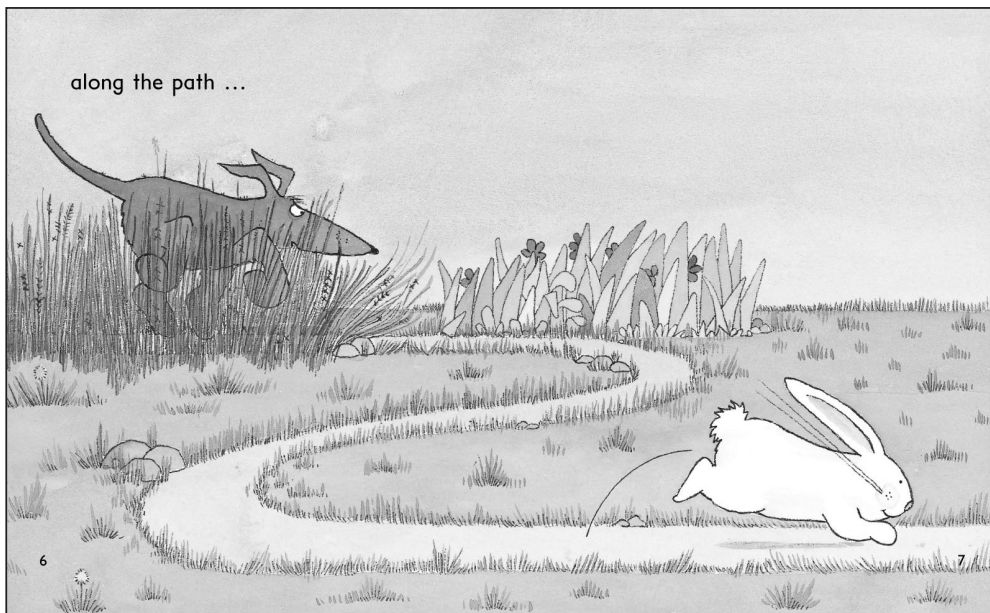


Observe and support

Are the children able to interpret the information provided by the illustrations?

Does the rabbit know that the dog is chasing him? Why do you think this? Why might the dog be chasing the rabbit?

along the path ...





Talkthrough

Where has the rabbit hopped to now? Who is sneaking under the clothes line? Do you think the rabbit knows the dog is following him?

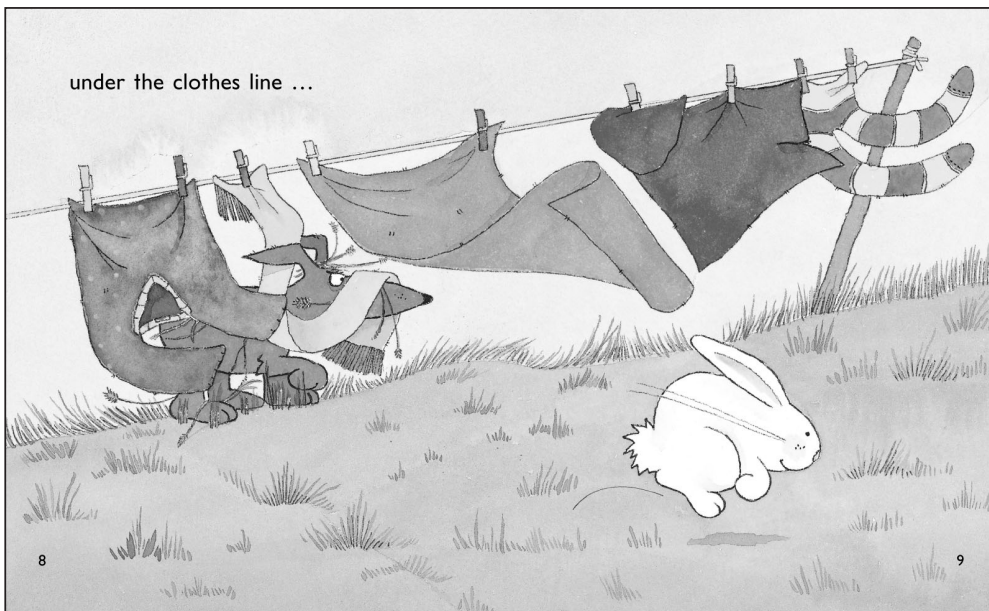


Observe and support

Can the children use visual literacy skills to recognise that the illustrations carry a subplot?

What do the pictures tell you about the dog?

under the clothes line ...





Talkthrough

What has the rabbit hopped past? Where do you think the rabbit is going? What do you think the dog is trying to do?



Observe and support

Can the children use their knowledge of letter-sound relationships to help with decoding?

Look at the first letter. What sound does it make? What word starting with the /h/ sound would make sense here? Does the picture support this?

past the house ...



10

11



Talkthrough

What is the dog hiding in? Where did the rabbit hop? Yes, that's right, around the wheelbarrow.



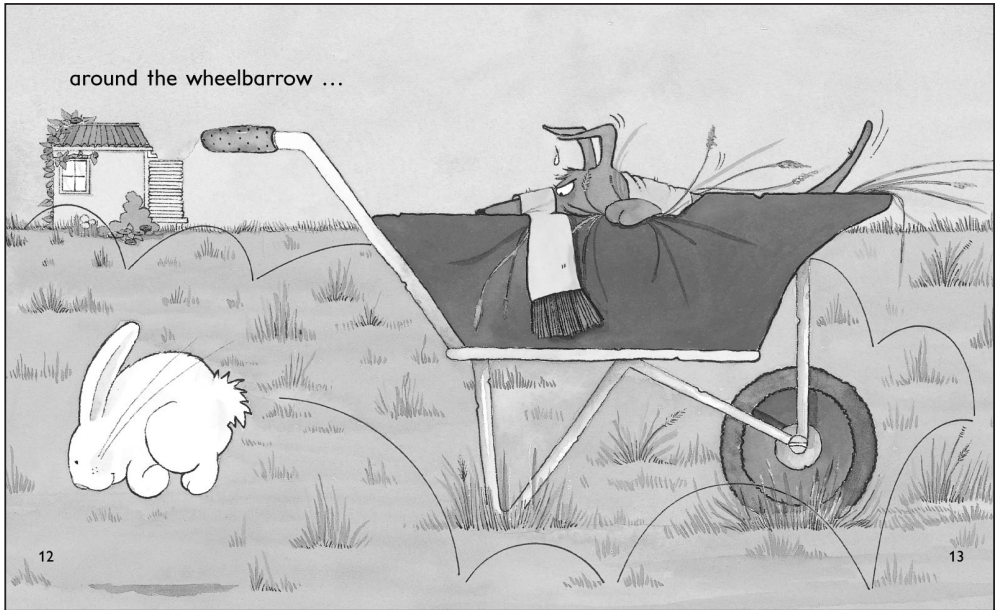
Observe and support

Can the children use information in the text and the illustrations to read new vocabulary?

I saw you looking at the picture. How did it help you? What else helped you?

Look at the picture. What does it tell us about where the rabbit went? Look at the text. What words do you already know?

around the wheelbarrow ...



12

13



Talkthrough

Where has the rabbit gone now? Do you think the dog will be happy with this? Why?

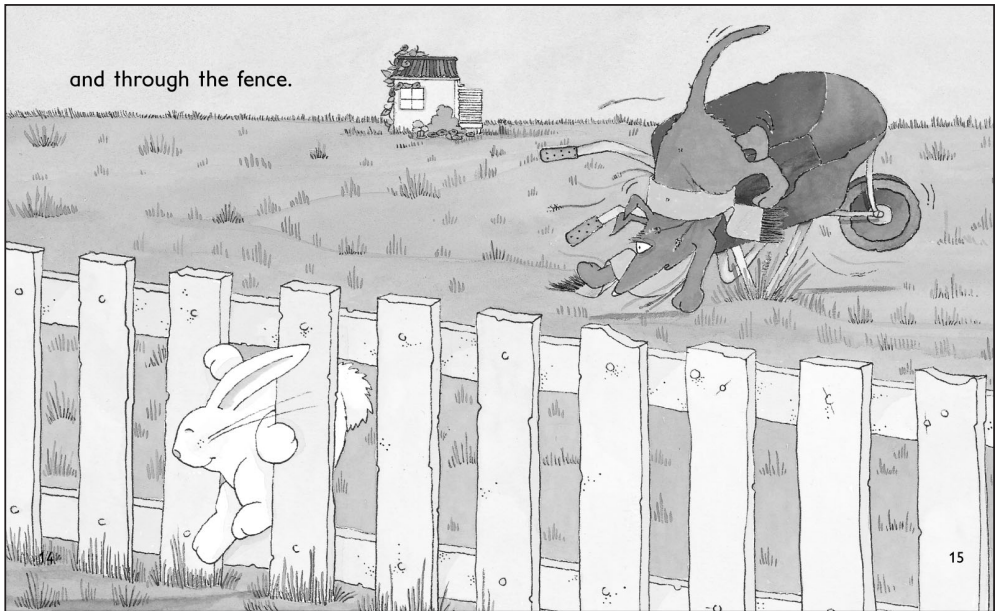


Observe and support

Can the children read with expression to build the tension in a story?

Can you read that again to make it sound exciting?

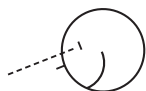
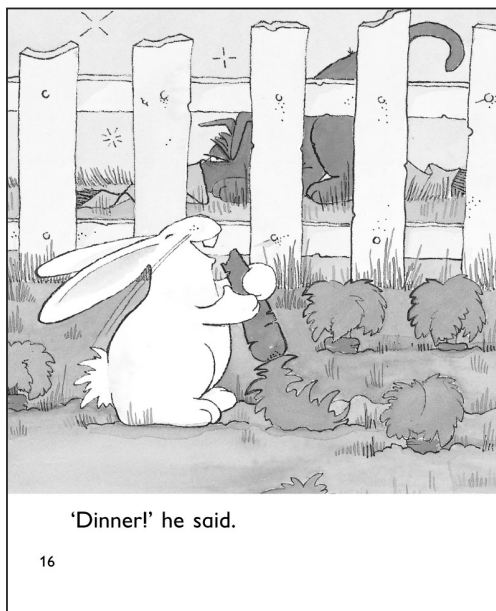
and through the fence.





Talkthrough

How is the rabbit feeling? How is the dog feeling? How do you know?



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

Where did the rabbit go?

What happened to the dog when it got to the wheelbarrow?

How would you describe the dog?

What might happen to the rabbit when he makes his way back to his hole?

Being a code breaker

Explore the following language features:

- Words that rhyme with 'run': bun, fun, gun, nun, sun.
- Hearing syllables: Ask the children to clap for every syllable or beat that they hear in a sentence.
- Punctuation: The use of capital letters, full stops, exclamation marks, ellipses, quotation marks.

Being a text user

Refer to the text when discussing these questions:

What kind of book is this? Fiction or non-fiction (or, narrative or information)?

What information is in the words?

What information is in the pictures?

What do the black lines in the pictures tell you about the rabbit's movements?

Being a text critic

Is this a true story? How do you know?

Does it have a happy ending?

Do all stories have a happy ending?

Responding to text



Provide materials for the children to make stick puppets of the rabbit and the dog. Encourage them to use these to make a puppet-play retelling the story.



Have each child choose one of the following phrases – 'through the grass', 'past the house', 'around the wheelbarrow', 'along the path', 'under the clothes line', 'through the fence'. Ask them to draw a picture and then write the matching phrase underneath their drawing. Then have the children work as a group to put their pictures into the same order as the book.



Have the children use the information in the book to draw a map showing where the rabbit ran. Ask them to label their map using words from the book: rabbit, hole, grass, path, clothes line, house, wheelbarrow, fence.

Writing

Scribe a narrative about the rabbit's journey from the carrot patch back to his hole. Use the children's ideas as you model appropriate grammar, spelling and structure.

Assessment

Can the children:

- understand the subplot of the text as shown in the illustrations?
- read words such as 'through', 'along', 'under', 'past', 'around'?



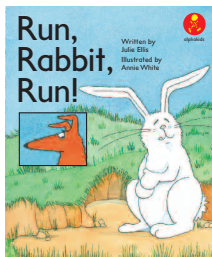
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Animals

Curriculum link: English

Text type: Narrative

Reading level: 6

Word count: 35

High-frequency words: and, he, his, of, out, said, the

Vocabulary: along, around, clothes line, fence, grass, hopped, house, past, path, through, under, wheelbarrow

Possible literacy focus

Developing visual literacy skills to understand the story as explored by the text and illustrations. Recognising and reading words associated with direction: around, along, past, through, under.

Summary

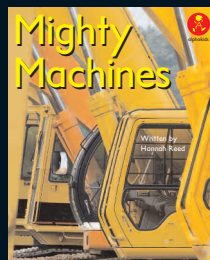
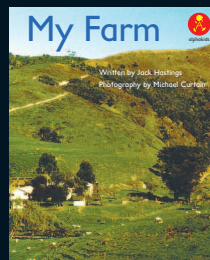
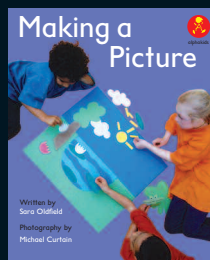
This is a story about a rabbit running from its burrow to the carrot patch unaware that a dog is trying to catch it.

ISBN 0-7253-3387-1



9 780725 333874

Other
books
at this
level



alphakids