

Resources for Teachers
Key Stage 1

Rabbit and Bear: Rabbit's Bad Habits by Julian Gough & Jim Field

Teacher Notes

Hook for the Book

Getting Started (before the children engage with the book)

- Display a selection of pictures and – if possible – woodland items around the classroom, to stimulate the pupils' interest and curiosity. You could also play music evoking woodland sounds to create the mood and atmosphere of the setting.
- Ask the pupils to think of language to describe a woodland setting, ensuring they think about the key senses e.g. what they can see, touch, hear, smell, feel.
- Model the writing process and then get the pupils to write a description of the setting using the vocabulary gathered and shared.
- Show the illustration from the beginning of the book of the woodland during the snowstorm, and discuss with the pupils how the change in weather would affect the vocabulary choices in their original description. Pupils can then use the new vocabulary to write a new description of the setting with a different mood and atmosphere.

Using the Story within Lessons

- **Making Predictions** – at different points of the story encourage pupils to make predictions about what might happen next – e.g. what event might take place, what a character might do next – and consider what the character might be thinking and feeling through the use of thought bubbles for selected illustrations from the book. Pupils can give reasons for their predictions using evidence from the text. Different strategies could be used such as group discussion, Post-it notes, placemat consensus, silent debate, thought corridor, think pair share, freeze frames, hot-seating, drama etc.
- **Character Descriptions** – get pupils to think of vocabulary to describe the different characters in the book through a 'portrait gallery': pupils sketch and draw a character and describe them in their own words. Alternatively, you could use the 'role on the wall' strategy: pupils draw an outline of the character and write words related to the character's personality inside the outline, and words connected to appearance outside. These can then be used to help pupils compose their own character descriptions in the style of a story, profile or wanted poster.

After studying the map at the front of the book, pupils could create and describe another character that lives in a different part of the setting (e.g. Thunder Mountains, Big Pine Island, The Bog of Frogs). The character created could even be the monster, dragon or 'skookum' which lives beyond Wild Fool Falls.

- **Explore Author Language** – explore and discuss the author's effective use of language e.g. adjectives, verbs, adverbs, similes, onomatopoeia, prepositions, contractions. Collect examples from the book and other resources to create a word bank to use in future work.
Explore the author's use of questions, statements and exclamations within the book.
Explore synonyms for 'said' – collect examples from the book and other resources to create a word bank.
- **Edit the Author** – using a dictionary, thesaurus and vocabulary gathered, alter the descriptive language used by the author. Discuss the effect this has on the meaning/on the reader. Extend some of the author's sentences through the use of conjunctions, e.g. and, so, but, because.

- **Exploring Speech** – using illustrations from the book, create speech bubbles to show what the character might be saying. Using examples from the book, explore the use of inverted commas and other punctuation when composing speech. Pupils to use these models to create their own speech using the correct punctuation.
- **Write a Play Script** – pupils to act out the story, explore the features of a play script and compose their own, exploring the main elements of the story and features of the text type.
- **Diary Account** – create a diary from the viewpoint of one of the characters, ensuring main events, first person, thoughts and feelings are explored.
- Create your own story (variety of options to choose from)
Pupils to plot the main events of the story on a story mountain or story map. Pupils to then use this structure to re-write the story or to compose their own story of friendship between two animals. This could perhaps take place during a different season. They could:
 - Re-write the story in a different place e.g. a contrasting habitat with different animals
 - Create an alternative ending
 - Plan and write the story from a different point of view
 - Plan and write the story of the wolf, exploring what happened before and after he was chasing the rabbit
 - Plan and write an adventure which takes place in another part of the setting, involving new characters which live there – Thunder Mountains, The Cliff of a Thousand Birds, Giant Sandpit, The Bog of Frogs, Pebble Beach etc.
 - Show pupils the title of the next book, 'The Pest in the Nest'. Pupils to plan and write the sequel, exploring what the characters do next

When pupils are creating their own story, encourage them to use effective language and punctuation shown by the author e.g. adjectives, similes, adverbs, verbs, nouns, prepositions, onomatopoeia, synonyms for said, conjunctions, inverted commas, commas when listing, full stops, exclamation marks, ellipses, apostrophes for contractions etc.
- **Fact File** – research one of the animals that could be found in the setting using a range of resources such as non-fiction books and the internet. Gather information about the animal's habitat, diet, lifespan, distinguishing features etc. Information gathered could be recorded in different colours, on a mind map or an annotated picture to group facts together. This research provides the pupils with a plan to create a fact file with sub-headings and paragraphs to organise the information.
- **Poetry** – create a poem about one of the animals in the book or another woodland creature. An acrostic, haiku or riddle could be created after research from books and the internet. Alternatively, collect words that describe the snowstorm/winter. Think about the senses and use ideas shared to create a poem about the snowstorm/winter.

Once they've written it, give pupils the opportunity to perform their poem (these could also be recorded to provide cross-curricular links with computing, and give pupils opportunity to self/peer assess performances).

- **Emotion Graph** – create a graph showing the feelings of a character(s) at different points of the story. Discuss how their emotions might contribute to their actions.
- **Visualisation** – describe the setting or one of the illustrations to the pupils. They listen carefully and become the illustrator. Compare their pictures to the original and discuss how the words given by an author are important for the reader.



- Oral Storytelling
- Re-tell the story in their own words
- Read or re-tell the story using volume and tone to create effect e.g. voices for different characters, pauses to create tension etc.
- Rabbit and Bear is a series about friendship. Aesop's Fables are tales that often involve two animals and explore a moral. Get pupils to explore a range of Aesop's Fables, discussing the moral/theme explored and sharing them as a spoken story in small groups.
- **Wider Reading** – relate Rabbit's Bad Habits to a number of Traditional Tales which feature the same animals e.g. Goldilocks and the Three Bears, Little Red Riding Hood etc. Compare and contrast the characters between books and discuss.
- **Sequencing the story** – discuss the sequence of events and how they link together including how events can prompt a character's behaviour in the story. Pupils to sequence the story through text extracts, illustrations, drama and from memory.
- **Summary of the story** – write a summary of the story ensuring the main events and themes are covered. This could be written as a review, blurb or pupils could be given a word limit for their summary to ensure they pick out the most important aspects. Pupils could also be given the opportunity to summarise the story by 'hot-seating' a character – events summarised whilst also exploring different character perspectives on the same event.

Cross-Curricular Links

Science

- **Explore and compare habitats and micro-habitats** – identify and name animals within the woodland setting; describe the conditions in different habitats and micro-habitats; observe how living things depend on each other; after looking at the description of what the characters eat, classify woodland animals into carnivores, herbivores and omnivores; group animals into groups such as fish, amphibian, reptiles, birds and mammals; explore the lifecycle of the frogs who live in the 'Bog of Frogs'; construct a simple food chain; explore and discuss the characteristics of animals which help them to survive in their habitat; explore and research nocturnal creatures; compare animals which live in the woodland to a contrasting habitat e.g. ocean, arctic, river, mountain.
- **Design an animal for the setting** – pupils must consider the features the creature would need to be able to live in the chosen habitat, its diet, lifespan etc. Pupils to create cards – each must contain a description of a different feature of the animal. These are then given to a partner who must draw the animal from the description.
- **Observe changes in the four seasons** – observe and record the changes which happen within the woodland across the four seasons e.g. weather, day length, why some animals hibernate, effect of the seasons on plants and animals.
- **Compare how things move on different surfaces** – study the effect of gravity and the work of Sir Isaac Newton; design a boat which will successfully sail down the river.
- **Describe the functions of the digestive system** – use the diagram in the story to introduce the digestive system: identify the main body parts associated with the digestive system, investigate their special functions and create an annotated diagram/collage.
- **Observe changes in state** – pupils to explore the effect of heating and cooling water.

Art and Design

- Explore a number of artists who use natural materials to create art in the outdoors e.g. Andy Goldsworthy. Get the pupils to gather natural materials such as leaves, pine cones, branches etc. and create their own art. These can either be photographed or sketched in their sketch books.
- Draw trees and leaves in a variety of media, considering tone, line, shading, shape, and pattern. The skills of hatching, cross-hatching and stippling can also be developed to add the shade and tone.
- Pupils could sketch woodland animals and the places in the setting using a sketchbook and a variety of different pencils.
- Use modelling clay to create a sculpture of a woodland creature, leaf or tree.
- Explore and experiment with different techniques to create cave art.
- Create a felt animal puppet for the different woodland creatures to practise different sewing techniques. Alternatively, make masks or shadow puppets. The finished product could then be used in a performance of the story.

The National Curriculum in England 2014

KS1

Pupils should be taught:

- to use drawing and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists

KS2

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing ... and sculpture with a range of materials
- about great artists

Design and Technology

- At the beginning of the story we see Bear living in a cave. Pupils to explore how caves are formed and investigate the different features. Using this knowledge, pupils to create a 3D cave showing the knowledge they have acquired. Annotations around the model could be included or a record of the process could be captured using ICT.

The National Curriculum in England 2014

KS1

Pupils should be taught to:

- build structures, exploring how they can be made stronger, stiffer and more stable

KS2

Pupils should be taught to:

- use research and develop design criteria
- select from and use a wider range of tools and equipment to perform practical tasks
- select from and use a wider range of materials and components, including construction materials ... according to their functional properties and aesthetic qualities

Geography

- Using the map at the front of the book:
- identify the different physical features e.g. forest, mountain, river
- describe the setting using compass directions and directional language to describe the location of different features or a route taken by one of the characters
- create an aerial perspective of the map of the setting

- create a plan of the setting including a key
- investigate the journey of a river
- Create a simple map for the setting in their story.
- Create a simple plan of Rabbit's warren including a key.

The National Curriculum in England 2014

KS1

Pupils should be taught to:

- use basic geographical vocabulary to refer to physical features
- use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic ... physical features; devise a simple map; and use and construct basic symbols in a key

Music

- Create a soundtrack for the story, using tuned and un-tuned instruments, to create the actions of the animals, sounds of the woodland and to show the different events such as the dramatic chase of Rabbit by Wolf.
- Through music create the mood of the environment – think about weather; time of day; an animal's journey through the setting; what can be seen, heard etc.
- Compose and create the song that Bear likes to sing.

The National Curriculum in England 2014

KS1

Pupils should be taught to:

- use their voices expressively
- play tuned and un-tuned instruments musically
- experiment with, create, select and combine sounds using the inter-related dimensions of music

KS2

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using inter-related dimensions of music

PSHCE

- Explore the theme of friendship and working together during circle time – what makes us special? What makes a good friend? How should we treat other people? Why is it important to work together?
- Thought corridor – ask questions about the different characters e.g. was Rabbit right to steal from Bear? Was Wolf wrong to chase Rabbit? Why did Bear help Rabbit? What did Rabbit learn from this? Why was Rabbit sad?
- Pupils to take on the role of one of the characters. Each character to be given a new tricky situation e.g. how would Rabbit cross the river? Individually, in pairs or small groups, the pupils must decide what the character would do to solve the problem.
- If teaching older children, discuss the importance of looking after the environment e.g. deforestation, pollution of rivers

Using the story in reading sessions

If using the story during a reading session ensure questions are composed which address the skills listed below.

Key Language:

- Identify
- Evaluate
- Summarise
- Make connections
- Infer
- Predict
- Question
- Decode
- Read with understanding
- Deduce
- Visualise
- Interpret

Here are some questions which you might like to use with your class:

- What do you think has happened to Bear's salmon, beetles' eggs and honey?
- How did Bear know it wasn't spring?
- What did Bear do after the storm?
- Who thought it was the end of the world? Why did they think this?
- What was Bear trying to make?
- What advice did Rabbit give Bear?
- Using the text, find the words spoken by Rabbit to describe what 'gravity' is? Can you explain what he means in your own words?
- Why was Bear 'attracted to the idea of breakfast'?
- What happened to the snowball when Rabbit shoved it down the hill? How do you think Bear was feeling when she saw the snowball disappear?
- What sound did the snowball make as it landed in the lake?
- What does the word 'triumphantly' mean?
- Look at page 14. Why does the author write some of the words using only capital letters?
- What is an avalanche?
- Rabbit gives Bear a carrot. Find the words used by the author to describe the carrot. Do you think Bear was happy with the gift?
- Look at the illustration on page 23. What does Bear think of the carrot? Explain your opinion using the text to help.
- Look at page 24 and 25. How is Bear feeling at this point of the story?
- What word had Rabbit never used before?
- What did Rabbit have to give him energy?
- Do you think Rabbit was right to steal Bear's honey, frozen salmon and delicious beetles' eggs? Give reasons for your answer.
- Look at page 28 and 29. Describe Rabbit's house using adjectives, prepositions and similes.
Challenge – can you create alliteration as well?

- What was Rabbit's embarrassing habit? Why does he do it?
- Go through the book and make a note of any onomatopoeia.
- What does the word scrambled mean? List other examples of effective verbs.
- Why does Bear think Rabbit is grumpy? Do you agree with Bear? Give reasons why.
- Go through the book and pick out the words used by the author which help to describe the different characters. What impression does the author give of each character?
- What does the author mean when he describes Wolf 'bounding towards Rabbit across the snow'? What is the reaction of Rabbit? Why does he run away and not go in his burrow?
- Why does Bear decide to help Rabbit? What does she do to help?
- How does Bear defeat Wolf?
- What happens to Wolf?
- Why does Wolf want to become a vegetarian? What does this actually mean?
- Look at page 70 and 71. Describe how Wolf is feeling at this point of the story. What do you think he does when he gets back home? Do you think Wolf will change his behaviour?
- Design a woodland home for Wolf.
- Why was Rabbit surprised that Bear had helped him escape from Wolf?
- What present does Rabbit give Bear at the end of the story?
- Compare and contrast the two main characters.
- What did they use for the snowman's eyes and mouth?
- Why does Rabbit smile for the first time ever?
- What new knowledge does Bear learn from Rabbit?
- What lesson does Rabbit learn by the end of the story?
- Make a list of what you think Rabbit and Bear had for their midnight picnic.
- What does the author mean by 'Bear had built up a wonderful appetite'?
- Describe the setting of the book. Why does the author use this setting?
- If you were going to interview a character, who would you pick and what questions would you ask?
- Why do you think the author repeats the word 'perfect' towards the end of the story?
- Many stories have a message. What message do you think the author wanted to give to the reader in this book?
- What was your favourite part of the story? Give reasons.



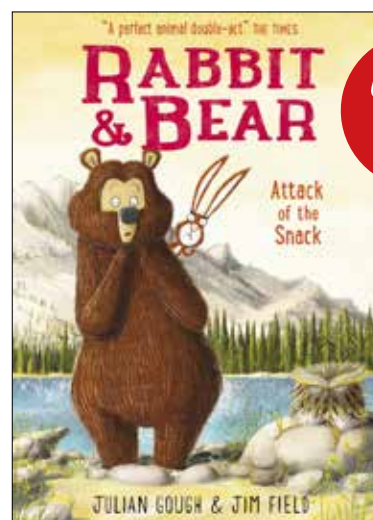
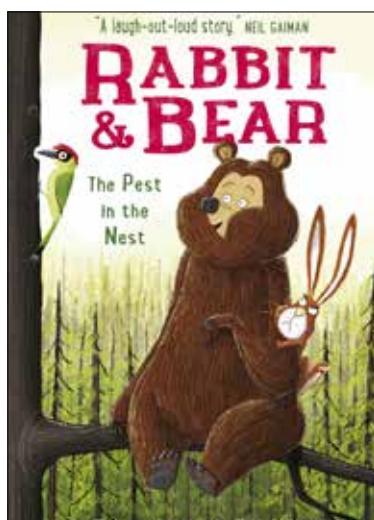
Julian Gough is a novelist, playwright, poet, musician and script-writer, and this is his first series for children. He was born in London, grew up in Ireland and now lives in Berlin.



Jim Field has illustrated a wide range of projects including *Cats Ahoy!* (winner of the Roald Dahl Funny Prize), *Magic Ink*, and Kes Gray's *Oi Frog!* and *How Many Legs?* He lives in Paris.

The **RABBIT & BEAR** series

Rabbit and Bear: Rabbit's Bad Habits – Out Now
 Rabbit and Bear: Pest in the Nest – Out Now
 Rabbit and Bear: Attack of the Snack – January 2018



Coming soon



A division of Hachette Children's Group