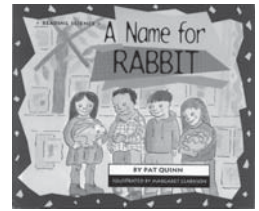


A Name for Rabbit

by Pat Quinn

illustrated by Margaret Clarkson



Book Summary

When the class gets a new pet rabbit, they can't wait to give it a name.

Features of the Book

- The repetitive pattern in the story line.
- Speech bubbles supporting the parallel story line.
- The charts and lists in the illustrations.
- The inference required on the final page.
- The regular use of direct speech.
- The double consonants – “class,” “rabbit,” “all,” “bubbles,” “snuff,” and “called.”
- The double vowels – “oo” and “ee.”

Purpose

A Name for Rabbit can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** identifying the themes of the book;
- S** recognizing and reading one- and two-syllable words;
- S** writing to support the events in the story.

Introducing the text

Discuss the cover illustration and read the title and the names of the author and illustrator to the group.

Make a list of the children's suggestions for a name and keep this to refer back to at the end of the reading.

Reading the text

- S** Identifying the themes of the book.
- S** Recognizing and reading one- and two-syllable words.

Page 2 – The story is set in a familiar environment. Discuss the children's expressions.

Page 3 – Draw the children's attention to the speech bubbles.

- *What kind of books use a lot of speech bubbles?*
- *What are these children saying?*
- *Does everyone look interested now?*

Pages 4 to 10 – The teacher in the story keeps focusing the children's attention on the needs of their new pet while the children are focusing on finding a name. On each new spread, ask the children what the teacher has suggested, encouraging them to look at the illustrations to predict.

Pages 10 and 11

- *What is the question the teacher has written on the board?*

Page 12

- *How will we find out which name they chose?*

Children now read the book independently.

Revisiting the text


- *What do you notice about the way the words are written? (by hand)*
- *Why is this?*

Discuss the timetable and compare with others the children have in their classroom. Look at the scoring device on page 12.

- *How can you tell what the rabbit was named?*
- *Why has “then” been written like that?*

Following Up

S Writing to support the events in the story.

 Use the book's format to create one page for a similar story, for example, naming a baby. Write one or two sentences of body text, with a second story line in speech bubbles.

B Complete the blackline master opposite.