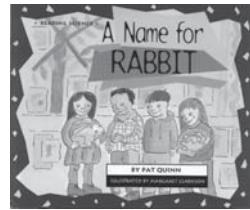


# A Name for Rabbit

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.