

# Books for Young Learners Teacher Resource

## Book Notes



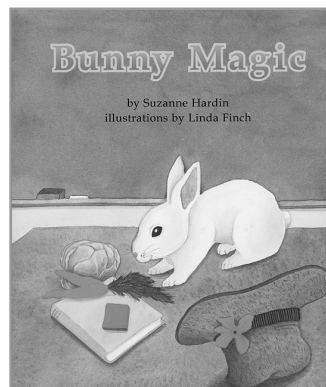
### Bunny Magic

Author Suzanne Hardin

Illustrator Linda Finch

12 pages ■ 176 words

*La magia de un conejito* ■ 178 words



Bunny Magic

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S		G	I				

S = Shared G = Guided I = Independent

#### SYNOPSIS

A classroom rabbit plays a trick.

#### WHAT THE BOOK OFFERS

- Fiction recount
- First person plural
- Past tense
- Range of sentence beginnings and structures
- Some dialogue
- Varying amounts of text from one to seven lines per page
- Line breaks do not always match natural phrasing

#### POSSIBLE SKILLS EMPHASIS

- Coping with longer text
- Restating sections of text in own words
  - Attending to word endings, especially *-ed*, *-ing*
- Identifying chunks of meaning to aid fluency—some of these will continue into the next line
- Identifying sentence beginnings denoting time—Every day, When it was time, One morning, One day after lunch, All afternoon

#### INTRODUCING THE BOOK

*What does the title lead you to expect? Now look at where the story takes place.*

*A classroom and a rabbit performing magic. How could these possibly go together? I wonder!*

*I wonder how the rabbit came to be at school. Do you think one of the students brought it to school for the day? Or . . . ?*

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### Bunny Magic (continued)

#### FOCUS OF INSTRUCTION

*Read the page with your eyes. Think how you could retell that in your own words. What do you think the author wants you to think about? Now read it as you know it and as the author wants you to think about it.*

Or

*Read the page with your eyes. Which words belong together to help you understand what the author is saying? When you read it aloud, use those groups of words to help make it interesting for your listeners.*

*Page 9: There is a lot of text on this page, but the author has used short sentences to help you. How else has she helped you?*

- Some words, such as “disappeared” or “petted,” may be unfamiliar in their written form, but drawing attention to the chunks of known letter patterns within the word should minimize the challenge.

#### FOLLOWING THE READING

*Do you think Miss Horn knew that Presto was under her hat? Give reasons for your answer.*

*On page 5, Miss Horn said Presto was just a pet shop bunny. Where do you think he learned his tricks?*

*I wonder why the rabbit was called Presto.*

*Think of another trick Presto might be able to perform and write about this.*

- Discuss the sentence beginnings denoting time and how these provide sequence in a recount. Depending on the students' experience recounting incidents, either compose one detailing a simple everyday occurrence in the classroom or have the students write one paying attention to the sequence descriptors.