

Books for Young Learners Teacher Resource

Book Notes

**Bunny Magic / La magia de un conejito**

Author Suzanne Hardin

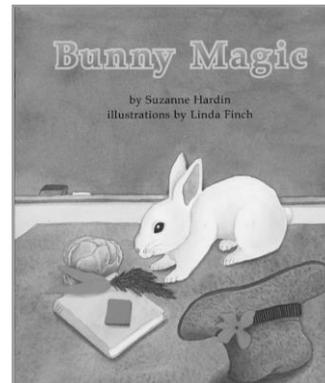
Illustrator Linda Finch

12 pages ■ 176 Eng. words ■ Spn. 178 words

Fountas and Pinnell Level I

Reading Recovery Level 14

Descubriendo la Lectura Level 16



Bunny Magic

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

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

INTRODUCING THE BOOK

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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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.

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

FOLLOWING THE READING

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.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>If my class had a pet, I would like it to be a . . . because . . . Magic tricks are . . . and I wish I could learn how to . . .</i>
USE YOUR MEMORY	<i>What do the kids feed to Presto? How do you know? What was the problem in this story? What was the solution?</i>
WHAT'S YOUR OPINION?	<i>Do you think having a pet in a classroom is a good idea? Why or why not? Why do magician's say, "Presto chango," when they do some of their tricks? Check the inside front cover to see if you were right.</i>
BE CREATIVE	<i>Add more to this story. Start with page 12 and keep going until you end the story. Here are some questions to help you get started: What did Presto do after he popped out of Miss Horn's hat and everyone went home? Did Presto wander around the school at night or did he hide? What are some magic tricks the kids taught Presto each day? Did Presto like being a class bunny or did he wish he was still at the pet store? Where did Presto go in the summer when school closed? Don't forget to draw pictures to go with each of your pages. Presto chango!</i>
VOCABULARY AGENT	<i>Look at page 3. Make a list of everything you see in the picture. Be sure to describe things using colors, sizes, and shapes. For example: rectangular desks with legs Look at page 6. Make a list of everything you see in the picture. Be sure to describe things using colors, sizes, and shapes. For example: round yellow rug</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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