



Title: Two Rabbits

Subtitle: Even Best Friends Argue Sometimes

Author: Larissa Ferenchuk

Illustrator: Prue Pittock

Price: AU \$24.99 | NZ \$27.99 | USA \$19.99 | CA \$24.99 | UK £10.99

ISBN: 9781922539656

Publication date: Feb 2024

Audience age: 3-8 years

Key Curriculum Areas: English, Visual Literacy, Science/STEAM, Mathematics, HASS, Health and Physical Education, Visual Arts, Drama, Music



SYNOPSIS:

In *Two Rabbits*, Little Brown Rabbit and Little Grey Rabbit have had an argument. As they go their separate ways into the night, the wind whispers around them to remind them of their sharp words. Will they be able to come back together and find a way to save their friendship?

The story portrays the physical and emotional journey of two best friends as they experience feelings of anger, sadness and loneliness. Young readers will learn that friendship can overcome differences and disagreements.

THEMES:

- Friendship
- Emotions
- Difference
- Resolving Conflict

SELLING POINTS:

- Uses repetition in the wording, showing that the rabbits are both on a similar emotional journey even though their physical journey takes them to different places.
- Widely relatable, as it does not state what the argument is about, but instead portrays the journey to resolving the conflict.
- Words within the pictures, 'written on the wind', highlight the feelings of the characters.

ILLUSTRATION STYLE:

Prue Pittock's subtle and whimsical illustrations add to the emotions in the story while the depiction of the characters on their separate paths allows us to empathize with both friends.

AUTHOR MOTIVATION:

Larissa Ferenchuk loves writing about animals and nature, relating them to the emotions and feelings we have as humans. She based this story on rabbits as she has a gorgeous little pet grey rabbit at home. Her aim was to create a story that shows that even though we are all different, (different opinions/ideas/journeys) we all experience similar feelings and emotions. She also wanted to show children that they can overcome disagreements and arguments by understanding their emotions and offering the simple words of a heartfelt 'sorry'.

AUTHOR/ILLUSTRATOR BACKGROUND:

Larissa Ferenchuk loves all things magical and whimsical. She lives with her husband, three children and one very lovely Little Grey Rabbit.

Prue Pittock started in advertising and illustrated and designed album covers. Since then she has illustrated 8 picture books. In 2020 she was shortlisted for the CBCA Eve Pownall Award.

INTERVIEW

AUTHOR:

What is the inspiration for this story?

My own little grey rabbit, Masha, was the inspiration for this story. Even though she is a cute, sweet, and cuddly bunny, she sometimes gets angry too, and gets in a biting, stomping, and scratching mood!

Just like Little Brown Rabbit and Little Grey Rabbit, we all have experienced difficult days at times, where we may have upset a friend, or someone may have said something to us which made us feel sad or angry. I wanted children to know that there are many ways we can try to resolve our conflicts with friends, such as saying sorry, offering a hug, giving a special gift, or spending time telling our friends about all the special things we like about them.

What was the most rewarding part of this project?

The most wonderful part of this project was seeing the illustrations that Prue did, from the first character sketches to the final illustrations. Prue has such an amazing and unique artistic style, and it felt like being given a gift each time I saw a new picture and watched the story come to life. It felt almost like the characters were real to me!

What was the most challenging part of this project?

I have loved every part of the journey this book has taken me on and have learnt so much from it all. I would have to say the only challenging part of the project was trying to patiently wait until I could finally hold a copy of the finished book in my hands. Having a picture book published takes a long time, and a lot of effort from a whole team of people!

ILLUSTRATOR

What media do you use to create your illustrations? Briefly describe your process.

I sketch out the spread on paper with a pencil and then scan to a digital format called procreate where I use the 6B pencil and technical pencil to add colour and line.

I love to play around and create the initial characters and work out how they look physically and their individual personalities. I really hope the reader can see each rabbit as an individual and love them both as I did along the journey.

The story has different locations so it was important for me to draw a map so the places made sense for the reader. It was great to receive feedback from Larissa to understand how her 'map' looked and to see we were both actually on the same 'page'

TEACHER ACTIVITIES/NOTES:

N.B. These questions and activities can be adapted to suit the experience and ability of students.

DISCUSSION:

Before Reading

- Watch the video at the link: [Saying Sorry! | Cultivating Empathy | Social Emotional Learning for Kids - YouTube](#). Explain that Hank and his friend have had a fight, and he wants to know how to mend their friendship. During the video, stop at Hank's mum's questions and ask the students if they have their own ideas before hearing Hank's responses.
- Why do you think Hank said mean words to his friend?
- What might Hank have felt when he said the mean words?
- How might his friend have felt when Hank said the mean words?
- What could Hank do to make things right with his friend?
- What could Hank have done differently the first time?
- Students might like to engage in a role play situation with a friend. After a 'pretend' argument, how does each person feel? What can be done to make each other feel better? Re-do the role play situation with kind manners to avoid an argument.
- Look at the cover of '*Two Rabbits: Even Best Friends Argue Sometimes*'. What do you notice? How do you think these characters are feeling? Do you think their feelings will be different throughout the story? How do you know?
- What do you think of the title? Could this be a true statement ('even best friends argue sometimes')?
- What does this cover and title make you wonder?

During Reading

- In the first few spreads, the rabbits are arguing. What is meant by 'sharp words'? What are the hurtful things they have said? From the illustrations, what can you tell about their body language and how they are feeling?
- What behaviours show their emotions?
- Why do you think the story repeats its phrasing for each scene?
- Why aren't they enjoying their favourite places?
- What do you think the wind is telling Little Grey Rabbit and Little Brown Rabbit to do?
- What do you think the rabbits will say to each other?

After Reading

- What is the story about? What did you like / dislike about this story? How did it make you feel? What was your reaction to the ending?
- What did you learn about Little Grey Rabbit and Little Brown Rabbit and their relationship? How did their feelings change throughout the story? What did they discover about their friendship?
- What does this story make you wonder about? What else would you like to know?
- How did the rabbits make things right again? How do you think they felt at the end of the story?
- Compare the words and actions the rabbits used when arguing and when making up. List the opposite behaviours, for example, 'mean' vs 'kind', 'I don't want to be your friend anymore' vs 'best friends forever', 'stomped' vs 'hugged'.
- Name the emotions the rabbits felt in the story. For example, sadness, anger, loneliness. Can you list any others? At what points in the story did they feel these emotions?
- What do you notice about the repetition in the text? Why do you think the author repeated the descriptions about the rabbits' actions and feelings? How does this help the story? How does this help the reader?
- What is the significance of the wind in the story? How does it represent mood? How does it hinder or help the rabbits? How is the concept, 'written on the wind' used?

- How does the story show the importance of ‘kindness’ and ‘forgiveness’? What does it teach us about the complexity of friendships?
- What kinds of things did you learn about rabbits? What do they like to eat? What is an activity they like doing? (For example, they eat fruits, vegetables, flowers, grass, they like to dig in the dirt)
- ‘Thump! Thump! Thump!’, ‘Stomp! Stomp! Stomp!’ are sound words called ‘onomatopoeia’. Can you find other onomatopoeia in the story, or think of your own to suit the ‘rabbit’ theme? For example, ‘hop’, ‘snuffle’, ‘scratch’, ‘boom’, ‘kick’.
- What are the similarities and differences between Little Grey Rabbit and Little Brown Rabbit? What describing words (adjectives) can you use? Use a Venn Diagram to organise your thoughts.
- What do you like about the illustrations? How does the layout show the physical journey of the rabbits being in different places, and how does this relate to their emotional journey (how they are feeling at each place)? How do the colours represent emotions? How has the illustrator showed the rabbits feelings in their body and facial expressions?
- How can you relate to this story? Think about significant moments when you’ve had conflict with friends and how you felt. What did you do then, and what would you do now in the same situation? Why is it important to resolve conflicts? How would you apologise for hurting someone’s feelings?

ACTIVITIES:

ENGLISH

Vocabulary: Emotive Verb – Adjective Sorting

(ACELA1437) (ACELA1452) (ACELA1454) (ACELA1468)

- Locate in the book and write a list of **emotive verbs** (action words that describe a feeling) and **emotive adjectives** (describing words) into the corresponding columns, like the examples below. Add your own relevant terms to the lists. See **BLM 1**.

Verbs – *argued, thump, stomp, chased, beating, kicked, climbed, whispered, hugged, etc.*

Adjectives – *dark, rainy, cold, wet, sharp, fast, foggy, misty, glistening, golden, soft, etc.*

Vocabulary: Synonyms and Antonyms

(ACELA1432) (ACELA1464) (ACELA1435) (ACELA1437) (ACELA1451) (ACELA1452) (ACELA1454) (ACELA1468) (ACELA1470) (ACELT1584) (ACELY1650) (ACELY1660) (ACELY1670) (ACELY1651) (ACELY1661) (ACELY1671)

- Using the terms found in the ‘Verb – Adjective Sorting’ task, students can identify and add words that are **synonyms** (words with similar meanings), and words that are **antonyms** (words with opposite meanings).

For example, the synonyms of ‘foggy’ include ‘misty’, ‘hazy’, ‘gloomy’, ‘grey’, ‘dark’, ‘dull’, ‘dim’, etc.

The antonyms of ‘foggy’ include ‘glistening’, ‘clear’, ‘bright’, ‘light’, etc.

- Students can write their own sentences using synonyms and antonyms. They might like to fold a piece of paper in half, showing the two sides / rabbits having similar or dissimilar emotive sentences (like the page layout in ‘Two Rabbits’).
- Draw a picture that matches both sentences. See **BLM 1**.

Vocabulary: Literary Devices

(ACELA1437) (ACELA1439) (ACELA1438) (ACELA1448) (ACELA1454) (ACELA1458) (ACELA1469) (ACELA1778) (ACELA1455) (ACELA1822) (ACELA1474) (ACELA1471) (ACELA1472) (ACELT1579) (ACELT1585) (ACELT1591) (ACELY1650) (ACELY1660) (ACELY1670) (ACELA1824) (ACELA1825)

‘Two Rabbits’ includes some literary devices in the text that give reference to the ‘emotion’ and ‘conflict’ connections with the story. These include alliteration, repetition, onomatopoeia, metaphors and rhyme.

Alliteration: ‘filled with flowers’, ‘dirt to dig’, ‘wind whispered / written on the wind’, ‘glistening golden’.

Repetition: *'In the dark, rainy night on the cold, wet field',
'Out of the field and into the street / lane',
'... stopped to take a breath. Her heart was beating fast.,'
'... too angry to eat...',
'So, she kicked it away and hopped on.,'
'... hard to see through tears.,'
'But tonight, it did not feel the same.,'
'She felt so alone.,'
'I know what to do, wind.'*

Onomatopoeia: *'Thump! Thump! Thump!,' 'Stomp! Stomp! Stomp!,' 'hop,' 'kick,' 'beat,' 'dig,' 'whisper.'*

Metaphors: *'Written on the wind.,'
'The wind chased them trying to keep up.'
'... carried along by the wind.'*

Rhyme: *'huddle/cuddle,' 'stopped/hopped'.*

- Find and list the examples of each. Can you add your own to these?
- What do you notice about the patterns of the words or language?
- Discuss and write the meanings of various terms and phrases.
- Spelling idea: Choose a spelling focus, such as words with double letters (rabbit, huddle, little, hopped), or a digraph like 'st' (as in 'stomp', 'stopped', 'street'). Use these in sentences.
- Write the focus word/s or phrases, or kind messages, on thin streams of paper and hang on a line as if they are being 'carried away by the wind'.
- Create a dandelion flower cut out and write a favourite metaphor or positive phrase from the story. Students might like to 'pick a seed' with a kind word to spread to friends. See **BLM 2**.

Comprehension:

(ACELT1575) (ACELT1783) (ACELT1582) (ACELT1584) (ACELT1589) (ACELT1590) (ACELY1650) (ACELY1660) (ACELY1665) (ACELY1670)

Through writing and discussion, answer comprehension questions relating to the story, such as:

- **Knowledge:** Who was in the story? What happened between them? What was the problem? Where did the rabbits go? What did the wind whisper? How did they become friends again?
- **Comprehension:** Retell the story in your own words. What was the main idea? What are the similarities and differences between Little Grey Rabbit and Little Brown Rabbit? Why did they feel sad, angry, lonely?
- **Application:** How is the weather a symbol, or analogy, for how the rabbits are feeling? Why was it important for the rabbits to learn from their conflict? Why was it important for them to make things right? How are the words on the wind significant to their changes of heart at the beginning and at the end of the story?
- **Analysis:** What are the features of rabbits? Draw a labelled diagram of a rabbit (see **BLM 3**). What are the features of a friendship? Draw a labelled diagram of two friends showing kindness. How do the rabbits' first words to each other compare with their last? What might be some good things that happened from the argument?
- **Synthesis:** Predict how the rabbits might resolve a conflict in the future. What other ideas can you think of for 'saying sorry' or apologising when you've had an argument with your friend? What might have happened if the rabbits didn't want to say sorry? How would you design an apology gift?
- **Evaluation:** Do you agree that conflicts can be good for a friendship? Why or why not? What is the most important thing the story is teaching us? What do you think about the way the rabbits handled their argument, and their resolution? What is the most important thing they realised? Is it helpful to feel sadness, anger and loneliness? Why or why not? What places and organisations can we visit or research to learn more about rabbits and their need for companionship?

Comprehension: Story Sequence / Retell

(ACELA1435) (ACELA1434) (ACELA1447) (ACELA1451) (ACELA1463) (ACELT1575) (ACELT1584) (ACELT1580) (ACELT1586) (ACELY1650) (ACELY1660) (ACELY1670) (ACELT1785)

- Order the sentences as they appeared in the book and draw the story sequence.
 - In the dark, rainy night on the cold, wet field, two rabbits argued.
 - Sharp words were carried along on the wind.
 - Two rabbits parted, and went their separate ways.
 - Little Grey Rabbit kicked a fallen apple. She was too angry to eat.
 - Little Brown Rabbit kicked a leaning dandelion. She was too angry to eat.
 - It was too hard to see the view through tears.
 - The rabbits both felt so alone.
 - The wind whispered and the two rabbits came together to say sorry.
- Students can also make stick or hand puppets of the two characters to retell the main points in story in their own words.

Creative Writing: Innovation on Text – Good Friends Can Resolve Conflict

(ACELA1435) (ACELA1451) (ACELT1783) (ACELT1831) (ACELT1582) (ACELT1832) (ACELT1833)

- Brainstorm some ideas about why the rabbits had an argument. Students could turn and talk to a friend about what they think the argument was about.
- Write down the 'sharp' words from the story (ie. 'I don't like you anymore!', 'I'm not your friend') and the kind words (ie. 'You are my best friend').
- Discuss what makes a good friend. Make a list of ways friends help and are kind to each other.
- Discuss and list ways that good friends can resolve conflicts or disagreements in positive ways. *'Sometimes I make mistakes. I'm sorry.'*
- Discuss what it would be like if conflicts weren't resolved.
- Students complete the sentence with two opposing meanings, **'Sometimes friends...'** E.g *'Sometimes friends make mistakes and say sorry.'* and, *'Sometimes friends don't like each other anymore.'*
- The sentences could be written on the 'Two Rabbit Friends' template. See **BLM 4**.

Narrative Writing

(ACELT1580) (ACELY1651) (ACELY1652) (ACELT1832) (ACELY1661) (ACELY1672) (ACELY1648) (ACELY1658) (ACELY1674)

- Using the ideas from the 'Creative Writing: Innovation on Text' task, students can brainstorm some possible story ideas based on the concept of 'resolving a conflict with a good friend'.
- Think about the metaphor of the words 'written on the wind' to signify the emotional and physical journey. How do the words on the wind leave and follow the characters to show how they are feeling? What 'sharp' and 'kind' words have been used in your story?
- Plan the beginning – the argument, the middle – where the characters go and how they feel, and the end – how did they resolve their conflict?
- When writing a narrative, students need to consider: Who are the characters? Where is the setting based? What does your world look like? What kinds of emotional or physical challenges might you need to be overcome (eg. How the argument made them feel, where the wind took them – are there any physical obstacles, like crossing a dangerous river or climbing a tall hill/ledge)? How will the conflict be resolved?
- Begin your narrative with a sizzling start, such as dialogue, onomatopoeia, action or scene setting. Remember to use interesting action and emotive words and language!
- Decide if the story is written from the perspectives of two characters or in third person.
- Alternative** – Students work in pairs to write a story and make a book about 'friends' on an adventure to different places (a flowery field, at the park, in the neighbourhood, up a hill, a fruit orchard, etc). Fold a piece of paper in half. Choose one scene to write about for each piece of paper. On one side, one student writes their 'journey', and on the other side the other student writes about their 'journey'. Once all the scenes are completed, read the book together and compare how similar and different each idea was from one another.

Acrostic Poem

(ACELA1439) (ACELA1438) (ACELA1458) (ACELA1778) (ACELA1455) (ACELA1822) (ACELA1474) (ACELA1471) (ACELA1472) (ACELA1824) (ACELA1825)

- Students can write an acrostic poem with or for a friend, thinking about one of the scenes in the story – either the conflict or the resolution. Words for the poem can include ARGUE, SEPARATE, SORRY, FRIENDS. Will the poem rhyme?
- Students can share with the class and explain why they made their choice.

Recount / Reflective Writing

(ACELA1437) (ACELT1575) (ACELT1583) (ACELY1651) (ACELA1787) (ACELT1582)

- Encourage students to think about a time when they felt sad, angry or lonely as a result of an argument with a friend. Students should include how they felt, how they managed the situation, the challenges and outcomes.

Information Report/Procedural Text

(ACELA1430) (ACELA1786) (ACELA1447) (ACELA1450) (ACELA1453) (ACELA1463) (ACELY1648) (ACELY1651) (ACELY1658) (ACELY1660) (ACELY1661) (ACELY1668) (ACELY1671) | Science Links: (ACSSU002) (ACSSU017) (ACSSU030) (ACSIS233) (ACSIS027) (ACSIS040)

- Students can create a poster or digital presentation with the collation of facts about a chosen rabbit species, including its body parts and functions, breeding, what they eat and information about their activity. Be sure to include a title, interesting facts, diagrams or pictures, and captions for the information report.

Some more facts about rabbits can be found at the link: [Rabbit Facts - YouTube](#)*

*Please note: this video contains information on animal testing that may be distressing to some students. There is also a quiz at the end of the video.

- Students could write a procedural text on how to care for a domestic rabbit. A video on caring for your rabbit can be seen at: [Beginner's Guide to Care for a Pet Rabbit! - YouTube](#)
Include a title, introduction on what the piece is about, materials needed, relevant points, and a conclusion.

Thinking Tools / Graphic Organisers

(ACELA1429) (ACELT1575) (ACELT1783) (ACELT1583) (ACELT1589) (ACELY1650) (ACELY1660) (ACELY1670)

- **Rabbit Placemat Chart:** Students can complete the chart to include their research on rabbits. Fill in the headings, such as: Rabbits Live, Rabbits Have, Rabbits Can, Rabbits Eat, Rabbits Are... See **BLM 5**.
- **Concept Web:** Use the concept web diagram to flesh out ideas on a chosen topic, such as 'Ways to Say Sorry'. These could include; 'say sorry', 'give a gift', 'make a card', 'write a letter', 'do a kind act', 'say kind words', 'give a hug'. Illustrate. See **BLM 2** or **6**.
- **Venn Diagram:** Complete a Venn Diagram to compare the similarities and differences between Little Grey Rabbit and Little Brown Rabbit. Think about their feelings, their words, their appearance, their actions, etc. See **BLM 7**.
- **Y-Chart:** Students can imagine themselves as the rabbits, either during the argument, or when they made up to each other. Complete the graphic organiser with the headings: Looks Like, Sounds Like, Feels Like. See **BLM 8**.
- **De Bono's Six Thinking Hats:** Think about one of the scenarios where the rabbits were feeling either sad, angry or lonely, using the six hats:
Red (fears, feelings, intuition), White (information, facts), Yellow (Benefits, positive thinking), Blue (big picture, focus, learnings), Green (creative thinking, alternatives), Black (risks, problems, obstacles).

Visual Literacy

(ACELA1453) (ACELA1469) (ACELT1783)

- Using sticky notes, students can draw an emotion on a face to represent the different emotions expressed in the book. Students use the illustrations to guide their thoughts on how the rabbits are feeling at different points in the story.
- Place the 'faces' on the sticky notes on the illustrations that show the change in emotion or action. They should explain how they know this.
- Do the colours and shading / artistic techniques help to clarify the mood and feeling in each illustration?
- (Visual Arts) Students could draw themselves in a scene that depicts a certain emotion. What does their body language and facial expression look like? What colours and textures could be used to represent this feeling? What angles or perspectives would work best to show the emotion?

MATHEMATICS

Chance and Probability

Statistics and probability: (ACMSP011) (ACMSP024) (ACMSP047)

- Ask students to rate the probability of the following scenarios, including language such as; *will happen, won't happen, might happen, most likely, likely, probably, certain, possible, not likely, impossible*.
 - The wind will blow the rabbits away.
 - The rabbits will never be friends again.
 - Little Grey Rabbit will get lost in the street.
 - Little Brown Rabbit will eat a dandelion.
 - The sky will be foggy tonight.
 - The rabbits will apologise to each other.
- Students can write their own scenarios for a friend to rate.

Number – Repeated addition

Number and place value: (ACMNA003) (ACMNA004) (ACMNA013) (ACMNA015) (ACMNA027) (ACMNA030) (ACMNA031)

- There are two rabbit characters in the story, and there are two parallel journeys that each rabbit takes. Students can practice repeated addition or doubles facts to solve number equations. They might like to use strategies such as drawings, tables, number lines, models or concrete materials to work out their answers.

For example, 2 rabbits + 2 apples + 2 dandelions equals ____.

2 rabbits doubled is ____ . 4 rabbits doubled is ____ . 8 rabbits doubled is ____ .

- Extension: work with students to complete tasks on other strategies, including fact families and near doubles, repeated addition in multiplication, etc.

Space: Prepositional Language

Measurement and Geometry: (ACMMG010) (ACMMG023) (ACMMG044) (ACMMG046)

- Create a neighbourhood scene by drawing a variety of objects on a large sheet of paper, including a field, a street with houses, a lane, trees, a park or garden, a hill or ledge etc. Using rabbit toys or pictures, in partners, students take turns to instruct 'Little Grey Rabbit' and 'Little Brown Rabbit' around the neighbourhood. Students need to ensure they are using prepositional language.

Examples of terms to include: **in** the dark, **on** the cold field, carried **along**, **out** of the field, **into** the street / lane, an apple **on** the ground / **below** the tree, a dandelion **next** to a rock, sit on **top** of the rock, climb **up** a hill, climb **down** the hill/ledge, see **through** tears, **under** the dirt, the wind whispered **around** them, and so on. Other terms can include: to the **left** of, to the **right** of, **behind**, **upwards**.

Extension: Grid Maps

- Draw a smaller map of your neighbourhood on grid paper using grid references / coordinates, a key and instructions on how to get Little Grey Rabbit to come together with Little Brown Rabbit. See **BLM 9**.

SCIENCE / STEAM

Wind Studies

Science links - Physical sciences: ([ACSSU005](#)) ([ACSSU020](#)) ([ACSSU033](#))

Earth and space sciences: ([ACSSU004](#)) ([ACSSU019](#)) ([ACSSU032](#))

Science Inquiry Skills: ([ACSHE013](#)) ([ACSHE021](#)) ([ACSHE034](#)) ([ACSIS014](#)) ([ACSIS011](#)) ([ACSIS233](#)) ([ACSIS012](#)) ([ACSIS024](#)) ([ACSIS025](#)) ([ACSIS027](#)) ([ACSIS213](#)) ([ACSIS041](#)) ([ACSIS029](#)) ([ACSIS042](#))

Design & Technologies links: ([ACTDEK001](#)) ([ACTDEK002](#)) ([ACTDEK003](#)) ([ACTDEK004](#)) ([ACTDEP005](#)) ([ACTDEP006](#)) ([ACTDEP007](#)) ([ACTDEP008](#)) ([ACTDEP009](#))

Visual Arts links: ([ACAVAM106](#)) ([ACAVAM107](#)) ([ACAVAM108](#))

- **Anemometers:** Ask students if they have heard of the term ‘anemometer’ and if they know what it does.

(An anemometer is an instrument used by meteorologists and physicists to measure wind speed and pressure, and the direction of the wind. As the wind blows, its three or four cups rotate and make the rod spin. The faster the rod spins, the stronger the wind pressure.)

- Using 5 paper cups, 2 straws, a nail, a pencil with eraser, hole punch and tape, students can engineer their own anemometer to test out in the wind. See the full instructions at: [How To Make An Anemometer - Little Bins for Little Hands](#)
- Test out the anemometers on different days to compare the wind pressure. What did the students notice? How effective is this tool? Did they need to make any adjustments to their design?
- **Windmills:** Alternatively, or in addition, students might like to build their own windmills. Windmills use the wind’s energy to generate electricity. The instructions for making windmills can be found here: [Build A Windmill - Little Bins for Little Hands](#)
- **Kite Making:** Design and Technologies
Students can learn the basic principles of science and engineering by building and flying their own kite. Materials include plastic sheeting, dowels, tape and string (and materials to decorate). Instructions for making a kite can be seen at: [Let’s Make a Kite! | Science Project for Kids - YouTube](#)

Science involved: Kite flying involves aerodynamic forces of lift and drag. Lift occurs when the air pressure on the top is less than the pressure on the bottom of the kite. Drag is created by the friction of the air flowing around the kite. The weight is balanced by the lift, while the thrust occurs when the wind blows the kite forward.

HUMANITIES AND SOCIAL SCIENCES

Community Neighbourhoods and Gardens

(ACHASSI001) (ACHASSI018) (ACHASSI002) (ACHASSI004) (ACHASSI019) (ACHASSI035) (ACHASSI036) (ACHASSI037) (ACHASSI005) (ACHASSI006) (ACHASSI007) (ACHASSI022)(ACHASSI024)(ACHASSI039) (ACHASSI040) (ACHASSI008) (ACHASSI009) (ACHASSI026) (ACHASSI010) (ACHASSI043) (ACHASSK014) (ACHASSK015) (ACHASSK017) (ACHASSK031) (ACHASSK032) (ACHASSK033) (ACHASSK049) (ACHASSK051)

Students explore their local community neighbourhood, parks and gardens, and find ways to raise the awareness of the importance of sustainability to enrich their environment/surroundings. Activities and topics to investigate can include:

- Interview an adult about ways they help keep their community safe, clean, user friendly, maintained and planned improvement strategies. This investigation may include visits to the local council or neighbourhood walks to observe facilities.
- A part of the community walk / visit can include taking note of places that build community, such as the local library, shopping strips, community clubs, sporting grounds, play and garden spaces, special planned community events, and so on.
- Discover interesting local spots that may have been unnoticed before, such as secret laneways, hidden creeks, go on bush hikes, climb a new hill, or go fruit or flower picking in a field.
- Discuss where students may have seen, and locate on a map, where composting / waste facilities, mulching stations, community gardens, recycling drop-off areas are located around the local council. Plan a visit, with the necessary items to collect/drop off, to one or more of these facilities.
- Create a visual 3D model including some of these facilities in your neighbourhood, using recycled/ re-used materials like old milk bottles and cardboard boxes/tubes, etc.
- Students might like to organise a school community event, such as Working / Gardening Bees, plant selling / planting, community clean up days, fundraising events, and so on.
- Discuss the importance of caring for our neighbourhood and respecting the facilities / environment around us. What might happen if we didn't care for them? What are some useful and creative ways to help?

HEALTH AND PHYSICAL EDUCATION

Healthy Mind / Healthy Body / Healthy Relationships Ideas:

(ACPPS003) (ACPPS004) (ACPPS005) (ACPPS006) (ACPPS017) (ACPPS018) (ACPPS020) (ACPPS021) (ACPMP008) (ACPMP012) (ACPMP025) (ACPMP028)

Mindfulness and physical activity are ideal for mental and physical health, as well as building relationships with family and friends.

- Read books and texts about rabbits, resolving conflicts, or making friends
- Observe different kinds of creatures in your own or local park or garden
- Write down or draw about your friendships and emotions in a daily journal
- Brainstorm and create different ways to resolve conflicts or apologise, or show kindness to your friends
- Plant flowers, plants or vegetables for yourself, your own pets or local wildlife
- Loop dandelion stems to make a bracelet for a friend
- Make a wish on a dandelion and let the seeds blow in the wind
- Create and discover other ways to play, listen or test the wind, such as kite flying, windmills, bubbles, anemometers, etc.
- Role play rabbit behaviours, like hopping, digging, binkies, cleaning yourself
- Play a sport with your friends
- Visit and make new friends with people in your neighbourhood or community – attend local events
- Attend gardening events
- Sing songs about bunnies!
- Give a thoughtful gift or a hug to your best friend!

THE ARTS - VISUAL ARTS

(ACAVAM106) (ACAVAM107) (ACAVAM108) (ACAVAR109)

Apple and Flower Stamping

Students can observe the patterns found in 'Two Rabbits', other paintings and their natural environment. Create patterns on a chosen scene, such as a field, park or vegetable garden, using acrylic paint, cut apples and pressed flowers for stamping.

Wind Art – Blow Paintings

Use a straw and watered-down acrylic paint to blow-out a colourful pattern, abstract painting or a rabbit shape. Students experiment with the strength of the wind to push the paint farther and in different directions.

Wind Chimes – Streamers of Kindness

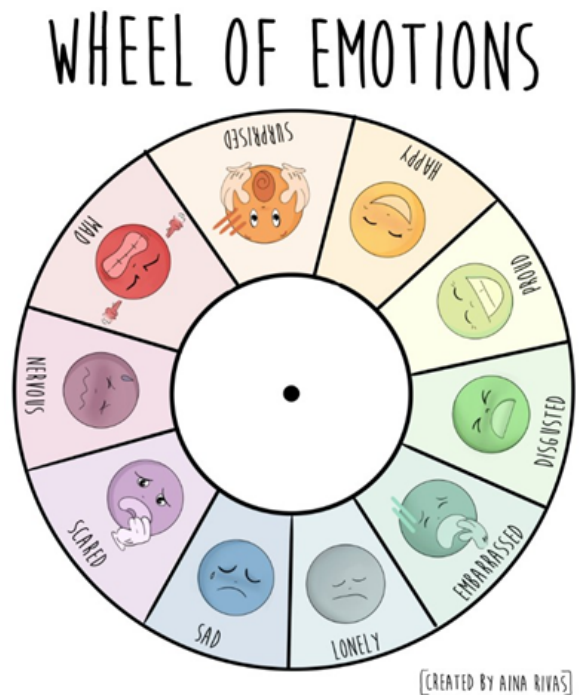
Students can create their own wind chimes using cups, sticks or metal tubes attached to long, colourful streamers (crepe paper or plastic bag strips) that fly in the wind. They might like to use other craft items for decorations such as natural materials or beads. On the streamers, students can write 'kind' sentences, like 'I love you', 'You are my best friend', 'Choose kind', etc.

Wheel of Emotions

Explore the 'Wheel of Emotions' chart and discuss how the colours are associated with each emotion. Students can either create their own wheel or use this to express themselves in a piece of their choice.

Patterned / Emoji Rabbits – Fine Art

Using a rabbit template, draw intricate shapes and patterns with a fine liner pen. Students might like to include some emoji faces to express their feelings. They can choose to leave the final piece plain or wash with watercolours. Display the pieces together to create a 'rabbit friends' wall.



From wonderbarart.com

THE ARTS – DRAMA

(ACADRM027) (ACADRM028) (ACADRM029) (ACADRR030)

'Two Rabbits' Re-enactment

- Using puppets, toys and other props, students can re-enact the story, starting earlier than the initial scene (the argument). They might like to create a stage, puppet theatre or other backdrop to set the scene/s.
- Will there be a narrator?
- Will there need to be a script of dialogue written?
- How will the characters show emotion? Think about voice, expression, body language, eye contact, etc.
- (Music) Will there be music or sounds used at different parts of the story? What kind of music would suit each emotion portrayed? Can the story be told with music alone?

THE ARTS – MUSIC

(ACAMUM080) (ACAMUM081) (ACAMUM082) (ACAMUR083)

Musical Instruments

- Listen to pieces of music or different instruments playing to determine the feelings they express. Can students identify 'sad', 'angry', 'lonely', 'excited', 'joyful' tones? Can they 'draw' the music?
- How does the pace and volume affect the feeling of the piece?
- Can students identify and name 'wind' instruments? These can include; saxophone, flute, clarinet, trumpet, recorder, harmonica, oboe, bagpipes, French horn, tuba, etc. Sort the wind instruments into 'woodwind' and 'brass' categories.
- Students can experiment to create their own 'emotional' pieces with instruments of their choice.
- Students can write their own song with words to express a scene from the story. What kind of music / instruments would be suit this scene?

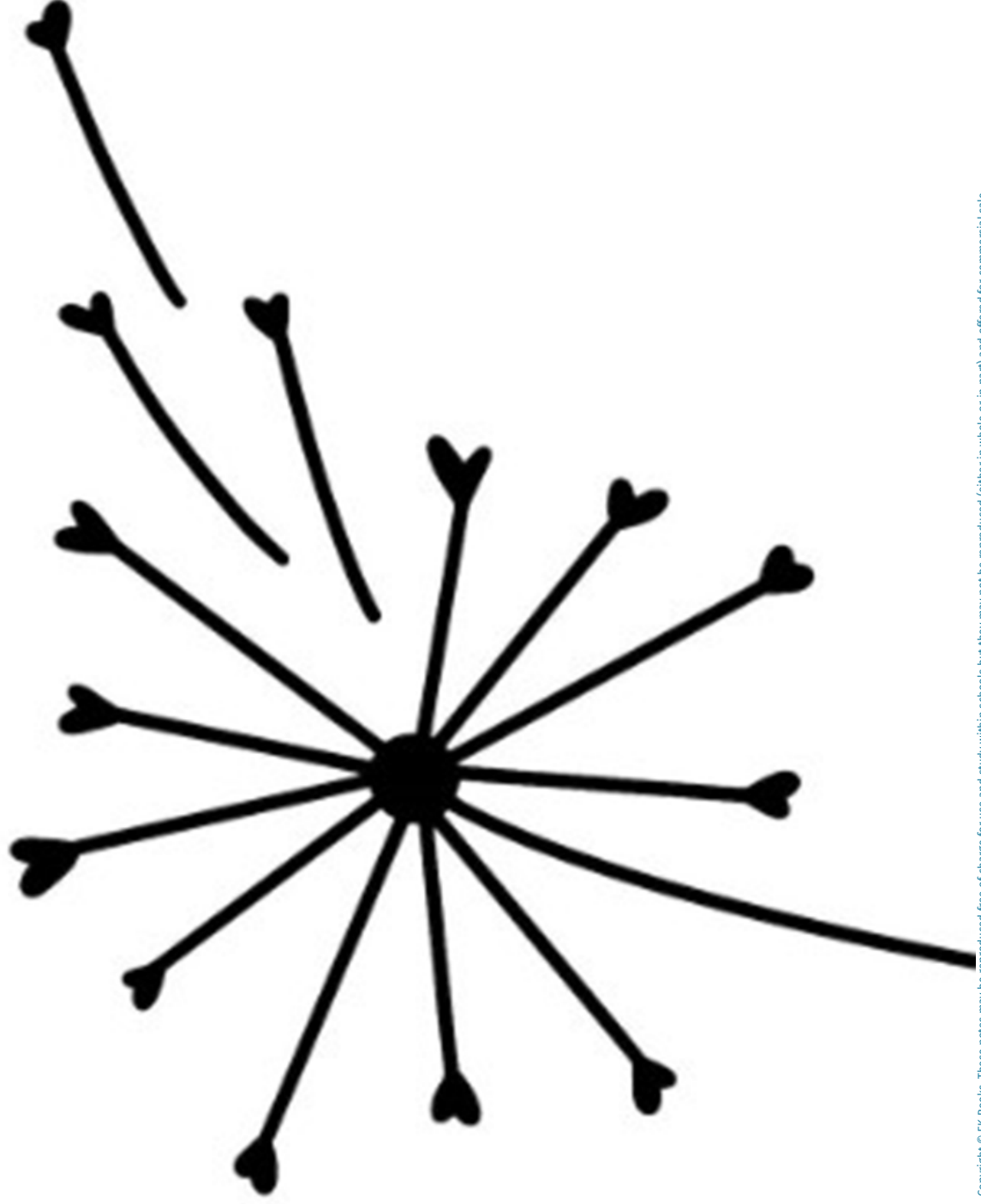
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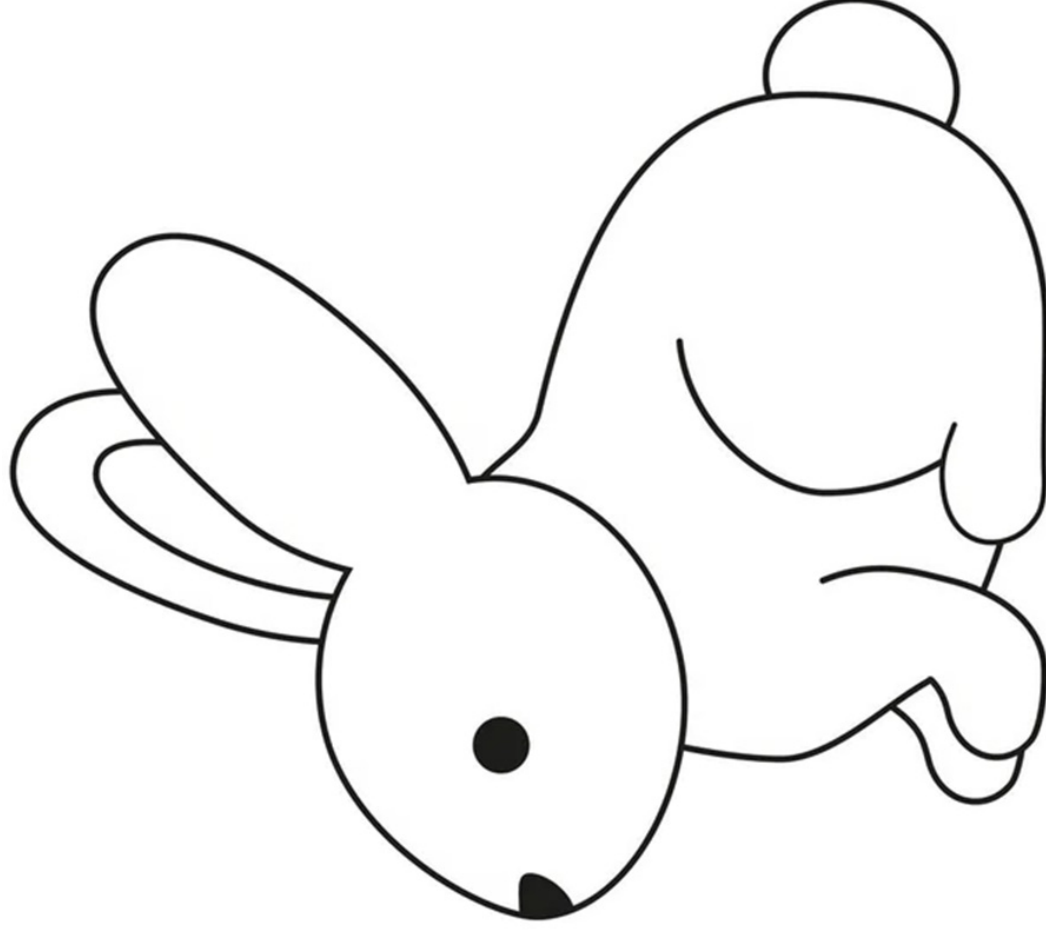
head

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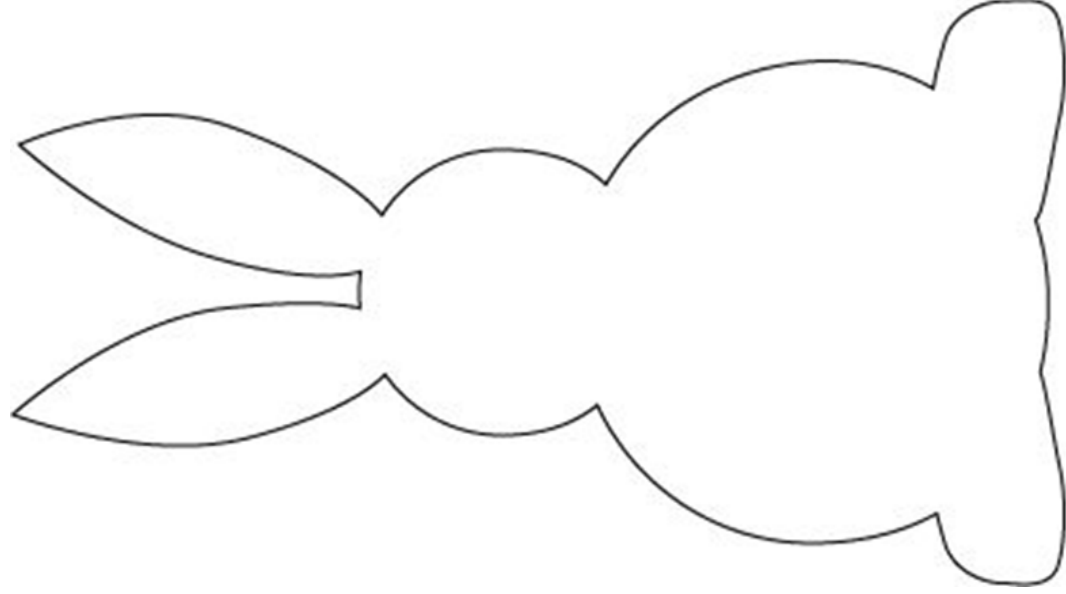
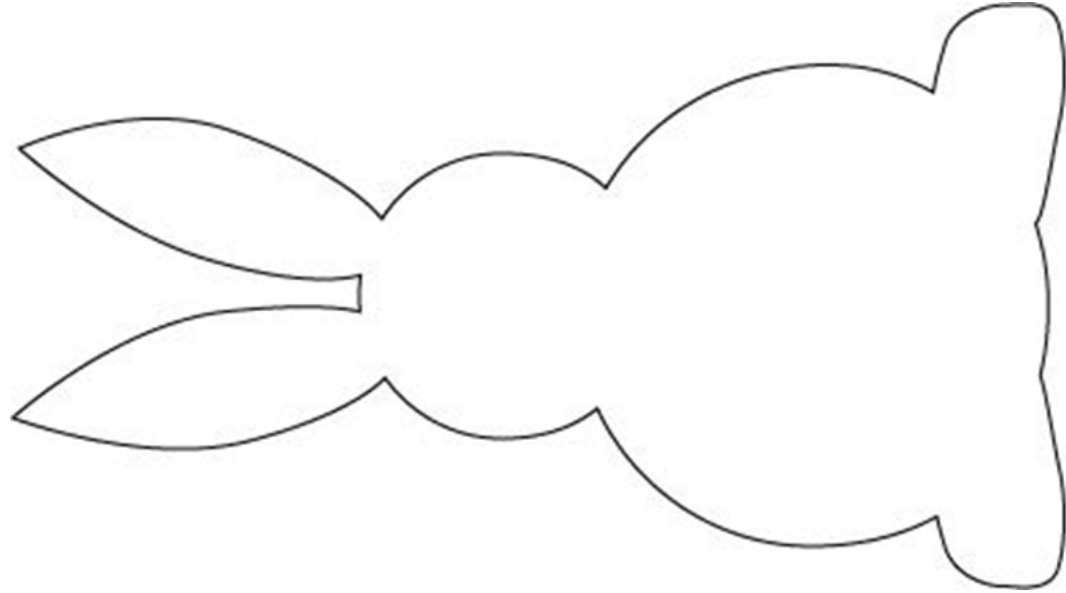
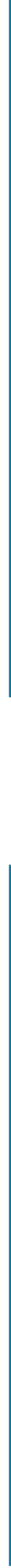
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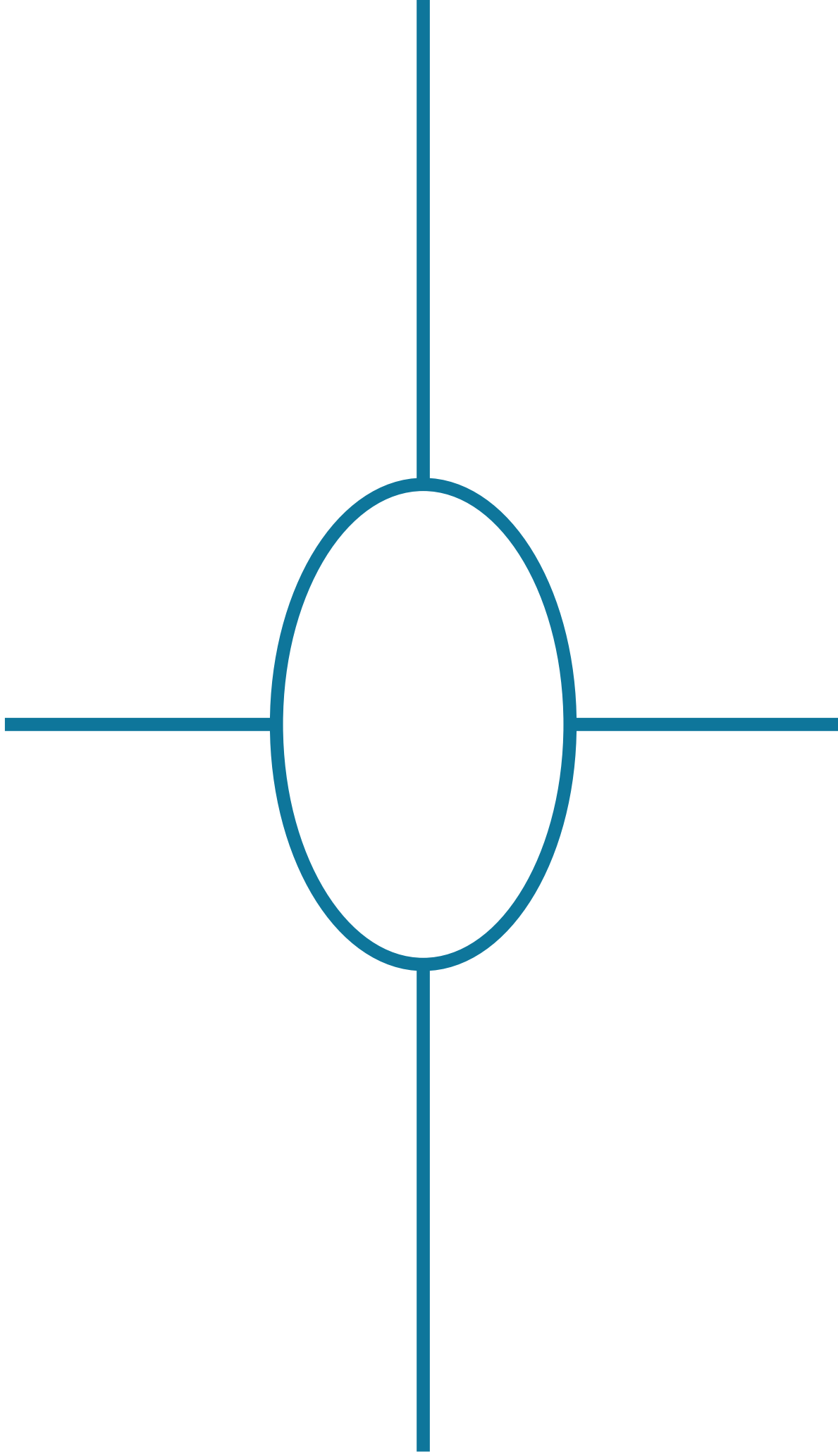
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All About Rabbits

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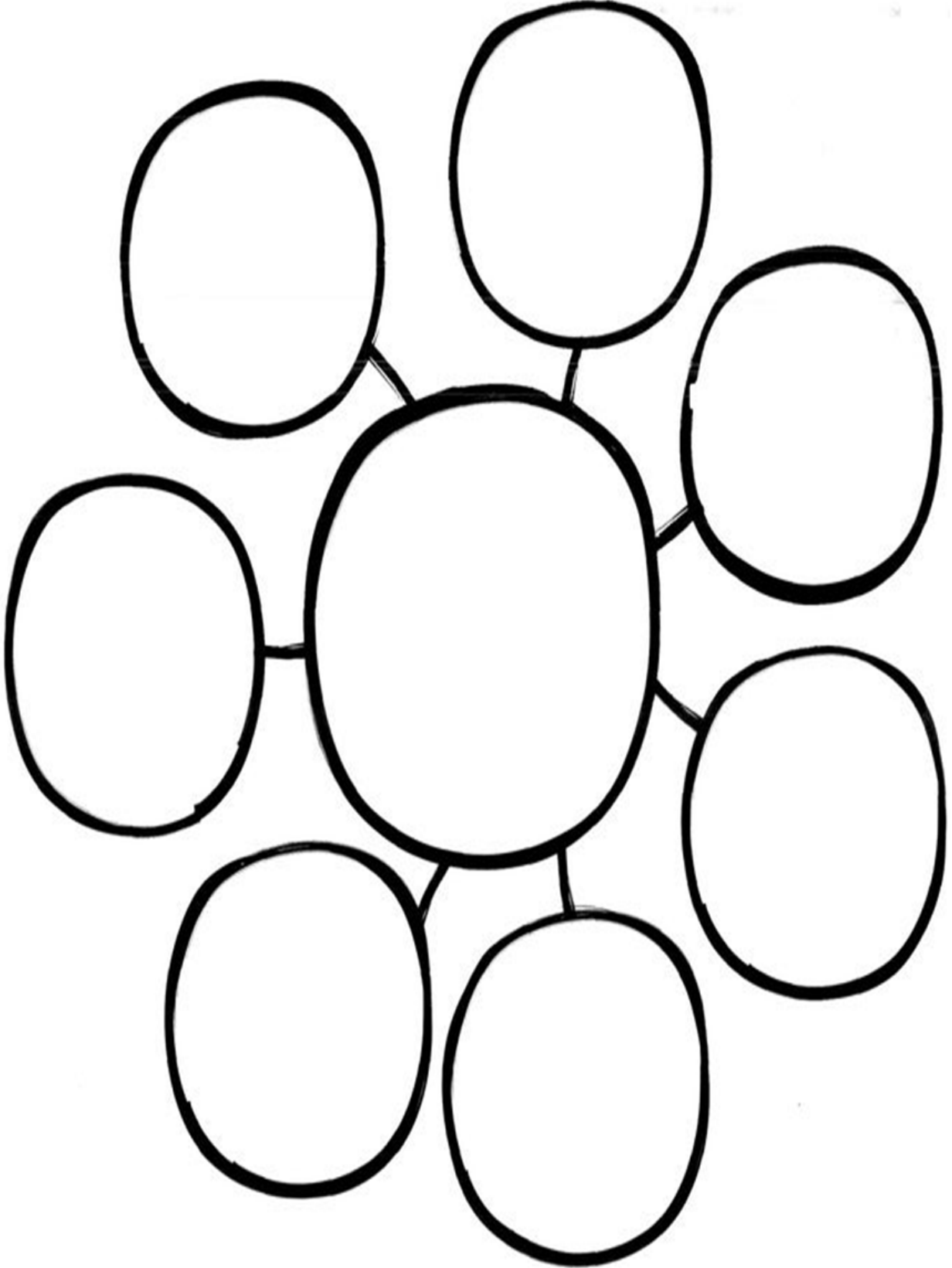
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Concept Web

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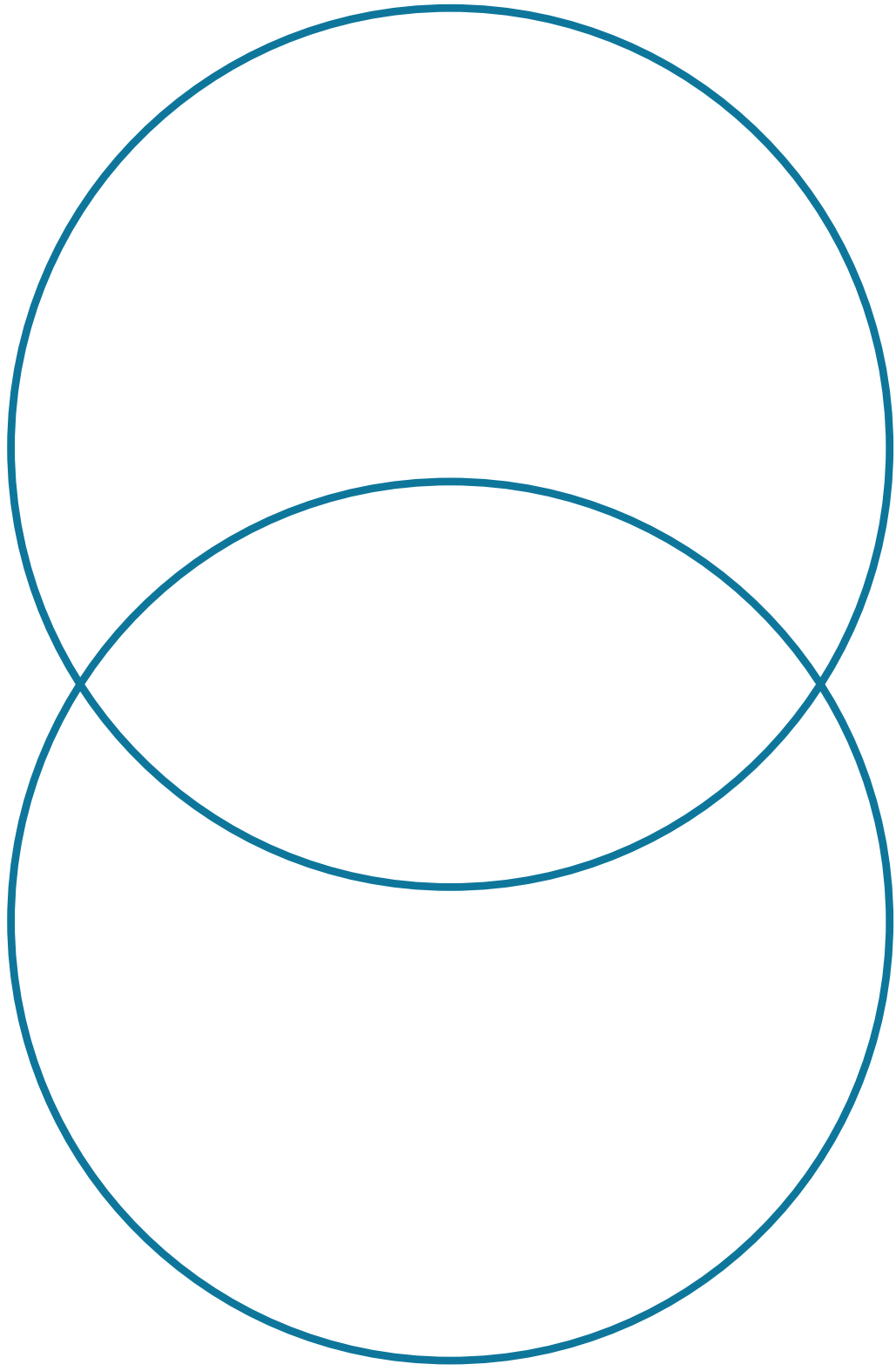
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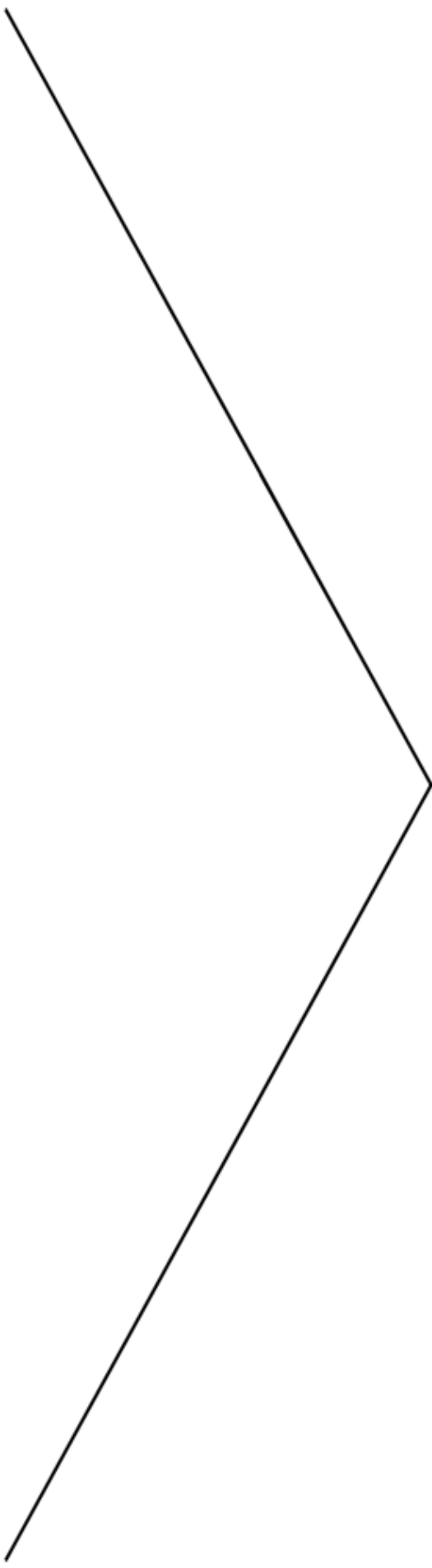
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Looks like



Feels like

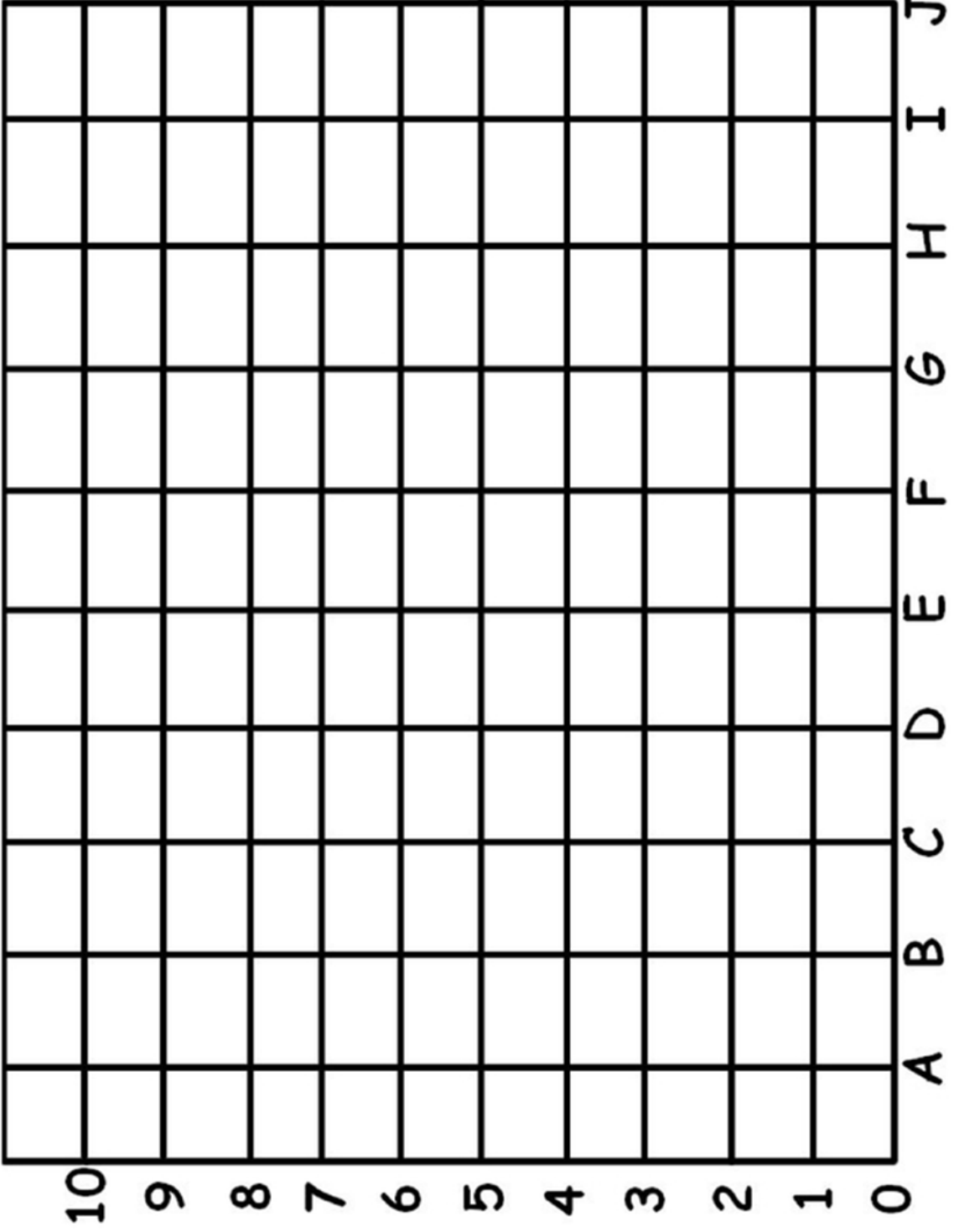
Sounds like

Grid Coordinate Map

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DATE _____

Skill: Coordinate Grid Title: _____



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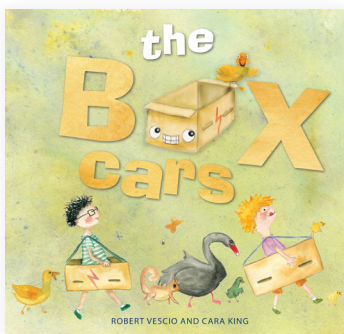
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