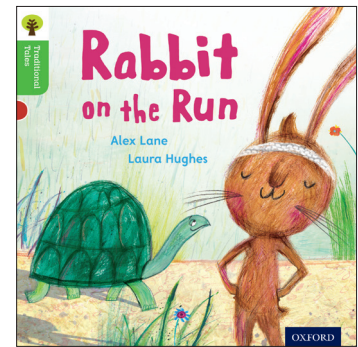


# Rabbit on the Run

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Teaching notes written by Teresa Heapy and Charlotte Raby

Information about assessment and curriculum links can be found at the end of these Teaching Notes.



## Background to the story

- Traditional tales have been told for many years. They help to keep alive the richness of storytelling language and traditions from different cultures. These tales, many of which will be familiar to the children, are rich in patterned language and provide a springboard for their own storytelling and writing.
- This story is based on the traditional tale 'The Tortoise and the Hare'. It was originally a fable by Aesop. The moral of the story is 'slow and steady wins the race'.

## Group/Guided reading

### Introducing the story

- Look at the cover of the book and read the title together, supporting the children with the word *Rabbit*. Ask: *What sort of characters do you think Rabbit and Tortoise are?*
- All the words in this story are decodable for this stage. You can look together at the inside front cover for a list of the high frequency tricky words for this stage used in the book, to help build familiarity with these before children read the story independently.
- Remind children that they need to blend words from left to right and sound out each phoneme in a word, e.g. *qu-i-ck*.
- Talk about the speech bubbles. Tell the children they show that a character is speaking.

### Reading the extended story

- Read the extended story (on page 42 of the *Traditional Tales Handbook*) to the children. Use the pupil book to show the images to the children as you read, and pause during the story to ask questions.
- Stop reading at the end of page 5. Ask: *Do you think Rabbit will win the race? Who do you want to win the race and why?*
- Pause at page 10. Ask: *What do you think will happen now? Who will win the race?*
- At the end of the extended story, ask: *How do you think Rabbit feels? How does Tortoise feel? Did the right one win?*

### Reading the story

- Tell the children it's now their turn to read the story themselves. Remember to give them lots of encouragement and praise as they read.
- As they read, encourage the children to sound out the phonemes, for example *sh-o-t*. Focus on **sh**, in the words *shot, Shh, rush*.
- Support the children with the words *me, was, you*, explaining that they are tricky words, but also very common and useful. If a word is too difficult, simply read the word for them.

### Returning to the story

- Ask: *Who did you want to win the race? Why?*
- Talk about what happened in the story. Ask: *How did Tortoise overtake Rabbit? How do you think Rabbit felt when he woke up?*

- Ask: *How do you think Rabbit feels at the end of the story? How do you feel if you don't win a race or a game? What might Rabbit do differently next time?*

## Storytelling and Drama

- After the children have read the story, tell them that you are Rabbit's trainer. Ask: *Do you think that Rabbit's trainer would be happy with the result of the race?*
- Tell the children that as Rabbit's trainer you want to know what happened and why Rabbit lost the race. Give the children a copy of the story map available on [www.oxfordprimary.co.uk/tradtales](http://www.oxfordprimary.co.uk/tradtales) to share. Ask them to work in pairs using the map to say what happened and explain how Tortoise won the race.
- Then ask the children to tell you what happened, taking it in turns around the class. Pretend to be Rabbit's trainer and question the different events, for example: *'Rabbit had a nap.' (I can't believe it! What was he doing? Why did he do that?) 'Then Tortoise went past him.' (How did he do that? Why didn't Rabbit wake up?)*

## Writing

- Use sticky notes to cover up what the characters say on each page of the book. Ask the children to work with their partner to think about what the characters might be saying on each page.
- As a group, help the children to expand their ideas into a simple sentence and encourage them to use their phonic knowledge to sound out and blend the words to spell the words in the sentence correctly. Model writing the dialogue into the speech bubble for the children.
- Work as a group to write new dialogue for the book, taking the children's ideas and supporting the children to rehearse orally each sentence before you write it for them on the board.
- Once they can say what they want to write, encourage the children to discuss their ideas for the final two pages of the book with a partner. Then ask the children to write the simple dialogue for the final two pages independently.

## Links to the wider curriculum

### Science

- Measure heartbeats before and after a variety of exercises.

### Geography/ICT

- Help the children to draw maps of places they know well, such as the playground, their gardens, or their route to school. You may wish to use a computer programme.

### Art and design

- Make medals for first and second place.
- Design a 3D racetrack using modelling clay, Lego and small world toys.

### Music

- Use musical instruments to make sounds for Rabbit running and Tortoise plodding along. Ask the children to think about making fast rhythms for Rabbit and slow, steady sounds for Tortoise.

### PSHE and Citizenship

- Use the story to explore the main issues of the story, such as: winning and losing, the way Rabbit behaved because he was convinced he was best, Tortoise's belief in himself that if he kept trying he would get there in the end.

For more ideas on how to use this book in the classroom use the *Traditional Tales Handbook*.

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# Rabbit on the Run (Oxford Level 2) curriculum coverage chart

## Links to Oxford Reading Criterion Scale:

- When prompted, can use illustrations to support talk about what is happening in a text and to predict what might happen next. (D) [ORCS Standard 1, 3]
- Is able to read some words from the YR high frequency word list. (READ) [ORCS Standard 1, 6]
- Can talk about the main points/key events in a text. (R) [ORCS Standard 1, 8]
- Is beginning to blend adjacent consonants in words in a range of combinations: CVCC CCVC. (READ) [ORCS Standard 1, 13]
- Can read words with some vowel digraphs e.g. /ai/ /ee/ /igh/ /oa/ /oo/. (READ) [ORCS Standard 1, 19]
- Is beginning to make predictions based on titles, text, blurb and/or illustrations. (D) [ORCS Standard 1, 21]

## ENGLAND The National Curriculum in England: Reception

<b>EYFS</b>	The activities in this book develop all areas listed within the following Early Learning Goals: 01, 02, 03, 09, 10.
<b>Letters and Sounds Phase 3</b>	Sounds practised: w (as in was), y (as in yes), sh (as in rush)

## SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – Early level

<b>Listening and talking</b>	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen (LIT 0-02a / ENG 0-03a)
<b>Reading</b>	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write (ENG 0-12a / LIT 0-13a / LIT 0-21a) I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a) To help me understand stories and other texts, I ask questions and link what I am learning with what I already know (LIT 0-07a / LIT 0-16a / ENG 0-17a) I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things (LIT 0-14a) I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)
<b>Writing</b>	I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways (LIT 0-09b / LIT 0-31a) Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-26a)

## WALES Foundation Phase Framework: Reception

<b>Oracy</b>	Learners are able to exchange ideas in one-to-one and small group discussions (YR_OracColl.1)
<b>Reading</b>	Learners are able to identify information from a text using visual features and words (YR_ReadComp.2) Learners are able to relate information and ideas from a text to personal experience (YR_ReadComp.3) Learners are able to follow texts read to them and respond appropriately (YR_ReadResp.2) Learners are able to recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters) – orally blend combinations of known letters (YR_ReadStrat.5i) Learners are able to read simple captions and texts recognising high-frequency words (YR_ReadStrat.9)
<b>Writing</b>	Learners are able to orally compose and dictate a sentence describing events, experiences and pictures to communicate meaning (YR_WritMean.4) Learners are able to contribute to a form modelled by the teacher (YR_WritStru.2)

## NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

<b>Talking and listening</b>	Pupils can understand short explanations and simple discussions (L1_com_talk.1iii) Pupils can make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)
<b>Reading</b>	Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1) Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) Pupils can read and understand familiar words, signs and symbols in the environment (L1_com_read.3i) Pupils can use visual clues to locate information (L1_com_read.3ii) Pupils can talk about what they read and answer questions (L1_com_read.5)
<b>Writing</b>	Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)