



Oxford Level II

Brer Rabbit's Trickbag

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Book type: novel

About *All Stars*

All Stars is a series of chapter fiction books written specifically for able readers aged 5 to 7 years. The books offer engaging, content-appropriate stories for infants at reading levels that will motivate and challenge your high-ability readers. *All Stars* are primarily for independent reading, but can be used in a variety of ways, including in able-reader guided reading sessions and in speaking, writing and drama activities.

All Stars is endorsed by Potential Plus, a leading charity which supports children with high learning potential. You can find out more about Potential Plus at www.potentialplusuk.org.

Synopsis

Brer Rabbit is a clever trickster. When he sees Brer Fox with a sack, he knows it'll contain some poor creature – so he creates a diversion, rescues Brer Terrapin and puts a wasps' nest in the sack instead. He sees through Brer Fox's plan for revenge, and cons Brer Wolf out of a cartload of stolen chickens. Brer Wolf, Brer Fox and Brer Bear lie in wait as Brer Rabbit comes home from town – but he spots their footprints and scares them off with a clanging crockery disguise. They are still trying to catch him!

Group/Guided reading

Introducing the story

- (Clarifying) Look at the cover and read the title. Ask: *Have you ever heard of Brer Rabbit? What might a 'trickbag' be?* Draw out that this is going to be a trickster story.
- (Predicting) Look at the front cover picture. Say: *I wonder what Brer Rabbit is like.* Encourage the children to predict his character from the illustration.
- (Clarifying / Predicting) Read pages 5–6 together. Say: *We can check our predictions about Brer Rabbit here.* Ask: *Were we right? How do you think Brer Fox will fit into the story?*
- (Clarifying / Predicting) Look at the picture of page 7. Say: *Brer Fox is watching Brer Terrapin in a strange way.* Ask: *What do you think he is going to do?* Encourage the children to predict what will happen next.
- (Clarifying / Predicting) Look at the picture on page 20. Ask: *How is Brer Rabbit feeling here? Why do you think this might be?*
- Some of the more challenging words and their definitions are listed on the front inside cover of the book. Encourage the children to look at these words and talk about their meaning to help build familiarity before children read the story.
- Here are some additional tricky words that may be useful:
 - ears pricked up – ears stood up, showing interest
 - beady – sharp, cunning

- swarm – a large group of flying insects
- hoisted – lifted up high

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- *(Clarifying)* On page 6, encourage children to sound out some tricky words: forever, mischief, neighbour, opened.
- *(Predicting / Clarifying)* On page 12, say: *I don't understand how telling Brer Fox about watermelons is going to help Brer Rabbit find out what's in the sack.* Encourage children to work out what the plan is.
- *(Summarizing)* At the end of page 21, ask children to summarize the chapter.
- *(Clarifying)* Pause before page 22. Challenge the children to read pages 22–25 aloud with appropriate intonation. Make sure they use clues from the narration and punctuation to help them.
- *(Predicting)* On page 26, ask: *Why do you think Brer Rabbit won't open the door to Brer Wolf?*
- *(Predicting / Clarifying)* On page 39, look at the illustration. Say: *I wonder whether that really is a fire.* Ask: *What is Brer Rabbit going to do?*
- *(Clarifying / Summarizing)* Read page 47, then ask: *What does this page tell you about Brer Rabbit's character?*
- *(Questioning)* Pause at the end of page 56. Say: *I wonder what Brer Rabbit is doing with the cups!* Ask: *What questions do you have for Brer Rabbit at this point in the story?*

Returning to the story

- *(Clarifying / Predicting)* Look again at pages 20–21. Say: *I wonder why Brer Terrapin tries to stop Brer Rabbit laughing.* Ask: *Do you think Brer Fox would be more or less likely to seek revenge if they hadn't laughed at him?*
- *(Summarizing)* Say: *Some of Brer Rabbit's tricks are quite unkind, but we still like him the best.* Ask: *Can anyone think why that might be?*
- *(Questioning)* Ask: *What questions would you like to ask Brer Rabbit about his tricks?*
- *(Clarifying / Summarizing)* Turn back to Chapter 3 (page 34). Ask: *What clues can you find to show that Brer Rabbit is cleverer than Brer Wolf?*
- *(Clarifying)* Ask: *How did Brer Rabbit work out who was waiting to trap him when he went to the hardware shop?*
- *(Summarizing)* Ask: *Which of the baddies is the most cunning? Who do you think is most likely to catch Brer Rabbit? Why?*
- *(Summarizing)* Ask: *Which of Brer Rabbit's tricks was your favourite? Why?*

Independent reading

- Introduce the story as in the Group/Guided reading section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- Encourage the children to use a dictionary to look up any unfamiliar words.
- Encourage the children to answer the questions on the inside covers of the book.
- Able readers often read quickly but sometimes skim words or do not fully understand what they are reading. Try:
 - stopping the children from time to time and asking them to explain what is happening in the story at that point, or who a character is,
 - asking the children to examine the pictures and speech bubbles (if present). Encourage the children to tell you what information the pictures or speech bubbles give us,

- reminding children to look out for any difference between what is being said and what is being thought by the characters. Can they show you an example?
- Prompt more able readers to think about alternative language choices when exploring the text. For example, ‘Can you think of any other words the author could have used to describe how this character felt here?’
- Even able readers may need to pause to work out a new or tricky word. Encourage them to reread the whole sentence again to make sure they understand the context of the word.
- Find even more books for your able readers at BookMatch, the children’s book recommendation tool specially designed for teachers, available free on Oxford Owl. Filter by year group and Oxford Level to find age-appropriate books to stretch your most able: www.oxfordowl.co.uk

Speaking, listening and drama activities

- Debating Brer Rabbit’s tricks.
 - Split the class into small groups. Say: *We are going to discuss which of Brer Rabbit’s tricks was the best.*
 - Encourage each group to look through the story and gather evidence for one trick. The group should discuss what makes their trick better than the others.
 - Finish with a whole-class discussion, where each group gives evidence for why their trick is the best. End with a vote.

Writing activities

- Writing a description from a character’s point of view.
 - Children choose a character: Brer Fox, Brer Wolf or Brer Bear. Then they write a description of Old Man Spewter-Splutter from their chosen character’s point of view.
 - If needed, children can reread pages 57–61. Then they brainstorm in small groups some words or phrases that they can use in their writing, making notes if necessary.
 - Children write their paragraph individually, then swap with a partner. Having read their partner’s work, encourage them to improve their own spelling and punctuation.

Cross-curricular suggestion

Art and Design

- Children draw their own illustration, showing a favourite scene from the Brer Rabbit story.



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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding. (RCS Standard 3, 12)
- Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! , ,). (RCS Standard 3, 15)
- Can summarize a story, giving the main points clearly in sequence. (RCS Standard 3, 18)
- Can discuss reasons for events in stories by beginning to use clues in the story. (RCS Standard 3, 22)

ENGLAND The National Curriculum in England: English Programme of Study, Year 2

	National Curriculum objectives	Book-related assessment pointers
Spoken language	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (SpokLang.6)	Can the children participate effectively in group discussion?
Reading: Word reading	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (Y2 ReadWord.2)	Encourage the children to be aware of the full range of phonics they can use.
Reading: Comprehension	predicting what might happen on the basis of what has been read so far (Y2 ReadComp.2v)	Encourage the children to stop and discuss what might happen next at various points in the story.
Writing: Composition	planning or saying out loud what they are going to write about (Y2 WritComp.2i)	Do the children discuss and make notes before they write?
	evaluating their writing with the teacher and other pupils (Y2 WritComp.3i)	Do the children share their work and make improvements?

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. (LIT I-02a)	Can the children participate effectively in group discussion?
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG I-12a)	Encourage the children to be aware of the full range of phonics they can use.
	To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. (ENG I-17a)	Encourage the children to stop and discuss what might happen next at various points in the story, and to come up with their own questions.
Writing	I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate ideas or create new text. (LIT I-25a)	Do the children discuss and make notes before they write?
	Throughout the writing process, I can check that my writing makes sense. (LIT I-23a)	Do the children share their work and make improvements?

WALES Curriculum for Wales: Foundation Phase Framework, Year 2

	Framework objectives	Book-related assessment pointers
Oracy	contribute to discussion, keeping a focus on the topic and taking turns to speak (Y2_OracColl.1)	Can the children participate effectively in group discussion?
Reading	apply the following reading strategies with increasing frequency to a range of familiar and unfamiliar texts: – phonic strategies (Y2_ReadStrat.4i)	Encourage the children to be aware of the full range of phonics they can use.
	refine and revise predictions in fiction and non-fiction texts (Y2_ReadComp.5)	Encourage the children to stop and discuss what might happen next at various points in the story.
Writing	use talk to plan writing (Y2_WritMean.4)	Do the children discuss and make notes before they write?
	reread and improve their writing to ensure that it makes sense (Y2_WritMean.5)	Do the children share their work and make improvements?

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Levels 1 and 2

	Levels of Progression	Book-related assessment pointers
Talking and listening	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)	Can the children participate effectively in group discussion?
Reading	use a range of reading strategies (L2_com_read.2)	Encourage the children to be aware of the full range of phonics they can use.
	express opinions and make predictions (L2_com_read.5ii)	Encourage the children to stop and discuss what might happen next at various points in the story.
Writing	talk about what they are going to write (L1_com_write.1)	Do the children discuss and make notes before they write?
	make changes in relation to agreed criteria (L2_com_write.1ii)	Do the children share their work and make improvements?