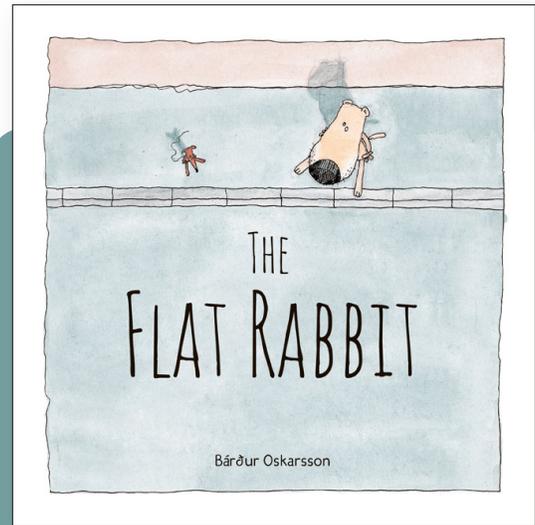


The Flat Rabbit

BY BÁRDUR OSKARSSON

Target grades: Kindergarten, 1, 2
Reading levels: Fountas & Pinnell: N
Lexile® Measure: AD 610L

978-1-77147-059-9 \$17.95 CDN / \$16.95 US



Correlates to Common Core Standards
(CCSS) Speaking and
Listening: **SL.K.6, SL.1.6, and SL.2.6.**
Language: **L.K.1, L.1.1, and L.2.1.**

Correlates to Common Core
Standards (CCSS) Speaking and Listening:
**SL.K.1, SL.1.1, and SL.2.1; SL.K.2, SL.1.2,
and SL.2.2, SL.K.3, SL.1.3, and SL.2.3.**
Reading Literature: **RL.K.1, RL.1.1,
and RL.2.1; RL.K.6, RL.1.6, and RL.2.6.**

ABOUT THE BOOK

When a dog and a rat find a flat rabbit on the road, they try to think of a plan to give the deceased rabbit a proper sendoff. After much thought and deliberation, the dog and rabbit devise an idea and work all night long to make it happen. The next morning, they say goodbye and give the rabbit a beautiful gift: seeing the world from a new perspective.

PRE-READING IDEA: MAKING PREDICTIONS

Encourage students to make predictions based on the cover of the book before reading the story. Show students the front cover and ask them, “Who are the characters in the story?” Show them the back cover of the book and ask them, “What would you do if you found a flat rabbit?” Ask students, “What would cause a rabbit to be flat?” or “Where do the dog and rat find the rabbit?” After discussing the students’ predictions, read the story together.

THEMES

While the text and illustrations appear simple, the themes addressed in *The Flat Rabbit* range from the simple theme of friendship to the more complex themes of compassion, working together toward a common goal, and coping with death. Have students begin to think about themes by asking them to pick the part of the story they think is most important and tell why they think it is important. Put students’ ideas up on an anchor chart. Group like ideas together so students can start seeing the messages in the story.

DISCUSSION QUESTIONS

1. What information does the reader learn from one (or more) of the illustrations that is not directly stated in the text?
2. When the dog and rat are trying to figure out what to do for the rabbit, what does the rat do while the dog thinks? How do the rat’s activities help the dog formulate a plan?
3. How do the dog and the rat show their compassion for the rabbit, whom they do not even know well? What does this show the reader about the characters of the dog and the rat?
4. What does the author reveal to the reader about the friendship between the dog and the rat? How does the reader know that the dog and the rat were not friends with the rabbit?

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Correlates to Common Core
Standards (CCSS) Language: **L.K.4, L.1.4,**
and **L.2.4, L.K.5, L.1.5,** and **L.2.5.**

(1) Correlates to Common Core
Standards (CCSS) Language: **L.K.1, L.1.1,**
and **L.2.1; L.K.2, L.1.2,** and **L.2.2.**

Writing: **W.K.1, W.1.1,** and **W.2.1.**

(2) Correlates to Common Core
Standards (CCSS) Language: **L.K.1, L.1.1,**
and **L.2.1; L.K.2, L.1.2,** and **L.2.2.**

Writing: **W.K.1, W.1.1,** and **W.2.1.**

(3) Correlates to Common Core
Standards (CCSS) Language: **L.K.1, L.1.1,**
and **L.2.1; L.K.2, L.1.2,** and **L.2.2.**

Writing: **W.K.3, W.1.3,** and **W.2.3.**

(4) Correlates to Common Core
Standards (CCSS) Language: **L.K.1,**
L.1.1, and **L.2.1; L.K., L.1.2,** and **L.2.2.**

Writing: **W.K.1, W.1.1,** and **W.2.1.**

5. Why do the dog and the rat want to send the rabbit to the sky on a kite? Where could they be sending the rabbit? Why would they fly her on a kite?
6. Based on the fact that the rabbit is flat in the road, how might she have died?

VOCABULARY ENRICHMENT

Write the following sentences on the board and ask students to determine the meaning of the underlined words based on the context clues:

- “I was just wondering what she was doing there,” replied the dog, a bit startled.
- “The rat pondered this for a while, and then she said, “Maybe we should move her.”
- “After the dog had assured the rat that it would, they went to the park.”
- “And you have to run extremely quickly, but not forget to keep an eye on the kite.”

WRITING ACTIVITIES

1. After reading and discussing the book, ask students to think about whether they would like to have the rat and/or the dog as a friend, and why. Then have students write and explain their position. Or, have students write about an important day they spent with a friend. Students should tell what happened and why it was important. Ask for volunteers to share their writing with the class.
2. Give students a large flow chart with plenty of room for text and/or illustrations and then ask them to write and/or draw the events of *The Flat Rabbit* in the order they occurred. Then have students add three to five new events that could come after the end of the book to continue or complete the story. Post their charts in the classroom.
3. The author does not include any text — only illustrations — on the first four pages of the book. Ask students to think about appropriate text that could be added and write the suggestions on sentence strips. Discuss with students how the story would be different with the additional text. Post the sentence strips in the classroom.
4. The dog and the rat wonder what the rabbit must see from the sky. As a class, write a collaborative poem from the point of view of the rabbit. First, brainstorm phrases or sentences that the rabbit might say — if she could — to the rat and the dog, based on what happens in the story. Have each student give one response and put all responses on the board. Then, working individually, with a partner, or in small groups, have students pick and write down their favorite four to five phrases to put together as their poem. Students may rearrange, add, change, or leave out words or phrases as needed. Have students illustrate their poems and post them in the classroom.

Teaching guide prepared by Susan Ceye, Coordinator of Library Services, Everman Independent School District, Everman, Texas.

Made possible with the support of the Ontario Media Development Corporation.