

Notes for Teachers and Librarians on *Rabbit and Bear: Attack of the Snack* by Julian Gough and Jim Field

INTRODUCTION

Rabbit and Bear: Attack of the Snack, written by Julian Gough and illustrated by Jim Field, is the perfect KS1 class reader for children ages 5+ moving on from picture books; addressing themes around personal and social issues and self-awareness. These notes include reading comprehension questions to improve inference, retrieval and predictive skills, as well as suggestions for classroom activities to enjoy the book across different areas of the curriculum – from creating animal characters, to re-enacting the effects of peer-pressure and drawing a guide to the different species of owl in the story!

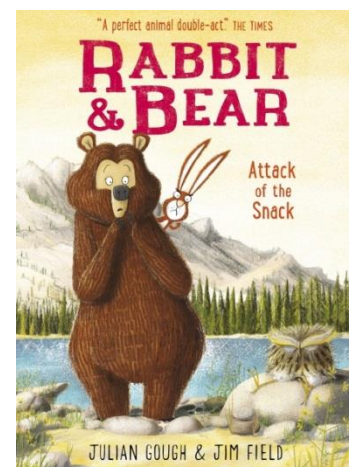
ABOUT THE BOOK

SPLASH! A Mysterious Thing lands on Rabbit and Bear's peaceful summer lake.

Is it exciting, or terrifying? Is it a tiny fluffy owl, or a huge hungry monster? And has Rabbit finally met a creature with worse habits than himself?

Rabbit's SURE he solve this mystery. But when he accidentally turns the Best Day Ever into the Worst Day Ever, he needs Bears' help...

A tale of friendship, acceptance, and what you can do with blueberry poo.



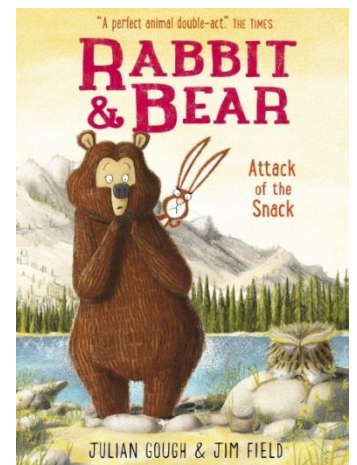
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READING QUESTIONS

1. What do you learn about the story of *Attack of the Snack* from the cover? Can you guess what the storyline might be?
2. What different relationships can you see on the front cover? Which characters might be friends? Which characters might be enemies? How can you tell?
3. What are Rabbit and Bear doing when a 'Thing' whizzes 'over their heads'?
4. What are Rabbit and Bear's first reactions when they first see 'the Thing'?
5. Why do Rabbit and Bear take 'the Thing' to see Woodpecker?
6. When Rabbit says that he knows 'exactly what owls are like' on page 20, do you believe him? Why or why not?
7. Look at page 32. What are the differences between Rabbit and Bear? Which animal do you think is kinder? Which animal is the leader? Which animal is more aggressive? How do you know? Use the words and illustrations to help you.
8. How does Rabbit treat 'the Owl'? How does Rabbit encourage the other animals to follow his opinions? Look at page 36, can you think of a real-life situation where this might happen?
9. Why do you think the animals put the Owl in 'Prizzin'? What are their reasons for doing this?
10. Why do the animals feel like they have made a terrible mistake when the Owl wakes up? What do they realise?
11. What does Bear mean on page 60 when she says 'NOBODY is perfect, EVER.' Why does she forgive Rabbit? Do you agree with her?
12. How does Rabbit feel when he says sorry on page 66? Why does he feel this way?

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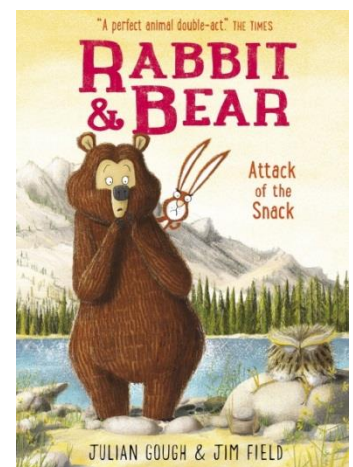


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READING GROUP QUESTIONS CONTINUED

13. When Rabbit says sorry, what do all of the other animals do? What does this tell you about how people act when they are together in a group? Can you think of a real-life situation where this happens?

14. How does the story change from the beginning to the end? What do you think is the main message of the story? Use page 90 to help you.



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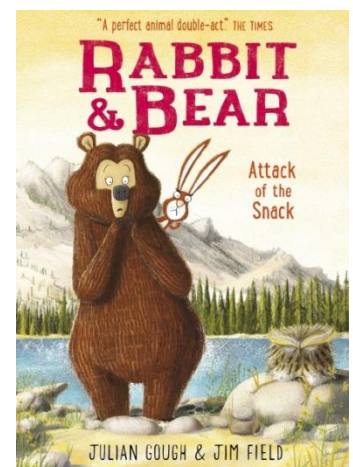
SUGGESTED ACTIVITIES

Literacy

- Look at the front cover of *Rabbit and Bear: Attack of the Snack*. How do the illustrations help to show the animals' personalities? Pick one of the animals on the front cover and write a list of words that the illustration makes you think of.
- How does Rabbit try to persuade the animals to keep owl in prison on page 55? How do you know that Rabbit is secretly unsure of what he is saying? Create two columns to show Rabbit's feelings: the feelings that he shows to the animals, and the feelings that he hides from them.
- Imagine that you are an animal from the story and you disagree with Rabbit's decision to put Owl in prison. Create a poster to convince others to set Owl free. Make sure you give them reasons to take your side!

Drama + Speaking and listening and PSHE

- Choose one of the characters on the front cover and decide how you think that animal will act and speak to others. What kind of body language will he/she have? What sort of facial expressions and mannerisms? Are they bossy or do they follow the leader? Are they loud or quiet? As a class, carry out interviews with the different characters. Why is it good to have lots of different personalities in a group? Why can it sometimes be bad?
- Re-enact the scene from the story where Owl is put in prison and wakes up to find all of the other animals staring at her – one person in the class should be Owl, while all of the others should be the animals. How does everyone feel during this activity; write down a list of emotions and share them as a class.



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SUGGESTED ACTIVITIES CONTINUED

Science

Biology

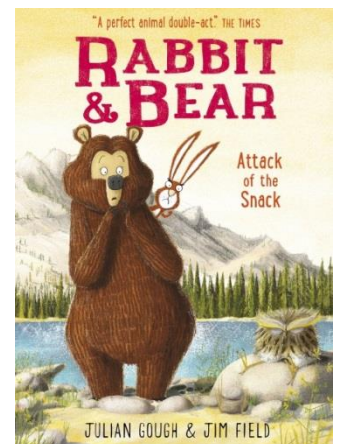
- Carry out some research into one of the animals in the story and create a Fact Sheet for them, including information about where they live, what they like to eat, and what they're afraid of.
- Look at the different types of owls mentioned on page 53. How many different species of owl can you spot? What are the differences between them?

Geography

- Look at the map at the beginning of the story. What are the features of a good map? Can you identify the following things: water; trees; mountains; a lake; the ocean.
- Can you use the map to plot Rabbit and Bear's journey in the story? Where are they when 'the Thing' arrives? Where do they travel to next? Where do they finally end up?

Art & Design

- Draw an animal character of your own – what would its name be? What personality would it have? How can you show its personality through its physical features and facial expressions? Use lots of bold colours and materials or shapes to make it spring off the page and come to life!
- Create a guide to the different owls mentioned in the story; draw each of the different species of owl and label them with their different features.



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