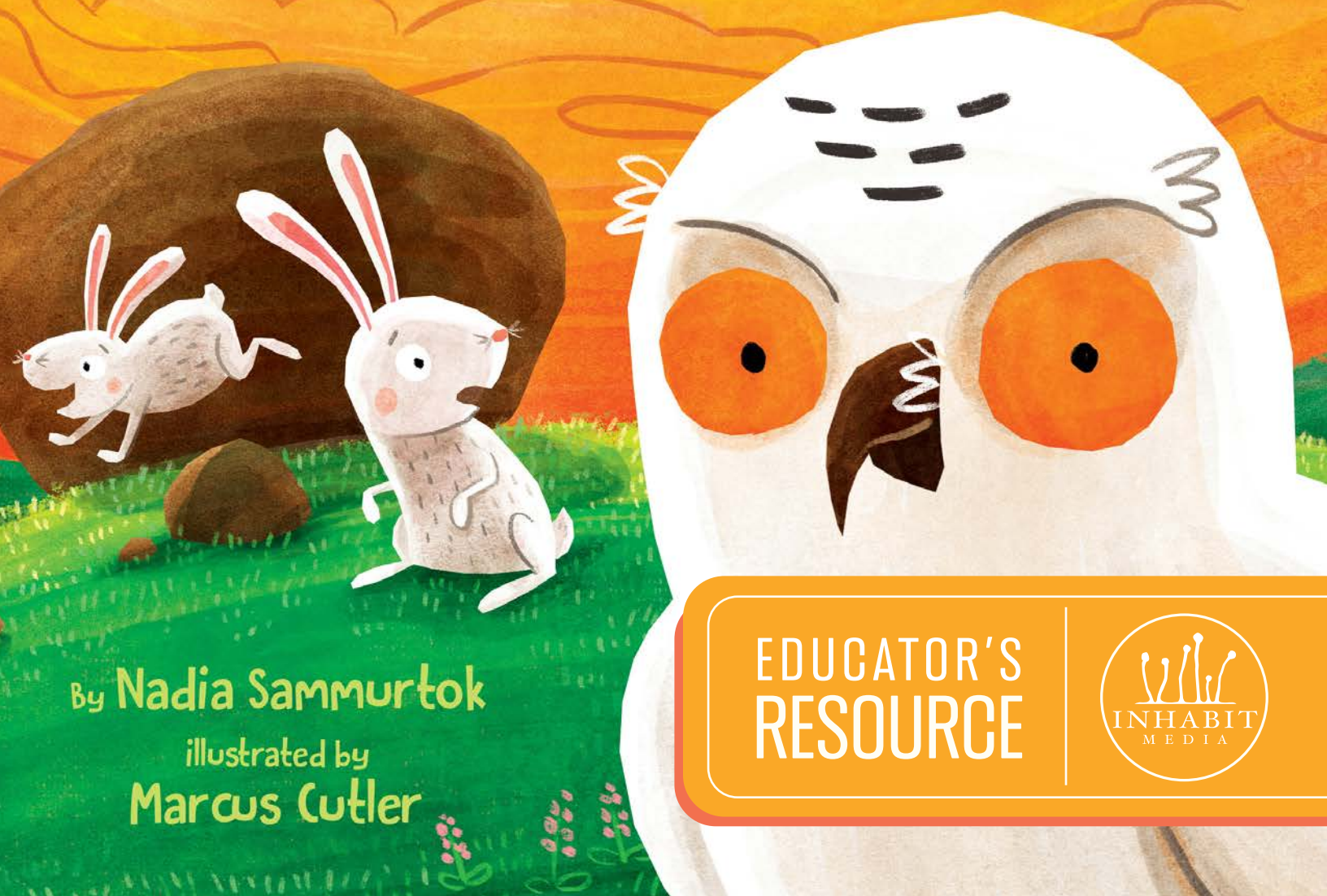


THE OWL AND THE TWO RABBITS



By **Nadia Sammurtok**

illustrated by
Marcus Cutler

EDUCATOR'S
RESOURCE



The Owl and the Two Rabbits

About the Book

In *The Owl and the Two Rabbits*, two sister rabbits have fun jumping and playing outside. They forget about their parents' warning to not be seen until it is too late, and a hungry owl spots them! The rabbits need to come up with a plan to outsmart the owl.

About the Author

Nadia Sammurtok is an Inuit writer and educator originally from Rankin Inlet, Nunavut. Nadia is passionate about preserving the traditional Inuit lifestyle and Inuktitut language so that they may be enjoyed by future generations. Nadia currently lives in Iqaluit, Nunavut, with her family.

About the Illustrator

Marcus Cutler is both a children's illustrator and an occasional climber of rocks. He lives in Windsor, Ontario, with his wife and two daughters.

Note to Educators

This educator's resource is written for Kindergarten to Grade 3 classrooms. The suggested discussion questions and activities can be adapted for each class according to the experiences of students.

Teachers can use this book to teach about topics such as:

- The importance of listening to your parents, guardians, and/or Elders
- Safety while playing with friends
- Working together
- Feeling scared and being brave

Pre-Reading Discussion Questions

- Show students the cover of the book and read the title, and author's and illustrator's names.
- Do you think this story is fiction or non-fiction?
 - If you've not yet introduced the terms fiction and non-fiction, this is a good opportunity for a mini-lesson.
- What do you think is going to happen in this story?
- Why do you think one of the rabbits looks nervous in the cover illustration?
- This story uses animals as the main characters. What is your favourite animal? What do you love about that animal?

During and Post-Reading Discussion Questions

The following questions and discussion points can be used during and after reading *The Owl and the Two Rabbits*. Provide students with the chance to voice their own opinions, share their experiences, ask questions, or point out anything else they may notice about the book.

- Page 5: The sisters are very good at jumping high. What is something you are good at?
- Page 7: What do you predict will happen next? Do you think the owl is nice?
- Page 13: How do you think the rabbits are feeling at this point in the story? What do you think the owl is thinking?
- Page 17: Do you think the rabbits' plan is going to work? Will they be able to push the boulder on top of the owl?
- Page 25: How do you think this story will end?
- Parts of a story:
 - o What is the setting of the story?
 - o Who are the main characters in this story?
 - o Summarize the plot of the story.
- Why do you think the author, Nadia Sammutok, wrote this story?
- What lesson can you learn from this story?
- Why is it important to listen to adults?
- Does *The Owl and the Two Rabbits* remind you of any other story you know? How so?



Extension Activities

The following activities could be used to help strengthen students' understanding of the story. Adapt these suggestions to the ability level of your students as necessary.

Drama

- Re-enact the story of *The Owl and the Two Rabbits*. Split students into groups and assign each student a role (for example: the two rabbits, the rabbits' parents, the owl, the owl's wife, the narrator). Students can be provided with a script or they can come up with their own lines as they act out the plot of the story.
- Have older students recreate *The Owl and the Two Rabbits* using the basic concept of the story with new characters, setting, and dialogue. For example, they may create a story about two fish that swim too far from their home and need to outsmart a seal. Have students act out their new stories.

Writing Prompts

Use any of the following writing prompts to strengthen students' connections to the story. Differentiate the prompts depending on students' reading and writing abilities.

- Biography
 - o Read the write-ups about the author and illustrator on page 31. Pretend you wrote or illustrated your own book. What would your write-up say about you? Using page 31 as a model, write a paragraph about yourself that includes where you are from and what you like to do.
- Letter writing
 - o Write a letter to an adult in your life thanking them for keeping you safe.
 - o Write a letter to the author, Nadia Sammutok, telling her what you have learned by reading this story. Tell her about your favourite part of the story.
- The rabbits were very brave in this story. Write about a time when you were brave.

Word Study

- Find the following words in the story, using the pages provided:
 - o Predators (page 2)
 - o Slowly (page 3)
 - o Cautious (page 3)
 - o Sharp (page 8)
 - o Closed (page 10)
 - o Yelling (page 13)
 - o Hungry (page 14)
 - o Quick (page 20)
 - o Glad (page 28)
- On chart paper or the white board, write a word that means the opposite of each of these words.



- The boulder that the rabbits pushed onto the owl was huge. Think of as many words as you can that have the same meaning as “huge.” On chart paper or the whiteboard, make a list of these synonyms throughout the study. Add to the list as you hear or read more words (e.g., big, enormous, gigantic, large).

Talking Circle

- Sit in a circle on the floor or in chairs. Pass around a talking piece and allow each student to have a turn answering a question about the story. Here are some possible questions:
 - o If you could be any animal for a day, which animal would you like to be and why?
 - o The rabbits felt very scared when the owls were getting near. Can you think of a time that you felt scared?
 - o The owl wants to eat the rabbits. This is part of a food chain. What animals do you know that eat other animals?

