

Stories

A rabbit and a parrot...

You could use this story
in a **Movers** class.



Rabbit was a funny and kind animal. His home, that was small and sometimes cold, was under the ground in the forest. Rabbit didn't always have lots of things to eat but he loved cooking and he had lots and lots of great friends.

'I love inviting different friends to come and eat with me,' Rabbit said to the sun in the sky. 'And I love talking to them ALL night about everything in the world.' Rabbit knew all the animals that walked, hopped, flew or swam in the forest. And he always stopped to say hello or to help them when they had problems.

But Rabbit couldn't talk to Parrot. She lived at the top of the tallest tree. She had no friends and she never said hello or helped any of the other animals. She had a beautiful long tail and she wore a crown on her head and a necklace around her neck. And every day, she flew to the little island in the middle of the lake to look at her face in the water. Looking at her face was her favourite hobby.

Rabbit was sad about that. 'Parrot needs a friend,' he said to the sun in the sky. The sun in the sky agreed and gave Rabbit three ideas.

The next morning, when Rabbit saw Parrot on the island he called to her across the water. 'Hello, Pretty Parrot!' Parrot didn't answer. 'Pretty Parrot' he called more loudly, 'Let's be friends. Come and eat with me this evening.'

Parrot looked across the water at Rabbit. She shook her head and her tail and laughed. 'I'm too busy to eat with rabbits, and your home is too small and cold. I only eat in homes that are warm and big and beautiful.'

'But I have mango pie, watermelon pancakes and grape cakes for dinner this evening. Please come.' Rabbit answered.

Parrot looked at Rabbit again. 'Well, I love eating mango pie, watermelon pancakes and coffee bean sauce. How many mango pies have you got?' 'Three,' Rabbit answered. 'And how many watermelon pancakes?'

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‘Five.’

‘And how much coffee bean sauce have you got?’

‘Lots,’ Rabbit said with a smile on his face.

‘Then, I CAN come and eat with you,’ Parrot said.

But, that evening, she didn’t listen to Rabbit’s questions or answer them and she didn’t talk to Rabbit about his home or his hobbies. She ate all of his mango pies and all of his watermelon pancakes and drank all of his coffee bean sauce. Then she flew back home again.

The next day, Rabbit asked Parrot to come and eat with him again.

Parrot ate all of Rabbit’s chocolate noodles and all of his kiwi cakes and drank all of his forest leaf tea. Then she flew back home again.

On the third day, when Rabbit saw Parrot on the island again he called, ‘I’m sorry but I can’t eat with you today. But I made some food for you to eat in your warm and big and beautiful home. Please come and take it!’

Rabbit put a scarf on the ground and hopped onto it with two banana biscuits. Then he pulled the scarf up around him and tied it at the top.

‘Pretty Parrot, come and get your food,’ Rabbit called from inside the scarf.

Parrot flew across the water, picked up the scarf and flew back to the top of the tallest tree. When she got there, she took off her crown and her necklace and opened the scarf. Rabbit jumped out and looked at her kindly. He could see that her home was small like his and it wasn’t warm or beautiful.

‘Don’t look at me and don’t look at my home!’ Parrot said. ‘I’m not wearing my crown or my necklace and my tree-house is not big or warm or beautiful.’

‘Pretty Parrot, you are more beautiful without your crown and necklace.’

‘Am I?’

‘Yes!’

‘And your tree-house is very nice, too,’ Rabbit said.

‘Is it?’

‘Yes!’

‘Now, let’s eat these banana biscuits. I’m hungry!’ Rabbit said. ‘Here you are! There’s one for you and one for me.’

Rabbit and Parrot ate their biscuits and then, like great friends, they talked and talked all night and then when the sun in the sky came up above the trees in the morning, they had breakfast. Apple bread and coconut juice!

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Teaching notes

Verbs not on any YLE wordlist: 'shook' and 'tie' and also the adverb 'kindly' but 'kind' (the adjective) is on the Flyers wordlist. Not on the YLE Movers wordlist: 'problem' 'crown' 'necklace' 'agree' 'across' 'warm' and 'pull'. However these words are all on the Flyers wordlist. I think learners will understand 'tree-house'. If not, you could perhaps show them a picture of one.

You might like to:

- *review / teach irregular past participles: knew, flew, swam, wore, ate, drank, took, make, came. Draw a picture of a man's tie (or take one in), and show learners that the word for that and for the verb 'to tie', have the same sound and spelling. Neck is a Movers word, but necklace is on the Flyers wordlist. Show learners how we just add 'lace' to the end of 'neck' to make a word they didn't know before. Is anyone in the class wearing a necklace today? You might also teach 'ring' and 'earring'.*
- *teach 'shake' and 'nod'. Tell learners to shake / nod their heads. If someone shakes/nods their head, what does it mean?*
- *take in a scarf and put an apple on it and tie it at the top to show what rabbit did visually.*
- *ask learners what the message of the story is. Hopefully they will have understood.*
- *ask learners what they think about the parrot. Is it good to worry so much about how pretty/handsome you look or to be competitive about how nice your home is or about how many things you have? I suggest you do that, sensitively, in L1. Ask, too, how important it is to be kind and welcoming to your friends. What kind of person is a really good friend?*
- *ask learners to make up the names of more funny food menus. Perhaps, in pairs, they could actually make a menu card and illustrate it with their drawings.*
- *ask learners to design a crown. Perhaps they could make one for homework. Teach 'king' and 'queen' (from the Flyers wordlist).*
- *do a visualisation. Ask learners to close their eyes for two minutes and silently imagine that they are in the forest where the rabbit and the parrot live. What can they see, hear, feel and smell? Learners in groups feedback to the others. You will need to help with vocabulary.*
- *ask learners to imagine the parrot talking to another animal the next day. What did she say about her afternoon and evening with the rabbit? Pairs think of three sentences. Walk around and help with past simple tenses. Pairs could then take turns to read out one of their sentences in open class.*