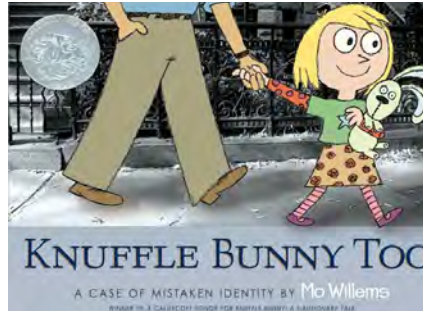


# Book Guide

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## ***Knuffle Bunny Too***

By Mo Willems



**Summary:** This is a book about a little girl who takes her favorite bunny to school—only to find out another little girl has a bunny that looks the same and also brought her bunny to school. The two girls end up mixing up their bunnies and need help to get them back home.

### **Social-Emotional Themes:**

- Problem-solving
- Making friends
- Exploring feelings (arguing; worrying; missing)

### **Teacher Tip: Circle Time**

In order to support this discussion, consider your **timing** and **preparation**. In order to use the lessons learned from the story, the children need to be able to recall the plot and emotional content of *Knuffle Bunny Too*. Therefore it is an option to begin discussion right after reading the book in its entirety. Decide what is best for your group of children by considering the following:

**Has this group ever had a discussion in Circle before?** Like any skill, the practice of productive group discussion is learned over time. If group discussion is new to your group, you might consider having a Circle Time discussion about a less emotional topic first. For example, facilitate a discussion about favorite foods.

**When was the last time this group heard this book in its entirety?** Can the children remember the story? Consider the range of ability to recall among your group. If you are unsure, ask children how much they remember about the story.

**How long can this group sit and attend to this story and activity?** This will depend upon the individual needs of the children, the size of the group, and the level of interest in this book. Always try to be sensitive to the length of Circle Time. If you have any doubts, share the book in its entirety during one Circle Time and then briefly review the story and do the activity in a second Circle Time.

## 1st Reading: Learning about the book.

Point out parts of the story that describe the little girls' experiences and connect it to the children's own experiences by asking questions and drawing their attention to the plot and illustrations.

### Before reading the story for the first time:

Display the front cover to the children.

The title of this book is *Knuffle Bunny Too*

**Mo Willems** wrote this book and also drew the pictures.

What do we think this book will be about?

Accept answers from the children. Encourage them to answer based on the title of the book and the picture on the cover. If they need further assistance, ask them:

When you look at the picture on the front cover, what do you see?

How do you think this little girl feels?

How do we say "Bunny" in Spanish? In Creole? In Mandarin?

### While reading the story:

Here are some suggestions for how to highlight the story when sharing it for the first time.

What are Trixie and Sonja arguing about?

How do you feel when someone shares with you?

How do you feel when you don't agree with someone?

Did you ever argue with a friend? What problem did you have?

### Teacher Tip: ELL Support

As you discuss the meaning of sharing, ask children if someone would like to volunteer to role play with you. Have one child move next to you, and hold an object from the classroom of which there is only ONE: ie, a hat from dress up area, or a dry eraser for the board. Explain to the children that you and the volunteer both want to play with the item, but because there is only one of that item, you must *share*, and take turns with it. Model sharing as you use the word.

### After reading the story for the first time:

Ask the children for their opinions about the book and share some key points you would like them to remember.

What do you think about that story?

Did you like the drawings?

Trixie and Sonja argued but then felt better in the end. Why was Trixie upset in the first place?

You may need to go back to the book and show the illustration of Trixie and Sonja arguing about their bunnies.

## 2nd Reading of the Story: What are the characters feeling?

Provide a stronger focus on the character's feelings and the social-emotional themes of the story.

### Before reading the story for the second time:

Display the front cover to the children.

Do you remember this book?

I remember that Trixie (point to picture of Trixie) took her bunny to school and found out another girl at school has a bunny that looks the same, and they accidentally mixed up their bunnies and took the wrong one home.

### While reading the story:

Here are some suggestions for how to highlight the story when sharing it for the second time.

What are Trixie and Sonja arguing about? How do they look?

Does your face ever look like Trixie's or Sonja's? (Show the illustration of the teacher taking the bunnies away from Trixie and Sonja.) Show me your worried face.

How do you feel when you argue?

What makes you feel happy? What makes you feel sad? What makes you feel angry?

### Teacher Tip

Children may want to talk about a time when they argued with a friend. Give them a chance to talk about what is on their minds and be sure to try to find out what they did or could have done to calm down. One story may prompt another child's story, which may in turn take more and more time away from finishing the story. Be thoughtful about how to manage your time while helping the children feel they have your interest and encouragement. For instance, at a certain point you might say to the remaining children who have not spoken, "If anyone else wants to tell me a story, we can talk together right after the story is over."

Talking about arguing can get kids agitated. You may want to have the whole group take a couple of deep breaths before moving on to the next activity or before ending Circle Time.

### After reading the story for the second time:

Ask the children for their opinions about the book and share some key points you would like them to remember.

How does Trixie feel when she realizes she doesn't have her bunny?

How does Trixie feel when she gets her bunny back?

What else could Trixie and Sonja have done to get their bunnies back?

How does it feel when you make up with someone after an argument?

### 3rd Reading of the Story: What does the story make me think about?

Foster a connection between the social-emotional themes and the children. Help the children consider how Trixie and Sonja's experiences can help them in social situations.

#### Before reading the story:

Display the front cover to the children.

Do you remember this book? Do you remember the name of this story?

What problem does Trixie have? How does Trixie solve her problem?

Let's see what happens.

#### While reading the story:

Here are some suggestions for how to highlight the story when sharing it for the third time.

What does the teacher do when the girls argue over their bunnies? How does that make them feel? How do you know how they feel?

What do the girls' fathers do when the bunnies are mixed up?

What do the girls do when they get their bunnies back?

#### After reading the story for the third time:

Ask the children for their opinions about the book and share some key points you would like them to remember.

This book makes me think about how we solve problems when we are upset. What are some ways that we can solve a problem?

How do you feel when you can't do something you want to do?

How do you feel when you play with a friend?

How does it feel to lose something? What can we do to feel better about a loss?

### 4th Reading of the Story: Complicated Feelings.

Help children understand that sometimes two different emotions can exist together at the same time.

#### Before reading the story for the fourth time:

Display the front cover to the children.

We have read this book together a few times now. Do you remember the name of this book?

Is this book about arguing or missing something? Is it about other feelings too? What other feelings do we see in this story?

Let's see what happens.

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### **While reading the story:**

Here are some suggestions for how to highlight the story when sharing it for the fourth time. Tell children that the teacher helps the girls in the story when they have a problem at school, and their Daddies help them when they have a problem at home.

The girls in this story have a problem. Who helps them with their problem?

At the end of the story, the girls are best friends. Were they friends in the beginning of the story? Why not? What changed for them?

### **After reading the story for the fourth time:**

Ask the children for their opinions and guide the conversation to help children identify having two differing emotions at once.

Do you remember a time that you argued with a friend?

What does it feel like when you are angry at a friend?

Is there a time you can think of when you felt sad or mad at someone that you love?

What can we do to feel better if we feel angry at someone we love? How can we show that person that we still love him/her, even though we may have been arguing before?

#### **Teacher Tip: ELL Support**

Have children use facial expressions to show how Trixie feels at different points in the story. Name the feelings for children and have them repeat the feeling names.

## Activity: Role-Play Problem Solving

**Objective:** To help children understand ways to solve a problem, and what it feels like to argue with a friend.

**Space Requirement:** An indoor or outdoor space large enough to accommodate the group when sitting in a circle.

**Materials:** A copy of *Knuffle Bunny Too*, two stuffed animals

**Directions:** Tell children that they are now going to act out how Trixie and Sonja solve their problem. Pass out stuffed animals to two children. Have children role-play the argument the girls have in the story. Then have them show how the girls solve their problem.

You may also have children act out the roles of the fathers and the teachers in the story.

## Activity: Paper Bag Puppets

**Objective:** To create puppets that students can use to act out the story as the teacher reads *Knuffle Bunny Too*. This classroom management approach gives children opportunities to develop skills for situations in which one child has a toy that another child wants to play with.

**Space Requirement:** An indoor or outdoor space large enough to accommodate the group when sitting in a circle.

**Materials:** Lunch-bag size paper bags; scraps of colored paper; paste or glue; scissors  
Optional: beads; ribbon; feathers; junk jewelry

**Directions:** Using puppets created by the students, act out the scenes of *Knuffle Bunny Too*. What happens when the puppets realize they have the same Knuffle Bunny? Make enough puppets to represent multiple parts of the story.

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Authors would like to recognize Voices PreK, an early literacy curriculum published as part of Voices Reading by Zaner-Bloser. The goal of Voices PreK is to develop oral language comprehension and production skills in children 3-5 years old. Senior authors of the Voices curriculum are Catherine Snow, Ph.D., Robert L. Selman, Ph.D., and Patrick C. Walker, Ph.D. The Tell Me A Story Book Guide 2011 series was developed to supplement guidance available in the Zaner-Bloser Teacher Guides about using trade books included in the PreK curriculum in preschool classrooms.