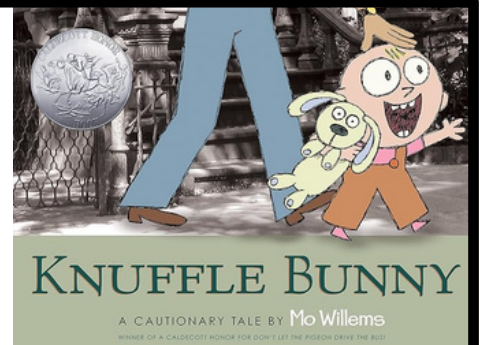


Knuffle Bunny: A Cautionary Tale

By Mo Willems



Before Reading: Get Ready

Review the book synopsis with the student to confirm interest in reading the book. Share the title, author, and illustrator. Talk about the cover.

Activate comprehension and set a purpose for reading. In our book today, a little girl who lost her favorite stuffed animal! Has that ever happened to you? What do you think she will do? When we read today, let's use the illustrations and words to help us think about what is happening and to wonder what is happening or what may happen next!

- **On a piece of paper, draw a 2-column chart.** On the top of the first column, write the word THINK. On the top of the second column, write the word WONDER. You will be writing down your student's responses on this chart as you read the book.

Introduce important vocabulary and ask your student to listen for these words during reading.

- **errand:** When you go on an errand, you take a short trip to get something or do something. Yesterday, I went on an errand to get groceries. Have you ever gone on an errand with someone?
- **laundromat:** A laundromat is a place that people can go to wash their clothes and do their laundry.
- **replied:** If someone replied to your question or replied to what you said, they answer you.
- **bawled:** In our story, the little girl bawled when she lost her stuffed animal. When someone bawls, they cry really hard!

During Reading: Read Together

Sit side-by-side to share the book. Follow the conversation prompts and invite your student to ask questions or comments connected to the text to ensure their comprehension.

- **Show your student your THINK/WONDER chart.** Explain to them that you will write down what they are thinking and wondering to help them understand the story.

- **After reading p. 10:** Let's stop and do some thinking and wondering! What do you think is happening now? What are you wondering?
 - Record your student's responses. As needed, scaffold your student's responses and share some possible ideas, such as that you are thinking Trixie and her dad do not know that Knuffle Bunny is in the washer, and that you are wondering what is going to happen when they learn Knuffle Bunny is missing.

- **Before reading p. 18:** Let's stop reading and think and wonder again! What do you think is happening now? What are you wondering?
 - Record your student's ideas on the chart. If needed, you could suggest that you think Trixie is trying to tell her dad that she does not have Knuffle Bunny, but she can't yet talk, and that you wonder whether her dad will understand that Knuffle Bunny is lost.

- **After reading p. 18:** What are you thinking and wondering now? I will record our answers on our chart.
 - If your student is not sure how to respond, you could offer that you are thinking they may not be able to find Knuffle Bunny and wonder what Trixie will do if they can't find her stuffed animal!

NOTE: This book does not have page numbers. These conversation prompts will be marked in the book for your use.

After Reading: Discuss and Extend

After reading, briefly discuss the text and revisit vocabulary words to ensure your student understands the text. Extend the conversation with writing to give your student multiple opportunities to show understanding.

- **How did thinking and wondering about the book help us to understand it better?**

- **Let's write to respond to this story.** (Choose a prompt for student response and copy the selected frame into your student's notebook.)
 - When I lost my stuffed animal, I _____.
 - When Trixie lost Knuffle Bunny, she _____. Her dad _____. Her mom _____.