

Reading Roundup

Knuffle Bunny

Written and Illustrated by
Mo Willems

Reading Roundup
Partners



Introduction

Gather the students around you so that they are able to see the illustrations of the book. Most classrooms will have an area rug defining this space. Introduce yourself and tell the students that you are excited to share Knuffle Bunny, written and illustrated by Mo Willems.

Before Reading

Knuffle Bunny reminds me of my favorite stuffed animal/blanket/toy when I was little. (Share your own personal story or ask students to share their own stories). **T/T** – Think about what you loved about that special stuffed animal/blanket/toy. What made you love it so much? (Answers will vary.) Let's read this funny story about a young girl and her precious friend, Knuffle Bunny.

During Reading

- Begin reading the book by starting on the title page. Hold the book so that students are able to see the illustrations. Give plenty of time for students to “read” and think about the pictures. Continue to read through page 2.

- **Page 2 P** – *What do we already know about Trixie? How old do we think Trixie might be?* (Trixie is still a baby about a year old.)

- T/T** – *How do the words and the illustration help you know this? Turn and talk to your partner.* (The author writes, “before she could even speak words,”. The illustration shows a Trixie as a very young child, sometimes called a toddler.) Continue reading through page 9.

- **Page 9 P** - *Notice how Trixie is acting in the illustration. Why is the illustration different from what the words say? Why do you think the author/illustrator decided to do this?* (It's fine to allow the students to just wonder about this. Sometimes, authors and illustrators will decide to do something unexpected.) Continue reading through page 13.

- **Page 13 T/T** – *Look closely at the illustration. Turn and talk to your partner about what he is doing and what that tells us about how he's feeling.* (Dad is whistling as he walks down the street. He's having a great time and enjoying the walk home.) **T/T** – *Look closely at Trixie. Turn and talk to your partner about how she is feeling and what she has realized.* (Trixie is panicked because she realizes she doesn't have Knuffle Bunny.) Continue reading through page 19.

- **Page 19 P** – *Trixie totally lost it here. She had a temper tantrum! The author writes, “She went boneless.”* What does the author tell us here? (Trixie went limp and fell to the ground. Dad couldn't get Trixie to stand up and walk.)

- Continue reading the rest of the story making sure students have time to “read” the illustrations.

After Reading

- *After reading this book, I can't stop thinking about the friendship Trixie has with Knuffle Bunny. I'm thinking she loves her stuffed animal because it makes her feel calm and happy. If you've read The Rabbit Listened, a connection can be made here. The rabbit is a real animal, but both brought quiet comfort.)*

- *I'm also thinking about the illustrations used by Mo Willems. Notice the difference between the cartoon drawings of the characters and the photos of the city. The photos are part of Brooklyn New York – part of New York City. This may be a technique you want to try sometime.*

Vocabulary

Errand – quick trip to do something p. 2

Laundromat – place where people wash dirty clothes (laundry) p.7

Realized – figured out, remembered p. 13

Bawled – cried really loud p. 19

Boneless – fell to the ground p. 19



**WORD
WAGON**

