

DAY 1 KNUFFLE BUNNY TOO: A CASE OF MISTAKEN IDENTITY

by MO WILLEMS

LESSON 6

COMPREHENSION FOCUS

Summarizing

Somebody-Wanted-But-So-Then (S-W-B-S-T)

STANDARD CORRELATION

With prompting and support, retell familiar stories, including key details.



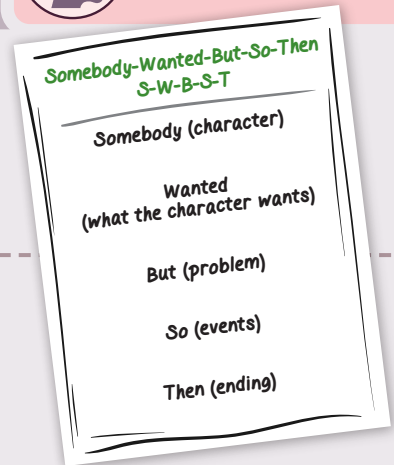
SEL CONNECTION

Empathy

PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 3, 7, 13, 23, 35, and 41.

Create the anchor chart template as shown; it will be completed during the lesson.



STEP 1

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

The *Somebody-Wanted-But-So-Then* strategy helps us summarize a story. *Somebody* is the character, *Wanted* is what the character wants, *But* is the problem, *So* is the events, and *Then* is the ending. By thinking of the character (*Somebody*), what they want (*Wanted*), what gets in their way (*But*), how they work through their problem (*So*), and what happens after the problem is solved (*Then*), we can summarize a story in our own words.

STEP 2

INTRODUCE THE NEW BOOK

Trixie is so excited to show off her one-of-a-kind *Knuffle Bunny* at school. Let's read to find out what happens when she realizes he isn't a one-of-a-kind bunny.

STEP 3

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

As I read aloud, listen for the *Somebody-Wanted-But-So-Then*.

Read pages 2-3. The *Somebody* is this book is *Trixie*. *Trixie* is the character. Let's read and see what happens.

Read pages 4-7. *Trixie* (*Somebody*) wants (*Wanted*) to take her one-of-a-kind *Knuffle Bunny* to school.

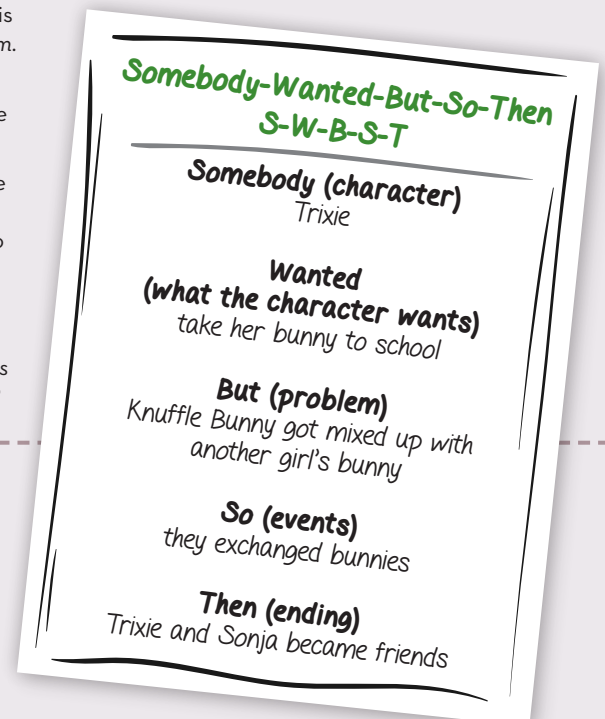
Read pages 8-13. Oh no, this is a problem. *Sonja*, another girl in *Trixie's* class, also has a *Knuffle Bunny*. *Knuffle Bunny* isn't a one-of-a-kind bunny after all. Then the teacher takes both bunnies away from *Trixie* and *Sonja*.

Read pages 14-23. It looks like there was a mix-up. Why does *Trixie* say, That is not my bunny. It looks like her *Knuffle Bunny*. This seems to be another problem. Let's keep reading to see if she gets her *Knuffle Bunny* back.

Read pages 24-35. Thanks to their dads, *Trixie* and *Sonja* got their own *Knuffle Bunny* back. So the problem is solved.

Read pages 36-41. After *Trixie* and *Sonja* got their bunnies back, they became friends. Show pages 36-37. Let's look closely at the two *Knuffle Bunnies*. They look the same except for a few differences. Look closely. Look at their ears. Do you see it? One bunny has blue inside its ears and one has pink. Can you find any other differences?

Trixie and *Sonja* became friends after realizing they shared the same feelings about their bunnies. Sometimes we make friends when we share the same likes and dislikes as others. Do you have a friend who likes the same things as you?



STEP 4

INDEPENDENT PRACTICE

Download the activity sheet from pioneervalleybooks.com/st and have students draw a picture of the two *Knuffle Bunnies*. Have them color the bunnies with the differences they noted. Display the pictures on the wall.



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LESSON 6

STEP 1 ● **REVIEW THE BOOK**
Use the pictures on the wall and the anchor chart from Day 1 to summarize the story. Have students practice retelling the story with a partner.

STEP 2 ● **DICTATE THE SENTENCE(S)**
Trixie and Sonja love Knuffle Bunny. The girls are good friends.

STEP 3 ● **INTERACTIVE WRITING**
Let's write, Trixie and Sonja love Knuffle Bunny. The girls are good friends. Repeat that with me. As students say the sentences with you, draw a line for each word in the first sentence on the chart paper.

Have students help write the dominant sounds in each word in the first sentence. Use the ABC Wall Poster to create the sound-letter link. Share the marker with students and have them help write any familiar sight words on the chart. Demonstrate proper letter formation on a dry-erase easel. As one student writes a letter on the chart paper, have other students practice letter formation by writing it in the air. Every time you write a new word, have students repeat the sentence; this will help them remember the story.

After you write the first sentence, have students repeat the procedure with the second sentence, drawing a line for each word on the chart paper.

Reread both sentences. Display the chart paper next to the students' pictures from Day 1.

STEP 4 ● **EXTEND AND CONNECT THE LEARNING**
Retell another story or traditional tale and have students help you with S-W-B-S-T. Once you have practiced summarizing stories, match the parts with the illustrations.

