



## Knuffle Bunny

### Third Reading: Analysis

During this reading everything comes together. Your child and you have prior knowledge of how the text and picture fit together. Now, your interaction with the story will move to a higher level of thinking. Activities and questions like these give the brain practice in being open to new ideas and creative thinking habits. Open-ended questions strengthen the brain by building new synapses.

You have the choice of:

- reversing roles. Your child tells/"reads" the story, and you become the listener. Help your child use the illustrations to know when to turn the page.
- alternating the reading of pages with your child.
- dramatizing the dialogue. Use different tones and volume for the words of the characters. How does each character sound when they speak?

### DISCUSSION OPTIONS:

- Why do you think Trixie is so upset about losing Knuffle Bunny? Do you think Trixie got too upset? Discuss.
- Why do you think Trixie's first words are Knuffle Bunny?
- What is your favorite part of the story?
- Do you have a favorite possession that you love as much as Trixie loves Knuffle Bunny? What is it? What makes your possession so special to you?
- Could this story really happen? Discuss.
- What might have happened if Knuffle Bunny hadn't been found?

### ACTIVITY OPTIONS:

- Let's look at some of the special words chosen by the author.  
**cautionary realize bawl boneless errand**  
Put these words on your Word Wall. Use each of the words five times this week!
- In your journal, write a story and draw illustrations about your special possession.  
(Creating a story with illustrations is a higher order thinking activity. This gives the brain additional practice with creative thinking habits.)
- If you enjoyed this story, Mo Willems has written other *Knuffle Bunny* stories. He has, also, written other popular stories, such as *Don't Let the Pigeon Drive the Bus*.