

# LESSON PLAN

## Here Is Big Bunny

An I Like to Read® Book, Level A

**Steve Henry**

*Look for Big Bunny all over town as he appears inconspicuously throughout the pages of the book that reveals his big secret!*

**Objectives:** Identify new vocabulary words (parts of the body), sequence events, actively engage in group reading activities with purpose and understanding, ask and answer questions about key details in the story.

**Guided Reading Level:** A

**Grade Level:** Kindergarten

**Interest Level:** Pre-K–1

### Instructional Standards

**Reading Literature:** RL.K-1.1, 2, 3, 4, 5, 6, 7, 9, RL.K.10

**Reading Foundational Skills:** RF.K-1.1, 3, 4

**Writing:** W.K-1.1, 8

**Speaking and Listening:** SL.K-1.1, 2, 3, 4, 6

**Language:** L.K-1.1, 2, 4, 5, 6

### BEFORE READING

Do not go on a picture walk or review the book first! There is a surprise ending . . .

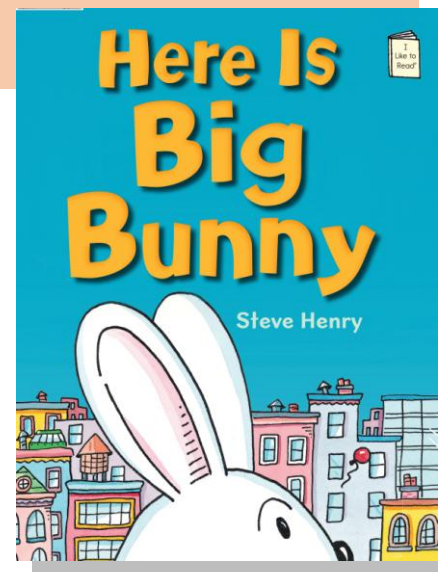
1. Read the title to the students. Have the students read the title aloud as you point to the words.
2. Discuss the cover illustration. Where does the story take place? (Setting)
3. Ask students to tell about the city. What do they already know? Write it on a chart.
4. Discuss the role of the author and illustrator. (Steve Henry wrote this book and created the illustrations.)
5. What kind of book do you think this is? Real or make-believe? Fiction or nonfiction? Explain.

### Word Work

New vocabulary words: *Foot, hand, tail, ear(s), eye, nose, face*

High frequency words: *Here, is, a, big*

6. Put the new vocabulary words on flash cards. Have the students tell what all of the words have in common. (They are parts of the body.)
7. Say the words again and ask the students to say the beginning sound as you underline the beginning sound with a marker. For ear, underline “ea,” for eye, underline “ey.” Have students tell the difference between the words “ear” and “eye” and “face” and “foot.”
8. Tell the students to point to the body part when you flash the word.



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9. Discuss the parts of the body that we have more than one of. Have students come up and write each new vocabulary word on the board. Turn each word into a plural.

Foot→feet

Hand→hands

Ear→ears

Eye→eyes

10. Read to find out about Big Bunny and to find his feet, hands, tail, ears, eyes, nose and face.

### DURING READING

Ask and answer questions:

1. Search the illustrations to find Big Bunny or a part of him in each picture. Point to the body part when you find it.
2. As you read and look at the detailed illustrations in the story, ask questions to figure out where Big Bunny is on each page. (Some of these may not be familiar to students. Discussing each page in detail will build knowledge and enhance meaning.)
3. After discussing the pictures have students answer, “Where is Big Bunny?” (see below for the list), and “What part of him do you see?”
4. How do the illustrations help you understand what is happening in the story?
5. As you read and look at the pictures, check your predictions about Big Bunny.
6. What is Big Bunny’s surprise? Why is Big Bunny so big? Why were you able to see him in the windows of tall buildings? Why was he moving around? (Big Bunny is a float in the parade.)

Here are the places that Big Bunny visits.

- Big Bunny is in **the city**.
- Big Bunny is at **the museum**.
- Big Bunny is near **the toy store**.
- Big Bunny is at **the park**.
- Big Bunny is at **an apartment building**.
- Big Bunny is on **a street**.
- Big Bunny is by **an art studio**.
- Big Bunny is at **a hat shop**.
- Big Bunny is near **a construction site**.
- Big Bunny is outside **a library**.
- Big Bunny is in **a parade**.

### Read the story uninterrupted.

Encourage the students to read the book again and again. Each time you read the book you will discover new and exciting things happening.

### AFTER READING

1. How do you know Big Bunny is moving around on each page?
2. What is Steve Henry’s purpose in showing you a little at a time?
3. How does he build suspense?
4. Draw Big Bunny and label the parts of his body.



5. Play Simon Says using the parts of the body flash cards.
6. Chose one of the settings from the story (library, toy store, art studio) and write it on the back of a piece of paper. On the front of the paper write or draw five clues about the place. See if the class can guess correctly.
7. Pretend you are Big Bunny floating around a big city. Use your senses to describe the city. Write what you see, hear, taste, smell and feel. Draw a picture.
8. Sequence the events of the story. Retell the story in your own words.
9. Display *Happy Cat* and *Cat Got a Lot* by Steve Henry. Ask the students if they are familiar with these books. You may have read them with the class. If not, read one.
10. Compare and contrast the adventures and experiences of characters in other Steve Henry books as well as his illustrations and writing style.

### Art Connection

1. What kind of person do you think Steve Henry is? (He must like animals because he writes about them, and he probably likes art because he uses a lot in his pictures. He is a talented illustrator.)
2. Turn to the museum page. Tell the students that the author was inspired by famous artists Henri Matisse, Pablo Picasso, Alexander Calder and Henry Moore.
3. Take a picture walk through the book with a buddy. How many different art mediums (sculpture, painting, mobile) can you find?
4. Go online with the students or print out a sample of artworks created by the four artists. Let the students find illustrations in the book that resemble the art work.
5. Research the different art forms created by each artist.

### Online Resources

Visit Matisse for Kids at [www.artbma.org](http://www.artbma.org).

