

A Teacher's Guide
Happy Birthday, Bunny!

By Liz Garton Scanlon
Illustrated by Stephanie Graegin



Text Copyright C 2013 by Elizabeth Garton Scanlon
Illustrations Copyright C 2013 by Stephanie Graegin
Beach Lane Books/Simon & Schuster Children's Publishing Division
ISBN 978-1-4424-0287-4 (hardcover)

Praise for *Happy Birthday, Bunny!*

“Scanlon delivers a sweet, rhyming text to tell the story of a little bunny's birthday in Graegin's debut picture book. The succinct phrasing from page to page marks this as a text for very young children just learning about birthdays and birthday parties.” – Kirkus, Starred Review

“...this is as memorable and heartfelt as a birthday book gets.... it's pure celebration, and readers will share wholeheartedly in the pleasure.”
- Publishers Weekly, Starred Review

About the Author

Children's writer and poet **Liz Garton Scanlon** is the author of the highly-acclaimed, Caldecott-honored picture book *All the World*, illustrated by Marla Frazee, as well as *Happy Birthday, Bunny*, illustrated by Stephanie Graegin, *Think Big*, illustrated by Vanessa Newton, *Noodle & Lou*, illustrated by Arthur Howard, and *A Sock is a Pocket for Your Toes*, illustrated by Robin Preiss Glasser. Future books include *The Good-Pie Party*, illustrated by Katy McDonald Denton, due in 2014, *The Old Man and the Marvelous Wind*, due in 2015, and others. Ms. Scanlon teaches writing privately and at Austin Community College, and is a frequent & popular presenter at schools, libraries and conferences. To learn more, visit her web site at www.LizGartonScanlon.com



About the Illustrator

Born during a blizzard on Groundhog's Day in Chicago, Illinois, Stephanie Graegin spent her childhood drawing in Fort Wayne, Indiana and Houston, Texas. She received her BFA in Fine Arts from the Maryland Institute College of Art in Baltimore, Maryland. She later attended Pratt Institute in Brooklyn, New York, obtaining a Master of Fine Arts in Printmaking. Stephanie now lives in Brooklyn, New York where she illustrates books and games for children. Some of her books include *Happy Birthday, Bunny!* by Liz Garton Scanlon, *Water in the Park* by Emily Jenkins and *Don't Feed the Boy* by Irene Latham. To learn more about Stephanie and her artwork, please visit her website. www.graegin.com



A Guide to This Guide:

- The Activities in this Guide were created with **pre-school and kindergarten** children in mind and informed by the **standards*** detailed below as well as by [Blooms Taxonomy](#) and [Gardner's Multiple Intelligences](#). Activities can easily be adjusted to meet the needs of your most fragile and/or most advanced learners.
- Activities are laid out in a **suggested order**, but do what works best for your classroom!
- Key concepts are in **bold** and possible responses are in *italics*.

*Standards used to create the Activities in this Guide:

For **Pre-Schoolers**:

Early Learning and Development Guidelines as suggested by the [NAEYC and NAECS/SDE](#). The following Domains are addressed throughout: cognitive, social, emotional, physical, and language development, motivation and approaches to learning, as well as discipline-specific domains including the arts, literacy, mathematics, science, and social studies.

For **Kindergartners**:

- [Common Core](#) for Language Arts (CCSS ELA) and Mathematics (CCSS Math) [Speaking & Listening: Comprehension and Collaboration](#) standards are addressed throughout; additional Common Core standards addressed are listed below each Activity.
- [National Council for Social Studies](#)
The following [Thematic Strands](#) are addressed throughout: culture, time/continuity/change, people/places/environments, individual development/identity, individuals/groups/institutions. Specific standards from the following are included after each activity:
 - [Next Generation Science Standards](#) (NGSS) (the 2/13 draft)
 - [California Visual and Performing Arts Content Standards](#)
 - [California Physical Education Content Standards](#)

1. Birthday Brainstorm

- Using large chart paper titled “Birthday **Brainstorm**”, ask your kiddos what comes to mind when they think of their birthdays. List all of their ideas and offer prompts if necessary:
 - cake and candles*
 - photos (old and new)*
 - party*
 - games*
 - party favors*
 - pinata*
 - making wishes*
 - gifts*
 - balloons*
 - favorite meal*
- Close the activity by getting some thoughts from the kids about why we celebrate birthdays – what makes them important?
 - Having a baby is a big deal!*
 - Celebrating that day each year is important and fun.*
 - Everyone has their own special day.*
- Post your class’ Brainstorm list to add and refer to later.

-CCSS ELA:

[Language](#): Conventions of Standard English

2. Book Walk

Tell the students that today they are going to meet a Birthday Bunny! Introduce the book by reading the title as well as the author’s and illustrator’s names. Page through the book without reading the words and look at the pictures. Ask the kids what they are seeing and noticing. Is there a lot of overlap between the illustrations and their Birthday Brainstorm? Add to the Brainstorm if new things come up.

3. Read!

- **Read** the story and **enjoy!**
- Read the book through once with no interruptions so your kids can appreciate the **story**, **rhythm** and illustrations.
- Leave a little time for **open responses** at the end and revisit the Brainstorm, adding ideas if they come up.
- Reread the book as often as you can in the coming days. Since the following activities will likely be done on different days, read the book again at the start of each lesson, encouraging kids to **choral read** or even take turns **solo reading** as they become more familiar with the story.
- In subsequent readings:
Highlight **words and ideas that may be unknown**:
 - what does it mean to be “thrilled”?
 - why do we say cheese when we get our photos taken?
 - what does “time flies” mean?As you read, introduce the ideas of **character** and **setting** and identify each in this book.
Introduce the idea of **rhyming words** (those/clothes, here/dear) and see if kids can identify some pairs on their own. Keep a list!

-CCSS ELA:

[Literature](#): Conventions of Standard English

[Foundational Skills](#): Conventions of Standard English

[Language](#): Conventions of Standard English

4. Cottontail and Wiggly Nose

- Teach the following **song** to the tune of “Head and Shoulders, Knees and Toes”, adding appropriate **body movements**.

Cottontail and wiggly nose

Wiggly nose!

Cottontail and wiggly nose,

Wiggly nose!

Bunny ears and hopping bunny toes,

Cottontail and wiggly nose,

Wiggly nose!

- **Sing** this song to open or close a lesson and/or at any time during the day when the kids need movement!

-CA Visual and Performing Arts: Music Content Standards:

[Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections, Relationships and Applications](#) (p.44-45)

-CA Physical Education Content Standards:

[Motor Skills and Movement Patterns, Movement Concepts and Strategies, Physical Fitness, Psychological and Sociological Concepts](#)



5. Bunny Hop

- Teach your kids the Bunny Hop!
- The [dance](#) is a variation on a conga line, generally done to the tune of Ray Anthony's big band version of the song "Bunny Hop" (available on iTunes).
- Participants dance in a line, holding on to the hips or shoulders of the person in front of them. Have the kids practice on their own first.
- Tap the floor two times with the right foot, then with the left foot, then hop forward once, backwards once, and finally three hops forward to finish the sequence, which continues throughout the tune.
- The first person in the line leads the group around the floor.

-CA Visual and Performing Arts: Dance Content Standards:

[Artistic Perception, Historical and Cultural Context](#) (p. 4-5)

-CA Physical Education Content Standards:

[Motor Skills and Movement Patterns, Movement Concepts and Strategies, Physical Fitness](#) (p. 1-4)



6. Book Talk

Following subsequent readings, discuss the following with your students:

- What is this book called? *The book is called “Happy Birthday, Bunny!”*. This is the **title** of the book.
- What kind of book is this? *This book is a **picture book** or a **storybook**.*
- What is an **author**? *The author is the person who wrote the words. The author of this book is named Liz Garton Scanlon.*
- What is another name for an author? *Another name for an author is a writer.*
- What is an **illustrator**? *An illustrator is the person who made the pictures. The illustrator of “Happy Birthday, Bunny!” is Stephanie Graegin.*
- What is another name for an illustrator? *Another name for an illustrator is an artist. Sometimes the same person writes the words and makes the pictures for a book. Sometimes two different people do it.*
- What is this called? (pointing to the **cover**) *This is called the cover!*
- What is the cover's job? *The cover keeps the pages together and protects the book.*
- What does the cover tell us? *It tells us the title of the story and also who the author and illustrator are. The pictures also give us some clues about the story.*
- What is this called? (pointing to the **jacket**) *This is called the jacket!*
- What is the purpose of a book jacket? *The jacket gives extra protection to the book. The jacket flaps tell us more about the book. The front flap usually tells us a little about the story. (Read front flap out loud.) The back flap usually tells us a little about the author and illustrator. (Read back flap out loud.)*
- What is this? (pointing to **title page**) *This is the title page.*

- What does a title page tell us? *The title page tells us the title and author and illustrator's names again. It also tells us where the book was made, what company made it and when.*
- Do all the letters look the same size? *No! Some are bigger. These are called **capital or upper case letters**. (Point out examples in the story.) These letters tell us a new sentence is starting. They also tell us if a word is really important. (Like part of a title, someone's name, a holiday. Write some examples on the board or chart paper.)*
- What about some of these little marks we call **punctuation**? *(Show some examples in the book.) Why are they there and what are they called? Punctuation gives us clues about how to read a story. A period tells us a sentence is ending. A question mark tells us a sentence is asking a question. An exclamation mark tells us the sentence is exciting. (Show examples in the book and write the punctuation marks on the board or chart paper.)*

-CCSS ELA:

[Literature](#): Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas,

[Language](#): Conventions of Standard English



7. How Old Are We?

- Working as a whole class or in small groups, remind the kids that birthdays are the days when we celebrate how many years it has been since we each were born.
- Collect data from each child on how old they are and write their age next to their names. (See sample on following page.)
- Suggest that it might be fun to figure out how old your class is, all together (or how old each small group is). Ask for ideas on how you might do this.
- Tell the kids that you are going to use **addition** to get a total number of years for your whole class (or for each small group). If appropriate, suggest using **tally marks** to help with the process.

Adjust this lesson as needed:

- If kids are familiar with counting by fives, teach/review the use of tally marks and use this method to come up with a total, based on your list of ages.
- If kids are not familiar with counting by fives, use single tally marks (not organized into groups of five) and count this way. This method might lead to introducing both counting by fives and the need to organize tally marks into groups of five.
- Use counter cubes or other manipulatives to help come up with a total.
- Different groups can use different methods. Share answers and methods back in the whole group and work to come up with one grand total that makes sense to everyone!
- Once you have total, create a big poster that says, “Our class/group is _____ years old!”. Have the kids decorate the poster or use the photos from Lesson # 9 as a border.

-CCSS Math:

Mathematical Practices: Make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning.

Counting & Cardinality: Know number names and the count sequence, count to tell the number of objects.

Operations & Algebraic Thinking: Understand addition and subtraction.

Number & Operation in Base Ten: Extend the counting sequence and understand place value.

How old are we?

Alison	5		
Ben	5		
Tyler	6		
Ramona	5		
Luca	5		
Will	5		
Ella	6		

$$\begin{array}{r} 6 \\ \hline 37 \end{array}$$

We are 37 years old!

8. Birthday Graph

- Using your students' birth months, create a birthday **graph** to display in your room.
- Have each child write their name on their own birthday cake (template on next page) and stick above the proper month.
- Once the graph is complete, have a conversation about what a graph is (*a way to display and understand information*), what the **components of a graph** are (*titles, symbols, numbers, etc.*), what you can learn from this graph (*which month has the most birthdays, etc.*).
- Get more specific and ask the kids which month has the **most** birthdays? Which the **least**? Are there any that are **equal**? Encourage the use of these math terms in your students' answers.

-CCSS Math:

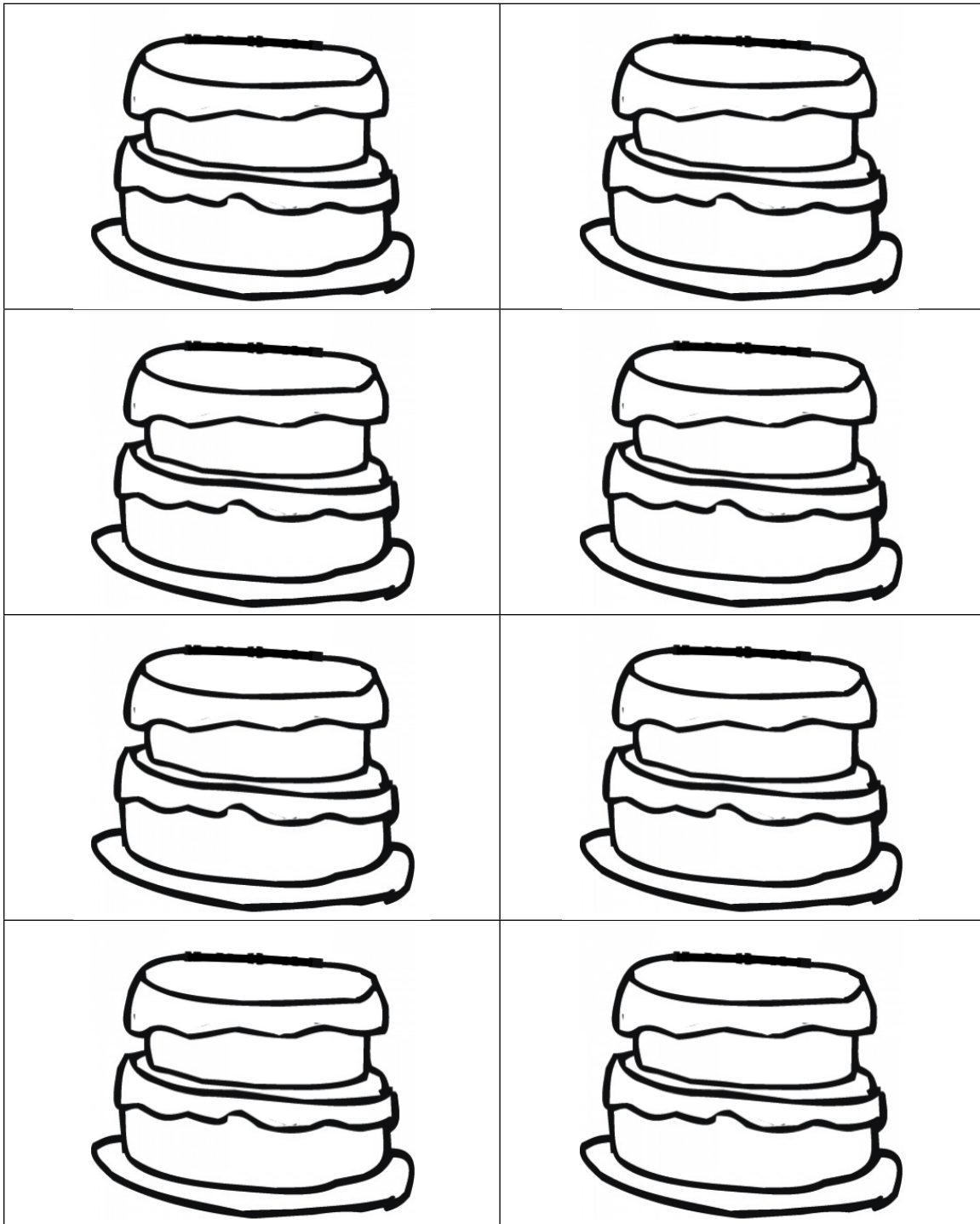
[Counting & Cardinality](#): Know number names and the count sequence, count to tell the number of objects, compare numbers.

[Operations & Algebraic Thinking](#): Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

[Number & Operations in Base Ten](#): Work with numbers to gain foundations for place value.

[Measurement and Data](#): Describe and compare measurable attributes, classify objects and count the number of objects in each categories





9. Birthday Photos and Writing

- Have your students each bring in a photo of themselves from home, either of the day they were born or from one of their birthdays.
- Use the photos either to decorate the poster from Lesson #7 or use with an appropriate writing activity, using any of the following sentence frames:

I was born on (date).

I was born in (city and/or state).

I am _____ years old.

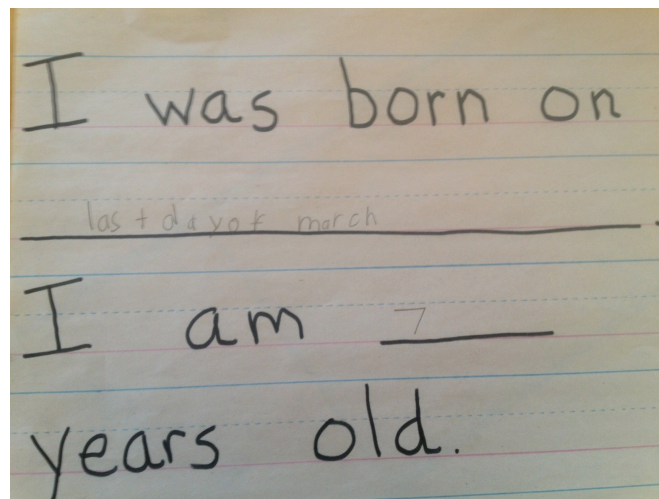
On my birthday, I _____.

- This lesson can be done in small groups or as a whole class.
- Use the information presented in Lesson # 6 regarding capitalization and punctuation to help students write their sentences.
- Share the final projects as a class and then display.

-CCSS ELA:

[Writing](#): Text Types and Purposes

[Language](#): Conventions of Standard English



10. Party Hats

- In small groups or at a center have the kids make their own party hats or headbands.

To make a party hat: Make a copy of the template (see next page) for each child and have him/her cut it out and decorate. Roll into a party hat shape and then either use the tab and slit to close the cone or staple/tape along the seam. Staple the ends of a 6-inch piece of ribbon or elastic string on the inside for a chin strap.

To make a headband: Using a 18x12 pieces of construction paper cut 2-inch wide strips. Decorate and staple into a band that fits each child's head

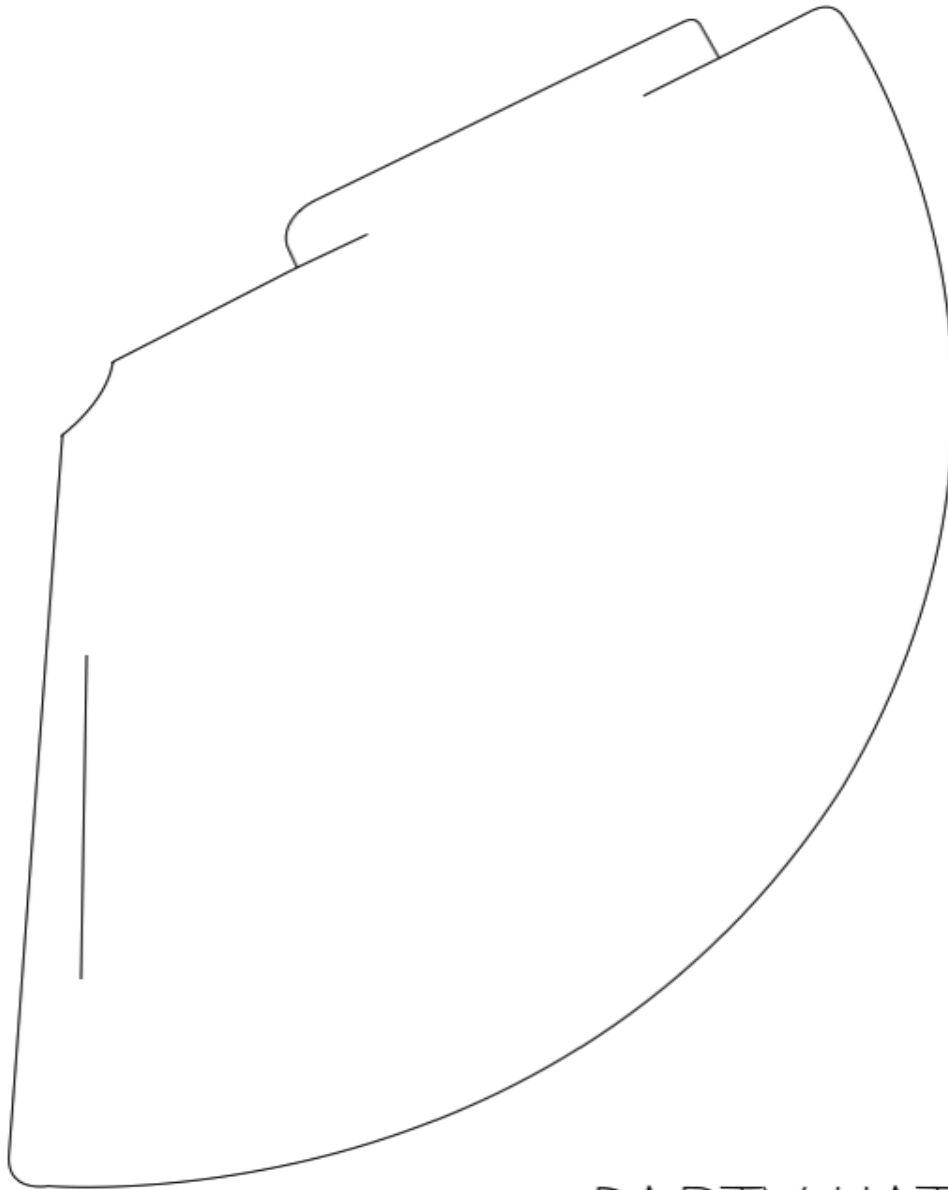
Add cottontails and ears (template included)!

- Have the kids wear their hats/headbands during Lesson #13.

CCSS Math:

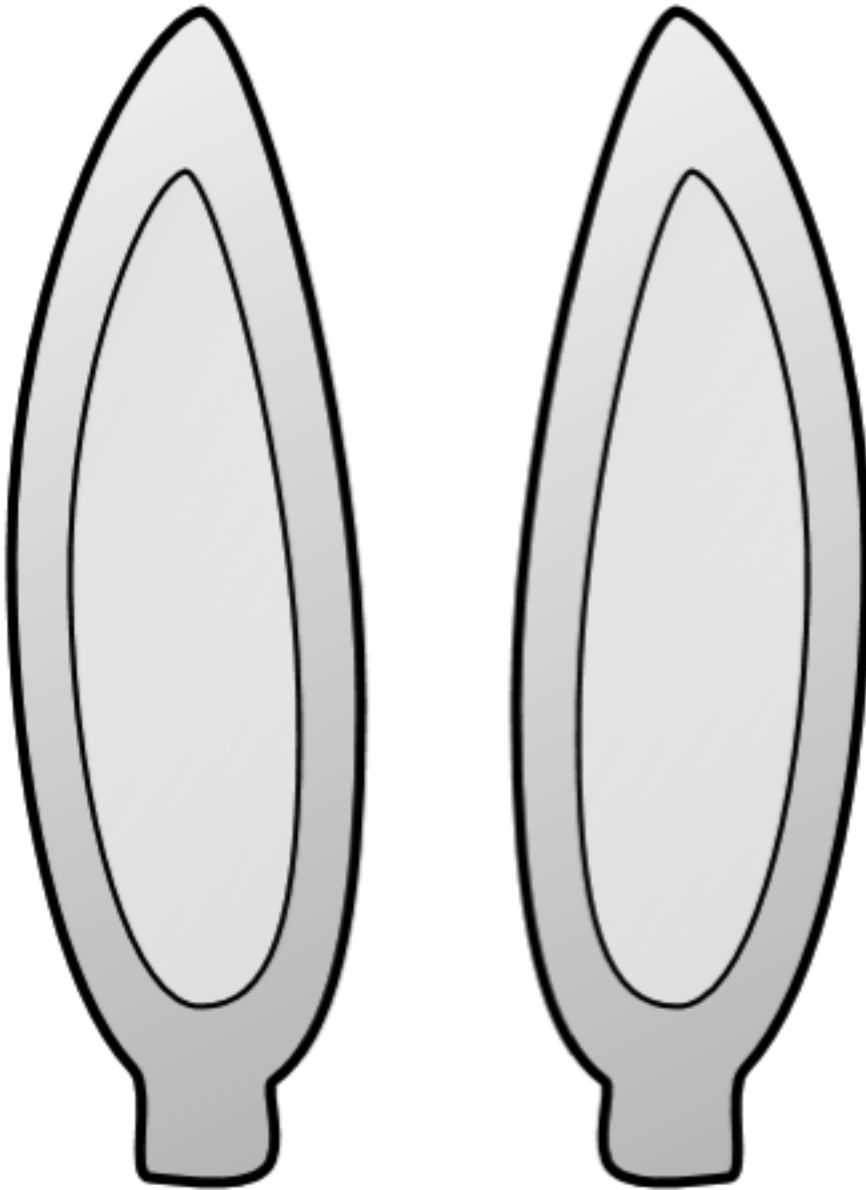
[Geometry](#): Identify, describe, analyze, compare, create, and compose shapes.





PARTY HATS

OH HAPPY DAY



11. Bunny Reports & Carrot Cooking

- Have a brief conversation about what bunnies eat. We always hear that bunnies love carrots. Do the kids think this is true? Do they think bunnies might eat other things too?
- As an extension activity, have eager students **research and report** on bunnies and their diet. This could include a trip to your school library for an appropriate book, a supervised internet search, a phone call to a pet store or petting zoo, etc. The final project –oral, collage, a picture and sentence or two can be shared with the class.
- This is a good time to talk briefly about **fiction and nonfiction**. What is the difference? *Happy Birthday, Bunny!* is fiction. *A report on what bunnies eat is nonfiction.*
- Make carrot muffins! (See next page for recipe.)
- If you or a volunteer do the baking with your kids, work in groups of three or four, introducing **clean and safe cooking skills, kitchen tools and equipment, and basic measurement concepts and tools**.
- Otherwise, bake at home or ask a parent to bake for the class.
- Enjoy the muffins in Lesson #12.

-CCSS ELA:

[Writing](#): Research to Build and Present Knowledge,

-NGSS:

[Life Science Progression](#): Organization for matter and energy flow in organisms (p.5)



Carrot Muffins

(This recipe makes 12 muffins - double it if necessary!)

- 1 egg
- 3/4 cup orange juice
- 1/2 cup melted margarine
- 1/2 cup sugar
- 1 cup white flour
- 1 cup whole wheat flour
- 1 teaspoon baking powder
- 1/2 teaspoon baking soda
- 1/2 teaspoon salt
- 1 teaspoon cinnamon (more or less to taste)
- 2 cups shredded carrots

Directions:

1. Beat egg lightly in large bowl.
2. Add orange juice, margarine, and sugar, beat well.
3. Sift together dry ingredients.
4. Stir into egg mixture, mix only till moistened.
5. Gently fold in shredded carrots (easiest way is to shred the carrots in a food processor).
6. Spoon into well greased muffin pans or paper muffin cups about 2/3 full.
7. Bake for 15-20 minutes at 400 degrees.



12. Celebrate!

- Have a party!
- Celebrate the birthday of our bunny from *Happy Birthday Bunny!* and/or how old your whole class is. (Activity # 7)
- Wear party hats. (Activity # 10)
- Eat carrot muffins. (Activity #11)
- Sing our Cottontail and Wiggly Nose song. (Activity #4)
- Dance the Bunny Hop! (Activity #5)
- HAVE FUN!!!!

