



Literacy Design  
Collaborative

# Knuffle Bunny

★ TASK ★ LADDER

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In this module, students will examine how an author uses words and illustrations to describe a character's feelings in a story. The students will identify feelings and cite evidence from the text. This module would be implemented in the fall.

GRADES

K

DISCIPLINE

 ELA

COURSE

  
Language  
Arts

PACING

 4hr

# Section 1: What Task?

## Teaching Task

### Task Template IE3 - Informational or Explanatory

After listening to Knuffle Bunny Too, dictate or write at least one sentence in which you explain how a character feels during one event in the story. Support your response with evidence from the text/s.

## Standards

### Pennsylvania Draft Common Core Standards

#### CC.1.4.K.B.

Use a combination of drawing, dictating, and writing to focus on one specific topic.

#### CC.1.3.K.G.

Make connections between the illustrations and the text in a story (read or read aloud).

Focus

#### CC.1.5.K.E.

Speak audibly and express thoughts, feelings, and ideas clearly.

### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Focus

#### SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

Focus

#### RL.K.7

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

## Texts

### Knuffle Bunny by Mo Willems

Willems, M. (2004). Knuffle Bunny: A cautionary tale (First edition.). New York: Hyperion Books for Children.

### Knuffle Bunny Too

Willems, M. (2007). Knuffle Bunny too: A case of mistaken identity. New York: Hyperion Books for Children.

## Student Work Rubric - Informational or Explanatory Task - Kindergarten

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Topic / Main Idea</b>	Topic is not named; response (drawing, dictating, and/or writing) is unrelated to the prompt.	Names a topic; response (drawing, dictating, and/or writing) is <b>loosely related</b> to named topic and/or prompt.	Names a topic; response (drawing, dictating, and/or writing) is <b>generally related</b> to named topic and/or prompt.	Names a topic; response (drawing, dictating, and/or writing) <b>clearly addresses</b> the named topic and the prompt.
<b>Use of Sources</b>	Even with prompting and guidance, does not recall information from sources.	With prompting and guidance, <b>recalls loosely related information</b> from sources.	With prompting and guidance, recalls <b>relevant</b> information from sources.	<b>With minimal guidance</b> , recalls relevant information from sources.
<b>Development</b>	Response (drawing, dictating, and/or writing) includes no details related to the topic.	Response (drawing, dictating, and/or writing) includes details <b>loosely related</b> to the topic.	Response (drawing, dictating, and/or writing) includes details generally related to the topic.	Response (drawing, dictating, and/or writing) includes <b>relevant</b> details.
<b>Organization</b>	Parts of the response (drawing, dictating, and/or writing) are unconnected.	Parts of the response (drawing, dictating, and/or writing) are <b>loosely connected</b> .	Parts of the response (drawing, dictating, and/or writing) are <b>generally</b> connected.	<b>All</b> parts of the response (drawing, dictating, and/or writing) are <b>clearly</b> connected.
<b>Conventions (general)</b>	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level <b>sometimes</b> interfere with the clarity of the writing.	<b>Consistently applies</b> standard English conventions appropriate to the grade level. <b>Minor</b> errors, while noticeable, <b>do not interfere</b> with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, <b>with few errors</b> . <b>Attempts to use untaught conventions, appropriate to grade level</b> .
<b>Conventions (Kindergarten examples)</b>	Many unrecognizable letters and words Little to no spacing between words Little to no use of capital letters Response shows little to no progression (top/bottom, left/right).	Most words spelled phonetically Inconsistent use of capital letters Appropriate spacing between words Little to no use of punctuation Response shows a general progression (top/bottom, left/right).	Most frequent-use words spelled correctly Some words spelled phonetically Inconsistent use of end punctuation First word in each sentence capitalized Pronoun "I" capitalized Response shows a progression (top/bottom, left/right).	Conventional spelling of frequent-use words Phonetic spelling of new words Consistent use of end punctuation Consistent spacing of words and sentences Attempts to use commas and pronouns Response shows a clear progression (top/bottom, left/right)
<b>Content Understanding (Generic)</b>	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

### ***Background for Students***

Kindergartners, we are going to read Knuffle Bunny, a fiction text, to practice how good readers use the author's words and illustrations to help them understand the characters' feelings. After we read Knuffle Bunny Too, you will look at a character and tell how he/she feels during the story.

### ***Extension***

Not provided

## *Section 2: What Skills?*

### ***Preparing for the Task***

**TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**ESSENTIAL VOCABULARY:** Ability to identify and master terms essential to understanding a text.

**QUESTIONING:** Ability to answer questions after listening to a text.

**GATHERING EVIDENCE:** Ability to use text and illustrations to support your understanding of the text.

### ***Transition to Writing***

**PREPARING FOR WRITING:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**RECONSIDERING THE PROMPT:** Ability to review the task's prompt and connect it to the text that was read.

**RECORDING YOUR UNDERSTANDING:** Ability to dictate or write a sentence about the text.

**EDITING:** Ability to proofread and format a piece to make it more effective.

## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<b>Preparing for the Task</b>				
10 mins	<b>TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.	<b>STATING THE TASK</b> We are going to read two stories about a little girl named, Trixie. You will need to be able to tell and explain how a character feels throughout the story. Turn and talk with your partner about what you need to do to be successful with this task.	<i>Students can state that they will be looking at the character's feeling throughout the story.</i>	<ul style="list-style-type: none"> <li>Teacher will share the task with the students by posting it in the room. Suggested language: "Look and follow along as I read our task." Teacher should reread the task multiple time and highlight important vocabulary or terms (example: character, feelings, explain)</li> <li>Teacher will explain the task again and have students pair and share about their understanding of the task and what the task is requiring them to do. Suggested language: "We are going to be reading two stories about Trixie. You will need to be able to tell and explain how a character feels throughout the story. Turn to your pair and share partner, and tell them what you need to do to be successful with this task."</li> <li>Students will share out their understanding of the task. Teacher will clarify as needed. Suggested language: "What is the task? Our task is to be able to tell and explain how a character feels throughout the story. Turn to your partner and tell them the task."</li> </ul>
Standards:  <b>SL.K.1.B</b> : Continue a conversation through multiple exchanges. <b>SL.K.1.A</b> : Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). <b>SL.K.1</b> : Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.				
<b>Reading Process</b>				
15 mins	<b>ESSENTIAL VOCABULARY:</b> Ability to identify and master terms essential to understanding a text.	<b>DEFINE FEELING WORDS</b> Before we read this story, there are some words we need to learn to be able to understand it.	Students are verbally able to define new words.	<ul style="list-style-type: none"> <li>Teacher will discuss words that describe how a character feels. Students will be shown pictures of different feelings and discuss words that can be used to describe them. Feelings words: frustrated, sad, angry, happy etc. Suggested language: If we are going to talk about how a character feels, we are going to need to learn some words to discuss how a character feels. Look at this picture, how does this person feel. Repeat for at least: frustrated, sad, angry and happy.</li> <li>The teacher will discuss characters in a story. Suggested language: Looking at the cover who are the people that you see? They are the characters in the story. Create a chart that lists the characters. As characters are introduced, they will be added to the chart.</li> <li>Students will then be told that they will need to look for these while reading Knuffle Bunny. Suggested language: While we read this story, look for the</li> </ul>

				ways different characters feel in various parts of the story.
	<p>Standards:</p> <p><b>CC.1.3.K.1.</b> : Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p> <p><b>L.K.4</b> : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>			
40 mins	<p><b>QUESTIONING:</b> Ability to answer questions after listening to a text.</p>	<p><b>IDENTIFYING CHARACTER'S FEELINGS</b> As we are reading I will be asking questions for you to answer about some characters feelings throughout the story.</p>	<p>Students participate in answering questions using appropriate vocabulary related to feelings.</p>	<ul style="list-style-type: none"> <li>Teacher will introduce the story, Knuffle Bunny. Suggested language: "Students, today we will be looking at the characters in this story and how they feel. Remember that the characters are the people in the story."</li> <li>While reading, the teacher will read the text and then ask the following questions: (Possible student responses) <ul style="list-style-type: none"> <li>Pg. 5-6: How does Trixie feel when she is walking with her daddy? (happy) How do you know? (she has a smile on her face, she is going to take Knuffle Bunny to school)</li> <li>Pg. 12: What do notice about Trixie's face? (She has a frown and her eyes are huge) How would you describe how she feels? (sad, upset, worried)</li> <li>Pg. 14: Do Trixie and her dad feel the same way? (no) How can you tell? (Daddy is smiling and talking and Trixie's mouth is wavy. She seems confused or scared. She has realized that she doesn't have Knuffle Bunny)</li> <li>Pg. 15-16: How would you describe Trixie's feelings now? (excited, frustrated, sad) What do you see in the illustrations that make you say that? (her arms are flapping up and down, she is repeating things, she has a tear in her eye)</li> <li>Pg. 19-20: How would you describe Daddy's feelings now? (annoyed, frustrated, mad) What do you see in the illustrations that make you say that? (his eyes are rolled, he has a scowl, holding Trixie away from him)</li> <li>Pg. 21-22: Who do you think the lady is? (Trixie's mom) How do Trixie and her daddy feel now? (irritated or angry, upset)</li> <li>Pg. 23-26: How does the family feel? (responses will vary but should include that they are all worried and anxious)</li> <li>Pg. 30: How does the family feel now? (happy) What evidence in the illustration shows you how they are feeling? (they are all smiling and Trixie is jumping up and down)</li> </ul> </li> <li>Teacher will review the feelings that the characters experienced in the story. Teacher will reference one page from the beginning, middle, and end that touch on three different emotions. Suggested language: "Trixie and Knuffle Bunny had quite an adventure. In the beginning, Trixie was so happy to be helping Daddy at the laundromat. Then, she realized she lost Knuffle</li> </ul>

				Bunny and she was very sad. At the end, Trixie was excited to have Knuffle Bunny back."
Standards:  <b>CC.1.3.K.B.</b> : Answer questions about key details in a text. <b>RI.K.1</b> : With prompting and support, ask and answer questions about key details in a text.				
40 mins	<b>GATHERING EVIDENCE:</b> Ability to use text and illustrations to support your understanding of the text.	<b>IDENTIFYING CHARACTER'S FEELINGS INDEPENDENTLY</b> After listening to Knuffle Bunny Too, you will be asked to explain a character's feelings throughout the story. You will do this by looking at pictures and the text.	Students will be able to identify a character and his/her feelings throughout the story.	<ul style="list-style-type: none"><li>● Review Knuffle Bunny. Suggested language: Yesterday we read the story Knuffle Bunny. Pair and share about how a character felt throughout the story and how his/her feelings might have changed. Teacher will have a few groups share their discussions.</li><li>● The class will be introduced to the story Knuffle Bunny Too by Mo Willems. Suggested language: Today class, we will be listening to another story by Mo Willems. As you read, you may notice some familiar characters. You will be looking at these characters on your own. I will be stopping throughout the book and you will pair and share with your partner to answer the questions.</li><li>● As the story is read, the teacher will stop and ask questions to help students identify the feelings of various characters. Include time for students to pair and share. Suggested questions include:<ul style="list-style-type: none"><li>○ How does the character feel now? How do you know?</li><li>○ Why do you think his/her feelings changed? How do you know?</li><li>○ Do any of the characters feel the same way? How do you know?</li></ul></li><li>● Tomorrow we will reread the book, Knuffle Bunny, Too. You will then need to tell how a character felt during the story and explain how you know.</li></ul>
Standards:  <b>CC.1.3.K.G</b> : Make connections between the illustrations and the text in a story (read or read aloud). <b>CC.1.5.K.E.</b> : Speak audibly and express thoughts, feelings, and ideas clearly. <b>SL.K.6</b> : Speak audibly and express thoughts, feelings, and ideas clearly. <b>RL.K.7</b> : With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).				
Transition to Writing				
15 mins	<b>PREPARING FOR WRITING:</b> Ability to begin linking reading results to writing task.	<b>THINK-PAIR-SHARE</b> Kindergarteners, we have spent a few days getting to know Trixie, her family, her friends, and her adventures with Knuffle Bunny. Today you will think about the part of the story you want to write about and share with your partner.	Students should be able to pick one event from the story and discuss with a partner a character's feelings and be able to site evidence from the text or illustrations.	<ul style="list-style-type: none"><li>● Students should be partnered with one other student. Review the process for Think-Pair-Share. Suggested language: "Kindergarteners, today you are going to talk to your partner about one event in Knuffle Bunny Too and how you know how a character is feeling. You will pair with your partner to talk about what you want to write about."</li><li>● Give students time to think about the event from the story that they want to write about. Suggested language: "Think back to the story Knuffle Bunny Too. Think about one event that stood out to you. Think about how the character felt. Think about</li></ul>



				<p>what the author wrote or illustrated to support what you think about the character's feelings."</p> <ul style="list-style-type: none"> <li>Students turn and talk with a partner about the event they selected to write about. Suggested language: "Now, turn to your partner and tell them about the event and what evidence you can cite to support what you say. Partners, please make sure you ask your partner to tell you how they know how the character is feeling."</li> <li>Select a few partners to share what was discussed. Make it a point to talk about the evidence from the text that supports what is being said. Suggested language: "Let's have a few friends share what they talked about. Remember to tell us how you know how the character felt. You can cite evidence from the text or the illustrations."</li> </ul>
<p>Standards:</p> <p><b>SL.K.6</b> : Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>W.K.2</b> : Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>RL.K.7</b> : With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>				
<b>Writing Process</b>				
10 mins	<p><b>RECONSIDERING THE PROMPT:</b> Ability to review the task's prompt and connect it to the text that was read.</p>	<p><b>KNUFFLE BUNNY TOO RESPONSE</b></p> <p>Now that we have read Knuffle Bunny Too, you know how an author uses words and illustrations to describe a character's feelings. Dictate a sentence in which you explain how a character feels at one point in the story. You will need to support your response with evidence from the text.</p>	<p>Students will be able to dictate at least one sentence that states a character's feelings at one point of the story and support it with evidence from the text.</p>	<ul style="list-style-type: none"> <li>Teacher will review the first text, Knuffle Bunny and point out two or three feeling and events from the story. Suggested language: "Earlier we read the book Knuffle Bunny and we looked at how Trixie and other characters felt throughout the story. We found words or illustrations that supported our ideas about how they felt. (Teacher models think aloud about a character's feelings and cites evidence from the text) Today, you will do that on your own using the story Knuffle Bunny Too.</li> <li>Teacher will reread the prompt and highlight the important vocabulary. Suggested language: "Read the prompt with me. Pair and share what you need to be able to do to be successful in this task. What do we need to do? Repeat with me: I will tell about how a character felt during the story. I will use the author's words or illustrations to support what I say.</li> </ul>
<p>Standards:</p> <p><b>CC.1.3.K.G.</b> : Make connections between the illustrations and the text in a story (read or read aloud).</p> <p><b>RL.K.7</b> : With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>				
40 mins	<p><b>RECORDING YOUR UNDERSTANDING:</b></p> <p>Ability to dictate or write a sentence about the text.</p>	<p><b>KNUFFLE BUNNY TOO FIRST DRAFT</b></p> <p>Today, you are going to tell about a character's feelings and</p>	<p>Students will be able to identify one feeling a character experienced in the story and cite</p>	<ul style="list-style-type: none"> <li>Teacher will instruct students that they will be telling about one feeling a character experienced in the story Knuffle Bunny Too. Teacher will remind students to make sure that they cite evidence to support their thinking. Suggested</li> </ul>

		use the author's words and illustrations to support your answer.	evidence from the text or illustrations to support their thinking.	<p>language: "Today you are going to dictate a sentence to tell me how a character felt at one time in the story. Remember to be able to tell me how you know how he/she felt."</p> <ul style="list-style-type: none"> <li>Teacher will provide students with materials consistent with the classroom writing workshop routines. Students will be given writing paper that allows them space to draw a picture and lines to write a sentence. Teacher will encourage students to attempt to write a response but will record the students thinking on the paper. Suggested language: "You will need paper and pencil to record your thinking about a character's feelings. When you are finished, raise your hand and I will help you record your thinking." <ul style="list-style-type: none"> <li>For struggling learners: <ul style="list-style-type: none"> <li>Provide access to the book and/or sentence stem so that they can select one illustration to focus on.</li> <li>Scaffold questions to help students focus on one feeling. Suggested language: "Can you show me one time when a character was sad?"</li> <li>Allow students to use illustrations to cite evidence. Suggested language: "Can you point to the part of the illustration that shows how a character feels?"</li> </ul> </li> <li>For accelerated learners: <ul style="list-style-type: none"> <li>Scaffold learners to add an additional feeling that a character experienced in the text and cite evidence to support it.</li> <li>Scaffold learners to use more of the author's language in their explanation.</li> </ul> </li> </ul> </li> <li>Teachers may record students dictations to guide students during the editing process.</li> </ul>
	<p>Standards:</p> <p><b>CC.1.3.K.G.</b> : Make connections between the illustrations and the text in a story (read or read aloud).</p> <p><b>CC.1.4.K.B.</b> : Use a combination of drawing, dictating, and writing to focus on one specific topic.</p> <p><b>RL.K.3</b> : With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.7</b> : With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>			
30 mins	<b>EDITING:</b> Ability to proofread and format a piece to make it more effective.	<b>FINAL PRODUCT</b> Today we are going to reread our writing about a character's feelings and make edits to our writing.	Students will be able to correctly spell the character's feeling, character's name and use ending punctuation.	<ul style="list-style-type: none"> <li>The teacher will conference with students one on one about corrections to be made to his/her writing. Students will correct spelling of character names, character feelings and ending punctuation. Students will refer back to the emotion and character chart created at the beginning of the module.</li> <li>Students will complete a final draft where they will make the corrections.</li> <li>Teacher will have students share their writing with a partner. Suggested language: "We have learned that authors use their words and illustrations to help us know more about the characters. Today you were the author and illustrator like Mo Willems. Pair and share your</li> </ul>

			work today."
<p>Standards:</p> <p><b>RL.K.3</b> : With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.7</b> : With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>CC.1.4.K.B</b> : Use a combination of drawing, dictating, and writing to focus on one specific topic.</p>			

*Instructional Resources*

*Student Handout*

 **Knuffle writing prompt LDC.docx**

## *Section 4: What Results?*

### ***Student Work Samples***

#### ***Advanced***

 [Advanced LDC Student Sample.pdf](#)

#### ***Meets Expectations***

 [Meets Expectations LDC Student Work Samples.pdf](#)

#### ***Approaches Expectations***

 [Approaches Expectations LDC Student Work Sample.pdf](#)

#### ***Not Yet***

 [Not Yet LDC Student Work Sample.pdf](#)

### ***Teacher Reflection***

Not provided

## ***All Attachments***

 **Advanced LDC Student Sample.pdf** : <https://s ldc.org/u/2vgsbyqbt x7kp4z23nt8vda0u>

 **Meets Expectations LDC Student Work Samples.pdf** :  
<https://s ldc.org/u/72quhgenpdybwujn3pmqq12h6>

 **Approaches Expectations LDC Student Work Sample.pdf** :  
<https://s ldc.org/u/9y6indbub269cyuzophg4wn0y>

 **Not Yet LDC Student Work Sample.pdf** : <https://s ldc.org/u/5k6gicd4oebgvm03kq7fcjr71>

 **Knuffle writing prompt LDC.docx** : <https://s ldc.org/u/9eikn0mvywb3jzn74rx5ib12d>