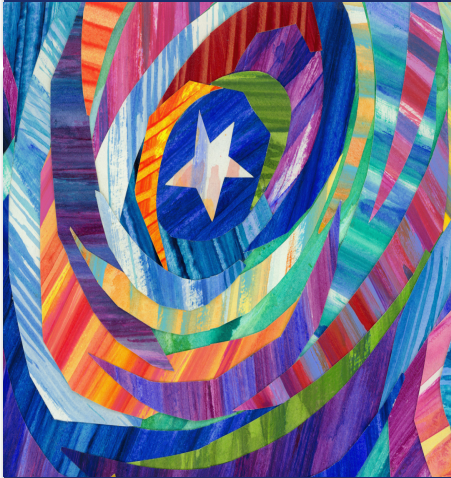


# The Early Years Count Literacy Connection



## The Rabbit Listened

Written by Cori Doerrfeld

*Preschool edition*

### Overview of Book

When Taylor becomes sad, frustrated and disappointed over a knocked down block structure, several animal friends think they know what Taylor should do but Taylor just needs someone to listen. What happens next?

Genre: Picture book/fiction

### Vocabulary

Books are a rich source of words new to children. Here are some from *The Rabbit Listened* to introduce in your classroom:

special	exactly
amazing	silence
notice	

Each time you read the book, choose 2 or 3 words to highlight.

Use age- appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

### Connecting with the HighScope Curriculum

COR Advantage 1.5

Approaches to Learning

Item A

*(Initiative and planning)*

Item B

*(Problem solving with materials)*

Social and Emotional  
Development

Item D *(Emotions)*

Item H

*(Conflict resolution)*

Mathematics Item T  
*(Geometry: shapes and special awareness)*

### Reading Tips

Read this with expression that reflects what is happening to Taylor (matter of fact, disappointed, anger, sadness, hope) as well as the animal characters that self-assuredly think they have all the answers. Pause between pages so the children can really feel Taylor's anguish. Ask, "How would you feel if this happened to you?" After each animal tries to help ask, "Is that helpful? Will that solve Taylor's problem?"

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

At the end of each reading, display the book in the book area so children can read it on their own.

### Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Have ample amounts of mini blocks for each child to construct with at **Small Group Time**. Encourage the children to share how issues and problems are solved as they build.

Have the children choose an animal from the story to pretend to be at **transitions**.

Use the book at **Large Group Time** (swoop like the birds, strut like a chicken). End by hopping like a rabbit to the next activity.

### Around the Room

Highlight the book's content and build on the children's excitement in a variety of locations.

Stock the **Block Area** with extra blocks for "amazing" construction projects.

Place realistic and labeled photos of the animals in the book in the **Book Area**.

Use animals from the classroom collection to paint with in the **Art Area**.

### Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one "right" answer.

Here are some questions you might ask for *The Rabbit Listened*:

Has this ever happened to you? What did you do about it?

How does it make you feel to have someone listen to you?

Why is it important to be the one to decide how to solve a problem?

*For more information on how to use books and stories with children to enhance your curriculum, contact*  
***The Family Connection:***

website—  
[www.famconn.org](http://www.famconn.org)

Facebook—  
[@famconnsjc](https://www.facebook.com/famconnsjc)

phone—  
574-237-9740

### @ Home

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share this book with their child. Here's a sample message you can send:

The children have enjoyed talking about the story, *The Rabbit Listened*. We have used the book to help with problem solving. As you read the story with your child, ask, "How do you think Taylor feels?" The animals think they are helping but they don't try to understand what Taylor needs. Ask your child, "What would be helpful?" If problems come up at home that your child needs help with ask, "How can I help? Or, "What can I do that would be most helpful right now?" When reading the story together, use it to practice talking about how people can be helpful, and how listening can really be a great place to start.