

Bunny Cakes
By: Rosemary Wells

It's grandmother's birthday and Max is determined to make her the best earthworm cake. Ruby, however, wants to make her a surprise Angel cake with raspberry fluff icing. Max tries to help, but ends up making things a little more difficult. After making several trips to the grocery, will Max ever get the "Red Hot Marshmallow Squirters" to top of his earthworm cake? This book is a great tool to teach patience, creativity, and determination.

Video Reading:

<https://www.youtube.com/watch?v=NIO-9sufGOs>

Teacher Curriculum

Important talking points before reading the book

- As you introduce the book and title ask about what type of celebrations usually involve cake.
- As you introduce the book, ask if any of the students have ever helped make a cake?
- What happened? Was it hard? Was it easy? Was it messy?
- As you introduce the book, ask what makes a cake special?
- As you introduce the book, ask about their favorite types of cake
- As you introduce the book, ask what their dream birthday cake would look like?
- As you introduce the book, ask if there was ever a time you wanted to tell somebody something, but they just couldn't understand it?
- How did you handle it? Were you able to figure out how to relay the message?

Activities/Lessons

Circle Time

Supplies:

- Book
- Board
- Dry Erase Marker
- Talking Points
- Guided Questions

Preparation Work:

- Review Talking Points & Guided Question

Activity Goals

- Introduce the book to the class
- Create word wall
- Model appropriate verbal expression of feelings

Activity Description:

During Morning Meeting introduce the book and explain that we are going to use the text to talk about feelings and emotions. During circle time, review the talking points and read the book to the class. As you read the book, use the guided questions provided below to begin introducing feelings and emotions. As each feeling is introduced, write it down on the board to create a word wall. After you have finished reading the book, add any additional emotions/feelings that may not have been brought up by the students (You need a minimum of 10 feelings/emotions). Next, review all the words to ensure mastery of understanding. Afterwards, have the children go around and state how they are feeling at the moment, using the sentence starting, "My name is _____ and I am feeling_____."

Picture Book

Supplies:

- Picture book template
- Pencils/Crayons/Colored Pencils
- **Bunny Cakes**

Preparation Work:

- Prepare picture books for each student

Activity Goals:

- Creating empathy with characters in the text
- Being able to identify how certain situations may make someone feel
- Perspective taking

Activity Description:

After re-reading the book as a refresher. Review the words from the word wall. At this point, the students should be able to explain what some of the words mean and/or situations in which they may experience this feeling or emotion. Give each student a picture book template (in the material section of the curriculum). The student has to look at the picture from different scenes and write down what the person in the picture may have felt in that situation. If a student becomes stuck and doesn't know how to move forward, ask open ended questions to help guide the student towards an appropriate answer. Instead of giving them the answer, explain what is taking place in the picture. After the student completes the story book, have volunteers share what emotions they listed on the pages. Facilitate a discussion around the different responses. Gauge the room to see if students had similar or different responses to the scenes and why. Scaffold the conversation to include student's personal experiences where they have felt similar ways to the characters in the book.

Writing/Language Center: Match & Master

Supplies:

- Word Wall
- Template of facial expression
- Projected visual of facial expressions
- List of words from word wall
- Glue
- Pencil
- Hole Punch
- List of definitions
- Folder with metal prongs
- Card stock

Preparation Work:

- Cut out facial expressions template for each student
- Cut of definitions of words for each student
- Cut out words
- Print template for flashcard on cardstock (an alternative is to use regular copier paper and laminate the pages after the assignment has been completed)

Activity Goals:

- Increase comprehension and retention of vocabulary words
- Handwriting practice
- Connect visual with written vocabulary words
- Create a resource for student to use to review vocabulary words

Participants:

- Writing Station/entire class

Activity Description:

As a class, review the words and definitions from the word wall. By this point, students should know the definition for the majority of the words. After reviewing all the words, work with the students to match the facial expressions (see materials section) with the words from the word wall. Facilitate this activity by saying “Which facial expression best matches_____?”. As they answer, write the word under the facial expression, continue until you have matched all of the faces with a word. Then at tables, have the children match the word with the facial expression using the prepared materials. Next, they will glue face and word in the space provided. Following, they will write the word on the space provided. Once they have completed all of the pages, collect the item and secure them using a folder with metal prongs. This folder can be used as a tool to review vocabulary and/or it can be sent home to assist with family activities.

Bunny Cakes – Art Activity

Supplies:

- A clay dough/modeling clay set for groups of 3 – 5 students

Preparation Work:

- Identify students who have a birthday this month

Activity Goals:

- Foster collaboration with other students
- Modeling acts of kindness

Activity Description:

Identify students whose birthday is during the month you review this book. The focus of this activity is identifying an alternative way the story could have gone. In the story, Ruby and Max did not work together. As a class, discuss the pros and cons of working with other people.

Afterwards, begin this activity by saying, “We’re going to make birthday cakes for the students who have a birthday this month.” Provide each group with molding clay or play dough and allow them to create their own “cakes”. Explain that everyone has to participate and that each student is responsible for making a certain part of the cake (I.e. the first layer, the candles, etc.)

Afterwards, have each group come to the front of the room and present the birthday student with the cakes. Afterwards, the students candy display their cakes in a section of the room.

Afterwards, have a circle time and discuss how this process. What was it like to work with other people? Did you feel more like Max or Ruby doing this activity? How did it feel to do something nice for someone? Also, ask the recipients what it was like to receive something special?

Activity Materials

Sample Guided Questions

- What are some things Max did well?
- What are some things Ruby did well?
- What could Max have done differently?
- What could Ruby have done differently?
- How did Ruby communicate to Max that he wasn't allowed to enter in the house?
- What is Max looking at outside of the window as Ruby writes her list for the grocery store?
- What do you think Max is thinking about?

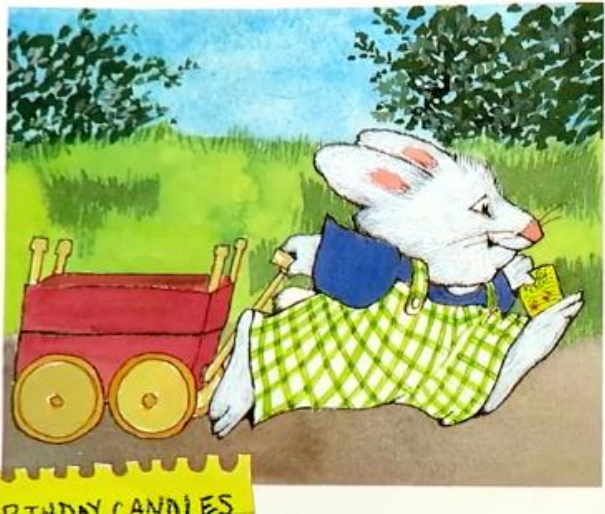
Photo Book Template (Actual template on next page)

- In order to create book, print the template on cardstock paper. Next, cut it horizontally to create strips. Next, fold along the dotted line. Once you have folded, staple the crease of the fold. It may easier to fold and assembly the book AFTER the students have added the emotion/feeling on the dotted line.









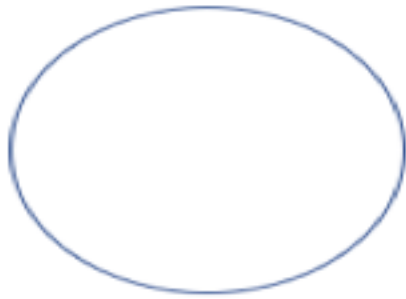
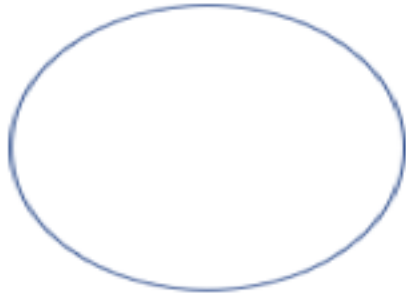














This book curriculum was developed by Sharda Fields. Sharda received her bachelor's degree in Human and Organizational Development with a concentration in Health and Human Services from Vanderbilt University in 2012. She graduated from The University of Georgia with a masters of Social Work degree in 2016. Sharda Fields currently serves as a Communities in Schools Site Coordinator at Power Center Academy Middle School in Memphis, TN.