



Book Title/Author

Tiny Rabbit's Big Wish by Margarita Engle

Florida State Standards

Priority Standard:

LAFS.K.RL.4.10 – Activity engage in group reading activities with purpose and understanding.

Supporting Standards:

LAFS.K.RL.1.1 – With prompting and support, ask and answer questions about key details in a text.

LAFS.K.RL.1.2 – With prompting and support, retell familiar stories, including key details.

LAFS.K.RL.1.3 – With prompting and support, identify characters, settings, and major events in a story.

LAFS.K.RL.2.4 – With prompting and support, ask and answer questions about unknown words in a text.

LAFS.K.RL.2.6 – With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.

LAFS.K.W.1.1 – Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

Preparation/Resources Needed

Book *Tiny Rabbit's Big Wish*
 Paper cut into four equal squares (one for each student)
[Cloud Picture](#)
 Glue
 Cotton Balls

Genre

fiction

AR/Lexile Level

3.4/not available

Reading Content Focus

Identify character traits
 Use adjectives to describe

Vocabulary

wish, huge, gigantic, enormous, tiny, powerful, loud, quiet

Essential Questions

*Why is it important to like who we are?

 *How does understanding the character(s) in a story help us in comprehend what we are reading?

Big Idea

*We each have good qualities that make us unique.
 *We must learn to like ourselves before others will like us.

 *Characters are important to what happens in a story and help us understand the feelings of others.

Differentiation (Access and Enrichment)

***Access** – Have students dictate sentence to the teacher to write underneath their picture *or* give students a sentence stem to help them in writing their sentence.

 ***Enrichment** – Allow students to write more than one sentence to describe themselves.

Internet Resources

Illustrator [David Walker website](#)

 Author [Margarita Engle website](#)

[Interview](#) with author Margarita Engle

[Another interview](#) with author Margarita Engle

Activate Background Knowledge:

Ask students if they have ever dreamed of being different than they are? Allow them to give examples.
 “Well, today we are going to read about a tiny rabbit that has a big wish”
 Q: Can anyone imagine what tiny rabbit might wish to change about himself?

Teach/Model:

Read the title and author and talk about what they do.

Read the first two pages.

Q: What does the word “huge” mean?

Q: Why do you think tiny rabbit wants to be bigger?

Read the next two pages.

“Oh my! How funny he would look with such a long trunk and gigantic tail.”

Q: Why would a rabbit want such a big nose and tail?

Read the next two pages.

Q: Why does rabbit look so sad in this picture? (Pointing to the picture on the right page.)

Read the next two pages.

Q: What is the bird doing? Why?

Q: Do any of your parents do this for you?

Read the next two pages.

Q: Do you think he grew as tall as a giraffe?

Read the next two pages.

Q: Why did rabbit change his wish?

Read the next page.

Q: What does powerful mean?

Q: Do you think rabbit likes his new ears? Why or why not?

Read the next 3 pages.

Q: Why is it important for rabbit to be able to hear so well?

Read the next page.

So he can hear loud things the eagle screeching as well as quiet things like leaves rustling.

Read the next page.

Q: Why would it be important for rabbit to be able to hear a hungry lion?

Read the next 4 pages.

Q: Do you think he is happy with who he is now? Why or why not?

Q: Do you think he still wants to be all those things he was wishing for? Why or why not?

Q: Why do you think rabbit realized it was good to be just who he was?

Guided Practice:

Have students brainstorm ideas for things they might want for themselves, just like tiny rabbit. As students give you examples, write them on the board. (Great place for a Circle Map Thinking Map)

Independent Work:

(Take a piece of paper and cut it into four equal squares giving each student one square.)

Using the examples on the board or one of their own, have students use their square to draw a picture of something they wish for themselves. Have them either write a sentence or dictate a sentence to you to write underneath the picture.

Give each student a copy of the [cloud template](#) and have them cut it out. Glue their picture to the middle of the cloud and then glue cotton balls around the picture. Now the students have their BIG WISH, just like tiny rabbit!

Extension Activities:

Talk about adjectives and how they are used to describe someone or something. Go through the book together and identify the different adjectives that tiny rabbit uses. Help students brainstorm a list of adjectives that might describe them. Using the list created, have students draw and color a picture of themselves that use the adjectives they feel best describe them. Label their picture with these adjectives.

Using the author's [website](#) along with [interview1](#) and [interview2](#), complete an author study about Margarita Engle along with some other books she has written.

Read the different books that David Walker has illustrated and compare his work from one book to the next. ([David Walker's Official Website](#))

**Peep and Ducky* by David Martin

**No Mor, Por Favor* by Susan Middleton Elya

**Before you Were Mine* by Maribeth Boelts

**Flip, Flap, Fly!* by Phyllis Root

Combine this story with other picture books where the characters wish to be someone or something different.

For example:

**Tommy the Wishing Turtle* by Tom Colosi

**The Wish Trees* by Andrea Koehle Jones

**I Wish I Were a Monkey* by Dan Jackson (along with other books in his series)

Setting Goals: What do your students wish for? Help your kids set an obtainable goal for themselves and have them draw a picture of what it will look like when they've reached that goal.

Assessment

Formative Assessment:

*observations and anecdotal notes of student participation in classroom discussions and brainstorming activity

Summative Assessment:

*evaluation of picture and writing completed in the independent activity