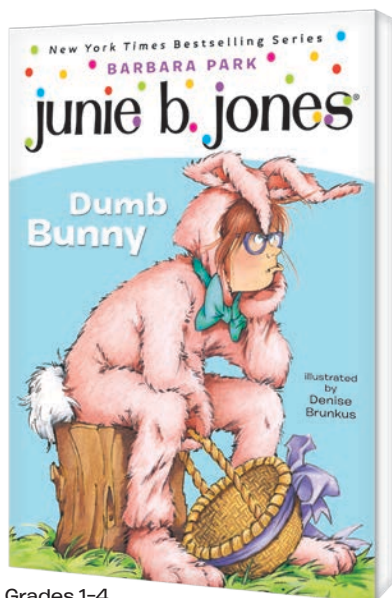


# junie b. jones®

## Dumb Bunny



Grades 1-4  
PB: 978-0-375-83810-1  
GLB: 978-0-375-93809-2  
EL: 978-0-375-89449-7

### Pre-Reading Activities

In this visual activity, students will use illustrations and details in the story to describe its characters, settings, and events. To prepare for this activity, project the cover of the book on a whiteboard, SMART board, or overhead projector to provide a visual of the activity to the entire class. First, instruct students to independently study the cover and record anything that comes to mind about the characters, settings, or events of the story based on what they see on the cover. You might want to model your thinking in an example for students on the overhead: For example, draw a line next to Junie B.'s bunny costume and write: "Why is she wearing this costume? She doesn't look happy. Maybe she was forced to wear it." Remind students that for brainstorming, it's okay to write down anything and everything that comes to mind. Next, have students turn to a partner or a small group table to share ideas. Finally, call on individual students to share their brainstorming ideas with the entire class. Record the collective student brainstorm on the overhead. Return to this activity after reading to see how many of your ideas were accurate!

It's an easter *eggs-travaganza*! Lucille is having an Easter egg hunt at her rich, expensive mansion. And guess what? The winner gets a play date to swim in Lucille's heated swimming pool! Only here is the problem. How did Junie B. get stuck wearing a big dumb bunny suit? And how can she possibly find eggs when she's tripping over her hugie big rabbit feet? Being a dumb bunny is definitely not as easy as it looks. Will Junie B. end up with egg on her face? Or will the day deliver some *un-eggs-pected* surprises?

In this guide for *Junie B. Jones: Dumb Bunny*, students will prepare for reading by studying the book cover and using the illustrations to brainstorm details about the characters, settings, and events that might occur in the story. After reading, students will have the chance to turn back time and make better decisions for Junie B. How could things turn out differently for her with some better decision making? Finally, students will have a chance to make a text-to-self connection with the story by writing a personal journal entry.

### Second Chances

Junie B. often gets herself into trouble by making rash decisions. What if she could turn back time and make better choices? In this writing activity, she can! To prepare for this activity, select 3-5 poor choices that Junie B. makes in the story and write them on the board with page number references. For example, "Junie B. chooses to egg May on by squinting her eyes and 'thinking' a bad name at her." (p. 3) Next, instruct students to turn back time by thinking about how Junie B. could have chosen to behave differently. How might the story have been different as a result?

### Journal Time!

This book begins with an entry in Junie B.'s first-grade journal. Have students write their own journal entry about the following topic: Write about a time when you made a poor decision. How could you have behaved instead? How might things have turned out differently if you had made a better choice in the first place?

