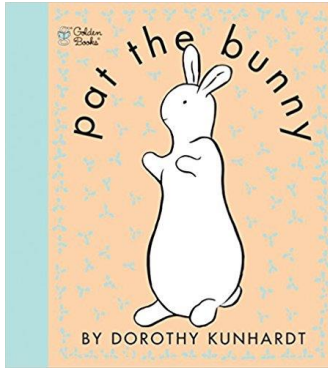




SEEDS for Story Time

Promoting Social Emotional Development Through Books



Pat the Bunny

By Dorothy Kunhardt

P*at the Bunny* is a classic children’s interactive book that explores a child’s world through texture, smell, and activities. It is best enjoyed alongside a trusted adult, creating experiences that will be cherished for both the learning that takes place and the special memories that are made.

(Ages 0-3)

Introducing this book to young children:



CLL2.1a

Before reading the book, discuss what it means to “pat” something. Patting is touching softly or gently. Provide a soft stuffed animal for children to pat. Consider comparing the difference between “patting” the stuffed animal and “banging” a drum. Talk about using quiet voices when you pat an animal, being gentle with your voice and your hands.



SED1.1c

This book can be used to discuss all the things a child can do, building a sense of accomplishment and autonomy. Point how out what the child is doing right now – sitting on the rug or in a chair; listening; looking; etc. Then, introduce the children in the book and see what they are doing that the child(ren) can also do.



APL3.0d

While reading the book, allow children to practice the same activities that are happening in the book. If reading one-on-one, the book is very interactive and can be used with no other props. If reading to a group of children, provide one or two props as you read. For example, stuffed animals to pat, a scarf for peek-a-boo (teacher only), flowers to smell, mirror for each child to look at themselves, etc.



CD-MA5.1a

Demonstrate directionality using a stuffed bunny. Place the bunny in various places in relation to a child such as next to, behind, or in front of. Say the words as you move the bunny. “The bunny is next to Jordan. Now, the bunny is behind Hannah.” Then give the children stuffed toys and encourage them to put the animals in the position you call out.

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Repeated readings of the same book provides opportunities for toddlers to develop a sense of competence and confidence. Children learn to point at and label pictures, turn pages, discuss the story, and make predictions of what will happen next, while learning new words and relating the story to their own experiences. Read *Pat the Bunny* for several days in a row and use some of the ideas, activities, and teaching opportunities listed below to enhance social and emotional skills.



GELDS Activity Spotlight

Arrival

Practice gentle ways to greet teacher and other children: pat back or shoulder; shake hands; gentle hugs; soft hello (“hi!”). Practice arrival routine with “I can” phrases:

- I can take off my coat.
- I can find a toy.
- I can sit in my chair.

SED2.4b

Library

Make a class book using pictures of the children doing things throughout the day. For example:

- Joey can smile.
- Asher can eat lunch.
- Jamari can play the drum.
- Kaylah can go the potty.

To create the book, place a photo of each child into a small album or adhere photos to a piece of construction paper, punch holes in each page and string the photos together. Label each page or photo with an “(child’s name) Can” statement like the above statements. **APL2.3a**

Outside Play

Notice what a child is doing during play (matching items, stacking a block on another, using a spoon, running, etc.) and comment on what he/she is doing or ask the child what he/she is doing; model an “I Can” statement with enthusiasm for the child. Provide specific, positive feedback with smiles and other positive body language. **APL4.3a**

Focus on Family

Families can make “I Can” books at home and send to school for the child to share his/her accomplishments. With older toddlers, you can talk with your child about the things he can do and take a picture of your child engaged in each activity. When making an “I can” book with infants and young toddlers, take pictures of them engaged in activities; sitting up, eating with a spoon, playing with a toy. **APL2.3a**

