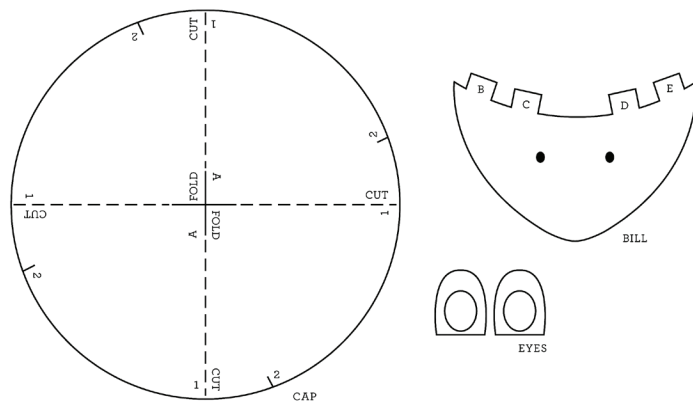


Celebrate ducks and rabbits with a day devoted to them.

- Start with a Duck! Rabbit! read aloud. Then introduce two classic books about ducks and rabbits. Make Way for Ducklings by Robert McCloskey is a fictional picture storybook, but it is true to the things that ducks do. For example, ducks mate for life, they teach their young, and they nest. Have your students make a list of those things. Then read The Tale of Peter Rabbit by Beatrix Potter and do the same thing. What things does Peter do that real rabbits do? There are also things in the book that real rabbits don't do. Discuss them with your students.

- Take a break and have a carrots and lettuce snack.
- Make a duck hat and rabbit nose.

Download the templates from our Web site.  
[www.chroniclebooks.com/duckrabbit](http://www.chroniclebooks.com/duckrabbit)



**Make a Duck Hat!**

**MATERIALS NEEDED**

- Hat template (head, bill, and eyes)
- 12 x 18-inch or larger yellow construction paper
- Orange crayon
- Black crayon
- Scissors
- Clear tape

**DIRECTIONS**

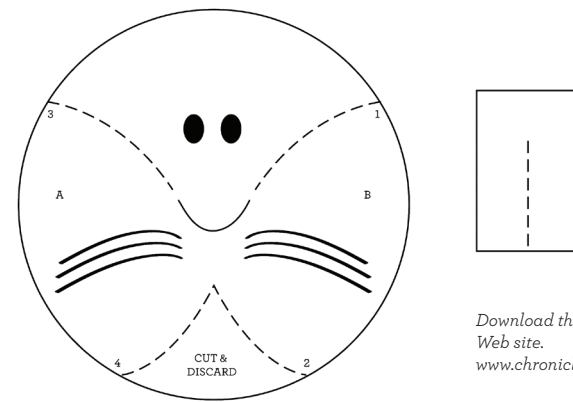
1. Using the template, cut out a 12-inch circle from the construction paper.
2. Fold the circle in half, then in half again to find perpendicular diameters. Cut along the diameters to point A, 1 inch from the center.
3. Bring point 1 to point 2, and tape. Do this four times.
4. Color the beak orange.
5. Tape the tabs to the underside of the head.
6. Color the eyeballs black, then cut out and tape them to the head over the beak.

You now have a duck hat!

- During your physical education period, instead of the normal activities, have a waddle-like-a-duck race. It can be as simple as waddling across the gym from one end to the other or you can set up an obstacle course and have the children negotiate it against the clock. Either way it is sure to bring a lot of laughs.

- Finish your day by dancing the “Bunny Hop.” The steps are easy: The children form a line and place their hands on the waist of the student in front of them. With feet together, students move the right foot to the side twice, the left foot to the side twice, hop forward once, hop back once, and then hop forward three times. The children can take turns snaking the line around the room.

You can find the music by Ray Anthony at:  
<http://kids.niehs.nih.gov/lyrics/bunnyhop.htm>



Download the templates from our Web site.  
[www.chroniclebooks.com/duckrabbit](http://www.chroniclebooks.com/duckrabbit)

**Make a rabbit nose and mouth!**

**MATERIALS NEEDED**

- Nose and teeth template
- 8½ x 11-inch computer paper.
- Scissors
- Clear tape
- Stapler
- 20 inches of ribbon 3/8 inch wide, or thin elastic band
- Pink crayon

**DIRECTIONS**

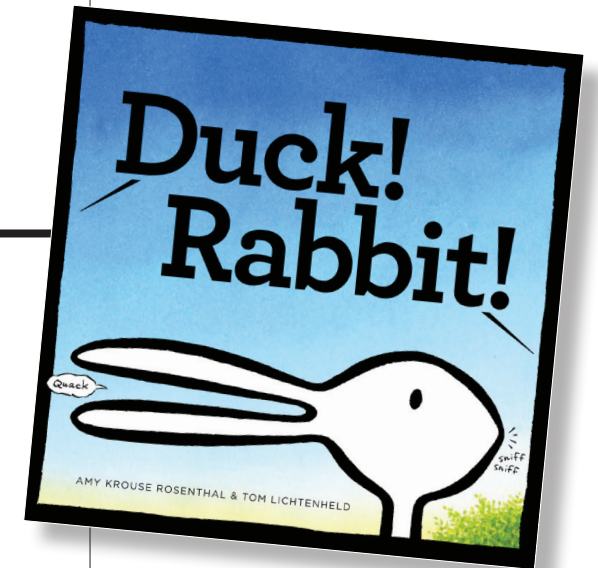
1. Color the area between points 1 and 3 pink.
2. Cut out the circle and the rabbit teeth.
3. Cut inside the circle along the dotted lines.
4. Roll back point 3 and tape to point 4.
5. Roll back point 1 and tape to point 2.
6. Tape the teeth to the inside of the nose between the whiskers.
7. Staple one end of the ribbon to point A, measure ribbon around head, trim, then staple other end to point B
8. Wear the nose like a rabbit!

# Duck!Rabbit!

## CLASSROOM ACTIVITIES

One glance at the cover and you can tell Duck!Rabbit! is perfect for classroom activities. And, once you open the book, your creative juices will start flowing— there are so many ways to use it. Ducks and rabbits have always been at home in classrooms, and this pair will have your students coming and going!

You'll find activities that involve art, creative thinking, writing, aural presentations, and problem solving. There are language arts lessons to stretch vocabularies, practice writing skills, and explore points of view—a new concept for your young children. There is also a subtle message about how to resolve arguments. The activities touch on science, math and the sheer pleasure of a good book, extending it into art, music, dancing, and play.



The New York Times bestseller  
 by Amy Krouse Rosenthal  
 and Tom Lichtenheld  
 ISBN: 978-0-8118-6865-5

Image 1



Image 2

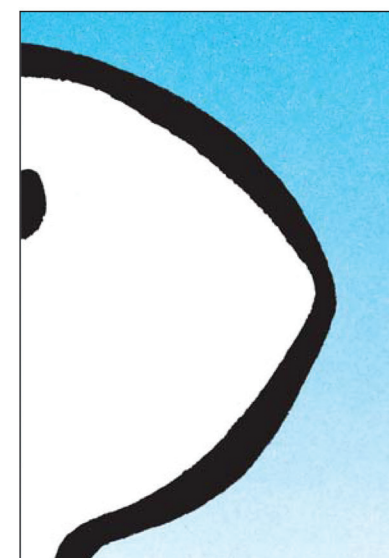
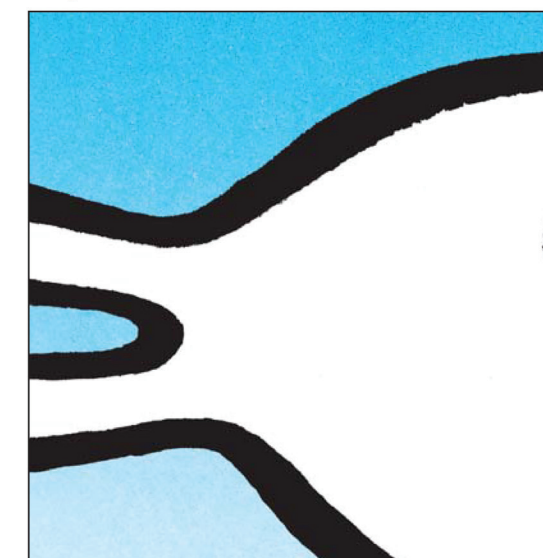


Image 3



**Pre-reading Activity**

Explain to the children that you are going to read a book with them, but want them to guess what the book is about. Be sure not to mention the title. The less they know, the more imaginative they'll be.

Divide the class into three groups and give each group a part of the cover image (see left). Have each child complete the picture and write what he or she thinks the book will be about. Display the original unfinished pictures alongside the children's completed drawings. The children should take turns telling why they completed the picture as they did. Regardless of what they saw, each child needs to make their case.

Now show the cover of Duck! Rabbit! Did anyone draw a duck or a rabbit?

Download these images from:  
[www.chroniclebooks.com/duckrabbit](http://www.chroniclebooks.com/duckrabbit)

## Language Arts: Vocabulary

Help your students brainstorm words that go with rabbits and ducks. You can start them off with ears, feathers, eggs, Easter, etc. Make a word wall to display the words. Have your students use the words in sentences during the course of the day. Have them create vocabulary word boxes to keep at their desks. Provide blank index cards and every time they discover a new word, they should write the word on one side of the card and its definition on the other.

## Language Arts: Point of View

In the book, the duck and the rabbit see the world from different points of view. The duck is looking in one direction and the rabbit in the other. Divide the class in half and make one half ducks and the other half rabbits.

First have them write about themselves. Rabbits should write why it is great to be a rabbit, and ducks why it's great to be a duck. Then switch around. Now ducks should write about what's great about rabbits, and rabbits write what's great about ducks. What have the children discovered?

Is the picture in the book a rabbit or is it a duck? Conflict arises when two people observe the same situation but from different points of view. Have the children list the reasons why some think the picture is a duck and why some think the picture is a rabbit.

Reasons it's a duck: \_\_\_\_\_  
\_\_\_\_\_

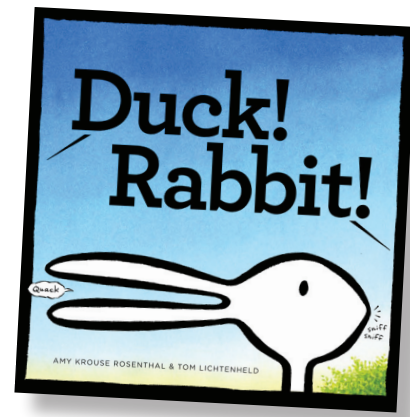
Reasons it's a rabbit: \_\_\_\_\_  
\_\_\_\_\_

Separate out the arguments to see if one makes a better case. It should become clear that whether it is a duck or a rabbit depends on your perspective. Is there a consensus in your class after this exercise? Perhaps the argument cannot be resolved. Discuss whether two different sides can both be correct.

Sometimes a familiar story is told from a completely different point of view. Recall with your students the story of the three little pigs. (You might want to read the story to them.) From whose point of view is the story told? Who are the good guys and who is the bad guy? Who are the victims? Then read *The True Story of the Three Little Pigs* by Jon Scieszka. Have the children talk about how this story is different from the original version. Who is telling the story? Who is the good guy here?

Make a chart comparing the two stories. Here is a sample chart. ▶

	Three Little Pigs	The True Story of the Three Little Pigs
From whose point of view is the story told.		
What happens to the pigs?		
What happens to the wolf?		
Who is the victim?		



### ABOUT THE CREATORS OF DUCK! RABBIT!

*Amy Krouse Rosenthal is a Chicago-based writer. She is the author of Little Pea, Little Hoot, Little Oink, and several other books for children and adults.*

*Tom Lichtenheld is an illustrator and author. He has created many books, including Shark vs. Train (with Chris Barton) and Bridget's Beret. He also collaborated with Amy Krouse Rosenthal on The OK Book and It's Not Fair.*

### GET MORE DUCK!RABBIT! DIRT

*For more activities and a conversation with Amy Krouse Rosenthal and Tom Lichtenheld visit: [www.chroniclebooks.com/duckrabbit](http://www.chroniclebooks.com/duckrabbit)*

*To request information on the author's availability for events or to request promotional materials, please e-mail: [kids\\_events@chroniclebooks.com](mailto:kids_events@chroniclebooks.com)*

### ABOUT THE AUTHOR OF THIS GUIDE

*This guide was prepared by Clifford Wohl, Educational Consultant.*

## Science Research

Your students should learn more about rabbits and ducks. Help your students pair up. One member of the pair should research ducks and the other rabbits. Below is a sample chart to fill in, but the more they learn about ducks and rabbits, the more categories they will want to include. Some examples are included.

Here are some Web sites you might find useful:

<http://www.kiddyhouse.com/Farm/ducks.html>

<http://animals.nationalgeographic.com/animals/birds/mallard-duck.html>

<http://kids.yahoo.com/animals/birds/2543--Wood+Duck>

<http://www.hopperhome.com/hopperhome-anatomy.htm>

<http://pleasebekind.com/rabbit.html>

<http://animals.nationalgeographic.com/animals/mammals/cottontail-rabbit.html>

	Ducks	Rabbits
Type of animal	Bird	
Habitat		
Food		
Babies		Live birth
Baby animal names		
Enemies		
Sounds made	Quack	
Type of feet		
Other characteristics		
Related animal		

## Science: The Senses

In the book *Duck! Rabbit!*, the observers use their senses of seeing and hearing to determine that they are seeing a duck or a rabbit. Discuss with your class what other senses they could have used. Sometimes we rely too heavily on our sense of sight. Do the following activity with your students to explore the sense of touch.

- Create six discovery stations around the room. At each station, place a box with five different objects in it. There should be an opening in each box just big enough for your students' hands to reach through.
- The children visit each station. They should take turns placing a hand in the box and then use their sense of touch to determine what they think is in the box. Of course they should not peek or discuss what they think with each other.
- Each student should write down what they think is in the box and then proceed to the next station. After they are all finished, they should compare and discuss their observations.

Box No.	What I think is in the box.
1	
2	
3	
4	
5	
6	

### Some questions for discussion:

- What types of objects were the easiest to identify?
- What were the hardest?
- What characteristics of the objects helped them to make identifications?

Open up the boxes and display the objects. What conclusions do they draw?

## Math: Sorting and Counting

*Extend the previous activity into an opportunity to do some math practice. Using the findings above, your students can work on sorting, counting, and rudimentary statistics.*

- How many round objects were there?
- How many rough objects were there?
- Which object had the most correct identifications?
- What was second?
- What was third?
- Which had the least correct identifications?
- How many objects could not be identified?
- What was next?
- How many objects were correctly identified in each box?