

DOCUMENT RESUME

ED 409 906

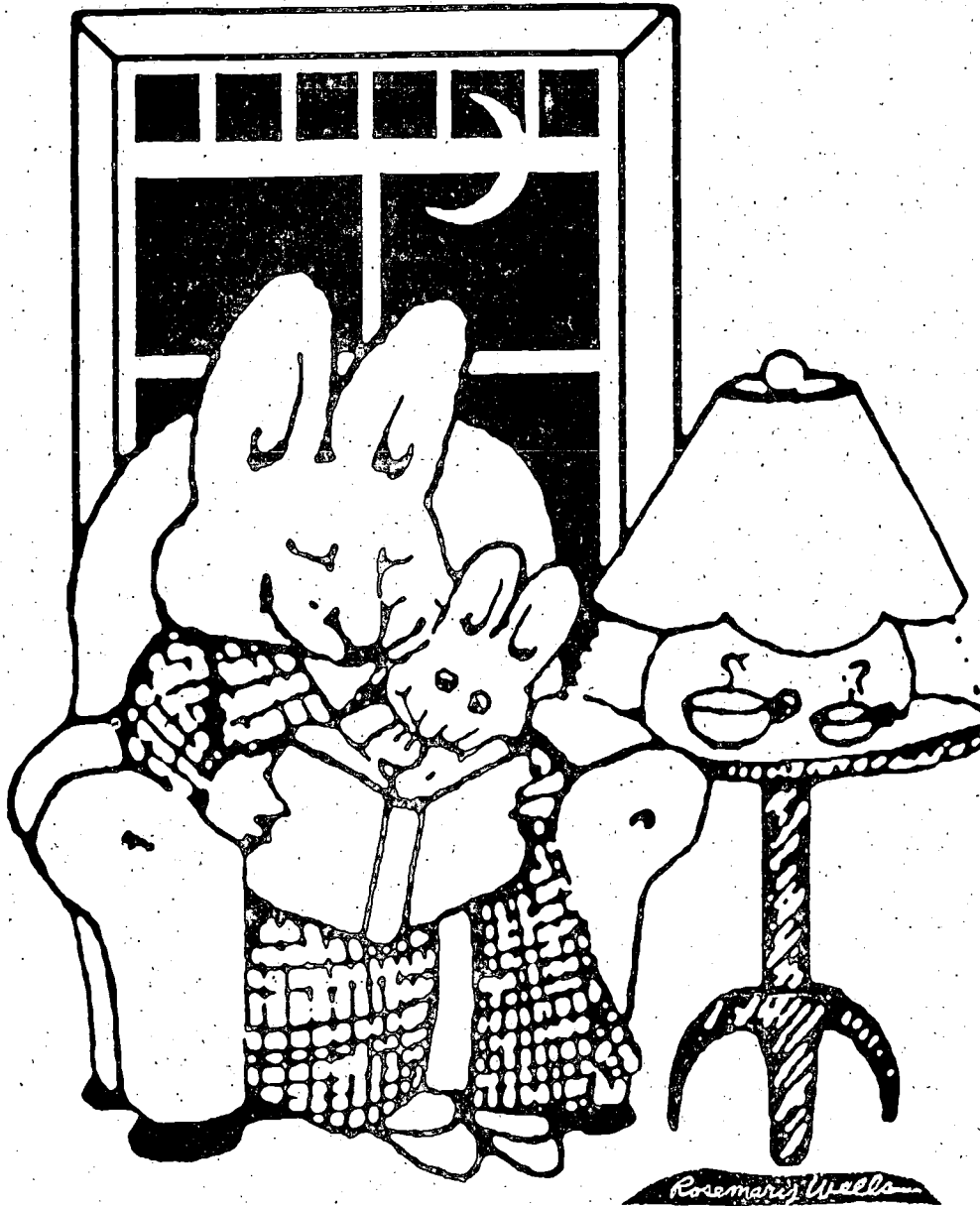
IR 056 429

TITLE Read to Your Bunny.  
INSTITUTION Texas Library Association.; Texas State Library, Austin.  
PUB DATE 95  
NOTE 15p.  
PUB TYPE Guides - Non-Classroom (055)  
EDRS PRICE MF01/PC01 Plus Postage.  
DESCRIPTORS \*Childhood Needs; Childrens Literature; Creative Activities; Handicrafts; Oral Reading; \*Parent Child Relationship; \*Preschool Children; Preschool Education; \*Reading Aloud to Others; Reading Materials; \*Story Reading

ABSTRACT

This packet of materials consists of reproducible flyers to promote parents' reading aloud to children. Included are five benefits of reading aloud for children and parents; tips for reading to babies and children and for exposing them to books; suggestions for selecting books for infants; toddlers and preschoolers; a descriptive list of selected books with "bunny" characters; bunny songs and craft activities; fingerplays and rhymes; a resource list; and artwork and phrases that can be used to promote reading literacy. (AEF)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*



# READ TO YOUR BUNNY

*Spring 1995*

*Prepared by:*

Texas Library Association  
Children's Round Table

and

Texas State Library

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

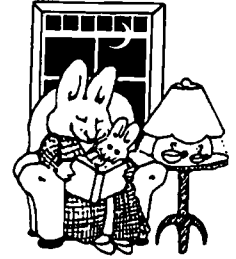
Anne Ramos

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RO56429

*A Note to our Colleagues . . .*

---



## WE ARE VERY PLEASED TO PRESENT THE "READ TO YOUR BUNNY" CAMPAIGN!

The idea for this packet of materials first came to our attention during the 1994 American Library Association Conference in Miami. Rosemary Wells, the creative force behind the endeavor, originally designed a poster for display in pediatricians' offices. She felt that perhaps parents would listen to their children's doctors and that the call for regular read-aloud sessions would finally be heard and heeded.

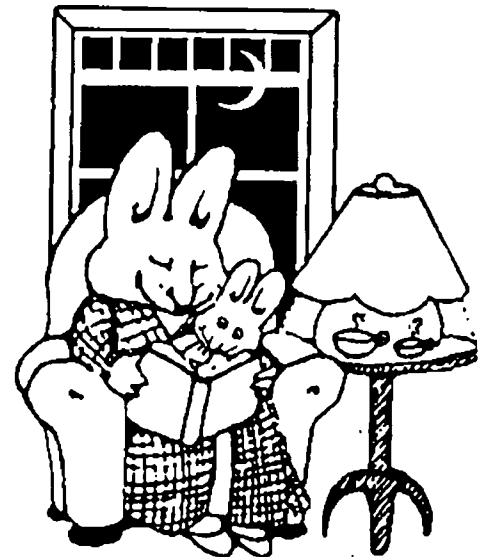
Ms. Wells graciously extended the right to reproduce the poster and her art to librarians and others in their outreach efforts. The Community Literacy Committee of the Children's Round Table, Texas Library Association, in conjunction with the Texas State Library and Archives Commission, saw this as an opportunity for librarians in Texas!

In Spring 1995, the Texas State Library sent multiple copies of the "Read to Your Bunny" poster, as well as several flyers and information sheets, to every public library in Texas to assist with their outreach efforts. Although Ms. Wells envisioned the posters being sent to doctors, libraries were free to distribute and display them wherever parents would best see and notice them; perhaps area child care centers, grocery stores, or neighborhood health clinics. Since that original campaign, requests for "Bunny" materials have come from libraries, child care centers, hospitals, and other organizations with staff who understand the importance of reading to children. Although the supply of posters has been exhausted, the materials in this packet continue to be useful.

We designed the flyers in this packet for you to reproduce. Some are designed for double-sided and/or half-page printing.

The Community Literacy Committee hopes to continue to provide materials and information that will help you to bring books to everyone in your library's service area.

We hope you enjoy the materials and that parents across Texas will soon be reading to their bunnies on a regular basis!



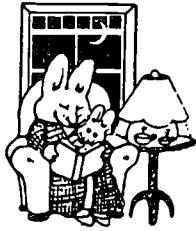
THE 1995 COMMUNITY LITERACY COMMITTEE  
Meredith McMannis and Suzan Nyfeler, co-chairs

Susan Allison  
Deborah Dudash  
Molly Krukewitt  
dona weisman

Viki Ash-Geisler  
Martha Edmundson  
Jeanette Larson

Claudia Cooper  
Amanda Williams  
Barbara Silverman

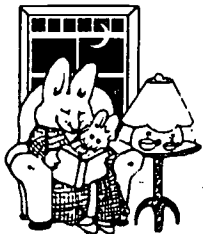
Please direct any questions or comments to Jeanette Larson, 512-463-5456.



## FIVE POINTS ON READING from ROSEMARY WELLS

- ① Children who read succeed. The most significant part of a child's mental growth between the ages of three and seven is the ability to imagine. *Books boost imagination.* Our popular television culture degrades imagination.
- ② TV and video are now our national babysitters. But a young child's growing mind needs active play and live conversation. Television puts a child into what neurologists call the passive Alpha state. *A child cannot learn from screens* because programs are meant to sell products not to teach.
- ③ Much like the first news about tobacco and cholesterol, early studies now link overdoses of TV, video games and pop music with learning disabilities, attention deficiency, speech defects and aggressive behavior.
- ④ Screen watching makes a child a follower and a consumer. Books exist because of the power of human ideas. *Readers are leaders and producers.*
- ⑤ After a tiring day nothing is more restful than reading with a child on your lap. Reading aloud offers a world of privacy, dignity, and love to both of you.

Prepared by the Texas Library Association Children's Round Table and the Texas State Library



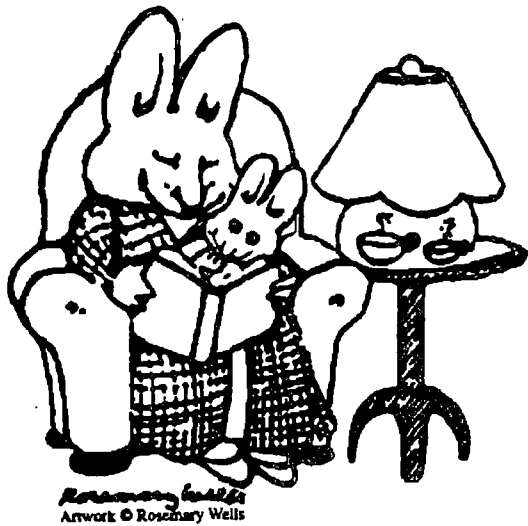
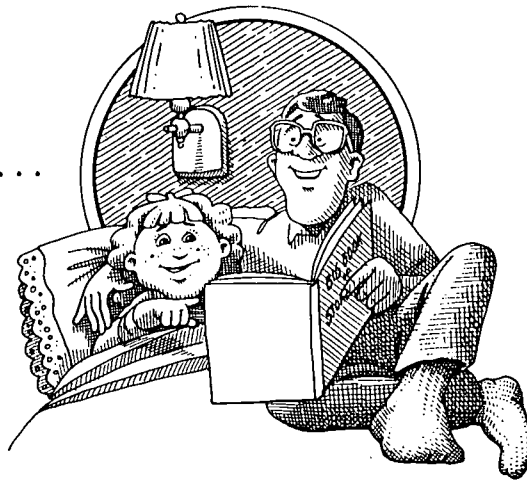
## FIVE POINTS ON READING from ROSEMARY WELLS

- ① Children who read succeed. The most significant part of a child's mental growth between the ages of three and seven is the ability to imagine. *Books boost imagination.* Our popular television culture degrades imagination.
- ② TV and video are now our national babysitters. But a young child's growing mind needs active play and live conversation. Television puts a child into what neurologists call the passive Alpha state. *A child cannot learn from screens* because programs are meant to sell products not to teach.
- ③ Much like the first news about tobacco and cholesterol, early studies now link overdoses of TV, video games and pop music with learning disabilities, attention deficiency, speech defects and aggressive behavior.
- ④ Screen watching makes a child a follower and a consumer. Books exist because of the power of human ideas. *Readers are leaders and producers.*
- ⑤ After a tiring day nothing is more restful than reading with a child on your lap. Reading aloud offers world of privacy, dignity, and love to both of you.

# READ TO "YOUR BUNNY" NOW!

## Why read aloud?

- It's fun and enjoyable for everyone. . . it helps create a special bond.
- Children learn to read as they listen and look at books.



## Where to start?

- Start at the library. Your library has it all! Books. . . Recordings. . . Videos.
- No matter what your reading interest, ask at the library.
- Share books you like.

## How to read aloud?

- Let your voice get soft and loud. Change the pace of your reading. . . slow or fast.
- Turn off the television, radio or stereo.
- Let your child have fun with the book. Encourage the child to point out pictures, ask questions or repeat words.



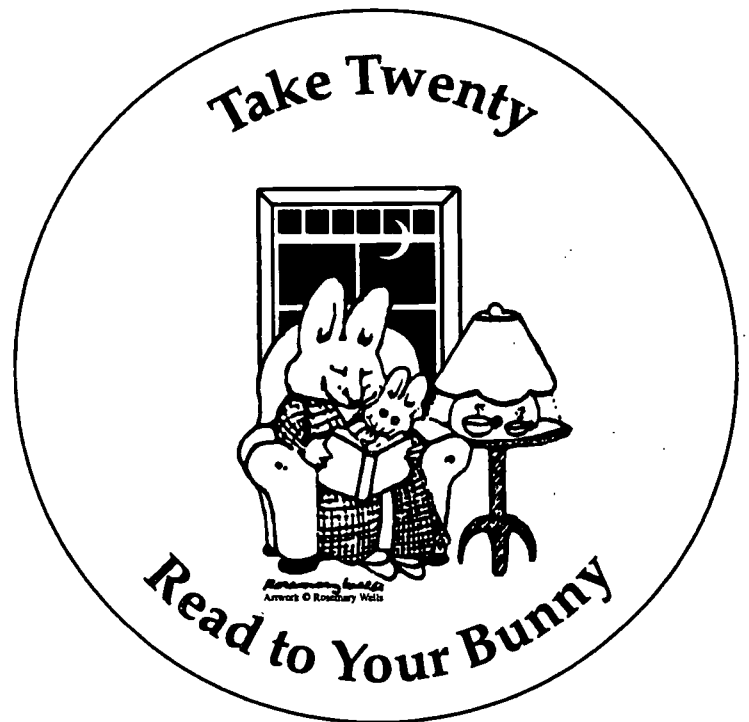
***And remember, spending just 20 minutes a day reading to "your bunny" puts your child a hop ahead when it is time for school!***

Prepared by the Texas Library Association Children's Round Table and the Texas State Library  
adapted with permission from a brochure produced by the American Library Association.

# TIPS FOR READING TO "YOUR BUNNY"

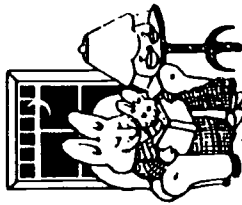
---

- 1 Read to your baby: rhymes like "Mary Had A Little Lamb," a birthday card, the cereal box or a newspaper story you are reading. It's the sounds that are important.
- 2 Introduce simple pictures and stories as the baby grows. Shapes, colors and sounds will delight.
- 3 Visit the library often. Let the children get their own library cards and select their own books.
- 4 Make a special time for reading aloud: after dinner, before bed . . . *anytime, anywhere, anyplace.*
- 5 Try lots of books. There's a book for everyone.
- 6 Read more about people, places and things you see on television.
- 7 Have older children read aloud while you do household chores.
- 8 Keep plenty of reading materials around the house. Put children's books on low shelves.
- 9 Let children see you read. Talk about what you read.
- 10 Give books as gifts. Let children know you think books are special, and reading is important.



# SELECTING BOOKS FOR YOUR BUNNY

Take Twenty








Read to Your Bunny

Wouldn't it be nice if someone would just give you a list -- when your child is two, read these books; when your child is three, read these. . . ? If you've been looking for the perfect literacy development recipe, stop searching! No such prescription is possible.





While there is information about the expected sequence of child development, it is also well established that no two children are exactly alike. Every child develops in a unique and highly individualized way. Among early childhood educators, the prevailing philosophy is that we must pay attention to what we know about how children develop, as well as what we learn about the individual needs and interests of the specific child. This approach to early childhood education is known as developmentally appropriate practice.

While it is impossible to develop the perfect, age-specific reading list, there are certain book characteristics to look for as you select materials to read to your developing child.






## INFANTS

-  Simple and repetitive songs and poems.
-  Classic nursery rhymes.
-  Hand and finger games.
-  Sturdy books made from cloth, cardboard, and plastic that the child can handle and chew on.
-  Old magazines and catalogs to examine and tear.

## TODDLERS

-  Books about daily life and the toddler's world.
-  Simple predictable plots with repetitive phrases.
-  Books that invite chatting, chanting, humming, and dancing.
-  Illustrations that include objects the toddler can identify -- "point and say books."

## PRE-SCHOOLERS

-  Traditional folk, fairytales, and fables.
-  Wordless picture books that allow pre-schoolers to develop their own stories.
-  Books about first experiences, achievement, and problem solving.
-  Increasingly complex plot lines.
-  Easy-to-read books with controlled vocabularies.

*And remember. . .*

It is the language and social interaction that surround the reading, not just the words and pictures of the book itself, that foster literacy development. So, have fun with books! Re-read old favorites again and again. Share a wide variety of books with your child -- storybooks, concept books, information books, poetry books, books about people like you and about people who are different.

**READ! READ! READ!** Just 20 minutes a day can make all the difference in your child's life!

## BUNNY BOOKS

### Aesop

#### *The Hare and the Tortoise*

(P) Classic fable illustrates moral that hard work and perseverance bring reward.

### Becker, John

#### *Seven Little Rabbits*

(P) This catchy, repetitive counting rhyme is beautifully illustrated by Barbara Cooney.

### Brown, Margaret Wise

#### *The Golden Egg Book*

(T) A bunny finds an egg, and when it hatches into a duckling, they become friends. Beautiful wild flowers border an egg shaped oval on each page.



#### *Goodnight Moon*

(I-T-P) A young rabbit says goodnight to familiar objects in his bedroom in this comforting bedtime classic.

#### *The Runaway Bunny*

(I-T-P) A little bunny wants to run away, and his mother tells how she would follow him because he's her little bunny. (Also available as board book.)

### Carroll, Ruth

#### *Where's the Bunny?*

(T) Puppy and Bunny play hide and seek.

### Fisher, Aileen Lucia

#### *Listen, Rabbit*

(P) Story of a little boy who wanted to make a wild rabbit into his pet, but decided to leave the rabbit free in the fields and to just be friends.

### Gag, Wanda

#### *ABC Bunny*

(T-P) A beautifully crafted book which carefully weaves a story line in to an alphabet song.

### Gretz, Susanna

#### *Duck Takes Off*

(T) When Duck, Rabbit, and Frog play school, bossy Duck is the teacher and insists that Rabbit and Frog fly, quack, and waddle. Series.

### Grossman, Virginia

#### *Ten Little Rabbits*

(P) A counting rhyme with illustrations of rabbits in Native American costume, depicting traditional customs such as rain dances, hunting, and smoke signals.

### Hoban, Tana

#### *Where Is It?*

(I-T) This story, told in rhyme and illustrated with photographs, follows a little bunny who is searching for his own basket of garden vegetables.

## BUNNY BOOKS

### Aesop

#### *The Hare and the Tortoise*

(P) Classic fable illustrates moral that hard work and perseverance bring reward.

### Becker, John

#### *Seven Little Rabbits*

(P) This catchy, repetitive counting rhyme is beautifully illustrated by Barbara Cooney.

### Brown, Margaret Wise

#### *The Golden Egg Book*

(T) A bunny finds an egg, and when it hatches into a duckling, they become friends. Beautiful wild flowers border an egg shaped oval on each page.



#### *Goodnight Moon*

(I-T-P) A young rabbit says goodnight to familiar objects in his bedroom in this comforting bedtime classic.

#### *The Runaway Bunny*

(I-T-P) A little bunny wants to run away, and his mother tells how she would follow him because he's her little bunny. (Also available as board book.)

### Carroll, Ruth

#### *Where's the Bunny?*

(T) Puppy and Bunny play hide and seek.

### Fisher, Aileen Lucia

#### *Listen, Rabbit*

(P) Story of a little boy who wanted to make a wild rabbit into his pet, but decided to leave the rabbit free in the fields and to just be friends.

### Gag, Wanda

#### *ABC Bunny*

(T-P) A beautifully crafted book which carefully weaves a story line in to an alphabet song.

### Gretz, Susanna

#### *Duck Takes Off*

(T) When Duck, Rabbit, and Frog play school, bossy Duck is the teacher and insists that Rabbit and Frog fly, quack, and waddle. Series.

### Grossman, Virginia

#### *Ten Little Rabbits*

(P) A counting rhyme with illustrations of rabbits in Native American costume, depicting traditional customs such as rain dances, hunting, and smoke signals.

### Hoban, Tana

#### *Where Is It?*

(I-T) This story, told in rhyme and illustrated with photographs, follows a little bunny who is searching for his own basket of garden vegetables.



**Lionni, Leo**

*Let's Make Rabbits*

(P) The scissors and the pencil each make a rabbit, one a drawing, the other a collage, and the two become best friends.

**McDermott, Gerald**

*Zomo the Rabbit; a Trickster Tale from West Africa*

(P) Spare text and bright illustrations tell the story of Zomo the Rabbit who must complete three impossible tasks in order to gain wisdom.

**McNally, Darcie**

*In a Cabin In a Wood*

(P) An Adaptation of the familiar song in which animals in the woods beg for shelter from the hunter.

**Newberry, Clare Turlay**

*Marshmallow*

(P) A little white bunny who looks as soft as a marshmallow comes to live in a house with a big black cat.

(I) *Infant* (T) *Toddler* (P) *Preschooler*

These and other wonderful books are available at the library for you to *read to your bunny*.

Prepared by the Texas Library Association's Children's Round Table and the Texas State Library.

**Lionni, Leo**

*Let's Make Rabbits*

(P) The scissors and the pencil each make a rabbit, one a drawing, the other a collage, and the two become best friends.

**McDermott, Gerald**

*Zomo the Rabbit; a Trickster Tale from West Africa*

(P) Spare text and bright illustrations tell the story of Zomo the Rabbit who must complete three impossible tasks in order to gain wisdom.

**McNally, Darcie**

*In a Cabin In a Wood*

(P) An Adaptation of the familiar song in which animals in the woods beg for shelter from the hunter.

**Newberry, Clare Turlay**

*Marshmallow*

(P) A little white bunny who looks as soft as a marshmallow comes to live in a house with a big black cat.

(I) *Infant* (T) *Toddler* (P) *Preschooler*

These and other wonderful books are available at the library for you to *read to your bunny*.

**Potter, Beatrix**

*The Tale of Peter Rabbit*

(P) This classic tells about the adventures of Peter Rabbit in Mr. MacGregor's garden.

**Shannon, George**

*Dance Away*

(P) Rabbit's friends get tired of his dancing, but when they are caught by the Fox, it is Rabbit who saves them.

**Wells, Rosemary**

*Max's First Word.*

(I-T) Big sister Ruby has trouble teaching infant brother Max his first words. One of many adventures of the bunny siblings.

**Ziefert, Harriet**

*Let's Get Dressed*

(I) Bunny children decide to dress themselves. Series.

**Zolotow, Charlotte**

*Mr. Rabbit and the Lovely Present*

(P) Mr. Rabbit helps a little girl collect fruit to make a lovely present for her mother's birthday.



**Potter, Beatrix**

*The Tale of Peter Rabbit*

(P) This classic tells about the adventures of Peter Rabbit in Mr. MacGregor's garden.

**Shannon, George**

*Dance Away*

(P) Rabbit's friends get tired of his dancing, but when they are caught by the Fox, it is Rabbit who saves them.

**Wells, Rosemary**

*Max's First Word.*

(I-T) Big sister Ruby has trouble teaching infant brother Max his first words. One of many adventures of the bunny siblings.

**Ziefert, Harriet**

*Let's Get Dressed*

(I) Bunny children decide to dress themselves. Series.

**Zolotow, Charlotte**

*Mr. Rabbit and the Lovely Present*

(P) Mr. Rabbit helps a little girl collect fruit to make a lovely present for her mother's birthday.



# BUNNY SONGS AND ACTIVITIES

## Songs to Sing to Your Bunny

### "Read To Your Bunny" (I)

(Sung to: "Rock a Bye Baby")

Read to your bunny in the tree top,  
Read to your bunny and do not stop.  
When she grows up,  
Your bunny will read.  
Read to your bunny,  
And she'll succeed!

### "Did You Ever See a Bunny" (T)

(Sung to: "Did You Ever See a Lassie")

Did you ever see a bunny, a bunny, a bunny,  
Did you ever see a bunny, munching his lunch?  
He munches and crunches, and munches and crunches.

Did you ever see a bunny, munching his lunch?

Did you ever see a bunny, a bunny, a bunny,  
Did you ever see a bunny, flap his big ears?  
He flips them and flaps them and flips them and flaps them.

Did you ever see a bunny, flap his big ears?

Did you ever see a bunny, a bunny, a bunny,  
Did you ever see a bunny, hop down the lane?  
He hips and he hops and he hips and he hops.  
Did you ever see a bunny, hop down the lane?

### "The Bunny-Pokey" (P)

(Sung to: "Hokey-Pokey")

You put your bunny ears in,  
You put your bunny ears out,  
You put your bunny ears in  
And you wiggle all about.  
You do the bunny pokey,  
And you hop yourself around,  
That's what it's all about.

You put your bunny nose in...  
You put your bunny tail in...  
You put your bunny foot in...  
You put your whole self in...

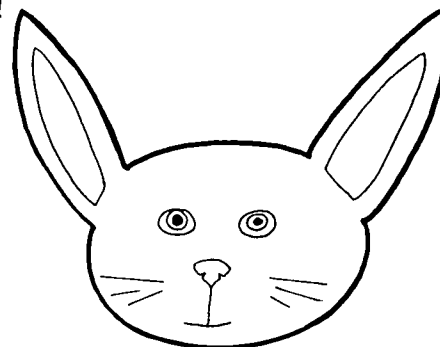
Some songs adapted from *Animal Piggyback Songs*  
by Jean Warren.

## Activities to Share with Your Bunny

### Bunny Stick Puppet

Materials: Craft sticks (popsicle sticks), pattern, crayons, scissors, glue.

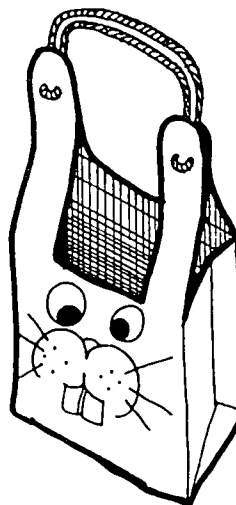
Procedure: Copy pattern (enlarge if desired) and cut out. Color the bunny. Glue to craft stick. Let your bunny sing along!



### Bunny Bags

Materials: Paper lunch sacks, yarn, crayons, cotton balls, glue.

Procedure: Cut an indentation into the lunch sack, as illustrated. Round off the "ears." Add a loop of yarn for a handle and staple ears together. Color eyes, teeth, nose, and whiskers. Glue a cotton ball at the bottom of the back for a tail. Your bunny now has a bag for collecting carrots and other treats, including books!



Crafts adapted or reprinted from *Animal Antics: Program Guide for the Texas Reading Club 1990*.

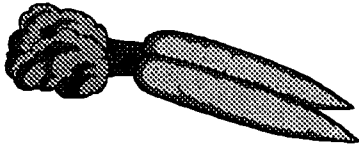
# BUNNY FINGERPLAYS AND RHYMES

## Tired Bunnies (I)

"Come my bunnies, it's time for bed."  
That's what Mother Bunny said.  
"But first I'll count you just to see,  
If you have all come back to me.  
Bunny 1, Bunny 2, Bunny 3, oh dear,  
Bunny 4, Bunny 5, yes, you're all here.  
You're the sweetest things alive.  
My bunnies 1, 2, 3, 4, 5."  
*(Use rhyme to count baby's fingers and toes.)*

## Chubby Little Snowman (I)

A chubby little snowman had a carrot nose.  
Along came a bunny and what do you suppose?  
That hungry little bunny, looking for his lunch  
Ate that snowman's carrot nose,  
Nibble, nibble, CRUNCH!  
*(Tickle baby's nose as you say verse.)*

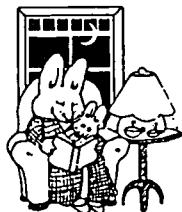


## Little Brown Rabbit Popped Out of the Ground (T)

A little brown rabbit popped out of the ground,  
*(Make fist with right hand. Open fist on word "popped.")*  
Wriggled his whiskers and looked around.  
*(Wriggle fingers.)*  
Another wee rabbit who lived in the grass  
*(Make fist with left hand.)*  
Popped his head out and watched him pass.  
*(Open left hand.)*  
Then both the wee rabbits went hoppity hop,  
*(Make fists with both hands. Hop them up and down.)*  
Hoppity, hoppity, hoppity hop,  
*(Continue to hop fists up and down.)*  
Till they came to a wall and had to stop.  
*(Stop hopping hands.)*  
Then both the wee rabbits turned themselves 'round,  
*(Twist hands at wrists.)*  
And scuttled off home to their holes in the ground.  
*(Run hands quickly behind back.)*

## Little Bunny (T)

There was a little bunny who lived in the wood,  
He wiggled his ears as a good bunny should.  
He hopped by a squirrel,  
He hopped by a tree.  
He hopped by a duck,  
And he hopped by me.  
He stared at the squirrel.  
He stared at the tree.  
He stared at the duck.  
But he made faces at me!



## A Fat Bunny (P)

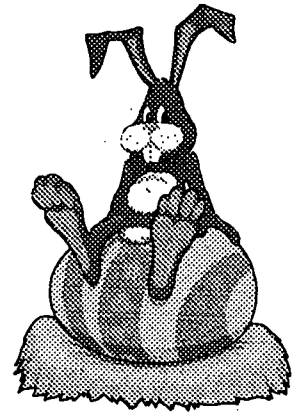
A Fat Bunny rabbit with ears so tall,  
And two pink eyes about this small,  
Went hop, hop, hopping to get some lunch.  
He found a fresh carrot,  
O yum-yum, crunch-crunch!  
While he was eating and having such fun,  
Bang! What a noise! He started to run.  
All you could see as he went racing by,  
Was his powder puff tail - waving good-bye.

## Five Little Bunnies (P)

Five little bunnies standing by the door,  
One hopped away, and then there were four.  
Four little bunnies sitting near a tree,  
One hopped away, and then there were three.  
Three little bunnies looking at you,  
One hopped away and then there were two.  
Two little bunnies enjoying the sun,  
One hopped away, and then there was one.  
One little bunny sitting all alone,  
He hopped away, and then there were none!  
*(Hold up open hand and bend down one finger with each verse.)*

## The Rabbit (P)

I saw a little rabbit come  
Hop, hop, hop!  
I saw his two long ears go  
Flop, flop, flop!  
I saw his little nose go  
Twink, twink, twink.  
I saw his little eyes go  
Wink, wink, wink.  
I said, "Little Rabbit,  
Won't you stay?"  
Then he looked at me,  
And hopped away.  
*(For Toddler version use blink for eyes instead of wink.)*



## Here is a Bunny (T)

Here is a bunny  
*(Make fist with two fingers up straight.)*  
With his ears so funny.  
Here is his hole  
*(Circle fingers and thumb of other hand.)*  
In the ground.  
When a noise he hears,  
*(Rotate rabbit as if hearing noise.)*  
He pricks up his ears,  
And jumps in his hole  
*(Jump rabbit ears into hole.)*  
In the ground.

*(I) Infant; (T) Toddler; (P) Preschooler*

More fingerplays and rhymes are available at the library for you to *share with your bunny.*

Prepared by the Texas Library Association Children's Round Table and the Texas State Library



# RESOURCE LIST



For additional fingerplays, rhymes, songs, projects, and crafts or more detailed information on literacy and early childhood education, consult these books and others, available at local libraries or through interlibrary loan.

**Berk, Laura E.** Infants, Children, and Adolescents. Boston, MA: Allyn and Bacon, 1993.

**Bredenkamp, Sue and Rosegrant, Teresa.** Reaching Potentials: Appropriate Curriculum and Assessment for Young Children, vol. 1. Washington, DC: NAEYC, 1992.

**Conklin, Lynn.** Holiday Projects for Kids: Winter/Spring. Palos Verdes Estates, CA: Frank Schaffer Publications, Inc., 1983. (Craft ideas for "Bunny Face" with moveable ears and eyes, p. 14.)

**Fort, Imogene.** April: Patterns, Projects & Plans to Perk Up Early Learning Programs. Nashville, TN: Incentive Publications, Inc., 1990. (Craft ideas for "Paper Bag Bunny Basket," Cotton Ball or Tissue Paper Bunny," and "Stand-Up Bunny" pp. 30-31.)

**Gibson, Linda.** Literacy Learning in the Early Years: Through Children's Eyes. New York: Teacher's College Press, 1989.

**Hunt, Tamara and Nancy Renfro.** Never Pick a Python for a Pet: And Other Animal Poems. Nancy Renfro Studios, 1984. (Perform and involve children in the short, one- person puppet show "The Fox and the Rabbit" pp. 46-47.)

**MacDonald, Margaret Read.** Booksharing: 101 Programs to Use with Preschoolers. Hamden, CT: Shoe String Press, 1988. ("Easter Rabbits" pp. 95-97.)

**Mallett, Jerry.** Stories to Draw. Hagerstown, MD: Freline, Inc., 1982. ("Who's in My Garden?" pp. 33-35.)

**Oldfield, Margaret Jean.** More Tell and Draw Stories. Minneapolis, MN: Creative Storytime Press, 1969. ("Why Rabbits Have Long Ears" pp. 39-40.)

**Raines, Shirley C.** Story S-T-R-E-T-C-H-E-R-S: Activities to Expand Children's Favorite Books. Mt. Rainier, MD: Gryphon House, Inc., 1989. ("Runaway Bunny" program ideas for art, creative dramatics, and cooking. pp. 156- 157.)

Ring A Ring O' Roses: Stories, Games and Finger Plays for Pre-school Children. Flint, MI: Flint Public Library, 1981. (Many bunny fingerplays and rhymes.)

**Roberts, Lynda.** Mitt Magic: Fingerplays for Finger Puppets. Mt. Rainier, MD: Gryphon House, Inc., 1985. ("Easter Rabbits" and "Easter Eggs" pp. 57-58.)

**Schiller, Pam.** Where is Thumbkin?: Over 500 Activities to Use with Songs You Already Know.

Mt. Rainier, MD: Gryphon House, Inc., 1993. ("Little Bunny Foo Foo" program suggestions for music, movement, and art. pp. 122-123.)

**Sevaly, Karen.** April: A Creative Idea Book for the Elementary Teacher. Moreno Valley, CA: Teacher's Friend Publications, 1988. (Craft ideas for "Bunny Basket" and Bunny Sack Puppet" pp. 36-37.)

**Sierra, Judy.** The Flannel Board Storytelling Book: 36 Stories, Poems, and Songs and Over 250 Patterns. The H.W Wilson company, 1987. ("Uwungelema, An African (Bantu) Tale" is one of the many stories of "slow and steady wins the race" pp. 152- 157.

**Sitarz, Paula Gaj.** More Picture Book Story Hours: From Parties to Pets. Englewood, CO: Libraries Unlimited, Inc., 1990. ("Wiggle and Hop: Stories about Rabbits" pp. 122-126.)

**Van Schuyver, Jan.** Storytelling Made Easy with Puppets. Phoenix, AZ: Oryx Press, 1993. ("Bad Habits" pp. 74-79 and "The Tortoise and the Hare" pp. 67-69.)

**Warren, Jean.** Animal Piggyback Songs. Everett, WA: Warren Publishing House, Inc., 1990. ("Rabbit Hopping Song," "Bunny-Pokey," "My Rabbit," and "See the Fluffy Rabbit.")

**Warren, Jean.** Cut & Tell" Scissor Stories for Spring. Everett, WA: Warren Publishing House, Inc., 1984. ("Bunny in a Basket" pp. 21-31.)

**Warren, Jean.** Piggyback Songs to Sign. Everett, WA: Warren Publishing House, Inc., 1992.) (Learn to sign "Funny Little Bunny" and use in the songs "Down the Lane," "Carrot Patch," "Funny Little Bunny," and "Hop, Hop, Hop." pp. 68-69.)

## *Puppet Sources*

Folkmanis, Inc. 1219 Park Avenue, Emeryville, CA 94608. (510) 658-7677. (Wonderful source for realistic puppets with bunnies in many colors and sizes.)

Listening Library: Book Mates. One Park Ave., Old Greenwich, CT 06870. 1-800- 243-4504. (Good source for book characters and puppets such as "Goodnight Moon" bunny.)

This copyrighted artwork and phrase can be used to promote reading literacy and your library.  
It is not intended to be used to develop products that will be sold for profit.

**Take 20 . . . Read With A Child**



Take 20 . . .  
Read With a Child

*Take 20 . . . Read With A Child*



**Take Twenty  
Read With a Child**

**Take 20 . . . Read With a Child**

Take 20 . . . Read to Your Bunny

*Take Twenty . . . Read With a Child*



**Take 20 . . .**

**Read to Your Bunny**

This copyrighted artwork and phrase can be used to promote reading literacy and your library.  
It is not intended to be used to develop products that will be sold for profit.



**Take 20 . . . Read With A Child**

**Tome Veinte Minutos . . . Lea con un Niño**



**Take 20 . . .  
Read with a Child**

**Tome Veinte Minutos . . .  
Lea con un Niño**

**Take 20 . . . Read With a Child  
Tome Veinte Minutos . . . Lea con un Niño**

*Take 20 . . . Read to Your Bunny*

**Read to  
Take Twenty  
Your Bunny**

**TAKE TWENTY  
READ TO YOUR BUNNY**

**Take Twenty  
Read to Your Bunny**



**U.S. DEPARTMENT OF EDUCATION**  
Office of Educational Research and Improvement (OERI)  
Educational Resources Information Center (ERIC)



# REPRODUCTION RELEASE

(Specific Document)

## I. DOCUMENT IDENTIFICATION:

Title: READ TO YOUR BUNNY	
Author(s): TEXAS LIBRARY ASSOCIATION CHILDREN'S ROUND TABLE & TEXAS STATE LIBRARY	
Corporate Source: TEXAS STATE LIBRARY LIBRARY DEVELOPMENT DIVISION	Publication Date: SPRING 1995

## II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following options and sign the release below.



Sample sticker to be affixed to document

Sample sticker to be affixed to document



### Check here

Permitting microfiche (4" x 6" film), paper copy, electronic, and optical media reproduction.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Level 1

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Level 2

### or here

Permitting reproduction in other than paper copy.

## Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature: <i>Anne M Ramos</i>	Position: LIBRARIAN
Printed Name: ANNE RAMOS	Organization: TEXAS STATE LIBRARY
Address: P O BOX 12927 AUSTIN TX 78711	Telephone Number: ( 512 ) 463-5494
	Date: 7/11/97

### III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:	
Address:	
Price Per Copy:	Quantity Price:

### IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name and address of current copyright/reproduction rights holder:
Name:
Address:

### V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:  ERIC / IT Center For Science & Technology Room 4-194 Syracuse University Syracuse, NY 13244-4100
---

If you are making an unsolicited contribution to ERIC, you may return this form (and the document being contributed) to: