



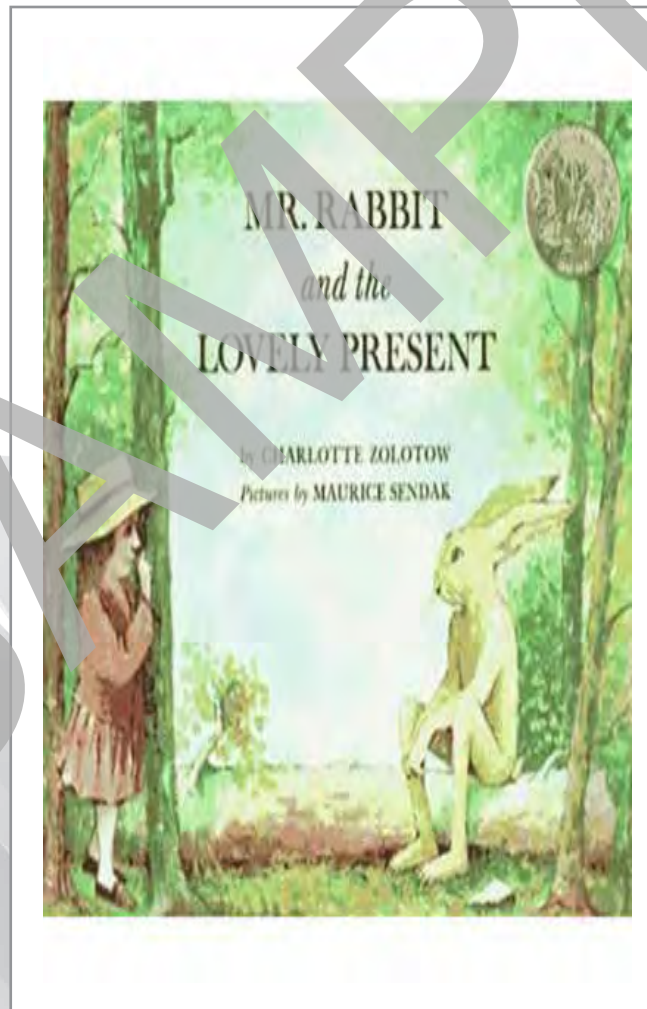
TEACHER GUIDE

GRADES K-3

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Mr. Rabbit and the Lovely Present

Charlotte Zolotow



READ, WRITE, THINK, DISCUSS AND CONNECT

Mr. Rabbit and the Lovely Present

Charlotte Zolotow

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Brainstorming, visualization,
inference

Vocabulary

Alliteration

Listening/Speaking

Discussion, oral memory

Comprehension

Predicting, sequencing,
comparison/contrast

Literary Elements

Characterization, story
elements

Summary

Mr. Rabbit helps a little girl solve the problem of what to give to her mother as a birthday present.

About the Author

Charlotte Shapiro Zolotow was born June 26, 1915 in Norfolk, Virginia. She married Maurice Zolotow, a writer, on April 14, 1938. She has a son, Stephen, and a daughter, Ellen. She attended the University of Wisconsin for three years. It was there that she met Maurice Zolotow. After they were married, they moved to Greenwich Village, New York.

Charlotte Zolotow worked for Harper and Row, Publishers, in New York, as a senior editor in the children's book department from 1940 to 1944, and again from 1962 to 1976. She was greatly influenced by Ursula Nordstrom, to whom she was an assistant at Harper. Her first book, The Park Book, was published by Harper in 1944.

She continued to write about the many facets of everyday experiences and discoveries of young children. Her books are written from her own memories of her childhood, and from observing her own children as they grew up. Her children and their friends reminded her of the things from her childhood that became themes for her books.

She continued in the publishing area, becoming vice president and associate publisher of Junior Books from 1976 to 1981. Since that time she has been a consultant and editorial director of Charlotte Zolotow Books.

Introductory Information and Activities

Initiating Activities:

You may choose to do one of these activities before reading the story, and the other activities after reading the story. They are appropriate at any time.

1. **Colors:** Have the children think of as many things as they can that are the color red. Make a list of the responses. Do the same thing with the colors yellow, green, and blue. These are the colors mentioned in the story. Save the lists, and compare them to the things mentioned in the story. (See Bulletin Board Ideas for an activity to follow the discussion.)

For example: (The things listed on the following page are mentioned in the story.)

Red	Yellow	Green	Blue
Red underwear Red roofs Red birds (cardinals) Red fire engines Apples	Taxicabs Sun Canary Butter Bananas Bartlett pears	Emeralds Parrots Peas Spinach Caterpillars	Lakes Stars Sapphires Bluebirds Blue grapes

2. **Birthday Gifts:** Ask each child to think of the gifts received at the last birthday celebrated. What was the one favorite gift of each? Make a list of the responses, using a tally mark to indicate any duplication of choice. (See Bulletin Board Ideas for an activity to follow the discussion.)
3. **Nature's Gifts:** Ask the children to think of different things that might be found naturally outside that could be used as gifts. As each child responds, you may wish to inquire as to why that child thinks that this particular thing would make a good gift. Do others have different reasons? (See Bulletin Board Ideas for an activity to follow this discussion.)

For example: shells, rocks, driftwood, nuts, flowers, leaves, moss, fruit, sand, soil, etc.

Introduce the Story:

Tell the children that this book is about birthdays. Have the word “**Birthday**” printed on a piece of paper, and show it to the children. Discuss birthdays, and ask them to tell what they feel is important about that particular day.

Look at the cover of the book. What clues about the story are given in this illustration?

Ask the children to predict what the story will be about, and list the predictions so that they may be checked as the book is read.

Procedure:

This story may be read in its entirety, or the DRTA Procedure may be used, reading one section at a time. The Discussion Questions and Activities are given for the DRTA Procedure. If you choose to have the story read in its entirety, please read over the Discussion Questions and Activities, and make choices from them. Using either procedure, please use only those questions and activities that pertain to your group, and the goal(s) that you have in mind for the use of this story.

8. **Real Rabbits:** Do a **KWL** about rabbits. Find out what the children **know** about rabbits, and list that in the **K** section. List all responses given by the children. Anything that is incorrect will be crossed off as learning takes place. Find out what the children **would** like to know about rabbits, and list that in the **W** section. As the study evolves, ask the children what they have **learned**, and place that in the **L** section.

(Refer to Teacher Information regarding rabbits at the end of this guide.)

What I Know	What I Want To Find Out	What I Learned

9. **Rabbit Comparisons:** Using a Venn diagram, compare the rabbit in the story to a real rabbit. How are they alike? How are they different?

