



EHDAA
collection

EN / FR

The Rabbit Listened by Cori Doerrfeld

THE RABBIT
LISTENED

NEW YORK TIMES BESTSELLER

CORI DOERRFELD



Book synopsis: Taylor builds an amazing block structure, but it comes crashing down. He is filled with emotion, animal friends try to help in different ways, but it's not helpful, until the rabbit comes along.

Themes covered:

- Grumpiness, upset, frustration, tantrums

Time of the year:

- April (easter)

Secondary books linked:

- *Marvin Gets Mad*
- *Ravi's Roar*

Tier 1 universal practices – for the whole group

- **Reading the story** with the **whole group** (teacher is reading a physical copy of the book with the group, rather than having them listen to the story on video).
- Asking the children questions about the book to keep them engaged and to take the message of the story one-step further (having a **bookmark** with pre-planned questions can be useful).
- Using **props** (e.g. **rabbit puppet or stuffed rabbit plush, blocks**) can help increase the children's interest in the story.

Tier 2 targeted practices – for some children in a small-group setting

- **Re-reading** the same story with a **small-group** of selected children at Tier 2.
- Owning a second copy of the book, which could be lent to each child at Tier 2 to read with their **parents at home** (book to be lent on rotation).
- Video link to read aloud version for parents:
<https://youtu.be/rBjAWkog9n0?si=F3sH30EmxEL1dCU1>

Tier 3 individualized practices – for few children on a one-to-one basis

- **Re-reading** the same story with a child at Tier 3 on a **one-to-one basis**.
- Owning a second copy of the book, which could be lent to the child at Tier 3 to read with his/her **parents at home**.
- Video link to read aloud version for parents:
<https://youtu.be/rBjAWkog9n0?si=F3sH30EmxEL1dCU1>

Adaptations for special needs:

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- May need to read the book in chunks.
- Using descriptive language to help the children understand what is happening in the story.


S = social development

E = emotional development

EHDAA = special needs

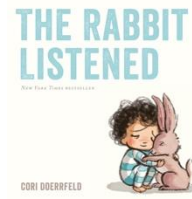


This toolkit was developed by Martine Demers and Catherine Korah (CEBM), and Lucie Brisebois (RSB) with the collaboration of K4-K5 teachers

	<p>The Rabbit Listened Cori Doerrfeld</p>
	<p>1. When looking at the cover, what do you think this book is about?</p>
	<p>2. What do you think Taylor is going to build?</p>
	<p>3. How do you think Taylor felt after the creation crashed down?</p>
	<p>4. How do you think Taylor feels when bear is coming towards him?</p>
	<p>5. How do you think Taylor feels when all the other animals (hyena, ostrich, kangaroo, snake) come? And, when they decide to leave?</p>
	<p>6. How is rabbit different? When does Taylor notice that rabbit is there?</p>
	<p>7. How does rabbit help Taylor?</p>
	<p>8. Which emotions does Taylor feel?</p>
	<p>9. What happens when Taylor has felt all his emotions?</p>

ACTIVITY CARDS OVERVIEW

The Rabbit Listened by Cori Doerrfeld



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EMOTIONAL DEVELOPMENT

Indoors

- Naming emotions (pages 4-7)
- Rabbit ears (pages 8-11)
- Musical chairs or freeze dance (pages 12-15)
- Sock puppet role-playing (pages 16-19)

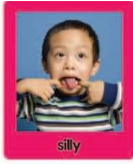
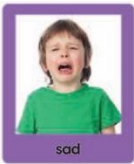
Outdoors

- *Make Your Emotions Move!* game (pages 20-23)
- Animal movements (pages 24-27)
- Animal tracks scavenger hunt (pages 28-33)
- Easter emotion egg hunt (pages 34-35)

PARENT COMPONENT

- Bunny making activity (pages 36-37)
- Classroom rabbit visit (page 36)
- ADULT RESOURCES: editorials, infographics (page 36)

NAMING EMOTION



INDOOR ACTIVITY

Materials needed

- [Emotion Face Cards](#)
- Could also use a mirror

Additional/alternate materials

- Personalized photos

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Tier 1 universal practices – for the whole group

- Leading a whole group discussion around naming emotions.
- Inviting the children to notice the facial differences (eyes, mouth, expressions) and how they illustrate diverse feelings.
- Inviting the children to choose an emotion and to share when they feel like that.
- Asking them what happened for them to feel this way, and what helps them to feel better.

Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small-group (2 or 3) of selected children at Tier 2 in an **alternate location** with fewer distractions.
- The children will benefit from receiving added exposure that is more personal than the one encountered in the large group.
- Having personal photos sent in by their parent(s) can be beneficial to help them relate on a more personal level.

Tier 3 individualized practices – for few children on a one-to-one basis

- Repeating this activity with a child at Tier 3 in an **alternate location**, on a one-to-one basis, with the support of an adult (could perhaps invite a friend), as they often struggle with recognizing different emotions felt within their body.
- The adult can help by providing various examples to help the child to tune into different experiences.
- Having personal photos sent in by their parent(s) can be beneficial to help them relate on a more personal level.

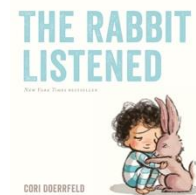
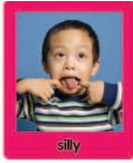
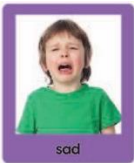
EHDA

* See instructions at the back of the card



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NAMING EMOTION



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INDOOR ACTIVITY

Special attentions for K4:

- Simplifying the activity by using only the basic primary emotions.
- Young children may struggle to put words to what they are feeling, they may benefit from the adult modeling with some personal examples.

Special attentions for Tier 3

- Children at Tier 3 often have great struggles facing and naming their emotions, even though they are often 'filled' with big emotions. This is very vulnerable and challenging for them. Adults need to help by compensating, naming and giving lots of grace as their efforts are great.

Adaptations for special needs:

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- Simplifying the activity by using only the basic primary emotions.
- Using descriptive language and modeling to help them identify the different emotions on the cards.

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Happy/Heureux



Mad/Fâché



Worried/Inquiet



Frustrated/Frustré



Silly/Coquin



Proud/Fier



Surprised/Surpris



Excited/Excité



Scared/Apeuré



Tired/Fatigué

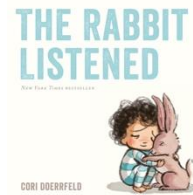


Sad/Triste



Upset/Déçu

RABBIT EARS



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INDOOR ACTIVITY

Materials needed

- Rabbit ears headband or craft

Tier 1 universal practices – for the whole group

- **Being an active listener** – having a child wearing rabbit ears and being a ‘listener’ to a friend.
- Asking the ‘talker’ share a story or anecdote, then have the ‘listener’ retell 2-3 things the ‘talker’ said.
- Then switching roles so both children get to experience each role.

Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small-group (2 or 3) of selected children at Tier 2 in an **alternate location** with fewer distractions.
- Having a child wear rabbit ears and be a ‘listener’ to a friend.
- Asking the ‘talker’ share a story or anecdote, then having the ‘listener’ retell 2-3 things the ‘talker’ said.
- Then switching roles so both children get to experience each role.

Tier 3 individualized practices – for few children on a one-to-one basis

- Repeating this activity with a child at Tier 3 in an **alternate location**, on a one-to-one basis, with the support of an adult (could perhaps invite a friend)
- Having a child wear rabbit ears and be a ‘listener’ to a friend.
- Asking the ‘talker’ share a story or anecdote, then having the ‘listener’ retell 2-3 things the ‘talker’ said.
- Then switching roles so both children get to experience each role.

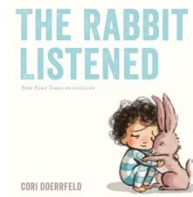
EHDAA

* See instructions at the back of the card



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RABBIT EARS



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INDOOR ACTIVITY

Special attentions for K4:

- With 4-year-olds, this activity may be best done in small groups in order for them to have the support and coaching they need. Some will need additional help from an adult.
- Some may struggle to be the 'listener', making sure to adapt accordingly.




Special attentions for Tier 3

- Some children at Tier 3 may struggle to be the 'listener', making sure to adapt accordingly.

Adaptations for special needs:

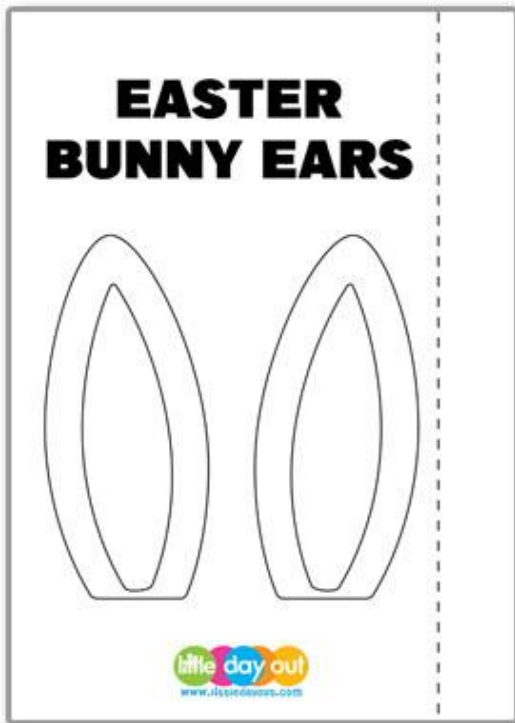
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- This activity is not suggested for some children with special needs, given their fine-motor abilities to complete the craft, as well as understand the objective of the activity at hand.

 = social development  = emotional development  = special needs

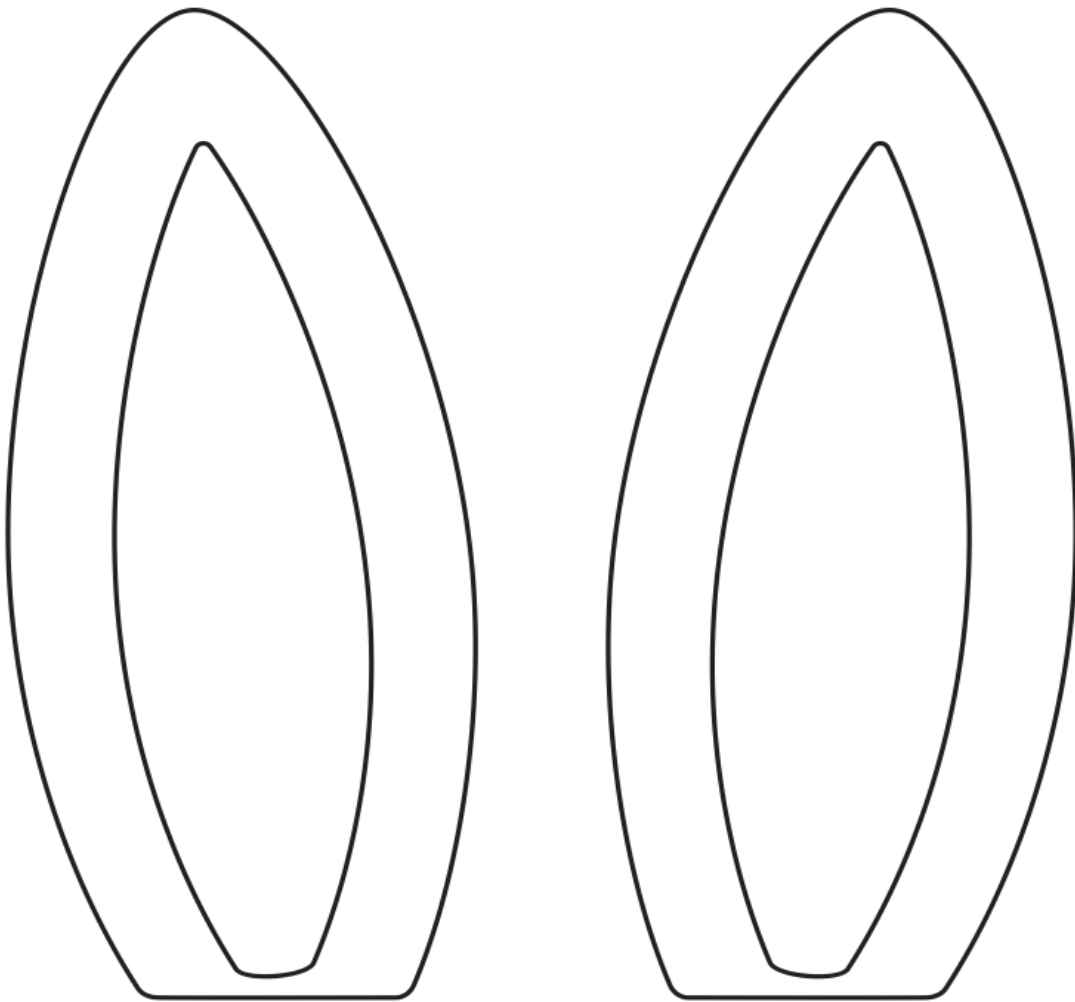


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<https://www.littledayout.com/bunny-ears-craft-template-make-a-cute-headband-printable/>

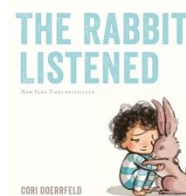
EASTER BUNNY EARS



MUSICAL CHAIRS



FREEZE DANCE



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INDOOR ACTIVITY

Materials needed

- Children's chairs (as many as children present in the group)
- Image of a rabbit (3x for whole group; 1x for small group setting)
- [Emotion Face Cards](#) + [Animal Action Cards](#)

Additional/alternate materials

- Freeze dance instead

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Tier 1 universal practices – for the whole group

- Setting up the children's chairs in a circle and placing a rabbit image on 3 chairs.
- Each child must sit in a chair. The adult starts the music.
- The children walk calmly around the circle while the music is still playing. When the music stops, they need to find a chair.
- Each child with a rabbit image will share a time when they experienced an emotion.
- The adult then provides an Emotion Face Card that illustrates the feeling the child has named. The suggested emotions for this activity include: frustration, anger, disappointment, excitement, sadness, joy and surprise.

Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small-group (2 or 3) of selected children at Tier 2 in an **alternate location** with fewer distractions.
- Using 1 rabbit image.
- The adult provides the Emotion Face Cards as well the Animal Action Cards
- They struggle to wait their turns in the large group, and they will benefit from added exposure to the intended intervention.

Tier 3 individualized practices – for few children on a one-to-one basis

- Repeating this activity with a child at Tier 3 in an **alternate location**, on a one-to-one basis, with the support of an adult (could perhaps invite a friend)
- On an individual level, this game can be adapted using the Emotion Face Cards. These need to be put face down on a table, and have the child move the cards around while the music is playing.
- When the music stops, the child picks a card and then talks about the emotion illustrated, as well as a time when they felt this way. The child can also make a like to the Animal Action Cards
- Following this round, remove the card from the deck and continue playing with the rest of the cards.

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* See instructions at the back of the card

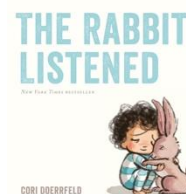


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MUSICAL CHAIRS



FREEZE DANCE



EHDA

INDOOR ACTIVITY

Special attentions for K4:

- With some 4-year-olds, this activity may be best done in small groups in order for them to have the support and coaching they need.




Special attentions for Tier 3

- If you decide to integrate the child at Tier 3 into a small-group to complete the original version of musical chairs, keep in mind that they often struggle to respect other people's personal space (this is why we suggested the adapted version of the game).
- They require ongoing coaching using cues to help them slow down when approaching others, and to avoid taking offence when asked to back away because they are too close. Their strong desire to make friends, coupled with their impulsivity, presents a daily challenge that must be approached with consideration.

Adaptations for special needs:

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- Completing this activity in a larger space, such as the gym or outside.
- Asking the children to act out the specific emotion related to the animals in the story instead.
- Perhaps using a different game such as freeze dance.

 = social development  = emotional development  = special needs

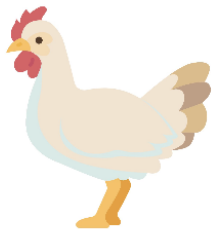


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The Rabbit Listened Activities for PreK-5



<https://noveleffect.com/category/learning-resources/page/4/>



TALK IT OUT



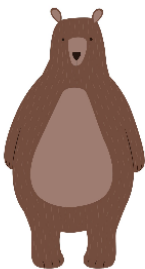
AVOID



REMEMBER



HUMOR



ANGER



HURT OTHERS



START OVER



PATIENCE

SOCK PUPPET ROLE-PLAYING



INDOOR ACTIVITY

Materials needed

- Socks for the body of the puppet, with different lengths and colours
- Arts and crafts supplies to create the face, hair, and accessories (wiggly eyes or eye stickers, yarn, pipe cleaners, felt, feathers, etc.)
- Tools including scissors, glue, elastics, markers, fabric paint, etc.

Tier 1 universal practices – for the whole group

- Inviting the children to make a sock puppet, which they will then use to act out their feelings.
- The children will show that they have lots of imagination! Encouraging them to ask for help when needed.
- Taking the time to share and discuss how they felt while making their puppets.
- There will certainly be different challenges, struggles and hopefully success leading to their finished product.

Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small-group (2 or 3) of selected children at Tier 2 in an **alternate location** with fewer distractions, as making a sock puppet may be frustrating.
- They often need additional help from adults to share their ideas and have them become a reality. They also often benefit from support with fine-motor skills.

Tier 3 individualized practices – for few children on a one-to-one basis

- Repeating this activity with a child at Tier 3 in an **alternate location**, on a one-to-one basis, with the support of an adult, as making a sock puppet will most likely be frustrating for them, as they will need additional help from the adult.

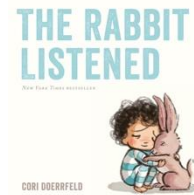
EHDAA

* See instructions at the back of the card



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SOCK PUPPET ROLE-PLAYING



EHDAA

INDOOR ACTIVITY

Special attentions for K4:

- With 4-year-olds, this activity may be best done in small groups in order for them to have the support they need. Some will need additional help from an adult.
- They may also need to do this activity in small blocks of time.

Special attentions for Tier 3

- Children at Tier 3 would benefit from the adult walking them through the steps required to create their specific project, as they tend to rush through it. As a result, they may be disappointed with the outcome, which may increase their frustration level.
- They may also need to do this activity in small blocks of time.

Adaptations for special needs:

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- Making sure to simplify the activity given their fine motor abilities.
- Using a core board to support for nonverbal children.

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Make a Sock Puppet to Act Out Feelings!

<p>1. Gather your materials.</p> <ul style="list-style-type: none">• Old socks• Scrap fabrics (e.g., from old clothes)• Buttons, ribbons, shoelaces, and other things that you are not using anymore• Child-friendly scissors• Glue or a hot glue gun	
<p>2. Mark the mouth and eyes.</p> <ul style="list-style-type: none">• Put the sock on your hand to find the "mouth"; it will be created by the crease between your fingers and thumb.• Draw the mouth with a marker.	
<p>3. Customize your puppet.</p> <ul style="list-style-type: none">• If you like, use some paper to draw and color other body parts (tentacles, ears, wings) or fun elements (a hat).• This is a chance to make the puppet your own. There is no right or wrong way to do this. Have fun!	

https://www.tandembayarea.org/wp-content/uploads/2020/04/Sock-Puppet_English.pdf

4. Glue it all together.

- Glue buttons (or if you have them, googly eyes) for the eyes.
- Glue the additional body parts and fun elements.
- If you are using a hot glue gun, make sure there is an adult around to help.



5. Your puppet is ready.

- Put the sock on your hand; open and close your fingers to make the puppet "talk".
- Have a pretend conversation with your puppet: Ask the puppet how they're feeling, what made them feel that way, and, if it makes sense, what will make them feel better.
- If you have two puppets, your pretend conversation can be the puppets talking to one another!



https://www.tandembayarea.org/wp-content/uploads/2020/04/Sock-Puppet_English.pdf

MAKE YOUR EMOTIONS MOVE !



THE RABBIT
LISTENED



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Materials needed

- [Make Your Emotions Move!](#) game created by CEBM
- Emotion cards (printed in a large format and laminated) to bring outdoors
- Visuals for each movement station based on the activities selected by the children (e.g. skipping ropes, jumping jacks, burpees, hopping on one leg then the other, frog hopping, squats, hoola hoops, etc.)

OUTDOOR ACTIVITY

Tier 1 universal practices – for the whole group

- Selecting 4 or 5 emotions each time the game is played – each card will become a high energy movement station. For every station, decide on a physical movement that the children will do when they select this emotion.
- Creating and placing a visual of the exercise found at each respective station. Setting-up the stations in the periphery of a designated area.
- Gathering all the children in the middle, reading a scenario card, and asking them to name which emotion this makes them feel.
- Then, inviting them to run to the matching emotion photo-movement station to complete the predetermined exercise.
- Calling the children back after a few minutes and repeating the exercise with additional scenario cards.
- This is a great game to help the children to identify emotions and to expend some energy before returning indoors.

Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small-group (2 or 3) of selected children at Tier 2 at a **reserved spot in the schoolyard** with fewer distractions.
- When playing again after the class group, the physical activities can be changed according to the children's suggestions.
- Additional scenarios can be created based on events that have occurred with the children in this group so as to provide them with additional support in naming and working through their emotions.

Tier 3 individualized practices – for few children on a one-to-one basis

- Repeating this activity with a child at Tier 3 at a **reserved spot in the schoolyard**, with the support of an adult (could invite a friend to make the game more engaging).
- While using the emotion photos, inviting the children to share a time when they felt the emotion, and then pick a physical activity to expend some energy.
- Once an activity card is used, discarding it to encourage the children to use each of the physical activity cards.

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* See instructions at the back of the card



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MAKE YOUR EMOTIONS MOVE !



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OUTDOOR ACTIVITY

Special attentions for K4:

- With 4-year-olds, this activity may be best done in small groups in order for them to have the support they need. Some will need additional help from an adult.
- They may also need to do this activity in small blocks of time.

Special attentions for Tier 3


- Some high-level energy activity may be triggering for some children at Tier 3. Adapting the energy level of the activity according to their needs.


Adaptations for special needs:

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- Simplifying the scenarios (adapt to their realities)
- Part 1 in class: no stations, creating a classroom book with simplified the scenarios, associate to the emotion cards
- Part 2 in the gym or outside: 4 zones or animal movement poster
- Adapting this activity according to the children's gross motor abilities.
- Some high-level energy activity may be triggering for some children with special needs. Adapting the energy level of the activity according to their needs.

 = social development

 = emotional development


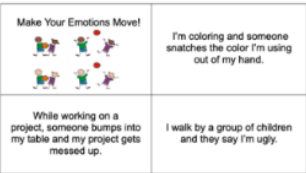


 = special needs



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How to Play – *Make Your Emotions Move* Activity with The Rabbit Listened

Prepare materials to play the game:

<p>1. Emotion Face Cards</p> 	<p>2. Make Your Emotions Move! Scenario Cards</p> 	<p>3. Make Your Emotions Move! Exercise Cards</p> 	<p>4. Gather equipment needed to accompany the exercise stations</p> 
<ul style="list-style-type: none"> • Print in color 8 ½ x11 • Laminate for durability • Select 3-5 emotions each time you play the game 	<ul style="list-style-type: none"> • Print the cards • Laminate for durability • Cut and gather in a pouch or on a key ring • Review which scenario cards you will use, in relation to the emotions you have decided to showcase that day 	<ul style="list-style-type: none"> • Print in color 8 ½ x11 • Laminate for durability • Be prepared to hang them up outside in different areas of the playground (with clothespins on the fence, string, etc.) 	<ul style="list-style-type: none"> • Select 4-5 exercise stations each time you play • Gather the materials needed for these specific activities • Place the materials with the activity so it will be ready to use by the children

[Click HERE to download the game cards](#)

Playing the game:

1. Begin by announcing which emotion cards are selected for today. Show the images, review and have the children give examples of when they have felt this emotion.
2. Announce which Exercise Cards will be used today – do a demonstration of the exercise, have the children do the exercise with you and if equipment material is needed, they will know how to use it.
3. Gather all the children in the center of your stations, read out your first Scenario Card – have the children name which emotion they feel with this situation. Then they can run to the station with that emotion and begin to do the Exercise activity that is attached to that emotion.



4. When the children have finished doing the exercise at their station, they return to the central gathering area.
5. Continue playing the game for the duration that you see the children are interested and are enjoying the different segments of the activity. Take care of keeping a good flow with the exercise time not being too long, otherwise the children with tire and no longer want to play.
6. Take care of changing which emotions and exercise activities are chosen each time you play. Feel free to create and add new exercises. The children can be invited to provide suggestions and to model them for the group. Great incentive, enjoy!

ANIMAL MOVEMENTS



OUTDOOR ACTIVITY

Materials needed

- Visuals
- Adult modeling the movements

Tier 1 universal practices – for the whole group

- Using the 'I Can Dance the Zoo' book and music from the series from Hannah Beach.
- Playing Simon Says outside to have the freedom of space for all the children's big movements.
- Following animal yoga poses.
- Animal walks (with personalized pictures)
- Bunny Hop game.

Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small-group (2 or 3) of selected children at Tier 2 at a **reserved spot in the schoolyard** with fewer distractions.
- Providing some additional time and space to help the children release their pent-up energy.
- Selecting the music and movements according to the children's needs.

Tier 3 individualized practices – for few children on a one-to-one basis

- Repeating this activity with a child at Tier 3 at a **reserved spot in the schoolyard**, with the support of an adult (could invite a friend to make the game more engaging).
- Providing some additional time and space to help the children release their pent-up energy.
- Selecting the music and movements according to the children's needs.

EHDAA

* See instructions at the back of the card



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ANIMAL MOVEMENTS



OUTDOOR ACTIVITY

Special attentions for K4:

- With 4-year-olds, this activity may be best done in small groups in order for them to have the support they need. Some will need additional help from an adult.
- Ensuring that the level of difficulty doesn't cause frustration.

Special attentions for Tier 3

- Some high-level energy activity may be triggering for some children at Tier 3. Adapting the energy level of the activity according to their needs.
- Ensuring that the level of difficulty doesn't cause frustration.

Adaptations for special needs:

EHDA

- Adapting this activity according to the children's gross motor abilities.
- Some high-level energy activity may be triggering for some children with special needs. Adapting the energy level of the activity according to their needs.

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7 MINUTE HIIT WORKOUT FOR KIDS

DO AS MANY OF EACH MOVE AS YOU CAN IN 45 SECONDS. TAKE A 15 SECOND BREAK IN BETWEEN.



FROG JUMP

Hop, hop hop! up and down like a frog



BEAR WALK

With your hands & feet on the floor, hips high, walk left & right



GORILLA SHUFFLE

In a low sumo squat, use your hands to balance and shuffle around the room.



STARFISH JUMPS

Jump up and down spreading your arms and legs wide (jumping jacks)



CHEETAH RUN

Run in place as fast as you can, just like the fastest animal in the Sahara



CRAB WALK

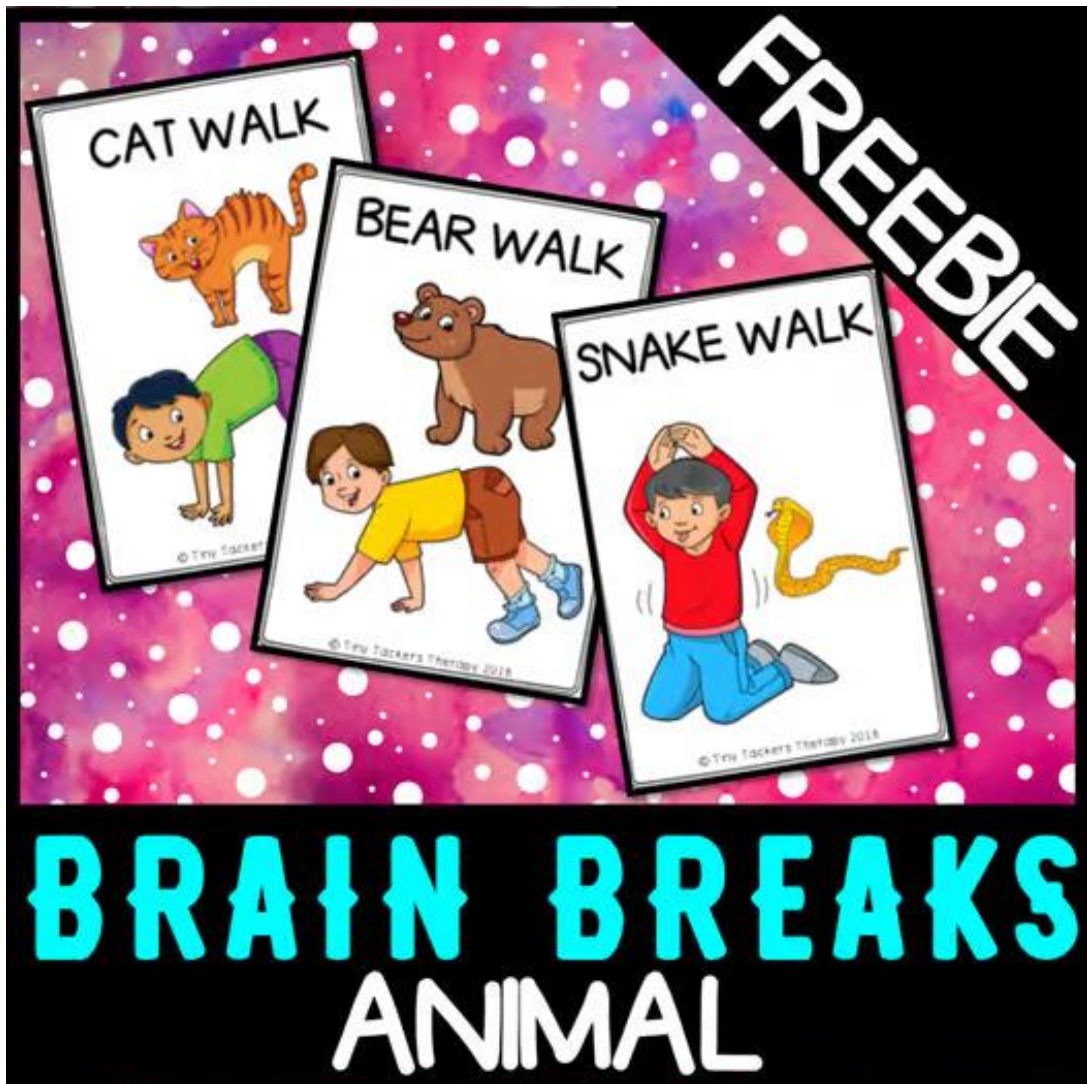
Sitting down, place your palms on the ground behind you, lift your hips and crawl on your hands and feet.



ELEPHANT STOMPS

March in place, stomping your feet as hard as you can.

he's
EXTRAORDINARY
TOOLS FOR RAISING AN EXTRAORDINARY PERSON



<https://www.teacherspayteachers.com/Product/Animal-Walks-Movement-Cards-Brain-Breaks-Sensory-Break-FREEBIE-3700879>

ANIMAL TRACKS SCAVENGER HUNT (version 1)



THE RABBIT
LISTENED



EHDAA

OUTDOOR ACTIVITY

Materials needed

- Animal Tracks game: each card presents a silhouette of the animal, along with different sizes of each animal tracks. Five animals from the book are represented: bear, elephant, hyena, rabbit and chicken.

Tier 1 universal practices – for the whole group

- Prior to going outside, presenting the animal cards to the children to help them notice the similarities and the differences.
- Then, asking someone to spread the mixed cards of the tracks around the schoolyard or nearby park where the game can be played.
- Dividing the children into small groups so as to search for their animal's tracks.
- If they pick up a card that does not represent their animal tracks, they simply return it to where they found it, and then another team will come looking for it.

Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small-group (2 or 3) of selected children at Tier 2 at a **reserved spot in the schoolyard** with fewer distractions.
- It is encouraged to start this activity with two or three animals and their set of tracks and then increase the level of difficulty when the game is played again.
- Setting the challenges with incremental steps is highly recommended. If there are too many animals or too many tracks to be found, this may become quite frustrating and overwhelming for the children at Tier 2.

Tier 3 individualized practices – for few children on a one-to-one basis

- Repeating this activity with a child at Tier 3 at a **reserved spot in the schoolyard**, with the support of an adult (could invite a friend to make the game more engaging).
- Ensuring to start with 2 animals and their respective tracks, while gradually increasing the challenge.
- Taking cues from the child at Tier 3, as to their capacity to manage the task as well as their frustration related to the challenge.

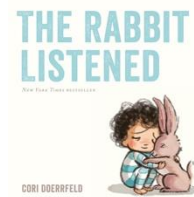
EHDAA

* See instructions at the back of the card



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ANIMAL TRACKS SCAVENGER HUNT (version 1)



EHDA

OUTDOOR ACTIVITY

Special attentions for K4:

- With 4-year-olds, this activity may be best done in small groups in order for them to have the support they need. Some will need additional help from an adult.
- Using less animal tracks to find, so the game isn't too long.

Special attentions for Tier 3

- Introducing this activity in a small area first with the supervision of an adult.
- Using less animal tracks to find, so the game isn't too long.

Adaptations for special needs:

- Introducing this activity in the gym or hallway first.
- Using less animal tracks to find, so the game isn't too long.

EHDA

S = social development

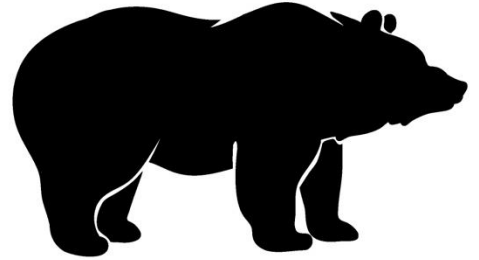
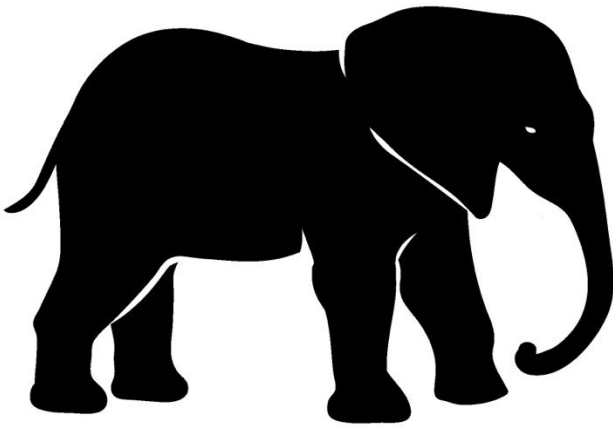
E = emotional development

EHDA = special needs

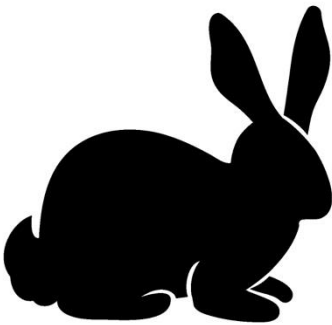
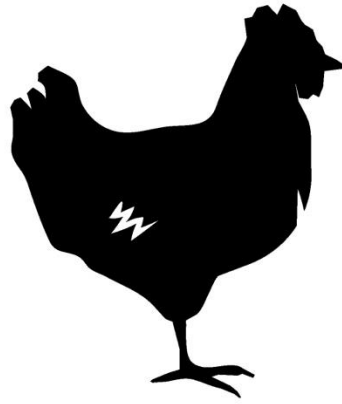
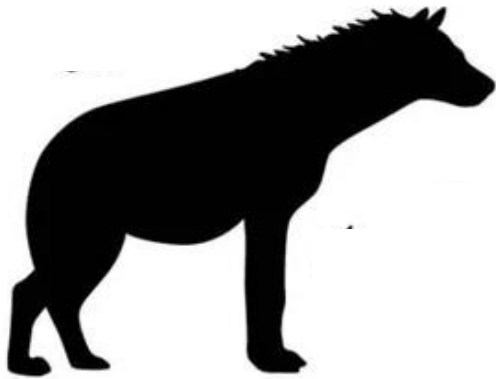


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ANIMAL TRACKS SCAVENGER HUNT



ANIMAL TRACKS SCAVENGER HUNT



ANIMAL TRACKS SCAVENGER HUNT (version 2)



THE RABBIT
LISTENED



EHDAA

Materials needed

- Animal Tracks game: each card presents a silhouette of the animal, along with different sizes of each animal tracks. Five animals from the book are represented: bear, elephant, hyena, rabbit and chicken.

OUTDOOR ACTIVITY

Tier 1 universal practices – for the whole group

- Spreading the cards throughout the school yard or nearby park.
- Showing the children each of the animal silhouette cards.
- Establishing a homebase where the 'master cards' will remain.
- Asking the children to run and find the different animal tracks.
- When they return to the homebase, the children need to match up the tracks with the right animal.
- The game will continue until all the animal tracks have been found and matched to the correct animal.
- This version of the game can become a lot more physical, depending on the distances and the number of times that the children are returning to find additional animal tracks.

Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small-group (2 or 3) of selected children at Tier 2 at a **reserved spot in the schoolyard** with fewer distractions.
- It is encouraged to start with two or three animals and their set of tracks.
- Then increasing the level of difficulty when the game is played again.
- Setting challenges with incremental steps is highly recommended. If there are too many animals or too many tracks to be found this may become quite frustrating and overwhelming for the children at Tier 2.

Tier 3 individualized practices – for few children on a one-to-one basis

- Repeating this activity with a child at Tier 3 at a **reserved spot in the schoolyard**, with the support of an adult (could invite a friend to make the game more engaging).
- Ensuring to start with 2 animals and their tracks, while gradually increasing the challenge.
- Taking cues from the child at Tier 3, as to their capacity to manage the task as well as their frustrations related to the challenge.

EHDAA

* See instructions at the back of the card



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ANIMAL TRACKS SCAVENGER HUNT (version 2)



THE RABBIT
LISTENED



CORI DOERRFELD



EHDAA

OUTDOOR ACTIVITY

Special attentions for K4:

- With 4-year-olds, this activity may be best done in small groups in order for them to have the support they need. Some will need additional help from an adult.
- Using less animal tracks to find, so the game isn't too long.




Special attentions for Tier 3

- Introducing this activity in a small area first with the supervision of an adult.
- Using less animal tracks to find, so the game isn't too long.

Adaptations for special needs:

EHDAA

- Children with special needs will do better with the version 1 of this activity.

 = social development  = emotional development  = special needs



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EASTER EMOTION EGG HUNT



Materials needed

- Plastic Easter eggshells
- Small [Face Emotion Cards](#) to place in the eggs

Tier 1 universal practices – for the whole group

- Inserting a mini emotion face cards into plastic easter eggs. Placing them around the school yard (or within the classroom if you have inclement weather).
- **Version 1** – when a child finds an egg, asking them to name and/or act out the emotion found in their egg, and talk about a time they felt this way.
- **Version 2** – when the children find all the eggs, having them regroup, compare and match up the same emotions together.

Tier 2 targeted practices – for some children in a small-group setting

- Completing this activity with a small-group (2 or 3) of selected children at Tier 2 at a **reserved spot in the schoolyard** with fewer distractions.
- Making direct links with specific examples seen within the classroom or playground. Being concrete will help them connect with the activity.

Tier 3 individualized practices – for few children on a one-to-one basis

- Completing this activity with a child at Tier 3 at a **reserved spot in the schoolyard**, with the support of an adult (could invite a friend to make the game more engaging).
- Making direct links with specific examples seen within the classroom or playground. Being concrete will help them connect with the activity.

EHDAA

* See instructions at the back of the card



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EASTER EMOTION EGG HUNT



OUTDOOR ACTIVITY

Special attentions for K4:

- With 4-year-olds, this activity may be best done in small groups in order for them to have the support they need. Some will need additional help from an adult.
- Using less eggs to find, so the game isn't too long.

Special attentions for Tier 3

- Introducing this activity in a small area first with the supervision of an adult.
- Using less eggs to find, so the game isn't too long.

Adaptations for special needs:

EHDA

- Introducing this activity in the gym or hallway first.
- Will be easier for the children to act out the emotion rather than naming it.
- Using less eggs to find, so the game isn't too long.

S = social development

E = emotional development

EHDA = special needs



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PARENT COMPONENT BUNNY ACTIVITIES



INDOOR ACTIVITY

Tier 1 universal practices – for the whole group

- **ACTIVITY 1: bunny making activity** – inviting the parents to come in for the bunny making activity (a simple bunny craft made by the child – see *details on next page*). Having extra helping hands can be very useful here.
- **ACTIVITY 2: classroom rabbit visit** – bringing the classroom rabbit (could be a plush or a figurine) home for a visit to spend some time with each child, on rotation (taking pictures of the rabbit with the child).
- Including 3 Easter eggs with an emotion photo card inserted inside each egg.
- Encouraging the parents to have a discussion with their child.
- When the classroom rabbit returns to school, having the child share what they did with rabbit while he visited in their home.
- The classroom rabbit is then sent off for a visit to the next child's home. If you happen to have 2 rabbits, they could both be visiting different home each evening.

** It is suggested for the teacher to model the use of this tool to the parents, for them to know how to best put it into action when at home.*

PARENT COMPONENT – ADULT RESOURCES

Resources available:

- Infographic by Dr. Deborah MacNamara:
Tantrum, tears and frustration
<https://macnamara.ca/infographics/>
- Editorials written by Deborah MacNamara and Hannah Beach:
 1. *Ten Things Not To Do When a Child is Frustrated or Having a Tantrum*
<https://macnamara.ca/portfolio/ten-things-not-to-do-when-a-child-is-frustrated-or-having-a-tantrum/>
 2. *Frustrating Play: what it is and how it supports development*
<https://hannahbeach.ca/frustrating-play/>



BUNNY MAKING IDEAS

